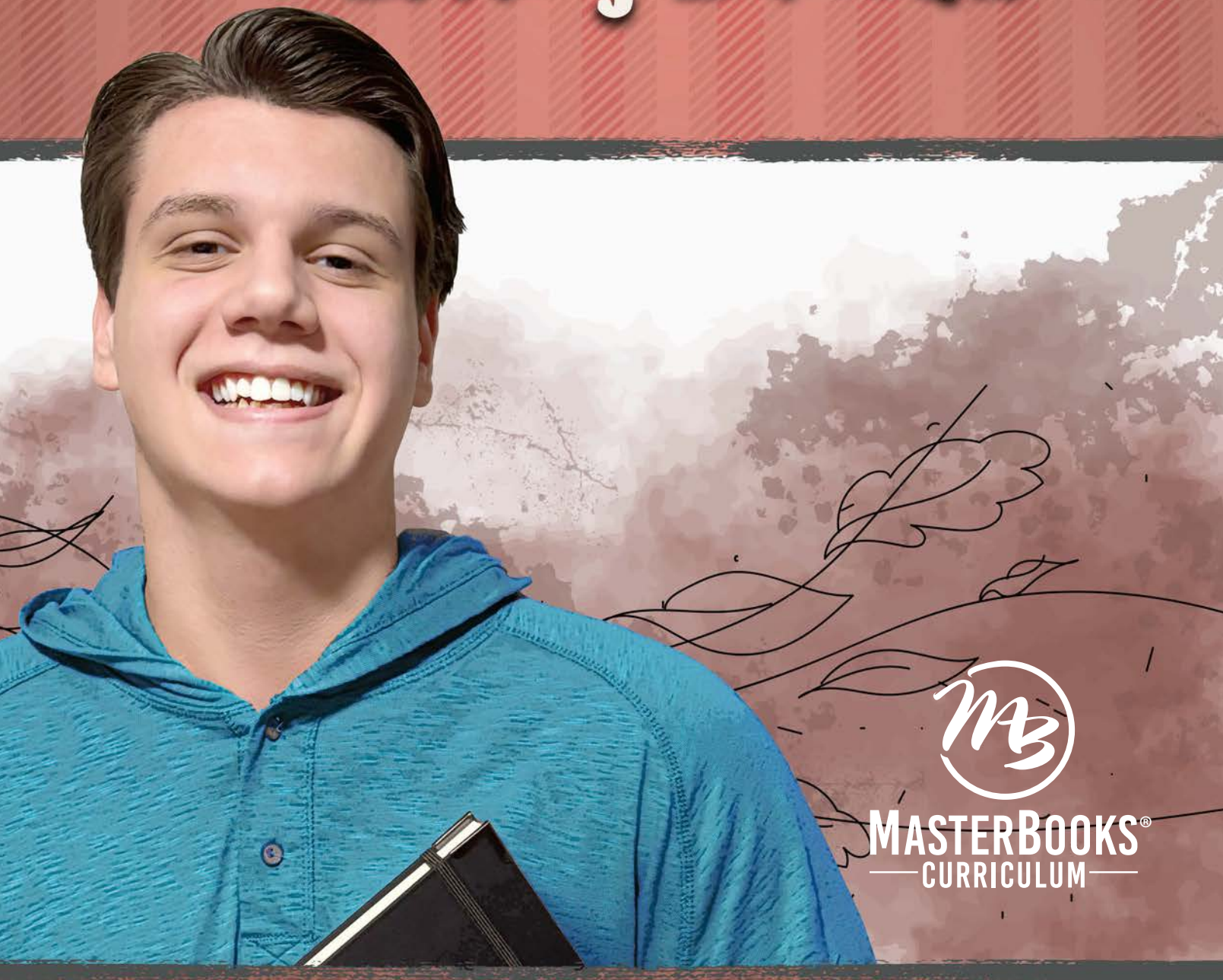
11

Language Lessons for a Living Education



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Course Description

Language Lessons for a Living Education Level 11 equips upper-level high school students by refining their communication skills in preparation for college and/or career settings. A focus on logic in writing assists students in creating strong and persuasive essays and prepares them to share thoughts and opinions convincingly. Students learn and practice communication skills through essays, summaries, oral presentations, book reviews, grammar practice, and written prayers. Research skills are strengthened through research essays and application of the APA citation style. This course employs a variety of features preparing the student for quality communication throughout high school and beyond.

Be sure to keep all the pages of this course as the student progresses through it. Many assignments require the student to look back at previous definitions, charts, and assignments.

Features

Target Level	High school, Grade 11 and up, 1 English credit
Flexible 180-Day Schedule	Approximately 50 minutes per exercise, five days a week
Open & Go	Convenient daily schedule, Well-designed lessons
Engaging Application	Critical thinking, Faith tie-ins, Extension activities
Assessments	Reviews, Rubrics, Answer Keys

Objectives

- Special Features engage students, teaching creativity, spelling, and vocabulary.
- Grammar & Punctuation sets up a foundation for high school concepts that are applied through writing.
- Students are equipped with biblical application for expression, essay writing, and speaking.
- Worldview & Literary Analysis teaches literary devices, critical thinking, and biblical worldview application.
- Review Days provide reinforcement for all concepts and may be used as assessments.

Placement

Students are ready to begin *Language Lessons for a Living Education* Level 11 when they can write a five-paragraph essay using well-written paragraphs, properly use basic grammar and punctuation, recognize abstract ideas, and can learn high school–level vocabulary.

Supply List

- ☐ Notebook
- ☐ Bible
- ☐ Dictionary
- ☐ 3×5 index cards
- ☐ Thesaurus
- ☐ Independent reading books
- ☐ Folders for essay organization

Welcome to *Language Lessons for a Living Education* Level 11! This course offers a biblically based approach to teaching students about grammar, communication, and worldview analysis while exposing them to works of literature and art. It also encourages students to employ knowledge and skills through writing assignments, research, literary analysis, grammar exercises, personal evaluation, oral presentations, and communicating with God.

Above all academic goals, we as Christian parents desire that our students know and deeply trust God and His plan for their lives. As we teach them to communicate with the world through written and verbal expression, the development of Christian character traits alongside these practical skills is invaluable.

Many competing voices of the world attempt to lure our young people from the narrow path. As homeschool parents, we have the glorious opportunity to offer daily biblical instruction to our students. Ezekiel 44:23 teaches, "And they shall teach my people the difference between the holy and profane, and cause them to discern between the unclean and the clean" (KJV). Teaching students to discern worldview is a foundational aspect of this course as we prepare to launch our young adults into a world that desperately needs biblical truth.

Our goal is to come alongside you, the parent, giving you the tools to raise a godly group of world changers who share the gospel with their generation and impact eternity. We hope you are excited to see your student progress through the high school years in preparation for all God has planned for them.

We pray blessings on you and your family as you educate students in the wisdom and admonition of the Lord.

In Him,

Sarah Gabel & Kristen Pratt

Course Overview

Exercise 1 of each lesson begins with a special feature, vocabulary and spelling words, and Scripture memory.

Exercise 2 is devoted to grammar and punctuation, including application.

Exercise 3 is all about communication. Students develop skills in the areas of logical reasoning, essay writing, public speaking, citing sources, communicating with God, and self-evaluation.

Exercise 4 is the worldview and literary analysis day. Students will study various pieces of writing including poetry, legends, folklore, historical accounts, and biblical accounts, while analyzing the worldview presented and learning several literary devices.

Exercise 5 is a review of what students have learned in the lesson. This review may be used as a quiz or test, whether open book or traditional style.

Special Features

The first day of each lesson begins with a special feature that provides a creative and engaging start to the week. The special features rotate between historical excerpts, picture studies, hymn studies, Scripture studies, and poem studies.

Excerpts found in the first and second quarters feature short stories about historical figures, famous quotes, and important speeches. The third and fourth quarter excerpts are taken from the following: *Foundational Truths* by Israel Wayne, *Life of John Newton* and *Life of John Knox* by the American Missionary Fellowship, *The Lost Clue* by Mrs. O.F. Walton, and *Aesop's Fables*. Each excerpt highlights a character trait to be analyzed by the student through the lens of biblical truth.

Picture Study captures the student's imagination and provides visual connections that inspire writing ideas. The pictures align closely with the character traits highlighted in the excerpts, poems, hymn study, and Scripture study.

Hymn Study exposes students to classic hymns and traditional writing styles. Students are encouraged to connect with their faith through rewriting verses in their own words, summarizing, and analyzing views expressed in the hymn.

Scripture Study, in the first semester, connects portions of Scripture to the character trait highlighted in that lesson, further solidifying the truths being taught. The second semester Scripture studies use portions of God's Word that employ certain literary devices that the student is learning in the Worldview & Literary Analysis exercises.

Poem Study allows for creative writing along with poetry analysis. Poems are a rich form of communication that can inspire, create images in the mind, and even share the gospel. The poems chosen coordinate with the lesson's character trait study and themes presented in other exercises.

Vocabulary Words are introduced at the start of each weekly lesson and are some of the words most likely to appear on standardized college entrance exams. Synonyms and antonyms are presented for each vocabulary word. Students identify the proper use of the words in sentences and write their own sentences using synonyms and antonyms of the vocabulary words. The words are copied on index cards along with their definitions for study purposes. The vocabulary words may also be used as spelling words.

Scripture Memory sharpens the mind and strengthens the faith of students. Scripture is alive and sharp. Committing it to memory effectively equips students for battles they will face in life. Scriptures chosen coordinate with the theme of each weekly lesson.

Grammar & Punctuation

Grammar and punctuation are taught throughout a student's education, and mastery of these concepts is not always achieved. Even educated adults often need to research grammar and punctuation rules, and occasionally these rules morph. However, the more your student learns and applies grammar concepts, the clearer their communication becomes. This course offers an overview of these concepts and teaches their application in everyday and academic writing. In addition to the weekly Review exercise, a segment called "Review It!" frequently appears to keep grammar and punctuation skills sharp.

Communication

Communication lessons are birthed from a belief that communication is important to God, and His Word has much to say about how we communicate with each other and with our Creator. Often, communicating effectively and righteously does not come naturally but requires awareness and practice. Communicating with God is a biweekly feature that delves into what the Bible teaches regarding speaking with God and hearing from Him.

Logic in writing is a predominant theme throughout this course. Several logical fallacies are addressed, and students hone the skill of spotting faulty thinking, learning to avoid it in writing and speaking. Logically communicating thoughts is critical in college writing and career situations. Often, college professors prefer a sound, logical essay over writing that is grammatically perfect but lacking substance and original thought. Ideally, our students learn to be grammatically correct and logically sound.

The writing assignments include the following essays: Cause-and-Effect, Compare-and-Contrast, Persuasive, and Critical. The length requirement of these essays is at the instructor's discretion, but we suggest a minimum of five paragraphs and a maximum of ten. Research is required for each essay, and students are instructed using the APA citation style. Two oral presentations based on the student's essays finish out both semesters, giving the student a chance to present to an audience chosen by their instructor.

Communication exercises are designed to be personal and challenging, prompting students to think deeply about their communication skills both with others and with God.

Worldview & Literary Analysis

A biblical worldview lays the foundation for navigating life. As our students grow into adulthood, they are sometimes exposed to thoughts and theories about life that oppose God's Word. Exercise 4 of this course equips students to recognize and apply a biblical worldview to everything they hear, read, and see.

