

12

Language Lessons for a Living Education



MASTERBOOKS®
— CURRICULUM —



Thank you to the curriculum development team at Master Books: Elizabeth Gilbert, Jennifer Bauer, Kristen Pratt, Laura Welch, Liz Donnell, Melanie Chandler, and Sony Elise.

This course was shaped through your careful work, thoughtful insight, and shared commitment to excellence. We are grateful for the time, skill, and care you invested, and we pray this work will serve families and students well.

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About the Authors



Sarah Gabel is a home educator with a degree in English and 25 years of experience in education. She taught a phonics program at a Christian school and began homeschooling her children 20 years ago. 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. She enjoys helping teens prepare for life through God's Word, trusting that He will accomplish His plans as they place their trust in Him.



Kristen Pratt is the Master Books VP of Education. Having a passion for faith-based education, she developed the Master Books Mindset and authored the award-winning *Language Lessons for a Living Education* series. Her most current project is the fun new series, *Practice Makes*

Polished. She believes in tailoring an education plan to each student's unique, God-given strengths, interests, and learning style to equip them to accomplish God's purposes and plans.

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Course Description

Language Lessons for a Living Education Level 12 equips upper-level high school students by refining their communication skills and building critical thinking abilities in preparation for college, career, and daily life settings. A focus on practical communication instruction and skill-building prepares students for real-world situations. Communication skills are developed through résumé writing, essay assignments, body language analysis, oral presentations, understanding context, creating short stories, learning word efficiency, practicing time management, and refining grammar and writing mechanics. A comprehensive study of the Book of Job strengthens faith, worldview, and literary understanding as the student learns through Dr. Henry Morris' commentary, *The Remarkable Record of Job*.

Many exercises require previous definitions, charts, and assignments, so be sure to keep all finished work.

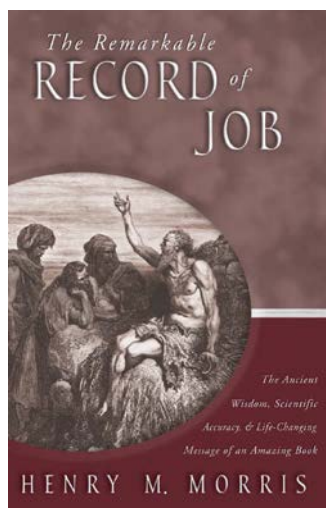
Features

	Target Level	High school, Targets Grade 12 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.
- ▶ Writing Mechanics & Word Choice reinforces grammatical structures and stresses the importance of clear communication.
- ▶ 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.

Required Resources



Available at
www.masterbooks.com

Placement

Students are ready to begin *Language Lessons for a Living Education* Level 12 when they can write a five-paragraph essay using well-written paragraphs, properly use basic grammar and punctuation, recognize abstract ideas, and learn high school-level vocabulary.

Supply List

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Notebook | <input type="checkbox"/> Dictionary |
| <input type="checkbox"/> Bible | <input type="checkbox"/> Thesaurus |
| <input type="checkbox"/> Independent reading books | |
| <input type="checkbox"/> Folders for essay organization | |

Welcome to *Language Lessons for a Living Education* Level 12! This course offers a biblically based approach to teaching students about communication through writing, speaking, body language, and life choices. It reinforces grammar and writing skills in real-world situations, such as filling out job applications, crafting résumés, using day planners, and writing memos. This level prepares students for college and life through research, essay writing, oral presentations, personal evaluation, literary analysis, Bible study, Bible commentary use, and character building.

Superseding all academic goals, Christian parents desire their students to 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 alongside these practical skills is invaluable.

Many competing voices in this 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. Second Timothy 2:15 says, “Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth” (NKJV). Through a deep study of the Book of Job, students will learn how to “rightly divide” God’s Word, using it as the standard for all evaluation. Our world desperately needs biblical truth, and we have the chance to steer our students toward God’s Word as the ultimate source of truth.

Our goal is to come alongside you, providing 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 cross the finish line of their high school years and launch into all the Lord has planned for them!

We pray blessings on you and your family as you educate your student 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 Scripture memory.

Exercise 2 is devoted to writing mechanics and word choice, including practical application.

Exercise 3 is all about communication. Students develop skills in practical writing, essay writing, understanding common communication terms, public speaking, research, and self-evaluation.

Exercise 4 is focused on worldview and literary analysis. It examines a Bible commentary on the Book of Job, then teaches several literary devices found in Job.

Exercise 5 is a review of all exercises from the previous lesson. It serves to reinforce concepts and can be used as a quiz or test, whether open-book or traditional style.

Special Features

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

Excerpts appear three times in each quarter and relate to the Book of Job. Some examples include excerpts taken from *Dragons: Legends and Lore of Dinosaurs*, *Aunt Jane’s Hero* by Elizabeth Prentiss, *Is There a Gospel in the Stars?* by Danny Faulkner, *Gifted Mind* by Dr. Raymond Damadian, and *Six Days* by Ken Ham.

Picture Study captures the student’s imagination and provides visual connections that inspire writing ideas. The pictures align closely with the Book of Job. Examples include an angel sculpture, *Starry Night Over the Rhone* by Vincent van Gogh, and *Garden of Eden* by Izaak van Oosten.

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

Scripture Study connects portions of Scripture to the truths revealed in the Book of Job, using the Bible to reinforce itself. Verses from the Old and New Testaments are used to reinforce and expound on the precepts presented in Job and provide life application for the student.

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 coordinate with themes taught in the Worldview & Literary Analysis exercises.

Vocabulary Words in the first semester are taken from *The Remarkable Record of Job* and are introduced at the start of each weekly lesson. Understanding these words increases reading comprehension as the student works through this informative Bible commentary. The second semester features vocabulary words taken from the King James Version of Job and aids the student's understanding as they read through the Book of Job.

Scripture Memory sharpens minds and strengthens faith. Committing Scripture to memory effectively equips students for the battles they face in life. Scripture is chosen to coordinate with the themes found in Job.

Writing Mechanics & Word Choice

Writing mechanics encompasses all aspects of the writing process, including grammar, structure, and punctuation. Exercises focus on grammar elements that are important for life beyond high school, reinforce optimal writing structure, and review punctuation rules. These exercises provide application in everyday and academic writing. Skills are sharpened through regular review. Word choice skills are developed through a feature called "Which Word?" This weekly exercise teaches students how to choose one word over another, especially when they are similar or often confused. For example, when should you use *contain* vs. *include*, *impact* vs. *effect*, *imply* vs. *infer*, etc.?

Communication

Communication lessons are based on the 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. We communicate in a plethora of ways, including facial expressions, posture, gestures, clothing choices, written ideas, spoken words, and voice inflection. As students learn how these aspects relate to and affect the messages they send to others, they gain more control over the clarity of their communication.

A new weekly feature, Written Communication Terms, instructs students regarding both practical and business communication vocabulary. Students learn about topics such as job proposals, copyrights, invitations, feedback forms, memos, performance reviews, public domain, and meeting minutes. Familiarity with these terms aids a student's ability to comprehend concepts in business, work, and home environments, offering preparedness for whatever path lies ahead.

Writing assignments include the following: a mock job application, timed essays (poem analysis, body language analysis), a college application essay, a short story assignment, a résumé, and a political essay. Charts at the back of the book instruct the student in three citation styles: Chicago, MLA, and APA. Writing assignments include the required citation style. These assignments are geared toward practical writing skills that a student needs after graduating from high school.

Several verbal exercises are included to develop speaking skills using facial expressions, eye contact, body language, and voice inflection. An oral presentation of the political essay develops the skill of presenting information to an audience.

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 exposed to thoughts and theories about life that oppose God's Word. These exercises equip students to recognize and apply a biblical worldview to everything they hear, read, and see.

Throughout the first semester, the student reads a Bible commentary by Dr. Henry Morris titled *The Remarkable Record of Job*. Each week's exercise will delve into what some consider the oldest book in the Bible: the Book of Job. Dr. Morris touches on many aspects of science, history, and theology as the intriguing story of Job unfolds. The Book of Job itself is read throughout the second semester with a focus on the many literary devices found in this ancient book. Students will see how God's creativity extends beyond the physical world as the Great Creator creates beauty with words! The Worldview & Literary Analysis days feature literary analysis exercises, short and long writing assignments, and life application questions.

Review Day

Each weekly lesson offers a Review Day that pulls vital topics from each exercise, giving students another chance to interact with the material. 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
- Writing Mechanics & Word Choice
- Communication
- Worldview & Literary Analysis

Students should study and correct any questions they got wrong during the lesson to reap the most benefit from this day. The Review Day Answer Key is located *after* the regular Answer Key.

Rubrics

Rubrics are included to help evaluate the essays and oral presentations. These organizational charts can help assess student performance for grading purposes. They include categories like structure, word choice, expression, and grammar. Assignment instructions direct the student to examine the corresponding rubric in the back of the book to understand grading 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.
- **Job Glossary of Terms**
- **Practice Job Application**
- **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 Key is located after the regular Answer Key, as the Review Days can be used as quizzes or tests.

Language Lessons Level 12 Daily Schedule

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		

Language Lessons Level 12 Daily Schedule

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 31	Lesson 7 • Exercise 1 • Pages 79–80			
	Day 32	Lesson 7 • Exercise 2 • Pages 81–82			
	Day 33	Lesson 7 • Exercise 3 • Pages 83–84			
	Day 34	Lesson 7 • Exercise 4 • Pages 85–86			
	Day 35	Lesson 7 • Exercise 5 • Review • Pages 87–88			
Week 8	Day 36	Lesson 8 • Exercise 1 • Pages 89–90			
	Day 37	Lesson 8 • Exercise 2 • Pages 91–92			
	Day 38	Lesson 8 • Exercise 3 • Pages 93–94			
	Day 39	Lesson 8 • Exercise 4 • Pages 95–96			
	Day 40	Lesson 8 • Exercise 5 • Review • Pages 97–98			
Week 9	Day 41	Lesson 9 • Exercise 1 • Pages 99–100			
	Day 42	Lesson 9 • Exercise 2 • Pages 101–102			
	Day 43	Lesson 9 • Exercise 3 • Pages 103–104			
	Day 44	Lesson 9 • Exercise 4 • Pages 105–106			
	Day 45	Lesson 9 • Exercise 5 • Review • Pages 107–108			

Language Lessons Level 12 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
► First Semester-Second Quarter				
Week 1	Day 46	Lesson 10 • Exercise 1 • Pages 109–110		
	Day 47	Lesson 10 • Exercise 2 • Pages 111–112		
	Day 48	Lesson 10 • Exercise 3 • Pages 113–114		
	Day 49	Lesson 10 • Exercise 4 • Pages 115–116		
	Day 50	Lesson 10 • Exercise 5 • Review • Pages 117–118		
Week 2	Day 51	Lesson 11 • Exercise 1 • Pages 119–120		
	Day 52	Lesson 11 • Exercise 2 • Pages 121–122		
	Day 53	Lesson 11 • Exercise 3 • Pages 123–124		
	Day 54	Lesson 11 • Exercise 4 • Pages 125–126		
	Day 55	Lesson 11 • Exercise 5 • Review • Pages 127–128		
Week 3	Day 56	Lesson 12 • Exercise 1 • Pages 129–130		
	Day 57	Lesson 12 • Exercise 2 • Pages 131–132		
	Day 58	Lesson 12 • Exercise 3 • Pages 133–134		
	Day 59	Lesson 12 • Exercise 4 • Pages 135–136		
	Day 60	Lesson 12 • Exercise 5 • Review • Pages 137–138		
Week 4	Day 61	Lesson 13 • Exercise 1 • Pages 139–140		
	Day 62	Lesson 13 • Exercise 2 • Pages 141–142		
	Day 63	Lesson 13 • Exercise 3 • Pages 143–144		
	Day 64	Lesson 13 • Exercise 4 • Pages 145–146		
	Day 65	Lesson 13 • Exercise 5 • Review • Pages 147–148		
Week 5	Day 66	Lesson 14 • Exercise 1 • Pages 149–150		
	Day 67	Lesson 14 • Exercise 2 • Pages 151–152		
	Day 68	Lesson 14 • Exercise 3 • Pages 153–154		
	Day 69	Lesson 14 • Exercise 4 • Pages 155–156		
	Day 70	Lesson 14 • Exercise 5 • Review • Pages 157–158		
Week 6	Day 71	Lesson 15 • Exercise 1 • Pages 159–160		
	Day 72	Lesson 15 • Exercise 2 • Pages 161–162		
	Day 73	Lesson 15 • Exercise 3 • Pages 163–164		
	Day 74	Lesson 15 • Exercise 4 • Pages 165–166		
	Day 75	Lesson 15 • Exercise 5 • Review • Pages 167–168		

