

# Red CQLA Level C

## Table of Contents

Unit 1.....	Weekly Instruction and Checklist Challenges.....	page 2
	.....Teacher’s Helps and Answer Keys.....	page 79
Unit 2.....	Weekly Instruction and Checklist Challenges.....	page 102
	.....Teacher’s Helps and Answer Keys.....	page 179
Unit 3.....	Weekly Instruction and Checklist Challenges.....	page 204
	.....Teacher’s Helps and Answer Keys.....	page 275
Unit 4.....	Weekly Instruction and Checklist Challenges.....	page 300
	.....Teacher’s Helps and Answer Keys.....	page 375
Unit 5.....	Weekly Instruction and Checklist Challenges.....	page 403
	.....Teacher’s Helps and Answer Keys.....	page 467
Unit 6.....	Weekly Instruction and Checklist Challenges.....	page 490
	.....Teacher’s Helps and Answer Keys.....	page 557
Unit 7.....	Weekly Instruction and Checklist Challenges.....	page 582
	.....Teacher’s Helps and Answer Keys.....	page 653
Unit 8.....	Weekly Instruction and Checklist Challenges.....	page 680
	.....Teacher’s Helps and Answer Keys.....	page 741

The *Character Quality Language Arts* program is designed for families who desire to study God’s Word, biblical principles, and godly character while developing excellent communication skills.

For more information about other curriculum items (including speech and debate), teaching tapes, greeting cards for homeschool moms and graduates, and additional materials written by the Reishes, contact:

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# Red 1C Week 1

Character Focus: Peacemaking

## Vocabulary Box

Synonyms for *peacemaker*

ambassador	witness	evangelist
apostle	reconciler	mediator
missionary	soul-winner	

## Vocabulary Box

Antonyms for *peacemaker*

whisperer	trucebreaker	dissident
divider	traitor	agitator
dissembler	deceiver	

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

ALL

In the sixteenth century, thousands of Christians were persecuted in France. A young Christian named John Calvin wrote an appeal in defense of Christians and their freedom to worship called *Institutes of the Christian Religion*. Persecution continued, however, and many of the Christians fled to Geneva, Switzerland. They worked there with John Calvin to establish a city governed by the principles of Scriptural law.

The writers of the United States Constitution based many of its principles on those found in John Calvin's *Institutes of the Christian Religion*. For example, they implemented the three branches of government and a system of checks and balances. These checks and balances, still in place today, insure that no one area of the government grows too powerful. Limitations were also put on the government's interference in religious activity. Many of the founders believed, as John Calvin did, in the depravity of man and the need to protect the people from evil rulers.

<> **1a.** Read this week's passage aloud.

This passage is about one of the many accomplishments of John Calvin. John Calvin did many things for the Lord as a *peacemaker*, including the following:

1. Bible teaching
2. Spreading Christ to Europe
3. Teaching that salvation is obtained through Christ alone—not works or rituals
4. Giving the Bible to the French
5. Developing *Institutes of the Christian Religion*

<> **1b.** On the lines provided, write four synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Synonyms for *peacemaker*

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

<> **1c.** Using three of the synonyms you listed for *peacemaker*, write three sentences about John Calvin on the lines provided.

Character Connection: A peacemaker is one who shows wisdom in leading others to Christ.

Optional Penmanship Practice

Blessed are the peacemakers; for they shall be called the children of God.

Matthew 5:9

Sentences about John Calvin using synonyms for *peacemaker*

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

Teacher Tip: The sound *shun* can be spelled in various ways. Students will need to memorize the portions of words that include this sound.

Teacher Tip: The sound *chun* can be spelled with *tian* or *tion*. Students will need to memorize the portions of words that include this sound.

Help Box for 2a.  
You should have highlighted the following words:  
1. Persecution  
2. Constitution  
3. Limitations  
These words all have the letters *tion* or *sion* at the end of them.

<> **1d.** In your notebook, copy this week’s passage at the level directed by your teacher.

<> **1e.** (T) Review your copy with your teacher, and correct any errors.

Note: Capitalizing *Scriptural* is optional. Many handbooks consider it to be a proper adjective (an adjective made from a proper noun) and, thus, recommend capitalizing it.

## 2. Spelling: *Tion* and *sion* Say *shun* and *chun* (Examples: nation, suspension)

<> **2a.** In the passage, highlight the words that end in *tion* and *sion*.

The letters *tion* and *sion* are both spellings for the *shun* sound as in the following:

- |               |             |            |               |
|---------------|-------------|------------|---------------|
| 1. allocation | 2. vocation | 3. mansion | 4. succession |
|---------------|-------------|------------|---------------|

People often get confused as to whether a word that has the *shun* sound is spelled *tion* or *sion*.

The best way to learn which spelling combinations are used is to classify, or categorize, the like spellings -- put all of the *tion* words together and all of the *sion* words together (in your *Spelling Notebook*).

<> **2b.** On the lines provided, copy the spelling words at the level directed by your teacher.

### BASIC LEVEL

- |                          |                        |
|--------------------------|------------------------|
| 1. _____<br>negotiation  | 2. _____<br>sensation  |
| 3. _____<br>relationship | 4. _____<br>salvation  |
| 5. _____<br>navigation   | 6. _____<br>succession |
| 7. _____<br>obsession    | 8. _____<br>position   |

Sample Key Word Outline  
Outline  
Topic of Paragraph 1: John Calvin wrote in defense of Christians in 16th century France  
Sentence 1: 16th century --> 1,000s Christians persecuted --> France

Alternative Writing for Red 1C Week 1  
• Write a four-paragraph book report about *Institutes of the Christian Religion*.  
• Write a six-paragraph, biographical report about John Calvin.

### Key Word Outline

Symbols may help you understand your notes better—without using more words or stealing the author’s words (since symbols usually represent general ideas, not specific words):

- + can mean up, more, above, increase, better
- = can mean the result of, the same as, is equal to, means, like, occurred
- # can mean number, pound, numeral
- Numbers can mean to (2), for (4), and stands for dates, time, etc.
- ---> can mean the result of, caused, said, showed, back, forward, front, to, like
- @ can mean at, to, from
- \$ can mean money, cost, expensive
- ^ can mean up, above, more
- ¶ can mean most important, more important
- “ ” can mean spoken words or special words
- < > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Further Study: Read about the character quality of *wisdom* on pages 187-190 of *The Power for True Success* (IBLP publication).

### EXTENSION

9. \_\_\_\_\_  
persecution

10. \_\_\_\_\_  
origination

### FURTHER EXTENSION

11. \_\_\_\_\_  
recognition

12. \_\_\_\_\_  
initiation

13. \_\_\_\_\_  
ascension

14. \_\_\_\_\_  
stimulation

15. \_\_\_\_\_  
orientation

### Optional Words

16. \_\_\_\_\_  
ambassador

17. \_\_\_\_\_  
apostle

18. \_\_\_\_\_  
missionary

19. \_\_\_\_\_  
evangelist

### Review Words

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

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

<> **2c.** Add this week’s new words (minus the Optional Words) to pages 70 and 71 of your *Spelling Notebook*.

<> **2d.** Optional: Add Review Words to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your Review Words section.

<> **2f.** Optional: In your notebook, write eight sentences using eight of the spelling words.

## 3. Editor Duty: Correct Given Paragraph(s)

Understood You, Interjections

<> **3.** Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, highlight the words are and our, and correct them as needed, if you have not already done so.

3. In the last two paragraphs, highlight the words raise and rise, and correct them as needed, if you have not already done so.