The first semester exercises focus on the character of individuals in poetry, folktales, historical narratives, legends, and biblical accounts. These excerpts from various literary genres are read, studied, and interacted with, teaching students to compare behaviors and views with biblical truth. The second semester focuses on several literary devices and uses portions of Scripture as examples. Biblical genres are studied and interacted with through short writing assignments and Scripture study. Students will also learn to write a Book Review in the fourth quarter based on a fiction book of their choice that is read during the third quarter.

Review Day

Each weekly lesson offers a Review Day that pulls some of the vital topics from the weekly lesson, giving students another chance to interact with the material studied. These reviews can be used as a traditional quiz or open-book style, allowing access to the weekly lesson and study pages in the back of the book.

There are four sections in each Review Day:

- Vocabulary
- Grammar & Punctuation
- Communication
- Worldview & Literary Analysis

Students should study and correct any questions they got wrong during the lesson to reap the most benefit from the Review Day.

Rubrics

Rubrics are included for assistance in grading each of the essays and oral presentations. These organizational charts can be very helpful in assessing student performance for grading purposes and include categories like structure, word choice, expression, evidence, organization, and grammar. Writing and presentation instructions direct the student to examine the corresponding rubric in the back of the book to learn assignment expectations.

Teaching Resources

Be sure to check out the appendix for additional teaching resources!

- **Independent Reading List:** Use this form to assign and track independent reading books and allow the student to assess books through the rating system.
- **Recommended Reading Book List:** Suggested Master Books titles to assign as independent reading books.
- **Writing Prompts:** Additional engaging writing assignments for extra practice or just for fun.
- **Outlines and Worksheets:** Helpful for creating outlines, writing essays, and organizing oral presentations.
- **Spelling and Vocabulary:** Vocabulary study tips, spelling word lists, rules, prefixes, suffixes, and root words.
- **Study Sheets:** Grammar and Communication study sheets reinforce concepts covered in the text and can be a resource for open-book testing.
- **Rubrics:** Guide both the student and the teacher in planning and evaluating writing assignments and oral presentations.
- **Answer Key:** Provides answers for the numbered questions in the course. A grading guide is included. Please note that the Review Day Answer Keys are located behind the regular Answer Key as the Review Days can be used as quizzes or tests.

Calendar		Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Lesson 1 • Exercise 1 • Pages 19–20			
	Day 2	Lesson 1 • Exercise 2 • Pages 21–22			
	Day 3	Lesson 1 • Exercise 3 • Pages 23–24			
	Day 4	Lesson 1 • Exercise 4 • Pages 25–26			
	Day 5	Lesson 1 • Exercise 5 • **Review** • Pages 27–28			
Week 2	Day 6	Lesson 2 • Exercise 1 • Pages 29–30			
	Day 7	Lesson 2 • Exercise 2 • Pages 31–32			
	Day 8	Lesson 2 • Exercise 3 • Pages 33–34			
	Day 9	Lesson 2 • Exercise 4 • Pages 35–36			
	Day 10	Lesson 2 • Exercise 5 • **Review** • Pages 37–38			
Week 3	Day 11	Lesson 3 • Exercise 1 • Pages 39–40			
	Day 12	Lesson 3 • Exercise 2 • Pages 41–42			
	Day 13	Lesson 3 • Exercise 3 • Pages 43–44			
	Day 14	Lesson 3 • Exercise 4 • Pages 45–46			
	Day 15	Lesson 3 • Exercise 5 • **Review** • Pages 47–48			
Week 4	Day 16	Lesson 4 • Exercise 1 • Pages 49–50			
	Day 17	Lesson 4 • Exercise 2 • Pages 51–52			
	Day 18	Lesson 4 • Exercise 3 • Pages 53–54			
	Day 19	Lesson 4 • Exercise 4 • Pages 55–56			
	Day 20	Lesson 4 • Exercise 5 • **Review** • Pages 57–58			
Week 5	Day 21	Lesson 5 • Exercise 1 • Pages 59–60			
	Day 22	Lesson 5 • Exercise 2 • Pages 61–62			
	Day 23	Lesson 5 • Exercise 3 • Pages 63–64			
	Day 24	Lesson 5 • Exercise 4 • Pages 65–66			
	Day 25	Lesson 5 • Exercise 5 • **Review** • Pages 67–68			
Week 6	Day 26	Lesson 6 • Exercise 1 • Pages 69–70			
	Day 27	Lesson 6 • Exercise 2 • Pages 71–72			
	Day 28	Lesson 6 • Exercise 3 • Pages 73–74			
	Day 29	Lesson 6 • Exercise 4 • Pages 75–76			
	Day 30	Lesson 6 • Exercise 5 • **Review** • Pages 77–78			

Calendar		Assignment	Due Date	✓	Grade
	Day 31	Lesson 7 • Exercise 1 • Pages 79–80			
	Day 32	Lesson 7 • Exercise 2 • Pages 81–82			
Week 7	Day 33	Lesson 7 • Exercise 3 • Pages 83–86			
	Day 34	Lesson 7 • Exercise 4 • Pages 87–88			
	Day 35	Lesson 7 • Exercise 5 • **Review** • Pages 89–90			
	Day 36	Lesson 8 • Exercise 1 • Pages 91–92			
	Day 37	Lesson 8 • Exercise 2 • Pages 93–94			
Week 8	Day 38	Lesson 8 • Exercise 3 • Pages 95–96			
	Day 39	Lesson 8 • Exercise 4 • Pages 97–98			
	Day 40	Lesson 8 • Exercise 5 • **Review** • Pages 99–100			
	Day 41	Lesson 9 • Exercise 1 • Pages 101–102			
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	Day 45	Lesson 9 • Exercise 5 • **Review** • Pages 109–110			

Calendar		Assignment	Due Date	✓	Grade
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	Day 47	Lesson 10 • Exercise 2 • Pages 113–114			
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	Day 49	Lesson 10 • Exercise 4 • Pages 117–118			
	Day 50	Lesson 10 • Exercise 5 • **Review** • Pages 119–120			
	Day 51	Lesson 11 • Exercise 1 • Pages 121–122			
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Week 2	Day 53	Lesson 11 • Exercise 3 • Pages 125–126			
	Day 54	Lesson 11 • Exercise 4 • Pages 127–128			
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	Day 56	Lesson 12 • Exercise 1 • Pages 131–132			
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	Day 60	Lesson 12 • Exercise 5 • **Review** • Pages 139–140			
	Day 61	Lesson 13 • Exercise 1 • Pages 141–142			
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	Day 89	Lesson 18 • Exercise 4 • Pages 197–198			
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		Midterm Grade			

Calendar		Assignment	Due Date	✓	Grade
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	Day 95	Lesson 19 • Exercise 5 • **Review** • Pages 209–210			
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	Day 97	Lesson 20 • Exercise 2 • Pages 213–214			
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	Day 99	Lesson 20 • Exercise 4 • Pages 217–218			
	Day 100	Lesson 20 • Exercise 5 • **Review** • Pages 219–220			
	Day 101	Lesson 21 • Exercise 1 • Pages 221–222			
	Day 102	Lesson 21 • Exercise 2 • Pages 223–224			
Week 3	Day 103	Lesson 21 • Exercise 3 • Pages 225–226			
	Day 104	Lesson 21 • Exercise 4 • Pages 227–228			
	Day 105	Lesson 21 • Exercise 5 • **Review** • Pages 229–230			
	Day 106	Lesson 22 • Exercise 1 • Pages 231–232			
	Day 107	Lesson 22 • Exercise 2 • Pages 233–234			
Week 4	Day 108	Lesson 22 • Exercise 3 • Pages 235–236			
	Day 109	Lesson 22 • Exercise 4 • Pages 237–238			
	Day 110	Lesson 22 • Exercise 5 • **Review** • Pages 239–240			
	Day 111	Lesson 23 • Exercise 1 • Pages 241–242			
	Day 112	Lesson 23 • Exercise 2 • Pages 243–244			
Week 5	Day 113	Lesson 23 • Exercise 3 • Pages 245–246			
	Day 114	Lesson 23 • Exercise 4 • Pages 247–248			
	Day 115	Lesson 23 • Exercise 5 • **Review** • Pages 249–250			
	Day 116	Lesson 24 • Exercise 1 • Pages 251–252			
	Day 117	Lesson 24 • Exercise 2 • Pages 253–254			
Week 6	Day 118	Lesson 24 • Exercise 3 • Pages 255–256			
	Day 119	Lesson 24 • Exercise 4 • Pages 257–258			
	Day 120	Lesson 24 • Exercise 5 • **Review** • Pages 259–260			

Calendar		Assignment	Due Date	✓	Grade
	Day 121	Lesson 25 • Exercise 1 • Pages 261–262			
	Day 122	Lesson 25 • Exercise 2 • Pages 263–264			
Week 7	Day 123	Lesson 25 • Exercise 3 • Pages 265–266			
	Day 124	Lesson 25 • Exercise 4 • Pages 267–268			
	Day 125	Lesson 25 • Exercise 5 • **Review** • Pages 269–270			
	Day 126	Lesson 26 • Exercise 1 • Pages 271–272			
	Day 127	Lesson 26 • Exercise 2 • Pages 273–274			
Week 8	Day 128	Lesson 26 • Exercise 3 • Pages 275–276			
	Day 129	Lesson 26 • Exercise 4 • Pages 277–278			
	Day 130	Lesson 26 • Exercise 5 • **Review** • Pages 279–280			
	Day 131	Lesson 27 • Exercise 1 • Pages 281–282			
	Day 132	Lesson 27 • Exercise 2 • Pages 283–284			
Week 9	Day 133	Lesson 27 • Exercise 3 • Pages 285–286			
	Day 134	Lesson 27 • Exercise 4 • Pages 287–288			
	Day 135	Lesson 27 • Exercise 5 • **Review** • Pages 289–290			

Calendar		Assignment	Due Date	✓	Grade
Second Semester-Fourth Quarter					
	Day 136	Lesson 28 • Exercise 1 • Pages 291–292			
	Day 137	Lesson 28 • Exercise 2 • Pages 293–294			
Week 1	Day 138	Lesson 28 • Exercise 3 • Pages 295–296			
	Day 139	Lesson 28 • Exercise 4 • Pages 297–298			
	Day 140	Lesson 28 • Exercise 5 • **Review** • Pages 299–300			
	Day 141	Lesson 29 • Exercise 1 • Pages 301–302			
	Day 142	Lesson 29 • Exercise 2 • Pages 303–304			
Week 2	Day 143	Lesson 29 • Exercise 3 • Pages 305–306			
	Day 144	Lesson 29 • Exercise 4 • Pages 307–308			
	Day 145	Lesson 29 • Exercise 5 • **Review** • Pages 309–310			
	Day 146	Lesson 30 • Exercise 1 • Pages 311–312			
	Day 147	Lesson 30 • Exercise 2 • Pages 313–314			
Week 3	Day 148	Lesson 30 • Exercise 3 • Pages 315–316			
	Day 149	Lesson 30 • Exercise 4 • Pages 317–318			
	Day 150	Lesson 30 • Exercise 5 • **Review** • Pages 319–320			
	Day 151	Lesson 31 • Exercise 1 • Pages 321–322			
	Day 152	Lesson 31 • Exercise 2 • Pages 323–324			
Week 4	Day 153	Lesson 31 • Exercise 3 • Pages 325–326			
	Day 154	Lesson 31 • Exercise 4 • Pages 327–328			
	Day 155	Lesson 31 • Exercise 5 • **Review** • Pages 329–330			
	Day 156	Lesson 32 • Exercise 1 • Pages 331–332			
	Day 157	Lesson 32 • Exercise 2 • Pages 333–334			
Week 5	Day 158	Lesson 32 • Exercise 3 • Pages 335–336			
	Day 159	Lesson 32 • Exercise 4 • Pages 337–338			
	Day 160	Lesson 32 • Exercise 5 • **Review** • Pages 339–340			
	Day 161	Lesson 33 • Exercise 1 • Pages 341–342			
	Day 162	Lesson 33 • Exercise 2 • Pages 343–344			
Week 6	Day 163	Lesson 33 • Exercise 3 • Pages 345–346			
	Day 164	Lesson 33 • Exercise 4 • Pages 347–348			
	Day 165	Lesson 33 • Exercise 5 • **Review** • Pages 349–350			

