

WISDOM BOOKLET

Language Arts

Teacher's Helps &
Answer Keys

53B–54B

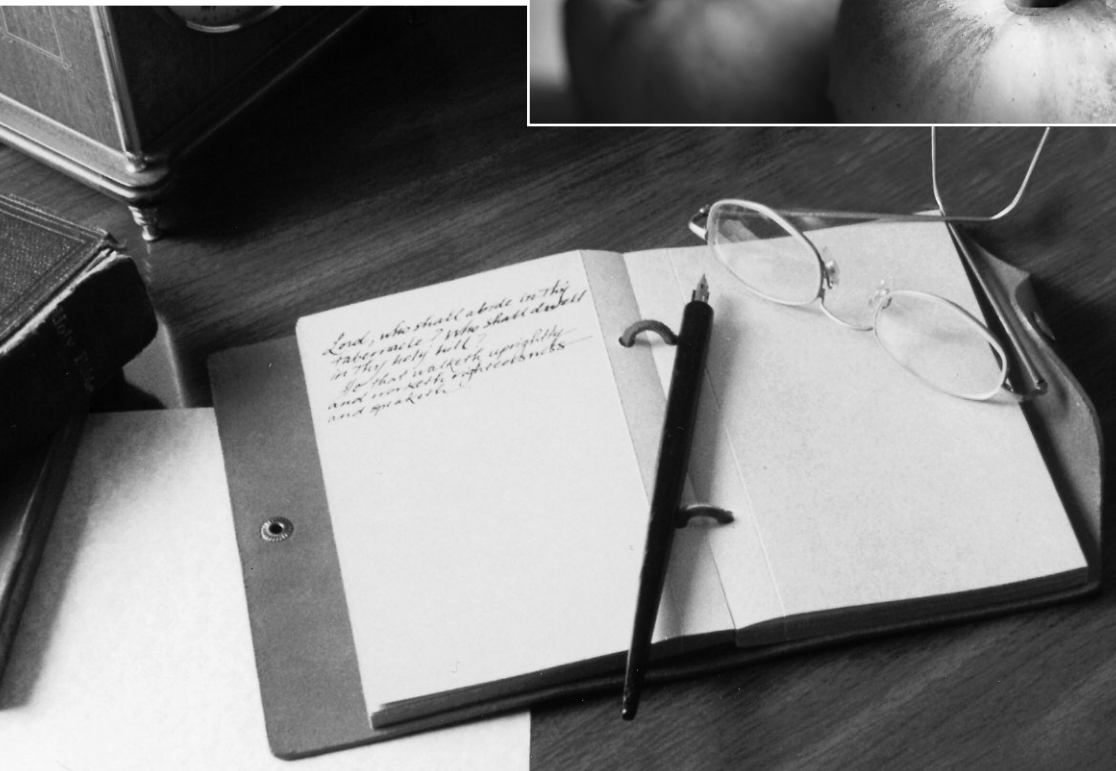


Table of Contents

Teacher’s Helps and Answer Keys for 53B Page 3

Teacher’s Helps and Answer Keys for 54B Page 19

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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53B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Elements for a servant's spirit that enable us to obey God's direction

character	pitfalls	test	will
purpose	secret	discernment	
guidebook	disciplines	obedience	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Jonathan rose early each day. In fact, he wrote in his journal, "Christ has recommended rising early in the morning by His rising from the grave very early." He also felt very strongly against wasting time and valued the benefit of physical labor. Although much of his day was devoted to praying and reading his Bible, he spent one hour each day in physical work. Jonathan's favorite wintertime chore was chopping wood.

EXTENSION

Sarah was the manager of the household, gardens, and fields. Sarah was known as a "most judicious and faithful [mother] of a family ... managing her household affairs with diligence and discretion. While she uniformly paid a becoming deference to her husband and treated him with entire respect, she spared no pains in conforming to his inclination and rendering everything in the family agreeable and pleasant."

FURTHER EXTENSION

They had eleven children in twenty-two years. In order to have time alone with each other, Jonathan would frequently take Sarah riding with him in the late afternoon. During their rides, he passed his ideas on to her and sought her opinion. Late at night, when all the children were in bed, Sarah and Jonathan shared a devotional time together in his study.

Jonathan himself also set aside an hour each evening to be with his children. A stern preacher from the pulpit, Jonathan was cheerful and animated when engaged in conversations with his children. He took time to understand their feelings and concerns. Jonathan Edwards once wrote, "Every family ought to be a little church, consecrated to Christ and wholly influenced and governed by His rules. And family education and order are some of the chief means of grace. If these fail, all others means are likely to prove ineffectual."

—Adapted from *Wisdom Booklet 53*

2. Spelling/Structural Analysis:

Possessive Pronouns vs. Contractions

BASIC LEVEL

1. its	4. you're	7. it'll
2. it's	5. their	8. we'll
3. your	6. they're	

EXTENSION

9. I've
10. ours
11. won't

FURTHER EXTENSION

12. weren't
13. hasn't
14. would've

Optional

15. character
16. disciplines

TT: To *contract* means "to squeeze or make smaller." 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 _____

5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____

6 Sentences

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

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 Informative Essay

Extra Practice (Optional)

53B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Elements for a servant's spirit that enable us to obey God's direction

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purpose	secret	discernment	
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1. Copying, Vocabulary, and Comprehension

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| 3. your | 6. they're | |

EXTENSION

9. I've
10. ours
11. won't

FURTHER EXTENSION

12. weren't
13. hasn't
14. would've

Optional

15. character
16. disciplines

TT: To *contract* means "to squeeze or make smaller." 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)

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Topic of Paragraph 1 _____

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Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____

6 Sentences

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

5. Grammar/Structural Analysis: Passed vs. Past

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

Day Three

7. Grammar: Nouns

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

53B 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. In the second paragraph, highlight with another color the three words or phrases that indicate a series of events taking place.
4. **EXTENSIONS:** In the third paragraph, underline all of the spelling errors, and write the correct spellings of the words above them, if you have not already done so.

