

CQLA Level B - Units 1-8

Table of Contents

Unit 1.....	Weekly Instruction and Checklist Challenges.....	page 2
	.....Teacher’s Helps and Answer Keys.....	page 71
Unit 2.....	Weekly Instruction and Checklist Challenges.....	page 98
	.....Teacher’s Helps and Answer Keys.....	page 173
Unit 3.....	Weekly Instruction and Checklist Challenges.....	page 196
	.....Teacher’s Helps and Answer Keys.....	page 257
Unit 4.....	Weekly Instruction and Checklist Challenges.....	page 278
	.....Teacher’s Helps and Answer Keys.....	page 345
Unit 5.....	Weekly Instruction and Checklist Challenges.....	page 364
	.....Teacher’s Helps and Answer Keys.....	page 439
Unit 6.....	Weekly Instruction and Checklist Challenges.....	page 462
	.....Teacher’s Helps and Answer Keys.....	page 525
Unit 7.....	Weekly Instruction and Checklist Challenges.....	page 546
	.....Teacher’s Helps and Answer Keys.....	page 607
Unit 8.....	Weekly Instruction and Checklist Challenges.....	page 634
	.....Teacher’s Helps and Answer Keys.....	page 693

The *Character Quality Language Arts* program is designed for families who desire to study God’s Word, biblical principles, and godly character while developing excellent communication skills.

For more information about other curriculum items (including speech and debate), teaching tapes, greeting cards for homeschool moms and graduates, and additional materials written by the Reishes, contact:

Ray and Donna Reish

Training for Triumph

6456 E US 224 Craigville, IN 46731

(260) 597-7415 trainingfortriumph@mchsi.com

www.trainingfortriumphhomeschool.com

Copyright ©2006 Ray and Donna Reish

All rights reserved. No portion of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without prior written permission of the publisher.

Many thanks to IBLP for their development of the layout of which they reserve the rights
Printed in the United States of America.

Red 1B Week 1

Character Focus: Peacemaking

Vocabulary Box

Synonyms for *peacemaker*

ambassador	witness	evangelist
apostle	reconciler	mediator
missionary	soulwinner	

Vocabulary Box

Antonyms for *peacemaker*

whisperer	trucebreaker	dissident
divider	traitor	agitator
dissembler	deceiver	

1. Copying, Vocabulary, and Comprehension

This Week's Passage

BASIC

The Lord used unusual means to reach the headhunting Wa tribe of Burma. A devout Wa native named Pu Chan saddled his pony and told his disciples that this animal would lead them to a white brother bearing the book of Siyeh, the true God's book. The pony led Pu Chan's followers over two hundred miles of mountainous trails into the city of Kengtung. There they meandered into a mission compound and stopped at a well.

Pu Chan's disciples looked around, but could discern no sign of a white brother or a book. All at once, they heard a voice that seemed to reverberate from nowhere, asking them if the voice's bearer could help them. The frightened Wa men scrutinized the area; there was no one in sight.

EXTENSION

Suddenly, a white missionary clamored up out of the well. Astonished, the Wa men fell to their knees and asked the man if he had brought them the book of God. The Wa men recounted to the missionary how they had come to the compound, and he shared with them the life-giving message of the book of God. They all rejoiced together in the Lord's miraculous dealings in their lives.

FURTHER

The Wa men became disciples of Christ and were trained at the mission compound, along with others from Burma who believed. They returned to their home villages and preached the Gospel of the book brought to them by the missionary. Soon, over ten thousand Wa people had embraced salvation, and they, in turn, transported the good news of God's Word farther into eastern Burma and southwestern China.

Character Focus: A peacemaker is one who shows wisdom in leading others to Christ.

<> 1a. Read this week's passage aloud.

This story, found in more detail in the book entitled *Eternity in Their Hearts* by Don Richardson, testifies of God's provision to show every person a foreshadowing of the Gospel.

Foreshadowing combines the prefix *fore*, meaning "before" the word and *shadowing*, which denotes showing a glimpse of something. Thus, *foreshadowing* is to show a glimpse before---or ahead of time.

God showed foreshadows (glimpses ahead of time) of His Word (and Himself) to prepare people to receive Him when God's workers take His Word to people everywhere. There are countless stories telling how God has prepared every culture in the world for the message of His Gospel---which would be brought by His peacemakers.

<> **1b.** On the lines provided, write four synonyms for the word *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

1. _____
2. _____
3. _____
4. _____

<> **1c.** On the lines provided, write two sentences about the passage using two of the words you wrote in 1b.

Sentences about the passage using two of the synonyms you listed for *peacemaker*.

1. _____

2. _____

<> **1d.** In the first paragraph of the passage, highlight the phrase *God's Book*.

<> **1e.** On the lines provided, write six words or phrases that are synonyms for *God's Word*. Be sure you capitalize them since they are names for the Bible or references for the Bible. (Capitalize the first, last, and major (important) words of the reference.)

Synonyms for *God's Word*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2. Spelling: *Tion* Says *shun* (Examples: ration, notion)

<> **2a.** In the last paragraph of the passage, highlight the word *salvation*.

The spellings for *shun* and *zun* are tricky. It is often difficult to know whether a word is spelled *cian*, *sion*, or *tion*. They all three often sound the same.

Here are some guidelines for these spellings, though if you are in doubt, you should probably look up the word--there are many exceptions to longer words' spellings.

(1) Use *sion* in words mainly after *ss* (**express becomes expression**):

1. oppress becomes oppression
2. repress becomes repression
3. aggress becomes aggression
4. impress becomes impression
5. depress becomes depression
6. express becomes expression,
7. congress becomes congression
8. confess becomes confession
9. profess becomes profession
10. progress becomes progression
11. process becomes procession
12. regress becomes regression
13. recess becomes recession
14. success becomes succession
15. obsess becomes obsession
16. possess becomes possession
17. discuss becomes discussion
18. pass becomes passion and passionate

Further Study: Read about the character quality of wisdom on pages 187-190 of *The Power for True Success*.

Optional Penmanship Practice

Wherefore take unto you the whole armour of God, that ye may be able to withstand in the evil day, and having done all, to stand.

Stand therefore, having your loins gird about with truth, and having on the breastplate of righteousness;

And your feet shod with the gospel of peace;

Ephesians 6:13-15

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

Further Study: Memorize James 3:13-18 about the tongue.

Optional Spelling Practice

Write a sentence using one of the Basic words.

(2) Use *-sion* in the words that have *mission* in them (which already have their syllables ending in *ss*):

- | | | |
|----------------|-----------------|-----------------|
| 1. mission | 2. intermission | 3. transmission |
| 4. emission | 5. remission | 6. commission |
| 7. admission | 8. missionary | 9. permission |
| 10. submission | | |

(3) Use *-tion*, as in *nation* in the rest of such words:

- | | | |
|----------------|-----------------|-----------------|
| 1. corporation | 2. separation | 3. registration |
| 4. evolution | 5. pollution | 6. motion |
| 7. emotion | 8. commotion | 9. promotion |
| 10. notion | 11. proportion | 12. action |
| 13. auction | 14. fiction | 15. fraction |
| 16. deduction | 17. instruction | 18. perfection |
| 19. caution | 20. portion | 21. tradition |
| 22. addition | 23. probation | 24. exception |
| 25. adoption | | |

(4) The *sion* in *vision* has a different sound in many words. Note that either a vowel or an *r* comes before this type of *sion*:

- | | | | |
|----------------|---------------|----------------|-----------------|
| 1. vision | 2. television | 3. revision | 4. supervision |
| 5. division | 6. decision | 7. incision | 8. precision |
| 9. collision | 10. occasion | 11. invasion | 12. evasion |
| 13. abrasion | 14. explosion | 15. erosion | 16. corrosion |
| 17. confusion | 18. diffusion | 19. infusion | 20. transfusion |
| 21. conclusion | 22. inclusion | 23. exclusion | 24. preclusion |
| 25. version | 26. inversion | 27. subversion | 28. submersion |
| 29. conversion | 30. immersion | 31. excursion | |

This week you will be learning only words that have *tion* saying *shun*.

↔ **2b.** On the lines provided, copy the spelling words at the level directed by your teacher.

BASIC LEVEL

- _____ relation
- _____ option
- _____ motion

- _____ salvation
- _____ protection
- _____ position

EXTENSION

- _____ preparation

- _____ illustration

Optional Spelling Practice

Unscramble the Extensions words.

1. ppreraaiotn

2. liutrstanoil

3. cergoinitno

4. hnlaertospi

Optional Spelling Practice

Write a sentence using one of the Basic spelling words.

Teacher Tip: Highlight your 4–6 words in each sentence before writing them. This will help you see at a glance if these are really the best words for the job.

FURTHER EXTENSION

9. _____
relationship

10. _____
recognition

Optional Words

11. _____
ambassador

12. _____
apostle

13. _____
missionary

Review Words

<> **2c.** On the lines provided, write two spelling words that you are unfamiliar with or you have never used in writing.

1. _____

2. _____

<> **2d.** On the lines provided, write a sentence using one of the spelling words you listed above. (Look up its meaning in the dictionary if you are unfamiliar with it.)

<> **2e.** Add this week's new words (minus the Optional Words) to page 70 of your *Spelling Notebook*.

<> **2f.** Optional: Add Review Words to coordinating pages of your *Spelling Notebook*.

<> **2g.** Every day this week, study these words and any others you have listed in your Review Words section.

<> **2h.** Optional: In your notebook, write six sentences using six of the spelling words.

3. Editor Duty: Correct Given Paragraph(s)

Series of Three or More

<> **3.** Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the series of three or more items.

(3) EXTENSIONS only: Add punctuation to the series of three or more items in the last two paragraphs, if you have not done so.

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

A ambassador is a representative of a nation he are empowered to communicate between his country and the country in which he are stationed. The powers of a ambassador is defined in the credentials, documents of introduction, and authority that are gave to him. A ambassador must be recognized by the country where he are station.

An ambassador may bring suit on behalf of his nation, defend suits that is brought against his nation, or work on treaties. His chief duties is to work for the goals programs and help of the nation he represent. Ambassadors played a very important part in maintaning peace between nation.

As Christians us are Gods' ambassadors on earth. Our primary purpose are to do Gods work and his will we is the representation of what God can do in people. We our ambassadors for Christ because he has given us the authority to speak for Him in this world. We is to deliver the captives proclaim true liberty and share His light.

4. Study Skills/Prewriting: Key Word Outline

↔ **4.** Follow these steps to write a Key Word Outline for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of that paragraph.
 - b. Write the topic of the entire paragraph on the topic line.
- (2) Read the first sentence of the first paragraph, and think about what it means.
 - a. Highlight **4 to 6 words** that would most help you to remember the content of the sentence.
 - b. Write those **4 to 6 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat the steps above for all paragraphs and sentences in the passage.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

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

Sentence 3 _____

Sentence 4 _____

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Alternative Writing for Red
1 B Week 1

- Write two paragraphs about your conversion experience.
- Write two paragraphs about what you do to be a peacemaker.

Making a Key Word Outline (KWO) and Writing From It, Plagiarizing, and Writing Others' Ideas

Follow these steps in outlining and writing from given material:

1. **Do not steal another person's words.** In making and writing from a Key Word Outline, it is important that you do not plagiarize. Plagiarizing is stealing another's words and using them as your own. When writing from a source (whether using a Key Word Outline or any other outlining technique), there is a danger of using another person's wording, phrasing, and writings instead of making your report your own.
2. **Do not write directly from a source.** To keep from plagiarizing, you should write an outline before you write a report--as opposed to writing directly from the source. By making an outline of the information (instead of writing your report directly from the book in which you get your information), you are removing yourself from the source, which will make you one step further away from another's words--and reduce the likelihood of plagiarizing.
3. **Use few words for outlining each sentence.** In making a Key Word Outline, you should only use a small number of words for outlining each sentence. This is another way plagiarism can be reduced. If you use twenty-five percent or less of the author's original words to outline a sentence, you will be forced to use your own wording for at least the remaining seventy-five percent. (This is why CQLA limits the number of words you are permitted to use to outline each sentence of a passage, while still making allowances for lengthier sentences.) For example, if the assignment permits you to use up to six words per sentence for the sentences you are outlining, try to use four or five instead, whenever possible. If you are allotted four or five words per sentence for outlining, try to get by with only three or four words.
4. **Use your own wording during outlining.** Another way to reduce plagiarism is to use your own wording even during the outlining process. What this means is that you can start using your own words and phrases during your Key Word Outline, as opposed to outlining the author's wording and phrasing. You are, essentially, removing yourself even further from your original source by outlining with your own words. Study the examples given below to see how you can use your own words during outlining:

Original passage:

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

Key Word Outline Samples:

Sentence 1 **Original:** Daniel and Samson were two men who lived extremely similar, yet still contrasting, lives.

Sentence 1 **KWO Using Author's Words:** Daniel & Samson, 2 =similar/contrasting lives

Sentence 1 **KWO Using Your Own Words:** 2 w/ different & same situations = Daniel & Samson

Sentence 2 **Original:** They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies.

Sentence 2 **KWO Using Author's Words:** 2 lived /dominion enemy nations; forced serve

Sentence 2 **KWO Using Your Own Words:** 2 /rule opposing countries; forced slave-enemy

Sentence 3 **Original:** Both were given leadership positions by God's direction---and were placed in confinement at some point during their service.

Sentence 3 **KWO Using Author's Words:** 2=leadership/God & confined during service

Sentence 3 **KWO Using Your Own Words:** 2=captive while slaving; 2=called-God/leadership

5. Reword material and rework the sentence structures when writing from a Key Word Outline. Even though you are writing from given material when writing from a Key Word Outline, you still want to eventually make that material your own. You do not want to write using the same words, phrases, and sentence structures that the author used. It might be general knowledge, but if you use the author's way of writing it, you are plagiarizing his or her words and sentences. Thus, you will want to reword the material and rework the sentence structures when you are writing from a Key Word Outline. In the sentences that were outlined above for you, you can use your new words (in your Key Word Outline), but rework the sentence structures so that you are writing the paragraph yourself, instead of copying from the author. Read the samples below to see how this is done.

Original Passage:

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

Your Key Word Outline Using Your Own Wording:

Sentence 1: 2 w/ different & same situations = Daniel & Samson

Sentence 2: 2 /rule ---opposing countries; forced slave-enemy

Sentence 3: 2=captive while slaving; 2=called-God/leadership

Your New Paragraph:

Two men, named Daniel and Samson, found themselves in different situations--and the same types of situations--during their lives. The similarities of these two men's lives include the fact that they both existed as slaves in enemy territory under the reign of countries who opposed and oppressed their own countries. They were both ordained of God to be in leadership in the foreign countries in which they were serving, and they were both held captive by these enemies while they were serving them.

6. Discern whether you are writing from general information as opposed to writing from someone else's original ideas. The passages from which you write in CQLA are usually general information--information that many Christians know and agree with. For example, most of us know that Daniel and Samson were both taken captive. Most of us know that God does not permit us to use His name in vain. It is general knowledge that being responsible is displaying godly character, etc.. However, there will be other times in which you write (especially when finding your own sources) using another person's ideas or themes. In other words, you will write something that is not common knowledge--or a viewpoint or theme that another person designed himself.

7. Give credit to the original writer when something is not general knowledge. When you write from another's ideas or theories, you need to cite that information. You will be taught how to cite sources throughout this book. This information is also provided in the *Teacher's Guide*. In a nutshell, however, you need to tell when an idea or theory you are writing about is not generally known--or when you are giving a point of view that you have devised from another's writing or point of view. In the given passages for this curriculum, people are sometimes quoted and the Bible is often quoted. These will give you opportunities to learn how to write using another person's words in a way that gives that person the credit he or she deserves.

8. Cite the person's name when paraphrasing original (or non-general) information. Many students are not aware that when you paraphrase someone else's words that are not general knowledge, you need to tell where you got that information or who first came up with that theory or idea. (Students often think that you only cite the source when the material is quoted directly.) There is disagreement among professionals as to when a source needs cited and when a source does not need cited in terms of whether something is commonly known or not. When this curriculum refers to general knowledge, it is describing information that you might get out of an encyclopedia or other "facts" source. Read the two examples given below to help you discern whether your information needs cited or not.

a. **General Knowledge:** There is no reason to tell that *World Book Encyclopedia* says that prairie dogs are furry rodents. It is an understood fact that they are rodents, and many would describe them as furry, or at least hairy. You do not need to tell that *Who's Who in Christian History* said that Charles Spurgeon lived with his grandparents during part of his childhood (unless you are writing a research paper or college term paper in which each piece of information must be cited). Nearly any biographical source about Charles Spurgeon would tell you that. It is not an original idea or theme.

b. **Specific Knowledge:** However, to say that Charles Spurgeon's grandfather had a significant influence on his ministry, you either need evidence, such as information about his living with his grandfather while growing up, etc., or you need to cite the person who said this in your paper. For example, you might write a few sentences about Charles Spurgeon's early years living with his grandparents and observing his grandfather's faith, then say It would seem that Charles Spurgeon's grandfather had a profound influence on his future faith and ministry. Or, if you did not have space to provide the evidence for the grandfather's influence (explaining how young Charles lived with his grandparents for a number of years), you could cite your source that says his grandfather was a significant influence, paraphrase that information, and include it in that way. For example, your sentence might read something like this, *According to Smith in The Life of Spurgeon, Charles Spurgeon's grandfather had the most influence on his faith and ministry since the young Spurgeon lived with his grandparents during his formative years.* You are not quoting Smith directly, but you are giving Smith the credit for the idea that the grandfather influenced the younger Spurgeon---since you could not have known that had you not either read about Charles Spurgeon's time with his grandfather in detail or read someone else's words saying that information. (Note: You need to italicize a major work when you type it, or underline it when you write it out by hand. Since the example sentence is given in italics (to keep from confusing you by using quotes to show that it is a sentence in your paper!), the major work The Life of Charles Spurgeon is underlined to show that it is a major work. Italicizing major works is more aesthetically pleasing than underlining, so it is recommended that you italicize it.)

For the passages of given material, you do not need to be concerned with citing or not citing (unless the passage contains a quote). However, you will want to consider this information any time you gather information for an opening, closing, or continuing paragraph--and for times that you write from information you find yourself. You will learn more details about citing sources, including quotations, and paraphrasing information as you grow in your writing.

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

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

Sentence 4 _____

Sample Key Word Outline

Topic of Paragraph 1: Pu Chan went on pony to find someone to tell him about God's Word.

Sentence 1: Lord --> unusual means reach Wa/Burma

Key Word Outline

Symbols may help you to understand your notes better—without using more words or stealing the author’s words (since symbols usually mean general ideas, not specific words):

- + can mean up, more, above, increase, better
- = can mean the result of, the same as, is equal to, means, like, occurred
- # can mean number, pound, or numeral
- Numbers can mean to (2), for (4), dates, and can also stand for time, etc.
- ---> can mean the result of, caused, said, showed, back, forward, front, to, like
- @ can mean at, to, from
- \$ can mean money, cost, expensive
- ^ can mean up, above, more
- ++ can mean most important, more important
- “ ” can mean spoken words or special words
- < > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Optional Penmanship Practice

Peacemaking is a way of life.

Extensions: Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

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

5. Grammar: Five Parts of a Sentence (CAVES)

<> **5a.** Underline each sentence of the first paragraph of the passage with alternating colors of highlighters.

Each of the sentences you underlined is a true sentence—that is, each one has all five of the things it takes to make a sentence a real sentence.

1. **C**apitalized letter at the beginning
2. **A**ll makes sense
3. **V**erb—one of the following:
 - a. Action verb
 - b. Infinitive (to + verb)
 - c. Be, a Helper, Link verb
4. **E**nd mark at the end of each sentence—one of the following:
 - a. Period
 - b. Exclamation mark
 - c. Question mark
5. **S**ubject (who or what the sentence is about)

There is a little trick you can use to remember the five parts that a true sentence must contain: **CAVES**. Do you see how each of the five components begins with one of the letters of the word **CAVES**?

One of the most difficult parts of determining if a sentence has the five things it needs is the “A” one—“All makes sense.” Students often assume that if a sentence contains a subject and a verb, it is automatically a sentence. A student might think that if his sentence has these two things, it has to make sense. This is not true, as those of you who have learned about clauses can probably remember.

Each of the groups of words below have both a subject and a verb—yet they are not real sentences, since by themselves, they do not make sense—they sound incomplete, like something is missing:

1. Since a peacemaker leads others to salvation and spiritual growth . . .
2. Because a peacemaker must take initiative to go . . .
3. When God Himself is the true peacemaker . . .

Even though each of those groups of words has a subject and a verb, they are not real sentences because they do not “**A**ll make sense.”

They are not real sentences. They are dependent or subordinate clauses.

8. He must have his feet shod with the preparation of the Gospel of peace.

9. God Himself is the true peacemaker. _____

10. Thus, when we act as peacemakers, the world recognizes us as sons and daughters of God. _____

<> **5e. EXTENSIONS:** Choose three of the groups of words from 5d. that were clauses and copy them on the lines provided. After each one you write, place a comma then a complete sentence to turn each subordinate clause into a real sentence.

1. _____

2. _____

3. _____

Further Study: Read and study about the ant in a book about their work habits, such as IBLP's *Men's Manual II*, pages 226-230.

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

<> **6a.** Follow these steps for writing your report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and think of what you want your sentence to say.
- (3) Practice saying your sentence out loud to get it just the way you want it.
- (4) In your notebook, write your report using every other line.

<> **6b.** Read your report aloud. Do you like the way it sounds?

Optional Penmanship Practice
Blessed are the peacemakers; for they shall be called the children of God.
Matthew 5:9

7. Editor Duty: Correct Given Paragraph(s)

Nouns

<> **7.** Complete the following steps:

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

(2) In the first paragraph, highlight all of the nouns (proper and common).

(3) EXTENSIONS: In the last paragraph, highlight the misspelled words, and write the correct spellings above them, if you have not already done so.

Further Study: Memorize a Scripture about the ant, such as Proverbs 3:24-25.

