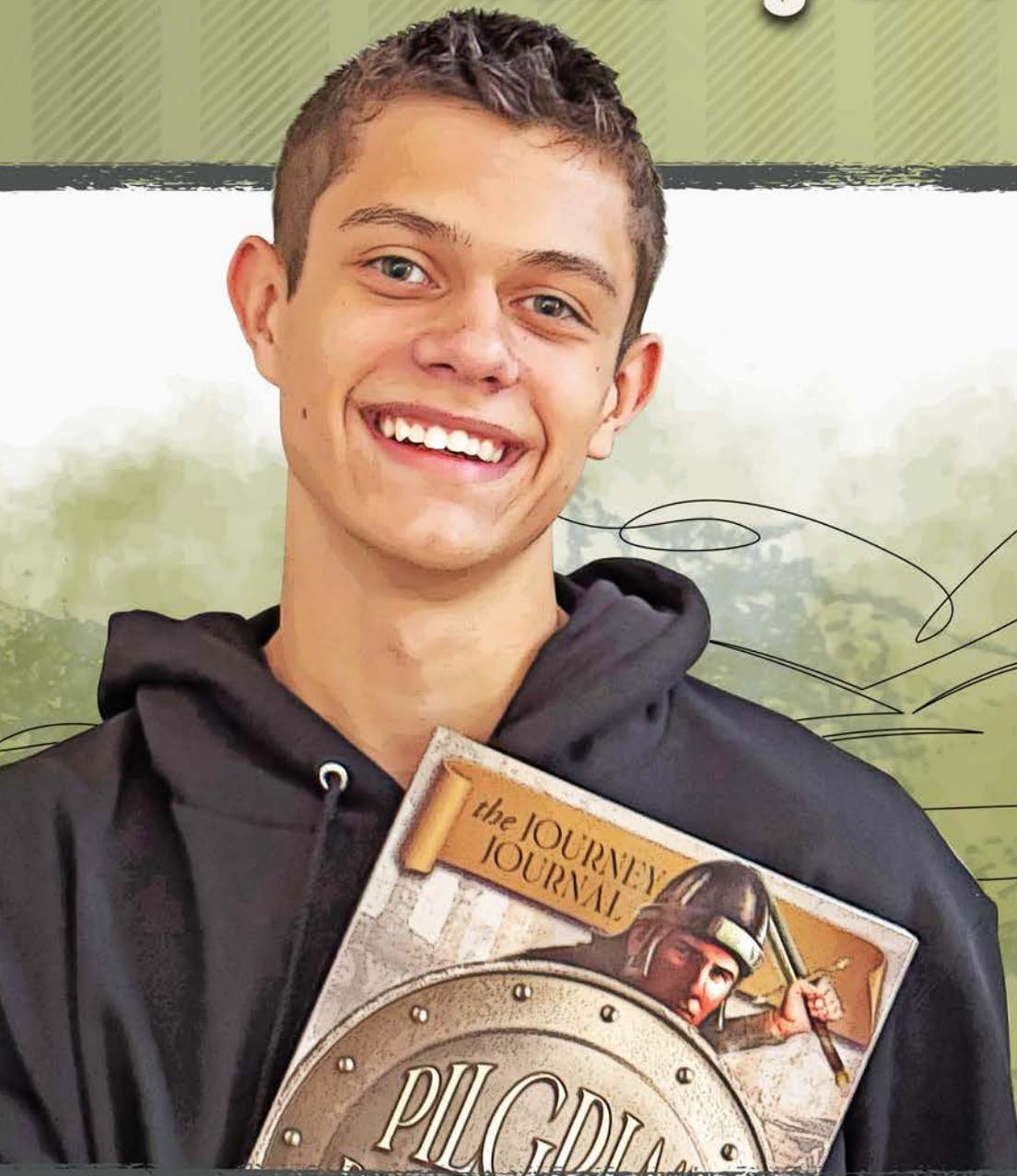


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# Language Lessons for a Living Education



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

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## Course Description

*Language Lessons for a Living Education* Level 9 effectively equips students to be excellent communicators for Christ. This course purposefully prepares students to share their faith in a way that impacts their own generation and beyond. Using *Pilgrim's Progress* as the backdrop, students will apply lessons to their own lives and learn how to share what they have learned with others. Students will learn and practice foundational high school–level communication skills through essays, summaries, interviews, and an oral presentation. They will learn how to apply grammar and punctuation rules in their writing. Through the study of etiquette, verbal and nonverbal communication, and worldview and literary analysis, students will be well prepared for successful high school communication.

### Features

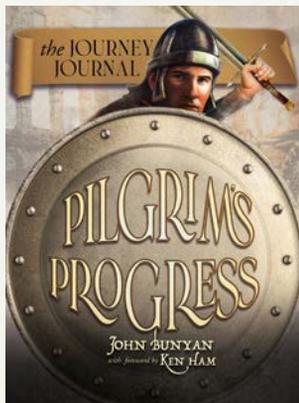
	<b>Target Level</b>	High school, Grade 9 and up 1 English credit
	<b>Flexible 180-Day Schedule</b>	Approximately 50 minutes per exercise, five days a week
	<b>Open &amp; Go</b>	Convenient daily schedule, Well-designed lessons
	<b>Engaging Application</b>	Critical thinking, Faith tie-ins, Extension activities
	<b>Assessments</b>	Reviews, Rubrics

### Objectives

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

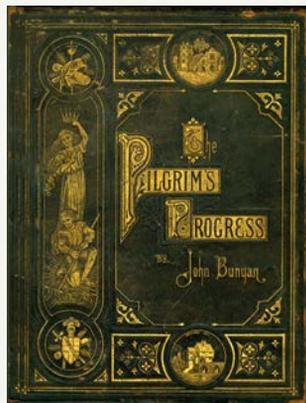
## Companion Books

### Required



Both books available from [MasterBooks.com](http://MasterBooks.com)

### Optional



## Placement

Students are ready to begin *Language Lessons for a Living Education* Level 9 when they can write at least three well-written paragraphs on a topic, properly use basic grammar and punctuation, recognize abstract ideas, and are ready to learn high school–level vocabulary.

### Supply List

- 3×5 index cards
- Bible
- Colored pencils
- Dictionary
- Notebook
- Independent reading books

# Teacher and Course Information

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Welcome to *Language Lessons for a Living Education* Level 9! This is an exciting time as students work through their high school years, preparing for adulthood. Strong communication skills will serve students for a lifetime and a biblical approach to communication is the foundation of this course. *Pilgrim's Progress* is the focus of this course. Students move through their lessons, studying grammar, punctuation, communication, and worldview and literary analysis, all while being inspired by this profound allegory. The faith of your students will grow along with their communication skills as they read through John Bunyan's timeless classic.

The Grammar & Punctuation days are designed to take students a little bit deeper into the concepts they have studied in elementary grammar, using an uncomplicated, straightforward approach.

Communication lessons speak to the mind and heart of the student, challenging them to examine their writing, speech, and countenance in light of God's Word. Remind students to save all essays for future lessons.

Worldview & Literary analysis lessons equip students to look at messages they are receiving from a biblical perspective. They will also gain tools for communicating the gospel message in creative ways. The skills they learn will benefit them for many years to come.

Our goal is to come alongside you, the parent, giving you the tools to raise up a godly group of world changers who share the good news of the gospel with their generation and impact generations to come.

We pray special blessings on you and your family as you educate and bring up your student in the wisdom and admonition of the Lord.

In Him,

Kristen Pratt & Sarah Gabel

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## Course Overview

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

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

**Exercise 3** is all about communication. Students develop their skills in the areas of written, verbal and nonverbal, and technological communication.

**Exercise 4** is the worldview and literary analysis day. Students will study *Pilgrim's Progress* and learn about literary tools.

**Exercise 5** is a review of what students have learned in the lesson. The review may be used as a quiz or test.

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## Special Features

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

**John Bunyan Passages** offer a glimpse into John Bunyan's additional writings. They provide examples of effective writing and inspiration for the student's own writing practice. The full passage of these excerpts can be found in *The Pilgrim's Progress and Other Works of John Bunyan* published by Attic Books, an imprint of New Leaf Publishing Group. While not a required resource, this book is a wonderful collection of the writings of John Bunyan and may be purchased at [MasterBooks.com](http://MasterBooks.com).

**Picture Study** captures the student's imagination and provides visual connections that can inspire ideas for their own writing. Based on timeless images from Bunyan's *Pilgrim's Progress*, students will hone their writing skills as they connect to the story through rich imagery.

**Hymn Study** exposes students to classic hymns and traditional writing styles. Students are encouraged to connect with their own faith by writing additional hymn verses. Writing and faith are intertwined in these creative writing lessons.

**Scripture Study** takes the student from creation to the Fall, followed by the Crucifixion and Resurrection. Students continue to work on their summary skills, an

essential high school note-taking skill, as they continue to grow in their faith.

**Poem Study** opens a world of creative writing to students. Poems are a rich form of communication that can inspire, create images in the mind, and even share the good news of the gospel.

**Vocabulary** words are introduced at the start of each lesson and come from the chapter or chapters the student will be reading from *Pilgrim's Progress*. The best

way to learn new vocabulary words is in the context of real books. Students may use the vocabulary words for spelling by writing the new words for each lesson on index cards and testing themselves throughout the week.

**Scripture Memory** sharpens the mind and strengthens the faith of students. Scripture is alive and sharp. Putting it to memory is an effective method of equipping students for battles they will face throughout their lives.

## Grammar & Punctuation

The concepts of grammar and punctuation are taught throughout the entirety of a student's education, and mastery of these concepts is not always achieved. Even educated adults often need to look up grammar or punctuation rules from time to time. However, the more your student learns, memorizes, and applies the rules of writing, the better they will be at communicating clearly.

This course gives an overview of important grammar and punctuation rules, giving the student an opportunity to interact with those rules by recording them on index cards, recognizing them in sample sentences, and applying them in their own creative writing.

- It is recommended that students have access to the index cards they create as a reference tool whenever they feel the cards are needed.
- Sample sentences are kept simple so the student can clearly grasp the concepts.
- Rules and word lists are condensed into convenient charts located throughout the Grammar & Punctuation lessons and at the back of the book.

**Review It!** features are placed throughout so material presented earlier can be reintroduced in considering new concepts taught.

Through a gentle approach of repetition and application, your student can achieve a good grasp of English grammar and punctuation.

## Communication

Communication lessons are birthed out of a belief that communication is important to God. His Word has a lot to say about what and how we communicate. Often, communicating effectively and righteously does not come naturally, but requires awareness and practice.

Five different aspects of communication are presented:

- Written
- Oral
- Nonverbal and visual
- Contextual
- Active listening

Students will be challenged to grow in these areas of communication through essay assignments, an oral presentation, conducting interviews, expression through art, learning communication etiquette, and considering facial expressions and body language.

For writing assignments, students are walked through a step-by-step process as they explore the following essay types: personal narrative, descriptive, expository, critical, and persuasive. Since some of these essays require research, an introduction to creating a bibliography and footnotes is presented.