A ambassador is a officially-appointed representative of a nation. He is empowered to carry out negotiations among his country and the country in which he is stationed. The powers of an ambassador is defined in the credentials or documents of introductions that is given to him.

a ambassador may bring suit on behalf of his nation and may also defend suits that are brought against them. his chief responsibility is too work four the goals and programs of the nation that he represent. A ambassador rises a banner of honor

we our also ambassadors. we are ambassadors for christ through the authority of scripture. we represent the nation of god. are nation is composed of all christians we our sent to the kingdom of this world. we are called to deliver those who are held captive by the power of satan and to glorify god we need to raise to are calling of ambassador

## Making a Key Word Outline (KWO) and Writing From It, Plagiarizing, and Writing Others' Ideas

Follow these steps in outlining and writing from given material:

1. **Do not steal another person's words.** In making and writing from a Key Word Outline, it is important that you do not plagiarize. Plagiarizing is stealing another's words and using them as your own. When writing from a source (whether using a Key Word Outline or any other outlining technique), there is a danger of using another person's wording, phrasing, and writings instead of making your report your own.
2. **Do not write directly from a source.** To keep from plagiarizing, you should write an outline before you write a report--as opposed to writing directly from the source. By making an outline of the information (instead of writing your report directly from the book in which you get your information), you are removing yourself from the source, which will make you one step further away from another's words--and reduce the likelihood of plagiarizing.
3. **Use few words for outlining each sentence.** In making a Key Word Outline, you should only use a small number of words for outlining each sentence. This is another way plagiarism can be reduced. If you use twenty-five percent or less of the author's original words to outline a sentence, you will be forced to use your own wording for at least the remaining seventy-five percent. (This is why CQLA limits the number of words you are permitted to use to outline each sentence of a passage, while still making allowances for lengthier sentences.) For example, if the assignment permits you to use up to six words per sentence for the sentences you are outlining, try to use four or five instead, whenever possible. If you are allotted four or five words per sentence for outlining, try to get by with only three or four words.
4. **Use your own wording during outlining.** Another way to reduce plagiarism is to use your own wording even during the outlining process. What this means is that you can start using your own words and phrases during your Key Word Outline, as opposed to outlining the author's wording and phrasing. You are, essentially, removing yourself even further from your original source by outlining with your own words. Study the examples given below to see how you can use your own words during outlining:

Original passage:

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

Key Word Outline Samples:

Sentence 1 **Original:** Daniel and Samson were two men who lived extremely similar, yet still contrasting, lives.

Sentence 1 **KWO Using Author's Words:** Daniel & Samson, 2 =similar/contrasting lives

Sentence 1 **KWO Using Your Own Words:** 2 w/ different & same situations = Daniel & Samson

Sentence 2 **Original:** They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies.

Sentence 2 **KWO Using Author's Words:** 2 lived /dominion enemy nations; forced serve

Sentence 2 **KWO Using Your Own Words:** 2 /rule opposing countries; forced slave-enemy

Sentence 3 **Original:** Both were given leadership positions by God's direction---and were placed in confinement at some point during their service.

Sentence 3 **KWO Using Author's Words:** 2=leadership/God & confined during service

Sentence 3 **KWO Using Your Own Words:** 2=captive while slaving; 2=called-God/leadership

**5. Reword material and rework the sentence structures when writing from a Key Word Outline.** Even though you are writing from given material when writing from a Key Word Outline, you still want to eventually make that material your own. You do not want to write using the same words, phrases, and sentence structures that the author used. It might be general knowledge, but if you use the author's way of writing it, you are plagiarizing his or her words and sentences. Thus, you will want to reword the material and rework the sentence structures when you are writing from a Key Word Outline. In the sentences that were outlined above for you, you can use your new words (in your Key Word Outline), but rework the sentence structures so that you are writing the paragraph yourself, instead of copying from the author. Read the samples below to see how this is done.

**Original Passage:**

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

**Your Key Word Outline Using Your Own Wording:**

**Sentence 1:** 2 w/ different & same situations = Daniel & Samson

**Sentence 2:** 2 /rule ---opposing countries; forced slave-enemy

**Sentence 3:** 2=captive while slaving; 2=called-God/leadership

**Your New Paragraph:**

Two men, named Daniel and Samson, found themselves in different situations--and the same types of situations--during their lives. The similarities of these two men's lives include the fact that they both existed as slaves in enemy territory under the reign of countries who opposed and oppressed their own countries. They were both ordained of God to be in leadership in the foreign countries in which they were serving, and they were both held captive by these enemies while they were serving them.

- 6. Discern whether you are writing from general information as opposed to writing from someone else's original ideas.** The passages from which you write in CQLA are usually general information--information that many Christians know and agree with. For example, most of us know that Daniel and Samson were both taken captive. Most of us know that God does not permit us to use His name in vain. It is general knowledge that being responsible is displaying godly character, etc.. However, there will be other times in which you write (especially when finding your own sources) using another person's ideas or themes. In other words, you will write something that is not common knowledge--or a viewpoint or theme that another person designed himself.
- 7. Give credit to the original writer when something is not general knowledge.** When you write from another's ideas or theories, you need to cite that information. You will be taught how to cite sources throughout this book. This information is also provided in the *Teacher's Guide*. In a nutshell, however, you need to tell when an idea or theory you are writing about is not generally known--or when you are giving a point of view that you have devised from another's writing or point of view. In the given passages for this curriculum, people are sometimes quoted and the Bible is often quoted. These will give you opportunities to learn how to write using another person's words in a way that gives that person the credit he or she deserves.
- 8. Cite the person's name when paraphrasing original (or non-general) information.** Many students are not aware that when you paraphrase someone else's words that are not general knowledge, you need to tell where you got that information or who first came up with that theory or idea. (Students often think that you only cite the source when the material is quoted directly.) There is disagreement among professionals as to when a source needs cited and when a source does not need cited in terms of whether something is commonly known or not. When this curriculum refers to general knowledge, it is describing information that you might get out of an encyclopedia or other "facts" source. Read the two examples given below to help you discern whether your information needs cited or not.
- a. **General Knowledge:** There is no reason to tell that *World Book Encyclopedia* says that prairie dogs are furry rodents. It is an understood fact that they are rodents, and many would describe them as furry, or at least hairy. You do not need to tell that *Who's Who in Christian History* said that Charles Spurgeon lived with his grandparents during part of his childhood (unless you are writing a research paper or college term paper in which each piece of information must be cited). Nearly any biographical source about Charles Spurgeon would tell you that. It is not an original idea or theme.
- b. **Specific Knowledge:** However, to say that Charles Spurgeon's grandfather had a significant influence on his ministry, you either need evidence, such as information about his living with his grandfather while growing up, etc., or you need to cite the person who said this in your paper. For example, you might write a few sentences about Charles Spurgeon's early years living with his grandparents and observing his grandfather's faith, then say It would seem that Charles Spurgeon's grandfather had a profound influence on his future faith and ministry. Or, if you did not have space to provide the evidence for the grandfather's influence (explaining how young Charles lived with his grandparents for a number of years), you could cite your source that says his grandfather was a significant influence, paraphrase that information, and include it in that way. For example, your sentence might read something like this, *According to Smith in The Life of Spurgeon, Charles Spurgeon's grandfather had the most influence on his faith and ministry since the young Spurgeon lived with his grandparents during his formative years.* You are not quoting Smith directly, but you are giving Smith the credit for the idea that the grandfather influenced the younger Spurgeon---since you could not have known that had you not either read about Charles Spurgeon's time with his grandfather in detail or read someone else's words saying that information. (Note: You need to italicize a major work when you type it or underline it when you write it out by hand. Since the example sentence is given in italics (to keep from confusing you by using quotes to show that it is a sentence in your paper!), the major work The Life of Charles Spurgeon is underlined to show that it is a major work. Italicizing major works is more aesthetically pleasing than underlining, so it is recommended that you italicize theme.)

