

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

33B–36B



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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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33B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Naturally, frugal shoppers are always looking for bargains, and first century believers were no exception. Thus, when they saw the best meat in town on sale for the cheapest price, they bought it. This meat was on the bargain counter for a reason—it had been dedicated to the temple gods, and the priests wanted to get their money from it.

EXTENSION

When new believers who had renounced temple worship saw older believers buying this meat, they became offended. A major controversy erupted in the young church. This disagreement was strong enough to warrant a ruling by the Jerusalem Council and a lengthy exhortation from the inspired pen of Paul.

FURTHER EXTENSION

In this delicate matter, Paul appeals for deference by those on both sides of the controversy. He appealed especially to those who thought it was right to eat the meat. Paul agrees in Romans 14:13 that there is nothing wrong with the meat itself. However, eating the meat becomes wrong if another believer is offended by it or if it is eaten with any inward caution given by the Holy Spirit.

—*The Power for True Success*

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

BASIC LEVEL

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

EXTENSION

- | |
|---------------|
| 7. calculator |
| 8. counselor |

FURTHER EXTENSION

- | |
|---------------|
| 9. escalator |
| 10. incubator |

Optional

- | |
|--------------------|
| 11. design |
| 12. responsible |
| 13. responsibility |

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

Day Three

5. Grammar: Adverbs

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

Day Four

7. Grammar: *Ly* Openers

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

33B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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BASIC LEVEL

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

EXTENSION

- | |
|---------------|
| 7. calculator |
| 8. counselor |

FURTHER EXTENSION

- | |
|---------------|
| 9. escalator |
| 10. incubator |

Optional

- | |
|--------------------|
| 11. design |
| 12. responsible |
| 13. responsibility |

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

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar: Adverbs

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

Day Three

7. Grammar: *Ly* Openers

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

33B Week 1 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the adverbs.

The fact is that **there are** no “little decisions.” Every “little decision” **has** the potential for major consequences. We are not to ask, “Is this a big decision or a little decision?” Rather, we are to **humbly** acknowledge **our** desire for **His** will in each matter. As we **continually** **maintain** a relationship of communion with the Lord, we have the freedom to bring to **Him** every detail of **our lives**. In response, He will **fully** give us either peace or caution in matters **to** which **Scripture** does not **directly** refer.

The act of buying a toothbrush would be included in those decisions we **have** to make. As we commit the work of buying a toothbrush to **Him**, **He** has promised to make **His** will known to us. We might assume with our human wisdom that it makes no difference whether we buy a red toothbrush or a blue toothbrush.

As we reach for the red toothbrush, **God** may remind us that all the family toothbrushes are in the same holder above the bathroom sink. **Another** member of the family may have a red toothbrush. Thus, if we purchase the red toothbrush, **there** could be confusion regarding who owns which toothbrush. If either family member gets sick and the other mistakenly uses the wrong toothbrush, the germs would spread.

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

1. We should **carefully** →ask many questions in discerning the will of God.
2. God has **already** →established universal, non-optional principles of life.
3. When we **initially** →evaluate the principle of design, we can ask ourselves several questions.
4. What were God’s purposes in **actually** →creating the item in question?
5. Can we **carefully** →determine God’s goals for it?
6. We should **also** →evaluate the principle of responsibility.
7. What are my real motives in **actually** →performing this action?

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.

8. How will others be **positively** or **negatively** →affected by my action?
9. Have I **thoroughly** →gathered all of the facts about it?
10. In studying the principles of authority, we can **continuously** →ask ourselves important questions.
11. Does the Word of God **directly** →forbid it?
12. Does Scripture **actually** →contain testimonies about this activity?
13. Have I **humbly** →asked my mother or father about their feeling or wishes?
14. The principle of suffering **profoundly** →illuminates answers for us as well.
15. Why will Satan **vehemently** →oppose this?
16. Am I **fully** →prepared to stand alone?
17. Will I **willingly** →experience limitations or discomfort?
18. The principle of ownership **continually** →reminds us as that we not our own.
19. Am I **consistently** →displaying God's standards?
20. Have I **unequivocally** →yielded my rights to it?
21. In the principle of freedom, we must be careful not to act →**flippantly** in the name of liberty.
22. Will this activity or clothing **actually** →stir up sensuality?
23. Is the questionable aspect **truly** found to be pure, lovely, and of good report.
(**Watch out for lovely! It is an adjective.**)
24. In the principle of success, we must **constantly** →seek for God's name to be glorified.
25. How will this **truly** →advance God's kingdom?

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

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

1. Actually₂, it is a well-established fact that the Pilgrims and Puritans came to America to escape religious tyranny and to found God-fearing colonies.
2. Unfortunately₂, some of the other colonizing efforts did not have such spiritual goals.
3. Amazingly₂, many embarked for the New World just for the sake of adventure or in hopes of financial gain.
4. Incredibly₂, the Pilgrims had a powerful vision that persuaded them to leave their homes and families and native lands to endure the tremendous hardships of the wilderness.
5. Additionally₂, they wanted to set up a new nation where both church and state would function according to Scriptural principles.

6. Firmly believing that they were called to be the people of God, the Pilgrims viewed themselves as having a covenant with God and with each other to work out this calling.
7. Actually, those who settled in Jamestown did so with the intent of getting rich.
8. Initially, the Jamestown settlers quarreled and argued over where to build the town.
9. Unwisely following their own ways, they ignored wise counsel to build up high with fresh water and good drainage.
10. Foolishly seeking the easy way out, the Jamestown settlers did not want to move to the higher land.
11. Evidently, the easy way out was the way the Jamestown settlers chose to do everything when they settled.
12. Additionally, the Jamestown gentlemen did not care for hard work and tried to get out of it as much as possible.
13. Consequently, they did not have enough food for their families.
14. Sadly, two years after they settled in Jamestown, there were only thirty-eight of the original 144 colonists still alive.
15. Amazingly, their continual adversity and the severity of their sufferings never caused them to seek God's face.

33B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The record of the Plymouth Colony's first years is filled with examples of how the heavenly Father protected and provided for His children as they struggled against the forces of darkness. Since they arrived at the beginning of winter, the first enemy they faced was exposure to cold weather, which led to sickness. Though nearly half their little band died during those first brutal months of 1621, their mortality rate was remarkably low compared to Jamestown's ninety percent mortality. Rather than making them bitter or cynical, their sufferings caused them to cry out all the more for God's mercy and grace.

EXTENSION

God answered by binding them together in such a spirit of Christian community that when the Mayflower set sail for England in April, the captain failed to persuade even one Pilgrim to give up and go back. The familiar story of Squanto teaching the settlers how to fish, hunt, and plant corn is another example of how God took care of His people. An equally significant factor in their survival was the treaty made with Massasoit, chief of the Wampanoag, and several other tribes in the area. At that time, there was likely no other Indian leader in the entire region who would have welcomed the white men as he did. This observation points back to why God allowed their ship to be blown a hundred miles off course and then hindered them from going further south to land as they had intended.

FURTHER EXTENSION

Although the story of the first Thanksgiving is well-known, what happened immediately afterward is not often told. A ship arrived from England leaving thirty-five new colonists, but very little in the way of provisions. The settlement immediately went on half-rations in an effort to make their food supply last until spring, but later they were reduced to a daily ration of only five kernels of corn per person. Again, their bitter situation drove them not to despair, but back to God. Not one of the Pilgrims starved that winter. God answered their prayers by arranging for a ship on the way back to England from Virginia to dock unexpectedly at Plymouth, giving them opportunities to trade beaver pelts for other goods they could use to buy corn from the Indians.

—*Wisdom Booklet 33*

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

BASIC LEVEL

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

EXTENSION

- manslaughter
- thoroughfare

FURTHER EXTENSION

- furlough
- overweight
- neighborhood

Optional

- authority
- authorization

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs, Adverb Openers)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Grammar: Prepositions

Day Three

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

7. Grammar/Sentence Structure: Prepositional Phrases

Day Four

8. Grammar/Sentence Structure: Prepositional Phrase Openers

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

33B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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—*Wisdom Booklet 33*

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BASIC LEVEL

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

EXTENSION

- manslaughter
- thoroughfare

FURTHER EXTENSION

- furlough
- overweight
- neighborhood

Optional

- authority
- authorization

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3. Editor Duty: Correct Given Paragraph(s)

(Adverbs, Adverb Openers)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences

5. Grammar: Prepositions

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

Day Three

7. Grammar/Sentence Structure: Prepositional Phrases

8. Grammar/Sentence Structure: Prepositional Phrase Openers

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

33B Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second paragraph, highlight the adverbs and the adverb openers.

As the exodus of Puritans from England to North America became a steady stream, the evidences of God's blessing on them multiplied. Edward Johnson began his 1653 book about God's provision in New England. To begin with, Johnson pointed out that, even in that era of pirates, privateers, and frequent shipwrecks, of the 198 vessels that set sail for New England during the first half of the seventeenth century, only one did not make it.

Later, the famous Puritan preacher, Cotton Mather, filled hundreds of pages of his book with stories of how God miraculously protected and delivered His people during those early years. Amazingly, one such incident occurred when a carpenter was working on the second story of a house. Eight children were sitting in a circle playing a game on the first floor. The man accidentally dropped a heavy beam. As it fell toward the children, he cried out, "Oh Lord, direct it!"

God answered his heartfelt prayer and caused the timber to land on one end right in the middle of the children. Then it moved along the floor between two of the children, without touching any of them at all. Mather concluded, "But the instances of such things would be numberless."

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

Note: When you see *to* + verb, do not highlight it since it is a special kind of verb called an *infinitive*—not a preposition.

- As life became easier, the second generation and even their parents began to drift away from God and to neglect their covenant with Him.
- The Puritan preachers saw clearly what was happening and spoke out boldly, calling the people back to their vision of establishing God's Kingdom on earth.
- Their appeals did not work as the people made a new covenant called the "Half-Way Covenant of 1662."
- This covenant was the Puritan church's way of dealing with people who were members of the church but did not have a personal relationship with Christ as Savior.
- Church leaders soon realized that within another generation the majority of the population would not be baptized.

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!

6. **In** the Half-Way Covenant, they created a category **of** partial membership.
7. This covenant allowed unsaved people to be baptized as members **of** the church but excluded them **from** communion.
8. It became evident even **to** civil authorities that God was dealing **with** the colony about their lack **of** faith and commitment.
9. **In** 1670, the Massachusetts government made an official inquiry to try to find out why they were no longer experiencing God's protection.
10. It seemed **to** them that God was no longer protecting them **from** crop failure, disease, and shipwrecks.
11. Their investigation did not help them figure out why God's blessing did not seem to be **on** them.
12. The settlers began to see God's hand **of** judgment more clearly **in** the spring **of** 1675.
13. Relations **with** the Indians had begun to deteriorate some time before, and the situation now became critical.
14. A Christian Indian tried to warn the governor that several tribes were planning a combined attack **on** the settlements.
15. Since the tribes had not gotten along well before, the governor did not show much concern **about** this warning.
16. The most powerful chieftain **in** the area was the son **of** Massasoit.
17. This man, named Metacomet (and also called Philip) was organizing an uprising **against** the white men.
18. Soon he had assembled an army **of** over fifteen hundred braves.
19. **At** first, the angry tribes only looted and burned abandoned houses, but it was not long before they started attacking villages and towns.
20. The Indians inflicted such terrible tortures **onto** the white men that the whole colony was paralyzed **with** fear.

7e. In the sentences provided, place parentheses around the prepositional phrases.

1. (Throughout the colony), a day (of fasting) was observed, but the attacks continued and became even worse.
2. (From this), the colonists soon realized that superficial repentance was not enough to stay God's hand (of judgment).
3. (Throughout the region), the conflict spread and became an actual war, which would ultimately claim more lives (in proportion) (to the population) than any other war (in American history).
4. (During this war), nearly every Indian tribe (in New England) was (on the warpath), and the local armies were unprepared to strike back or even defend themselves.
5. (From the depths) (of fear) and (in the realization) (of the power) (of God), the colonial preachers blazed forth (with fiery sermons) urging deep, sincere repentance.

6. (Within a short time), the churches were no longer half-empty, and many who had not prayed (in years) got (on their knees).
7. (In many cases), the settlers who had moved out (into the remote areas) far (from the churches) were hit the hardest.
8. (From the beginning), these people did not give any thought (about forming) a church (in which to live out their covenant) (with God) and (with each other).
9. (In the midst) (of the turmoil and death), it was clear that God was not abandoning those who had remained faithful (to Him).
10. (In the onslaught), Concord was spared when nearby Sudbury was not.
11. (From historical accounts), it is said that the Indians themselves were afraid to attack Concord because they knew the minister there had awesome power (with the Great Spirit).
12. (Within nine months,) a complete change (of heart) had come (over the colonies).
13. (By confessing their sins), restoring broken relationships, and renewing covenants, they had seen God's hand (at work).
14. (At the same time), He caused the old tribal loyalties to resurface and significantly weaken the force (of the Indian assault).
15. (By summer's end), the war was practically over as one group (of Indians) (after another) surrendered (to the colonists).

8d. In the sentences provided, place parentheses around the prepositional phrase openers.

1. (In the Bible) Christ is compared to a great rock.
2. (In the structure of rocks), we see illustrations of God's kingdom on earth.
3. (From various materials) a rock is made.
4. (In the same way) the Body of Christ is composed of many believers formed into many distinct and unique local churches.
5. (In the mineral granite) there are many minerals such as hornblende, feldspar, quartz, and mica.
6. (In various proportions) these minerals produce different types of granite.
7. (In minerals elements) do not fit together in random patterns.
8. (Within rigid rules) that prescribe which atoms can join together and in what proportions they can mix elements are combined.
9. (By light) the qualities of a mineral are revealed.
10. (For example), quartz is almost perfectly transparent.

A series of horizontal blue lines for writing, spanning the width of the page.

33B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A Christian salesman in the retail business, who was also a deacon in his church, began to steal some of the money that was paid by customers. After several years of embezzlement, he heard a message on the importance of a good conscience and was convicted about his stealing.

However, he was terrified at the prospect of facing the owner of the company. He was already under financial pressure, and this could mean losing his job and even going to jail. But he determined that gaining a good conscience was more important than any resulting consequences; he reasoned that whatever penalties would be given to him were justly deserved.