In 1734, the **Great Awakening** began in **Jonathan Edwards'** church in **Northampton**. **Three hundred** people claimed to be converted during a **six-month** period. Yet just as quickly as the revival began, it faded away. Many **who** had expressed an **interest** in **spiritual** matters returned to their **old** vices. Opposition to Jonathan and his ministry also began to build. Jonathan became **discouraged**, and the normally **calm** and **encouraging** Sarah became **irritable**, **finicky** and **picky**.

Opposition to Jonathan continued to build, **and** Sarah had difficulty coping with it. She **had always been well liked**, **had never had enemies, and did not know how to respond to the opposition** she encountered on the streets and while shopping. Jonathan on the other hand, had always had **plenty** of foes. Opposition was nothing **new** to him, and he often hid in his study and avoided the **daily** situations that Sarah encountered.

Jonathan was often called away from home to hold evangelistic services in other **New England** churches. It was during one of these trips that he delivered his **famous** sermon entitled “Sinners in the **H**ands of an Angry God.” Sarah **struggled** with her husband’s being away from home, yet she knew she could not ask him to stay in Northampton. She could see that God was **using** Him wherever he went. (**Spelling corrections: famous, struggled, using**)

5c. Complete the following steps:

1. On the lines provided, write ten sentences using the word *past* or *pass*.
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

Answers will vary.

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. During Jonathan's **absence**, other **men** came to preach at the **church** in **Northampton**.
2. Although **Sarah** wanted **revival** to return to Jonathan's **church**, she feared that the guest **speakers** might be better **speakers** than her **husband** and cause the **opposition** toward **Jonathan** to grow.
3. Before leaving on one of his many **trips**, **Jonathan** reproved **Sarah** and instructed her not to be so negative about the visiting **preachers**.
4. On one **occasion**, the guest **preacher** was exceptionally good, and **revival** did break out while **Jonathan** was gone.
5. Before long, **Sarah** found herself actually able to rejoice and thank the **Lord** that such great **results** had come from the **preaching** of the guest **evangelist**.
6. **Jonathan** had tried very hard to keep his **preaching** in **Northampton** free of emotional **excess**, and **Sarah** had greatly valued his **efforts** to do so.
7. Although **Sarah** and **Jonathan** were not reckless **spenders**, **Sarah** had been raised in a wealthy **home** and was accustomed to dressing well and furnishing her **home** in taste.
8. The **townspeople** disapproved and felt a great **uneasiness** about how the **family** handled their **money**.
9. **Other** were upset with **Jonathan** because he would not allow non-committed **people** to join the **church**.
10. The **Edwards** realized that great **difficulties** would come, but they were committed to doing what was right, even if it meant being dismissed from the **Church**.
11. Most of his **life**, **Jonathan** struggled with **headaches**, **colitis**, and **moodiness**.
12. The **townspeople** began to shun the **Edwards family** in **public**.
13. Church **attendance** dropped to only a **fraction** of what it had been.
14. Within a short **time**, **Jonathan** was unemployed.
15. The **citizens** of **Northampton** had rejected the greatest **theologian** **America** had yet known.

53B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Elements for a servant's spirit that enable us to obey God's direction

character	pitfalls	test	will
purpose	secret	discernment	
guidebook	disciplines	obedience	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When the wedding was only two weeks away, Hudson found himself without any money. He and a fellow missionary had been providing breakfasts every morning for sixty to eighty Chinese people. Thoughtfully, Hudson asked Maria if she wished to reconsider marriage, writing, "I cannot hold you to your promise, if you would rather draw back. You see how difficult our life may be at times."

EXTENSION

Maria wrote back, "Don't forget that I was an orphan in a faraway land. God has been my Father all these years. Do you think I shall be afraid to trust Him now?"

Two weeks later, they were married. Maria wore a silk gown, and Hudson wore a plain cotton robe. Six weeks later, Hudson wrote of his marriage to Maria, "Oh, to be married to the one you do love, and love most tenderly and devotedly, that is bliss beyond the power of words to express or imagination to conceive."

FURTHER EXTENSION

In 1860, two years after they were married, Hudson, Maria, and their one-year-old daughter returned to England because of his poor health. During their stay, Hudson finished medical school, revised the Ningpo New Testament, recruited more missionaries for China, and founded the China In land Mission.

—Adapted from *Wisdom Booklet 53*

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

BASIC LEVEL

- | | | |
|--------------------|-------------------|------------------|
| 1. child/ children | 4. crisis/ crises | 7. die/ dice |
| 2. louse/ lice | 5. larva/ larvae | 8. fungus/ fungi |
| 3. foot/ feet | 6. cactus/ cacti | |

EXTENSION

- | | |
|---------------------------|---------------------------|
| 9. bacterium/ bacteria | 13. ox/ oxen |
| 10. millennium/ millennia | 14. leaf/ leaves |
| 11. wife/ wives | 15. phenomenon/ phenomena |
| 12. person/ people | 16. vertebra/ vertebrae |

FURTHER EXTENSION

OPTIONAL

- | | |
|-----------------|---------------|
| 17. discernment | 19. guidebook |
| 18. obedience | 20. pitfalls |

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

Day Two

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

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences
(You may add up to ten words for sentence three.)

Paragraph Four of Body

Topic of Paragraph 4 _____
2 Sentences
(You may add up to ten words for sentence two.)

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)

53B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Elements for a servant's spirit that enable us to obey God's direction

character	pitfalls	test	will
purpose	secret	discernment	
guidebook	disciplines	obedience	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSION

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Two weeks later, they were married. Maria wore a silk gown, and Hudson wore a plain cotton robe. Six weeks later, Hudson wrote of his marriage to Maria, "Oh, to be married to the one you do love, and love most tenderly and devotedly, that is bliss beyond the power of words to express or imagination to conceive."

FURTHER EXTENSION

In 1860, two years after they were married, Hudson, Maria, and their one-year-old daughter returned to England because of his poor health. During their stay, Hudson finished medical school, revised the Ningpo New Testament, recruited more missionaries for China, and founded the China In land Mission.