Lessons are designed to be personal and to challenge the student to think deeply about their own communication skills, encouraging them to stretch and grow in how they communicate with God and others.

## Worldview & Literary Analysis

A biblical worldview lays the foundation for navigating all of life. Students will be exposed in their lifetime to movies, commercials, books, websites, emails, and texts that will challenge the authority of Scripture. Exercise 4 of this course equips students to recognize and apply a biblical worldview to everything they hear, read, or see.

With *Pilgrim's Progress* as the foundation, students will analyze the biblical messages found within this rich allegory and apply them to their lives to grow their faith.

Students will also learn to recognize, understand, and use various literary devices, including figures of speech, types of narratives and essays, and parts of a story.

Students will study:

- **Figures of speech:** personification, oxymoron, hyperbole, metaphor, simile
- **Literary devices:** allegory, parable, fable, myths, legends, biography, autobiography, memoir
- **Essays, narratives, and summaries:** personal, expository, descriptive, critical, persuasive
- **Parts of a story:** setting, character sketch, plot

## Review Day

Each weekly lesson offers a Review Day that pulls some of the vital topics from the weekly lesson, giving the student another chance to interact with what they have studied. These reviews can be used as a traditional quiz or can be used open-book style, allowing the student access to their index card study tips and the study helps in the back of the book.

There are four sections in each Review Day:

- Special Feature and Vocabulary
- Grammar & Punctuation
- Communication
- Worldview & Literary Analysis

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

## Rubrics

Rubrics are included for assistance in grading each of the five essays and the oral presentation. These organizational charts can be very helpful in assessing student performance.

Each essay has a slightly different rubric since the essay requirements vary. Most of the rubrics contain four categories, such as structure, expression, word choice, and grammar/punctuation.

## 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.
- **Recommended Reading Book List:** Helpful suggested Master Books titles to assign as independent reading books.
- **Writing Prompts:** Additional engaging writing assignments for extra practice or just for fun.
- **Templates:** Helpful for writing, interview assignments, and oral presentations.
- **Rubrics:** Guide both the student and the teacher in evaluating writing assignments, oral presentations, and interviews.
- **Spelling:** Practice ideas, spelling word lists, rules, prefixes, suffixes, and root words.
- **Study Sheets:** Grammar and Communication study sheets reinforce concepts learned.
- **Answer Key:** Provides answers for the numbered questions in the course. A grading guide is included.

# Language Lessons Level 9 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
<b>► First Semester-First Quarter</b>				
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 • <b>Review</b> • 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 • <b>Review</b> • 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 • <b>Review</b> • 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 • <b>Review</b> • 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 • <b>Review</b> • 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 • <b>Review</b> • Pages 77–78		

Calendar		Assignment	Due Date	✓	Grade
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	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 • <b>Review</b> • 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 • <b>Review</b> • 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 • <b>Review</b> • Pages 107–108			

# Language Lessons Level 9 Daily Schedule

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<b>► First Semester-Second Quarter</b>				
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	Day 48	Lesson 10 • Exercise 3 • Pages 113–114		
	Day 49	Lesson 10 • Exercise 4 • Pages 115–116		
	Day 50	Lesson 10 • Exercise 5 • <b>Review</b> • 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 • <b>Review</b> • 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 • <b>Review</b> • 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 • <b>Review</b> • 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 • <b>Review</b> • Pages 157–158		
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	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 • <b>Review</b> • Pages 167–168		

Calendar	Assignment	Due Date	✓	Grade
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	Day 77	Lesson 16 • Exercise 2 • Pages 171–172		
	Day 78	Lesson 16 • Exercise 3 • Pages 173–175		
	Day 79	Lesson 16 • Exercise 4 • Pages 177–178		
	Day 80	Lesson 16 • Exercise 5 • <b>Review</b> • Pages 179–180		
Week 8	Day 81	Lesson 17 • Exercise 1 • Pages 181–182		
	Day 82	Lesson 17 • Exercise 2 • Pages 183–184		
	Day 83	Lesson 17 • Exercise 3 • Pages 185–186		
	Day 84	Lesson 17 • Exercise 4 • Pages 187–188		
	Day 85	Lesson 17 • Exercise 5 • <b>Review</b> • Pages 189–190		
Week 9	Day 86	Lesson 18 • Exercise 1 • Pages 191–192		
	Day 87	Lesson 18 • Exercise 2 • Pages 193–194		
	Day 88	Lesson 18 • Exercise 3 • Pages 195–196		
	Day 89	Lesson 18 • Exercise 4 • Pages 197–198		
	Day 90	Lesson 18 • Exercise 5 • <b>Review</b> • Pages 199–200		
	Mid-Term Grade			

# Language Lessons Level 9 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
<b>► Second Semester-Third Quarter</b>				
Week 1	Day 91	Lesson 19 • Exercise 1 • Pages 201–202		
	Day 92	Lesson 19 • Exercise 2 • Pages 203–204		
	Day 93	Lesson 19 • Exercise 3 • Pages 205–206		
	Day 94	Lesson 19 • Exercise 4 • Pages 207–208		
	Day 95	Lesson 19 • Exercise 5 • <b>Review</b> • Pages 209–210		
Week 2	Day 96	Lesson 20 • Exercise 1 • Pages 211–212		
	Day 97	Lesson 20 • Exercise 2 • Pages 213–214		
	Day 98	Lesson 20 • Exercise 3 • Pages 215–216		
	Day 99	Lesson 20 • Exercise 4 • Pages 217–218		
	Day 100	Lesson 20 • Exercise 5 • <b>Review</b> • Pages 219–220		
Week 3	Day 101	Lesson 21 • Exercise 1 • Pages 221–222		
	Day 102	Lesson 21 • Exercise 2 • Pages 223–224		
	Day 103	Lesson 21 • Exercise 3 • Pages 225–226		
	Day 104	Lesson 21 • Exercise 4 • Pages 227–228		
	Day 105	Lesson 21 • Exercise 5 • <b>Review</b> • Pages 229–230		
Week 4	Day 106	Lesson 22 • Exercise 1 • Pages 231–232		
	Day 107	Lesson 22 • Exercise 2 • Pages 233–234		
	Day 108	Lesson 22 • Exercise 3 • Pages 235–236		
	Day 109	Lesson 22 • Exercise 4 • Pages 237–238		
	Day 110	Lesson 22 • Exercise 5 • <b>Review</b> • Pages 239–240		
Week 5	Day 111	Lesson 23 • Exercise 1 • Pages 241–242		
	Day 112	Lesson 23 • Exercise 2 • Pages 243–244		
	Day 113	Lesson 23 • Exercise 3 • Pages 245–246		
	Day 114	Lesson 23 • Exercise 4 • Pages 247–248		
	Day 115	Lesson 23 • Exercise 5 • <b>Review</b> • Pages 249–250		
Week 6	Day 116	Lesson 24 • Exercise 1 • Pages 251–252		
	Day 117	Lesson 24 • Exercise 2 • Pages 253–254		
	Day 118	Lesson 24 • Exercise 3 • Pages 255–256		
	Day 119	Lesson 24 • Exercise 4 • Pages 257–258		
	Day 120	Lesson 24 • Exercise 5 • <b>Review</b> • Pages 259–260		

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

# Language Lessons Level 9 Daily Schedule

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

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

## John Bunyan

As part of this course, we will read and study *Pilgrim's Progress*, written by **John Bunyan**, a prolific author and well-respected preacher. While many people are aware he wrote *Pilgrim's Progress* while unjustly imprisoned in Bedford, England, some may not know of his many other writings (over 60 books!), including three historically influential books: *The Life and Death of Mr. Badman*, *The Holy War*, and *Grace Abounding to the Chief of Sinners*. We will learn more about John Bunyan and explore some of Bunyan's writings beyond *Pilgrim's Progress*.

John Bunyan was born in 1628 in Elstow, England, in the midst of religious and political turmoil, which would shape the course of his life. Bunyan was a Puritan. You will recognize the Puritans from American history in 1620 as they set sail on the *Mayflower* in search of religious freedoms. From 1649–1658, England operated under the leadership of Oliver Cromwell as a commonwealth, having abolished the monarchy. However, this freedom was not to last. In 1660, after Cromwell died, the monarchy was restored under Charles II, and religious freedoms were hastily withdrawn, citing the Elizabethan Act of Uniformity.

In November of 1660, John Bunyan was arrested as a “nonconformist” and spent 12 years in prison, where he wrote several of his books. After his release, he became the pastor of an independent church in Bedford. In 1677, he was arrested again and jailed for six months, where he finished writing *Pilgrim's Progress*. He died in 1688.

**The Elizabethan Act of Uniformity** had originally been put into place in 1559 by Elizabeth I with the hope that requiring regular church attendance and the use of the *Book of Common Prayers* would bring order to the Church of England. However, those who disagreed with some of the teachings, deeming them unbiblical, began to experience persecution.

### Basic Timeline of Events

1559	Elizabeth I enacts the Elizabethan Act of Uniformity
1620	The Pilgrims set sail for America
1628	Birth of John Bunyan
1649–1658	England is a commonwealth under Oliver Cromwell
1660	England's monarchy restored under Charles II; Elizabethan Act of Uniformity reinstated
1660–1672	John Bunyan's 1st imprisonment
1677	John Bunyan's 2nd imprisonment (completion of <i>Pilgrim's Progress</i> )
1688	Death of John Bunyan

Write a brief summary of John Bunyan's life.

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**Vocabulary**

**Study** the Words to Know section for Chapter 2 of *Pilgrim's Progress: The Journey Journal* on page 21.

In front of each vocabulary word, write the correct corresponding letter for each definition.

- |                          |  |
|--------------------------|--|
| 1. _____ chide           | a. to laugh at with contempt, to mock                              |
| 2. _____ den             | b. to rebuke, scold, admonish, or reprove                          |
| 3. _____ deride          | c. an unnatural temper, as showing loss of balance                 |
| 4. _____ distemper       | d. a squalid, neglected place                                      |
| <hr/>                    |  |
| 5. _____ frenzy          | e. mental agitation  |
| 6. _____ lamentable      | f. to descend and rest upon  |
| 7. _____ lighted         | g. mournful, sorrowful, expressing grief                           |
| 8. _____ parchment roll  | h. an animal skin prepared for writing on and rolled into a scroll |
| <hr/>                    |  |
| 9. _____ plight          | i. hell, utter chaos, darkness                                     |
| 10. _____ surly carriage | j. a place or situation of danger                                  |
| 11. _____ tophet         | k. a small gate or door inside a larger gate or door               |
| 12. _____ wicket gate    | l. a rude and abrupt manner of carrying one's body or self         |

**Write** a sentence using as many of these vocabulary words as you can. Be creative and have fun!

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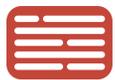


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### Memory Verse



**Copy** 2 Timothy 3:14–17 from your Bible onto a 3×5 index card to study. Memorize it by the end of Lesson 1.

### Pilgrim's Progress

Begin to **read** Chapter 2 of *Pilgrim's Progress: The Journey Journal*: “Christian & Evangelist,” published by Master Books. You will answer questions on Day 4 of this lesson.