EXTENSION

He went to the owner, confessed an attitude of covetousness and selfishness, and explained that he had demonstrated those wrong attitudes by taking money that should have gone into the cash register. He then explained that because he did not have the means to pay back what he had stolen, he would be willing to work for the owner every Saturday, doing whatever jobs the owner assigned to him at home or at the store.

FURTHER EXTENSION

The owner was convinced of his sincerity and forgave him. He was very impressed with the diligent and faithful work that the man carried out each Saturday. When that salesman achieved a good conscience, he experienced an overwhelming sense of joy and gratefulness. His witness ultimately caused the store owner to become a Christian. The salesman became a dynamic soul-winner.

—*Basic Seminar Follow-Up Course*

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

BASIC LEVEL

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

EXTENSION

8. folly
9. annual
10. classify

FURTHER EXTENSION

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

Optional

15. suffering
16. ownership

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions, Prepositional Phrases)

4. Study Skills/Prewriting: Outline an Original Story

Day Three

5. Punctuation: Semicolon Usage

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

Day Four

7. Grammar: Transition Words

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

33B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A Christian salesman in the retail business, who was also a deacon in his church, began to steal some of the money that was paid by customers. After several years of embezzlement, he heard a message on the importance of a good conscience and was convicted about his stealing.

However, he was terrified at the prospect of facing the owner of the company. He was already under financial pressure, and this could mean losing his job and even going to jail. But he determined that gaining a good conscience was more important than any resulting consequences; he reasoned that whatever penalties would be given to him were justly deserved.

EXTENSION

He went to the owner, confessed an attitude of covetousness and selfishness, and explained that he had demonstrated those wrong attitudes by taking money that should have gone into the cash register. He then explained that because he did not have the means to pay back what he had stolen, he would be willing to work for the owner every Saturday, doing whatever jobs the owner assigned to him at home or at the store.

FURTHER EXTENSION

The owner was convinced of his sincerity and forgave him. He was very impressed with the diligent and faithful work that the man carried out each Saturday. When that salesman achieved a good conscience, he experienced an overwhelming sense of joy and gratefulness. His witness ultimately caused the store owner to become a Christian. The salesman became a dynamic soul-winner.

—*Basic Seminar Follow-Up Course*

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

BASIC LEVEL

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

EXTENSION

8. folly
9. annual
10. classify

FURTHER EXTENSION

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

Optional

15. suffering
16. ownership

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions, Prepositional Phrases)

Day Two

4. Study Skills/Prewriting: Outline an Original Story

5. Punctuation: Semicolon Usage

Day Three

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

7. Grammar: Transition Words

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

33B 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 two paragraphs, highlight the prepositions.
3. In the second paragraph, place parentheses around the prepositional phrases.

Once a rock breaks s apart, its pieces are likely to be washed away by run-off rainwater. As these rock particles tumble over one another, they wear away even more rough edges. The broken edges, in turn, serve as abrasive material to smooth and polish the stones as they tumble. Geologists call the process by which pebbles and small rocks tumble over one another along the bottom of a stream saltation.

The most fragile points (of a rock) break off first. More prominent features require swifter currents before they yield (to water's unrelenting force). Lapidaries, those who cut and polish stones, take advantage (of this process) and tumble rough stones (in drums) (of water) (in order) to produce beautiful polished stones. The longer a stone tumbles, the smoother it becomes.

When a stream flows slowly, there is little saltation. However, as stream velocity increases, the water's abrasive abilities change dramatically. For example, if the flow of a river doubles, it can carry sixteen times more suspended matter. This means that one torrential rainfall would wear away hundreds of times more material in a few hours than gentle rains wear away in a whole year.

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

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

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

CS Henri watched the battle; CS he was stirred to action.

1. CS The Lord's Prayer contains six requests or petitions; CS the first three have to do with God and His purposes.

- CS CS
2. Utopia is the name of an imaginary country where the perfect society existed; the term comes from a Greek word meaning “the good place” and “nowhere” both at the same time.
- CS
3. The publication of More’s book in 1516 introduced the word *utopia* to the English language; however, the concept of an ideal society was nothing new.
- CS
4. About four hundred years before Christ, the Greek philosopher Plato wrote a book entitled *The Republic*; it was written to explain his ideas of how government should operate.
- CS
5. This book presented Plato’s utopian philosophy in a literary form called *dialogue*; in this manner, ideas are presented as though they were a conversation between two or more people.
- CS
6. Critics of the Bible suggest that the writings of the Old and New Testaments are utopian in nature; we must recognize that these people do not understand the importance of interpreting the Scriptures literally.
- CS CS
7. The philosophy of utopianism has flourished throughout history; it has often motivated groups to undertake establishing such a society themselves.
- CS
8. The first “utopian experiment” was at Babel, where the purpose of the tower was not just to reach heaven from earth; it was to bring heaven down to earth.
- CS
9. Men have continually attempted to establish a perfect society based on their own ideas rather than God’s; the danger of utopianism is that it tends to motivate people to withdraw from the mainstream of society to try out alternative, communal styles of living.
- CS
10. Any government that operates out of the belief that man by his own intellect and will can create a perfect society is utopian in outlook; this is not to say that men should not strive for a better world, but simply that the striving must be God-centered rather than man-centered.

33B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Mary anointed Jesus with oil in the home of Simon. Mary's anointing was symbolic of the purpose for which Christ came into the world and which He was yet to fulfill. Based on this concept, it might be appropriate for the elders to determine the spiritual purpose for which God should keep a sick person alive and anoint him to fulfill that purpose.

EXTENSION

History gives us a striking example of a person staying alive long enough to fulfill a needed ministry. In the 16th century, Martin Luther's chief theologian and assistant became seriously ill. His condition grew steadily worse until all hope for his life was given up. Martin Luther wrote him a letter, stating that he was necessary for the work and forbidding him to die. That exhortation, together with the spiritual care of the Christians ministering to him, brought a reversal in his condition. He recovered fully and outlived Martin Luther.

FURTHER EXTENSION

The word that is used in James 5:14 indicates that olive oil should be used for anointing. There are many symbolic reasons for the use of olive oil. The first mention of the olive is in Genesis 8:11. It was a leaf from the olive tree that the dove brought to Noah after God judged the world for sin. The olive branch has been used to symbolize peace. The oil that is extracted from its fruit is used in soaps, perfumes, and medicines.

—*Wisdom Booklet 33*

Day Two

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

BASIC LEVEL

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

EXTENSION

- 7. nutrients
- 8. create

FURTHER EXTENSION

- 9. creativity
- 10. dependable

Optional

- 11. freedom
- 12. success

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

Day Three

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

4. Composition: Edit and Revise

Day Four

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

6. Grammar: Strong, Active Verbs With Helpers

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Story

Extra Practice (Optional)

33B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words relating to *discerning God's will*

design	ownership
responsibility	freedom
authority	success
suffering	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Mary anointed Jesus with oil in the home of Simon. Mary's anointing was symbolic of the purpose for which Christ came into the world and which He was yet to fulfill. Based on this concept, it might be appropriate for the elders to determine the spiritual purpose for which God should keep a sick person alive and anoint him to fulfill that purpose.

EXTENSION

History gives us a striking example of a person staying alive long enough to fulfill a needed ministry. In the 16th century, Martin Luther's chief theologian and assistant became seriously ill. His condition grew steadily worse until all hope for his life was given up. Martin Luther wrote him a letter, stating that he was necessary for the work and forbidding him to die. That exhortation, together with the spiritual care of the Christians ministering to him, brought a reversal in his condition. He recovered fully and outlived Martin Luther.

FURTHER EXTENSION

The word that is used in James 5:14 indicates that olive oil should be used for anointing. There are many symbolic reasons for the use of olive oil. The first mention of the olive is in Genesis 8:11. It was a leaf from the olive tree that the dove brought to Noah after God judged the world for sin. The olive branch has been used to symbolize peace. The oil that is extracted from its fruit is used in soaps, perfumes, and medicines.

—*Wisdom Booklet 33*

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

BASIC LEVEL

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

EXTENSION

7. nutrients
8. create

FURTHER EXTENSION

9. creativity
10. dependable

Optional

11. freedom
12. success

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Semicolons, Transition Words)

4. Composition: Edit and Revise

Day Three

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

6. Grammar: Strong, Active Verbs With Helpers

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Story

Extra Practice (Optional)

33B Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the third paragraph, insert a semicolon, and underline the complete sentence on each side of the semicolon in two different colored highlighters.

3. In the second paragraph, find and highlight the transition word.

On April 6, 1982, a massive brain tumor was discovered in a two-and-a-half year old boy. A specialist confirmed the worst fears of the doctors. It was a primitive neuroectodermal cancer, which attacks the cells of the brain. The tumor was the size of a large orange, and there were “fingers” from the tumor extending into various parts of the brain.

When the stunned parents asked the specialist what the chances of survival were, he told them that out of all of the cases of this disease, there have been no survivors. What do parents do at a time like this? They could not put their confidence in the doctors because the doctors had just admitted that they were unable to offer any hope. Then the parents did what they knew they had to do.

The parents yielded their son’s life and their wills to the Lord; at the same time, they did not reject proper medical treatment. One day, a doctor planned to carry out a dangerous experimental procedure when he discovered that the cancer had spread to far. The parents followed the instructions in James 5:14–16, and the next thing they knew the little boy was well. The specialists at Children’s Memorial Hospital in Chicago affirm that this little boy is the only known case in medical history in which this disease was cured.

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

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

EXTENSIONS:

1. Draw a line between the subject part and the predicate part of each sentence.
 2. Highlight the main subject of the sentence.
 3. With another color, highlight the main verb (the main verb, helping verbs, and infinitives that make up the main verb of the sentence).
1. Every **member** | **should pray** for one who is sick and provide loving care in whatever ways possible.
 2. **It** | **is significant** that the account of Job is mentioned just prior to the passage on calling for the elders.
 3. **Job** | **was able** to build a hedge of protection around his family.

Teacher Tip:

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

4. **Satan** | **was prohibited** from bringing to Job any sickness or affliction that would hinder God's purposes in his life.
5. **Satan** | **complained** about the effectiveness of God's hedge around Job.
6. **God** | **was able** to place that hedge of protection around Job and his family because of the faithful prayers of righteous Job.
7. Many **believers** | **are** not **aware** that God has structured the local church in such a way as to provide the same kind of hedge of protection to its members as was given to Job and his household.
8. **Job** | **was concerned** that his children were cursing God in their hearts when Job's sons and daughters met in each other's homes for parties.
9. **Satan** | immediately **brought destruction** to Job's children when he was given freedom to get through the hedge of protection.
10. **Believers** | **give Satan** the freedom to bring destructive temptations into their lives when they get out from under the protective authority of parents, government, or church.
11. **We** | **are given** the example in the New Testament of the immoral man who entered into an ungodly marriage.
12. The apostle **Paul** | **wrote** to the church and instructed them to put this individual out of the church and to turn him over to Satan for the destruction of the flesh.
13. The **purpose** of this instruction | **was to speed up** the process of God's judgment upon sin so that the disobedient man would learn to hate evil, repent, and return to the fellowship of the church in order to once again get under its protection.
14. **This** | **is** precisely what happened in this case.
15. The **man** | **repented, turned** from his sin, and within a year **was received** back into the fellowship of the church as a reunited member.

34B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness

conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Pride is the worst sin that man can commit. It is the sin that caused Satan to rise up against God and desire to be equal with Him. It is the sin that caused Adam and Eve to eat the forbidden fruit. It is the sin that caused Nebuchadnezzar to claim credit for building Babylon.

EXTENSION

Because pride is the greatest of all sins, God judges it more swiftly than any other. He cast Satan and a third of the angels out of Heaven when they became proud. He brought judgment upon Adam and Eve when they rose up in pride. He forced Nebuchadnezzar to eat grass like an ox for his pride, and he brought instant death to king Herod when he spoke in pride.

FURTHER EXTENSION

Self-centeredness is a sign of pride. As a matter of fact, it is defined by the first Hebrew word for pride. The word carries with it the idea of being inflated or swelled with an exaggerated estimation of one's own importance. A self-centered person is engrossed in himself and his own affairs. He has no interest in the needs and circumstances of others, and by his actions and insensitivity, he unknowingly hurts and offends those who are closest to him.
—*Wisdom Booklet 34*

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

BASIC LEVEL

- | | |
|-----------------|----------------|
| 1. alliteration | 4. investigate |
| 2. harmony | 5. hypocrite |
| 3. illustrate | 6. justified |

EXTENSION

7. accomplishment
8. indicative

FURTHER EXTENSION

9. consequences
10. intuitive

Optional

11. self-centered
12. self-willed
13. self-righteous

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part and Predicate Part)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

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

Day Three

5. Grammar: Noun Markers (Articles)

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

7. Structural Analysis: Plural Nouns

Day Four

8. EXTENSIONS:

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

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

34B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

<i>Attitudes that keep us from trusting God for daily bread</i>		<i>Attitudes of those who are trusting in themselves</i>	
self-centered	self-reliant	arrogance	conceit
self-willed	self-made	presumption	egotism
self-righteous	self-seeking	haughtiness	coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Pride is the worst sin that man can commit. It is the sin that caused Satan to rise up against God and desire to be equal with Him. It is the sin that caused Adam and Eve to eat the forbidden fruit. It is the sin that caused Nebuchadnezzar to claim credit for building Babylon.

EXTENSION

Because pride is the greatest of all sins, God judges it more swiftly than any other. He cast Satan and a third of the angels out of Heaven when they became proud. He brought judgment upon Adam and Eve when they rose up in pride. He forced Nebuchadnezzar to eat grass like an ox for his pride, and he brought instant death to king Herod when he spoke in pride.

FURTHER EXTENSION

Self-centeredness is a sign of pride. As a matter of fact, it is defined by the first Hebrew word for pride. The word carries with it the idea of being inflated or swelled with an exaggerated estimation of one's own importance. A self-centered person is engrossed in himself and his own affairs. He has no interest in the needs and circumstances of others, and by his actions and insensitivity, he unknowingly hurts and offends those who are closest to him.
—*Wisdom Booklet 34*

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

BASIC LEVEL

- | | |
|-----------------|----------------|
| 1. alliteration | 4. investigate |
| 2. harmony | 5. hypocrite |
| 3. illustrate | 6. justified |

EXTENSION

- | | |
|-------------------|-----------------|
| 7. accomplishment | 9. consequences |
| 8. indicative | 10. intuitive |

FURTHER EXTENSION

- | |
|-----------------|
| 9. consequences |
| 10. intuitive |

Optional

- | |
|--------------------|
| 11. self-centered |
| 12. self-willed |
| 13. self-righteous |

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

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part and Predicate Part)

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

Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences
(You may use up to eight words for sentence five.)

