

7

# Language Lessons for a Living Education



MASTERBOOKS®  
— CURRICULUM —





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## About the Authors



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**Rachel Smith** has bachelor's degrees in English and Bible and a master's degree in education, with over 20 years of experience in both a classroom and home education. She has been a pastor's wife for over 20 years and is a homeschooling mom of 4. She lives with her family in Wisconsin.



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## Course Description

*Language Lessons for a Living Education* Level 7 begins the journey to prepare students for high school–level communication. This level continues to strengthen their faith so that they can be effective communicators for Christ.

Students will apply lessons to their own lives and learn how to share what they have learned with others. They will learn and practice foundational communication skills through essays, summaries, and oral presentations. They will learn how to apply grammar and punctuation rules in their writing. Students will be well-prepared for successful communication through studying etiquette, verbal and nonverbal communication, and worldview.

### Features

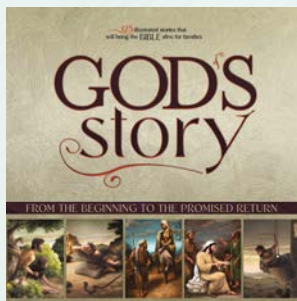
|   |                                  |   |
|---|----------------------------------|---|
|    | <b>Target Level</b>              | Junior high school, Grade 7 and up                      |
|    | <b>Flexible 180-Day Schedule</b> | Approximately 40 minutes per exercise, five days a week |
|  | <b>Open &amp; Go</b>             | Convenient daily schedule, Well-designed lessons        |
|  | <b>Engaging Application</b>      | Critical thinking, Faith tie-ins, Bonus activities      |
|  | <b>Assessments</b>               | Weekly reviews  |

### Objectives

- ▶ Special Features engage students, teaching creativity, spelling, and vocabulary.
- ▶ Grammar sets up a foundation of concepts applied through writing.
- ▶ Students are equipped with biblical application for expression, essay writing, and common courtesies.
- ▶ Worldview lessons strengthen critical thinking and personal faith.
- ▶ Review Days reinforce concepts and may be used as assessments.

## Companion Book

### Highly Recommended



This course follows *God's Story* for Exercise 4 of each lesson. Students may use *God's Story* and/or read the referenced passages from their own Bible or Bible book. *God's Story* is available from MasterBooks.com.

## Placement

Students are ready to begin *Language Lessons for a Living Education* Level 7 when they can write a well-written paragraph on a given topic, write a book report, properly use common grammar and punctuation, and are ready for self-study methods to learn spelling and 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 7! This is an exciting time, as students sharpen their skills to prepare for the high school years. Strong communication skills will serve students for a lifetime, and a biblical approach to communication is the foundation of this course. Your students' faith will grow along with their communication skills as they study grammar, punctuation, communication, and worldview.

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. Students should be reminded to save all essays for future lessons.

Worldview lessons take the student through a study of the Bible, teaching them how to navigate and study God's Word to strengthen their faith. The skills they learn will benefit them for many years to come.

Our goal is to come alongside you, the parent, to give you the tools to raise 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 students in the wisdom and admonition of the Lord.

In Him,

Kristen Pratt & Rachel Smith

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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 day. Students will study the structure of the Bible and learn how to summarize what they have read. They will use *God's Story*, their own Bible, or another Bible story book to practice analysis and summary skills.

**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 book passage, picture, hymn, Scripture, and poem studies.

**Quotes** from select books published by Master Books provide examples of effective writing and inspiration for the student's own writing practice.

**Picture Study** captures the student's imagination and provides visual connections that can inspire ideas for their own writing. Students will discover how art is communicated in many formats, such as painting, tapestry, and even stone.

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



**Scripture Study** examines select passages from both the Old and New Testaments. Students are encouraged to analyze and connect with God's Word 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 special features

since the best way to learn new vocabulary words is through context. 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 effectively equips students for the 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 perfect use of these concepts is not always achieved. Even educated adults often need to look up grammar or punctuation rules occasionally. However, the more your student learns, memorizes, and applies the rules of writing, the better they will communicate clearly.

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

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. It is recommended that the students access these charts as a reference tool whenever they feel they are needed.

**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. Communicating effectively and righteously often does not come naturally but requires awareness and practice.

Students will be challenged to grow in areas of communication through sentence writing, paragraph assignments, an essay assignment, etiquette practice, and facial expressions and body language.

For writing assignments, students are walked through a step-by-step process as they write a descriptive paragraph, a comparison and contrast

paragraph, an expository paragraph, and a persuasive paragraph. The student will also be walked through a nonfiction character sketch, a fiction character sketch, a critical book review, and an essay. Since the essay may require research, an introduction to assembling a bibliography is presented.

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



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## Worldview

Worldview significantly influences communication, as it shapes our perceptions, beliefs, and interpretations of the world. When individuals communicate, they do so through the lens of their own worldview, which encompasses their cultural background, personal experiences, education, and values. This lens acts as a filter, influencing not only what they choose to communicate but also how they interpret messages from others. A biblical worldview creates a framework of truth for understanding and navigating all of life.

This course helps students understand that the Bible is a collection, or library, of books with different authors, intended audiences, and genres. It also helps students use literary analysis to understand and communicate the greater messages of Scripture.

Students will practice summary skills by studying Bible passages from the *God's Story* book. Students may use *God's Story* and/or read the referenced passages from their own Bible or Bible book.

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## Review Day

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

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

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## Teaching Resources

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

- **Independent Reading List:** Includes a form to assign and track independent reading books.
- **Recommended Reading Book List:** Suggests Master Book titles to assign as independent reading books.
- **Writing Prompts:** Offer extra practice for fun with additional engaging writing assignments.
- **Word Art Examples:** Give students an extra sketching prompt and visual examples of word art.

- **Bible Resources:** Provide a list of the books of the Bible, as well as the genres of the Bible.
- **Templates:** Help with format for writing, interview assignments, and oral presentations.
- **Spelling:** Offers practice ideas, spelling word lists, rules, prefixes, suffixes, and root words.
- **Study Sheets:** Reinforce concepts learned with Grammar and Communication study sheets.
- **Answer Key:** Provides answers for the numbered questions in the course. A grading guide is included.



# Language Lessons Level 7 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 |
|----------|--------|---|----------|---|-------|
| Week 7   | Day 31 | Lesson 7 • Exercise 1 • Pages 79–80                   |          |   |       |
|          | Day 32 | Lesson 7 • Exercise 2 • Pages 81–82                   |          |   |       |
|          | Day 33 | Lesson 7 • Exercise 3 • Pages 83–84                   |          |   |       |
|          | Day 34 | Lesson 7 • Exercise 4 • Pages 85–86                   |          |   |       |
|          | Day 35 | Lesson 7 • Exercise 5 • <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 7 Daily Schedule

| Calendar                               | Assignment | Due Date   | ✓ | Grade |
|--|------------|--|---|-------|
| <b>► First Semester-Second Quarter</b> |            |  |   |       |
| Week 1                                 | Day 46     | Lesson 10 • Exercise 1 • Pages 109–110                 |   |       |
|  | Day 47     | Lesson 10 • Exercise 2 • Pages 111–112                 |   |       |
|  | Day 48     | Lesson 10 • Exercise 3 • Pages 113–114                 |   |       |
|  | Day 49     | Lesson 10 • Exercise 4 • Pages 115–116                 |   |       |
|  | Day 50     | Lesson 10 • Exercise 5 • <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 |   |       |
| Week 6                                 | Day 71     | Lesson 15 • Exercise 1 • Pages 159–160                 |   |       |
|  | Day 72     | Lesson 15 • Exercise 2 • Pages 161–162                 |   |       |
|  | Day 73     | Lesson 15 • Exercise 3 • Pages 163–164                 |   |       |
|  | Day 74     | Lesson 15 • Exercise 4 • Pages 165–166                 |   |       |
|  | Day 75     | Lesson 15 • Exercise 5 • <b>Review</b> • Pages 167–168 |   |       |



| Calendar | Assignment     | Due Date   | ✓ | Grade |
|----------|----------------|--|---|-------|
| Week 7   | Day 76         | Lesson 16 • Exercise 1 • Pages 169–170                 |   |       |
|          | Day 77         | Lesson 16 • Exercise 2 • Pages 171–172                 |   |       |
|          | Day 78         | Lesson 16 • Exercise 3 • Pages 173–174                 |   |       |
|          | Day 79         | Lesson 16 • Exercise 4 • Pages 175–176                 |   |       |
|          | Day 80         | Lesson 16 • Exercise 5 • <b>Review</b> • Pages 177–178 |   |       |
| Week 8   | Day 81         | Lesson 17 • Exercise 1 • Pages 179–180                 |   |       |
|          | Day 82         | Lesson 17 • Exercise 2 • Pages 181–182                 |   |       |
|          | Day 83         | Lesson 17 • Exercise 3 • Pages 183–184                 |   |       |
|          | Day 84         | Lesson 17 • Exercise 4 • Pages 185–186                 |   |       |
|          | Day 85         | Lesson 17 • Exercise 5 • <b>Review</b> • Pages 187–188 |   |       |
| Week 9   | Day 86         | Lesson 18 • Exercise 1 • Pages 189–190                 |   |       |
|          | Day 87         | Lesson 18 • Exercise 2 • Pages 191–192                 |   |       |
|          | Day 88         | Lesson 18 • Exercise 3 • Pages 193–194                 |   |       |
|          | Day 89         | Lesson 18 • Exercise 4 • Pages 195–196                 |   |       |
|          | Day 90         | Lesson 18 • Exercise 5 • <b>Review</b> • Pages 197–198 |   |       |
|          | Mid-Term Grade |  |   |       |



# Language Lessons Level 7 Daily Schedule

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

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



# Language Lessons Level 7 Daily Schedule

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

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



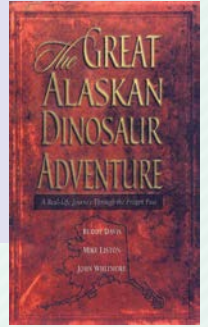
**Quote Study: *The Great Alaskan Dinosaur Adventure***

by Buddy Davis, Mike Liston, and John Whitmore (p. 72)

The first exercise of each lesson starts with a special feature. The special features will alternate between quotes, picture studies, poems, hymns, and Scripture.