Language Lessons Level 12 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
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	Day 78	Lesson 16 • Exercise 3 • Pages 173–174		
	Day 79	Lesson 16 • Exercise 4 • Pages 175–176		
	Day 80	Lesson 16 • Exercise 5 • Review • Pages 177–178		
Week 8	Day 81	Lesson 17 • Exercise 1 • Pages 179–180		
	Day 82	Lesson 17 • Exercise 2 • Pages 181–182		
	Day 83	Lesson 17 • Exercise 3 • Pages 183–184		
	Day 84	Lesson 17 • Exercise 4 • Pages 185–186		
	Day 85	Lesson 17 • Exercise 5 • Review • Pages 187–188		
Week 9	Day 86	Lesson 18 • Exercise 1 • Pages 189–190		
	Day 87	Lesson 18 • Exercise 2 • Pages 191–192		
	Day 88	Lesson 18 • Exercise 3 • Pages 193–194		
	Day 89	Lesson 18 • Exercise 4 • Pages 195–196		
	Day 90	Lesson 18 • Exercise 5 • Review • Pages 197–198		
	Midterm Grade			

Language Lessons Level 12 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
► Second Semester-Third Quarter				
Week 1	Day 91	Lesson 19 • Exercise 1 • Pages 199–200		
	Day 92	Lesson 19 • Exercise 2 • Pages 201–202		
	Day 93	Lesson 19 • Exercise 3 • Pages 203–204		
	Day 94	Lesson 19 • Exercise 4 • Pages 205–206		
	Day 95	Lesson 19 • Exercise 5 • Review • Pages 207–208		
Week 2	Day 96	Lesson 20 • Exercise 1 • Pages 209–210		
	Day 97	Lesson 20 • Exercise 2 • Pages 211–212		
	Day 98	Lesson 20 • Exercise 3 • Pages 213–214		
	Day 99	Lesson 20 • Exercise 4 • Pages 215–216		
	Day 100	Lesson 20 • Exercise 5 • Review • Pages 217–218		
Week 3	Day 101	Lesson 21 • Exercise 1 • Pages 219–220		
	Day 102	Lesson 21 • Exercise 2 • Pages 221–222		
	Day 103	Lesson 21 • Exercise 3 • Pages 223–224		
	Day 104	Lesson 21 • Exercise 4 • Pages 225–226		
	Day 105	Lesson 21 • Exercise 5 • Review • Pages 227–228		
Week 4	Day 106	Lesson 22 • Exercise 1 • Pages 229–230		
	Day 107	Lesson 22 • Exercise 2 • Pages 231–232		
	Day 108	Lesson 22 • Exercise 3 • Pages 233–234		
	Day 109	Lesson 22 • Exercise 4 • Pages 235–236		
	Day 110	Lesson 22 • Exercise 5 • Review • Pages 237–238		
Week 5	Day 111	Lesson 23 • Exercise 1 • Pages 239–240		
	Day 112	Lesson 23 • Exercise 2 • Pages 241–242		
	Day 113	Lesson 23 • Exercise 3 • Pages 243–244		
	Day 114	Lesson 23 • Exercise 4 • Pages 245–246		
	Day 115	Lesson 23 • Exercise 5 • Review • Pages 247–248		
Week 6	Day 116	Lesson 24 • Exercise 1 • Pages 249–250		
	Day 117	Lesson 24 • Exercise 2 • Pages 251–252		
	Day 118	Lesson 24 • Exercise 3 • Pages 253–254		
	Day 119	Lesson 24 • Exercise 4 • Pages 255–256		
	Day 120	Lesson 24 • Exercise 5 • Review • Pages 257–258		

Language Lessons Level 12 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
Week 7	Day 121	Lesson 25 • Exercise 1 • Pages 259–260		
	Day 122	Lesson 25 • Exercise 2 • Pages 261–262		
	Day 123	Lesson 25 • Exercise 3 • Pages 263–264		
	Day 124	Lesson 25 • Exercise 4 • Pages 265–266		
	Day 125	Lesson 25 • Exercise 5 • Review • Pages 267–268		
Week 8	Day 126	Lesson 26 • Exercise 1 • Pages 269–270		
	Day 127	Lesson 26 • Exercise 2 • Pages 271–272		
	Day 128	Lesson 26 • Exercise 3 • Pages 273–274		
	Day 129	Lesson 26 • Exercise 4 • Pages 275–276		
	Day 130	Lesson 26 • Exercise 5 • Review • Pages 277–278		
Week 9	Day 131	Lesson 27 • Exercise 1 • Pages 279–280		
	Day 132	Lesson 27 • Exercise 2 • Pages 281–282		
	Day 133	Lesson 27 • Exercise 3 • Pages 283–284		
	Day 134	Lesson 27 • Exercise 4 • Pages 285–286		
	Day 135	Lesson 27 • Exercise 5 • Review • Pages 287–288		

Language Lessons Level 12 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
► Second Semester-Fourth Quarter				
Week 1	Day 136	Lesson 28 • Exercise 1 • Pages 289–290		
	Day 137	Lesson 28 • Exercise 2 • Pages 291–292		
	Day 138	Lesson 28 • Exercise 3 • Pages 293–294		
	Day 139	Lesson 28 • Exercise 4 • Pages 295–296		
	Day 140	Lesson 28 • Exercise 5 • Review • Pages 297–298		
Week 2	Day 141	Lesson 29 • Exercise 1 • Pages 299–300		
	Day 142	Lesson 29 • Exercise 2 • Pages 301–302		
	Day 143	Lesson 29 • Exercise 3 • Pages 303–304		
	Day 144	Lesson 29 • Exercise 4 • Pages 305–306		
	Day 145	Lesson 29 • Exercise 5 • Review • Pages 307–308		
Week 3	Day 146	Lesson 30 • Exercise 1 • Pages 309–310		
	Day 147	Lesson 30 • Exercise 2 • Pages 311–312		
	Day 148	Lesson 30 • Exercise 3 • Pages 313–314		
	Day 149	Lesson 30 • Exercise 4 • Pages 315–316		
	Day 150	Lesson 30 • Exercise 5 • Review • Pages 317–318		
Week 4	Day 151	Lesson 31 • Exercise 1 • Pages 319–320		
	Day 152	Lesson 31 • Exercise 2 • Pages 321–322		
	Day 153	Lesson 31 • Exercise 3 • Pages 323–324		
	Day 154	Lesson 31 • Exercise 4 • Pages 325–326		
	Day 155	Lesson 31 • Exercise 5 • Review • Pages 327–328		
Week 5	Day 156	Lesson 32 • Exercise 1 • Pages 329–330		
	Day 157	Lesson 32 • Exercise 2 • Pages 331–332		
	Day 158	Lesson 32 • Exercise 3 • Pages 333–334		
	Day 159	Lesson 32 • Exercise 4 • Pages 335–336		
	Day 160	Lesson 32 • Exercise 5 • Review • Pages 337–338		
Week 6	Day 161	Lesson 33 • Exercise 1 • Pages 339–340		
	Day 162	Lesson 33 • Exercise 2 • Pages 341–342		
	Day 163	Lesson 33 • Exercise 3 • Pages 343–344		
	Day 164	Lesson 33 • Exercise 4 • Pages 345–346		
	Day 165	Lesson 33 • Exercise 5 • Review • Pages 347–348		

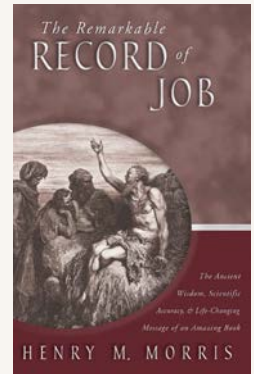
Language Lessons Level 12 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
Week 7	Day 166	Lesson 34 • Exercise 1 • Pages 349–350		
	Day 167	Lesson 34 • Exercise 2 • Pages 351–352		
	Day 168	Lesson 34 • Exercise 3 • Pages 353–354		
	Day 169	Lesson 34 • Exercise 4 • Pages 355–356		
	Day 170	Lesson 34 • Exercise 5 • Review • Pages 357–358		
Week 8	Day 171	Lesson 35 • Exercise 1 • Pages 359–360		
	Day 172	Lesson 35 • Exercise 2 • Pages 361–362		
	Day 173	Lesson 35 • Exercise 3 • Pages 363–364		
	Day 174	Lesson 35 • Exercise 4 • Pages 365–366		
	Day 175	Lesson 35 • Exercise 5 • Review • Pages 367–368		
Week 9	Day 176	Lesson 36 • Exercise 1 • Pages 369–370		
	Day 177	Lesson 36 • Exercise 2 • Pages 371–372		
	Day 178	Lesson 36 • Exercise 3 • Pages 373–374		
	Day 179	Lesson 36 • Exercise 4 • Pages 375–376		
	Day 180	Lesson 36 • Exercise 5 • Review • Pages 377–378		
	Final Grade			

For the first semester of this course, you have the privilege of reading *The Remarkable Record of Job*, a commentary on the Book of Job from the Bible. During the second semester, you will read the Book of Job for yourself. A Bible **commentary** is a book or website that makes observations and interpretations of biblical texts, often covering a single book of the Bible, but sometimes just a particular section of Scripture. It can be written in a verse-by-verse style or take a broader approach, examining the overall theme and purpose of a book. Such is the commentary written by Dr. Henry Morris, *The Remarkable Record of Job: The Ancient Wisdom, Scientific Accuracy, & Life-Changing Message of an Amazing Book*.

A Bible **commentary** is a book or website that makes observations and interpretations of biblical texts.

Dr. Morris was born on October 6, 1918, and lived to be 87 years old. He was known for his important role in the modern creation movement, often being referred to as the “father of modern creation science.” He co-authored the book *The Genesis Flood*, offering strong scientific evidence for a young earth and a real global Flood.¹ Dr. Morris was the founder of the Institute for Creation Research, which is dedicated to research and education in the fields of science relevant to the study of origins. He wrote more than 60 books on topics that include creation science, evolution, and apologetics. He lectured worldwide and participated in over 100 debates with evolutionary scientists.²



While some scholars have suggested the Book of Job is primarily about the suffering of godly people, Dr. Morris uses solid logic and the whole of God’s Word to come to a different conclusion about the purpose of this mysterious biblical account. The Book of Job is a masterpiece of literature. You will enjoy its many literary devices and profound truths as you follow Dr. Morris on an intriguing journey into the unseen world of spiritual beings and the unfathomable love and power of Almighty God. Even many biblically illiterate people have heard of Job and may joke about “feeling like Job” when hardships come.

Write a paragraph detailing what you currently know about Job and the Book of Job. What are your impressions about this book? What have you heard others say about Job?

1. https://creationwiki.org/Henry_Morris
 2. https://www.icr.org/henry_morris/

Study the vocabulary words from this week's reading selection. Then **begin reading** Chapter 1 of *The Remarkable Record of Job*, starting with the section titled, "The Most Fascinating Book in the Bible" and reading through the end of "Who Was Job?" The Glossary of Job at the back of this book contains a more extensive vocabulary list.

Vocabulary

secular humanism	(n.) a human-centered philosophy that rejects the supernatural and claims to rely on reason, logic, and naturalism
introspective	(adj.) characterized by self-examination of one's thoughts and feelings
repudiate	(v.) to refuse to accept something, seeing it as invalid or unauthorized
patriarchal period	(n.) an early period in human history referring to early fathers like Adam, or fathers of the Hebrew people, such as Abraham, Isaac, and Jacob
canonical	(adj.) having the authority of Scripture; seen as the inspired Word of God (canon)
primeval	(adj.) of or relating to the earliest stages of human history
pantheism	(n.) a doctrine equating God to forces of nature; it worships all gods indifferently, tolerating all types of worship through cults, creeds, and religions
polytheism	(n.) the belief in or worship of more than one god
blasphemous	(adj.) relating to impious and irreverent speech about God or sacred things; showing a lack of respect for God
verbatim	(n.) in the exact words; repeating something word for word
paragon	(n.) a model of excellence or perfection ¹
contemporary	(n.) one of approximately the same age as another or living in the same time period
escheweth	(v.) (archaic English) the act of avoiding or shunning, particularly in terms of avoiding sin

Write a sentence using three vocabulary words from the list.