5. Grammar: Noun Markers (Articles)

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

Day Three

7. Structural Analysis: Plural Nouns

8. EXTENSIONS:

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

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

34B Week 1 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

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

King Saul | was a self-willed man. Physically, he | was head and shoulders above every man in Israel. Before he was chosen by God to be the king, he | was “little in his own eyes.” However, after being anointed king, he | became overly concerned about what people thought of him.

When his son Jonathan conquered an outpost of enemy soldiers, Saul took the credit for it. When Samuel said that he would come in seven days to present a burnt offering and an peace offering to the Lord, Saul became impatient and carried out the ceremony himself before Samuel came, despite the fact that this duty had been forbidden to anyone but the priest.

Saul was a self-willed person. A self-willed person does not listen to rebuke. He continues s doing what he thinks is best. When Samuel instructed Saul to utterly destroy the Amalekites and all their possessions, Saul decided to do it his own way. He returned from the battle and assured Samuel that he had obeyed the Lord’s commandments. Samuel’s answer to him contains the verse stating that it is better to obey than sacrifice.

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

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

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

□ 9f. In the sentences provided, underline with your highlighter the Be, a Helper, Link verbs (those that come before another verb and those that are alone).

1. The name of the self-centered person **was** Ahab.
2. He desired a vineyard that **did** not belong to him.
3. He asked its owner to sell it to him, but Naboth **was** not able to sell the vineyard without violating inheritance laws.
4. Ahab **was** self-centered.
5. He refused to eat and refused to talk until his self-seeking wife asked him what **was** bothering him.
6. Self-centeredness **is** defined by the first Hebrew word for pride.
7. The second Hebrew word that **is** translated as pride means to act presumptuously; **to be** headstrong, overconfident, unreasonable; blinded by counsel by one's own desires.
8. A self-willed person **is** rash.
9. He follows his own inclinations and **will** carry out only those directions that **do** not interfere with his own plans.
10. He **will** also try to offer partial obedience for full obedience.
11. The Pharisees in the days of Jesus **were** the classic examples of prideful, self-righteous people.
12. Jesus said they **were** worse than the publicans and sinners whom they took great pains to avoid.
13. The need for daily bread gives daily opportunity to engage in menial tasks that **are** necessary both for survival and for serving others.
14. King Belshazzar **was** a self-reliant person—his heart **was** lifted up with pride against the God or heaven and earth.
15. He flattered himself with the vain notion that he **was** secure in his surroundings.
16. He demonstrated the characteristics of a self-reliant person by praising the gods that he **had** made.
17. The fourth Hebrew word that defines pride involves self-reliance.
18. It **is** the lifting up of oneself; trusting confidently in one's own ability and judgment; **having** lofty and vain conception of personal capabilities, judgment, or resources.
19. Self-reliance **is** the attitude that God and others **are** not necessary.
20. The primary cause of self-reliance **is** an abundance of food and provisions.
21. The nation of Israel **became** cold toward the Lord when they **had** possessions and crops in abundance.
22. In our day, it **is** a compliment **to be** considered a self-made person.
23. The implication of this **is** that the person **has** gained his present status all by himself.
24. To communicate such an idea **is** obviously erroneous because it totally overlooks the hundreds of people who sacrificed to make that person successful.
25. A person who communicates pride for all of these gifts **will** experience sure judgment from God and from others.

34B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness
conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

As a boy, he had witnessed the moving of the mighty hand of God. He knew how the Lord had provided not only for his needs, but for the needs of the whole nation. There were times when finding sufficient supplies of food and water was humanly impossible. In each instance, God graciously assured his people that He would fulfill their basic needs. Times of waiting taught them important lessons in contentment.

EXTENSION

How could he have forgotten the day when he and his people had asked God for food? The Lord answered by showering them with bread from heaven that day and for the next forty years! Had he also forgotten how he and the people had cried out to God with parched throats for water? There in the barren desert, their leader struck a rock according to God's command causing fresh, cool fountains to miraculously flow forth. When they had grown tired of bread, had not God filled their camp with flocks of tender quail? Could this man also have lost sight of the fact that the leather soles of his sandals had lasted for over forty years of wandering?

These and many other powerful lessons should have caused him to quickly turn away from the objects that now tempted him, but he kept staring at them. The longer he looked, the more he became attached to the forbidden articles. Finally, he scooped them up, nervously hurried off to his tent, and buried them.

FURTHER EXTENSION

Several days later he quietly stood before the entire nation. At his leader's urging, he confessed how he had violated the command of the Lord. In one foolish act, he had forsaken the provision of the Lord and relied on himself. Yes, he entered into the bondage of wrong expectations. He and his family were led into the valley. There Achan, his wife, and his children were stoned to death.

Character Sketches, Volume III

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

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

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

Optional

14. self-reliant
15. self-made
16. self-seeking

Day Two

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*).

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

Day Three

3. Editor Duty: Correct Given Paragraph(s)

(Noun Markers, Plural Nouns, Noun Markers)

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 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Paragraph Four of Body

Topic of Paragraph 3 _____
6 Sentences

Day Four

5. Grammar: Past Participles

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

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

8. Grammar: Interjection Sentence Openers

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

34B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness

conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

As a boy, he had witnessed the moving of the mighty hand of God. He knew how the Lord had provided not only for his needs, but for the needs of the whole nation. There were times when finding sufficient supplies of food and water was humanly impossible. In each instance, God graciously assured his people that He would fulfill their basic needs. Times of waiting taught them important lessons in contentment.

EXTENSION

How could he have forgotten the day when he and his people had asked God for food? The Lord answered by showering them with bread from heaven that day and for the next forty years! Had he also forgotten how he and the people had cried out to God with parched throats for water? There in the barren desert, their leader struck a rock according to God's command causing fresh, cool fountains to miraculously flow forth. When they had grown tired of bread, had not God filled their camp with flocks of tender quail? Could this man also have lost sight of the fact that the leather soles of his sandals had lasted for over forty years of wandering?

These and many other powerful lessons should have caused him to quickly turn away from the objects that now tempted him, but he kept staring at them. The longer he looked, the more he became attached to the forbidden articles. Finally, he scooped them up, nervously hurried off to his tent, and buried them.

FURTHER EXTENSION

Several days later he quietly stood before the entire nation. At his leader's urging, he confessed how he had violated the command of the Lord. In one foolish act, he had forsaken the provision of the Lord and relied on himself. Yes, he entered into the bondage of wrong expectations. He and his family were led into the valley. There Achan, his wife, and his children were stoned to death.

Character Sketches, Volume III

2. Spelling/Structural Analysis:

Adding Suffixes to Root Words

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

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

Optional

14. self-reliant
15. self-made
16. self-seeking

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*).

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

3. Editor Duty: Correct Given Paragraph(s)

(Noun Markers, Plural Nouns, Noun Markers)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Paragraph Four of Body

Topic of Paragraph 3 _____
6 Sentences

5. Grammar: Past Participles

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

Day Three

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

8. Grammar: Interjection Sentence Openers

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

34B Week 2 Answer Keys

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

BASIC LEVEL

- | | |
|--------------------|--------------------|
| 1. <u>fly</u> ing | 5. <u>pillow</u> s |
| 2. <u>skill</u> ed | 6. <u>teach</u> er |
| 3. <u>snow</u> ing | 7. <u>kidd</u> ing |
| 4. <u>catch</u> es | 8. <u>fann</u> ed |

EXTENSION

- | | |
|-------------------|---------------------|
| 9. <u>call</u> ed | 10. <u>napp</u> ing |
|-------------------|---------------------|

FURTHER EXTENSION

- | | |
|---------------------|----------------------|
| 11. <u>flash</u> ed | 13. <u>trapp</u> ing |
| 12. <u>hull</u> ing | |

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight all of the plural nouns.
3. In the last paragraph, highlight all of the noun markers.

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

In our day it **is** considered a compliment to hear someone say that a person is “self-made.” The implication is that this person gained his present status all by himself. To communicate such **an** idea **is** obviously **an** error because it totally overlook**s** the **hundreds** of **people** who sacrificed to make that person successful. **H**e did not make himself in the womb, nor did he bring himself into the world; **h**e did not take care of himself during the early **years** of his life. He did not provide all the **advantages** he enjoyed during his growing up **years**, nor did he teach himself all that he knows. A person who communicat**e**s pride for all of these **gifts** will experience sure judgment from **G**od and from **others**.

When a person claims to be self-made, he is saying that he **has** achieved success unaided by **others**. Furthermore, he is communicating the attitude that he does not need anybody else and that there **is** no need for further personal improvement. Claiming to be self-made focus**e**s on being a superior person with superior **accomplishments**.

Nebuchadnezzar was **the** **greatest** world ruler **who** ever lived. His word was **the** law. His vast empire **was** governed from **the** city of Babylon. Several rulers before him had worked on this city; **h**e was **the** one to bring it to **its** completion and splendor. This accomplishment **had** given him great personal satisfaction and caused him to **rise** up in prideful boasting.

❑ **5f.** In the sentences provided, choose the correct verb according to the tense the verb should be written in. Be especially aware of the past participle tenses.

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

1. In 1982, an experienced American doctor had arrive/**arrived** at an East African hospital to help the nationals care for their sick.
2. Soon a patient who had been **feeling** /felt extreme abdominal pain was brought in to the clinic.
3. Based on his many years of experience, the doctor quickly detected what **was** /were to him the obvious symptoms of appendicitis.
4. The doctor had tell/**told** the national workers who were helping him to prepare the patient for an appendectomy.
5. The nationals had never knew/**known** a person with an appendicitis.
6. The people of their nation had never **gotten** /got appendicitis.
7. They had **eaten** /ate only whole grains, so they did not have appendicitis.
8. In one hour the patient had not **improved** /improve, so the doctor operated.
9. How had one of the villagers got/**gotten** this Western disease?
10. When they asked him later how he had got/**gotten** this disease, he told about the diet he had began/**begun** to eat six months ago.
11. He had **gone** /went to America and started on their diet of white, refined baked goods, sugar, and fattening foods.
12. These low fiber foods had began/**begun** a series of constipation, stomach problems, and appendicitis,
13. God has design/**designed** grain as one of the most complete foods.
14. The balance within the grain is vital for the health of all who have ate/**eaten** it.
15. When the whole grain is **ground** /grounded into flour and baked, the bread fulfills the functions for which God intended it.

❑ **7b.** On the lines provided, write the definition (or a synonym) beside each word, at the level directed by your teacher.

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

BASIC LEVEL

1. prays **to make a request**
2. praise **to commend or glorify**
3. muscle **body part; strength**
4. mussel **shellfish**

5. isle **a small island**
6. aisle **a narrow passage**
7. loot **plunder or rob**
8. lute **stringed instrument**
9. night **time of day after sundown**
10. knight **military rank in Britain**

EXTENSION

11. affect **to influence or impress**
12. effect **the accomplishment of a cause**
13. suede **soft leather fabric**
14. swayed **to swing slowly back and forth**

FURTHER EXTENSION

15. delinquency **unacceptable behavior**
16. delinquents **offensive to duty or law**
17. allusion **hinting at; indirect reference to something**
18. elusion **elusiveness; evasion**
19. illusion **misleading vision or image**

7c. In the sentences provided, highlight the correct homophone.

1. In 1982, an experienced American doctor arrived at an East African hospital **to** /too/two help the nationals care for they're/**their** /there sick.
2. Soon a patient who had extreme abdominal **pain** /pane was excepted/**accepted** into the clinic.
3. Based on his many years of experience, the doctor quickly detected what were **to** /too/two **him** /hymn obvious symptoms of appendicitis.
4. The doctor immediately instructed the national worker assistance/**assistants** to prepare the room and the patient **for** /four an appendectomy.
5. The national said that his people due/**do** /dew **not** /knot get appendicitis; only Americans get appendicitis.
6. Among these East Africans, patience/**patients** with appendicitis were rare because there/**their** /they're diet consisted of high-fiber foods, especially **whole** /hole grain breads.
7. An our/**hour** later, their patient was in even greater distress, sew/**so** the doctor performed the operation.
8. The villagers we're/**were** amazed that someone in they're/**their** /there village **would** /wood have appendicitis.
9. The mystery was solved later **when** /win the national said that he had taken residence/**residents** in America and started eating the rich American diet of white bread, fatty foods, and access/**excess** sugar.
10. God designed cede/**seed** grain as **one** /won of the most complete foods.
11. The balance within the grain is vital **for** /four the health of those who eat it.

12. **When**/win the whole grain is ground into **flour**/flower and baked, the resulting bread fulfills the functions for witch/**which** God intended it.
13. If the grain is **finely**/finally ground, the **bread**/bred will be smooth in texture.
14. In either case, however, hole/**whole** grain bread will have a brownish tint **to**/too/two it.
16. The desire to eliminate the dark color and rough texture has motivated bakers over the centuries too/two/**to** search four/**for** **ways**/weighs to get smoother, softer, **whiter**/wider bread.
17. When steel rolling mills **were**/we're introduced in America in 1874 for the **principle**/principal purpose of producing white flour, the grain was crushed rather **than**/then ground.
18. The germ and bran were flattened and **then**/than sifted out, leaving only the starch **for**/four white **flour**/flower.
19. Thus, the dream of centuries was at last achieved: cheap/**cheap** white bread **for**/four the multitudes.
20. Those who by/**buy** it think they **are**/our receiving daily bread, but instead they **choose**/chews to knot/**not** eat healthfully.

34B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered self-reliant
self-willed self-made
self-righteous self-seeking

Attitudes of those who are trusting in themselves

arrogance conceit
presumption egotism
haughtiness coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 1865, Hudson Taylor founded the China Inland Mission (now known as Overseas Missionary Fellowship). He decided to depend on God alone for the needed funds. No direct solicitation of funds has ever occurred, but the mission's needs have always been met from unexpected sources at crucial times—all in answer to prayer.