For this exercise we will study a quote from page 72 of *The Great Alaskan Dinosaur Adventure* by Buddy Davis, Mike Liston, and John Whitmore.

About 11:30 we stopped on a sand bar and took some pictures with the eerie, foggy river in the background. It was a much-needed break from a difficult morning of constant paddling and pulling the rafts along the shore. If we didn't keep paddling in the lead raft, the wind would shove the two trailing rafts loaded with gear, up against us. Sometimes they would get around us and there we would be, our three-raft train floating broadside and out of control down the river.<sup>1</sup>



Let's **study** this quote and see what we can learn about communication. The author provides quite a bit of information, but some information is implied. Do you see any information that is implied? How do we know if it is 11:30 a.m. or p.m.? We know it is a.m. because the setting takes place in the morning. It is implied that there is more than one person on this raft trip by use of the word "we." An author can share information with readers without direct statements.

**Read** the quote again. **Answer** the questions. **Use** complete sentences.

What two scenes does the author describe?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

What can you see in your mind when reading the quote?

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

What can you hear in your mind when reading the quote?

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

**Alternate** –To happen or exist one after the other repeatedly<sup>2</sup>

**Communication** – The exchange of information

**Implied** – When we know something without it being specifically stated

<sup>1</sup> Davis, Buddy, Mike Liston, and John Whitmore. *The Great Alaskan Dinosaur Adventure*. Green Forest, AR: Master Books, 1998, p. 72.  
<sup>2</sup> <https://dictionary.cambridge.org/us/dictionary/english/alternate>.

We took this quote out of the middle of a nonfiction book. What do you think happened before and after this description? (You can find out if you read the book!)

**Nonfiction** – A true account

**Fiction** – Not true; not based on facts

**Write** a paragraph that describes either something that happened before or after this break along the sandbar. Your paragraph will be fiction. The readers should be able to see, hear, taste, or feel something in their minds as they read your description. They should be able to recognize the setting. Be sure to include at least one implied detail in your paragraph.

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**Ask** a family member to read your paragraph and tell you what the implied detail is.

## Word Study

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

- |                        |  |
|------------------------|--|
| 1. _____ implied       | a. the exchange of information                       |
| 2. _____ communication | b. true; based on facts                              |
| 3. _____ alternate     | c. something is known without being directly stated  |
| 4. _____ nonfiction    | d. to happen or exist one after the other repeatedly |
| 5. _____ fiction       | e. not true; not based on facts                      |



## Vocabulary & Spelling

**Write** each vocabulary word on an index card. On the back of the card, **write** the definition and a sentence using the word. Use the cards to **test** yourself on the definition and spelling of the words.



## Independent Reading

- Write** out your list of independent reading books using the form in the back of the book. **Discuss** with your teacher the books to put on your list and the assigned dates.
- Memorize** the following Scripture verse and recite it for your teacher. (Your preferred Bible translation may be used.)

*Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. Philippians 4:8*




**Grammar**

Have you ever wondered why you need to know grammar rules? Using good grammar is important because it helps those with whom we are communicating better understand what we desire to express. This course will equip you with a good foundation and understanding of grammar rules as well as give you the tools to be a great communicator!



### Sentences

Let's begin with a review of some basic concepts.

A **sentence** is a group of words that expresses a complete thought and can stand alone. A sentence must have a subject and a predicate. The **subject** is a noun (person, place, or thing) and is whom or what the sentence is about. The **predicate** contains a verb (action or state-of-being) and states something about the subject.

|                  |   |
|------------------|---|
| <b>Sentence</b>  | expresses a complete thought, can stand alone, contains a subject and a predicate |
| <b>Subject</b>   | noun, whom or what the sentence is about  |
| <b>Predicate</b> | verb, states something about the subject  |

*Example:* God spoke the world into existence.

This is a complete sentence that contains a subject and a predicate. It expresses a complete thought and can stand alone.

The main topic of the sentence and whom the sentence is about is *God*. *God* is a noun and the subject. *Spoke into existence* contains the action verb and tells something about the subject. *Spoke into existence* is the predicate.

**Find** the subjects and predicates in the following sentences.

God created man in his own image.

1. Subject: \_\_\_\_\_
2. Predicate: \_\_\_\_\_

Adam gave names to every living creature.

3. Subject: \_\_\_\_\_
4. Predicate: \_\_\_\_\_

A **fragment** is a group of words that cannot stand alone and does not express a complete thought. It will not be a complete sentence. A subject or predicate will be missing.

|                 |   |
|-----------------|---|
| <b>Fragment</b> | does not express a complete thought, cannot stand alone, missing a subject or a predicate |
| <b>Sentence</b> | expresses a complete thought, can stand alone, contains a subject and a predicate         |

*Example:* (Fragment) The boy in the yellow shirt.

What is the group of words above missing? It has a subject (*boy*), but it does not have a verb. It does not express a complete thought and cannot stand alone. It is a fragment.

Let's add the verb and predicate to make it a complete sentence:

*Example:* (Sentence) The boy in the yellow shirt likes to sing.



*Example:* (Fragment) Convinced Eve to eat of the tree.

This group of words has a predicate and a verb but is missing a subject. It cannot stand alone because it does not express a complete thought.

*Example:* (Sentence) The subtle serpent convinced Eve to eat of the tree.

By adding the subject (*serpent*), this group of words is now a complete sentence and expresses a complete thought.

**Make** the following fragments into complete sentences.

- The brown lampshade. \_\_\_\_\_
- Enjoys playing basketball. \_\_\_\_\_

**Label** the following groups of words as **F** for fragment or **S** for sentence.

- \_\_\_\_\_ Adam and Eve heard the voice of the Lord.
- \_\_\_\_\_ The church service begins soon.
- \_\_\_\_\_ The beautiful bird.
- \_\_\_\_\_ God told Adam and Eve not to eat of the tree.
- \_\_\_\_\_ Shines brightly in my window.




**Communication**

On the third day of each lesson, we will look closely at communication. Remember, the main purpose for studying language is so we can be great communicators. In each lesson we will focus on communication through writing. Being able to write well is an important skill for your future as a student and as an adult. You will need to be able to properly present ideas and information through writing. We will begin with writing basics and work our way up to composing quality essays. In each lesson, we will also look at communication through our manners, or **courtesies**. Romans 12:10 tells us to prefer one another. Practicing good manners is a way to honor and prefer others.

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

### Capitalization

- **Capitalize the first word of every sentence.**
- **Capitalize proper nouns that are specific persons**, like John Newton, specific places, like New England, and specific things, like World War II. Calendar days, deity (the One true God), and Scripture also fall under this category. Be sure to capitalize words formed from proper nouns, like Italian.
- **Capitalize the first word, last word, and all-important words of titles** of books, magazines, newspapers, poems, stories, plays, and art. Do not capitalize articles and prepositions in the title.
- **Capitalize titles of persons when they are used before a name**, like President Washington, Judge Matthews, or Aunt Gloria.
- **Capitalize the pronoun *I* and the interjection *O* (not “oh”).**

**Rewrite** the following sentences and correct the capitalization errors.

1. We are going to the veteran's day parade on Friday with your uncle mike.

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2. she is reading *made in heaven* and studying genesis for her science paper.

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3. Josiah and I are eating at the chinese restaurant tonight.

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4. the fourth-grade class is learning about president reagan and his speech at the berlin wall.

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5. “Why are you fearful, o you of little faith?” (matthew 8:26a; NKJV).

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**End Marks**

Use a period to end a sentence that makes a statement or a request.

*Example:* Due to sin, Adam had to work the ground for food.

Use a question mark to end a sentence that asks a question.

*Example:* Did Amber go to the grocery store today?

Use an exclamation point to end a sentence that shows strong feeling or gives a command.

*Examples:* How beautiful is the sunrise today! | Do not go into the chicken coop!

**Write** a sentence of your own using either a question mark or an exclamation point.

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**Add** the correct end marks to these sentences.

6. What kind of apple is in the basket\_\_\_\_
7. Adam and Eve had to leave the Garden of Eden\_\_\_\_
8. Feed the dogs before you go to bed\_\_\_\_
9. Hurry to the emergency room\_\_\_\_
10. What a delicious pie\_\_\_\_

**Courtesy: Introductions**

Many people struggle with introducing other people to one another. The purpose of introductions is so that two people can get to know one another and feel comfortable around each other. If you know both people, you should make the introduction.