—Adapted from *Wisdom Booklet 53*

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

BASIC LEVEL

- | | | |
|--------------------|-------------------|------------------|
| 1. child/ children | 4. crisis/ crises | 7. die/ dice |
| 2. louse/ lice | 5. larva/ larvae | 8. fungus/ fungi |
| 3. foot/ feet | 6. cactus/ cacti | |

EXTENSION

- bacterium/ bacteria
- millennium/ millennia
- wife/ wives
- person/ people

FURTHER EXTENSION

- ox/ oxen
- leaf/ leaves
- phenomenon/ phenomena
- vertebra/ vertebrae

OPTIONAL

- discernment
- guidebook
- obedience
- pitfalls

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

3. Editor Duty: Correct Given Paragraph(s)

(Quotation Marks)

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

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

Paragraph Four of Body

Topic of Paragraph 4 _____
2 Sentences

(You may add up to ten words for sentence two.)

5. Punctuation: Punctuating Quotations

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

Day Three

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)

53B Week 2 Answer Keys

❑ **2b.** Write the plural forms of the words provided. If you are unsure of any, look them up in the dictionary.

- | | | | |
|----------|-----------------|----------|---------------|
| 1. tooth | <u>teeth</u> | 6. goose | <u>geese</u> |
| 2. booth | <u>booths</u> | 7. moose | <u>moose</u> |
| 3. child | <u>children</u> | 8. woman | <u>women</u> |
| 4. house | <u>houses</u> | 9. fish | <u>fish</u> |
| 5. mouse | <u>mice</u> | 10. wish | <u>wishes</u> |

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

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the passage, highlight the quotation marks and correct any errors.

Teacher Tip: There are other infrequently found words that have suffixes added to them in “unusual” ways.

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

John Bunyan had exalted the position of a wife. He had taught that a wife “is to be subject to her husband, but not to be her husband’s slave: she is his yoke-fellow, his flesh and bones ... The husband, if his wife is a believer, should so love her that their life together may preach the marriage of Christ to his Church.” Not only had John given this teaching about marriage, but he had practiced it in his home as well.

Elizabeth’s determination, gracious spirit, and tenderness had been a tower of strength for her husband while he was in prison. In his marriage to Elizabeth, John had found a strength and consistent support that he had never known before.

Before John met Elizabeth, he had preached “against man’s sins and their fearful state because of them.” After they were married, however, he greatly altered his preaching because, as he explained, “the Lord came in upon my own soul with some staid peace and comfort through Christ, for He did give me many sweet discoveries of His blessed grace.”

❑ **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.

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.

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

1. **She said** , “I never felt such an entire emptiness of self-love, or any regard to any private selfish interests of my own. ”
2. “I felt that the opinions of the world concerning me were nothing, “**she continued** .
3. **He said** , “Everything she did was now for the glory of God, not the admiration of man. ”
4. **John said** , “While I was still suffering under the weakness, my wife took a fever. ”
5. “The last eight days she has been so exhausted that she can with difficulty sit up in bed, “**he went on** .
6. After Idelette’s death, **John said** , “I do what I can to keep myself from being overwhelmed with grief. ”
7. **He said** , “her pangs were fierce and strong upon her, even as if she would immediately have fallen in labor. ”
8. **He continued** , “At this time, I saw more in those words heirs of God than ever I shall be able to express while I live in this world. ”
9. **Maria said** , “I had a sort of hope that it might be from Mr. Taylor, but I could not think that it was. ”
10. **The missionary said** , “If he were not in the habit of casting his burdens upon the Lord, I quite believe that what he has passed through he would have sunk under. ”

53B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Elements for a servant's spirit that enable us to obey God's direction

character	pitfalls	test	will
purpose	secret	discernment	
guidebook	disciplines	obedience	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Unbelievably powerful forces beat upon the Golden Gate Bridge. In fact, waters from as far away as Mount Shasta and the Sierra Nevada Mountains eventually wind their way to San Francisco Bay. The pressure of the water that beats against the foundations of the Golden Gate Bridge is maximized as it passes through the narrow passage of the Golden Gate. The Golden Gate, a deep channel, ranges from 43 to 313 feet deep and runs about five miles long. Its undulating bottom creates treacherous currents that pound against the bridge's foundation.

EXTENSION

The steep hills around San Francisco also funnel the constant winds of the Pacific Ocean into the Golden Gate's constricted gap, creating gales of tremendous force. At the same time that winds beat against the superstructure of the bridge and wild currents pound against its foundation, ocean waves from as far away as Antarctica create ocean swells with incredible power.

FURTHER EXTENSION

Though twisting currents beat against its foundation, though strong winds blow with hurricane force against its superstructure, and though earthquakes shake its twin towers and stretch the steel cables that hold the bridge in place, the Golden Gate Bridge, completed in 1937, continues to stand firm.

—Adapted from *Wisdom Booklet 53*

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

BASIC LEVEL

- | | | |
|------------|------------|------------|
| 1. eight | 4. deceit | 7. neigh |
| 2. belief | 5. feign | 8. achieve |
| 3. receive | 6. ceiling | |

EXTENSION

- | | | |
|-------------|-------------|-------------|
| 9. receipt | 13. heinous | 17. purpose |
| 10. relief | 14. deign | 18. secret |
| 11. deceive | 15. field | 19. test |
| 12. weight | 16. diesel | 20. will |

FURTHER EXTENSION

OPTIONAL

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* or *ei* combination is used to say the long *e* sound, *ie* is the spelling order (e.g., *believe*); (2) “except after *c*” means that whenever *c* precedes the combination, *ei* is the spelling order (e.g., *receive*); (3) “unless it says *ay* as in *neighbor* and *weigh*” means that when the *ie* or *ei* combination is used to say the long *a* sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

Day Two

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

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

Day Four

7. Grammar: Appositives

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

53B Week 3 Teacher's Helps

For a Four-Day Week

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BASIC LEVEL

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| 1. eight | 4. deceit | 7. neigh |
| 2. belief | 5. feign | 8. achieve |
| 3. receive | 6. ceiling | |

EXTENSION

- | | | |
|-------------|--------------------------|-----------------|
| 9. receipt | FURTHER EXTENSION | OPTIONAL |
| 10. relief | 13. heinous | 17. purpose |
| 11. deceive | 14. deign | 18. secret |
| 12. weight | 15. field | 19. test |
| | 16. diesel | 20. will |