Calendar		Assignment	Due Date	✓	Grade
	Day 166	Lesson 34 • Exercise 1 • Pages 351–352			
	Day 167	Lesson 34 • Exercise 2 • Pages 353–354			
Week 7	Day 168	Lesson 34 • Exercise 3 • Pages 355–356			
	Day 169	Lesson 34 • Exercise 4 • Pages 357–358			
	Day 170	Lesson 34 • Exercise 5 • **Review** • Pages 359–360			
	Day 171	Lesson 35 • Exercise 1 • Pages 361–362			
	Day 172	Lesson 35 • Exercise 2 • Pages 363–364			
Week 8	Day 173	Lesson 35 • Exercise 3 • Pages 365–366			
	Day 174	Lesson 35 • Exercise 4 • Pages 367–368			
	Day 175	Lesson 35 • Exercise 5 • **Review** • Pages 369–370			
	Day 176	Lesson 36 • Exercise 1 • Pages 371–372			
	Day 177	Lesson 36 • Exercise 2 • Pages 373–374			
Week 9	Day 178	Lesson 36 • Exercise 3 • Pages 375–376			
	Day 179	Lesson 36 • Exercise 4 • Pages 377–378			
	Day 180	Lesson 36 • Exercise 5 • **Review** • Pages 379–380			
		Final Grade			

Hymn Study: Self-Control: "Go Forth to Life"

by Samuel Longfellow (1819–1892)

Go forth to life, O child of earth!
Still mindful of thy heav'nly birth;
Thou art not here for ease, or sin,
But manhood's noble crown to win.

Tho' passion's fires are in thy soul,
Thy spirit can their flames control;
Tho' tempters strong beset thy way,
Thy spirit is more strong than they.

Go on from innocence of youth
To manly purity and truth;
God's angels still are near to save,
And God Himself doth help the brave.

Then forth to life, O child of earth!
Be worthy of thy heav'nly birth!
For noble service thou art here;
Thy brothers help, thy God revere.[1]

Rev. Samuel Longfellow (standing far left) and his family who traveled through Europe 1868–69.

Samuel Longfellow, brother of famous poet Henry Wadsworth Longfellow, penned these words to promote self-control in the fear, or awe, of God. Self-control is listed as a fruit of the Spirit that is available to believers in Christ (Galatians 5:22–23). Second Timothy 1:7 states, "[F]or God gave us a spirit not of fear but of power and love and self-control." It is through the power of Christ in us that we are able to fully develop the fruit of self-control. This poem was written to be sung as a hymn.

Write a paragraph about self-control with the hymn "Go Forth to Life" and the above Scriptures as your inspiration.

A **rhyme scheme** is the pattern of sounds that repeats at the end of a line or stanza of poetry. This hymn follows the AABB rhyme scheme, with the 1st and 2nd lines and the 3rd and 4th lines of each stanza rhyming. In the ABAB rhyme scheme, the 1st and 3rd lines and 2nd and 4th lines rhyme. This hymn contains four stanzas, or verses.

Vocabulary

Study these vocabulary words.

	Definitions	Synonyms	Antonyms
abate	(v.) to decrease in force, intensity, or quantity	de-escalate, ebb, lessen	increase, grow, intensify
abstract	(adj.) disassociated from any specific instance	theoretic, conceptual	tangible, physical, concrete
abysmal	(adj.) immeasurably low or wretched, extremely poor or bad	deep, vast, bottomless	surface, shallow, superficial
acquisition	(n.) the act of acquiring something	obtainment, accomplishment	deprivation, forfeiture
adapt	(v.) to make fit, as for a new use, often by modification	adjust, conform, tailor	misadjust
adept	(adj.) thoroughly proficient (expert)	accomplished, complete	inexperienced, unskilled
adequate	(adj.) sufficient for a specific need or requirement	acceptable, decent, passable	insufficient, inadequate

Fill in the blanks with the correct vocabulary word. Some words may be used with suffixes (*-s, -ed, -ing*).

1 The stranded motorists had no choice but to wait for the floodwaters to _____.

2. It is very important to drink an _____ amount of water each day for your health.

3. My father's business partner worked hard during the _____ of their rival company.

4. When my brother went to college, it took him a few months to _____ to the cafeteria food.

5. Erica's childhood experiences made her _____ at counseling her friends about grieving losses.

6. As a realist, my least favorite part of the museum was the _____ art display.

7. Unfortunately, our football team's record last season was _____.

Write a sentence using the words *adept* and *adequate*.

_____

_____

☐ **Use** index cards to record the vocabulary words and their definitions. **Check** the box when done.

☐ **Copy** the verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. Galatians 5:22–23

Grammar & Punctuation

The Eight Parts of Speech

At this stage of your education, you have received a good deal of instruction in both grammar and punctuation. This course will delve deeper into each of these topics than the previous levels of this series while giving you plenty of review and practice with the basics of the English language.

The goal of studying grammar and punctuation is to learn how to communicate accurately and concisely, avoiding misunderstanding and confusion. Everyone has most likely experienced a misunderstanding with another person based on a misplaced comma, a poorly worded sentence, or wrong word usage. We can learn to use the rules of language to our advantage so our thoughts and emotions can be accurately expressed and therefore understood.

English grammar is based on eight parts of speech. Learning what they are and how to use them is foundational to understanding grammar. **Study** the chart.

The Eight Parts of Speech	
Noun	names a person, place, or thing. *Examples:* house, pen, Caden, hope, Texas
	Caden helped his *mother* fold *laundry*.
Verb	shows action or state-of-being. *Examples:* elevate, conquer, smile (action); am, is, are, was, were, be, being, been (state-of-being)
	Hannah *is* (state-of-being) my best friend. Hannah *plays* (action) volleyball on the weekends.
Adjective	describes or modifies a noun or pronoun and tells *what kind*, *how many*, or *which one*. *Examples:* purple, compassionate, elderly, seventeen, abstract
	The museum contained a room dedicated to *abstract* art.
Adverb	describes or modifies a verb, adjective, or another adverb and tells *when*, *where*, *how*, or *how often*. *Examples:* quickly, never, yesterday, faithfully
	The mouse *quickly* ran for cover!
Pronoun	takes the place of a noun. *Examples:* he, she, it, they, their, him, her, its
	Addison ran a mile in gym class. *She* had the best time.
Conjunction	joins words or phrases. *Examples:* yet, for, and, unless, because, as if, although
	I enjoy the spring weather, *yet* autumn is so refreshing.
Preposition	describes a relationship between a noun or pronoun and another word that follows. *Examples:* to, with, for, under, between, into, at
	We ran *over to the car* to greet Grandmother. (prepositions begin phrases; e.g., *over to the car*)
Interjection	expresses a feeling, makes a request, or gives a command and is often (but not always) followed by an exclamation point. *Examples:* Wow! Oh no! Well, Hello,
	Wow! The rally got out of control until the shouting finally began to abate.

Based on the *Eight Parts of Speech* chart, **label** the underlined sentence parts with **N** for noun, **AV** for action verb, **ADJ** for adjective, **ADV** for adverb, **CJ** for conjunction, **PP** for prepositional phrase.

1. Gavan and Lucas rushed excitedly at each other as soon as Lucas' car door opened.
2. Although I felt left out, I understood that my older sister needed adequate alone time yesterday.
3. Nadia is adept at singing publicly, but acting is her favorite form of expression.

Write a sentence that contains an interjection and a conjunction.

_____

_____

Write a sentence that contains both a state-of-being verb and an action verb.

_____

_____

Each of the eight parts of speech will be studied in detail throughout this course, and you will become familiar with many different aspects of each part.

Another foundational concept of the English language is the sentence. A complete sentence must contain a **subject** (the main noun the sentence is about) and a **predicate** (verb—what the subject does or is). A sentence that does not contain both elements is considered a sentence fragment.

Label the following as a sentence or a fragment.

4. _____ Realizing everything she held dear in life was on the line.
5. _____ He thought about work a lot.
6. _____ God is love, yet love can be an abstract thought for some.
7. _____ When we come to the saving knowledge of Jesus Christ.
8. **Add** to this sentence fragment to make it a complete sentence.

   Because Aiden studied hard for the test,

   _____

   _____

9. **Describe** the goal of studying grammar and punctuation.

   _____

   _____

Communication

What Is Communication?

Communication is the process by which we exchange information with those around us. Most cultures have a common system of language, symbols, signs, and behaviors they use to communicate messages. While communication systems and styles vary, five major aspects of communication are found globally. They include written, verbal, nonverbal and visual, contextual, and active listening. **Study** the chart.

Five Aspects of Communication	
Written	Using written language to express information, ideas, or emotions.
	Essays, texts, emails, newspapers, books, handwritten notes, online material
Verbal	Using spoken language to express information, ideas, or emotions.
	Conversations, directives, speeches, radio, other audio-based media
Nonverbal and Visual	Using bodily expression or imagery to convey information, ideas, or emotions.
	Facial expressions, hand gestures, emojis, art, posters, other images conveying a message
Contextual	Communicating based on the audience or setting. This could be cultural, situational, personal, academic, or professional.
	Addressing a group of adults versus addressing a group of children, presenting information about yourself to friends versus to a prospective employer
Active Listening	Listening to effectively summarize and restate in your own words what another person has stated.
	Maintaining eye contact and minimizing distractions when listening to a friend share a personal struggle, giving full attention to a teacher and taking notes so you can pass on the information to someone else

This course will focus primarily on written communication while exploring how properly using the other four aspects of communication honors God and helps us effectively interact with others. God's Word is full of wisdom regarding communication with God and others, and we will employ this wisdom as we learn communication techniques.

Consider how you engage with the five aspects of communication described in the chart. **Write** 1–2 sentences that describe how you typically communicate within each aspect.

Written:

_____

_____

Verbal:

_____

_____

Nonverbal and visual:

_____

_____

Contextual:

_____

_____

Active listening:

_____

_____

What to Expect

The communication exercises in this course will instruct and challenge you in the following areas:

- Writing logically to prove a point or argument.
- Understanding logical fallacies and how to avoid them in speech and writing.
- Presenting research to an audience through oral presentations.
- Interacting with God and others righteously and biblically.
- Properly acquiring and citing research material.
- Becoming aware of the five aspects of communication as they relate to your life.
- Learning and practicing proper communication etiquette.
- Communicating with God in prayer.

Use the responses you wrote earlier in this exercise to **write** a paragraph describing your communication style. (For example: Do you prefer writing to speaking? Do you typically adjust what you say depending on your audience? What type of nonverbal signals do you tend to give?) Remember, a well-constructed paragraph will contain a topic sentence, 3–4 supporting sentences, and a concluding sentence. **Ask** your instructor to read your paragraph and **discuss** your writing with them.

_____

_____

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_____

_____

Instructor's signature: _____

Worldview & Literary Analysis

FICTION
Folktale

Self-Control: *King Canute by the Sea-Shore*

Worldview & Literary Analysis exercises will focus on character traits presented in various literature excerpts. We will evaluate the worldview and analyze the literature piece considering the character traits evidenced in the writing.