For the passages of given material, you do not need to be concerned with citing or not citing (unless the passage contains a quote). However, you will want to consider this information any time you gather information for an opening, closing, or continuing paragraph--and for times that you write from information you find yourself. You will learn more details about citing sources, including quotations, and paraphrasing information as you grow in your writing.

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

## 4. Study Skills/Prewriting: Key Word Outline

<> 4. Follow these steps to write a Key Word Outline for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–5 words** that would most help you to remember the content of the sentence. (If a sentence contains more than twenty words, seven words may be used for the Key Word Outline.)
  - b. Write those **3–5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat the steps above for all paragraphs and sentences in the passage.

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

(You may use up to seven words for sentence two.)

Sentence 3 \_\_\_\_\_

\_\_\_\_\_

Sentence 4 \_\_\_\_\_

\_\_\_\_\_

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sentence 3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sentence 4 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sentence 5 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5. Grammar: Prepositions and Prepositional Phrases

Prepositions are words that show position. There are over fifty prepositions, but do not despair! There are two **Preposition-Check Sentences** that will help you identify prepositions.

1. The angel flew \_\_\_\_\_ the clouds.
2. The girl prayed \_\_\_\_\_ the service.

If a word can be used appropriately in one of these two Preposition-Check Sentences, it is probably a preposition!

1. The angel flew **about** the clouds.
2. The angel flew **around** the clouds.
3. The girl prayed **at** the service.
4. The girl prayed **before** the service.
5. The angel flew **below** the clouds.
6. The angel flew **beneath** the clouds.
7. The angel flew **between** the clouds.
8. The angel flew **beyond** the clouds.
9. The angel flew **down** the clouds.
10. The girl prayed **during** the service.
11. The angel flew **for** the clouds.
12. The girl prayed **from** the service.
13. The angel flew **in** the clouds.
14. The angel flew **into** the clouds.

Help Box for 5a.

You should have highlighted the following words:

1. In
2. of
3. in
4. in
5. of
6. of
7. of
8. to
9. with
10. by
11. of
12. of
13. of
14. on
15. in
16. of
17. For
18. of
19. of
20. in
21. of
22. on
23. in
24. of
25. in
26. of
27. from

Further Study: Memorize James 3:13-18 about the tongue.

Optional Spelling Practice  
Unscramble the Basic words.

1. gentoiaitno \_\_\_\_\_
2. lastavnoi \_\_\_\_\_
3. nesstnoia \_\_\_\_\_
4. lertanoihspi \_\_\_\_\_
5. opisitno \_\_\_\_\_
6. bosssieno \_\_\_\_\_
7. vangjiitaon \_\_\_\_\_
8. sssccueion \_\_\_\_\_

15. The angel flew **on** the clouds.
16. The angel flew **onto** the clouds.
17. The angel flew **through** the clouds.
18. The girl prayed **throughout** the service.
19. The angel flew **with** the clouds.
20. The angel flew **within** the clouds.
21. The angel flew **without** the clouds.

There is something special you should know about the word *to*. The word *to* is a preposition—most of the time. Some of the time it is part of a verb phrase known as an **infinitive**.

An infinitive is a special verb phrase that is made up of **to + verb**:

- |             |           |
|-------------|-----------|
| 1. to go    | 2. to run |
| 3. to write | 4. to see |

When you see the word *to*, you can tell whether it is an infinitive or a preposition:

1. It is an **infinitive** if it **has a verb following it: to read**.
2. It is a **preposition** if it **has other words following it**—including an object of the preposition: to the game.

- <> **5a.** In the passage, highlight the prepositions.
- <> **5b.** Study the Grammar Card about prepositions provided in this lesson.
- <> **5c.** Optional: Make a Grammar Card about prepositions, or add new information to an existing card.
- <> **5d.** (T) Memorize and recite prepositions to your teacher.

BASIC LEVEL: Memorize twenty-five prepositions.

EXTENSION AND FURTHER EXTENSION: Memorize thirty prepositions.

- <> **5e.** In the sentences provided, highlight all of the prepositions.

Note: There may be more than one preposition in some sentences.

Note: Do not highlight infinitives (to + verb), subordinators, or prepositions that are functioning as adverbs (those without objects following them).

1. Peacemaking is accomplished through winning people to Christ.
2. Peacemaking is also accomplished by assisting Christians in their growth.
3. It is vital for a peacemaker to have a clear conscience toward everyone.
4. Follow peace with all men.
5. The more successful a peacemaker is, the more the world will be angry with him.
6. God will cause our enemies to be at peace with us when our ways please Him.
7. In the world, the endorsement of common goals is an essential element of peacemaking.
8. Making peace with God requires that we come to Him on His terms.
9. Snatch them in pity from sin and the grave.

10. Tell them of Jesus and His power to save.
11. A peacemaker must take initiative to go and make peace between God and man.
12. He must have his feet shod with the preparation of the Gospel of peace.
13. A great missionary movement originated from the church at Antioch.
14. It was at Antioch that believers were first called Christians.
15. When we act as peacemakers, the world recognizes us as sons and daughters of God.  
(Remember, **as** is a preposition when it has an object of the preposition following it.)
16. A peacemaker is one who initiates the process of completeness, wholeness, and oneness.
17. He is one who helps develop harmonious relationships between opposing sides.
18. The heathen are waiting for the Gospel.
19. History confirms that God has placed within each culture redemptive analogies in the form of local customs that illustrate spiritual truth.
20. Don Richardson, missionary to the Sawi tribe of New Guinea, led many of the tribesmen to Christ.
21. He explained salvation to them through one of their own customs, the sealing of a treaty with a "peace child."
22. In each generation, God raises up outstanding soul-winners who are motivated by their love for the Lord, compassion for others, and hatred for evil.
23. As a teenager, Walter Wilson began his amazing outreach by conducting street meetings.

<> **5f.** Optional: In your notebook, write sentences with prepositions.

BASIC LEVEL: Write fifteen sentences.

EXTENSION and FURTHER EXTENSION: Write twenty sentences using information from a character book

- Help Box for 7a.
- You should have highlighted the following words:
1. In (the sixteenth century)
  2. of (Christians)
  3. in (France)
  4. in (defense)
  5. of (Christians)
  6. of (*the Christian Religion*)
  7. of (the Christians)
  8. to (Geneva)
  9. with (John Calvin)
  10. by (the principles)
  11. of (Scriptural law)
  12. of (the United States)
  13. of (its principles)
  14. on (those found)
  15. in (John Calvin's)
  16. of (*the Christian Religion*)
  17. For (example)
  18. of (government)
  19. of (checks)
  20. in (place)
  21. of (the government)
  22. on (the government's interference)
  23. in (religious activity)
  24. of (the founders)
  25. in (the depravity)
  26. of (man)
  27. from (evil rulers)

## 6. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

Further Study: Read and study the US Constitution.

- <> **6a.** Follow these steps for writing your essay from your Key Word Outline:
1. Re-read the entire passage to recall its content.
  2. Read your first line of notes and think of what you want your sentence to say.
  3. Practice saying your sentence out loud to get it just the way you want it.
  4. Write your first sentence in your notebook, remembering to indent it.
  5. In your notebook, write your essay, writing on every other line.

<> **6b.** Read your essay aloud. Do you like the way it sounds?

