

WISDOM BOOKLET

Language Arts

Teacher's Helps &
Answer Keys

5C–8C

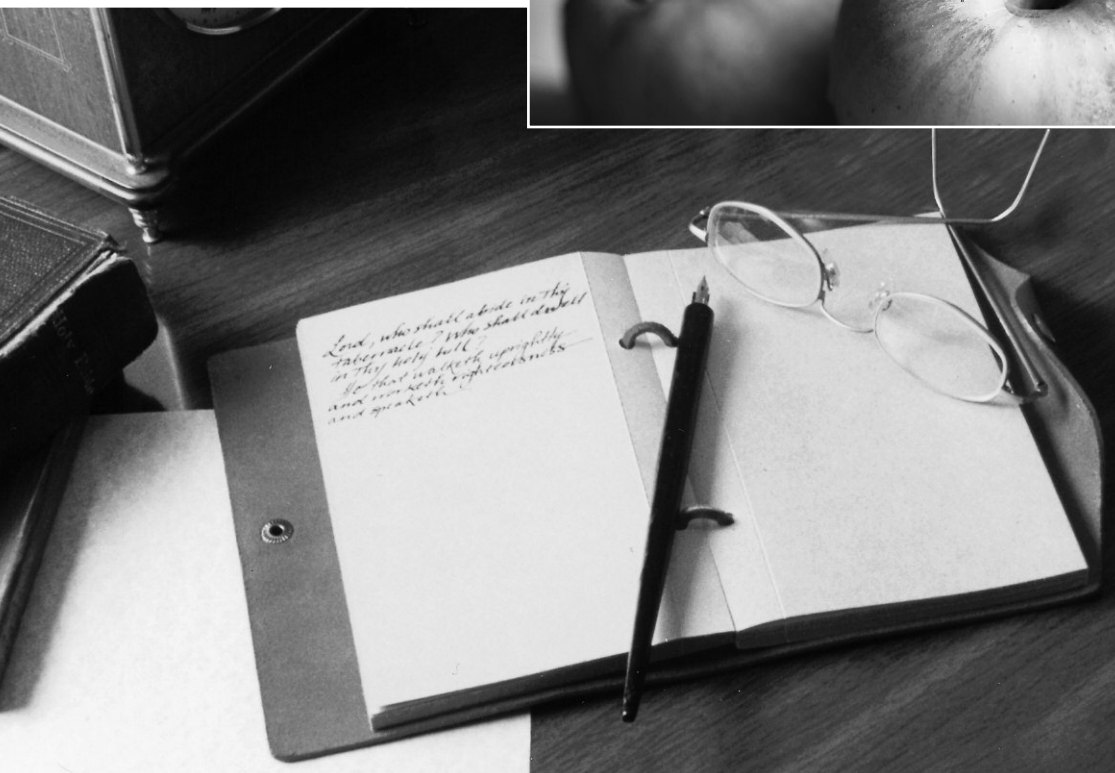


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The *Wisdom Booklet Language Arts* program is designed for families enrolled in the Advanced Training Institute International, which provides a variety of resources for training parents, young people, and children to be mighty in Spirit. For more information,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



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5C Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *meek*

gentle
submissive
patient
imperturbable
deferential
forbearing

selfless
flexible
respectful
gracious
amenable
temperate

Antonyms for *meek*

angry
assertive
irate
exasperated
irritable

willful
explosive
demanding
insistent
contentious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Perhaps the most difficult right to yield is that of making final decisions. Yet this right, if not fully yielded, will destroy the spirit of meekness. When Christ was twelve years old, He understood His calling and expressed His desire to be about His heavenly Father's business. However, He yielded to God's direction through His parents and waited until He was thirty years old to begin His public ministry.

EXTENSIONS

During His ministry years, He made no decisions of His own but did only that which was directed by His heavenly Father. His prayer, "Not my will, but thine be done" was always reflected in His attitude. When Christ was arrested and placed under the civil authorities, God carried out His ultimate will through their decisions.

—*Wisdom Booklet 5*

2. Spelling: Plural Words Ending in *y* (Example: authority, authorities; monkey, monkeys)

BASIC LEVEL

- | | | | |
|------------|-------------|----------------|--------------|
| 1. key | 5. industry | 9. repay | 13. ability |
| 2. deny | 6. portray | 10. convey | 14. carry |
| 3. reply | 7. story | 11. difficulty | 15. daily |
| 4. factory | 8. dismay | 12. family | 16. multiply |

EXTENSION

17. cruelty
18. impossibility
19. necessity

FURTHER EXTENSION

20. affinity
21. vilify
22. proximity

Optional

23. patient
24. flexible
25. imperturbable
26. deferential

TT: Making words plural that end in *y* is very tricky. Teach your student that if the word already has a *vowel + y*, just add *s*. If the word has only a *y* at the end, he should change the *y* to *i* and add *s*. Look at the rule this way: most plural words need two vowels before the *s*. A vowel + *y* is considered two vowels: thus, no spelling card is needed (e.g. enjoy-enjoys). However, singular words ending in *y* only need another vowel in order to form a plural: thus, *y* is dropped and *-ies* is added (e.g., try-tries).

3. Editor Duty: Correct Given Paragraph(s)

(Verb Phrases; Spelling Errors; Comparative and Superlative Cases)

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

5. Grammar: Clauses/Subordinators

Day Three

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

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

Day Four

8. Sentence Structure: Subordinate Clause Opener

9. Sentence Structure: Subordinate Clauses Within Sentences

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

5C Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *mEEK*

gentle
submissive
patient
imperturbable
deferential
forbearing

Antonyms for *mEEK*

angry
assertive
irate
exasperated
irritable

willful
explosive
demanding
insistent
contentious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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EXTENSIONS

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| 1. key | 5. industry | 9. repay | 13. ability |
| 2. deny | 6. portray | 10. convey | 14. carry |
| 3. reply | 7. story | 11. difficulty | 15. daily |
| 4. factory | 8. dismay | 12. family | 16. multiply |

EXTENSION

17. cruelty
18. impossibility
19. necessity

FURTHER EXTENSION

20. affinity
21. vilify
22. proximity

Optional

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24. flexible
25. imperturbable
26. deferential

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3. Editor Duty: Correct Given Paragraph(s)

(Verb Phrases; Spelling Errors; Comparative and Superlative Cases)

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

Day Two

5. Grammar: Clauses/Subordinators

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

Day Three

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

8. Sentence Structure: Subordinate Clause Opener

9. Sentence Structure: Subordinate Clauses Within Sentences

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

5C Week 1 Answer Keys

- 2b.** On the lines provided, make each spelling word plural according to the rules given above at the level directed by your teacher.

BASIC LEVEL

- | | |
|-------------------------------------|---------------------------------|
| 1. key— <u>keys</u> | 5. industry— <u>industries</u> |
| 2. deny— <u>denies</u> | 6. portray— <u>portrays</u> |
| 3. reply— <u>replies</u> | 7. story— <u>stories</u> |
| 4. factory— <u>factories</u> | 8. dismay— <u>dismays</u> |
| 9. repay— <u>repays</u> | 13. ability— <u>abilities</u> |
| 10. convey— <u>conveys</u> | 14. carry— <u>carries</u> |
| 11. difficulty— <u>difficulties</u> | 15. daily— <u>dailies</u> |
| 12. family— <u>families</u> | 16. multiply— <u>multiplies</u> |

EXTENSION:

- | | |
|---|-----------------------------------|
| 17. cruelty— <u>cruelties</u> | 19. necessity— <u>necessities</u> |
| 18. impossibility— <u>impossibilities</u> | |

FURTHER EXTENSION:

- | | |
|---------------------------------|-----------------------------------|
| 21. affinity— <u>affinities</u> | 24. proximity— <u>proximities</u> |
| 22. vilify— <u>vilifies</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 last paragraph, highlight the three-word verb phrase that contains an adverb between the two verbs.
3. In the first paragraph, highlight the word that is in the comparative or superlative form and double-check your correction of it.
4. In the last paragraph, highlight the seven words that are spelled incorrectly, and write the correct spelling above them, if you have not already done so.

Teacher Tip: If your Level C student combines two sentences using semicolons, rather than placing periods at the end of each sentence, do not consider it incorrect.

Since meekness is a quality **G**od produces in the life of a believer, the secret to his meekness lies **deepest** in his relationship to **G**od. **M**ost **C**hristians attempt to be **C**hrist like through their own endeavors. When circumstances arise in their lives that produce evil attitudes or reactions, they attempt to respond properly by mere human strength. **W**hen this **does not work**, they become discouraged, defeated, or angry.

God never intended for **C**hristians to reform or change attitudes and actions by their own strength. **I**n fact, **S**cripture acknowledges the impossibility of achieving such a goal. **I**nstead, **G**od **most** desires that **H**is children look to **H**im for strength, guidance, and power to live in a way that would please **H**im.

Since meekness is **controled** strength, it is extremely important that a **beleiver** **recognizes** that **G**od must be the **O**ne who controls him and his responses. The secret to becoming a meek person **lies** in a **beleiver** **yeilding** his rights to **G**od, **alowing** **G**od to control his **responces** and produce self-control and holiness in his life. (**Controlled, believer, recognizes, believer, yielding, allowing, responses**)

8c. Complete the following steps for the sentences provided.

1. Add subordinate clauses to the beginning of the sentences and follow by a comma.
2. Add complete sentences to the subordinate clauses below.

Answers will vary.

5C Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *mEEK*

gentle selfless
 submissive flexible
 patient respectful
 imperturbable gracious
 deferential amenable
 forbearing temperate

Antonyms for *mEEK*

angry willful
 assertive explosive
 irate demanding
 exasperated insistent
 irritable contentious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When Moses saw an Egyptian slave master beating his own people, the Israelites, with cruel whips, he became irate and purposed to do whatever he could to lead them out of bondage. His first assertive attempt was an angry attack upon one of the slave masters. Moses killed the man and hid his body in the sand.

EXTENSION

The willful murder committed by Moses was hardly a demonstration of meekness. Instead, it was an explosive reaction that was not directed by God. The immediate consequence of Moses' impulsiveness was that he was forced to flee to the desert.

FURTHER EXTENSION

There he abandoned all ideas of liberating his people. This decision also failed the test of meekness because it was an irritable expression of the selfish will of Moses rather than of the forbearing will of God. — *Wisdom Booklet 5*

The last two copy boxes should be considered one paragraph throughout this week's lesson.

2. Spelling: Silent *e* With Long *a* or *Schwa* Sound (Examples: irate, immediate)

BASIC LEVEL

- | | | |
|----------------|-------------|---------------|
| 1. demonstrate | 5. irate | 9. immaculate |
| 2. liberate | 6. irritate | 10. humiliate |
| 3. manipulate | 7. separate | |
| 4. immediate | 8. ultimate | |

EXTENSION

11. expiate
12. congratulate
13. accumulate
14. desperate
15. exaggerate
16. legitimate
17. penetrate

FURTHER EXTENSION

18. barbiturate
19. subordinate
20. delineate
21. exacerbate

Optional

22. forbearing
23. gracious
24. amenable
25. temperate

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

TT: An exception to the *v-c-e* rule is made when this pattern comes at the end of a longer word. In such cases the sound of the vowel preceding the last syllable is usually a short sound (e.g., *favorite*) or *schwa* sound (e.g., *fortunate*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses; Double Negatives)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

5. Grammar: Double Negatives

Day Three

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

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

Day Four

8. Punctuation: Appositives

9. Structural Analysis: Possessive Proper Nouns Ending in *s*

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

5C Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *meek*

gentle selfless
 submissive flexible
 patient respectful
 imperturbable gracious
 deferential amenable
 forbearing temperate

Antonyms for *meek*

angry willful
 assertive explosive
 irate demanding
 exasperated insistent
 irritable contentious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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| 2. liberate | 6. irritate | 10. humiliate |
| 3. manipulate | 7. separate | |
| 4. immediate | 8. ultimate | |

EXTENSION

11. expiate
12. congratulate
13. accumulate
14. desperate
15. exaggerate
16. legitimate
17. penetrate

FURTHER EXTENSION

18. barbiturate
19. subordinate
20. delineate
21. exacerbate

Optional

22. forbearing
23. gracious
24. amenable
25. temperate

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

TT: An exception to the *v-c-e* rule is made when this pattern comes at the end of a longer word. In such cases the sound of the vowel preceding the last syllable is usually a short sound (e.g., *favorite*) or *schwa* sound (e.g., *fortunate*).

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses; Subordinate Clause Openers)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

5 Sentences

Day Two

5. Grammar: Double Negatives

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

7. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses; Double Negatives)

Day Three

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

9. Punctuation: Appositives

10. Structural Analysis: Possessive Proper Nouns Ending in *s*

11. Composition: Edit and Revise

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Informative Essay

Extra Practice (Optional)

5C 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 subordinate clause at the end of the sentence.

3. In the last paragraph, highlight highlight and correct the double negative.

4. In the last paragraph, underline the words that are spelled incorrectly, and write the correct spelling above them, if you have not already done so.

While he was home on furlough, Mr. Koning attended a seminar on Biblical principles of life. While he was there, he heard a message on ownership: the truth that all we have belongs to God. What we give we will have; what we keep, we will lose. He wept as he realized how he had clung to his rights rather than recognize God's ownership and ultimate control.

He gave the pineapple garden to God, along with the rights to it, and he gave God permission to do whatever He wanted with the pineapples. Mr. Koning experienced great peace and joy in this surrender as he realized that the problems were no longer his to worry about.

Upon his return to Abohoi, Mr. Koning made the joyful discovery that the Lord takes good care of His property. The pineapples were bigger and better tasting than ever before. The missionary reiterated that the garden was God's; if He wanted him to eat any pinapples, that would be fine. If God did not want him to eat any (no) pineapples, that was also fine. (discovery, property, missionary, reiterated, pineapples)

□ **8d.** In the sentences provided, highlight the appositives, and place commas where needed.