To learn more about John Bunyan's life, read “Historical Background, Author's Apology” from your *Pilgrim's Progress* book. We also recommend *The Pilgrim's Progress Collector's Edition* by Attic Books, which includes nine historical books written by and about John Bunyan.



## Grammar & Punctuation

What is grammar and why is it so important? Without an agreed upon system for written communication, we would have chaos. Imagine if everyone made up their own way of speaking or writing; we would be very confused if it were different from our own.

Have you ever read something written by another person and struggled to understand what they were trying to say? Have you ever been misunderstood through something you wrote or spoke? This course will provide you with an overview of some of the most essential elements of English grammar and just enough practice to polish your skills and spark creativity.

A good understanding of grammar will serve you well, both now and in the future, as you are able to communicate thoughts in a way others can understand. As we go along, we will be using 3×5 index cards to record some helpful tips you can use as study tools.

**Grammar** refers to the rules of a language that govern sounds, words, and sentences, as well as how they are combined and understood.

### Sentence Basics

Whenever you write or speak, you communicate using sentences, which are constructed of many different parts all doing a certain job. These “parts” are referred to as the eight parts of speech. We will begin by looking at the main components that make up a sentence, namely, the **subject** and the **predicate**. The subject of a sentence is always a noun (person, place, or thing). It is the main thing the sentence is about.

*Example:* Jesus calmed the storm.

*Jesus* is the main thing the sentence is about and is called the subject. The predicate portion of a sentence involves what the subject *does* or *is* and always contains a verb. Verbs can involve **action** (run, jump, say,) or a **state-of-being** (am, is, was). In this sentence, *calmed* is what Jesus did. *Calmed* is the action verb. The predicate portion of this sentence is *calmed the storm*.

*Example:* Jesus was the Son of God.

In this sentence, the verb is the word *was*. *Was* is a state-of-being verb. It tells us what the subject was. The predicate portion of this sentence is *was the Son of God*.

The state of being verbs are: am, is, are, was, were, be, being, been.

### Sentences and Sentence Fragments

Sentences must have a subject (noun) and a predicate (verb) to be a complete sentence. If a group of words does not contain these elements, we refer to it as a sentence fragment.

A sentence fragment is a group of words that does not convey a complete thought.

*Sentence:* My friend Janet loves to play soccer.

Contains a subject noun (Janet) and a predicate (loves).

*Fragment:* My friend Janet.

Contains a subject noun (Janet) but no predicate.

**Subject (Noun):** Names a person, place, or thing.

**Predicate (Verb):** Shows action such as *run, blink, speak* **OR** state-of-being — *am, is, are, was, be, being, been*

**Label S** for a sentence and **F** for a fragment.

1. \_\_\_\_\_ I am excited to go on my mission trip to Japan this year!
2. \_\_\_\_\_ Finishing school on time.
3. \_\_\_\_\_ Who remembers the verse about patience?
4. \_\_\_\_\_ Sometimes friends let us down, but Christ never does.
5. \_\_\_\_\_ Relying on myself in the first place.
6. \_\_\_\_\_ When I see the world around me, I feel pressed to share the gospel.

**Write** two of your own complete sentences. Remember to include a subject (noun) and a predicate (verb). Make your sentences interesting so others would enjoy reading them.

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**Create** complete sentences out of the following fragments.

Fishing for the day.

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All of us enjoyed.

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**Check** the box once you have completed the following activity.

- Use your 3×5 index cards to record the state-of-being verbs found in this lesson.



 Communication

You probably spend a good portion of your day communicating with others. Whether you are sharing your own thoughts, responding to someone's question, texting or emailing, talking on the phone, or even writing a letter, you are communicating. But did you know you are communicating when you shrug your shoulders, roll your eyes, smile, laugh, grimace, breathe deeply, or sigh?

God created us with so many ways to express ourselves to Him and to those around us. Jesus said, "For out of the abundance of the heart the mouth speaks" (Matthew 12:34b). What you speak reflects your heart and so does what you write. You will have many opportunities this year to write about what you already know, what you are researching, and to express your thoughts and opinions. Your heart can really show through in your writing!

In addition to speaking and writing, the Bible also mentions nonverbal communication like "a haughty look," "a sad countenance," or "a cheerful face." We are designed to express from our hearts using our mouths, bodily expressions, and through what we write. These are the ways we reveal who we are and what we think to the world around us.

Since there are both proper and improper ways to express your thoughts and feelings, you will be learning a lot about the right way to express yourself and some pitfalls to avoid. You will have a chance to put what you learn into practice because effective communication is vital to your relationships, your education, your future employment, and your relationship with God. There are five aspects of communication that we will explore.

**Five Aspects of Communication:**

**Written:** Using written language to express information and ideas.

**Verbal:** Using spoken language to express information, ideas, and emotion.

**Nonverbal and Visual:** Using bodily expression or imagery to convey ideas.

**Contextual:** Proper communication based on the audience or setting. This could be cultural, situational, personal, academic, professional, etc.

**Active Listening:** Effectively listening to summarize and restate in your own words what another has said.

Written communication will get the most focus, as it is such an important part of your education and your interaction with others. You will have opportunities to write about the things you are passionate about and to express them verbally to those in your social circles.

You will become more aware of what you are portraying through your facial expressions and tone of voice and learn more about your friends, family, and acquaintances as you observe more accurately. By considering your audience and their perspective, you will learn how to get your point across without misunderstanding.

And finally, by learning to actively listen to others, whether through their written or spoken words, you will gain a deeper understanding of who they are and what they believe.

I hope you are excited to see how God works on your communication skills as we take this journey together.

Name \_\_\_\_\_

Lesson 1 - Exercise 3 Day 3

**Answer** the following with complete sentences.

Would you prefer to text, email, write to, or speak with a friend? Why?

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What topic would you love to write about most?

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Are you comfortable with public speaking? Why or why not?

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Write about a time when you were an active listener.

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**Discuss** the following with your instructor:

Think about a time when you had to adjust what you were saying or writing because of your audience. Think about a time when you did not have good listening skills and what you could have done better.

**Copy** the verse below. You may use your own Bible.

*For out of the abundance of the heart the mouth speaks.* Matthew 12:34b

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*“Is there anything more worthy of our tongues and mouths than to speak of the things of God and Heaven?”*

— John Bunyan




**Worldview & Literary Analysis**

What is worldview? Every human has one. Our **worldview** is our philosophy of life.<sup>1</sup> It is the very framework through which we understand the world and our relation to it. It is how we organize our ideas and settle on presupposed ideas that we hold to be true.<sup>2</sup> **Religion** is a belief system that attempts to explain some aspect of reality and often how the physical and spiritual worlds operate.<sup>3</sup> Religion is the foundation we use to build our worldview. It is either based on God's Word or man's word.<sup>4</sup> In this course, we will examine worldviews and compare them with the truth of Scripture, God's Word. We will also examine our own thoughts and beliefs and see if they agree with God's Word or man's word.

Our **worldview** is our philosophy of life.

**Religion** is a belief system that attempts to explain some aspect of reality and often how the physical and spiritual worlds operate.

This week we read chapter two of *Pilgrim's Progress*. In this opening chapter of Bunyan's story, we are immediately plunged into a dream about a man who is in great distress. He tries to hide his misery from his family, but his burden is too great to be contained and he shares his troubled heart with them. He eventually finds a friend who points out the way he should go to relieve his burden. The following questions will help you evaluate this character, his family, and your own life story as well.

**Finish** reading Chapter 2: "Christian & Evangelist."

**Respond** to the following with as many complete sentences as you need to answer the question.

1. What five things characterize the man that Bunyan sees in his dream?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  
2. Read Acts 2 and 16:16–34. In these passages, what was the response to the people who cried out, "What shall we do to be saved?"
 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
  
3. How did the man respond to his family's treatment of him?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

1 *World Religions and Cults*, Volume 1, p. 23.

2 *Ibid.*, p. 27.

3 *Ibid.*, p. 7.

4 *Ibid.*, p. 11.

4. What does “the book” teach about persecution and how we are to respond to those who mock and mistreat us? (See Matthew 5:10–12.)

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

5. John Gifford, a pastor at an independent church in Bedford, England, was the man who played the role of evangelist in John Bunyan’s life. Think about the person or people who have been evangelists in your life. Write their names and how they have pointed you toward “yonder shining light.”

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

“The people who come into our lives either for good or evil are frequently remembered because of their words or conduct that, in part, have shaped us into what we are today. The first minister of the gospel whose words sank deeply into our souls and awakened us from that fatal ease surely holds an esteemed place in our hearts.” — Steven Fazekas

My Pilgrim’s Progress Notes



Use this space to record your favorite quotes or anything special that stood out to you as you read this chapter.

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_


**Review**

- Update** Reading List Chart with books you have read this week.
- Recite** 2 Timothy 3:14–17 from memory to your instructor.

### Vocabulary Review

**Match** the words to the correct definition.

- |                          |  |
|--------------------------|--|
| 1. _____ chide           | a. without end   |
| 2. _____ den             | b. a squalid, neglected place                                      |
| 3. _____ deride          | c. to laugh at with contempt, to mock                              |
| 4. _____ distemper       | d. to rebuke, scold, admonish, or reprove                          |
| <hr/>                    |  |
| 5. _____ frenzy          | e. mournful, sorrowful, expressing grief                           |
| 6. _____ lamentable      | f. to descend and rest upon  |
| 7. _____ lighted         | g. mental agitation  |
| 8. _____ parchment roll  | h. an animal skin prepared for writing on and rolled into a scroll |
| <hr/>                    |  |
| 9. _____ plight          | i. a place or situation of danger                                  |
| 10. _____ surly carriage | j. a small gate or door inside a larger gate or door               |
| 11. _____ Tophet         | k. hell, utter chaos, darkness                                     |
| 12. _____ wicket gate    | l. a rude and abrupt manner of carrying one's body or self         |

### Grammar Review

**Write** two interesting sentences, making sure you include a subject and a predicate.

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**List** two common nouns.

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**List** two proper nouns.

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Name \_\_\_\_\_

Lesson 1 - Exercise 5 Day 5



List two action verbs.

\_\_\_\_\_

List the state-of-being verbs.

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

### Communication Review

List the five aspects of communication.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Worldview & Literary Analysis Review

1. What is worldview?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What five things characterize the man that Bunyan sees in his dream?

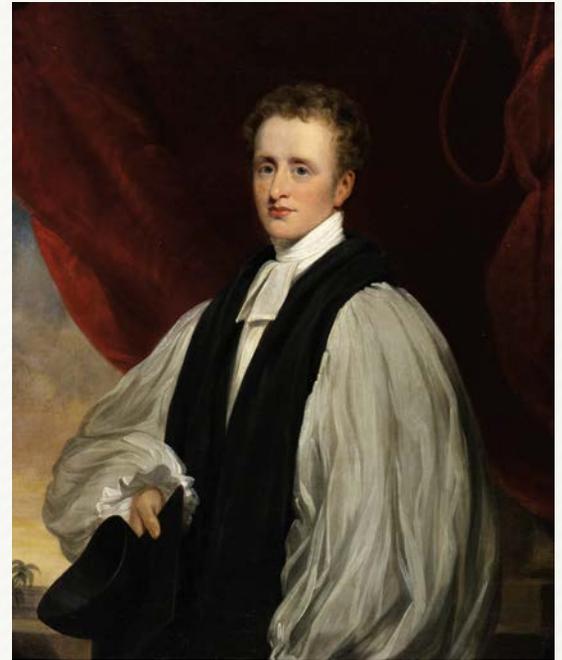
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Hymn Study: *Holy, Holy, Holy*** by Reginald Heber (1826)

Holy, holy, holy! Lord God Almighty!  
 Early in the morning our song shall rise to Thee;  
 Holy, holy, holy; merciful and mighty!  
 God in three Persons, blessed Trinity!