### Grammar Card: Prepositional Phrase (Abbreviated: PP)

- Prepositional phrases are **phrases that begin with a preposition** and end with an object of the preposition:
  - The angel flew over the cloud (*Cloud* is the object of the preposition *over*.)
  - The girl prayed during the service (*Service* is the object of the preposition *during*.)
- Differences between a subordinate clause and a prepositional phrase:
  - A phrase does not have a subject and verb:** before the morning
  - A clause does have a subject and verb:** before the morning sun rose

## Grammar Card: Sequencing Words

- Show a sequence of events
- **Show the order of events:**
  - First things: First, initially, originally, at first, primarily, to begin with, in the beginning
  - Second or middle things: Second, next, then, secondarily, progressing, progressively, following that
  - Third and final things: Eventually, thirdly, ultimately, finally, consequently, lastly, in the end
- **Follow a sequencing word with a comma if you hear a pause.**

## Optional Spelling Practice

Fill in the blank of the following Basic words.

1. negotiat \_\_\_\_ on
2. sen \_\_\_\_ ation
3. relat \_\_\_\_ onship
4. salvati \_\_\_\_ n
5. naviga \_\_\_\_ ion
6. suc \_\_\_\_ ession
7. obses \_\_\_\_ ion
8. po \_\_\_\_ ition

## Optional Spelling Practice

Unscramble the following Basic words.

1. nnoottiage

\_\_\_\_\_

2. aeionsstn

\_\_\_\_\_

3. hprlsntaeiol

\_\_\_\_\_

4. vnltsaaai

\_\_\_\_\_

5. nnaavtgoii

\_\_\_\_\_

6. ssscceioun

\_\_\_\_\_

7. sbsnsooie

\_\_\_\_\_

8. oioipnst

# 7. Grammar: Prepositional Phrases

A preposition is the first word in a group of words called a prepositional phrase.

A **prepositional phrase** has the following characteristics:

1. It is a **group of words**.
2. It usually does **not contain a subject and verb**.
3. It **begins with a preposition**.
4. It **ends with an object** of the preposition.

**The object of the preposition is the last word or words of the prepositional phrase.** The object of the preposition is usually a noun or pronoun. The object of the preposition may come in either of these two positions:

1. The object may come right after the preposition (**to her**).
2. There may be a few words (pronouns, articles, and adjectives) between the preposition and the object of the preposition (**to the little girl**). (**In that case, ...**)

Identifying the object of the preposition is one way you can know for sure whether *to* is being used as an infinitive (to run) or as a preposition:

1. If the word *to* is followed by a verb only, it is being used as an infinitive (to run, to walk, to jump).
2. If the word *to* is followed by a word (noun or pronoun) or a group of words ending in a noun or pronoun, it is being used as a preposition—the first word in a prepositional phrase (**to John Calvin, to the church**).

In order to be a true preposition, the preposition must be followed by the rest of its prepositional phrase—either one word or more:

1. **into town** (PP with only the object—a noun following the preposition)
2. **up the river** (PP with another word then the object following the preposition)

Occasionally, a word that usually functions as a preposition functions as an adverb. In this case, the word will have no prepositional phrase following it. This often happens when a preposition comes at the end of a sentence, such as:

1. I will look that word **up**. (*Up* is used as an adverb here.)
2. Put the book **down**. (*Down* is used as an adverb here.)

Though many grammar books recommend not ending a sentence with a preposition, when a sentence ends in an adverb—although it is a word that can also function as a preposition—it is acceptable.

1. He signed **up**. (**Where** did he sign?)
2. She sat **down**. (**Where** did she sit?)
3. They welcomed him **aboard**. (**Where** did they welcome him?)

➤ **7a.** Highlight the rest of the prepositional phrases that follow the prepositions you have already highlighted in the passage.

There are good reasons for learning to recognize prepositional phrases.

1. The **subject** of the sentence is usually **not in a prepositional phrase**.
2. Prepositional phrases are **good sentence openers**.

Many times, immature writers will begin all of their sentences with a subject and then a verb. Mature writers know how to add variety to their writings by using various sentence openers.

Since the main subject of a sentence is not usually found in a prepositional phrase, you will have more success in your grammar studies if you always isolate the PP's of every sentence by placing parentheses around them.

Prepositional phrase openers are easy to use and will greatly enhance your writing. In order to begin sentences with prepositional phrase openers, follow these guidelines:

**1. Follow the PP with a comma if**

a. The **PP is five words long** or more.

1) Example: **In** detailed and elaborate writing, you should use prepositional phrase openers.

2) Example: **In** order to write well, you should sometimes use prepositional phrase openers.

b. There are **two prepositional phrases in a row**.

1) Example: **During** your writing **of** lengthy reports, try to add some prepositional phrase openers.

2) Example: **At** the beginning **of** your sentences, prepositional phrase openers add interest.

c. **You hear a definite pause**—regardless of the length of the PP.

1) Example: **In** time, you will become a good writer.

2) Example: **For** now, try to use a prepositional phrase opener whenever it sounds right.

2. Do **not** follow the PP opener with a comma if it is **less than five words and you do not hear a definite pause**.

a. Example: **About** noontime the campers arrived. (no pause)

b. Example: **For** the time being, we will come early. (pause)

<> **7b.** Study the Grammar Card about prepositional phrases provided in this lesson.

<> **7c.** Optional: Make a Grammar Card about prepositional phrases, or add new information to an existing card.

<> **7d.** Place parentheses around all of the prepositional phrases in the sentences given in the previous lesson on prepositions in 5e.

<> **7e.** To the prepositional phrase openers provided, add more information to form complete sentences. Extensions: Place parentheses around all prepositional phrases (including any that you add to the sentences).

1. Throughout our various ministries of reconciliation, \_\_\_\_\_

\_\_\_\_\_

2. In being an ambassador for God, \_\_\_\_\_

\_\_\_\_\_

3. In the credentials or documents of introduction, \_\_\_\_\_

\_\_\_\_\_

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words on the whiteboard for your student before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to him to remind him of its contents.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.
5. Re-read any of the sentence that he needs to hear again—as often as he needs it.
6. Repeat the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

Optional Spelling Practice

Write a sentence using one of the Extensions words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Further Study: Read about John Calvin's conversion experience.

Character Connection:  
John Calvin was a wise peacemaker. His publication *Institutes of the Christian Religion* greatly influenced many of the US founding fathers.

Further Study: Read a book about John Calvin, such as one of the following: *John Calvin* by Samuel Wellman; *John Calvin* by William Linder; or *I, Calvin: Father of Reformed Theology* by Calvin.

Optional Spelling Practice  
List your three most challenging spelling words below.

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

Optional Spelling Practice:  
Choose the correct spelling of the following Basic Words.

1. negotiation    negoteation
2. sensaton      sensation
3. relationship    realationship
4. salvatun      salvation
5. navigation     navegation
6. sucesession    succession
7. obcession      obsession
8. position       positun

- \_\_\_\_\_
4. From the antonyms of the word peacemaker, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  5. Between his country and the country in which he is stationed, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  6. On behalf of his nation, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  7. In order to be sent out by the local church, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  8. In the sending out of Paul and Barnabas, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  9. In the laying on of hands by the local church elders, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  10. From the word missionary or emissary, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  11. In expanding our outreach of ministry, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  12. In a court of law, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. In witnessing in a real trial, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. In both the Old and New Testaments, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. For someone to be reconciled with God, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

↔ **7f.** Optional: In your notebook, write sentences with prepositional phrase openers.

BASIC LEVEL: Write twenty sentences.

EXTENSION: Write twenty-four sentences with information from a character book.

FURTHER EXTENSION: Write twenty-six sentences containing information from a character book.

## 8. Study Skills/ Prewriting/Composition: Take Notes and Write Original Continuing Paragraph

↔ **8a.** Now that you have the body of your report written, you are ready to write notes for an original continuing paragraph. Follow these steps:

1. Read the body of your report aloud to yourself, and consider the options for continuing your report:
  - a. Something else found in the *Institutes of the Christian Religion*
  - b. What the Bible says about the depravity of man
2. Now that you have decided how you are going to open your report, you are ready to write notes for your opening paragraph. Follow these steps:
  - a. Write only notes—not complete sentences.
  - b. It is okay if you have too much information. You can omit some later when it is time to write.
  - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
  - d. Write your notes on the lines provided.