1. Incisors, **or front teeth**, work as scissors.
2. Cuspids, **or the canines**, are strong and more pointed.
3. The covenant *beriyth* means a compact made by passing between pieces of flesh.
4. David, **a man after God's own heart**, was meek.
5. Jesus, **God's Son**, was meek.
6. Moses, **God's man**, led the children of Israel.
7. Both partners, **husband and wife**, need to learn to be meek.
8. Jesus, **the Great Shepherd**, was meek and lowly.

5C Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *mEEK*

gentle selfless
 submissive flexible
 patient respectful
 imperturbable gracious
 deferential amenable
 forbearing temperate

Antonyms for *mEEK*

angry willful
 assertive explosive
 irate demanding
 exasperated insistent
 irritable contentious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When a man and a woman enter into a marriage, they are enrolling in one of God's most basic and most important classrooms for the development of meekness. The marriage relationship requires that each partner yields his or her personal rights and allows God to accomplish His purposes through their life together.

EXTENSIONS

When two drivers approach an intersection at the same time, one must yield the right-of-way to the other to avoid serious consequences. When two individuals enter into the lifelong union of marriage, each one must yield personal rights to avoid conflict. Meekness is demonstrated by one's commitment to remain in a marriage even if it should become "difficult."

—*Wisdom Booklet 5*

2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Examples: hap/py, mid/dle)

BASIC LEVEL

- | | | |
|-------------|---------------|----------------|
| 1. marriage | 5. difficult | 9. accomplish |
| 2. carry | 6. container | 10. commitment |
| 3. frontier | 7. applesauce | 11. irritable |
| 4. approach | 8. fraction | |

EXTENSION

12. forbearing
13. assertive
14. temperate
15. acclaim
16. collaborate
17. complacent
18. compliant
19. comprehensive
20. diffusion

FURTHER EXTENSION

21. alleviate
22. ambivalent
23. fallacious

Optional

23. exasperated
25. explosive

TI: A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant. 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, bean*). 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)

(Proper Nouns; Appositives)

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

5. Grammar: Hyphenated Words and Phrases

Day Three

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

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

Day Four

8. Structural Analysis: Adding Suffixes to Two- and Three-Syllable Words

9. Grammar: Noun Markers (Articles)

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

5C Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *mEEK*

gentle
submissive
patient
imperturbable
deferential
forbearing

selfless
flexible
respectful
gracious
amenable
temperate

Antonyms for *mEEK*

angry
assertive
irate
exasperated
irritable

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explosive
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1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When a man and a woman enter into a marriage, they are enrolling in one of God's most basic and most important classrooms for the development of meekness. The marriage relationship requires that each partner yields his or her personal rights and allows God to accomplish His purposes through their life together.

EXTENSIONS

When two drivers approach an intersection at the same time, one must yield the right-of-way to the other to avoid serious consequences. When two individuals enter into the lifelong union of marriage, each one must yield personal rights to avoid conflict. Meekness is demonstrated by one's commitment to remain in a marriage even if it should become "difficult."

—*Wisdom Booklet 5*

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|-------------|---------------|----------------|
| 1. marriage | 5. difficult | 9. accomplish |
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| 3. frontier | 7. applesauce | 11. irritable |
| 4. approach | 8. fraction | |

EXTENSION

12. forbearing
13. assertive
14. temperate
15. acclaim
16. collaborate
17. complacent
18. compliant
19. comprehensive
20. diffusion

FURTHER EXTENSION

21. alleviate
22. ambivalent
23. fallacious

Optional

23. exasperated
25. explosive

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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)

(Proper Nouns; Appositives)

Day Two

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

5. Grammar: Hyphenated Words and Phrases

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

Day Three

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

8. Structural Analysis: Adding Suffixes to Two- and Three-Syllable Words

9. Grammar: Noun Markers (Articles)

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

5C Week 3 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, highlight all of the proper nouns.

3. In the first paragraph, highlight the appositive and correct the punctuation surrounding it, if you have not already made that correction.

4. In the first paragraph, underline all the misspelled words, and write their correct spellings above them, if you have not already done so.

Water, oxegyn, and warm tempatures are necessary to trigger the germination of dorment wheat seeds. The water causes the seed to swell and soften its outer coat so that the tiny wheat germ growing inside can brake out. A seed, wheat seed or other, requires the soil to contane large amounts of oxygen because it cannot produce its own food until the plant inside is fully develloped. (**Oxygen, temperatures, necessary, dormant, break, contain, developed**)

The absence of any one of these three essentials will stop the germination process. For example, even if the seed has plenty of water and oxygen, it will not grow if the soil is 35°F. Wheat requires the soil to be a temperature of at least 45°F before it will grow. Corn requires at least 55°F.

Likewise, meekness is a by-product of spiritual warmth, the water of the Word, and the energizing of the Holy Spirit. If the Christian becomes spiritually cold, he will stop developing meekness.

5d. Copy the commonly-hyphenated words below and put the hyphens where they belong.

1. son-in-law

2. mother-in-law

3. right-of-way

4. father-in-law

5. one-half

6. twenty-one

7. seventy-eight

8. thank-you

9. thank-you

10. daughter-in-law

11. half-past

12. one-fourth

13. ninety-five

14. thirty-three

5C Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *meek*

gentle
submissive
patient
imperturbable
deferential
forbearing

Antonyms for *meek*

angry
assertive
irate
exasperated
irritable

willful
explosive
demanding
insistent
contentious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Book of James tells God's people of the impossibility of humanly controlling the tongue. In it, the apostle stressed the extreme wickedness which the tongue produces, although it is a small member of the human body. Repeatedly, the Word of God demonstrates the impossibility of becoming meek by human strength. Perhaps God does this so frequently to stress that the source of meekness is God Himself.

EXTENSIONS

Paul's epistle to the Galatians provides direct support for this truth. He writes, "But the fruit of the Spirit is love, joy, peace . . . meekness . . ." (Galatians 5:22-23). In other words, the quality of meekness is something which comes only when a believer is Spirit-controlled. —*Wisdom Booklet 5*

2. Spelling: Adding Suffixes (Examples: controlling, wickedness)

BASIC LEVEL

- | | |
|----------------|-----------------|
| 1. human | 7. enjoy |
| 2. humanly | 8. enjoyment |
| 3. control | 9. approach |
| 4. controlling | 10. approaching |
| 5. fulfill | 11. recoil |
| 6. fulfilling | 12. recoiling |

EXTENSION

13. commit
14. committing
15. develop
16. developing
17. prevail
18. prevailing

FURTHER EXTENSION

19. auspicious
20. auspiciousness
21. supersede
22. superseded

Optional

23. demanding
24. insistent
25. contentious

TI: There are other infrequently found words that have suffixes added to them in "unusual" ways.

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)
(Articles; Suffixes; *-Ly* Openers)

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

Day Three

5. Grammar: *-Ly* Words as Sentence Openers

6. Composition/Sentence Structure: Colons

Day Four

7. Composition: Edit and Revise

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition/Creative Writing:
Final Copy Original Informative Essay

Extra Practice (Optional)

5C Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *meek*

gentle
submissive
patient
imperturbable
deferential
forbearing

selfless
flexible
respectful
gracious
amenable
temperate

Antonyms for *meek*

angry
assertive
irate
exasperated
irritable

willful
explosive
demanding
insistent
contentious

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Book of James tells God's people of the impossibility of humanly controlling the tongue. In it, the apostle stressed the extreme wickedness which the tongue produces, although it is a small member of the human body. Repeatedly, the Word of God demonstrates the impossibility of becoming meek by human strength. Perhaps God does this so frequently to stress that the source of meekness is God Himself.

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Paul's epistle to the Galatians provides direct support for this truth. He writes, "But the fruit of the Spirit is love, joy, peace . . . meekness . . ." (Galatians 5:22-23). In other words, the quality of meekness is something which comes only when a believer is Spirit-controlled.

—*Wisdom Booklet 5*

2. Spelling: Adding Suffixes (Examples: controlling, wickedness)

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| 5. fulfill | 11. recoil |
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EXTENSION

13. commit
14. committing
15. develop
16. developing
17. prevail
18. prevailing

FURTHER EXTENSION

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20. auspiciousness
21. supersede
22. superseded

Optional

23. demanding
24. insistent
25. contentious

TT: There are other infrequently found words that have suffixes added to them in "unusual" ways.

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)

(Articles; Suffixes, -Ly Openers)

Day Two

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

5. Grammar: -Ly Words as Sentence Openers

Day Three

6. Composition/Sentence Structure: Colons

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition/Creative Writing:
Final Copy Original Informative Essay

Extra Practice (Optional)

5C 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 eight articles.
3. In the first paragraph, highlight all of the nouns—common and proper ones.
4. In the last two paragraphs, highlight the three adverb openers.

A **person** who fails to yield his **rights** will always be frustrated, angry, and bitter because **others** will violate his **rights** or fail to meet his **expectations**. **The** harmful **emotions**, commonly referred to as **stress** and **tension**, then cause physical **problems** such as **sleeplessness** and **ulcers**. **A** **lack** of **mercy** often manifests itself in physical **tension** of **the** entire **body**—even **the** **teeth** and **jaws**.

Teeth have several basic functions. **Initially**, they determine **the** appearance of **the** the lower half of the face. **Healthy** teeth also enhance our smiles. **Secondly**, teeth aid us in speaking.

Most importantly, our teeth prepare food for digestion. Healthy teeth enable us to eat **the** variety of healthful foods that we need in order to maintain **a** balanced diet. **Four** types of teeth work together to prepare food for digestion.

5d. In the sentences provided, highlight the various sentence openers, and write on the line which kind of opener it is, using these abbreviations:

1. PP Opener (Prepositional Opener)
 2. *-ly* Opener (*-ly* word or *-ly* clause opener)
 3. Sub opener (Subordinator Opener)
 4. Other
1. Happily, it can be cured. **-ly Opener**
 2. Trying to protect the teeth, the muscles realign the jaw. **Other**
 3. While full effect is to be given to the statute, it should be remembered that the happiness of married life greatly depends on its indissolubility. **Sub Opener**
 4. When a couple enters into a marriage, they are enrolling in one of God's most basic and most important classrooms for the development of meekness. **Sub Opener**
 5. Just as He sealed the covenants of the Old Testament with the blood of bulls and goats, God sealed His covenant with us by the blood of His Son. **Other/Sub Opener** (You student may not recognize this as a sub since "as" is the second word.)

6. Clearly, this commitment is understood better as we realize that marriage is a covenant rather than a contract. -Ly Opener
7. After God provided manna for the nation of Israel, they again began to be dissatisfied. **Sub Opener (Tricky: “After” is a preposition and a subordinator. Here it is a subordinator since it is a clause (has a subject and verb) not a phrase (no subject and verb)).**
8. In this perturbed state of mind, Moses concluded that he was not able to carry the burden. PP Opener
9. At this point, Moses analyzed the statistics. PP Opener
10. Gravely facing this new crises, Moses again went to the Lord. -Ly Opener
11. In view of this, the character description which God wrote about Moses seems astonishing. PP Opener
12. When Moses saw Egyptian slave masters beating his own people, he became irate and purposed to do whatever he could to lead them out of bondage. Sub Opener
13. Sadly, he abandoned all ideas of liberating his people. -Ly Opener
14. Shortly after the nation arrived in the wilderness, they were numbered. -Ly Opener
15. During its dormancy a seed shows no signs of life. PP Opener
16. Strangely, it appears to be dead. -Ly Opener
17. Before a seed can germinate, it must be dried. Sub Opener
18. Carefully invading the wheat crop, the chinch bug is one of the worst enemies. -Ly Opener
19. Just as there are many enemies to wheat growth, there are also many enemies to the development of meekness. **Other/Sub Opener (You student may not recognize this as a sub since “as” is the second word.)**
20. Just as a poor or diseased root system will cause wheat to wither, so weak roots within a Christian mean that when persecution comes, he will be offended and drop away from a fruitful Christian life. Other
21. Obviously, meekness is a by-product of spiritual warmth, the water of the Word, and the energizing of the Holy Spirit. -Ly Opener
22. If the Christian becomes spiritually cold, he will stop developing meekness. Sub Opener
23. By scientific classification, wheat is a fruit. PP Opener
24. During His ministry years, He made no decisions on His own. PP Opener
25. When Christ was arrested and placed under the civil authorities, God carried out His ultimate will through their decisions. Sub Opener

6C Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *hunger*

crave desire
require seek
need relish
yearn want

Synonyms for *filled*

abounding gratified
fulfilled content
satisfied supplied

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Sheep that become independent soon stray from the safety of the shepherd and the flock. They are drawn away by their appetite as they go from one clump of grass to another. By wandering, they expose themselves to a multitude of dangers.

EXTENSIONS

A sheep's thick coat of wool can become caught in the underbrush of thickets, where the sheep may remain captive until it dies. Without the protection of the shepherd, a lone sheep is an open invitation to its many predators, and it may face attack and death from a wolf, lion, or bear. Other dangers involve falling into crevices, picking up parasites, casting, and poisoning.

FURTHER EXTENSIONS

A wise shepherd is aware of all these dangers, so if he sees that a sheep is persistent in going its own way, he will lovingly break one of its legs and then nurse it back to health. This close association between shepherd and sheep establishes a special bond that continues after the leg is healed.

—*Wisdom Booklet 6*

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

BASIC LEVEL

- | | |
|--------------|--------------|
| 1. generous | 5. plague |
| 2. generate | 6. disguise |
| 3. digest | 7. singular |
| 4. religious | 8. diligence |

EXTENSION

9. dangerous
10. discourage

FURTHER EXTENSION

11. collage
12. regime
13. mirage
14. prestige

Optional

15. craving
16. relishing
17. desirable

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

3. Editor Duty: Correct Given Paragraph(s)

(-Ly Openers, Colons)

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 divide the compound sentences with coordinating conjunctions into two separate sentences.)

Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

5. Grammar: Descriptive Adjectives

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

Day Three

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

8. Punctuation: Commas and Coordinating Conjunctions

Day Four

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

6C Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *hunger*

crave
require
need
yearn

desire
seek
relish
want

Synonyms for *filled*

abounding
fulfilled
satisfied

gratified
content
supplied

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Sheep that become independent soon stray from the safety of the shepherd and the flock. They are drawn away by their appetite as they go from one clump of grass to another. By wandering, they expose themselves to a multitude of dangers.