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) “/ before e” means that in most instances in which the *ie* or *ei* combination is used to say the long e sound, *ie* is the spelling order (e.g., *believe*); (2) “except after c” means that whenever c precedes the combination, *ei* is the spelling order (e.g., *receive*); (3) “unless it says ay as in *neighbor* and *weigh*” means that when the *ie* or *ei* combination is used to say the long a sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

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)

53B Week 3 Answer Keys

3. Complete the following steps:

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

The **stealworkers** who worked **hundreds** of **feat** in the air during the construction of the Golden Gate **Bridge new** full well that **there lifes** were in danger. Assuming a person could survive a fall, the treacherous current was sure to swallow up anyone **unfortunat** enough to be caught in its icy jaws. Fog could swirl in without warning; the sun glaring off the water below could create temporary blindness; and the gusty winds could easily knock a man off balance. (**Spelling corrections: steelworkers, feat, knew, their, lives, unfortunate**)

The bridge **planners** took every **precaution** against **accidents**. They experimented with special **diets** to counteract **dizziness**, issued tinted **goggles** to mitigate the brightly reflected **sun**; and suspended a huge trapeze **net** underneath the floor **girder**. The **net** cost **\$130,000**, but it saved the **lives** of nineteen **men** and revolutionized the **use** of safety **nets** for **steelworkers**.

However, in spite of all the safety precautions that **were** installed, building the **Golden Gate Bridge** exacted many personal sacrifices. As **one** accident occurred, workers on the deck frantically hauled up **two** men who had grabbed onto girders just as the platform started to tilt. **Their** yells brought rescue lines, and both men were reeled to safety. **Twelve men** fell into the San Francisco Bay that day. Only **two** survived the fall.

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

1. Andrew Lawson, **the consulting geologist for the bridge project**, submitted a report that indicated that the strength of the underlying rock was adequate to support the bridge.
2. The Golden Gate Bridge, **a suspension bridge**, actually has two foundation systems.
3. The Tacoma Narrows Bridge, **a bridge in Tacoma, Washington**, exhibited such freedom of movement that it was nicknamed “Gallop Gertie.”

4. The bridge, **an extremely flexible one,** made the workmen have 'seasickness' as they were building it.
5. When "Gertie" was completed, drivers would go out of their way to take a ride on the bridge, **the swaying one.**
6. On November 7, 1940, **four months after it was completed,** the bridge collapsed.
7. The "new" Tacoma Narrows Bridge, **re-created from the old,** was re-opened in 1950.
8. The "new" Tacoma Narrows Bridge, **now called "Sturdy Gertie,"** is safe.

53B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Elements for a servant's spirit that enable us to obey God's direction

character	pitfalls	test	will
purpose	secret	discernment	
guidebook	disciplines	obedience	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Many foolish men reject the idea of a worldwide flood because they reject God. By denying His intervention in the past, they attempt to deny His intervention in the present and the certainty of His intervention in the future. By denying the reality of the Flood, they also attempt to deny the reality of a Savior.

EXTENSION

Evolutionists and creationists have access to the same evidence, but their conclusions differ because they start with different presuppositions and interpret the evidence differently.

FURTHER EXTENSION

Evolutionists choose to interpret geological evidence in a way that is inconsistent with the Flood. They falsely claim that their interpretations of the evidence are actually "Scientific facts," even though these interpretations are based on unproven assumptions. Other scientists, however, have found that all of the geological evidence can be interpreted in a way that is consistent with the Flood. In fact, much of this evidence fits the Biblically accurate Flood models much better than the evolutionary models.

—Adapted from *Wisdom Booklet 53*

Extension and Further Extension copy boxes should be considered one paragraph throughout this week's lesson.

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

BASIC LEVEL

- | | | |
|------------|-------------|----------|
| 1. decay | 4. opened | 7. below |
| 2. believe | 5. deform | 8. super |
| 3. vapor | 6. relation | |

EXTENSION

- | | | |
|------------|--------------------|---------------|
| 9. uniform | 13. oceanic | 17. Noah |
| 10. enough | 14. deposits | 18. reality |
| 11. result | 15. eruption | 19. created |
| 12. global | 16. presupposition | 20. scientist |

FURTHER EXTENSION

OPTIONAL

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)

53B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Elements for a servant's spirit that enable us to obey God's direction

character	pitfalls	test	will
purpose	secret	discernment	
guidebook	disciplines	obedience	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Many foolish men reject the idea of a worldwide flood because they reject God. By denying His intervention in the past, they attempt to deny His intervention in the present and the certainty of His intervention in the future. By denying the reality of the Flood, they also attempt to deny the reality of a Savior.

EXTENSION

Evolutionists and creationists have access to the same evidence, but their conclusions differ because they start with different presuppositions and interpret the evidence differently.

FURTHER EXTENSION

Evolutionists choose to interpret geological evidence in a way that is inconsistent with the Flood. They falsely claim that their interpretations of the evidence are actually "Scientific facts," even though these interpretations are based on unproven assumptions. Other scientists, however, have found that all of the geological evidence can be interpreted in a way that is consistent with the Flood. In fact, much of this evidence fits the Biblically accurate Flood models much better than the evolutionary models.

—Adapted from *Wisdom Booklet 53*

Extension and Further Extension copy boxes should be considered one paragraph throughout this week's lesson.

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

BASIC LEVEL

- | | | |
|------------|-------------|----------|
| 1. decay | 4. opened | 7. below |
| 2. believe | 5. deform | 8. super |
| 3. vapor | 6. relation | |

EXTENSION

- uniform
- enough
- result
- global

FURTHER EXTENSION

- oceanic
- deposits
- eruption
- presupposition

OPTIONAL

- Noah
- reality
- created
- scientist

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

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)

53B 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.

As a young man, Billy Sunday played professional baseball. He established himself as a dynamic player, circling the bases in a mere fourteen seconds and stealing ninety-five bases in one season, a record that, until 1962, was topped only by Ty Cobb. One night, when Billy was a player for the Chicago Whitestockings, he heard a group of street musicians from the Pacific Garden Mission playing Gospel music playing Gospel music in Chicago's Loop. They gave an invitation for salvation, and Billy responded.

After that night, it became apparent to everyone that something dramatic had happened in Billy's life. He stopped drinking alcohol, swearing, and gambling, and he began to attend morning and evening church services. Once it was known that he had become a believer, he was in great demand to give his testimony.