An missionary is a person who goes to another country with a special message from the lord an emissary is one who goes abroad with a special message from his country. the letter or message he carry is a missive These unique messengers is sendd in place of the nation leader.

the words *missionary*, *emissary*, and *missive* all come from the latin words *misso* and *mitto*, which means to send out or to let go. as a country officially sends out an emissary the church officially send out a missionary

The greek word four missionary pickures the church releasing a misionary the word means to release; to lose and send away. It picture someone untying a ships' rope so that it can sale away from the shore

8. Grammar/Sentence Structure: Semicolons and Combining Two Complete Sentences Into One Using a Semicolon

<> **8a.** In the second paragraph of the passage, highlight the semicolon.


One of the uses of semicolons is to separate two complete sentences. It is important in good writing to be able to use semicolons properly.

You can use a semicolon to combine two complete sentences (CS) that are both about the same topic. You can use a semicolon to make a run-on sentence into a correct sentence by placing a semicolon between the two parts of the run-on sentence -- if each side of the semicolon contains a complete sentence.

Writing with semicolons makes your writing more elaborate, creative, and detailed.

A semicolon is not difficult to write with if you remember these rules:

1. Use a semicolon **to combine two complete sentences (CS)**.
2. Use it **to combine two complete sentences that are about the same subject**.
3. After the semicolon, **do not use a capital letter like you would at the beginning of a sentence**.
 - a. A peacemaker leads others to salvation. **A** peacemaker leads others to spiritual growth.
 - b. A peacemaker leads others to salvation; **a** peacemaker leads others to spiritual growth.
 - c. Before a peacemaker goes out to make peace, he must put on the whole armor of God. **He** must be prepared.
 - d. Before a peacemaker goes out to make peace, **he** must put on the whole armor of God; **he** must be prepared.
 - e. God Himself is the true Peacemaker. When we act as peacemakers, the world recognizes us as sons and daughters of God.
 - f. God Himself is the true Peacemaker; when we act as peacemakers, the world recognizes us as sons and daughters of God.

 **Each side must be a complete sentence (independent clause) in order to combine the two sentences with a semi colon.**

<> **8b.** Study the Grammar Card about semicolons provided in this lesson.

<> **8c.** Optional: Make a Grammar Card about semicolons, or add new information to an existing card.

<> **8d.** On the lines provided, complete the following steps:

- (1) Combine each of the two given sentences into one by using a semicolon between the two. (Be sure you start the second part of the compound sentence [after the semicolon] with a lower case letter unless it is the word *I* or a proper noun [God, Boston, etc.]).
- (2) Mark the sentences with CS ; CS to show that each side of the semicolon contains a complete sentence as shown in the example given.

Note: It is optional to recopy the corrected sentences on the lines.

C S

CS

Example: I love to teach character to children. They enjoy the songs and the lessons.

C S

;

CS

I love to teach character to children; they enjoy the songs and lessons.

- 1. No peace is possible until a person is brought into a right relationship with God. This is accomplished by helping non-Christians understand and accept Christ's reconciliation.

- 2. It is vital for a peacemaker to have a clear conscience toward everyone. It is also important for him to be at peace with all men as much as possible on his part.

- 3. There is constant spiritual warfare between God and Satan. Peacemakers are those who rescue men and women from the dominion of Satan.

Optional Spelling Practice
 Look up the word *salvation* in the Bible and explain how a person can be "saved". Use a separate piece of paper for your study. Write the word *salvation* on the line below.

Optional Spelling Practice
 Fill in the missing vowels in the Extension words.

1. pr _ p _ r _ t _ _ n
 2. _ ll _ str _ t _ _ n


4. The very act of peacemaking is spiritual warfare. It is in the context of this warfare that all Christians are to have their feet shod with the preparation of the Gospel of peace.

Optional Spelling Practice
List your three most challenging spelling words below.

5. A peacemaker leads others to salvation and spiritual growth. A peacemaker must take initiative.

Grammar Card: Semicolon

- **Used to combine two complete, related sentences:**
 - Each side must contain a complete sentence
 - Each side must be related to each other and about the same topic:
We should be grateful to God; we should be grateful to others.
- **Also used to separate items in a series when some items in the series already contain commas**

 **Each side must be a complete sentence (independent clause) in order to combine the two sentences with a semicolon. This creates a compound sentence.**

6. A great missionary movement originated from the church at Antioch. It was there that believers were first called Christians.

Grammar Card: Clauses vs. Sentences

- Clause -- Group of words containing at least one subject and at least one verb
- Two kinds of clauses:
 - Independent (can stand alone; called a complete sentence; called a main clause)
 - Dependent (cannot stand alone; called a subordinate clause)
- Each dependent clause can be combined with another clause (or many clauses) to make a longer sentence (as long as the whole sentence contains at least one independent clause).
- A sentence contains five things (CAVES):
 - C**apital at beginning
 - A**ll makes sense
 - V**erb (Action, Infinitive, or BHL verb)
 - E**nd mark (period, question mark, or exclamation mark)
 - S**ubject (who or what the sentence is about)

7. In each generation, God raises up outstanding soul-winners who are motivated by their love for the Lord. They have compassion for others and a hatred for evil.

8. Walter Wilson was a godly man. He began his amazing outreach by conducting street meetings as a teenager.

Optional Penmanship Practice

...above all, taking the shield of faith with which you will be able to quench all the fiery darts of the wicked one.

And take the helmet of salvation, and the sword of the Spirit, which is the word of God.

Ephesians 6:16-17

Help Box for 8a.

The frightened Wa men scrutinized the area; there was no one in sight.

9. The missionary explained salvation to them through one of their own customs. The Sawi tribe had a custom of sealing a treaty with a “peace child.”

<> **8e.** Optional: In your notebook, write sentences containing semicolons.

BASIC: Write ten sentences.

EXTENSION: Write fifteen sentences.

FURTHER EXTENSION: Write twenty sentences containing information from a character book.

Optional Spelling Practice

Finish the sentences using the Basic words.

1. This is a command, it is not an _____.
2. Let's pray and ask the Lord for _____.
3. In science class, I am studying Newton's Three Laws of _____.
4. The Bible gives us many examples of _____s for prayer and worship.
5. What is the _____ of water to ice?
6. God, through Jesus Christ, has given us the gift of _____.

9. Composition: Edit and Revise Using the Checklist Challenge

<> **9.** Use the Checklist Challenge that follows this week's lesson to edit your report.

- (1) Check off each item as it is completed.
- (2) Complete each revision for each paragraph, as indicated.
- (3) Insert revisions into your rough draft paragraphs that are in your notebook.
- (4) Highlight or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

10. Spelling: Spelling Test

<> **10a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.

<> **10b.** (T) Have your teacher check your Spelling Test.

<> **10c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

Further Study: Read a biography of a peace-maker, such as *Run, Ma, Run* about Mary Slessor, written by Lois Hadley.

11. Dictation: Dictation Quiz

<> **11a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **11b.** (T) Review your dictation with your teacher.

<> **11c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

Further Study: Make a picture, booklet, or sketch showing the armor of God, which all peace-makers should wear.

12. Composition: Final Copy Informative Report (Retelling) From Given Material

- <> **12a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.
- <> **12b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

Extra Practice (Optional)

- 1E. In your notebook, write fifteen sentences containing information from a character book with semicolons.
- 2E. In your notebook, write a paragraph(s) using your notes from this lesson.
- 3E. In your notebook, write a paragraph(s) using your notes from this lesson.
- 4E. Edit and revise your paragraph(s) from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty "*tion* says *shun* or *chun*" words.
- 6E. Read a book about someone who dedicated his life to being a peacemaker, such as Walter Wilson or Billy Graham.
- 7E. Find fifteen sentences with semicolons in a character book and write them in your notebook.
- 8E. In your notebook, write a book report about the book you read in this lesson..
- 9E. Write a book report about a book you have read about a peacemaker.
- 10E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words on the white board for your student before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to him to remind him of its contents.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.
5. Re-read any of the sentence that he needs re-read—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this one and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a word the difficult word rhymes with that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, You may consider which words you will have him add to next week’s Review Words from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his Review Words list for next week.)

Red 1 B Week 1 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVEL only
- E EXTENSION only
- E's Both EXTENSION and FURTHER EXTENSION
- FE FURTHER EXTENSION only
- B,E BASIC and EXTENSION only (No FURTHER EXTENSION)
- All levels—checks will vary

- Each box will indicate the number of changes that are required to be completed (normally one box for each paragraph).

- All All All E's

Read each paragraph to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

- All All All E's

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

- All All All E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

- All All All E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

- All All All E's

Add one **adjective** to each paragraph. You may select one from the list below or choose one of

your own.

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

All All All E's

Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**. This may be any type of word--noun, verb, descriptors, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, etc. Don't just randomly select a word. Your new word choice should be intentional.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

E's

Combine two complete sentences with either a **semicolon** at least once. If you have already done this, highlight it as directed by your teacher.

Examples:

- We all benefit from God's grace, **for** He does not show partiality.
- God designed man; **creativity** was one of the first character qualities God demonstrated.

All All All E's

From the **Banned Words List** below, select one word (or form of that word) in each paragraph and substitute a similar word. (Advanced Level B students and all Level C students should omit as many Banned Words as possible.)

very	big	really	many	such	good
like	walk	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	many	find			

All

Create a **title** for your report, and put it at the top of the your paper.

Consider the following ideas:

- Something catchy: Wa Men and White Men
- Something comical: Wa men and the Well
- Something bold: Converted
- A song title or line: It is "Well" With My Soul
- A Scripture: Go Ye Into All The World
- Something biblical: Called and Chosen
- Something about character: Making Peace With God
- Other: The Waiting Wa

All FE

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

E's

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long, or if you hear a pause after it, follow it with a comma. If you have already done this, highlight it as directed by your teacher.

Examples:

- **In the garden**, Jesus prayed. (Optional comma)
- **Of all the miracles of Your creation**, my favorite is flowers.

- **From the beginning**, God loved man. (Optional comma)
- **For all of this and more**, we want to say thanks.
- **With careful thought and planning**, the boy spoke.
- **In reverence and adoration**, we praise You. (Optional comma)
- **Out of Your creative genius**, You made all things.

FE

Add either a **subordinate clause opener** followed by a comma, or a **prepositional phrase opener** (followed by a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause) to each paragraph. If you have already done this, highlight it as directed by your teacher.

Examples:

- Subordinate Clause Openers--
 - **While I do not always say words of gratefulness**, I do feel grateful.
 - **Since you have become a part of my life**, I have grown closer to God.
- Prepositional Phrase Openers--
 - **In the garden**, Jesus prayed. (Optional comma)
 - **Of all the**

E's

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher. (Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.)

Examples:

- Joined by *and*: The **loving** and **gentle** Savior cares for us.
- Joined by a comma: The **loving, gentle** Savior cares for us.

FE

Add one **appositive** (or more than one, according to your level). Set off an appositive with commas unless it is a one-word name. If you have already done this, highlight it as directed by your teacher.

Example:

- God, **the only true God**, reigns in majesty.

All

All

All

E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Red 1 B
Week 2

Red 1 B Week 2

Character Focus: Peacemaking

Vocabulary Box

Synonyms for *peacemaker*

ambassador witness evangelist
apostle reconciler mediator
missionary soulwinner

Vocabulary Box

Antonyms for *peacemaker*

whisperer trucebreaker dissident
divider traitor agitator
dissembler deceiver

1. Copying, Vocabulary, and Comprehension

This Week's Passage

BASIC

John Calvin returned to his hometown. There he was briefly imprisoned for his Bible-centered teaching. While in jail, he dedicated himself to the cause of Christ in Europe. Preaching that individuals could make peace with God without the ceremonies and rituals of the state church soon forced John Calvin into seclusion. Under the protection of Queen Margaret of Navarre, he commenced work on two documents that would shake the religious foundations of sixteenth century Europe.

EXTENSION

First, Calvin helped to translate the Bible into French. This exposed up the truth of Scripture to all the people of France, not just to the few who had labored for years in language studies. With the aid of the printing press, the new translation was expediently distributed throughout France. Second, he began to record the basic Christian doctrines in a work that would ultimately be published as *Institutes of the Christian Religion*, a document that explained the depravity of man.

FURTH

Because of the biblical positions he promoted in his writings, many Christians began to fear for his life. "You are no longer safe in France," friends told John Calvin in 1534. "If they catch you, you might burn for your doctrines."

Optional Penmanship Practice

"Rescue the Perishing"

Rescue the perishing,
care for the dying,

Snatch them in pity from
sin and the grave;

Weep o'er the erring one,
lift up the fallen

Tell them of Jesus, the
mighty, to save.

Fanny Crosby

<> **1a.** Read this week's passage aloud.

The word *century* is related to the word *cent*, and just as a cent is one penny—one cent of 100--century denotes 100 years.

The "sixteenth century" signifies the 16th set of 100 years during the period of time we call A.D. Thus, the 16th century A.D. began in the year 1500 and ended in 1599. The 17th century A.D. then began in the year 1600 and ended in 1699, and so on.

Note: While many two word adjectives are hyphenated, those that are already established as nouns in the contexts they are used are not hyphenated. These include the two word adjective sixteenth century.

<> **1b.** In the second paragraph of the passage, highlight the following words and phrases:

1. *Institutes of the Christian Religion*
2. depravity

<> **1c.** Look up the word *depravity* in the dictionary, and write the definition in your own words on the lines provided.

Definition of *depravity*

Character Connection: Peacemakers who reconcile groups of people to each other are also called ambassadors.

<> **1d.** Based on the definition, use this word in a sentence about the passage on the lines provided.

Sentence with *depravity*

<> **1e.** Look up the *Institutes of the Christian Religion* in a history textbook or encyclopedia, and write a sentence telling about it on the lines provided.

Sentence about the *Institutes of the Christian Religion*

Further Study: Read about a famous ambassador, such as John Quincy Adams.

<> **1f.** On the lines provided, write three synonyms for peacemaker from the shaded Vocabulary Box located at the beginning of this week's lesson.

Synonyms of *peacemaker*

1. _____ 2. _____
3. _____

Further Study: Study words that describe other types of peacemakers, such as ambassador, apostle, missionary, mediator, evangelist, reconciler, soul winner, and witness.

<> **1g.** Using two of the synonyms you listed for peacemaker, write two sentences about John Calvin using information found in this week's passage on the lines provided.

Sentences about John Calvin containing synonyms of *peacemaker*

1. _____

2. _____

Teacher Tip: This is a 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.

Optional Spelling Practice

Finish the Basic words.

1. p _ _ c _ _ bl _
2. p _ ss _ bl _
3. ap _ stl _
4. _ x _ mpl _
5. pr _ b _ bl _
6. pr _ nc _ pl _
7. v _ l _ _ bl _
8. d _ sc _ pl _ s

Optional Penmanship Practice

The fruit of the righteous is a tree of life; and he that winneth souls is wise.

Proverbs 11:30

<> 1j. In your notebook, copy this week’s passage at the level directed by your teacher.

<> 1k (T) Review your copy with your teacher, and correct any errors.

2. Spelling/Structural Analysis: *Le* at the End of a Word “Grabs” the Consonant Preceding It (Examples: bub/ble, peo/ple)

<> 2a. In the second paragraph of the passage, highlight the word *people* one time.

This word has *le* at the end of it with the *le* “grabbing” the consonant just before it. This means that when you syllabicate words that have *le* at the end, you syllabicate the final consonant before the *le* with the *le*. For example:

1. peo/ple (The *le* grabs the *p* in its syllable.)
2. prin/ci/ples (The *le* grabs the *p* in its syllable.)

This spelling tip helps you know the following:

1. **Where the syllable division is**
 - a. bub/ble (Remember, the *le* grabs the consonant before it in its syllable!)
 - b. bu/gle
2. **Whether the first syllable makes its long or short vowel sound:**
 - a. bub/ble (Since *bub* is a closed syllable, it makes the short *u* sound.)
 - b. bu/gle (Since *bu* is an open syllable, it makes its long *u* sound.)
3. **Whether to spell the first syllable with one or two consonants:**
 - a. bub/ble (This word must have two consonants in the middle, so the *le* can grab the second consonant—and the first consonant goes with the first syllable to tell you the *u* is short.)
 - b. bu/gle (This word only has one consonant after the *u*—the one that the *le* grabs. The first syllable is open and does not need a consonant with it!)

<> 2b. On the lines provided, copy the spelling words at the level directed by your teacher.

BASIC LEVEL

- | | |
|-----------------------|-----------------------|
| 1. _____
peaceable | 2. _____
possible |
| 3. _____
apostle | 4. _____
example |
| 5. _____
probable | 6. _____
principle |
| 7. _____
valuable | 8. _____
disciples |

EXTENSION

9. _____
profitable

10. _____
charitable

Further Study: Memorize all of the verses to the song "Rescue the Perishing," by Fanny Crosby.

FURTHER EXTENSION

11. _____
fashionable

12. _____
responsible

13. _____
dissemble

Further Study: Look in II Chronicles 1: 7-12 for three things we need to ask God.

Optional Words

14. _____
witness

15. _____
reconciler

16. _____
soulwinner

Review Words

<> **2c.** On the lines provided, write two spelling words that you are unfamiliar with or you have never used in writing.

1. _____

2. _____

<> **2d.** On the lines provided, write a sentence using one of the spelling words you listed above. (Look up its meaning in the dictionary if you are unfamiliar with it.)

<> **2e.** Add this week's new words (minus the Optional Words) to pages 67-68 of your *Spelling Notebook*.

<> **2f.** Optional: Add Review Words to coordinating pages of your *Spelling Notebook*.

<> **2g.** Every day this week, study these words and any others you have listed in your Review Words section.

<> **2h.** Optional: In your notebook, write seven sentences using seven of the spelling words.

Optional Penmanship Practice

...feet shod with the preparation of the gospel of peace.

Ephesians 6:15

Further Study: Read and study the US Constitution.

3. Editor Duty: Correct Given Paragraph(s)

Semicolons, Complete Sentences, and Colons

<> 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 dependent or subordinate clause at the beginning of one of the sentences.

(3) EXTENSIONS: In the last paragraph, highlight the misused homophones or confusing words, and write the correct one above each one, if you have not already done so.

as he worked, the Karen man listened to judson teach his few converts out of the book he had brought with him from america. slowly Ko Thah-byu realized that the book, which judson called the bible, was "the lost book" for which his people had waited all of these years. Ko Thah-byu excepted christ and dedicated his life to proclaiming the good news of "the lost book" among his people

After training with adoniram judson and his workers the Karen man traveled into the hill country to spread the good news. Wherever he went, entire villages responded to his message soon hundreds of converts from distant mountains and jungles flocked to judsons mission to learn more of the book and the gospel it contained

meanwhile Ko Thah-byu carried the message of peace too an ever-widening circle of remote villages and towns. His ministry and the consequent ministries of his converts was sew effective and far-reaching that win american mission-aries arrived at won Karen village 300 miles from judsons mission, they found 5,000 Karen converts ready to be baptized

4. Study Skills/Prewriting: Key Word Outline

<> 4. Follow these steps to write a Key Word Outline for this week's passage:

(1) Read the first paragraph to yourself.

a. Determine the topic of that paragraph.

b. Write the topic of the entire paragraph on the topic line.

(2) Read the first sentence of the first paragraph and think about what it means.

a. Highlight **3-5 words** that would most help you to remember the content of the sentence.

b. Write those **3-5 words** on the line provided for sentence one.

c. Repeat these steps for all of the sentences in the first paragraph.

(3) Repeat the steps above for all paragraphs and sentences in the passage.

Optional Spelling Practice

Unscramble the Basic words.

1. ssbleiop _____

2. xaeplem _____

3. lavaulbe _____

4. psoleta _____

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

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

Sentence 5 _____

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

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

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

Optional Spelling Practice
Circle the correct spelling of each Basic word.

1. peiceable peaceable
2. possible possibul
3. apostle aposle
4. exampul example
5. probable probabul
6. principle principal
7. valueable valuable

Alternative Writing for Red
1 B Week 2

- Write a two-paragraph biographical essay about John Calvin.
- Write one paragraph about the depravity of man.

Further Study: Listen to an evangelistic sermon tape, such as Ray Comfort's *Hell's Best Kept Secret* or Billy Graham's *Born Again*.

Optional Spelling Practice
Fill in the missing vowels in the Extension words.

1. pr _ f _ t _ bl _
2. ch _ r _ t _ bl _

Further Study: Read a biography of Fanny Crosby.

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2* _____

Sentence 3* _____

*Note: If you are unfamiliar with using quotation marks, just plan to use an indirect quote (with out quotation marks) by using the word *that*: *His friends said **that** he was not safe anymore.*

Character Connection: John Calvin was a wise peacemaker. His publication *Institutes of the Christian Religion* significantly influenced many of the US founding fathers.

5. Grammar: Prepositions

Prepositions are words that show one word in relation to another. If you remember this little rhyme, you will remember the function of prepositions: **Prepositions show position!**

Your little brother or sister might be learning prepositions in another level with a little toy and a bathroom tissue tube. Wherever he or she puts the toy in relation to the tube is a preposition:

1. **over** the tube
2. **under** the tube
3. **in** the tube
4. **beside** the tube
5. **along** the tube, etc.

It will be easier for you to remember prepositions if you remember these two **Preposition-Check Sentences** for prepositions:

1. The angel flew _____ the clouds.
2. The girl prayed _____ the service.

Generally speaking, if a word fits into one of those two Preposition-Check Sentences, it is a preposition. For example, the words below are prepositions, as they fit into the Preposition-Check Sentences:

- | | |
|--|---|
| 1. The angel flew about the clouds | 2. The angel flew around the clouds. |
| 3. The girl prayed at the service. | 4. The girl prayed before the service. |
| 5. The angel flew below the cloud. | 6. The angel flew beneath the cloud. |
| 7. The angel flew between the cloud. | 8. The angel flew beyond the cloud. |
| 9. The girl prayed during the service. | 10. The girl prayed for the service. |
| 11. The angel flew from the cloud. | 12. The angel flew in the cloud. |
| 13. The angel flew into the cloud. | 14. The angel flew on the cloud. |
| 15. The angel flew onto the cloud. | 16. The angel flew through the cloud. |
| 17. The girl prayed throughout the service. | 18. The angel flew with the cloud. |
| 19. The angel flew within the cloud. | 20. The angel flew without the cloud. |

Optional Spelling Practice

Write a sentence using one of the Extension words.