Holy, holy, holy! All the saints adore Thee,  
 Casting down their golden crowns around the glassy sea;  
 Cherubim and seraphim falling down before Thee,  
 Who was, and is, and evermore shall be.

Holy, holy, holy! Though the darkness hide Thee,  
 Though the eye of sinful man Thy glory may not see;  
 Only Thou art holy; there is none beside Thee,  
 Perfect in pow'r, in love, and purity.



Reginald Heber

Holy, holy, holy! Lord God Almighty!  
 All Thy works shall praise Thy Name, in earth, and sky, and sea;  
 Holy, holy, holy; merciful and mighty!  
 God in three Persons, blessed Trinity!

Have you ever sung this popular hymn in church? Even though it was written in 1826, many still enjoy it today. Imagine writing something that is still enjoyed hundreds of years from now! If you could write something for future generations to enjoy, would it be a hymn or song, or a story like *Pilgrim's Progress* or *The Holy War*?

**Write** a new verse using the same pattern used in the verses above. Note the words used in repetition, rhyming words, and how many syllables are used in each line.

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**Optional: Teacher's Discretion**    No    Yes   Due Date: \_\_\_\_\_

Ask a parent if you can search for a recording of this hymn online. Share your favorite version with your family. Sing your verse a cappella (with no music) at the end.

**Vocabulary**

**Study** the Words to Know section for Chapters 13 and 14 of *Pilgrim's Progress* on pages 97 and 103.

**Write** the correct vocabulary word in front of the definition.

1. \_\_\_\_\_ — a garden area or shaded retreat, a bower
2. \_\_\_\_\_ — to rebuke, scold, or admonish
3. \_\_\_\_\_ — cowardly, weak-hearted, full of fear
4. \_\_\_\_\_ — overtaken by night or darkness

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5. \_\_\_\_\_ — three times
6. \_\_\_\_\_ — called to mind or considered
7. \_\_\_\_\_ — at full speed or with great haste
8. \_\_\_\_\_ — a long wooden bench with arms, a high solid back, and an enclosed foundation often serving as a chest

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9. \_\_\_\_\_ — a measure of length about 1/8 of a mile
10. \_\_\_\_\_ — quickly, lightly, with agility
11. \_\_\_\_\_ — dreary or sorrowful
12. \_\_\_\_\_ — to express grief or sympathy

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13. \_\_\_\_\_ — caught sight of
14. \_\_\_\_\_ — loyal devotion
15. \_\_\_\_\_ — a gatekeeper or doorkeeper
16. \_\_\_\_\_ — ability to regulate and discipline oneself through the exercise of reason and wisdom

**Write** nine of your vocabulary words and use them in conversation today.

- |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

**Memory Verse**

**Copy** 1 Thessalonians 5:5–6; Revelation 21:8; and Psalm 23:1–3 on an index card to study. Memorize them by the end of Lesson 12.

**Pilgrim's Progress**

Begin to **read** Chapter 13: "Timorous & Mistrust" and Chapter 14: "Porter & Discretion" of *Pilgrim's Progress*.



## Linking Verbs

**Linking verbs** do not show action; rather, they explain the state of the subject. They may reveal what the subject is or how it looks.

*Examples:* I am a Christian.

This place looks amazing!

He seemed so upset.

They were best friends.

In these sentences, the subjects are not performing any action. The linking verbs instead connect the subjects to more information or details surrounding them. You will notice that some of the verbs above are state-of-being verbs (*am, is, are, was, were, be, being, been*). State-of-being verbs can also be linking verbs and so can the verbs *be, become, and seem*. There are several other words that can be linking verbs as well. **Study** the chart below.

**Linking verbs** do not show action; rather, they explain the state of the subject.

Common Linking Verbs	
<b>Permanent Linking Verbs</b>	be, become, seem (these verbs are never action verbs)
<b>Sensory Linking Verbs</b>	appear, feel, look, smell, sound, taste
<b>Conditional Linking Verbs</b>	act, constitute, come, equal, fall, get, go, grow, keep, prove, remain, stay, turn
<b>State-of-being Verbs</b>	am, is, are, was, were, be, being, been

These verbs are not always linking verbs; sometimes they are action verbs. A verb is a linking verb if it is used to describe the subject. If it is an action the subject performs, then it is an action verb.

*Examples:* Sharon looks beautiful today. (*looks* is a linking verb describing the subject)

Sharon looks through the window at the birds. (*looks* is an action verb telling what Sharon is doing)

**Underline** the verb twice and **label AV** or **LV** above to identify whether it is action or linking.

- Charity remained cheerful, despite the sad news.
- The boys remained in the running car.
- She then appears out of nowhere and scares me!
- Jessica appears upset.
- The lawyer proved the defendant not guilty.
- His theory proved true after the experiment.
- Keep calm and trust God.
- He keeps his dog in a kennel.

**A couple of rules for linking verbs:**

1. **Always use adjectives when describing the subject, not adverbs, because the subject is a noun, and adjectives describe nouns while adverbs describe verbs.**

*Examples:* The dog is *quick*. (quick is an adjective that describes *dog* — correct)

The dog is *quickly*. (quickly is an adverb so it cannot describe a noun — incorrect)

However, an adverb is used if it is describing the linking verb and not the subject.

*Example:* The dog *gradually* became quicker. (adverb describes *became*)

2. **Linking verbs must match, or agree with, the subject in quantity.**

*Examples:* Whales is the largest animal. (the verb is singular yet the noun is plural — incorrect)

Whales are the largest animals. (the subject is plural and so is the verb — correct)

**Write** a sentence using a permanent linking verb.

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**Write** a sentence using a sensory linking verb.

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**Review It!**

**Refer** to your 3×5 index cards if you need a reminder.

**Draw** one line under the simple subject and any direct objects. **Draw** two lines under the verb. **Write** AV or LV above the verb to identify verbs as action or linking. **Place parentheses** around prepositional phrases.

9. Last week my family went on a camping trip to Pigeon Forge, Tennessee.
10. My grandmother is the most amazing person I know.
11. The musician played the piano so beautifully.
12. Mason drove his truck over the speed bump too fast.
13. She looked exhausted after the long flight back home.

Use your 3×5 index cards to record the common linking verbs chart and how to distinguish linking verbs from action verbs.

 Communication

Building better sentences by avoiding some pitfalls will improve your paragraphs and the overall success of your essays. A sentence can communicate information yet be boring and poorly constructed. How much better it would be to use everything you have learned about grammar and writing to create sentences that are interesting and flow well.

**Sentence Writing Pitfalls**

- 1) **Run-on sentence:** This is a sentence that contains two independent clauses not joined properly.  
*Example:* I love this painting it's so expressive and that is why I appreciate art.  
Possible corrections: I love this painting because it's so expressive and that's what I appreciate about art.  
I love this painting. It's so expressive and that is what I appreciate about art.
- 2) **Using the passive voice:** The passive voice occurs when the object becomes the subject. While the passive voice is necessary in some situations, it can cause your sentence to be awkward, and the "doer" of the action becomes unclear.  
*Example:* Birds love seeds. (active voice) Seeds are loved by birds. (passive voice)
- 3) **Comma splices:** A comma splice occurs when two independent clauses are not separated properly with a period or conjunction.  
*Example:* She fell on the sidewalk, her knees were all scraped up.  
Possible corrections: She fell on the sidewalk, and her knees were all scraped up.  
She fell on the sidewalk. Her knees were all scraped up.
- 4) **Sentence fragments:** A fragment is an incomplete sentence that does not contain a subject and a verb. These happen most often when a second sentence is based on a previous sentence.  
*Example:* I really like potato chips. Because of the salt. (the second sentence is a fragment)  
I really like potato chips because of the salt. (a complete sentence)
- 5) **Subject-verb disagreement:** The nouns and verbs in a sentence must agree in number (singular nouns with singular verbs, plural nouns with plural verbs). As you look over your sentences, always check for subject-verb agreement. (*Hint:* Review Day 62 for tricky circumstances.)  
*Example:* Melanie and Joshua is my cousins.  
(the subject noun is plural but the verb is singular — incorrect)  
Melanie and Joshua are my cousins.  
(the subject noun is plural and the verb is plural — correct)
- 6) **Ending with a preposition:** Be careful when ending a sentence with a preposition. You can ask yourself if the word is necessary. There is debate over ending a sentence with a preposition, so it is best to avoid it unless it is necessary to complete the thought.  
*Example:* Where is the dog at? (unnecessary) Whom should I go with? (necessary)

7) **Dangling modifiers:** A dangling modifier is a word, phrase, or clause that is separate from the word it's meant to modify. This disconnect can cause confusion about what exactly is being modified. Remember, a modifier (e.g., adjectives and adverbs) describes or gives more information about another part of the sentence.

*Examples:* Looking through her purse, the keys were not found.

(dangling modifier — Were the keys looking through the purse?)

Looking through her purse, she did not find her keys.

(clear modifier — She did not find her keys.)

Mom bought a puppy for my sister they call Pepper.

(dangling modifier — Is my sister called Pepper?)

Mom bought my sister a puppy they call Pepper.

(clear modifier — The puppy is called Pepper.)

**Rewrite** the following sentences, correcting the errors.

1. His car needed to stay at the repair shop for a week, he was so upset about that.

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2. Grass is eaten by cows as part of their diet.

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3. Jason's favorite movie has a lot of action he enjoys it so much.

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4. The squirrel, along with several chipmunks, enjoy stealing the bird seed.

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5. I love to eat ice cream I would eat it every day if I could.

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6. The fishermen, who were so exhausted after a long day at sea.

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7. After cleaning my room, my bird needed more food. (*Hint:* dangling modifier)

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Use your 3×5 index cards to record the seven pitfalls taught in this lesson.


**Worldview & Literary Analysis**
**Review**

We have covered several tools to help us understand Worldview & Literary Analysis. Let's quickly review what we have studied.

When presented with any form of literature, we must recognize whether the piece is fiction or nonfiction. Similarly, we must also recognize whether the information presented is fact or opinion. This is especially helpful when reading reviews or descriptions of literature.

**Give an example** of each.

1. Fiction: \_\_\_\_\_
2. Nonfiction: \_\_\_\_\_
3. Fact: \_\_\_\_\_
4. Opinion: \_\_\_\_\_

Simile, metaphor, personification, oxymoron, and hyperbole are the five figures of speech that we have covered. Recognizing them can give us clues to the meaning the author is trying to convey.