- Choose** six vocabulary definitions you are the least familiar with and write them on index cards. **Check** the box when done.

Memorize the verse by the Review Day of this lesson. You may choose the Bible translation or use the one given.

Neither have I gone back from the commandment of his lips; I have esteemed the words of his mouth more than my necessary food.

Job 23:12

1. <https://www.merriam-webster.com/dictionary/paragon>



Writing Mechanics & Word Choice

Writing Mechanics & Word Choice

The term **writing mechanics** refers to the rules that govern written language. The term *grammar* refers to the rules of spoken language. However, these terms are interrelated, as some elements of language pertain to both written and spoken communication. Some of these rules govern capitalization, parts of speech, punctuation, sentence structure, and spelling. Most of the grammar rules you have learned throughout your education have been applied to your speaking *and* writing. Some language experts use the terms interchangeably, while others prefer a distinction. We will use the terms interchangeably.

Word choice refers to the words a writer selects to convey their purpose or point. Improper word use can affect credibility and confuse the reader. It can convey the wrong message and distort the writer's intended meaning. With over 170,000 words in the English language, choosing the right word can be challenging. However, some rules and tips can guide you to the right choice.

Just as a community needs moral standards for the good and safety of its members, the rules of writing mechanics and word choice enable writers and speakers to communicate effectively using agreed-upon standards for speaking and writing. Studying and applying these communication standards will make you an effective communicator through your spoken and written words.

We will explore several common errors in writing mechanics, grammar, and word usage. Learning to identify when you have made these errors and promptly fixing them is a skill that will serve you well.

We will start by **reviewing** sentence basics.

Every sentence needs a **subject noun** (the person, place, or thing the sentence is about) and a **predicate** (what the subject does or is). A sentence that does not contain both elements is no sentence at all. It is referred to as a **sentence fragment**. Sentence fragments often occur because of improper punctuation.

Ex.: (Fragment) Our church offers several programs. Such as men's, women's, and children's ministries. (The second "sentence" has no verb, so it is a fragment.)

(Revision) Our church offers several programs, such as men's, women's, and children's ministries. (By combining the clauses with a comma, the fragment is eliminated.)

Revise the sentence fragments.

1. Juanita diligently planned the wedding. Considering every detail.

2. Our previous mayor's policies were hotly disputed. And the reason for his impeachment.

Review the eight parts of speech.

The Eight Parts of Speech

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

Examine the underlined words in the excerpt from *Life of Washington* by Anna C. Reed. **Write** the words on the line next to the part of speech they represent.

As the severe cold increased, the sufferings of the troops caused Washington great anxiety, and he determined to seek some better shelter for them than that of tents. He could not separate them with safety, and he determined on removing to a place called the Valley Forge, on the west side of the Schuylkill, about twenty-four miles distant from Philadelphia. The march of the army might have been traced by the marks of many naked, bleeding feet on the frozen earth.¹

3. Nouns: _____, _____, _____
4. Verbs: _____, _____, _____
5. Adjectives: _____, _____, _____, _____
6. Adverb: _____
7. Pronouns: _____, _____
8. Conjunction: _____
9. Prepositions: _____, _____, _____

1. Anna Reed, *Life of Washington* (Green Forest, AR: Attic Books, 2013), p. 108.


Communication

Communication Introduction

Communication occurs every moment you are awake. The expression on your face, the words you speak, your body language, and what you type or write all communicate what is going on inside you. Your thoughts are the avenue through which you talk to yourself or God. We were born to communicate, yet our communication needs to be governed. In Matthew 12:36, Jesus says, “But I say to you that for every idle word men may speak, they will give account of it in the day of judgment” (NKJV). Wow!

God’s Word, the greatest work of literature in history, has much to say about what and how we communicate. It teaches that our words are important. The world needs strong communicators who understand their audience and can present the truth of the gospel accurately and clearly. We are wise to study communication from the One who created it.

In the course, we will:

- study biblical communication
- learn several terms related to written communication
- practice listening and speaking
- write interesting essays
- look closely at five aspects of communication
- develop self-marketing skills (résumé writing, proposals, and job applications)

Study these written communication terms.

About the Author	relevant information about the author of a book, article, or other written work that ranges from a couple of sentences to a page; found at the beginning or end of the written piece
Abstract Diction	refers to discussing something intangible (not detectable by the five senses); the use of words to describe non-physical objects (describing something as relaxing instead of blue)
Acronym	a word formed from the first letter of each word in a phrase (CIA=Central Intelligence Agency)

About the Author

Look for the *About the Authors* section at the front of this book. What names do you see? Sarah Gabel (that’s me!) and Kristen Pratt. We both wrote an *About the Author* description of ourselves, as we are the authors of this course. We included relevant information about our qualifications for writing curriculum, our love for homeschooling, and our commitment to the Lord.

Write an *About the Author* section for yourself. Imagine you have written a book about being homeschooled. Include relevant information to show you are qualified to write about the topic. Share some of your skills or hobbies so the reader learns something interesting about you.

You could include your *About the Author* at the beginning or end of essays you write during this course.

Abstract Diction

Since abstract diction uses intangible or abstract words, no picture is created in a reader's mind. Abstract word examples include *love, emotions, politics, freedom, intelligence, hate, progress*, etc. These words are necessary in our writing, yet we do not want to overuse abstract words and neglect concrete words that create a mental picture, like *home, mountain, job, storm, or sneakers*.

1. **Add** three concrete words to make this abstract diction more engaging.

Silas loves the freedom he feels when engaging in physical exercise. It is a joy to feel progress in this area, and he knows it is good for his mental well-being.

Acronyms

Write the phrases these common acronyms stand for. The first one has been done for you. If you are unsure, ask a parent to help you.

2. ASAP: As Soon As Possible

3. GOAT: _____

4. LASER: _____

5. SCUBA: _____

6. FBI: _____

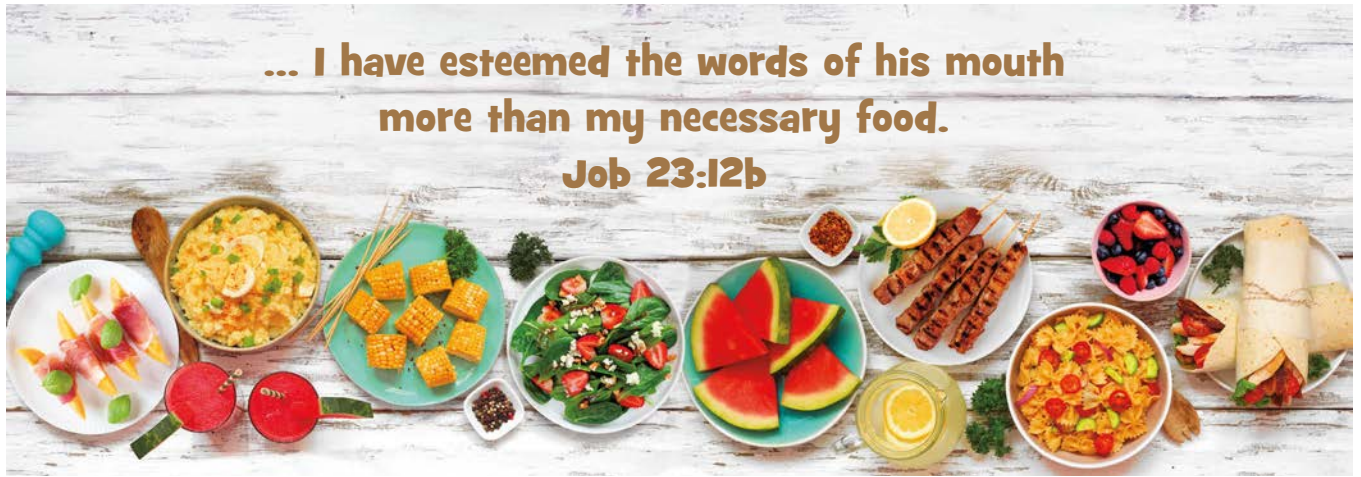
7. NASA: _____



Read the Scripture and **write** a response stating how the verse applies to daily communication.

[N]either filthiness, nor foolish talking, nor coarse jesting, which are not fitting, but rather giving of thanks. Ephesians 5:4 (NKJV)

 Worldview & Literary Analysis



The Special Feature in this week’s lesson defined a Bible commentary as a book or website that offers observations and interpretations of a biblical text. It is imperative to realize, however, that a commentary is the interpretation of fallible human beings and not the inspired Word of God. Some commentaries may not rightly interpret the Scriptures, while others stay as true to the Word as humanly possible. As you go through this course, you will see that Dr. Morris takes great pains to interpret the Book of Job based on historical facts and references to other portions of Scripture.

Finish reading this week’s assignment from *The Remarkable Record of Job* given in Exercise 1.

1. **List** the reasons Dr. Morris believes Job has fascinated readers for generations. (p. 11)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Dr. Morris uses the words “sparkles” and “vibrates” when describing the Book of Job. **What** mental picture do you see when you hear God’s Word described with lively verbs?

2. **Why** is it important to keep in view the heavenly perspective with which the Book of Job begins and ends? (p. 12)

3. **Fill in** the blanks for the evidence that suggests Job existed before the nation of Israel. (p. 12)

“There is no _____ in the book of the nation of Israel—no mention of _____, or _____, or any of the judges, kings, or _____ of Israel. Yet the Book of Job has always been _____ by the children of Israel as one of the _____ books of Scripture.”

Does the fact that the nation of Israel accepted the Book of Job as God’s Word lend it credibility in your mind? Why or why not?

4. **What** is perhaps the most significant evidence that Job predated Mosaic laws? (p. 13)

Summarize the first two paragraphs of the section titled, “Who Was Job?”

5. **Why** do some modern critics of the Bible pick apart the Scriptures? (p.15)

6. **What** is the possible meaning of Job’s name? (p. 15)

What is the meaning of your name? (If you don’t know, ask a parent or do an internet search with permission.)

7. It is possible that Job’s life overlapped with **which** two patriarchs? (p. 15)

a. _____ b. _____

8. Job shows knowledge of the primeval ages described in Genesis 1–11. **List** four major events that took place in these chapters. (*Hint:* They are mentioned in the section, “The Oldest Book.”)

a. _____ c. _____

b. _____ d. _____



Review

- Update** the Reading List chart with books you have read this week.
- Recite** Job 23:12 from memory to your instructor.

Vocabulary Review

Match the words to the correct definitions.

- | | |
|-----------------------------|--|
| 1. _____ pantheism | a. of or relating to the earliest stages of human history |
| 2. _____ repudiate | b. having the authority of Scripture; seen as the inspired Word of God |
| 3. _____ patriarchal period | c. an early period in human history referring to early fathers like Adam, or fathers of the Hebrew people, such as Abraham, Isaac, and Jacob |
| 4. _____ primeval | d. to refuse to accept something, seeing it as invalid or unauthorized |
| 5. _____ introspective | e. characterized by self-examination of one's thoughts and feelings |
| 6. _____ secular humanism | f. a human-centered philosophy that rejects the supernatural and claims to rely on reason, logic, and naturalism |
| 7. _____ canonical | g. a doctrine equating God to forces of nature; it worships all gods indifferently, tolerating all types of worship through cults, creeds, and religions |

8. **Define** commentary.

9. **Write** a sentence using the words *contemporary* and *verbatim*. You may change suffixes.



Writing Mechanics & Word Choice Review

1. **List** two results of improper word choice in writing.
a. _____ b. _____
2. Approximately **how** many words are there in the English language?

3. **Rewrite** the sentence, correcting any errors.
Me and my family drove all day in our hot van. Arriving too late to check into our rental

4. **Write** a sentence that includes a noun, verb, adjective, and adverb.