The word *to* can be tricky! Some of the time it is a preposition, and **some of the time it is a special verb called an infinitive**. It is relatively easy to know which one it is, though.

1. **When the word *to* is followed by a word or group of words known as the object of the preposition, it is being used as a preposition.**
 - a. to the **clouds**
 - b. to the **service**
 - c. to the **store**
2. **When the word *to* is followed by a verb, it is a verbal called an infinitive.**
 - a. to **jump**
 - b. to **be**
 - c. to **show**

<> **5a.** In the first paragraph of the passage, highlight all of the prepositions.

Because prepositions are so important to good writing, as you will see later in this week's lesson, you should be able to recite a good number of them.

<> **5b.** (T) Memorize and recite prepositions to your teacher. You may use the Preposition-Check Sentences, if desired.

BASIC LEVEL: Memorize and recite fifteen prepositions.

EXTENSION: Memorize and recite twenty prepositions.

FURTHER EXTENSION: Memorize and recite twenty-five prepositions.

<> **5c.** Study the Grammar Card about prepositions provided in this lesson.

<> **5d.** Optional: Make a Grammar Card about prepositions, or add new information to an existing card.

<> **5e.** In the sentences provided, highlight all of the prepositions.

Note: The word *to* + a *verb* is an example of when the word *to* is not being used as a preposition. When you see *to* + a *verb*, do not highlight it since it is a special kind of verb called an "infinitive"—not a preposition.

1. To be called a child of God is to be recognized by others as reflecting His likeness.
2. The focus of God's love is to reconcile sinners to the Savior and to each other.
3. The ministry of reconciliation is the consuming purpose of God.
4. An ambassador is an appointed representative of a nation.
5. An ambassador is empowered to carry out talks between his country and the country in which he is stationed.
6. By the authority of Scripture, we are ambassadors for Christ.
7. We represent the nation of God.
8. We are sent to the kingdom of this world.
9. Our primary job is to deliver those who are held captive by the power of Satan.
10. The Greek word for apostle means "one sent forth."
11. The original apostles were sent out by Christ. (*Out* is an adverb here.)
12. The Church then called other people for discipleship.
13. The purpose of being sent forth was to spread the good news.

Tips for Re-writing the Passage:

1. The wording of your report should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage.
4. Do not look back in the passage unless absolutely necessary.
 - a. If you need help, re-read the whole passage.
 - b. Do not read each sentence from the passage as you write your own.
5. In your notebook, write your essay, using every other line.

Help Box for 5a:

1. to
2. for
3. in
4. to
5. of
6. in
7. with
8. without
9. of
10. into
11. Under
12. of
13. of
14. on
15. of

14. Apostles also helped establish others in Christ.
15. A missionary is someone who goes to another country with a special message from the Lord.
16. The word *missionary* comes from words that are pictured as untying a ship's rope so that it can sail away from the shore.
17. A witness is one who gives a testimony, as in a courtroom.
18. Jesus referred to His disciples as witnesses.
19. God requires that His witnesses have firsthand knowledge of Him.
20. An evangelist is a proclaimer of good news.
21. An evangelist is to make sure that every person within his region has heard the good news.
22. A reconciler helps in the renewal of relationships between those whose relationships have been injured.
23. Reconciliation involves granting and receiving forgiveness for past offenses.
24. A soul-winner is one who "fishes for men."
25. A soul-winner helps to persuade the mind, will, and emotions of an unbeliever to accept the truth of salvation.
26. When Peter and Andrew were casting their nets into the sea, Jesus told them He would make them "fishers of men."
27. A fisherman knows where the fish are, what equipment to use, what bait to use, and how to be patient in waiting.
28. A mediator is one who intervenes between two parties to bring about agreement.
29. A mediator must be a person of great wisdom.
30. The wise mediator will be discerning of root causes.

Optional Spelling Practice

Write a sentence using one of the Basic words.

Further Study: Read about wise peacemakers in a book of short essays, such as *Eternity in Their Hearts* by Don Richardson, *Peace Child* by Don Richardson, or *They Found the Secret*.

Optional Penmanship Practice

Follow peace with all men, and holiness, without which no man shall see the Lord.

Hebrews 2:14

Character Focus:

Stephen was a wise peacemaker who felt that reconciling men to God was more important than his earthly life.

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

- <> **6a.** Follow these steps for writing your report from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
 - (2) Read your first line of notes and think of what you want your sentence to say.
 - (3) Practice saying your sentence out loud to get it just the way you want it.
 - (4) In your notebook, write your report using every other line.
- <> **6b.** Read your report aloud. Do you like the way it sounds?

7. Editor Duty: Correct Given Paragraph(s)

Semicolons and Complete Sentences

<> 7. 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, add a complete sentence to the subordinate clause that is given with the line following it.

Further Study: Study the words *tongue* and *words* in the book of Proverbs. Record your insights in a journal.

The scottish preacher hoo gave walter wilson a challenge for soul-winning also gave him a book he had written entitled *gods two books—natural revelation and special revelation*. This fascinating book revealed how interesting facts of nature related too the scriptures. It inspired walters delight inn researching more interesting facts

Walter discovered most of his facts about nature from reading books. However, whenever it was possible, _____ . he stood beneath a giant two hundred sixty-five-foot Sequoia tree in california and reviewed the sequence of creation as he observed that this tree was over 6,000 years old

Wilson experimented in his home with the cereus plant, that bloomed every night at eleven o'clock he learned why chickens always hatch at the largest end of the egg. He rehearsed what he had learned and freely drew upon it to bring scriptural truths into vivid clarity and practical application

8. Grammar: Prepositional Phrases

Prepositional phrases are phrases (parts of a sentence) that begin with a preposition and end with the object (Cloud or service in the Preposition-Check Sentences).

Prepositional phrases add interest to sentences by giving readers more information.

For example, which gives the reader more information?

1. The boy jumped. or The boy jumped **over the stick**.
2. The man was grateful. or The man was grateful **to God**.
3. The Pilgrims came. or The Pilgrims came **across the ocean**.
4. Richard had a thankful look. or Richard had a thankful look **on his face**.
5. Richard's family died. or Richard's family died **from the sickness**.

<> 8a. Place parenthesis around all of the prepositional phrases in the first paragraph of the passage.

Besides giving the reader more information, prepositional phrases are especially helpful to use as sentence openers (the first part of a sentence).

Often when we write, we just use a subject followed by a verb in the beginning of sentences.

Character Connection: Fanny Crosby, the author of "Rescue the Perishing," was a wise peacemaker. She was blinded as an infant due to a doctor's error. She wrote over six thousand hymns---many of which were about reconciliation and peacemaking.

1. **The dog** jumped.
2. **The boy** prayed.
3. **The Pilgrims** came.
4. **The man** said thanks.
5. **The woman** was grateful.

It makes writing more interesting when you use prepositional phrases to start some of your sentences rather than always just using a subject then a verb.

For example, notice how the sentences from above sound better when a prepositional phrase begins them:

1. **Across the stream**, the dog jumped.
2. **In the morning** the boy prayed.
3. **To escape persecution**, the Pilgrims came.
4. **For all God had done for him**, the man said thanks.
5. **With her face glowing**, the woman was grateful.

You do not want to start all of your sentences with prepositional openers, but they are good to use sometimes to add interest to your writing.

In order to write well with prepositional phrase openers, you need to learn how to punctuate them correctly. Generally speaking, these are the punctuation rules for prepositional phrase openers:

1. When a prepositional phrase opener has five words or more (or two prepositional phrase openers in a row)—follow it with a comma.
2. When a prepositional phrase opener is less than five words and you do not hear a definite pause—do not follow it with a comma.
3. When a prepositional phrase opener is less than five words and you hear a definite pause—follow it with a comma.

One of the reasons it is important for you to learn how to locate prepositional phrases is because the subject of a sentence is rarely found in a prepositional phrase. Thus, if you learn to find prepositional phrases and isolate them with parenthesis (mentally remove them), then you will more easily find the main subject and main verb of your sentence and will be able to make your subject and verb agree with each other.

Base the inclusion of a comma on the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: in the event of a fire, leave the building from the back exits. Remember, the main subject of the sentence is not in a prepositional phrase.

<> **8b.** Underline the prepositional openers in the first two paragraphs of the passage.

<> **8c.** Study the Grammar Cards about prepositional phrases and prepositional phrase openers provided in this lesson.



<> **8d.** Optional: Make Grammar Cards about prepositional phrases and prepositional phrase openers, or add new information to existing cards.

<> **8e.** In the sentences provided, place parenthesis around the prepositional phrase openers.

Grammar Card: Prepositional Phrase Opener

• Place a comma after a prepositional phrase opener in any of these cases:

1. The PP is **five words or more**: *In the very dark woods*, we found him.
2. The PP is **two prepositional phrases in a row**: *In the woods under a rock*, we found the bird.
3. The PP is **followed by a definite pause**, or it is needed to make the sentence clear—even if it is short: *To Kim, Wong* was incredible. With that in mind, let us pray.



Base the inclusion of a comma on the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: In the event of a fire, leave the building from the back exits. Remember, the main subject of the sentence is not in a prepositional phrase.

Help Box for 8a:

1. to his hometown
2. for his Bible-centered teaching
3. in jail
4. to the cause
5. of Christ
6. in Europe
7. with God
8. without the ceremonies and rituals
9. of the state church
10. into seclusion
11. Under the protection
12. of Queen Margaret
13. of Navarre
14. on two documents
15. of sixteenth century Europe

1. From Rome, India, Greece, and Egypt, merchants came to barter and trade.
2. In the early days of Aksum's power, one of its important government officials set out on a quest for the true God of heaven and earth. (Double prepositional phrase opener!)
3. In time, the Aksum kingdom was made an official Christian state.
4. In the Gedeo culture, the center pole from a man's house symbolized his life.
5. In his vision, Warrasa took the center pole from his house and planted it next to the missionaries' shelter.
6. By placing his pole by the missionaries' shelter, Warrasa felt that he had identified himself with the message of the white men and with the God they served.
7. In over two hundred churches, thousands of Christian Gedeo tribesmen worship today.
8. In the 1920s, a missionary arrived at one of the huge Bantu tribes in the Central African Republic.
9. In 1795, a British embassy report gave the details of the account.
10. After training with Adoniram Judson and his workers, the Karen man traveled into the hill country to spread the good news.
11. From that time, the conviction has never left me that I was called to China.
12. In the sixth century before Christ, a devastating plague struck the city of Athens, Greece.
13. Within minutes, a number of the stonemasons built an altar and sacrificed the sheep.
14. Within a century, the once great Incan empire was conquered easily by the Spanish.

<> 8 f. EXTENSIONS: Place commas following prepositional phrase openers as needed.

1. During this time of his life John Calvin was imprisoned for his Bible-centered teaching.
2. In the time of his imprisonment Calvin dedicated himself to the cause of Christ in Europe.
3. Under the protection of Queen Margaret of Navarre Calvin began work on two religious-shaking documents.
4. During this time in France the Bible was not available to all.
5. With the aid of the printing press the new translation was quickly distributed throughout France.
6. Over the mountain trails of Kengtung the pony led Pu Chan's followers.

Grammar Card:

Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:

1. The girl prayed _____ the service.

2. The angel flew _____ the clouds.

- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:

–The angel flew **about** the clouds.

–The angel flew **around** the clouds.

–The girl prayed **at** the service.

–The girl prayed **before** the service.

- List of prepositions:

aboard	about	above	along	across
after*	against	along	amid	around
as	aside	at	before*	because of
behind	below	beneath	beside	besides
between	beyond	but	by*	despite
down	during	except	for	from*
in	inside	into	like	near
off	on	onto	out	outside
past	since	through	throughout	till
to	toward	under	underneath	until
up	upon	with	within	without

- *Each of these words may be a subordinator (if it has a verb within the group of words following it) or a preposition (if it has an object following it).

- **To + verb is not a prepositional phrase; it is a special kind of verb called an infinitive**

- Some prepositions **act as other parts of speech**:

1. She is lying *down*. (*Down* is an adverb in this sentence.)

2. *Before* he left for work, she told him. (*Before* is a subordinator in this sentence and has a subject and a verb with it making up a subordinate clause (or dependent clause).

3. They are going *to run*. (*To run* is a special verb called an infinitive.)

- It is no longer considered incorrect to end a sentence with a preposition. You should do whatever sounds less stilted:

- Correct-sounding: I do not know what you are thinking about.

- Stilted: I do not know about which thing you are thinking.

Further Study: Make a booklet, computer poster, or newsletter containing several of a peacemaker's or peacemakers' stories.

Further Study: Look in Scripture for verses containing *messenger*, *speak*, and *declare*.

Help Box for 8b.

You should have highlighted the following phrases:

1. Under the protection of Queen Margaret of Navarre,
2. With the aid of the printing press,

Further Study: Study the life of Stephen in Acts 6:8-7:60.

Teacher Tip: So much of comma usage with openers is subjective—whether you hear a pause when you read it to yourself. Help your student “hear” where commas go in prepositional openers.

7. From inside the deep well a man appeared.

8. At the mission compound in the village the Wa men were trained.

9. For God's miraculous dealings in their lives the men rejoiced and thanked the Lord.

10. Along with other men who became believers the original Wa converts were trained to be missionaries.

<> **8g.** Optional: In your notebook, write sentences with prepositional phrase openers.

BASIC LEVEL: Write fifteen sentences.

EXTENSION: Write twenty sentences.

FURTHER EXTENSION: Write twenty sentences containing information from a character book.

9. Composition: Edit and Revise Using the Checklist Challenge

<> **9.** Use the Checklist Challenge that follows this week's lesson to edit your report.

(1) Check off each item as it is completed.

(2) Complete each revision for each paragraph, as indicated.

(3) Insert revisions into your rough draft paragraphs that are in your notebook.

(4) Highlight or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

10. Spelling: Spelling Test

<> **10a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.

<> **10b.** (T) Have your teacher check your Spelling Test.

<> **10c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

11. Dictation: Dictation Quiz

<> **11a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **11b.** (T) Review your dictation with your teacher.

<> **11c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

12. Composition: Final Copy Informative Report From Given Material

- <> **12a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.
- <> **12b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

Extra Practice (Optional)

- 1E. In your notebook, write fifteen sentences containing information from a character book with prepositional phrase openers.
- 2E. In your notebook, take more notes about John Calvin from any source.
- 3E. Use your notes about John Calvin to write a biographical paragraph.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write ten words that end in *le*.
- 6E. Read a book about John Calvin.
- 7E. Make a minit-book containing your paragraph about John Calvin.
- 8E. Find ten sentences in a character book with prepositional phrase openers, and copy them in your notebook.
- 9E. In your notebook write any journal entries, reports, essays, paragraphs, letters, poetry, or book reports that your teacher directs.

Red 1 B Week 2 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVEL only
- E EXTENSION only
- E's Both EXTENSION and FURTHER EXTENSION
- FE FURTHER EXTENSION only
- B,E BASIC and EXTENSION only (No FURTHER EXTENSION)
- All levels—checks will vary

- Each box will indicate the number of changes that are required to be completed (normally one box for each paragraph).

All All All

Read each paragraph to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

All All All

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

All All All

Change one of the **“boring” verbs** in each paragraph to a **“strong” verb**. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

All All All

Add one **adjective** to each paragraph. You may select one from the list below or choose one of

your own.

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

All All All

From the **Banned Words List** below, select one word (or form of that word) in each paragraph and substitute a similar word. (Advanced Level B students and all Level C students should omit as many Banned Words as possible.)

very	big	really	many	such	good
like	walk	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	many	find			

All All All

Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**. This may be any type of word---noun, verb, descriptors, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, etc. Don't just randomly select a word. Your new word choice should be intentional.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as *was*, *it*, *and*, etc.)

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

All All

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long, or if you hear a pause after it, follow it with a comma. If you have already done this, highlight it as directed by your teacher.

Examples:

- **In the garden**, Jesus prayed. (Optional comma)
- **Of all the miracles of Your creation**, my favorite is flowers.
- **From the beginning**, God loved man. (Optional comma)
- **For all of this and more**, we want to say thanks.
- **With careful thought and planning**, the boy spoke.
- **In reverence and adoration**, we praise You. (Optional comma)
- **Out of Your creative genius**, You made all things.

All

Add a **double** or **triple adjective**. Remember to separate items in a series with commas, placing the final comma before the *and*. If you have already done this, highlight it as directed by your teacher. (Remember, double and triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.)

Examples:

- Double: The **loving, gentle** Savior cares for us.
- Triple: The **creative, awesome, and marvelous** God of the universe cares for us.

E's

Combine two complete, related sentences with a semicolon. If you have already done this, highlight it as directed by your teacher.

Example:

- God designed man; creativity was one of the first character qualities God demonstrated.

All

Create a **title** for your report, and put it at the top of the report. Consider the following ideas:

- Something catchy: Calvin's Convictions
- Something bold: Peacemaker!
- A song title or line: Nothing But the Blood of Jesus!
- A Scripture: That the World Through Him Might Be Saved
- Something biblical: That All May Know Him
- Something about character: Reconciler
- Other: The French Bibles and More

All E;s FE

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All E's FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

E's

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher.

Examples:

- **Although I do not say it often**, I am grateful for you.
- **Because I am extremely grateful**, I praise God.
- **While I do not always express words of gratefulness**, I do feel grateful.
- **Since you have become a part of my life**, I have grown closer to God.

FE

Start one or more of your sentences with an **adverb** (ly word) (or more than one, according to your level). Place a comma where you hear a pause. If you have already done this, highlight it as directed by your teacher.

The comma may be directly after the adverb or shortly after it, depending on where you "hear" it:

- Adverb opener: **Clearly**, Jesus cares for us.
- Adverbial clause or phrase opener: **Clearly** caring for us, Jesus is our Savior.

FE

Add one **appositive** (or more than one, according to your level). Set off an appositive with commas unless it is a one-word name. If you have already done this, highlight it as directed by your teacher.

Example:

- God, **the only true God**, reigns in majesty.

All All All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Red 1 B
Week 3

Red 1 B Week 3

Character Focus: Peacemaking

Vocabulary Box

Synonyms for *peacemaker*

ambassador witness evangelist
apostle reconciler mediator
missionary soulwinner

Vocabulary Box

Antonyms for *peacemaker*

whisperer trucebreaker dissident
divider traitor agitator
dissembler deceiver

1. Copying, Vocabulary, and Comprehension

This Week's Passage

FURTHER

Warrasa, a member of the ruling family of the Gedeo tribe, had been praying that God would reveal Himself to him and the Gedeo people. One day he had a vision: two white-skinned strangers erected a flimsy shelter under the shade of a mature sycamore tree at the edge of the village. A voice said to Warrasa, "These men will bring you a message from the God you seek; wait for them."

BASIC

In the Gedeo culture, the center pole from a man's house symbolized his life. In his vision, Warrasa removed the center pole from his house and planted it next to the missionaries' shelter. Then the vision subsided. Warrasa understood that by placing his pole by the missionaries' shelter, he had identified himself with the message of the white men, and with the God they served.

EXTEN

Eight years later, two white men came to minister to the people of the Gedeo village. In utter amazement and joy, Warrasa watched as they constructed a simple shelter under a large sycamore tree at the edge of the village. When they taught their message, he listened intently, and he was one of the first in the village to "plant his center pole" by these godly men's abode.

- Notice the different order of the copy boxes this week.

<> **1a.** Read this week's passage aloud.

This passage is about a culture that kept waiting for many years for the fulfillment of a ruler's vision about God. Each culture has stories and traditions about God and salvation handed down through the ages. It is within each person to hunger for God.

<> **1b.** In the second paragraph of the passage, highlight the following words:

- (1) culture
- (2) symbolized

<> **1c.** Complete the following steps:

- (1) Look up these words in a dictionary.
- (2) Write the meanings of them (as they are used in the passage) individually on the lines provided.
- (3) Rewrite the first sentence in the second paragraph in your own words.

Optional Penmanship Practice

And they that turn many to righteousness shall shine as the stars for ever and ever.

Daniel 12:3

Definition of *culture*

Character Focus: A wise peacemaker will always work towards reconciliation in relationships.

Definition of *symbolized*

Further Study: Read a book about the wise peacemaker, Samuel Morris.

Rewrite sentence containing *culture* and *symbolized*

Further Study: Read a fictional story of reconciliation, such as *Heidi* by Johanna Spyri.

<> **1d.** On the lines provided, write three synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

1. _____ 2. _____
3. _____

<> **1e.** Using two of the synonyms you listed for *peacemaker*, write two sentences on the lines provided about cultures that have been given the Gospel.

Sentences about cultures that have been given the Gospel

1. _____

2. _____

<> **1f.** In the passage, highlight one word that you have never used in writing before (maybe you know the meaning of it and/or have used it in speaking but not in writing). Write a sentence on the lines provided using this word. (You may look up its definition if you need to.)

<> **1g.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1h.** (T) Review your copy with your teacher, and correct any errors.

Teacher Tip: A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (i.e. l, a). When syllabating words, each syllable must contain a vowel sound. This sound may be made up of a y, one vowel, or a vowel combination (i.e. 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 two-consonants-in-the-middle, one consonant goes with the first syllable and the second consonant goes with the second syllable (i.e. hap/py).

2. Spelling/Structural Analysis: Double Consonant in Middle With First Syllable Short (Examples: big/ger, hap/py)

<> **2a.** In the first two copy boxes of the passage, highlight the following words:

- | | | |
|-------------|-------------|-------------|
| 1. member | 2. Himself | 3. flimsy |
| 4. shelter | 5. under | 6. village |
| 7. message | 8. culture | 9. center |
| 10. center | 11. planted | 12. shelter |
| 13. shelter | 14. himself | 15. message |

All of the words you highlighted have two consonants in the middle of them.

1. The first consonant goes with the first syllable (as you learned last week).
2. The second consonant goes with the second syllable.