**Write** an example of each.

- Simile: \_\_\_\_\_
- Metaphor: \_\_\_\_\_
- Personification: \_\_\_\_\_
- Oxymoron: \_\_\_\_\_
- Hyperbole: \_\_\_\_\_

We have studied a type of narrative called an allegory — a story full of symbolism, vivid descriptions, interesting characters, and a timeline of events all working together to convey a message.

Two forms of allegory are the parable and fable. A parable is a short story involving people, either true or fictitious, that illustrates a religious or moral principle. A fable is a fictitious short story used to teach a moral lesson and often uses the personification of animals to convey the story.

**Name** an example of each.

1. Allegory: \_\_\_\_\_
2. Parable: \_\_\_\_\_
3. Fable: \_\_\_\_\_

**Finish** reading Chapters 13 and 14: "Timorous & Mistrust" and "Porter & Discretion."

### Timorous & Mistrust

**Respond** to the following with as many complete sentences as you need to answer the questions.

1. What was Christian's response to Timorous and Mistrust?

\_\_\_\_\_

2. What does Timorous represent?

\_\_\_\_\_

3. What does Mistrust represent?

\_\_\_\_\_

### Porter & Discretion

**Respond** to the following with as many complete sentences as you need to answer the questions.

1. What does the roll represent?

\_\_\_\_\_

2. What is the purpose of the lions in the way?

\_\_\_\_\_

\_\_\_\_\_

3. Read Mark 4:35-41. How did Jesus respond to the "lions" His disciples faced?

\_\_\_\_\_

\_\_\_\_\_

4. What does the House Beautiful stand for?

\_\_\_\_\_

\_\_\_\_\_

### My Pilgrim's Progress Notes



Use this space to **record** your favorite quotes or anything special that stood out to you as you read this chapter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Review

- Update** Reading List Chart with books you have read this week.
- Recite** 1 Thessalonians 5:5–6; Revelation 21:8; and Psalm 23:1–3 from memory to your instructor.

**Vocabulary Review**

**Match** the words to the correct definition.

- |                    |  |
|--------------------|--|
| 1. _____ arbor     | a. a garden area or shaded retreat, a bower  |
| 2. _____ chid      | b. cowardly, weak-hearted, full of fear  |
| 3. _____ timorous  | c. to rebuke, scold, or admonish   |
| 4. _____ benighted | d. three times   |
| 5. _____ thrice    | e. overtaken by night or darkness  |
| <hr/>              |  |
| 6. _____ bethought | f. a measure of length about 1/8 of a mile   |
| 7. _____ amain     | g. at full speed or with great haste   |
| 8. _____ settle    | h. called to mind or considered  |
| 9. _____ furlong   | i. quickly, lightly, with agility  |
| 10. _____ nimbly   | j. a long wooden bench with arms, a high solid back, and an enclosed foundation often serving as a chest |
| <hr/>              |  |
| 11. _____ doleful  | k. caught sight of   |
| 12. _____ condole  | l. to express grief or sympathy  |
| 13. _____ espied   | m. dreary or sorrowful   |
| 14. _____ piety    | n. a gatekeeper or doorkeeper  |
| 15. _____ porter   | o. loyal devotion  |
| 16. _____ prudence | p. ability to regulate and discipline oneself through the exercise of reason and wisdom                  |

**Grammar Review**

1. **Define** what linking verbs do.

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**Underline** any verbs twice and **write AV** or **LV** above the verb to identify it as action or linking.  
(*Hint: Some sentences have more than one verb.*)

2. Trials seem difficult at the time but often produce character improvement.
3. Katie looks with wonder through the telescope at the night sky.
4. Brightly colored butterflies flew over our heads at the conservatory.
5. The coach remained unimpressed with the team's effort.
6. My sister appears to be feeling much better today.
7. **Write** a sentence using a permanent linking verb.

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8. **Write** a sentence using a conditional linking verb.

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### Communication Review

**Identify** the problems in the following sentences by **labeling** them with one of the following: run-on sentence, subject-verb disagreement, or dangling modifier.

1. \_\_\_\_\_ On Thursday we are going to my brother's soccer game we are going out for dinner afterward.
2. \_\_\_\_\_ Jumping into the pool, the blow-up ring popped.
3. \_\_\_\_\_ The lawnmower finally worked by fixing the engine.
4. \_\_\_\_\_ Participating in the chess match today is Caleb and Brady.
5. \_\_\_\_\_ Kurt, along with his mother, play the piano well.

### Worldview & Literary Analysis Review

**Match** the words to the correct definition.

- |                     |   |
|---------------------|---|
| 1. _____ fiction    | a. a true story   |
| 2. _____ nonfiction | b. a made-up story  |
| 3. _____ fact       | c. can be proven true or false  |
| 4. _____ opinion    | d. a feeling, belief, or an attitude; it cannot be proven to be true or false |

**Answer** the following questions.

5. What was Christian's response to Timorous and Mistrust?

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6. What does the House Beautiful stand for?

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**Vocabulary**

Study the Words to Know section for Chapter 27 of *Pilgrim's Progress* on page 187.

Circle the correct vocabulary word for each definition.

- |   |               |               |               |                   |
|---|---------------|---------------|---------------|-------------------|
| 1. to oppose in words or deny the truth of                    | a. benefice   | b. pretence   | c. contradict | d. stalking-horse |
| 2. a parsonage, vicarage, or perpetual curacy (parish priest) | a. salutation | b. benefice   | c. mute       | d. pretence       |
| 3. not speaking, silent                                       | a. mute       | b. pretence   | c. salutation | d. stalking-horse |
| 4. a mask or pretence   | a. mute       | b. pretence   | c. salutation | d. stalking-horse |
| 5. a pretending or simulation                                 | a. benefice   | b. mute       | c. pretence   | d. contradict     |
| 6. a greeting   | a. salutation | b. contradict | c. benefice   | d. stalking-horse |

Use each word in conversation with your family. Put a check in the box next to the word after you have used it.

- Benefice
- Contradict
- Salutation
- Stalking-horse
- Pretence
- Mute

**Memory Verse**

Copy Matthew 6:24 on an index card to study. Memorize it by the end of Lesson 24.

**Pilgrim's Progress**

Begin to read Chapter 27 of *Pilgrim's Progress*: "Money-love vs. Christian."



## Grammar &amp; Punctuation

**When to Use Quotation Marks**

1. **Direct quotations:** Quotation marks are used to indicate the *exact* words of a writer or speaker.

*Examples:* My friend Elizabeth said, "I really hope I get a speaking part in the drama production."

Psalm 119:1 says, "Blessed are those whose way is blameless, who walk in the law of the LORD!"

Sometimes a quote can be separated by something called a **dialogue tag**. This is a notice regarding whom the words belong to, such as *Tom said, my mother yelled, the preacher announced*, etc. In these cases, be sure to use quotation marks only around the actual words spoken. Use commas to separate the quoted words from the dialogue tag.

*Example:* "Please wipe the dog's feet off before letting him back in the house," Mom said. "I don't want to have to wash the floor again."

2. **Dialogue:** Dialogue is a conversation between two or more people and often occurs in books, plays, and movies. Use quotation marks to enclose the words of the speakers and begin a new paragraph whenever the speaker changes.

*Example:* Mary said, "Andrew, please pick up some fresh herbs for the pizza sauce on your way home from work because I am all out."

"I am running a little late but should have them to you before dinner. Is there anything else you need?" Andrew asked.

3. **Titles of short works:** Use quotation marks to enclose the titles of short works. Examples of short works include short stories, essays, songs, articles, chapters of a book, individual episodes of radio or television programs, and most poems.

*Examples:* I enjoyed the chapter "Dinosaur Lifestyles."

The song "Amazing Grace" is my grandfather's favorite.

*Note:* Quotation marks are not used for chapters of the Bible.

4. **Special words:** Sometimes a word or expression may need to be set off from the rest of the sentence to emphasize it for purposes like impact, skepticism, a twist of meaning, etc.

*Examples:* How did the "smartest" student score a 65% on the exam?

The word "cool" can be used not only to refer to temperature but also to express something being good.

**Quotation Marks and Other Sentence Punctuation**

Commas and periods appear *before* ending quotation marks.

*Examples:* "Look at the horse," said Madison. Dad said, "Don't forget to lock the door."

Colons and semicolons appear *after* ending quotation marks.

*Example:* Jesse said, "I will call when I arrive, Mom"; however, he forgot since he was tired.

Question marks and exclamation points may appear inside or outside the quotation marks, depending on the meaning of the sentence. If the quotation itself is a question or exclamation, the punctuation goes inside the quotation marks.

*Example:* "What a fantastic performance!" exclaimed Dr. Green.

However, if the entire sentence, but not the quotation itself, is a question or an exclamation, the punctuation will appear outside the quotation marks.

*Example:* Did you finish reading the chapter "Dinosaur Lifestyles"?

**Place** quotation marks, commas, periods, question marks, and exclamation points where needed in the following sentences.

1. Janice asked How many days until you begin your new job
2. Could you help me move this table asked mom and then carry the chairs to the garage
3. Dad yelled Leave the light on so I can see when I get home later
4. Have you ever heard every verse of Amazing Grace
5. Genesis 1:1 states In the beginning God created the heavens and the earth
6. The word blue could refer to a color or to someone's mood

**Write** a dialogue of a conversation you had with someone today. Remember to start a new paragraph by indenting every time the speaker changes. Be sure to use a dialogue tag to indicate who is speaking.

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Have your **instructor sign** here after reviewing your dialogue: \_\_\_\_\_

Use your 3x5 index cards to record the four uses of quotation marks you learned today.



The following introductory paragraph is based on the example of competitive cube solving.

Math instructors would do well to incorporate puzzle cubes when teaching students who struggle to grasp mathematical concepts. Constant practice with cube puzzles of various kinds can help improve mathematical reasoning skills. Many competitive “cubers” are also good at solving mathematical equations, and these skills improve with increased cube-solving practice. Studies have shown a strong connection between cube-solving and problem-solving skills, concentration, and an increased interest in mathematics. Puzzle cubes are frequently used as educational toys in STEM (Science, Technology, Engineering, and Mathematics) programs. A careful evaluation of some of these studies will show how a little puzzle could make a big difference in math skills development.

The three paragraphs following this opening paragraph would incorporate evidence found in researching this topic. Direct quotes, paraphrases, or summaries of the information (taught on Day 73) could be used and cited properly (taught on Day 78). It’s time to get started on the opening paragraph of your rough draft.

**Copy** your thesis statement, making any revisions to “polish” it up.

\_\_\_\_\_  
\_\_\_\_\_

**Write** 3–5 supporting sentences.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Write** the concluding (wrap-up) sentence.

\_\_\_\_\_  
\_\_\_\_\_

You are off to a great start on your essay! I hope you are excited to prove your point with the evidence you have found. During the upcoming week, complete a rough draft of your essay, writing at least five paragraphs. Be prepared to use the critical essay rubric found on page 440 in the back of this book. You may review it now to remind yourself of the expectations for a critical essay.