### Notes for Continuing Paragraph

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Teacher Tip: If your student asks for spelling help during dictation, consider responding in one of the three ways:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, would is from the would, could, should family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s Review Words from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his Review Words list for next week.)

Optional Spelling Practice  
List your three most challenging spelling words below.

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Further Study: Read about how God prepares each culture for the message of His peacemakers in a book such as *The Discovery of Genesis: How the Truths of Genesis Were Hidden in the Chinese Language* by CH Chung.

- 
- 
- <> **8b.** Using your notes for your continuing paragraph, write the continuing paragraph of your report in your notebook, writing on every other line.

## 9. Composition: Edit and Revise Using the Checklist Challenge

- <> **9.** Use the Checklist Challenge that follows this week's lesson to edit your report.
- (1) Check off each item as it is completed.
  - (2) Complete each revision for each paragraph, as indicated.
  - (3) Insert revisions into your rough draft paragraphs that are in your notebook.
  - (4) Highlight or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

## 10. Spelling: Spelling Test

- <> **10a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.
- <> **10b.** (T) Have your teacher check your Spelling Test.
- <> **10c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 11. Dictation: Dictation Quiz

- <> **11a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **11b.** (T) Review your dictation with your teacher.
- <> **11c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 12. Composition: Final Copy Informative Report From Given Material

- <> **12a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.
- <> **12b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

## Extra Practice (Optional)

- 1E. In your notebook, write twenty-five sentences containing information from a character book, using sequencing or enumerating openers.
- 2E. In your notebook, take more notes about John Calvin from a character book.
- 3E. In your notebook, write one or more paragraphs using your notes from this lesson or another source.
- 4E. Edit and revise your paragraph from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write thirty *tion* and *sion* words.
- 6E. Read ten passages in the Bible about being saved by faith in Christ alone.
- 7E. In a character book, find fifteen sentences with various sentence openers, and copy them in your notebook.
- 8E. In your notebook, write twenty sentences containing prepositional phrase openers or subordinate clause openers.
- 9E. In your notebook, write twelve Scriptures containing words such as *preach*, *teach*, *instruct*, etc.
- 10E. In your notebook, write any extra poetry, essays, letters, journal entries, etc. as directed by your teacher.

### Grammar Card:

#### Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:

–The girl prayed \_\_\_\_\_ the service.

–The angel flew \_\_\_\_\_ the clouds.

- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:

–The angel flew **around** the clouds.

–The angel flew **about** the clouds.

–The girl prayed **at** the service.

–The girl prayed **before** the service.

- List of prepositions:

aboard	aside	but	like	till
about	at	by*	near	to
above	before*	despite	off	toward
along	because of	down	on	under
across	behind	during	onto	underneath
after*	below	except	out	until
against	beneath	for	outside	up
along	beside	from*	past	upon
amid	besides	in	since	with
around	between	inside	through	within
as	beyond	into	throughout	without

\*These words may be subordinators (if they have a verb within the group of words following them) or prepositions (if they have an object following them)

- **To + verb is not a preposition; it is a special kind of verb called an infinitive**
- Some prepositions act as other parts of speech:
  - She is lying down. (*Down* is an adverb in this sentence.)
  - Before he left for work, she told him. (*Before* is a subordinator in this sentence and has a subject and a verb with it making up a subordinate clause (or dependent clause).)
  - They are going to run. (*To run* is a special verb called an infinitive.)
- It is no longer considered incorrect to end a sentence with a preposition. You should do whatever sounds less stilted:
  - Correct-sounding: I do not know what you are thinking about.
  - Stilted: I do not know about which thing you are thinking.

# Red 1C Week 1 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVEL only
- E EXTENSION only
- E's Both EXTENSION and FURTHER EXTENSION
- FE FURTHER EXTENSION only
- B,E BASIC and EXTENSION only (No FURTHER EXTENSION)
- All levels—checks will vary

- Each box will indicate the number of changes that are required to be completed (normally one box for each paragraph).

All  All  All

Read each paragraph of your report aloud to your teacher or an older sibling. Together, listen for sentences that sound unclear. Correct only **content errors** at this time.

All  All  All

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add *ly* words to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

All  All  All

Change one of the **“boring” verbs** in each paragraph to a **“strong” verb**. You may select one from the list below or choose one of your own:

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All  All  All

Place three **adverbs** in your essay in three **different positions**. Examples:

- At the beginning of the sentence: **Joyfully**, he shouted the answer.
- At the end of the sentence: He shouted the answer **joyfully**.
- Just before the word it modifies: He **joyfully** shouted the answer.
- Just after the word it modifies: He shouted **joyfully** the answer.

All  All  All

Add one **adjective** to each paragraph. You may select one from the list below or choose one of your own:

presumptuous	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	stringent

All All All

From the **Banned Words List** below, select one word (or form of that word) in each paragraph, and substitute a similar word. (Advanced Level B students and all Level C students should omit as many Banned Words as possible.)

Banned Words List

very	little	really	many	such	good
like	walk	great	wonderful	fine	said
bad	big				

All All All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as was, it, and, etc.)

All

Create a **title** for your report, and put it at the top of the report. Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Other

All

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight it as directed by your teacher.

- Example: He showed extraordinary faith.

All All All

Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**.

B

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher. Examples:

- **Although I do not say it often**, I am grateful for you.
- **Because I am extremely grateful**, I praise God.
- **While I do not always say words of gratefulness**, I do feel grateful.
- **Since you have become a part of my life**, I have grown closer to God.

All All All

Add different sentence openers (also known as **introductory material or nonessential information**) to your report. If you have already done these, highlight them as directed by your teacher. You may choose one of the following:

- A subordinate clause opener: **Because sheep can teach us a lot**, we can study their habits.
- A prepositional phrase opener: **In learning about sheep**, we can see their habits.
- An *ing* opener: **Learning about sheep**, we can see Biblical principles.
- An *ed* opener: **Created for good works**, we should seek to please God.
- A short PP that requires a comma: **From the start**, He thought of us.
- An *ly* word (adverb): **Creatively**, God designed man.
- An *ly* phrase or clause followed by a comma: **Creatively designing all things**, God made man.
- A conjunctive adverb: **Thus**, we should be grateful.
- An interjection: **Yes**, we should be grateful.
- Other nonessential material of your choice: **Other than this**, we did not know what happened.

E's

Add a **subordinate clause to the end of one of your sentences**. Do not set it off with commas unless you hear a definite pause (such as when the clause begins with the subordinator *which*). If you have already done this, highlight it as directed by your teacher. Examples:

- God disciplines us **since He loves us very much**.
- We should discipline our children, **which is sometimes difficult**.

All

E's

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All

E's

FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

E's

E's

E's

Combine two sentences into one in each paragraph using the **conciseness technique** of your choice. If you have already done these, highlight them as directed by your teacher. You may choose from the following:

**\* Appositive usage**

Two sentences: We should worship the Lord. The Lord is King of kings.

One sentence: We should worship the Lord, **the King of kings**.

**\*Compound verbs:**

Two sentences: We should worship the Lord. We should adore the Lord.

One sentence: We should **worship and adore** the Lord.

**\*Subordinate clause placement:**

Two sentences: The Lord should be worshiped. He is worthy of praise.

One sentence: The Lord, **who is worthy of praise**, should be worshiped.

**\*Another nonessential opener:**

Two sentences: The Lord should be glorified. He is worthy of praise.