- Look people in the eye and speak clearly.
- Start with the name of the person that is older, has a higher-ranking position, or that you have known the longest.
- Inform them of your intent to introduce them to someone.
- State the name of the other person.

*Examples:* Mom, I would like for you to meet my new friend, Isaiah.  
Mr. Clark, I would like to introduce you to our new music student, Jennifer Samples.

**Practice** a couple introductions today!

- Pretend you are introducing your grandmother and your teacher.
- Pretend you are introducing your pastor and your neighbor.



 **Worldview**

**The Bible**

In this lesson we are going to start learning about the Bible. When you hold a Bible, it looks like one big book. In fact, the Bible is a library of books, a collection of sixty-six books.

**Bible** – “the books”

The English word **Bible** is derived from the Greek *ta biblia*, meaning “the books.”

While the word *Bible* often refers to the Christian Scriptures, it can also be used to describe a comprehensive and authoritative book, such as *The Home Repair Bible*.

For our study, the Bible is recognized as the sixty-six books of our Holy Bible.

The Bible, our library of Scriptures, contains 66 books written by 40 different authors in 3 different languages over a 1,500-year period, yet it tells God’s plan. We learn about the Creation, the Corruption (the Fall), the Catastrophe (Noah’s Flood), the Confusion (of Babel), Christ, the Cross, and the Consummation.<sup>1</sup> Even though there were human authors, all Scripture is inspired by one divine Author, God.

*All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.* 2 Timothy 3:16–17

For now, imagine walking into a library and seeing all the books. You notice there are sections that the books are organized into. This library may organize the books into sections such as biography, history, how-to, etc.



The Bible also has sections that its books are organized into. We will be going into that in greater detail in the coming weeks.

**Answer** the questions below.

1. How many different authors wrote the Bible? \_\_\_\_\_
2. How many different languages was the Bible written in? \_\_\_\_\_
3. Over how many years was the Bible written? \_\_\_\_\_

**Finish** writing out the verse below.

4. All Scripture is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(2 Timothy 3:16–17).

<sup>1</sup> These are the 7 C’s of History per the Answers in Genesis ministry.







- Recite** Philippians 4:8 for your teacher. (Your preferred Bible translation may be used.)
- Use your spelling index cards to **test** for mastery. Continue to **practice** until you can spell all the vocabulary words.

### Word Study Review

**Match** the vocabulary word with the correct definition.

- |                        |  |
|------------------------|--|
| 1. _____ implied       | a. the exchange of information                       |
| 2. _____ communication | b. true; based on facts                              |
| 3. _____ alternate     | c. something is known without being directly stated  |
| 4. _____ nonfiction    | d. to happen or exist one after the other repeatedly |
| 5. _____ fiction       | e. not true; not based on facts                      |

### Grammar Review

**Study** the sentence and **answer** the questions.

The water rushes over the rocks.

- What is the subject in the sentence above? \_\_\_\_\_
- What is the predicate in the sentence above? \_\_\_\_\_
- What expresses a complete thought, can stand alone, and contains a subject and a predicate?  
\_\_\_\_\_
- What does not express a complete thought, cannot stand alone, and is missing a subject or a predicate?  
\_\_\_\_\_

**Label** the following groups of words as **F** for fragment or **S** for sentence.

- \_\_\_\_\_ Satan is very crafty.
- \_\_\_\_\_ Have beautiful blooms.
- \_\_\_\_\_ I am inspired by God's beautiful creation.

**Make** the following fragments into complete sentences.

- Sings loudly in the morning. \_\_\_\_\_
- Told the boy in the room. \_\_\_\_\_
- Politely handed me the book. \_\_\_\_\_

**Communication Review**

**Rewrite** the following sentences and correct the capitalization errors.

1. The garden of eden was a spectacular place.

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2. Michelle and i are going to the mexican restaurant on tuesday.

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3. Mount vernon in virginia was the home of president George Washington.

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**Add** the correct end marks to the following sentences.

4. What time are we leaving for the soccer game \_\_\_\_
5. How bright the moon is tonight \_\_\_\_
6. The church has a playground that we can use \_\_\_\_
7. Please turn off the light \_\_\_\_
8. Watch out for that car \_\_\_\_

**Worldview Review**

**Fill in** the blanks.

1. What does the word Bible mean? \_\_\_\_\_
2. How many different authors wrote the Bible? \_\_\_\_\_
3. How many different languages was the Bible written in? \_\_\_\_\_
4. Over how many years was the Bible written? \_\_\_\_\_
5. **Write** out 2 Timothy 3:16-17.

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2 Timothy 3:16-17



Quote Study: *Faith of Our Founding Fathers* by Tim LaHaye (p. 83)

Modern historians customarily mention that John Adams, our second president, had one of the keenest legal minds in America at that time. They usually omit, however, that both he and his wife were dedicated Christians and that he recommended to his son a lifetime habit of reading five chapters of the Bible each morning, which he said only took him about one hour.<sup>1</sup>

This book offers a description of John Adams and his wife. It tells what Mr. and Mrs. Adams were known for and the habit of Mr. Adams. We gain an insight into their lives with this short quote.

List five facts about John Adams from this quote.

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

What is your opinion of John Adams based on this quote?

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If someone were to write a paragraph about you, what would you want them to say? Write a quote to describe yourself.

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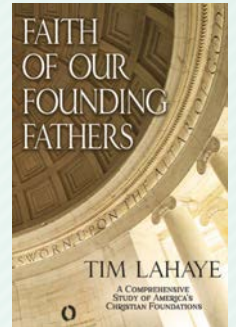
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<sup>1</sup> LaHaye, Tim. *Faith of Our Founding Fathers*. Green Forest, AR: Master Books, 1990, p. 83.

**Word Study**

**Write** the definition of each word by looking it up in a dictionary. Ask a parent before using an online dictionary. If there is more than one definition, choose the one that fits the way it is used in the quote about John Adams from *Faith of Our Founding Fathers*.

**Vocabulary Words**

Modern: \_\_\_\_\_

Historians: \_\_\_\_\_

Customarily: \_\_\_\_\_

Keenest: \_\_\_\_\_

Legal: \_\_\_\_\_

Omit: \_\_\_\_\_

Dedicated: \_\_\_\_\_

Habit: \_\_\_\_\_


**Vocabulary & Spelling**

**Write** each vocabulary word on an index card. On the back of the card, **write** the definition and a sentence using the word. Use the cards to **test** yourself on the definition and spelling of the words.


**Independent Reading**

- Update** your reading list. **Discuss** what you are reading with your teacher.
- Memorize** the following Scripture verse and recite it for your teacher. (Your preferred Bible translation may be used.)

*If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him. James 1:5*




**Grammar**

## Complements

We have already discussed in previous lessons that a sentence must express a complete thought. A subject and a verb are needed in every sentence. Sometimes a subject and a verb are all that is needed for a sentence to express a complete thought, but other times, a third part is needed. That third part is called a complement. A **complement** completes the meaning of the sentence.

|                   |                                       |
|-------------------|---------------------------------------|
| <b>Complement</b> | completes the meaning of the sentence |
|-------------------|---------------------------------------|

*Examples:* The fulfillment of the promise to Abraham and Sarah was **Isaac**.

*Fulfillment* is the subject. *Was* is the verb. The subject and verb alone here are not enough to express a complete thought. *Isaac* is the complement. The fulfillment was Isaac.

God provided a **ram** for the sacrifice.

*God* is the subject. *Provided* is the verb. The complement is *ram*.

**Underline** the complements in the sentences below.

- Shannon painted a picture of the horses in the field.
- My favorite dress is purple.
- Abraham honored God.
- The granola bar was crunchy.
- Rachel added cinnamon to her coffee.

## Object Complements

Complements that complete the action of a verb are called **object complements**. We are going to study two object complements: direct objects and indirect objects.

|                           |  |
|---------------------------|--|
| <b>Object Complements</b> | complements that complete the action of a verb |
|---------------------------|--|

## Direct Objects

A **direct object** receives the action of the verb. It is a noun that follows an action verb. Direct objects answer the question *what* or *whom* after an action verb.

### SUBJECT - ACTION VERB - DIRECT OBJECT

A direct object cannot be in a prepositional phrase.

|                      |   |
|----------------------|---|
| <b>Direct Object</b> | a noun that follows an action verb<br>answers the question <i>what</i> or <i>whom</i> |
|----------------------|---|

Let's study this sample sentence below.

*Example:* God provided a **ram** for the sacrifice.

*God* is the subject. *Provided* is the action verb. God provided what?

God provided a ram. *Ram* follows an action verb and answers the question *what*.

*Ram* is the direct object.

**Answer** the question for each of the following sentences in order to find the direct object.

6. Isaac asked Rose to stop singing. Isaac asked whom to stop singing? \_\_\_\_\_

7. Max wore a blue shirt on the first day of camp. Max wore what? \_\_\_\_\_

**Add** a direct object to the following sentences.

Alice brought \_\_\_\_\_ (what) to the church picnic.

Sam asked \_\_\_\_\_ (whom) to help load the truck.

The direct objects are in bold in the following sentences. In the blank, **write** whether the direct object answers the question *whom* or the question *what*.

