

WISDOM BOOKLET

# *Language Arts*

**Teacher's Helps &  
Answer Keys**

**29B–32B**



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



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# 29B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

#### Words describing ways to bless your enemy

|                 |             |
|-----------------|-------------|
| congratulations | acclamation |
| compliment      | upholding   |
| commendation    | prayer      |

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

It is quite normal for us to divide people into the classifications of either friend or enemy. Once this happens, it is natural for us to love our friends and to cut off contact with our enemies. One of the consequences of this attitude is that it fails to take into account the ministry God wants to perform through us in the lives of our enemies.

#### EXTENSION

Just as the goodness of God leads us to repentance, so God's love working through us can bring our enemies closer to the Lord. The Apostle Paul was certainly an enemy of the believers in the early Church. Had Ananias persisted in avoiding all contact with Paul, he would have missed the opportunity of ministering to him.

#### FURTHER EXTENSION

God knows which enemies will turn to Him, but we do not; therefore, we must demonstrate the love of Christ to each one, that we may be the children of our heavenly Father. There is a special reward for every believer who will treat others with genuine love. This is implied in Matthew 5:46 when Jesus asks us if we love only those who love us: "For if ye love them which love you, what reward have ye? Do not even the publicans the same?"  
—*Wisdom Booklet 29*

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

#### BASIC LEVEL

- |             |                   |               |
|-------------|-------------------|---------------|
| 1. believer | 3. grief-stricken | 5. weightless |
| 2. deceiver | 4. achieve        | 6. neighbor   |

#### EXTENSION

- cavalier
- mischievous
- conceived
- hygiene

#### FURTHER EXTENSION

- seizure\*
- feisty\*
- sovereign\*
- seismograph\*
- chandelier

#### Optional Words

- congratulate
- congratulations

\*Exceptions to the rule

**TT:** The *ie* and *ei* combinations confuse students in their spellings more often than any other spelling combinations. Teach your student to look at this rule in three parts: (1) "I before e" means that in most instances in which the *ie* or *ei* combination is used to say the long *e* sound, *ie* is the spelling order (e.g., *believe*). (2) "Except after *c*" means that whenever *c* precedes the *ie* or *ei* combination, *ei* is the spelling order (e.g., *receive*). (3) "Unless it says *ay* as in *neighbor* and *weigh*" means that when the *ie* or *ei* combination is used to say the long *a* sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

### Day Two

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

(Prepositional Phrases)

### 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

#### EXTENSIONS: Paragraph Three of Body

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

4 Sentences

(You may divide sentence one into two sentences at the semicolon if desired.)

(You may write out the entire quoted verse or just the reference for it in sentence four.)

### Day Three

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

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

### Day Four

### 7. Punctuation: Colon Usage

### 8. Composition: Edit and Revise

### 9. Structural Analysis: Possessive Nouns

### Day Five

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 29B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing ways to bless your enemy

|                 |             |
|-----------------|-------------|
| congratulations | acclamation |
| compliment      | upholding   |
| commendation    | prayer      |

## 1. Copying, Vocabulary, and Comprehension

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God knows which enemies will turn to Him, but we do not; therefore, we must demonstrate the love of Christ to each one, that we may be the children of our heavenly Father. There is a special reward for every believer who will treat others with genuine love. This is implied in Matthew 5:46 when Jesus asks us if we love only those who love us: "For if ye love them which love you, what reward have ye? Do not even the publicans the same?"  
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|-------------|-------------------|---------------|
| 1. believer | 3. grief-stricken | 5. weightless |
| 2. deceiver | 4. achieve        | 6. neighbor   |

### EXTENSION

7. cavalier
8. mischievous
9. conceived
10. hygiene

### FURTHER EXTENSION

11. seizure\*
12. feisty\*
13. sovereign\*
14. seismograph\*
15. chandelier

### Optional Words

16. congratulate
17. congratulations

\*Exceptions to the rule

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

(Prepositional Phrases)

### Day Two

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

### Paragraph One of Body

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

### Paragraph Two of Body

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

### EXTENSIONS: Paragraph Three of Body

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

(You may divide sentence one into two sentences at the semicolon if desired.)  
(You may write out the entire quoted verse or just the reference for it in sentence four.)

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

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### Day Three

## 7. Punctuation: Colon Usage

## 8. Composition: Edit and Revise

## 9. Structural Analysis: Possessive Nouns

### Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 29B Week 1 Answer Keys

## ❑ 3. Complete the following steps:

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

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

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

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

2. In the first two paragraphs, highlight the prepositional phrases. (They may appear anywhere in the sentences.) Do not highlight infinitives (*to* + verb).

Our natural response to an enemy is to desire his destruction or to wish him harm. A commitment to giving a blessing requires an entirely different mind-set. This outlook conquers anger, wrath, and malice. In order to give a blessing, you must discern the positive things God is doing in that person's life.

Even enemies will appreciate being congratulated when something good takes place in their lives. A congratulatory message is consistent with the command in Romans to rejoice with those who rejoice. To congratulate another person is to profess one's pleasure or joy about a happy or blessed event that has taken place in his life.

There are probably more opportunities to congratulate your enemies than you realize. Years ago, a study was conducted in which congratulation cards were sent out at random. Eight out of every ten cards brought a response of gratefulness from the person being congratulated and amazement at how the sender knew about the happy event.

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

1. For the underlined verb in each sentence, write a more interesting, action verb on the line following the sentence.

2. Optional: In your notebook, copy the sentences provided, choosing another more interesting verb to replace the underlined verb in each sentence.

Note: If the verb you chose requires rewording or adding more words in order for your sentence to make sense, feel free to change it accordingly.

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

Answers will vary.

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

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

Answers will vary.

**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.



# 29B Week 2 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Words describing ways to bless your enemy

|                 |             |
|-----------------|-------------|
| congratulations | acclamation |
| compliment      | upholding   |
| commendation    | prayer      |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In April of 1850, Adoniram Judson made his last sacrifice for the people of Burma. After suffering from a prolonged cold that continued to worsen, he died on April 12, 1850, at the age of sixty-one. There was no fear in his death. Shortly before he died, he told his wife Emily: “. . . I am not tired of my work, neither am I tired of the world. Yet, when Christ calls me home, I shall go with gladness as of a boy bounding away from his school.”

### EXTENSION

One of Dr Judson's greatest accomplishments was translation of the Word of God into the Burmese language. Beyond this, Dr. Judson would have us remember his love for Jesus.

### FURTHER EXTENSION

After a conference that took place during his stay in the United States, his wife Emily asked him why he had not told any stories in his short message. He replied that he had given them a story—“the most thrilling one that can be conceived of.” Emily replied, “But they had heard it before. They wanted something new of a man who had just come from the antipodes” (the other side of the globe). Revealing the true burden of his heart, Dr. Judson said, “Then I am glad they have it to say, that a man coming from the antipodes had nothing better to tell than the wondrous story of Jesus' dying love.”

—*Wisdom Booklet 29*

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

### BASIC LEVEL

- |                |              |              |
|----------------|--------------|--------------|
| 1. peacemakers | 5. entreaty  | 8. breadth   |
| 2. zealous     | 6. spreading | 9. meaning   |
| 3. oatmeal     | 7. greatly   | 10. increase |
| 4. pleasure    |              |              |

### EXTENSION

11. feasible
12. wealthier
13. misdemeanor
14. healthfully

### FURTHER EXTENSION

15. beautiful
16. beatitude

### Optional Words

17. compliment
18. complimentary

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

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

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

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

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

## Day Two

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

(Action Verbs, Homophones, Possessive Nouns)

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

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

#### Paragraph Two of Body

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

#### EXTENSIONS: Paragraph Three of Body

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

## Day Three

### 5. Punctuation: Punctuating Quotations

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

## Day Four

### 7. Grammar: Nouns

### 8. Composition: Edit and Revise

## Day Five

### 9. Spelling: Spelling Test

### 10. Dictation: Dictation Quiz

### 11. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 29B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing ways to bless your enemy

|                 |             |
|-----------------|-------------|
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| compliment      | upholding   |
| commendation    | prayer      |

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### BASIC LEVEL

In April of 1850, Adoniram Judson made his last sacrifice for the people of Burma. After suffering from a prolonged cold that continued to worsen, he died on April 12, 1850, at the age of sixty-one. There was no fear in his death. Shortly before he died, he told his wife Emily: “. . . I am not tired of my work, neither am I tired of the world. Yet, when Christ calls me home, I shall go with gladness as of a boy bounding away from his school.”

### EXTENSION

One of Dr Judson's greatest accomplishments was translation of the Word of God into the Burmese language. Beyond this, Dr. Judson would have us remember his love for Jesus.

### FURTHER EXTENSION

After a conference that took place during his stay in the United States, his wife Emily asked him why he had not told any stories in his short message. He replied that he had given them a story—“the most thrilling one that can be conceived of.” Emily replied, “But they had heard it before. They wanted something new of a man who had just come from the antipodes” (the other side of the globe). Revealing the true burden of his heart, Dr. Judson said, “Then I am glad they have it to say, that a man coming from the antipodes had nothing better to tell than the wondrous story of Jesus' dying love.”

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| 3. oatmeal     | 7. greatly   | 10. increase |
| 4. pleasure    |              |              |

### EXTENSION

11. feasible
12. wealthier
13. misdemeanor
14. healthfully

### FURTHER EXTENSION

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### Optional Words

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

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

### Day Two

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

(Action Verbs, Homophones, Possessive Nouns)

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
5 Sentences

### Paragraph Two of Body

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

### EXTENSIONS: Paragraph Three of Body

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

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

## 5. Punctuation: Punctuating Quotations

### Day Three

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

## 7. Grammar: Nouns

## 8. Composition: Edit and Revise

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)



# 29B Week 2 Answer Keys

## 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first paragraph, highlight all of the action verbs—including infinitives that contain an action verb.
3. In the last paragraph, highlight all of the misused homophones, and write the correct ones above them if you have not already done so.
4. In the first paragraph, highlight the possessive noun, and correct it if you have not already done so.

Our natural inclination is **to love our** friends and **to hate** our enemies. Yet this response **is** immature; **it does** not **finish** the course that God has **called** us **to run**. It will also not **complete Christ's** work in us.

On the other hand, by loving **our** enemies, we **follow** the example of our heavenly Father, **Who gives** benefits to both the evil and the good. When we act like our heavenly Father and take on **His** likeness, we are recognized as the children of our **Father Who** is in heaven. This is the goal and test of perfection.

One who is imperfect **loves** his neighbor and **hates** his enemy, yet even the law that **requires** judgment on evildoers **commands** us **to** demonstrate compassion and concern **for our** enemies. Throughout the book of **Proverbs**, we are instructed to love our enemies—**to** feed them, **to** give them drink, and to **not** rejoice when they stumble.

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

1. With one color, highlight the following parts of each sentence:
  - a. Beginning quotation marks
  - b. Ending quotation marks
  - c. Commas
  - d. Periods and question marks
2. With a different color, highlight the speech tags—the part that shows who is speaking.
  1. “I regarded my detention in France as a very important and, indeed, necessary part of my preparation for the duties which afterwards devolved upon me,” **said Judson** .
  2. **Adoniram Judson wrote to Ann's father** , “I have now to ask, whether you can consent to part with your daughter early next spring, to see her no more in this world; whether you can consent to her departure, and her subjection to the hardships and sufferings of a missionary life.”

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

3. **Judson continued**, “Can you consent to all this, in hope of soon meeting your daughter in the world of glory, with the crown of righteousness, brightened with the acclamations of praise which shall redound to her Saviour?”
4. **Ann wrote**, “When for a moment we realize what we once possessed, the wound opens and bleeds afresh.”
5. **Yet they still resolved**, “Thy will be done.”
6. **Adoniram received a note saying**, “To sum up the unhappy tidings in a few words—Mrs. Judson is no more.”
7. “I have distributed nearly ten thousand tracts, giving to none but those who ask,” **said Judson**.
8. **He continued**, “I presume that there have been six thousand applications at the house.”
9. “Others come from the interior of the country, where the name of Jesus Christ is little known,” **Judson commented**.
10. **Some people came two or three months’ journey from the borders of Siam and China to plead**, “Sir, we hear that there is an eternal hell. We are afraid of it. Do give us a writing that will tell us how to escape it.”
11. Shortly before he died, **Adoniram told Emily**, “It is not because I shrink from death that I wish to live.”
12. **He continued**, “I am not tired of my work, neither am I tired of the world.”
13. “Yet when Christ calls me home, I shall go with the gladness of a boy bounding away from his school,” **Judson shared**.
14. **Dr. Judson said**, “Then I am glad they have it to say, that a man coming from the antipodes had nothing better to tell than the wondrous story of Jesus’ dying love.”

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

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

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

Note: Most sentences have more than one noun.

1. The **story** of **Adoniram Judson** is a **story** of a man’s intense **love** for a **nation** that was hostile to the **Gospel**.
2. It is also a **story** of how that **love** was perfected through **suffering**.
3. **God** entrusted special intellectual **capacity** to **Adoniram**.
4. After **graduation** from **college**, **Adoniram** went **home** to his **parents** and informed them that he was an **atheist** and that he planned to taste the **pleasures** of the **world**.
5. Because of Adoniram’s atheistic **beliefs** and his **rejection** of his parent’s **standards**, **God** allowed **Adoniram** to fall into the **depths** of **sin**.
6. On his **way** traveling west, he stayed in a small **inn** where a dying **man** lay in a **room** separated from his by only a **curtain**.





# 29B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing ways to bless your enemy

|                 |             |
|-----------------|-------------|
| congratulations | acclamation |
| compliment      | upholding   |
| commendation    | prayer      |

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Each day the sun radiates more than 500,000,000,000,000,000,000 (five hundred sextillion) horsepower of heat energy. The nuclear reaction that powers the sun's "furnace" produces temperatures that exceed 15,000,000°C near the sun's center. It is so hot that a piece from the sun's center, no larger than the head of a match, would on earth instantly consume everything within a hundred-mile radius.

#### EXTENSION

By God's design, the earth receives only about 1/2,000,000,000 (one two-billionth) of the sun's intense heat. This amount of energy maintains the earth's temperature at a level that varies by less than one degree from year to year! That is, the average temperature of all the days in one year will be within one degree of the average temperature of the days in the year before and the year after that year.

#### FURTHER EXTENSION

In fact, the earth is so precisely located that any change or delay in its orbit would have catastrophic effects. If the earth were closer to the sun, the polar ice caps would melt and flood every major coastal city in the world. If the earth were farther away, it would become so cold that the oceans would freeze and every continent would become a desert

—*Wisdom Booklet 29*

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

#### BASIC LEVEL

- |           |              |           |
|-----------|--------------|-----------|
| 1. delay  | 4. displayed | 7. survey |
| 2. relay  | 5. conveying | 8. purvey |
| 3. astray | 6. disobey   |           |

#### EXTENSION

9. portray
10. yesterday
11. surveyor

#### FURTHER EXTENSION

12. conveyance

#### Optional Words

13. commend
14. commendation

**TT:** The spelling combination *ay* can say the long *a* sound in two instances:

1. At the end of one-syllable words (e.g., *hay*, *bay*)
  2. Occasionally at the end of longer words (e.g., *hurray*)
- Generally, *ey* says long *a* at the end of shorter words (e.g., *hey*).

