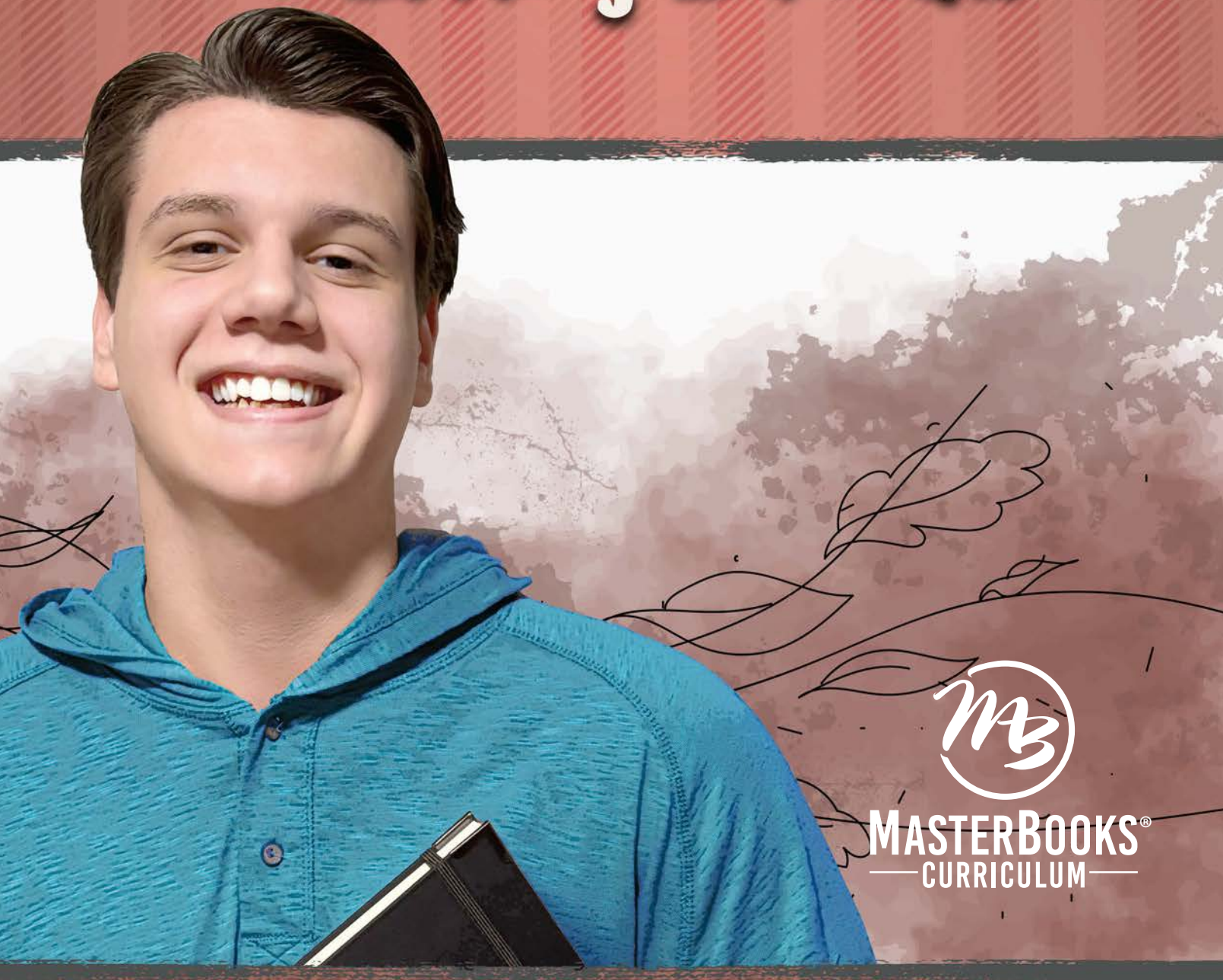
11

Language Lessons for a Living Education



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Sarah Gabel is a home educator with a degree in English and over 20 years of experience in education. She is a mom to five boys and hails from western New York, where she uses her gift of communication in pastoral ministry alongside her husband.

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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
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	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			
	Day 52	Lesson 11 • Exercise 2 • Pages 123–124			
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	Day 54	Lesson 11 • Exercise 4 • Pages 127–128			
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		Midterm Grade			

Calendar		Assignment	Due Date	✓	Grade
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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			

Scripture Study: Responsibility: Matthew 25:14–30

The Parable of the Talents

14 "For it will be like a man going on a journey, who called his servants and entrusted
to them his property. 15 To one he gave five talents, to another two, to another one, to each
according to his ability. Then he went away. 16 He who had received the five talents went at once
and traded with them, and he made five talents more. 17 So also he who had the two talents
made two talents more. 18 But he who had received the one talent went and dug in the ground
and hid his master's money.

19 Now after a long time the master of those servants came and settled accounts with them.
20 And he who had received the five talents came forward, bringing five talents more, saying,
'Master, you delivered to me five talents; here, I have made five talents more.' 21 His master said
to him, 'Well done, good and faithful servant. You have been faithful over a little; I will set you
over much. Enter into the joy of your master.' 22 And he also who had the two talents came
forward, saying, 'Master, you delivered to me two talents; here, I have made two talents more.'
23 His master said to him, 'Well done, good and faithful servant. You have been faithful over a
little; I will set you over much. Enter into the joy of your master.' 24 He also who had received the
one talent came forward, saying, 'Master, I knew you to be a hard man, reaping where you did
not sow, and gathering where you scattered no seed, 25 so I was afraid, and I went and hid your
talent in the ground. Here, you have what is yours.'