The first syllable of each of these words makes the vowel’s short sound because the vowel has a double consonant after it.

When you syllabicate these words, you divide them between the two consonants in the middle of the word. For example:

1. of/fend
2. mem/bers

These words are examples of closed syllables. Closed syllables are syllables that end with a consonant—as opposed to open syllable words that end in a vowel.

A closed syllable is usually a short vowel syllable:

1. dog
2. cat
3. pet
4. hit
5. truck

When a multi-syllable word has the first syllable ending in a consonant, it makes that syllable say its vowel’s short sound. Two syllable words that have a double consonant in the middle have one consonant go with the first syllable—making it short—and the other consonant goes with the second syllable.

<> **2b.** On the lines provided, copy the spelling words at the level directed by your teacher.

BASIC LEVEL

- | | |
|---------------------|------------------------|
| 1. _____
flimsy | 2. _____
membership |
| 3. _____
culture | 4. _____
missionary |
| 5. _____
witness | 6. _____
calculate |

EXTENSION

- | | |
|-------------------------|--------------------------|
| 7. _____
electricity | 8. _____
congratulate |
|-------------------------|--------------------------|

Optional Spelling Practice
Use a dictionary to write the definitions of *optimist* and *pessimist* on the lines below.

optimist: _____

pessimist: _____

Further Study: Read a book about the wise and resourceful peacemaker, Walter Wilson.

FURTHER EXTENSION

9. _____
pessimist

10. _____
optimist

Further Study: Draw a map showing places in which missionaries from your church minister.

Optional Words

11. _____
divider

12. _____
agitator

Further Study: Prepare and deliver a speech about Walter Wilson, including his resourceful, inviting stories and analogies.

Review Words

<> 2c. On the lines provided, write two spelling words that you are unfamiliar with or you have never used in writing.

1. _____

2. _____

<> 2d. On the lines provided, write a sentence using one of the spelling words you listed above. (Look up its meaning in the dictionary if you are unfamiliar with it.)

<> 2e. Add this week's new words (minus the Optional Words) to page 44 of your *Spelling Notebook*.

<> 2f. Optional: Add Review Words to coordinating pages of your *Spelling Notebook*.

<> 2g. Every day this week, study these words and any others you have listed in your Review Words section.

<> 2h. Optional: In your notebook, write six sentences using six of the spelling words.

Further Study: Read a biography of a past peacemaker, such as Adoniram Judson or Hudson Taylor.

3. Editor Duty: Correct Given Paragraph(s)

Descriptive Adjectives

<> 3. Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In the first paragraph, highlight the descriptive adjectives

Character Focus: God prepares cultures and peoples for the wise peacemakers He will send to them.

Overview of This Biographical Report Assignment

The instructions for this writing assignment are given over the next several pages. The Roman numerals directly below are given as an overview for the entire writing project. Your report will contain the following:

I. Topic of report: You will be writing a Biographical Report about someone who was a peacemaker -- someone who reconciled or reconciles people to Christ. Consider one of the following or choose a different peacemaker:

1. Walter Wilson
2. John Calvin
3. Adoniram Judson
4. Hudson Taylor
5. D. L. Moody
6. Billy Graham
7. Billy Sunday

II. Number of paragraphs in the body of your report:

- a. **Basic** students will write **4 paragraphs**.
- b. **Extension** students will write **5 paragraphs**.
- c. **Further Extension** students will write **6 paragraphs**.

III. Sentences per paragraph:

- a. **Basic** students will write **5-7 sentences per paragraph**.
- b. **Extensions** students will write **7-10 sentences per paragraph**.

IV. Opening paragraph:

All students will write an opening paragraph. You may use any clever, interesting, or attention-getting idea; be sure to include an opening sentence/thesis statement for your entire report within this opening paragraph (may be at the very end of the opening paragraph, if desired). You will take notes and write this after you have written the rough draft of the body, though if you would like to do it sooner, you may flip over to the "Opening Paragraph" notetaking section and do it at any time.

V. Closing paragraph:

Further Extension students will write a **closing paragraph**.

VI. Sources:

- a. **All** students will use **two sources**. One will be an **encyclopedia or overview-type** of source (book or online); the **other** will be an **entire book** about your topic.

VII. Quotations in your report:

- a. **Basic** students will include **1 direct quotation**. You will be asked to do this when you complete the Checklist Challenge, but your report will be less stilted if you plan for it now, put it in, then highlight or code it when you do the Checklist Challenge (according to your teacher's instructions).
- b. **Extensions** students will include **2 direct quotations**. You will be asked to do these when you complete the Checklist Challenge, but your report will be less stilted if you plan for them now, put them in, then highlight or code them when you do the Checklist Challenge (according to your teacher's instructions).

IX. Source citation at the end of your report:

No students will cite sources at the end of your report (i.e. create a bibliography or List of Works Cited).

Further Study: Memorize the Roman Road to salvation and practice the verses and application with a partner.

Optional Spelling Practice
Write a sentence using one of the Basic words.

Optional Practice Practice
List your three most challenging spelling words below:

Further Study: Read a book about the wise and resourceful peacemaker, Walter Wilson.

Optional Penmanship Practice

God has given to us the ministry of reconciliation; to wit, that God was in Christ, reconciling the world unto himself, not imputing their trespasses unto them; and hath committed unto us the word of reconciliation.

II Corinthians 5:18b–19

Further Study: Read a Trailblazer historical fiction book about a peacemaker, such as *Imprisoned in the Golden City* about Adoniram Judson or *Shagheid to China* about Hudson Taylor.

Further Study: Study about the Chinese dress that the wise peacemaker, Hudson Taylor, wore in order to better relate to the people he ministered to.

Further Study: Make a Chinese meal and serve it with chopsticks in honor of Hudson Taylor.

<> **4b.** On the lines provided, write notes about your first paragraph:

1. Your thesis paragraph (the first paragraph of your paper) sets the stage for your whole report.
2. In this biography, your thesis is “this person’s life and how he brought others to Christ.”
3. Your thesis paragraph should set the tone and direction for the whole paper.
4. How will you introduce your whole report?
 - a. A quotation about an aspect of godly character that this person exhibited
 - b. A Bible verse
 - c. A fact about this person
 - d. A riddle
 - e. A quotation from his/her writings
 - f. A quotation said about that person
 - g. A song

Note: You may save this assignment for *after* you outline the body of your report or after you write the body of your report if desired (during the writing of your opening paragraph).

5. Structural Analysis: Plural Possessive Nouns

<> **5a.** In the passage, highlight the words that show possession.

You probably remember the rules for showing possession to nouns; however, the most difficult part of writing with possessive nouns is when you are trying to determine whether to put an apostrophe on the outside of the s (s') (if it is plural, for instance) or whether to put an “apostrophe s” (’s) (if it is singular).

Do not let these rules trip you up in your effective writing! You can show possession to nouns easily by following these steps:

1. Look to see what the noun ends with before showing possession (Example: **missionaries**).
2. If the noun does not end in s, add an “apostrophe s” (Example: **missionary’s**).
3. If the noun **does** end in s, (regardless of whether it is singular or plural), just put an apostrophe on the outside of that s.
 - a. **missionaries**—more than one missionary—**missionaries’** shelter (apostrophe on the outside)
 - b. **Jesus**—ending in s already—**Jesus’** disciples

<> **5b.** Show possession to the common and proper nouns listed below, and add an object owned by each noun as shown in the example.

Example: **missionaries**—**missionaries’** shelter

1. _____
person
3. _____
children
5. _____
disciples
7. _____
Jesus Christ
9. _____
parties
11. _____
missionary
13. _____
tribe
15. _____
meetings
17. _____
star
19. _____
Christians
21. _____
Switzerland
23. _____
government
25. _____
evil rulers
27. _____
bodies
29. _____
Walter Wilson

2. _____
Christ
4. _____
peacemakers
6. _____
Jesus
8. _____
mountain
10. _____
shoes
12. _____
God
14. _____
soul winners
16. _____
name
18. _____
world
20. _____
France
22. _____
writers
24. _____
system
26. _____
witness
28. _____
body
30. _____
John Calvin

Optional Spelling Practice
Write a sentence using one of the Extensions words.

Further Study: Make a wordless salvation book, bead necklace, or computer art with the following colors and meanings to explain salvation to someone: (black heart, red blood, white heart, green growth, gold streets.)

<> **5c.** Optional: In your notebook, write sentences with information from a character book using singular and possessive nouns.

BASIC LEVEL: Write eight sentences.

EXTENSION: Write ten sentences.

FURTHER EXTENSION: Write fifteen sentences. Be sure at least half of the nouns used end with an s before showing possession.

6. Study Skills/Prewriting: Formal Outline for Biographical Report

Note: If this is your first lengthy report, you may decrease the number of paragraphs according to your teacher's instructions.

Follow these steps and check off each task as it is complete:

<> **6a.** Choose material that is at your reading level and writing level.

Look for books that are laid out in a user-friendly format (either all about one topic or about multiple topics, with a section dedicated to your topic). **User-friendly means that the book is easy to find information in.**

<> **6b.** Start with an overview-type of source--and take notes or mark this source for possible main topics for your report.

Before you can fully research a topic to write about it, you need to have a good overview of the aspects you will be writing about. This is true in any research-type of writing, whether it is biographical, scientific, historical, or general knowledge.

Follow these tips in choosing your overview source and marking important sections:

- a. As you start out getting a broad idea of your subject, **always keep in mind the length of the assignment.** With each aspect of your topic that you come to, you want to be thinking *Oh, this would work for a major topic or paragraph* or *This would not work because it is too detailed, and I am only writing a few paragraphs*, etc. **The number of sentences and paragraphs you will be writing should always be at the forefront of your mind** when gathering material--to ensure that you get enough material, but not too much.
- b. **For this step, pick out an encyclopedia; online article; short, biographical compilation containing your character;** etc.
- c. Once you have found a source for this step that you think will give you the overview you need to get an idea of what you might want to include in your paper, follow these steps:
 - i. **Read your entire overview source** first to determine its contents.
 - ii. **Read your entire overview source again, this time while marking your source with notes** (either sticky notes along the edges or highlighters) to indicate any parts or section headings that you think might make good sections or paragraphs for your report. You are not locked in to using these, but an overview book will give you some ideas of paragraph topics, what your topic's major areas are, etc. While marking your overview source, keep in mind the assignment length--and remember, you will probably not be able to use every aspect of your topic that your overview source does. You will likely be writing less than your source has, so choose the aspects of your topic that either best fulfill the assignment or sound the most interesting to you.

<> **6c.** Add sources that are compatible with what you think you might desire as your main topics.

You will use your additional source(s) (non-encyclopedia or non-overview-type source(s)) to add the details and heart to your report. Your overview source is just that--an overview. Your other sources are your "detail" sources (in the case of informative writing) or your "heart" sources (in the case of biographical or inspirational writing).

Follow these tips for adding other source(s) as assigned:

- a. Now that you have ideas of the various aspects of your topic, you can **choose any other assigned sources based on your overview source** and what types of information you think you will need.
- b. Also, choose your other source(s) based on the paragraph topics and final goal of your paper.
 - i. For example, if the final goal of a biographical paper is how this person became a soul winner for the Lord, you will want to include a small amount of general information (i.e. birth, parents, etc.), but you will want to focus on the aspects of this person's life that led to his becoming a soul winner. Along that line, you will want to choose a second source that tells about your character's conversion, calling, setbacks, ministries, etc. (not just dates and places). Your "heart" source will give you those details.
 - ii. For example, if the final goal of an informative report is to tell about an animal that is meek, you will want to give information about its habitat, lifespan, etc., but your focus will be on how this animal becomes docile, its parenting of its young, its relationships to others in its "herd" or "pod," etc--those things that have to do with the animal being meek. You will probably not find all of that in your overview source, but you will probably find it in your more detailed source(s).

<> **6d.** Outline carefully and thoroughly.

When you do a Key Word Outline over material given to you, you just take a group of paragraphs and write an outline using key words from each sentence of each paragraph. However, when you research and find your own information, you will not take notes on every paragraph and every sentence of your source! That is why you used an overview source first--to get an idea of your paragraph topics (or section topics). In order to outline from your source material, you need to know more about the book(s) you will be writing from.

Follow these tips to outline your report:

- a. **Re-skim your overview source** to see if there are any parts of your character's life that you have missed and might want to include in your report and highlight these new "finds" or mark them with sticky notes.
- b. **Skim your additional source(s)** by following these tips:
 - i. Look through your source(s) to **become familiar with it**.
 - ii. Look through it again to **find any signaling points**---chapter titles, section headers, etc. that will help you find your way around your book more easily.
 - iii. Study your source to **see if it has many of the parts of your character's life that you have marked in your overview source**.
 - iv. **Put sticky notes with section or paragraph headers along the edges of the book wherever you find information that you think you might want to use in your report**. Look especially for details or "heart" information that fits well with some of the aspects you chose from your overview source.
 - v. While reading about your character, **think about how you might divide your information among the paragraphs**.
- c. **As you read, fill in an outline in your notebook**, following the steps provided:
 - i. Start with Roman numerals as the main time frames. For example, I. Birth and Childhood; II. Young Adult; III. Adult Years; IV. Early Ministry Years; V. Late Ministry Years; VI. Death and Influence of Ministry. (These will depend upon where you will begin and end in your character's life--based on the assignment's focus.) **These Roman numerals will become sections of your biog-**

Further Study: Read the account of Paul on Mars Hill in Acts 17.

Optional Spelling Practice
Write a sentence using one of the Basic words.

Help Box for 5a.
You should have highlighted the following possessive nouns:
1. man's
2. missionaries'
3. missionaries'
4. men's

Further Study: Memorize the first few verses of Paul's message found in Acts 17.

Optional Spelling Practice
Finish the sentences using the Basic words.

1. You have to have a _____ to enter this store.
2. God commands us to _____ to those who do not know Him.
3. We can each be a _____ at home to reach those around us for the Lord Jesus.
4. The way I _____ it, two plus two equals four.
5. This piece of cardboard is pretty _____.
6. Our _____ is falling away from the ways of God.

Optional Spelling Practice
Unscramble the Extensions words.

1. clertiicety _____
2. sssiiimtep _____
3. poitimst _____
4. grtalutaenoc _____

raphy. Each section will contain two or more paragraphs, according to how much content you have for each section/time period.

- ii. Under each Roman numeral, put capital letters about your main points.

These capital letters will each be one paragraph of information. Thus, think of each capital letter containing the topic of each paragraph--and the points beneath each capital letter containing the information your paragraph will have. (The section division with Roman numerals described above is just to help you think in terms of periods of your character's life. **Your real paragraph breaks will be with capital letters.**)

- iii. Under each capital letter, put Arabic numbers (1, 2, 3, etc.). **Plan for each Arabic number to be one sentence of your report.** In this way, each Arabic number will contain key words or thoughts for one sentence.
- iv. Under each Arabic number, put lower case letters. You may or may not need these lines. **These lettered lines will contain additional information that will go in that sentence--that did not fit on the line and that you have two or more pieces of** (like siblings' names in a list or date, place, and parents for a sentence about his birth).

- d. Remember, you cannot have a I without a II, an A without a B, a 1 without a 2, or an a without a b.

- i. If you only have enough details to make an *a*, just include this in 1 (or whatever Arabic number the *a* was going to go beneath) rather than putting only an *a* beneath the 1.
- ii. **Try to keep your points balanced.** In other words, if you only have enough information under I. Birth and Childhood for half a paragraph and your other Roman numerals have enough information for two paragraphs each, combine I. Birth and Childhood with II. Young Adult Years and call it I. Birth, Childhood, and Young Adult Years.
- iii. **Keep your outline consistent;** use either complete sentences or just phrases. Do not use some complete sentences and some phrases.

- iv. While you want to give general background information about your character, remember **the assignment is to write a biography about your character focusing on his or her ministry**, so try to include information pertinent to this topic.

<> **6e.** Take bibliographical notes in your outline as needed for your assignment.

Using Quotations (and Citing Sources) Within Your Report

- i. You are assigned the adding of quotations to your report. This is done in much the same way that citing sources for non-quoted material is done, except rather than paraphrasing the information (writing it in your own words), **you will quote the book or source directly as it is written, using quotation marks to show that those are not your words but are somebody else's words.**
- ii. When you are taking notes and planning to use a quotation, **you may either put the quote, word for word (along with the source) in your notes or you may reference the page number and then look it up while writing.** (Most writers find it easier to put the quotation directly in their notes rather than searching for information while writing.)

Information directly in your notes for quote:

Sentence 5: "Have we ever found a fish emerging from the water to become the first amphibian?"

Unlocking....(Dennis R. Petersen)

Information with page number and source:

Sentence 5: Fish not become amphibian quote page 230 Unlocking...Dennis R. Petersen

- iii. Regardless of how you include the information in your notes, in your report, it can look any of the following ways:

In *Unlocking the Mysteries of Creation*, Dennis R. Petersen agrees: "Have we ever found a fish emerging from the water to become the first amphibian?"

Dennis R. Petersen, creation scientist, agrees: "Have we ever found a fish emerging from the water to become the first amphibian?" (*Unlocking the Mysteries of Creation*).

Unlocking the Mysteries of Creation makes this point well: "Have we ever found a fish emerging from the water to become the first amphibian?" (Dennis R. Petersen).

Sample Formal Outline

V. Her own freedom and helping others **Will be one section of middle of report**

A. Getting freedom and helping others to freedom **Will be one Paragraph of Section**

1. 1849 finally got freedom dreamed of **Will be one Sentence of Paragraph A of Section V**
2. Ran away alone **Sentence**
3. Made it to safety but was by herself **Sentence**
4. 1850 heard that one of sisters and brother in law and two children escaped **Sentence**
5. Increased her desire to help others find freedom **Sentence**
6. Became conductor on underground railroad **Sentence**

B. Harriet conductor on underground railroad **Second Paragraph of Section V**

1. Not real conductor **Sentence of Paragraph 2**
2. Not real railroad **Sentence**
3. Not really underground **Sentence**
4. Way to take slaves to freedom **Sentence**
5. Conductor would take slaves to next place to stay **Sentence**
6. Went to plantations and picked up those wanting freedom **Sentence**

C. Traveling with slaves on underground railroad **Third Paragraph of Section V**

1. Went to get slaves **Sentence of Paragraph 2**
2. Schedule **Sentence**
 - a. Leave on Saturday **Will be parts of above sentence (#2) of Paragraph C in Section V**
 - b. Sunday day off **Part of sentence #2 above also**
 - c. Owner might not miss until Monday morning **Part of sentence #2 above also**

3. Travel during night **Sentence**

4. Sleep during day at safe houses **Sentence**

5. Safe houses were home of people who wanted help slaves free **Sentence**

D. Communicating with safe houses **Fourth Paragraph of Section V**

1. Arrived at safe house; knocked **Sentence**
2. Answered "friend with friends" **Sentence**
3. Small parcel meant baby **Sentence**
4. Large parcel meant adult **Sentence**
5. Owner would let "parcels" in **Sentence**
6. Would stay there until safe to travel again **Sentence**

7. Editor Duty: Correct Given Paragraph(s)

Prepositional Phrases and Prepositional Phrase Openers

Further Study: Read about countries in which missionaries from your church minister in a book such as *Operation World*.

<> 7. 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 prepositional phrases.

(3) In the second and third passages of the paragraphs, underline all of the prepositional phrase openers.

John Calvin and William Farel both realized that neither church nor government would endure without its members being committed to basic biblical principle. In 1537 Calvin designed a confession of faith for the Christians of Geneva. This confession was more than a statement of belief; it was the foundation of a Christian community based upon the word of God.

The Geneva city council adopted Calvin's concepts. Those who rejected its biblical disciplines mounted a campaign of opposition. In 1538 Calvin and Farel were banished from the city.

While John Calvin was in Strasbourg experiencing the death of his vision his accusers suffered violent deaths. The people of Geneva mounted a growing campaign to recall him to leadership. After much entreaty he returned to Switzerland and guided the council to proclaim the inauguration of the reign of God in the city of Geneva.

8. Composition: Write Original Biographical Report

<> 8. Write directly from your notes.

Follow these steps to write your report from the notes you have compiled:

(1) Read the notes you have made for the first paragraph of the body of your report.

(2) Re-order any notes that are not in the order you would like for them to be in when you write. Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use. (Of course, if you desire to change the paragraph order of your report, you should mark your paragraph notes accordingly. This is only if you will not write your paragraphs in the order you have your paragraph notes.)

(3) Write the first paragraph of the body of your report.

(4) Repeat the steps above for the remainder of the body of your report.

(5) Write on every other line or double space (if typing) your report to make it easier to complete the Checklist Challenge later.

(6) Write your List of Works Cited page, using the information you filled in on the bibliography cards while you were outlining.

(7) Outline and write opening paragraph and/or closing paragraph later if they are assigned in this lesson.

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

- <> **9a.** Now that you have the body of your report written, you are ready to write notes for an original opening paragraph to go with the body. Follow these steps:
1. Read the body of your report aloud to yourself, and consider the options for opening your essay:
 - a. Scripture passage: “. . . that the world, through Him, might have eternal life.”
 - b. Song: “Everybody Oughta Know”
 - c. Story: Parable of the Sower
 - d. Definition: A peacemaker is one who . . .
 - e. Example in Scripture: A famous peacemaker who brought someone from another culture to the Lord
 - f. Something you want to open and close your report with (a continuing poem, verse, story, etc.)
 2. Now that you have decided how you are going to open your report, you are ready to write notes for your opening paragraph. Follow these steps:
 - a. Write only notes—not complete sentences.
 - b. It is okay if you have too much information. You can omit some later when it is time to write.
 - c. Do not worry about the exact order of the notes; you will be ordering them when you are ready to write.
 - d. Write your notes on the lines provided.

Notes for Opening Paragraph

- <> **9b.** Using your notes for your opening paragraph, write the opening paragraph of your report in your notebook on every other line, just before the body of your report, in the same manner as you wrote the body.