Later, as Billy got more involved in Christian work, he sensed that the Lord was directing him to quit playing baseball, and Billy's lifelong evangelistic ministry began. By the end of his career in 1935, he had preached to more than 100 million people. Estimates suggest that at least one million people accepted his invitation to come forward and pray to receive Christ as Savior.

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)
<u>good</u>	<u>better</u>	<u>best</u>
<u>bright</u>	<u>brighter</u>	<u>brightest</u>
<u>bitter</u>	<u>more bitter</u>	<u>most bitter</u>
<u>bad</u>	<u>worse</u>	<u>worst</u>
<u>lovely</u>	<u>lovelier</u>	<u>loveliest</u>

- 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.

54B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Learn to *speak with authority*

good conscience	clarity
personal experience	grace
appeal to conscience	Holy Spirit
Scripture	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Lord Jesus Christ informed His disciples that as the Father had sent Him into the world, even so He was sending them. (See John 20:21) He also assured His disciples that they would be able to do greater things than He did, because He was going to His heavenly Father and would send the Holy Spirit to them.

(See John 14:12-17)

EXTENSION

Jesus Christ had a perfectly pure conscience. No one could point an accusing finger at Him, or condemn Him for evil things He had done against God or people. There is power in the spirit of a person who lives with a good conscience. On the other hand, one who lives with guilt grieves the Holy Spirit and quenches his power.

FURTHER EXTENSION

The lack of a good conscience would certainly damage the ability to speak with authority. The fear of being found out will hold a man's tongue in chains and restrain him from speaking openly and powerfully for the Lord. If a guilty person does speak, his message tends to be distorted. He is usually too strict or too lenient toward others who experience similar failures.

—Adapted from *Wisdom Booklet 54*

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

BASIC LEVEL

- | | | |
|-----------|--------------|------------|
| 1. chart | 3. choir | 5. chevron |
| 2. cherry | 4. character | 6. chinook |

EXTENSION

7. chasm
8. chartreuse
9. chastise
10. children

FURTHER EXTENSION

11. cholera
12. chauffeur

Optional Words

13. chrysanthemum
14. chicanery

TE 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 *chief*.

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 _____

2 Sentences

(You may use up to eight words for sentences one and two.)

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

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)

54B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Learn to *speak with authority*

good conscience	clarity
personal experience	grace
appeal to conscience	Holy Spirit
Scripture	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Lord Jesus Christ informed His disciples that as the Father had sent Him into the world, even so He was sending them. (See John 20:21) He also assured His disciples that they would be able to do greater things than He did, because He was going to His heavenly Father and would send the Holy Spirit to them. (See John 14:12-17)

EXTENSION

Jesus Christ had a perfectly pure conscience. No one could point an accusing finger at Him, or condemn Him for evil things He had done against God or people. There is power in the spirit of a person who lives with a good conscience. On the other hand, one who lives with guilt grieves the Holy Spirit and quenches his power.

FURTHER EXTENSION

The lack of a good conscience would certainly damage the ability to speak with authority. The fear of being found out will hold a man's tongue in chains and restrain him from speaking openly and powerfully for the Lord. If a guilty person does speak, his message tends to be distorted. He is usually too strict or too lenient toward others who experience similar failures.

—Adapted from *Wisdom Booklet 54*

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

BASIC LEVEL

- | | | |
|-----------|--------------|------------|
| 1. chart | 3. choir | 5. chevron |
| 2. cherry | 4. character | 6. chinook |

EXTENSION

- | | | |
|---------------|---------------|-------------------|
| 7. chasm | 11. cholera | 13. chrysanthemum |
| 8. chartreuse | 12. chauffeur | 14. chicanery |
| 9. chastise | | |
| 10. children | | |

FURTHER EXTENSION

Optional Words

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 *chief*.

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 _____

2 Sentences

(You may use up to eight words for sentences one and two.)

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

5. Grammar: Proper Nouns

Day Three

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

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)

54B 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 second paragraph, highlight all three types of verbs: BHL verbs, infinitives, and action verbs.
3. In the first paragraph, highlight the possessive pronouns.
4. In all of the paragraphs, choose four weak verbs, mark through them, and write strong verbs above them. (Answers will vary.)

Thousands of **believers** today **make** the **statement**, “Next to the Bible, the most important book I have is **My Utmost for His Highest** by Oswald Chambers.” What makes this book so significant is that it was written not by Oswald Chambers, but rather by **one** who observed Oswald’s walk with God on a **daily** basis and experienced the **consistent** love and spiritual authority that he lived and spoke. That person was **his** wife.

The life of Oswald Chambers **became** a living demonstration of the **Beatitudes** **taught** by Christ. The drive of Oswald Chambers’ life **was to know** Christ in an intimate way. The spiritual authority by which he **spoke can be explained** by the **experiences** of his early childhood or the schooling that he **received**, but by the ever-growing splendor of Christ which **filled** his heart and mind. Mr. Chambers **understood** what Paul **meant** when He **said**, ... “**Forgetting** those things which **are** behind... I **press** toward the mark for the prize of the high calling of God in Christ Jesus.” (Philippians 3:13-14)

The highest goal of Oswald Chambers was to take Christ’s yoke upon him and learn from Him. **Their lives** were similar in **many** ways. Little is known about **their** youth; those who **heard** them speak became living epistles of **their** messages and wrote their books; and they both finished much of their work in their **thirties**.

5d. On the lines provided, 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. Sermon on the Mount—**title**
2. Jesus Christ—**name of God**
3. Holy Spirit—**name of God**
4. Jonathan Edwards—**person’s name**
5. Power Through Precision—**title**
6. Reverend Spurgeon—**person’s name**

7. Oswald Chambers—person's name
8. YMCA—name of organization
9. Dunoon Training College—name of organization
10. Scotland—name of place

7g. Complete the following step for the sentences provided:

Highlight the prepositions throughout the sentences.

Example: The Sermon **on** the Mount is a powerful example **to** us **of** gaining authority **by** speaking God's Word.