8. Savannah pulled the **seatbelt** from the seat. \_\_\_\_\_

9. Mia collected the **eggs**. \_\_\_\_\_

10. Hallie took **Christina** with her to the store. \_\_\_\_\_

In the following sentences, **underline** the subject once, the verb twice, **write DO** above the direct objects, and **put parenthesis** around any prepositional phrases.

11. Abraham sent a servant to Nahor.

12. Richard prefers tea over lemonade.

13. Gwen threw the towel in the dirty clothes hamper.

14. Rebekah fetched water for Eliezer and his camels.

15. Rebekah married Isaac.

**Write** a sentence of your own with a direct object.

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**Communication**

## Writing a Paragraph

A **paragraph** is a group of sentences about a specific idea or topic.

A paragraph has three parts:

1. topic sentence
2. supporting or detail sentences
3. closing sentence

We will be studying and practicing all three of these in the next few communication lessons.

The first sentence should be on a new line and should be indented. The **topic sentence** is what the paragraph is about. The next two to three sentences are the supporting sentences. The **supporting sentences** provide details about the topic. The last sentence is the closing sentence. The **closing sentence** states the topic sentence in a different way and lets the reader know that the paragraph is complete.

|                             |  |
|-----------------------------|--|
| <b>Paragraph</b>            | group of sentences about a specific idea or topic; has three parts           |
| <b>Topic Sentence</b>       | what the paragraph is about  |
| <b>Supporting Sentences</b> | provide details about the topic  |
| <b>Closing Sentence</b>     | states topic sentence in another way; lets reader know paragraph is complete |

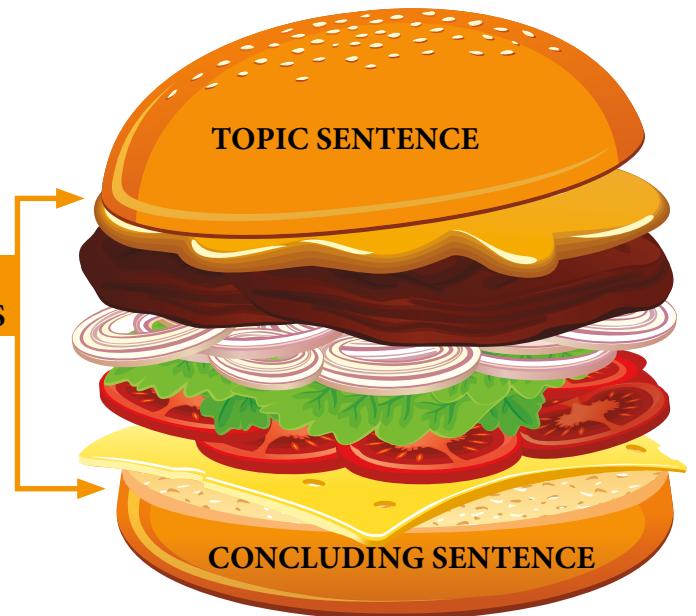
A paragraph can be compared to a sandwich. A piece of bread is used for the top and bottom of the sandwich. All the stuff that makes the sandwich good is in between the bread.

**DETAIL SENTENCES**

In the space provided on the following page, **write** a paragraph describing your favorite hobby, the outside of your home, or a family member.

Be sure to:

- Begin with a topic sentence.
- Indent the first line.
- Include 2–3 supporting sentences.
- Use correct capitalization and punctuation.
- End with a closing sentence.





### Courtesy: Helping at Home

We often hear Christians speaking of being good stewards. Many times, we think of that as meaning stewards of our finances, but it can also mean being good stewards of our belongings, as well as our talents. Everything we have is a blessing and a gift from the Lord. We need to be good stewards of it all. This applies to our home. We must take good care of the people and the things within our homes.

Everyone in your family is an important part of the home. It takes all members of the home helping and working together to be good stewards of the home.

The Bible tells us in 1 Peter 4:9 to use hospitality with one another without grudging. The Bible also tells us in Colossians 3:23 to do all things for the Lord and not for men. These verses apply to our serving each other in the home and our responsibilities within the home. We need to happily help others within our home, and we need to do our responsibilities well. We need to do it all for the Lord!

I challenge you this week to **go above and beyond** to serve others in your home. I challenge you to be watchful of ways that you can be a help without being asked. Be mindful to do these things to be a good steward of your home and to please the Lord rather than for the recognition.







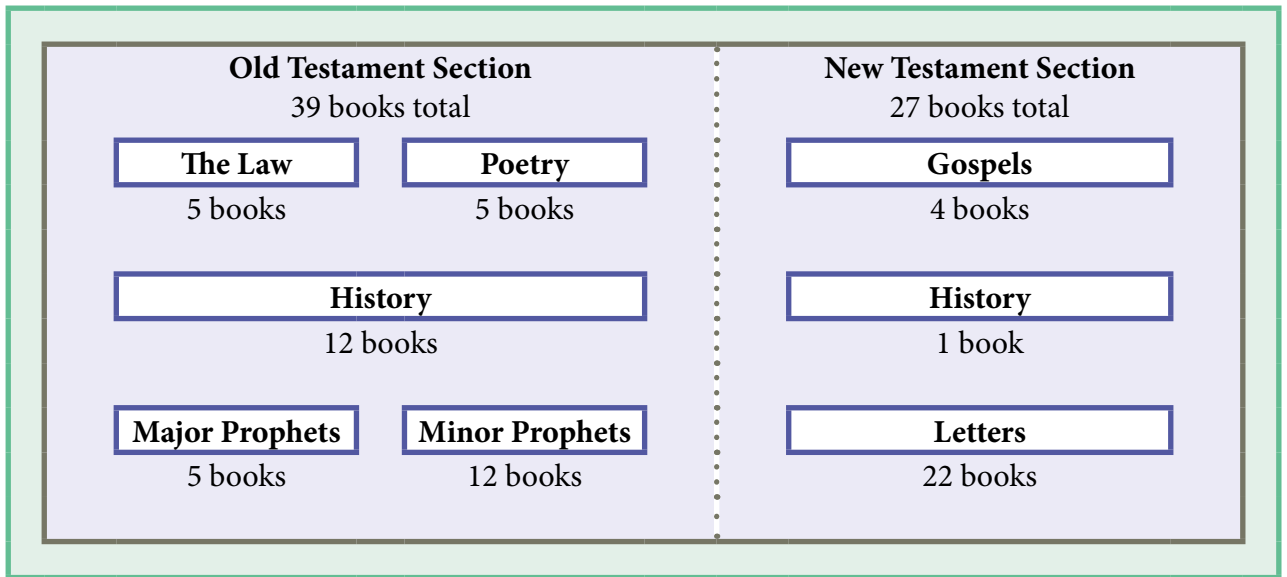
### The Bible: Old Testament Overview

As you may remember, the Bible is a collection of sixty-six books. It is a library broken into two main sections, the Old Testament and the New Testament. In each section, there are different genres of books. Later in this course, we will use this library to apply important truths to our lives. It will be important to have a basic understanding of each book and what **genre** of literature it falls under.

**Genre** – A category of literature characterized by a particular style, form, or content

In the section of our library called the Old Testament, there are five genres of literature that exist.

#### Our Library – The Bible



Using the chart above, **write** the five genres that exist in the Old Testament section and how many books are in each genre.

| Genre    | Number of Books |
|----------|-----------------|
| 1. _____ | _____           |
| 2. _____ | _____           |
| 3. _____ | _____           |
| 4. _____ | _____           |
| 5. _____ | _____           |




**Review**

- Recite** James 1:5 for your teacher. (Your preferred Bible translation may be used.)
- Use your spelling index cards to **test** for mastery. Continue to **practice** until you can spell all the vocabulary words.

### Word Study Review

**Write** a sentence for each word below. Be sure to use the correct definition.

Modern: \_\_\_\_\_

\_\_\_\_\_

Historians: \_\_\_\_\_

\_\_\_\_\_

Customarily: \_\_\_\_\_

\_\_\_\_\_

Keenest: \_\_\_\_\_

\_\_\_\_\_

Legal: \_\_\_\_\_

\_\_\_\_\_

Omit: \_\_\_\_\_

\_\_\_\_\_

Dedicated: \_\_\_\_\_

\_\_\_\_\_

Habit: \_\_\_\_\_

\_\_\_\_\_

### Grammar Review

**Answer** the questions.

What type of verb does a direct object follow in a sentence?

1. \_\_\_\_\_

What questions does a direct object answer?

2. \_\_\_\_\_

3. \_\_\_\_\_



The direct objects are in bold in the following sentences. In the blank, **write** whether the direct object answers the question *whom* or the question *what*.

4. This morning, Kate made **coffee** for her visiting family. \_\_\_\_\_

5. Renee encouraged **James** to practice his guitar. \_\_\_\_\_

**Underline** the direct object in the following sentences.

6. The mama bird brought food to her babies in the nest.

7. The babies widely opened their beaks.

8. Mrs. Richardson left her keys in our mailbox.

9. We cleaned the windows on the back side of the house.

10. Harrison left his socks in a pile on the couch.



## Communication Review

**What** are the three parts of a paragraph?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Fill in** the blanks to complete the definitions below.

