

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

37B–40B



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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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37B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God extends His mercy toward those who have sinned grievously if they humble themselves with fasting. Ahab is a significant example. Ahab was a wicked man, but the Bible tells us in I Kings 21:27–29 that he found mercy through fasting and repentance. God's mercy was extended to the entire city of Ninevah because its people humbled themselves after Jonah told them of their sin.

David sinned grievously when he committed adultery with Bathsheba and ordered the death of her husband. In so doing, he gave the enemies of the Lord reason to blaspheme His name. When Nathan the prophet accused the king, David acknowledged his sin, yet there is no mention of him humbling his soul with fasting until he tried to persuade God to spare the son who was born as a result of his adulterous relationship with Bathsheba.

EXTENSION

When Queen Esther learned that imminent destruction faced her and all her people, she and her attendants fasted for three days. Then she made her appeal to King Ahasuerus. God honored their fasting and not only saved them from Haman's destruction, but also turned circumstances around so that the Jews who were marked for destruction became the most influential people in the empire.

FURTHER EXTENSION

The threat of danger even caused a heathen king to fast. When Daniel was cast into the den of lions because of the unwise decree King Darius had made, the king passed the night in fasting. His fast consisted of abstinence not only from food, but from entertainment and sleep as well. When the king learned of Daniel's deliverance, he decreed that everyone in every dominion of his kingdom should worship Daniel's God.

—*Wisdom Booklet 37*

2. Spelling/Structural Analysis:

Possessive Pronouns vs. Contractions

BASIC LEVEL

- | | |
|--------------|------------|
| 1. you're | 4. hadn't |
| 2. your | 5. hasn't |
| 3. should've | 6. haven't |

EXTENSION

7. their
8. theirs
9. they're

FURTHER EXTENSION

10. oftentimes
11. grievous
12. beautiful

Optional

13. separation
14. concentration

TI: The word *contraction* means "squeezed." Words that are contractions are two words "squeezed" together with one or more letters taken out and replaced with an apostrophe.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives; Spelling Errors)

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 _____
3 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

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

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
4 Sentences

Day Three

5. Grammar/Structural Analysis: Passed vs. Past

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

Day Four

7. Grammar: Nouns

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Dialogue Essay

Extra Practice (Optional)

37B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration day of rest destruction
abstinence denial conviction preparation

Reasons we should *fast*

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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David sinned grievously when he committed adultery with Bathsheba and ordered the death of her husband. In so doing, he gave the enemies of the Lord reason to blaspheme His name. When Nathan the prophet accused the king, David acknowledged his sin, yet there is no mention of him humbling his soul with fasting until he tried to persuade God to spare the son who was born as a result of his adulterous relationship with Bathsheba.

EXTENSION

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FURTHER EXTENSION

The threat of danger even caused a heathen king to fast. When Daniel was cast into the den of lions because of the unwise decree King Darius had made, the king passed the night in fasting. His fast consisted of abstinence not only from food, but from entertainment and sleep as well. When the king learned of Daniel's deliverance, he decreed that everyone in every dominion of his kingdom should worship Daniel's God.

—*Wisdom Booklet 37*

2. Spelling/Structural Analysis:

Possessive Pronouns vs. Contractions

BASIC LEVEL

1. you're
2. your
3. should've
4. hadn't
5. hasn't
6. haven't

EXTENSION

7. their
8. theirs
9. they're

FURTHER EXTENSION

10. oftentimes
11. grievous
12. beautiful

Optional

13. separation
14. concentration

TT: The word *contraction* means “squeezed.” Words that are contractions are two words “squeezed” together with one or more letters taken out and replaced with an apostrophe.

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives; Spelling Errors)

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 _____
3 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

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

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
4 Sentences

5. Grammar/Structural Analysis: Passed vs. Past

Day Three

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

7. Grammar: Nouns

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Dialogue Essay

Extra Practice (Optional)

37B Week 1 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight twelve of the adjectives.

Hint: Watch for predicate adjectives following BHL verbs.

3. **EXTENSIONS:** In the last paragraph, underline all of the spelling errors, and write the correct spellings of the words above them, if you have not already done so.

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

God looks on the heart and searches for right motives in those who fast. Right motives will be reflected in appropriate outward manifestations. Scripture provides a classic example of a group of people who fasted in the right way and were openly rewarded by God. These people were the inhabitants of Nineveh, the capital city of Assyria. The account of their fasting confirms the true definition of “secret fasting.” Yet they did it openly and by a proclamation from the king.

Their fasting was accompanied by outward manifestations, which included sackcloth and ashes on all the people. The account in the book of Jonah describes the inward attitude of the people and the open reward of God. The underlying purpose of Jesus’ teaching is to take extra steps to avoid hypocrisy in fasting. Thus, when there is not no general need or call for group fasting, the individuals who engage in it should be careful to appear as much like others around them as they can. Anointing the head and washing the face would achieve this normal appearance as opposed to sackcloth and ashes, which are indicative of fasting or mourning.

In Nineveh, an urgent need arose that called for fasting and prayer, and everyone was expected to fast. Because everyone was fasting the outward manifestations of humbling and repentance (sackcloth and ashes) would be consistent because everyone would do it. Thus, no one would appear to be “more spiritual” than another. Of course, there were times when one person would fast in order to signal the rest of the nation to fast for public mourning or repentance from sin, such as in the case of Esther, Ezra, and others. (Urgent, repentance, public)

□ **5c. Complete the following steps:**

1. In the sentences provided, highlight the forms of the verb *pass* in one color and the describer *past* in another color.
 2. On the lines following the sentences, write one of the following:
 - a. **V** if the word you highlighted is a verb.
 - b. **D** if the word you highlighted is a describer.
1. In the **past**, England's society was one of unbridled immorality and religious apathy. **D**
 2. George Whitefield was the instrument God used to **pass** on the Gospel and stir the hearts of people in revival. **V**
 3. George Whitefield's voice **passed** over crowds of as many as eight thousand people, both rich and poor, in a single open-air meeting. **V**
 4. He **passed** the treacherous Atlantic Ocean thirteen times to share his message with multitudes in America. **V**
 5. Because George Whitefield **passed** on the option of having early comforts and pleasures, God used him to light the fire of revival in these lands. **V**
 6. On Sunday, June 20, 1736, George Whitefield's Holy Orders were **passed** on to him by the Church of England. **V**
 7. Even though only two dozen years or so of George Whitefield's life had **passed** thus far, God spoke to hearts through his message. **V**
 8. Crowds of people moved **past** more crowds of people to hear George Whitefield preach. **D**

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

Note: Do not highlight the pronouns—words that take the place of a noun, such as: *him, her, they, them*, etc.

Note: Most sentences have more than one noun.

Note: Do not highlight nouns used as other parts of speech.

1. A careful **study** of **Matthew** 6:16–19 will reveal a surprising **fact**.
2. We are not told in this **passage** to fast secretly.
3. Instead it says we should fast to our **Father** “which is in **secret** and . . . seeth in **secret**.”
4. We are only commanded not to fast like the **Pharisees** who did it for the **praise** of **men**.
5. **God** looks on the **heart** and searches for right **motives** in those who fast.
6. **Scripture** provides a classic **example** of a **group** of **people** who fasted in the right **way** and were openly rewarded by **God**.
7. These **people** were the **inhabitants** of **Ninevah**, the capital **city** of **Assyria**.
8. The **account** of their **fasting** confirms the true **definition** of “secret **fasting**.”
9. Yet they did it openly and by a **proclamation** from the **king**.

10. The underlying **message** of **Jesus' teaching** is to take extra **steps** to avoid **hypocrisy** in **fasting**. (Technically, *Jesus'* is a possessive proper noun, which is also called a proper adjective.)
11. Thus, when there is no general **need** or **call** for group **fasting**, the **individuals** who engage in it should be careful to appear as much like the **others** around them as they can. (*Others* is sometimes called an indefinite pronoun.)
12. Anointing the **head** and washing the **face** would achieve this normal **appearance**.
13. If, however, an urgent **need** arose that called for **fasting** and **prayer**, and everyone was expected to fast, then the outward **manifestations** of **humility** and **repentance** would be consistent because everyone should do it.
14. Thus, no one would appear to be “more spiritual” than another.
15. There were also **times** when one **person** would fast in **order** to signal the **rest** of the **nation** to fast for public **mourning** or **repentance** from **sin**; this was the **case** with **Esther**, **Ezra**, and **others**.
16. While we are in the **world**, we are also **citizens** of **heaven** and owe our ultimate **allegiance** to the **Lord Jesus Christ**.
17. In **order** to keep this “**tension**” of **relationships** in proper **balance**, **believers** must maintain a constant **awareness** of being separated to the **Lord**.
18. In **order** to accomplish this **goal**, we need special **times** of being set apart from the **responsibilities** and **distractions** of the **world**, so that we can renew our **minds** and our **spirits** in the **things** of the **Lord**.
19. **People** tend to focus on the **pleasures** rather than on the **responsibilities**.
20. This unwise **focus** leads to **excess** and all the accompanying **fruits** of the **flesh**.
21. **Times** of total **abstinence** are therefore necessary in **order** to maintain the delicate **balance** between **responsibility** and **pleasure**.
22. **God** did not intend for us to carry **pleasures** to excess.
23. Eating **food** ceases to be a **pleasure** when we become **slaves** to it.

37B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Causes for which we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

EXTENSIONS

“Oh Lord, we thank you for this perfect and complete salvation You have provided for us in Your Son, our Savior, Jesus Christ,” prayed the pastor of the Monument Street Methodist Church in Baltimore in the mid-1800s. Little did he know how much the words of his prayer overwhelmed the heart of Elvina Hall, author of the beautiful hymn, “Jesus Paid It All.” Nor did he know that people in churches everywhere would someday sing and be blessed by this song.

BASIC LEVEL

Mrs. Hall went home and penned the words to this hymn quickly. Later that day, she recopied the words and gave them to the pastor, she eventually forgetting all about her poem.

Meanwhile, the pastor visited the church organist. “Have you had time to write any music on the new organ in your home?” the pastor asked.

“As a matter of fact, I have,” replied the organist, Mr. Grape. He then began playing his newest piece.

“Why, Elvina Hall gave me a beautiful set of words some time ago, and if I’m not mistaken, that melody sounded as if it had been written just for her words,” exclaimed the pastor.

“Why, Elvina Hall gave me a beautiful set of words some time ago, and if I’m not mistaken, that melody sounded as if it had been written just for her words,” exclaimed the pastor.

The minister opened his Bible and handed the poem to Mr. Grape. They began to sing this beautiful song together as Mr. Grape played his melody. As they sang, it became apparent that only God could have so perfectly united this poem and music. They were experiencing a miracle! “Jesus Paid It All” gained worldwide fame after it was published in 1875 by P.P. Bliss and Ira D. Sankey in a book entitled *Gospel Hymns*.

—*Al Smith’s Treasury of Hymn Histories*, rewritten

2. Spelling/Structural Analysis: Irregular Plurals With New Spellings (Examples: women, children)

BASIC LEVEL

- | | |
|---------------|--------------|
| 1. seraph | 6. corps |
| 2. seraphim | 7. scarves |
| 3. glimpses | 8. giraffes |
| 4. themselves | 9. tariffs |
| 5. species | 10. dilemmas |

EXTENSION

11. scissors
12. binoculars
13. pajamas
14. trousers

FURTHER EXTENSION

15. wharf
16. wharves
17. brother-in-law
18. brothers-in-law

OPTIONAL

19. abstinence
20. denial

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Quotation Marks; Spelling Errors)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences
(You may use up to seven words for sentence one.)

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentence

Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
2 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
1 Sentence

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____
5 Sentences
(You may use up to seven words for sentence three.)
(You may use up to seven words for sentence five.)

Day Three

5. Punctuation: Punctuating Quotations

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

Day Four

7. Sentence Structure: Paragraph Formation in Dialogue

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

37B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

EXTENSIONS

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|---------------|--------------|
| 1. seraph | 6. corps |
| 2. seraphim | 7. scarves |
| 3. glimpses | 8. giraffes |
| 4. themselves | 9. tariffs |
| 5. species | 10. dilemmas |

EXTENSION

11. scissors
12. binoculars
13. pajamas
14. trousers

FURTHER EXTENSION

15. wharf
16. wharves
17. brother-in-law
18. brothers-in-law

OPTIONAL

- abstinence
denial

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

3. Editor Duty: Correct Given Paragraph(s)

(Quotation Marks; Spelling Errors)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

2 Sentence

Paragraph Three of Body

Topic of Paragraph 3 _____

2 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

2 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____

1 Sentence

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____

5 Sentences

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

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

5. Punctuation: Punctuating Quotations

Day Three

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

7. Sentence Structure:

Paragraph Formation in Dialogue

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

37B 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 quotation marks and correct any errors.

The **most** outstanding example of fasting in preparation for a ministry **is** that given by **our Lord Jesus Christ**. **Immediately** following His baptism, **Jesus was led** by the Holy Spirit into the wilderness **to** be tempted. It is interesting to note that the wilderness of Judea in which Jesus fasted contained many stones that **were** shaped like **loafs** of bread. (**Loaves**)

Notice that the first temptation that **Satan brought to Jesus** was to end **His** fast before **He** planned **to**: “Command that these stones be made bread.” Doing so would have decreased his **alertness** for the next **two** temptations. It also would have **denied** him the reward of being ministered **to** by the angels. (**Alertness**)

Notice also how **Jesus** skillfully used **Scripture** in every one of **His** temptations to **defeat Satan**. **The** result was that **Satan** left **Him** for a time. Finally, observe that **Jesus** went into the wilderness in the fullness of the **Spirit** but returned in the power of the **Spirit**. (**Defeat**)

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

1. Highlight the following in each sentence:

- The beginning quotation mark
- The ending quotation mark
- All commas and periods

2. With a different color, highlight the speech tags—the words that tell who is speaking.

3. Discuss with your teacher why the quotation marks and the commas and periods are placed where they are.

Example: “We should not be angry,” **said Mother** .

- He said** , “But let man and beast be covered with sackcloth and cry mightily unto God; yea, let them turn every one from his evil way, and from the violence that is in their hands.”
- “Who can tell if God will turn and repent, and turn away from his fierce anger, that we perish not?” **asked the man** .
- They asked** , “What thing is this that thou hast done?”

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.

4. “Thou didst fast and weep for the child while it was alive, but when the child was dead, thou didst rise and eat,” **they continued** .
5. **And he said** , “While the child was yet alive, I fasted and wept; for I said, Who can tell whether God will be gracious to me, that the child may live?”
6. “But now he is dead, wherefore should I fast?” **asked David** .
7. “Can I bring him back again?” **he questioned** .
8. **David declared** , “I shall go to him, but he shall not return to me.”
9. **The devil tempted Jesus by saying** , “If thou be the Son of God, command this stone that it be made bread.”
10. **Jesus replied** , “It is written, That man shall not live by bread alone, but by every word of God.”
11. “All this power will I give thee, and the glory of them: for that is delivered unto me; and to whomsoever I will I give it. If thou therefore will worship me, all shall be thine,” **Satan said** .
12. “Get thee behind me, Satan,” **Jesus commanded** .
13. **The pastor prayed** , “Oh Lord, we thank you for this perfect and complete salvation You have provided for us in our Son, our Savior, Jesus Christ.”
14. **The pastor queried** , “Have you had time to write any music on the new organ in your home?”
15. “As a matter of fact, I have,” **replied the organist** .
16. **The pastor continued** , “Elvina Hall gave me a beautiful set of words some time ago.”
17. “If I’m not mistaken, that melody sounded as if it had been written just for her words,” **exclaimed the pastor** .