The following excerpt explores self-control when it comes to the sin of pride. In the 11th century, King Canute became the first Danish king of England, and this short tale reveals the self-control shown by the king when tempted to allow flattery to enflame his pride.

Self-control is the ability to control impulses, emotions, or behaviors in order to do what is right or beneficial.

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.
Galatians 5:22–23

About 100 years after good king Alfred died, the Danes began to trouble our land once more. The king of England, at that time was neither brave nor wise; so we find he was quite unable to drive away his enemies. In fact, he himself fled to another land for safety. The leader of the Danes, named Canute or Knut, then became king of England, and ruled the country well. When quite a young man, he had been very fierce and savage, and he was once heard to say, "I call that man my friend who brings me the heads of my enemies."

Canute became a Christian, and now all he thought about was the good of his people, and how he might gain their love. He built churches and schools, and ruled the land by the laws which the wise Alfred had made. He treated the native English just as well as his own countrymen, the Danes: indeed, he sent his large army out of the country, thus showing the English people that he could trust [them]. He was king of three other countries besides England.

Now, as I daresay you know, a king is often surrounded by men who wish to please him in every way. They are apt to think that, if they praise and flatter their royal master, they will get rich rewards for their trouble. Even a foolish and bad king is sometimes made to believe that he is wise and good. Canute had his flatterers, too. They told him that he was the greatest king that ever lived. Not only was he master on land, but the sea, also, would do his bidding. King Canute had too much sense to be pleased with such silly talk as this. So he made up his mind to teach these men a useful lesson, as soon as he had the chance to do so.

Now, not far away from the royal city of Winchester, where Canute lived, was a seaport named Southampton. Once the king was staying there, and, as usual, his courtiers were telling him of his greatness. "This," thought the king, "is just the time and the place to show them how foolish they are." So he ordered his royal chair to be brought down to the sea-shore, quite close to the water's edge. The tide was coming in. Canute sat down in his chair, and in loud tones told the waves not to flow over and wet his feet.

Around him stood his flatterers—now, quite silent—for they could see they were going to be found out. Of course, as you may suppose, the waves took no notice of the king's command. In a still louder voice, he cried, "O sea, I, your king, command you to go back." Soon, the tide was flowing all round the king's seat and where his courtiers were standing. He rose from his seat, and, turning to those near him, who were almost ashamed to look him in the face, he said: "You see how well the waves obey me. God has made me a king on land, but He, and He alone, can say to the sea, 'Thus far shalt thou come and no further.'"

It is said that, after this, Canute would never wear his crown. He hung it up in the cathedral at Winchester, over an image of our Saviour. No doubt, whenever people looked up and saw it, they would feel how wrong it is to be proud and vain. In the town of Southampton, a building may still be seen which is said to have been a part of Canute's palace; and, on the sea-shore, there is a large stone to show where he sat. A pretty village Cheshire, known as in the county of Knutsford, keeps in memory the name of a king who tried to do the best he could for his people. Canewdon, in Essex, is also said to be named after Canute, and marks the site of a battle that was fought between him and Edmund Ironside.[2]

Respond to the following about "King Canute by the Sea-Shore" using complete sentences.

1. Look up Romans 12:1–2 in your Bible. How did King Canute show great self-control and avoid "conforming" to the world around him?

_____

_____

_____

_____

2. King Canute references Job 38:11 when he declares, "You see how well the waves obey me. God has made me a king on land, but He, and He alone, can say to the sea, 'Thus far shalt thou come and no further.'" What was the king trying to communicate with his courtiers about the true source of power?

_____

_____

_____

Write about a time when you were tempted to think too highly of yourself. Were you able to use self-control in a way that glorified God over self as King Canute did? Or did you allow others to think you were something you were not?

_____

_____

_____

_____

_____

Review

- [ ] **Update** the Reading List chart with books you have read this week.
- [ ] **Recite** Galatians 5:22–23 from memory to your instructor.

Vocabulary Review

Use the word bank to **match** the words to the correct definition.

adequate	adapt	adept	abysmal	acquisition	abstract	abate

1. _____ (adj.) sufficient for a specific need or requirement
2. _____ (v.) to make fit, as for a new use, often by modification
3. _____ (v.) to decrease in force or intensity
4. _____ (adj.) thoroughly proficient (expert)
5. _____ (n.) the act of acquiring something
6. _____ (adj.) immeasurably low or wretched: extremely poor or bad
7. _____ (adj.) disassociated from any specific instance
8. **Write** a sentence using the word *abysmal*.

_____

_____

Grammar & Punctuation Review

List the eight parts of speech.

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

9. **List** the elements necessary to form a complete sentence.

_____

_____

10. **Write** a complete sentence using this sentence fragment.

sought the acquisition of

_____

_____

11. **Write** a sentence containing two adjectives. Include the word *adapt* from the vocabulary list.

_____

_____

Communication Review

1. **Define** communication and **describe** how many cultures communicate messages.

_____

_____

2. **List** the five aspects of communication and include two examples for each.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

Worldview & Literary Analysis Review

Fill in the blanks.

1. In the _____ century, King _____ became the first _____ king of England.
2. "Canute became a _____, and now all he thought about was the _____ of his people, and how he might gain their _____."
3. "It is said that, after this, Canute would never wear his _____. He hung it up in the _____ at Winchester, over an image of our _____."
4. **Define** self-control.

_____

_____

Poem Study: Courage: "Doors of Daring"

by Henry van Dyke

Summarize each stanza of the poem.

The mountains that enfold the vale _____
With walls of granite, steep and high, _____
Invite the fearless foot to scale _____
Their stairway toward the sky. _____

The restless, deep, dividing sea _____
That flows and foams from shore to shore, _____
Calls to its sunburned chivalry, _____
"Push out, set sail, explore!" _____

And all the bars at which we fret, _____
That seem to prison and control, _____
Are but the doors of daring, set _____
Ajar before the soul. _____

Say not, "Too poor," but freely give; _____
Sigh not, "Too weak," but boldly try, _____
You never can begin to live _____
Until you dare to die.[11] _____

The main idea of this poem is that barriers or difficulties are an invitation to exhibit courage. **Write** a paragraph about the courage you have needed to overcome barriers in your life.

_____

_____

_____

_____

_____

_____

_____

_____

Vocabulary

Study these vocabulary words.

	Definitions	Synonyms	Antonyms
conducive	(adj.) able to bring about or be suitable for	favorable, beneficial	unfavorable, harmful
conduct	(v.) to control, manage, or supervise	oversee, handle, direct	inaction, negligence
	(v.) to behave a certain way	carry, behave	misconduct
confide	(v.) to share something secretive	give, trust, entrust	withhold, keep
confine	(v.) to limit or restrict	hinder, impede, hold down	expand, broaden
consensus	(n.) general agreement	unison, concurrence, accord	disagreement, opposition
constitute	(v.) to make up; to form	comprise, compose, form	(not applicable)
contemplate	(v.) to think deeply about	ponder, consider, study	ignore, overlook, disregard

Fill in the blanks with the correct vocabulary word. Some words may be used with suffixes (*-s, -ed, -ing*).

1. We need a fence in our backyard to _____ our wandering dogs.
2. After weeks of debating, the board reached a _____ on the upcoming budget.
3. Savannah enjoys gazing at the moon and _____ the vastness of God's universe.
4. When a friend chooses to _____ in you, they feel you are trustworthy.
5. The noise in our kitchen around dinner time is not _____ to studying.
6. George Washington needed a lot of courage and wisdom when _____ battles.
7. A person who _____ themselves with honor pleases God and wins the favor of others.
8. Eleven players are needed to _____ a defense in football.

Write a sentence using an antonym for *conducive*.

_____

_____

☐ **Use** index cards to record the vocabulary words and their definitions. **Check** the box when done.

☐ **Copy** the verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

[F]ear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand. Isaiah 41:10

Grammar & Punctuation

First Quarter Grammar & Punctuation Look Back

Lessons 1 & 2

Match the part of speech to its definition.

1. _____	noun	a.	joins words or phrases
2. _____	verb	b.	describes a verb, adjective, or another adverb and tells *when*, *where*, *how*, or *how often*
3. _____	adjective	c.	shows action or state-of-being
4. _____	adverb	d.	takes the place of a noun
5. _____	pronoun	e.	describes a noun or pronoun and tells *what kind*, *how many*, *which one*
6. _____	conjunction	f.	expresses feeling, makes a request, or gives a command
7. _____	preposition	g.	names a person, place, or thing
8. _____	interjection	h.	describes a relationship between a noun or pronoun and another word that follows

On the line, **identify** the function of the underlined word as a noun or an adjective.

9. _____ When I noticed him struggling, I ran to help the elderly man.
10. _____ The elderly in our local nursing home enjoyed our caroling group.

Cross out any letters that should be capitalized and **write** the capital letter above.

11. lauren and alex left central park early in the morning, heading west on east street, hoping to get to diggs café before it got crowded.

Underline the noncount nouns.

12. This loud music is not conducive to my learning, so I am losing patience with it!

Lessons 3 & 4

Underline the compound nouns and write closed, open, or hyphenated on the line.

13. _____ My heart goes out to my aunt who is now confined to a wheelchair.
14. _____ I feel like my sister-in-law is someone I can confide in.
15. _____ My favorite thing to do in the summer is sit out under a full moon and contemplate the vastness of the universe.

Underline the collective nouns.

16. The legislature came to a consensus and ordered the committee to disband.

Circle the concrete nouns and **underline** the abstract nouns.

17. In the spring when trees, shrubs, and flowers come back to life, I leap for joy inside.

Underline the verbs and **label** them as **AV** (action verb), **LV** (linking verb), or **SV** (state-of-being verb).

18. Older people constitute a larger portion of the poor in our country.
19. My Sunday school teacher is also a missionary to Hong Kong.
20. Yesterday I worked in the hot sun for over six hours.

Lessons 5 & 6

Draw one line under the subject noun and two lines under the verb. Be sure to include any helping verbs.

21. Zoe will be leaving first thing in the morning for a swim meet out of state.
22. Do you believe we will see a lot of snow this winter?

Place parentheses around the prepositional phrases and **underline** the object of the preposition.

23. The conduct of a righteous man is evident in his behavior toward others.
24. Apart from the cost of the campsite, our weekend trip to the lake was almost free.
25. Brayden ran inside the house just in time to avoid getting pelted with hail!

Lessons 7 & 8

Identify the underlined clauses by writing **IND** (independent) or **DP** (dependent) above each one. Then **circle** any conjunctions.

26. I was putting forth my best effort, yet I found it difficult to work within the confines of the assignment.
27. Since leaving the past behind, Riley has trusted the Lord with his newfound outlook on life.
28. I would rather take the subway than walk the ten blocks to the grocery store.

Label the sentences as simple, compound, complex, or compound-complex.

29. _____ The North American black bear rarely attacks humans.
30. _____ Because bears have a reputation for being large, it is surprising to learn that the average black bear weighs about the same as the average human, and it is the female bear who can double in weight leading up to hibernation.
31. _____ The female black bear gives birth while still in hibernation, and she and the cubs emerge in April or May.
32. _____ Even though hibernating bears lose half their body fat, they do not lose any muscle.

Communication

Cause-and-Effect Final Draft

The final draft of your essay is due today. **Ask** your instructor to use the Cause-and-Effect Essay Grading Rubric to grade the assignment and offer feedback. **Have** your instructor sign below after reviewing your essay.