4. The topic sentence is the sentence that expresses the \_\_\_\_\_ of the paragraph.

5. The \_\_\_\_\_ provide details about the topic.

6. The \_\_\_\_\_ lets the reader know that the paragraph is complete.

## Worldview Review

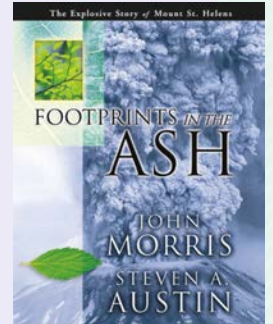
**Write** the number of books that are in each genre.

| Genre             | Number of Books |
|-------------------|-----------------|
| 1. The Law        | _____           |
| 2. Poetry         | _____           |
| 3. History        | _____           |
| 4. Major Prophets | _____           |
| 5. Minor Prophets | _____           |

**Quote Study: *Footprints in the Ash***

by John Morris and Steven A. Austin (p. 124–125)

The New Testament explains that the ark of Noah has a lesson for us about Jesus Christ. Just as Noah and his family escaped the global, watery judgment of sin in their day by accepting God’s provision of salvation in the Ark, so we can be saved from the global, fiery judgment of sin to come by accepting God’s provision of salvation today. Jesus Christ is God’s gracious provision to us. A Christian is one who has boarded the Ark, as it were. He has recognized his own sinful, helpless position before God as one deserving eternal death. However, he also recognizes that his sins have been paid for, that the penalty has been paid by a Substitute. Each individual must go before the Heavenly Father and ask Him to specifically apply Christ’s death to his own sins, thereby gaining forgiveness. Doing so is the only way to escape the coming judgment and receive eternal life.<sup>1</sup>



**Think** about this quote from *Footprints in the Ash* and, using complete sentences, **answer** the following questions.

1. What is the lesson for us in the account of the Ark of Noah?

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2. How is a Christian like one who has boarded the Ark?

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3. What is the only way to escape the coming judgment and receive eternal life?

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**Discuss** the way of salvation with a parent. Write down your notes from your discussion.

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<sup>1</sup> Morris, John, and Steven A. Austin. *Footprints in the Ash*. Green Forest, AR: Master Books, 2003, p. 124–125.

## Word Study

**Circle** or highlight each vocabulary word in the quote from *Footprints in the Ash*. (Note: Some words will be found more than once.)

**Match** each word to the correct definition as it is used in the quote. If you do not know the meaning of a word, read the quote for clues. If you are still uncertain, look it up in a dictionary. (If using an online dictionary, ask for a parent's permission.)

- |                       |  |
|-----------------------|--|
| 1. _____ judgment     | a. took the place of                   |
| 2. _____ provision    | b. deliverance from the penalty of sin |
| 3. _____ salvation    | c. unearned favor                      |
| 4. _____ gracious     | d. act of supplying; making available  |
| 5. _____ eternal      | e. exactly, precisely, with purpose    |
| 6. _____ penalty      | f. without end, forever                |
| 7. _____ substitute   | g. punishment                          |
| 8. _____ specifically | h. verdict                             |



## Vocabulary & Spelling

**Write** each vocabulary word on an index card. On the back of the card, **write** the definition and a sentence using the word. Use the cards to **test** yourself on the definition and spelling of the words.



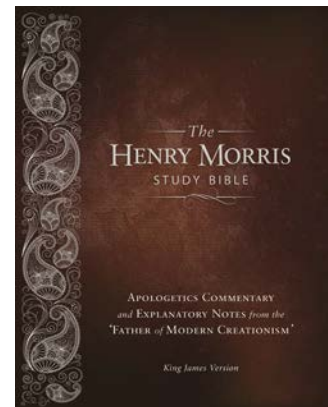
## Independent Reading

- Update** your reading list. **Discuss** what you are reading with your teacher.
- Memorize** the following Scripture verse and recite it for your teacher. (Your preferred Bible translation may be used.)

*By faith Noah, being warned by God concerning events as yet unseen, in reverent fear constructed an ark for the saving of his household. By this he condemned the world and became an heir of the righteousness that comes by faith. Hebrews 11:7*

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

**Read** the account of Noah and the Flood from your Bible, found in Genesis 6–9. If you have access to the *Henry Morris Study Bible*, published by Master Books, you may find the commentary helpful. In your notebook, **write** 2–3 paragraphs about lessons we can learn from this account.






**Grammar**
**Sentence Structure**

You should now feel comfortable recognizing the differences between an independent clause and a dependent clause. We are going to study the use of clauses a little further.

A **simple sentence** contains one independent clause and no dependent clauses. A simple sentence may have a compound subject or a compound verb.

*Example:* Moses grew up in the royal family of Egypt.

This sentence is one independent clause. It has one subject and one verb.

A **compound sentence** contains two or more independent clauses but no dependent clauses. The independent clauses can be joined by a comma and a conjunction or by a semicolon.

*Example:* Moses was raised as a royal prince of Egypt, but he knew who his true people were.

This sentence has two independent clauses that are joined by a comma and a conjunction. The sentence has two separate subjects and two separate verbs.

|                          |   |
|--------------------------|---|
| <b>Simple Sentence</b>   | one independent clause, no dependent clauses          |
| <b>Compound Sentence</b> | two or more independent clauses, no dependent clauses |

In the following sentences, **underline** the subjects once and the verbs twice. **Draw** a circle around any commas and conjunctions or semicolons that join two parts together. **Write** in the blank whether the sentence is simple or compound.

- The dog next door is barking loudly. \_\_\_\_\_
- Reagan watched the birds, and she listened to their singing. \_\_\_\_\_
- My box is on the top shelf, but your box is on the bottom shelf. \_\_\_\_\_
- Moses tried to stop an Egyptian from hurting an Israelite. \_\_\_\_\_
- I picked sunflowers yesterday at the farm. \_\_\_\_\_
- Moses heard the voice of God, and he covered his face. \_\_\_\_\_
- My chair is the gray one beside the window. \_\_\_\_\_
- The control button on the car door is broken, and the window is stuck. \_\_\_\_\_
- Naomi's drink is in the red cup; Andrea's drink is in the purple cup. \_\_\_\_\_
- We went to the ballpark to watch Raymond's baseball game. \_\_\_\_\_

Remember, dependent clauses have introductory words like *who*, *whom*, *which*, *whose*, *when*, *whenever*, *that*, *because*, *since*, *after*, *although*, *as*, *as if*, *if*, or *until*.

A **complex sentence** contains one independent clause and at least one dependent clause. When the dependent clause comes first, we put a comma before the independent clause. When the independent clause comes first, we do not usually need a comma.

*Examples:* When Moses and Aaron approached Pharaoh, he was angry and offended.  
Pharaoh was angry and offended when Moses and Aaron approached him.

These sentences have one independent clause and one dependent clause that is introduced by the word *when*.

A **compound-complex sentence** contains two or more independent clauses and at least one dependent clause.

*Example:* Pharaoh did not want to free the Israelites, and he made the slaves work harder so that they would blame Moses and Aaron.

This sentence has two independent clauses that are joined by a comma and a conjunction. It has one dependent clause introduced by the words *so that*.

|                                  |  |
|----------------------------------|--|
| <b>Complex Sentence</b>          | contains one independent clause and at least one dependent clause          |
| <b>Compound Complex Sentence</b> | contains two or more independent clauses and at least one dependent clause |

In the following sentences, **draw** a circle around any commas and conjunctions or semicolons that join two parts together. **Put brackets** around dependent clauses. **Write** in the blank whether the sentence is complex or compound-complex.

- The Israelites were angry at Moses and Aaron because their lives had become more difficult.  
\_\_\_\_\_
- Olivia went to the courtyard to look for birds, and Hannah went to the garden where she last saw her favorite birds. \_\_\_\_\_
- God loves us, and He sent his Son to earth so that He could take the punishment of sin for us.  
\_\_\_\_\_
- God demonstrated his power to the Egyptians by performing miracles that came in the form of various plagues. \_\_\_\_\_





## Descriptive Paragraph

Now that you have fully learned how to develop a good paragraph, let's focus on writing different types of specific paragraphs.

We are going to first look at the **descriptive paragraph**. A well-written descriptive paragraph will make the reader see, hear, feel, smell, and taste what the writer sees, hears, feels, smells, and tastes. A good descriptive paragraph will describe the person, place, or thing in a way that deeply appeals to the senses of the reader.

As the writer, you also need to clearly portray your point of view to the reader. Your point of view includes your mental view and your physical view of what you are describing. Physically, what do you see? Mentally, how do you feel about it?

|                              |   |
|------------------------------|---|
| <b>Descriptive Paragraph</b> | a paragraph that describes a person, place, or thing in a way that deeply appeals to the senses of the reader |
|------------------------------|---|

Let's start planning for the paragraph.

Your topic is going to be your favorite restaurant.

**Determine** your physical point of view of the restaurant. Are you inside the restaurant sitting in a booth? Are you standing at the hostess counter? You **decide** and **write** the point of view below.

Physical point of view: \_\_\_\_\_

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**Determine** your mental point of view. Are you excited to be there? Are you concerned? Are you rushed?

Mental point of view: \_\_\_\_\_

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**Which** of the five senses can you appeal to when writing about your favorite restaurant? **List** them below.