26 But his master answered him, 'You wicked and slothful servant! You knew that I reap where
I have not sown and gather where I scattered no seed? 27 Then you ought to have invested my
money with the bankers, and at my coming I should have received what was my own with
interest. 28 So take the talent from him and give it to him who has the ten talents. 29 For to
everyone who has will more be given, and he will have an abundance. But from the one who
has not, even what he has will be taken away. 30 And cast the worthless servant into the outer
darkness. In that place there will be weeping and gnashing of teeth.' "

The point of this parable is that we must not "bury" our gifts and abilities but rather use them for God's work. Our "talents" could be the personality traits we were born with, the skills we have gained through our life experience or education, or spiritual fruit like love, joy, peace, patience, or kindness. It is our responsibility to use what God has given us to produce good things for His Kingdom.

Write about the "talents" you have, how you have used them in the past, and how you plan to use them in the future.

Vocabulary

Study these vocabulary words.

	Definitions	Synonyms	Antonyms
authenticity	(n.) the quality of being real and true	truth, genuineness	fiction, unreality, fantasy
avenue	(n.) an intangible path to something	approach, route, way	(not applicable)
avid	(adj.) actively interested in or excited about something	eager, enthusiastic	indifferent, casual, uninterested
bear	(v.) to put up with something painful or difficult	tolerate, endure, accept	refuse, resist
benevolent	(adj.) marked by doing good; considerate of others	compassionate, kind	cruel, heartless, unkind
bias	(n.) favoring one way and not considering another	prejudice, tendency	impartiality, objectivity
bittersweet	(adj.) something good, tinged with sadness	(not applicable)	(not applicable)

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

1. The protesters could not see past their _____ to consider the logic behind the other viewpoint.
2. Everyone knows that Sarah is an _____ football fan.
3. Jacob took an unconventional _____ in his pursuit of self-employment.
4. In the tale, the _____ king invited all royal subjects to a feast honoring the queen.
5. _____ is an attractive quality when looking to hire an employee.
6. It was a _____ moment when we dropped my sister off at the college campus.
7. God's Word teaches us to _____ with one another in love.

Write a sentence using the words *bias* and *avenue*.

_____

_____

☐ **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.

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. Ephesians 2:10

Grammar & Punctuation

Helping Verbs

The last Grammar exercise taught about action, linking, and state-of-being verbs. Often, these verbs appear in a verb phrase (the main verb + a helping verb). A **helping verb**, also called an auxiliary verb, "helps" the main verb and forms a verb phrase.

The Primary Helping Verbs	
The primary helping verbs are *to be*, *to have*, and *to do*. They can appear in the following forms:	
To be	*am*, *is*, *are*, *was*, *were*, *be*, *being*, *been* (state-of-being verbs)
	Example: I *am waiting* for my brother to finish mowing. (*am* = helping verb, *waiting* = action verb)
To have	*has*, *have*, *had*, *having*, *will have*
	Example: Madeline *had baked* all afternoon. (*had* = helping verb, *baked* = action verb)
To do	*does*, *do*, *did*, *will do*
	Example: Sophia *will do* her very best writing, with authenticity as her goal. (*will* = helping verb, *do* = action verb)
Note:	Negative forms are also helping verbs:
	don't, *haven't*, *won't*, *didn't*, *doesn't*, *aren't*, etc.
	Example: He *didn't express* his feelings in front of the crowd. (*didn't* = helping verb, *express* = action verb)

Draw one line under the subject noun and two lines under the verb or verb phrase. Some sentences may have more than one verb or verb phrase. (*Hint:* Sometimes a question starts with a helping verb.)

1. Mackenzie will be having surgery on her shoulder in the spring, and I am praying it goes well.
2. The engineer on the project didn't have much experience in designing bridges.
3. Do you think I could have another piece of cake?
4. I am being changed into the image of Christ as I follow His commands and seek Him daily.

Write a sentence using a *to be* verb as a helping verb. Include a hyphenated compound noun. (Day 12)

_____

_____

Write a sentence using a *to have* verb as a helping verb in the form of a question.

_____

_____

Write a sentence using a *to do* verb and one of this lesson's vocabulary words.

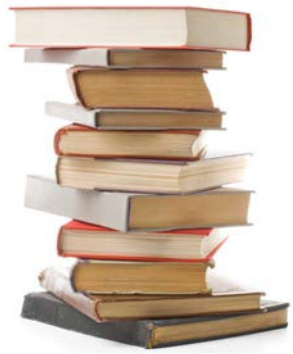
_____

_____

In addition to the primary helping verbs, there are nine modal helping (auxiliary) verbs. **Modal verbs** are helping verbs that show possibility, intent, ability, or necessity.

Modal Helping Verbs	
Full list:	*can*, *could*, *will*, *would*, *shall*, *should*, *may*, *might*, and *must*
To show possibility	*may*, *might*, *could*, *must*
	Example: Despite the heat, I *might walk* to the park.
To show intent	*would*, *should*, *will*, *might*, *shall*
	Example: I *should have thought* about that!
To show ability	*can*, *could*, *may*, *might*
	Example: I *can do* all things through Christ.
To show necessity	*must* (*have to*, *have got to*)
	Example: I *must ask* for help next time.

Draw one line under the subject noun and two lines under the verb or verb phrase (modal helping verb + main verb). Some sentences have more than one verb or verb phrase.



5. Mikayla and Sarah knew their goodbye would be bittersweet.
6. I should pray about what avenue God wants me to take in college.
7. Can Andrew purchase some rolls for dinner on his way home?
8. I may own over 100 books since I am an avid reader!
9. The Bible teaches us that we must bear with one another in love.

Review It!

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

10. _____ Gavin knew he had done his friend a great wrong.
11. _____ Chloe tried her best but gave a wrong answer.

Label as a sentence or a fragment.