### Day Two

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

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

#### Paragraph One of Body

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

5–7 Sentences (EXTENSIONS: 6–8)

#### Paragraph Two of Body

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

5–7 Sentences (EXTENSIONS: 6–8)

#### Paragraph Three of Body

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

5–7 Sentences (EXTENSIONS: 6–8)

#### EXTENSIONS: Paragraph Four of Body

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

6–8 Sentences

### Day Three

### 5. Grammar/Sentence Structure: Clauses vs. Sentences

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

### Day Four

### 7. Grammar: Subordinators

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

### 9. Sentence Structure: Subordinate Clause Openers

### Day Five

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### Extra Practice (Optional)

# 29B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing ways to bless your enemy

|                 |             |
|-----------------|-------------|
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| 3. astray | 6. disobey   |           |

### EXTENSION

9. portray
10. yesterday
11. surveyor

### FURTHER EXTENSION

12. conveyance

### Optional Words

13. commend
14. commendation

**TT:** The spelling combination *ay* can say the long *a* sound in two instances:

1. At the end of one-syllable words (e.g., *hay*, *bay*)
  2. Occasionally at the end of longer words (e.g., *hurray*)
- Generally, *ey* says long *a* at the end of shorter words (e.g., *hey*).

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

(Nouns, Homophones)

### Day Two

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

### Paragraph One of Body

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

5–7 Sentences (EXTENSIONS: 6–8)

### Paragraph Two of Body

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

5–7 Sentences (EXTENSIONS: 6–8)

### Paragraph Three of Body

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

5–7 Sentences (EXTENSIONS: 6–8)

### EXTENSIONS: Paragraph Four of Body

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

6–8 Sentences

## 5. Grammar/Sentence Structure:

Clauses vs. Sentences

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

### Day Three

## 7. Grammar: Subordinators

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

## 9. Sentence Structure: Subordinate Clause Openers

### Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 29B Week 3 Answer Keys

## 3. Complete the following steps:

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

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

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

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

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

3. In all the paragraphs, correct the misused homophones.

Many **animals** also **respond** to changing **lengths** of **daylight** and **darkness**. Annual **migrations**, **hibernation**, mating **seasons**, and **molting** **are** all stimulated by **sunlight**. The snowshoe **rabbit**, for **example**, completely changes **its appearance** each **fall**. As it **loses its** brown, summer **fur**, white, winter **fur** takes **its place**, making the **rabbit** difficult to see in **snow**. As the **days** grow longer in the **spring**, snowshoe **rabbits** shed **their** heavy winter **coats**. The white insulating **hair** of **winter** falls out and is replaced with dark, summer **hair**. This **hair** is not only cooler, but it also allows the **rabbit** to blend in with **its** summer **surroundings**.

The shortening days of fall also alert black **bears** to the approach of winter. The changing amount of sunlight actually stimulates a bear's appetite. Black bears must eat a lot in order to gain **weight** for the long winter ahead.

Changing amounts of daylight **prompt geese** to fly south in the fall and north in the spring. Monarch butterflies, caribou, salmon, and turtles all **respond** to the changing **lengths** of days throughout each year. The many effects of sunlight and darkness are amazing.

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

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

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

1. Vitamin D is an important derivative of cholesterol. **S**

2. While vitamin D is an important derivative of cholesterol. **C**

3. When one spends about fifteen to twenty minutes per day in the summer sun. **C**

4. When one spends about fifteen to twenty minutes per day in the summer sun, his body's need for vitamin D is met. **S**

5. Because vitamin D is soluble in fat. **C**

6. Because vitamin D is soluble in fat, the interaction between light and skin in the summer produces enough vitamin D to last most people all winter. **S**

7. When a person eats fish-liver oils, egg yolk, and fortified milk, he is getting vitamin D. **S**

8. When a person eats fish-liver oil, egg yolk, and fortified milk. **C**

9. Vitamin D requires moderate amounts of bile salts and fat for absorption. **S**
10. When these salts and fats are not present, vitamin D passes through the body without being absorbed. **S**
11. When one is in winter-like weather all of the time. **C**
12. When one is in winter-like weather all of the time, vitamin D deficiency may occur. **S**
13. A plant's movement toward light is known as tropism. **S**
14. When plants are exposed to light. **C**
15. When plants are exposed to light, they always turn toward the light and away from the shade. **S**
16. In the Northern Hemisphere, the amounts of daylight and darkness are equal only on March 21 and September 23. **S**
17. On every other day of the year, the lengths of the day and the night are unequal. **S**
18. When days are shortened or lengthened, it signals to plants when they should flower, drop their leaves, or prepare for winter. **S**
19. When days are shortened or lengthened due to sunlight and daylight. **C**
20. If a person plants flowers that bloom at different times of the year. **C**
21. If a person plants flowers that bloom at different times of the year, he can grow a calendar garden that reflects the date. **S**
22. If you choose flowers carefully, one flower then another will bloom as the amount of sunlight changes during the spring, summer, and fall. **S**
23. If you choose flowers carefully, one flower then another. **C**
24. When the leaf of a plant dies, its chlorophyll starts to fade, and it loses its green color. **S**
25. When the leaf dies, its chlorophyll. **C**

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

1. **As** the earth rotates on its axis, first one place and then another falls directly beneath the moon or the sun.
2. **Because** the gravitational attraction of the moon and sun at these points is so great, it can actually lift the ocean and bulge the waters of the earth.
3. **As** the earth turns beneath the sun and moon, these swells and troughs (called tides) move.
4. **As** the tides pass, they cause the oceans to rise and fall.
5. **When** a bulge approaches a beach or harbor, the tide "comes in."
6. **When** the bulge passes, the tide "goes out."
7. **As** tides flow in and out of harbors, they sweep out the main channels, keeping them deep enough for ships to pass through them.
8. **If** the channels were not freed of excess sand and silt each day, they would quickly fill with debris and make passage impossible for large ships.
9. **When** the sun and moon line up with the earth, their gravitational forces combine to make the tides higher than usual.



10. **Because** many harbors can be entered only during high tide, ships must schedule their arrivals and departures to coincide with the high tides.
11. **Because** tides are so regular, accurate timetables can be prepared years in advance.
12. **When** light strikes a molecule of chlorophyll, its electrons absorb energy.
13. **As** the excited electrons bounce around, they split apart molecules of water, producing both hydrogen and oxygen.
14. **While** this process may look simple, it is actually a very complex series of reactions.
15. **Because** yellow light and green light are reflected and not absorbed, chlorophyll makes plants look green.
16. **If** oxygen were not produced, animals and humans would die.
17. **Since** God placed the sun at a precise point, it balances the earth's average temperature between the freezing point of water (32°F) and the normal body temperature of man (98.6°F).
18. **If** the earth were five percent farther away from the sun than it is now, all the water in the oceans would freeze.
19. **Because** the earth's axis is tilted, one hemisphere receives more direct sunlight than the other.
20. **As** the earth orbits around the sun, the Northern Hemisphere enjoys summer when the axis points toward the sun.
21. **When** the axis points away from the sun six months later, the Southern Hemisphere enjoys summer.
22. **If** the earth's axis were not tipped, there would be no seasons.
23. **If** it were tipped more than it is, the seasons would be much more pronounced.
24. **Because** the earth rotates every twenty-four hours, temperature extremes are avoided.
25. **As** the axis changes, so will the seasons and the average temperature.

**9c. In the sentences provided, complete the following steps:**

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

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

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

Answers will vary.



# 29B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing ways to bless your enemy

|                 |             |
|-----------------|-------------|
| congratulations | acclamation |
| compliment      | upholding   |
| commendation    | prayer      |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

That evening the tired cowboys huddled around the campfire to escape the chill of the cool desert night. One by one they curled up in their bedrolls and dozed off to sleep. During the night one of the longhorns walked away from the main herd. Shaken with fever and convulsions, it haltingly collapsed onto a patch of buffalo grass.

### EXTENSION

Two days later, as the noonday sun began to blister the arid landscape, circling turkey vultures descended and began to savagely devour the decaying carcass. Preoccupied with their meal, the busy vultures failed to sense the presence of another scavenger. Without warning, a hungry coyote suddenly lunged at the birds from a nearby ridge. The vultures escaped, leaving only bare bones for the thoroughly disappointed coyote.

### FURTHER EXTENSION

Aroused by the commotion, the two trail hands approached the skeleton. The coyote swiftly fled into the desert. The cowboys dismounted and examined the scene. As they stood over the pile of bones, they did not realize that the ugly birds that they had mocked and driven away earlier in their journey were now responsible for helping to protect them from certain death. By so completely consuming the carcass of the steer, they had removed the threat of the highly contagious disease anthrax from the cowboys and the herd. —*Character Sketches*, Volume III

## 2. Spelling: Letter *a* Says Short *o* Sound (Examples: bald, taught, law)

### BASIC LEVEL

- |                              |                |               |
|------------------------------|----------------|---------------|
| 1. psalmist                  | 4. alternate   | 7. augment    |
| 2. alter (to change)         | 5. jaundice    | 8. almond     |
| 3. altar<br>(kneeling bench) | 6. installment | 9. altogether |

### EXTENSION

10. alternator
11. automatic
12. almanac
13. authorize

### FURTHER EXTENSION Optional Words

- |                   |                 |
|-------------------|-----------------|
| 14. alternative   | 16. acclamation |
| 15. authorization | 17. upholding   |

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

### Day Two

3. **Editor Duty:** Correct Given Paragraph(s)  
(Subordinators)
4. **FURTHER EXTENSION:**  
**Prewriting/Composition:** Take Notes  
and Write an Original Closing Paragraph

### Day Three

5. **Grammar:** Helping Verbs and Verb Phrases
6. **Composition:** Edit and Revise

### Day Four

7. **Grammar:** Adverbs
8. **Grammar:** Subject-Verb Agreement

### Day Five

9. **Spelling:** Spelling Test
  10. **Dictation:** Dictation Quiz
  11. **Composition:** Final Copy Original  
Informative Essay
- Extra Practice** (Optional)

# 29B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing *ways to bless your enemy*

|                 |             |
|-----------------|-------------|
| congratulations | acclamation |
| compliment      | upholding   |
| commendation    | prayer      |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

That evening the tired cowboys huddled around the campfire to escape the chill of the cool desert night. One by one they curled up in their bedrolls and dozed off to sleep. During the night one of the longhorns walked away from the main herd. Shaken with fever and convulsions, it haltingly collapsed onto a patch of buffalo grass.

### EXTENSION

Two days later, as the noonday sun began to blister the arid landscape, circling turkey vultures descended and began to savagely devour the decaying carcass. Preoccupied with their meal, the busy vultures failed to sense the presence of another scavenger. Without warning, a hungry coyote suddenly lunged at the birds from a nearby ridge. The vultures escaped, leaving only bare bones for the thoroughly disappointed coyote.

### FURTHER EXTENSION

Aroused by the commotion, the two trail hands approached the skeleton. The coyote swiftly fled into the desert. The cowboys dismounted and examined the scene. As they stood over the pile of bones, they did not realize that the ugly birds that they had mocked and driven away earlier in their journey were now responsible for helping to protect them from certain death. By so completely consuming the carcass of the steer, they had removed the threat of the highly contagious disease anthrax from the cowboys and the herd. —*Character Sketches*, Volume III

## 2. Spelling: Letter *a* Says Short *o* Sound (Examples: bald, taught, law)

### BASIC LEVEL

- |                              |                |               |
|------------------------------|----------------|---------------|
| 1. psalmist                  | 4. alternate   | 7. augment    |
| 2. alter (to change)         | 5. jaundice    | 8. almond     |
| 3. altar<br>(kneeling bench) | 6. installment | 9. altogether |

### EXTENSION

10. alternator
11. automatic
12. almanac
13. authorize

### FURTHER EXTENSION

14. alternative
15. authorization

### Optional Words

16. acclamation
17. upholding

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

### Day Two

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

4. **FURTHER EXTENSION:**

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

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

### Day Three

6. **Composition:** Edit and Revise

7. **Grammar:** Adverbs

8. **Grammar:** Subject-Verb Agreement

### Day Four

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

**Extra Practice** (Optional)

# 29B Week 4 Answer Keys

## □ 3. Complete the following steps:

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

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

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

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

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

The Good Samaritan demonstrated **how** to **give** practical love both to a neighbor and to **an** enemy, **since** the Jews despised the Samaritans and would not have any dealings with them. In describing **how** the Samaritan helped the wounded Jewish traveler, **J**esus gave us wise and accurate instructions on the care of one who needs emergency medical help. It is important for us to understand the procedures **that** the Good Samaritan followed and also to learn the skills required to carry them out **so that** we can “go and do likewise.”

**Because** an accident may produce several injuries, a good Samaritan must assess the seriousness of a victim's injuries **before** he begins treatment. He must never assume **that** the most obvious injury is the only one present. **Although** some obvious injuries **are** of little consequence, hidden injuries may be critical. **While** an inexperienced “good Samaritan” is busy bandaging a cut finger, these hidden injuries may result in the victim's death. **This means that** a good Samaritan's first task is to locate and treat those injuries **that are** life-threatening.

As a good Samaritan, you must collect all the needed information rather than jump to conclusions. **F**irst, ask the injured person what happened. If the victim is unable to talk, ask a witness what happened. Listen carefully. **B**e especially alert for clues that might reveal the nature of any injuries. Then quickly examine the victim for signs of breathing, pulse, and any serious bleeding. These three matters **require** immediate attention.

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

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

2. Highlight all of the verbs within the verb phrases you underlined as follows:

a. Highlight the helping verbs in one color.

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

Note: Highlight infinitives (*to* + verb) according to what type of verb they contain. In WBLA we will consider infinitives alone or helpers plus infinitives to be verb phrases.

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

1. Scientists have named the external factors that direct the movements of plants tropism.

2. The movement of plants toward light is called phototropism.

3. Movement away from or toward the pull of gravity is called geotropism.

4. Sunlight **will direct** the growth of plants so that they turn toward the light.
5. Phototropism is the result of a plant hormone that botanists **have named** auxin.
6. Researchers **have also found** auxin in the roots of plants.
7. Auxin **is transported** by the root cells toward the pull of gravity.
8. The response of plants to changes in the length of the day **is called** photoperiodism.
9. The opening and closing of flower blossoms **is called** nastic movement.
10. As the sun warms the petals of a blossom, the pressure inside the cells of the petals **will increase**.
11. This pressure **is called** turgor pressure.
12. By planting flowers that bloom at different times of the year, you **can grow** a calendar garden that reflects the date.
13. By choosing your flowers carefully, first one flower and then another **will bloom** as the amount of sunlight changes during the spring, summer, and fall.
14. Photochromism lets a plant know when winter **is coming**.
15. Photochromism also stimulates leaf stems **to seal** off the flow of water and nutrients to a plant's leaves.
16. When the leaf dies, its chlorophyll **starts to fade**, and it loses its green color.
17. This reveals rich colors that **have been masked** all summer long by the abundance of chlorophyll.
18. Living things that capture energy from the sun and produce their own food **are called** autotrophs.
19. Only four major ingredients **are involved** in photosynthesis: water, carbon dioxide, chlorophyll, and sunlight.
20. The process of photosynthesis **can be described** using a chemical equation.

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

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

Note: Some subjects have two or more verbs that go with them, and some verbs have two or more subjects that go with them. Look closely!