One sentence: **Worthy of our praise**, the Lord should be glorified.

**\*Prepositional phrase placement:**

Two sentences: The Lord should be glorified. He should be glorified from the rising of the sun to its going down.

One sentence: **From the rising of the sun to its going down**, the Lord should be glorified.

**\*Conjunctive adverb:**

Two sentences: The Lord is worthy. Thus, we should worship Him.

One sentence: The Lord is worthy; **thus**, we should worship Him.

**\*Dash preceding clause or phrase:**

Two sentences: The Lord is worthy of praise. We should worship Him.

One sentence: We should worship the Lord--**who is worthy of praise**.

**\*Coordinating conjunction between two complete sentences:**

Two sentences: We should worship the Lord. He is worthy of praise.

One sentence: We should worship the Lord, **for** He is worthy of praise.

**\*Colon usage:**

Two sentences: The Lord is worthy of praise. We should worship Him only.

One sentence: The Lord is worthy of praise: **we should worship Him only**.

**\*Semicolon between two complete sentences:**

Two sentences: The Lord is worthy of praise. We should worship Him alone.

One sentence: The Lord is worthy of praise; **we should worship Him only**.

FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight it as directed by your teacher. Examples:

- Joined by *and*: The **loving** and **gentle** Savior cares for us.
- Joined by a comma: The **loving, gentle** Savior cares for us.

FE

Add a **simile** to your report. If you have already done this, highlight it as directed by your teacher. A simile is a comparison **using *like* or *as***. Example:

- He is **as** happy **as** a lark.

All

All

All

**Edit each paragraph** of your report with your teacher, and correct any **usage or spelling errors**.

# Red 1C Week 2

Character Focus: Peacemaking

## Vocabulary Box

Synonyms for *peacemaker*

ambassador	witness	evangelist
apostle	reconciler	mediator
missionary	soul-winner	

## Vocabulary Box

Antonyms for *peacemaker*

whisperer	trucebreaker	dissident
divider	traitor	agitator
dissembler	deceiver	

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

BASIC

A routine British Embassy report, published in Edinburgh, Scotland, gives the details of the following account:

In 1795, a British diplomat came upon a village of the Karen tribe near Rangoon, Burma. The Karen people excitedly thronged about him, asking his interpreter, "Is this the white brother we have been waiting for?"

The surprised diplomat asked them through his interpreter what this white brother they were waiting for was supposed to do when he arrived. The people answered, "He is supposed to bring us a book, a book like the one our forefathers lost long ago." They went on to explain that the book was written by Y'wa, the supreme God. These laws would show them how they could live pleasing to Him.

EXTEN

When the diplomat regretfully informed them that he did not know of the book, nor have a copy of it, a young Karen man asked, "Could our forefathers have been mistaken?"

The older men of the tribe reassured him, "Don't worry; he will come."

A Karen leader later gave an address before the English governor-general of Burma in which he explained that the white foreigners were formerly younger brothers of the Karen people. Both had Y'wa's book, but the older Karen brothers lost their copy. The white brothers, however, had preserved their copy; as a result, they became "righteous," and were now the "guides to God." They would one day sail ships with white wings to bring Y'wa's book to the 800,000 members of the Karen nation.

FURTHER

In 1817, twenty-two years after the British diplomat visited the Karen village, a man named Adoniram Judson sailed from America to Burma to begin missionary work. He carried with him a book that he prayed the people of Burma would learn to love as much as he did.

Character Connection: God prepares cultures and peoples for the wise peacemakers He will send to them.

<> **1a.** Read this week's passage aloud.

This passage is an example of how all peoples and tribes have stories and legends about God handed down to them. It shows how people everywhere are hungering for God and how one of God's servants, Adoniram Judson, went to bring a people God's Word.

Note: When writing contains dialogue (people speaking), a new paragraph begins each time a new speaker speaks. (That is, each time the speaker changes.) Thus, in dialogue writing, a paragraph may or may not contain the "normal" minimum of three sentences.

<> **1b.** On the lines provided, write four synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

### Synonyms for *peacemaker*

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

<> **1c.** Using three of the synonyms you listed for *peacemaker*, write three sentences on the lines provided about this week's passages.

### Sentences with synonyms for *peacemaker*

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

<> **1d.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1e.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling: O Says Short *u* (Examples: blood, couple)

<> **2a.** In the passage, highlight the words that have *o* saying one of its more unusual sounds: the sound of short *u* as in *up* and *love*.

<> **2b.** In the Help Box for 2a, highlight the *o* in the list of words.

You can see from the list in the Help Box that the letter *o* often says short *u* for no apparent reason, unlike the other sounds of *o*, which usually have a set pattern for their sounds:

1. cloud—*o* says *ou* as in *ouch* when paired with the letter *u* or the letter *w* (plow)
2. moon—*o* often says a long double *o* sound when paired with another *o*
3. book—*o* often says a short double *o* sound when paired with another *o*
4. off—*o* says its short sound when it is the only vowel in a word
5. bone—*o* says its long sound when it has another vowel at the end of a word (especially a silent *e*)
6. boil—*o* says *oy* when coupled with the letter *i* or the letter *y* (joy)
7. for—*or* says its normal r-controlled sound

When *o* says the short *u* sound, the letter *o* can be in different patterns, such as:

1. **some** (two vowels in the same syllable)
2. **of** (only one vowel)

Further Study: Read and study about the ant in a book about their work habits, such as IBLP's *Men's Manual II* pages 226-230.

Character Connection: *Wisdom* is seeing and responding to life's situations from God's perspective.

Further Study: Make a chart comparing and contrasting the synonyms and antonyms for *peacemaker*.

### Help Box for 2a.

You should have highlighted the following words:

1. of
2. of
3. brother
4. brother
5. one
6. of
7. of
8. young
9. of
10. come
11. governor-general
12. of
13. younger
14. brothers
15. of
16. brothers
17. brothers
18. righteous
19. one
20. of
21. Adoniram
22. Judson
23. from
24. of
25. love

Teacher Tip: Sometimes these combinations sound like a short *u* (e.g., **couple**), and sometimes they sound more like a pinched diphthong sound (e.g., **mountainous**). Either way, they are known as spellings for *uh*.

3. blood (a double o)
4. oth/er (only one vowel in that syllable)
5. con/di/tion (one vowel in that syllable; a syllable that normally says *con* rhyming with *on*)
6. another (in the middle of a multisyllabic word)
7. couple (*o* combined with *u* to say short *u*)

Whenever you are learning to spell new words, it is good to group words according to spelling patterns to help you learn them more easily.

<> **2c.** Copy the words on the lines below at the level directed by your teacher.

**o = u in vcv (vowel-consonant-vowel) words--some:**

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. _____<br>worry <b>some</b> | 2. _____<br>purpo <b>seful</b> |
| 3. _____<br>aweso <b>me</b>   |                                |

**o = u in con words--convict:**

- |                              |                                 |
|------------------------------|---------------------------------|
| 4. _____<br>compo <b>ser</b> | 5. _____<br>contra <b>ption</b> |
|------------------------------|---------------------------------|

**o = u in syllables with only one vowel in that syllable--govern:**

- |                              |                                  |
|------------------------------|----------------------------------|
| 6. _____<br>cove <b>tous</b> | 7. _____<br>gove <b>rnmental</b> |
|------------------------------|----------------------------------|

**o = u in double o words--blood:**

8. \_\_\_\_\_  
bloo**d**thirsty

EXTENSION

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 9. _____<br>acco <b>mp</b> any   | 10. _____<br>cont <b>in</b> uance |
| 11. _____<br>convul <b>s</b> ion | 12. _____<br>consp <b>ic</b> uous |

FURTHER EXTENSION

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 13. _____<br>discol <b>or</b> ation | 14. _____<br>contra <b>ct</b> ion |
|-------------------------------------|-----------------------------------|

Optional Words

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 15. _____<br>missiona <b>ry</b>  | 16. _____<br>sou <b>l</b> -winner |
| 17. _____<br>evange <b>l</b> ist | 18. _____<br>media <b>t</b> or    |

Further Study: Look for and study the word *wisdom* throughout the book of Proverbs.