12. _____ Every available firefighter in the entire city.
13. _____ Please, leave it up to me.

Identify the underlined word or words as action or linking verbs.

14. _____ Zoe and Karissa each displayed Christlike character throughout the ordeal.
15. _____ My brother Nathan looked handsome in his army uniform.
16. _____ Evan looked over the head of the lady in front of him to get a peek at the performers.

Communication

The Cause-and-Effect Essay

A **cause-and-effect essay** is an expository essay that explores a topic by discussing the issue's causes and consequences (effects). The term *expository* refers to an essay that aims to inform the reader. The goal is not to persuade, argue, or entertain—although that may happen. Expository essays present facts and observations, and cause-and-effect essays belong in this category of writing. The goal is to present information regarding cause and effect so a reader can think critically about the topic and reach a conclusion. You will be writing this type of essay, so begin considering possible topic choices.

Example of a cause-and-effect paragraph:

> Automation is the use of machines to reduce the need for human labor. In other words, automation is when jobs once done by people become jobs done by robots. Automation can be beneficial because items can be manufactured for less money and in less time. This benefits the consumer with a less expensive product and with more supply of that product. But automation also has a downside. Because of automation, there are over 700,000 robots in America that do jobs once performed by humans. That is a huge loss of available jobs people once depended on. Automation has both positive and negative effects on humanity, but regardless, the trend is toward an increased reliance on it.

This example about automation presents facts and observations to inform the reader and allows them to think critically, coming to their own conclusion about the topic. This paragraph could be expanded into a full essay by going into more detailed facts about automation and offering more possibilities regarding the effects of automation.

Cause-and-effect essay ideas:

- What are the effects of listening to music while studying?
- How does a strong knowledge of the Bible affect a student in their teen years?
- Discuss the effects of video games on childhood development.
- Does owning a pet affect a person's mental and emotional health?
- The effects of diet on a person's lifespan.

Let's begin!

Brainstorm your topic. Think about something you are interested in finding a cause for, a connection between two things you have always wondered about, or a cause-and-effect relationship you are already familiar with. Hopefully, the list above sparked some ideas in your mind. You will be doing some research for this assignment. Use the lines to **jot down** some possible topics.

_____

_____

_____

Think through the list and **write out** your topic.

_____

_____

Write down some questions you want to answer, points you want to make, and sources you may find information from (such as a book or online search).

_____

_____

_____

_____

The final draft of your cause-and-effect essay is due on Day 43. Between now and then, you will be guided through the writing process on the Communication exercises of each lesson.

Begin researching your topic using either books or online searches. Always get a parent's permission before using the internet. As you research, **jot down** notes about the sources you will reference so you can properly cite them. **Use** the Citation Notes Worksheet at the back of this book. It will help you record the necessary information to cite a book or website. *Note:* There are separate worksheets for books and websites. You will follow the APA style of citation. Instruction in this style will begin in the next lesson.

Your thesis will become more apparent as you gain knowledge about your topic. **Be prepared** to record your thesis statement in the next Communication exercise, where you will also learn how to structure and write your essay.

Communicating with God

We know from the Bible that God desires that we pray (communicate) with Him often. He wants to be the One you turn to in every situation. Philippians 4:6–7 states, "[D]o not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus." Isn't it amazing that the Creator of the universe wants to hear from you?

Write a prayer regarding something you feel anxious about and trust that God will grant you His peace as you trust Him with the situation.

_____

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Worldview & Literary Analysis

NONFICTION
Manners

Responsibility: "Etiquette in a Nutshell"

Adapted from *Correct Manners: A Complete Handbook of Etiquette* (1892)

Never break an engagement when one is made, whether of a business or social nature. If you are compelled to do so, make an immediate apology either by note or in person.

Be punctual as to time, precise as to payment, honest and thoughtful in all your transactions, whether with rich or poor.

Never open another person's door without knocking, whether it be in your house or that of a friend or neighbor.

Never look over the shoulder of one who is reading, or intrude yourself into a conversation in which you are not invited or expected to take part.

Tell the truth at all times and in all places. It is better to have a reputation for truthfulness than one for wit, wisdom or brilliancy.

Avoid making personal comments regarding a person's dress, manners or habits. Be sure you are all right in these respects, and you will find you have quite enough to attend to.

Avoid affectation and eccentricity, and still more decidedly eschew imitation, except in the fullest cultivation of natural powers.

Care for your dress before you enter company, but after that think only of your friends.

Always be thoughtful regarding the comfort and pleasure of others. Give the best seat in your room to a lady, an aged person or an invalid.*

Never boast of your superior knowledge. If you are learned, witty, or skilled in any of the arts or sciences, your friends will find it out without your being obliged to tell them.

Always remember that a book that has been loaned you is not yours to loan to another.

If you have calls to make, see that you attend to them punctually. Your friends may reasonably think you slight them when you fail to do so.

The personal deformity or mental peculiarity of your friend should pass unmentioned, as though you had no idea of their existence.[7]

* *Note*: An invalid is a person who is ill or disabled.

Circle two words you are unfamiliar with from "Etiquette in a Nutshell," and look up their meaning. Always ask a parent's permission before using the internet. **Write** the word and its definition.

Word #1:

_____

_____

Word #2:

_____

_____

These "rules" are about responsibility toward your fellow human beings. Romans 12:10 (KJV) says, "Be kindly affectioned one to another with brotherly love; in honour preferring one another." To prefer another person is to put their needs and feelings above your own. It is our biblical responsibility to consider others.

Record an etiquette rule from this list you feel you are good at.

_____

_____

_____

_____

Record a rule you need God to help you improve on.

_____

_____

_____

_____

"Etiquette in a Nutshell" was written in 1892. In your opinion, have any of these rules changed over time? If so, **list** the rule(s) and how you feel it has changed.