Using the paragraph evaluation questions found on Day 68, **evaluate** your opening paragraph. Once you have completed this self-evaluation, have your instructor read your outline and paragraph, giving you constructive feedback.

**Instructor’s signature:** \_\_\_\_\_



**Ponder** this question as you look up and read the following Scripture passages. **Think** about Christian's response as you **answer** the questions.

1. John 6:26–29

a. What does Jesus say we should not work for?

\_\_\_\_\_

b. What work is the work of God?

\_\_\_\_\_

2. Luke 20:46–47: Whom should we beware of?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Acts 8:19–22: What did Peter say to the man who wanted to buy the power of the Holy Spirit?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Discuss** with a teacher: *Pilgrim's Progress* was not John Bunyan's first piece of writing. Previously, he had written other books, as well as numerous pamphlets, opposing various false religious teachings that were being promoted during that time. Bunyan demonstrates his ability to understand his opponent's argument (with the response by Money-love), as well as his ability to refute the argument in question (with the response by Christian). There are several teachings alive in the church today that are similar to the beliefs espoused by By-ends and his friends. Ask your teacher about these teachings. **Write** down your discussion notes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### My *Pilgrim's Progress* Notes



Use this space to **record** your favorite quotes or anything special that stood out to you as you read this chapter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Review**

- Update** Reading List Chart with books you have read this week.
- Recite** Matthew 6:24 from memory to your instructor.

### Vocabulary Review

**Match** the words to the correct definition.

- |                         |   |
|-------------------------|---|
| 1. _____ contradict     | a. to oppose in words or deny the truth of                    |
| 2. _____ benefice       | b. a greeting   |
| 3. _____ mute           | c. a pretending or simulation                                 |
| 4. _____ stalking-horse | d. not speaking, silent                                       |
| 5. _____ pretence       | e. a mask or pretence   |
| 6. _____ salutation     | f. a parsonage, vicarage, or perpetual curacy (parish priest) |

### Grammar Review

1. **Define** dialogue.

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2. **Write** a sentence that includes a dialogue tag.

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**Place quotation marks** where needed.

3. We will be late for the game, Mom informed us, so please get ready quickly!
4. The word heavy could refer to the weight of an object or the significance of a situation.
5. At the end of the chapter titled More than Enough, we read through and answered the discussion questions.

**Write** a brief fictitious dialogue between you and your favorite book character. (*Hint:* Remember quotation mark rules, including a new indent when the speaker changes.)

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### Communication Review

1. In your own words, **explain** what is meant by a “claim” or “argument” in a critical essay.

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**Write** a claim about a subject you have an opinion about (avoid “I believe,” “in my opinion,” etc.).

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### Worldview & Literary Analysis Review

**Answer** the following questions.

1. According to John 6:26–29,
- What does Jesus say we should not work for?
  - What work is the work of God?
2. According to Luke 20:46–47, whom should we beware of?

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**Bunyan Passage: *Mr. Bunyan's Last Sermon*** (p. 834)

*The first use is this, To make a strict inquiry whether you be born of God or not; examine by those things I laid down before, of a child of nature and a child of grace. Are you brought out of the dark dungeon of this world into Christ? Have you learned to cry, "My Father?" (Jeremiah 3:4) "And I said, Though shalt call me my Father." All God's children are criers — cannot you be quiet without you have a bellyful of the milk of God's Word? Cannot you be satisfied without you have peace with God? Pray you consider it, and be serious with yourselves; if you have not these marks, you will fall short of the kingdom of God — you shall never have an interest there; "there" is no intruding. They will say, "Lord, Lord, open to us; and he will say, I know you not." No child of God, no heavenly inheritance. We sometimes give something to those that are not our children, but not our lands. O do not flatter yourselves with a portion among the sons, unless you live like sons. When we see a king's son play with a beggar, this is unbecoming; so if you be the king's children, live like the king's children; if you be risen with Christ, set your affections on things above, and not on things below; when you come together, talk of what your Father promised you; you should all love your Father's will, and be content and pleased with the exercises you meet with in the world. If you are the children of God, live together lovingly; if the world quarrel with you, it is no matter; but it is sad if you quarrel together; if this be amongst you, it is a sign of ill-breeding; it is not according to the rules you have in the Word of God. Dost thou see a soul that has the image of God in him? Love him, love him; say, This man and I must go to heaven one day; serve one another, do good for one another; and if any wrong you, pray to God to right you, and love the brotherhood.*

*Lastly, If you be the children of God, learn that lesson—Gird up the loins of your mind, as obedient children, not fashioning yourselves according to your former conversation; but be ye holy in all manner of conversation. Consider that the holy God is your Father, and let this oblige you to live like the children of God, that you may look your Father in the face, with comfort, another day.*

**Answer** the questions.

1. In this passage, what is the first thing Bunyan asks of his audience? \_\_\_\_\_  
\_\_\_\_\_
2. What does Bunyan say we need to be to have a heavenly inheritance? \_\_\_\_\_
3. What does Bunyan say we are to do if we are risen with Christ? \_\_\_\_\_  
\_\_\_\_\_
4. What does Bunyan say we should talk of when we gather? \_\_\_\_\_
5. What should we love? \_\_\_\_\_
6. How should the children of God live together? \_\_\_\_\_
7. What kind of children are we to be? \_\_\_\_\_
8. What should all manner of our conversations be? \_\_\_\_\_
9. What aspect of God does Bunyan focus on as he closes his sermon? \_\_\_\_\_
10. What does this aspect of God oblige us to live like? \_\_\_\_\_

## Vocabulary

Study the Words to Know section for Chapter 39 of *Pilgrim's Progress* on page 271.

Circle the correct vocabulary word for each definition.

- |  |             |              |                 |          |
|--|-------------|--------------|-----------------|----------|
| 1. cessation or pause  | a. gestures | b. melodious | c. intermission | d. dross |
| 2. agreeable to the ear by a sweet succession of sounds            | a. gestures | b. melodious | c. intermission | d. dross |
| 3. the scum thrown off from molten ore or metal                    | a. gestures | b. melodious | c. intermission | d. dross |
| 4. the use of motions of the limbs or body as a mode of expression | a. gestures | b. melodious | c. intermission | d. dross |

Use each vocabulary word in a sentence.

Melodious: \_\_\_\_\_

\_\_\_\_\_

Gestures: \_\_\_\_\_

\_\_\_\_\_

Intermission: \_\_\_\_\_

\_\_\_\_\_

Dross: \_\_\_\_\_

\_\_\_\_\_

Write a sentence using all the vocabulary words. **Check** them off as you use them. Be creative and have fun!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Memory Verse



Copy Revelation 22:1-5 on an index card to study.  
Memorize it by the end of Lesson 36.

## Pilgrim's Progress

Begin to read Chapter 39 of *Pilgrim's Progress*: "Celestial City, Conclusion."



## Grammar &amp; Punctuation

**Review Grammar Lessons 25–27**

You may **review** grammar lessons 25–27 or **refer** to your 3×5 index cards to complete this lesson.

**Match** the word to the correct definition.

- |                               |  |
|-------------------------------|--|
| 1. _____ nouns of plural form | a. one independent and at least one dependent clause |
| 2. _____ collective nouns     | b. one independent clause                            |
| 3. _____ simple sentence      | c. nouns referring to a group                        |
| 4. _____ compound sentence    | d. nouns used in just one way                        |
| 5. _____ compound subject     | e. two independent clauses with a conjunction        |
| 6. _____ compound predicate   | f. two or more subjects sharing a verb               |
| 7. _____ complex sentence     | g. two or more verbs sharing the same subject        |

**Write** a compound sentence starting with an *-ly* adverb (adverbs taught on Day 22).

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**Write** a complex sentence that starts with a dependent clause (dependent clauses taught on Day 32).

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**Write** a simple sentence about yourself.

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We have learned all eight parts of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection). You may refer to the chart on page 413 for review before completing this exercise.

**Underline** the subject once, the verb twice, and any indirect or direct objects once. **Label** indirect objects as **IO** and direct objects as **DO**. **Place parentheses** around any prepositional phrases. (*Hint: Watch for compound subjects and predicates and remember that indirect and direct objects can be more than one word.*)

8. After arriving at the concert, Janner and I quickly located our seats.
9. Elizabeth fed, bathed, and snuggled the baby before bedtime.
10. Yesterday after lunch, I handed Melissa the list of items to pack for the hiking trip.
11. The house and the barn were both painted over the summer.

12. The missionary served, loved, and defended people during his entire stay in the village.

13. Due to my busy schedule, I bought my dad his birthday present after his party.

Nouns of plural form can be tricky because while they look plural (ending in *s*), they can be singular. Using the correct verbs (singular or plural) requires you to know if the noun of plural form is plural or singular. To help you remember, complete this exercise below.

**Copy** the nouns of plural form that are singular under the *singular verb title* and the nouns of plural form that are plural under the *plural verb title*.

Singular form	news, checkers, the United States, molasses, billiards, progress, mathematics
Plural form	proceeds, riches, thanks, clothes, pants, eyeglasses, goggles, contacts, scissors, tweezers

14. Need a *singular verb* (is, was):

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15. Need a *plural verb* (are, were):

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**Underline** the correct verb, making sure it matches its subject. Review Day 132 if needed.

16. Sometimes the news (are, is) not very encouraging.

17. The school board (have, has) concluded that they are satisfied with the current budget.

18. The director told us two pairs of pants (is, are) needed for the hiking trip next week.

19. I figured four weeks (allow, allows) me enough time to complete the science project.

20. The game of checkers (were, was) left outside in the rain!

21. *Pilgrim's Progress* (sit, sits) on the shelf in our living room.

22. Six glasses of water (are, is) what most health experts suggest we drink per day.

23. Mathematics (are, is) a very challenging field of study for most people.

**Write** a sentence containing a collective noun.

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**Write** a sentence containing a noun of plural form.

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 Communication

**Active Listening Exercise: Ministry Interview**

On Day 158 you planned an interview with a person in ministry. Today you will have a chance to document some of the interview details and respond with your own thoughts through two short essays.

**Answer** the following questions with complete sentences.

What did you enjoy most about the interview?

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What did you learn about this ministry work that surprised you?

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**Write** an expository paragraph informing your reader about the ministry discussed in your interview.

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**Write** a persuasive paragraph urging the importance of supporting a ministry like this.

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You have come to the final page of Communication lessons. Let's look back at the first Communication lesson and see how far you have come.

On Day 3 we learned, “Since there are both proper and improper ways to express your thoughts and feelings, you will be learning a lot about the right way to express yourself and some pitfalls to avoid. You will have a chance to put what you learn into practice because effective communication is vital to your relationships, your education, your future employment, and your relationship with God.” You then learned five aspects of communication. **Review** them below.

Written	Using the written language to express information and ideas.
Oral	Using spoken language to express information, ideas, and emotion.
Nonverbal and Visual	Using bodily expression or imagery (art) to convey ideas.
Contextual	Proper communication based on the audience or setting. This could be cultural, situational, personal, academic, professional, etc.
Active Listening	Effectively listening to summarize and restate in your own words what another said.