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Quickly **write** down three to four details about your restaurant that appeal to those senses and will be used in your supporting sentences.

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**Write** your topic sentence. \_\_\_\_\_

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**Write** your full paragraph below. Use a separate piece of paper if needed (or type it using a word processor).

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*Note:* This paragraph will be used again on Day 95.



### Courtesy: Gossip

Gossip is defined as conversation or reports about other people that are usually not confirmed as true. When someone is called a gossip, it typically means that they are a person who has a habit of sharing personal information or exaggerated things about others.

The Bible says in Ephesians 4:29 to “Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.” Our communication should be edifying of others and not corrupting of others.

Can you **think** of another Bible verse that speaks to us concerning being careful with our words about others? **Copy** that verse on the lines.

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### The Bible: Defining Story

The sixty-six books in our library (the Bible) contain a number of stories. What do you think of when you hear the word *story*?

In your dictionary, **look up** the word *story*. Ask a parent's permission before using an online dictionary. **Write** all the definitions of the word below.

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Were you surprised by how many definitions of the word *story* there are? Whenever we hear the word *story*, we must make sure we understand what definition is being used. We want to know if it is a true story (nonfiction) or a made-up story (fiction) that is being discussed.

The stories found in the books of our library are factual and based upon real people, places, and events. God's Word — which is also called the Bible, Scripture, or, in this course, referred to as our library — is truth. These sixty-six books set the standard for what is true and good throughout all of history.

1. As we read the stories found in our library, we should remember what we are told in the Book of 2 Timothy, chapter 3, verses 16 and 17. Using your Bible, **look up** these verses and **write** them below.

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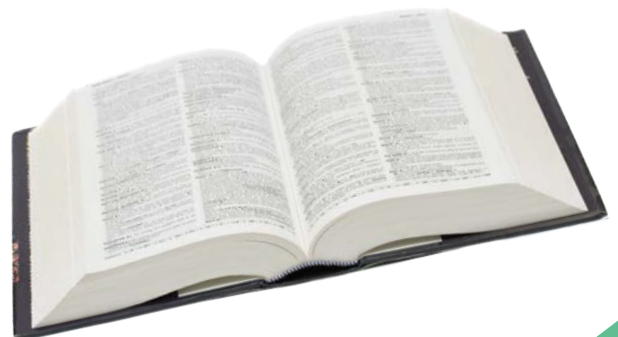
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**Review**

- Recite** Hebrews 11:7 for your teacher. (Your preferred Bible translation may be used.)
- Use your spelling index cards to **test** for mastery. Continue to **practice** until you can spell all the vocabulary words.

**Word Study Review**

**Match** the vocabulary word with the correct definition.

- |                       |  |
|-----------------------|--|
| 1. _____ judgment     | a. verdict                             |
| 2. _____ provision    | b. unearned favor                      |
| 3. _____ salvation    | c. deliverance from the penalty of sin |
| 4. _____ gracious     | d. act of supplying; making available  |
| 5. _____ eternal      | e. exactly, precisely, with purpose    |
| 6. _____ penalty      | f. without end, forever                |
| 7. _____ substitute   | g. punishment                          |
| 8. _____ specifically | h. took the place of                   |

**Grammar Review**

**Label** the following sentences as simple or compound.

- The trash can is in the cabinet under the sink. \_\_\_\_\_
- Lake Erie is north of Ohio, and Lake Huron is north of Michigan. \_\_\_\_\_
- I decorate with mums in the fall. \_\_\_\_\_
- God spoke to Moses from a burning bush. \_\_\_\_\_
- We drove by the park, but we did not stop to play. \_\_\_\_\_

**Label** the following sentences as complex or compound-complex.

- I went to Christina's house when she called because she needed a friend.  
\_\_\_\_\_
- Since he is the oldest, Asher's room is in the basement, and Justus' room is upstairs next to ours.  
\_\_\_\_\_
- Troy sat in the backseat, and Timothy sat in the front seat when we went to the soccer game.  
\_\_\_\_\_
- Marcy likes to go visit Anne, whose house is next to the park. \_\_\_\_\_

## Communication Review

Have your parent or teacher **read** and **edit** your descriptive paragraph from Day 93. **Rewrite** that paragraph below using your best handwriting and making any corrections needed.

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## Worldview Review

1. **What** definition of the word *story* describes the stories found in the Bible?

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**Fill in** the blanks.

2. "All Scripture is \_\_\_\_\_ by God and profitable for \_\_\_\_\_, for reproof, for \_\_\_\_\_, and for \_\_\_\_\_ in righteousness, that the \_\_\_\_\_ of God may be complete, equipped for every good work." 2 Timothy 3:16-17



**Poem Study: “Hope is the Thing with Feathers”**

by Emily Dickinson (1830–1886)

Hope is the thing with feathers  
That perches in the soul,  
And sings the tune without the words,  
And never stops at all,  
And sweetest in the gale is heard;  
And sore must be the storm  
That could abash the little bird  
That kept so many warm.  
I’ve heard it in the chillest land,  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me.



**Answer** the questions about the poem “Hope is the Thing with Feathers” by Emily Dickinson.

1. Where can hope be found?

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2. Describe the tune hope sings.

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3. Where is hope the sweetest?

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**Explain** what you think the last stanza of the poem means. **Retell** it in your own words.

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**Word Study**

Circle or highlight each vocabulary word in the poem.

Write the definition of each word by looking it up in a dictionary. Ask a parent before using an online dictionary. If there is more than one definition, choose the one that fits the way it is used in the poem "Hope is the Thing with Feathers."

**Vocabulary Words**

Perches: \_\_\_\_\_

\_\_\_\_\_

Gale: \_\_\_\_\_

\_\_\_\_\_

Sore: \_\_\_\_\_

\_\_\_\_\_

Abash: \_\_\_\_\_

\_\_\_\_\_

Chillest: \_\_\_\_\_

\_\_\_\_\_

Extremity: \_\_\_\_\_

\_\_\_\_\_


**Vocabulary & Spelling**

Write each vocabulary word on an index card. Use a dictionary to **find** the definition used in this lesson. On the back of the card, **write** the definition and a sentence using the word. Ask a parent

for permission before using an online dictionary. Use the cards to **test** yourself on the definition and spelling of the words.


**Independent Reading**

- Update** your reading list. **Discuss** what you are reading with your teacher.
- Memorize** the following Scripture verse and recite it for your teacher. (Your preferred Bible translation may be used.)

*For we know that the whole creation has been groaning together in the pains of childbirth until now. And not only the creation, but we ourselves, who have the firstfruits of the Spirit, groan inwardly as we wait eagerly for adoption as sons, the redemption of our bodies. Romans 8:22-23*

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

**Copy** the poem "Hope is the Thing with Feathers" onto nice paper. You may want to create a poster and hang it up.



## Better Sentences Continued

Do not leave out necessary verbs in a verb phrase.

*Example:* Kendall has and still is asking for a trampoline.

In this example sentence, a main verb has not been included with the helping verb *has*.

**Study** the correctly written sentence below.

Kendall has asked and still is asking for a trampoline.

*Example:* Robert has not and possibly never will play the violin in front of a large crowd.

**Study** the correctly written sentence below.

Robert has not played and possibly never will play the violin in front of a large crowd.

**Correct** the following sentences by adding the missing verb.

1. I have and will go again to the Memorial Day parade downtown.

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2. Anthony thinks he can do as well as everyone else has on the driver's test.

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3. Have you ever or will you ever go on a mission trip in a foreign country?

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4. Bella finished what no one else had before.

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5. Austin has not and probably never will eat grilled octopus.

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**Do not use different grammatical forms for parallel items in a sentence.** Parallel items are joined with conjunctions. The items that the conjunctions join must be balanced. Balance a noun with a noun, an adjective with an adjective, a prepositional phrase with a prepositional phrase, and so on.

*Example:* Shelby likes singing, hiking, and to bake. (incorrect)

The items joined by the conjunction *and* are not balanced in this example sentence. They are not parallel. *Singing* and *hiking* are gerunds. *To hike* is an infinitive. They need to all be gerunds or all be infinitives.

**Study** the correctly written sentences below.

Shelby likes singing, hiking, and baking.

Shelby likes to sing, to hike, and to bake.

*Example:* Put the basket of eggs either beside the bread box or the refrigerator. (incorrect)

The items joined by the conjunctions *either-or* are not balanced in this example sentence. A good way to check to see if they are balanced is to look at the first word to see if it is the same kind of word. After the conjunction *either* is a preposition. After the conjunction *or* is an article.

**Study** the correctly written sentence.

Put the basket of eggs either beside the bread box or in the refrigerator.

In the corrected sentence, a preposition follows both parts of the conjunction. This is parallel.

**Correct** the following sentences by balancing the items that should be parallel.

6. When we go to the amusement park, we are going to ride rides, to watch some shows, and shopping.

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7. Neither a book nor watching videos can fully prepare anyone for taking the driver's test.

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8. Elizabeth's hobbies are running, reading, and piano.

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## Communication

### Essay: Closing Paragraph

The **closing paragraph** consists of your final thoughts on the topic of your essay. The closing rounds out your essay and leaves the reader knowing that you are finished.

|                          |   |
|--------------------------|---|
| <b>Closing Paragraph</b> | consists of your final thoughts on the topic of your essay<br>rounds out your essay and leaves the reader knowing that you are finished |
|--------------------------|---|

In the introductory paragraph, you learned that you need to include an attention-getting sentence. In your closing paragraph, it is helpful to add an encouragement to action, a question about what you discussed, a thought about the future, or a strong personal opinion to help finalize the essay and your thoughts to the reader.