_____

_____

_____

_____

_____

_____

_____

_____

Review

- [ ] **Update** the Reading List chart with books you have read this week.
- [ ] **Recite** Ephesians 2:10 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.

authenticity	avenue	avid	bear	benevolent	bias	bittersweet

1. _____ (adj.) actively interested in or excited about something
2. _____ (v.) to put up with something painful or difficult
3. _____ (n.) the quality of being real and true
4. _____ (n.) an intangible path to something
5. _____ (n.) favoring one way and not considering another
6. _____ (adj.) something good, tinged with sadness
7. _____ (adj.) marked by doing good; considerate of others

Grammar & Punctuation Review

Draw one line under the subject noun and two lines under the verb or verb phrase. Some sentences may have more than one verb or verb phrase. (*Hint:* Sometimes a question starts with a helping verb.)

1. Tristan was swimming lengths of the pool at top speed to train for the competition.
2. Was he swimming with proper form?
3. Liam's mother is grocery shopping for his birthday dinner.
4. Will she remember his favorite potato chips?
5. My dad changed the car's tire while he talked with me about my school day.

Draw one line under the subject noun and two lines under the verb or verb phrase (modal helping verb + main verb). Some sentences have more than one verb or verb phrase.

6. I should seek God when I have a big decision coming up.
7. Morgan would have gone with his dad to the rodeo, but he was at work.
8. Isaac should have thought about what to say before stepping onto the stage.

Communication Review

1. **Define** a cause-and-effect essay.

_____

_____

2. **What** is the goal of a cause-and-effect essay?

_____

_____

3. **List** three possible cause-and-effect essay topics.

   a. _____

   b. _____

   c. _____

Worldview & Literary Analysis Review

Copy the verse.

> *Be kindly affectioned one to another with brotherly love; in honour preferring one another.*
> Romans 12:10 (KJV)

_____

_____

1. Considering this verse and the rules in "Etiquette in a Nutshell," **why** is it important to consider our behavior toward others?

_____

_____

List three rules from "Etiquette in a Nutshell" that you believe are still important in your culture today.

a. _____

_____

b. _____

_____

c. _____

_____

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.

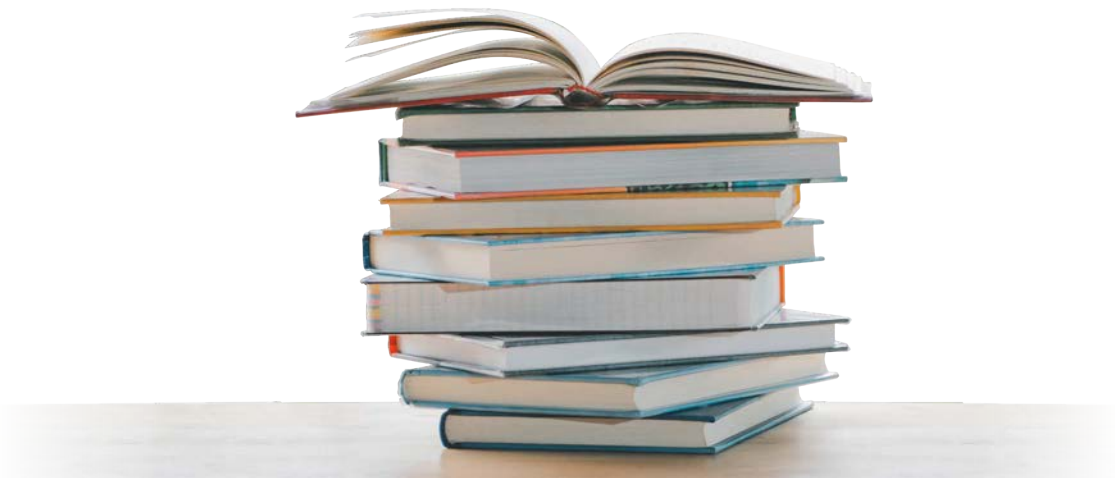
24. I hope _____ books are appropriate for _____ age group.

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: "All the Way My Savior Leads Me"

by Fanny Crosby

Fanny Crosby uses the literary device of repetition at the end of each stanza of this hymn. On the lines provided, **copy** the repeated phrase from the stanza (just once) then **write** what you think it means on the remaining lines.

All the way my Savior leads me;
What have I to ask beside?
Can I doubt His tender mercy
Who thro' life has been my guide?
Heav'n-ly peace, divinest comfort,
Here by faith in Him to dwell!
For I know, whate'er befall me,
Jesus doeth all things well;
For I know, what-e'er befall me,
Jesus doeth all things well.

All the way my Savior leads me,
Cheers each winding path I tread;
Gives me grace for ev'ry trial,
Feeds me with the living bread;
Tho' my weary steps may falter,
And my soul athirst may be,
Gushing from the Rock before me,
Lo! a spring of joy I see;
Gushing from the Rock before me,
Lo! a spring of joy I see.

All the way my Savior leads me;
O, the fulness of his love!
Perfect rest to me is promised
In my Father's house above;
When my spirit, clothed immortal,
Wings its flight to realms of day,
This my song thro' endless ages—
Jesus led me all the way;
This my song thro' endless ages—
Jesus led me all the way.[33]

Vocabulary

Study these vocabulary words.