Communication Review

1. **List** three ways humans communicate.
a. _____ c. _____
b. _____
2. **Explain** abstract diction in your own words.

List two acronyms not presented in this lesson. **Include** the abbreviation and the words it stands for.

Worldview & Literary Analysis Review

1. **What** must we realize when reading a commentary?

What do you believe Job meant when he said, "I have esteemed the words of his mouth more than my necessary food" (Job 23:12b)?

Excerpt Study: “Is There a Gospel in the Stars?” by Danny Faulkner

Read this article by yourself, then read it to your instructor. **Discuss** the idea of “the gospel in the stars.” What is your view? What is your instructor’s view? Remember, conversations allow us to communicate our thoughts through words, facial expressions, and body language. It is good to practice these skills with someone we trust.

One theory of the origin of the constellations is that they were once God’s revelation to man. It is reasoned that from Adam to the writing of the Bible, God needed to communicate His story of redemption to mankind. How else could God have done this than by giving us signs in the sky? After all, being signs was one of the original purposes of the stars (Genesis 1:14). The Psalms tell us that the heavens declare God’s glory (Psalm 19:1) and that He has named each of the stars (Psalm 147:4). There are many similarities between some constellations and God’s story of redemption. For instance, there is a virgin among the constellations, as well as several sacrificial animals, and a lion (as in the lion of Judah). This theory supposes that God ordained star and constellation names to illustrate His plan of coming salvation from sin, but that this true meaning was perverted. There are several books claiming that many star names have meanings that reveal their original purpose in describing the story of salvation.

However, there are several problems with this idea. First, many of the supposed meanings of the star names are very questionable. Second, similarities between the true gospel and false gospels (such as astrology) are surely not coincidental. Satan is a master of deceit and imitation. Many false religions contain elements of God’s truth. So just because star names and constellations contain some elements of the truth does not mean that they once represented the truth. Instead of being a perversion of the truth, it is likely that star names were always pagan in origin.

Third, there is no clear indication in the Bible of this theory, even though there were many opportunities to do so. For instance, Matthew (Matthew 1:23) in noting the fulfillment of Isaiah 7:14 could have referred to the sign of the virgin in the sky, but he did not. The most significant problem with this theory is that it argues directly against some clear biblical passages. The New Testament refers to the gospel as a “mystery” (1 Corinthians 2:7; Ephesians 6:19; Colossians 4:3). In the New Testament, a mystery is something that was previously unknown, but has now been revealed to us. Romans 16:25–26 states that this mystery was hidden for long ages and was revealed through prophetic writings (i.e., in the Old Testament, not in the stars). And 1 Corinthians 2:8 goes on to tell us that if the princes of this world had known of this mystery, “they would not have crucified the Lord of glory.” First Peter 1:10–12 suggests that while the prophets “searched diligently” they failed to grasp fully the gospel before its time. These passages contradict the idea that the patriarchs handed down oral traditions of the gospel in the stars.



Study the vocabulary words, then **begin reading** Chapter 3 of *The Remarkable Record of Job*, starting with the section titled, “Modern Scientific Insights in Job” through the end of “The Science of the Earth.”

Vocabulary

occultism	(n.) belief in or practice of supernatural power or knowledge apart from the biblical God
aerodynamics	(n.) a branch of science dealing with the motions of air and gaseous fluids
aggregations	(n.) a mass, group, or body made of many parts or individuals
rhetorical	(adj.) relating to rhetoric (speaking or writing effectively)
artesian	(adj.) involving the upward movement of water under pressure below Earth’s surface
antediluvian	(adj.) of or relating to the time before Noah’s Flood
verdure	(n.) the green nature of vegetation
topography	(n.) the arrangement of natural and artificial physical features of the earth’s surface
geomorphology	(n.) the study of landforms that attempts to explain their origins
tenuous	(adj.) having little strength; flimsy

Fill in the blanks with the correct vocabulary words.

1. My brother has always been interested in flight, so he took a course on _____.
2. I have often wondered what Earth was like in _____ times.
3. When I study 3-D maps, I find the _____ the most interesting.

Write a sentence using the word *tenuous* as an adjective.

Write a sentence using the word *geomorphology*. Include one adjective and one proper noun.

- Choose** six vocabulary words you are the least familiar with and **write** them, along with their definitions, on index cards. **Check** the box when done.

Memorize the verse by the Review Day of this lesson. You may choose the Bible translation or use the one given.

It is he that sitteth upon the circle of the earth, and the inhabitants thereof are as grasshoppers; that stretcheth out the heavens as a curtain, and spreadeth them out as a tent to dwell in.

Isaiah 40:22



Writing Mechanics & Word Choice

Common Adjective Suffixes (Part Two)

Refer to the Adjective Suffixes Part Two chart in the Writing Mechanics Study Sheets in the back matter of this book before continuing. **Read** some more spelling rules for suffixes.

When a word ends in a short vowel sound followed by a single consonant, the last letter of the word needs to be doubled. (swim + *-ing* = swimming)

Exception: This rule does not apply to words ending in “w,” “x,” or “y.”

When a word with more than one syllable ends with “l,” double the “l.” (control + *-ed* = controlled, propel + *-ing* = propelling)

Exception: If the word has more than one syllable and the stress is not on the last syllable, you do not double the “l.” For example, “label” becomes “labeling.”

When a word ends in silent “e” and the suffix begins with a vowel, drop the “e.” (drive + *-ing* = driving)

Exception: This rule does not apply to *likeable* and *sizeable*. Also, when a word ends in “ce” or “ge” and the suffix begins with “a” or “o,” the silent “e” should stay. (advantage + *-ous* = advantageous, service + *-able* = serviceable)

When a word ends in “ee” or “ye” keep the final “e.” (agree + *-ing* = agreeing, eye + *-ing* = eyeing)

Add the correct suffix from the Adjective Suffixes Part Two chart to the adjective in each sentence. **Write** the complete adjective on the line. **Refer** to the spelling rules above.

- I have a very (observe + _____ = _____) guard dog watching my property while I am away.
- There are several kinds of (swim + _____ = _____) insects in our region of the country.
- The recently (rake + _____ = _____) lawn looked so clean and neat.
- Joseph was such a (passion + _____ = _____) athlete in his youth.
- My little brother was a (hand + _____ = _____) baby!
- The accident was shocking and gave me an (adrenal + _____ = _____) rush!
- There is a (glue + _____ = _____) substance stuck all over my new folder.
- We all had a (celebrate + _____ = _____) attitude after the graduation ceremony.

Write a sentence using an adjective with the suffix *-ward*.

Write a sentence using an adjective with the suffix *-en*.

Which Word?

Who vs. Whom

To *whom* it may concern OR To *who* it may concern? *Who* and *whom* are pronouns that refer to people, but they are used in different ways. *Who* is used as the subject of a sentence or clause. It is also used when it is the subject of a verb. *Whom* is used as the object of a verb or preposition. *Whom* may also begin a relative clause that adds extra information about the object.



Ex.: *Who* is going to the party tonight? (*Who* is used as the subject.)
 The pastor *whom* I met yesterday was very knowledgeable. (*Whom* is the object of the verb met.)
 The clerk *who* works at the town office retired. (*Who* begins a clause that adds information about the subject *clerk*.)
 The phone call is for *whom*? (*Whom* is the object of the prepositional phrase.)

Quick Reference

Who	used as the subject of a sentence or when referring to the subject, as the subject of a verb, in questions to inquire about identity, to introduce a relative clause that gives extra information about the subject
Whom	used as the object of a verb or preposition and may begin a relative clause that gives extra information about the object

Underline the best word choice for the context. **Use** the quick reference as a guide.

9. (Who, Whom) is going to the lake with us today?
10. Jasmine is the student (who, whom) I worked with on the project.
11. To (who, whom) did you hand the letter I gave you?
12. I wonder (whom, who) will win the mayoral election this year.



Write a sentence properly using the word *who*.

Write a sentence properly using the word *whom*.

Note: The word *whom* is becoming less commonly used in the English language, and people often use *who* for both the subject and object of a sentence.

 Communication

Timed Essay Practice 1: Poem Analysis

Review the Tips for Timed Essay Writing found on Day 18.

1. **Study** the poem on Day 11 entitled, “God Moves in a Mysterious Way,” and **respond** to the following essay question.

Short Essay Question: What do you think the author of this poem believes about God’s children suffering difficulties?

Instructions: You may refer to the poem as you write your essay. Mention the title and author of the poem in your opening sentence. Offer evidence for your opinion and incorporate at least three phrases from the poem into your paragraph. Place the phrases or lines in quotation marks. You will have 30 minutes to write 2 paragraphs of 6–8 sentences each. Remember to state your thesis clearly.

Ask your instructor to time you when you are ready to begin.

Ask your instructor to check your assignment with the Answer Key and offer feedback. **Check** the box when done.

Study these written communication terms.

Copyediting	the process of checking for errors in grammar, punctuation, spelling, and word use
Copyright	an author's ownership of their works
Cover Letter	a letter sent with another document (a résumé, proposal, essay, etc.) to explain its reason or add information

Copyediting is something you have done extensively throughout your educational experience. Every time you read over a paragraph or essay you wrote, checking for errors, you are copyediting. Some people are employed as copy editors. Maybe someday you could be employed as such!

Check for errors in grammar, punctuation, spelling, and word use in the following sentences. **Add** any missing punctuation and **correct** any other errors by crossing out the mistakes and writing the correction above.

2. When it is time to replace the roof on your house finding a trustworthy and compliment contractor can be challenging It is vital to conduct research by asking acquaintances look online and getting multiple estimints

Copyrights are necessary for the legal protection of intellectual property held within a book. The copyright page of a book is usually found on the back side of the first page. Locate the copyright page of this book and **fill in** the blanks.

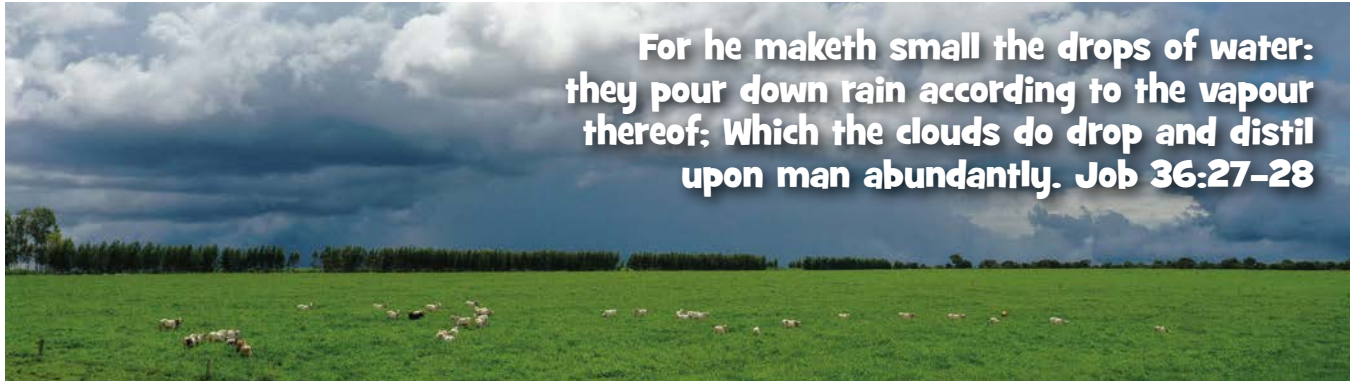
3. No _____ of this book may be _____, copied, _____, stored, or shared in any _____ whatsoever without _____ permission from the _____ . . .

Cover letters are used for various reasons. A homeschool parent may send a cover letter to a school district along with their homeschool reports. This letter would inform the school district of the contents of the packet or email and add any additional information the parent needs to communicate. Cover letters are also used when submitting a résumé (a short account of a person's qualifications and experience) to apply for a job. Later in this course, you will learn how to write a résumé with a cover letter.

Read the Scripture and **write** a response stating how the verse applies to daily communication.

The heart of the righteous studies how to answer, But the mouth of the wicked pours forth evil.
Proverbs 15:28 (NKJV)

 Worldview & Literary Analysis



What do you like or dislike about a rainy day?

Finish reading this week's assignment from *The Remarkable Record of Job* given in Exercise 1 and **respond** to the following.