Let’s see how far you have come in your ability to communicate and understand how others communicate. It’s time to evaluate yourself! **Write** complete sentences to express how you have grown in your ability to communicate in each of the five aspects of communication.

Written:

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Oral:

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Nonverbal and Visual:

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Contextual:

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Active Listening:

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## Review

- Update** Reading List Chart with books you have read this week.
- Recite** Revelation 22:1-5 from memory to your instructor.

**Match** the words to finish the advice given in *Mr. Bunyan's Last Sermon*.

We should:

- |  |                                      |
|--|--------------------------------------|
| 1. _____ make a strict inquiry of        | a. the Father's will                 |
| 2. _____ set your affections on things   | b. whether you be born of God or not |
| 3. _____ talk of                         | c. what the Father promised us       |
| 4. _____ love                            | d. above, and not on things below    |
| 5. _____ live together                   | e. obedient                          |
| 6. _____ be                              | f. lovingly                          |
| 7. _____ have conversations that are     | g. like the children of God          |
| 8. _____ live as God's holiness obliges, | h. holy                              |

### Vocabulary Review

**Match** the words to the correct definition.

- |                       |  |
|-----------------------|--|
| 1. _____ intermission | a. agreeable to the ear by a sweet succession of sounds            |
| 2. _____ melodious    | b. cessation or pause  |
| 3. _____ dross        | c. the scum thrown off from molten ore or metal                    |
| 4. _____ gestures     | d. the use of motions of the limbs or body as a mode of expression |

### Grammar Review

1. **Define** a collective noun.

\_\_\_\_\_

2. **Define** a complex sentence.

\_\_\_\_\_

\_\_\_\_\_

**Underline** the subject once, the verb twice, and any indirect or direct objects once. **Label** the indirect objects as **IO** and the direct objects as **DO**. **Place parentheses** around any prepositional phrases. (*Hint*: Remember that direct and indirect objects can be more than one word.)

- Over the course of time, heavy rain has eroded the riverbank.
- Yesterday after dinner, Abigail willingly helped her mother without complaining.
- At our pancake breakfast, Dad gave me the first pancake off the griddle!

6. **Write** a sentence containing a noun of plural form.

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### Communication Review

1. **Write** a personal narrative paragraph of 5–7 sentences, sharing how you have grown as a communicator through what you have learned in this language course. You may use the responses you gave about the five aspects of communication on Day 178 to create your paragraph.

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### Worldview & Literary Analysis Review

**Answer** the following questions.

1. According to John 3:1–20, it is possible that a man can live a moral life in obedience to the commandments of God and yet not be allowed into the Celestial City. What does the Bible say about this?

Unless a person is born again, \_\_\_\_\_ .

2. What awaited Christian and Hopeful in heaven?

a. A joyful \_\_\_\_\_

b. new \_\_\_\_\_

c. a welcome from the \_\_\_\_\_

d. the right to the \_\_\_\_\_

e. fellowship with those who have \_\_\_\_\_

## 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 templates, rubrics, study sheets, and answer keys are an integral part of this course. Please get familiar with these helpful resources.

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**Quarter 1**

**Lesson 1, Exercise 1, Page 20**

- |      |       |
|------|-------|
| 1. b | 7. f  |
| 2. d | 8. h  |
| 3. a | 9. j  |
| 4. c | 10. l |
| 5. e | 11. i |
| 6. g | 12. k |

**Lesson 1, Exercise 2, Page 22**

- |      |      |
|------|------|
| 1. S | 4. S |
| 2. F | 5. F |
| 3. S | 6. S |

**Lesson 1, Exercise 4, Pages 25–26**

- The man was clothed in rags
  - standing in a certain place
  - with his face from his own house
  - a book in his hand
  - a great burden upon his back.
- Acts 2 — Repent and be baptized in the name of Christ because of forgiveness of sins. Acts 16 — Believe on the Lord Jesus Christ and you will be saved.
- He prayed for them
  - pitied them
  - continued to read his book.
- Rejoice and be glad, love our enemies, pray for our enemies. We will have trouble in this world, but we need to remember that Jesus has overcome the world and gives us peace.
- Allow for individual response. Answer should include at least one person who has served the role as an evangelist in the student’s life and how they have pointed them to Christ.

**Lesson 1, Exercise 5, Pages 27–28**

**Vocabulary Review**

- |      |       |
|------|-------|
| 1. d | 7. f  |
| 2. b | 8. h  |
| 3. c | 9. i  |
| 4. a | 10. l |
| 5. g | 11. k |
| 6. e | 12. j |

**Grammar Review**

- |        |          |
|--------|----------|
| 1. am  | 5. were  |
| 2. is  | 6. be    |
| 3. are | 7. being |
| 4. was | 8. been  |

**Communication Review**

In any order:

- |                         |                     |
|-------------------------|---------------------|
| 1. written              | 4. contextual       |
| 2. verbal               | 5. active listening |
| 3. nonverbal and visual |                     |

**Worldview & Literary Analysis Review**

- Our worldview is our philosophy of life (*World Religions and Cults*, p. 23). It is the very framework through which we understand the world and our relation to it. It is how we organize our ideas and settle on presupposed ideas that we hold to be true.
- The man was clothed in rags
  - standing in a certain place
  - with his face from his own house
  - a book in his hand
  - a great burden upon his back.

**Lesson 2, Exercise 1, Page 30**

- |      |      |
|------|------|
| 1. c | 4. a |
| 2. d | 5. b |
| 3. f | 6. e |

## Lesson 11, Exercise 5, Pages 127–128

### Vocabulary Review

- |      |      |
|------|------|
| 1. d | 6. f |
| 2. e | 7. h |
| 3. a | 8. g |
| 4. c | 9. i |
| 5. b |      |

### Grammar Review

1. A transitive verb is a verb that requires a direct object to receive its action.
2. An intransitive verb is a verb that completes its action without a direct object.
3. transitive
4. intransitive
5. intransitive
6. transitive
7. transitive

### Communication Review

1. Always assume the best.
2. Avoid texting bad news.
3. Make sure you are texting the right person.
4. Use abbreviations sparingly.
5. Use proper grammar and punctuation.
6. Use appropriate emojis.
7. Consider the time of day.
8. Be clear and thorough.
9. Ghosting is not friendly.
10. Be patient.
11. The customary code of polite behavior in society or among members of a particular group.

### Worldview & Literary Analysis Review

1. c
2. a
3. b
4. It illustrates that a shortcut to salvation is desired, sought, and used to advantage by both of them.
5. Eternal separation from God.

## Lesson 12, Exercise 1, Page 130

- |              |              |
|--------------|--------------|
| 1. arbor     | 9. furlong   |
| 2. chid      | 10. nimbly   |
| 3. timorous  | 11. doleful  |
| 4. benighted | 12. condole  |
| 5. thrice    | 13. espied   |
| 6. bethought | 14. piety    |
| 7. amain     | 15. porter   |
| 8. settle    | 16. prudence |

## Lesson 12, Exercise 2, Pages 131–132

1. Charity <sup>LV</sup>remained cheerful, despite the sad news.
2. The boys <sup>AV</sup>remained in the running car.
3. She then <sup>AV</sup>appears out of nowhere and scares me!
4. Jessica <sup>LV</sup>appears upset.
5. The lawyer <sup>AV</sup>proved the defendant not guilty.
6. His theory <sup>LV</sup>proved true after the experiment.
7. <sup>LV</sup>Keep calm and trust God.
8. He <sup>AV</sup>keeps his dog in a kennel.
9. Last week my <sup>AV</sup>family went (on a camping trip) (to Pigeon Forge, Tennessee).
10. My <sup>LV</sup>grandmother is the most amazing person I know.
11. The <sup>AV</sup>musician played the piano so beautifully.
12. <sup>AV</sup>Mason drove his truck (over the speed bump) too fast.
13. <sup>LV</sup>She looked exhausted (after the long flight) back home.

**Lesson 12, Exercise 3, Page 134**

1. His car needed to stay at the repair shop for a week, and he was so upset about that.
2. Cows eat grass as part of their diet.
3. Jason's favorite movie has a lot of action. He enjoys it so much.
4. The squirrel, along with several chipmunks, enjoys stealing the bird seed.
5. I love to eat ice cream. I would eat it every day if I could.
6. Answer may vary but be similar to the following: The fishermen, who were so exhausted after a long day at sea, were happy to reach the docks.
7. Answer may vary but be similar to the following: After cleaning my room, I fed my bird more food.

**Lesson 12, Exercise 4, Pages 135–136**

1. Answers may vary, but the student should give an example of a story that is not true.
2. Answers may vary, but the student should give an example of a story that is true.
3. Answers may vary, but the student should demonstrate they know the difference between a fact and an opinion.
4. Answers may vary, but the student should demonstrate they know the difference between an opinion and a fact.
  1. *Pilgrim's Progress* or another allegory.
  2. A parable Jesus taught, or another example.
  3. *Aesop's Fables* — general or a specific fable, or another fable.
    1. Christian focused on the promise of life everlasting for those who pursue it.
    2. Timorous has to do with cowardice and weakheartedness.
    3. Mistrust is leeringness, skepticism, and suspicion.
      1. The roll represents assurance of eternal life.
      2. The lions "are placed there for trial of faith where it is, and for discovery of those that have none."
      3. Jesus calmed the storm and rebuked His disciples for their lack of faith.
      4. The House Beautiful is the visible, corporate fellowship of God's people in any locality.

---

## Lesson 12, Exercise 5, Pages 137–138

### Vocabulary Review

- |      |       |
|------|-------|
| 1. a | 9. f  |
| 2. c | 10. i |
| 3. b | 11. m |
| 4. e | 12. l |
| 5. d | 13. k |
| 6. h | 14. o |
| 7. g | 15. n |
| 8. j | 16. p |

### Grammar Review

- Linking verbs do not show action, but rather explain the state of the subject. They may reveal what the subject is or how it looks.
- Trials <sup>LV</sup>seem difficult at the time but often <sup>AV</sup>produce character improvement.
- Katie <sup>AV</sup>looks with wonder through the telescope at the night sky.
- Brightly colored butterflies <sup>AV</sup>flew over our heads at the conservatory.
- The coach <sup>LV</sup>remained unimpressed with the team's effort.
- My sister <sup>LV</sup>appears to be feeling much better today.
- Answer may vary but must contain be, become, or seem.
- Answer may vary but must contain any one of the following used as a linking verb: act, constitute, come, equal, full, get, grow, go, keep, prove, remain, stay, or torn.

### Communication Review

- run-on sentence
- dangling modifier
- dangling modifier
- subject-verb disagreement
- subject-verb disagreement

## Worldview & Literary Analysis Review

- |      |      |
|------|------|
| 1. b | 3. c |
| 2. a | 4. d |
- Christian focused on the promise of life everlasting for those who pursue it.
  - The House Beautiful is the visible, corporate fellowship of God's people in any locality.

---

## Lesson 13, Exercise 1, Page 140

- God finished creating the heavens and the earth.
- God blessed the seventh day and made it holy because on that day He rested from all his work that he had done the previous six days.