Simple Steps for This Biographical Report

There are some steps in choosing and writing from sources that will help you in any research-type of report that you are assigned to write. These are the steps you will follow for this assignment:

1. Choose material that is at your reading level and writing level.
2. Start with an overview-type of source—and take notes or mark this source for possible main topics for your report.
3. Add a source(s) that is/are compatible with what you think you might desire as your main topics. You will use your additional source(s) (non-encyclopedia or non-overview-type of source(s)) to add the details and heart to your report.
4. Outline carefully and thoroughly.
5. Take bibliographical notes as needed for your quotes.
6. Write directly from your notes when assigned later.
7. Outline and write the opening paragraph when assigned later.
8. FE: Outline and write the closing paragraph when assigned later.
9. Complete the Checklist Challenge when assigned later.
10. Write the final copy.

10. Grammar: Main Subjects

It is important to good writing for students to be able to find the main subjects of sentences. This is important in order to match the subject up with the proper form of the verb and any other words that need to match with it later in the sentence—in number and in tense.

<> **10a.** In the last two paragraphs of the passage, highlight the main subjects.

The main subject of the sentence is **who or what the sentence is about**.

The main subject has the following characteristics:

- It is **often found in the beginning of the sentence**—in the subject part of the sentence.
- It is **usually a noun or pronoun**.

To find out the main subject of the sentence, ask yourself the following questions:

- **Who or what did the action of the sentence?**
- **Who or what is the sentence is about?**

The main subject of the sentence is not found within prepositional phrases, so you will be able to find subjects much more easily if you have marked out all prepositional phrases first. By mentally getting rid of any prepositional phrases within the sentence before finding the main subject, you are eliminating many distractions in the sentence—words that might confuse you and keep you from finding the main subject.

In the sentences for which you find the main subjects, you could find the prepositional phrases of each first, mentally remove them (by placing parentheses around them), and then find the main subject.

For example:

1. (In the Gedeo culture,) the **center pole** (from a man's house) symbolized his life.
2. (In his vision,) **Warrasa** took the center pole (from his house) and planted it next (to the missionaries' shelter.)
3. Then the **vision** subsided.
4. **Warrasa** understood that by placing his pole (by the missionaries' shelter,) he had identified himself (with the message) (of the white men,) and (with the God they served.)
5. Eight years later, two white **men** came to minister (to the people) (of the Gedeo village).
6. (In utter amazement and joy,) **Warrasa** watched as they constructed a simple shelter (under a large sycamore tree) (at the edge) (of the village.)
7. When they taught their message, **he** listened intently, and he was one (of the first) (in the village) to "plant his center pole" (by these godly men's abode.)

🔑 **Isolate all prepositional phrases, verbals, and subordinate clauses (mentally or with parenthesis) as the main subject is not usually in these: (In the case) (of Christians) (following after Christ), we should seek Him early (in the morning and at night) (because His Word tells us to.)**

<> **10b.** Study the Grammar Card about main subjects provided in this lesson.

<> **10c.** Optional: Make a Grammar Card about main subjects, or add new information to an existing card.

<> **10d.** In the sentences provided, complete the following steps:

- (1) Isolate all prepositional phrases by placing parentheses around them.
- (2) Highlight the main subject of each sentence.

Note: If a sentence is a compound sentence (two complete sentences on either side of a semi-colon or coordinating conjunction—FANBOYS: *for, and, nor, but, or, yet, or so*), you may find the main subject in each half (just as though it were two separate sentences).

1. During the 1500s, thousands of Christian Huguenots walked over the Alps to settle in Geneva.
2. They helped John Calvin establish a biblically-based government.
3. Their witness significantly influenced the founding of America.
4. Messengers who walk on mountains must have feet that are in excellent condition or the message will not get through.
5. After traveling over the rugged heights, feet will be swollen and bruised.
6. They will be beautiful in the eyes of those whose lives were transformed by the good news that they brought.
7. The foot actually serves as an auxiliary pump.
8. The average adult heart must bear the sole burden of pumping more than eleven pounds of blood every minute.
9. Some of that blood must be lifted only a few inches to reach the brain.
10. Sitting or standing for long periods of time slow circulation and cause the feet to swell as blood accumulates.
11. Soldiers who are required to stand at attention for long periods of time have been known to faint from inactivity.
12. Improperly shod feet cause irritation that results in hardness and pain.
13. A corn is a hardened layer of skin that grows to protect the foot from irritation.
14. These irritations often come from shoes that do not fit properly.
15. This irritation stimulates the flow of blood to the area, promoting healing and repairing damaged cells.
16. The pressure inside the improperly-fitting shoe increases and irritates the spot more deeply as the area swells with blood.
17. The increased blood supply also promotes the growth of new cells to protect the irritated site.
18. A characteristic corn-shaped bump forms as the new cells push the old cells upward.
19. The central core of the corn is made up of old layers of skin.
20. These old layers become so hardened that they often irritate the soft new skin that forms underneath them.
21. The result is a painful cycle.
22. Pressure irritates the skin.
23. The skin builds up protective layers which, in turn, harden and cause more pressure.

<> **10e.** Optional: In your notebook, write sentences, and isolate the prepositional phrases and highlight the main subjects.

BASIC LEVEL: Write ten sentences.

EXTENSIONS: Write ten sentences containing information from a character book.

Grammar Card: Subject—Main Subject

- **Who or what the sentence is about**

- The person or object performing the action of the sentence
- Usually **found in the subject part of the sentence**
- Usually a noun or pronoun
- To find the main subject, isolate the prepositional phrases and subordinate clauses, since the subject of the sentence is not found in prepositional phrases and subordinate clauses.
- The main subject is the subject of the main sentence (or the independent clause).
- Sentences have other subjects in other dependent (or subordinate clauses), but the main subject is the main sentence's subject.



Isolate all prepositional phrases, verbals, and subordinate clauses (mentally or with parenthesis) as the main subject is not usually in these: (In the case) (of Christians) (following after Christ), we should seek Him early (in the morning and at night) (because His Word tells us to.)

11. Spelling: Spelling Test

- <> **11a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- <> **11b.** (T) Have your teacher check your Spelling Test.
- <> **11c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

- <> **12a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **12b.** (T) Review your dictation with your teacher.
- <> **12c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

Extra Practice (Optional)

Help Box for 10a.

You should have highlighted the following words:

1. center pole
2. Warrasa
3. vision
4. Warrasa
5. white men
6. Warrasa
7. he

- 1E. In your notebook, write twenty sentences with plural possessive nouns.
- 2E. In your notebook, take notes about another culture receiving the Gospel.
- 3E. Write another paragraph about a culture receiving the Gospel using your notes from this lesson.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twenty two-syllable words with double consonants in the middle and the first syllable short.
- 6E. Read a book about a tribe that came to know God through a peacemaker's work (Examples: *The Savage*, *My Kinsman* or book about Adonirum Judson, or other).
- 7E. Copy ten sentences from a character book in your notebook, and isolate the prepositional phrases with parentheses, then highlight the simple subjects.
- 8E. Make a minit-book containing your paragraph from this lesson.
- 9E. In your notebook, copy ten Scriptures that have the word peacemaker or witness in them.
- 10E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Red 1 B
Week 4

Red 1 B Week 4

Character Focus: Peacemaking

Vocabulary Box

Synonyms for *peacemaker*

ambassador	witness	evangelist
apostle	reconciler	mediator
missionary	soulwinner	

Vocabulary Box

Antonyms for *peacemaker*

whisperer	trucebreaker	dissident
divider	traitor	agitator
dissembler	deceiver	

1. Copying, Vocabulary, and Comprehension

This Week's Passage

BASIC

Scripture explains that the feet of those who bring good news (the Gospel) are beautiful. Messengers who walk on mountains must have feet that are in excellent condition, or the message will not go through. There are many conditions that hinder the function of the feet. Similarly, these conditions may also hinder the ability of the one witnessing in executing good works.

One negative condition of the foot is a sprained ankle. When the foot stumbles and twists in a direction that it was not intended to move, the talofibular ligaments, which hold the lower end of the fibula in place, are damaged. These ligaments are relatively weak and are the most likely to give way under stress. A network of nerves surrounds this part of the ankle and makes the sprain extremely painful. Once a ligament of the ankle has been stretched or torn, the ankle becomes loose, limiting the power and flexibility of the foot.

EXTEN

Frostbite is another condition that will thwart the delivering of good news. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet are extremely susceptible to it. Frostbite occurs when the fluids within the body's cells freeze and expand, rupturing the cell's walls. If not treated properly, the damaged cells can become infected with gangrene and require the amputation of the entire member.

<> **1a.** Read this week's passage aloud.

This passage is about foot conditions. The Bible compares our feet with witnessing. When a comparison is made between two things—that is, tells how two things are similar—it is called drawing *analogies* or *comparisons*.

There are many different kinds of *analogies* and *comparisons*.

1. Simile: Comparison **using** the word *like* or *as*:
 - a. Our feet are **like** our witness.
 - b. Our witness is our point of contact with the world—**as** are our feet, also.
2. Metaphor: Comparison **not using** the word *like* or *as*:
 - a. Our feet and our witness are similar.
 - b. Our feet and our witness are both points of contacts with the world.

In order for our feet to be effective in helping us be a witness, the Bible says that we should have our feet shod with the preparation of the Gospel of peace. In other words, we should put the "good news" of peace on our feet.

Character Connection:
The opposite of wisdom
is foolishness.

Optional Penmanship Practice

If the foot shall say,
Because I am not the
hand, I am not of the body;
is it therefore not of the
body?

I Corinthians 12:15

<> **1b.** On the lines provided, write three antonyms of *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Antonyms of *peacemaker*

1. _____ 2. _____
3. _____

<> **1c.** On the lines provided, write two sentences containing these words about the characteristics of one who is not a *peacemaker*.

Sentences about the characteristics of one who is not a *peacemaker*

1. _____

2. _____

<> **1d.** In the passage, highlight one word that you have never used in writing before (maybe you know the meaning of it and/or have used it in speaking but not in writing). Write a sentence on the lines provided using this word. (You may look up its definition if you need to.)

- _____

<> **1e.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1f.** (T) Review your copy with your teacher, and correct any errors.

2. Spelling/Structural Analysis: Open First Syllable (With Single Consonant in Middle of Word) is Long (Examples: o/bey; be/tween)

<> **2a.** In the first paragraph of the passage, highlight the words that have two syllables.

<> **2b.** With your teacher's help, syllabicate the words in the list given in the Help Box for 2a.

Did your syllabication look like this?

- | | | | |
|---------------|--------------|------------|---------------|
| 1. Script/ure | 2. ex/plains | 3. Gos/pel | 4. mount/ains |
| 5. mes/sage | 6. man/y | 7. hin/der | 8. func/tion |
| 9. al/so | 10. hin/der | 11. car/ry | |

Further Study: View a video in which someone is reconciled to others via a peacemaker, such as *Treasures of the Snow* or *Pollyanna*.

Help Box for 2a.

You should have highlighted:

1. Scripture
2. explains
3. Gospel
4. mountains
5. message
6. many
7. hinder
8. function
9. also
10. hinder

Teacher Tip: 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 up” a syllable.) When a syllable is an open syllable, it usually makes the vowel’s long sound, as in *be*, *go*, and *Bi/ble*.

Character Connection: The feet of a peacemaker are described in Scripture as lovely.

Further Study: Make a chart detailing the differences between wisdom and knowledge.

Optional Spelling Practice
Unscramble the Extension words.
rlaeinotihps

leivrsebe

List of Be, a Helper, Link Verbs

is, am, are, was, were
be, being, been, become
has, had, have
shall, should
will, would
can, could
remain, taste, look, smell,
seem, appear, feel

<> **2c.** In the last paragraph of the passage highlight the word *Because*.

Last week you learned about short/vowel/closed syllable words.

This week’s rule is just the opposite! When you have only one consonant in the middle of a two-syllable word, it almost always goes with the second syllable and the first syllable is open—no consonant following the vowel—so it is long.

In *Because*, beginning with *c*, the letters go in the second syllable. The first *e* ends the first syllable—making it an open syllable that says its long sound: *Be/cause*.

There are two kinds of short and long vowel syllables:

1. An open syllable has the following characteristics:
 - a. It ends in a vowel. (It is open—with no consonant following it.)
 - b. It says its long vowel sound.
 - c. Examples:
 - 1) Bi/ble
 - 2) o/bey
 - 3) re/deem
2. A closed syllable has the following characteristics:
 - a. It ends in a consonant. (The consonant “closes” the syllable!)
 - b. It says its short vowel sound.
 - c. Examples:
 - 1) bub/ble
 - 2) con/tact
 - 3) Pas/sing

<> **2d.** On the lines provided, copy the spelling words at the level directed by your teacher.

BASIC LEVEL

- | | |
|------------------------|-----------------------|
| 1. _____
re/spect | 2. _____
vi/tal |
| 3. _____
e/tern/al | 4. _____
mu/tu/al |
| 5. _____
be/stowed | 6. _____
na/ture |
| 7. _____
re/deem | 8. _____
be/tween |
| 9. _____
mo/ti/vate | 10. _____
re/wards |

EXTENSION

- | | |
|------------------------------|--------------------------|
| 11. _____
re/la/tion/ship | 12. _____
be/lie/vers |
|------------------------------|--------------------------|

FURTHER EXTENSION

- | | |
|--------------------------|-------------------------|
| 13. _____
pri/mari/ly | 14. _____
do/min/ion |
| 15. _____
re/sem/ble | |

it was no small task that faced 32 year-old john calvin. mismanagement and factions had brought ruin to the city from within, and from without there was the threat and later attempts of invasion by france the swiss republic had degenerated into rioting drunkenness filth in the streets and corruption in government

he established a teaching structure throughout the country and he required regular church attendance. calvins focus was not only on inward morality but on outward cleanliness. He designed a drainage and water supply system, which was superior to that of any other city in europe

every department of government and civil administration was covered inn his reforms. The supply of vegeta- bles bred and meet were regulated too avoid spoilage. Any stale merchandise were destroyed a “scaffolding act” based upon old testament regulations required rails and shutters two prevent the common occurrence of children falling out of windows

4. Grammar: Subject Part/Predicate Part

The main subject is the part of the sentence that the whole sentence is about.

The main subject has the following characteristics:

1. It is **usually a noun or pronoun**.
2. It is **usually at the beginning of a sentence**.
3. It is the **person or thing that does the action**, if the sentence contains an action verb.
4. It is **usually just one or two words**. (However, a sentence may contain more than one main subject-- one in each clause making up the sentences.)
5. Examples of main subjects:

- a. The kind, caring **man** acted as peacemaker.
(Simple subject: **man**)
- b. The gentle, loving **woman** shared the Gospel.
(Simple subject: **woman**)

The verb can be either an action verb or a BHL verb, as follows:

1. The action of the sentence—what the subject does.
2. Be, a Helper, Link verb—often what the subject is.

The subject part (also called the complete subject) of the sentence has the following characteristics:

1. It is usually at the beginning of a sentence.
2. It is the part of the sentence that has the simple subject and any modifiers, describers, etc.
3. It is the part that contains any sentence openers before the simple subject.
4. Examples of subject part of the sentence:
 - a. **The kind, caring man** | acted as a peacemaker.
 - b. **The gentle, loving woman** | shared the Gospel.

The predicate part (also called the complete predicate) of the sentence has the following characteristics:

Grammar Card: Subject Part

• The part of the sentence containing the **subject and the subject’s modifiers**, as well as any opening clauses, phrases, and other nonessential openers:

–**The boy** | gave his brother a gift.

–**The generous boy** | gave his brother a gift.

– **On Christmas morning, the generous boy** | gave his brother a gift.



The subject part of the sentence begins with the first word of the sentence and usually continues until you get to the sentence’s main verb or a describer right before the sentence’s main verb. All openers, describers, phrases, etc., before the sentence’s main subject are part of the subject part: *Joyfully obeying her mom and dad, Sarah* | *diligently completed the tasks set before her* (subject part ends following the main subject of the sentence --- Sarah).

1. It is usually the second half of the sentence.
2. It is usually the part of the sentence that contains the verb and any modifiers, describers, prepositional phrases, etc. that go with that.
3. It usually begins with a verb—but sometimes begins with an adverb describing the verb.
4. Examples of predicate part:
 - a. The kind, caring man | **acted as a peacemaker.**
 - b. The gentle, loving woman | **shared the Gospel.**


In summary:

1. Subject part
 - a. Usually first part of sentence
 - b. Has main subject and any modifiers of subject
2. Predicate part
 - a. Usually the second part of the sentence
 - b. Usually begins with the verb of the sentence (or an adverb that is modifying the verb)
 - c. Has the verb and any modifiers of the verb

<> **4a.** In each sentence of the first paragraph of the passage, draw a line between the subject part and the predicate part as follows:

1. Frostbite | is
2. Because.....heart, feet | are
3. Frostbite | occurs
4. If.....properly, the damaged alls | can become

Do you see how the subject part is the part with the main subject and words that go with the main subject? Do you see how the predicate part begins with a verb (action or being) in all of these lines? The predicate part usually begins with either the verb or an adverb modifying the verb. That is how you can tell where the predicate part begins.

 **The subject part of the sentence begins with the first word of the sentence and usually continues until you get of the sentence's main verb or a describer right before the sentence's main verb. All openers, describers, phrases, etc. before the sentence's main subject are part of the subject part: *Joyfully obeying her mom and dad, Sarah | diligently completed the tasks set before her.***

<> **4b.** Study the Grammar Cards about the subject part and the predicate part provided in this lesson.

<> **4c.** Optional: Make a Grammar Card about the subject part and the predicate part, or add new information to an existing card.

<> **4d.** In the sentences provided, complete the following steps:

- (1) Draw a line between the subject part and the predicate part.
- (2) Highlight the main subject of each sentence.
- (3) **EXTENSIONS:** Highlight the main verb phrase of each sentence (if there is a verb phrase.)

Note: If it will help you in finding the main subjects, place parenthesis around the prepositional phrases.

Further Study: Read a book about someone who took the gospel to an unreached people group, such as *The Savage, My Kinsman* by Elizabeth Elliot or *Nate Saint: On a Wing and a Prayer*.

Optional Spelling Practice
Write a sentence using one of the Extensions words.

Grammar Card: Predicate Part (Also called a Complete Predicate)

- **The part of a sentence that has the verb(s) and its modifiers, describers, prepositional phrases, etc.**
- Is usually the last half of the sentence
- **Begins with a verb or an adverb that modifies the verb:**
 - The boy | *gave his brother a gift.*
 - The boy | *generously gave his brother a gift.*



In order to divide between the subject part and predicate part more easily, you must think in terms of two halves of a sentence. The first half is the introductory material, the sentence's main subject, and any information with the main subject. The second half begins with either the sentence's main verb or an adverb modifying the main verb. For example: In the beginning of the world, the Creator (of all things) lovingly created man and woman to be together in marriage. (The two sentence openers In the beginning and of the world (two pp openers), then the main subject (the Creator), then the prepositional phrase that goes with the main subject (of all things) are all part of the subject part—all of that goes with the main subject. Then the adverb lovingly (which goes with the verb created) is the beginning of the predicate part as it goes with the sentence's main verb.

Teacher Tip: Identifying the subject part and the predicate part of the sentence can be challenging for students because they tend to think only of nouns and verbs.

Remind your student that the subject part is the part that contains the main subject (a noun or pronoun) and anything that tells you about that subject (adjectives, articles, appositives, coordinating conjunctions connecting two subjects, etc.) The predicate part begins with a helping verb or main verb or an adverb modifying the verb. If he doesn't do well on this assignment, give him sentences orally and have him stop you when the subject part ends and the predicate part begins. There is also a tendency to think of the subject part as only the main subject rather than thinking in terms of the first part of the sentence which includes the main subject and any modifiers, phrases, and clauses that go with the main subject. It is for these confusing reasons that CQLA will use the terms: Main Subject, Verb, Subject Part, and Predicate Part.

Further Study: Read and study the places the word feet are written in the Bible.

Further Study: Read a book or encyclopedia entry about feet.

Do not worry about second main subjects and verbs in "compound sentences" (the second main subject and second main verb in some sentences). You will learn more about these when you study more about compound sentences.

1. The year was 1509.
2. Seventeen years ago Columbus had discovered the New World.
3. Michelangelo was painting his masterpiece in Rome.
4. The infamous King Henry VIII had just assumed the throne after the death of his father.
5. On July 10 of this same year, in the sleepy French town of Noyon, a couple bore a son whom they named Jean.
6. Their son would one day be called the most influential Protestant reformer after Martin Luther.
7. His *Institutes of the Christian Religion* is considered one of the few books that profoundly affected the course of history.
8. John's sharp mind and serious nature made him an accomplished and diligent student.
9. John also showed an unusual interest in spiritual matters.
10. John's father made plans for him to enter the clergy.
11. John traveled to the University of Paris to study theology when he was fifteen.
12. The classes and libraries opened up a new world for him.
13. John learned to write with clarity, force, and eloquence.
14. God used a conversation with his cousin to convict John's heart of the saving knowledge of the Gospel.
15. Protestants in Paris were being whipped, burned, and imprisoned.
16. Robert defended the Word of God, while John spoke for the state church.
17. Robert finally said the words John could not disagree with.
18. One religion teaches that man saves himself through works.
19. The other teaches that only God can save man.
20. John Calvin went to the Bible.
21. The convicting power of the Holy Spirit overwhelmed him.
22. John Calvin cried out to God.
23. Peace flooded the heart of John Calvin.
24. He finally made a break from the state church.
25. His father helped him.

↔ **4e.** In your notebook, write sentences and draw lines between the subject part and the predicate part.

BASIC LEVEL: Write ten sentences.

EXTENSIONS: Write ten sentences containing information from a character book.

5. Grammar: Adverbs

Adverbs answer one of the following questions:

1. How? She **quickly** spoke.
2. When? He is **never** alert.
3. To what extent? He listened **very** carefully.
4. Where? She **flew** upward.

You probably remember that adverbs are modifiers or describers that describe one of the following.

1. Verbs: She *quickly* **spoke**.
2. Adjectives: He is *extremely* **alert**.
3. Other adverbs: He *listened* very **alertly**.