1. According to Dr. Morris, **what** is remarkable about Job, especially as it is probably the oldest book in the Bible? (p. 35)

2. **What** do "other ancient writings" contain that the Book of Job does not? (p. 35)

3. Job probably contains more "anticipations of modern science" than any other book. **What** two possible reasons does Dr. Morris give for this? (p. 35)

a. _____

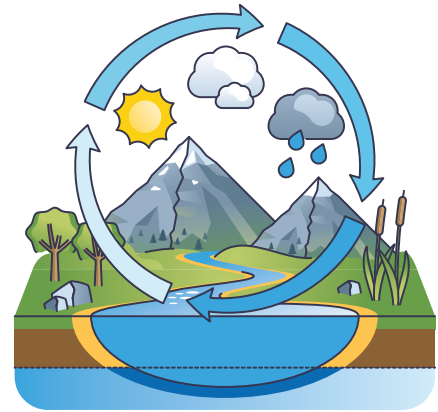
b. _____

4. **What** had all but eradicated worship of the true Creator and much of His primeval revelation? (p. 36)

5. **What** must be in a critical relationship with each other to maintain life on earth? (p. 37)

6. **When** was the fact that air and wind have weight confirmed scientifically? (p. 37)

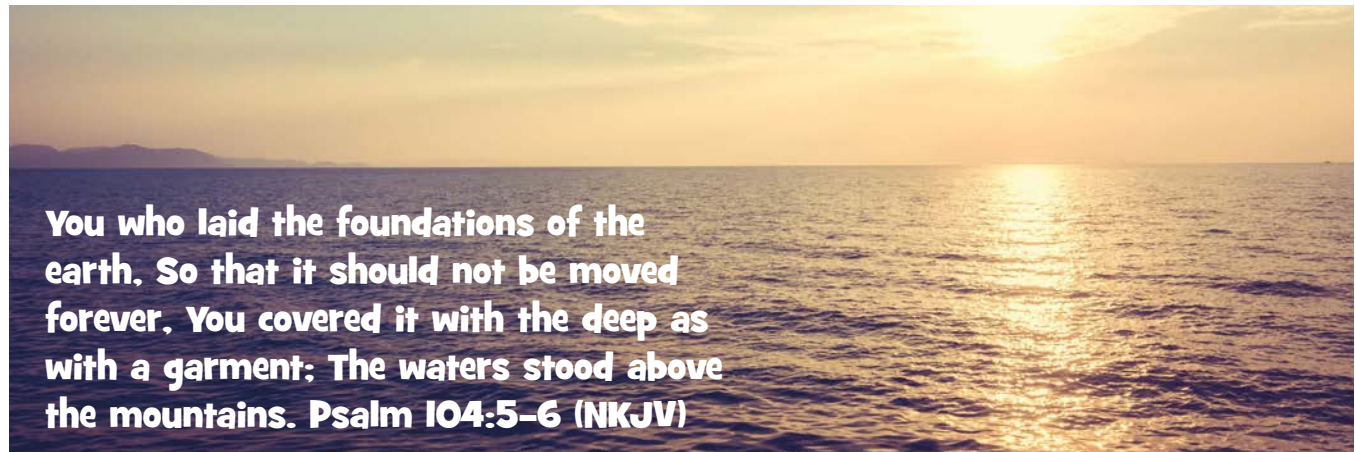
Dr. Morris describes our current water cycle as God's new system for watering the earth. **Summarize** his explanation found in the last full paragraph on page 39.



Job 14:18-19 says, "And surely the mountains falling cometh to nought, and the rock is removed out of his place. The waters wear the stones: thou washest away the things which grow out of the dust of the earth; and thou destroyest the hope of man." **Compare** the descriptions you see in the passage with what you know of the Great Flood.

7. Psalm 104:5-6 uses a metaphor and a simile to produce a mental picture of the earth being covered. **Describe** what you see in your "mind's eye" when reading these verses.

A simile compares two things using the words *like* or *as*.
A metaphor compares two things without using the words *like* or *as*.



You who laid the foundations of the earth, So that it should not be moved forever, You covered it with the deep as with a garment; The waters stood above the mountains. Psalm 104:5-6 (NKJV)



Review

- Update** the Reading List chart with books you have read this week.
- Recite** Isaiah 40:22 from memory to your instructor.

Vocabulary Review

Match the words to the correct definitions.

- | | |
|------------------------|---|
| 1. _____ tenuous | a. the study of landforms that attempts to explain their origins |
| 2. _____ verdure | b. a branch of science dealing with the motions of air and gaseous fluids |
| 3. _____ topography | c. of or relating to the time before Noah's Flood |
| 4. _____ geomorphology | d. the green nature of vegetation |
| 5. _____ artesian | e. a mass, group, or body made of many parts of individuals |
| 6. _____ antediluvian | f. the arrangement of natural and artificial physical features of Earth's surface |
| 7. _____ aerodynamics | g. relating to rhetoric (speaking or writing effectively) |
| 8. _____ rhetorical | h. having little strength; flimsy |
| 9. _____ aggregations | i. involving the upward movement of water under pressure below Earth's surface |

10. **Define** occultism.

Writing Mechanics & Word Choice Review

Add an appropriate suffix to these words to create an adjective that fits the context of the sentence. Remember the spelling rules.

- The mission team started their day with an (expect + _____ = _____) attitude.
- After the blizzard, we began the (shovel + _____ = _____) process.
- My dog is truly (carnivore + _____ = _____).
- It quickly became a (worry + _____ = _____) situation.
- My sister is very (passion + _____ = _____) about her career as a pediatric nurse.

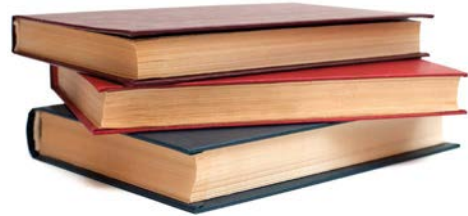


6. **Explain** the difference between the words *who* and *whom* regarding their usage.

Communication Review

Write a complete paragraph in response to the essay prompt below. **Set** a timer for five minutes. **Ask** your instructor to offer feedback about the quality of your response.

Prompt: Describe your taste in books. (*Hint:* Do you enjoy mystery stories? Do you prefer historical fiction? Do you like nonfiction?)



Worldview & Literary Analysis Review

- What** is surprising about the Book of Job, considering its age?

- What** must be in a critical relationship to maintain life on earth?

- Psalm 104:5–6 contains a simile (compares using *like* or *as*) and a metaphor (compares without using *like* or *as*). **Write** your own simile and metaphor.
 - Simile: _____

 - Metaphor: _____

Excerpt Study: *Six Days: The Age of the Earth and the Decline of the Church*

by Ken Ham

Read the excerpt and **prepare** to have a discussion with your instructor regarding it.

Once, after I had spoken at a conference, a man walked up to me and said, “Thank you for your stand on the Word of God.” At this point, he burst into tears, saying, “Your teachings and the materials saved my sons. Years ago, what you taught about Genesis influenced me, and I was able to be a godly influence on them. Thank you.” He had apparently never heard someone teach about biblical creation, about taking Genesis in a straight-forward way—as it is meant to be taken. Another couple approached me and asked, “Do you know of any churches in our area that hold to a literal Genesis and a young earth? We can’t find one, and our current pastor refuses to teach these things.” In fact, I get that question at almost every conference.

The Church is reaching a crisis point. Really, the Church has already reached it—and we are witnessing the tragic results of compromise on the authority of God’s Word. More and more pastors, church leaders, and Bible scholars are choosing either not to take a stand on Genesis or to teach some form of evolution and/or millions of years in their churches, Sunday schools, or college courses. Many of them will unfairly characterize biblical creationists as people who deny the value of what they term as “science.” Others try to convince those who sit under their teachings that Genesis is symbolic or somehow millions of years can be fit in, or that God really did use evolution to create the universe.

What has happened is that many in our churches, including many of our young people, do not understand the connections between the gospel and the history presented in Genesis chapters 1–11. They do not comprehend that every major doctrine, like marriage, sin, why we wear clothes, and so on, is founded ultimately in the Book of Genesis. Many pastors and church leaders do not bother to teach Genesis anymore, saying, “It doesn’t matter,” or “It’s a secondary issue.” It is not uncommon to hear Christian leaders claim that as long as we believe that God created, it does not matter how or when He did it. The literal history of Genesis 1–11 is under attack—and the attacks are coming from within the Church!¹

Ask your instructor to read the excerpt and then **answer** the following discussion questions together.

What does Ken Ham believe is a major problem in some churches today?

What do you believe is dangerous about viewing Genesis as simply symbolic?

What are some foundational practices we have today that find their roots in Genesis?

Congratulations! You have finished reading *The Remarkable Record of Job* by Dr. Henry Morris. The second semester of this course challenges you to read the entire Book of Job, aided by the insights and scriptural connections Dr. Morris taught.

CONGRATULATIONS!

1. Ken Ham, *Six Days: The Age of the Earth and the Decline of the Church* (Green Forest, AR: New Leaf Publishing Group, LLC, 2013), pp. 11–12.

Let's **review** some of the vocabulary words you have studied through the first two quarters.

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

antediluvian	enigmatic	inerrant	introspective
mystification	Pentateuch	polytheism	Septuagint

- _____ (n.) the first five books of the Bible
- _____ (adj.) free of error; incapable of being wrong
- _____ (adj.) of or relating to an enigma (a mystery)
- _____ (adj.) characterized by self-examination of one's thoughts and feelings
- _____ (n.) the state of being mystified (to be perplexed about something)
- _____ (n.) the Greek translation of Jewish Scriptures
- _____ (n.) the belief in or worship of more than one god
- _____ (adj.) of or relating to the time before Noah's Flood

Fill in the blanks with the correct word from the word bank.

culminates	effusive	emblazoned	inherent
ostensible	primordial	usurp	

- The long hike up the mountain _____ in a breathtaking view.
- Maggie wrote an _____ letter expressing her gratitude for the graduation gift.
- Efforts to _____ God's authority are futile.
- There is _____ danger in driving a car, so paying close attention is critical.
- The team's name was _____ upon the National Championship trophy.
- My mother made an _____ effort to clean our van before our road trip.
- We know that life did not form from some _____ "soup."

Memorize the verse by the Review Day of this lesson. You may choose the Bible translation or use the one given.

In the beginning God created the heavens and the earth. The earth was without form, and void; and darkness was on the face of the deep. And the Spirit of God was hovering over the face of the waters. Genesis 1:1-2 (NKJV)



Writing Mechanics & Word Choice

Second Quarter Writing Mechanics & Word Choice Look Back

Refer to the following lessons to complete these exercises.

Lessons 10 & 11

1. **List** three types of context clues.

- a. _____ c. _____
 b. _____

2. **Explain** the difference between the words *then* and *than*.

3. **Rewrite** the sentence, adding context clues to make the meaning of the underlined word clearer.

My dad's company worked on the subdivision. (an area sectioned off for homes to be built)

4. **Underline** the best word choice for the context.

My family expressed (sympathy, empathy) when our neighbor died by making a meal for the family.

Lessons 12 & 13

5. **List** the five tips for understanding nuance.

- a. _____ d. _____
 b. _____ e. _____
 c. _____

Underline the best word choice for the context.

6. Jackson always constructs his remote-control gliders in a (systemic, systematic) way.

Write *positive* or *negative* on the line to indicate the connotation of the underlined word.

7. _____ My friend Leanne is a proud new grandmother.

8. _____ The store manager watched us with a skeptical eye.

9. **Explain** the difference between the words *amount* and *number*.



Lessons 14 & 15

10. **Why** is context important when determining connotation?

11. **Write** a sentence using the word *smart* in a negative connotation.

12. **Underline** the best word choice for the context.

We noticed the man became more (aggressive, enthusiastic) as we cautiously approached him.

13. **Write** a sentence that includes a subordinating conjunction.

14. **Underline** the best word choice for the context.

I didn't mean to (infer, imply) that my dog was more trouble than he is worth.

Lessons 16 & 17

15. **Rewrite** the sentence and make it more concise.

I noticed that the entire bucket of water spilled out all over the floor of the bathroom and out the door into the hallway.

16. **Underline** the best word choice for the context.