Further Study: Memorize a Scripture about the ant, such as Proverbs 3:24-25.

Further Study: Read a biography of Mary Slessor or Amy Carmichael, such as *Amy Carmichael of Dohnavur*.

## Review Words

_____	_____
_____	_____
_____	_____
_____	_____

Optional Spelling Practice  
Circle the correct spelling of each Basic word.

1. worrissome	worrisome
2. purposefull	purposeful
3. awesome	awesum
4. composer	cumposer
5. covetus	covetous
6. governmental	governmentil
7. bloodthirsty	bludthirsty

<> **2d.** Add this week's new words (minus the Optional Words) to page 63 of your *Spelling Notebook*.

<> **2e.** Optional: Add Review Words to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your Review Words section.

<> **2g.** Optional: In your notebook, write eight sentences using eight of the spelling words.

<> **2h.** EXTENSIONS Only: Write ten more words from the same families learned in this lesson, on the lines provided.

_____	_____
_____	_____
_____	_____
_____	_____

Alternative Writing for Red 1C Week 2

- Write three to four paragraphs about another culture's traditions or stories about God.
- Write a six to eight paragraph biographical essay about Adoniram Judson.

## 3. Editor Duty: Correct Given Paragraph(s)

Prepositions, Prepositional Phrases, Sequencing

<> **3.** Complete the following steps:

(1) In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

(2) In the first paragraph, highlight the prepositions.

In 1817 22 years after the british diplomat visited the Karen village a man named Adoniram Judson sailed from america to burma to begin missionary work he carried with him a Book that he prayed the people of burma would learn to love as much as he did he also carried with him the love of jesus

When Adoniram Judson arrived in Burma he first began the difficult task of learning the Burmese language and culture. The Burmese were set in their Buddhist ways and superstitions and Judson did not win a convert for 7 years but rather than giving up during this time he kept sharing God's Word. Finally he began to see some fruit.

Almost every day, people of the Karen tribe past his house, singing hymns about Y'wa God as it was their custom to do. They did not know that the man who lived in the house had the Book for which the people had waited for years, and which could tell them about Y'wa. Judson discouraged over the meager fruit of his ministry did not realize that the Karen were the one people who would eagerly accept the message that all other groups of Burmese rejected.

## 4. Study Skills/Prewriting: Key Word Outline

<> 4. Follow these steps to write a Key Word Outline for this week's passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight 4 to 6 words that would most help you to remember the content of the sentence.
  - b. Write those 4 to 6 words on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat the steps above for all paragraphs and sentences in the passage.

Note: Since this week's passage is a story, a retelling, you may reword the quotes however you would like (with the same general idea) for your retelling.

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

(You may plan to reword the quote, if desired.)

Optional Spelling Practice  
List your three most challenging spelling words below.

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

Optional Spelling Practice  
Fill in the blank of the following Extension words.

1. ac \_\_\_\_ ompany
2. contin \_\_\_\_ ance
3. conv \_\_\_\_ lsion
4. conspic \_\_\_\_ ous

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

Sentence 3 \_\_\_\_\_

\_\_\_\_\_

Sentence 4 \_\_\_\_\_

\_\_\_\_\_

### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

(You may divide this sentence in two, if desired; you may also re-word the quote, if desired.)

### Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

(You may plan to reword the quote, if desired.)

### Paragraph Six of Body

Topic of Paragraph 6 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

Sentence 3 \_\_\_\_\_

\_\_\_\_\_

(You may choose to use a semicolon in this sentence or divide it into two sentences.)

Sentence 4 \_\_\_\_\_

\_\_\_\_\_

#### Optional Spelling Practice

Choose the correct spelling of the following Further Extension Words.

1. discoloration    discoloration
2. contractun      contraction

#### Optional Penmanship Practice:

Peacemaking is a way of life.

Further Study: Read about a famous ambassador, such as John Quincy Adams.

## Paragraph Seven of Body

Topic of Paragraph 7 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

### Help Box for 5a.

You should have highlighted the following:

1. Edinburgh, Scotland
2. 1795
3. Rangoon, Burma
4. Burma
5. 1817
6. America
7. Burma
8. Burma

## 5. Grammar: Dates, Numbers, and Places Within Text

<> 5a. In the passage, highlight the dates and places.

There are several rules for writing dates, numbers, and places within a sentence.

### Grammar Card: Dates

- Use a comma **after the day** when writing dates: Sunday, January 22
- Use a comma **after the date**: August 26, 1832
- Use a comma **after the whole date when it is written within a sentence**: On Sunday, August 26, 1832, Adam Clarke passed away.
- Do not use a comma after a partial date in the middle of a sentence: It was August 1832 when Adam Clarke passed away.
- **When a phrase or clause begins a sentence, use a comma after the year when only the year is given**: In 2001, we went to Knoxville.
- Do not use a comma when only the year is used later in the sentence: We went to Knoxville in 2001 in our camper.

1. When writing an address or a city/state combination:

- a. Place a comma **after each "line" of an address as it would appear on an envelope and anywhere a comma is within that address**:

1) 777 Golden Street, Glorytown, Heaven 77777

2) Peter Disciple, 123 Followers Way, Jerusalem, Israel

- b. Place a comma **between a city and state or city and country, then following the final one if it is not at the end of a sentence**:

1) Edinburgh, Scotland, gives the details....

2) near Rangoon, Burma.

2. When writing the year as a sentence opener, follow it with a comma:

a. In 1795,

b. During the year 1817,

3. When writing numbers, follow these rules:

- a. Write it out if it takes two words or less to write it in words.

1) twenty-two

2) three thousand

3) fifty-six

4) one million

- b. Hyphenate all two-word numerals between twenty-one and ninety-nine.

1) twenty-one

2) ninety-nine

- c. Write the number in numerical form when it would take three words or more to write it out in words.

1) 800,000

2) 856

3) 392,339

- d. Write the year in numerical form unless the word form is selected for use in a formal invitation (i.e., wedding invitation).

1) 1795

2) 1817

### Optional Spelling Practice


Fill in the blank of the following Basic words.

1. worr \_\_\_\_ some
2. purp \_\_\_\_ sful
3. awesom \_\_\_\_
4. comp \_\_\_\_ ser
5. contra \_\_\_\_ tion
6. cov \_\_\_\_ tous
7. govenment \_\_\_\_ l
8. bl \_\_\_\_ odthirsty

4. When writing dates, follow these rules:
  - a. Put a comma after the date (just as on the heading of a letter).
    - 1) August 9<sub>1</sub>
    - 2) December 25<sub>1</sub>
  - b. Put a comma after the year before continuing your sentence when the **entire date** is given in the middle of a sentence.
    - 1) She was born on August 9<sub>1</sub> 2001<sub>1</sub> in Memphis.
    - 2) On June 5<sub>1</sub> 2001<sub>1</sub> we left for Knoxville.
    - 3) She came in March 2006 and enjoyed her visit. (No comma required since entire date is not written.)
5. When writing money, fractions, time, and decimals, use figures, not words.
  - a. \$4.65
  - b. 4 3/4
  - c. 5.2
  - d. 7:30 (unless using words, such as “half past seven”)
6. Be consistent within any one writing when using numbers. For example, if you will have measurements throughout a paragraph, use numerals (not words) for all numbers in that paragraph (except for single digit numbers).