37B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The life span, the estimated length of life, for an American black bear ranges up to twenty-five years. Each year, about twenty percent of the population dies. Most of these deaths are the result of legal hunting. Only about three percent of the deaths come from starvation and predation.

In Minnesota, for example, bears' chief predators are wolves. While wolves rarely overpower healthy bears, they find easily prey on bears that are weak from disease or starvation. Weakened bears are especially vulnerable in deep snow. They can run as fast as a man on solid footing, but they wallow helplessly in winter snowdrifts.

EXTENSION

To protect themselves, bears spend little time "outdoors" during the winter. Instead, black bears seek for suitable dens in many places: underground burrows, shallow caves, rock crevices, hollow trees, and depressions under fallen trees. In addition to the protection offered by the den, the bear also has been provided with the ability to "wake up" more quickly than other hibernating animals. As a bear awakens, its heart beat increases to as fast as 175 beats a minute. This increase raises the bear's temperature dramatically and brings it into a state of alertness in less than five minutes.

FURTHER EXTENSION

When disturbed, it is not at all uncommon for a black bear to come flying out of its den with frightening speed. In fact, with the increase in heart rate, the bear can run at speeds of up to twenty-five miles an hour, and it can easily climb a tree, if necessary. By fasting, a bear removes itself from the dangers of winter.

—*Wisdom Booklet 37*

2. Spelling: / Before e, Except After c, Unless It Says ay (Examples: yield, receive, vein, weight)

BASIC LEVEL

- | | | |
|------------|-------------|-----------|
| 1. belief | 3. retrieve | 5. piece |
| 2. receipt | 4. shriek | 6. sleigh |

EXTENSION

7. thievery
8. mischief
9. friendship
10. freight

FURTHER EXTENSION

11. caffeine
12. leisure

OPTIONAL

- destroyed
destruction

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Nouns; Spelling Errors)

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

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
4 Sentences

Paragraph Five of Body

Topic of Paragraph 5 _____
4 Sentences

Paragraph Six of Body

Topic of Paragraph 6 _____
4 Sentences

Paragraph Seven of Body

Topic of Paragraph 7 _____
4 Sentences

Paragraph Eight of Body

Topic of Paragraph 8 _____
4 Sentences

EXTENSIONS: Paragraph Nine of Body

Topic of Paragraph 9 _____
4 Sentences

EXTENSIONS: Paragraph Ten of Body

Topic of Paragraph 10 _____
4 Sentences

FURTHER EXTENSION: Paragraph Eleven of Body

Topic of Paragraph 11 _____
4 Sentences

FURTHER EXTENSION: Paragraph Twelve of Body

Topic of Paragraph 12 _____
4 Sentences

Day Three

5. Punctuation: Colons

Day Four

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

7. Grammar: Appositives

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

37B Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words describing <i>fasting</i>		Reasons we should <i>fast</i>	
separation	concentration	day of rest	destruction
abstinence	denial	conviction	preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The life span, the estimated length of life, for an American black bear ranges up to twenty-five years. Each year, about twenty percent of the population dies. Most of these deaths are the result of legal hunting. Only about three percent of the deaths come from starvation and predation.

In Minnesota, for example, bears' chief predators are wolves. While wolves rarely overpower healthy bears, they find easily prey on bears that are weak from disease or starvation. Weakened bears are especially vulnerable in deep snow. They can run as fast as a man on solid footing, but they wallow helplessly in winter snowdrifts.

EXTENSION

To protect themselves, bears spend little time "outdoors" during the winter. Instead, black bears seek for suitable dens in many places: underground burrows, shallow caves, rock crevices, hollow trees, and depressions under fallen trees. In addition to the protection offered by the den, the bear also has been provided with the ability to "wake up" more quickly than other hibernating animals. As a bear awakens, its heartbeat increases up to 175 beats a minute. This increase raises the bear's temperature dramatically and brings it into a state of alertness in less than five minutes.

FURTHER EXTENSION

When disturbed, it is not at all uncommon for a black bear to come flying out of its den with frightening speed. In fact, with the increase in heart rate, the bear can run at speeds of up to twenty-five miles an hour, and it can easily climb a tree, if necessary. By fasting, a bear removes itself from the dangers of winter

—*Wisdom Booklet 37*

2. Spelling: / Before e, Except After c, Unless It Says ay (Examples: yield, receive, vein, weight)

BASIC LEVEL

- | | | |
|------------|-------------|-----------|
| 1. belief | 3. retrieve | 5. piece |
| 2. receipt | 4. shriek | 6. sleigh |

EXTENSION

7. thievery
8. mischief
9. friendship
10. freight

FURTHER EXTENSION

11. caffeine
12. leisure

OPTIONAL

13. destroyed
14. destruction

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

3. Editor Duty: Correct Given Paragraph(s)

(Nouns; Spelling Errors)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
4 Sentences

Paragraph Five of Body

Topic of Paragraph 5 _____
4 Sentences

Paragraph Six of Body

Topic of Paragraph 6 _____
4 Sentences

Paragraph Seven of Body

Topic of Paragraph 7 _____
4 Sentences

Paragraph Eight of Body

Topic of Paragraph 8 _____
4 Sentences

EXTENSIONS: Paragraph Nine of Body

Topic of Paragraph 9 _____
4 Sentences

EXTENSIONS: Paragraph Ten of Body

Topic of Paragraph 10 _____
4 Sentences

FURTHER EXTENSION: Paragraph Eleven of Body

Topic of Paragraph 11 _____
4 Sentences

FURTHER EXTENSION: Paragraph Twelve of Body

Topic of Paragraph 12 _____
4 Sentences

5. Punctuation: Colons

Day Three

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

7. Grammar: Appositives

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

37B Week 3 Answer Keys

3. Complete the following steps:

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

One of the black bear's most important responsibilities is to produce offspring. Since black bears breed only once every other year, the arrival and survival of each new cub is critical to the preservation of the species. Adult black bears breed in June or July, but the fertilized egg does not begin to grow until after the mother black bear (called a she bear) begins to fast. This usually occurs in October. The nourishment the embryo receives comes from a mother that neither eats nor drinks until almost three months after her cubs are born.

At birth, most bear cubs weigh less than a pound, and some cubs may weigh as few as eight ounces. However, by the time they emerge from their den in the spring, the cubs weigh up to eleven pounds each. That gain is an increase of more than one thousand percent.

By fasting, a she bear actually improves the chances of her young's survival. At birth, her cubs are blind and almost completely hairless. They cannot walk, nor can they eat solid food. While the mother fasts, the cubs stay warm in her long shaggy fur and nurse almost continuously. At the age of three months, the cubs are able to eat solid foods, can keep up with their mother, and can climb trees for safety. Only then does their mother break her fast and lead her young out into the world. By remaining in the den and fasting all winter long, a she bear helps to insure the survival of her most important asset. (completely, continuously, asset)

7d. In the sentences provided, highlight the appositives.

1. The common people, those of the working classes, lived in crude and unsanitary conditions.
2. These conditions,— the poverty and deradation — greatly increased violence and crime.
3. Prisons, the jails for lawless ones, were filthy places infested with rats and pests and often had open sewers running through them.
4. The lives of the aristocracy, those with wealth, were filled with luxury and worldly pleasures.

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!

5. The philosophy of Deism, **the belief that became popular about at this time**, viewed God as merely a being who had set the world in motion, and then left it to develop without divine interference.
6. Some members of the clergy, —**spiritual leaders in the community**— rejected to Deism, but their responses were so dry and cold that they had little effect on the nation.
7. The Puritans, **the influential founders of the colonies**, had been forgotten.

37B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation
abstinence

concentration
denial

Reasons we should *fast*

day of rest
conviction

destruction
preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the early 1800s, England portrayed a society of immorality, violence, and crime. The colonies in America displayed the same moral decline and religious apathy. Widespread immorality and lawlessness led to public hangings, which became occasions for merriment. Then, God raised up a man of personal disciplines.

EXTENSION

God sent this man to bring zeal and fervor back into the preaching of the Gospel. George Whitefield was God's instrument to stir up the hearts of people in revival. Though he had no equipment to amplify his voice, Whitefield would preach to as many as eighty thousand people, the richest and the poorest, in a single open-air meeting.

FURTHER EXTENSION

He crossed the treacherous Atlantic Ocean thirteen times to share his message with multitudes in America and in England. Through this man, God demonstrated His power to turn the hearts of two nations during the Great Awakening. Because Mr. Whitefield denied himself earthly comforts and pleasures, God used him to light the fire of revival in these lands.

—*Wisdom Booklet 37*

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

BASIC LEVEL

1. recruit
2. declare
3. digress
4. equal
5. redeem
6. referral

EXTENSION

7. oblique
8. serial
9. decompose
10. horrify

FURTHER EXTENSION

11. ruinous
12. opaque

OPTIONAL

13. conviction
14. preparation

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 *Bi/ble*.

Day Two

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

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

Day Three

5. Grammar: Strong, Active Verbs With Helpers

Day Four

6. Composition: Edit and Revise

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Dialogue Essay

Extra Practice (Optional)

37B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words describing *fasting*

separation concentration
abstinence denial

Reasons we should *fast*

day of rest destruction
conviction preparation

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the early 1800s, England portrayed a society of immorality, violence, and crime. The colonies in America displayed the same moral decline and religious apathy. Widespread immorality and lawlessness led to public hangings, which became occasions for merriment. Then, God raised up a man of personal disciplines.

EXTENSION

God sent this man to bring zeal and fervor back into the preaching of the Gospel. George Whitefield was God's instrument to stir up the hearts of people in revival. Though he had no equipment to amplify his voice, Whitefield would preach to as many as eighty thousand people, the richest and the poorest, in a single open-air meeting.

FURTHER EXTENSION

He crossed the treacherous Atlantic Ocean thirteen times to share his message with multitudes in America and in England. Through this man, God demonstrated His power to turn the hearts of two nations during the Great Awakening. Because Mr. Whitefield denied himself earthly comforts and pleasures, God used him to light the fire of revival in these lands.

—*Wisdom Booklet 37*

2. Spelling: Open Syllables Have Long Vowel Sounds (Examples: o/open, Bi/bble)

BASIC LEVEL

1. recruit
2. declare
3. digress
4. equal
5. redeem
6. referral

EXTENSION

7. oblique
8. serial
9. decompose
10. horrify

FURTHER EXTENSION

11. ruinous
12. opaque

OPTIONAL

13. conviction
14. preparation

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 *Bi/bble*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Verbs)

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

Day Three

5. Grammar: Strong, Active Verbs With Helpers

6. Composition: Edit and Revise

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Dialogue Essay

Extra Practice (Optional)

37B 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 BHL verbs, infinitives, and action verbs.

3. In the first paragraph, write a new, descriptive verb above each of the verbs that is highlighted. (Answers will vary for step three.)

At **Dummer**, he **received** two invitations for service. The first **was** an invitation **to** a wealthy parish in **London**. **However**, **Mr. Whitefield** **did** not **feel** **God** **leading** him **to accept** it. **The** other invitation **came** in two letters from **John Wesley**. The need **was** great for missionaries in Georgia, and **Mr. Wesley** (who **was** still **depending** on his good works for salvation) **had** not **been** successful **there**. As **Mr. Whitefield** **read** **Mr. Wesley's** second plea for help, his heart **leaped** within him as if it **echoed** the call.

Mr. Whitefield immediately **begin** to prepare for his voyage to America, but he found that he would not be able to leave for one year. As a result, he began a ministry in England that amazed the entire nation. **Now**, free from the restrictions of filling an office in only one city, **Mr. Whitefield** began to travel from place to place. As he visited churches, he would be asked to preach; then as the power of the message worked in lives he would be asked to lecture again the next day. Thus, he began a program of lecturing on weekdays and preaching twice on Sundays, as well as beginning new Religious Societies and visiting existing ones. His sermons **were remarkably** simple, yet they spread the message of the new birth, a concept long forgotten in the formalities of the church. Wherever he preached, crowds would flock to hear him.

At last, on **December** 28, 1737, **Mr. Whitefield** boarded the America-bound **Whittaker**. However, he was detained by storms at Deal Harbor for three weeks. Even here people flocked to see him. When he preached at the local inn, so many people crowded in that the landlady feared the floor would break through.

4e. In the correct columns, write all three degrees of each word provided.

1. **Positive** (Not comparing anything—just a describer)
2. **Comparative** (Compares two items; uses *-er*, *more*, *lesser*)
3. **Superlative** (Comparing three or more items; uses *-est*, *most*, *least*)

Positive (describers only)

Comparative (two objects)

Superlative (three or more)

good

better

best

bright

brighter

brightest

bitter

more bitter

most bitter

bad

worse

worst

lovely

lovelier

loveliest

5d. On the lines provided after each sentence, list synonyms for the uninteresting verbs that are italicized.

Answers will vary.

5e. Write three stronger, more descriptive verbs in place of the uninteresting ones provided.

Answers will vary.

38B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that describe *handling money*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A story is told of a man named John Rascus who put \$300 in the offering plate, telling the bills that he would see them in heaven. The people seated near him felt that Rascus was becoming senile. They told him that he would meet the Lord in heaven, but certainly would not see his offering there.

The story continues that the church treasurer used some of Rascus' \$300 sacrifice to pay the church's electric bill. He gave some of it to the preacher to buy gasoline. A portion of the offering went to ministerial students, and some of it went to the mission field.

EXTENSION

When John Rascus died and went to heaven, he walked down the golden streets, and a young man came up to him. He thanked John for giving, saying that he had been cold and lonely one dark night when he saw the lights of the church. He went into the church and received Christ that night. John Rascus met another person who said that he had been a gas station attendant when John's pastor pulled into his station to get gas. While there, the minister led this man to the Lord.

Soon a group of people came to John and thanked him for his offering. They were those who had heard the Gospel from the ministerial students John had sponsored with his offering. In a short time, another group of people speaking in various languages thanked him for sending money across the seas.

FURTHER EXTENSION

John Rascus turned to a nearby angel and said, "It is a shame that you do not know what it is to transform the possessions of earth into the treasures of heaven."

The angel replied, "You're right. All we do is watch it all from Hallelujah Square." —"Hallelujah Square"

2. Spelling: Sounds of *ch* (Examples: Christ, chief, chute)

BASIC LEVEL

- | | | |
|-------------|-------------|--------------|
| 1. chapel | 3. chasm | 5. Christmas |
| 2. charades | 4. chivalry | 6. charity |

EXTENSION

7. character
8. chandelier
9. Christians
10. chronicle

FURTHER EXTENSION

11. chameleon
12. choreography

Optional Words

13. economical
14. frugal

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Pronouns; Verbs)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences

(You may use up to seven words for sentences one and four.)

Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

Paragraph Five of Body

Topic of Paragraph 5 _____

1 Sentence

Paragraph Six of Body

Topic of Paragraph 6 _____

1 Sentence

Day Three

5. Grammar: Proper Nouns

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

Day Four

7. Grammar: Prepositions

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

38B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that describe *handling money*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A story is told of a man named John Rascus who put \$300 in the offering plate, telling the bills that he would see them in heaven. The people seated near him felt that Rascus was becoming senile. They told him that he would meet the Lord in heaven, but certainly would not see his offering there.

The story continues that the church treasurer used some of Rascus' \$300 sacrifice to pay the church's electric bill. He gave some of it to the preacher to buy gasoline. A portion of the offering went to ministerial students, and some of it went to the mission field.

EXTENSION

When John Rascus died and went to heaven, he walked down the golden streets, and a young man came up to him. He thanked John for giving, saying that he had been cold and lonely one dark night when he saw the lights of the church. He went into the church and received Christ that night. John Rascus met another person who said that he had been a gas station attendant when John's pastor pulled into his station to get gas. While there, the minister led this man to the Lord.

Soon a group of people came to John and thanked him for his offering. They were those who had heard the Gospel from the ministerial students John had sponsored with his offering. In a short time, another group of people speaking in various languages thanked him for sending money across the seas.

FURTHER EXTENSION

John Rascus turned to a nearby angel and said, "It is a shame that you do not know what it is to transform the possessions of earth into the treasures of heaven."

The angel replied, "You're right. All we do is watch it all from Hallelujah Square." —"Hallelujah Square"

2. Spelling: Sounds of *ch* (Examples: Christ, chief, chute)

BASIC LEVEL

- | | | |
|-------------|-------------|--------------|
| 1. chapel | 3. chasm | 5. Christmas |
| 2. charades | 4. chivalry | 6. charity |

EXTENSION

7. character
8. chandelier
9. Christians
10. chronicle

FURTHER EXTENSION

11. chameleon
12. choreography

Optional Words

13. economical
14. frugal

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

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Pronouns; Verbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

5 Sentences

(You may use up to seven words for sentences one and four.)

Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

Paragraph Five of Body

Topic of Paragraph 5 _____

1 Sentence

Paragraph Six of Body

Topic of Paragraph 6 _____

1 Sentence

5. Grammar: Proper Nouns

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

Day Three

7. Grammar: Prepositions

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

38B Week 1 Answer Keys

2b. Complete the following steps:

1. Copy this week's spelling words on the lines provided.
2. Write the key beside them according to the sound of *ch* in each word.

Example: characteristics—*ch = k*

- | | |
|-------------------|--------------------|
| 1. <i>ch = ch</i> | 7. <i>ch = k</i> |
| 2. <i>ch = sh</i> | 8. <i>ch = sh</i> |
| 3. <i>ch = k</i> | 9. <i>ch = k</i> |
| 4. <i>ch = sh</i> | 10. <i>ch = k</i> |
| 5. <i>ch = k</i> | 11. <i>ch = ch</i> |
| 6. <i>ch = ch</i> | 12. <i>ch = k</i> |

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!

To treasure money is to esteem it highly, to value it above other things, to cherish it, to revere it, to hold it dear, and to prize it. The result of treasuring earthly treasures is to become an idolater because we then expect from treasures what only God can give us.

The first step in laying up our treasures in heaven is learning how to live on less so that we have more to give. When it comes to saving money, however, what starts out to be thriftiness can end up in stinginess, and what begins as frugality can become miserliness.

The determining factors begin with the motives of the person who is saving and end with the effect that his thriftiness has on those around him. If a person's motives are to scrimp for future security or to accumulate desired possessions, he will be judged as miserly. If he is saving to benefit others and advance the kingdom of God, he will be praised for his frugality.

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 three types of verbs: BHL verbs, infinitives, and action verbs.
3. In the second paragraph, highlight the possessive pronoun.
4. In all of the paragraphs, choose four weak verbs, mark through them, and write strong verbs above them. **Answers will vary.**

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

- **5d.** On the lines provided, beside each word write the reason that you think that word was capitalized in the passage. (Write what kind of proper noun it is.)

Example: Adonai—name of God

1. John Rascus name of person
2. Rascus name of person
3. Lord name of God
4. Rascus' name of person

- **5e.** On the lines provided, beside each word write the reason that each word is capitalized. (Do not just write that it is a proper noun—write what kind of proper noun it is.)

Example: Adonai—name of God

1. John Wanamaker name of person
2. Washington Monument name of memorial
3. Christmas name of holiday
4. United States name of place
5. New York City name of place
6. *The Obedience Song* title of song
7. Sunday name of day
8. Pennsylvania name of place
9. Bible reference to Bible
10. Christian name of a people group
11. *Redeemed* title of song
12. God's Word reference to Bible
13. Supreme Court name of organization
14. Young Mens' Christian Association name of organization
15. Ira Sankey name of person
16. Great Lakes name of place
17. Battle of Normandy name of battle
18. Chicago name of place
19. Institute in Basic Life Principles name of organization
20. World War I name of war

- **7g.** Complete the following steps for the sentences provided.

1. Highlight the prepositions throughout the sentences.
2. **EXTENSIONS:** Cross out the highlighted preposition at the beginning of each sentence, and write a different one above it that also makes sense. Answers will vary.
 1. When we study economics, we learn **about** using good judgment **in** household management.
 2. **Through** our economical actions, we will preserve and use resources **by** prudent management.
 3. **From** the Greek word referring **to** household management, the word *economist* literally means a housekeeper or one who carefully administers the affairs **of** an estate **without** loss or waste.

4. **In** the Biblical word *prudent*, we find the concept **of** frugality.
5. **Within** himself, the frugal person has the self-restraint to not spend any more than is absolutely necessary **on** his own desires.
6. **During** a thrifty person's life, he does not spend more money than is necessary.
7. **In** the Scriptural terms *diligence* and *faithfulness*, the actual functions **of** thriftiness are found.
8. **In** short, it implies a guarding **of** one's own and others' possessions and time, including maximum efficiency **in** accomplishing tasks.
9. **From** the word *parsimonious*, we find what it means to carry frugality and thriftiness too far.
10. **In** summary, a parsimonious person has an excessive attachment **to** property and holds it close **to** himself.
11. **In** a stingy person, bountiful giving is not found.
12. **In** the origin **of** the word *stingy*, we find the word *sting*; a stingy person feels a sting every time he parts **with** money.
13. **For** the final method **of** keeping things **for** ourselves, we use the term *miserly*.

38B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that describe *handling money*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The key ring, left by a careless visitor, sparkled in the sunlight. The packrat stopped, its mouth full of food to take back to its nest. It spat out its food and turned to grab the keys instead. Securing the keys in its mouth, it set out for its home. In one side of its nest there was a small store of food piled. On the opposite side was a much larger pile of useless junk—jewelry, foil, keys, gum wrappers, and anything that looked shiny or glittery.

EXTENSION

The packrat is known for allowing its food supply to run low and its nest to fall apart, so it can spend its time collecting sparkly objects. If it sees something that glitters, it will leave what it is doing to go and get it. The packrat lives in the desert, where the sun shines brightly most of the time. This makes a lot of things sparkle that are absolutely worthless. The only reason packrats keep them is to hoard them in their nests. Sometimes the nest will be so full of junk that the packrat can barely fit in.

FURTHER EXTENSION

The packrat chooses what seems nice at the moment, instead of the things that truly matter. It will fight to the death to defend its worthless junk. We must not fight as the packrat does for the things that look sparkly, but will not last. We must choose the things that are right and Godly—instead of the useless things of this world.

—*Creation Corner Coloring Book*

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

BASIC LEVEL

- | | |
|--------------|------------|
| 1. offense | 5. enough |
| 2. content | 6. someone |
| 3. otherwise | 7. cover |
| 4. flood | 8. couple |

EXTENSION

9. frontlet
10. frontier

FURTHER EXTENSION

11. offended
12. contentment

Optional Words

13. thrifty
14. thriftiness

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) (Prepositions)

4. Study Skills/Prewriting: Key Word Outline

EXTENSIONS: Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Extensions: Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences
(You may use up to nine words for sentence four.)

5. Grammar: Adjectives

Day Three

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

7. Grammar: Double and Triple Adjectives

Day Four

8. Composition: Edit and Revise

9. Sentence Structure: Prepositional Phrase Openers

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

38B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that describe *handling money*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The key ring, left by a careless visitor, sparkled in the sunlight. The packrat stopped, its mouth full of food to take back to its nest. It spat out its food and turned to grab the keys instead. Securing the keys in its mouth, it set out for its home. In one side of its nest there was a small store of food piled. On the opposite side was a much larger pile of useless junk—jewelry, foil, keys, gum wrappers, and anything that looked shiny or glittery

EXTENSION

The packrat is known for allowing its food supply to run low and its nest to fall apart, so it can spend its time collecting sparkly objects. If it sees something that glitters, it will leave what it is doing to go and get it. The packrat lives in the desert, where the sun shines brightly most of the time. This makes a lot of things sparkle that are absolutely worthless. The only reason packrats keep them is to hoard them in their nests. Sometimes the nest will be so full of junk that the packrat can barely fit in.

FURTHER EXTENSION

The packrat chooses what seems nice at the moment, instead of the things that truly matter. It will fight to the death to defend its worthless junk. We must not fight as the packrat does for the things that look sparkly, but will not last. We must choose the things that are right and Godly—instead of the useless things of this world.

—*Creation Corner Coloring Book*

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

BASIC LEVEL

- | | |
|--------------|------------|
| 1. offense | 5. enough |
| 2. content | 6. someone |
| 3. otherwise | 7. cover |
| 4. flood | 8. couple |

EXTENSION

9. frontlet
10. frontier

FURTHER EXTENSION

11. offended
12. contentment

Optional Words

13. thrifty
14. thriftiness

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) (Prepositions)

4. Study Skills/Prewriting: Key Word Outline

EXTENSIONS: Paragraph One of Body

Topic of Paragraph 1 _____
6 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences
(You may use up to nine words for sentence four.)

5. Grammar: Adjectives

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

Day Three

7. Grammar: Double and Triple Adjectives

8. Composition: Edit and Revise

9. Sentence Structure: Prepositional Phrase Openers

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

38B 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 eight prepositions.

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

John **W**anamaker was born **in** 1838. **H**e was the firstborn son **of** a Philadelphia brickmaker. **G**rowing up **on** the southern edge **of** the city **in** a neighborhood that was more rural **than** urban, the boy's rather sporadic formal education came **to an** end when he started his first full-time job **at** just **fourteen** years **of** age.

In 1861, he opened a men's clothing store in downtown Philadelphia. **I**t was a small operation with very little capital, but the business did so well that within a few years he had established a second, **larger** store on **Chestnut S**treet in a **more** fashionable part of the city. Unable to expand further in either of those locations, **M**r **W**anamaker bought land, and in 1876 opened a huge retail operation that **is** considered the first modern department store in America.

The Philadelphia store became the **largest** retail establishment in the world, and brought **its** owner great wealth and popular recognition. Twenty years later, Wanamaker bought the A.T. **S**tewart store in **N**ew **Y**ork **C**ity for more than a million dollars and developed it into one of the city's leading department stores.

5f. Highlight all of the descriptive adjectives (including the predicate adjectives) in the sentences provided. Do not highlight the possessive pronouns, such as *his*, *their*, etc.

1. Mr. Wanamaker was a **loyal** Postmaster General under President Benjamin Harrison.
2. Mr. Wanamaker was an **active** politician in **state** and **local** politics.
3. If he had been willing to accept the **gracious** nomination for President, he might have become the **Republican** candidate in 1912.
4. The **business** world remembers John Wanamaker for the **grand** scale of his **retail merchandising** operations, his **original marketing** strategies, and his **creative** use of advertising.
5. What truly made his life **unique** was the fact that he understood that **true** wealth can be laid up only in heaven.
6. He built his business and his **whole** life upon **that** foundation.

7. When John was only **ten** years old, he began to understand the basis of **spiritual** riches.
8. In the **simple brick** house where John was born and spent his **first twelve** years, there was plenty of love but very **little extra** money.
9. Later on, when John got his **first** job in the city, God continued to use **His** Word to draw the **young** man to Himself.
10. As an **errand** boy, he was sent **one** day to the office of an **insurance** man who was a believer.
11. A **small** sign John noticed on the side of the **man's** desk made a **big** impression on him.
12. The **meaningful** sign included a Scripture about how God rewards those who diligently seek Him.
13. John began to seek the **heavenly Father** diligently by attending church.
14. John was seeking **true** riches.
15. He went to the **large** church started by a **courageous conservative** pastor named John Chambers.
16. After the **evening** service John walked up to the pastor and told him he had finally settled things that night and given his heart to Christ.
17. John would never regret that **important** decision he made at **eighteen** years of age.
18. Even before John Wanamaker started his **thriving** business, he established the **right personal** priorities by dedicating himself to the **Lord's** work.
19. He began his **newfound** walk with the Lord by witnessing to those he worked with at a **clothing** store.
20. The **young clothing** salesman started using his **lunch** hours to hold **prayer** meetings with **other young** men in the **business** district.

□ 9e. In the sentences provided, place commas following the prepositional phrase openers according to the rules learned this week.

1. Within just a few weeks₂, the group was filling up the largest auditorium the city had to offer.
2. During this same time period₂, Mr. Wanamaker was spending several evenings a week conducting evangelistic meetings in fire stations throughout Philadelphia.
3. At this time in his life₂, John developed some health problems, and a doctor strongly urged him to get out of the city for a prolonged period of rest.
4. Through all of his travels₂, John marveled at the beauty of God's creation.
5. Around the end of 1857₂, John Wanamaker returned to Philadelphia, very uncertain about his future but eager to get back into the fellowship of Christian friends.
6. To his delight₂, John discovered that God had a job waiting for him.
7. For this particular job₂, John was uniquely qualified, and he would be paid the unheard of salary of \$1,000 per year!

9. After his first year, the board no longer wondered if they had done the right thing, for Mr. Wanamaker's efforts had resulted in two thousand new members.
10. During that first year, hundreds of New Testaments had been distributed and more than forty teachers had been placed in local Sunday schools.
11. At the time John's accepted the YMCA job, he still was not in the best of health.
12. From his experience at the YMCA, John became determined to start a Sunday school of his own.
13. In early 1858, he met with a missionary from the Philadelphia Sabbath School Association.
14. Into a neighborhood without Christ, Mr. Wanamaker went and ministered; he led a dozen boys to the Lord immediately.
15. During his first day there, others from the neighborhood threatened him.

38B Week 3 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words that describe *handling money*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Wanamaker found a deserted store and got permission to use it the following week. With Sunday came a big snowstorm, and there was no way to heat the dilapidated building, but fifty eager children and a handful of interested adults came anyway. Hoodlums once again broke up the class. Even when the intruders began to pelt him with snowballs and garbage, John stood his ground.