	Definitions	Synonyms	Antonyms
provocative	(adj.) tending to excite, provoke, or stimulate	motivational, charged, exciting	subduing, noninflammatory
qualitative	(adj.) involving qualities, features, or content of something	(not applicable)	(not applicable)
quantitative	(adj.) involving numbers or amounts; quantities	(not applicable)	(not applicable)
quirk	(n.) an odd, peculiar, or strange habit	trick, mannerism, characteristic	conformity
ramify	(v.) to divide: to split into two or more branches	split, separate	join, unify, combine
rash	(adj.) without attention to risk or consequences	impulsive, hurried, rushed	deliberate, unhurried
raw	(adj.) not processed or cooked; as in food	uncooked, unheated	cooked, well-done
	(adj.) unrefined or inexperienced	immature, undeveloped	experienced, mature, advanced

Note: The word *provocative* often has a negative connotation. It is frequently used to describe inappropriate clothing or behavior.

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

1. Unfortunately, I made a _____ decision to follow my heart instead of God's Word.
2. The stage manager told the new actor he had _____ talent and needed professional coaching.
3. We expect these products to _____ in several directions as new uses are discovered.
4. When my father uses the grill, he sanitizes areas contaminated with _____ meat juices.
5. I noticed a _____ change in my sister's clothing style.
6. The students in the math program will learn and develop _____ skills.
7. I learned to deal with my cousin's personality _____.
8. The book was _____ as it presented several "hot-button" topics.

☐ **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.

If I take the wings of the morning and dwell in the uttermost parts of the sea, even there your hand shall lead me, and your right hand shall hold me. Psalm 139:9–10

Grammar & Punctuation

Types of Dependent Clauses: Adjective, Adverb, and Noun

A dependent clause can function as an adjective, adverb, or noun. Remember, a dependent clause cannot stand alone as a sentence as it is not a complete thought.

An adjective is usually one word. However, an entire clause can *function* as an adjective. An **adjective clause** modifies a noun or pronoun in another clause. These clauses begin with relative pronouns (*who, whom, whose, that, which*) or relative adverbs (*when, where, why*).

Example: Jonathan, whose rash behavior drew attention from the audience, left the stage quickly.
The underlined clause functions as an adjective describing the subject noun, Jonathan.

Example: My grandmother remembers the old days when no smartphones existed.
The underlined clause functions as an adjective describing the noun "old days."

An **adverb clause** modifies a verb, adjective, or adverb in the sentence. Remember, adverbs describe or modify verbs, adjectives, or other adverbs and answer questions like *how, when, why, where, to what extent,* or *under what conditions*. Adverb clauses are introduced by subordinating conjunctions (*after, although, as, because, before, if, once, since, that, unless, until, when, where, while, as if, even though, so that*).

Example: The debater made a provocative statement as he attempted to "bait" his opponent.
The underlined clause functions as an adverb modifying the verb "made." (telling *when*)

Example: Since Lexi forgot her wallet, she could not stop for fuel on her way home.
The underlined clause functions as an adverb modifying the verb and telling *why*.

Noun Clauses

A **noun clause** functions as a noun in a sentence and often begins with a relative pronoun (*who, what, where, when, why, how, that, which, whoever, whomever, whatever, wherever, whenever, whichever*) and some subordinating conjunctions (*if, whether*).

Example: That snowstorms hamper winter travel in the north is a given each year.
The underlined clause functions as the subject noun. Notice the verb "is" immediately following.

Example: My cat eats whatever food we throw in his bowl.
The underlined clause functions as the direct object (a noun) and immediately follows the verb.

Write ADJ (adjective), **ADV** (adverb), or **N** (noun) on the line to indicate what type of clause is underlined.

1. _____ Beef that is raised organically can be expensive.
2. _____ Whichever type of pie you make for the bake sale is fine with me.
3. _____ The student who raises the most money for the scholarship fund will win a new scooter.
4. _____ Claire achieved a higher quantitative score than all the girls in her age bracket.
5. _____ We all returned to the house for dinner after my brother's recital.
6. _____ The protester told whoever would listen about her reasons for standing up for her beliefs.
7. _____ Unless the LORD builds the house, those who build it labor in vain (Psalm 127:1).
8. _____ I was so nervous watching the game, not knowing if my team could win.
9. _____ The political speech that is the most provocative will get all the media attention.

Write a sentence using an adjective clause.

_____

_____

Write a sentence using an adverb clause.

_____

_____

Write a sentence using a noun clause.

_____

_____

10. Adjective, adverb, and noun clauses are all dependent clauses. **Define** a dependent clause.

    _____

    _____

11. **What** does an adjective clause modify?

    _____

    _____

12. **What** do adverb clauses modify?

    _____

    _____

Communication

Ad hominem Fallacy

An **ad hominem** fallacy occurs when someone fails to address the topic and instead attacks the character, credentials, or traits of the person presenting the topic. *Ad hominem* is Latin for "to the man." In this fallacy, a person attempts to discredit someone's argument by attacking them rather than addressing the issue itself. Genuine criticism of an idea or argument focuses on the facts, not the person presenting them.

Ad hominem is often seen in political situations and can effectively steer public opinion. Listeners focus on the negative claim about a person's character and then disregard their arguments. **Study** these examples:

> My opponent cannot help our economy because two of his businesses have filed for bankruptcy.
> *(The person's past business experience does not mean their plan for the economy is bad.)*
>
> You did not graduate high school so you cannot know much about math.
> *(Not finishing high school does not mean a person is not knowledgeable about math.)*
>
> My grandmother is 80 years old, so she does not understand smartphones.
> *(A person's age does not determine their understanding of technology.)*
>
> His health advice is nonsense; he is overweight.
> *(Being overweight does not mean a person's ideas about health are wrong.)*

Critics may attack the person rather than the issue when they feel "backed into a corner." Properly debating an issue requires mental effort, intellect, and reasoning. If a person in a debate does not have the knowledge or reasoning necessary to win the argument, they tend to go after the person on the other side of the issue.