EXTENSIONS

A sheep's thick coat of wool can become caught in the underbrush of thickets, where the sheep may remain captive until it dies. Without the protection of the shepherd, a lone sheep is an open invitation to its many predators, and it may face attack and death from a wolf, lion, or bear. Other dangers involve falling into crevices, picking up parasites, casting, and poisoning.

FURTHER EXTENSIONS

A wise shepherd is aware of all these dangers, so if he sees that a sheep is persistent in going its own way, he will lovingly break one of its legs and then nurse it back to health. This close association between shepherd and sheep establishes a special bond that continues after the leg is healed.

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

BASIC LEVEL

- | | |
|--------------|--------------|
| 1. generous | 5. plague |
| 2. generate | 6. disguise |
| 3. digest | 7. singular |
| 4. religious | 8. diligence |

EXTENSION

9. dangerous
10. discouragement

FURTHER EXTENSION

11. collage
12. regime
13. mirage
14. prestige

Optional

15. craving
16. relishing
17. desirable

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

3. Editor Duty: Correct Given Paragraph(s)

(-Ly Openers, Colons)

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 divide the compound sentences with coordinating conjunctions into two separate sentences.)

Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

Day Two

5. Grammar: Descriptive Adjectives

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

Day Three

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

8. Punctuation: Commas and Coordinating Conjunctions

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

6C 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 each paragraph, highlight one *-ly* opener and follow each one with a comma, if you have not already done so.
3. In the first paragraph, place a colon before the Scripture, if you have not already done so.

The word *righteousness* is one of the most important terms in Scripture; yet if you ask the average Christian what it means, he will probably not be able to give you a precise definition. **Actually**, the importance of righteousness is emphasized by the command of Christ: Seek ye first the kingdom of God and His righteousness. Righteousness means being right and doing right according to the law of God.

Truly, the righteousness of God is beyond our ability to achieve since it requires complete and persistent perfection. When we break one of God's laws, we are guilty of breaking God's entire law. To remedy this impasse, God sent His own Son into the world. He was righteous in nature, and He perfectly fulfilled every demand of God's righteous law.

There is a righteousness that man tries to achieve with his own efforts. This righteousness is a stench to God since it displaces the character and work of Jesus Christ. God uses symbols to teach us about Him and His righteousness. **Actually**, the serpent in the wilderness was a symbol of Christ on the cross and the need for us to trust in His righteousness rather than our own efforts.

□ 5f. In the sentences provided, insert descriptive adjectives in the blanks. (Use the thesaurus or look in the Wisdom Booklet or another source if necessary.)

Answers will vary.

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

1. Highlight the CC's that are used to join two complete sentences.
2. Underline the complete sentences on each side of the CC's you highlight.
3. Insert a comma before each CC you have highlighted.
 1. Baby birds look up and open their mouths wide, **for** their controlling need is to receive nourishment.
 2. They look to their parents to satisfy their need for food and water, **so** they grow up into the likeness of their providers.
 3. The believer must long after spiritual food, **so** he will mature into the fullness of the stature of Christ.

Teacher Tip: If your Level C student combines two sentences into one using semicolons or other conciseness technique, rather than placing periods at the end of each sentence, do not consider it incorrect.

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.

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!

4. We open our mouths wide to receive proper spiritual nourishment, **for** God will satisfy our most basic needs.
5. We take in spiritual nourishment, **and** we experience the inward contentment which brings health to our bodies and fruitfulness to our souls.
6. Crop failure in the land of Palestine could easily mean hunger, **so** hunger and thirst were frequent and vivid experiences.
7. Our Lord used these poignant physical realities to illustrate spiritual truth, **for** we should seek a right standing with God in the same way that a starving man would look for food.
8. We should long for it, **and** we should even dream about it.
9. A deep spiritual hunger awakened within him, **so** he became a believer.
10. Our desire to know God rightly should become the controlling focus of our lives, **and** we should long for it and plan for it.
11. Sheep are ruminants, **so** they re-chew their food several times before digesting it.
12. Sheep have need for special protection, **so** they are able to ruminate.
13. We need to keep our appetite under control of hunger, **so** we need to calculate normal body weight.
14. We should study sheep, **for** the eating habits of sheep provide rich insights on meditation.
15. Hungering and thirsting after righteousness brought a nation into being, **for** God-fearing families desired to establish a government based on Biblical principles.

6C Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *hunger*

crave
require
need
yearn

desire
seek
relish
want

Synonyms for *filled*

abounding
fulfilled
satisfied

gratified
content
supplied

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

With Mary at his side, Adam Clarke spent himself in the ministry. For fifty-two years he preached humbly and simply the great truths of the Bible to the crowds who never seemed to tire of hearing him. Yet Dr. Clarke's travel and speaking engagements did not keep him from his study. He labored for twenty-five years, writing a practical commentary on the Scriptures, and spent another fifteen years seeing it through the publication process.

EXTENSIONS

The insignificant Irish boy whose birth had not even been recorded mastered twenty languages, labored on Methodist circuits for over thirty years, preached fifteen thousand sermons, and touched countless lives for God. In the course of his life, Adam Clarke received numerous honors, not only from his Methodist brethren, but from British scholars and statesmen as well, who recognized him with honorary degrees.

FURTHER EXTENSIONS

On Sunday, August 26, 1832, Dr. Adam Clarke, while away from home on a "preaching mission," quietly passed into eternity. At last God could quench forever His servant's hunger and thirst for righteousness.

—*Wisdom Booklet 6*

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

BASIC LEVEL

- | | |
|--------------|---------------|
| 1. recognize | 5. intrinsic |
| 2. society | 6. specific |
| 3. economics | 7. uncouth |
| 4. hindrance | 8. occurrence |

EXTENSION

9. moccasin
10. broccoli

FURTHER EXTENSION

11. participate
12. susceptible

Optional

13. requirement
14. yearning
15. satisfaction

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

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

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 _____
2 Sentences

5. Punctuation: Punctuating Dates Within Sentences

Day Three

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

7. Punctuation: Capitalize and Punctuate Dates and Numbers

Day Four

8. Punctuation: Quotations

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Biographical Essay

Extra Practice (Optional)

6C Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *hunger*

crave desire
require seek
need relish
yearn want

Synonyms for *filled*

abounding gratified
fulfilled content
satisfied supplied

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

With Mary at his side, Adam Clarke spent himself in the ministry. For fifty-two years he preached humbly and simply the great truths of the Bible to the crowds who never seemed to tire of hearing him. Yet Dr. Clarke's travel and speaking engagements did not keep him from his study. He labored for twenty-five years, writing a practical commentary on the Scriptures, and spent another fifteen years seeing it through the publication process.

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The insignificant Irish boy whose birth had not even been recorded mastered twenty languages, labored on Methodist circuits for over thirty years, preached fifteen thousand sermons, and touched countless lives for God. In the course of his life, Adam Clarke received numerous honors, not only from his Methodist brethren, but from British scholars and statesmen as well, who recognized him with honorary degrees.

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On Sunday, August 26, 1832, Dr. Adam Clarke, while away from home on a "preaching mission," quietly passed into eternity. At last God could quench forever His servant's hunger and thirst for righteousness. —*Wisdom Booklet 6*

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BASIC LEVEL

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| 1. recognize | 5. intrinsic |
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| 4. hindrance | 8. occurrence |

EXTENSION

9. moccasin
10. broccoli

FURTHER EXTENSION

11. participate
12. susceptible

Optional

13. requirement
14. yearning
15. satisfaction

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

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 _____
2 Sentences

5. Punctuation: Punctuating Dates Within Sentences

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

Day Three

7. Punctuation: Capitalize and Punctuate Dates and Numbers

8. Punctuation: Quotations

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Biographical Essay

Extra Practice (Optional)

6C 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 all of the coordinating conjunctions.
3. Insert three sets of double adjectives anywhere in the paragraphs.
4. In the last paragraph, cross out the spelling errors, and write their correct spellings above them, if you have not already done so.

The grass **and** plants that sheep eat contain cellulose (a wood product). Sheep cannot digest cellulose unaided. During two successive periods of rumination, sheep grind the cud into a very fine pulp. This pulp then goes to the third stomach compartment called the omasum.

In the omasum, bacteria **and** protozoa within the sheep begin to feed upon the pulp **and** break down the cellulose. As they feed on this cellulose, the bacteria **and** protozoa greatly multiply.

The pulp, now composed mainly of ~~bacteria~~ **and** protozoa, passes into the abomasum, the ~~forth~~ **fourth** compartment of the ~~stomach~~. Here the digestive juices begin to act upon the food. ~~Actually~~ the juices are digesting the bacteria **and** protozoa rather than the cellulose. Thus sheep get their ~~nourishment~~ from meat rather than from the grass. (**bacteria, fourth, compartment, stomach, Actually, nourishment**)

5b. In the sentences provided, insert the proper punctuation according to the rules learned in this lesson.

1. Adam was quite surprised to learn that he was to be admitted in August, 1783.
2. At the conference of 1786, Mr. Wesley gave Adam an especially challenging and dangerous assignment.
3. Dr. Adam Clarke died on August 26 1832, while away from home on a “preaching mission.”
4. On Sunday, August 26, 1832, Dr. Adam Clarke quietly passed into eternity.
5. Under his son, Edward VI, who reigned from 1547 to 1553, the Tyndale and Cloverdale translations became common.
6. When Elizabeth died in 1603, James VI of Scotland was crowned James I of England.
7. King James called a conference at Hampton Court in January 1604, to consider this petition.
8. In December of 1604, Richard Bancroft was made Archbishop of Canterbury.

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.

Teacher Tip: The exact wording of these rules is unimportant. Be sure your student understand the “why” of quotation rules.

9. By November of 1605, hundreds of ministers had been turned out of their churches.
10. Forced to action in 1606, he left the Church of England and began hosting secret worship services at his manor house.
11. One night in October 1607, they made a stealthy trip to Boston where rowboats carried them and their belongings to a small ship anchored in the harbor.
12. Hoisting sail on July 22, 1620, the Speedwell left Delft Haven harbor to join the larger Mayflower, which awaited her in Southampton.
13. Six days into November, death finally touched the Pilgrims for the first time when sickness claimed the life of young William Butten.
14. On December 21, 1620, an advance detachment brought their leaky shallop ashore.
15. Daniel Webster delivered a discourse at Plymouth on December 22, 1820.

8C. On the lines provided, complete the following steps:

1. Highlight the quotation marks (double or single).
2. Write on the line following each sentence the quotation rules that apply to that sentence.

Example: “We should read the Wisdom Booklet, and study our memory work.”

Rule: **Commas always go inside quotation marks**

1. Forty-one of the fifty-two men signed a document, the “Mayflower Compact,” which has provided the basis of further government documents.

Rule: **Commas always go inside quotation marks/Use quotation marks to set off minor works**

2. The Compact stated, “In ye name of God, Amen.”

Rule: **Comma follows speech tag at beginning of sentence/Period always goes inside quotation mark**

3. The word nurture means “nurish.”

Rule: **Period always goes inside quotation mark/Use quotation marks to show a special word**

4. “Man shall not live by bread alone, but by every word that proceeds from the mouth of God,” said Jesus.

Rule: **Comma goes inside quotation mark when speech tag at end/Period ends whole sentence after speech tag at end of sentence**

5. Job said, “I have esteemed the words of his mouth more than my necessary food.”

Rule: **Comma follows speech tag when at beginning of sentence/Period always inside quotation mark**

6. There are many synonyms for “hunger,” including desire, need, yearn, require, and seek.

Rule: **Comma always inside quotation mark/Use quotation marks to show special word**

7. Does Ephesians say, “Be filled with the Spirit, speaking to yourselves in Psalms ?

Comma follows speech tag when speech tag at beginning of sentence/Question mark goes outside of quote marks if it is not part of the quote

8. Daniel Webster spoke, “We have come to this rock to record here our homage to our Pilgrim Fathers.”

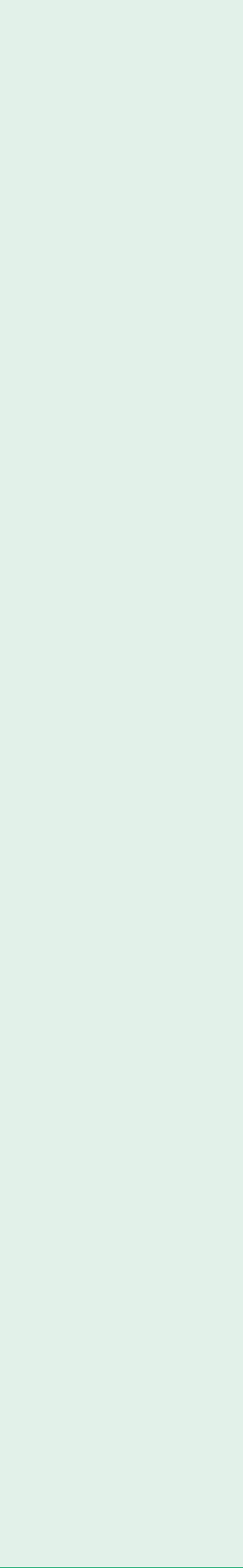
Rule: **Comma follows speech tag at beginning of sentence/Period always goes inside quotation mark**

9. “Your majesty speaks by the special assistance of God’s Spirit,” fawned the bishop.

Rule: **Comma comes before speech tag and inside quotation mark when speech tag is at end/Period ends whole sentence when speech tag at end/Commas always go inside quotation mark**

10. James spoke, “I will make them conform, or I will harry them out of the land.”

Rule: **Comma follows speech tag at beginning of sentence/Period always goes inside quotation mark**



Lined writing area consisting of 25 horizontal green lines.

6C Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *hunger*

crave desire
require seek
need relish
yearn want

Synonyms for *filled*

abounding gratified
fulfilled content
satisfied supplied

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Separatists were hounded, bullied, forced to pay assessments to the Church of England, clapped into prison on trumped-up charges, and driven underground. They met in private homes, to which they came at staggered intervals and by different routes, because they were constantly being spied upon. In the little Midland town of Scrooby, persecution finally reached the point where the congregation to which William Bradford belonged elected to follow those other Separatists who had already sought religious asylum in Holland.