Adverbs are easier to spot if you first find the verbs that they modify. That is one of the reasons this curriculum teaches you to highlight all of the verbs in your essays before you begin your revisions.

Adverbs are often called *ly* words, although not all adverbs have *ly* at the end, such as the following adverbs:

1. tomorrow
2. never
3. very
4. up (also a preposition!)
5. always
6. sometimes
7. often

<> **5a.** In the first copy box of the passage, highlight the adverbs.

<> **5b.** In the passage, now draw arrows to the words these adverbs modify—either:

1. a verb
2. an adjective
3. another adverb

Adverbs are great to write with because they add more detail to sentences. They are especially useful because they can be placed in various places in a sentence. Of course, some placements of adverbs sound better than others.

1. **Secretly**, she despised girls who had to wear them.
2. She **secretly** despised girls who had to wear them.
3. She despised, **secretly**, girls who had to wear them.
4. She despised girls who had to wear them, **secretly**.

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

- (1) Highlight the verbs in one color.
- (2) Highlight the adverbs with a different color highlighter.
- (3) Draw an arrow from each of the adverbs to the word each one modifies.
- (4) Write above the adverb what it tells:
 - a. How?
 - b. When?
 - c. Where?
 - d. To what extent? (You may just write *extent* there.)

Note: Some sentences contain more than one adverb.

Optional Penmanship Practice

. . . those members of the body, which we think to be less honourable, upon these we bestow more abundant honour; and our uncomely parts have more abundant comeliness.

I Corinthians 12:23

Further Study: Read John 13: 1-20.

Further Study: Research a current day ministry that specializes in peacemaking---reconciling men to God---such as Living Waters Ministry by Ray Comfort and Kirk Cameron, Prison Fellowship by Charles Colson, The Billy Graham Crusades by Billy Graham, Campus Crusades founded by Bill Bright, or Youth With a Mission by Loren Cunningham.

Further Study: Make a collage of pictures of shoes, placing pictures about feet throughout your collage.

Help Box for 5a.

You should have highlighted the following words:

1. not
2. Similarly
3. not
4. relatively
5. most
6. likely
7. extremely

Teacher Tip: As with all non-essential information or introductory material, the adverbial clause or ly opener requires a comma to set it off when it is not needed to make the sentence a real sentence. Throughout your student's writing, this should be the first benchmark for comma usage: If this clause, phrase, or word were not here, would a real sentence remain? If so, set it off with a comma. The second benchmark is the voice inflection. If the voice goes down when reading the opener, a comma is often required. The combination of the two benchmarks: not needing the clause or phrase in order to have a real sentence, and the voice going down when reading it aloud, almost always signifies comma usage.

1. The academic leaders of France totally rejected John.
 2. He, unfortunately, spent the next three years of his life as a wandering and homeless teacher.
 3. John Calvin eventually returned to his hometown.
 4. There, he was briefly imprisoned for his Bible-centered teaching.
 5. While in jail, he fully dedicated himself to the cause of Christ in Europe.
 6. He emphatically preached that individuals could make peace with God without the ceremonies and rituals of the church.
 7. This teaching soon forced John Calvin into seclusion.
 8. Under protection of the Queen of Navarre, he began working on two documents that would finally shake the religious foundations of sixteenth century Europe.
 9. First, he helped to carefully translate the Bible into French.
 10. This tremendously opened up the truth of Scripture to all the people of France.
 11. With the aid of the printing press, the new translation was quickly distributed throughout France.
 12. Secondly, he methodically began to record the basic Christian doctrines in a work that would later be published.
 13. The dedicated reformer finally heeded the advice of France and quickly fled to Basel, Switzerland.
 14. In Switzerland, at the age of twenty-six, he successfully published *The Institutes of the Christian Religion*.
 15. Because he had willingly obeyed his father, John Calvin's legal training and Bible knowledge helped him to set forth the truths of Christianity with brilliance.
- <> **5d.** Optional: In your notebook, write sentences with adverbs, and draw arrows from the adverbs to the words they modify.

BASIC LEVEL: Write ten sentences.

EXTENSION: Write fifteen sentences.

FURTHER EXTENSION: Write fifteen sentences containing information from a character book.

6. Further Extension---Prewriting/Composition: Take Notes and Write a Closing Paragraph

<> **6a.** Now, you are ready to write notes for the closing paragraph of your biographical report. Follow these instructions:

- (1) Consider how you want to close your report, such as one of the following options:
 - a. Continue the opening that you started with (the story, poem, Scripture, song, etc.).
 - b. Summarize your report—If you choose to do this, be sure you do not repeat your entire biographical report in this paragraph. Just summarize the biographical report, repeat only the highlights, or bring it all to a conclusion.
 - c. Continue the opening that your report began with.
 - d. Use quote about or by the person.
- (2) Write enough notes for **7–10 sentences** in your notebook, without worrying about the order or having too much information.
- (3) If your story already ends the way you like, just add a closing sentence, if desired.

Notes for Closing Paragraph

<> **6b.** Now write the closing paragraph of your story, following the same steps as you did for the body of the essay.

7. Composition: Edit and Revise Using the Checklist Challenge

<> **7.** Use the Checklist Challenge that follows this week's lesson to edit your report.

- (1) Check off each item as it is completed.
- (2) Complete each revision for each paragraph, as indicated.
- (3) Insert revisions into your rough draft paragraphs in your notebook.
- (4) Highlight or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

Further Study: Make a special foot casting plaque for a new baby

Further Study: Research difficulties that can affect the foot.

Help Box for 5b.

You should have drawn arrows in the following way:

1. not --> go
2. Similarly --> hinder
3. not --> intended
4. relatively --> weak
5. most --> likely
6. likely --> to give
7. extremely --> painful

Optional Spelling Practice
Write a sentence using one of the Basic words.

Optional Penmanship Practice

How beautiful upon the mountains are the feet of him that bringeth good tidings, that publisheth peace; that bringeth good tidings of good, that publisheth salvation; that saith unto Zion, Thy God reigneth!

Isaiah 52:7

Further Study: Make a booklet containing sayings about feet, shoes, or walking, such as "sticking one's foot in one's mouth," "these boots are made for walking," or "walk a mile in somebody else's shoes."

8. Editor Duty: Correct Given Paragraph(s)

Adverbs

<> 8. 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 the two adverb openers.

actually frostbite is most likely in those members of the body that are farthest away from the heart, such as the feet by the time that blood reaches the feet, it may be several degrees cooler then it was at the heart. if the feet are inactive, they can cool down to the point where they freezes this condition is called frostbite

When the fluids within the bodys cells freezes they expand and may rupture the cells walls, just as ice can shatter the walls of an glass milk bottle. if not treated properly, the damaged cells can become infected with gangrene and this may require the amputation of the entire member

frostbite is usually first evident as a small whitish circle. The white indicate that a area has froze and the flow of warm red blood has became blocked. As more of the skin freezes, the circle grow larger and the skin feels hard to the touch. Because the tips of nerves are also being frozen their isn't usually no pain associated with frost bite. unfortunately the numbness increase the likelihood that surrounding areas may also be froze without the victim knowing it

9. Grammar: *Ly* Openers

<> 9a. In the passage, highlight the *ly* word at the beginning of a sentence: *Similarly*.

An *ly* word at the beginning of a sentence is another great sentence opener that adds variety to sentences. There are a couple of different ways to add *ly* words to the beginning of sentences:

1. One-word *ly* opener:

a. Follow this one *ly* word with a comma if you hear a pause.

b. Examples:

1) **Meekly**, Jesus calls us unto Himself.

2) **Slowly**, the husband responded to his wife's request.

2. *Ly* clause opener:

a. Follow an *ly* clause with a comma if you hear a pause.

b. Examples:

1) **Meekly calling us to Himself**, Jesus desires for us to become meek.

2) **Slowly responding to his wife's request**, the husband did not become angry.

Two ways to add *ly* openers:

1. One-word *ly* opener:

Follow this one *ly* word with a comma if you hear a pause: Meekly, Jesus calls us unto Himself.

2. *Ly* clause opener:

Follow an *ly* clause with a comma if you hear a pause: Meekly calling us to Himself, Jesus desires for us to become meek.

Once again, these *ly* sentence openers are non-essential information. You probably remember that non-essential information is called that because it can be taken out of the sentence and a complete sentence will still remain:

Teacher Tip: *Ly* sentence openers are non-essential information.

1. **Amazingly**, God sees things we do not.
2. **Similarly**, we should see things through God's eyes.
3. **Fortunately**, God gives us His Spirit to see things His way.
4. **Carefully preparing for Satan's tactics**, we will pray and read the Bible.

Re-read the sentences above, covering the opener. Do you hear how the rest of the sentence is still a sentence—even without the *ly* opener?

<> **9b.** Study the Grammar Card about *ly* openers provided in this lesson.

<> **9c.** Optional: Make a Grammar Card about *ly* openers, or add new information to an existing card.

<> **9d.** Complete the following steps in the sentences provided:

- (1) Highlight the *ly* openers.
- (2) Add punctuation after the *ly* openers according to the rules learned this week.

1. Amazingly during the 1500s, thousands of Christian Huguenots walked over the Alps to settle in Geneva, Switzerland.
2. Voluntarily they helped John Calvin establish a biblically-based government.
3. Greatly influencing the founding of America the Huguenots served the Lord.
4. Actually messengers who walk on mountains must have feet that are in excellent condition or the message will not get through.
5. Wearily traveling over the rugged heights feet will be swollen and bruised.
6. Actually the foot serves as an auxiliary pump, contributing to the circulation of blood throughout the body.
7. Physically standing and sitting for long periods of time a person can get slow circulation.
8. Fortunately the exercise of walking helps pump blood back to the heart.
9. Actually a corn is a hardened layer of skin that grows to protect the foot from irritation.
10. Ultimately we can pinpoint our position anywhere in the world with three stars.
11. Progressively a young Christian named John Calvin wrote an appeal in defense of Christians.
12. Initially our feet and our witness are alike.
13. Lastly our feet are points of contact with the world much like our witness.
14. Primarily we should adapt our witness to the personal needs of each person to whom we minister.

10. Spelling: Spelling Test

- <> **10a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- <> **10b.** (T) Have your teacher check your Spelling Test.
- <> **10c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

11. Dictation: Dictation Quiz

- <> **11a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **11b.** (T) Review your dictation with your teacher.
- <> **11c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

12. Composition: Final Copy of Biographical Report

- <> **12a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.
- <> **12b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **12c.** Optional: Make a minit-book containing your report.

Extra Practice (Optional)

- 1E. In your notebook, write ten sentences containing information from a character book with adverbs. Highlight the adverbs in the sentences.
- 2E. In your notebook, write ten two-syllable words with open syllables that have long vowel sounds.
- 3E. Read a book about the foot.
- 4E. Write a book report about the book you read in this lesson or give an oral report. You may use the guidelines given in the *Teacher's Guide* for either one.
- 5E. Using the Checklist Challenge for this week's writing assignment, edit and revise your book report.
- 6E. In your notebook, write a final copy of your book report.
- 7E. Copy ten sentences from a character book and put a dividing line between the subject part and the predicate part of the sentences.
- 8E. In your notebook, write any reports, essays, journal entries, letters, poems, and book reports as directed by your teacher.

Red 1B Weeks 3&4 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVELS only
- E EXTENSION only
- E's Both EXTENSION and FURTHER EXTENSION
- FE FURTHER EXTENSION only
- B,E BASIC and EXTENSION only (No FURTHER EXTENSION)
- All levels—checks will vary

- Each box will indicate the number of changes that are required to be completed (normally one box for each paragraph).

To Be Completed During Week Four

All All All All All Read each paragraph to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

E's FE FE

All All All All All Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

E's FE FE

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

All All All All All Change one of the **“boring” verbs** in each paragraph to a **“strong” verb**. You may select one from the list below or choose one of your own.

E's FE FE

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All All All All All Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

E's FE FE

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

All All All All All
E's FE FE

Add one **adjective** to each paragraph. You may select one from the list below or choose one of your own.

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

All All All All All
E's FE FE

From the **Banned Words List** below, select one word (or form of that word) in each paragraph and substitute a similar word. (Advanced Level B students and all Level C students should omit as many Banned Words as possible.)

very	big	really	many	such	good
like	walk	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	many	find			

All

Create a **title** for your report, and put it at the top of the your paper.

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Other

All

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

All All All All All
E's FE FE

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight them as directed by your teacher. (Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that paragraph's topic).)

All All All All All
E's FE FE

Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**. This may be any type of word--noun, verb, descriptors, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, etc. Don't just randomly select a word. Your new word choice should be intentional.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

All All All All All
E's FE FE

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as *was*, *it*, *and*, etc.)

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight it as directed by your teacher.

Examples:

- He showed extraordinary faith.
- Truly, God was there!

All

E's

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long, or if you hear a pause after it, follow it with a comma. If you have already done this, highlight it as directed by your teacher.

Examples:

- **In the garden**, Jesus prayed. (Optional comma)
- **Of all the miracles of Your creation**, my favorite is flowers.
- **From the beginning**, God loved man. (Optional comma)
- **For all of this and more**, we want to say thanks.
- **With careful thought and planning**, the boy spoke.
- **In reverence and adoration**, we praise You. (Optional comma)
- **Out of Your creative genius**, You made all things.

All

E's

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher. Remember, commas and periods at the end of the quote or special words always go inside the ending quotation mark.

Examples:

- He said, "I never doubted God's faithfulness."
- "I never doubted God's faithfulness," he said.

All

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher.

Examples:

- Simile-- Comparison using like or as: He is **as happy as** a lark.
- Metaphor-- Comparison without using like or as: He **is a** roaring lion.

FE

Add one piece of nonessential information (or more than one, according to your level), set off with a **dash**. If you have already done this, highlight it as directed by your teacher.

Example:

- God disciplines us -- since He loves us very much.

All

FE

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All

FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

E's

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher.

Examples:

- **Although I do not say it often**, I am grateful for you.
- **Because I am extremely grateful**, I praise God.
- **While I do not always express words of gratefulness**, I do feel grateful.
- **Since you have become a part of my life**, I have grown closer to God.

All

Start one or more of your sentences with an **adverb** (ly word) (or more than one, according to your level). Place a comma where you hear a pause. If you have already done this, highlight it as directed by your teacher.

The comma may be directly after the adverb or shortly after it, depending on where you “hear” it:

- Adverb opener: **Clearly**, Jesus cares for us.
- Adverbial clause or phrase opener: **Clearly** caring for us, Jesus is our Savior.

FE

Add one **conjunctive adverb** (also known as an interrupter) (or more than one, according to your level). If you hear a pause, place punctuation on both sides of it. If you have already done this, highlight it as directed by your teacher. You may select one from the list below or choose one of your own.

however	moreover	henceforth	for example	nonetheless	likewise
whatsoever	for instance	wherefore	hence	however	in addition to
similarly	consequently	in fact	therefore	in spite of	alas
nevertheless	thus	in comparison	furthermore		

- Three ways:
 - In the middle of a sentence:
 - I do, **however**, enjoy singing.
 - In the middle of two sentences with a semicolon just before the conjunctive adverb:
 - I do enjoy singing; **however**, playing the piano is my favorite activity.
 - At the beginning of the sentence:
 - **However**, playing the piano is my favorite activity

All

All

All

All

All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

E's

FE

FE

Red 1B Week 1 Teacher's Helps

For a Five-Day Week

Peacemaking

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador
apostle
missionary
witness

reconciler
soulwinner
evangelist
mediator

Antonyms for *peacemaker*

whisperer
divider
dissembler
trucebreaker

traitor
deceiver
dissident
agitator

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Lord used unusual means to reach the headhunting Wa tribe of Burma. A devout Wa native named Pu Chan saddled his pony and told his disciples that this animal would lead them to a white brother bearing the book of Siyeh, the true God's book. The pony led Pu Chan's followers over two hundred miles of mountainous trails into the city of Kengtung. There they meandered into a mission compound and stopped at a well.

Pu Chan's disciples looked around, but could discern no sign of a white brother or a book. All at once, they heard a voice that seemed to reverberate from nowhere, asking them if the voice's bearer could help them. The frightened Wa men scrutinized the area; there was no one in sight.

EXTENSION

Suddenly, a white missionary clamored up out of the well. Astonished, the Wa men fell to their knees and asked the missionary if he brought them the book of God. The Wa men recounted to the missionary how they had come to the compound, and he imparted to them the life-giving message of the book of God. They all rejoiced together in the Lord's miraculous dealings in their lives.

FURTHER EXTENSION

The Wa men became disciples of Christ and were trained at the mission compound, along with others from Burma who believed. They returned to their home villages and preached the Gospel of the book brought to them by the missionary. Soon, over ten thousand Wa people had embraced salvation, and they, in turn, transported the good news of God's Word farther into eastern Burma and southwestern China.

2. Spelling: *Tion* Says *shun* (Examples: ration, notion)

<> 2a. In the last paragraph of the passage, highlight the word *salvation*.

BASIC LEVEL

- | | | |
|---------------|--------------|-------------|
| 1. relation | 2. salvation | 3. option |
| 4. protection | 5. motion | 6. position |

EXTENSION

- | | | |
|-----------------|-------------------|----------------|
| 7. preparation | FURTHER EXTENSION | Optional Words |
| 8. illustration | 9. relationship | 11. ambassador |
| | 10. recognition | 12. apostle |
| | | 13. missionary |

Day Two

3. Editor Duty: Correct Given Paragraph(s)

Series of Three or More

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

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

4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

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

4 Sentences

Extensions: Paragraph Four of Body

Topic of Paragraph 4 _____

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

3 Sentences

Day Three

5. Grammar: Five Parts of a Sentence (CAVES)

<> 5a. Underline each sentence of the first paragraph of the passage with alternating colors of highlighters.

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

Day Four

7. Editor Duty: Correct Given Paragraph(s)

Nouns

8. Grammar/Sentence Structure: Semicolons and Combining Two Complete Sentences Into One Using a Semicolon

<> 8a. In the second paragraph of the passage, highlight the semicolon.

Help Box for 8a.

The frightened Wa men scrutinized the area; there was no one in sight.

9. Composition: Edit and Revise Using the Checklist Challenge

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Report (Retelling) From Given Material

Extra Practice (Optional)

Red 1B Week 1 Teacher's Helps

For a Four-Day Week

Peacemaking

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador reconciler
apostle soulwinner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
divider deceiver
dissembler dissident
trucebreaker agitator

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The Lord used unusual means to reach the headhunting Wa tribe of Burma. A devout Wa native named Pu Chan saddled his pony and told his disciples that this animal would lead them to a white brother bearing the book of Siyeh, the true God's book. The pony led Pu Chan's followers over two hundred miles of mountainous trails into the city of Kengtung. There they meandered into a mission compound and stopped at a well.

Pu Chan's disciples looked around, but could discern no sign of a white brother or a book. All at once, they heard a voice that seemed to reverberate from nowhere, asking them if the voice's bearer could help them. The frightened Wa men scrutinized the area; there was no one in sight.

EXTENSION

Suddenly, a white missionary clamored up out of the well. Astonished, the Wa men fell to their knees and asked the missionary if he brought them the book of God. The Wa men recounted to the missionary how they had come to the compound, and he imparted to them the life-giving message of the book of God. They all rejoiced together in the Lord's miraculous dealings in their lives.

FURTHER EXTENSION

The Wa men became disciples of Christ and were trained at the mission compound, along with others from Burma who believed. They returned to their home villages and preached the Gospel of the book brought to them by the missionary. Soon, over ten thousand Wa people had embraced salvation, and they, in turn, transported the good news of God's Word farther into eastern Burma and southwestern China.

2. Spelling: *Tion Says shun* (Examples: ration, notion)

<> 2a. In the last paragraph of the passage, highlight the word *salvation*.

BASIC LEVEL

1. relation 2. salvation 3. option
4. protection 5. motion 6. position

EXTENSION

7. preparation
8. illustration

FURTHER EXTENSION

9. relationship
10. recognition

Optional Words

11. ambassador
12. apostle
13. missionary

3. Editor Duty: Correct Given Paragraph(s)

Series of Three or More

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

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

4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

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

4 Sentences

Extensions: Paragraph Four of Body

Topic of Paragraph 4 _____

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

3 Sentences

5. Grammar: Five Parts of a Sentence (CAVES)

<> 5a. Underline each sentence of the first paragraph of the passage with alternating colors of highlighters.

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

Day Three

7. Editor Duty: Correct Given Paragraph(s)

Nouns

8. Grammar/Sentence Structure: Semicolons and Combining Two Complete Sentences Into One Using a Semicolon

<> 8a. In the second paragraph of the passage, highlight the semicolon.

Help Box for 8a.

The frightened Wa men scrutinized the area; there was no one in sight.

9. Composition: Edit and Revise Using the Checklist Challenge

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Report (Retelling) From Given Material

Extra Practice (Optional)

Red 1B Week 1 Answer Keys

3. Editor Duty: Correct Given Paragraph(s)

Series of Three or More

<> 3. Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the series of three or more items.

(3) EXTENSIONS only: Add punctuation to the series of three or more items in the last two paragraphs, if you have not done so.

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.

An ambassador is a representative of a nation. **He is** empowered to communicate between his country and the country in which he **is** stationed. The powers of **an** ambassador **are** defined in **the credentials**, **documents of introduction**, and **authority** that are **given** to him. **An** ambassador must be recognized by the country where he **is stationed**.

An ambassador may **bring suit on behalf of his nation**, **defend suits that are** brought against his nation, or **work on treaties**. His chief duties **are** to work for the **goals, programs, and help** of the nation he **represents**. Ambassadors **play** a very important part in maintaining peace between **nations**.

As Christians, **we** are God's ambassadors on earth. Our primary purpose **is** to do God's work and **His** will. **We are** the representation of what God can do in people. We **are** ambassadors for Christ because **He** has given us the authority to speak for Him in this world. We **are** to **deliver the captives, proclaim true liberty, and share His light**.

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!

Teacher Tip: Check the ones your student marked "S" to ensure he highlighted and labeled all five parts of each "sentence" correctly.

5. Grammar: Five Parts of a Sentence (CAVES)

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

(1) Write S for sentence if the group of words is a sentence. Write C for clause after each of the groups of words that is not a real sentence (but is a subordinate clause).