1. **It is** hotter when the sun is directly overhead and cooler when the sun is lower in the sky.
2. One **hemisphere receives** more direct sunlight than the other.
3. **This causes** the change of the seasons.
4. When the Northern Hemisphere is enjoying summer, the earth's **axis is pointing** toward the sun.
5. The **Southern Hemisphere enjoys** summer six months later, when the axis points away from the sun.
6. The **rotation** of the earth **causes** alternate periods of day and night.
7. The **side** toward the sun **warms** up while the other side cools down.
8. The **moon rotates** only once every 29 1/2 days.
9. The **temperature** on the side of the moon facing the sun **may exceed** 260°F.

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







# 30B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

#### Words describing people to whom we should give alms

|            |          |           |
|------------|----------|-----------|
| stranger   | poor     | needy     |
| fatherless | Levite   | afflicted |
| widow      | hireling | destitute |

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Although the English word *alms* appears nowhere in the Old Testament, the Mosaic law and the prophetic writings are replete with commands and injunctions about giving to the poor. By the time the Babylonian exiles were over, charity or doing alms was regarded as an important part of the word *righteousness*. Some even saw the word *righteousness* as synonymous with almsgiving.

#### EXTENSION

Just as the Pharisees did with other Scriptural principles, they turned almsgiving into a legalistic practice that completely lacked the love of God. They took the promise “righteousness delivers from death” found in Proverbs 10:2 to mean that giving to the poor was a way to postpone death. The Old Testament guidelines were not meant to limit the Jews to giving only to their fellow Israelites, but that is how the Law came to be interpreted. The Pharisees went even further, so narrowly defining “neighbor” that they did not consider it their duty to give to anyone who was not a Pharisee.

#### FURTHER EXTENSION

Jesus transformed the Old Testament principles by empowering them with God’s love. The Law, set in the context of Jesus’ teachings, still reveals God’s ideal for giving to the needs of the poor. Jesus took every Old Testament Law one step further—or fulfilled it entirely. For example, while the Old Testament says to give ten percent to God’s work, Jesus told us to be willing to give all to God.  
—*Wisdom Booklet 30*

### 2. Spelling: Unusual One-Vowel-Is-Long Combinations (Examples: wild, kind)

#### BASIC LEVEL

- |             |               |           |
|-------------|---------------|-----------|
| 1. blinded  | 4. mastermind | 7. boldly |
| 2. mildness | 5. hostess    | 8. old    |
| 3. unkind   | 6. childless  |           |

#### EXTENSION

- 9. childhood
- 10. mindlessness
- 11. coldest

#### FURTHER EXTENSION

- 12. almsgiving
- 13. replete
- 14. prophetic
- 15. exile

#### Optional Words

- 16. vulnerable
- 17. ill-advised
- 18. alienated

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

### Day Two

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

(Be, a Helper, Link Verbs)

#### 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.)

##### Paragraph Two of Body

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

4 Sentences

##### Paragraph Three of Body

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

4 Sentences

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

### Day Three

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

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

### Day Four

#### 8. EXTENSIONS:

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

#### 9. Grammar/Sentence Structure: Subordinate Clauses

#### 10. Composition: Edit and Revise

### Day Five

#### 11. Spelling: Spelling Test

#### 12. Dictation: Dictation Quiz

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

#### Extra Practice (Optional)

# 30B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

Words describing *people to whom we should give alms*

|            |          |           |
|------------|----------|-----------|
| stranger   | poor     | needy     |
| fatherless | Levite   | afflicted |
| widow      | hireling | destitute |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Although the English word *alms* appears nowhere in the Old Testament, the Mosaic law and the prophetic writings are replete with commands and injunctions about giving to the poor. By the time the Babylonian exiles were over, charity or doing alms was regarded as an important part of the word *righteousness*. Some even saw the word *righteousness* as synonymous with almsgiving.

### EXTENSION

Just as the Pharisees did with other Scriptural principles, they turned almsgiving into a legalistic practice that completely lacked the love of God. They took the promise “righteousness delivers from death” found in Proverbs 10:2 to mean that giving to the poor was a way to postpone death. The Old Testament guidelines were not meant to limit the Jews to giving only to their fellow Israelites, but that is how the Law came to be interpreted. The Pharisees went even further, so narrowly defining “neighbor” that they did not consider it their duty to give to anyone who was not a Pharisee.

### FURTHER EXTENSION

Jesus transformed the Old Testament principles by empowering them with God’s love. The Law, set in the context of Jesus’ teachings, still reveals God’s ideal for giving to the needs of the poor. Jesus took every Old Testament Law one step further—or fulfilled it entirely. For example, while the Old Testament says to give ten percent to God’s work, Jesus told us to be willing to give all to God.  
—*Wisdom Booklet 30*

## 2. Spelling: Unusual One-Vowel-Is-Long Combinations (Examples: wild, kind)

### BASIC LEVEL

- |             |               |           |
|-------------|---------------|-----------|
| 1. blinded  | 4. mastermind | 7. boldly |
| 2. mildness | 5. hostess    | 8. old    |
| 3. unkind   | 6. childless  |           |

### EXTENSION

- |                  |                |                 |
|------------------|----------------|-----------------|
| 9. childhood     | 12. almsgiving | 16. vulnerable  |
| 10. mindlessness | 13. replete    | 17. ill-advised |
| 11. coldest      | 14. prophetic  | 18. alienated   |

### FURTHER EXTENSION

- |           |
|-----------|
| 15. exile |
|-----------|

### Optional Words

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

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

(Be, a Helper, Link Verbs)

### 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.)

### Paragraph Two of Body

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

4 Sentences

### Paragraph Three of Body

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

4 Sentences

## 5. Grammar/Sentence Structure:

Five Things a Paragraph Contains (OCCTI)

## 6. Composition/Creative Writing: Write

a Rough Draft From a Key Word Outline

### Day Three

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

## 8. EXTENSIONS:

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

## 9. Grammar/Sentence Structure:

Subordinate Clauses

## 10. Composition: Edit and Revise

### Day Four

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## 13. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 30B Week 1 Answer Keys

## 3. Complete the following steps:

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

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

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

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

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

**There are** certain **categories** of people in every community who **are** vulnerable (open to **being** hurt easily) because they lack human protection. They **are** open to **being** easily **taken** advantage of. These **are** the ones **God wants** us to help. One of these **is** the stranger. He **does** not **have** friends in his area. These **could be** newcomers, foreigners, or travelers. Scripture lists the stranger as the first one who **should** receive our alms, for he **is** very vulnerable.

The orphan **is** another person who **is** to **be given** alms. An orphan **is** defined in **Scripture** as one who **does** not **have** a father. Of course, this **could** also mean one whose father **has** rejected the family. **The** widow also **should be** given alms by believers. The **Hebrew** word for widow means “desolate.” It **can** also mean “one who **is forsaken** or discarded.”

There **are** various divisions of the poor in **Scripture**, but they all have one thing in common: these people **are** dependent upon others for daily provision. In other words, they are **too** poor **to** provide **their** own daily food and shelter. The **Bible** tells us **to** defend the poor and do justice to the needy. It also tells us to deliver the needy from the hand of the wicked, indicating that needy people **are** especially likely to be **taken** advantage of or hurt by evil people.

## 5b. Find OCCTI in the paragraph provided.

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

**C**losing sentence: With another color, highlight the closing sentence.

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

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

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

**I** **There are certain categories of people in every community who are particularly likely to be hurt by others because they lack human protection.**

This lack often causes them to be taken advantage of. God promises that those who give alms to these individuals will receive His special reward. He also warns that those who neglect or mistreat these people will be severely punished. **We need to identify who these people are and learn how to do the kind of alms that will cause God to be glorified and allow us to experience His blessings.**

Topic of Paragraph: **People whom we should help**    Number of Sentences: **4**

**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.

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

1. When the widow explained that she could not pay, the creditor advised her to turn her two sons over to be bondmen to him.
2. She cried out to a Godly man for help, and he gave her wise counsel.
3. She and her two sons were to engage in a family venture that God was going to use to bless them miraculously.
4. The widow and her sons followed his counsel, and the debts were not only paid, but there were enough funds left for them to live on.
5. A major need of the poor is the need to overcome their sense of feeling alienated.
6. Alienation comes from the word *alienus*; it is from where we get the words *foreigner*, *outsider*, *stranger*, and *newcomer*.
7. Ruth was a stranger and a foreigner, and she only knew one person in the whole community.
8. Ruth was without any means of income, and she was totally dependent upon the goodwill of the community.
9. With her whole heart, Ruth entered into the only available job, and her diligence caught the attention of those who worked with her.
10. God prompted Boaz to reward her efforts with generosity, and he was later led by God to marry her.

□ **9e.** In each sentence provided, complete the following steps:

1. Highlight the entire subordinate clause opener (not just the subordinator at the beginning).
  2. With another color, highlight the comma following the subordinate clause.
1. **When a person is in distress** , he has an inward strain and anxiety, and immediate assistance is often needed.
  2. **When a wife loses her husband** , she experiences deep distress.
  3. **If children lose their father** , they experience deep distress.
  4. **If a stranger or a poor person has an urgent need** , he is in distress.
  5. **When a young son died** , his grieving mother went as fast as she could to the prophet.
  6. **As the prophet saw her in the distance** , he perceived that she had a need.
  7. **Since he saw that she had a need** , he sent his assistant to ask her if things were well with herself, her husband, and her son.
  8. **Because the assistant did not seem compassionate** , she did not share her need with him.
  9. **When she reached the prophet** , she dropped to her knees and took hold of his feet.
  10. **When the assistant tried to pull her away** , the prophet corrected him because he knew her soul was distressed within her.





# 30B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

Words describing people to whom we should give alms

|            |          |           |
|------------|----------|-----------|
| stranger   | poor     | needy     |
| fatherless | Levite   | afflicted |
| widow      | hireling | destitute |

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

One day a man knocked on a couple's door. He explained that he practiced the same trade they did and that he was looking for lodging. He found a warm welcome at the home of this couple. Soon he became a working member of the family—while teaching them the truths of Scripture.

#### EXTENSION

This visitor was the apostle Paul. Each week he went to the local synagogue and boldly proclaimed the Gospel to those who were there. After weeks of his convincing ministry, there was a large following of believers in the city. A new dimension of hospitality was added to this couple's lives as they strengthened and ministered to the new converts.

#### FURTHER EXTENSION

Just as this husband and wife had included Paul in the activities of their home, he included them in the further outreach of his ministry. These three Christians traveled to distant cities proclaiming the Gospel, demonstrating hospitality, and establishing churches. The great influence of this couple is indicated in Scripture. Paul stated that they were his helpers in Christ Jesus, that they risked their lives for his, and that all the Gentile churches gave thanks for them. Truly, Aquila and Priscilla provided an atmosphere in their home that contributed to the growth of the early Christian Church.

—*Character Sketches*, Volume II

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

#### BASIC LEVEL

- |            |            |            |
|------------|------------|------------|
| 1. peace   | 4. contact | 7. except  |
| 2. central | 5. context | 8. rescue  |
| 3. respect | 6. accept  | 9. because |

#### EXTENSION

- |                |                  |                  |
|----------------|------------------|------------------|
| 10. accomplish | 13. completeness | 16. distressed   |
| 11. success    | 14. cultural     | 17. exploited    |
| 12. recognize  | 15. compassion   | 18. impoverished |

#### FURTHER EXTENSION Optional Words

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

### Day Two

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

(Pronouns, Subordinate Clause Openers)

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

##### Paragraph One of Body

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

4 Sentences

##### Paragraph Two of Body

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

4 Sentences

##### Paragraph Three of Body

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

5 Sentences

#### 5. Grammar: Capitalization Rules

### Day Three

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

#### 7. Sentence Structure: Dashes

### Day Four

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

#### 9. Grammar: Proper Nouns

#### 10. Composition: Edit and Revise

### Day Five

#### 11. Spelling: Spelling Test

#### 12. Dictation: Dictation Quiz

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

#### Extra Practice (Optional)



# 30B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

Words describing *people to whom we should give alms*

|            |          |           |
|------------|----------|-----------|
| stranger   | poor     | needy     |
| fatherless | Levite   | afflicted |
| widow      | hireling | destitute |

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

One day a man knocked on a couple's door. He explained that he practiced the same trade they did and that he was looking for lodging. He found a warm welcome at the home of this couple. Soon he became a working member of the family—while teaching them the truths of Scripture.

#### EXTENSION

This visitor was the apostle Paul. Each week he went to the local synagogue and boldly proclaimed the Gospel to those who were there. After weeks of his convincing ministry, there was a large following of believers in the city. A new dimension of hospitality was added to this couple's lives as they strengthened and ministered to the new converts.

#### FURTHER EXTENSION

Just as this husband and wife had included Paul in the activities of their home, he included them in the further outreach of his ministry. These three Christians traveled to distant cities proclaiming the Gospel, demonstrating hospitality, and establishing churches. The great influence of this couple is indicated in Scripture. Paul stated that they were his helpers in Christ Jesus, that they risked their lives for his, and that all the Gentile churches gave thanks for them. Truly, Aquila and Priscilla provided an atmosphere in their home that contributed to the growth of the early Christian Church.

—*Character Sketches*, Volume II

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

#### BASIC LEVEL

- |            |            |            |
|------------|------------|------------|
| 1. peace   | 4. contact | 7. except  |
| 2. central | 5. context | 8. rescue  |
| 3. respect | 6. accept  | 9. because |

#### EXTENSION

#### FURTHER EXTENSION

#### Optional Words

- |                |                  |                  |
|----------------|------------------|------------------|
| 10. accomplish | 13. completeness | 16. distressed   |
| 11. success    | 14. cultural     | 17. exploited    |
| 12. recognize  | 15. compassion   | 18. impoverished |

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

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

(Pronouns, Subordinate Clause Openers)

### Day Two

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

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4 Sentences

#### Paragraph Two of Body

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

#### Paragraph Three of Body

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

### 5. Grammar: Capitalization Rules

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

### Day Three

### 7. Sentence Structure: Dashes

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

### 9. Grammar: Proper Nouns

### 10. Composition: Edit and Revise

### Day Four

### 11. Spelling: Spelling Test

### 12. Dictation: Dictation Quiz

### 13. Composition: Final Copy Informative Essay

### Extra Practice (Optional)



# 30B Week 2 Answer Keys

R. G. LeTourneau is the multimillionaire developer of giant earth-moving equipment. He liked to tell people that he was just a mechanic that **G**od had blessed. **Through God's patient working in Bob's life**, he began to realize that working on his own, he was sure to fail. **Only G**od could build a successful company through him.

In 1935, **B**ob shared with his wife, **E**velyn, that tithe in the **O**ld **T**estament was given out of duty. He felt that they should do more than that. Thus, **B**ob and **E**velyn decided to start a **C**hristian foundation in which they placed half of **their** company's profits and half of **their** own income. **Their** commitment to helping others continued to grow. In 1960, they **were** able to increase the holdings of their foundation to ninety percent of the stock and ninety percent of **their** income. They lived on the remaining ten percent.

Because of **his** personal dedication to the **L**ord, LeTourneau **saw G**od built a multimillion-dollar company as **he** designed and produced the giant earth-moving machinery that has played a significant role in the technological developments of the twentieth century. **He was** able to minister to thousands of people around the world, and the institutions **he** established continue to do so today. All of **this** did not happen, however, until **G**od had **taught him** important lessons about doing alms.