Several years ago, Phyllis Thompson wrote many stories about God's faithfulness to the China Inland Mission in a book entitled *Proving God*. She wrote, "Through the ninety and more years of its history, although no public or private appeal for funds has ever been authorized, its work and workers have been sustained by an unending supply." Thompson also relates a story that took place in December 1954 when finances were especially low.

EXTENSION

The CIM's workers heard that there was a gift of money coming from a wealthy American lady. Nobody at the mission had ever met the lady, but they were thankful for the small donations she had sent through the years. They awaited the \$5,500 they thought was coming to their mission. They were disappointed (yet glad for the recipients) to find out that it was going to a Bible school organized by the Chinese in the Far East instead of them.

FURTHER EXTENSION

They looked to Scripture for consolation and found it in II Chronicles 25:9: "The Lord is able to give you much more than this." Within days, they received notice that their mission was not receiving \$5,500 from this generous lady, but they were receiving \$75,000 with \$60,000 coming later! Truly, God gave them "much more than this."
—*From This Verse*

2. Spelling: Number Words

BASIC LEVEL

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

EXTENSION

12. thirty-eight
13. seventy-nine

FURTHER EXTENSION

14. six thousand, four hundred eighty-five

Optional Words

15. arrogance
16. presumption
17. haughtiness

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Interjections and Homophones)

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

Paragraph One of Body

Topic of Paragraph 1 _____
6–8 Sentences (EXTENSIONS 8-10)

Paragraph Two of Body

Topic of Paragraph 2 _____
6–8 Sentences (EXTENSIONS 8-10)

Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences (EXTENSIONS 8-10)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
8-10 Sentences

Day Three

5. Punctuation: Speech Tags

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

Day Four

7. Punctuation: Punctuating Quotations

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

34B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness

conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 1865, Hudson Taylor founded the China Inland Mission (now known as Overseas Missionary Fellowship). He decided to depend on God alone for the needed funds. No direct solicitation of funds has ever occurred, but the mission's needs have always been met from unexpected sources at crucial times—all in answer to prayer.

Several years ago, Phyllis Thompson wrote many stories about God's faithfulness to the China Inland Mission in a book entitled *Proving God*. She wrote, "Through the ninety and more years of its history, although no public or private appeal for funds has ever been authorized, its work and workers have been sustained by an unflinching supply." Thompson also relates a story that took place in December 1954 when finances were especially low.

EXTENSION

The CIM's workers heard that there was a gift of money coming from a wealthy American lady. Nobody at the mission had ever met the lady, but they were thankful for the small donations she had sent through the years. They awaited the \$5,500 they thought was coming to their mission. They were disappointed (yet glad for the recipients) to find out that it was going to a Bible school organized by the Chinese in the Far East instead of them.

FURTHER EXTENSION

They looked to Scripture for consolation and found it in II Chronicles 25:9: "The Lord is able to give you much more than this." Within days, they received notice that their mission was not receiving \$5,500 from this generous lady, but they were receiving \$75,000 with \$60,000 coming later! Truly, God gave them "much more than this."
—*From This Verse*

2. Spelling: Number Words

BASIC LEVEL

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

EXTENSION

12. thirty-eight
13. seventy-nine

FURTHER EXTENSION

14. six thousand, four hundred eighty-five

Optional Words

15. arrogance
16. presumption
17. haughtiness

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Interjections and Homophones)

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

Paragraph One of Body

Topic of Paragraph 1 _____
6–8 Sentences (EXTENSIONS 8-10)

Paragraph Two of Body

Topic of Paragraph 2 _____
6–8 Sentences (EXTENSIONS 8-10)

Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences (EXTENSIONS 8-10)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
8-10 Sentences

Day Three

5. Punctuation: Speech Tags

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

7. Punctuation: Punctuating Quotations

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

34B 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 and correct all of the homophone/confusing words.
3. In the second paragraph, highlight the interjection sentence opener, and place a comma following it if you have not already done so.

When **G**od **l**ed the nation of **I**srael out of the bondage of Egypt, **H**e assumed the **full** responsibility **for** **their** daily provisions. They **were** in the wilderness a very short time before they became hungry. Instead of crying out to **G**od **for** **their** daily bread, they murmured against **M**oses and **A**aron.

Yes, **G**od heard their murmurings; **H**e provided manna for their daily sustenance. The design and “shelf life” of manna confirms **G**od’s intention that we look to **H**im daily for our food. God designed manna in such a way that it had to **be eaten** on the day it was gathered; otherwise it would spoil. **I**f the manna had not spoiled, the nation of Israel would certainly not have gathered it fresh every day. **I**t is this desire for longer-lasting bread that has produced white bread.

The term *manna* is from a Hebrew word meaning “What is it?” The **B**iblical description of manna indicates that it was pleasant in appearance, odor, and taste. **I**ts light brown color **is** compared to coriander seed. Coriander seed is also light brown and fragrant and has a pleasing taste. Manna had a natural sweetness that made it taste like wafers made with honey.

□ 5b. In the sentences provided, place commas before or after the speech tag, as taught in this lesson.

1. The Lord said, “If he offer it for a thanksgiving, then he shall offer with the sacrifice of thanksgiving unleavened cakes mingled with oil, and unleavened wafers anointed with oil, and cakes mingled with oil, of fine flour, fried.”
2. He continued, “Besides the cakes, he shall offer for his offering leavened bread with the sacrifice of thanksgiving of his peace offerings.”
3. Dr. Burkitt said, “Before we consider how we may reduce our risk to the most common diseases in this country, let us for a moment see how we conquered infective disease as a major cause of death.”
4. Dr. Burkitt continued, “Until World War II, infective disease was the most common cause of death throughout the world.”

5. "It no longer is in economically developed countries, having fallen steadily from the middle of the last century right down to just before World War II," instructed Dr. Burkitt.
6. Dr. Burkitt replied, "There were two things that conquered infective disease: first, increasing our resistance to disease by better nutrition; and second, immunization.
7. "As we got rid of infective disease, a new set of diseases, which we now call "Western diseases," because they occur commonly only in more affluent societies, have taken their place," continued Dr. Burkitt.
8. The teacher said, "Researchers at the University of Lund, Sweden, have found that fiber in the diet can absorb known compounds that cause cancer."
9. "The presence of fiber is important as it reduces the contact of carcinogens with the intestinal wall," said the instructor.
10. Dr. Burkitt said, "The food we eat is responsible for over thirty percent of our total cancer."
11. "Tobacco is responsible for another third," continued Dr. Burkitt.
12. Dr. Burkitt explained, "Appendicitis is still the most common abdominal emergency in North America."
13. "Appendicitis is almost unknown among populations which live on a traditional fiber diet," said the doctor.
14. "When African soldiers joined British troops in North Africa during the Second World War and began eating British soldiers' rations, they began for the first time to get appendicitis," he proclaimed.
15. Dr. Burkitt concluded, "The few people today who get appendicitis in Africa are always the educated people who learned our English eating habits."

□ 7b. Based on the rules in this lesson, correctly punctuate the quotations provided.

1. Dr. Burkitt said, "We used to teach our students never to diagnose appendicitis in an African patient no matter what the symptoms unless the patient could speak English."
2. "The only sound medical evidence we have for appendicitis is lack of fiber in the diet," Dr. Burkitt continued.
3. The doctor went on to explain, "Diverticular disease affects about one in three in North America."
4. "We believe this is due to a lack of fiber in the diet," continued the doctor.
5. The doctor explained, "Hiatal hernia is associated with both diverticular disease and gallstones, suggesting that all three share a common cause."
6. "One man in almost every three is going to die of heart disease unless we change our way of life," continued the doctor.
7. "Our medical students in Africa did not see one patient with heart disease during their five years of medical training," related Dr. Burkitt.
8. "The fiber of grain has been shown to be a protection against heart attacks in two different twenty-year studies in Europe," related the doctor.

9. The instructor said, “We eat ten times as much fat and salt as populations on traditional diets eat, and this intake contributes to our high blood pressure and heart disease.”
10. “Diabetes is one of our most common diseases, affecting about five percent of the American population as a whole and about fifteen percent of the population over age sixty,” reported Dr. Burkitt.
11. Dr. Burkitt related, “There are no reported cases of diabetes in African bushmen or Eskimos, and it is nonexistent in undomesticated animals.”
12. According to Reader’s Digest, “Unrefined grains, such as whole wheat, rye, oats, and brown rice satisfy the appetite because they come with fiber, a low calorie belly filler.”
13. “Large bowel cancer has been a particular hobby of mine for many years, and we believe it is certainly due to diet,” continued Dr. Burkitt.
14. “All these diseases were rare in Japan until the Second World War when people began importing sugar and white flour,” retorted Dr. Burkitt.
15. Dr. Burkitt taught them, “Fiber is the skeleton of all plants; without fiber plants would collapse like jelly.”
16. “Fiber is concentrated in the outer coats of grains of wheat, barley, or corn,” said the teacher.
17. The Bible says, “When thou sittest to eat with a ruler . . . Be not desirous of his dainties; for they are deceitful meat.”
18. The teacher continued, “The food that God designed for us to eat consists of plant food containing fiber.”
19. “If you take fiber out of your food, you will probably overeat,” he said.
20. “High-fiber diets are not only a protection against obesity, they also protect from diabetes because of the way they slow down the entry of energy into the digestive tract,” he related.

34B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness
conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Captain Eddie Rickenbacker and seven crew members ditched their plane into the Pacific on October 21, 1942, and were stranded on three rafts with no water and only four pieces of fruit. Tying their boats together, they drifted day after day without food or water, often delirious, tortured by the relentless sun, and constantly encircled by the dorsal fins of sharks.

The men credited their amazing survival to something in the pocket of Private Johnny Bartek. He had a pocket-sized New Testament with a zipper arrangement that made it waterproof. From the beginning, Bartek maintained his morning and evening devotions. All of the men began joining him. When they were reading in the Gospels, they read Matthew 6:31–34. It says, “What shall we eat? What shall we drink? Your heavenly Father knows that you need all these things.”

EXTENSION

As the men read those verses day after day, provisions arrived just in time and in the most unusual ways. For example, just when they were near starvation, a bird inexplicably landed on one man's head, and they caught it, carved it up for food, and used its insides for fish bait. Just when they were near death from thirst, a rain cloud drifted over and filled their raft with water.

FURTHER EXTENSION

One of the men later wrote a best-selling book about their ordeal. It is called *We Thought We Heard the Angels Sing*, and in it he describes finding the Lord during those twenty-one harrowing days. James Whittaker wrote in that book, “I don't think there was a man of us who didn't thank God for that little khaki-covered book. It led us to prayer and prayer led us to safety.”

—From *This Verse*

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

BASIC LEVEL

- | | |
|---------------|-------------|
| 1. whatsoever | 4. shrapnel |
| 2. shilling | 5. whomever |
| 3. whittle | 6. sharpen |

EXTENSION

7. relationship
8. publisher

FURTHER EXTENSION

9. establishment
10. wholeness
11. accomplish
12. punishment

Optional

13. conceit
14. egotism
15. coerciveness

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Quotations and Speech Tags)

Day Three

4. Composition: Edit and Revise

Day Four

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

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

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Personal Essay

Extra Practice (Optional)

34B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Attitudes that keep us from trusting God for daily bread

self-centered
self-willed
self-righteous

Attitudes of those who are trusting in themselves

arrogance
presumption
haughtiness

conceit
egotism
coerciveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Captain Eddie Rickenbacker and seven crew members ditched their plane into the Pacific on October 21, 1942, and were stranded on three rafts with no water and only four pieces of fruit. Tying their boats together, they drifted day after day without food or water, often delirious, tortured by the relentless sun, and constantly encircled by the dorsal fins of sharks.

The men credited their amazing survival to something in the pocket of Private Johnny Bartek. He had a pocket-sized New Testament with a zipper arrangement that made it waterproof. From the beginning, Bartek maintained his morning and evening devotions. All of the men began joining him. When they were reading in the Gospels, they read Matthew 6:31–34. It says, “What shall we eat? What shall we drink? Your heavenly Father knows that you need all these things.”

EXTENSION

As the men read those verses day after day, provisions arrived just in time and in the most unusual ways. For example, just when they were near starvation, a bird inexplicably landed on one man's head, and they caught it, carved it up for food, and used its insides for fish bait. Just when they were near death from thirst, a rain cloud drifted over and filled their raft with water.

FURTHER EXTENSION

One of the men later wrote a best-selling book about their ordeal. It is called *We Thought We Heard the Angels Sing*, and in it he describes finding the Lord during those twenty-one harrowing days. James Whittaker wrote in that book, “I don't think there was a man of us who didn't thank God for that little khaki-covered book. It led us to prayer and prayer led us to safety.”

—From *This Verse*

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

BASIC LEVEL

1. whatsoever
2. shilling
3. whittle
4. shrapnel
5. whomever
6. sharpen

EXTENSION

7. relationship
8. publisher

FURTHER EXTENSION

9. establishment
10. wholeness
11. accomplish
12. punishment

Optional

13. conceit
14. egotism
15. coerciveness

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Quotations and Speech Tags)

4. Composition: Edit and Revise

Day Three

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

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

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Personal Essay

Extra Practice (Optional)

34B 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, correct the quotation by adding a comma after the speech tag and an ending quotation mark.

When **J**esus instructed **H**is disciples to ask **their** heavenly **F**ather for their daily bread, **H**e was reaffirming the basic Scriptural principle that **G**od is not only our **C**reator, but also the sustainer of all life. David wrote in the **P**salms, “He watereth the hills from his chambers: the earth is satisfied with the fruit of **thy** works. He causeth the grass to grow for the cattle, and herb for the service of man; that he may bring forth food out of the earth . . . and bread which strengtheneth man’s heart.”

Throughout history, whenever governments have tried to replace God as the ultimate source of man’s provisions, the result has usually been anarchy followed by totalitarianism. **T**he later years of the **R**oman Empire and the French Revolution are valid examples of this development. In the United States today, the tendency to look **to** the government rather **than** to God as the provider of daily bread takes **many** different forms.

Probably the most familiar **is** the welfare system administered by the Department of Health and Human Services. However, the federal agency through which our government tries to perform this function most directly is the **U**nited **S**tates Department of Agriculture (USDA). Two broad areas of USDA activity—agricultural policies and food distribution programs—clearly illustrate the devastating consequences of governmental interference in the provision of food.