EXTENSION

People from the neighborhood could not help but admire the young man's courage when they saw what happened. The volunteer firemen heard about it and decided he deserved another chance. Because the children wanted to be able to come without being afraid, the firemen let it be known that they would be there in force the next Sunday. That put an end to the harassment.

FURTHER EXTENSION

The new Sunday school grew rapidly and by summer they had erected a large tent on a nearby vacant lot. The first Sunday in the tent there were more than three hundred children present. John began to hold evening services in the tent during the week.

The ministry continued to grow. By the fall, the people had purchased the land on which the tent stood and had laid the cornerstone of Bethany Chapel. Within a year from the time the mission Sunday school had begun, the congregation held a dedication service in their new building. By that time, a total of two hundred and seventy-five pupils and seventeen teachers were enrolled.

—*Wisdom Booklet 38*

2. Spelling: Suffixes That Do Not Change the Spellings of Root Words (Examples: government, fulfillment)

BASIC LEVEL

- | | | |
|----------------|----------------|----------------|
| 1. fulfill | 4. government | 7. require |
| 2. fulfillment | 5. content | 8. requirement |
| 3. govern | 6. contentment | |

EXTENSION

- | | | |
|-----------------|-------------------|----------------|
| 9. abandon | 13. apportion | 17. stingy |
| 10. abandonment | 14. apportionment | 18. stinginess |
| 11. develop | 15. endear | |
| 12. development | 16. endearment | |

FURTHER EXTENSION Optional Words

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

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives; Prepositional Phrase Openers)

Day Two

4. Study Skills/Prewriting: Outline Four to Six Original Paragraphs for a Letter of Reconciliation

Paragraph One of Body

Topic of Paragraph 1 _____
4–10 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4–10 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4–10 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
5–10 Sentences

EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____
6–10 Sentences

FURTHER EXTENSIONS: Paragraph Six of Body

Topic of Paragraph 6 _____
6–10 Sentences

Day Three

5. Grammar: Hyphenated Words

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

Day Four

7. Grammar: Subordinators

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)

38B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that describe *handling money*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Wanamaker found a deserted store and got permission to use it the following week. With Sunday came a big snowstorm, and there was no way to heat the dilapidated building, but fifty eager children and a handful of interested adults came anyway. Hoodlums once again broke up the class. Even when the intruders began to pelt him with snowballs and garbage, John stood his ground.

EXTENSION

People from the neighborhood could not help but admire the young man's courage when they saw what happened. The volunteer firemen heard about it and decided he deserved another chance. Because the children wanted to be able to come without being afraid, the firemen let it be known that they would be there in force the next Sunday. That put an end to the harassment.

FURTHER EXTENSION

The new-found Sunday school grew rapidly and by summer they had erected a large tent on a nearby vacant lot. The first Sunday in the tent there were more than three hundred children present. John began to hold evening services in the tent during the week.

The ministry continued to grow. By the fall, the people had purchased the land on which the tent stood and had laid the cornerstone of Bethany Chapel. Within a year from the time the mission Sunday school had begun, the congregation held a dedication service in their new building. By that time, a total of two hundred and seventy-five pupils and seventeen teachers were enrolled.

—*Wisdom Booklet 38*

2. Spelling: Suffixes That Do Not Change the Spellings of Root Words (Examples: government, fulfillment)

BASIC LEVEL

- | | | |
|----------------|----------------|----------------|
| 1. fulfill | 4. government | 7. require |
| 2. fulfillment | 5. content | 8. requirement |
| 3. govern | 6. contentment | |

EXTENSION

- | | | |
|-----------------|-------------------|----------------|
| 9. abandon | 13. apportion | 17. stingy |
| 10. abandonment | 14. apportionment | 18. stinginess |
| 11. develop | 15. endear | |
| 12. development | 16. endearment | |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives; Prepositional Phrase Openers)

4. Study Skills/Prewriting: Outline Four to Six Original Paragraphs for a Letter of Reconciliation

Paragraph One of Body

Topic of Paragraph 1 _____
4–10 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
4–10 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
4–10 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
5–10 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
6–10 Sentences

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____
6–10 Sentences

Day Three

5. Grammar: Hyphenated Words

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

7. Grammar: Subordinators

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)

38B Week 3 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In all of the paragraphs, highlight the descriptive adjectives—not the possessive pronouns and articles.
3. In the second paragraph, highlight with another color the prepositions at the beginning of the prepositional phrase openers.
4. **FURTHER EXTENSION:** In the second paragraph, highlight the predicate adjective, and write **PA** above it.

The next **major turning** point in **John Wanamaker** life came after the **Bethany** ministry had gotten off **to** a **good** start. In 1860, he married **Mary Brown**, **who** had been active with him in the **Bethany** work from the beginning. Although **Mr. Wanamaker** had been in the **YMCA** job about **three** years and had been so successful in it that **other** branches all over the country were basing **their** programs on the **Philadelphia** model, this was not **to** be his **life's** work.

After **much** prayer and self-examination, he reached a decision. He would become a merchant and use his position to influence **other** merchants. **From** the outset, his motivation for going into business **was** not to **lay** up **PA** treasures on earth or even merely **to** earn a livelihood. **Mr. Wanamaker** purpose was **clear**: **to raise** the standards in **mercantile** character.

The **young** entrepreneur had plenty of ideas about how he wanted to run his shop, but it was not a **good** time to try **to** go into business. **All** his friends told him so. The **United States** was on the verge of the **Civil War**, and everyone thought even **well-established** businesses would go bankrupt if fighting broke out. The years that followed **were** not easy ones for the business. **The** world would attribute the survival and **ultimate** success of **Oak Hall** to the **young merchant's hard** work, **innovative marketing** strategies, and **good** fortune. The truth is that **God** was honoring **Mr. Wanamaker's** desire to lay up **heavenly** treasures rather **than** **earthly** ones.

38B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that describe *handling money*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Not only does man return to the dust of the ground, but the treasures he so carefully store up for himself also fall under this curse. Everything that is made of dust returns to dust. Treasures, such as clothing, food, homes, money, automobiles, appliances, and even gold and silver, come from the dust of the earth and return to dust in due time.

EXTENSION

Seeing earthly treasures turn to dust does have its benefits. Losing our treasures frees us from their bondage and ultimately encourages us to seek after those treasures that are incorruptible. Man's treasures are plundered by three things: moths, rust, and thieves.

FURTHER EXTENSION

Moths plunder our treasures by devouring them. Other insects destroy crops and stored goods as well. What insects do not devour, they eventually contaminate.

While moths destroy, thieves steal our time and possessions. Finally, whatever is not claimed by these destroyers and plunderers will fall victim to rust and decomposition, as our treasures return to the dust from which they were made.

—*Wisdom Booklet 38*

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

BASIC LEVEL

- | | | |
|---------------|-------------|--------------|
| 1. accent | 5. focus | 8. erect |
| 2. control | 6. scent | 9. conflict |
| 3. difference | 7. confront | 10. acquired |
| 4. reconcile | | |

EXTENSION

11. confrontation
12. satisfaction

FURTHER EXTENSION

13. accompanied
14. centurion

OPTIONAL WORDS

15. miserly
16. parsimonious

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

- (1) Soft *c* as in *cent*
- (2) Hard *c* as in *candy*

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

Day Two

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

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

Day Three

5. Grammar: Adverbs (-Ly Words and Others)

6. Grammar/Sentence Structure:
Subordinate Clause Openers

Day Four

7. Composition: Edit and Revise

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Letter

Extra Practice (Optional)

38B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that describe *handling money*

stingy	thrifty
parsimonious	miserly
economical	frugal

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Not only does man return to the dust of the ground, but the treasures he so carefully store up for himself also fall under this curse. Everything that is made of dust returns to dust. Treasures, such as clothing, food, homes, money, automobiles, appliances, and even gold and silver, come from the dust of the earth and return to dust in due time.

EXTENSION

Seeing earthly treasures turn to dust does have its benefits. Losing our treasures frees us from their bondage and ultimately encourages us to seek after those treasures that are incorruptible. Man's treasures are plundered by three things: moths, rust, and thieves.

FURTHER EXTENSION

Moths plunder our treasures by devouring them. Other insects destroy crops and stored goods as well. What insects do not devour, they eventually contaminate.

While moths destroy, thieves steal our time and possessions. Finally, whatever is not claimed by these destroyers and plunderers will fall victim to rust and decomposition, as our treasures return to the dust from which they were made.

—*Wisdom Booklet 38*

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

BASIC LEVEL

- | | | |
|---------------|-------------|--------------|
| 1. accent | 5. focus | 8. erect |
| 2. control | 6. scent | 9. conflict |
| 3. difference | 7. confront | 10. acquired |
| 4. reconcile | | |

EXTENSION

- | | | |
|-------------------|-----------------|------------------|
| 11. confrontation | 13. accompanied | 15. miserly |
| 12. satisfaction | 14. centurion | 16. parsimonious |

FURTHER EXTENSION

OPTIONAL WORDS

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

- (1) Soft *c* as in *cent*
- (2) Hard *c* as in *candy*

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

3. Editor Duty: Correct Given Paragraph(s)

(Subordinators)

Day Two

4. **Prewriting/Composition:** Take Notes and Write an Original Closing Paragraph
5. **Grammar:** Adverbs (-Ly Words and Others)

Day Three

6. **Grammar/Sentence Structure:** Subordinate Clause Openers
7. **Composition:** Edit and Revise

Day Four

8. **Spelling:** Spelling Test
9. **Dictation:** Dictation Quiz
10. **Composition:** Final Copy Original Letter

Extra Practice (Optional)

38B Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all three paragraphs, highlight four subordinators.

Although the modern English word *moth* refers to one type of insect. It is thought that *moth* is related to the Old English word for *maggot* or *midge*, and was originally used of larvae of many insects, butterflies, beetles, and locusts. **Because** there **are** more **than one million** kinds of insects known **to** man, insects make up almost three-quarters of the animal population on the face of the earth. There **are** 300,000 different kinds of butterflies.

Even though we **use** the term *moth* in a much more limited sense today, the word is still used to refer to a wide variety of families of the order that **have** complex antennae, have stout bodies, have fore and aft wings that are attached by frenula, are nocturnal, spin cocoons, and rest with **their** wings spread apart. The other families of this order are the butterflies.

Of the **eight thousand** species of moths, different groups **specialize** in destroying different types of treasure. For example, more **than** one hundred species **specialize** in devouring clothing and carpets. They **were** so effective in turning earthly treasures into dust **that** they did more **than** 25 million dollars worth of damage in 1960. **Other** moths **attack** stored grain, leather goods, dried fruit, books, furs, flour, and even the silvering on the backs of mirrors.

5d. In the sentences provided, insert descriptive adverbs in the blanks.

Answers will vary.

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

1. Underline the subordinate clause openers.

2. Highlight the subordinator at the beginning of each sentence.

3. With another color, highlight the comma following each clause.

1. **Even though** scientists use the term *moth* in a very limited way, there are more than eight thousand different kinds of moths in North America alone.

2. **When** conditions are right, the population of some insects may literally explode.

3. **As** they grow they do not change except to get bigger and bigger.

4. **Since** millions of nymphs may reach adulthood on the same day, swarms of adults often take to the air suddenly, as if they had come from nowhere.

5. **Regardless** of what they are called, they are designed as “eating machines.”
6. **As** a caterpillar matures, it eventually stops eating and enters the pupa stage.
7. **When** moths fly at a constant angle to the rays of a local light source, they spiral closer and closer to the light.
8. **While** insects such as bees, butterflies, and ladybugs are most active during the day, the insects that attack stored goods typically prefer darkness.
9. **Since** the clothes moth attaches its eggs lightly to fabric, they can be shaken off quite easily.
10. **When** the caterpillar hatches, it begins eating the soft inner parts of the kernel.
11. **When** the caterpillar has completely hollowed out the bean and matured into an adult, it emerges to continue its life cycle and produce offspring.
12. **When** threatened or exposed to light, the casemaker retreats into its “case.”
13. **Since** these caterpillars damage trees by eating most or all of their leaves, they sometimes damage or destroy large sections of forest.
14. **Because** iron is more chemically reactive than copper, the presence of water produces a potential electrical difference between the iron and copper atoms.
15. **As** they dissolve in water, they often double or even triple the rate at which iron loses electrons.
16. **As** moisture collects from early morning dew, exposed iron begins to rust.
17. **As** the moisture dries up, the rusting stops.
18. **Even** though the zinc itself rusts, it does not flake or crumble the way iron does.
19. **Because** zinc is more reactive than iron, the two elements establish a potential difference between the iron and the zinc atoms.

39B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that define *an evil eye*

penurious	avaricious
rapacious	petulant
duplicitous	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The reward of having “a single eye” is that the whole body “shall be full of light.” The consequence of not having “a single eye” is that the whole body “shall be full of darkness.” Because of these consequences it is important that we understand the meaning of the word *single*.

EXTENSION

An accurate definition of the word *single* would be “grasping by faith and with the whole heart God’s direction for our lives.” Singleness involves integrity, focus, and purity. James describes the opposite of singleness—“A double-minded man is unstable in all his ways (James 1:8)”

FURTHER EXTENSION

The runner has a single focus on the finish line. His desire is to win the race, and to that extent he illustrates the definition. However, he may or may not have proper motives for running the race. His motive may be to glorify himself rather than to glorify the Lord. He may also run the race wholeheartedly while violating the rules. Similarly, the we may have a single focus on our jobs, but the attitudes, motives, and methods with which we carry out our jobs will determine whether or not we have “a single eye” in the Biblical sense of the word.

—Adapted from *Wisdom Booklet 39*

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

BASIC LEVEL

- | | |
|-------------|---------------|
| 1. agreeing | 6. approached |
| 2. quickly | 7. exactly |
| 3. released | 8. seriously |
| 4. poured | 9. thoroughly |
| 5. pardoned | 10. analyzed |

EXTENSION

11. replies
12. certified
13. clarified
14. thoroughness

FURTHER EXTENSION OPTIONAL WORDS

- | | |
|-----------------|-------------------|
| 15. objectivity | 17. penurious |
| 16. cooperation | 18. double-minded |

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

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

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

Paragraph Three of Body

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

Day Three

5. Punctuation: Capitalization Rules

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

Day Four

7. Punctuation: Capitalizing References to People

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

39B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that define *an evil eye*

penurious	avaricious
rapacious	petulant
duplicitous	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The reward of having “a single eye” is that the whole body “shall be full of light.” The consequence of not having “a single eye” is that the whole body “shall be full of darkness.” Because of these consequences it is important that we understand the meaning of the word *single*.