Sometimes, a person may "reverse" this fallacy to persuade others *toward* their idea. They do not share their plan but rather attempt to focus on their character as a reason for believability. **Study** these examples:

> I will make a great president because I was raised in a middle-class home.
> *(Being raised in a middle-class home does not mean you have a great plan as president.)*
>
> I have the best vision for our Sunday school format because I have a huge heart for children.
> *(Having a huge heart for children does not guarantee the viability of your vision.)*

When writing about an issue, ask yourself if you are staying focused on the facts and ideas instead of pointing a finger at individuals or groups.

Identify the ad hominem fallacy and **describe** how it is illogical.

1. The author of the novel I am reading is not a U.S. citizen so their views about our culture are incorrect.

_____

_____

_____

2. This article was written in the early 1900s so the author's claims about human interaction are bound to be flawed. We know so much more about the human mind and emotions now, making old research of little value.

_____

_____

_____

Write an example of an ad hominem fallacy.

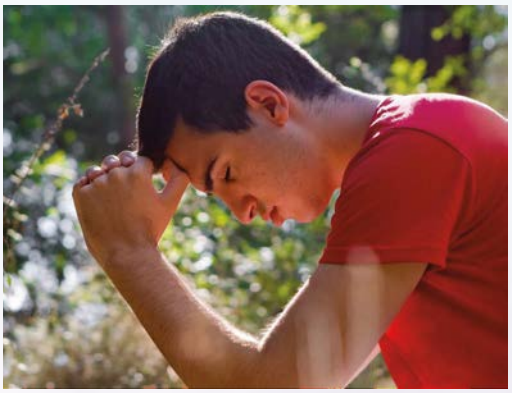
_____

_____

_____

_____

Communicating with God



An important aspect of our relationship with God is confessing sin. While God knows all we do and think, He desires that we take the initiative to communicate when we realize we have sinned. Knowledge of God's Word and the indwelling Holy Spirit brings awareness to our hearts and minds concerning our sins. The Bible teaches, "If we confess our sins, he is faithful and just to forgive us our sins and to cleanse us from all unrighteousness" (1 John 1:9).

Throughout this quarter, the "Communicating with God" feature will focus on confessing specific heart sins that can affect your relationship with God and others.

Study the verse and **write** a confession about any "grumbling and disputing" in your heart. **Ask** God's forgiveness and trust Him to forgive, cleanse, heal, and bring hope.

> *Do all things without grumbling or disputing, that you may be blameless and innocent, children of God without blemish in the midst of a crooked and twisted generation, among whom you shine as lights in the world.* Philippians 2:14–15

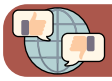
_____

_____

_____

_____

I prefer not to write my confession, but I have studied, prayed, confessed, and asked God to forgive and help me. ☐



Worldview & Literary Analysis

Book Review Assignment

At the beginning of the third quarter, you were asked to read a fiction book before the start of the fourth quarter. Hopefully, you have finished your reading assignment and are ready to learn how to write a book review over the next few weeks. **Study** the elements of a book review.

Elements of a Book Review	
Discuss	the author, genre, structure (chapters/sections), and preface/introduction.
Analyze	the themes, plot line, characters, dialogue, and use of literary devices.
Share	thoughts and opinions about the book.
Include	a rating, such as three out of five stars.

Study the following fiction terms to be familiar with while analyzing your book. You may consider rereading your book to refresh your memory. We will look more deeply into some of these terms in future exercises.

Fiction Terms

author: the writer of a book, article, report, poem, or other written work.

genre: a category of artistic composition (art or literature), based on similarities in form, subject, or style (*examples:* adventure, comedy, fantasy, historical fiction, mystery, and science fiction).

structure: how a book is arranged using chapters, sections, or even journal entries; it includes the parts of the book such as table of contents, introduction, preface, body, afterword, bibliography, or author biography information.

theme: a main idea that flows throughout a book and connects the components of the story. (A book may have several themes. Sometimes a large theme encompasses the whole story, while smaller themes are present in certain aspects and may be more difficult to notice. A theme is usually something a reader can relate to such as love, power, identity, or death.)

plot (or plot line): the sequence of events within a written work that creates the storyline and reveals the cause-and-effect relationships between the events.

conflict: the struggle between opposing forces, typically against a character's pursuit of a goal.

characters: a person, animal, or thing in a story used to perform action and speak dialogue as the story moves along a plot line.

protagonist: the main character in a story who makes decisions and faces obstacles.

antagonist: a character who opposes the protagonist, usually creating the conflict in the story.

dialogue: conversation between two or more characters in a story where tone, word choice, and gestures can reveal the character's personalities, intentions, and beliefs. ("Inner dialogue" gives insight into a character's mind by revealing their thoughts.)

Fill in the following information about the book you chose. This exercise will help refresh your memory and start the thinking and writing process.

Title:

_____

Author:

_____

Genre:

_____

Structure:

_____

_____

_____

Theme (or themes):

_____

_____

_____

Protagonist (or protagonists):

_____

_____

_____

_____

Antagonist (or antagonists):

_____

_____

_____

_____

Review

- [ ] **Update** the Reading List chart with books you have read this week.
- [ ] **Recite** Psalm 139:9–10 from memory to your instructor.

Vocabulary Review

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

provocative	qualitative	quantitative	quirk	ramify	rash	raw

1. _____ (v.) to divide; to split into two or more branches
2. _____ (adj.) involving qualities, features, or content of something
3. _____ (n.) an odd, peculiar, or strange habit
4. _____ (adj.) not processed or cooked, as in food; unrefined or inexperienced
5. _____ (adj.) tending to excite, provoke, or stimulate
6. _____ (adj.) involving numbers or amounts; quantities
7. _____ (adj.) without attention to risk or consequences
8. **Write** a sentence using an antonym for *rash*.

_____

_____

Grammar & Punctuation Review

1. **List** six of the possible words adjective clauses begin with.