EXTENSIONS

Thus, they came to Leyden, where they were forged together by adversity. As near-penniless foreign immigrants, they qualified for only the most menial labor, and had to work terribly hard just to subsist. Bradford wrote that they had “joined themselves by a covenant of the Lord into a church estate.” It cost them dearly. By 1619, after nearly a dozen years of toil, they finally decided that they had to “remove.”

—*The Light and the Glory*

2. Spelling: Soft and Hard *c* and *g* Sounds (Examples: candy, city, game, gem)

BASIC LEVEL

- | | |
|---------------|---------------|
| 1. congregate | 5. gratitude |
| 2. associate | 6. staggered |
| 3. accredited | 7. engagement |
| 4. elegance | 8. century |

EXTENSION

9. graduation
10. condescend

FURTHER EXTENSION

11. convalescent
12. accentuate

Optional

13. abounding
14. contentment
15. fulfilled

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

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

Day Two

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

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

Paragraph One of Body

Topic of Paragraph 1 _____
6–8 Sentences (EXTENSIONS: 7–10 Sentences)

Paragraph Two of Body

Topic of Paragraph 2 _____
6–8 Sentences (EXTENSIONS: 7–10 Sentences)

Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences (EXTENSIONS: 7–10 Sentences)

Day Three

5. Grammar/Punctuation: Conjunctive Adverbs

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

Day Four

7. Punctuation: Quotations

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)

6C Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *hunger*

crave
require
need
yearn

desire
seek
relish
want

Synonyms for *filled*

abounding
fulfilled
satisfied

gratified
content
supplied

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Separatists were hounded, bullied, forced to pay assessments to the Church of England, clapped into prison on trumped-up charges, and driven underground. They met in private homes, to which they came at staggered intervals and by different routes, because they were constantly being spied upon. In the little Midland town of Scrooby, persecution finally reached the point where the congregation to which William Bradford belonged elected to follow those other Separatists who had already sought religious asylum in Holland.

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—*The Light and the Glory*

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- | | |
|---------------|---------------|
| 1. congregate | 5. gratitude |
| 2. associate | 6. staggered |
| 3. accredited | 7. engagement |
| 4. elegance | 8. century |

EXTENSION

9. graduation
10. condescend

FURTHER EXTENSION

11. convalescent
12. accentuate

Optional

13. abounding
14. contentment
15. fulfilled

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Numbers; Number Words)

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

Paragraph One of Body

Topic of Paragraph 1 _____

6–8 Sentences (EXTENSIONS: 7–10 Sentences)

Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences (EXTENSIONS: 7–10 Sentences)

Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences (EXTENSIONS: 7–10 Sentences)

Day Two

5. Grammar/Punctuation: Conjunctive Adverbs

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

Day Three

7. Punctuation: Quotations

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)

6C Week 3 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In all of the paragraphs, highlight all of the numbers or number words, and correct any of them that you have not yet corrected.

3. Cross out all of the spelling errors in the last paragraph, and write their correct spellings above them, if you have not already done so.

Adam Clarke, a minister who preached on the Methodist Circuits of England for over fifty years, was born in either 1760 or 1762. The birth of Mr. and Mrs. Clarke's second son brought so little notice that no one even thought to register the date. Who would have dreamed that a poor boy from tiny Moybeg, Ireland would distinguish himself before the world!

Adam and Mary Clarke honored God in their home. God blessed their union with twelve children—six boys and six girls. Together, the Clarks bore the loss of three boys and three girls whom God took home as children; together they loved and disciplined the six who grew to adulthood.

With Mary by his side Adam Clarke spent himself in the ministry. For fifty-two years, he preached humbly and simply the great truths of the Bible to the crowds who seemed to never tire of hearing him. Yet Dr. Clarke's travel and speaking engagements did not keep him from his study. He labored tirelessly for twenty-five years, writing a practical commentary on the Scriptures, and spent another fifteen years seeing it through the publication process. It is still in print today. (ministry, humbly, engagements, labored, publication, commentary)

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!

A series of horizontal green lines spaced evenly down the page, intended for handwriting practice or taking notes. There are 26 lines in total.

6C Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *hunger*

crave desire
require seek
need relish
yearn want

Synonyms for *filled*

abounding gratified
fulfilled content
satisfied supplied

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the land of Palestine, hunger and thirst were frequent and vivid experiences. Crop failure could easily mean hunger, and in the hot, dry climate, few things were more precious than water. Repeatedly, our Lord used these poignant physical realities to illustrate spiritual truth.

EXTENSIONS

We should seek a right standing with God in the same way that a starving man would look for food or a parched man would look for water. In other words, our desire to know God rightly should become the controlling focus of our lives. We should long for it, work for it, even dream about it.

FURTHER EXTENSIONS

The righteousness of God is beyond our ability to achieve since it requires complete and consistent perfection. Even breaking God's righteous Law in one point makes us guilty of the entire Law. To remedy this impasse, God sent His own Son into this world. He was righteous in nature, and He fulfilled every demand of God's righteous Law.

—*Wisdom Booklet 6*

2. Spelling:

BASIC LEVEL

- | | |
|----------------|-----------------|
| 1. intention | 8. attainment |
| 2. imaginary | 9. perfection |
| 3. lonesome | 10. commentary |
| 4. controlling | 11. national |
| 5. fulfillment | 12. enjoyment |
| 6. financial | 13. pretension |
| 7. original | 14. approaching |

EXTENSION

15. configuration
16. worshipping
17. judgmental
18. materialize

FURTHER EXTENSION

19. prejudicial
20. blasphemous

Optional

21. supplied
22. supplying

TI: There are other infrequently found words that have suffixes added to them in "unusual" ways.

TI: 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 up 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*).

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) (Conjunctive Adverbs; Adverb Openers)

4. Grammar/Sentence Structure: Adverbs (-ly Words) as Sentence Openers

Day Three

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

Day Four

6. Composition: Edit and Revise

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

6C Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *hunger*

crave desire
require seek
need relish
yearn want

Synonyms for *filled*

abounding gratified
fulfilled content
satisfied supplied

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the land of Palestine, hunger and thirst were frequent and vivid experiences. Crop failure could easily mean hunger, and in the hot, dry climate, few things were more precious than water. Repeatedly, our Lord used these poignant physical realities to illustrate spiritual truth.

EXTENSIONS

We should seek a right standing with God in the same way that a starving man would look for food or a parched man would look for water. In other words, our desire to know God rightly should become the controlling focus of our lives. We should long for it, work for it, even dream about it.

FURTHER EXTENSIONS

The righteousness of God is beyond our ability to achieve since it requires complete and consistent perfection. Even breaking God's righteous Law in one point makes us guilty of the entire Law. To remedy this impasse, God sent His own Son into this world. He was righteous in nature, and He fulfilled every demand of God's righteous Law.

—*Wisdom Booklet 6*

2. Spelling:

BASIC LEVEL

- | | |
|----------------|-----------------|
| 1. intention | 8. attainment |
| 2. imaginary | 9. perfection |
| 3. lonesome | 10. commentary |
| 4. controlling | 11. national |
| 5. fulfillment | 12. enjoyment |
| 6. financial | 13. pretension |
| 7. original | 14. approaching |

EXTENSION

15. configuration
16. worshipping
17. judgmental
18. materialize

FURTHER EXTENSION

19. prejudicial
20. blasphemous

Optional

21. supplied
22. supplying

TT: There are other infrequently found words that have suffixes added to them in "unusual" ways.

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 up 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*).

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Day Two

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

4. Grammar/Sentence Structure: Adverbs (-ly Words) as Sentence Openers

Day Three

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

6. Composition: Edit and Revise

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

6C 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 of the paragraphs, highlight the conjunctive adverbs and place correct punctuation around them.
3. In all of the paragraphs, highlight the adverb openers and place correct punctuation following each one.
4. In the first paragraph, cross out the spelling errors, and write their correct spellings above them.

Nourishment is transformed into potential energy. **Actually**, the abundant life that comes when God fills us to capacity is intended to **prepare** the spirit for a time of service. **Truly**, it is not a time of self-indulgence. (**nourishment, transformed, potential, abundant, capacity, indulgence**)

When the body has received adequate nourishment, it stores the abundance in the form of fat. **F**at accumulates in cells called adipocytes. **T**hese are located under the skin, around the kidneys and heart, and along the folds of the large intestines. Their size and shape changes greatly with exercise and diet. **T**hey are constantly being filled or emptied depending upon the need of the body. **Actually**, everyone needs a limited supply of fat; **however**, continual storage of extra calories leads to obesity.

Spiritual fat is also stored so that it may be emptied. **However**, if the spirit is filled without being exercised or emptied it becomes overweight. **B**elievers become obese when they are filled but never serve, are blessed but never **give**, or are made righteous but never **forgive**.

□ 4e. In the sentences below, highlight the various sentence openers, and list the sentence opener by type on the line.

1. PP opener (prepositional opener)
2. Sub opener (subordinator opener)
3. -Ly Opener (-Ly word or -ly clause opener)
4. Other (anything other than the above three)

1. **Happily**, it can be cured. **-Ly opener**
2. **Trying to protect the teeth**, the muscles realign the jaw. **Other**
3. **While full effect is to be given to the statute**, it should be remembered that the happiness of married life greatly depends on its indissolubility. **Sub opener**
4. **When a couple enters into a marriage**, they are enrolling in one of God's most basic and most important classrooms for the development of meekness. **Sub opener**

5. **Just as He sealed the covenant of the Old Testament with the blood of bulls and goats** , God sealed His covenant with us by the blood of His Son. **Sub opener**
6. **Clearly** , this commitment is understood better as we realize that marriage is a covenant rather than a contract. **-Ly opener**
7. **After God provided manna for the nation of Israel** , they again began to be dissatisfied. **Sub opener**
8. **In this perturbed state of mind** , Moses concluded that he was not able to carry the burden. **PP opener**
9. **At this point** Moses engaged in analyzing the statistics. **PP opener**
10. **Gravely facing this new crisis** , Moses again went to the Lord. **-Ly opener**
11. **In view of all of this** , the character description which God wrote about Moses seems astonishing. **PP opener**
12. **When Moses saw Egyptian slave masters beating his own people** , he became irate and purposed to do whatever he could to lead them out of bondage. **Sub opener**
13. **Sadly** , he abandoned all ideas of liberating his people. **-Ly opener**
14. **Shortly after the nation arrived in the wilderness** , they were numbered. **-Ly opener**
15. **During its dormancy** a seed shows no signs of life. **PP opener**
16. **Strangely** , it appears to be dead. **-Ly opener**
17. **Before a seed can germinate** , it must be dried. **Sub opener**
18. **Carefully invading the wheat crop** , one of the worst enemies is the chinch bug. **-Ly opener**
19. **Just as there are many enemies to wheat growth** , there are also many enemies to the development of meekness. **Sub opener**
20. **Just as a poor or diseased root system will cause wheat to wither** , so weak roots within a believer means that when persecution comes, he will be offended and drop away from a fruitful Christian life. **Sub opener**
21. **Obviously** , meekness is a by-product of spiritual warmth, the water of the Word, and the energizing of the Holy Spirit. **-Ly opener**
22. **If the believer becomes spiritually cold** , he will stop developing meekness. **Sub opener**
23. **By scientific classification** , wheat is a “fruit.” **PP opener**
24. **During His ministry years** , He made no decisions on His own. **PP opener**
25. **When Christ was arrested and placed under the civil authorities** , God carried out His ultimate will through their decisions. **Sub opener**

7C Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *mercy*

forgiveness
release
pardon
leniency

compassion
pity
reprieve
acquittal

Words that describe *failure to show mercy*

harsh
severe
hard
callous

unrelenting
stern
oppressive
unsympathetic

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The name *myrrh* comes from an Arabic word which means “bitter-tasting.” When the bark of the myrrh tree is bruised or cut, the myrrh oozes as a fluid from the resin ducts inside the damaged bark and slowly hardens into globules called tears. These globules (hardened beads) were used in Biblical times to make fragrant perfume, special priestly anointing oil, or various medicines.

EXTENSION

Believers who properly show mercy hinder infection that spreads through the body of Christ, draw believers together, and help to cleanse out impurities that hinder the health of the church. The greater the hurt, the greater the potential fragrance and healing.

FURTHER EXTENSION

Wounds can cause pain, prevent the members of the body from carrying out their normal functions, and allow infections to enter the body. God designed herbs not only to soothe pain but also to fight infection and stop bleeding. Myrrh is used in medicine as an antiseptic, an astringent, and a carminative. It is also used to relieve sore gums.

—*Wisdom Booklet 7*

2. Spelling: /Before *e*, Except After *c*, Unless It Says *ay* (Examples: priest, receive)

BASIC LEVEL

- | | |
|---------------|-------------|
| 1. reprieve | 6. reign |
| 2. relieve | 7. deceive |
| 3. grievous | 8. vein |
| 4. weightless | 9. conceive |
| 5. either | 10. freight |

EXTENSION

11. priestly
12. conceit
13. feign
14. believer
15. heinous

FURTHER EXTENSION

16. seizure
17. deceiver
18. receipt

Optional

19. leniency
20. compassion
21. acquittal

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

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Sentence 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 three)

Paragraph Three of Body

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

Day Three

5. Grammar/Sentence Structure:

Parenthetical Phrases

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

Day Four

7. Punctuation/Sentence Structure: Writing With Lists of Three or More Nouns, Verbs, or Adjectives

8. Composition: Edit and Revise

9. Sentence Structure: Subordinate Clauses in Sentences

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

7C Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for <i>mercy</i>		Words that describe <i>failure to show mercy</i>	
forgiveness	compassion	harsh	unrelenting
release	pity	severe	stern
pardon	reprieve	hard	oppressive
leniency	acquittal	callous	unsympathetic

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The name *myrrh* comes from an Arabic word which means "bitter-tasting." When the bark of the myrrh tree is bruised or cut, the myrrh oozes as a fluid from the resin ducts inside the damaged bark and slowly hardens into globules called tears. These globules (hardened beads) were used in Biblical times to make fragrant perfume, special priestly anointing oil, or various medicines.