The closing paragraph needs to be at least three sentences. Your closing paragraph should also include a rewording of your original thesis statement.

*Example:*

As you can see, my dog is a beautiful and loving pet who brings joy to our family. A dog truly can be man's best friend. If you do not have a pet, you should consider bringing a dog into your family too.

This sample closing paragraph includes an encouragement to action for the reader.

Below, **write** the sentence from the sample closing paragraph that includes that encouragement to action.

1. \_\_\_\_\_  
\_\_\_\_\_

**Write** your closing paragraph.

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*Note:* This paragraph will be used again on Day 170.



### Courtesy: Being a Team Player

Being part of a team is a great experience! It is a great way to learn about leadership and unity.

First Corinthians 12 tells us about the different spiritual gifts that each of us is given and how they work together for the body of Christ. A team sport is also an example of how our different gifts work together for one common goal. Each player brings value to the team just as each Christian brings value to the cause of Christ.

Here are some rules to follow in order to be a good and encouraging teammate:

- Respect everyone on the team. Don't talk negatively about other team members or the coaches.
- Play honestly. Don't cheat.
- Control your temper. Do not yell at referees, judges, other players, or coaches. If you are playing a sport, don't throw the ball or any equipment. Having good sportsmanship is the testimony that you want to have.
- Learn from your mistakes. When they are pointed out, take the constructive criticism with a good attitude.
- Be a humble player. You may excel at a team event. Don't brag about your accomplishments. It is okay to be proud of yourself and your team, but don't take all of the credit for yourself. It is a team effort.

**Answer** the questions.

Do you participate in a team activity? \_\_\_\_\_

If so, which one? \_\_\_\_\_



 Worldview**The Bible: Practice**

Sometimes, a story's character faces conflict and makes a bad decision. In your Bible, **read** the story of Peter denying Jesus, found in Luke 22:54–62.



**Draw** a line under the correct answer.

1. The Book of Luke is in the (Old Testament, New Testament).
2. The correct genre for the Book of Luke is (history, poetry, Gospels).
3. In this story, Peter is the (protagonist, antagonist).

Even though we may be sad to see our protagonist resolve the conflict poorly, there is still an opportunity to create a strong takeaway or application. In the story of Peter's denial, we see that even though Peter knew he should say he knew Jesus, he acted out of fear. Peter deeply regretted his actions.

4. **What** is a takeaway or application from this story?

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**Read and Summarize**

**Read** Numbers 1:46, 10–12, 13:1–24 from your Bible, *God's Story*, or another Bible book.

**Write** a 1–2 paragraph summary of what you have read. (You may write in a notebook if you need more room.) Include the main characters and what is happening in the passage. **Take notes** in your notebook before you start to write your summary. Use complete sentences, proper punctuation, and correct spelling.

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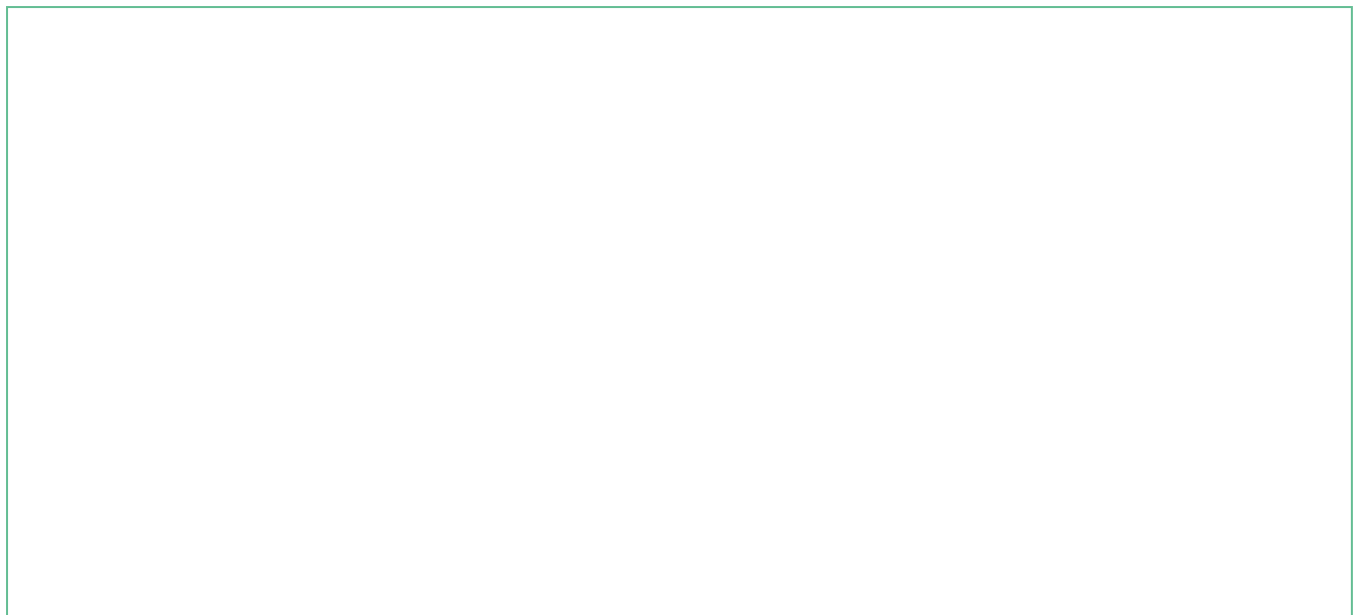
In one or two sentences, **what** is the main message of this account?

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**Sketch** a picture that represents something from the Bible passage you read. You may copy an image from your Bible, *God's Story*, or another Bible book, or create your own. You may add color to your sketch. You may also opt to pick a word from the Scripture you read and create a word art image.





## Review

- Recite** Romans 8:22–23 for your teacher. (Your preferred Bible translation may be used.)
- Use your spelling index cards to **test** for mastery. Continue to **practice** until you can spell all the vocabulary words.

## Word Study Review

**Match** the vocabulary word with the correct definition.

- |                    |  |
|--------------------|--|
| 1. _____ perches   | a. embarrass, make ashamed                   |
| 2. _____ gale      | b. sits                                      |
| 3. _____ sore      | c. strong wind                               |
| 4. _____ abash     | d. cold, unfriendly                          |
| 5. _____ chillest  | e. painful                                   |
| 6. _____ extremity | f. distress; greatest amount; farthest point |

## Grammar Review

**Fill in** the blanks with the correct answer.

- Do not leave out necessary \_\_\_\_\_ in a verb phrase.
- Do not use different grammatical forms for \_\_\_\_\_ items in a sentence.
- The items that the conjunctions join must be \_\_\_\_\_.

**Correct** the following sentences.

- Renee has not and probably never will zipline across the valley.

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- Matthew asked us to go paddleboarding, to go skiing, and surfing.

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### Communication Review

Ask your parent or teacher to **read** and **edit** your closing paragraph from Day 168. **Rewrite** the paragraph below using your best handwriting and making any corrections needed.

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### Worldview Review

Fill in the blanks based on Luke 22:54–62.

1. The Book of Luke is in the \_\_\_\_\_.
2. The correct genre for the Book of Luke is \_\_\_\_\_.
3. In this story, Peter is the \_\_\_\_\_.

Answer the question.

4. What opportunity do we have when a protagonist poorly resolves a conflict?

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### Bonus Question

5. How have you applied Luke 22:54–62 to your life?

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## Quarter 1

### Lesson 1, Exercise 1, Day 1, Pages 19–20

- Answers may vary but should include the idea of some men taking photos of the view from a sand bar on a foggy river.
  - Answers may vary but should include the idea of some men on a raft hauling two loaded rafts down a river on a windy day.
- |      |      |
|------|------|
| 1. c | 4. b |
| 2. a | 5. e |
| 3. d |      |

### Lesson 1, Exercise 2, Day 2, Pages 21–22

- God
  - created man in his own image
  - Adam
  - gave names to every living creature
  - Answers may vary.
  - Answers may vary.
- |      |       |
|------|-------|
| 7. S | 10. S |
| 8. S | 11. F |
| 9. F |       |

### Lesson 1, Exercise 3, Day 3, Pages 23–24

- We are going to the Veteran's Day parade on Friday with your Uncle Mike.
- She is reading *Made in Heaven* and studying Genesis for her science paper.
- Josiah and I are eating at the Chinese restaurant tonight.
- The fourth-grade class is learning about President Reagan and his speech at the Berlin Wall.
- "Why are you fearful, O you of little faith?" (Matthew 8:26a; NKJV).
- What kind of apple is in the basket?
- Adam and Eve had to leave the Garden of Eden.
- Feed the dogs before you go to bed.
- Hurry to the emergency room!
- What a delicious pie!

### Lesson 1, Exercise 4, Day 4, Page 25

- 40
- 3
- 1,500
- All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work (2 Timothy 3:16–17).*

### Lesson 1, Exercise 5, Day 5, Pages 27–28

#### Word Study Review

1. c
2. a
3. d
4. b
5. e

#### Grammar Review

1. water
2. rushes
3. sentence
4. fragment
5. S
6. F
7. S

8–10. Answers may vary.