Instructor's signature: _____

Speak with your instructor about the effectiveness of your essay in showing the cause-and-effect relationship. How well did you convey ideas and communicate thoughts? Was your presentation believable? Was it logical?

Write a paragraph about your instructor's feedback regarding your essay.

_____

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Communication Look Back

1. **List** the five aspects of communication. (Day 3)
   a. _____ d. _____
   b. _____ e. _____
   c. _____
2. **Describe** each of the modes of persuasion. (Day 8)
   a. Ethos: _____
   b. Logos: _____
   c. Pathos: _____
3. **Create** a conditional syllogism about practicing sports. (Day 8)
   a. Premise A: _____
   b. Premise B: _____
   c. Conclusion: _____

4. **List** the three causal fallacies. (Day 13)

   a. _____

   b. _____

   c. _____

Communicating with God

The Bible tells us that the natural world is evidence of an all-powerful God. Seeing the things God has created causes us to stand in awe of Him and admire His attributes. The psalmist said, "I lift up my eyes to the hills. From where does my help come? My help comes from the LORD, who made heaven and earth" (Psalm 121:1–2). When we hear the rush of river rapids, see the sun go down in glorious flames of color, or touch the soft cheeks of a newborn baby, we are using our senses to take in some of the glory of God.

Take a walk outside and observe the natural world. Simply studying the complexity of a leaf can inspire awe at what the Creator has done. **Express** your heart to God and praise Him for His amazing creation that includes you! **Record** your observations and insights.

_____

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Worldview & Literary Analysis

NONFICTION
Historical Account

Courage: Harriet Tubman

"If you hear the dogs, keep going. If you see the torches in the woods, keep going. If there's shouting after you, keep going. Don't ever stop. Keep going. If you want a taste of freedom, keep going."—Harriet Tubman

Harriet Tubman was a Christian woman of great courage, born into slavery on a Maryland plantation around 1821. She grew up in tumultuous times as the United States became increasingly divided on the issue of slavery. Harriet began work as a housemaid at the age of five and soon began to endure all the brutalities of slavery. She suffered a severe head injury that left her with lifelong problems and limitations. Her courage in securing her freedom and that of three hundred other slaves along the Underground Railroad solidified her as an American heroine.

As a result of slavery being banned in the northern states, many slaves began to flee from the south on a long and dangerous journey to the free states, hoping for freedom and liberty. In her late 20s, Harriet felt God was urging her to flee Maryland. To avoid the brutal slave catchers, she used the organized network of guides and safe houses known as the Underground Railroad. After a long and treacherous journey filled with suffering, Harriet arrived in Pennsylvania, a free state. Upon crossing the state line she said, "When I found I had crossed that line, I looked at my hands to see if, now I was free, I was the same person. There was such a glory over everything; the sun came like gold through the trees and over the fields, and I felt like I was in heaven."

Realizing her newfound freedom meant she must find a way to survive on her own, she turned to prayer and said, "Oh, dear Lord, I ain't got no friend but You. Come to my help, Lord, for I'm in trouble!" Throughout her life, Harriet developed a firm faith in Christ and sought His guidance in every situation. What was she going to do with her freedom? How would God use her willingness to follow Him?

With her freedom gained, Harriet decided to venture it all, rescuing the fellow slaves she left behind in Maryland. For 11 years she risked her life and freedom traveling back and forth between the slave and free states, enduring harsh winters, hot summers, slave hunters and their dogs, and suffering the perils of life on the run. Throughout 19 expeditions south, she helped over 300 slaves find their freedom. Among her people, she earned the nickname "Moses" because, just like the biblical Moses, Harriet helped bring her people to the "Promised Land."

Harriet's courage, intelligence, and determination led many to freedom, but it was reliance on God that kept her going, enabling all these qualities to shine. She always attributed her success to God's guidance and protection. Harriet said, "Twant me, 'twas the Lord. I always told him, 'I trust to You. I don't know where to go or what to do, but I expect You to lead me,' and He always did." Through faith in Christ, Harriet possessed the courage to persevere and endure frightening situations. Her courageous actions changed the lives of many men, women, and children who found freedom while heeding her advice: "Keep going!"

Dialect refers to the speech pattern that distinguishes a certain area, community, or culture. Accent, sentence structure, and word choices make up a person's unique voice. Fiction writers often use dialect because it can instantly let the reader know about a character's upbringing, educational background, culture, or homeland. Some of the quotes you just read by Harriet Tubman were written to reflect the way her speech actually sounded. When people are quoted using standard English grammar and punctuation, a bit of their personality and unique features are lost.

Compare your experience reading the Harriet Tubman quotes when written to reflect her dialect as opposed to using standard English.

Based on the definition of courage given on Day 29, **explain** how Harriet Tubman's actions were courageous.

Harriet relied on God for guidance and strength. She also gave Him the glory for her accomplishments. **Write** a prayer of thanks to God for your strengths and accomplishments.

Harriet Tubman, with rescued slaves

Review

- [ ] **Update** the Reading List chart with books you have read this week.
- [ ] **Recite** Isaiah 41:10 from memory to your instructor.

Vocabulary Review

Use the word bank to **match** the words to the correct definition. Words may have multiple definitions based on their part of speech.

conducive	conduct	confide	confine	consensus	constitute	contemplate

1. _____ (v.) to share something secretive
2. _____ (v.) to limit or restrict
3. _____ (adj.) able to bring about or be suitable for
4. _____ (n.) general agreement
5. _____ (v.) to control, manage, or supervise
6. _____ (v.) to behave a certain way
7. _____ (v.) to make up; to form
8. _____ (v.) to think deeply about

Grammar & Punctuation Review

Look at the underlined words and phrases in the sentence and decide what part of speech each represents. **Write** the word or phrase on the line next to the part of speech.

God's Word is full of truths that give us the know-how to communicate with God and others, and we would be wise to embrace these truths, allowing them to thoroughly transform our speech.

1. action verb _____
2. adjective _____
3. state-of-being-verb _____
4. coordinating conjunction _____
5. preposition _____
6. adverb _____
7. noun _____
8. helping verb phrase _____
9. compound noun _____

Communication Review

Describe in a full paragraph your experience writing the cause-and-effect essay. Was it easier than you thought it would be? More difficult? Did you learn anything new from your research? Are you more comfortable creating in-text citations and reference pages? Are you proud of your completed assignment?

Worldview & Literary Analysis Review

1. **Why** did Harriet Tubman earn the nickname "Moses"?

2. **What** does dialect refer to?

3. **What** makes up a person's unique voice?

Do you enjoy listening to different accents and speech patterns? Do you find other language styles interesting? **Write** a short paragraph sharing your thoughts about this.

Poem Study: Friendship: "Anchored Souls" by Anonymous

Summarize each stanza of this poem on the lines.

In the storm of life, when waves do toss, _____
With Christ at the center, we're never lost. _____
For the anchor of friendship, holds us tight, _____
Guided by His word, and His light. _____

Together we face challenges, big or small, _____
Lifting each other, whenever we fall. _____
With scriptures in heart and hymns we sing, _____
To each other, strength we bring. _____

Faith binds us, makes our bond true, _____
In His love, everything we pursue. _____
Anchored souls, together we stand, _____
With God holding our hand.[25] _____

Record the name of a close friend and **write** a prayer asking God to bless them and grow their faith in Him.

_____

_____

_____

_____

Vocabulary

Study these vocabulary words.

	Definitions	Synonyms	Antonyms
facilitate	(v.) to aid the progress of; to help make easier	accelerate, promote, improve	hinder, impede
feasibility	(n.) the possibility or practicality of something	possibility, viability	improbability, unlikelihood
ferocity	(n.) a fierce or violent quality; state of being ferocious	fierceness, ferociousness, brutality	tenderness, warmth, mercy
fiscal	(adj.) relating to money	financial, monetary, economic	nonfinancial
flourish	(v.) to prosper; to make fast progress	thrive, prosper, burgeon	fail, struggle
fluctuate	(v.) to be unstable, to vary	shift, change	stabilize
foment	(v.) to stir up or provoke	provoke, raise, incite	regulate, restrain, inhibit

Fill in the blanks with the correct vocabulary word. Some words may be used with suffixes (*-s, -ed, -ing*).

1. The hyenas approached the herd of zebras with frightening _____.
2. Economic activity is always _____.
3. The candidate _____ anger in the crowd with politically charged comments.
4. The Bible teaches us to be good stewards of God's resources, which means showing _____ responsibility.
5. My flowers _____ when I began watering them every other day.
6. The club met to discuss the _____ of their latest plan.
7. Jordan was asked to _____ a Bible study on the Book of Ephesians.

Write about an area of your life where you are *flourishing*. Possible areas: spiritual, academic, physical, emotional, etc.

_____

_____

_____

_____

☐ **Use** index cards to record the vocabulary words and their definitions. **Check** the box when done.

☐ **Copy** the verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

Oil and perfume make the heart glad, and the sweetness of a friend comes from his earnest counsel. Proverbs 27:9

Grammar & Punctuation

Second Quarter Grammar & Punctuation Look Back

Lessons 10 & 11

Underline the adjectives (including articles) and **add** commas where needed. Pronouns can be adjectives too. (*Hint:* If the adjectives pass both tests, they need commas.)

1. Storms in the Rocky Mountains can be unexpected sudden and dangerous.
2. Moving from the house I grew up in was emotionally difficult and physically draining yet it was oddly exciting.
3. My canary has six wooden perches set at several angles in her cage.

Underline the adjectives (including articles) and **place** hyphens where needed.

4. The Cavaliers won back to back championships in the 1950s.
5. My pencil chewing dog is at it again, destroying my favorite blue pencil!

Underline the adjectives/articles and **label** them as **S** (simple), **C** (comparative), **SP** (superlative), or **PA** (predicate adjective). A predicate adjective can also be simple, comparative, or superlative.

6. My left eyebrow is thicker than my right eyebrow.
7. The most amazing memories often feel insignificant in the moment.
8. **Write** a sentence using a proper adjective.

_____

_____

Lessons 12 & 13

Underline the adverbs. **Circle** the word or words they modify. Remember, adverbs modify verbs, adjectives, and other adverbs, but never nouns. There may be more than one adverb in a sentence. If the adverb modifies the entire sentence, circle all but the adverb.

9. Yesterday, I left my favorite book under the tree by the pond.
10. My grandmother seldom comes to visit since she moved to Arizona.
11. Since my surgery, I rarely finish my chores quickly.

Label the underlined words as **ADJ** (adjective) or **ADV** (adverb).

12. The sparsely decorated Christmas tree quickly toppled when the cat tried to climb it.
13. My lessons go so well when I regularly practice the piano.
14. I am not completely sure if I should attend the meeting tomorrow.

Lessons 14 & 15

Place parentheses around the adjective and adverb prepositional phrases and **write** the word or words they modify on the line.

15. _____ I am incredibly thankful for the Cross.
16. _____ The lizard stuck his tongue against the glass.
17. _____ Molly was a girl about seventeen years old.

Place quotation marks, commas, periods, question marks, and exclamation points where needed.

18. Some days I declare to myself God has blessed me beyond understanding
19. My dad asked Could you follow me outside for a minute I thought I wonder if he has a surprise for me
20. The word red is sometimes associated with anger or a hot temper

Lessons 16 & 17

Underline the subject once and the verb twice. Then **underline** the direct objects and any indirect objects (include any modifying words). Label them as **IO** or **DO**.

21. I bought a necklace for my best friend Charity for her birthday.
22. A small gnat in my eye caused me great irritation until it was removed.
23. Colin made his mother a vase at camp.