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—*Wisdom Booklet 7*

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BASIC LEVEL

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|---------------|-------------|
| 1. reprieve | 6. reign |
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| 3. grievous | 8. vein |
| 4. weightless | 9. conceive |
| 5. either | 10. freight |

EXTENSION

11. priestly
12. conceit
13. feign
14. believer
15. heinous

FURTHER EXTENSION

16. seizure
17. deceiver
18. receipt

Optional

19. leniency
20. compassion
21. acquittal

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

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3. Editor Duty: Correct Given Paragraph(s)

(Sentence 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 three)

Paragraph Three of Body

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

5. Grammar/Sentence Structure:

Parenthetical Phrases

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

Day Three

7. Punctuation/Sentence Structure: Writing With Lists of Three or More Nouns, Verbs, or Adjectives

8. Composition: Edit and Revise

9. Sentence Structure: Subordinate Clauses in Sentences

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

7C 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 all of the sentence openers, and place commas following them as needed, if you have not already done so.
3. In the last paragraph, highlight the misspelled words and write their correct spellings above them, if you have not already done so.

Teacher Tip: If your Level C student combines two sentences into one using semicolons or other conciseness technique, rather than placing periods at the end of each sentence, do not consider it incorrect.

When we are helping others in need of mercy , we should never view them as sources of financial gain.

Interestingly any hope of reward turns an act of mercy into a calculated investment. Thus , when we open our homes for hospitality, we are not to invite only those who can return the invitation. (*When we open our homes for hospitality is a subordinate clause following the open. Thus, do not consider it wrong if your student highlighted this as an opener also.*)

We must carry out acts of mercy that involve meeting basic needs in harmony with God's structure of authority so that they are not misunderstood. For example , God has charged fathers with the responsibility of providing food and clothing for their children. Therefore , it is proper to work through the father of a needy family rather than to give directly to the children.

Christ did not heal every sick person in Jerusalem , nor did He feed every hungry person along the way. Instead, He remained sensitive to the leading of His heavenly Father and carried out only those acts of mercy that were directed by his heavenly Father. Ultimately , we should follow after Christ's example . (Optional: Heavenly)

□ 9d. For the sentences provided, complete the following steps:

1. Highlight the subordinate clauses in the sentences.
 2. Punctuate the sentences according to the rules learned in this lesson.
 3. **EXTENSION** and **FURTHER EXTENSION:** Following each sentence, write the position of the subordinate clause on the lines (BEG, MID, END).
1. When Pilate claimed that he had the power to kill Jesus or to free Him , Jesus said that no one could have power against Him unless it was given to them from God. BEG
 2. Although officials in government may be unjust , we know that God is sovereign and that He controls the affairs of this world. BEG

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.

3. We ought never to fear what man can do unto us **because God is sovereign and all-powerful** . **END**
4. **While God is holy and just** , He is also merciful. **BEG**
5. **As you read about these legal procedures** , try to determine the one that best illustrates God's mercy to us. **BEG**
6. Try, **as you read about these legal procedures** , to determine the one that best illustrates God's mercy to us. **MID**
7. Clemency comes from a Latin word **that means "mild" or "to be lenient."** **END**
8. Parole is the granting of conditional release to a prisoner **so that he can serve the rest of his sentence outside of prison** . **END**
9. The pardon is void **if the offender refuses it** . **END**
10. **If the offender refuses the pardon** , it is void. **BEG**
11. **If this balance is upset in any way** , our bones lose their strength. **BEG**
12. The loss of someone or something that is precious to us, **while it is painful to suffer through** , must be understood from God's perspective. **MID**
13. **If an improper response to loss produces a root of bitterness** , it can hinder a person from showing mercy and kindness. **BEG**
14. Bitterness, **while hurting the emotions and spirits of a person** , may also have devastating physical consequences in the body. **MID**
15. **If the amount of living tissue in the bones decreases** , bones become brittle and easily breakable. **BEG**
16. Bones become too elastic and flexible **if the amount of minerals decrease** . **END**
17. **As a person grows older** , bone renewal slows down and causes injuries to require more healing time. **BEG**
18. **If all our bones were fused together into one solid skeletal mass** , we could not move. **BEG**
19. **While we lie down to sleep at night** , we relieve the pressure on these disks and allow them to reabsorb the fluid which they lost during the day. **BEG**
20. Exercise promotes the growth of strong bones and increases the range of motion **through which joints are able to bend** . **END**
21. The red marrow that is contained in the center of most bones produces red blood cells, **which give our blood its characteristic red color** . **END**
22. **Because blood contains so many red blood cells and they live for such a short time** , bones must replace more than two million red blood cells every second. **BEG**
23. **When red blood cells are needed** , the megakaryocyte moves to the blood stream and breaks into platelets. **BEG**

7C Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *mercy*

forgiveness compassion
release pity
pardon reprieve
leniency acquittal

Words that describe *failure to show mercy*

harsh unrelenting
severe stern
hard oppressive
callous unsympathetic

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A Scotch minister once remarked to Fanny: "I think it is a great pity that the Master, when He showered so many gifts upon you, did not give you sight."

Fanny replied, "Do you know that if I had been able to make only one petition to my Creator, it would have been that I should remain blind?"

"Why?" asked the surprised minister.

"Because, when I go to heaven, the first face that shall ever gladden my sight will be that of my Savior," she answered.

EXTENSIONS

Because Fanny Crosby did not view her blindness as a handicap, it never became a root of bitterness in her life. Fanny decided to focus on Christ by memorizing large portions of Scripture. As a result she became content with God's plan for her life. She learned to be compassionate, and ministered to many through rescue missions. She was the first woman to speak before Congress. Before her death, Fanny gave the world over eight thousand poems and hymns, which have blessed thousands of lives.

— *Wisdom Booklet 7*

2. Spelling: Adding Suffixes (Examples glad, glad-ness, worship, worshipping)

BASIC LEVEL

- | | |
|--------------|-----------------|
| 1. savory | 8. churlish |
| 2. pardoning | 9. condemning |
| 3. actress | 10. digression |
| 4. harshness | 11. callousness |
| 5. sternly | 12. engineer |
| 6. answered | 13. scornful |
| 7. abated | |

EXTENSION

14. compassionate
15. pitiful

FURTHER EXTENSION

16. acquittal
17. sympathizing
18. oppressive
19. unsympathetic

Optional

20. reprieve
21. callous

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

TT: When adding *est* or *er* to a word that ends in *y*, the *y* should be changed to an *i*, before adding the ending (e.g., *busy*, *busier*;

busiest).

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

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

TT: There are other infrequently found words that have suffixes

Day Two

added to them in "unusual" ways.

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clause Opener)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
1 Sentence

Paragraph Two of Body

Topic of Paragraph 2 _____
1 Sentence

Paragraph Three of Body

Topic of Paragraph 3 _____
1 Sentence

Paragraph Four of Body

Topic of Paragraph 4 _____
1 Sentence

Paragraph Five of Body

Day Three

Topic of Paragraph 5 _____
6 Sentence

5. Grammar: Use Subordinate Clauses in Various Positions Within a Sentence

6. Composition/Creative Writing: Write a

Day Four

Rough Draft From a Key Word Outline

7. Grammar: Direct Objects

Day Five

8. Composition: Edit and Revise

9. Grammar: Indirect Objects

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

7C Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *mercy*

forgiveness
release
pardon
leniency

compassion
pity
reprieve
acquittal

Words that describe *failure to show mercy*

harsh
severe
hard
callous

unrelenting
stern
oppressive
unsympathetic

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EXTENSIONS

Because Fanny Crosby did not view her blindness as a handicap, it never became a root of bitterness in her life. Fanny decided to focus on Christ by memorizing large portions of Scripture. As a result she became content with God's plan for her life. She learned to be compassionate, and ministered to many through rescue missions. She was the first woman to speak before Congress. Before her death, Fanny gave the world over eight thousand poems and hymns, which have blessed thousands of lives.

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| 6. answered | 13. scornful |
| 7. abated | |

EXTENSION

14. compassionate
15. pitiful

FURTHER EXTENSION

16. acquittal
17. sympathizing
18. oppressive
19. unsympathetic

Optional

20. reprieve
21. callous

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

TT: When adding *est* or *er* to a word that ends in *y*, the *y* should be changed to an *i*, before adding the ending (e.g., *busy*, *busier*,

busiest).

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*).

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TT: There are other infrequently found words that have suffixes

Day Two

added to them in "unusual" ways.

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clause Opener)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
1 Sentence

Paragraph Two of Body

Topic of Paragraph 2 _____
1 Sentence

Paragraph Three of Body

Topic of Paragraph 3 _____
1 Sentence

Paragraph Four of Body

Topic of Paragraph 4 _____
1 Sentence

Paragraph Five of Body

Topic of Paragraph 5 _____
6 Sentence

5. Grammar: Use Subordinate Clauses in Various Positions Within a Sentence

Day Three

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

7. Grammar: Direct Objects

Day Four

8. Composition: Edit and Revise

9. Grammar: Indirect Objects

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Dialogue Essay

7C 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, underline the subordinators at the beginning of the sentences.
3. In all of the paragraphs, highlight the subordinate clauses that begin any of the sentences, and place commas following them, if you have not already done so.
4. In the last paragraph, highlight the spelling errors, and write their correct spellings above them, if you have not already done so.

The accounts of how God utilized this song to bring comfort are extremely moving. When a carriage driver learned that Fanny Crosby was his passenger, he took his hat off immediately and wept. He told Fanny Crosby that they had sung “Safe in the Arms of Jesus” at his little daughter’s funeral the preceding week.

The impact of this song knew no cultural or national boundaries. When a Finnish army officer named Nordenburg led his troops in besieging an enemy town in 1918 during World War I, many prisoners were taken. While that battle was going on, seven were singled out to be shot by a firing squad the following Monday.

When the day of death arrived, one of the condemned prisoners began to sing “Safe in the Arms of Jesus.” He had learned it only three weeks before from an officer of the Salvation Army. As the soldier sang, his fellow prisoners dropped to their knees and began to pray to the Lord. A new sense of peace and confidence came over them. The entire group asked if they could die with uncovered faces. The Finnish officer agreed and then watched with amazement as these seven prisoners lifted their eyes to heaven and sang this beloved song. The officer was so impressed, he received Christ that very hour.

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

1. Complete each sentence by adding either a complete sentence to the existing clause or a subordinate clause to the complete sentence.
2. **EXTENSIONS:** Rewrite the sentences you have made by moving the subordinate clause to a different position.

Answers will vary.

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

1. Place parentheses around all prepositional phrases.
2. Highlight all of the verbs (all three types: action, BHL, infinitives).
3. In another color, highlight the direct objects. (Remember, DO’s only follow action verbs and infinitives containing action verbs.)

Note: Some sentences may have more than one direct object and some may not have any.

1. The vasoconstrictors **restrict** the **flow** (of blood).
2. Wounds **cause** **pain**.
3. God **designed** **herbs** **to** not only **kill** **pain**. (There are two DO's in one sentence—one following an infinitive)
4. God **designed** **herbs** **to** **fight** **infection** and **stop** **bleeding**.
5. T-cells **are** **controlled** (by the thymus gland) located (in the upper chest) (near the windpipe.)
6. T-cells **are** **found** (in the blood) and **consume** foreign **material**.
7. The thymus **shrivels** up (in adulthood). (“Up” is an adverb here.)
8. This loss (of the thymus) **affects** the **body**.
9. Trapped foods **provide** a rich breeding **ground** (for bacteria) that actually **eats** (through the intestinal lining).
10. Fiber also **absorbs** **cholesterol** (from the bloodstream) and **eliminates** **it** (from the body).
11. Ginseng **is** an herb that **concentrates** more **minerals** (in its roots) than any other herb.
12. Compounds **found** (in garlic) **attach** **themselves** (to toxic metals).
13. Lamb's-quarters **contains** large **amounts** (of calcium).
14. Sometimes it **contains** a **lot** (of calcium).
15. Each cell (of the body) **must** **balance** the electrical **charges** **surrounding** **it**.
16. Herbs also **serve** as treatments (for disease).
17. Most modern drugs **were** originally **extracted** (from natural herbs.)
18. Lima beans, millet, and buckwheat **contain** **nitriloside**.
19. If a gene which **controls** the **function** (of a cell) **is** abnormal, the body **destroys** the entire **cell**.
20. A continued lack (of vitamin C) **results** (in an illness) **called** “**scurvy**.”

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

1. Highlight all verbs with one color.
2. Isolate all prepositional phrases with parenthesis.
3. With another highlighter, mark all of the direct objects, indirect objects, objects of the preposition, and predicate nominatives.
4. Write above each one the abbreviation for what it is:
 - a. DO=direct object
 - b. IO=indirect object
 - c. OP=object of preposition
 - d. PN=predicate nominative

Note: There may be many of each within one sentence.

1. God **attaches** great **significance** (to the **act**) (of **showing mercy**) (to **someone**).
2. We **receive** (from **others**) exactly what we **give** **them**.
3. **Showing mercy** brings a **reward**. (*Showing mercy is actually an -ing phrase used as the subject of the sentence.*)
4. **Failing to show mercy** results (in a painful **reproof**).
5. Those who **show it** demonstrate that they **know** **God**.
6. **Learn** the precise **definitions** (from the vocabulary **cards**).
7. Jesus **taught** the **disciples**.
8. He **painted** a **picture** (of the Heavenly Father's **pardon**) (for **us**).
9. A certain king **summoned** his **servants**.
10. One servant **answered** **him**.
11. He **earned** no **money** to pay his **debt**.
12. The king **ordered** his **slavery**.
13. He **was to be sold**, (along with his **wife** and **children**).
14. The servant **fell** (to his **knees**).
15. He **pleaded** (for a **reprieve**) until he **could pay** the **sum**.
16. This same servant **pursued** his fellow **servant**.
17. He **pursued** **him** (with an unsympathetic **spirit**).
18. The servant **demanded** **payment**.