_____ _____ _____

_____ _____ _____

2. **List** six of the possible words or phrases adverb clauses begin with.

_____ _____ _____

_____ _____ _____

3. **List** six of the possible words noun clauses begin with.

_____ _____ _____

_____ _____ _____

Write ADJ (adjective), **ADV** (adverb), or **N** (noun) on the line to indicate what type of clause is underlined.

4. _____ Higher education that is free may not always be appreciated.
5. _____ The nurse told whoever was in the waiting room their appointments needed to be rescheduled.
6. _____ Since many believe in evolution, the teaching of creationism is under attack.
7. _____ The football player who scores the most touchdowns typically wins the Most Valuable Player award.

Communication Review

1. When does an ad hominem fallacy occur?

_____

_____

2. What is ad hominem Latin for?

_____

_____

3. **Explain** why this statement commits an ad hominem fallacy.

You are always angry and have no experience in government, so your claims about corruption in our government are false.

_____

_____

_____

Worldview & Literary Analysis Review

1. **Describe** the following fiction terms.

a. theme: _____

_____

b. plot: _____

_____

_____

c. conflict: _____

_____

How to Use This Section

The teaching resources in this section provide both required and optional aids and activities. The reading lists, writing prompts, and spelling lists give extra learning opportunities. The worksheets, study sheets, rubrics, and answer key are an integral part of this course. Please get familiar with these helpful resources.

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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 4, Exercise 1, Day 16, Page 50

1. Sydney's assertion was backed up by many years of research.
2. My mother never buys yogurt with artificial colors or flavors.
3. Allison prayed to forgive Layla, knowing her antipathy was causing bitterness.
4. When we went rock climbing, I asked my dad to film me reaching the apex.
5. In the past, I had a great apprehension about oral presentations.
6. My great-uncle lives in an austere, tiny house on top of a hill outside of town.
7. I was nervous when I stood up to articulate my opinion about the town's budget.
8. The missionary was an articulate speaker.

Lesson 4, Exercise 2, Day 17, Page 52

1. Antipathy (SV) is a strong feeling, and it (AV) requires self-control to manage.
2. My dog (LV) became ill from artificial sweetener, so I (AV) took him to the veterinarian.
3. The sunshine (LV) feels warm on my face, and it (AV) makes me so happy!
4. I (AV) went with Ava to the science museum, and we (AV) ate lunch at a nearby restaurant.
5. He (LV) remained in a state of despair, despite his friend's encouragement.
6. My brother (SV) is very athletic, and he (AV) proved it when he (AV) ascended to the apex of the mountain.

Review It!

1. hunting
2. ate
3. assertion
4. French
5. peanut butter
6. free-for-all
7. buttermilk
8. appeared
9. was
10. gang
11. furniture

Lesson 4, Exercise 3, Day 18, Page 53

1. Answers will vary. A conclusion was reached by Aubrey's friends based on the origin of her idea rather than on the credibility of the clubhouse plan itself. They originally concluded it was a great idea until they realized its source. This is a genetic fallacy.
2. Answers will vary. A conclusion was reached about the danger of Vacation Bible School because the injury was linked to Vacation Bible School rather than the game that led to the injury. This is a genetic fallacy.

Lesson 4, Exercise 4, Day 19, Page 56

1. Answers will vary. *Example:* He was distracted by "far greater things to think about. How was he going to get his army together again? And how was he going to drive the fierce Danes out of the land? He forgot his hunger; he forgot the cakes; he forgot that he was in the woodcutter's hut. His mind was busy making plans for tomorrow."

Lesson 5, Exercise 1, Day 21, Page 60

1. The protesters could not see past their bias to consider the logic behind the other viewpoint.
2. Everyone knows that Sarah is an avid football fan.
3. Jacob took an unconventional avenue in his pursuit of self-employment.
4. In the tale, the benevolent king invited all royal subjects to a feast honoring the queen.
5. Authenticity is an attractive quality when looking to hire an employee.
6. It was a bittersweet moment when we dropped my sister off at the college campus.
7. God's Word teaches us to bear with one another in love.

Lesson 5, Exercise 2, Day 22, Pages 61–62

1. Mackenzie will be having surgery on her shoulder in the spring, and I am praying it goes well.
2. The engineer on the project didn't have much experience in designing bridges.
3. Do you think I could have another piece of cake?
4. I am being changed into the image of Christ as I follow His commands and seek Him daily.
5. Mikayla and Sarah knew their goodbye would be bittersweet.
6. I should pray about what avenue God wants me to take in college.
7. Can Andrew purchase some rolls for dinner on his way home?
8. I may own over 100 books since I am an avid reader!
9. The Bible teaches us that we must bear with one another in love.
10. noun
11. adjective
12. fragment
13. sentence
14. action
15. linking
16. action

Lesson 6, Exercise 1, Day 26, Page 70

1. The brevity with which she answered my question made me wonder if she was distracted.
2. Kylie has been very candid about her interest in becoming a missionary to Japan.
3. The police needed to break up the brawl among the protestors on campus.
4. The two young brothers brawled over the last piece of cake.
5. The contractors worked to bolster the sagging deck.
6. Most small businesses experience a boost in sales leading up to Christmas.
7. The politician boosted his reputation among young voters.
8. I knew I needed to capitalize on the undivided attention the audience was giving me.
9. The missionary spoke with such candor that he captured the hearts of those listening.

Lesson 6, Exercise 2, Day 27, Pages 71–72

1. I will capitalize (on my education) (by finding a job) (in my area) (of expertise).
2. (According to God's Word), we are the body (of Christ) and are brothers and sisters (in Him).
3. Sometimes (in the summer), the temperatures (in Texas) can soar (over 100 degrees).
4. I greatly admire his candor, especially when the odds are (against him).
5. My father's influence (in my life) served (as a bolster) (for my faith) (in Christ).
6. Zach and Landon had hoped to go (to the lake) (after church).
7. The kitten ran (up the tree) and (down the other side), hoping to escape (from the neighbor's dog).
8. (Despite total exhaustion), Mandy ran the final mile (through the woods) (in record time).