## 3. Complete the following steps:

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

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

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

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

2. In the last paragraph, highlight the pronouns.

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

## 5f. In the sentences provided, highlight the words that should be capitalized.

1. It was very quiet in the little church in **stockton**, **california**, late one night in 1920.

2. The young man, **r. g. leTourneau**, knelt down, pouring his heart out to **god**.

3. **coming** back from **world war** I in 1919 to rejoin his wife and newborn son in California, he found that the successful garage business he had left in the hands of his partner was now hopelessly bankrupt.

4. **while letourneau** was away from home, his partner wasted thousands of the hard-earned dollars drinking and living immorally.

5. **as** old friends who were missionaries to **china** came to dinner, **bob** and **evelyn** felt led to get busy working for the **lord** in their local church.

6. **bob** began working on **saturday** nights, playing music and ministering to drunks and others on the streets.

**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. **bob** would often spend the night at the mission so that when one of the drunks would awaken screaming in confusion, **bob** could talk to him about the **lord**.
8. **still**, **mr. leTourneau** worried about his finances and how he would provide for his family.
9. **his** sister **sarah** challenged him to love the **lord** with all of his heart and look for ways to serve **him**.
10. **when bob** was unsure how to serve the **lord**, his pastor reminded him that **god** needed businessmen as well as preachers and missionaries.
11. **when bob** started his tractor the next morning, it was settled; he was in partnership with **god**.
12. **gradually**, **bob** was able to buy equipment as **god** continued to provide him with the money to do so.
13. **in** the years that followed, his earth-moving equipment business grew and the **letourneaus** were able to increase their giving.
14. **in** 1926, he took on his first major contract—the construction of a highway through the mountains between Stockton and Oakland.
15. **things** were not going well until the **lord** gave **bob** the idea for a new kind of tractor-scraper—a tractor that had a blade in the front that could be raised and lowered; thus, the bulldozer was born!

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

1. Another unexpected reward for **bob** came as a result of a different kind of giving.
2. In the late 1930s, **bob** wanted to expose the men working in his factory to **god's word**, so he began bringing in speakers to talk to them.
3. **bob** hired a full-time chaplain in each of his plants to minister to his workers.
4. New factories were added at **toccoa falls**, **georgia**; **vicksburg**, **mississippi**; and **rydalmere**, **australia**.
5. **in** spite of a slow down in sales around the end of **world war ii**, the company continued to prosper in a miraculous way.
6. In 1946, while searching for a site for another plant, the **leTourneaus** happened to fly over what had been a wartime army hospital on the edge of **Longview**, **texas**.
7. Within a few months, a proposal had been presented in **Washinton** for the foundation to turn **harmon hospital** into **leTourneau technical institute**, which would give special opportunities to veterans seeking vocational training.
8. The plan was so enthusiastically accepted by the government that the buildings and grounds (valued at \$870,000) were turned over to the **leTourneau foundation** for the token payment of one dollar!
9. Several hundred students now enroll each semester in what has become **leTourneau university**, a four-year university offering majors in engineering, technology, and aviation, with a strong emphasis on **bible** and missions.
10. **bob** and **evelyn** found their greatest reward in the fact that their sons and daughter are carrying on the principles they believed in with their own children.

# 30B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

Words describing people to whom we should give alms

|            |          |           |
|------------|----------|-----------|
| stranger   | poor     | needy     |
| fatherless | Levite   | afflicted |
| widow      | hireling | destitute |

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

Most observers cannot tell the difference between a male and female mountain gorilla until the animals are several months old. Once a male reaches maturity, however, it exhibits a number of characteristics that draw attention to itself. The male leader of a gorilla “family” wears an impressive crest of hair on its head that is shaped much like the plume on a Roman soldier’s helmet. Across its back grows silver hair, signifying that it is an “elder” of the group.

#### EXTENSION

Each male leader also stakes out a territory in which its family can live peacefully. However, along the boundaries of its territory, male rivals occasionally threaten its authority. These rivals draw attention to themselves by standing on their rear legs and beating their chests with their fists.

#### FURTHER EXTENSION

A male gorilla’s 350-pound frame and incredible strength make it a very menacing sight. An intruder will often uproot trees, shred branches and leaves, and give off a pungent odor to let everyone know that it is there. If this is not enough, it may charge furiously toward the family’s leader in order to get its attention. In most cases, the intruder stops short, and the two males taunt one another until one or the other retreats into the forest. —*Wisdom Booklet 30*

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

#### BASIC LEVEL

- |           |           |               |
|-----------|-----------|---------------|
| 1. Christ | 3. chute  | 5. chasm      |
| 2. chief  | 4. chapel | 6. Christlike |

#### EXTENSION

7. character  
8. charades

#### FURTHER EXTENSION

9. Christian  
10. characteristics  
11. chandelier  
12. Christmas

#### Optional Words

13. protect  
14. advise  
15. reconcile

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

### Day Two

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

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

#### Paragraph One of Body

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

#### Paragraph Two of Body

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

#### EXTENSIONS: Paragraph Three of Body

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

#### FURTHER EXTENSION: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
6–8 Sentences

### Day Three

### 5. Structural Analysis: Plural Nouns

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

### Day Four

### 7. Grammar: Adjectives

### Day Five

### 8. Spelling: Spelling Test

### 9. Dictation: Dictation Quiz

### Extra Practice (Optional)

# 30B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

Words describing *people to whom we should give alms*

|            |          |           |
|------------|----------|-----------|
| stranger   | poor     | needy     |
| fatherless | Levite   | afflicted |
| widow      | hireling | destitute |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Most observers cannot tell the difference between a male and female mountain gorilla until the animals are several months old. Once a male reaches maturity, however, it exhibits a number of characteristics that draw attention to itself. The male leader of a gorilla “family” wears an impressive crest of hair on its head that is shaped much like the plume on a Roman soldier’s helmet. Across its back grows silver hair, signifying that it is an “elder” of the group.

### EXTENSION

Each male leader also stakes out a territory in which its family can live peacefully. However, along the boundaries of its territory, male rivals occasionally threaten its authority. These rivals draw attention to themselves by standing on their rear legs and beating their chests with their fists.

### FURTHER EXTENSION

A male gorilla’s 350-pound frame and incredible strength make it a very menacing sight. An intruder will often uproot trees, shred branches and leaves, and give off a pungent odor to let everyone know that it is there. If this is not enough, it may charge furiously toward the family’s leader in order to get its attention. In most cases, the intruder stops short, and the two males taunt one another until one or the other retreats into the forest.  
—*Wisdom Booklet 30*

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

### BASIC LEVEL

- |           |           |               |
|-----------|-----------|---------------|
| 1. Christ | 3. chute  | 5. chasm      |
| 2. chief  | 4. chapel | 6. Christlike |

### EXTENSION

7. character  
8. charades

### FURTHER EXTENSION

9. Christian  
10. characteristics  
11. chandelier  
12. Christmas

### Optional Words

13. protect  
14. advise  
15. reconcile

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

### Day Two

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

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

### Paragraph One of Body

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

### Paragraph Two of Body

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

### EXTENSIONS: Paragraph Three of Body

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

### FURTHER EXTENSION: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
6–8 Sentences

### Day Three

## 5. Structural Analysis: Plural Nouns

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

## 7. Grammar: Adjectives

### Day Four

## 8. Spelling: Spelling Test

## 9. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 30B Week 3 Answer Keys

## 3. Complete the following steps:

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

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

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

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

2. In the last paragraph, highlight the dash.

From time to time, almost every animal draws attention to itself in one way or another. When it does, it risks both its security and its life. Usually it desires attention only from its own kind. However, any “attention-getting” display is likely to also draw the attention of enemies and predators.

A wood duck, for example, calls to its young when they are less than twenty-four hours old. It draws attention to itself so that its young will leave their nest and follow it. Unfortunately, the female’s call also draws the attention of foxes and coyotes. If it calls too long, it risks being found and eaten by them.

When men draw attention to themselves, they forfeit God’s perfect and eternal rewards in exchange for the temporary praise of others. Animals illustrate some of the ways that men foolishly draw attention to themselves. Proverbs has many things to say about the person who draws attention to himself — rather than giving glory to God.

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

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. heart— <u>hearts</u>     | 9. trial— <u>trials</u>     |
| 2. concept— <u>concepts</u> | 10. video— <u>videos</u>    |
| 3. deer— <u>deer</u>        | 11. man— <u>men</u>         |
| 4. church— <u>churches</u>  | 12. clutch— <u>clutches</u> |
| 5. woman— <u>women</u>      | 13. alto— <u>altos</u>      |
| 6. reason— <u>reasons</u>   | 14. mouse— <u>mice</u>      |
| 7. branch— <u>branches</u>  | 15. child— <u>children</u>  |
| 8. rash— <u>rashes</u>      |                             |

## 7f. Find descriptive adjectives in a thesaurus, and insert them in the sentences provided. Use words you have never used before to fill at least half of the blanks.

Answers will vary.

## 7g. In the sentences provided, insert double and triple adjectives.

Answers will vary.



# 30B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

Words describing *people to whom we should give alms*

|            |          |           |
|------------|----------|-----------|
| stranger   | poor     | needy     |
| fatherless | Levite   | afflicted |
| widow      | hireling | destitute |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Because hospitals can transport blood from place to place and store it for various periods of time, blood banks once bought and sold blood like any other medical commodity. During the 1940s, 50s, and 60s, hospitals purchased blood from those who were willing to trade their blood for money. Researchers soon discovered that the incidence of hepatitis, a highly contagious disease of the liver, was about ten times higher in paid donors than in voluntary donors.

### EXTENSION

Two major groups, the American Association of Blood Banks and the American Red Cross, have now organized most cities and rural areas into regional blood banks that collect blood from volunteers only. Therefore, both groups emphasize that the provision of blood for transfusions is a medical service and not the sale of a commodity. While these groups charge a fee for the services they provide, they do not charge for the blood itself.

### FURTHER EXTENSION

Donating blood and doing alms are similar to each other in many ways. One similarity is that they both must be done voluntarily and not for the motive of personal gain. When people do alms involuntarily, they do not do it from their hearts. When people donate blood for money, they often do not genuinely desire to help others.

—*Wisdom Booklet 30*

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

### BASIC LEVEL

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

### EXTENSION

- enough
- occur
- brother

### FURTHER EXTENSION

- ricochet
- commemorate
- colossal
- accommodate

### Optional Words

- encourage
- intercede
- provide

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

### Day Two

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

### 4. FURTHER EXTENSION:

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

### Day Three

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

### Day Four

6. **Composition:** Edit and Revise

7. **Grammar:** Conjunctive Adverbs

### Day Five

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

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

**Extra Practice (Optional)**

# 30B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

Words describing *people to whom we should give alms*

|            |          |           |
|------------|----------|-----------|
| stranger   | poor     | needy     |
| fatherless | Levite   | afflicted |
| widow      | hireling | destitute |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Because hospitals can transport blood from place to place and store it for various periods of time, blood banks once bought and sold blood like any other medical commodity. During the 1940s, 50s, and 60s, hospitals purchased blood from those who were willing to trade their blood for money. Researchers soon discovered that the incidence of hepatitis, a highly contagious disease of the liver, was about ten times higher in paid donors than in voluntary donors.

### EXTENSION

Two major groups, the American Association of Blood Banks and the American Red Cross, have now organized most cities and rural areas into regional blood banks that collect blood from volunteers only. Therefore, both groups emphasize that the provision of blood for transfusions is a medical service and not the sale of a commodity. While these groups charge a fee for the services they provide, they do not charge for the blood itself.

### FURTHER EXTENSION

Donating blood and doing alms are similar to each other in many ways. One similarity is that they both must be done voluntarily and not for the motive of personal gain. When people do alms involuntarily, they do not do it from their hearts. When people donate blood for money, they often do not genuinely desire to help others.  
—*Wisdom Booklet 30*

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

### BASIC LEVEL

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

### EXTENSION

15. enough
16. occur
17. brother

### FURTHER EXTENSION

18. ricochet
19. commemorate
20. colossal
21. accommodate

### Optional Words

22. encourage
23. intercede
24. provide

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

### Day Two

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

4. **EXTENSIONS:**

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

### Day Three

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

6. **Composition:** Edit and Revise

7. **Grammar:** Conjunctive Adverbs

### Day Four

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

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

**Extra Practice (Optional)**



# 30B Week 4 Answer Keys

## 3. Complete the following steps:

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.

The angler fish has the strange habit of completely burying **itself** in mud **except** for **an** attractive lure that it dangles just above **its** hidden mouth. Among some species of angler fish, the lure **is** merely a long, moveable barbule. Other species, however, have complex lures that bear a striking resemblance to a modern fishing pole rigged with fancy bait and treble hooks.

As the angler fish draws **its** unsuspecting prey into range, **its** mouth suddenly springs open. This creates a tremendous vacuum. This vacuum sucks water, fish, and lure into the angler's mouth.

Inside **its** mouth, the angler's teeth are arranged **d** so that once it has seized a victim, it cannot release it. Fortunately for **an** angler fish, **its** mouth and stomach can stretch so widely that it can swallow fish that are actually larger than itself. In some instances, angler fish have swallowed fish that were twice **their** size.

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# 31B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of prayers

|              |              |
|--------------|--------------|
| supplication | prayer       |
| intercession | thanksgiving |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

John Hyde steadfastly believed in the power of prayer. Sometimes he received God's answer just after he prayed, other times answers to prayer were not seen until many years later. God rewarded John openly for all the years he faithfully talked to God and listened to Him.

### EXTENSION

As John grew in his desire to seek the will of God, and to give himself to the Lord, he was blessed. Committing to missions with a firm "It is settled," John then poured his life into spreading the gospel and praying for souls. He experienced more of God's love and concern for all nations, and also saw God's saving power change many lives. "Lord give me souls!" was his constant prayer.

### FURTHER EXTENSION

John discovered that praying is not just a way to get things. Prayer is letting God change us, and letting God have every part of us, so that He will get the praise and the glory. John's life was changed through the deepening of His relationship with the Lord in prayer. His life became a testimony to many people around him where he worked and lived. Even today, believers from all around the world remember him as a great prayer warrior

—Wisdom Booklet 31

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

### BASIC LEVEL

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

### EXTENSION

11. persuaded  
12. equality

### FURTHER EXTENSION

13. illuminated  
14. persuasive

### Optional Words

15. supply  
16. supplication

**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*).

### Day Two

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

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

### EXTENSIONS: Paragraph One of Body

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

### Paragraph Two of Body

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

### Paragraph Three of Body

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

### Day Three

## 5. Structural Analysis: Then/Than

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

### Day Four

## 7. Grammar/Sentence Structure: Quotation Rules

## 8. Composition: Edit and Revise

### Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 31B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of prayers*

supplication                      prayer  
intercession                      thanksgiving

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

John Hyde steadfastly believed in the power of prayer. Sometimes he received God's answer just after he prayed, other times answers to prayer were not seen until many years later. God rewarded John openly for all the years he faithfully talked to God and listened to Him.

### EXTENSION

As John grew in his desire to seek the will of God, and to give himself to the Lord, he was blessed. Committing to missions with a firm "It is settled," John then poured his life into spreading the gospel and praying for souls. He experienced more of God's love and concern for all nations, and also saw God's saving power change many lives. "Lord give me souls!" was his constant prayer.