(2) For the ones you labeled "S," highlight each of the five components of a sentence with five different colors of highlighters (CAVES).

(3) For the ones you labeled "S," review each part of the sentence with your teacher as to which part of CAVES it is (as shown in the example).

Note: All of the "sentences" have end marks regardless of whether they are complete sentences or not.

C S V E A

Example: (You) **go** and teach all nations. (All makes sense)

When you go and teach all nations . . . (Clause)

C S V E A

1. A peacemaker leads others to salvation and spiritual growth. S

2. While a peacemaker leads others to salvation and spiritual growth. C

C S V

3. A peacemaker must take initiative to go and make peace between God and man just as the Scriptures say. E S A

C S V

4. Before a peacemaker goes, he must put on the whole armor of God. E S A

5. When a peacemaker goes. C

6. Although a peacemaker must take initiative to go. C

7. When he has his feet shod with the preparation of the Gospel of peace. C

CS V

8. He must have his feet shod with the preparation of the Gospel of peace. E S A

CS V

9. God is Himself the true peacemaker. E S A

C S V

10. Thus, when we act as peacemakers, the world recognizes us as sons and daughters of God. E S A

7. Editor Duty: Correct Given Paragraph(s)

Nouns

<> 7. Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

messengers

place EXTENSION: Correct leaders and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In the first paragraph, highlight all of the nouns (proper and common).

(3) EXTENSIONS: In the last paragraph, highlight the misspelled words, and write the correct

Teacher Tip: Be sure your student labeled each side of the semicolon with CS—which stands for complete sentence.

A **missionary** is a **person** who goes to another **country** with a special **message** from the **Lord**. An **emissary** is **one** who goes abroad with a special **message** from his **country**. The **letter** or **message** he **carries** is a **missive**. These unique **messengers** **are sent** in place of the **nation's** leaders. (**Nation's** is a possessive noun here)

The words *missionary*, *emissary*, and *missive* all come from the Latin words *misso* and *mitto*, which **mean** to send out or to let go. As a country officially sends out an emissary, the church officially **sends** out a missionary.

The Greek word **four** missionary **pickures** the church **releesing** a **misionary**. The word means to release; to **loose** and send away. It picture**s** someone untying a ship'**s** rope so that it can **sale** away from the shore. (**for, pictures, releasing, missionary, sail**)

spellings above them, if you have not already done so.

8. Grammar/Sentence Structure: Semicolons and Combining Two Complete Sentences Into One Using a Semicolon

<> **8d.** On the lines provided, complete the following steps:

(1) Combine each of the two given sentences into one by using a semicolon between the two. (Be sure you start the second part of the compound sentence [after the semicolon] with a lower case letter unless it is the word / or a proper noun [God, Boston, etc.]).

(2) Mark the sentences with CS ; CS to show that each side of the semicolon contains a complete sentence as shown in the example given.

Note: It is optional to recopy the corrective sentences on the lines.

Example: CS I love to teach character to children. CS They enjoy the songs and the lessons.

CS ; CS
I love to teach character to children; they enjoy the songs and lessons.

1. No peace is possible until a person is brought into a right relationship with God; this is accomplished by helping non-Christians understand and accept Christ's reconciliation.
2. It is vital for a peacemaker to have a clear conscience toward everyone; it is also important for him to be at peace with all men as far as this is possible on his part.
3. There is constant spiritual warfare between God and Satan; peacemakers are those who rescue men and women from the dominion of Satan.
4. The very act of peacemaking is spiritual warfare; it is in the context of this warfare that all Christians are to have their feet shod with the preparation of the Gospel of peace.
5. A peacemaker leads others to salvation and spiritual growth; a peacemaker must take initiative.
6. A great missionary movement originated from the church at Antioch; it was there that believers were first called Christians.
7. In each generation God raises up outstanding soul-winners who are motivated by their love for the Lord; they have compassion for others and a hatred for evil.
8. Walter Wilson was such a man; he began his amazing outreach by conducting street meetings as a teenager.
9. The missionary explained salvation to them through one of their own customs; the Sawi tribe had a custom of sealing a treaty with a "peace child."

Red 1B Week 2 Teacher's Helps

For a Five-Day Week

Peacemaking

Day One

Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soulwinner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Calvin returned to his hometown. There he was briefly imprisoned for his Bible-centered teaching. While in jail, he dedicated himself to the cause of Christ in Europe. Preaching that individuals could make peace with God without the ceremonies and rituals of the Church soon forced John Calvin into seclusion. Under the protection of Queen Margaret of Navarre, he commenced work on two documents that would shake the religious foundations of sixteenth-century Europe.

EXTENSION

First, Calvin helped to translate the Bible into French. This exposed the truth of Scripture to all the people of France, not just to the few who had labored for years in language studies. With the aid of the printing press, the new translation was expediently distributed throughout France. Second, he began to record the basic Christian doctrines in a work that would ultimately be published as *Institutes of the Christian Religion*, a document that explained the depravity of man.

FURTHER EXTENSION

Because of the Biblical positions he promoted in his writings, many Christians began to fear for his life. "You are no longer safe in France," friends told John Calvin in 1534. "If they catch you, you might burn for your doctrines."

2. Spelling/Structural Analysis: *Le* at the End of Words "Grabs" the Consonant Preceding it (Examples: bub/ble, peo/ple)

<> 2a. In the second paragraph of the passage, highlight the word *people* one time.

BASIC LEVEL

- | | | |
|--------------|--------------|--------------|
| 1. peaceable | 2. possible | 3. apostle |
| 4. example | 5. probable | 6. principle |
| 7. valuable | 8. disciples | |

EXTENSION

- | | | |
|----------------|-------------------|----------------|
| | FURTHER EXTENSION | Optional Words |
| 9. profitable | 11. fashionable | 14. witness |
| 10. charitable | 12. responsible | 15. reconciler |
| | 13. dissemble | 16. soulwinner |

Day Two

3. Editor Duty: Correct Given Paragraph(s)

Semicolons, Complete Sentences, Colons

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
 (You may use up to seven words for sentence four.)
 (You may use up to seven words for sentence five.)
 5 Sentences

Paragraph Two of Body
 Topic of Paragraph 2 _____
 (You may use up to seven words for sentence four.)
 4 Sentences

Paragraph Three of Body
 Topic of Paragraph 3 _____
 3 Sentences

*Note: If you are unfamiliar with using quotation marks, just plan to use an indirect quote (without quotation marks) by using the word *that*: *His friends said that he was not safe anymore.*

Day Three

5. Grammar: Prepositions

<> 5a. In the first paragraph of the passage, highlight all of the prepositions.

Help Box for 5a.

- You should have highlighted the following words:
- | | |
|-----------------------------------|---|
| 1. to (his hometown) | 2. for (his Bible-centered teaching) |
| 3. in (jail) | 4. to (the cause) |
| 5. of (Christ) | 6. in (Europe) |
| 7. with (God) | 8. without (the ceremonies and rituals) |
| 9. of (the church) | 10. into (seclusion) |
| 11. Under (the protection) | 12. of (Queen Margaret) |
| 13. of (Navarre) | 14. on (two documents) |
| 15. of (sixteenth-century Europe) | |

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

7. Editor Duty: Correct Given Paragraph(s)

Semicolons and Complete Sentences

Day Four

8. Grammar: Prepositional Phrases

<> 8a. Place parenthesis around all of the prepositional phrases in the first paragraph of the passage.

Help Box for 8a:

- | | | |
|--------------------|---------------------------------------|---------------------------------|
| 1. to his hometown | 2. for his Bible-centered teaching | 3. in jail |
| 4. to the cause | 5. of Christ | 6. in Europe |
| 7. with God | 8. without the ceremonies and rituals | 9. of the state church |
| 10. into seclusion | 11. Under the protection | 12. of Queen Margaret |
| 13. of Navarre | 14. on two documents | 15. of sixteenth century Europe |

<> 8b. Underline the prepositional openers in the first two paragraphs of the passage.

9. Composition: Edit and Revise Using the Checklist Challenge

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Report From Given Material

Extra Practice (Optional)

Red 1B Week 2 Teacher's Helps

For a Four-Day Week

Peacemaking

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador reconciler
apostle soulwinner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
divider deceiver
dissembler dissident
trucebreaker agitator

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

John Calvin returned to his hometown. There he was briefly imprisoned for his Bible-centered teaching. While in jail, he dedicated himself to the cause of Christ in Europe. Preaching that individuals could make peace with God without the ceremonies and rituals of the Church soon forced John Calvin into seclusion. Under the protection of Queen Margaret of Navarre, he commenced work on two documents that would shake the religious foundations of sixteenth-century Europe.

EXTENSION

First, Calvin helped to translate the Bible into French. This exposed the truth of Scripture to all the people of France, not just to the few who had labored for years in language studies. With the aid of the printing press, the new translation was expediently distributed throughout France. Second, he began to record the basic Christian doctrines in a work that would ultimately be published as *Institutes of the Christian Religion*, a document that explained the depravity of man.

FURTHER EXTENSION

Because of the Biblical positions he promoted in his writings, many Christians began to fear for his life. "You are no longer safe in France," friends told John Calvin in 1534. "If they catch you, you might burn for your doctrines."

2. Spelling/Structural Analysis: *Le* at the End of Words "Grabs" the Consonant Preceding it (Examples: bub/ble, peo/ple)

<> 2a. In the second paragraph of the passage, highlight the word *people* one time.

BASIC LEVEL

- | | | |
|--------------|--------------|--------------|
| 1. peaceable | 2. possible | 3. apostle |
| 4. example | 5. probable | 6. principle |
| 7. valuable | 8. disciples | |

EXTENSION

- | | | |
|----------------|-------------------|----------------|
| 9. profitable | FURTHER EXTENSION | Optional Words |
| 10. charitable | 11. fashionable | 14. witness |
| | 12. responsible | 15. reconciler |
| | 13. dissemble | 16. soulwinner |

3. Editor Duty: Correct Given Paragraph(s)

Semicolons, Complete Sentences, Colons

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

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

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

5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

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

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

*Note: If you are unfamiliar with using quotation marks, just plan to use an indirect quote (without quotation marks) by using the word *that*: *His friends said that he was not safe anymore.*

5. Grammar: Prepositions

<> 5a. In the first paragraph of the passage, highlight all of the prepositions.

Help Box for 5a.

You should have highlighted the following words:

- | | |
|-----------------------------------|---|
| 1. to (his hometown) | 2. for (his Bible-centered teaching) |
| 3. in (jail) | 4. to (the cause) |
| 5. of (Christ) | 6. in (Europe) |
| 7. with (God) | 8. without (the ceremonies and rituals) |
| 9. of (the church) | 10. into (seclusion) |
| 11. Under (the protection) | 12. of (Queen Margaret) |
| 13. of (Navarre) | 14. on (two documents) |
| 15. of (sixteenth-century Europe) | |

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

Day Three

7. Editor Duty: Correct Given Paragraph(s)

Semicolons and Complete Sentences

8. Grammar: Prepositional Phrases

<> 8a. Place parenthesis around all of the prepositional phrases in the first paragraph of the passage.

Help Box for 8a:

- | | | |
|--------------------|---------------------------------------|---------------------------------|
| 1. to his hometown | 2. for his Bible-centered teaching | 3. in jail |
| 4. to the cause | 5. of Christ | 6. in Europe |
| 7. with God | 8. without the ceremonies and rituals | 9. of the state church |
| 10. into seclusion | 11. Under the protection | 12. of Queen Margaret |
| 13. of Navarre | 14. on two documents | 15. of sixteenth century Europe |

<> 8b. Underline the prepositional openers in the first two paragraphs of the passage.

9. Composition: Edit and Revise Using the Checklist Challenge

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Report From Given Material

Extra Practice (Optional)

Red 1B Week 2 Answer Keys

3. Editor Duty: Correct Given Paragraph(s)

Semicolons, Complete Sentences, and Colons

<> 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 dependent or subordinate clause at the beginning of one of the sentences.

(3) EXTENSIONS: In the last paragraph, highlight the misused homophones or confusing words, and write the correct one above each one, if you have not already done so.

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!

As he worked, the Karen man listened to **Judson** teach his few converts out of the book he had brought with him from **America**. **Slowly**, Ko Thah-byu realized that the book, which **Judson** called the **Bible**, was "the lost book" for which his people had waited all of these years. Ko Thah-byu **accepted** **Christ** and dedicated his life to proclaiming the good news of "the lost book" among his people. (**Capitalizing book is optional. It is referring to the Bible.**)

After training with **Adoniram Judson** and his workers, the Karen man traveled into the hill country to spread the good news. Wherever he went, entire villages responded to his message. **Soon** hundreds of converts from distant mountains and jungles flocked to **Judson's** mission to learn more of the book and the **Gospel** it contained. (**Capitalizing Gospel is optional.**)

Meanwhile, Ko Thah-byu carried the message of peace **too** an ever-widening circle of remote villages and towns. His ministry and the consequent ministries of his converts **were** **sew** effective and far-reaching that **win** **American** missionaries arrived at **won** Karen village **three hundred** miles from **Judson's** mission, they found **five thousand** Karen converts ready to be baptized. (to, so, when, one)

5. Grammar: Prepositions

<> 5e. In the sentences provided, highlight all of the prepositions.

Note: The word *to* + a verb is an example of when the word *to* is not being used as a preposition. When you see *to* + a verb, do not highlight it since it is a special kind of verb called an "infinitive"—not a preposition.

1. To be called a child **of** God is to be recognized **by** others **as** reflecting His likeness.
2. The focus **of** God's love is to reconcile sinners **to** the Savior and **to** each other.
3. The ministry **of** reconciliation is the consuming purpose **of** God.

4. An ambassador is an appointed representative **of** a nation.
5. An ambassador is empowered to carry out talks **between** his country and the country **in** which he is stationed.
6. **By** the authority **of** Scripture, we are ambassadors **for** Christ.
7. We represent the nation **of** God.
8. We are sent **to** the kingdom **of** this world.
9. Our primary job is to deliver those that are held captive **by** the power **of** Satan.
10. The Greek word **for** apostle means one sent forth.
11. The original apostles were sent out **by** Christ. (*Out is an adverb here.*)
12. The Church then called other people **for** discipleship.
13. The purpose **of** being sent forth was to spread the good news.
14. Apostles also helped establish others **in** Christ.
15. A missionary is someone who goes **to** another country **with** a special message **from** the Lord.
16. The word missionary comes **from** words that are pictured as untying a ship's rope so that it can sail away **from** the shore.
17. A witness is one who gives a testimony, as **in** a courtroom.
18. Jesus referred **to** His disciples as witnesses.
19. God requires that his witnesses have firsthand knowledge **of** Him.
20. An evangelist is a proclaimer **of** good news.
21. An evangelist is to make sure that every person **within** his region has heard the good news.
22. A reconciler helps **in** the renewal **of** relationships **between** those whose relationships have been injured.
23. Reconciliation involves granting and receiving forgiveness **for** past offenses.
24. A soul-winner is one who "fishes **for** men."
25. A soul-winner helps to persuade the mind, will, and emotions **of** an unbeliever to accept the truth **of** salvation.
26. When Peter and Andrew were casting their nets **into** the sea, Jesus told them He would make them "fishers **of** men."
27. A fisherman knows where the fish are, what equipment to use, what bait to use, and how to be patient **in** waiting. (*To in this sentence is used as an infinitive all three times.*)
28. A mediator is one who intervenes **between** two parties to bring **about** agreement.
29. A mediator must be a person **of** great wisdom.
30. The wise mediator will be discerning **of** root causes.

Teacher Tip: If your student highlighted the word *to* in infinitive phrases, keep reminding him that those are infinitives--and say the infinitive phrase together--*to be, to seem, to reconcile*, etc. so he can hear the *to* with a verb.

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!

7. Editor Duty: Correct Given Paragraph(s)

Semicolons and Complete Sentences

<> 7. 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, add a complete sentence to the subordinate clause that is given with the line following it.

The **S**cottish preacher **hoo** gave **W**alter **W**ilson a challenge for soul-winning also gave him a book he had written entitled **God's Two Books—Natural Revelation and Special Revelation**. This fascinating book revealed how interesting facts of nature related **too** the **S**criptures. It inspired **Walter's** delight **inn** researching more interesting facts. (who, to, in)

Walter discovered most of his facts about nature from reading books. However, whenever it was possible, _____ Answers will vary _____. **H**e stood beneath a giant **265**-foot Sequoia tree in **C**alifornia and reviewed the sequence of creation as he observed that this tree was over 6,000 years old. (Most handbooks recommend that when a number needs to be written as a numeral (i.e. 265) due to its length (three words or more), the remaining numbers in that paragraph or portion of the book should also be written as numerals, regardless of the length (6,000).)

Wilson experimented in his home with the cereus plant which bloomed every night at eleven o'clock. **H**e learned why chickens always hatch at the larger end of the egg. He rehearsed what he had learned and freely drew upon it to bring scriptural truths into vivid clarity and practical application. (Capitalizing Scriptural is optional.)

8. Grammar: Prepositional Phrases Openers

<> **8e.** In the sentences provided, place parenthesis around the prepositional phrase openers.

1. (From Rome, India, Greece, and Egypt), merchants came to barter and trade.
2. (In the early days of Aksum's power), one of its important government officials set out on a quest for the true God of heaven and earth. (Double prepositional phrase opener!)
3. (In time), the Aksum kingdom was made an official Christian state.
4. (In the Gedeo culture), the center pole from a man's house symbolized his life.
5. (In his vision), Warrasa took the center pole from his house and planted it next to the missionaries' shelter.
6. (By placing his pole by the missionaries' shelter), Warrasa felt that he had identified himself with the message of the white men and with the God they served.
7. (In over two hundred churches), thousands of Christian Gedeo tribesmen worship today.
8. (In the 1920s), a missionary arrived at one of the huge Bantu tribes in the Central African Republic.
9. (In 1795), a British embassy report gave the details of the account.
10. (After training with Adoniram Judson and his workers), the Karen man traveled into the hill country to spread the the good news.
11. (From that time), the conviction has never left me that I was called to China.
12. (In the sixth century before Christ), a devastating plague struck the city of Athens, Greece.

13. (Within minutes), a number of the stonemasons built an altar and sacrificed the sheep.
14. (Within a century), the once great Incan empire was conquered easily by the Spanish.

<> 8 f. **EXTENSIONS:** Place commas following prepositional phrase openers as needed.

1. During this time of his life, John Calvin was imprisoned for his Bible-centered teaching.
2. In the time of his imprisonment, Calvin dedicated himself to the cause of Christ in Europe.
3. Under the protection of Queen Margaret of Navarre, Calvin began work on two religious-shaking documents.
4. During this time in France, the Bible was not available to all.
5. With the aid of the printing press, the new translation was quickly distributed throughout France.
6. Over the mountain trails of Kengtung, the pony led Pu Chan's followers.
7. From inside the deep well, a man appeared.
8. At the mission compound in the village, the Wa men were trained.
9. For God's miraculous dealings in their lives, the men rejoiced and thanked the Lord.
10. Along with other men who became believers, the original Wa converts were trained to be missionaries.

Red1B Week 3 Teacher's Helps

For a Five-Day Week

Peacemaking

Day One

Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soulwinner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

1. Copying, Vocabulary, and Comprehension

FURTHER EXTENSION

Warrasa, a member of the ruling family of the Gedeo tribe, had been praying that God would reveal Himself to him and the Gedeo people. One day he had a vision: two white-skinned strangers erected a flimsy shelter under the shade of a mature sycamore tree at the edge of the village. A voice said to Warrasa, "These men will bring you a message from the God you seek; wait for them."

BASIC LEVEL

In the Gedeo culture, the center pole from a man's house symbolized his life. In his vision, Warrasa removed the center pole from his house and planted it next to the missionaries' shelter. Then the vision subsided. Warrasa understood that by placing his pole by the missionaries' shelter, he had identified himself with the message of the white men, and with the God they served.

EXTENSION

Eight years later, two white men came to minister to the people of the Gedeo village. In utter amazement and joy, Warrasa watched as they constructed a simple shelter under a large sycamore tree at the edge of the village. When they taught their message, he listened intently, and he was one of the first in the village to "plant his center pole" by these godly men's abode.

- Notice the different order of the copy boxes this week.

2. Spelling/Structural Analysis: Double Consonant in Middle With First Syllable Short (Examples: big/ger, hap/py)

<> 2a. In the first two copy boxes of the passage, highlight the following words:

1. member	2. Himself	3. flimsy
4. shelter	5. under	6. village
7. message	8. culture	9. center
10. center	11. planted	12. shelter
13. shelter	14. himself	15. message

BASIC LEVEL

1. flimsy	2. membership	3. culture
4. missionary	5. witness	6. calculate

EXTENSION

FURTHER EXTENSION	Optional Words
7. electricity	11. divider
8. congratulate	12. agitator

Day Two

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

4. Study Skills/Prewriting: Preliminary Notes for Biography

Day Three

5. Structural Analysis: Plural Possessive Nouns

<> 5a. In the passage, highlight the words that show possession.
Help Box for 5a.
You should have highlighted the following possessive nouns:

1. man's
2. missionaries'
3. missionaries'
4. men's

6. Composition/Creative Writing: Formal Outlining for Biographical Report

7. Editor Duty: Correct Given Paragraph(s)
Prepositional Phrases and Prepositional Phrase Openers

Day Four

8. Composition: Write Original Biographical Report

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

10. Grammar: Main Subjects

<> 10a. In the last paragraph of the passage, highlight the main subjects.
Help Box for 10a.
You should have highlighted the following words:

1. center pole	2. Warrasa
3. vision	4. Warrasa
5. white men	6. Warrasa
7. he	

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

Red B Week 3 Teacher's Helps

For a Four-Day Week

Peacemaking

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador reconciler
apostle soulwinner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
divider deceiver
dissembler dissident
trucebreaker agitator

1. Copying, Vocabulary, and Comprehension

FURTHER EXTENSION

Warrasa, a member of the ruling family of the Gedeo tribe, had been praying that God would reveal Himself to him and the Gedeo people. One day he had a vision: two white-skinned strangers erected a flimsy shelter under the shade of a mature sycamore tree at the edge of the village. A voice said to Warrasa, "These men will bring you a message from the God you seek; wait for them."