Lesson 6, Exercise 3, Day 28, Page 74

1. The initial story about the robbery proved false.
2. My dad's company produces wooden bats for professional baseball teams.
3. When writing dialogue, be sure to properly punctuate the conversation.
4. Honesty was a recurring theme in the book about Abraham Lincoln's political life.
5. The choir led the congregational hymn my grandmother loved most.

Lesson 6, Exercise 4, Day 29, Page 76

1. "If this be so, our God whom we serve is able to deliver us from the burning fiery furnace, and he will deliver us out of your hand, O king. But if not, be it known to you, O king, that we will not serve your gods or worship the golden image that you have set up."

Lesson 17, Exercise 2, Day 82, Pages 183–184

1. demonstrative; Please set these books on the table in the schoolroom.
2. subject; I can't exert my energy like that again tomorrow!
3. object; Carson helped him put it in the truck.
4. reflexive; Abigail took herself out of the game with a bad headache.
5. indefinite; Everybody involved in the musical got together for dinner.
6. relative; The spider that made a web in my window has vanished!
7. The house at the end of our road had its roof replaced.
8. Carla and Jennifer wanted to evoke a sense of inspiration when they performed.
9. Mark told the doctor, "Don't blame yourself. I should have followed orders."
10. The football team found the win exhilarating, and everybody rejoiced in the locker room!
11. Matt picked up the card and said to himself, "This will be perfect for my wife."
12. Cooper was injured while riding ~~Cooper's~~ his bike to work. ~~Cooper~~ He was unable to work for nearly three months as ~~Cooper~~ he recovered. ~~Cooper's~~ His friends Melanie and Jake wanted to help with the financial trouble ~~Cooper~~ he was having since ~~the financial trouble~~ it was stressing ~~Cooper~~ him out. ~~Melanie and Jake~~ They thought ~~Melanie and Jake~~ they could host a chicken dinner fundraiser at ~~Melanie and Jake's~~ their church. ~~The chicken dinner fundraiser~~ It might raise enough money to offset Cooper's financial troubles.

   (*Note:* In the final sentence, "Cooper's financial troubles" should not be replaced with a pronoun, since it would be unclear what "it" is referring to.)

Lesson 17, Exercise 4, Day 84, Pages 187–188

1. "[T]he gentle rain from heaven."
2. "It blesseth him that gives, and him that takes."
3. Mercy
4. "[I]n the hearts of kings."
5. "When mercy seasons justice."
6. Answers will vary. *Example:* Jesus uses a parable about lenders and debtors to show us that those who believe in Him have been forgiven a massive debt. The full weight of our sin was paid for by Jesus on the Cross through His mercy toward us. We have no right, then, to hold unforgiveness and withhold mercy from those who sin against us.

Lesson 18, Exercise 1, Day 86, Page 192

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

Lesson 18, Exercise 2, Day 87, Pages 193–194

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.
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!
6. My left eyebrow is thicker than my right eyebrow.
7. The most amazing memories often feel insignificant in the moment.
8. Answers will vary. *Example:* I love *Canada's* National Anthem. (*Canada's* is a proper adjective.)
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.
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.
15. thankful; I am incredibly thankful (for the Cross).
16. stuck; The lizard stuck his tongue (against the glass).
17. girl; Molly was a girl (about seventeen years old).
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.
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.
24. I hope these books are appropriate for this age group.
25. Anyone can learn how to cook even if some are disinterested.
26. He likes talking to himself, but I rarely talk to myself.

QUARTER FOUR

Lesson 28, Exercise 1, Day 136

1. Unfortunately, I made a rash decision to follow my heart instead of God's Word.
2. The stage manager told the new actor he had raw talent and needed professional coaching.
3. We expect these products to ramify in several directions as new uses are discovered.
4. When my father uses the grill, he sanitizes areas contaminated with raw meat juices.
5. I noticed a qualitative change in my sister's clothing style.
6. The students in the math program will learn and develop quantitative skills.
7. I learned to deal with my cousin's personality quirks.
8. The book was provocative as it presented several "hot-button" topics.

Lesson 28, Exercise 2, Day 137

1. ADJ
2. N
3. ADJ
4. ADV
5. ADV
6. N
7. ADV
8. N
9. ADJ
10. A dependent clause cannot stand alone as a sentence and is not a complete thought.
11. Adjective clauses modify a noun or pronoun in another clause.
12. Adverb clauses modify a verb, adjective, or adverb in the sentence.

Lesson 28, Exercise 3, Day 138

1. Answers will vary. *Example:* The author may have incorrect views about American culture, but those views should be the topic of discussion, not the author's citizenship.
2. Answers will vary. *Example:* The article's claims about human interaction are not addressed, only the time in which the author wrote it. The age of a claim alone does not make it invalid. Also, a modern claim is not more likely to be true simply because it is current.

Lesson 29, Exercise 1, Day 141

1. After the cat ran up the tree to escape the dog, it reluctantly edged down.
2. Discussing the Bible with other believers can reinforce its truth in your heart.
3. The new governor planned several reforms that threatened to alter the city's current government structure.
4. Christ reformed my life when I submitted to His will.
5. The new employee readily accepted every challenging task the managers sent her way.
6. The drug addict renounced his former way of life and sought a new path.
7. Melissa knew the board's decision from the last meeting would be a topic for reconsideration.
8. The creationist easily refuted the so-called "evidence" presented by the evolutionist.