❑ 5d. In the sentences provided, highlight the dates, numbers, and places. Correct any punctuation and write the numbers in the correct form, either in words or in numerals according to the rules taught in week 3.

1. In **1982**, an experienced American doctor arrived at an East African hospital to help nationals care for their sick.
2. In **1874**, steel rolling mills were introduced in **America** for the purpose of producing white flour.
3. In **June of 1943**, the **University of California College** discovered the amount of minerals and vitamins that are lost in roller milling wheat.

4. As many as **three thousand years ago**, the ancient Egyptians had some limited success in producing a lighter colored flour.
5. By **330 B.C.**, they also had a separate Greek word for bran.
6. In **first century Rome**, lighter colored flour became a popular commodity.
7. By **1795**, the shortage of grain had become so severe that there was practically no bread to be had at any price.
8. On **October 5, 1789**, **thousands** of angry Parisian women marched from Paris to Versailles, enraged by the lack of flour in the city.
9. In **2003**, farmers around the world grew about **thirteen billion** bushels of wheat.
10. In **2000**, American farmers had a surplus of over a **900,000** metric tons of wheat.
11. Prior to the **1900's**, most bread was milled and baked at home.
12. In the **1920's** new advanced roller mills allowed millers to separate wheat into its components.
13. In the early **1930's** health officials began reporting increasing numbers of cases of beriberi and pellagra.
14. A single loaf of bread requires approximately **four hundred** strokes to untangle the gluten to the point where it will stretch nicely without tearing.
15. A lump of dough large enough to make **two** loaves requires **eight hundred** strokes or about **twenty** minutes of constant working.
16. Water between **105°** and **115°** degrees is used to dissolve yeast.
17. Powerful electric mixers are quite capable of kneading enough dough to make **1,200** loaves of bread in a single batch.
18. An individual baker would require more than **two thousand** hours to knead the amount of dough that **one** large machine can do in **one** batch.
19. B-vitamins are **25** times more concentrated in whole wheat bread than in white enriched bread.
20. According to a **1960** study, adult women require more iron than adult men.
21. In **1943**, the first study was published as an attempt to provide standards of good nutrition for the purpose of planning food supplies for national defense.
22. The **1960** study was given for **three** age groups—infants, children, and adults.
23. In **1980** the Committee on Dietary Allowances chose what it believed were “safe and adequate” amounts for these nutrients, but they could not establish a DRI for them.
24. During the years of **1914–1918**, farm prices more than doubled due to the war.
25. In **1921**, there was a severe slump, probably the worst this country’s farmers have ever seen.

35B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial forgiveness
prejudicial forgiveness
postponed forgiveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Greek word used for *forgiveness* in Matthew 6:12 was a familiar term to the people of Jesus' day. It was used by people from all walks of life and from all levels of society.

Lawyers who were skilled in seeking and receiving forgiveness from offenses frequently used the word for *forgiveness* to indicate release from a binding relationship, exemption from military service, acquittal for infractions of the law, or relief from financial debt. Thus, to the legal community, *forgiveness* was cancellation of a binding relationship, or pardon of a crime.

EXTENSION

Soldiers used the word *forgiveness* to describe the discharge of arrows that were "sent off," or to refer to the launching of missiles that were "hurled away." They also used *forgiveness* to describe when they loosed a ship from its moorings and dispatched it out to sea. If you think in military terms, *forgiveness* involves the idea of sending something away.

FURTHER EXTENSION

Though the word for forgiveness was typically used by all levels of Greek society, this word was noticeably absent in Greek religion; it was used to refer exclusively to human relationships. The Greeks understood the need for forgiveness from each other. However, they never used this word in religious writings. It was not a part of their relationship with their Greek gods. Their Greek gods were described as angry; they needed to be appeased, but certainly not entreated for forgiveness.

—*Wisdom Booklet 35*

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

BASIC LEVEL

- | | |
|----------------|-------------|
| 1. genius | 6. suggest |
| 2. engaged | 7. gracious |
| 3. graphic | 8. language |
| 4. forgiveness | 9. aghast |
| 5. message | 10. vague |

EXTENSION

11. triangle
12. strategy
13. penguin
14. geography

FURTHER EXTENSION

15. obligation
16. acknowledge

Optional

17. partial
18. partiality

TT: The letter *g* often makes two sounds: (1) Soft *g* in the case of *gem*, (2) Hard *g* in the case of *game*. The sound that *g* makes in individual words is usually determined by the letter directly following the *g*. When the letter *g* is followed by an *e*, *i*, or *y*, it makes the soft sound (*j*). When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes the hard sound (*g*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Numbers and Comparatives)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
5 Sentences

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

5. Punctuation: Semicolons Used to Combine Two Complete, Related Sentences

Day Three

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

Day Four

7. Grammar: Main Subject and Simple Subject

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

35B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial forgiveness
prejudicial forgiveness
postponed forgiveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Greek word used for *forgiveness* in Matthew 6:12 was a familiar term to the people of Jesus' day. It was used by people from all walks of life and from all levels of society.

Lawyers who were skilled in seeking and receiving forgiveness from offenses frequently used the word for *forgiveness* to indicate release from a binding relationship, exemption from military service, acquittal for infractions of the law, or relief from financial debt. Thus, to the legal community, *forgiveness* was cancellation of a binding relationship, or pardon of a crime.

EXTENSION

Soldiers used the word *forgiveness* to describe the discharge of arrows that were "sent off," or to refer to the launching of missiles that were "hurled away." They also used *forgiveness* to describe when they loosed a ship from its moorings and dispatched it out to sea. If you think in military terms, *forgiveness* involves the idea of sending something away.

FURTHER EXTENSION

Though the word for forgiveness was typically used by all levels of Greek society, this word was noticeably absent in Greek religion; it was used to refer exclusively to human relationships. The Greeks understood the need for forgiveness from each other. However, they never used this word in religious writings. It was not a part of their relationship with their Greek gods. Their Greek gods were described as angry; they needed to be appeased, but certainly not entreated for forgiveness.

—*Wisdom Booklet 35*

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

BASIC LEVEL

- | | |
|----------------|-------------|
| 1. genius | 6. suggest |
| 2. engaged | 7. gracious |
| 3. graphic | 8. language |
| 4. forgiveness | 9. aghast |
| 5. message | 10. vague |

EXTENSION

11. triangle
12. strategy
13. penguin
14. geography

FURTHER EXTENSION

15. obligation
16. acknowledge

Optional

17. partial
18. partiality

TT: The letter *g* often makes two sounds: (1) Soft *g* in the case of *gem*, (2) Hard *g* in the case of *game*. The sound that *g* makes in individual words is usually determined by the letter directly following the *g*. When the letter *g* is followed by an *e*, *i*, or *y*, it makes the soft sound (*j*). When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes the hard sound (*g*).

3. Editor Duty: Correct Given Paragraph(s) (Numbers and Comparatives)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
5 Sentences

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

5. Punctuation: Semicolons Used to Combine Two Complete, Related Sentences

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

Day Three

7. Grammar: Main Subject and Simple Subject

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

35B Week 1 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all the paragraphs, highlight all of the numbers, and correct them, if needed and if you have not already done so.

3. In all the paragraphs, highlight the comparatives.

4. Correct any homophone or spelling errors throughout the paragraphs.

Bankruptcy **is** often associated with hard times. Although it is **more common** for people to claim bankruptcy during or following **an** economic recession, the number of people filing for bankruptcy has been consistently increasing for the past **fifty** years. Even during the prosperous decade ending in **1965**, the annual personal bankruptcy rate went up by a staggering **five hundred three** percent.

Similarly, the increase in the number of **bankruptcies** cannot be attributed **simply** to a **rise** in unemployment, since around **ninety** percent of those **who** file bankruptcy **are** employed at the time of filing. Nor would it be accurate to say that price increases have created **an** overwhelming debt of burden for these young families. In the vast majority of those cases, the amount owed is six thousand dollars or less

The **more lenient** bankruptcy laws that **went** into effect in **1978** are partly **to** blame for the more recent increase in filings of bankruptcy. The new laws significantly **raised** the amount of personal debt that could be forgiven through bankruptcy procedures. People should try to follow God's **principles** for finances and plan for "unexpected" expenses, so they do not need to go bankrupt.

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

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

1. We must examine ourselves on a regular basis; **the** heart is deceitful above all things.
2. We must examine ourselves on a regular basis, **for** the heart is deceitful above all things.
 1. Taking the first step to release an offender requires love; **love** is essential to the nature of the one true God and the message of Christianity.
 2. God initiated our forgiveness by sending His own Son to provide for our debt; He did this even though we did not deserve it.
 3. The uniqueness of Christianity lies in the fact that while God initiated the process of reconciliation, His love demands that it not be forced upon the offender; God's character also requires that justice be carried out for every offense.

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

4. If the forgiveness is not accepted by the offender, the consequences of the offense must be carried out; **that** is the evidence of true love.
5. A servant who owed a huge debt asked for mercy and was fully forgiven; **however**, he refused to forgive a fellow servant who owed him a small debt.
6. Partial forgiveness is forgiving only part of an offense; **it** also relates to only forgiving one of several offenses.
7. Prejudicial forgiveness is forgiveness with a continuing claim to personal injury; **the** one offended claims the right to remove the forgiveness at any time in order to demand full payment.
8. Postponed forgiveness occurs when the one offended knows he must forgive, but purposes to do so at a later date; **in** the meantime, both parties are bound by guilt and bitterness.

7e. In the sentences provided, highlight the main subject of each sentence. If you have difficulty finding it, get rid of the distracters (phrases, clauses, and describers) by placing parentheses around them.

1. For two years **Absalom** plotted the murder of his older half brother Amnon.
2. **He** justified his action by the fact that Amnon had defiled his sister and by law should have been put to death.
3. After carrying out his plot, **Absalom** fled to the distant kingdom of Geshur and lived in exile for three years.
4. **King David** mourned over the death of his oldest son.
5. However, **Absalom** had committed a crime worthy of death.
6. There was much **hostility** toward Absalom by other members of the family. (Verb comes first here!)
7. **General Joab** finally interceded for Absalom through the clever appeal of a widow.
8. **David** then consented to have Absalom return to his home, but David's forgiveness of Absalom was incomplete.
9. After two years of not seeing the king's face, **Absalom** demanded a hearing.
10. In another instance, **David** did not repent of his sin of adultery with Bathsheba or the murder of her husband until Nathan skillfully confronted him with the injustice and wickedness of his sin.
11. At no time does the Scriptural **record** indicate that David confronted Absalom with the sin of murdering his brother.
12. If David had done this, the **way** could have been opened for full forgiveness.
13. The appropriate **time** for David to have confronted Absalom was when Joab brought him back to Jerusalem.
14. The next obvious **opportunity** came when Absalom demanded to see his father and asked for justice.
15. Instead of confronting Absalom, **David** kissed him.
16. **David** loved Absalom, but because he did not discipline him according to Scripture, Absalom turned out to be his enemy.

35B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial forgiveness
prejudicial forgiveness
postponed forgiveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 1943, Corrie ten Boom and her family decided that what the Nazis were doing was wrong. The Nazis were killing and oppressing the Jews. The ten Boom family believed that they should hide persecuted Jews in their home. On one night, when the Nazi soldiers were searching for the Jews, they found Jewish people hiding in the ten Boom home. The ten Booms were arrested and taken away. In the concentration camp where Corrie and her sister, Betsie, were held as prisoners, they were beaten and mistreated by the soldiers. At that camp, Betsie died.

EXTENSIONS

In 1944, Corrie was taken out of the concentration camp and was set free. In the years following, she went around the world sharing her testimony and leading others to the Lord. One night while she was sharing her story, she spoke of how the soldiers did not even care that her sister had died. She also spoke of how, in her heart, she had forgiven the people who had hurt her and her sister, but she was never able to forgive them in person.

EXTENSIONS

After she spoke, a man came up and asked her if she remembered him. At first, Corrie did not recall ever having seen him before, but then she remembered who he was. He was one of the cruelest guards in the concentration camp where she and her sister were held and tortured. He was one of the soldiers responsible for her sister's death. Corrie began crying—then she looked up at the man, extended her hand to him, and thoroughly forgave him.

—*Women of Wisdom Coloring Book*

2. Spelling: Sounds of *ough* Without *ff* Sound (Examples: bough, through, bought, though)

BASIC LEVEL

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

EXTENSION

9. furlough
10. thoughtful

FURTHER EXTENSION

11. thoroughbred
12. afterthought

Optional

13. probation
14. probationary

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Subordinate Clauses, Homophones)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences

Day Three

5. Punctuation: Commas After Introductory Information

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

Day Four

7. Grammar/Sentence Structure: Subject-Verb Agreement

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

35B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial forgiveness
prejudicial forgiveness
postponed forgiveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In 1943, Corrie ten Boom and her family decided that what the Nazis were doing was wrong. The Nazis were killing and oppressing the Jews. The ten Boom family believed that they should hide persecuted Jews in their home. On one night, when the Nazi soldiers were searching for the Jews, they found Jewish people hiding in the ten Boom home. The ten Booms were arrested and taken away. In the concentration camp where Corrie and her sister, Betsie, were held as prisoners, they were beaten and mistreated by the soldiers. At that camp, Betsie died.

EXTENSIONS

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EXTENSIONS

After she spoke, a man came up and asked her if she remembered him. At first, Corrie did not recall ever having seen him before, but then she remembered who he was. He was one of the cruelest guards in the concentration camp where she and her sister were held and tortured. He was one of the soldiers responsible for her sister's death. Corrie began crying—then she looked up at the man, extended her hand to him, and thoroughly forgave him.

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BASIC LEVEL

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

EXTENSION

- | | | |
|----------------|------------------|------------------|
| 9. furlough | 11. thoroughbred | 13. probation |
| 10. thoughtful | 12. afterthought | 14. probationary |

FURTHER EXTENSION

Optional

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses, Homophones)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

7 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences

5. Punctuation: Commas After Introductory Information

Day Three

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

7. Grammar/Sentence Structure: Subject-Verb Agreement

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

35B Week 2 Answer Keys

❑ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first paragraph highlight the subordinate clause openers, and place a comma following them.
3. In all of the paragraphs, correct the misspelled words and homophone errors.
4. For the spelling errors you found, underline those that should have had a double r in them, but only had one r.