Fill in the blanks with demonstrative pronouns.

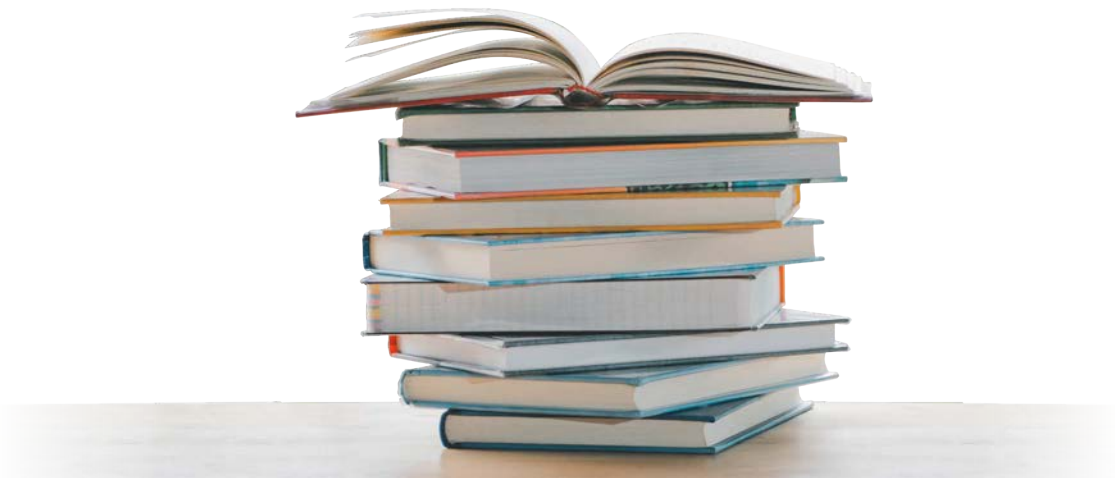
24. I hope _____ books are appropriate for _____ age group.

Fill in the blanks with indefinite pronouns.

25. _____ can learn how to cook even if _____ are disinterested.

Fill in the blanks with reflexive pronouns.

26. He likes talking to _____, but I rarely talk to _____.



Communication

Oral Presentation Tips

Your oral presentation is due by the next Communication exercise. You may have already completed this assignment, but if not, continue to gather your thoughts and refine your presentation.

It is perfectly normal to feel nervous about making an oral presentation, especially in front of a large crowd. However, there are some ways to manage your nerves and make the whole process more enjoyable. **Study** these tips for dealing with nervousness before an oral presentation.

Staying Calm Before and During Public Speaking

1. **Be familiar with your topic.** Knowing your topic well gives you confidence that you will not make a mistake.
2. **Practice making your presentation in front of a mirror or a family member.** The more you practice, the more confident you will become.
3. **Remind yourself that most people feel nervous when giving a presentation.** Your audience can sympathize with you, and they want you to succeed.
4. **Drink water** before your presentation so you do not become dehydrated or dizzy.
5. **Take deep breaths to relax.**
6. **Keep a positive attitude.** Avoid complaining about your presentation and telling yourself or others how nervous you are. Speak positively about yourself and your assignment.
7. **During your presentation, speak slowly.** Do not be afraid to pause and gather your thoughts. Being nervous can cause you to talk too fast.
8. **Pray!** First Peter 5:7 says, "[C]asting all your anxieties on him, because he cares for you." When we hand our anxieties over to the Lord and humbly ask Him for help, He will uphold us and give us peace.

"The way you overcome shyness is to become so wrapped up in something that you forget to be afraid."—Lady Bird Johnson (First Lady of the United States from 1963–1969)

Persuasive Essay Feedback

The true measure of success in persuasive writing or speaking is simple: Did you persuade your audience? **Have** your instructor or another family member read your persuasive essay and give feedback. Constructive feedback is how we learn to improve and become better writers. **Ask** them the following questions based on the art of rhetoric. **Record** their answers.

Was the essay written with confidence and believability (ethos)?

_____

_____

_____

Did the essay seem logical and offer evidence to support its claim (logos)?

_____

_____

_____

Did the essay appeal to your emotions or sense of morality (pathos)?

_____

_____

_____

Did the essay persuade you to agree with the writer's thesis (argument)? Why or why not?

_____

_____

_____

Communicating with God

Because of what Jesus did on the Cross for us, we can confidently approach God with our concerns, requests, fears, and anxieties. We also have the privilege of offering Him praise, worship, and thanksgiving! Hebrews 4:16 states, "Let us then with confidence draw near to the throne of grace, that we may receive mercy and find grace to help in time of need."

Write a prayer to God expressing appreciation for His plan of salvation and gifts of mercy and grace in your life.

_____

_____

_____

_____

Write a prayer to God expressing any needs you currently have. They could be physical, emotional, spiritual, or mental.

_____

_____

_____

_____

Worldview & Literary Analysis

NONFICTION
Biblical Account

Friendship: David and Jonathan

David and Jonathan had an amazing friendship. David had married Jonathan's sister, Michal, so they were also brothers-in-law. At one point, Jonathan protected David, saving his life (1 Samuel 20). Although Jonathan should have become king after his father Saul, David was appointed to replace Saul. Instead of being jealous of David taking his throne, Jonathan showed love, commitment, and true friendship when he stated, "You shall be king over Israel, and I shall be next to you" (1 Samuel 23:17). True love and friendship will always show support and encouragement, never jealousy.

When Jonathan and his father, Saul, were killed on the battlefield, David was overwhelmed with grief at the loss of his best friend and Israel's king. David wrote a song of **lament**, a passionate expression of grief, sorrow, pain, or confusion. This lament is like a funeral dirge, a slow, solemn, or mournful musical piece often played at a funeral.

23 "Saul and Jonathan, beloved and lovely!
In life and in death they were not divided;
they were swifter than eagles;
they were stronger than lions.

24 "You daughters of Israel, weep over Saul,
who clothed you luxuriously in scarlet,
who put ornaments of gold on your apparel.

25 "How the mighty have fallen
in the midst of the battle!

"Jonathan lies slain on your high places.
26 I am distressed for you, my brother Jonathan;
very pleasant have you been to me;
your love to me was extraordinary,
surpassing the love of women."

2 Samuel 1:23–26

The Bible contains many examples of lamenting, including an entire book, Lamentations, which grieves over the destruction of Jerusalem. Over a third of the Psalms are laments. Even Jesus lamented in the final hours before the Cross. Laments in the Bible are usually prayers expressing grief over pain and tragedy.

When difficulty comes into our lives, God wants us to turn to Him with our sorrow. When we express our emotions before Him, it shows we trust Him to help. To lament is not to despair but to take our emotions honestly before the One who holds the answers and hope.

In David's lament, he uses a **metaphor**, a comparison between two things without using the words *like* or *as*. He states that Saul and Jonathan "were swifter than eagles; they were stronger than lions" (v. 23). A **simile** compares two things using the words *like* or *as* (e.g., *I slept like a log*).

Consider something you are sorrowful over. It could be a crisis in the world, a difficulty in your family, a personal failure, a lost loved one, or a lost friendship. **Write** a lament expressing your heart to God and showing your trust in His plan. **Include** a metaphor or simile in your lament.

Review

- ☐ **Update** the Reading List chart with books you have read this week.
- ☐ **Recite** Proverbs 27:9 from memory to your instructor.

Vocabulary Review

Use the word bank to **match** the words to the correct definition.

facilitate	feasibility	ferocity	fiscal	flourish	fluctuate	foment

1. _____ (v.) to stir up or provoke
2. _____ (n.) the possibility or practicality of something
3. _____ (v.) to be unstable, to vary
4. _____ (v.) to aid the progress of; to help make easier
5. _____ (v.) to prosper; to make fast progress
6. _____ (n.) a fierce or violent quality; state of being ferocious
7. _____ (adj.) relating to money

Grammar & Punctuation Review

Look at the underlined words and phrases in the sentences and decide what part of speech each represents. **Write** the word or phrase on the line next to the part of speech. **Review** the Grammar exercises if you need help.

Last summer we had the opportunity to travel west with some good friends. We visited Yellowstone National Park, taking in the stunning natural beauty of God's creation. From bubbling brown mud to pristine streams and brilliantly colored hot springs, Yellowstone has it all. The beauty of this park is awe-provoking. However, it doesn't come without some frustration. Herds of bison in the roadways may cause you to sit in traffic for hours at a time. So, if you visit, travel with patience and be sure to have something to read. When will you plan your visit?

1. descriptive adjective _____
2. prepositional phrase _____
3. proper noun _____
4. helping verb _____
5. adverb _____
6. coordinating conjunction _____
7. action verb _____
8. collective noun _____
9. object pronoun _____
10. proper adjective _____
11. compound adjective _____
12. article _____
13. interrogative adverb _____

Communication Review

1. **Fill in** the blanks from "Staying Calm Before and During Public Speaking."

   Be _____ with your topic. Knowing your topic well gives you _____ that you won't make a mistake. _____ making your presentation in front of a mirror or a family member. The more you practice, the more confident you will become. _____ yourself that most people feel _____ when giving a presentation. Your audience can _____ with you, and they want you to _____. Drink _____ before your presentation so you don't become dehydrated or dizzy. Take deep breaths to _____. Keep a _____ attitude. Avoid _____ about your presentation and telling yourself or others how nervous you are. _____ positively about yourself and your _____. During your presentation, speak _____. Don't be afraid to _____ and gather your thoughts. Being nervous can cause you to talk too fast. Pray! First Peter 5:7 says, "[C]asting all your anxieties on _____, because he cares for you." When we hand our anxieties over to the Lord and humbly ask Him for help, He will uphold us and give us _____.

Worldview & Literary Analysis Review

1. **What** does Jonathan show toward David instead of jealousy?

   _____

2. **What** does Jonathan tell David when he realizes David will be king instead of him?

   _____

3. **What** is a lament?

   _____

4. **Define** metaphor.

   _____

5. **Define** simile.

   _____

Hymn Study: "It Means Just What It Says"

by Albert B. Simpson (1843–1919)

There are some who believe the Bible,
And some who believe in part,
And some who trust with a reservation,
And some with all their heart.
But I know that its every promise
Is firm and true always;
It is tried as the precious silver,
And it means just what it says.

Refrain:
Yes, it means just what it says.

It assures me of salvation,
Thro' Jesus' precious blood,
For the souls that trust His mercy,
And yield themselves to God.
And I claim for myself the promise,
And just begin to praise,
For it says I am saved by trusting,
And I trust just as it says.

And it tells me there is cleansing,
From every secret sin,
And a great and full salvation,
To keep the heart within.
And I take Him in His fullness,
With all His glorious grace.
For He says it is mine for taking,
And I take just what He says.[32]

The first stanza of this poem tells of three types of people. First, there are those who believe the Bible but only in part. Next, there are those who believe half-heartedly, or with reservation. Lastly, there are those who believe with all their heart, trusting that "it means just what it says."

Choose which of the three categories you fall into and **explain** why this is so.

Vocabulary

Study these vocabulary words.

	Definitions	Synonyms	Antonyms
predecessor	(n.) someone who comes before another	precursor, ancestor	descendant, derivative
prescribe	(v.) to command; to specify as a guide	direct, define	(not applicable)
principle	(n.) a fundamental law or basic truth	rule, standard, value	(not applicable)
prohibit	(v.) to forbid or command against	forbid, outlaw	permit, allow, authorize
prompt	(adj.) on time, quick to respond	timely, immediate	late, tardy, overdue
	(v.) to propel; to move to action	urge, encourage	deter, discourage
promulgate	(v.) to put into law or make known by declaration	publish, announce	conceal, withhold, suppress
prosecute	(v.) to bring legal action against someone	indict, sue, try	exonerate

Fill in the blanks with the correct vocabulary word. Some words may be used with suffixes (*-s, -ed, -ing*).