EXTENSION

An accurate definition of the word *single* would be “grasping by faith and with the whole heart God’s direction for our lives.” Singleness involves integrity, focus, and purity. James describes the opposite of singleness—“A double-minded man is unstable in all his ways (James 1:8)”

FURTHER EXTENSION

The runner has a single focus on the finish line. His desire is to win the race, and to that extent he illustrates the definition. However, he may or may not have proper motives for running the race. His motive may be to glorify himself rather than to glorify the Lord. He may also run the race wholeheartedly while violating the rules. Similarly, the we may have a single focus on our jobs, but the attitudes, motives, and methods with which we carry out our jobs will determine whether or not we have “a single eye” in the Biblical sense of the word.

—Adapted from *Wisdom Booklet 39*

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

BASIC LEVEL

- | | |
|-------------|---------------|
| 1. agreeing | 6. approached |
| 2. quickly | 7. exactly |
| 3. released | 8. seriously |
| 4. poured | 9. thoroughly |
| 5. pardoned | 10. analyzed |

EXTENSION

11. replies
12. certified
13. clarified
14. thoroughness

FURTHER EXTENSION

15. objectivity
16. cooperation

OPTIONAL WORDS

17. penurious
18. double-minded

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

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs; Adverb Openers)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

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

Paragraph Three of Body

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

5. Punctuation: Capitalization Rules

Day Three

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

7. Punctuation: Capitalizing References to People

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

39B 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 of the paragraphs, highlight the adverbs. In the second paragraph, notice the adverb used as a sentence opener.
3. **EXTENSIONS:** In all paragraphs, highlight the spelling errors, and write their correct spellings above them, if you have not already done so.

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!

A certain **crediter** was alarmed when he heard the news that a man who owed him money had **just** died. The creditor was not concerned for the grief of the widow or the aching loss felt by the **two** sons. **H**e focused on **only** one thought: the money that was owed to him. (**creditor**)

As **quickly** as he could, he left his home and visited the bereaved widow and her two sons. **W**hat he saw in **their** home should have shocked him into compassion, or at least pity. They **were** destitute. **T**here was nothing in **their** house **except** a little pot of oil. **S**eeing no furniture or **valueables** that he could take in payment for the debt, the penurious creditor turned his stingy eyes on the widow's two sons. (**valuables**)

The widow **cried** out in anguish. **S**he knew what he could do **legally** and he confirmed her greatest fears. Unless she paid her husband's debt, he would take her two sons as servants until they paid it **off**. This lack of generosity in giving **to** the poor **is** an example of an "evil eye." (**cried**)

5d. In the sentences provided, correct the capitalization errors.

1. **G**od desires that **H**is people be generous to poor neighbors.
2. **L**aws and statutes were given by **G**od to encourage this generosity.
3. **O**ne such law is contained in **D**euteronomy 15:1–6.
4. **D**uring the reign of **Q**ueen **E**lizabeth, **S**ir **P**hilip **S**idney lay on the field of battle in great pain and a raging fever.
5. **S**ir **P**hilip **S**idney called for a cup of water, and with great difficulty, the water was brought to him.
6. **S**ir **P**hilip **S**idney gave it to wounded soldier who was dying of thirst; he demonstrated the opposite of penuriousness.
7. **B**en-hadad, the king of Syria, marched his huge army to the capital city of **I**srael.
8. **T**housands of **I**sraelites found safety and shelter behind the walls of the city, but soon they faced an even greater threat—starvation.

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

9. **O**ne day the king of Israel was walking along the top of a wall when he overheard two ladies describing how they were going to have to eat their sons.
10. **W**hen the king (in **II Kings** 6:24–30) heard these words, he ripped his clothes in grief.
11. **C**onsider the events when **J**acob’s beloved wife **R**achel was in hard labor; it finally came to the point of death.
12. **I**f **R**achel had destroyed the child to save her own life, the Apostle **P**aul never would have been born because he was a descendant of the child she bore—**B**enjamin.
13. **I**n 1692, **P**enn sailed up the **D**elaware **R**iver and saw his colony for the first time.
14. **L**ater that year, **P**enn made his first treaty with the **I**ndians.
15. **P**enn’s dealings with the **I**ndians were so just that the **I**ndians never attacked the colony.
16. In 1681, king **C**harles **II** granted William **P**enn a great tract of land now known as Pennsylvania.
17. William **P**enn used the land to establish a “holy experiment”; to the Indians he wrote, “I have great love and regard toward you.”
18. **N**ehemiah was able to convince the noblemen to stop their avariciousness because of his generosity.
19. **N**ot only did **N**ehemiah condemn the noblemen and rulers of Jerusalem for enriching themselves at the expense of their brethren, but **G**od also condemns even the motive behind this action in **P**roverbs 28:22.
20. **A**s pioneers traveled west, they enjoyed the fruits of Johnny **A**ppleseed’s ministry.
21. **P**erhaps no **C**hristian in the eighteenth century was attacked, ridiculed, and falsely accused more than **J**ohn Wesley.
22. **A** mob at **W**ednesbury, England, shouted and hurled bottles, stones, and insults during **J**ohn **W**esley’s message.
23. **W**hile preaching at **M**oorsfield, a mob met **J**ohn Wesley, broke down the table on which he stood, accusing and insulting him.
24. **I**t was a cold, gray **S**unday morning in Belfast, Ireland, in 1884.
25. **T**he entire direction of **A**my **C**armichael’s life and her discernment of what was valuable were shaped when she responded to a need as a seventeen-year-old girl.

□ 7d. Complete the following steps:

1. Highlight the words referring to someone that may or may not need to be capitalized (e.g., Mother, Father, Grandma, Grandfather, etc.).
2. Write *correct* on the lines following the sentences that are correctly capitalized (according to this week’s capitalization rules).
3. Write *incorrect* on the lines following the sentences that are incorrectly capitalized.

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

1. My **Father** told us that we should have a single eye. **incorrect**
2. After breakfast, **mother** read Matthew chapter six to us. **incorrect**
3. At church, **pastor smith** preached about the importance of bringing spiritual light to millions of people. **incorrect**

4. My **Dad** asked us to share how we can be more single-minded. [incorrect](#)
5. In school today, **mother** told us that the Bible says we should not be double-minded. [incorrect](#)
6. **aunt tami** told us that penurious means extreme want or poverty. [incorrect](#)
7. Our **father** explained that the very spirit of cooperation is a sense of teamwork in which you willingly sacrifice for the benefit of God's higher purposes. [correct](#)
8. My **mom** told us to read about the evil eye and the single eye. [correct](#)
9. After Bible study, **grandpa don** is coming for a visit. [incorrect](#)
10. Before that, **Dad** wants us to mow the yard. [correct](#)

39B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that define *an evil eye*

penurious	avaricious
rapacious	petulant
duplicitous	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Chapman is an American folk hero whose story is loved by children even today—more than one hundred and fifty years later. This pioneer once owned a home at Pittsburgh Landing, but he gave it to a poor widow with several children. For the next forty years, he sojourned across the sparsely settled parts of Ohio, Indiana, and Illinois.

EXTENSION

As he journeyed across this territory practicing herbal medicine, he gave whatever money he received to the poor. At each cabin and farm he visited, he left a gift that many would enjoy for generations. After digging a little hole in the ground, Mr. Chapman would reach into his old, battered sack and pull out a small, brown seed. Burying it in the hole, he would bow his head and ask God to make it grow.

FURTHER EXTENSION

Thus, the man remembered as Johnny Appleseed sowed seeds of kindness. He planted apple trees across a hundred thousand acres of the Ohio valley before his death in 1845. As pioneers traveled west, they enjoyed the fruits of Johnny Appleseed's ministry, which also greatly benefited the farmlands and economy of northern Ohio.

—Adapted from *Wisdom Booklet 39*

2. Spelling: Sounds of *ea* (Examples: bread, earth, plead)

BASIC LEVEL

- | | |
|--------------|--------------|
| 1. peaceable | 5. breadth |
| 2. heartily | 6. heartfelt |
| 3. release | 7. stealth |
| 4. research | 8. pleasure |

EXTENSION

9. creature
10. measure

FURTHER EXTENSION

11. realistic
12. stealthily

Optional

13. duplicitous
14. avarious
15. rapacious
16. petulant

TT: When *ee* or *ea* are combined with the letter *r*, they usually still make the long *e* sound, but it is somewhat “r-controlled.” *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ear* and *eer* combinations are more “long-vowel” sounds than they are r-controlled. The greatest difficulty students have with the *eer* and *ear* families is confusion of the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination, *beer*.)

Day Two

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

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 two.)

Paragraph Two of Body

Topic of Paragraph 2 _____

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

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Day Three

5. Grammar: Subordinators

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

Day Four

7. Sentence Structure: Subordinate Clause Openers

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

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

39B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that define *an evil eye*

penurious	avaricious
rapacious	petulant
duplicitous	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Chapman is an American folk hero whose story is loved by children even today—more than one hundred and fifty years later. This pioneer once owned a home at Pittsburgh Landing, but he gave it to a poor widow with several children. For the next forty years, he sojourned across the sparsely settled parts of Ohio, Indiana, and Illinois.

EXTENSION

As he journeyed across this territory practicing herbal medicine, he gave whatever money he received to the poor. At each cabin and farm he visited, he left a gift that many would enjoy for generations. After digging a little hole in the ground, Mr. Chapman would reach into his old, battered sack and pull out a small, brown seed. Burying it in the hole, he would bow his head and ask God to make it grow.

FURTHER EXTENSION

Thus, the man remembered as Johnny Appleseed sowed seeds of kindness. He planted apple trees across a hundred thousand acres of the Ohio valley before his death in 1845. As pioneers traveled west, they enjoyed the fruits of Johnny Appleseed's ministry, which also greatly benefited the farmlands and economy of northern Ohio.

—Adapted from *Wisdom Booklet 39*

2. Spelling: Sounds of *ea* (Examples: bread, earth, plead)

BASIC LEVEL

- | | |
|--------------|--------------|
| 1. peaceable | 5. breadth |
| 2. heartily | 6. heartfelt |
| 3. release | 7. stealth |
| 4. research | 8. pleasure |

EXTENSION

9. creature
10. measure

FURTHER EXTENSION

11. realistic
12. stealthily

Optional

13. duplicitous
14. avarious
15. rapacious
16. petulant

TT: When *ee* or *ea* are combined with the letter *r*, they usually still make the long *e* sound, but it is somewhat “r-controlled.” *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ear* and *eer* combinations are more “long-vowel” sounds than they are r-controlled. The greatest difficulty students have with the *eer* and *ear* families is confusion of the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination, *beer*.)

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

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 two.)

Paragraph Two of Body

Topic of Paragraph 2 _____

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

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

5. Grammar: Subordinators

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

Day Three

7. Sentence Structure: Subordinate Clause Openers

8. FURTHER EXTENSION:

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

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

39B Week 2 Answer Keys

3. Complete the following steps:

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

Then, as before on the street in Belfast, the **Lord** used the familiar words of **Scripture** to grip **Amy's** heart. The chairman of the meeting **began** the closing prayer with words from **Jude** 24: "O **Lord**, we know that Thou art able **to** keep us from falling." The words blazed **their** way into **Amy's**' soul as if they **were** on fire. They kept on burning even as **Amy** and her friends left the building and went to a restaurant for lunch. Someone commented on how bad the food **was**, but **Amy's** only thought was that it doesn't matter about mutton chops when the **Lord** is able to keep us from falling.

That day marked the beginning of a new level of self-denial in **Amy Carmichael's** life. Upon **Amy's**' return to Ireland, her mother took her shopping. Now that the long period of **mourning** for her father was over, her mother said that it was time to buy some pretty dresses, including an evening gown for parties.

As they **sat** waiting for the clerk in the first shop **to** bring out the goods **to** show them, **Amy** realized that she could no longer wear those kinds of clothes or participate in those kinds of **activities**. Since she had not shared with her mother what had happened in Glasgow, Mrs. Carmichael was very surprised when **Amy** told her what she had decided about the dresses. With great embarrassment, Mrs. Carmichael apologetically told the shopkeeper they would not need **anything** after all, and they quickly left the store. The young lady who had always been fond of beautiful things **was** beginning **to** see what it **meant** to be dead **to** the world. (**activities, embarrassment, meant**)

7d. In the sentences provided, finish the sentences by adding either subordinate clauses or a complete sentence wherever the blanks indicate.

Note: Be sure to place a comma following each subordinate clause opener you write.

Example: **If we are gentle**, we will show the character of Christ.

Answers will vary.

39B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that define *an evil eye*

penurious	avaricious
rapacious	petulant
duplicitous	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

It was a rainy, gray Sunday morning in 1884 in Belfast, Ireland. The Carmichael family was walking home from church. Seventeen-year-old Amy was probably the first to notice the old woman coming down the street toward them. Dressed in filthy, tattered rags, the woman was struggling to carry a heavy bundle.

EXTENSION

Amy and two of her brothers felt compassion for the lady, and they turned around to walk with her. One of them took the woman's burden as the others helped her along by the arms. Years later, this event still had a lasting effect upon Amy. She remembered how embarrassed she felt as all the other respectable churchgoers stared at them.

FURTHER EXTENSION

As they plodded along with the wind in their faces, Amy seemed to hear a voice speaking to her, saying, “. . . Gold, silver, precious stones, wood, hay, stubble; Every man's work shall be made manifest . . .” (1 Corinthians 3:12–13). She turned to see who had spoken, but she saw only the muddy street and the perplexed looks of those who were watching them help the old woman. It was a decisive moment. Something had happened that altered Amy's values. “Nothing could ever matter again but the things that were eternal,” Amy later wrote.

—*Wisdom Booklet 39*

2. Spelling: Spellings for the *shun* and *chun* Sounds at the End of Words (Examples: ascension, vacation)

BASIC LEVEL

- | | |
|--------------|---------------|
| 1. objection | 5. portion |
| 2. emotion | 6. decision |
| 3. infection | 7. oppression |
| 4. condition | 8. invention |

EXTENSION

- 9. compassion
- 10. attention

FURTHER EXTENSION

- 11. cooperation
- 12. limitation

Optional

- 13. stingy
- 14. miserly
- 15. liberal
- 16. generosity

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

TT: Students will need to memorize the words that include these sounds: *tian*, *tion*, *teous*, and *tious*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clause Openers)

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

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

FURTHER EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____
8 Sentences

Day Three

5. Structural Analysis: Effect/Affect

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

Day Four

7. Grammar: Coordinating Conjunctions

8. Sentence Structure/Punctuation: Comma Usage with Coordinating Conjunctions

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

39B Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that define *an evil eye*

penurious	avaricious
rapacious	petulant
duplicitous	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

It was a rainy, gray Sunday morning in 1884 in Belfast, Ireland. The Carmichael family was walking home from church. Seventeen-year-old Amy was probably the first to notice the old woman coming down the street toward them. Dressed in filthy, tattered rags, the woman was struggling to carry a heavy bundle.

EXTENSION

Amy and two of her brothers felt compassion for the lady, and they turned around to walk with her. One of them took the woman's burden as the others helped her along by the arms. Years later, this event still had a lasting effect upon Amy. She remembered how embarrassed she felt as all the other respectable churchgoers stared at them.