### FURTHER EXTENSION

John discovered that praying is not just a way to get things. Prayer is letting God change us, and letting God have every part of us, so that He will get the praise and the glory. John's life was changed through the deepening of His relationship with the Lord in prayer. His life became a testimony to many people around him where he worked and lived. Even today, believers from all around the world remember him as a great prayer warrior

—Wisdom Booklet 31

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

### BASIC LEVEL

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

### EXTENSION

11. persuaded  
12. equality

### FURTHER EXTENSION

13. illuminated  
14. persuasive

### Optional Words

15. supply  
16. supplication

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

### Day Two

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

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

### EXTENSIONS: Paragraph One of Body

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

### Paragraph Two of Body

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

### Paragraph Three of Body

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

## 5. Structural Analysis: Then/Than

### Day Three

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

## 7. Grammar/Sentence Structure: Quotation Rules

## 8. Composition: Edit and Revise

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 31B 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 final paragraph, highlight and correct the homophone errors.

Just as a newly married couple desires to be alone, a believer should desire times of being alone with **God**. **The** ability to concentrate on communion with **God** requires getting away from the company of other people. This is one of the **greatest** benefits of praying in a prayer closet.

The **most** difficult distractions **are** those that **come** from within. **Your** mind will tend to wander and get wrapped up in irrelevant thoughts. **A** good way to combat this tendency is to pray aloud (at least in a whisper) instead of silently. A private place **allows** you to do this.

In the prayer closet, you are free from trying **to** impress someone. **When** you are alone in the presence of **God**, there is no room **for** pride. This is a **great** benefit because **God** promises to give grace **to** the humble.

## □ 7e. Punctuate the sentences provided, according to the quotation rules learned in this week's lesson.

1. After a long silence, John said, "Give me all the arguments you have for going to the foreign field."
2. "You know as much as I do about foreign missions," replied the classmate.
3. He continued, "Arguments are not what you need."
4. He said with conviction, "It's settled."
5. Mother said, "This commitment brought about through prayer was so firm that missions became John's consuming interest during his last months in seminary."
6. "I was strongly moved when dear Dr. Hyde poured out his heart in prayer," said a young man to John Hyde's parents.
7. John's pastor said, "I shall not cease praying for you, dear John, until you are led only by God's Spirit."
8. John later testified, "The Lord did deliver me, and I have not had a doubt of this since."

**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. “I can now stand up without hesitation to testify that He has given me victory.”  
John continued.
10. John proclaimed, “I love to witness to this and to tell all of the wonderful faithfulness of Christ my Lord, my Savior.”
11. The villagers commented, “He speaks the language of our hearts.”
12. Praying Hyde wrote, “How my poor, little, weak faith struggles and strains to lay hold of what Christ is so ready and able to grant.”
13. “There is mighty power in prayer, but how little I know about it and how feeble is my boldness in approaching Him who uses every means to induce us to come boldly and prevail,” continued John.
14. John Hyde wrote, “I have felt led to pray for others this year as never before.”
15. “I never before knew what it was to work all day and then pray all night before God for another,” he continued.
16. “In college or at parties at home, I used to keep such hours for myself or for pleasure, and can I not do as much for God and souls?” he asked.
17. John spoke, “I have been having a great controversy with God as I feel that He has wanted me to come here and testify to you concerning some things that He has done for me.”
18. He continued, “I have been arguing with Him that I should not do this.”
19. “Only this evening, a little while ago, have I gotten peace concerning the matter and have agreed to obey Him,” he testified.
20. He bowed his head and said, “Let us have a season of prayer.”

# 31B Week 2 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Words describing *types of prayers*

|              |              |
|--------------|--------------|
| supplication | prayer       |
| intercession | thanksgiving |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In the days of Nehemiah, the security of a kingdom was determined by the size and strength of the walls that were located around its major cities. A wall that was broken down meant that there was no protection for the inhabitants. Enemies could plunder the city at will, and they would not hesitate.

### EXTENSION

When Nehemiah learned that the walls of Jerusalem were broken down and that the inhabitants were “in great affliction and reproach,” he sat down before the LORD and “wept and mourned certain days, and fasted, and prayed before the God of heaven.” God rewarded his secret prayer by raising him up to rebuild the walls and restore the righteous way of life that God had prescribed for His people.

### FURTHER EXTENSION

In our day, the “walls” of Godly standards are broken down. Believers are being plundered by humanistic philosophies. They are mingling with the heathen and learning their ways. They are sacrificing the potential of their children in order to worship the false gods of material gain and sensual pleasures. If ever there was a time for believers to learn how to stand in the gap like Nehemiah and make up the hedge, it is today.

—*Wisdom Booklet 31*

## 2. Spelling: Sounds for the *ate* Spelling (Examples: irate, immediate)

### BASIC LEVEL

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

### EXTENSION

|                |
|----------------|
| 9. impersonate |
| 10. hibernate  |

### FURTHER EXTENSION

|                   |
|-------------------|
| 11. confiscate    |
| 12. compassionate |

### Optional Words

|               |
|---------------|
| 13. prayer    |
| 14. prayerful |

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

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

(Be, a Helper, Link Verbs; Homophones)

## Day Two

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

#### Paragraph One of Body

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

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
2 Sentences  
(You may use up to ten words for sentence one.)

#### Paragraph Three of Body

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

### 5. Grammar/Punctuation: Capitalization Rules

## Day Three

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

### 7. Grammar: Coordinating Conjunctions

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

## Day Four

### 9. Composition: Edit and Revise

### 10. Punctuation: Capitalize References to People

## Day Five

### 11. Spelling: Spelling Test

### 12. Dictation: Dictation Quiz

### 13. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 31B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of prayers*

|              |              |
|--------------|--------------|
| supplication | prayer       |
| intercession | thanksgiving |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In the days of Nehemiah, the security of a kingdom was determined by the size and strength of the walls that were located around its major cities. A wall that was broken down meant that there was no protection for the inhabitants. Enemies could plunder the city at will, and they would not hesitate.

### EXTENSION

When Nehemiah learned that the walls of Jerusalem were broken down and that the inhabitants were “in great affliction and reproach,” he sat down before the LORD and “wept and mourned certain days, and fasted, and prayed before the God of heaven.” God rewarded his secret prayer by raising him up to rebuild the walls and restore the righteous way of life that God had prescribed for His people.

### FURTHER EXTENSION

In our day, the “walls” of Godly standards are broken down. Believers are being plundered by humanistic philosophies. They are mingling with the heathen and learning their ways. They are sacrificing the potential of their children in order to worship the false gods of material gain and sensual pleasures. If ever there was a time for believers to learn how to stand in the gap like Nehemiah and make up the hedge, it is today.

—*Wisdom Booklet 31*

## 2. Spelling: Sounds for the *ate* Spelling (Examples: irate, immediate)

### BASIC LEVEL

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

### EXTENSION

- |                |
|----------------|
| 9. impersonate |
| 10. hibernate  |

### FURTHER EXTENSION

- |                   |
|-------------------|
| 11. confiscate    |
| 12. compassionate |

### Optional Words

- |               |
|---------------|
| 13. prayer    |
| 14. prayerful |

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

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

(Be, a Helper, Link Verbs; Homophones)

### Day Two

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

### Paragraph One of Body

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
2 Sentences  
(You may use up to ten words for sentence one.)

### Paragraph Three of Body

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

## 5. Grammar/Punctuation: Capitalization Rules

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

### Day Three

## 7. Grammar: Coordinating Conjunctions

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

## 9. Composition: Edit and Revise

## 10. Punctuation: Capitalize References to People

### Day Four

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## 13. Composition: Final Copy Informative Essay

## Extra Practice (Optional)



# 31B Week 2 Answer Keys

## □ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first two paragraphs, highlight all of the BHL verbs.
3. **EXTENSIONS:** In the third paragraph, highlight and correct all of the misused homophones.

Supplication comes s from a word meaning “to stand in personal need and be in want with the result of pleading and begging for assistance.” It is an intense, humble, personal petition to God for His help. It also means s to entreat with submission to the one whom you are petitioning.

Prayer indicates an expression of the soul. Its root word has the primary emphasis of worship. This means to give worth to God’s character. It also denotes exalting God’s name.

*Intercession* means to plead on behalf of another person, like a friend of a prisoner interceding before a judge. Another aspect of intercession is that of intervening. This is like a referee in a boxing match who enters s the middle of the fight. Thanksgiving is the fourth aspect of prayer. It is giving thanks out of a joyful heart, and in so doing, adding grace to the lives of those whom we thank. We increase their desire and power to do God’s will.

## □ 5d. In the sentences provided, correct the capitalization errors (for proper nouns or for the first word in the sentence), and rewrite the sentences on the lines provided.

1. John Hyd’s life began in rather ordinary circumstances, but looking back, one can see that God’s hand was on him from the beginning.
2. In the same year that General Robert E. Lee surrendered to General Ulysses S. Grant, a boy was born whose fervent prayer life was to help thousands of people make peace with God.
3. Born in Illinois in 1865, he was the son of a Presbyterian minister and grew up with his five brothers and sisters in a loving Christian home.
4. In 1882, the family moved to Carthage, Illinois.
5. John sensed God’s call to the ministry and soon left college to enroll in seminary in Chicago.
6. John took his classmates on long walks to share the vision God had given him for preaching the gospel in distant lands.
7. After seminary, John began making preparations to go to India as a missionary.
8. When he bade his family farewell in October of 1892, it was the last time he would see his father.

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

9. He then set sail on the six-week voyage to **B**ombay, **I**ndia.
10. **J**ohn **H**yde took a steamer from **N**ew **Y**ork Harbor across the **A**tlantic to do missionary work in **I**ndia.
11. **B**ritish influence in Bombay was very evident during the time of **J**ohn **H**yde's missionary work.
12. **T**he **B**ritish government had taken over the rule of the East **I**ndia **C**ompany in 1858 when **B**ritish officers led **I**ndian troops to victory over Afghanistan.
13. **A**fter his arrival in **B**ombay, **J**ohn became convicted because he did not have victory over sin in his life, so he closed himself in his room and began to pray.
14. **J**ohn became so fluent in two different dialects that he was able to expound **G**od's **W**ord to audiences of hundreds of Indians with great power and eloquence.
15. **I**n India, **J**ohn traveled from village to village, living in a tent.
16. **U**nbelievers in one village tried to run him out of town by cutting off his water supply.
17. **W**hen **J**ohn had worked feverishly in **I**ndia with few converts, he was motivated to pray even more.
18. **I**n the spring of 1896, **J**ohn was impressed with the account of **J**acob wrestling with **G**od in prevailing prayer, and the **H**oly **S**pirit gave him a deep desire to learn that kind of praying.
19. **I**n 1899, **J**ohn learned another lesson about persistent praying—that of spending all night in prayer.
20. **T**he primary ministry of **J**ohn **H**yde took place in the northern part of India.

**7c. In the sentences provided, highlight the CC's.**

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

1. A revival spirit came upon the headquarters of the Presbyterian mission's girls' school, **and** many of the students confessed their sins publicly **and** accepted Christ.
2. The headmaster of the boys' school did not want the revivalists in his school, **for** he viewed the revival as mere emotionalism.
3. The young men went back to the seminary **and** prayed with the missionary in charge of the girls' school.
4. Soon someone else was put in charge of the boys' school, **and** he called for prayer warriors to gather there.
5. John prayed for thirty days **and** thirty nights before the convention, **and** others prayed with him.
6. God's Spirit moved over the group, **and** there was a confession of sin **and** crying out to God **for** mercy.
7. The meeting lasted into the night, **and** many lives were transformed.
8. This meeting was also the foundation for future conventions, **for** thousands would gather to hear God's Word **and** to pray.
9. The first morning John stood quietly before the group, **and** he said that the Spirit had given him no message **for** them that day.
10. Various members of the congregation stood **and** confessed their sins as they were led by the Spirit, **and** many came under conviction.

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

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

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

1. At other times John would preach with great power about the indwelling of the Holy Spirit, **but** he would not speak unless he was sure he had a message from God for the people.
2. Little is known about John's activities between conventions, **for** he returned to the villages **and** his work of prayer away from the public eye, **but** it is evident from stories about him **and** his own letters that God's power was operating through him in a new way. (**Watch out! Three sentences joined together with coordinating conjunctions!**)
3. In 1907, the plague that regularly swept over India was much worse than usual in Punjab, **but** John prayed for many of the people **and** saw remarkable answers to prayer for their recovery.
4. It was in the aspect of winning men to Christ that God rewarded John most gloriously, **for** John prayed that God would allow him to win one convert every day for the entire year in 1908.
5. John well knew that the answer would come only through sleepless nights of intercession, long days of walking through the villages to talk to the people, weary hours of working in the rain **and** the heat, **and** exhausting weeks of living in the little tent moving from place to place.
6. He was willing to pay the price, **and** once he made the commitment, he experienced a peace in his heart he had never known before.
7. At the end of that year, John checked his records, **and** he found that four hundred converts had been won to the Lord.
8. Many of the missionaries **and** Indian Christians were inspired to emulate his fasting **and** all-night prayer sessions, **but** John told a friend that he was dismayed at the thought of anyone wanting to follow his example.
9. The following year God gave John the assurance that four people a day could be brought to salvation, **and** in the process God began to teach him the power of praise.
10. Soul-winning became his only work, **for** he lost sight of virtually everything else.

□ **10d.** Follow these instructions to complete the assignment:

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

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

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

# 31B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of prayers*

|              |              |
|--------------|--------------|
| supplication | prayer       |
| intercession | thanksgiving |

## 1. Copying, Vocabulary, and Comprehension

### ALL LEVELS

Art thou a needy soul, dear one, bankrupt save for His grace:  
Begging, crying, supplicating for a glimpse of His pure face?  
Art thou a needy soul, dear one, stretched forth to touch His hem:  
Bowing, kneeling, prostrating for cleansing from thy sin?  
Press on, dear saint, press on; the battle He has won,  
Press on, dear saint, press on; your praying work's not done.

Art thou a child of worship, praying as you praise:  
Shouting, whispering, singing all throughout your days?  
Art thou a child of prayer in praise that draws you near:  
Giving worth to God alone, words of joy and cheer?  
Press on, dear saint, press on; your praising He requires,  
Press on, dear saint, press on; your praise shall not retire.

Art thou one interceding now, bringing forth thy plea:  
Before the Judge of heaven, bowing down thy knee?  
Art thou one intervening on behalf of one so weak:  
Casting down thyself just now when he himself can't speak?  
Press on, dear saint, press on; and state your case so bold,  
Press on, dear saint, press on; don't let your heart wax cold.

Art thou one giving thanks in prayer with jubilation of soul:  
Expressing most indebtedness to One who made you whole?  
Art thou one celebrating in the courts of our own King:  
Showing thanks through prayers and through the words you  
gladly sing?  
Press on, dear saint, press on; be abandoned in your praise,  
Press on, dear saint, press on, your voice to gladly raise.  
—"Press On, Dear Saint, Press On"

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

### BASIC LEVEL

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

### EXTENSION      FURTHER EXTENSION      Optional Words

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

**TI:** The letter *c* often makes two sounds:

- (1) Soft *c* in the case of *cent*.
- (2) Hard *c* in the case of *candy*.