#### Communication Review

1. The Garden of Eden was a spectacular place.
2. Michelle and I are going to the Mexican restaurant on Tuesday.
3. Mount Vernon in Virginia was the home of President George Washington.
4. What time are we leaving for the soccer game?
5. How bright the moon is tonight!
6. The church has a playground that we can use.
7. Please turn off the light.
8. Watch out for that car!

#### Worldview Review

1. “the books”
2. 40
3. 3
4. 1,500
5. *All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.* 2 Timothy 3:16–17

### Lesson 2, Exercise 2, Day 7, Pages 31–32

1. Rowland grew up in England.
2. The faithful missionaries stir my heart for Christ.
3. The beautiful blue bird chirps at my window.
4. Rowland // grew up in England.
5. The faithful missionaries // stir my heart for Christ.
6. The beautiful blue bird // chirps at my window.
7. God cursed the serpent. He made Adam and Eve leave the Garden of Eden.
8. God cursed the serpent, and He made Adam and Eve leave the Garden of Eden.
9. God cursed the serpent; He made Adam and Eve leave the Garden of Eden.
10. RO
11. S
12. S
13. F
14. RO

### Lesson 2, Exercise 3, Day 8, Pages 33–34

1. declarative
2. imperative
3. imperative
4. interrogative
5. exclamatory
6. Gen. Colin Powell spoke with Reverend Shockley yesterday.
7. Allen recommends that we call Christopher Rice, MD.
8. incorrect, one pint
9. incorrect, 930





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

1. letters, epistles
2. twenty-one
3. churches, believers
4. A literary genre that is a distinctive and honored writing directed to a person or group of people.
5. Pauline Letters
6. The General Letters
7. The Apostle John
8. A genre of literature that foretells supernatural cataclysmic events that will happen at the end of the world.
9.
  - a. coming, judge
  - b. bow, confess, Jesus
  - c. doomed
  - d. future, believe, Jesus Christ

## Lesson 18, Exercise 5, Day 90, Pages 197–198

### Grammar Review

- |         |        |
|---------|--------|
| 1. DA   | 6. PN  |
| 2. IO   | 7. INF |
| 3. DO   | 8. GER |
| 4. PART | 9. PA  |
| 5. APP  |        |

### Worldview Review

1. Epistles
2. Twenty-one
3. A literary genre that is a distinctive and honored writing directed to a person or group of people.
4. The Apostle John
5.
  - a. coming, judge
  - b. bow, confess, Jesus
  - c. doomed
  - d. future, believe, Jesus Christ

## Quarter 3

### Lesson 19, Exercise 1, Day 91, Pages 199–200

The New Testament explains that the ark of Noah has a lesson for us about Jesus Christ. Just as Noah and his family escaped the global, watery judgment of sin in their day by accepting God's provision of salvation in the Ark, so we can be saved from the global, fiery judgment of sin to come by accepting God's provision of salvation today. Jesus Christ is God's gracious provision to us. A Christian is one who has boarded the Ark, as it were. He has recognized his own sinful, helpless position before God as one deserving eternal death. However, he also recognizes that his sins have been paid for, that the penalty has been paid by a Substitute. Each individual must go before the Heavenly Father and ask Him to specifically apply Christ's death to his own sins, thereby gaining forgiveness. Doing so is the only way to escape the coming judgment and receive eternal life.<sup>6</sup>

1. "Just as Noah and his family escaped the global, watery judgment of sin in their day by accepting God's provision of salvation in the Ark, so we can be saved from the global, fiery judgment of sin to come by accepting God's provision of salvation today."<sup>7</sup>
2. "He has recognized his own sinful, helpless position before God as one deserving eternal death. However, he also recognizes that his sins have been paid for, that the penalty has been paid by a Substitute."<sup>8</sup>
3. "Each individual must go before the Heavenly Father and ask Him to specifically apply Christ's death to his own sins, thereby gaining forgiveness."<sup>9</sup>

### Word Study

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

<sup>6</sup> Morris, John, and Steven A. Austin. *Footprints in the Ash*. Green Forest, AR: Master Books, 2003, p. 124–125.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.



### Lesson 19, Exercise 2, Day 92, Pages 201–202

1. The dog next door is barking loudly. simple
2. Reagan watched the birds, and she listened to their singing. compound
3. My box is on the top shelf, but your box is on the bottom shelf. compound
4. Moses tried to stop an Egyptian from hurting an Israelite. simple
5. I picked sunflowers yesterday at the farm. simple
6. Moses heard the voice of God, and he covered his face. compound
7. My chair is the gray one beside the window. simple
8. The control button on the car door is broken, and the window is stuck. compound
9. Naomi's drink is in the red cup; Andrea's drink is in the purple cup. compound
10. We went to the ballpark to watch Raymond's baseball game. simple
11. The Israelites were angry at Moses and Aaron [because their lives had become more difficult.] complex
12. Olivia went to the courtyard to look for birds, and Hannah went to the garden [where she last saw her favorite birds]. compound-complex
13. God loves us, and He sent his Son to earth [so that He could take the punishment of sin for us]. compound-complex
14. God demonstrated his power to the Egyptians by performing miracles [that came in the form of various plagues]. complex

### Lesson 19, Exercise 4, Day 94, Page 205

(Students may use their own translation.) *All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.*  
2 Timothy 3:16–17

### Lesson 19, Exercise 5, Day 95, Pages 207–208

#### Word Study Review

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

#### Grammar Review

1. simple
2. compound
3. simple
4. simple
5. compound
6. complex
7. compound-complex
8. compound-complex
9. complex

#### Worldview Review

1. Answers may vary but should be similar to: nonfiction, a true account.
2. breathed out, teaching, correction, training, man

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**Lesson 33, Exercise 3, Day 163, Page 344**

1. Answers will vary, but a possible answer would be a family member passing away.

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**Lesson 33, Exercise 4, Day 164, Page 345**

1. The Book of Exodus is in the Old Testament.
2. The correct genre for the Book of Exodus is history.
3. In this story, Moses' mother is the protagonist.
4. In this story, king of Egypt is the antagonist.
5. Answers will vary but should indicate that if she didn't do something, her baby would be killed by the Egyptians.
6. She chose to try to save the baby.
7. Answers will vary but should include that the baby was found by Pharaoh's daughter and was saved.

---

**Lesson 33, Exercise 5, Day 165, Pages 347–348****Word Study Review**

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

**Grammar Review**

- |             |                |
|-------------|----------------|
| 1. modifies | 3. antecedents |
| 2. verb     | 4. reading     |

**Worldview Review**

1. The Book of Exodus is in the Old Testament.
2. The correct genre for the Book of Exodus is history.
3. In this story, Moses' mother is the protagonist.
4. In this story, king of Egypt is the antagonist.
5. She chose to try to save the baby.
6. Answers will vary but should include that the baby was found by Pharaoh's daughter and was saved.
7. Answers will vary but should include a personal and thoughtful takeaway or application. For example, we should fear the Lord, as the Hebrew midwives did, and obey Him.

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**Lesson 34, Exercise 1, Day 166, Pages 349**

Hope is the thing with feathers  
That perches in the soul,  
And sings the tune without the words,  
And never stops at all,

And sweetest in the gale is heard;  
And sore must be the storm  
That could abash the little bird  
That kept so many warm.

I've heard it in the chillest land,  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me.

1. Hope can be found perched in the soul.
2. It has no words and never stops.
3. In the gale, or winds, of a storm.



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**Lesson 34, Exercise 2, Day 167, Pages 351–352**

1. I have gone and will go again to the Memorial Day parade downtown.
2. Anthony thinks he can do as well as everyone else has done on the driver's test.
3. Have you ever been or will you ever go on a mission trip in a foreign country?
4. Bella finished what no one else had finished before.
5. Austin has not eaten and probably never will eat grilled octopus.
6. When we go to the amusement park, we are going to ride rides, to watch some shows, and to shop.
7. Neither reading a book nor watching videos can fully prepare anyone for taking the driver's test.
8. Elizabeth's hobbies are running, reading, and playing piano.

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**Lesson 34, Exercise 3, Day 168, Page 353**

1. If you do not have a pet, you should consider bringing a dog into your family too.

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**Lesson 34, Exercise 4, Day 169, Page 355**

1. The Book of Luke is in the New Testament.
2. The correct genre for the Book of Luke is Gospels.
3. In this story, Peter is the protagonist.
4. Answers may vary but might be that when we make a bad decision, we will feel the sadness and grief over it.

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**Lesson 34, Exercise 5, Day 170, Pages 357–358****Word Study Review**

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

**Grammar Review**

1. verbs
2. parallel
3. balanced
4. Renee has not ziplined and probably never will zipline across the valley.
5. Matthew asked us to go paddleboarding, to go skiing, and to go surfing.

**Worldview Review**

1. The Book of Luke is in the New Testament.
2. The correct genre for the Book of Luke is Gospels.
3. In this story, Peter is the protagonist.
4. We can create a strong takeaway or application.
5. Answers will vary but should include a personal and thoughtful takeaway or application. For example, when we make a bad decision, we should feel the sadness and grief over it.