FURTHER EXTENSION

As they plodded along with the wind in their faces, Amy seemed to hear a voice speaking to her, saying, “. . .Gold, silver, precious stones, wood, hay, stubble; Every man's work shall be made manifest . . .” (1 Corinthians 3:12–13). She turned to see who had spoken, but she saw only the muddy street and the perplexed looks of those who were watching them help the old woman. It was a decisive moment. Something had happened that altered Amy's values. “Nothing could ever matter again but the things that were eternal,” Amy later wrote.

—*Wisdom Booklet 39*

2. Spelling: Spellings for the *shun* and *chun* Sounds at the End of Words (Examples: ascension, vacation)

BASIC LEVEL

- | | |
|--------------|---------------|
| 1. objection | 5. portion |
| 2. emotion | 6. decision |
| 3. infection | 7. oppression |
| 4. condition | 8. invention |

EXTENSION

9. compassion
10. attention

FURTHER EXTENSION

11. cooperation
12. limitation

Optional

13. stingy
14. miserly
15. liberal
16. generosity

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

TT: Students will need to memorize the words that include these sounds: *tian*, *tion*, *teous*, and *tious*.

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clause Openers)

Day Two

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

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

FURTHER EXTENSION: Paragraph Five of Body

Topic of Paragraph 5 _____
8 Sentences

5. Structural Analysis: Effect/Affect

Day Three

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

7. Grammar: Coordinating Conjunctions

8. Sentence Structure/Punctuation: Comma Usage with Coordinating Conjunctions

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

39B Week 3 Answer Keys

❑ 3. Complete the following steps:

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

In the case of the building for the mill girls, **God's** affirmative reply **was** not very long in coming. One day **Amy's** mother asked her to go calling with her. Amy hated making those formal visits to stuffy drawing rooms sipping tea and talking about things that did not really matter. However, in deference to her mother, **Amy** agreed to go. Several of the people they went **to see were** out, so they finally ended up visiting with some friends of **Mrs. Carmichael** who were very committed Christians. **Since they had heard about Amy's work**, they asked her many questions. She talked about the building but not the need for funds.

The friends said they **knew** a woman who might be interested in donating to such a worthwhile ministry. **Until she was invited to lunch a few days later by this woman**, Amy did not think much more about it. **The** woman's name was **Kate Mitchell**. **Miss Mitchell** wanted to know all about the shawlies, and **Amy** gladly answered her questions. Then a few days later, a note came from **Miss Mitchell** saying that she wanted to donate the entire amount for the new building.

Now Amy faced the problem of where to **locate** the building. To be most effective it needed to be placed in the factory district close **to** where the girls worked and lived, but land prices was very high in that part of the city. So they prayed again. Someone suggested that **Amy** should go to the owner of the larger mill to find out how much he would charge for a **piece** of land. **Though Amy felt shy and intimidated talking to this important man in his office**, **God** had prepared the way. **The** owner immediately said they could have the lot they wanted for a ridiculously low rent—the equivalent of about a dollar a year. Within a few months, the building was completed.

❑ 7c. In the sentences provided, highlight all of the coordinating conjunctions.

1. In Manchester Amy began a similar work with factory girls **and** would likely have continued in it for many years except that poor health forced her to give it up.
2. The elderly widower, Mr. Robert Wilson, was especially fond of Amy, **for** his only daughter had died when she was just Amy's age.
3. Mr. Wilson began to treat Amy more **and** more like his own daughter.

4. Living in Mr. Wilson’s home was not just a job in which she served as housekeeper **and** companion, **or** merely a ministry in which she took care of an old man, **for** Amy actually regarded him as her “second father.”
5. Amy had assumed she would stay on at Broughton Grange until Mr. Wilson died, **but** a snowy Wednesday evening in January of 1892 changed all that.
6. The two who would miss Amy the most, Mr. Wilson **and** Mrs. Carmichael, were the most supportive of her desire to answer the Lord’s call, **but** many others, including Mr. Wilson’s relatives, Amy’s aunts, **and** even some of the Keswick leaders were not as understanding.
7. She began to realize this opposition was part of dying to self, **for** this is what she wrote in one of her frequent letters to her mother.
8. “I never knew what it meant before—dead to all one’s natural earthly plans **and** hopes, dead to all voices, however dear, that would deafen our ear to His—alive unto God,” she wrote.
9. In July of 1892, Amy accompanied Mr. Wilson to the annual Keswick convention, **and** she was chosen by the missions committee to be the first Keswick missionary sent abroad.
10. Within a few days she had completed her shopping **and** packing **and** was all ready to go, **but** the China Inland Mission doctor determined that Amy’s health was not good enough for her to go to China.
11. As January of 1893 came **and** with it the anniversary of her call to missions, Amy began to think Japan was the field God had in mind for her.
12. The sacrifice did not seem small that day as the ship pulled slowly away from the dock, **and** her mother **and** Mr. Wilson faded into the distance.
13. The voyage took several weeks, **but** Amy did not give in to the temptation to relax **and** play games on shipboard, **for** she had asked the Lord to give her opportunities to witness to crew members **and** other passengers.
14. In spite of being quite seasick, Amy also led a Bible study below the deck each morning **and** helped with the Sunday services.

8C. In the sentences provided, complete the following steps:

1. Highlight all of the coordinating conjunctions.
2. Insert commas where needed, according to the rules you learned this week.
3. **EXTENSIONS:** If no comma is needed, write the reason that no comma is needed on the lines following each sentence.

Example: These leaves stop a wound from bleeding when they are crushed **and** placed on it because they contain vasoconstrictors. (**Incomplete sentence after and**)

1. The voyage took several weeks, **but** Amy did not relax **and** play games aboard the ship. (**Incomplete sentence after and**)
2. She asked the Lord to give her opportunities to witness to crew members **and** other passengers, **and** it was not long until the captain himself had come to Christ. (**Incomplete sentence after first and**)

3. Amy also led a Bible study below the deck each morning, **and** she helped with Sunday services.
4. After only a short stay, Amy embarked for Shimonoseki, Japan, **but** her ship arrived just as a typhoon was leaving.
5. A missionary was supposed to have met her, **but** as she sat there with all her baggage in the midst of the pouring rain, there was not a European face to be seen among the crowd of shouting, waving Japanese.
6. The people were friendly enough **but** no one could understand a word she said, **nor** could she understand anything they were trying to tell her.
7. The Lord did not let her down, **for** after a while someone came **and** got her.
(Incomplete sentence after and)
8. She bounced along the narrow streets in a rickshaw, **and** she was deposited on the doorstep of an American businessman.
9. The man directed her to the home of two American missionary ladies **and** she was able to stay for a few days until the lady sent to meet her arrived.
10. One of the first indications of the depth of her love for the people of Japan was her willingness to adopt their ways, **for** her first step was to start wearing Japanese clothes on Sunday.
11. The loneliness was not intolerable at first, **but** as she looked ahead to years of solitary service, she began to fear.
12. The language was another challenge, **but** she never let her lack of fluency keep her from doing all she could do to share the Good News.
13. Amy felt a special concern for the Japanese factory girls, **but** when she went into the slums to talk to them, she was pelted with stones **and** mocked by loudmouthed youth. *(Incomplete sentence after and)*

39B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that define *an evil eye*

penurious	avaricious
rapacious	petulant
duplicitous	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Zoologists classify animals in three groups, or classifications, according to whether they walk in the light, walk in the darkness, or walk in the twilight (where the light meets the darkness). Since the name *diurnal* comes from the Latin word *diurnus*, meaning “of the day, *diurnal* animals are those that walk in the light. Those that walk in the light usually wake at dawn and remain active until dusk.

EXTENSION

Animals that walk in darkness are referred to as *nocturnal*. The term *nocturnal* also comes from Latin. It comes from the word *nocturnus*, meaning “of the night.” Nocturnal animals awaken after the sun goes down and remain active until the sun rises.

FURTHER EXTENSION

Finally, the third group of animals are those that walk in the twilight between light and darkness. These creatures are called crepuscular. Crepuscular is a form of the Latin word *crepusculum*, meaning “twilight.” Surprisingly, crepuscular animals attempt to take advantage of both worlds. They have peak periods of activity at both dawn and dusk, but remain inactive during the brightest hours of the day and the darkest hours of the night.

—*Wisdom Booklet 39*

2. Spelling: Ng Sounds (Examples: sing, rung)

BASIC LEVEL

- | | |
|----------------|----------------|
| 1. cleansing | 5. forgiving |
| 2. binding | 6. relenting |
| 3. functioning | 7. objecting |
| 4. releasing | 8. researching |

EXTENSION

9. approaching
10. analyzing

FURTHER EXTENSION

11. cooperating
12. certifying
13. clarifying
14. sympathizing

Optional

15. deceptive
16. covetous
17. ravenous
18. grasp

TT: *Ng* following a vowel sometimes makes the vowel sound slightly different than it would sound without the *ng*.

Day Two

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

4. Grammar/Sentence Structure:
Introductory Material

Day Three

5. Composition: Edit and Revise

Day Four

6. Grammar: Appositives

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Story

Extra Practice (Optional)

39B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that define *an evil eye*

penurious	avaricious
rapacious	petulant
duplicitous	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Zoologists classify animals in three groups, or classifications, according to whether they walk in the light, walk in the darkness, or walk in the twilight (where the light meets the darkness). Since the name *diurnal* comes from the Latin word *diurnus*, meaning “of the day,” *diurnal* animals are those that walk in the light. Those that walk in the light usually wake at dawn and remain active until dusk.

EXTENSION

Animals that walk in darkness are referred to as *nocturnal*. The term *nocturnal* also comes from Latin. It comes from the word *nocturnus*, meaning “of the night.” Nocturnal animals awaken after the sun goes down and remain active until the sun rises.

FURTHER EXTENSION

Finally, the third group of animals are those that walk in the twilight between light and darkness. These creatures are called crepuscular. Crepuscular is a form of the Latin word *crepusculum*, meaning “twilight.” Surprisingly, crepuscular animals attempt to take advantage of both worlds. They have peak periods of activity at both dawn and dusk, but remain inactive during the brightest hours of the day and the darkest hours of the night.

—*Wisdom Booklet 39*

2. Spelling: Ng Sounds (Examples: sing, rung)

BASIC LEVEL

- | | |
|----------------|----------------|
| 1. cleansing | 5. forgiving |
| 2. binding | 6. relenting |
| 3. functioning | 7. objecting |
| 4. releasing | 8. researching |

EXTENSION

9. approaching
10. analyzing

FURTHER EXTENSION

11. cooperating
12. certifying
13. clarifying
14. sympathizing

Optional

15. deceptive
16. covetous
17. ravenous
18. grasp

TT: *Ng* following a vowel sometimes makes the vowel sound slightly different than it would sound without the *ng*.

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Coordinating Conjunctions)
4. **Grammar/Sentence Structure:**
Introductory Material

Day Three

5. **Composition:** Edit and Revise
6. **Grammar:** Appositives

Day Four

7. **Spelling:** Spelling Test
8. **Dictation:** Dictation Quiz
9. **Composition:** Final Copy Original Story
- Extra Practice (Optional)

39B Week 4 Answer Keys

□ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In any of the paragraphs, highlight all of the coordinating conjunctions.

3. In the paragraph(s) that you corrected, highlight any commas that you inserted just before the coordinating conjunctions. Read the sentences joined by the coordinating conjunction, and be sure each sentence is complete before placing a comma before the coordinating conjunctions.

Most nocturnal animals **have** oversized eyes that are lined with light-sensitive nerve endings called rods. **Many have** so many rods that **there is** no room for color-sensitive nerves called cones. While an abundance of rods allow animals of the night to see in almost total darkness, but very few can see the colors that the light of day reveals.

However, because the eyes of a nocturnal **or** crepuscular animal **are** so sensitive to light, their retinas, or optic nerves, may literally burn out if exposed to direct sunlight. In most instances blindness are only temporary, **but** in some instances light may cause permanent damage to the eyes.

To protect **their** eyes from the light of day, nocturnal animals **are** equipped with pupils in the shape of slits rather **than** circles. Cats are perhaps the **most** common examples of animals with slit pupils. In darkness, the slits open wide to let in as much **light** as possible. However, in bright light they shrink to thin openings that block out light.

□ 4d. In the sentences provided, highlight all of the introductory material.

1. **In the dark of night**, the slits of a gecko's eye widen, but during the day they close so completely that only a few tiny holes allow light to enter.

2. **Even though their eyes remain open**, geckos and cats effectively block out the light of day.

3. **However**, a number of species have dark "veils," which they can draw over the retinas of their eyes during the day.

4. **Because the lower surface of the snake's body comes into direct contact with the heated ground**, it cannot stand exposure to direct sunlight for more than a few minutes.

5. **Instead**, they hide under rocks or in underground burrows during the day.

6. **If they are disturbed**, they flee in search of darkness.

7. **If the puda (a South American deer) is exposed to sunlight without access to a shelter**, it has been known to die within three hours.

8. **When the kinkajou and common mouse are suddenly exposed to light** , they seek cover first before even considering if danger is present.
9. **Because light reveals the presence of nocturnal animals** , they must hide or suffer the consequences.
10. **Because many of the animals that walk in darkness are nearly blind** , they rely more on their feelings than their sight.
11. **When a weasel is accidentally blinded** , it continues to hunt without handicap since it has such well-developed olfactory organs.
12. **When the colorful spots of guppies are exposed to light** , the spots darken.
13. **When salamanders are exposed to the light of day** , these cave dwellers begin to produce pigment that colors their skin.
14. **When some animals are not exposed to light** , they do not mature into adults.
15. **While other salamanders undergo metamorphosis (converting their external gills into internal lungs)** , the lack of light in its underground surroundings prevents the olm from maturing.
16. **Although the olms' young are born with eyes** , living in perpetual darkness quickly causes their eyes to atrophy into useless stumps.
17. **When olms are exposed to light** , their young mature fully and have eyes that see.
18. **Since these biological clocks work on close to a twenty-four-hour cycle** , scientists call their effects circadian rhythm.
19. **If a mouse is deprived of any clues revealing the true light of day** , it is unable to reset its biological clock.
20. **As time goes by** , its clock gradually adopts a cycle of about twenty-five and a half hours instead of a twenty-four-hour day.

□ 6d. In the sentences provided, highlight the appositives.

1. An eye that is “single” is one that sees from God’s perspective, **the heavenly view** , without being influenced by its own nature of the circumstances of the world.
2. An “evil eye” is one that imposes its own nature, **or characteristics** , on the light it receives, distorting its color, direction, and intensity.
3. Light does not “pass through,” **or enter** , glass windows.
4. Glass is transparent, **completely clear** , only because it faithfully transmits the light it receives.
5. Visible light, **that which is seen** , is only a small portion of a broader form of energy called electromagnetic radiation.
6. These waves, **electrical and magnetic** , travel through a vacuum at exactly the same speed, regardless of their wavelength or frequency.
7. The French developed magnificent glassworks, **stupendous products** , in the 1600s in order to break up Italy’s monopoly on high-quality glass.
8. The glass of that era, **that time period** , is still regarded as some of the best ever made.
9. Impurities, **such as iron** , absorb all but green or brown wavelengths.
10. As glass cools, its structure, **that is, its form** , is not altered, but its density is changed.