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

### Day Two

**3. Editor Duty:** Correct Given Paragraph(s)  
(Coordinating Conjunctions, BHL Verbs)

**4. Study Skills/Poetry:** Rhyme Scheme in Poetry

### Day Three

**5. Structural Analysis:** Degrees of Comparison

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

### Day Four

**7. Punctuation:** Colon Usage

**8. Creative Writing:** Poetry

### Day Five

**9. Spelling:** Spelling Test

**10. Dictation:** Dictation Quiz

Extra Practice (Optional)

# 31B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of prayers*

|              |              |
|--------------|--------------|
| supplication | prayer       |
| intercession | thanksgiving |

## 1. Copying, Vocabulary, and Comprehension

### ALL LEVELS

Art thou a needy soul, dear one, bankrupt save for His grace:  
Begging, crying, supplicating for a glimpse of His pure face?  
Art thou a needy soul, dear one, stretched forth to touch His hem:  
Bowing, kneeling, prostrating for cleansing from thy sin?  
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Casting down thyself just now when he himself can't speak?  
Press on, dear saint, press on; and state your case so bold,  
Press on, dear saint, press on; don't let your heart wax cold.

Art thou one giving thanks in prayer with jubilation of soul:  
Expressing most indebtedness to One who made you whole?  
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Press on, dear saint, press on; be abandoned in your praise,  
Press on, dear saint, press on, your voice to gladly raise.  
—“Press On, Dear Saint, Press On”

## 2. Spelling: Soft and Hard c Sounds

(Examples: cent, can)

### BASIC LEVEL

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

### EXTENSION

11. perceptive  
12. precisely

### FURTHER EXTENSION

13. compassion  
14. influence

### Optional Words

15. intercede  
16. intercession

**TI:** The letter *c* often makes two sounds:

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### Day Two

**3. Editor Duty:** Correct Given Paragraph(s)  
(Coordinating Conjunctions, BHL Verbs)

**4. Study Skills/Poetry:** Rhyme Scheme in Poetry

**5. Structural Analysis:** Degrees of Comparison

### Day Three

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

**7. Punctuation:** Colon Usage

**8. Creative Writing:** Poetry

### Day Four

**9. Spelling:** Spelling Test

**10. Dictation:** Dictation Quiz

**Extra Practice (Optional)**

# 31B Week 3 Answer Keys

## 3. Complete the following steps:

- 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.
- In the first paragraph, highlight all of the CC's with one color.
- In all of the paragraphs, highlight the BHL verbs with another color.

A doctor diagnosed John as having a serious heart condition, and he cautioned John to give up his strenuous schedule of intercession and evangelism lest he face death within six months. But John, who had prayed that God would give him souls or let him die, was prepared to make that sacrifice. Even in his weakened condition, he continued to seek souls for his Lord. The time came, however, when John Hyde had to leave the land and people he loved so sacrificially. In March of 1911, he set sail for home, having devoted nearly twenty of his forty-six years to service in India.

Right up to the end of his life, God continued to answer John's prayers with unusual power. On his way to America, he stopped off in Britain to visit a missionary friend for a couple of months. While there, he attended a crusade being held by evangelist J. Wilbur Chapman.

John found the evangelist's sermons to be fervent, but the response was disappointing. Once John began to pray during the services, an immediate change was evident. That night the building was packed, and fifty men came to Christ during the invitation. This contact with Praying Hyde had a profound impact on Dr. Chapman as he later preached around the world.

## 5e. In the correct columns, write the words provided.

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

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

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

1. The leopard is one of the **most** hunted animals in the world.
2. It has been **most** relentlessly tracked down and slaughtered, and it has become rare in many areas.
3. The handsome markings on a leopard make its fur a **most** prized coat for the one who captures it.
4. Those markings cause it to become **more** invisible than other animals without any camouflage.
5. While the leopard rests hidden by its coat, it conserves **most** of its strength for the quick bursts of actions that it needs to secure its food.
6. The stillness and solitude that benefit the leopard show some of the rewards God promises to those who will wait **more** quietly in their prayer closet.
7. Even though earthworms are rarely seen, their secret lives make them some of the **most** productive creatures in the soil.
8. One earthworm's humble efforts may seem trivial, but the combined energy of many earthworms is one of the **greatest** examples of creatures working together.
9. The valuable work of the earthworm is accomplished in secret—away from the view of **most** of those who later benefit from it.
10. Earthworms are some of the **most** fascinating creatures.



# 31B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of prayers

|              |              |
|--------------|--------------|
| supplication | prayer       |
| intercession | thanksgiving |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

John “Praying” Hyde grew up in a minister’s home in Carthage, Illinois. When he was at seminary, he committed himself to overseas evangelism. His ministry took him from village to village in India, but his preaching yielded few converts until he discovered the truth of “reminding the Lord of His promises” found in Isaiah 62:6–7. His ministry flourished once he found these verses and took them literally.

### EXTENSION

At the beginning of 1908, he prayed to win at least one soul to Christ every day. When that year ended, he had recorded over four hundred converts. The next year, the Lord laid two souls per day on his heart, and again his prayer was answered. The following year, he prayed for four souls daily with amazing results.

### FURTHER EXTENSION

Once, John Hyde stopped at a cottage for some water. He pleaded with God for ten souls to be won to the kingdom. He shared the Gospel with the family in the cottage, and when he had finished, all nine members of the family were born again. Where was the tenth convert, though? Suddenly, a nephew who had been playing outside ran into the room and he was converted!

—Robert J. Morgan, *From This Verse*, Thomas Nelson Publishing, Nashville. ©1998, Used by permission of Thomas Nelson, Inc.

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

### BASIC LEVEL

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

### EXTENSION

- perceptive
- solstice

### FURTHER EXTENSION

- persuasive
- precipice

### Optional Words

- thankful
- thanksgiving

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

### Day Two

- Editor Duty:** Correct Given Paragraph(s)  
(Introductory Material)

### Day Three

- Composition/Creative Writing:**  
Original Poetry

### Day Four

- Grammar:** Subordinators
- Sentence Structure:**  
Subordinate Clause Openers

### Day Five

- Spelling:** Spelling Test
- Dictation:** Dictation Quiz
- Composition/Creative Writing:**  
Final Copy Original Poetry

Extra Practice (Optional)

# 31B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of prayers*

|              |              |
|--------------|--------------|
| supplication | prayer       |
| intercession | thanksgiving |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

John "Praying" Hyde grew up in a minister's home in Carthage, Illinois. When he was at seminary, he committed himself to overseas evangelism. His ministry took him from village to village in India, but his preaching yielded few converts until he discovered the truth of "reminding the Lord of His promises" found in Isaiah 62:6-7. His ministry flourished once he found these verses and took them literally.

### EXTENSION

At the beginning of 1908, he prayed to win at least one soul to Christ every day. When that year ended, he had recorded over four hundred converts. The next year, the Lord laid two souls per day on his heart, and again his prayer was answered. The following year, he prayed for four souls daily with amazing results.

### FURTHER EXTENSION

Once, John Hyde stopped at a cottage for some water. He pleaded with God for ten souls to be won to the kingdom. He shared the Gospel with the family in the cottage, and when he had finished, all nine members of the family were born again. Where was the tenth convert, though? Suddenly, a nephew who had been playing outside ran into the room and he was converted!

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

### BASIC LEVEL

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

### EXTENSION

- perceptive
- solstice

### FURTHER EXTENSION

- persuasive
- precipice

### Optional Words

- thankful
- thanksgiving

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

### Day Two

- Editor Duty:** Correct Given Paragraph(s)  
(Introductory Material)
- Composition/Creative Writing:**  
Original Poetry

### Day Three

- Grammar:** Subordinators
- Sentence Structure:**  
Subordinate Clause Openers

### Day Four

- Spelling:** Spelling Test
- Dictation:** Dictation Quiz
- Composition/Creative Writing:**  
Final Copy Original Poetry

### Extra Practice (Optional)

# 31B 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. **FURTHER EXTENSION:** In the last paragraph, place a colon following a speech tag that is a complete sentence.

When **J**esus told **H**is followers to **make** use of a “prayer closet,” He was not only teaching that we should avoid the hypocrisy of the Pharisees’ public prayers, but **H**e was also encouraging us as believers to take advantage of a **G**od-given privilege. More **than** almost anything else, **S**atan fears and opposes the sincere praying of the **G**odly because he knows that fervent prayer works. Therefore, he seeks to invade our spiritual privacy when we pray by bringing all manner of physical and mental distractions. **J**ust as the citizen can claim the protection of the law from invasions of his privacy, the **C**hristian can claim the privilege of privacy in prayer.

Privacy is defined as “the right of **an** individual to be let alone, free from unwanted intrusions or unwarranted publicity.” The right to privacy, though, is not called by that name. It has **its** roots in the common law as a property right.

The believer who is attacked and harassed by demonic distractions when he is trying to pray is like the citizen who is threatened by **an** unauthorized search. **J**ust as a citizen is protected by the Fourth Amendment, a believer is protected by the completed work of Christ on the cross. Thus, a believer is instructed: “**R**esist the devil, and he will flee from you” (James 4:7). We know from **C**hrist’s example that the most effective way to resist Satan is to quote **S**cripture.

## ❑ 5f. Throughout the following sentences, highlight the subordinators.

1. Spadefoot toads live primarily in desert areas **where** there is little water.
2. To dig deep holes, these toads use a sharp-edged “spade,” **which** is located on the inside edge of each hind foot.
3. The toads keep digging **until** they find enough moisture to keep themselves alive.
4. **When** the desert is dry during the long, dry summer months, the toads remain hidden in these secret vaults. (*During is sometimes used as a subordinator. It is used as a preposition here, which is its most common use.*)
5. Like other toads, young spadefoot toads require moisture, food, and warmth in order **that** they may hatch and change into adult toads.
6. To insure **that** their young have a chance to develop, adult spadefoot toads wait to emerge from their underground chambers until a heavy rain occurs.
7. After the rain has fallen, spadefoot toads must find a temporary pond, mate, lay their eggs, and allow their young enough time to hatch and develop into adults **before** the pond dries up. (*Before is often a preposition.*)

8. **Because** all this happens in secret, the entire process can be accomplished in as little as sixteen days.
9. Within two days, a pond may teem with so many tadpoles **that** it contains more toads than water.
10. **After** young tadpoles feed first upon their own egg casings, they then begin to stir up whatever food may have washed into the pond during the rain.

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

1. Underline each subordinate clause opener.
  2. Highlight the subordinator at the beginning of each subordinate clause opener.
  3. With another color, highlight the comma following each subordinate clause opener.
1. **Before** a good rain ends, adult spadefoot toads emerge, find a mate, and anchor their eggs in shallow ponds that fill quickly with rainwater.
  2. **Because** the growth inside an egg is so fast, some tadpoles actually hatch before all the toads have laid their eggs.
  3. **As** the pond dries up, they dig their own holes and wait there patiently until the next rain.
  4. **When** the air is dry, the land snail must conserve water in order to breathe.
  5. **When** the influences of the world are sealed out, a snail can take itself to the brink of death without permanent harm.
  6. **When** the kite snake strikes the snail, it grips the snail's head with the teeth of its upper jaw and then works its lower jaw into the shell.
  7. **If** it can hook the snail's body with its lower teeth, it is strong enough to yank the snail out of its shell.
  8. **When** a snail is threatened, it will defend itself by producing a sticky, bubbly liquid that is hard to wipe away.
  9. **Since** a snail has only one foot, it cannot step over obstacles in its way.
  10. **Even** though the kiwi is only about the size of a chicken, its egg is many times larger than a chicken's egg.
  11. **If** the kiwi's eggshell was more rounded, the female would be physically unable to lay it.
  12. **Even** though its eggs are large, the kiwi manages to lay as many as three eggs in a single nest.
  13. **Because** the chicks do not have a downy stage but are feathered completely at birth, they are ready to leave the nest within a week to ten days.
  14. **Although** females help to build both burrows and nests, only the males incubate the eggs.
  15. **Because** a kiwi has no keel on its breastbone, it is unable to fly.





# 32B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### *Names of the Lord Jesus Christ*

|                 |               |                 |
|-----------------|---------------|-----------------|
| Almighty        | Deliverer     | Most High       |
| Alpha and Omega | Emmanuel      | Prince of Peace |
| Bread of Life   | Fortress      | Redeemer        |
| Comforter       | Jehovah       | Shepherd        |
| Creator         | King of Kings | Vine            |
| Defender        | Lamb of God   | Worthy          |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Several years ago a high school boy dishonored God's name with his profane language, thoughts, and actions. When he was confronted with the error of his way, he expressed bitterness toward God. He said, "God failed me when I needed Him, so I can't trust Him anymore."

Scripture makes it clear, however, that God has never failed anyone. So this high school boy was asked, "How did God fail you?"

### EXTENSION

He replied, "Two years ago I was in a championship baseball game. I was the last batter up to the plate and could have won the game, the final game, for my team. I prayed with all my heart that God would allow me to score a home run, but He did not answer my prayer. Instead, I struck out."

### FURTHER EXTENSION

Not only did this boy pray for the wrong thing, but he failed to pray for the right thing. He did not understand what it means to pray in Jesus' name. Effective praying is not accomplished by simply adding the phrase "in Jesus' name" to any prayer. Praying in Jesus' name is praying in accordance with His character, His will, and His names. —*Wisdom Booklet 32*

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

### BASIC LEVEL

- |            |             |
|------------|-------------|
| 1. unique  | 6. critique |
| 2. vague   | 7. opaque   |
| 3. vogue   | 8. boutique |
| 4. rogue   | 9. uniquely |
| 5. antique |             |

### EXTENSION

- 10. catalogue
- 11. fatigue
- 12. tranquil

### FURTHER EXTENSION

- 13. intrigue
- 14. quantify
- 15. adequate

### Optional Words

- 16. Almighty
- 17. Alpha and Omega
- 18. Bread of Life
- 19. Comforter

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

### Day Two

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

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

### Paragraph One of Body

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

### Paragraph Two of Body

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

### Paragraph Three of Body

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

### Paragraph Four of Body

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

### Day Three

## 5. Grammar: Appositives

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

### Day Four

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

## 8. EXTENSIONS:

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

## 9. Composition: Edit and Revise

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 32B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### *Names of the Lord Jesus Christ*

|                 |               |                 |
|-----------------|---------------|-----------------|
| Almighty        | Deliverer     | Most High       |
| Alpha and Omega | Emmanuel      | Prince of Peace |
| Bread of Life   | Fortress      | Redeemer        |
| Comforter       | Jehovah       | Shepherd        |
| Creator         | King of Kings | Vine            |
| Defender        | Lamb of God   | Worthy          |

### 1. Copying, Vocabulary, and Comprehension

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#### BASIC LEVEL

1. unique
2. vague
3. vogue
4. rogue
5. antique
6. critique
7. opaque
8. boutique
9. uniquely

#### EXTENSION

10. catalogue
11. fatigue
12. tranquil

#### FURTHER EXTENSION

13. intrigue
14. quantify
15. adequate

#### Optional Words

16. Almighty
17. Alpha and Omega
18. Bread of Life
19. Comforter

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

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

(Homophones)

### Day Two

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

##### Paragraph One of Body

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

##### Paragraph Two of Body

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

##### Paragraph Three of Body

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

##### Paragraph Four of Body

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

#### 5. Grammar: Appositives

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

### Day Three

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

#### 8. EXTENSIONS:

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

#### 9. Composition: Edit and Revise

### Day Four

#### 10. Spelling: Spelling Test

#### 11. Dictation: Dictation Quiz

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

#### Extra Practice (Optional)



# 32B Week 1 Answer Keys

## □ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first two paragraphs, highlight all of the homophone errors, and correct them if you have not already done so.