### Vocabulary

- |      |       |
|------|-------|
| 1. c | 7. h  |
| 2. e | 8. g  |
| 3. b | 9. k  |
| 4. d | 10. j |
| 5. f | 11. i |
| 6. a |       |

---

## Lesson 13, Exercise 2, Page 142

- The Bible study group meets every Wednesday night.
- There are so many issues affecting our culture today.
- All the information was important, so I did my best to remember.
- Neither coat was warm enough for the conditions.
- Everybody was able to attend the church picnic.
- The cashiers or the store manager works the latest shift.
- The point of the questions was to test your memory.
- The house with all the windows is the prettiest on the street.
- Trials are difficult but help us grow stronger.
- The teacher and the students walk to the playground.

---

### Lesson 23, Exercise 4, Page 248

1. “But he who overrules all things, having the power of their rage in his own hand, so wrought it about, that Christian for that time escaped them, and went his way.”
2. They harbor deceit in their hearts and have seven abominations in their hearts.
3. Talkative likes to impress his listeners with his knowledge, but his heart is far from God. By-ends uses an outward show of religion to further his own ends; his heart is also far from God and full of selfish motives.
4. Allow for individual responses based on the question. The student should recognize this is a false viewpoint that seeks to elevate self-advancement and self-glory rather than the glory of Christ and His Kingdom.

---

### Lesson 23, Exercise 5, Pages 249–250

#### Vocabulary Review

- |      |      |
|------|------|
| 1. b | 5. h |
| 2. a | 6. g |
| 3. c | 7. e |
| 4. d | 8. f |

#### Grammar Review

1. An independent clause can stand alone as a sentence because it conveys a complete thought, while a dependent clause cannot stand alone and is “dependent” on further information.
2. Semicolons are used to join two main clauses that require a punctuation mark stronger than a comma but weaker than a period.
3. Colons are used after statements to introduce a quotation, explanation, example, or series.
4. Second Peter 5:7 has always been such a comfort to me.
5. The puppies available for adoption include the following: Jasmine, the white poodle; Rocky, the yellow lab; and Lilly, the golden doodle.
6. Our family loves traveling; traveling has a way of resetting your mind.

### Communication Review

1. Answer may vary but may include the following: uses facts to justify an opinion through an in-depth look at a topic, the writer presents evidence from sources that support their opinion.
2. a. central claim  
b. evidence  
c. conclusion
3. essay, most important parts

### Worldview & Literary Analysis Review

1. The setting is where and when a story takes place.
2. a. his knowledge, but his heart is far from God.  
b. further his own ends; his heart is also far from God and full of selfish motives.

---

### Lesson 24, Exercise 1, Page 252

- |      |      |
|------|------|
| 1. c | 4. d |
| 2. b | 5. c |
| 3. a | 6. a |

---

### Lesson 24, Exercise 2, Page 254

1. Janice asked, “How many days until you begin your new job?”
2. “Could you help me move this table,” asked mom, “and then carry the chairs to the garage?”
3. Dad yelled, “Leave the light on so I can see when I get home later!”
4. Have you ever heard every verse of “Amazing Grace”?
5. Genesis 1:1 states, “In the beginning, God created the heavens and the earth.”
6. The word “blue” could refer to a color or to someone’s mood.

**Lesson 24, Exercise 4, Page 258**

1. a. Do not work for the food that perishes.  
b. "This is the work of God, that you believe in him whom he has sent."
2. "Beware of the scribes, who like to walk around in long robes, and love greetings in the marketplaces and the best seats in the synagogues and the places of honor at feasts, who devour widows' houses and for a pretense make long prayers."
3. Peter said to him, "May your silver perish with you, because you thought you could obtain the gift of God with money! You have neither part nor lot in this matter, for your heart is not right before God. Repent, therefore, of this wickedness of yours, and pray to the Lord that, if possible, the intent of your heart may be forgiven you."

**Lesson 24, Exercise 5, Pages 259–260**

**Vocabulary Review**

- |      |      |
|------|------|
| 1. a | 4. e |
| 2. f | 5. c |
| 3. d | 6. b |

**Grammar Review**

1. Dialogue is a conversation between two or more people and often occurs in books, plays, and movies.
2. Answer may vary but should include a notice about who is speaking, such as Tom said, Mother asked, etc.
3. "We will be late for the game," Mom informed us, "so please get ready quickly."
4. The word "heavy" could refer to the weight of an object or the significance of a situation.
5. At the end of the chapter titled "More than Enough," we read through and answered the discussion questions.

**Communication Review**

1. Answer may vary but should include: an idea or opinion on a topic that is expressed and supported by evidence presented in the body of the essay.

**Worldview & Literary Analysis Review**

1. a. Do not work for the food that perishes.  
b. "This is the work of God, that you believe in him whom he has sent."
2. "Beware of the scribes, who like to walk around in long robes, and love greetings in the marketplaces and the best seats in the synagogues and the places of honor at feasts, who devour widows' houses and for a pretense make long prayers."

**Lesson 25, Exercise 1, Page 262**

- |             |                |
|-------------|----------------|
| 1. brim     | 4. fraternity  |
| 2. lucre    | 5. snare       |
| 3. surfeits | 6. opportunely |

**Lesson 25, Exercise 2, Pages 263–264**

- |             |             |
|-------------|-------------|
| 1. complex  | 4. simple   |
| 2. compound | 5. compound |
| 3. simple   | 6. complex  |
7. I looked (across the field) (at the beautiful sunset).
  8. My classmates and I really enjoyed the art class (with Mrs. Rhodes).
  9. The hamster (with the black spot) was the cutest (of them all).
  10. (During the morning hours), the birds are very active.
  11. (Simple) I baked ~~six dozen~~ <sup>DO</sup> cookies (for the church bake sale).
  12. (Compound) John brought <sup>IO</sup> Mary ~~some~~ <sup>DO</sup> flowers, and she gave <sup>IO</sup> them ~~some~~ <sup>DO</sup> water.
  13. (Complex) (After getting my brother a haircut), we drove (to the pharmacy).
  14. (Complex) ~~When we follow~~ <sup>DO</sup> God, He gives <sup>IO</sup> us ~~peace~~ (in all circumstances).
  15. (Simple) Jack gave <sup>IO</sup> me ~~a~~ <sup>DO</sup> gift (for my sixteenth birthday).

## Lesson 35, Exercise 5, Pages 369–370

### Vocabulary Review

- |      |      |
|------|------|
| 1. d | 6. h |
| 2. b | 7. f |
| 3. c | 8. g |
| 4. a | 9. i |
| 5. e |      |

### Grammar Review

1. Answer may vary but should include a relative pronoun: as, that, what, whatever, which, whichever, who, whoever, whom, whomever, whose
2. Answer may vary but should include a demonstrative pronoun: such, that, these, this, those
3. Answer may vary but should include an archaic pronoun: thou, thee, thy, thine, ye
4. Any of the following: before a conjunction in a long compound sentence, between word groups containing commas, between two independent clauses.
5. My sister yelled, “Don’t forget to ask Mr. Conner if I can come along as well!”
6. When we read the chapter “The Lone Wolf,” I could almost feel the excitement in the air.
7. After the conductor said, “It’s time to board now, ladies and gentlemen,” we quickly got to our seats.

### Communication Review

1. Answer may vary but could include: cave paintings, sculptures, pictographs, emojis, etc.
2. rather something that points to the One we worship.
3. a. The amazing diversity in the animal kingdom.  
b. The image of God reflected in mankind.

### Worldview & Literary Analysis Review

1. a. he would return to the dust from which he had been made.  
b. death.  
c. second death.

## Lesson 36, Exercise 1, Pages 371–372

1. To make a strict inquiry whether you be born of God or not
2. A child of God
3. Set your affections on things above, and not on things below
4. What the Father promised us
5. The Father’s will
6. Lovingly
7. Obedient
8. Holy
9. The Holy God is our Father
10. The children of God

### Vocabulary

- |      |      |
|------|------|
| 1. c | 3. d |
| 2. b | 4. a |

### Lesson 36, Exercise 2, Pages 373–374

1. d
2. c
3. b
4. e
5. f
6. g
7. a
8. (After arriving at the concert), Janner and I quickly <sup>DO</sup> located our seats.
9. Elizabeth fed, bathed, and snuggled the baby <sup>DO</sup> (before bedtime).
10. Yesterday (after lunch), I <sup>IO</sup> handed Melissa the list <sup>DO</sup> (of items) (to pack) (for the hiking trip).
11. The house and the barn were both painted (over the summer).
12. The missionary served, loved, and defended people <sup>DO</sup> (during his entire stay) (in the village).
13. (Due to my busy schedule), I <sup>IO</sup> bought my dad <sup>DO</sup> his birthday present (after his party).
14. news, checkers, the United States, molasses, billiards, progress, mathematics
15. proceeds, riches, thanks, clothes, pants, eyeglasses, goggles, contacts, scissors, tweezers
16. Sometimes the news is not very encouraging.
17. The school board have concluded that they are satisfied with the current budget.
18. The director told us two pairs of pants are needed for the hiking trip next week.
19. I figured four weeks allows me enough time to complete the science project.
20. The game of checkers was left outside in the rain!
21. *Pilgrim's Progress* sits on the shelf in our living room.
22. Six glasses of water is what most health experts suggest we drink per day.
23. Mathematics is a very challenging field of study for most people.

### Lesson 36, Exercise 4, Page 378

1. Allow for individual responses, which could include that he was so sure that he had secured himself access to heaven with his good works that death didn't bother him.
2. Yes, sadly enough. Unless a person is born again, he cannot enter the kingdom of heaven.
3. Allow for individual responses, which could include continuing to share with them the truth of the gospel of Christ, praying for them, bringing them to church to hear the truth, sharing resources with them, etc.
4. A joyful welcome, new clothing, crowns, harps, a welcome from the King, the right to the Tree of Life, fellowship with those who have gone before.

**Lesson 36, Exercise 5, Pages 379–380**

- |      |      |
|------|------|
| 1. b | 5. f |
| 2. d | 6. e |
| 3. c | 7. h |
| 4. a | 8. g |

**Vocabulary Review**

- |      |      |
|------|------|
| 1. b | 3. c |
| 2. a | 4. d |

**Grammar Review**

1. A collective noun is a noun that refers to a group.
2. A complex sentence contains one independent and at least one dependent clause.
3. (Over the course) (of time), heavy rain has eroded  
DO  
the riverbank.
4. Yesterday (after dinner), Abigail willingly helped  
DO  
her mother (without complaining).
5. (At our pancake breakfast), Dad gave me  
IO  
DO  
the first pancake (off the griddle)!
6. Answer may vary but should include a noun of plural form such as proceeds, riches, thanks, clothes, pants, eyeglasses, goggles, contacts, scissors, tweezers, etc.

**Communication Review**

1. Answer may vary, but the paragraph should include the student's personal evaluation of their growth in the five aspects of communication taught during this course: written, oral, nonverbal and visual, contextual, and active listening.

**Worldview & Literary Analysis Review**

1. he cannot enter the kingdom of heaven.
2. a. welcome  
b. clothing, crowns, harps  
c. King  
d. Tree of Life  
e. gone before