40B Week 1 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words that *indicate* *divided allegiance*

ambition	opulence
indebtedness	extravagance
prestige	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A young man arrived on the scene just in time to assist a young lady in distress. Not only was the young lady impressed, but so was her father. He offered the young man a job and also the hand of his daughter.

EXTENSION

As a son-in-law, this young man demonstrated a tremendous amount of personal ambition. It was not long, before the father-in-law accused him of manipulating and conspiring to cheat him. Arguments erupted and tempers flared. New agreements were made, but the conniving son-in-law always came out ahead. At length, the inevitable happened. The son-in-law despised the father-in-law, and turned his full attention to advancing himself.

FURTHER EXTENSION

If an ambitious person has an opportunity to increase his own riches or fame while working for another, he will find it difficult to give his whole heart to his employer because he is now serving two masters. This was true in the case of this young man who worked for his father-in-law.

—Adapted from *Wisdom Booklet 40*

2. Spelling: Short Vowels + ll, ss, ff, or zz (Examples: hill, miss, stiff, fizz)

BASIC LEVEL

- | | |
|-------------|--------------|
| 1. wellness | 5. willful |
| 2. massive | 6. millstone |
| 3. offense | 7. pizzazz |
| 4. stiffen | 8. illness |

EXTENSION

- fussiness
- colossal
- hissing

FURTHER EXTENSION

- wallpaper
- pulley
- willingness
- massacre
- frazzled

OPTIONAL

- ambition
- debt
- ambitious
- indebted

TT: Most students do not realize that words rarely end in only one *z*, *s*, *l*, or *f*. When any of these letters are the final letter in a word, it is almost always doubled. The exception to this rule is when a word ends in *s* and the *s* says *z* (e.g., *as*, *has*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Introductory Material)

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 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

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

Day Three

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

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

Day Four

7. Grammar: Direct Objects

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

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

40B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that *indicate divided allegiance*

ambition	opulence
indebtedness	extravagance
prestige	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A young man arrived on the scene just in time to assist a young lady in distress. Not only was the young lady impressed, but so was her father. He offered the young man a job and also the hand of his daughter.

EXTENSION

As a son-in-law, this young man demonstrated a tremendous amount of personal ambition. It was not long, before the father-in-law accused him of manipulating and conspiring to cheat him. Arguments erupted and tempers flared. New agreements were made, but the conniving son-in-law always came out ahead. At length, the inevitable happened. The son-in-law despised the father-in-law, and turned his full attention to advancing himself.

FURTHER EXTENSION

If an ambitious person has an opportunity to increase his own riches or fame while working for another, he will find it difficult to give his whole heart to his employer because he is now serving two masters. This was true in the case of this young man who worked for his father-in-law.

—Adapted from *Wisdom Booklet 40*

2. Spelling: Short Vowels + ll, ss, ff, or zz (Examples: hill, miss, stiff, fizz)

BASIC LEVEL

- | | |
|-------------|--------------|
| 1. wellness | 5. willful |
| 2. massive | 6. millstone |
| 3. offense | 7. pizzazz |
| 4. stiffen | 8. illness |

EXTENSION

- fussiness
- colossal
- hissing

FURTHER EXTENSION

- wallpaper
- pulley
- willingness
- massacre
- frazzled

OPTIONAL

- ambition
- debt
- ambitious
- indebted

TT: Most students do not realize that words rarely end in only one *z*, *s*, *l*, or *f*. When any of these letters are the final letter in a word, it is almost always doubled. The exception to this rule is when a word ends in *s* and the *s* says *z* (e.g., *as*, *has*).

3. Editor Duty: Correct Given Paragraph(s)

(Introductory Material)

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 _____
6 Sentences

EXTENSIONS: Paragraph Three of Body

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

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

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

Day Three

7. Grammar: Direct Objects

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

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

40B 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 of the paragraphs, highlight three sentence openers, and place commas following them if you have not already done so.

3. **EXTENSIONS:** Highlight all of the misspelled words in the last paragraph, and write their correct spellings above them if you have not already done so.

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!

Because indebtedness is bondage and servitude, a person must have strong motivation to enter into it voluntarily. **For some,** that motivation is impatience. **This** impatience leads to indebtedness. **The** indebtedness that is voluntarily initiated by a person who is trying to reach his own goals is usually just the tip of the iceberg.

Years ago, a man came to this country with hopes of making a better life for himself and his family, but he was not able **to** find a job. **So** he constructed pockets on the inside of a coat, and with the little money he had, he bought a variety of pens, pencils, rulers, erasers, and other office supplies. These he displayed on the inside of his coat. He went from office to office in his city, opened up his coat, and asked if the people in the offices needed any supplies. **He** was both pleasant and enthusiastic, and his customers enjoyed his visits. **With the profit of his sales,** he bought food and more supplies. He never borrowed money. **Today,** he is a multimillionaire, running several businesses with ample cash for necessary purchases.

In contrast to this example, there are **inpatient businessmen** who want everything now. They forget that the time of **building** up reserves serves the vital purpose of **accruately** assessing customers' needs and confirming the value of the product or service they *are* offering. (**impatient, businessmen, building, accurately**)

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

BASIC LEVEL: Highlight all of the verbs.

EXTENSIONS: Label each type of verb.

1. **ACT** for action verbs

2. **INF** for infinitives

3. **BHL** for Be, a Helper, Link verbs

Note: Do not highlight the word *not*—this is an adverb.

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.

- BHL ACT INF
- Example:** *Appetite* **is defined** as “the wholesome longing **to meet** a God-given need.”
- BHL BHL ACT
1. It **was** a somber occasion in Israel when the nation **was gathered** together and
ACT
 God’s appointed leader **stood** before them.
 2. The leader, under God’s instruction, **reviewed** the supernatural events that **had**
ACT BHL
brought the people into this land **filled** with rich resources.
 3. When Peter **asked** Jesus how many times he **was obligated to forgive** a person
ACT ACT
 who **sinned** against him, Jesus **told** a parable.
 4. A king **had** a servant who **owed** him a great debt.
 5. When **threatened** with imprisonment, the servant **cried** out for mercy, and the
BHL ACT
 king **had** compassion on him and **forgave** the debt.
 6. However, the same servant **went** away and **refused to forgive** the small debt of
ACT ACT INF
 a fellow servant.
 7. When the king **heard** what happened, he **rebuked** and **punished** the wicked
ACT ACT
 servant.
 8. The Latin word for *prestige* **refers** to “a juggler **doing** his tricks.”
BHL ACT INF
 9. A person **may convey** a false image in order **to gain** the praise of men.
BHL BHL ACT
 10. *Opulence* **is having** and **displaying** great wealth.
BHL BHL ACT
 11. When wealth **is** the by-product of personal ambition, it **is** often **tainted** with
 the cries of poorly paid laborers.

ACT

BHLBHL

12. An ambitious king **desired** the prestige he **felt** **was** appropriate to his royal position.

ACT

13. He **gathered** all his lords and noblemen to his palace, and there, with a display of

ACT

extravagance, he **held** on a great feast.

ACT INF

14. Then the king **decided** **to go** beyond the limits of his own provisions.

ACT

BHL BHL ACT

15. He **called** for the gold and silver vessels that **had** **been** **captured** from the Temple in Jerusalem.

BHL ACT

ACT

16. These vessels **were** **brought** to him, and he **poured** the wine into them

ACT

and **drank**.

BHL ACT

17. In the very expression of his extravagance, he **was** **startled** by handwriting on the wall.

BHL

BHL ACT

18. It **was** a message from God to a king who **had** **exceeded** the boundaries and

ACT

squandered his kingdom.

BHL ACT

19. That very night Belshazzar **was** **killed**.

ACT

BHL ACT

20. Since all our resources **belong** to God, any extravagance **is** **squandering** God's property.

ACT

ACT

21. This **makes** us guilty of the very act for which God **judged** King Belshazzar.

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

1. Isolate the prepositional phrases by placing parentheses around them.
(Remember: The direct object is *not* in a prepositional phrase.)
2. Highlight the verbs.
3. Highlight the direct objects in another color (some sentences contain more than one).

Note: Do not isolate "to + verb" as a prepositional phrase. It is an infinitive and should be highlighted as a verb.

Example: The word *philosophy* comes, (in part), (from a Greek word) that **means “love.”**

1. We **must give an account** (of every deed and word.)
2. Can you **give** an accurate **account** (of last year’s spending?)
3. How **did** you **spend** every **dollar** (in the last year?)
4. When an extravagant person **is given a menu** (at a restaurant), he **will decide** what **entrée** he **wants** and then **look** (at the price.)
5. **Are** you **paying interest** (on items) that you **purchased** (beyond your means?)
6. When you **come** (to the end) (of your day), **are** you **satisfied** that you **made the best use** (of your time?)
7. The ambitious king **desired the prestige** he **felt was** appropriate.
8. He **gathered** all his **lords** and **noblemen** (to his palace.)
9. There he **hosted a great feast**.
10. He **possessed** loving **parents, health, strength, intelligence, talent, a handsome appearance, and great wealth**.
11. When he **chose to serve God** rather than money, his decisions **created a sensation** (in the news media.)
12. It also **motivated thousands to follow** his **Savior**.

8b. In the paragraph provided, complete the following steps:

Opening sentence: Highlight the opening sentence.

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

Contains 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 that number on the line provided.

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

I

If you were to ask the average believer if he is trying to serve God and mammon, he would probably deny it. Yet a vast number of believers are actually trying to serve two masters. They do this in many ways, such as becoming overwhelmed by debt in order to have what they want immediately, buying expensive things in order to show opulence, and more. **Truly, God desires for us to serve Him—and not money.**

Topic: Serving God and mammon Number of Sentences: 4

40B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *divided allegiance*

ambition opulence
indebtedness extravagance
prestige

1. Copying, Vocabulary, and Comprehension

BASIC

What held the rich young ruler back from following Christ? It was not a lack of outward humility: he got down on his knees to ask advice of the Lord. Nor was it a deficiency of outward morality, because he had kept most of God's laws from his youth. The problem was not what held him back, but rather what he held back. The rich young ruler had great possessions, and he assumed he could serve God and money.

EXTENSION

Jesus confronted him with the fact that he had to make a choice. The ruler chose "mammon" when he turned his back on true riches and eternal life. We can only speculate on how different his life might have been if he had chosen to serve God rather than money.

FURTHER EXTENSION

Nineteen centuries later, there lived another rich young man. The same decision lay before him, but he made the opposite choice. Today William Borden is enjoying eternal treasures that the rich young ruler could have had. These riches increase as the powerful message of William Borden's life continues to be told.

—Adapted from *Wisdom Booklet 40*

2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Examples: af/ter, ad/vice)

BASIC LEVEL

- suddenly
- scrambling
- logistics
- building
- constructing
- staggered
- language
- mountain
- quarry
- written

EXTENSION

- mortar
- arrived

FURTHER EXTENSION

- occupy
- including

OPTIONAL

- prestige
- prestigious

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Verbs; Direct Objects)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

(You may plan to leave the semicolon in sentence two or divide it into two different sentences.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

Day Three

5. Structural Analysis: Lie/Lay

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

Day Four

7. Grammar: Double Negatives

8. EXTENSIONS:

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

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

40B Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that are clues that one may be trying to serve two masters

Ambition	Opulence
Indebtedness	Extravagance
Prestige	

1. Copying, Vocabulary, and Comprehension

BASIC

What held the rich young ruler back from following Christ? It was not a lack of outward humility: he got down on his knees to ask advice of the Lord. Nor was it a deficiency of outward morality, because he had kept most of God's laws from his youth. The problem was not what held him back, but rather what he held back. The rich young ruler had great possessions, and he assumed he could serve God and money.

EXTENSION

Jesus confronted him with the fact that he had to make a choice. The ruler chose "mammon" when he turned his back on true riches and eternal life. We can only speculate on how different his life might have been if he had chosen to serve God rather than money.

FURTHER EXTENSION

Nineteen centuries later, there lived another rich young man. The same decision lay before him, but he made the opposite choice. Today William Borden is enjoying eternal treasures that the rich young ruler could have had. These riches increase as the powerful message of William Borden's life continues to be told.

—Adapted from *Wisdom Booklet 40*

2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Examples: af/ter, ad/vice)

BASIC LEVEL

- | | |
|-----------------|--------------|
| 1. suddenly | 6. staggered |
| 2. scrambling | 7. language |
| 3. logistics | 8. mountain |
| 4. building | 9. quarry |
| 5. constructing | 10. written |

EXTENSION

- 11. mortar
- 12. arrived

FURTHER EXTENSION

- 13. occupy
- 14. including

OPTIONAL

- 15. prestige
- 16. prestigious

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

3. Editor Duty: Correct Given Paragraph(s)

(Verbs; Direct Objects)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

(You may plan to leave the semicolon in sentence two or divide it into two different sentences.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

5. Structural Analysis: Lie/Lay

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

Day Three

7. Grammar: Double Negatives

8. EXTENSIONS:

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

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

40B Week 2 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight all of the verbs (action, BHL, and infinitives).

3. In all paragraphs, highlight the direct objects.

One Sunday **Bill went** to the afternoon service **to hear Dr. Torrey** who **had been** his pastor at **Moody Memorial Church** when **Bill was** a boy. **He finally understood** the full **meaning** of **being** “born again.” He **returned** to the meeting that evening, and when **Dr. Torrey invited those** who **had** never publicly **surrendered all** to Christ **to stand**, **Bill stood**. That commitment **was** the beginning of **Bill’s** transformation from a young man who merely **believed** in Christ to one **whose** life purpose **was to serve God** rather **than** money.

After the service **Dr. Torrey** spoke to those who had made **decisions** **He listed five things** they should do in order to succeed in living the **Christian life**. **Bill realized** that he was doing the first four **things** concerning praying, reading **the Word**, looking at Jesus, and **confessing Jesus** everywhere, but he quickly discovered that he was not doing the **fifth one**, which was to go to work. He decided to begin doing **that one too**.

It was no **easier** for **Bill Borden to witness than** for other young men his age, especially since he was rather shy. However, he learned to be **an** obedient servant, **True** to his word, **Bill went** to work for the **Lord** the very next Sunday by counseling an **unsaved man** until eleven o’clock at night.

7d. In the sentences provided, highlight the negative words.

Example: We should **not** adopt the philosophies of this world.

1. I have so much of everything in this life, and there are so many millions who have **nothing** and live in darkness.
2. Bill saw clearly that he could **not** serve both God and money.
3. The children were **not** to read what they had written on the paper to the others.
4. Bill had **not** written anything about what he wanted to have when he grew up; instead, he wrote that he wanted to be an honest, true, loving, kind, and faithful man.
5. Mrs. Borden’s decision to **not** focus on worldly things but instead focus on eternal things played a significant part in young Bill’s decision to serve the Lord.