First, prayer is **to** be **an** urgent request for immediate attention. Each verb form of *request* in the **Lord's** Prayer is in the imperative mood, which **is** used when urging someone to **do** something immediately. Christ used **an** imperative when **He** prayed in the garden, "**Let** this cup pass from me." He also urged **His** disciples to pray in the same way **He** did. Thus, the first truth **He** conveys **here is** that we should **not** be afraid to make urgent requests for matters important **to** us. All believers may now come boldly **to** the Throne of Grace to present **their** petitions.

The second truth about prayer in the verse, "Let it be hallowed," **is** that it is a request **for** something to be done for us, **not by** us. It is in the passive voice. **God** must do the hallowing, not us. **The Old Testament** explains that **God** sanctifies **His** holy name by exerting **His** great power in such a way that the ungodly **are** forced to acknowledge **Him**. He sometimes accomplishes this powerful act in **an** unexpected way.

As a child needs to learn respect for his parents, so **God's** children **need** to develop a reverential respect for their heavenly **Father** and **His** name. **His** name represents all that **He** stands for, just as your name is synonymous with your reputation wherever you are known. Knowing that at **His** name every knee will ultimately bow, the **Christian** desires that such reverence would occur now, as well as in the future. Therefore, our actions and our prayers should be directed toward hallowing **God's** name when we come to **Him** in prayer.

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

1. The will of God, **His perfect will**, is precisely expressed in all the names of the Lord Jesus Christ.
2. Fifteen year old Jonathan, **future missionary to China**, could hardly wait.
3. This was the day he expected his father, **a Canadian settler**, to inspect his work, and Jonathan was eager to show him something.
4. Jonathan went back in his thoughts to earlier in the year when his father had put him in charge of this farm, **one about twenty miles from the home farm**.
5. For a few moments, his father stood there, intently studying the carefully cultivated land, **Jonathan's land**, for signs of a weed; but there was none.

6. Little did Jonathan realize that in a few year his heavenly Father would give him a different kind of field, **a spiritual field**, to cultivate, plant, and harvest as a missionary in China.
7. One Sunday, **Communion Sunday**, Jonathan sat at church with his mother when it suddenly came over him that if he died, he would not go to heaven.
8. Not until Jonathan was eighteen years old and under the influence of a minister, **a Presbyterian pastor**, did he become a Christian.
9. To Jonathan, being about his Father's business meant bringing souls, **lost men and women**, to Christ.
10. During Jonathan's initial months at college, **Knox College**, he found himself being made fun of continually for his zeal for the lost.
11. Jonathan responded humbly to their mockings, **their continual ridicule**, until every one of them asked his forgiveness.
12. Jonathan presented his plea, **the story of Joshua taking the Promised Land**, so eloquently before the college alumni that they voted unanimously to support the new mission in China.
13. When Jonathan first left for college, he determined that he would not ask his father, **Mr. Goforth**, for any funds but instead would rely on his heavenly Father.
14. Jonathan met his future wife, **Rosalind Bell-Smith**.
15. After seeing Jonathan's Bible, **a well-worn and marked-up book**, Rosalind knew that he was the one she should marry.

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

Note: All sentences are about Jonathan and Rosalind Goforth and their mission team.

1. **He** was sitting several seats away from Rosalind.
2. **She** picked up Jonathan's Bible and leafed through **its** well-worn pages.
3. Almost immediately, the thought came to **her** that this was the man **she** should marry.
4. That same day, both **she** and Jonathan were chosen to serve on a committee responsible for opening a new mission in east Toronto.
5. As the weeks passed, **she** began to see greatness in this man that even **his** shabby clothes could not hide.
6. So when Jonathan asked **her** that fall if she would join **her** life with his and go to China, **she** said yes without hesitation.
7. Rosalind got her "first lesson in real values" when **she** dreamed of a beautiful engagement ring only to have Jonathan ask **her** if she would mind going without a ring in order to buy books and pamphlets for China.
8. **Her** visions of a ring vanished as **she** saw the enthusiasm with which **he** told her about this important task.

9. Within three weeks of the Goforths' arrival in China in 1888, virtually all **their** household and personal possessions were lost in a fire.
10. While in Canada on **their** first furlough, almost everything **they** had left stored in China was destroyed in a flood.
11. Then in 1900 when they had to flee the Boxer Rebellion, **they** left everything for the looters.
12. A few years later, **they** returned from another furlough to find that the missionary responsible for **their** stored belongings had moved their things into a leaky building that had no lock.
13. Through all this, both Jonathan and Rosalind could testify that **their** heavenly Father was faithful to meet **their** personal financial needs.
14. During **their** first twenty-five or so years in China, the Goforths had relied solely upon the regular mission channels for the funding of their work, but this new work grew so rapidly that Jonathan's salary was soon stretched beyond the limit, especially since **they** had six children in school at the time.
15. At this point, a letter from Australia arrived; a lady **they** had never met wrote to say **she** wanted to be a partner with **them** in God's work.
16. **She** enclosed a check for a sizable sum and stipulated specifically that the money was not to be used for the general operation of the mission but for the Goforth's own work.
17. For years, gifts from this unknown lady would arrive at just the right time, even though **they** never wrote to tell **her** of any special needs they had.
18. The Goforths felt that the support **they** needed even more than money was the prayers of diligent intercessors.
19. A young couple had sensed God's call on **them** to a mission field in Africa.
20. This young couple suffered greatly in Africa as **their** home church that promised to pray for **them** did not keep that promise.



# 32B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### *Names of the Lord Jesus Christ*

|                 |               |                 |
|-----------------|---------------|-----------------|
| Almighty        | Deliverer     | Most High       |
| Alpha and Omega | Emmanuel      | Prince of Peace |
| Bread of Life   | Fortress      | Redeemer        |
| Comforter       | Jehovah       | Shepherd        |
| Creator         | King of Kings | Vine            |
| Defender        | Lamb of God   | Worthy          |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In addition to providing for Jonathan Goforth's on-going support in unexpected ways, God also proved faithful in meeting his day-to-day personal needs. When he first left home to go to college, Jonathan had determined that he would not ask his earthly father for funds but instead would rely on his heavenly Father. All of his needs would be confidential between him and God. God never let him down.

### EXTENSION

On one occasion not long before graduation, Jonathan urgently needed a new suit, so he prayed specifically that God would provide one. One day he was walking past a downtown tailoring establishment. The owner was standing out in front. Seeing Jonathan, he called out a hearty greeting and asked him to step inside.

### FURTHER EXTENSION

A black suit of the finest quality was brought out. Jonathan told the man that he could not afford such an expensive suit. Nevertheless, he insisted that Jonathan try it on. After seeing that it fit perfectly, he told Jonathan, "A customer had the suit made but then changed his mind, and now I'm stuck with it. It's yours for the taking." Jonathan had the joy not only of accepting a wonderful gift but also of seeing the blessing the man received upon learning that he had been the channel God used to answer a specific prayer. —*Wisdom Booklet 32*

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

### BASIC LEVEL

- |              |              |
|--------------|--------------|
| 1. feature   | 5. picture   |
| 2. creature  | 6. puncture  |
| 3. Christian | 7. celestial |
| 4. fracture  | 8. mature    |

### EXTENSION

9. differential  
10. effectual

### FURTHER EXTENSION

11. intentional  
12. literature

### Optional Words

13. Creator  
14. Defender  
15. Deliverer  
16. Emmanuel

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

### Day Two

## 3. Editor Duty: Correct Given Paragraph(s) (Appositives, Noun Markers, Pronouns)

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4 Sentences

### Paragraph Two of Body

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

### EXTENSIONS: Paragraph Three of Body

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

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

### Day Three

## 5. Grammar: Direct Objects

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

### Day Four

## 7. Grammar: Common Nouns

## 8. Composition: Edit and Revise

### Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 32B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### *Names of the Lord Jesus Christ*

|                 |               |                 |
|-----------------|---------------|-----------------|
| Almighty        | Deliverer     | Most High       |
| Alpha and Omega | Emmanuel      | Prince of Peace |
| Bread of Life   | Fortress      | Redeemer        |
| Comforter       | Jehovah       | Shepherd        |
| Creator         | King of Kings | Vine            |
| Defender        | Lamb of God   | Worthy          |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

In addition to providing for Jonathan Goforth's on-going support in unexpected ways, God also proved faithful in meeting his day-to-day personal needs. When he first left home to go to college, Jonathan had determined that he would not ask his earthly father for funds but instead would rely on his heavenly Father. All of his needs would be confidential between him and God. God never let him down.

### EXTENSION

On one occasion not long before graduation, Jonathan urgently needed a new suit, so he prayed specifically that God would provide one. One day he was walking past a downtown tailoring establishment. The owner was standing out in front. Seeing Jonathan, he called out a hearty greeting and asked him to step inside.

### FURTHER EXTENSION

A black suit of the finest quality was brought out. Jonathan told the man that he could not afford such an expensive suit. Nevertheless, he insisted that Jonathan try it on. After seeing that it fit perfectly, he told Jonathan, "A customer had the suit made but then changed his mind, and now I'm stuck with it. It's yours for the taking." Jonathan had the joy not only of accepting a wonderful gift but also of seeing the blessing the man received upon learning that he had been the channel God used to answer a specific prayer.

—*Wisdom Booklet 32*

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

### BASIC LEVEL

- |              |              |
|--------------|--------------|
| 1. feature   | 5. picture   |
| 2. creature  | 6. puncture  |
| 3. Christian | 7. celestial |
| 4. fracture  | 8. mature    |

### EXTENSION

9. differential  
10. effectual

### FURTHER EXTENSION

11. intentional  
12. literature

### Optional Words

13. Creator  
14. Defender  
15. Deliverer  
16. Emmanuel

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

### Day Two

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

(Appositives, Noun Markers, Pronouns)

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4 Sentences

### Paragraph Two of Body

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

### EXTENSIONS: Paragraph Three of Body

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

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

## 5. Grammar: Direct Objects

### Day Three

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

## 7. Grammar: Common Nouns

## 8. Composition: Edit and Revise

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 32B Week 2 Answer Keys

## 3. Complete the following steps:

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

One day as Jonathan Goforth, minister to the Chinese, was about to leave for the preaching service, he said to his wife, “If the Lord does not work a miracle for me with this language, I fear I shall be an utter failure as a missionary!” The look of discouragement lasted only a moment. Then he picked up his Chinese Bible and started for the chapel. When he returned two hours later, he brought an amazing report.

When Jonathan began speaking, the phrases and idioms that always escaped him came readily. He could make himself understood so well that the men actually asked him to continue speaking when the next speaker rose to speak. At that moment, he had broken through the Chinese language, his greatest challenge.

Weeks later a letter came from Jonathan’s college roommate who was still at Knox. He told how one evening a number of the students had decided to gather in one of the classrooms to pray specifically for Mr. Goforth. They had felt such a powerful sense of the Spirit’s presence that they rose from their knees convinced that Jonathan must have been helped in some way. Checking his journal for the date, Jonathan found that their prayer meeting had been on the very day of his breakthrough with the language.

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

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

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

1. As Jonathan’s ministry grew, God raised other prayer warriors not only (in Canada) but (around the world).
2. Once while he was (in London) to give lectures (on prayer) (at the invitation) (of the China Inland Mission), Mr. Goforth was taken to visit an elderly lady who was an invalid.

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

3. She had **heard** (about his revival meetings) scheduled (for Manchuria).
4. (During that time), she **found herself** greatly burdened to **pray** (for him).
5. He **looked** (at her notebook) where she had **recorded** three specific **dates** when a special sense (of power) had **flooded** her **soul** as she **prayed** (for him).
6. A feeling (of awe) **came** (over Jonathan) as he **realized** that those were the very times (of the mightiest movements) (of God's Spirit) (in Manchuria).
7. Mr. Goforth's primary method (of evangelizing) the Chinese was quite simple.
8. He would **go** (into a new town) and **rent** a suitable **building** (on a busy street).
9. The back part **provided** living **quarters** (for the Goforths, their children, and others) who were **traveling** (with them).
10. The front part (of the building) would be **used** (for a preaching chapel).
11. Preaching services were **held** morning, afternoon, and evening, and there was never any problem filling the hall (with curious Chinese).
12. The Chinese were always eager **to see** the **"foreign devils."**
13. At one point, Jonathan had as many as fifteen Chinese evangelists **helping him** (with these meetings).
14. They were **paid** a small **salary** (by the mission).
15. Some (of the Chinese evangelists) **preached** (under tents) (at village fairs).

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

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

Note: Most sentences have more than one noun.

1. Often the **preaching** went on for eight or ten **hours** a **day**.
2. On top of this, **requests** would come from outlying **villages** for someone to preach.
3. At one **point**, **Mr. Goforth** had as many as fifteen Chinese **evangelists** helping him with these **meetings**. (*Chinese is functioning as an adjective here.*)
4. They were paid a small **salary** by the **mission**.
5. Returning from **furlough** to begin the new **work** north of **Change**, **Mr. Goforth** found that financial **pressures** had forced the **mission** to adopt a **policy** of paying only two **evangelists** for each **missionary**.
6. Besides that, all the Chinese **preachers** who had assisted him before were now working with other **missionaries**. (*Chinese is functioning as an adjective here.*)
7. So **Mr. Goforth** began to cry out to the **Lord** for Godly Chinese **men** who could help. (*Chinese is functioning as an adjective here.*)
8. A **year** later he rejoiced that **God** had raised up six **evangelists**.



9. The **Lord** had also led an **elder** in one of the **churches** to give up his **business** in order to preach the **Gospel**.
10. A former drug **addict** was making such **progress** in the **faith** that **Jonathan** expected him to become a fine **preacher**.
11. Finally, two **brothers** who were among the first **converts** of the previous **year** were able to help with the **preaching** because their **father** was providing most of their **support**.
12. One of the surest **marks** of a father's **love** is his **desire** to protect his **children**.
13. **Jonathan Goforth** often experienced this **love**.
14. During the **summer** of **1882** when **Jonathan** was a **student** in **Canada** and serving as a summer **missionary** in a sparsely populated rural **area**, he was making his usual **visits** to every **home** in the 264-square mile **area**.
15. He suddenly found himself face-to-face with a large **bear**.
16. **Jonathan** froze as the **bear** sat back on its **haunches** and stared at him.
17. **Jonathan** knew that **God** would protect him as he was about his Father's **business**.
18. He stepped slowly down the **trail**, almost touching the **bear** as he passed.
19. Looking back when he was farther down the **path**, **Jonathan** saw the **bear** walking slowly back into the **bush**.
20. **Dangers** in the Toronto **slums** were perhaps even more frightening, but Jonathan's **faith** was no less firm. (*Toronto is functioning as an adjective here.*)
21. One **night** as he was coming out of a **street** that had quite a **reputation** for **violence** and **vice**, a **policeman** whom he knew saw him and questioned him.
22. The **policeman** wanted to know how **Jonathan** had the **courage** to go into such a **place**.
23. The **policeman** said that even the **police** do not go into those **places** except in **pairs**.
24. **Jonathan** replied that he never went into those **places** alone either.
25. His heavenly **Father** always went with him.