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

One evening, **B**etsie shared about a new prisoner who had joined her work crew that day. **T**he new woman had been involved in an underground operation similar **to** the ten Boom's. **As it turned out**, the neighbor who betrayed her was the same one who had betrayed Corrie's family. **When Corrie heard this**, a **torrent** of bitterness seemed to engulf her **soul**.

Corrie thought of how her Father had died alone and confused in a hospital **corridor**. She remembered the underground work and how many lives they had helped **to** rescue. She had the feeling that if **their** betrayer had stood before her at that moment, she could have killed him! All she could think of was how he had obstructed the **Lord's** work through them. **As** these angry thoughts boiled in **Corrie's** mind, **Betsie** held out **their** tiny, smuggled **Bible** to **Corrie**, but she would not take it.

For a long time, **Corrie** **lay** silent and still in the darkness of the **barracks**. A warm flood of conviction washed over her. Suddenly she realized that **Betsie**, in her own gentle way, was trying to tell her that she was as guilty as the betraying neighbor. In the eyes of **God**, they were both guilty.

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

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

1. Through Betsie's deep love for others, Corrie was able to see that these people were already suffering the consequences of their actions.
2. On the day before she died, Betsie had been so sure that they would be both out of prison before the end of the year.
3. Incredibly, it was only three days after Betsie's death that Corrie was summoned to the administration building.
4. A few days after Christmas, the heavy iron gates of Ravensbruck swung open, and Corrie walked out into the bright sunshine and freedom.

5. Years later, Corrie found out that her release had been the result of a clerical “error” and that the following week all the women her age had been sent to the gas chamber.
6. In the years that followed the war, Corrie fulfilled Betsie’s visions: first the home in Holland became a reality and then the camp in Germany.
7. Not long after returning home, Corrie began to speak in churches, clubs, and homes.
8. When she spoke, she shared the message of how God’s love and forgiveness were more powerful than hate and bitterness.
9. In her talks, Corrie always mentioned her sister’s vision of a home for war victims.
10. After one meeting, a wealthy widow came up to her, saying that God was prompting her to make her house available for Corrie to use in that ministry.
11. When she saw the house, Corrie could hardly believe how large and beautiful it was.
12. As she stared at the fifty-six room mansion with gardens surrounding it, Corrie asked the widow if it had inlaid wood floors, statues set along the walls, and a curving staircase.
13. When Corrie asked this, the widow was surprised as she did not know that Corrie had been in her home before.
14. When the widow questioned her, Corrie told her that she had never been in the house.
15. Instead, she told the widow that, though she had never been there, she knew someone who had!
16. After that, things happened quickly.
17. Eventually, hundreds of troubled people would come.
18. Although Corrie traveled all over Holland, to other countries in Europe, and even to the United States, she spoke most often in Germany, as the people there were very interested in hearing her.
19. Through her ministry to the people of Germany, Corrie was able to help many people battling bitterness.
20. Before the ten Boom’s betraying neighbor died for his crimes, Corrie was able to lead him to salvation through a heart-felt letter she wrote him.

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

1. Isolate the sentence openers at the beginning by placing parentheses around them.
2. Highlight the main subject in each sentence.
 1. (Through inconceivable hardships), these **sisters** learned God’s truths about the need for a forgiving heart.
 2. (During her youth), **Corrie and her family** lived above a watch shop owned by her father in Haarlem, Holland.
 3. (Though Mr. ten Boom did not have much “business sense” as most people would consider it), **he** possessed the wisdom that comes from walking closely with God.
 4. (In her Beje home), **Corrie** learned about love that gives unselfishly.
 5. (When Corrie was a young adult), **she and her family** took in orphan children and derelicts.

Teacher Tip:

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

6. (During the 1920's), **Corrie and Betsie** raised a number of foster children.
7. (For ten years), a constant **stream** of needy youngsters came to live with the ten Booms.
8. (About this same time), **Corrie** started a girls' club.
9. (As Corrie's clubs began to fill a need in the lives of young teenage girls), **the clubs** grew rapidly.
10. (During these years of ministering in clubs and rearing foster children), **Corrie** also taught a Bible class she had organized for mentally handicapped children.
11. (Though the surrounding countries were engaged in war), **Holland** was committed to remaining neutral.
12. (One evening), **the ten Boom family and their guests** sat around the radio to hear the Prime Minister's report.
13. (While the Prime Minister assured the country that Holland's neutrality would be respected), that very evening the **Germans** attacked Haarlem.
14. (In only five days of fighting,) **the Nazis** defeated the Dutch forces and occupied the country.
15. (Gradually) **it** became apparent that the Lord had other work for Betsie and Corrie and their father.
16. (First), **they** began to hear of entire Jewish families disappearing overnight.
17. (One day), **Corrie and her father** were returning from their daily walk when they found the town square cordoned off by policemen and German soldiers.
18. (When Corrie's father saw the Jewish people being loaded into the back of a big truck), **he** was deeply saddened.
19. (From her father), **Corrie** learned sympathy and empathy.
20. (Eventually), nearly six million **Jews** would die in Hitler's extermination camps.

Lined writing area with horizontal blue lines.

35B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial forgiveness
prejudicial forgiveness
postponed forgiveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The term bankrupt is derived from words meaning “broken bench.” In Europe during the Middle Ages, a merchant or craftsman who did not pay his debts would find that his creditors had actually broken his workbench. This served as a public notice to the community that he was no longer in business.

EXTENSION

Today, bankruptcy refers to the legal status of a person who cannot meet his financial obligations to those from whom he has borrowed money or purchased items on credit. An individual may be insolvent without being bankrupt, because bankruptcy can be determined only by a court of law. Once judged bankrupt, a person may have to give up some of his assets in order to pay his creditors, but most of his debts are discharged.

FURTHER EXTENSION

Since the Constitution gives Congress the power to regulate bankruptcy, it is a matter of federal law. However, states may have their own regulations as long as they do not conflict with the federal bankruptcy code. Since it is such a specialized area of the law, bankruptcy is handled by a separate court system.

—*Wisdom Booklet 35*

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

BASIC LEVEL

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

EXTENSION

9. geological
10. calligraphy

FURTHER EXTENSION

11. kilometer
12. catastrophe

Optional

13. prejudice
14. prejudicial

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Introductory Material, Simple Subjects, Compound Sentences)

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

Paragraph One of Body

Topic of Paragraph 1 _____
5 Sentences (EXTENSIONS: 6-10 sentences.)

Paragraph Two of Body

Topic of Paragraph 2 _____
5 Sentences (EXTENSIONS: 6-10 sentences.)

Paragraph Three of Body

Topic of Paragraph 3 _____
5 Sentences (EXTENSIONS: 6-10 sentences.)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
6-10 Sentences

FURTHER EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____
8-10 Sentences

Day Three

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

6. Grammar: Subjective and Objective Case of Pronouns

Day Four

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

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

35B Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial forgiveness
prejudicial forgiveness
postponed forgiveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The term bankrupt is derived from words meaning “broken bench.” In Europe during the Middle Ages, a merchant or craftsman who did not pay his debts would find that his creditors had actually broken his workbench. This served as a public notice to the community that he was no longer in business.

EXTENSION

Today, bankruptcy refers to the legal status of a person who cannot meet his financial obligations to those from whom he has borrowed money or purchased items on credit. An individual may be insolvent without being bankrupt, because bankruptcy can be determined only by a court of law. Once judged bankrupt, a person may have to give up some of his assets in order to pay his creditors, but most of his debts are discharged.

FURTHER EXTENSION

Since the Constitution gives Congress the power to regulate bankruptcy, it is a matter of federal law. However, states may have their own regulations as long as they do not conflict with the federal bankruptcy code. Since it is such a specialized area of the law, bankruptcy is handled by a separate court system.

—*Wisdom Booklet 35*

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

BASIC LEVEL

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

EXTENSION

9. geological
10. calligraphy

FURTHER EXTENSION

11. kilometer
12. catastrophe

Optional

13. prejudice
14. prejudicial

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

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3. Editor Duty: Correct Given Paragraph(s)

(Introductory Material, Simple Subjects, Compound Sentences)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences (EXTENSIONS: 6-10 sentences.)

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences (EXTENSIONS: 6-10 sentences.)

Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences (EXTENSIONS: 6-10 sentences.)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____

6-10 Sentences

FURTHER EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____

8-10 Sentences

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

Day Three

6. Grammar: Subjective and Objective Case of Pronouns

7. EXTENSIONS:

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

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

35B Week 3 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In all of the paragraphs, highlight all of the introductory material.
3. In the second paragraph, highlight the compound sentence that is made by two sentences joined together with a coordinating conjunction. Place a comma just before *the* and *in* this sentence, if you have not already done so.
4. In the third paragraph, highlight the main subject of each sentence.

The **G**reeks looked at forgiveness as a form of weakness and they admired strength. **Weak** members of their society were put to death. **When the Greeks granted forgiveness to an offender**, they did it with an attitude of contempt and disdain, or out of a sense of obligation if the law required it.

Because the gods that the Greeks worshiped were the products of their own imaginations, they created them in **their** own image and with **their** own human failures. **In fact, the Greek gods were not fashioned to help men change their character or manner of living, but simply to help them accomplish their own goals and** excuse **their** own lusts.

When someone is offended, **he** is often unable to take any steps to **receive** forgiveness. **Thus**, the **person who** has been offended must usually be the first **to** initiate any action of forgiveness and reconciliation. **The** greater the offense, the more necessary **it** becomes for the offended one **to** begin this process of reconciliation. Since the **Greek** gods **were** not capable of initiating reconciliation, **they were** unable to help those who worshiped them to understand or experience any sense of true forgiveness.

□ 6d. Highlight the correct subjective or objective case of pronouns as taught in this lesson. You may use *himself, he, him, they, we, us, themselves, etc.*

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

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

1. For someone in debt, this means working off what **he**/him owes even if it seems unfair.

35B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial forgiveness
prejudicial forgiveness
postponed forgiveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There are more than a hundred diseases of the joints which are called arthritis. This crippling disease produces pain, stiffness, and swelling of the joints. About forty million people of all ages in the United States suffer from arthritis.

BASIC LEVEL

There are two main types of arthritis. Osteoarthritis occurs in elderly people when joints wear out. Rheumatoid arthritis, however, is called "the great crippler." It not only affects joints, but also spreads throughout the body, damaging the body's organs and connective tissue.

EXTENSIONS

Many things have been found to trigger the exacerbation of rheumatoid arthritis. Emotional disturbances associated with anger, depression, bitterness, and guilt have been especially linked to rheumatoid arthritis. Thus, unforgiveness can play a key role in the development and severity of rheumatoid arthritis.

—*Wisdom Booklet 35*

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

BASIC LEVEL

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

EXTENSION

13. efficient
14. probation

FURTHER EXTENSION

15. association
16. dietician

Optional

17. postponed
18. postponing

TT: Students will need to memorize these words.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Dates and Numbers, Misspelled Words)

4. Structural Analysis: Possessive Nouns

Day Three

5. EXTENSIONS:

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

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

Day Four

7. Composition: Edit and Revise

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Cause/Effect Essay

Extra Practice (Optional)

35B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that indicate *ineffective ways of forgiving*

partial forgiveness
prejudicial forgiveness
postponed forgiveness

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

There are more than a hundred diseases of the joints which are called arthritis. This crippling disease produces pain, stiffness, and swelling of the joints. About forty million people of all ages in the United States suffer from arthritis.

BASIC LEVEL

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

EXTENSION

13. efficient
14. probation

FURTHER EXTENSION

15. association
16. dietician

Optional

17. postponed
18. postponing

TT: Students will need to memorize these words.

3. Editor Duty: Correct Given Paragraph(s)

(Dates and Numbers, Misspelled Words)

Day Two

4. Structural Analysis: Possessive Nouns

5. EXTENSIONS:

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

Day Three

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

7. Composition: Edit and Revise

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Scientific/Informative Essay

Extra Practice (Optional)

35B Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight all of the misspelled words, and correct them if you have not already done so.

3. In all the paragraphs, highlight all dates and numbers, correcting them, if needed.

The presidential election of **1800** resulted in a tie. After **thirty-six** **wearisome** ballots, the US House of Representatives finally broke the tie and elected **Thomas** Jefferson as the third President of the **United States**. **The loser** gained the position of Vice President. He also gained a bitterness toward the man who had used his influence to defeat him.

Four years later, the Vice President ran for governor in **New York**. Once again, the influence of one man caused his defeat. The bitterness of the past and present rose up inside the loser.

On July 11, 1804, the **two** men faced each other with pistols. One shot was fired. **Alexander Hamilton** fell to the ground. His bitter opponent won the duel, but he was also tried for murder. Thus, the name of **Aaron Burr**, a brilliant lawyer and Vice President, turned to infamy. One **who** refused to forgive an opponent incurred the wrath of a nation.

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

1. Copy the noun listed.

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

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

Example: dog—**dog's dish**

Answers will vary. Examples given below.