1. Old Testament prophets spoke **with** authority **by** beginning their messages **with** “thus saith the Lord.”
2. **As** we use Scripture **in** our speaking, we are wielding an awesome force.
3. Not only is there authority **in** the words **of** Scripture, but God guarantees success **to** anyone who will meditate **on** Scripture and do what it says.
4. There is no situation or circumstance **in** life **to** which the Bible does not apply.
5. Principles **of** Scripture are just opposite **to** our own natural inclinations.
6. That is why it is so important **for** us to think and speak **in** terms **of** Scripture and not lean **on** our own understanding.
7. Christ began the Sermon **on** the Mount **by** identifying character qualities.
8. When He emphasized the importance **of** character, He motivated His listeners to determine whether those qualities were **in** their lives.
9. **After** setting the standards **of** character, Christ directed their attention **to** basic weaknesses that are common **to** every person.
10. These are the weaknesses **of** lust, anger, and greed.
11. **For** those who thought they were **above** these sins, He went on to tell **about** the hypocrisy **of** doing good deeds to be seen **of** men.
12. Then He warned them that if they judged others, they condemned themselves **as** hypocrites.
13. **Throughout** the sermon, Christ made powerful appeals **to** the consciences **of** His hearers.
14. When the Pharisees brought **in** the woman taken **in** adultery and asked Jesus to judge her, He wrote **on** the ground and then spoke words that appealed **to** the consciences **of** her accusers.

54B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Learn to *speak with authority*

good conscience	clarity
personal experience	grace
appeal to conscience	Holy Spirit
Scripture	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Mr. Chambers' purity of heart gave him the rich ability to enjoy life to the fullest. Whatever he did, he did it with all his heart. When he saw a sunrise or sunset, he could revel in its spectacular beauty because he saw in it the hand of the master Artist.

Especially during his time in Egypt, Oswald Chambers recorded in his journal the beauty he saw in the skies. Like the Psalmist, he noticed that, "the heavens declare the glory of God; and the firmament sheweth his handiwork." (Psalm 19:1)

EXTENSION

"Purity is not innocence, it is much more. Purity is the outcome of sustained spiritual sympathy with God. We have to grow in purity. The life with God may be right and the inner purity remain unsullied, and yet every now and again the bloom on the outside may be sullied. God does not shield us from this possibility, because in this way we realize the necessity of maintaining the vision by personal purity. If the spiritual bloom of our life with God is getting impaired in the tiniest degree, we must leave off everything and get it put right. Remember that vision depends on character – the pure in heart see God."

FURTHER EXTENSION

What Oswald Chambers experienced is totally impossible from the human standpoint; that is why we must have a Godly perspective. God has already made a way for the purity of every believer through the atoning blood of His Son. The more we see Jesus, the more distant all other things become, and we taken on an eternal view. It is when we see Him that we will be like Him, "... for we shall see him as he is." (I John 3:2)

—Adapted from *Wisdom Booklet 54*

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

BASIC LEVEL

- | | |
|--------------|------------|
| 1. become | 5. others |
| 2. person | 6. one |
| 3. discover | 7. done |
| 4. wonderful | 8. confess |

EXTENSION

- | | | |
|-----------|----------------|----------------|
| 9. jargon | 11. company | 13. infectious |
| 10. touch | 12. tremendous | 14. nothing |

FURTHER EXTENSION

Optional Words

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

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

7 Sentences

(You may use up to eight words for sentences four and five.)

Paragraph Four of Body

Topic of Paragraph 4 _____

4 Sentences

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

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)

54B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Learn to speak with authority

good conscience	clarity
personal experience	grace
appeal to conscience	Holy Spirit
Scripture	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSION

"Purity is not innocence, it is much more. Purity is the outcome of sustained spiritual sympathy with God. We have to grow in purity. The life with God may be right and the inner purity remain unsullied, and yet every now and again the bloom on the outside may be sullied. God does not shield us from this possibility, because in this way we realize the necessity of maintaining the vision by personal purity. If the spiritual bloom of our life with God is getting impaired in the tiniest degree, we must leave off everything and get it put right. Remember that vision depends on character – the pure in heart see God."

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—Adapted from *Wisdom Booklet 54*

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BASIC LEVEL

- | | |
|--------------|------------|
| 1. become | 5. others |
| 2. person | 6. one |
| 3. discover | 7. done |
| 4. wonderful | 8. confess |

EXTENSION

9. jargon
10. touch

FURTHER EXTENSION

11. company
12. tremendous

Optional Words

13. infectious
14. nothing

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*.

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

7 Sentences

(You may use up to eight words for sentences four and five.)

Paragraph Four of Body

Topic of Paragraph 4 _____

4 Sentences

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

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)

54B 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.

Spectators **whisper quietly** as they wait **for** the day's proceedings to begin. **They** gaze **at** the white marble walls, the long mahogany bench where the **nine** Justices preside, and the thick burgundy curtains draped **behind** the tall, black **leather** chairs. **At** precisely 10:00 A.M., the Marshal of the Court rises **from** his **seat** and announces: "The Honorable, the Chief Justice, and the Associate Justices of the Supreme Court **of** the **U**nited **S**tates Oyez! Oyez! Oyez!

Simultaneously, the **nine** Justices **appear in** black-robed trios **from behind** the **chairs**, surveying the crowded courtroom as the Marshal continues the refrain repeated every time the Supreme Court is **in** session: "All persons having business **before** the Honorable, the Supreme Court **of** the United States, are admonished to draw near and give **their** attention, for the Court is now sitting. God save the United States and this Honorable Court!"

With a whack **of** the Marshal's gavel, everyone is seated. The Chief Justice **sits at** the center **of** the bench, directly **under one of** the **two** carvings depicting, **among** other law givers, Moses and the Ten Commandments. The eight Associate Justices **sit on** either side **of** him, alternating **in** order **of** descending seniority.

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

1. As an **added** benefit, the **sequoia's thick** bark contains **high** concentrations of **tannic** acid.
2. **Tannic** acid protects sequoias from **dreadful** attacks by insects and disease, making it **immune** to many of the dangers that threaten **other** trees.
3. The bark is so **impenetrable** that **fallen** trees may lie on the ground for hundreds of years without showing any signs of decay.
4. On **one** occasion, lightning struck a tree in July and started a **smoldering** fire without seriously affecting the tree.
5. The fire burned for **several devastating** months until an **October** snowstorm put it out.