Sorry, I accidentally hit the (moot, mute) button and the sound system went silent.

17. **Rewrite** the sentence and make it more concise.

As a matter of fact, my entire family and I spend time reading God's Word on a daily basis.

18. **Underline** the best word choice for the context.

The Bible tells us that those who are alive and remain will by no means (proceed, precede) those who are asleep (1 Thessalonians 4:15).

Communication



Second Quarter Communication Look Back

Lessons 10 & 11

Summarize what is meant by speech inflection as taught on Day 48 and **provide** two examples.

List the tips for reading aloud given on Day 53 and **describe** your reading aloud experience.

Lessons 12 & 13

Define a college application essay (personal statement) from Day 58 and **describe** your feelings regarding writing about yourself and showcasing your abilities.

Explain why writing an outline for an essay is a beneficial step in the writing process. Do you personally find outlines helpful?

Name _____

Lesson 18 - Exercise 3 Day 88

Lessons 14 & 15

Explain why you would or would not be comfortable and confident submitting your college application essay to an actual college.

Summarize the role of point of view and imagery when writing a short story as taught on Day 73.

Lessons 16 & 17

Explain how the Short Story Worksheet assisted you in organizing your thoughts and planning your story, or explain how you might prefer to freewrite without a structured plan.

Summarize your short story. Challenge yourself to fit your summary into these six lines.

Ask your instructor to read your responses to this Look Back. **Discuss** your summaries and personal opinions about your assignments. **Instructor's signature:** _____

 Worldview & Literary Analysis

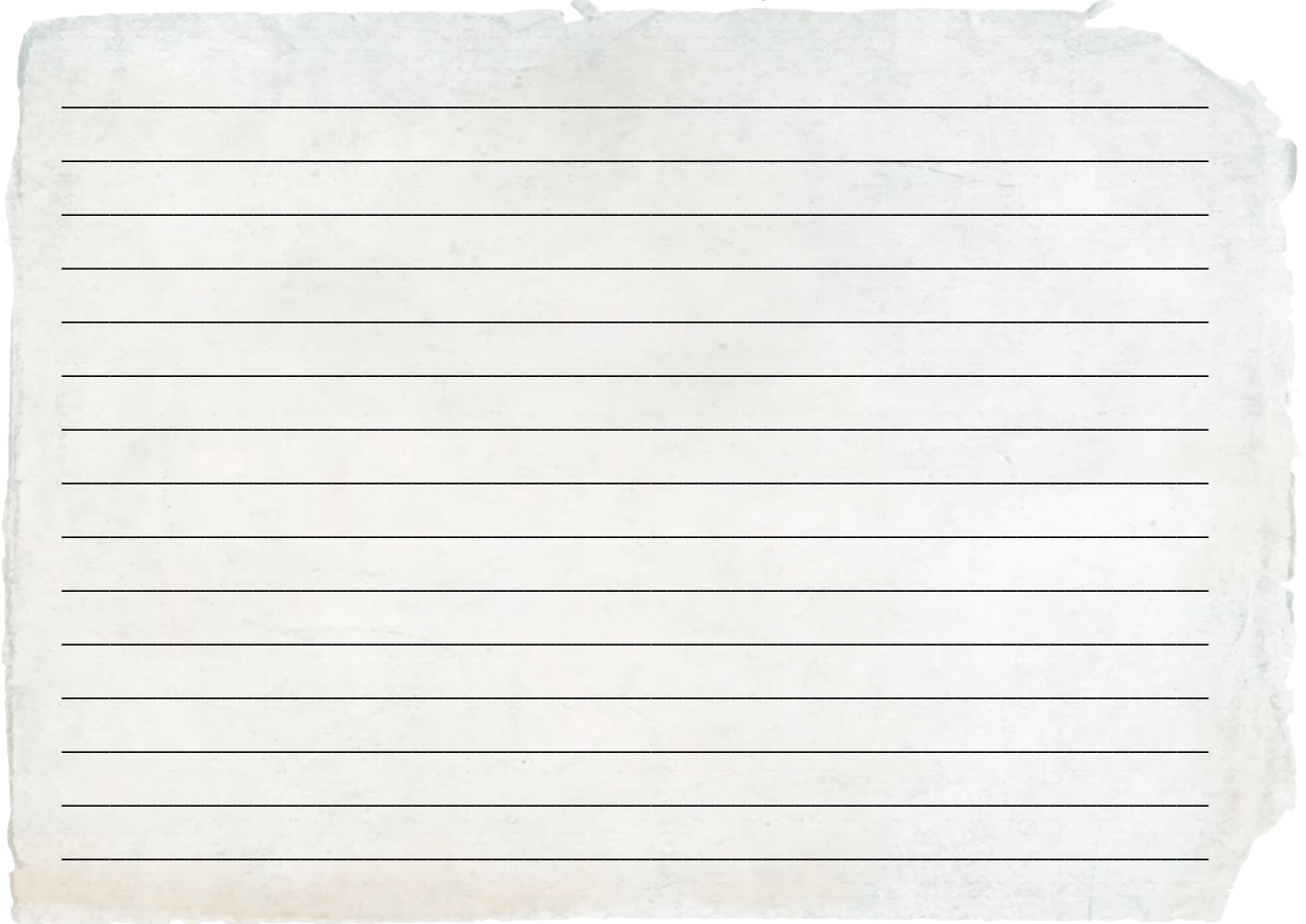
Short Essay Assignment on the Life of Job

Assignment Details

- Use *The Remarkable Record of Job* and the Book of Job in the Bible for reference sources.
- The essay question is based on pages 83–92 in *The Remarkable Record of Job* and must be three full paragraphs in length.
- You may use the lines provided or type your essay.
- Include at least three direct quotes from, or references to, Dr. Morris' commentary.
- Use the MLA style to cite this information in text only. You do not need to create a works cited page. Refer to the MLA charts in the back matter of this book for in-text citations.
- If citing Bible references, include the book, chapter, and verse. (*Ex.*: According to Job 42:6 ...)

Essay Question

1. Dr. Morris notes that God's response to Job does not address the issue of human suffering but rather focuses on God's power, wisdom, purpose, and love. Why do you believe God turns the attention from Job and human thought to Himself and His created world? What is God's purpose in this, and what does it tell us about the questions of human suffering?

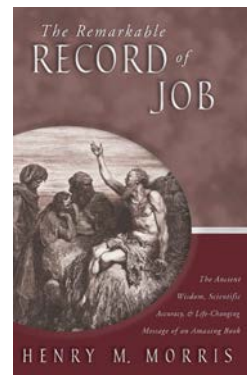


Large lined writing area on a piece of parchment paper.

- Ask your instructor to read your essay and offer feedback. **Make** any changes your instructor suggests. **Check** the box when done.

I hope you have enjoyed reading Dr. Morris' commentary! Throughout the next semester, you will read the Book of Job for yourself, examining it in detail and observing the abundant literary devices found throughout this incredible book of the Bible.

Note: Our study of Job will be based on the King James Version of the Bible. This version was used in Dr. Morris' commentary and offers the richest language for literary analysis. However, if you find the older style of English difficult to understand, you may use another version alongside the KJV with a parent's permission.





Review

- Update** the Reading List chart with books you have read this week.
- Recite** Genesis 1:1–2 from memory to your instructor.

Vocabulary Review

1. **Write** a sentence using the words *usurp* and *inerrant*.

2. **Write** a sentence using the words *Septuagint* and *polytheism*.

Writing Mechanics & Word Choice Review

Underline the best word choice for the context based on the *Which Word?* exercises from the first and second quarters.

1. I need to (talk, speak) with a manager regarding my recent cell phone purchase.
2. May I please (request, ask for) a meeting with you soon, Mr. President?
3. The price on this computer does not (contain, include) the cost of a keyboard.
4. We could hear the (sound, noise) of footsteps approaching.
5. We discussed the loss of our pets and could sense the (sympathy, empathy) we felt toward one another.
6. The board's (systemic, systematic) issues prevented it from operating effectively.
7. Storm clouds always (precede, proceed) the rain.
8. The painting's bright colors (infer, imply) an optimistic mood.
9. **Use** the word *bold* in a positive connotation. Remember to include context clues.

10. **Use** the word *bold* in a negative connotation.



Communication Review

Write a paragraph describing how you have gained communication insight and improved your skills over the first and second quarters of this course.

Worldview & Literary Analysis Review

Write a six- to eight-sentence paragraph sharing your opinion about Dr. Morris' commentary on the Book of Job. Was it insightful? Do you understand the historical context and purpose in a way you did not previously? What did you enjoy about the commentary? Would you recommend it to others?

Scripture Study: Verses About Pride and Humility

Do you see a man wise in his own eyes? There is more hope for a fool than for him. Proverbs 26:12 (NKJV)

Be of the same mind toward one another. Do not set your mind on high things, but associate with the humble. Do not be wise in your own opinion. Romans 12:16 (NKJV)

Humble yourselves in the sight of the Lord, and He will lift you up. James 4:10 (NKJV)

But He gives more grace. Therefore He says: "God resists the proud, But gives grace to the humble." James 4:6 (NKJV)



Do not be wise in your own eyes; Fear the LORD and depart from evil. Proverbs 3:7 (NKJV)

For the wisdom of this world is foolishness with God. For it is written, "He catches the wise in their own craftiness." 1 Corinthians 3:19 (NKJV)

Woe to those who are wise in their own eyes, And prudent in their own sight! Isaiah 5:21 (NKJV)

When pride comes, then comes shame; But with the humble is wisdom. Proverbs 11:2 (NKJV)

Study the Scriptures above. Write a paragraph summarizing the major truths you see in these verses and how they apply in daily living.

Handwriting lines for the student's response.

Vocabulary

Study the vocabulary words that appear in this week's reading from the Book of Job (Job 32–34).

borne	(v.) to give birth to or to carry along
durst	(v.) archaic form of "dare"
enlightened	(v.) to free from misinformation or ignorance about something
kindled	(v.) to stir up; to arouse or bring into being
render	(v.) to make, cause to be or become
stead	(n.) place ordinarily occupied by someone or something else

Fill in the blanks with the correct vocabulary words.

- At the annual banquet, I was chosen to represent my mother in her _____.
- "[W]herefore I was afraid, and _____ not shew you mine opinion" (Job 32:6b).
- The painter used vibrant colors to _____ an incredible interpretation of the landscape.
- The ship was _____ away by the strong currents created by the vicious storm.
- My instructor's excitement about biblical history _____ a passion for the subject in my heart.
- God's Word _____ me to the truth and brought to light the error I was living in.

Write a sentence using the words *kindled* and *enlightened*.

Write a sentence using the words *stead* and *render*.

- Choose** three vocabulary definitions you are the least familiar with and **write** them on index cards. **Check** the box when done.

Memorize the verse by the Review Day of this lesson. You may choose the Bible translation or use the one given.

*Yea, surely God will not do wickedly,
neither will the Almighty pervert judgment.*
Job 34:12



Writing Mechanics & Word Choice

Formal vs. Informal Writing

Formal writing uses a professional tone, avoiding slang, contractions, and nondescript terms (e.g., stuff, things). Examples of this type of writing include academic papers, legal documents, business letters, and reports. Formal aims to persuade or present research and follows a clear structure, grammar rules, and usually includes an introduction, body, and conclusion.

Informal writing uses a casual, conversational tone and may include contractions, idioms, slang, and other less formal terms. Informal writing examples include personal letters, texts, or emails. It is flexible in structure and may use sentence fragments and run-on sentences. Always identify the expectations and intended audience of your writing. **Study** the chart, noting the types of substitutions to use in formal writing.

Informal vs. Formal Writing Language		
	Informal	Formal
Terms	stuff, thing, something, whatever	matter, aspect, factor, manner
Verbs	make, do, get, got	acquire, achieve, implement, conduct
Phrases	I think, kind of, basically, you know	I believe, it appears, evidently
Adjectives	good, important, great	essential, exemplary, significant
Adverbs	very, really	highly, profoundly, markedly
Contractions	can't, didn't, he'll	cannot, did not, he will
Idioms	fish out of water, give it a whirl	displaced, attempt
Slang	drip, slay, lowkey	outfit, perform well, subtle

While you may be tempted to add several “lofty” words in your formal writing, be careful to prioritize clarity over impressiveness. Too many fancy words clutter the meaning of your sentences, and you may come across as trying too hard to impress.