BASIC LEVEL

In the Gedeo culture, the center pole from a man's house symbolized his life. In his vision, Warrasa removed the center pole from his house and planted it next to the missionaries' shelter. Then the vision subsided. Warrasa understood that by placing his pole by the missionaries' shelter, he had identified himself with the message of the white men, and with the God they served.

EXTENSION

Eight years later, two white men came to minister to the people of the Gedeo village. In utter amazement and joy, Warrasa watched as they constructed a simple shelter under a large sycamore tree at the edge of the village. When they taught their message, he listened intently, and he was one of the first in the village to "plant his center pole" by these godly men's abode.

- Notice the different order of the copy boxes this week.

2. Spelling/Structural Analysis: Double Consonant in Middle With First Syllable Short (Examples: big/ger, hap/py)

<> 2a. In the first two copy boxes of the passage, highlight the following words:

- | | | |
|-------------|-------------|-------------|
| 1. member | 2. Himself | 3. flimsy |
| 4. shelter | 5. under | 6. village |
| 7. message | 8. culture | 9. center |
| 10. center | 11. planted | 12. shelter |
| 13. shelter | 14. himself | 15. message |

BASIC LEVEL

- | | | |
|---------------|---------------|--------------|
| 1. flimsy | 2. membership | 3. culture |
| 4. missionary | 5. witness | 6. calculate |

EXTENSION

- | | | |
|-----------------|--------------|--------------|
| 7. electricity | 9. pessimist | 11. divider |
| 8. congratulate | 10. optimist | 12. agitator |

3. Editor Duty: Correct Given Paragraph(s)

Descriptive Adjectives

Day Two

4. Study Skills/Prewriting: Preliminary Notes for Biography

5. Structural Analysis: Plural Possessive Nouns

<> 5a. In the passage, highlight the words that show possession.

Help Box for 5a.

You should have highlighted the following possessive nouns:

1. man's
2. missionaries'
3. missionaries'
4. men's

6. Composition/Creative Writing: Formal Outlining for Biographical Report

Day Three

7. Editor Duty: Correct Given Paragraph(s)

Prepositional Phrases and Prepositional Phrase Openers

8. Composition: Write Original Biographical Report

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

Day Four

10. Grammar: Main Subjects

<> 10a. In the last paragraph of the passage, highlight the main subjects.

Help Box for 10a.

You should have highlighted the following words:

- | | |
|----------------|------------|
| 1. center pole | 2. Warrasa |
| 3. vision | 4. Warrasa |
| 5. white men | 6. Warrasa |
| 7. he | |

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

Red1B Week 3 Answer Keys

3. Editor Duty: Correct Given Paragraph(s)

Descriptive Adjectives

<> 3. Complete the following steps:

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

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In the first paragraph, highlight the descriptive adjectives

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.

God identifies the **root** cause of **all** conflicts for **us** in the **holy** Scripture—**selfish** pride. Pride prompts us to follow our **own** wisdom rather than the **basic** principles of **God**. Word . **By** humbling ourselves, we receive the **wonderful** grace of God, which gives us the **deep** desire and **amazing** power to do **God's** will.

When we violate God's principles, the root problems of bitterness, greed, or moral impurity spring up. God makes it clear in Hebrews 12:15 that these root problems **are** the result of resisting His grace. From these root problems, a host of wrong attitudes and actions result. These include rebellion, inferiority, fear, envy, guilt, and frustration.

The wise mediator will discern root causes rather **than** focus on surface problems. **For** example, rather than discussing with a teenager whether his parents are right or wrong in not allowing him to **wear** the clothes he chooses, the conversation should be directed to whether or not this teenager has ever accepted God's design for his appearance and has thanked God for the way He made him and for the parents God **gave** him.

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

5. Structural Analysis: Plural Possessive Nouns

5b. Show possession to the common and proper nouns listed below, and add an object owned by the noun as shown in the example. Note: A few "owned objects" are shown for you in parenthesis. Those items will vary in your students answers.

- | | |
|------------------------|-------------------------|
| 1. person's (Bible) | 2. Christ's (sacrifice) |
| 3. children's(choir) | 4. peacemakers' (feet) |
| 5. disciples'(lunches) | 6. Jesus' (salvation) |
| 7. Jesus Christ's | 8. mountain's |
| 9. parties' | 10. shoes' |
| 11. missionary's | 12. God's |
| 13. tribe's | 14. soul winners' |
| 15. meetings' | 16. name's |
| 17. star's | 18. world's |

Teacher Tip: Your student may highlight the one word subject (supply) or the the describers with it (increased blood supply).

- | | |
|---------------------|-------------------|
| 19. Christians' | 20. France's |
| 21. Switzerland's | 22. writers' |
| 23. government's | 24. system's |
| 25. evil rulers' | 26. witness' |
| 27. bodies' | 28. body's |
| 29. Walter Wilson's | 30. John Calvin's |

7. Editor Duty: Correct Given Paragraph(s)

Prepositional Phrases and Prepositional Phrase Openers

<> 7. 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 prepositional phrases.

(3) In all the second and third passages of the paragraphs, underline all of the prepositional phrase openers.

John Calvin and William Farel both realized that neither church nor government would endure **without its members** being committed **to basic biblical principles**. **In 1537**, Calvin designed a confession **of faith for the Christians of Geneva**. This confession was more than a statement **of belief**; it was the foundation **of a Christian community** based **upon the Word of God**.

The Geneva city council adopted Calvin's concepts. Those who rejected its biblical disciplines mounted a campaign **of opposition**. **In 1538**, Calvin and Farel were banished from the city.

While John Calvin was in Strasbourg experiencing the death **of his vision**, his accusers suffered violent deaths. The people of Geneva mounted a growing campaign to recall him **to leadership**. **After much entreaty**, he returned **to Switzerland and** guided the council to proclaim the inauguration **of the reign of God in the city of Geneva**.

10. Grammar: Main Subjects

<> 10d. In the sentences provided, complete the following steps:

(1) Isolate all prepositional phrases by placing parentheses around them.

(2) Highlight the main subject of each sentence.

Note: If a sentence is a compound sentence (two complete sentences on either side of a semi-colon or coordinating conjunction—FANBOYS: for, and, nor, but, or, yet, or so), you may find the main subject in each half (just as though it were two separate sentences).

1. (During the 1500s,) **thousands** (of Christian Huguenots) walked (over the Alps) to settle (in Geneva.) (To settle is an infinitive.)

2. **They** helped John Calvin establish a biblically-based government.
3. Their **witness** significantly influenced the founding (of America.)
4. **Messengers who walk** (on mountains) must have feet which are (in excellent condition), or the message will not get through. (Unusual: Phrase as a subject! Through is used as an adverb here.)
5. (After traveling) (over the rugged heights), **feet** will be swollen and bruised.
6. **They** will be beautiful (in the eyes) (of those) whose lives were transformed (by the good news) which they brought.
7. The **foot** actually serves as an auxiliary pump.
8. The average adult **heart** must bear the sole burden (of pumping) more than eleven pounds (of blood) every minute.
9. **Some** (of that blood) must be lifted only a few inches to reach the brain.
10. **Sitting or standing** (for long periods) (of time) slows circulation and causes the feet to swell as blood accumulates. (Compound subject)
11. **Soldiers** who are required to stand (at attention) (for long periods) (of time) have been known to faint (from inactivity.) (May consider entire clause *Soldiers who are required to stand* as the subject.)
12. Improperly shod **feet** cause irritation that results (in hardness and pain.)
13. A **corn** is a hardened layer (of skin) that grows to protect the foot (from irritation.)
14. These **irritations** often come (from shoes) that do not fit properly.
15. This **irritation** stimulates the flow (of blood) (to the area,) promoting healing and repairing damaged cells.
16. The **pressure** (inside the improperly-fitting shoe) increases and irritates the spot more deeply as the area swells (with blood.)
17. The **increased blood supply** also promotes the growth (of new cells) to protect the irritated site.
18. A characteristic corn-shaped **bump** forms as the new cells push the old cells upward. (*Upward* is an adverb here.)
19. The central **core** (of the corn) is made up (of old layers) (of skin.) (*Up* is an adverb here.)
20. These old **layers** become so hardened that they often irritate the soft new skin that forms (underneath them.)
21. The **result** is a painful cycle.
22. **Pressure** irritates the skin.
23. The **skin** builds (up protective layers) which, (in turn,) harden and cause more pressure.

Red B Week 4 Teacher's Helps

For a Five-Day Week

Peacemaking

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador
apostle
missionary
witness

reconciler
soulwinner
evangelist
mediator

Antonyms for *peacemaker*

whisperer
divider
dissembler
trucebreaker

traitor
deceiver
dissident
agitator

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Scripture explains that the feet of those who bring good news (the Gospel) are beautiful. Messengers who walk on mountains must have feet that are in excellent condition, or the message will not go through. There are many conditions that hinder the function of the feet. Similarly, these conditions may also hinder the ability of the one witnessing in executing good works.

One negative condition of the foot is a sprained ankle. When the foot stumbles and twists in a direction that it was not intended to move, the talofibular ligaments, which hold the lower end of the fibula in place, are damaged. These ligaments are relatively weak and are the most likely to give way under stress. A network of nerves surrounds this part of the ankle and makes the sprain extremely painful. Once a ligament of the ankle has been stretched or torn, the ankle becomes loose, limiting the power and flexibility of the foot.

EXTENSIONS

Frostbite is another condition that will thwart the delivering of good news. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet are extremely susceptible to it. Frostbite occurs when the fluids within the body's cells freeze and expand, rupturing the cell's walls. If not treated properly, the damaged cells can become infected with gangrene and require the amputation of the entire member.

2. Spelling/Structural Analysis: Open First Syllable (With Single Consonant in Middle of Word) is Long (Examples: o/bey; be/tween)

<> 2a. In the first paragraph of the passage, highlight the words that have two syllables.

Help Box for 2a.

You should have highlighted the following words:

- | | | |
|--------------|-------------|-----------|
| 1. Scripture | 2. explains | 3. Gospel |
| 4. mountains | 5. message | 6. many |
| 7. hinder | 8. function | 9. also |
| 10. hinder | | |

<> 2c. In the last paragraph of the passage highlight the word *Because*.

BASIC LEVEL

- | | | |
|--------------|--------------|---------------|
| 1. re/spect | 2. vi/tal | 3. e/tern/al |
| 4. mu/tu/al | 5. be/stowed | 6. na/ture |
| 7. re/deem | 8. be/tween | 9. mo/ti/vate |
| 10. re/wards | | |

EXTENSION

11. re/la/tion/ship 12. belie/vers

FURTHER EXTENSION

13. pri/mar/i/ly 14. do/min/ion 15. re/sem/ble

OPTIONAL WORDS

16. traitor 17. deceiver

Day Two

3. Editor Duty: Correct Given Paragraph(s)

Plural Possessive Nouns

4. Grammar: Subject Part/Predicate Part

5. Grammar: Adverbs

<> 5a. In the first copy box of the passage, highlight the adverbs.

Help Box for 5b.

You should have drawn arrows in the following way:

- | | |
|--------------------------|-------------------------|
| 1. not --> go | 2. Similarly --> hinder |
| 3. not --> intended | 4. relatively --> weak |
| 5. most --> likely | 6. likely --> to give |
| 7. extremely --> painful | |

Day Three

6. Further Extension---Composition: Outline and Write Closing Paragraph

7. Composition: Edit and Revise Using the Checklist Challenge

Day Four

8. Editor Duty: Correct Given Paragraph(s)

Adverbs

9. Grammar: *Ly* Openers

In the passage, highlight the *ly* word at the beginning of a sentence: *Similarly*.

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy of Biographical Report

Extra Practice (Optional)

Red B Week 4 Teacher's Helps

For a Four-Day Week

Peacemaking

Day One

Vocabulary Box

Synonyms for *peacemaker*

ambassador reconciler
apostle soulwinner
missionary evangelist
witness mediator

Antonyms for *peacemaker*

whisperer traitor
divider deceiver
dissembler dissident
trucebreaker agitator

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Scripture explains that the feet of those who bring good news (the Gospel) are beautiful. Messengers who walk on mountains must have feet that are in excellent condition, or the message will not go through. There are many conditions that hinder the function of the feet. Similarly, these conditions may also hinder the ability of the one witnessing in executing good works.

One negative condition of the foot is a sprained ankle. When the foot stumbles and twists in a direction that it was not intended to move, the talofibular ligaments, which hold the lower end of the fibula in place, are damaged. These ligaments are relatively weak and are the most likely to give way under stress. A network of nerves surrounds this part of the ankle and makes the sprain extremely painful. Once a ligament of the ankle has been stretched or torn, the ankle becomes loose, limiting the power and flexibility of the foot.

EXTENSIONS

Frostbite is another condition that will thwart the delivering of good news. Because frostbite is most likely to occur in those members of the body that are farthest away from the heart, feet are extremely susceptible to it. Frostbite occurs when the fluids within the body's cells freeze and expand, rupturing the cell's walls. If not treated properly, the damaged cells can become infected with gangrene and require the amputation of the entire member.

2. Spelling/Structural Analysis: Open First Syllable (With Single Consonant in Middle of Word) is Long (Examples: o/bey; be/tween)

<> 2a. In the first paragraph of the passage, highlight the words that have two syllables.

Help Box for 2a.

You should have highlighted the following words:

- | | | |
|--------------|-------------|-----------|
| 1. Scripture | 2. explains | 3. Gospel |
| 4. mountains | 5. message | 6. many |
| 7. hinder | 8. function | 9. also |
| 10. hinder | | |

<> 2c. In the last paragraph of the passage highlight the word *Because*.

BASIC LEVEL

- | | | |
|--------------|--------------|---------------|
| 1. re/spect | 2. vi/tal | 3. e/tern/al |
| 4. mu/tu/al | 5. be/stowed | 6. na/ture |
| 7. re/deem | 8. be/tween | 9. mo/ti/vate |
| 10. re/wards | | |

EXTENSION

11. re/la/tion/ship 12. belie/vers

FURTHER EXTENSION

13. pri/mar/i/ly 14. do/min/ion 15. re/sem/ble

OPTIONAL WORDS

16. traitor 17. deceiver

3. Editor Duty: Correct Given Paragraph(s)

Plural Possessive Nouns

Day Two

4. Grammar: Subject Part/Predicate Part

5. Grammar: Adverbs

<> 5a. In the first copy box of the passage, highlight the adverbs.

Help Box for 5b.

You should have drawn arrows in the following way:

- | | |
|--------------------------|-------------------------|
| 1. not --> go | 2. Similarly --> hinder |
| 3. not --> intended | 4. relatively --> weak |
| 5. most --> likely | 6. likely --> to give |
| 7. extremely --> painful | |

6. Further Extension---Composition: Outline and Write Closing Paragraph

Day Three

7. Composition: Edit and Revise Using the Checklist Challenge

8. Editor Duty: Correct Given Paragraph(s)

Adverbs

9. Grammar: *Ly* Openers

In the passage, highlight the *ly* word at the beginning of a sentence: *Similarly*.

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy of Biographical Report

Extra Practice (Optional)

Red B Week 4 Answer Keys

3. Editor Duty: Correct Given Paragraph(s)

Plural Possessive Nouns

<> 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 possessive proper noun and correct the apostrophe problem if you have not already done so.

(3) EXTENSIONS: In the last paragraph, highlight the misused homophones, and write the correct homophone above each one.

It was no small task that faced **thirty-two** year-old **John Calvin**. **Mismanagement** and factions had brought ruin to the city from within, and from without there was the threat and later attempts of invasion by **France**. **The Swiss** republic had degenerated into rioting, drunkenness, filth in the streets, and corruption in government.

He established a teaching structure throughout the country, and he required regular church attendance. **Calvin's** focus was not only on inward morality but on outward cleanliness. He designed a drainage and water supply system, which was superior to that of any other city in **Europe**.

Every department of government and civil administration was covered **inn** his reforms. The supply of vegetables, **bred**, and **meet** were regulated **too** avoid spoilage. Any stale merchandise **was** destroyed. **A** "scaffolding act" based upon **Old Testament** regulations required rails and shutters **two** prevent the common occurrence of children falling out of windows. (in, bread, meat, to, to)

4. Grammar: Subject Part/Predicate Part

<> 4d. In the sentences provided, complete the following steps:

(1) Draw a line between the subject part and the predicate part.

(2) Highlight the main subject of each sentence.

(3) EXTENSIONS: Highlight the main verb phrase of each sentence.

Do not worry about second main subjects and verbs in "compound sentences" (the second main-subject and second verb in some of the sentences).

1. The **year** | **was** 1509.

2. Seventeen years ago **Columbus** | **had discovered** the New World.

3. **Michelangelo** | **was painting** his masterpiece in Rome.
4. The infamous **King Henry VIII** | **had just assumed** the throne after the death of his father.
5. On July 10 of this same year, in the sleepy French town of Noyon, a **couple** | **bore** a son whom they named Jean.
6. Their **son** | **would** one day **be called** the most influential Protestant reformer after Martin Luther.
7. His *Institutes of the Christian Religion* | **is considered** one of the few books that profoundly affected the course of history.
8. John's sharp **mind** and serious **nature** | **made** him an accomplished and diligent student.
9. **John** | also **showed** an unusual interest in spiritual matters.
10. John's **father** | **made** plans for him to enter the clergy.
11. **John** | **traveled** to the University of Paris to study theology when he was fifteen.
12. The **classes** and **libraries** | **opened** up a new world for him.
13. **John** | **learned** to write with clarity, force, and eloquence.
14. **God** | **used** a conversation with his cousin to convict John's heart of the saving knowledge of the Gospel.
15. **Protestants** in Paris | **were being whipped, burned,** and **imprisoned**
16. **Robert** | **defended** the Word of God, while John spoke for the state church.
17. **Robert** | finally **said** the words John could not disagree with.
18. One **religion** | **teaches** that man saves himself through works.
19. The **other** | **teaches** that only God can save man.
20. **John Calvin** | **went** to the Bible.
21. The convicting **power** of the Holy Spirit | **overwhelmed** him.
22. **John Calvin** | **cried** out to God.
23. **Peace** | **flooded** the heart of John Calvin.
24. **He** | finally **made** a break from the state church.
25. His **father** | **helped** him.

5. Grammar: Adverbs

Teacher Tip: What each adverb tells is subjective. This Answer Key may say that the adverb tells "to what extent" while your student feels that it tells "How." This is fine.

- 5c.** In the sentences provided, complete the following steps:
- (1) Highlight the verbs in one color
 - (2) Highlight the adverbs with a different color highlighter.
 - (3) Draw an arrow from the adverb to the word it modifies.
 - (4) Write above the adverb what it tells:
 - a. How?
 - b. When?
 - c. Where?
 - d. To what extent? (You may just write extent there.)

Note: Some sentences contain more than one adverb.

1. The academic leaders of France **totally** → ^V**rejected** John. (Extent or How)
2. He **unfortunately** → ^V**spent** the next three years of his life as a wandering and homeless teacher. (How)
3. John Calvin **eventually** → ^V**returned** to his hometown. (When)
4. There, he **was briefly** → ^V**imprisoned** for his Bible-centered teaching. (Extent)
5. While in jail, he **fully** → ^V**dedicated** himself to the cause of Christ in Europe. (Extent)
6. He **emphatically** → ^V**preached** that individuals could make peace with God without the ceremonies and rituals of the church. (How)
7. This teaching **soon** → ^V**forced** John Calvin into seclusion. (When)
8. Under protection of the Queen of Navarre, he **began working** ^V on two documents that would **finally** → ^V**shake** the religious foundations of sixteenth century Europe. (When)
9. **First**, he **helped to carefully** → ^V**translate** the Bible into French. -- (First -----> helped; When and How)
10. This **tremendously** → ^V**opened** up the truth of Scripture to all the people of France. (Extent)
11. With the aid of the printing press, the new translation **was quickly** → ^V**distributed** throughout France. (How)
12. **Secondly**, he **methodically** → ^V**began to record** the basic Christian doctrines in a work that **would later be published**. -- (Secondly ----> began; When, How, and When)
13. The dedicated reformer **finally** → ^V**heeded** the advice of France and **quickly** ^V**fled** to Basel, Switzerland. (When and How)

14. In Switzerland, at the age of twenty-six, he **successfully** → **published** *The Institutes of the Christian Religion*. (How) ^V

15. Because he had **willingly** → **obeyed** his father, John Calvin's legal training and Bible knowledge **helped** him **to set** ← **forth** the truths of Christianity with brilliance. (How and How) ^V ^V

8. Editor Duty: Correct Given Paragraph(s)

Adverbs

<> 8. 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 the two adverb openers.

Actually, frostbite is most likely in those members of the body that are farthest away from the heart, such as the feet. **By** the time that blood reaches the feet, it may be several degrees cooler **than** it was at the heart. **If** the feet are inactive, they can cool down to the point where they **freeze**. **This** condition is called frostbite.

When the fluids within the **body's** cells **freeze**, they expand and may rupture the **cell's** walls, just as ice can shatter the walls of **a** glass milk bottle. **If** not treated properly, the damaged cells can become infected with gangrene, and this may require the amputation of the entire member.

Frostbite is usually first evident as a small, whitish circle. The white **indicates** that an area has **frozen**, and the flow of warm red blood has become blocked. As more of the skin freezes, the circle **grows** larger, and the skin feels hard to the touch. Because the tips of nerves are also being frozen, **there is** usually no pain associated with frostbite. **Unfortunately**, the numbness **increases** the likelihood that surrounding areas may also be **frozen** without the victim knowing it.

9. Grammar: *Ly* Openers

<> 9d. Complete the following steps in the sentences provided:

(1) Highlight the *ly* openers.

(2) Add punctuation after the *ly* openers according to the rules learned this week.

1. **Amazingly**, during the 1500s, thousands of Christian Huguenots walked over the Alps to settle in Geneva, Switzerland.