6. Is it **not** time that you were thinking about communion yourself, William?
7. Mrs. Borden was **not** sure if Bill was mature enough to make eternal decisions, but her pastor, Dr. R.A. Torrey, assured her that his understanding of the Gospel was clear.
8. Bill was **not** moved by youthful lusts, but instead he began developing Christian disciplines into his life.
9. **No** matter how late he got to bed or how tired he was, he spent a few minutes in God's Word at the end of every day.
10. At boarding school, Dr. Miegs lived and challenged his boys to live a faith that was **not** artificial or piousness, but rather a deep and manly and straightforward choice of Christ as pattern.
11. The headmaster said, "He must realize that the test of his religious life is what he is and what he does when he is **not** on his knees in prayer, **not** reading his Bible, **not** listening to great preachers, and **not** participating in religious meetings."
12. He continued, "Although I have **never** thought very seriously about being a missionary until lately, I was somewhat interested in that line."
13. "I **can't** explain what my views were, but I met such pleasant young people on the steamer who were going out as missionaries, and meeting them influenced me."

40B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that *indicate divided allegiance*

ambition	opulence
indebtedness	extravagance
prestige	

1. Copying, Vocabulary, and Comprehension

BASIC

A magnet either attracts or repels. The mystery of the magnet lies in the invisible magnetic field that surrounds it. While the field itself cannot be seen or felt by human eyes or hands, it is very real. If you sprinkle iron filings onto a sheet of paper and set the paper on a bar magnet, you can see the effects of the field.

EXTENSION

The power of the field forces the iron filings to arrange themselves in distinct lines. Scientists call these arrangements *lines of force*. The direction of the lines shows the direction of the magnetic force, and the density of the lines reveals the magnet's strength. Adjoining close lines together indicate the presence of a greater magnetic force, while lines farther apart display magnetic weakness.

FURTHER EXTENSION

Beginning at one end of the bar, the lines of force make a smooth sweeping loop toward the other end of the bar. Notice that the concentration of iron filings is greatest at the ends and weakest near the middle of the magnet. The strongest parts of the magnet are referred to as its *poles*.

—Adapted from *Wisdom Booklet 40*

2. Spelling: Vowel Diphthongs (Examples: toil, toy)

BASIC LEVEL

- | | | |
|------------|-----------|----------|
| 1. join | 5. coin | 9. noisy |
| 2. turmoil | 6. soil | 10. foil |
| 3. ploy | 7. employ | |
| 4. rejoice | 8. joyous | |

EXTENSION

- | | | |
|-----------|--------------|--------------|
| 11. loyal | 13. cloister | 16. opulence |
| 12. enjoy | 14. employed | 17. opulent |
| | 15. employer | |

TT: A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *oi* and *oy* vowel diphthongs make the sound of the vowels in *joy*. The *oy* combination is seldom in the middle of a word, but is often found at the end of words. The *oi* combination is exactly opposite.

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Subject/Verb Agreement; Homophones)

4. Study Skills/Prewriting: Take Notes for an Original Biographical Essay

Day Three

5. Study Skills/Prewriting: Outline Notes for an Original Biographical Essay

6. Structural Analysis: Sit/Set

Day Four

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

8. Sentence Structure: *Ing* Openers

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

40B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that *indicate divided allegiance*

ambition	opulence
indebtedness	extravagance
prestige	

1. Copying, Vocabulary, and Comprehension

BASIC

A magnet either attracts or repels. The mystery of the magnet lies in the invisible magnetic field that surrounds it. While the field itself cannot be seen or felt by human eyes or hands, it is very real. If you sprinkle iron filings onto a sheet of paper and set the paper on a bar magnet, you can see the effects of the field.

EXTENSION

The power of the field forces the iron filings to arrange themselves in distinct lines. Scientists call these arrangements *lines of force*. The direction of the lines shows the direction of the magnetic force, and the density of the lines reveals the magnet's strength. Adjoining lines together indicate the presence of a greater magnetic force, while lines farther apart display magnetic weakness.

FURTHER EXTENSION

Beginning at one end of the bar, the lines of force make a smooth sweeping loop toward the other end of the bar. Notice that the concentration of iron filings is greatest at the ends and weakest near the middle of the magnet. The strongest parts of the magnet are referred to as its *poles*.

—Adapted from *Wisdom Booklet 40*

2. Spelling: Vowel Diphthongs

(Examples: toil, toy)

BASIC LEVEL

- | | | |
|------------|-----------|----------|
| 1. join | 5. coin | 9. noisy |
| 2. turmoil | 6. soil | 10. foil |
| 3. ploy | 7. employ | |
| 4. rejoice | 8. joyous | |

EXTENSION

- | | | |
|-----------|--------------|--------------|
| 11. loyal | 13. cloister | 16. Opulence |
| 12. enjoy | 14. employed | 17. Opulent |

FURTHER EXTENSION

15. employer

OPTIONAL

TI: A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *oi* and *oy* vowel diphthongs make the sound of the vowels in *joy*. The *oy* combination is seldom in the middle of a word, but is often found at the end of words. The *oi* combination is exactly opposite.

Day Two

- 3. Editor Duty:** Correct Given Paragraph(s)
(Subject/Verb Agreement; Homophones)
- 4. Study Skills/Prewriting:** Take Notes for an Original Biographical Essay
- 5. Study Skills/Prewriting:** Outline Notes for an Original Biographical Essay

Day Three

- 6. Structural Analysis:** Sit/Set
- 7. Composition/Creative Writing:** Write an Original Biographical Essay (Rough Draft of Body)
- 8. Sentence Structure:** *Ing* Openers

Day Four

- 9. Spelling:** Spelling Test
 - 10. Dictation:** Dictation Quiz
- Extra Practice (Optional)

40B 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 third paragraph, correct all the verbs that are not in agreement with their subjects.
3. In the paragraphs provided, highlight the misused homophones, and write the correct one above each.

The term *magnetism* **was** coined by the **G**reeks, who imported iron ore from a number of different sources. **T**hey discovered that the ore from a certain city in **A**sia **M**inor had peculiar **properties**. Pieces of it **clung** mysteriously to **their** metal swords and shields. However, the **G**reeks found that once they smelted the imported ore, it behaved like regular iron.

The **G**reeks named the ore after the city from which it **came**. That **city's** name was **M**agnesia. Because the people **who** lived there **were** called *Magnetes*, the **G**reeks called the ore *magnetite*.

Both the Chinese and the Europeans discovered that a **piece** of magnetite **hung** from a string or floated in a bowl of water always **aligns** itself in the same direction. One side always **points** north and the other side always **points** south. If turned in a different direction, the magnetite **quickly** **returns** to its original position.

8b. In the sentences provided, complete the following steps:

1. Highlight the *-ing* openers.
2. Punctuate the sentences correctly.
 1. **Determining to concentrate on the Lord's work rather than the cares of this life,** Bill began to have an impact on the Yale campus.
 2. **Purposing to become a foreign missionary,** he never wavered from his goals during college and seminary.
 3. **Struggling at times,** Bill tried to maintain Godly disciplines.
 4. **Studying at Yale,** Bill attended chapel on campus.
 5. **Attending the Student Volunteer Movement's national missionary conference,** Bill went to Nashville, Tennessee.
 6. **Committing himself to serve God rather than money,** Bill came to the meeting with an openness to whatever the Lord would say to him.
 7. **Pulling out a map,** Dr. Samuel Zwemer made an unforgettable impression on Bill.

8. **Explaining that many countries were dominated by Islam,** Dr. Zwemer gave a challenge to join others who were committed to bring the Gospel to the Islamic people.
9. **Astounding the crowd,** Dr. Zwemer explained how there were more Muslims in China than in Egypt, yet there was not a single missionary giving himself to evangelize them.
10. **Returning from the Nashville conference,** Bill found himself facing a second significant event.

40B Week 4 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words that indicate *divided allegiance*

ambition	opulence
indebtedness	extravagance
prestige	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Mr. Meir Kahane, an American rabbi, decided to move to Israel in 1972. Because he was Jewish, he became an Israeli citizen under that country's Law of Return, which authorizes the granting of citizenship to any Jew who settles in Israel. Mr. Kahane was not concerned about losing his United States citizenship. He just considered himself a "dual" citizen.

EXTENSION

A radical political activist, the Brooklyn-born rabbi immediately became involved in local politics. In 1984, he won a seat in the Israeli Parliament. About a year later, Mr. Kahane was stripped of his American citizenship by the U. S. Department of State. The action was based on the 1982 Immigration and Nationality Act, which states that any United States citizen may lose his American citizenship for "accepting, serving in, or performing the duties of any office, post, or employment under the government of a foreign state . . . if he has or acquires the nationality of such foreign state."

FURTHER

Mr. Kahane appealed the decision on the basis that he had informed the United States government before and after accepting the Israeli Parliament position—and made it clear that he was not planning to relinquish his United States citizenship. However, the State Department upheld the decision to revoke citizenship, reasoning that the principle of "no man can serve two masters" applied to this situation. Their argument was that Mr. Kahane's actions indicated he had indeed transferred his allegiance to Israel. Thus, he had voluntarily relinquished his citizenship, despite his statement that he did not intend to do so.

—*Wisdom Booklet 40*

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

BASIC LEVEL

1. other	5. dove	9. from
2. cover	6. something	10. tougher
3. touch	7. front	11. of
4. roughest	8. become	

EXTENSION

12. enough	16. content	22. extravagant
13. brotherhood	17. someone	23. extravagance
14. loveliest	18. frontlet	
15. mother	19. hover	
	20. couple	
	21. frontier	

FURTHER EXTENSION

OPTIONAL

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 Paragraphs (Misused Homophones)

4. Structural Analysis: Are/Our

Day Three

5. FURTHER EXTENSION: Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

6. Composition: Edit and Revise

Day Four

7. Structural Analysis: Rise/Raise

8. Grammar: Nouns

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

40B Week 4 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that *indicate divided allegiance*

ambition	opulence
indebtedness	extravagance
prestige	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Mr. Meir Kahane, an American rabbi, decided to move to Israel in 1972. Because he was Jewish, he became an Israeli citizen under that country's Law of Return, which authorizes the granting of citizenship to any Jew who settles in Israel. Mr. Kahane was not concerned about losing his United States citizenship. He just considered himself a "dual" citizen.

EXTENSION

A radical political activist, the Brooklyn-born rabbi immediately became involved in local politics. In 1984, he won a seat in the Israeli Parliament. About a year later, Mr. Kahane was stripped of his American citizenship by the U. S. Department of State. The action was based on the 1982 Immigration and Nationality Act, which states that any United States citizen may lose his American citizenship for "accepting, serving in, or performing the duties of any office, post, or employment under the government of a foreign state . . . if he has or acquires the nationality of such foreign state."

FURTHER

Mr. Kahane appealed the decision on the basis that he had informed the United States government before and after accepting the Israeli Parliament position—and made it clear that he was not planning to relinquish his United States citizenship. However, the State Department upheld the decision to revoke citizenship, reasoning that the principle of "no man can serve two masters" applied to this situation. Their argument was that Mr. Kahane's actions indicated he had indeed transferred his allegiance to Israel. Thus, he had voluntarily relinquished his citizenship, despite his statement that he did not intend to do so.

—*Wisdom Booklet 40*

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

BASIC LEVEL

- | | | |
|-------------|--------------|-------------|
| 1. other | 5. dove | 9. from |
| 2. cover | 6. something | 10. tougher |
| 3. touch | 7. front | 11. of |
| 4. roughest | 8. become | |

EXTENSION

12. enough
13. brotherhood
14. loveliest
15. mother

FURTHER EXTENSION

16. content
17. someone
18. frontlet
19. hover
20. couple
21. frontier

OPTIONAL

22. extravagant
23. extravagance

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 Paragraphs (Misused Homophones)

4. Structural Analysis: Are/Our

5. FURTHER EXTENSION:

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

Day Three

6. Composition: Edit and Revise

7. Structural Analysis: Rise/Raise

8. Grammar: Nouns

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Biographical Essay

Extra Practice (Optional)

40B 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. **EXTENSIONS:** In all the paragraphs, highlight and correct the misused homophones if you have not already done so.

Although a government may **recognize** the theoretical legality of **duel** national status, in practice it must deal with each individual as either a citizen or a foreigner, not both. As long as a dual national **is** located in one of his **too** countries, he will normally be treated like any other citizen of that nation. Therefore, he cannot appeal **too** his other government for diplomatic aid or intervention. (**dual, two, to**)

If a conflict exists between the two nations, court **action** may be required to determine the individual's effective nationality. According to the International Court of Justice, a person's effective nationality is the nationality to which he has the greatest connection. For example, if a man claimed to be a citizen of both Jordan and Syria, the judge would examine his relationship with each of the two countries. If he had strong economic and social ties to Syria but only a tenuous connection with Jordan, he would be treated as a Syrian national. Whatever he might say about his feelings of loyalty toward Jordan would carry less weight **than** the evidence of where and how he lived. (**individual's, than**)

Because of these and other difficulties in dealing with people **who** claim citizenship in **too** nations, in the past it was the official policy of **United States** to **discourage** or limit **duel** and multiple nationality. Since 1868, the **United States** **has** made numerous treaties with other nations for that purpose. These bilateral agreements **provide** for reciprocal recognition of naturalized citizens, which eliminates continuing claims of **duel** nationality after naturalization. (**two, dual, dual**)

□ 8b. In the sentences provided, highlight the common and proper nouns.

Note: Do not highlight the pronouns (words that take the place of a noun), such as *him, her, they, their*, etc.

Note: Most sentences have more than one noun!

Example: We purify our **hearts** by reading the **Word** of **God**.

1. Dual **citizenship** is a **relationship** to **governments** on two different **levels**.
2. Dual **nationality** is attempting to relate to two different **governments** on the same **level**.

3. The two **bases** upon which a **person** can claim dual **nationality** are **birth** and **naturalization** .
4. If a little girl's **parents** are **citizens** of **Belgium** , the **child** is considered an American **citizen** under United States **law** because she was born in a Massachusetts **hospital** .
5. This **child** may also claim Belgian **citizenship** .
6. **Thousands** of Jewish **immigrants** flooded into the newly created **state** of **Israel** after **1948** .
7. Although they were **citizens** of the various **nations** from which they came, under Israeli **law** they automatically became **citizens** of **Israel** .
8. A **citizen** is under the **jurisdiction** of several **levels** of **government** at the same **time** .
9. The **laws** of **citizenship** reflect the **tension** of trying to serve two **masters** in several **ways** .
10. **Aliens** who want to be naturalized must appear before a federal **judge** to take an **oath** of **allegiance** in which they renounce previous **loyalties** .
11. Claiming dual **nationality** sometimes creates legal **problems** .
12. Choosing to render **services** to one **government** forces a dual **national** to select **one** of two “**masters**” .
13. According to the 1940 **law** , a **man** with dual **citizenship** was endangering his United States **citizenship** by working for the Japanese **government** as a **teacher** .
14. In **1958** , the **Supreme Court** declared that **part** of the **law** was unconstitutional.
15. The **confusion** will continue until the **courts** and the **legislature** choose to apply the **principle** of not having two **masters** to the **problems** of dual **nationality** .