1. **Rewrite** this informal email by changing the wording to make it formal.

Howdy, I really hope you can help me make this report make sense before we hand it in to the boss on Monday. He's going to lose it if we can't fix this stuff. Basically, we got to do whatever it takes!

2. **Rewrite** this formal email by changing the wording to make it informal.

Dear Mr. Smith, I would like to request an appointment with you to discuss my plans for implementing a new strategy for this year's Vacation Bible School program. Kindly respond with any available time slots present on your calendar. Thank you, Mr. Right

Which Word?

Award vs. **Reward**



Jesse earned an *award* for writing the best poem in our homeschool co-op OR Jesse earned a *reward* for writing the best poem in our homeschool co-op? *Award* and *reward* are sometimes used interchangeably, but they have distinct meanings. An *award* is usually given as recognition for achieving something noteworthy and is often bestowed upon an individual or organization as a form of acknowledgement or honor. Its purpose is to recognize achievement, usually in the form of a trophy or certificate. However, a *reward* is a form of compensation or an incentive given to someone for effort or accomplishment. A *reward* serves to encourage or motivate a person or organization to perform well by promising a tangible benefit, such as money or a prize.

Quick Reference

Award	an honor bestowed to acknowledge an accomplishment
Reward	a tangible benefit promised as motivation to achieve

Underline the best word choice for the context. Use the quick reference as a guide.

- My dad's company offers its employees a cash (award, reward) for perfect attendance.
- At the year-end banquet, Mandy received a/an (reward, award) for her performance in the play.
- Nicholas was given the promised (reward, award) for memorizing his Scripture verses on time.
- My grandfather was recognized for his heroic efforts and given a/an (award, reward) by our local veteran's association.

Write a sentence that properly uses the word *award*.

Write a sentence that properly uses the word *reward*.


Communication

Political Essay Introduction

A **political essay** explores, explains, or argues for or against a certain political position. It might present an argument about a political issue, reflect on a political event, or analyze a political situation. Political essays often have one of two aims: to inform readers about a political matter and persuade them toward a certain view, or to increase political understanding through rhetorical analysis.

A political essay presents critical thinking about a specific concept or position through the lens of a political theory (e.g., conservatism, liberalism, libertarianism). Political theories vary from region to region and family to family. While Christians may not always agree politically, we should look to God's Word for the truth and interpret the world around us through the lens of Scripture. Whether a political essay is persuasive or analytical, it is defined by its theoretical framework (political theory) and how the author develops their points based on this framework. **Review** these ideas for political essay topics and the components of a political essay.

- ◆ Investigate the role of social media in political discussions and in information sharing.
- ◆ Discuss the implications of immigration policies on your country's economy.
- ◆ Discuss the role of a certain historical figure in shaping modern politics.
- ◆ Discuss Christianity's effect on politics in America.

Components of a Political Essay

- **Introduction:** This should "hook" the reader with an interesting statistic or an unexpected fact, causing them to want to read more. The title may be the hook, or it may appear in the first paragraph.
- **Thesis:** This is the summary of your essay and the main point to leave your readers with. It should appear toward the end of your first paragraph, after introductory elements.
- **Body:** These paragraphs develop the argument, keeping within the framework of the author's political theory. Work through the main points, providing sufficient evidence to support the thesis.
- **Conclusion:** This summarizes the main points and restates the thesis. It may include a personal anecdote or insight to leave a lasting impression on the reader.

Choose a topic for your political essay. You may choose one of the ideas from this exercise or consider a topic you are passionate about and **develop** a thesis for your essay. The final draft is due on Day 168. You will work through the writing process in the next Communication exercise.

Political essay topic/title: _____

Political essay thesis statement:



Study the written communication term.

Text messaging composing and sending electronic messages between two or more users of mobile phones, tablets, or smart watches

Text messaging has quickly become the most prominent form of communication with people who are not physically present (although occasionally we text someone in the same room!). Families have different rules governing texting for their children and teens, ranging from no texting or cell phones allowed to monitored texting to unlimited texting that relies on the teen's ability to self-monitor. The most important aspect of your texting situation is obedience to the guidelines your parents or guardians have established. **Study** these general guidelines.

General Texting Guidelines for Teens

- **Protect your privacy.** Only text people you know and have permission to communicate with. Be cautious when sending, opening, or forwarding links.
- **Think before you hit send.** Scan your message to ensure you communicated what you intended, and that you have selected the correct contact for the message. Consider the situation and context. Ask yourself if your words are appropriate for the person you are messaging (your boss vs. your sibling).
- **Be aware of group text manners and safety.** If you find yourself added to a group text and you are unfamiliar with some of the people on the list, consider withholding any comments or sharing any personal information. Stay on topic in a group chat and avoid unnecessary texts as they can become annoying to others. Mute or leave groups that are irrelevant or overwhelming.
- **Be kind and respectful.** Use a polite, friendly tone and choose emojis that help express the attitude behind your comments. Think before sending a joke that could hurt someone's feelings or passing on information that could be only a rumor.
- **Set boundaries.** Communicate expectations ("I'm offline after 9 p.m.," or "I don't reply to texts when I'm with others"). Don't feel the need to respond immediately or burden friends to do the same. You may need time to seek the wisdom you need to respond to a tough question or situation.

Share your opinion about one of the guidelines that you agree with or disagree with and state your reasons. **Discuss** these guidelines with a parent.

Read the Scripture and **write** a response stating how the verse applies to daily life.

The heart of the wise teaches his mouth, And adds learning to his lips. Proverbs 16:23 (NKJV)


Worldview & Literary Analysis

A new character comes on the scene in today's reading. Elihu gives the longest speech in the Book of Job. He is a wordy young man who has apparently been listening to the dialogue between Job and the three friends, but due to his age, has held his tongue until now. While a lot of what he says about God is true, he presents himself arrogantly and misapplies the truth in Job's situation.

Reading Outline Job 32–34
32:1–22 Elihu's Wrathful Counsel

34:1–37 Elihu's Argument

33:1–33 Elihu Claims to Speak for God

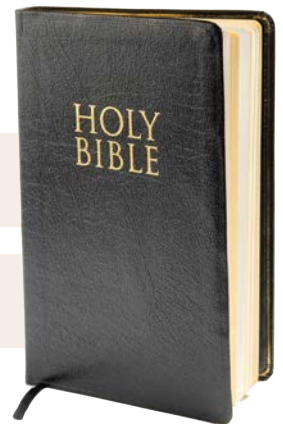
Read Job chapters 32–34 and **respond** to the following. **Refer** to the Literary Device chart found in the back of this book.

- In chapter 32:1–5, we see an example of repetition. **Write** the phrase that appears four times, with slightly different wordings, describing Elihu's emotions.

- Elihu discredits Job and his three friends with a statement implying that age and accomplishments do not necessarily equate to wisdom. **Study** the verses. **Circle** the examples of personification. **Underline** the examples of paradox.

"I said, Days should speak, and multitude of years should teach wisdom"
(Job 32:7).

"Great men are not always wise: neither do the aged understand judgment"
(Job 32:9).



Match the phrase with its most obvious literary device.

- | | |
|---|---------------------------|
| 3. _____ "my belly is as wine" (32:19) | a. allusion (to creation) |
| 4. _____ "my tongue hath spoken" (33:2) | b. simile |
| 5. _____ "set thy words in order" (33:5) | c. synecdoche |
| 6. _____ "I also am formed out of the clay" (33:6) | d. metaphor |
| 7. Identify the literary device related to wordiness seen in this verse. | |

In a dream, in a vision of the night, when deep sleep falleth upon men, in slumberings upon the bed. Job 33:15

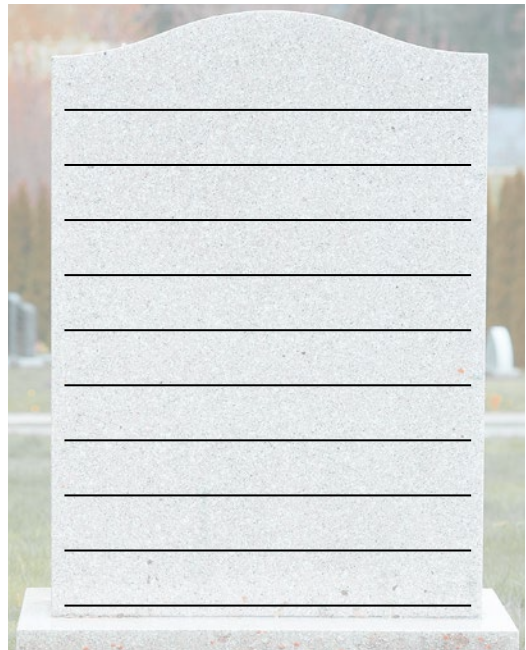
Pleonasm

8. **Circle** the two instances of metonymy in this verse. On the line, **describe** what each word is a substitute for.

He keepeth back his soul from the pit, and his life from perishing by the sword. Job 33:18

9. Elihu’s tone in these verses reflects his opinion that Job’s misery is God’s justice. He creates juxtaposition using words and images that represent life and rest (bolded words) and those that represent judgment and suffering (italicized words). On the lines, **describe** how these contrary terms create a sense of hopelessness.

“He is *chastened* also with pain upon his **bed**,
 and the multitude of his **bones** with strong pain:
 So that his life *abhorreth* **bread**, and his soul **dainty meat**.
 His flesh is *consumed* away, that it cannot be seen;
 and his bones that were not seen stick out.” Job 33:19–21



10. **Explain** why Job 34:7 is an example of hyperbole.

After reading three chapters of Elihu’s speech, what is your opinion of his presentation? Does his approach seem likely to lend credibility to his ideas? What might be the outcome for someone who arrogantly uses excessive words to put others “in their place”? **Write** your thoughts in a paragraph.


Review

- Update** the Reading List chart with books you have read this week.
- Recite** Job 34:12 from memory to your instructor.

Vocabulary Review

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

borne	durst	enlightened	kindled	render	stead
-------	-------	-------------	---------	--------	-------

- _____ (v.) to stir up; to arouse or bring into being
- _____ (v.) archaic form of “dare”
- _____ (n.) place ordinarily occupied by someone or something else
- _____ (v.) to make, cause to be or become
- _____ (v.) to free from misinformation or ignorance about something
- _____ (v.) to give birth to or to carry along

Writing Mechanics & Word Choice Review

Fill in the blanks regarding formal and informal writing.

- Formal writing uses a _____ tone, avoiding _____, _____, and _____ terms.
- Informal writing uses a casual, _____ tone and may include contractions, _____, _____, and other less formal terms.
- List** two examples of formal writing.
 - _____
 - _____
- List** two examples of informal writing.
 - _____
 - _____
- Explain** the difference between the words *award* and *reward* regarding their usage.

Communication Review

1. **Define** a political essay.

2. **Describe** the two common aims of a political essay.

3. **What** is a political essay defined by?

Worldview & Literary Analysis Review

1. **Write** a character sketch of Elihu based on the information presented in this week's exercise.

2. **List** three literary devices found in this verse.