- | | |
|---|---|
| 1. pigeon— pigeon's tail | 11. arthritis— arthritis' cause |
| 2. Christians— Christians' light | 12. joints— joints' flexibility |
| 3. debtor— debtor's payment | 13. lawyer— lawyer's case |
| 4. creditor— creditor's bill | 14. lawyers— lawyers' firm |
| 5. Jesus— Jesus' miracles | 15. scholars— scholars' books |
| 6. David— David's father | 16. soldier— soldier's helmet |
| 7. elderly— elderly's care | 17. soldiers— soldiers' uniforms |
| 8. disease— disease's cure | 18. Corrie— Corrie's courage |
| 9. diseases— diseases' effect | 19. Jews— Jews' homeland |
| 10. people— people's needs | 20. Nazi— Nazi's army |

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

1. Highlight the main subject of each sentence. (Do not highlight other subjects in subordinate [or dependent] clauses or phrases.)
2. Highlight the corresponding verb that goes with the main subject you highlighted.
3. Correct any subject-verb agreement errors you find.
 1. **There are** proper steps to treating wounds.
 2. The following **steps must take** place in the treatment of an open wound.
 3. **It is** natural to view the painful swelling of a wound as something undesirable.
 4. **There is** inflammation that produces pain and swelling.
 5. This **inflammation** also **cleanses** the wound of harmful substances and **prepares** the area for restoration.
 6. Before scar tissue can begin to close a wound, **inflammation must neutralize** dead tissue, **kill** bacteria, and **remove** any foreign debris.
 7. A **granuloma is** a grainy tumor that often forms around a foreign agent that is difficult to remove.
 8. Offensive **objects** (such as a piece of pencil lead, a splinter, or a speck of dirt) **may become** walled off by a granuloma.
 9. This **tissue produces** a sensitive lump that remains as a permanent reminder that a wound was not properly cleansed.
 10. **Debridement is** the medical term for removing bad tissue and foreign matter from a wound.
 11. Proper **debridement** of a wound **promotes** healing.
 12. When a wound heals quickly without prolonged complications, **it** generally **leaves** only a small scar.
 13. **This means** that if scar tissue is to mature properly, it must receive a rich supply of proteins and vitamins.
 14. **Vitamin C regulates** the production and maintenance of many substances within body cells.
 15. The **B vitamins are** key ingredients in the enzymes of scar tissue.
 16. **B vitamins are** especially important in the healing of nerve tissue.
 17. When the edges of a wound are not rejoined, large **amounts** of granulation tissue **must form** in order to bridge the gap.
 18. The **size** of the gap **is** one of the main factors in determining the size of the scar that remains after a wound heals.
 19. **Scar tissue stops forming** when a wound heals.
 20. There **are instances** in which the scar tissue fails to limit itself.
 21. When this happens, **scar tissue loses** its beneficial qualities and **becomes** a serious complication.
 22. As a scar tissue ages, **it** generally **hardens** and **begins** to shrink.
 23. Usually, **this does** nothing more than **produce** a few wrinkles around the scar.
 24. If allowed to go unchecked, unorganized **scar tissue may grow** any haphazard way.
 25. The **result is** a thickened mass of scar tissue that literally engulfs healthy tissue and prevents it from moving.

36B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When David killed Goliath, he might have thought that his giant-killing days were over; however, they had only just begun. When we “conquer a temptation,” we must realize that the temptation will likely appear in different forms in the future. This is why it is important to learn now what to do with each form of temptation we face.

David was only a youth when he faced his first giant, Goliath. This giant caused his victims to tremble by the words he spoke. Goliath was a “mocker.”

EXTENSION

Most people associate David with only one giant, Goliath. However, David fought giants throughout his life; some were spiritual, and some were physical. After many years as King of Israel with many victories to his credit, David faced his second major physical giant Ishbibenob (ISH-by-BEE-nob). The name of this giant denotes an exaggerated opinion of our own importance—pride.

FURTHER

The third giant David faced came from Gezer. He was known as Saph and is associated with hypocrisy. Fourthly, David faced another giant who was the brother of Goliath. This giant, Lahmi, is associated with fleshly lusts: the lust of the flesh, the lust of the eyes, and the pride of life.

Finally, it was symbolic that David faced a giant with six fingers in II Samuel 21:20–21. His name is not given, but the description of the giant helps us discover the parallel of this giant to our giants. He is the giant of greed. His six-fingered hands allowed him to grasp things easily, much like one who is greedy and covetous.

—*Wisdom Booklet 36*

2. Spelling: Pinched Diphthongs

(Examples: foul, down)

BASIC LEVEL

- | | |
|----------------|----------------|
| 1. mouse | 7. encounter |
| 2. mountain | 8. astound |
| 3. bounty | 9. counterpart |
| 4. devour | 10. cloudy |
| 5. thousand | 11. browser |
| 6. outstanding | 12. scowling |

EXTENSION

13. scoundrel
14. counterpart
15. cowardly
16. endowment

FURTHER EXTENSION

17. cauliflower
18. counterfeit

Optional Words

19. rebuke
20. resist
21. confess

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Nouns, Misspelled Words)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

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

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____

4 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____

4 Sentences

Day Three

5. Grammar: Adjectives

6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline (OCCTI)

Day Four

7. Grammar/Sentence Structure:

Five Elements of a Paragraph (OCCTI)

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

36B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When David killed Goliath, he might have thought that his giant-killing days were over; however, they had only just begun. When we “conquer a temptation,” we must realize that the temptation will likely appear in different forms in the future. This is why it is important to learn now what to do with each form of temptation we face.

David was only a youth when he faced his first giant, Goliath. This giant caused his victims to tremble by the words he spoke. Goliath was a “mocker.”

EXTENSION

Most people associate David with only one giant, Goliath. However, David fought giants throughout his life; some were spiritual, and some were physical. After many years as King of Israel with many victories to his credit, David faced his second major physical giant Ishbibenob (ISH-by-BEE-nob). The name of this giant denotes an exaggerated opinion of our own importance—pride.

FURTHER

The third giant David faced came from Gezer. He was known as Saph and is associated with hypocrisy. Fourthly, David faced another giant who was the brother of Goliath. This giant, Lahmi, is associated with fleshly lusts: the lust of the flesh, the lust of the eyes, and the pride of life.

Finally, it was symbolic that David faced a giant with six fingers in II Samuel 21:20–21. His name is not given, but the description of the giant helps us discover the parallel of this giant to our giants. He is the giant of greed. His six-fingered hands allowed him to grasp things easily, much like one who is greedy and covetous.

—*Wisdom Booklet 36*

2. Spelling: Pinched Diphthongs

(Examples: foul, down)

BASIC LEVEL

- | | |
|----------------|----------------|
| 1. mouse | 7. encounter |
| 2. mountain | 8. astound |
| 3. bounty | 9. counterpart |
| 4. devour | 10. cloudy |
| 5. thousand | 11. browser |
| 6. outstanding | 12. scowling |

EXTENSION

13. scoundrel
14. counterpart
15. cowardly
16. endowment

FURTHER EXTENSION

17. cauliflower
18. counterfeit

Optional Words

19. rebuke
20. resist
21. confess

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

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Nouns, Misspelled Words)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

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

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____

4 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____

4 Sentences

5. Grammar: Adjectives

Day Three

6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline (OCCTI)

7. Grammar/Sentence Structure:

Five Elements of a Paragraph (OCCTI)

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

36B Week 1 Answer Keys

❑ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. Highlight the possessive nouns.
3. In the first paragraph, highlight the misspelled words, and write their correct spellings above them.

The **Scriptural** term for greed is *covetousness*. The **G**reek word for **covotousness** literally means “a desire to have more.” Sometimes it refers to desiring more material possessions; other times it refers to taking advantage of someone. A covetous person **is** one who is grasping, selfish, or mercenary. (**Scriptural, covetousness**)

The desire for more things **is** usually focused on money since money is used to obtain things. **A** person who desires to be rich cannot pray, “**L**ead us not into temptation,” since his desire (**to** be rich) will bring him into temptation. The **B**ible says that the love of money is the root of all evil.

Greed is idolatry. A idol can be a person or object that we worship. Worship involves devotion in exchange for desired benefits. In addition to being covetous and idolatrous, greed is also self-destructive; the very things we grasp for, we lose.

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

Answers will vary.

❑ 7b. Find OCCTI in the paragraph provided.

- Opening sentence: Highlight the opening sentence.
- Closing sentence: Highlight the closing sentence in another color.
- Contain all the same topic: On the line provided, write the topic of the paragraph.
- Three or more sentences: Count the number of sentences, and write it on the line provided.
- Indented: At the beginning of the paragraph, write an *I*.

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

36B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The trapped soldiers were not the only ones praying. Across the water many Christians in the homeland of the Allies had also begun to pray. That Sunday morning the king, the prime minister, and many other people were in church asking God to deliver their army from seemingly inevitable destruction.

EXTENSION

Because of the need for secrecy, people were not told how bad things really were for their army, but they knew enough to pray for God's deliverance. Even the military leaders did not realize the danger of the situation at first. These leaders had prepared for the evacuation of a maximum of only 45,000 men.

FURTHER EXTENSION

During the next nine days, however, nearly 350,000 soldiers were rescued from those beaches, where they had been caught between the invading army and the sea. No wonder the evacuation was called the "miracle of Dunkirk." —*Wisdom Booklet 36*

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

BASIC LEVEL

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

EXTENSION

9. soprano
10. sopranos

FURTHER EXTENSION

11. dictionary
12. dictionaries

Optional Words

13. flee
14. abhor

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

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

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

5. Grammar/Punctuation:

Series of Three or More Items

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

Day Three

7. Grammar/Sentence Structure:

Five Parts of a Sentence

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

Day Four

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

36B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The trapped soldiers were not the only ones praying. Across the water many Christians in the homeland of the Allies had also begun to pray. That Sunday morning the king, the prime minister, and many other people were in church asking God to deliver their army from seemingly inevitable destruction.

EXTENSION

Because of the need for secrecy, people were not told how bad things really were for their army, but they knew enough to pray for God's deliverance. Even the military leaders did not realize the danger of the situation at first. These leaders had prepared for the evacuation of a maximum of only 45,000 men.

FURTHER EXTENSION

During the next nine days, however, nearly 350,000 soldiers were rescued from those beaches, where they had been caught between the invading army and the sea. No wonder the evacuation was called the "miracle of Dunkirk." —*Wisdom Booklet 36*

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

BASIC LEVEL

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

EXTENSION

9. soprano
10. sopranos

FURTHER EXTENSION

11. dictionary
12. dictionaries

Optional Words

13. flee
14. abhor

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

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

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

5. Grammar/Punctuation:

Series of Three or More Items

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

Day Three

7. Grammar/Sentence Structure:

Five Parts of a Sentence

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

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

36B Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the adjectives.

BASIC LEVEL: Highlight four adjectives.

EXTENSION: Highlight six adjectives.

FURTHER EXTENSION: Highlight eight adjectives.

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

Dunkirk **is** a **small port** city in **northern F**rance about **forty** miles across the **E**nglish **C**hannel. **I**t faces the **famous W**hite **C**liffs of **D**over. It was in **late M**ay of 1940 that thousands of **British** and **French** troops poured into **this** town in **an** effort to escape the **relentless** advance of **Hitler's** blitzkrieg (meaning “**lightning** war”). The Nazis had begun **their** blitzkrieg on **M**ay 10, sweeping across **H**olland and Belgium into **F**rance. Despite **their valiant** resistance, the **D**utch and the Belgians could not hold back the **German** flood.

The **A**llied forces in **F**rance also realized they **were** no match for the highly trained and well-equipped **G**erman army. **T**he retreat of the **A**llies to the coast was **their** only hope of avoiding total destruction on the battlefield. However, when they reached the coast, the threat of annihilation still faced them. **N**ot even the **most** positive officer of them all was ready to believe that over three hundred thousand men could be successfully evacuated from the **C**ontinent.

The officers concluded that if one-fifth of this number could be carried across the English **C**hannel before the **G**ermans closed in, they could count themselves **most** fortunate. By Sunday, **M**ay 26, **G**erman bombs had **set** the port of Dunkirk on fire. These bombs had also destroyed the system of locks that were used to keep the water level in the inner harbor deep enough for large ships.

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

1. We need to rebuke₂, resist₃, confess₂, flee₃, and abhor when we face temptations.
2. Besides Goliath, David faced Ishbibenob₂, Saph₃, Lahmi₃, and the six-fingered giant.
3. Like David, we face giants; our giants are called mockery₂, hypocrisy₂, fleshly lusts, and greed.
4. Goliath was the largest₂, fiercest₂, and most powerful man in the Philistine camp.
5. Goliath's spear was sharp₂, heavy₂, and dangerous.

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

6. Three aspects of mockery that need to be conquered include knowing how to respond wisely to being mocked,² learning how to avoid mocking others,² and discovering how to stop someone from mocking another person.
7. We can overcome pride by placing ourselves under the protection of authority,² humbling our souls with fasting,² acknowledging when we are wrong,² and delighting in menial tasks.
8. Pride tells you that you are too important to do menial tasks such as doing the dishes,² carrying out the garbage,² dusting,² mopping floors,² or washing the cars.
9. Hypocrisy is easy to fortify,² is to be conquered,² is grown by compromise,² and will be judged by the world if it is not conquered by Christians.

□ 7d. In the groups of words provided, complete the following steps:

1. Write *sentence* or *clause* after each group of words.
2. In the complete sentences, label each of the five parts (CAVES).

Note: In this exercise, each example has punctuation at the end—regardless of whether it is a complete sentence or a clause. You will need to examine the other parts of each example (other parts of CAVES) to determine whether it is a sentence or a clause.

C S V E A

Example: You go and teach all nations. Sentence

When you go and teach all nations. Clause

1. Since panic spread through the French army as soldiers fled from the relentless advances of their feared enemy. Clause
2. The withdrawal from Dunkirk is one of the most amazing events in the history of warfare, clearly demonstrating the power of God to save a nation. Sentence
3. Though this was not just a tactical retreat. Clause
4. Because the horror of their Nazi atrocities had already shocked the world. Clause
5. France had worked for years and had spent millions of dollars to construct a two-hundred-mile line of fortifications along the border between the two countries. Sentence
6. This underground railway allowed for efficient deployment of troops wherever they were needed along the two-hundred-mile border. Sentence
7. Since the enemy had found a weakness in the defense line. Clause
8. The invaders' tanks rolled right through that forest and completely bypassed the fortifications along the rest of the border. Sentence
9. Although the wide, sandy beaches in front of this town would become a place of prayer as hundreds of thousands of desperate men waited and hoped for deliverance. Clause

10. German artillery was used to attack the Maginot Line from the rear once the German troops crossed the border. **Sentence**
11. Though the invaders’ tanks rolled right through the “impenetrable” forest on the country’s northeastern border, completely bypassing the elaborate defensive fortifications to the southeast. **Clause**
12. When the ship’s sailors saw the smoke from Dunkirk ahead, the captain asked if they wanted to turn back too. **Sentence**
13. After several other other ships were bombed and shelled by the Germans, it became clear that the Calais route could not be used for the rescue. **Sentence**
14. The mercy ships had to cross by the northern routes, which were longer and more treacherous because of dangerous sandbars. **Sentence**

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

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

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

1. Goliath’s spear was not only sharp, but due to **its** size and weight, it could inflict a stunning and devastating blow.
2. When a mocker is alone, **he** will usually refrain from mocking.
3. Saul was the tallest man in Israel, so **he** was the obvious one to accept the challenge of Goliath, but **he** was fearful and refused to step forward and meet the challenge.
4. Goliath portrayed **himself** as his own man but chided the Israelites as “ye servants to Saul.”
5. Goliath could not have resisted the whole army, but **he** felt safe in challenging one man.
6. The army that should have conquered Goliath was intimidated by **his** mocking and was disabled by fear.
7. David recognized the vulnerability of Goliath, and **he** approached the battle from an entirely different perspective.
8. David is usually only associated with one giant, but **he** fought giants throughout his life.