19. There **are** many **similarities** (between the **believer** and the **servant**) (in this **parable**).
20. The boy **gave** his **loaves** and **fishes** (to **Christ**).
21. We also **are to offer** **our expressions** (of **mercy**) as (unto **Christ**).
22. Scripture **defines** the basic **needs** (of **life**).
23. God **brings** **people** (across our **path**).

7C Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *mercy*

forgiveness compassion
release pity
pardon reprieve
leniency acquittal

Words that describe *failure to show mercy*

harsh unrelenting
severe stern
hard oppressive
callous unsympathetic

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Using a knife, cut through to the bone above and below the chicken's knee. As you peel away the skin, you will find that the bundles of muscle fibers are attached to the chicken's leg bone. As a muscle contracts, it pulls on the tendon, causing the joint to bend.

EXTENSIONS

Pull on one of the tendons with your finger. What happens to the leg bone?

Ligaments hold the knee joint together. Ligaments are very important! How many ligaments are required to hold a chicken's knee together?
—Adapted from *Wisdom Booklet 7*

2. Spelling: *-Le* Grabs the Consonant Before It (Examples: bundle, snuggle)

BASIC LEVEL

1. brit/tle
2. mus/cle
3. en/able
4. prob/a/ble

5. cul/pa/ble
6. op/per/a/ble
7. dis/a/ble

EXTENSION

8. dis/pen/sa/ble
9. dis/cern/a/ble
10. prof/it/a/ble

FURTHER EXTENSION

11. for/mid/a/ble
12. rep/re/hen/si/ble
13. ne/go/ti/a/ble
14. hos/pi/ta/ble
15. de/mon/stra/ble

Optional

16. un/sym/pa/the/tic
17. re/leas/a/ble
18. par/don/a/ble

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

3. Editor Duty: Correct Given Paragraph(s)

(Direct Objects; Indirect Objects; and Prepositional Phrases)

Day Two

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

5. Structural Analysis: Singular and Plural Possessive Nouns

Day Three

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

7. Sentence Structure: SSS5—Super Short Sentence of Five Words or Less

Day Four

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

9. Grammar: Negative Words/Double Negatives

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

7C Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *mercy*

forgiveness compassion
release pity
pardon reprieve
leniency acquittal

Words that describe *failure to show mercy*

harsh unrelenting
severe stern
hard oppressive
callous unsympathetic

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Using a knife, cut through to the bone above and below the chicken's knee. As you peel away the skin, you will find that the bundles of muscle fibers are attached to the chicken's leg bone. As a muscle contracts, it pulls on the tendon, causing the joint to bend.

EXTENSIONS

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2. Spelling: *-le* Grabs the Consonant Before It (Examples: bundle, snuggle)

BASIC LEVEL

- | | | |
|---------------|-----------------|-------------------|
| 1. brit/tle | 5. cul/pa/ble | 8. dis/pen/sa/ble |
| 2. mus/cle | 6. op/per/a/ble | 9. dis/cern/a/ble |
| 3. en/able | 7. dis/a/ble | 10. prof/it/a/ble |
| 4. prob/a/ble | | |

EXTENSION

FURTHER EXTENSION

- | | |
|-----------------------|-----------------------|
| 11. for/mid/a/ble | 16. un/sym/pa/the/tic |
| 12. rep/re/hen/si/ble | 17. re/leas/a/ble |
| 13. ne/go/ti/a/ble | 18. par/don/a/ble |
| 14. hos/pi/ta/ble | |
| 15. de/mon/stra/ble | |

Optional

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

3. Editor Duty: Correct Given Paragraph(s)

(Direct Objects; Indirect Objects; and Prepositional Phrases)

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

Day Two

5. Structural Analysis: Singular and Plural Possessive Nouns

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

Day Three

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9. Grammar: Negative Words/Double Negatives

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

7C 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, isolate the prepositional phrases by placing parenthesis around them.

3. In all of the paragraphs, highlight any direct objects or indirect objects.

(In the United States) only the governor (of a state) or the President (the person highest [in authority]) may give a pardon. (In the same way,) salvation (God's ultimate demonstration [of mercy]) (to us,) can only come (from God). A pardon may be granted (for any and all criminal offenses.)

A pardon is given only (after a criminal) has been convicted and sentenced. Therefore, the granting (of a pardon) establishes the guilt (of the one) being pardoned. This is emphasized (in the Scripture;) for all have sinned and come short (of the glory) (of God).

A pardon must be received (by the offender) (in order) to be valid. If the offender refuses the pardon, it is void; however, if accepted, a pardon restores (to the criminal) all the rights that belong (to law-abiding citizens). Legal pardons remind us (of God's merciful pardons) (of all mankind).

5b. Show possession to the common and proper nouns listed below and add an object owned by the noun.

Example: chicken—chicken's bones

1. Fanny Crosby—Fanny Crosby's

2. chickens—chickens'

3. Jesus Christ—Jesus Christ's

4. blood—blood's

5. cell—cell's

6. bones—bones'

7. sinners—sinners'

8. doctors—doctors'

9. hymns—hymns'

10. marrow—marrow's

11. poem—poem's

12. Spirit—Spirit's

13. vertebra—vertebra's

14. arthritis—arthritis'

15. tendons—tendons'

9d. In the sentences provided, highlight all of the negative words.

1. God expects us to show mercy to every offender, **no** matter how great his offense has been toward us.

2. The primary reason God allows people to offend us is to bring the offended person to brokenness so that he will **not** depend upon himself.

3. In some cases, it would be best for the person to have an offender pay for what he did and in others, it would **not**.
4. In other cases it would be best to **not** release him from his debt.
5. Pardon involves releasing our offenders from the consequences of their offenses—**not** holding them.
6. The Samaritan did **not** have to use his own resources to aid the wounded Jewish traveler.
7. By helping the Jewish traveler, the Samaritan demonstrated forgiveness for the Jews' rejection of the Samaritans—**not** unforgiveness.
8. We should notice three kinds of needs in others: physical needs, emotional needs, and spiritual needs; we should **not** overlook any.
9. Often we are so preoccupied that we **seldom** see the needs of those closest to us.
10. God desires unity among believers, but Satan does **not** and attacks as an “accuser of the brethren.”
11. Years later, David sinned and was deserving of death, but God did **not** take his life from him.
12. Though David **hardly** deserved it, God rewarded his merciful and repentant heart by sparing his life and inspiring him to write rich Psalms that reveal the great mercy of God.
13. If someone violates criminal law in what he does to us, we must forgive him, but we do **not** have the authority to pardon him.

7C Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *mercy*

forgiveness compassion
release pity
pardon reprieve
leniency acquittal

Words that describe *failure to show mercy*

harsh unrelenting
severe stern
hard oppressive
callous unsympathetic

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Arthritis is a painful condition in which a joint is inflamed, sometimes so severely that the joint is immovable. Doctors frequently treat arthritis with anti-depressant drugs that reduce pain and help to restore movement. The fact that hormonal drugs, namely anti-depressants, are used to treat arthritis suggests that the condition may be aggravated by an imbalance in the hormones that influence emotion.

EXTENSION

Because bitterness and suppressed mercy often have the combined effect of causing a hormonal imbalance, they may possibly also intensify the pain of arthritis.

FURTHER EXTENSION

While cruelty, bitterness, and anger, which all accompany a lack of mercy, may harm us physically by causing our bones to “wax old,” “be consumed,” and “burn,” or by aggravating conditions of rheumatoid arthritis, in the long run, these sins are even more spiritually harmful. A cruel, bitter, or angry man expects only cruelty, bitterness, and anger in return and, therefore, cannot accept mercy or forgiveness from others. Because he especially will not accept mercy and forgiveness from God, his spiritual health and growth are devastated, unless he humbles himself and relinquishes his sin

—*Wisdom Booklet 7*

2. Spelling: -ly Suffix (Examples: severely, angrily)

BASIC LEVEL

- | | |
|--------------|-------------|
| 1. sternly | 5. angrily |
| 2. severely | 6. prettily |
| 3. eerily | 7. harshly |
| 4. callously | 8. formerly |

EXTENSION

9. physically
10. relentlessly
11. mercifully

FURTHER EXTENSION

12. especially
13. frantically
14. spiritually

Optional

15. unsympathetically
16. oppressively

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

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)

(Negative Words)

Day Two

4. EXTENSIONS:

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

Day Three

5. Grammar: Adjectives and Predicate Adjectives

6. Composition: Edit and Revise

Day Four

7. Grammar: Predicate Nominative

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Dialogue Essay

Extra Practice (Optional)

7C Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for <i>mercy</i>		Words that describe <i>failure to show mercy</i>	
forgiveness	compassion	harsh	unrelenting
release	pity	severe	stern
pardon	reprieve	hard	oppressive
leniency	acquittal	callous	unsympathetic

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Arthritis is a painful condition in which a joint is inflamed, sometimes so severely that the joint is immovable. Doctors frequently treat arthritis with anti-depressant drugs that reduce pain and help to restore movement. The fact that hormonal drugs, namely anti-depressants, are used to treat arthritis suggests that the condition may be aggravated by an imbalance in the hormones that influence emotion.

EXTENSION

Because bitterness and suppressed mercy often have the combined effect of causing a hormonal imbalance, they may possibly also intensify the pain of arthritis.

FURTHER EXTENSION

While cruelty, bitterness, and anger, which all accompany a lack of mercy, may harm us physically by causing our bones to “wax old,” “be consumed,” and “burn,” or by aggravating conditions of rheumatoid arthritis, in the long run, these sins are even more spiritually harmful. A cruel, bitter, or angry man expects only cruelty, bitterness, and anger in return and, therefore, cannot accept mercy or forgiveness from others. Because he especially will not accept mercy and forgiveness from God, his spiritual health and growth are devastated, unless he humbles himself and relinquishes his sin

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| 1. sternly | 5. angrily |
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| 3. eerily | 7. harshly |
| 4. callously | 8. formerly |

EXTENSION

9. physically
10. relentlessly
11. mercifully

FURTHER EXTENSION

12. especially
13. frantically
14. spiritually

Optional

15. unsympathetically
16. oppressively

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

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3. Editor Duty: Correct Given Paragraph(s)

(Negative Words)

Day Two

4. EXTENSIONS:

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

5. Grammar: Adjectives and Predicate Adjectives

Day Three

6. Composition: Edit and Revise

7. Grammar: Predicate Nominative

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Dialogue Essay

Extra Practice (Optional)

7C 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 last paragraph, highlight the two negative words in the last sentence. There is a negative word in each part of this compound sentence. In your notebook, write a short answer explaining why it is acceptable to have two negative words in that particular sentence following the paragraph.

Arthritis is a painful condition in which a joint is inflamed, sometimes so severely that the joint is immovable. Doctors frequently treat arthritis with antidepressant drugs, which reduce pain and help restore movement. The fact that hormonal drugs, like antidepressants, are used to treat arthritis suggests that the condition may be aggravated by an imbalance in the hormones that influence emotion.

Because bitterness and the suppression of mercy often have the combined effect of causing a hormonal imbalance, they may also intensify the pain of arthritis. Rheumatoid arthritis produces an inflammation of the synovial membrane, which gradually destroys the smooth cartilage that separates the bones. The smooth cartilage is needed to keep the bones from rubbing against each other.

While cruelty, bitterness, and anger (all which accompany a lack of mercy) may harm us physically by causing our bones to “wax old,” be “consumed,” or “burn.” It may also harm us by aggravating conditions of rheumatoid arthritis. In the long run, these sins harm us even more spiritually. A cruel, bitter, or angry man not only expects cruelty, bitterness, and anger in return, but he cannot accept mercy or forgiveness from others either. (It is okay to have two negative words in one sentence if the sentence is a compound sentence, and each negative word is in a different “half” of the compound sentence.)

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

1. Highlight the descriptive adjectives. (Do not highlight pronouns or articles used as adjectives.) You should highlight predicate adjectives also (adjectives at the end of the sentence).

2. Draw arrows from the adjectives to the words they modify.

Note: Some sentences have more than one adjective or predicate adjective.

Note: Predicate adjectives are not found in prepositional phrases!

Example: Jesus is a gentle Savior.

1. Ginseng is a special herb that concentrates more minerals in its roots than any other herb. (special→herb; more→minerals; any other→herb)

2. It absorbs so **many** minerals from the soil that it cannot be grown in the **same** place twice. (**many**→**minerals**; **same**→**place**) (Note: *so* is an adverb modifying *many*.)
3. Wounds cause pain, and therefore, prevent the members of the body from carrying out their **normal** functions. (**normal**→**functions**)
4. God designed **special** herbs to not only kill pain but also to fight infection and stop bleeding. (**special**→**herbs**)
5. Before the development of **modern** anesthetics, however, yarrow was one of the most **powerful** painkillers known. (**modern**→**anesthetics**; **powerful**→**painkillers**) (Note: *most* is an adverb modifying the adjective *powerful*.)
6. **Modern** drugs were originally extracted from **natural** herbs. (**modern**→**drugs**; **natural**→**herbs**)
7. Sometimes it contains so **much** calcium that a **white powdery** layer of calcium forms on the **upper** leaves. (**much**→**calcium**; **white**→**layer**; **powdery**→**layer**; **upper**→**leaves**)
8. Germs and viruses may not be our body's **principle** enemies. (**principle**→**enemies**)
9. When our systems are **imbalanced**, **unwanted** germs and viruses multiply freely and cause disease. (**imbalanced**→**systems**; **unwanted**→**germs and viruses**)
10. If our body burns oxygen too rapidly, our **body** temperature rises. (**body**→**temperature**)
11. If our body burns oxygen too slowly, we become **chilled**. (**chilled**→**we**)
12. We will not misinterpret the **deepest** needs of the **hurting** people around us. (**deepest**→**needs**; **hurting**→**people**)
13. One who discerns will examine himself before evaluating the **outward** actions of others. (**outward**→**actions**)
14. One who judges will condemn others for their **visible** problems without seeing the roots of those **painful** problems. (**visible**→**problems**; **painful**→**problems**)
15. One who discerns will check all of the **true** facts before reaching a **final** conclusion. (**true**→**facts**; **final**→**conclusion**)

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

1. Isolate all prepositional phrases with one color using parenthesis.
2. Highlight objects (DOs, IOs, OPs), and predicate nominatives, all with the same color.
3. Highlight all verbs with another color.
4. Write above each of the items below the abbreviation for what it is:

DO=Direct Object	OP=Object of Preposition
IO=Indirect Object	PN=Predicate Nominative

Note: There may be many of each modifier within one sentence. Some sentences may contain none of some.