For the ear trieth words, as the mouth tasteth meat. Job 34:3

a. _____

b. _____

c. _____

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 2, Day 2, Pages 21–22

1. Juanita diligently planned the wedding, considering every detail.
2. Our previous mayor's policies were hotly disputed and led to his impeachment. *Or* Our previous mayor's policies were hotly disputed and were the reason for his impeachment.
3. cold, Washington, earth
4. caused, determined, might have been traced
5. severe, great, twenty-four, bleeding
6. not
7. he, them
8. and
9. of, with, from

Lesson 1, Exercise 3, Day 3, Page 24

1. Answers will vary. *Ex.*: Silas loves the freedom he feels when he laces up his sneakers and runs. It is a joy to feel the wind blow through his hair as he takes off running up the street. He knows it is so good for his mental well-being.
2. As Soon As Possible
3. Greatest Of All Time
4. Light Amplification by Stimulated Emission of Radiation
5. Self-Contained Underwater Breathing Apparatus
6. Federal Bureau of Investigation
7. National Aeronautics and Space Administration

Lesson 1, Exercise 4, Day 4, Pages 25–26

1.
 - a. Its insights are remarkably modern.
 - b. Its message is needed today more than ever.
 - c. It sparkles with beautiful poetry and vibrates with deep emotion.
 - d. Its insights penetrate human nature.
 - e. It offers insight into modern science.
 - f. It probes the very heart of God.
2. Otherwise, we may become entangled in the introspective humanistic philosophies that God Himself eventually repudiates.
3. “There is no hint in the book of the nation of Israel—no mention of Moses, or Abraham, or any of the judges, kings, or prophets of Israel. Yet the Book of Job has always been accepted by the children of Israel as one of the canonical books of Scripture.”
4. The almost universal drift of the early nations into pantheistic idolatry after the dispersion at Babel had not yet infected the tribes mentioned in Job. The tribes all believed in the true God of creation.
5. They pick apart the Scriptures to conform to their own humanistic biases.
6. The most commonly accepted meaning is “hated” or “persecuted.”
7.
 - a. Noah
 - b. Shem
8.
 - a. Creation
 - b. the Fall
 - c. the Flood
 - d. the Dispersion

Lesson 1, Review, Day 5, Pages 27–28

Please see Review Answer Key located after the Exercise Answer Key.

Lesson 4, Exercise 4, Day 19, Pages 55–56

1. Answers will vary. *Ex.*: Noah's Flood caused a great disruption in the normal course of human history and the natural processes that God established at the beginning of time. The rates of these natural processes accelerated during the Flood, then gradually slowed, although we see residual effects even to this day.
2. Answers will vary. *Ex.*: Genesis 8:22 states that if the earth exists, the seasons and the pattern of day and night will not end, while the verse in Genesis 9 reveals God's covenant never to destroy mankind with a flood ever again. Job's statement describes God's action to prevent a worldwide flood from happening, and this promise exists as long as the earth exists.
3. The Ice Age did undoubtedly affect their climates, producing much more rain, snow, and ice than occurs today in those regions.
4. It is possible that Job and his friends had heard tales of the glacial sheets bounding the northern lands, even though they had not seen them.
5.
 - a. to thwart this growing rebellion
 - b. to enforce his [God's] command to fill the earth
6. "He increaseth the nations, and destroyeth them: He enlargeth the nations, and straiteneth them again. He taketh away the heart of the chief of the people of the earth, and causeth them to wander in a wilderness where there is no way. They grope in the dark without light, and he maketh them to stagger like a drunken man." Job 12:23–25

Lesson 4, Review, Day 20, Pages 57–58

Please see Review Answer Key located after the Exercise Answer Key.

Lesson 5, Exercise 1, Day 21, Page 60

1. My brother has always been interested in flight, so he took a course on aerodynamics.
2. I have often wondered what Earth was like in antediluvian times.
3. When I study 3-D maps, I find the topography the most interesting.

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

1. I have a very (observe + ant = observant) guard dog watching my property while I am away.
2. There are several kinds of (swim + ing = swimming) insects in our region of the country.
3. The recently (rake + ed = raked) lawn looked so clean and neat.
4. Joseph was such a (passion + ate = passionate) athlete in his youth.
5. My little brother was a (hand + some = handsome) baby!
6. The accident was shocking and gave me an (adrenal + ine = adrenaline) rush!
7. There is a (glue + like = gluelike) substance stuck all over my new folder.
8. We all had a (celebrate + ory = celebratory) attitude after the graduation ceremony.
9. Who is going to the lake with us today?
10. Jasmine is the student whom I worked with on the project.
11. To whom did you hand the letter I gave you?
12. I wonder who will win the mayoral election this year.

Lesson 5, Exercise 3, Day 23, Pages 63–64

1. Answers will vary. The paragraphs should clearly state the student's opinion about the author's beliefs regarding the suffering of Christians. The title and author of the poem must be stated at the beginning of the essay. At least three phrases or lines from the poem should be incorporated into the paragraphs, using quotation marks to set them off. (*Ex.*: "His purposes will ripen fast.") The closing sentence should restate the main idea (thesis).
2. When it is time to replace the roof on your house, finding a trustworthy and competent contractor can be challenging. It is vital to conduct research by asking acquaintances, looking online, and getting multiple estimates.
3. No part of this book may be reproduced, copied, broadcast, stored, or shared in any form whatsoever without written permission from the publisher . . .

Lesson 5, Exercise 4, Day 24, Pages 65–66

1. Remarkably, there are so many references to discoveries or problems of modern science.
2. Mythical exaggerations and errors.
3.
 - a. the divine inspiration for the Book of Job
 - b. the remarkably up-to-date scientific knowledge of those ancient nations and tribes
4. The anti-God system—actually, an early form of the evolutionary pantheism which still dominates the intellectual and religious establishments of the world.
5. The global weights of air and water
6. About 300 years ago.
7. Answers will vary. In these verses, a metaphor compares the earth to a structure, such as a building with a foundation. A simile compares the ocean to a garment that covers the earth. The student should be able to describe the mental images these literary devices conjure up.

Lesson 5, Review, Day 25, Pages 67–68

Please see Review Answer Key located after the Exercise Answer Key.

Lesson 6, Exercise 1, Day 26, Page 70

1. My professor has a degree in astrophysics and will soon move to Florida to work for NASA.
2. Most Bible scholars agree that Moses wrote the Pentateuch.

Lesson 17, Exercise 4, Day 84, Pages 185–186

1. 140 years
2. God doubled Job's possessions and his family.
3. Answer will vary but must contain these main elements: His wife urged him to "curse God, and die" (Job 2:9). Later, Job lamented to his friends, "My breath is strange to my wife, though I intreated for the children's sake of mine own body" (Job 19:17). The tremendous loss may have been more than she could bear.
4. Answers will vary. *Ex.*: Although Job's life was filled with a terrible time of suffering, it was for a short period of time compared to his many years of living. This verse reminds us that any suffering we face here on earth pales in comparison to the glory we will experience for eternity.
5. Paul calls people who make such judgments "men of corrupt minds, and destitute of the truth, supposing that gain is godliness: from such withdraw thyself" (1 Timothy 6:5).
6. The first reference is Job's famous query concerning the needed mediator (Job 9:32–33).
7. A daysman was an arbitrator in earlier times.
8.
 - a. Job is a man "perfect and upright"; Christ is called "righteous" and "in him was no sin."
 - b. The Book of Job begins with Satan wanting to tempt Job; Christ's ministry began with a temptation from Satan.
 - c. After Christ's temptation, angels minister to Him; after Job's ordeal, God came to his rescue.
 - d. Jesus was rejected by His human family, as was Job.
 - e. Job lost all his possessions; likewise, Jesus became poor for our sakes, losing even His clothing at the Cross.
 - f. Job endured terrible physical suffering; Jesus also endured immense suffering at the crucifixion.
 - g. Job felt forsaken by God; Jesus cried out, "My God, My God, why hast thou forsaken me?" (Matthew 27:46).
 - h. Job was delivered from his sufferings and restored, as was Jesus.

9. There is no greater testimony of the incomparable scope of God's grace than in the contrast between His glory as Creator and His lonely, bitter humiliation as sin-bearing Savior.

Lesson 17, Review, Day 85, Pages 187–188

Please see Review Answer Key located after the Exercise Answer Key.

Lesson 18, Exercise 1, Day 86, Page 190

1. Pentateuch
2. inerrant
3. enigmatic
4. introspective
5. mystification
6. Septuagint
7. polytheism
8. antediluvian
9. The long hike up the mountain culminates in a breathtaking view.
10. Maggie wrote an effusive letter expressing her gratitude for the graduation gift.
11. Efforts to usurp God's authority are futile.
12. There is inherent danger in driving a car, so paying close attention is critical.
13. The team's name was emblazoned upon the National Championship trophy.
14. My mother made an ostensible effort to clean our van before our road trip.
15. We know that life did not form from some primordial "soup."

Lesson 18, Exercise 2, Day 87, Pages 191–192

1. a. Synonym clues
b. Antonym clues
c. Example clues
2. *Then* refers to a specific time or sequence of events, while *than* is used to make comparisons between two or more things.
3. Answers will vary. *Ex.*: My dad's company built all the new homes in the subdivision.
4. My family expressed sympathy when our neighbor died by making a meal for the family.
5. a. recognize subtle differences
b. understanding context is key
c. expand your vocabulary
d. be aware of cultural differences
e. study idioms
6. Jackson always constructs his remote-control gliders in a systematic way.
7. positive
8. negative
9. *Amount* is used for a quantity that cannot be easily counted while *number* is used to express quantities that can be easily counted.
10. A word may have a positive connotation in one context but a negative connotation in another, so context clues are important determiners.

11. Answers will vary. *Ex.*: The officer warned the prisoner not to get smart with him.
12. We noticed the man became more aggressive as we cautiously approached him.
13. Answers will vary. *Ex.*: Since we left later than expected, we didn't get front row seats. (See the list of subordinating conjunctions on Day 72.)
14. I didn't mean to imply that my dog was more trouble than he is worth.
15. Answers will vary. *Ex.*: The bucket of water spilled all over the bathroom and hallway floors.
16. Sorry, I accidentally hit the mute button and the sound system went silent.
17. Answers will vary. *Ex.*: My family reads God's Word daily.
18. The Bible tells us that those who are alive and remain will by no means precede those who are asleep (1 Thessalonians 4:15).

Lesson 18, Exercise 4, Day 89, Pages 195–196

1. Answers will vary. This is a critical thinking exercise that provides an opportunity to contemplate what has been learned and form an opinion. Be sure the student has fully answered the question and complied with the essay assignment details given on Day 89.

Lesson 18, Review, Day 90, Pages 197–198

Please see Review Answer Key located after the Exercise Answer Key.

Lesson 30, Exercise 2, Day 147, Pages 311–312

1. Answers will vary. *Ex.*: There are many ways to use artificial intelligence (e.g., grammar checking, facial recognition, and research).
2. Answers will vary. *Ex.*: My brother-in-law Ryan earned a Ph.D. after many difficult years of study.
3.
 - a. appointment
 - b. to be determined
 - c. Master of Science
 - d. before noon
4. I hung my new hammock up between the trees at the campsite.
5. Jordan found her journal lost among the many piles of books on her bedroom floor.
6. Liam’s winning science project was prominently displayed between the second- and third-place projects.
7. This year, our hockey team ranked among the top three in the league.

Lesson 30, Exercise 4, Day 149, Pages 315–316

1. This verse is an example of foreshadowing because it causes the reader to wonder if God will answer Job’s prayer and restore his seemingly lost relationship with God, his health, and family.
2.
 - a. hyperbole
 - b. personification (other acceptable answers: metaphor, synecdoche, metonymy, parallelism, irony, imagery)
3. Answers will vary. *Ex.*: *Glory* and *bow* both symbolize strength, authority, reputation, and power.
4. Answers will vary. *Ex.*: In chapter 29, Job fondly remembers the days of old when he felt blessed by God, and everything was going well. However, chapter 30 focuses on the “disdain” others now have for Job, and how wicked these people are. Job belittles himself and focuses on his suffering once again.

5. Answers will vary. *Ex.*: Job was once a respected ruler who lived above reproach and is now being held in derision by those he would not formerly have allowed to “set with the dogs” of his flocks. This is ironic because the “lesser” men have no use for the “greater” man.
6.
 - a. Answers will vary. *Ex.*: A time of trial or difficulty in life.
 - b. Answers will vary. *Ex.*: Mourning or death.
 - c. Answers will vary. *Ex.*: Depression, sadness, hopelessness.
7. “Opened my doors” is an idiom referring to being hospitable by welcoming someone into your home.

Lesson 30, Review, Day 150, Pages 317–318

Please see Review Answer Key located after the Exercise Answer Key.

Lesson 31, Exercise 1, Day 151, Page 320

1. At the annual banquet, I was chosen to represent my mother in her stead.
2. “[W]herefore I was afraid, and durst not shew you mine opinion” (Job 32:6b).
3. The painter used vibrant colors to render an incredible interpretation of the landscape.
4. The ship was borne away by the strong currents created by the vicious storm.
5. My instructor’s excitement about biblical history kindled a passion for the subject in my heart.
6. God’s Word enlightened me to the truth and brought to light the error I was living in.