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

36B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Satan would like us to believe that if we work hard or struggle long enough, we can somehow work up the strength to overcome his temptations. As long as we're struggling against lust in our own fleshly efforts, we give Satan a tremendous advantage because we don't identify ourselves with Jesus Christ, Who alone has the power to conquer lust and every other temptation of Satan.

EXTENSION

Romans 6:16 explains that we are simply the servants of the power to which we yield ourselves. We can, therefore, picture our hearts as a power switch. On top we have Christ. He is the power of God. On the bottom, we have the power of Satan, and in the middle we have our own will, for which we are fully responsible.

From the start we have the natural disposition to be switched away from God. We must always remember that the switch can never be in the middle or in neutral, even though this is what Satan wants us to believe. The switch cannot be in the middle, for we have no power in and of ourselves. When we don't have power from God, the power in our lives is from Satan, no matter how independent we think we are from his influence.

FURTHER EXTENSION

When we have our wills in the lower position, we may want desperately to conquer lust, but the hopelessness of this is described in Romans 7:19, which says that the good we want to do, we don't do, and the evil we don't want to do, we do. We must have the switch turned upward—towards God to overcome temptation.

—*Wisdom Booklet 36*

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

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

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

Optional Words

19. mockery
20. hypocrisy
21. pride

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

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

TT: The *ar* family is known primarily for saying the *ar* sound as in *far*. The *ear* family, however, has different sounds—one of which is *ar* as in *heart*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Pronouns; Spelling Errors)

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

Paragraph One of Body

Topic of Paragraph 1 _____

6 Sentences (EXTENSIONS: 8)

Paragraph Two of Body

Topic of Paragraph 2 _____

6 Sentences (EXTENSIONS: 8)

Paragraph Three of Body

Topic of Paragraph 3 _____

6 Sentences (EXTENSIONS: 8)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____

8 Sentences

Day Three

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

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

Day Four

7. Structural Analysis: Contractions

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

36B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Satan would like us to believe that if we work hard or struggle long enough, we can somehow work up the strength to overcome his temptations. As long as we're struggling against lust in our own fleshly efforts, we give Satan a tremendous advantage because we don't identify ourselves with Jesus Christ, Who alone has the power to conquer lust and every other temptation of Satan.

EXTENSION

Romans 6:16 explains that we are simply the servants of the power to which we yield ourselves. We can, therefore, picture our hearts as a power switch. On top we have Christ. He is the power of God. On the bottom, we have the power of Satan, and in the middle we have our own will, for which we are fully responsible.

From the start we have the natural disposition to be switched away from God. We must always remember that the switch can never be in the middle or in neutral, even though this is what Satan wants us to believe. The switch cannot be in the middle, for we have no power in and of ourselves. When we don't have power from God, the power in our lives is from Satan, no matter how independent we think we are from his influence.

FURTHER EXTENSION

When we have our wills in the lower position, we may want desperately to conquer lust, but the hopelessness of this is described in Romans 7:19, which says that the good we want to do, we don't do, and the evil we don't want to do, we do. We must have the switch turned upward—towards God to overcome temptation.

—*Wisdom Booklet 36*

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

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

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

Optional Words

19. mockery
20. hypocrisy
21. pride

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

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

TT: The *ar* family is known primarily for saying the *ar* sound as in *far*. The *ear* family, however, has different sounds—one of which is *ar* as in *heart*.

3. Editor Duty: Correct Given Paragraph(s)

(Pronouns; Spelling Errors)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences (EXTENSIONS: 8)

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences (EXTENSIONS: 8)

Paragraph Three of Body

Topic of Paragraph 3 _____
6 Sentences (EXTENSIONS: 8)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
8 Sentences

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

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

Day Three

7. Structural Analysis: Contractions

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

36B Week 3 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first and second paragraphs, highlight all of the pronouns.
3. In the first paragraph, highlight the spelling errors, and write their correct spelling above them.

Years afterward, **he** would be remembered as the most brilliant general who **lead** **his** country to victory in **its** most critical time of development. The fame and honor that **he** won through **his** military **acheivments** and skillful national leadership caused most people to conclude that **he** had never lost a battle. However, during one important battle, this famous general found **himself** facing defeat and death. Many wondered if **he** had made **fatel** mistakes in judgment. Whatever mistakes **he** may have made in tactical decisions, **he** more than compensated for them with **his** ability to cry out to **G**od for deliverance. (**led, achievements, fatal**)

All through the long **A**ugust afternoon, the general and **his** troops waited nervously for the final attack of the enemy which would surely destroy **them**. **They** were hemmed in with **their** backs to a mile-wide river, where **they** expected enemy ships to appear at any moment and start shelling **them**. **D**uring the tense hours that passed, the general had plenty of time to review the events of the day. As the battle had begun that morning, **they** **were** almost completely surrounded by the enemy in a brilliantly executed surprise attack.

Outnumbered **three** to **one**, the general's men had stood **their** ground as long as they could, but it was not long before they had been forced to fall back across the island to **their** present defensive position. The general was painfully aware that half of his 8,000 soldiers were raw, untrained recruits. Reinforcements arriving that day boosted his total force to over 9,000. **Y**et they were still so outnumbered and in such a precarious situation that it seemed the extra soldiers would be just that many more men for the enemy to kill or capture.

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

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

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

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

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

1. Eagles are born to soar, but they must go through a learning process, which includes the basic rudiments of flight.
2. They must jump up and down on their nest platform while facing into the wind, and they must flap their wings vigorously, building up their muscles and preparing them for flight.
3. The young eaglet's strength and confidence grow, and they begin to jump from branch to branch.
4. Gradually they are able to perfect their depth perception and coordination, and then they can make short flights to neighboring trees.
5. The young eagle may leave the nest too soon, and it will be stranded on the ground and become the victim of coyotes, raccoons, or even dogs.
6. The parents use hunger to motivate the young bird to learn the vital trait of endurance, so it is essential that the eaglet honor the instructions of its parents.
7. Parents begin endurance training by giving their young choice morsels of food, and as the fledglings are able to increase the distance of their flights, the parents decrease the food supply.
8. The eagle parents take their fledglings on hunting trips, so they will master the techniques of flight.
9. At first eaglets fail to catch anything, so their parents encourage them by sharing what they have been able to secure.
10. Eagles often receive their first actual soaring experiences along the ridges of hills, for when the prevailing wind blows in a direction perpendicular to a ridge, the wind goes up and over the ridge like a big wave of water.
11. Depending on the strength of the wind, the cushion of air may rise to heights of 1,500 feet, and an eagle can ride this cushion of air almost indefinitely without flapping its wings.
12. Each ridge has its own peculiar shape that directly affects its lifting power, and the eagle must make adjustments to compensate for these variations.
13. Steep ridges produce the greatest lift, but a rift or gully can cause a sudden loss in lift.
14. Terraced hills, tree-covered slopes, green meadows, and bare ground all affect wind in different ways, but by learning to recognize these geographical variables and how they affect the wind, the eagle is able to locate most favorable conditions for flight.
15. The eagle that finds such an updraft can soar to great heights, and he can cover long distances with very little effort.
16. God designed the eagle's wings specifically for soaring, for lift is achieved by air passing over the top and the bottom of the wing and at different speeds.
17. The higher-curved contour on the top of the wing forces the air to flow over the wing farther and faster than the air below the wing, for this phenomenon creates the lift.

18. The technical term for this design is high-aspect-ratio wing, and such wings combine lightness, smoothness, strength, reduced drag, and greater wingspan needed for long-range flying.
19. Gliders often have an aspect ratio of more than twenty, but highly maneuverable aircraft have short, stubby wings with an aspect ratio as low as five.
20. The bone design resembles the crisscrossing girders of a bridge, and hollow chambers inside the bone reduce weight and increase warmth for high-altitude flying.

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

1. Highlight the contraction in each sentence.
2. On the lines provided, write the two words that were used to form each contraction.
 1. On windy days, the eagle can use updraft for soaring, but on calm days it **can't**.
can not
 2. On calm days the eagle **can't** fly without thermals. can not
 3. **They're** powerhouses of energy available in every corner of the globe, including the Arctic regions. They are
 4. **They're** columns of air that rise as the sun warms the earth. They are
 5. Powerful thermals form on a day when **it's** cloudy. it is
 6. Thermals **can't** always be found easily. can not
 7. **They're** likely to form over areas which have dark, heat-absorbing colors, such as freshly plowed fields, asphalt parking lots, bare ground, rock, or fields with short crops. They are
 8. The eagle can be certain **he's** found a thermal when one wing of the eagle suddenly tilts upward in the rising air. he has
 9. As soon as **he's** entered the thermal, he must take note of his boundaries. he has
 10. If the **eagle's** flying too quickly in the thermal, he may fly right out of it. eagle is

36B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuttle flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The eagle is one of the largest and most powerful birds in the world. Because of its majestic flight and mighty wings, it is a symbol of freedom and power. When we see an eagle soaring in the sky, we often assume that it has always been able to soar. However, while it is true that eagles are born to soar, they must go through a learning process that includes the basic rudiments of flight.

EXTENSION

Only when a young eagle masters one level of flight can it go on to the next, and only when it utilizes all the elements of flying can it spread its wings and soar. At the age of four weeks, they begin to exercise their wings, and when they are eight weeks old, their flight training begins in earnest. Young eagles work on pre-flight skills for two to three weeks before they take their first true flight.

FURTHER EXTENSION

Young eagles are excited by strong winds. When these winds come, the eagles jump up and down on the nest platform, face into the wind, and flap their wings vigorously. These exercises build up their muscles and prepare them for flight. As their strength and confidence grow, the young birds begin to jump from branch to branch. However, they often miss their targets in these early days and fall awkwardly to the ground because they have not yet learned to calculate distances.

To climb back into their nest, they clumsily hop and flap along the ground until they reach their home tree. Then they must work their way back up to the nest again by jumping from one low branch to another. Gradually, they are able to perfect their depth perception and coordination skills until they can make short flights to neighboring trees.

—*Wisdom Booklet 36*

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

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

13. conditional
14. double

Optional Words

15. flesh
16. greed

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

Day Two

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

Day Three

4. Grammar: Prepositions

5. Sentence Structure: Prepositional Phrase Openers

Day Four

6. Composition: Edit and Revise

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Cause-and-Effect Essay

Extra Practice (Optional)

36B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing ways to battle temptation

rebuke flee
resist abhor
confess

Words describing temptations Christians face

mockery lust
pride greed
hypocrisy

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The eagle is one of the largest and most powerful birds in the world. Because of its majestic flight and mighty wings, it is a symbol of freedom and power. When we see an eagle soaring in the sky, we often assume that it has always been able to soar. However, while it is true that eagles are born to soar, they must go through a learning process that includes the basic rudiments of flight.

EXTENSION

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FURTHER EXTENSION

Young eagles are excited by strong winds. When these winds come, the eagles jump up and down on the nest platform, face into the wind, and flap their wings vigorously. These exercises build up their muscles and prepare them for flight. As their strength and confidence grow, the young birds begin to jump from branch to branch. However, they often miss their targets in these early days and fall awkwardly to the ground because they have not yet learned to calculate distances.

To climb back into their nest, they clumsily hop and flap along the ground until they reach their home tree. Then they must work their way back up to the nest again by jumping from one low branch to another. Gradually, they are able to perfect their depth perception and coordination skills until they can make short flights to neighboring trees.

—*Wisdom Booklet 36*

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

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

13. conditional
14. double

Optional Words

15. flesh
16. greed

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)

(Coordinating Conjunctions)

4. Grammar: Prepositions

Day Three

5. Sentence Structure: Prepositional Phrase Openers

6. Composition: Edit and Revise

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Cause-and-Effect Essay

Extra Practice (Optional)

36B 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 second paragraph, highlight the coordinating conjunctions.

On windy days, the eagle can use updrafts for soaring. However, on calm days it must find what are known as thermals. Thermals are powerhouses of energy available in every corner of the globe, including the Arctic regions.

Every thermal is different, for some are shaped like cylinders and others are shaped like bubbles. Every thermal requires clear skies and calm air. Cloudy days block sunlight and prevent the sun from heating the air. Strong winds, on the other hand, dissipate heat and prevent hot spots from forming.

Powerful thermals form on days when there are fluffy clouds that build vertically. Following brief rain showers, rising water vapor improves lift as the sun drys the ground. Blue-sky days with the sun shining brightly overhead are the best of all for thermal formation.

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

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

Note: Some sentences contain more than one preposition.

Throughout

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

Upon

1. By studying the eagle, rich spiritual insights can be found.

Around

2. For two to three weeks before they take their first true flight, young eagles work on pre-flight skills.

Throughout

3. In the early days, young birds often miss their targets and fall awkwardly to the ground.

Into

4. **In** the air jumping, the young eagle often experiences its first sensation of flight.

From

5. **With** increased strength and confidence, the young birds begin to jump **from** branch to branch.

In

6. **From** the beginning, a young eagle must learn endurance.

By

7. **From** hunger, the young bird is motivated to follow its parents.

8. At first it is difficult **for** fledglings to combine their new-found flying skills **with** learning to hunt.

In

9. **On** windy days the eagle can use updrafts **for** soaring.

In

10. **On** calm days it must find what are known **as** thermals.

Before

11. **Without** realizing it, a fast-flying eagle can pass right **through** a thermal.

By

12. **For** example, a thermal rising thousands **of** feet may be only a few yards **in** diameter.

Around

13. **Along** the outer edges of the doughnuts of warm air, the eagle may actually experience a strong downdraft.

In

14. **On** rare days, thermals may line up in long lines called streets.

Among

15. **From** great altitudes an eagle can view its entire territory **with** a much wider range **of** vision and perspective.

Around

16. **At** five thousand feet or higher, the eagle can spot hidden dangers and overlooked food.