1. The new governor praised the efforts of his _____.
2. Reagan was pleased with the _____ response to her request for an appointment.
3. My mother _____ me when I forgot my visual aid during my oral presentation.
4. Our neighbors decided not to _____ the man who crashed his car into their house.
5. The treaty was finally _____ when the new president took office.
6. Our country was founded on the _____ that all men are created equal.
7. The students needed to follow the _____ assignment laid out by the teacher.
8. God's Word _____ the use of His name in vain.

Write a short paragraph using as many vocabulary words as possible. Be creative!

_____

_____

_____

_____

☐ **Use** index cards to record the vocabulary words and their definitions. **Check** the box when done.

☐ **Copy** the verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

Great peace have those who love your law; nothing can make them stumble. Psalm 119:165

Grammar & Punctuation

Third Quarter Grammar & Punctuation Look Back

Lessons 19 & 20

1. **List** the first-, second-, and third-person pronouns.
   a. first-person pronouns: _____
   b. second-person pronouns: _____
   c. third-person pronouns: _____

Underline the correct verb.

2. The container of candles (are, is) for the Christmas Eve service at church.
3. A large chipmunk, the prey of all the cats in the neighborhood, (sneak, sneaks) up the tree unnoticed.
4. Diabetes (are, is) affecting the health of millions of Americans.
5. Neither the Republicans nor the Democrats (were, was) willing to concede the election.

Lessons 21 & 22

Define the following verb moods.

6. indicative mood: _____
7. imperative mood: _____
8. subjunctive mood: _____

Rewrite these sentences, correcting the tense mistakes or inconsistencies.

9. The landlord was illegally demanding more rent because he will be needing money for new projects.

   _____

   _____

10. The construction crew repaired the roof, siding the house, and will be fixing the deck soon.

    _____

    _____

Lessons 23 & 24

11. **Rewrite** this sentence, changing it from the passive voice to the active voice.

The enormous windows on the high-rise building were washed by the brave crew.

_____

_____

12. **Rewrite** this sentence, changing it from the active voice to the passive voice.

Our youth group set up our ten-man tent in only ten minutes.

_____

_____

Lessons 25 & 26

13. **Write** a sentence in the active voice that uses the verb *roll* in the present perfect tense.

_____

_____

14. **Write** a sentence using the verb *twinkle* in the past perfect continuous tense.

_____

_____

Define the following terms.

15. transitive verb:_____

_____

16. intransitive verb: _____

_____

Identify the underlined verb by **writing** transitive or intransitive on the line.

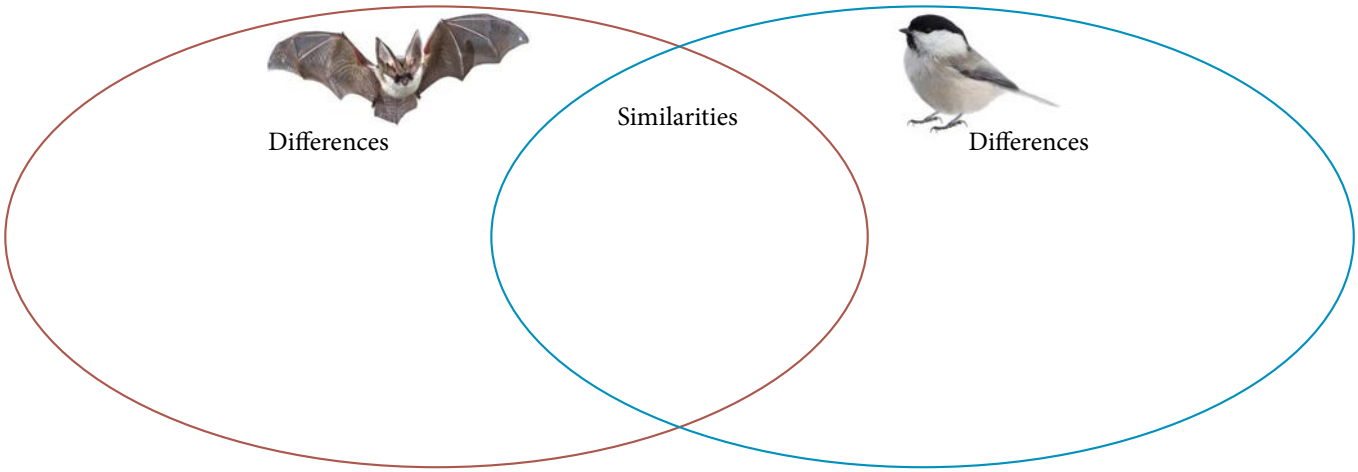
17. _____ Seventeen dogs were rescued from the burning shelter.
18. _____ I spent all my birthday money at the county fair.
19. _____ Hailey ruined her favorite jeans helping her dad paint the porch.
20. _____ Our apple trees grow more apples each season.

Communication

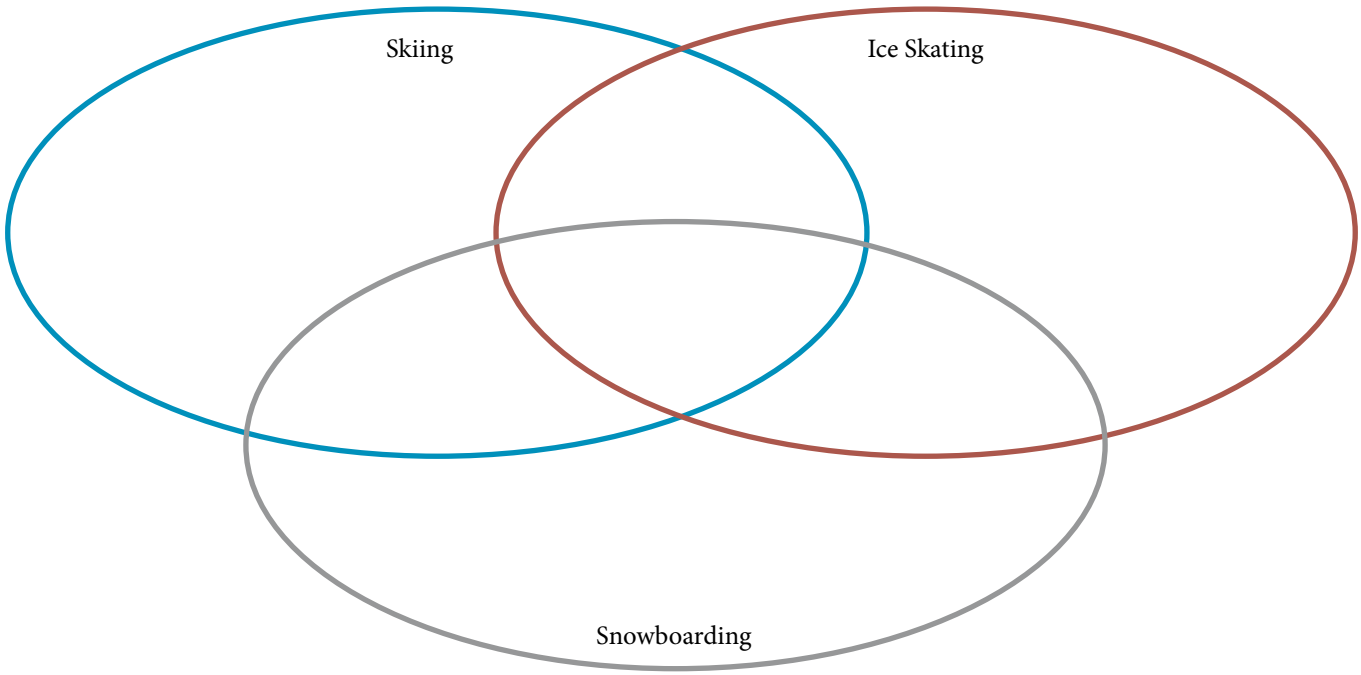
Venn Diagrams

When brainstorming for the compare-and-contrast essay, you learned about and used a Venn diagram. This tool helps clarify the differences between two or more subjects. Today, you will get to practice filling in two Venn diagrams.

Use the internet (with a parent's permission) to find the differences and similarities between birds and bats. You may use books or magazines if unable to use the internet. **Fill in** the Venn diagram, listing the differences in the circle under each title and the similarities on the circle overlap.



A Venn diagram can compare more than two subjects. **Use** the internet (with a parent's permission) to find differences and similarities between the following winter sports: skiing, ice skating, and snowboarding. You may use books or magazines if unable to use the internet. **Fill in** the Venn diagram, listing the differences in the circles near each title and the similarities in the circle overlaps.



Communication Clarity

Transitions Review

You have studied six categories of transitional words and phrases. **List** three examples for each category.

1. Agreement/Addition
   a. _____
   b. _____
   c. _____
2. Emphasis
   a. _____
   b. _____
   c. _____
3. Order
   a. _____
   b. _____
   c. _____
4. Contrast
   a. _____
   b. _____
   c. _____
5. Comparison
   a. _____
   b. _____
   c. _____
6. Example
   a. _____
   b. _____
   c. _____

Worldview & Literary Analysis

Literary Devices: Creative Writing Exercise

Write a paragraph about your favorite animal that contains anthropomorphism (Day 114). **Include** a simile (Day 89).

Write a paragraph about a time when you had to share some difficult news with someone. **Include** a euphemism (Day 119) and an example of aposiopesis (Day 124).

Write a short poem using repetition (Day 124) and apostrophe (Day 114).

Write a paragraph using personification and imagery (Day 69) to describe your favorite season of the year.

Study Psalm 1. **Look** for any literary devices.

Blessed is the man
who walks not in the counsel of the wicked,
nor stands in the way of sinners,
nor sits in the seat of scoffers;
2 but his delight is in the law of the LORD,
and on his law he meditates day and night.
3 He is like a tree
planted by streams of water
that yields its fruit in its season,
and its leaf does not wither.
In all that he does, he prospers.
4 The wicked are not so,
but are like chaff that the wind drives away.
5 Therefore the wicked will not stand in the judgment,
nor sinners in the congregation of the righteous;
6 for the LORD knows the way of the righteous,
but the way of the wicked will perish.

Write a prayer thanking God for His creative words.

Continue reading your book of choice for the book review assignment. As you read, look for examples of literary devices. You will learn more literary devices in the next quarter. You should have your book completely read by the next Worldview & Literary Analysis exercise.

Review

- ☐ **Update** the Reading List chart with books you have read this week.
- ☐ **Recite** Psalm 119:165 from memory to your instructor.

Vocabulary Review

Use the word bank to **match** the words to the correct definition.

predecessor	prescribe	principle	prohibit	prompt	promulgate	prosecute

1. _____ (v.) to command; to specify as a guide
2. _____ (n.) a fundamental law or basic truth
3. _____ (v.) to bring legal action against someone
4. _____ (v.) to put into law or make known by declaration
5. _____ (n.) someone who comes before another
6. _____ (v.) to forbid or command against
7. _____ (adj.) on time, quick to respond
8. _____ (v.) to propel; to move to action
9. **Write** a sentence using a synonym for *prosecute*.