# 32B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Names of the Lord Jesus Christ

|                 |               |                 |
|-----------------|---------------|-----------------|
| Almighty        | Deliverer     | Most High       |
| Alpha and Omega | Emmanuel      | Prince of Peace |
| Bread of Life   | Fortress      | Redeemer        |
| Comforter       | Jehovah       | Shepherd        |
| Creator         | King of Kings | Vine            |
| Defender        | Lamb of God   | Worthy          |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The male swan is far more protective and caring than the male bear. The “father” bear abandons his responsibilities, leaving everything up to his mate. The “father” swan, on the other hand, remains with his offspring for two to three years and will sacrifice his own life in their defense.

### EXTENSION

The “father” swan is called a cob; the “father” bear is called a boar. Each of these names reveals attributes of the animal “father.” The word cob comes from an English word that means “leader.” The word boar comes from a German word that means “a prince.” The cob leads his family, while the boar looks only after his own needs.

### FURTHER EXTENSION

Male animals show us both the positive and negative characteristics of fatherhood. Human fathers can see good characteristics in good animal “fathers” and bad characteristics in bad animal “fathers.” Ultimately, God’s Word and His example as our matchless heavenly Father show fathers how to fulfill their God-given roles and responsibilities. —*Wisdom Booklet 32*

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

### BASIC LEVEL

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

### EXTENSION

9. edged  
10. matchless

### FURTHER EXTENSION

11. begrudge  
12. sketchpad

### Optional Words

13. Fortress  
14. Jehovah  
15. Most High  
16. Vine

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

### Day Two

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

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4–10 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4–10 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4–10 Sentences

### Paragraph Four of Body

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

### EXTENSIONS: Paragraph Five of Body

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

### FURTHER EXTENSION: Paragraph Six of Body

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

### Day Three

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

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

### Day Four

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

## 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)

# 32B Week 3 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### *Names of the Lord Jesus Christ*

|                 |               |                 |
|-----------------|---------------|-----------------|
| Almighty        | Deliverer     | Most High       |
| Alpha and Omega | Emmanuel      | Prince of Peace |
| Bread of Life   | Fortress      | Redeemer        |
| Comforter       | Jehovah       | Shepherd        |
| Creator         | King of Kings | Vine            |
| Defender        | Lamb of God   | Worthy          |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The male swan is far more protective and caring than the male bear. The “father” bear abandons his responsibilities, leaving everything up to his mate. The “father” swan, on the other hand, remains with his offspring for two to three years and will sacrifice his own life in their defense.

### EXTENSION

The “father” swan is called a cob; the “father” bear is called a boar. Each of these names reveals attributes of the animal “father.” The word cob comes from an English word that means “leader.” The word boar comes from a German word that means “a prince.” The cob leads his family, while the boar looks only after his own needs.

### FURTHER EXTENSION

Male animals show us both the positive and negative characteristics of fatherhood. Human fathers can see good characteristics in good animal “fathers” and bad characteristics in bad animal “fathers.” Ultimately, God’s Word and His example as our matchless heavenly Father show fathers how to fulfill their God-given roles and responsibilities. —*Wisdom Booklet 32*

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

### BASIC LEVEL

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

### EXTENSION

9. edged  
10. matchless

### FURTHER EXTENSION

11. begrudge  
12. sketchpad

### Optional Words

13. Fortress  
14. Jehovah  
15. Most High  
16. Vine

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

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

(Nouns, Direct Objects)

## Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4–10 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4–10 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4–10 Sentences

### Paragraph Four of Body

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

### EXTENSIONS: Paragraph Five of Body

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

### FURTHER EXTENSION: Paragraph Six of Body

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

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

## Day Three

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

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

## 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)

# 32B Week 3 Answer Keys

- ❑ **1c.** In an encyclopedia or animal book, look up the male animal names for the animals listed below and write their names beside the generic animal name.

For example: bear—boar

1. swan—cob
2. chicken—rooster
3. deer—buck
4. cattle—bull and steer
5. goat—billy and buck
6. pig—boar
7. lion—lion
8. horse—stallion
9. cat—tom and tomcat
10. whale—bull

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

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first paragraph, highlight all of the common nouns.
3. In the second paragraph, highlight all of the direct objects with another color.

**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!

Zoologists refer to animals that are active during the day as being diurnal. According to God's design, chickens stay active as long as it is light. Farmers often take advantage of this characteristic by using artificial light fourteen to sixteen hours a day. With continuous light, chickens eat more, grow faster, and lay more eggs.

On the other hand, chickens also head for the nearest roosting place whenever it grows dark. Even dark storm clouds or an eclipse of the sun can quiet every rooster in the barnyard, sending each one back to the chicken coop. If chickens are kept in the dark, however, they fail to develop properly, lay fewer eggs, and are more susceptible to disease.

Chickens are the only birds with combs. A comb is a fleshy appendage that grows on the top of the chicken's head. Some combs are tall and thin; others are short and plump. Some exotic chickens even have double combs or curious pebble-like combs. Roosters have much larger combs than hens and usually sport large spurs on the backs of their legs.

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

Opening sentence: Highlight the opening sentence.

Closing sentence: With another color, highlight the closing sentence.

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

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

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

**I**

**Flamingos are unusual birds**. They are typically candy pink or orange in color. They stand up to six feet in height with tall, spindly legs and long, snake-like necks. Most of the six million flamingos living in the world today congregate in huge colonies of hundreds of thousands of birds. **They are found in South America, the Caribbean Islands, Africa, Europe, and Asia.**

Topic of Paragraph: **Flamingos**

Number of Sentences: **5**

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

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

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

**ACT**

**ACT**

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

**BHL**

1. The Egyptian plover **is** a striking bird with black, white, and gray wings and a rust-colored breast.

**BHL**

**ACT**

2. It **is** very tame and often **lives** near populated areas along lowland rivers.

**ACT INF-ACT**

3. The Egyptian plover, unlike many other coastal birds, **prefers to nest** in pairs rather than in large flocks.

**ACT**

**ACT**

4. Each pair **finds** its own secluded place where the female **lays** her eggs in a shallow nest of sand.

**ACT**

**ACT**

5. Plovers **lay** three or four pear-shaped eggs that **fit** neatly together like the leaves of a four-leaf clover.

6. Each egg **ACT narrows** to a point at one end so that the eggs **ACT form** a compact arrangement in the nest.
7. This compact arrangement **BHL is** critical for plovers because their eggs **BHL are** quite large and the plover itself **BHL is** relatively small.
8. Perfectly round eggs simply **BHL would** not **ACT fit** under the plover's body during incubation.
9. The responsibility of incubating the eggs **ACT falls** to the male plover.
10. He **ACT cares** for the eggs, constantly **ACT protecting** them from hungry predators and **ACT keeping** them warm at night and cool during the day.
11. If the eggs **BHL are to develop** properly, the plover **BHL must protect** them from **ACT getting** too hot or too cold.
12. **INF-BHL To do** this, he carefully **ACT buries** the eggs in the sand each time he **ACT leaves** the nest.
13. **ACT Covering** the eggs **ACT shades** them from the intense rays of the sun that **BHL can** **ACT produce** temperatures hot enough **INF-ACT to cook** an uncovered egg.
14. When the sun **BHL goes** down, the warm sand then **ACT keeps** the eggs from **BHL being** **ACT chilled** by the rapidly **ACT falling** temperatures on the beach.
15. Occasionally, the mid-afternoon sun **BHL becomes** so **ACT intense** that neither the shade of several inches of sand nor the plover's own body **BHL can keep** the eggs cool.
16. In these circumstances, the plover "father" **ACT installs** his own private air conditioner in the nest.
17. **ACT Flying** purposely into the surf, he **ACT drenches** his feathers until he **BHL is** almost waterlogged.

18. He then **ACT** **returns** to the nest and **ACT** **ruffles** his dripping feathers over the eggs.

19. As the water **ACT** **evaporates**, the eggs **BHL ACT** **are cooled**.

20. After the eggs **ACT** **hatch**, the male **ACT** **cares** for the chicks by **ACT** **covering** them with sand and **ACT** **dousing** them with water whenever they **ACT** **need** it.

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# 32B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### *Names of the Lord Jesus Christ*

|                 |               |                 |
|-----------------|---------------|-----------------|
| Almighty        | Deliverer     | Most High       |
| Alpha and Omega | Emmanuel      | Prince of Peace |
| Bread of Life   | Fortress      | Redeemer        |
| Comforter       | Jehovah       | Shepherd        |
| Creator         | King of Kings | Vine            |
| Defender        | Lamb of God   | Worthy          |

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

When the disciples asked Jesus to teach them to pray, He gave them a model prayer. It contains three basic motivations that we should have for our prayers. First of all, we must be concerned for God's name and His reputation. "Our Father which art in heaven, Hallowed be thy name" (Matthew 6:9). The first concern and primary interest in all of our prayers should be this: How is this request going to protect and honor the name of the Lord?

### EXTENSION

The second motivation to pray should be a desire to advance the kingdom of God: "Thy kingdom come" (Matthew 6:10). Our primary purpose in life should be to seek the kingdom of God and His righteousness. Jesus promised that everything else will then be added unto us.

### FURTHER EXTENSION

The third motivation to pray should be to carry out the will of God. "Thy will be done in earth, as it is in heaven" (Matthew 6:10). Yes, when we can base our prayers on the known will of God, we will have a solid foundation for an answer.

—*Commands of Christ*, Series 6

## 2. Spelling: Spellings for the *zhun* or *shun* Sounds at the End of Words (Examples: vision, vacation)

### BASIC LEVEL

- |            |              |
|------------|--------------|
| 1. vision  | 5. division  |
| 2. erosion | 6. confusion |
| 3. lesion  | 7. decision  |
| 4. fusion  | 8. version   |

### EXTENSION

9. reputation
10. invasion

### FURTHER EXTENSION

11. explosion
12. probation
13. completion
14. migration

### Optional Words

15. Worthy
16. Redeemer
17. Lamb of God
18. Shepherd

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

**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)  
(Verbs)

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

### Day Three

**5. Grammar:** Interjections as Sentence Openers

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

### Day Four

**7. Composition:** Edit and Revise

### Day Five

**8. Spelling:** Spelling Test

**9. Dictation:** Dictation Quiz

**10. Composition/Creative Writing:**  
Final Copy Original Personal Letter

**Extra Practice (Optional)**

# 32B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### *Names of the Lord Jesus Christ*

|                 |               |                 |
|-----------------|---------------|-----------------|
| Almighty        | Deliverer     | Most High       |
| Alpha and Omega | Emmanuel      | Prince of Peace |
| Bread of Life   | Fortress      | Redeemer        |
| Comforter       | Jehovah       | Shepherd        |
| Creator         | King of Kings | Vine            |
| Defender        | Lamb of God   | Worthy          |

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

When the disciples asked Jesus to teach them to pray, He gave them a model prayer. It contains three basic motivations that we should have for our prayers. First of all, we must be concerned for God's name and His reputation. "Our Father which art in heaven, Hallowed be thy name" (Matthew 6:9). The first concern and primary interest in all of our prayers should be this: How is this request going to protect and honor the name of the Lord?

#### EXTENSION

The second motivation to pray should be a desire to advance the kingdom of God: "Thy kingdom come" (Matthew 6:10). Our primary purpose in life should be to seek the kingdom of God and His righteousness. Jesus promised that everything else will then be added unto us.

#### FURTHER EXTENSION

The third motivation to pray should be to carry out the will of God. "Thy will be done in earth, as it is in heaven" (Matthew 6:10). Yes, when we can base our prayers on the known will of God, we will have a solid foundation for an answer.

—*Commands of Christ*, Series 6

### 2. Spelling: Spellings for the *zhun* or *shun* Sounds at the End of Words (Examples: vision, vacation)

#### BASIC LEVEL

- |            |              |
|------------|--------------|
| 1. vision  | 5. division  |
| 2. erosion | 6. confusion |
| 3. lesion  | 7. decision  |
| 4. fusion  | 8. version   |

#### EXTENSION

- 9. reputation
- 10. invasion

#### FURTHER EXTENSION

- 11. explosion
- 12. probation
- 13. completion
- 14. migration

#### Optional Words

- 15. Worthy
- 16. Redeemer
- 17. Lamb of God
- 18. Shepherd

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

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

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

(Verbs)

### Day Two

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

**5. Grammar:** Interjections as Sentence Openers

### Day Three

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

**7. Composition:** Edit and Revise

### Day Four

**8. Spelling:** Spelling Test

**9. Dictation:** Dictation Quiz

**10. Composition/Creative Writing:** Final Copy Original Personal Letter

Extra Practice (Optional)

# 32B Week 4 Answer Keys

## □ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first paragraph of the passage, highlight the action verbs.
3. In the second paragraph of the passage, highlight the BHL verbs.
4. In the third paragraph of the passage, highlight the infinitive.

Pikas **are** small rodents about the size of a guinea pig. They **have** rounded ears, short stubby legs, and a tail that **is** so small it often **goes** unnoticed. Pikas usually **live** in arid regions or in high, isolated mountain ranges.

Most pikas regulate **their** daily schedule to take advantage of the most favorable temperatures. In cold climates, they **are** most active during the middle of the day. In warmer areas, they **are** most active early in the morning and just before dusk. When the temperature **is too** high or **too** low for them, pikas hide underground or between **loose** rocks.

During the summer, pikas seldom rest. Unlike some who fritter away **their** time, pikas spend most of **their** time collecting and storing grass **to eat** during the winter. They cut and dry these grasses much like a farmer cuts and dries hay.

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

1. Highlight the main subjects of each sentence.
2. Following each sentence, write **C** on the lines provided if the sentence has a compound subject.
  1. “Father” sperm **whales** are known as bulls.
  2. **They** are truly masters of the deep.
  3. **Males** can hold their breath for up to two hours and can dive to depths of more than ten thousand feet.
  4. Male sperm **whales** are the largest of all toothed whales, reaching 60 feet in length and weighing almost 140,000 pounds.
  5. Bear **fathers** and swan **fathers** are very different kinds of fathers. **C**
  6. Male **chickens** and female **chickens** are diurnal. **C**

7. **Cushion**, **strawberry**, **single**, and **pea** are four of the different kinds of chicken combs. **C**
8. **Pink** and **orange** are the usual colors of flamingos. **C**
9. Sperm **whales** may blow a cloud of water vapor more than thirty feet into the air when they exhale.
10. Male sperm **whales** and female sperm **whales** are very different in size. **C**
11. Male **guillemots** and female **guillemots** circle one another to determine each other's readiness to breed. **C**
12. **Crows** and **gulls** attack and capture the baby guillemots. **C**
13. **Eggs** and **chicks** often get mixed up in the close nests of guillemots. **C**
14. Guillemot **parents** memorize the markings on their eggs.
15. Distinctive **patterns** of brilliant turquoise and splotches of red help distinguish the baby guillemot eggs.
16. The **female** and the **male** take turns protecting their eggs during the incubation. **C**
17. Newly hatched **chicks** are completely helpless, and if left unguarded, **they** may fall off the ledge, be eaten by gulls, or die from exposure to the elements. **(This sentence is a compound sentence, not a compound subject.)**
18. At least one **parent** remains at the nest at all times so that the chick is never left unattended.
19. The **chick** remains with its parents for eighteen to twenty-five days before the entire group leaves the cliff-side ledges and goes out to sea.





Lined writing area with horizontal blue lines.

WBLA AK 29B-32B



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