1. Incisors **work** **PN** **as scissors** **OP** (in the **mouth**.)

2. Cuspids **are** stronger and pointier **teeth**. PN
3. The covenant *beriyth* **means** a special **compact** made (by **passing**) (between **pieces** (of **flesh**)). DO OP
4. David **was** a man (after God's own **heart**). OP
5. Jesus **was** meek.
6. We **need to yield rights** (in **marriage**). DO OP
7. Moses **led** the **children** (of **Israel**). DO OP
8. Both partners **need to yield rights**. DO
9. Children **need to be taught control**. DO
10. Jesus **was** the Great **Shepherd**. DO
11. The more we **see** the genuine **needs** (of hurting **people**) the more we **are able to recognize** the wide **scope** (of **resources**) which God **gives us**. DO OP IO
12. By **seeing** others' heartfelt **needs**, we **can distinguish** the good and perfect **will** (of **God**). DO DO
13. We **must be** (in a constant **attitude**) (of fervent **prayer**). OP OP
14. We **must** also **learn** how **to ask** appropriate **questions**. DO
15. As our lives **are** (in **tune**) (with the wondrous **Spirit**) (of **God**), He **will give us** supernatural **power**. OP OP OP IO

8C Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *pure*

holy
clean
undefiled
purged

chaste
uncorrupted
cathartic
faultless

Antonyms for *pure*

defiled
impure
tainted
vulgar

corrupt
double-minded
polluted
adulterated

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God warns that the secret motives of a man's heart will ultimately determine the durability of his name. If one's secret desires are motivated by greed, pride, or sensuality, that person's thoughts and actions will soon or later be influenced by them, and a good name will be destroyed. "I the Lord, search the heart, I try the reins, even to give every man according to his ways, and according to the fruit of his doings." (Jeremiah 17:10)

EXTENSION

On the other hand, if the secret motives of a person are to please the Lord and advance His kingdom, that person's name and reputation will be preserved even though he stumbles along the way. "For a just man falleth seven times, and riseth up again: but the wicked shall fall into mischief." (Proverbs 24:16)

FURTHER EXTENSION

If a man has a secret desire to be rich, he will be attracted to people and schemes that will bring damage to his life and ruin to his name. For this cause, God warns that those who have a secret desire for riches will "... fall into temptation and a snare, and into many foolish and hurtful lusts which drown men in destruction and perdition." If a person's secret motive is to set his affection on things above rather than on the things in earth, he is able to endure the loss of temporal things with insights and spiritual gain.

— *Wisdom Booklet 8*

2. Spelling: Short Vowel + *ll*, *ss*, *ff*, and *zz* (Examples: hill, stiffner, missle, fizzle)

BASIC LEVEL

- | | | | |
|-------------|--------------|--------------|--------------|
| 1. emissary | 4. narrative | 7. offensive | 9. obsession |
| 2. confess | 5. oddity | 8. idyllic | 10. pinnacle |
| 3. willful | 6. appetite | | |

EXTENSION

11. pizzeria
12. jettison
13. transmission

FURTHER EXTENSION

14. community
15. illustrious

OPTIONAL

16. faultless
17. purged
18. chaste
19. undefiled

TT: Most students do not realize that words rarely end in only one *l*, *s*, *f*, or *z*. When the letter *l* is the final letter in a word, it is almost always doubled. The exception to this 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) (Descriptive Adjectives; *-Ly* Openers)

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 _____

2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

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

Day Three

5. Grammar: Adverbs (*-ly* words and others)

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

Day Four

7. Grammar: Strong Verbs or Adverbs?

8. Grammar: Nouns

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Dialogue Essay

Extra Practice (Optional)

8C Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *pure*

holy chaste
clean uncorrupted
undefiled cathartic
purged faultless

Antonyms for *pure*

defiled corrupt
impure double-minded
tainted polluted
vulgar adulterated

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God warns that the secret motives of a man's heart will ultimately determine the durability of his name. If one's secret desires are motivated by greed, pride, or sensuality, that person's thoughts and actions will soon or later be influenced by them, and a good name will be destroyed. "I the Lord, search the heart, I try the reins, even to give every man according to his ways, and according to the fruit of his doings." (Jeremiah 17:10)

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If a man has a secret desire to be rich, he will be attracted to people and schemes that will bring damage to his life and ruin to his name. For this cause, God warns that those who have a secret desire for riches will "... fall into temptation and a snare, and into many foolish and hurtful lusts which drown men in destruction and perdition." If a person's secret motive is to set his affection on things above rather than on the things in earth, he is able to endure the loss of temporal things with insights and spiritual gain.

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- | | | | |
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| 3. willful | 6. appetite | | |

EXTENSION

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12. jettison
13. transmission

FURTHER EXTENSION

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15. illustrious

OPTIONAL

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17. purged
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19. undefiled

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3. Editor Duty: Correct Given Paragraph(s)

(Descriptive Adjectives; -*ly* Openers)

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 _____

2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

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

5. Grammar: Adverbs (-*ly* words and others)

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

Day Three

7. Grammar: Strong Verbs or Adverbs?

8. Grammar: Nouns

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Dialogue Essay

Extra Practice (Optional)

8C 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 passages, highlight six descriptive adjectives. (Do not highlight pronouns, articles, or possessive nouns as adjectives.)
3. In all of the passages, highlight two *-ly* openers, and place commas following them if you have not already done so.

Teacher Tip: If your Level C student combines two sentences into one using semicolons or other conciseness technique, rather than placing periods at the end of each sentence, do not consider it incorrect.

Jesus interceded for those who crucified **Him** when **He** prayed that the **merciful** **F**ather would forgive them. **Thankfully**, **C**hrist continues to intercede for us before our **heavenly** **F**ather. **Truly**, **C**hrist is our **spotless** **I**ntercessor.

Actually, the nature of a **true** intercessor is described in the **Old** **T**estament as one who stands in the gap between **a** **holy** **G**od and **impure** man and appeals to **G**od for mercy. **A**braham stood in the gap for **L**ot. Moses stood in the gap for the nation of **I**srael. Daniel, **E**zra, **N**ehemiah, and others stood in the gap for the remnant.

Moses is a **clear** picture of an intercessor. **W**hen **M**oses held up his hands, **I**srael prevailed against **A**malek. **W**hen **M**oses let down his **wear**y hands, **A**malek prevailed.

5b. On the lines provided, insert descriptive adverbs into the blanks.

Answers will vary.

8d. In the sentences provided, highlight only the common nouns.

Note: Do not highlight the pronouns—words that take the place of a noun, e.g.: him, her, they, their, etc.

Note: Most sentences have more than one common noun and some do not have any.

1. No **man** has seen God at any **time**.
2. We are able to see God working in and through our **lives**.
3. We must maintain **purity** of **heart**.
4. Impure **motives** will quickly slip into our **hearts**.
5. We should faithfully and diligently exercise them to **purity** through the **disciplines** of **prayer**.
6. Christ had communion with His heavenly Father through **prayer**.
7. His **disciples** were sleeping because they lacked the **urgency** and **singleness** of **purpose** necessary to practice the **disciplines** of **prayer**.
8. The **word** **supplication** is found in some **verses** of Scripture.

Teacher Tip:

Capitalizing the *h* in *heavenly Father* is optional.

Teacher Tip: Your student may highlight any of the shaded words for the number of words assigned.

Teacher Tip:

“Old” may be considered either an adjective describing *Testament* or just part of the proper noun.

9. **One** who brings a **supplication** to the Lord must be pure in **heart** .
10. A **supplication** is a fervent **request** from the **heart** with a single **focus** .
11. It is to express a “**turning** of ourselves toward God in total **surrender** .”
12. **Prayer** is an **attitude** of **worship** that is expressed in **reverence** , **praise** , and **commitment** .
13. It is the **attitude** of a **worshipper** who has turned toward God with all his **heart** and **soul** .
14. We can understand what God meant when He told us to “pray without ceasing.”
15. Christ made **intercession** for those who crucified Him when He was praying.
16. Christ is still making **intercession** for us before our heavenly Father.
17. The **nature** of an **intercessor** is described in the Old Testament as **one** who “stands in the **gap** .”
18. Daniel, Ezra, Nehemiah, and **others** have stood in the **gap** for the **remnant** .
19. Christ has demonstrated this **aspect** of **prayer** in His **communion** with His Father.
20. George Müeller experienced amazing **answers** to **prayer** primarily because of his singleness of **purpose** .
21. Through his fervent **prayers** , he received over five million **dollars** for the **care** of thousands of **orphans** in Bristol, England. (While “five” often a noun, here it is used as an adjective.)
22. He used certain **guidelines** to ascertain the **will** of God.
23. George Müeller communed with God.
24. He would come to a deliberate **judgment** according to the best of his **ability** and **knowledge** .
25. If his **mind** was at **peace** , and continued to be so, he would proceed.
26. He has found this **method** effective.
27. We must be motivated by God.
- 28 We need to display **faith** in God

8C Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *pure*

holy chaste
clean uncorrupted
undefiled cathartic
purged faultless

Antonyms for *pure*

defiled corrupt
impure double-minded
tainted polluted
vulgar adulterated

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Silver or gold ore is refined by heating the ore until it melts. Melting breaks the physical bonds, turning the ore into a freely-flowing liquid. Because most impurities are less dense than silver or gold, they float to the top as the metal settles to the bottom. The impurities, called dross, are skimmed off the top. The metal is now about 90% pure.

EXTENSIONS

Not all the dross can be removed at one time, because as the gold or silver cools, the physical bond, reform, trapping the remaining impurities inside the solid. To be completely refined, the gold or silver must be fired several times. After the second refining, the metal is about 99% pure. After the third firing, it is about 99.9% pure, and so on. In Scripture, silver had to be fired seven times before it was considered “pure.”

—*Wisdom Booklet 8*

2. Spelling: Adding Suffixes to Words Ending in *y* (Examples: rely, relay)

BASIC LEVEL

- | | | | |
|---------------|------------------|----------------|----------------|
| 1. conveyance | 5. priorities | 9. defiance | 12. verified |
| 2. betrayal | 6. personalities | 10. properties | 13. ministries |
| 3. varsities | 7. wealthier | 11. replays | |
| 4. historical | 8. entities | | |

EXTENSION

14. portrayal
15. portrays

FURTHER EXTENSION

16. society
17. societies
18. impurity
19. impurities

OPTIONAL

20. cathartic
21. defilement
22. double-minded
23. vulgar

TT: When adding *est* or *er* to a word that ends in *y*, the *y* should be changed to an *i*, before adding the ending (e.g., *busy*, *busier*, *busiest*).

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

Day Two

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

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 _____
5 Sentences

Day Three

5. Grammar/Sentence Structure: Verbals (-ing Openers)

Day Four

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

7. Composition: Edit and Revise

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Informative Essay

Extra Practice (Optional)

8C Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *pure*

holy chaste
clean uncorrupted
undefiled cathartic
purged faultless

Antonyms for *pure*

defiled corrupt
impure double-minded
tainted polluted
vulgar adulterated

1. Copying, Vocabulary, and Comprehension

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—*Wisdom Booklet 8*

2. Spelling: Adding Suffixes to Words Ending in *y* (Examples: rely, relay)

BASIC LEVEL

- | | | | |
|---------------|------------------|----------------|----------------|
| 1. conveyance | 5. priorities | 9. defiance | 12. verified |
| 2. betrayal | 6. personalities | 10. properties | 13. ministries |
| 3. varsities | 7. wealthier | 11. replays | |
| 4. historical | 8. entities | | |

EXTENSION

14. portrayal
15. portrays

FURTHER EXTENSION

16. society
17. societies
18. impurity
19. impurities

OPTIONAL

20. cathartic
21. defilement
22. double-minded
23. vulgar

TT: When adding *est* or *er* to a word that ends in *y*, the *y* should be changed to an *i*, before adding the ending (e.g., *busy*, *busier*, *busiest*).

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

Day Two

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

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 _____
5 Sentences

5. Grammar/Sentence Structure: Verbals (-ing Openers)

Day Three

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

7. Composition: Edit and Revise

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Informative Essay

Extra Practice (Optional)

8C Week 2 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first two paragraphs, highlight all of the adverbs.
3. In the last paragraph, highlight the action verbs (infinitives with action verbs and action verbs alone), and write stronger ones above four of them.

Probably the best-known story of how **God** **miraculously** provided for the orphanages took place **early** one morning as the orphans were getting ready for school. **T**here was **absolutely** no food for breakfast. Reminding the orphans that they must **not** be late for school, **George** **humbly** bowed his head and gave thanks for the food that **God** was going to provide.

A moment later, someone knocked on the front door. **I**t was a local baker who **sheepishly** explained that he had been unable to sleep the night before. **H**e could not understand why, but for some reason he had felt **increasingly** compelled to get up at two o'clock in the morning, bake extra bread, and **immediately** bring it to the orphanage.

Just as the children had **thanked** the baker and were about **to eat** the fresh bread, there was another rap on the door. **George** **opened** the door to a distressed-looking milkman. He was having trouble with his car and could not **repair** it with the heavy weight of the milk on it. **H**e **asked** **George** if he would be so kind as **to take** the milk so he could **repair** his wagon and be on his way. Thus, by the gracious providing hand of **God**, the orphans were able **to eat** a hearty breakfast and **arrived** at school—on time.

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

1. Highlight the verbal openers.
2. Insert commas where needed.
 1. **Dropping into the old wooden pew racks**, the hymnbooks echoed down the aisles of Gideon Chapel.
 2. **Standing anxiously at the door**, the young minister waited to bid his congregation “good-day.”
 3. **Gathering their belongings**, the people began to file out of the pews.
 4. **Puffing and irate**, Mrs. Endicott said, “Aren’t the almshouses good enough for those ragged orphans?”
 5. **Shaking George Müeller’s hand agitatedly**, Mr. Simpson suggested that George stick with preaching, instead of helping orphans.