_____

_____

Grammar & Punctuation Review

1. **Fill in** the blanks on the hyphen rules. (Day 122)
   a. Use hyphens to connect compound _____ that appear _____ the noun they modify.
   b. Use hyphens in certain _____ words. If unsure, consult a _____.
   c. Use a hyphen with spelled-out _____ and compound _____ from twenty-one to ninety-nine.
   d. Use a hyphen in compound words with the prefixes _____, _____, _____, _____, and _____.

2. **Fill in** the blanks regarding when to use a dash. (Day 127)
   a. A dash is used _____ a list of words when they give details about a _____ that follows.
   b. A dash shows a _____ in someone's speech, as in a _____ or _____.
   c. A dash is used for _____ or to draw _____ to a specific part of a sentence.
3. **Add** hyphens (-) and dashes (—) where needed in this sentence.
   The surprised and tongue tied athlete stammered as he said, "I I I can't believe we just scored twenty two points in the final ten minutes!"

Communication Review

1. **How** is a Venn diagram used?

_____

_____

Describe how the Venn diagram helped you write your compare-and-contrast essay.

_____

_____

Worldview & Literary Analysis Review

Use **hyperbole** to write a silly paragraph about some aspect of your compare-and-contrast essay. Have fun and be creative!

_____

_____

_____

_____

_____

_____

_____

_____

QUARTER ONE

Lesson 1, Exercise 1, Day 1, Page 20

1 The stranded motorists had no choice but to wait for the floodwaters to abate.

2. It is very important to drink an adequate amount of water each day for your health.
3. My father's business partner worked hard during the acquisition of their rival company.
4. When my brother went to college, it took him a few months to adapt to the cafeteria food.
5. Erica's childhood experiences made her adept at counseling her friends about grieving losses.
6. As a realist my least favorite part of the museum was the abstract art display.
7. Unfortunately, our football team's record last season was abysmal.

Lesson 1, Exercise 2, Day 2, Page 22

1. N N AV ADV PP
   Gavan and Lucas rushed excitedly at each other
   ADJ
   as soon as Lucas' car door opened.
2. CJ AV
   Although I felt left out, I understood that my
   ADJ ADV
   older sister needed adequate alone time yesterday.
3. N ADV CJ
   Nadia is adept at singing publicly, but acting is her
   ADJ
   favorite form of expression.

4. fragment
5. sentence
6. sentence
7. fragment

8. Answers will vary. *Example:* Because Aiden studied hard for the test, his score was the highest in the class.
9. The goal of studying grammar and punctuation is to learn how to communicate accurately and concisely, avoiding misunderstanding and confusion.

Lesson 1, Exercise 4, Day 4, Page 26

1. Answers will vary. King Canute could have conformed to the pattern of the world by accepting the praises of others who used flattery to call him a god. Because he knew the One true God, he was able to resist the temptation to accept the praises of man and deflect all glory to God.
2. Answers will vary. King Canute wanted his courtiers to see that he was a mere man and that God alone was to be worshiped. God alone has power over the elements. He wanted them to see that no man is all-powerful and their flattery was empty and baseless.

Lesson 9, Exercise 1, Day 41, Page 102

1. We need a fence in our backyard to confine our wandering dogs.
2. After weeks of debating, the board reached a consensus on the upcoming budget.
3. Savannah enjoys gazing at the moon and contemplating the vastness of God's universe.
4. When a friend chooses to confide in you, they feel you are trustworthy.
5. The noise in our kitchen around dinner time is not conducive to studying.
6. George Washington needed a lot of courage and wisdom when conducting battles.
7. A person who conducts themselves with honor pleases God and wins the favor of others.
8. Eleven players are needed to constitute a defense in football.

Lesson 9, Exercise 2, Day 42, Pages 103–104

1. g
2. c
3. e
4. b
5. d
6. a
7. h
8. f
9. adjective
10. noun

11. L A C P
lauren and alex left central park early in the morning, heading west on east street, hoping to get to diggs eafé before it got crowded.
E S D C

12. This loud music is not conducive to my learning, so I am losing patience with it!
13. closed; My heart goes out to my aunt who is now confined to a wheelchair.
14. hyphenated; I feel like my sister-in-law is someone I can confide in.
15. open; My favorite thing to do in the summer is sit out under a full moon and contemplate the vastness of the universe.
16. The legislature came to a consensus and ordered the committee to disband.
17. In the spring when trees, shrubs, and flowers come back to life, I leap for joy inside.
18. LV
Older people constitute a larger portion of the poor in our country.
19. SV
My Sunday school teacher is also a missionary to Hong Kong.
20. AV
Yesterday I worked in the hot sun for over six hours.
21. Zoe will be leaving first thing in the morning for a swim meet out of state.
22. Do you believe we will see a lot of snow this winter?
23. The conduct (of a righteous man) is evident (in his behavior) (toward others).
24. (Apart from the cost) (of the campsite), our weekend trip (to the lake) was almost free.
25. Brayden ran (inside the house) just (in time) to avoid getting pelted (with hail)!
26. IND
I was putting forth my best effort, yet I found
IND
it difficult to work within the confines of the assignment.
27. DP IND
Since leaving the past behind, Riley has trusted the Lord with his newfound outlook on life.
28. IND DP
I would rather take the subway than walk the ten blocks to the grocery store.
29. simple
30. compound-complex
31. compound
32. complex

Lesson 9, Exercise 3, Day 43, Pages 105–106

1. a. written
   b. verbal
   c. nonverbal and visual
   d. contextual
   e. active listening
2. a. The Greek word *ethos* means "character" or "spirit." This term reflects how you present yourself in writing or speaking.
   b. *Logos* is the Greek word for "logic" or "rationale." This reflects the need for evidence that backs up your claim and the logical presentation of your argument.
   c. The Greek word *pathos* means "suffering" or "experience." This is about appealing to your readers' or listeners' emotions.
3. a. Answers will vary. *Example:* Practicing increases a person's performance in any sport.
   b. Answers will vary. *Example:* Because Kristen practices so often, she will be very good at sports.
   c. Answers will vary. *Example:* If Kristen becomes very good at sports, she may become a professional athlete.
4. a. post hoc ergo propter hoc fallacy
   b. correlation for causation fallacy
   c. genetic fallacy

QUARTER TWO

Lesson 10, Exercise 1, Day 46, Page 112

1. The man's religious conviction prevented him from taking a bribe.
2. The attorney removed herself from the controversial case due to her family's concerns.
3. I will not watch movies that contradict the truth of God's Word.
4. What messages are your facial expressions conveying to those around you?
5. The apologist contended for the truth of Genesis in his debate with an evolutionist.
6. The judge was deciphering the stories of the two witnesses to see if they corroborated.
7. Many agricultural fields are looking for alternatives to conventional farming.

Lesson 10, Exercise 2, Day 47, Pages 113–114

1. Answers will vary. *Example:* Long-time friends Tristan and Carter went deer hunting on a cold morning after a satisfying breakfast of fluffy white pancakes dripping with sweet syrup.
2. We attended my little brother's short, sweet choral concert.
3. My uncle and I went to the auction and bought twenty Rhode Island Red roosters.
4. I wore a light pink silk dress to the wedding.
5. We were surprised by a sudden, fierce, damaging storm.
6. The man-eating lion licked his lips.
7. I need to buy an up-to-date cell phone.
8. Samuel read his first 400-page novel.
9. The least likely scenario is to cancel our trip due to the weather.
10. Jasmine was a much-loved pet, and we will certainly miss her.

Lesson 26, Exercise 1, Day 126, Page 272

1. Dr. Anders was promoted to Chief Executive Officer, reaching the pinnacle of her career.
2. My practical personality tends toward a more pragmatic course of study.
3. Our local hockey team is developing a much more potent offense this season.
4. The court did not want to set a precedent for leniency with criminal activity.
5. Sadie and Leah discussed the most plausible explanation for the missing bicycle.
6. The group presented their postulate based on thorough research.
7. Julian stood up and postulated his position on the creation-evolution debate.
8. The dog was in a pitiable situation, caught outside in a snowstorm.

Lesson 26, Exercise 2, Day 127, Pages 273–274

1. transitive
2. intransitive
3. reflexive
4. intransitive
5. reflexive
6. in a person's being
7. It
8. Word's
9. Word
10. Holy
11. Christ
12. that
13. wraps

Lesson 26, Exercise 4, Day 129, Page 278

1. Answers will vary. Examples are given but are not exhaustive.
   a. Repetition: "And God said" OR "And there was evening and there was morning."
   b. Aposiopesis: "And God made the two great lights—the greater light to rule the day and the lesser light to rule the night—and the stars" (Genesis 1:16).
   c. Pleonasm: "And God made the expanse and separated the waters that were under the expanse from the waters that were above the expanse" (Genesis 1:7).

      Poetry:"So God created man in his own image,
      in the image of God he created him;
      male and female he created them"
      (Genesis 1:27).

      Synecdoche: The references to "waters" represent all bodies of water on the earth.

      Imagery: Imagery is used throughout this chapter, painting a picture in the reader's mind as they imagine the beauty of creation.

Lesson 27, Exercise 1, Day 131, Page 282

1. The new governor praised the efforts of his predecessor.
2. Reagan was pleased with the prompt response to her request for an appointment.
3. My mother prompted me when I forgot my visual aid during my oral presentation.
4. Our neighbors decided not to prosecute the man who crashed his car into their house.
5. The treaty was finally promulgated when the new president took office.
6. Our country was founded on the principle that all men are created equal.
7. The students needed to follow the prescribed assignment laid out by the teacher.
8. God's Word prohibits the use of His name in vain.

Lesson 27, Exercise 2, Day 132, Pages 283–284

1. a. I, me, we, us
   b. you
   c. her, him, she, her, it, they, them
2. The container of candles is for the Christmas Eve service at church.
3. A large chipmunk, the prey of all the cats in the neighborhood, sneaks up the tree unnoticed.
4. Diabetes is affecting the health of millions of Americans.
5. Neither the Republicans nor the Democrats were willing to concede the election.
6. The indicative mood expresses a fact.
7. The imperative mood makes a direct request or a demand.
8. The subjunctive mood expresses a hypothetical, doubtful, wishful, or not factual condition.
9. Answers will vary. *Example:* The landlord was illegally demanding more rent because he needed money for new projects.
10. Answers will vary. *Example:* The construction crew repaired the roof and sided the house. They will fix the deck soon.
11. The brave crew washed the enormous windows on the high-rise building.
12. Our ten-man tent was set up by our youth group in only ten minutes.
13. Answers will vary. The subject should be doing the action, and the sentence should include *have rolled*.
14. Answers will vary. The sentence should include *had been twinkling*.
15. A transitive verb requires a direct object to receive its action.
16. Intransitive verbs complete their action *without* a direct object to receive their action.
17. intransitive
18. transitive
19. transitive
20. intransitive

Lesson 27, Exercise 3, Day 133, Page 286

1. Answers will vary but should include three of the following: coupled with, in addition to, further, furthermore, moreover, uniquely, first, second, third, too, apart from, besides, along with, also, additionally
2. Answers will vary but should include three of the following: undoubtedly, unquestionably, obviously, especially, without a doubt, indeed, clearly, importantly, absolutely, definitely, particularly/in particular
3. Answers will vary but should include three of the following: first, second, next, then, finally, initially, after that, before, at first, subsequently, lastly
4. Answers will vary but should include three of the following: in contrast, yet, on the other hand, but, conversely, nevertheless, still, however, although this may be true, despite
5. Answers will vary but should include three of the following: similarly, likewise, in the same way, just as, as well as, in like manner, equally, in a similar manner, correspondingly
6. Answers will vary but should include three of the following: as an example, specifically, specifically speaking, as a demonstration, for example, more precisely, namely, as an illustration