6. **Giant** sequoias are limited to the **lovely western** slopes of the Sierra Nevadas.
7. A **sequoia's** wood is an attractive **salmon-pink** color that turns a **dark** maroon as it weathers.
8. The wood is quite **brittle** and **apt** to splinter when the tree is **felled**.
9. In the case of the **giant** sequoias in California, **some** of the water collected must travel a distance of nearly **450** feet to reach the **highest** leaves of the **tallest** trees.
10. **Barren mountain** summits provide **inhospitable living** quarters for the **small** but **amazing mountain** pika.
11. The **sparse** vegetation and **harsh** climate not only appear **uninviting**, but they also seem to rule out any possibility of survival for such a **small** and **vulnerable** creature.

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

1. In the mission last Sunday₂ we had a very touching incident.
2. During the service₂ a dirty, drunken Scotsman came in.
3. Under deep conviction of sin₂ he staggered to the altar.
4. In strong Scotch tones₂ he poured out his woes.
5. After beating the alter in an agony of conviction₂ God saved his soul.
6. At the end of the parable of the proud Pharisee and the sinful publican₂ Jesus had said that it was the publican who went away justified.
7. Throughout their time in Egypt₂ the entire Chambers family participated in the ministry.
8. In fact₂ a voice more authoritative than words made a lasting impression on the soldiers—a radiant, joyful family.
9. At the Chambers' home₂ men of the Expeditionary Forces were privileged to join the family circle.
10. At the table of O.C.₂ there was nothing but warm-hearted fellowship.

54B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Learn to *speak with authority*

good conscience	clarity
personal experience	grace
appeal to conscience	Holy Spirit
Scripture	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The giant sequoia, *Sequoiadendron giganteum*, is by far the largest living thing on the face of the earth. The largest known tree weighs an estimated 2,000 tons. By comparison, the largest known blue whales weigh less than 175 tons.

EXTENSION

A sequoia's trunk can be over thirty feet in diameter, even at a height of one hundred feet above the ground. Its base may be more than on hundred feet in circumference. A sequoia's lowest branch may be larger in diameter than the world's largest American elm and is as high off the ground as the elm is tall. The roots of a single tree may cover three to four acres. The General Sherman tree has been estimated to contain 600,000 board feet, which is enough to build a small village of 50 six-room houses.

FURTHER EXTENSION

No giant sequoia has ever been known to die of old age. Loggers estimate that the ages of the largest sequoias approach four thousand years. Therefore, many of the trees still living today would have been alive at the time of Christ, and some of the larger sequoias cut down in the 1800s may have germinated shortly after the Great Flood of Noah's time.

—Adapted from *Wisdom Booklet 54*

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

BASIC LEVEL

- | | | |
|-----------------|--------------|--------------|
| 1. generally | 4. warning | 7. discarded |
| 2. quicken | 5. slothful | 8. careless |
| 3. developement | 6. soundness | |

EXTENSION

- | | | |
|-----------------|----------------|------------------|
| 9. climber | 13. careful | 17. astonishing |
| 10. refreshing | 14. percentage | 18. approachable |
| 11. nearly | 15. correctly | 19. seriously |
| 12. improvement | 16. threaten | 20. effective |

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*; *bar—bars*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives; Prepositional Phrase Openers)

Day Three

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

Paragraph One of Body (Opening Paragraph)

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

5. Grammar: Hyphenated Words

Day Four

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

7. Grammar: Subordinators

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

54B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Learn to *speak with authority*

good conscience	clarity
personal experience	grace
appeal to conscience	Holy Spirit
Scripture	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The giant sequoia, *Sequoiadendron giganteum*, is by far the largest living thing on the face of the earth. The largest known tree weighs an estimated 2,000 tons. By comparison, the largest known blue whales weigh less than 175 tons.

EXTENSION

A sequoia's trunk can be over thirty feet in diameter, even at a height of one hundred feet above the ground. Its base may be more than one hundred feet in circumference. A sequoia's lowest branch may be larger in diameter than the world's largest American elm and is as high off the ground as the elm is tall. The roots of a single tree may cover three to four acres. The General Sherman tree has been estimated to contain 600,000 board feet, which is enough to build a small village of 50 six-room houses.

FURTHER EXTENSION

No giant sequoia has ever been known to die of old age. Loggers estimate that the ages of the largest sequoias approach four thousand years. Therefore, many of the trees still living today would have been alive at the time of Christ, and some of the larger sequoias cut down in the 1800s may have germinated shortly after the Great Flood of Noah's time.

—Adapted from *Wisdom Booklet 54*

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

BASIC LEVEL

- | | | |
|----------------|--------------|--------------|
| 1. generally | 4. warning | 7. discarded |
| 2. quicken | 5. slothful | 8. careless |
| 3. development | 6. soundness | |

EXTENSION

- | | | |
|-----------------|----------------|------------------|
| 9. climber | 13. careful | 17. astonishing |
| 10. refreshing | 14. percentage | 18. approachable |
| 11. nearly | 15. correctly | 19. seriously |
| 12. improvement | 16. threaten | 20. effective |

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*; *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 Personal Letter

Paragraph One of Body (Opening Paragraph)

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

5. Grammar: Hyphenated Words

Day Three

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

7. Grammar: Subordinators

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

54B 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 third paragraph, highlight with another color the preposition at the beginning of the prepositional phrase opener.
4. **FURTHER EXTENSION:** In the second paragraph, highlight the predicate adjective, and write **PA** above it.

Fire is generally viewed as **an** enemy of **living** things, but this is not the **case** with sequoias. Fire is actually a **necessary** part of **their** lives. The sequoia's **soft**, **spongy**, **two-foot-thick** bark provides a covering that protects the tree against even the most **intense forest** fires. In fact, **sequoia** bark is as **effective** as asbestos in resisting heat. Fires actually prepare the way for future **seeds** to sprout by clearing out **dense underbrush** and opening up paths for **sunlight** for the **young** trees.

As an added **benefit**, the sequoia's **thick** bark contain **high** concentrations of **tannic** acid, which protects sequoias from attack by insects and disease, making it **immune to many** of the dangers that threaten other trees.

The bark **is** so **impenetrable** that fallen trees may **lie** on the ground for **hundreds** of years without showing any **signs** of decay.