Teacher Tip: If your Level C student combines two sentences into one using semicolons or other conciseness technique, rather than placing periods at the end of each sentence, do not consider it incorrect.

6. **Locking up the church building** , George started for home.
7. **Trudging down the muddy cobblestone to the parsonage** , he gazed up at the gloomy, overcast sky.
8. **Inquiring from the parlor** , his wife called out to him.
9. **Slipping quietly into his study** , George fell on his knees.
10. **Pouring his heart out to God** , George reminded God that He Himself always had compassion on the children.

8C Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *pure*

holy chaste
clean uncorrupted
undefiled cathartic
purged faultless

Antonyms for *pure*

defiled corrupt
impure double-minded
tainted polluted
vulgar adulterated

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Up until the 1920s, the American public school system was governed by Bible-based laws. It was illegal to teach the theory of evolution.

EXTENSION

Then, in 1925, a group of educators, represented by attorney Clarence Darrow, challenged the law prohibiting the teaching of evolution. Although William Jennings Bryan, the defending attorney, won the case, Darrow accused the court and Christians of bigotry and intolerance. Many people, including some Christians, began to wonder, "Shouldn't we tolerate other beliefs and let them have equal say?"

FURTHER EXTENSION

Soon, the evolutionary theory was introduced into the school curricula and taught as an alternative to the creation account, all in the name of "pluralism," "fairness," and "tolerance." Eventually, in the 1970s, teaching the creation account in public schools was declared illegal.

—*Wisdom Booklet 8*

2. Spelling:

BASIC LEVEL

- | | | | |
|---------------|-------------|--------------|--------------|
| 1. American | 4. dinosaur | 7. theory | 10. evidence |
| 2. government | 5. prohibit | 8. evolution | |
| 3. creation | 6. govern | 9. natural | |

EXTENSION

11. creationism
12. Biblical
13. principles
14. scientific

FURTHER EXTENSION

15. foundation
16. corruption
17. evidence

OPTIONAL

18. corrupted
19. tainted
20. adulterated
21. impure

TI: Occasionally, a word has fewer phonetic components than sight-word components and should simply be memorized. A good example of this in early writing stages is the word *you*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Verbals; Spelling)

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

Day Three

5. Grammar/ Punctuation: Appositives

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

7. Structural Analysis: *Then vs. Than*

Day Four

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

9. Grammar/Punctuation: Series of Three or More Items

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

8C Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *pure*

holy chaste
clean uncorrupted
undefiled cathartic
purged faultless

Antonyms for *pure*

defiled corrupt
impure double-minded
tainted polluted
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1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Up to the 1920s the American public school system was governed by Bible-based laws. It was illegal to teach the theory of evolution.

EXTENSION

Then, in 1925, a group of educators, represented by attorney Clarence Darrow, challenged the law prohibiting the teaching of evolution. Although William Jennings Bryan, the defending attorney, won the case, Darrow accused the court and Christians of bigotry and intolerance. Many people, including some Christians, began to wonder, "Shouldn't we tolerate other beliefs and let them have equal say?"

FURTHER EXTENSION

Soon, the evolutionary theory was introduced into the school curricula and taught as an alternative to the creation account, all in the name of "pluralism" and "fairness." Eventually, in the 1970s, teaching the creation account in public schools was declared illegal.

—*Wisdom Booklet 8*

2. Spelling:

BASIC LEVEL

- | | | | |
|---------------|--------------|--------------|--------------|
| 1. American | 4. dinosaurs | 7. theory | 10. evidence |
| 2. government | 5. prohibits | 8. evolution | |
| 3. creation | 6. governed | 9. natural | |

EXTENSION

11. creationism
12. Biblical
13. principles
14. scientific

FURTHER EXTENSION

15. foundation
16. corruption
17. evidence

OPTIONAL

18. corrupted
19. tainted
20. adulterated
21. impure

TT: Occasionally, a word has fewer phonetic components than sight-word components and should simply be memorized. A good example of this in early writing stages is the word *you*.

3. Editor Duty: Correct Given Paragraph(s)

(Verbals; Spelling)

Day Two

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

5. Grammar/ Punctuation: Appositives

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

Day Three

7. Structural Analysis: *Then vs. Than*

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

9. Grammar/Punctuation:
Series of Three or More Items

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

8C 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 the verbals (*-ing* openers, in this case), and place commas following them.

3. In the third paragraph, highlight the spelling errors, and write their correct spellings above them.

Heat is defined as the average kinetic energy of a group of atoms. **Defining it simply,** *kinetic* means moving. **Kinetic** energy is the energy of motion, and all atoms are in motion. **Acting on their own accord,** they vibrate, shake, twist, and even move from place to place.

Heat is the term given to the energy of this motion. **The** hotter a substance is, the faster **its** atoms are moving. **The** colder something is, the slower **its** atoms are moving.

A **thermometer** measures the kinetic energy of atoms. As the atoms in the **mercury** of the thermometer move faster, they bounce into each other with greater force. This drives the atoms farther apart, causing the mercury in the thermometer to move up the thermometer tube, **indicating** the change in **temperature**. As **temperature** falls, the mercury atoms move more slowly and settle back together. **The** mercury contracts in the tube and **registers** a lower temperature.

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

1. Highlight the appositives with one color.

2. Place commas in the sentences where needed to set off the appositives.

3. In your notebook, re-write each sentence, substituting a different word or words for the appositive.

Example: Our God, **the loving heavenly Father**, cares for us.

Our God, **the Eternal One**, cares for us.

1. Gideon Chapel, **George's church** was filled with his congregation.

2. Mrs. Endicott, **the butcher's wife**, was the first to complain that day.

3. Mr. Simpson, **another member of George's church**, was upset about the orphans.

4. George cried out to God, **the Father of the fatherless**.

5. George brought the helpless children, **the orphans of Bristol**, before the Lord.

6. George's father sent him to Halle, **one of the hardest and strictest schools**, in Germany.

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.

7. Nordhausen, **a less strict school** , became George's new home.
8. Beta, **George's new friend** , took him to a home Bible study.
9. The kind host, **Mr. Wagner** , welcomed George to the group.
10. The orphans, **the destitute children** , were a moving sight for George.
11. The Scriptural Knowledge Institute for Home and Abroad, **a school to train young people in spreading the gospel** , was the first institution George started.
12. His first journal, *The Lord's Dealings with George Mueller* , told how the Lord miraculously provided for every need.
13. George opened the door to a distressed-looking man, **the milk man** .
14. About ninety percent of all bodily impurities are eliminated, **or flushed out** , through the kidneys.
15. Another six percent are removed, **or eliminated** , through our bowels.
16. Kidneys become congested, **or clogged up** .
17. No man has seen God, **the only Omnipotent one** , at any time.
18. We must maintain purity, **that is, singleness of heart** .
19. George Mueller experienced what some would call miracles, **amazing answers to prayer** , primarily because of his singleness of purpose.
20. Through his fervent prayers, he received over five million dollars for the care of thousands of helpless children, **the orphans of Bristol** .
21. He used certain guidelines, **or criteria** , to ascertain the will of God.

□ 10d. In the sentences provided, put commas in to separate three or more items in a series.

1. Further impurities are taken out by our skin₂, lungs₂, and pores.
2. If these means are unable to remove impurities, we begin to experience headaches₂, colds₂, flu₂, and other symptoms.
3. Kidneys become congested₂, clogged up₂, and plugged.
4. We are able to see God working in₂ throughout₂, and around our lives.
5. We must maintain purity₂, purpose₂, and singleness of heart.
6. We should faithfully₂, diligently₂, and carefully exercise them to purity through the disciplines of prayer.
7. His disciples were sleeping because they lacked the urgency₂, expediency₂, and singleness of purpose necessary to practice the disciplines of prayer.
8. Prayer is an attitude of worship that is expressed in reverence₂, praise₂, and commitment.
9. It is the attitude of a worshipper who has turned toward God with all his heart₂, soul₂, and strength.
10. Daniel₂, Ezra₂, Nehemiah₂, and others have stood in the gap for the remnant.
11. He would come to a deliberate judgment according to the best of his ability₂, knowledge₂, and wisdom.

8C Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *pure*

holy chaste
clean uncorrupted
undefiled cathartic
purged faultless

Antonyms for *pure*

defiled corrupt
impure double-minded
tainted polluted
vulgar adulterated

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

And when his disciples were come to the other side, they had forgotten to take bread.

Then Jesus said unto them, Take heed and beware of the leaven of the Pharisees and of the Sadducees.

And they reasoned among themselves, saying, It is because we have taken no bread.

Which when Jesus perceived, he said unto them, O ye of little faith, why reason ye among yourselves, because ye have brought no bread?

Do ye not yet understand, neither remember the five loaves of the five thousand, and how many baskets ye took up?

Neither the seven loaves of the four thousand, and how many baskets ye took up?

EXTENSIONS

How is it that ye do not understand that I spake it not to you concerning bread, that he should beware of the leaven of the Pharisees and of the Sadducees?

Then understood they how that he bade them not beware of the leaven of bread, but of the doctrine of the Pharisees and of the Sadducees.
—*Matthew 16: 5-12*

2. Spelling:

BASIC LEVEL

- | | | |
|--------------|------------|-------------|
| 1. obedience | 3. devised | 5. holiness |
| 2. dubious | 4. relate | 6. motives |

EXTENSION

7. motivation
8. requiring
9. capable
10. dependence

FURTHER EXTENSION

11. development
12. deceptive

OPTIONAL

13. chastisement
14. cleanliness
15. defilement
16. impurities

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

Day Two

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

4. Grammar: Understood Subject *You*

Day Three

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

6. Grammar: Past Participles

Day Four

7. Composition: Edit and Revise

8. Grammar: Interjection Sentence Openers

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

8C Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *pure*

holy chaste
clean uncorrupted
undefiled cathartic
purged faultless

Antonyms for *pure*

defiled corrupt
impure double-minded
tainted polluted
vulgar adulterated

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

And when his disciples were come to the other side, they had forgotten to take bread.

Then Jesus said unto them, Take heed and beware of the leaven of the Pharisees and of the Sadducees.

And they reasoned among themselves, saying, It is because we have taken no bread.

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How is it that ye do not understand that I spake it not to you concerning bread, that he should beware of the leaven of the Pharisees and of the Sadducees?

Then understood they how that he bade them not beware of the leaven of bread, but of the doctrine of the Pharisees and of the Sadducees.
—*Matthew 16: 5-12*

2. Spelling:

BASIC LEVEL

- | | | |
|--------------|------------|-------------|
| 1. obedience | 3. devised | 5. holiness |
| 2. dubious | 4. relate | 6. motives |

EXTENSION

7. motivation
8. requiring
9. capable
10. dependence

FURTHER EXTENSION

11. development
12. deceptive

OPTIONAL

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

3. Editor Duty: Correct Given Paragraph(s)

(Appositives; Quotation Marks)

Day Two

4. **Grammar:** Understood Subject *You*

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

Day Three

6. **Grammar:** Past Participles

7. **Composition:** Edit and Revise

8. **Grammar:** Interjection Sentence Openers

Day Four

9. **Spelling:** Spelling Test

10. **Dictation:** Dictation Quiz

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

Extra Practice (Optional)

8C 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 two appositives, and place commas around them as needed.

3. In the last paragraph, highlight the spelling errors, and write their correct spellings above them if you have not already done so.

4. In the second paragraph, insert quotation marks around the motto, and punctuate them.

No one aware of what is going on can doubt that the family is under strong attack. It is an attack that comes from many different directions. Sometimes it even comes from people who are themselves family members, but they desire to be free of family responsibilities.

The popular motto, “Do your own thing” first had devastating effects on the attitude of children toward their parents, then on the attitudes of parents toward children. Everyone in influential positions in government and private social agencies seems to want to assume responsibility for the well-being of children. They are willing to take upon themselves the responsibilities that the family, the parents and the grandparents, no longer desire. The family is viewed as a hindrance, an obstacle, to the ultimate success of democratic pluralism.

The attack on the family is often concealed with free services. Public agencies offers the poor parents relief from heavy burdens or offers the child a wider, more comprehensive experience of the world than simple family life can provide. At the bottom of it, of course, it is an attack on the family. It is, in essence, portraying that the family is bad and unable to meet the needs of the children without government help.

6C. Complete the following steps:

1. Highlight all of the verb phrases in the sentences below.

2. Write **Past P** following the sentences that contain the past participle tense of the verb.

1. Molecules are held are held together by two types of bonds.

Past P

2. The strength of a solid's chemical and physical bonds has determined whether it will melt or burn when heated.

Past P

3. A solid with strong chemical bonds has melted, rather than burned.

4. A solid with weak chemical bonds **will burn** when heated.

Past P

5. The atoms **have split apart and rearranged** themselves with different substances.

6. Silver or gold ore **is refined** by heating the ore until it melts.

Past P

7. Melting **has broken** the physical bonds, turning the ore into a freely-flowing liquid.

8. The impurities **are skimmed** off the top.

9. Not all of the dross **can be removed** at one time.

10. **To be completely refined**, the gold or silver **must be fired** several times.

Past P

11. In Scripture, silver **had to be refined** seven times before it was considered pure.

Past P

12. Its melting point **has risen** higher and higher.

13. One **can easily determine** whether a substance is true gold or fool's gold.

Past P

14. Fool's gold **has burned, sizzled, and smelled** like rotten eggs.

Past P

15. The substance **has given** rotten eggs their characteristic smell.

16. Pure silver and gold are beautiful **to look** at. (infinitive only)

Past P

17. A metallurgist **has added** selected amounts of other pure materials to silver or gold

Past P

after it **has been purified** .

18. The atoms in granulated form **have moved** in a random arrangement.

Past P

19. When sand **has been heated**, it melts.

Past P

20. When tempered glass **has been broken**, it shatters along the thousands of tiny stress lines.