On one occasion, lightning **struck** a tree in July and started a **smoldering** fire without seriously **affecting** the tree. **The** fire burned for **several** months until an **October** snowstorm put it out.

- ## 7b. On the lines provided, write as many subordinators as you can remember. (Check your answers with this lesson's Grammar Card.)

Answers will vary.

54B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Learn to *speak with authority*

good conscience	clarity
personal experience	grace
appeal to conscience	Holy Spirit
Scripture	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"I have heard a ray of sun laugh and sing!" With these words, Alexander Graham Bell wrote to his father in 1889, enthusiastically describing his latest invention, the photophone.

Four years earlier, Mr. Bell had invented a system to carry sound over copper wires using electricity. This invention revolutionized communication between individuals and even nations.

EXTENSION

Now, over one hundred years later, it's hard to imagine life without the telephone. Mr. Bell's discovery of using light to transmit information had caused a communication revolution of an even greater magnitude.

FURTHER EXTENSION

Mr. Bell considered the photophone (from Greek: *photo* meaning "light," and *phone*, meaning "voice") the most significant of all his inventions. Although the photophone was impractical in its day, its potential was well known. Scientists like Mr. Bell knew that far more information could be transmitted with light rather than electricity. This is possible because of two key inventions: lasers and optical fibers. Optical fibers are thin, optically transparent fibers through which light can be transmitted. They are usually made of glass, and are typically flexible enough to be wrapped loosely around a finger.

—Adapted from *Wisdom Booklet 54*

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

BASIC LEVEL

- | | | |
|--------------|------------|-------------|
| 1. optical | 4. cause | 7. cycle |
| 2. necessary | 5. concept | 8. specific |
| 3. substance | 6. back | |

EXTENSION

9. accessible
10. certain
11. cylinder
12. vertical

FURTHER EXTENSION

13. scientific
14. capacity
15. carry
16. control

Optional Words

17. receiver
18. confirm
19. cymbals
20. refractive

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*).

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Subordinators)
4. **Grammar:** Adverbs (-Ly Words and Others)

Day Three

5. **Grammar/Sentence Structure:**
Subordinate Clause Openers

Day Four

6. **Composition:** Edit and Revise

Day Five

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

Extra Practice (Optional)

54B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Learn to *speak with authority*

good conscience	clarity
personal experience	grace
appeal to conscience	Holy Spirit
Scripture	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

"I have heard a ray of sun laugh and sing!" With these words, Alexander Graham Bell wrote to his father in 1889, enthusiastically describing his latest invention, the photophone.

Four years earlier, Mr. Bell had invented a system to carry sound over copper wires using electricity. This invention revolutionized communication between individuals and even nations.

EXTENSION

Now, over one hundred years later, it's hard to imagine life without the telephone. Mr. Bell's discovery of using light to transmit information had caused a communication revolution of an even greater magnitude.

FURTHER EXTENSION

Mr. Bell considered the photophone (from Greek: *photo* meaning "light," and *phone*, meaning "voice") the most significant of all his inventions. Although the photophone was impractical in its day, its potential was well known. Scientists like Mr. Bell knew that far more information could be transmitted with light rather than electricity. This is possible because of two key inventions: lasers and optical fibers. Optical fibers are thin, optically transparent fibers through which light can be transmitted. They are usually made of glass, and are typically flexible enough to be wrapped loosely around a finger.

—Adapted from *Wisdom Booklet 54*

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

BASIC LEVEL

- | | | |
|--------------|------------|-------------|
| 1. optical | 4. cause | 7. cycle |
| 2. necessary | 5. concept | 8. specific |
| 3. substance | 6. back | |

EXTENSION

- | | | |
|---------------|----------------|----------------|
| 9. accessible | 13. scientific | 17. receiver |
| 10. certain | 14. capacity | 18. confirm |
| 11. cylinder | 15. carry | 19. cymbals |
| 12. vertical | 16. control | 20. refractive |

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*).

Day Two

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

4. Grammar: Adverbs (-*ly* Words and Others)

Day Three

5. Grammar/Sentence Structure:
Subordinate Clause Openers

6. Composition: Edit and Revise

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Letter

Extra Practice (Optional)

54B Week 4 Answer Keys

❑ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the second paragraph, highlight the subordinator.

The human **ear** has **no** bone. It consists mostly of cartilage, padded in spots with fat, and covered with a thin layer of skin. This structural design enables it to collect sound waves and direct them toward the auditory canal and ear drum.

Only **three** small muscles hold the ear in place. However, these muscles contain blood **vessels** that nourish the ear, keeping it warm in cold weather and cooling it in hot weather. **When** cut, these blood vessels bleed profusely.

Restoring a severed ear is **no** small task. Today it would require **a** plastic surgeon's making hundreds of tiny stitches to sew the ear back in place. The most difficult task is restoring proper blood circulation. Without **an** adequate blood supply, parts of the ear may die, allowing gangrene to set in and destroy the adjacent healthy parts.

❑ 4d. In the sentences provided, insert descriptive adverbs in the blanks.

Answers will vary.

❑ 5f. 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. **Although** Jesus experienced extreme testing throughout the events leading to His death, He did not fail to demonstrate His authority.
2. **While** the disciples slept, Jesus realized that His time had come, and that the full weight of man's sin was to be placed on His shoulders.
3. **When** Jesus and His disciples knelt to pray in the Garden, it may have been after midnight.
4. **Because** the Temple guard had no authority to bind and detain a citizen between sunset and sunrise, it is likely that a detachment of Roman soldiers accompanied Judas and the band of Temple guards to the Garden that night.
5. **Before** they took Him away, Jesus restored the ear that Peter had cut off.

6. **As the Lord Jesus demonstrated His authority over death,** an unnamed Roman centurion stood in fearful awe.
7. **When Jesus voluntarily yielded up His spirit and died,** the centurion, humbled by God, announced publicly for all to hear, “Truly, this was the Son of God.”
8. **Because the centurion was so moved by the authority of the Lord Jesus Christ,** he risked his military career to acknowledge Jesus as the Messiah.

Lined writing area consisting of 25 horizontal blue lines.

WBLA Answer Key 53-54B



P 6 3 0 4