### Grammar Card: Numbers/Number Words

- Write **numbers with words** when:
  - Writing requires **two words or fewer**: twenty, thirty, fifteen thousand
  - Beginning a sentence**: Three hundred fifty-five people came.
  - Ending a sentence**: The total was three hundred fifty-five.
- Use **numerals**:
  - When it takes **three or more words** to write it: 125,389,000
  - Scientific, statistical, measurement**: 5 yards, 6 cubits, 13 acres
  - Time**: 4:30 P.M.
  - Page numbers**: Turn to page 6
  - Scripture references**: John 3:16
  - Addresses**: 1560 River Road
  - Series of numbers**: It was 82 degrees yesterday and 56 degrees Wednesday.
- Use whichever seems best for situations involving money: \$13.86 or thirteen dollars and eighty-six cents. (An *and* should be used to indicate a decimal point.)
- Use a hyphen to write out two-word numbers between twenty-one and ninety-nine: twenty-one, eighty-four
- An exception to these rules is numbers in technical and textbook writing (e.g., page numbers, lists, and dates)

 **When describing numbers, you should use the word *fewer*, not *less*. For example: This aisle is for customers with ten items or fewer.**

<> **5b.** Study the Grammar Cards about numbers and dates provided in this lesson.

<> **5c.** Optional: Make Grammar Cards about numbers and dates, or add new information to existing cards.

<> **5d.** Complete the following steps for the sentences provided:

(1) Highlight all of the following:

- a. dates
- b. places
- c. numbers

(2) Place commas in the sentences according to the rules learned in this lesson.

1. Just east of the Sudan the kingdom of Aksum prospered as an important trade center.
2. In the 1920s a missionary arrived at one of the huge Bantu tribes in the Central African Republic.
3. In 1795 a British diplomat came upon a village of the Karen tribe.
4. The Chinese language is based on 214 symbols called radicals.
5. These radicals are combined to form between thirty thousand and fifty thousand ideographs.
6. Pachacuti came to power in 1428 and rapidly expanded the empire.
7. The charity case was a fifty-six-year-old washer woman.
8. At 7:30 in the evening on Twelfth Street and Grand Avenue Walter and his friend began to sing a Gospel song.
9. In 1913 a returned missionary asked Walter a very penetrating question.
10. He stood beneath a giant 265-foot Sequoia tree.

#### Optional Penmanship Practice

The fruit of the righteous is a tree of life; and he that winneth souls is wise.

Proverbs 11:30

#### Optional Spelling Practice

Write a sentence using one of the Extension's words.

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## Grammar Card: Capitalization Rules

- Capitalize all first, last, and important words in proper nouns
  - Names of people (proper nouns): Donna, Joshua
  - Names of groups of peoples: Pilgrims, French, Indians, Americans
  - Names of God: Jesus, God, Savior, Son
  - References to God: His, Him, the One
  - Titles of books, magazines, booklets, flyers, etc. (major or minor works): *Book of Virtue*
  - Names of documents: Declaration of Independence
  - Names of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries: Atlantic Ocean, Jefferson Memorial
  - Names of other things that include proper nouns (just the proper noun part): Indian summer, Alaskan sheepdog, blackeyed Susan, etc.
- Other capitalization rules:
  - Any **form of the word** I: I, I'll, I'm
  - The first letter of the **first word in a sentence**: The ball is red.
  - References for people if used in place of the person's name and no noun marker or article precedes the word:
    - 1) Later, **M**other will read to us. (capital needed)
    - 2) Later, **my** mother will read to us. (no capital needed)

 When a common noun has a proper noun element in it (black-eyed Susan), capitalize the proper noun element (Susan) but not the common noun elements.

Further Study: Make a picture, booklet, or sketch showing the armor of God, which all peacemakers should wear.

11. He observed that this tree was over six thousand years old.
12. He further explained that the fibers of the limb did not penetrate the tree more than about twenty-one inches.
13. A section of a star about the size of a small flashlight lens shines with the brilliance of 1,500,000 candles.
14. An average star has more than 9,434,000,000,000,000,000 square inches over its surface.
15. In the mid-1860s mysterious lines were found in the light from the sun.
16. It was not until 1895 that helium was discovered on the Earth.
17. In 1523 when he was only fifteen, John Calvin traveled to the University of Paris to study theology.
18. The dedicated reformer finally heeded their advice and fled to Basel Switzerland.
19. In 1536 he published his *Institutes of the Christian Religion*.
20. John Calvin was born in the French village of Noyon on July 10 1509.
21. On October 31 1517 Martin Luther tacked his Ninety-Five Theses to the church door in Wittenberg.

22. In 1534 Calvin was forced to flee from his beloved homeland.
23. The St. Bartholomew Day Massacre occurred in Paris France on August 27 1572.
24. From his pen flowed sixty-two books with a combined forty thousand pages of print.
25. During the 1500s thousands of Christian Huguenots walked over the Alps to settle in Geneva Switzerland.

<> **5e.** Optional: In your notebook, write sentences using the rules learned in the lesson about numbers, dates, and places.

BASIC LEVEL: Write twenty sentences.

EXTENSION: Write twenty-five sentences.

FURTHER EXTENSION: Write twenty-five sentences containing information from a character book.

## 6. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

<> **6a.** Follow these steps for writing your report from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think of what you want your sentence to say.
3. Practice saying your sentence out loud to get it just the way you want it.
4. Write your first sentence in your notebook, remembering to indent it.

5. In your notebook, write your report using every other line.

<> 6b. Read your report aloud. Do you like the way it sounds?

## 7. Punctuation: Capitalizing Proper Nouns

<> 7a. In the passage, highlight the following words one time each:

- 1. Y'wa
- 2. God
- 3. Y'wa's

These words are all references to or names for God. Most respectful writings will capitalize any of these or any other references to or names for God.

Names of God are proper nouns. **Proper nouns are the proper name of a noun.**

When writing proper nouns, do not capitalize unimportant words unless it is the first word of the proper noun: "Rescue **the** Perishing."

<> 7b. In the passage, highlight all of the capitalized words that are proper nouns.

<> 7c. Study the Grammar Card about proper nouns provided in this lesson.

<> 7d. Optional: Make a Grammar Card about proper nouns or add new information to an existing card.

<> 7e. Write ten names for God below, making sure you capitalize all the major words, the first words, and the last words of each name.

Examples: Prince of Peace

Lion of Judah


When we think of the names of God, it makes us alert to His character, since many of the names for God are derived from His attributes—e.g., Prince of Peace because He brings peace.

<> 7f. On the lines provided, write ten titles following these capitalization rules.


<> 7g. Study the Grammar Card about capitalization rules provided in this lesson.

<> 7h. Optional: Make a Grammar Card about capitalization rules, or add new information to an existing card.

Capitalizing Proper Nouns of More Than One Word

Capitalize titles:

1. All major words (excluding prepositions, articles, or coordinating conjunctions that are shorter than three letters long).
2. All first words.
3. All last words.

## 8. Punctuation: Capitalizing References to People

You have already learned that you should capitalize names of people, places, and things (proper nouns), such as:

1. Karen
2. Adoniram Judson
3. America

However, when you write a reference for someone (a word referring to someone—such as Mother, Father, Grandma, Uncle Joe, etc.), if it is written in place of the person's name, you should capitalize it.

You can easily follow this rule if you keep these three tips in mind:

1. If the reference is **used in place of the person's name**, **capitalize** the first letter of the word (even if it is not a true proper noun).
  - a. Mother
  - b. Aunt Tami
  - c. Daddy
  - d. Grandpa
2. If the word does **not** have an **article** (*a*, *an*, or *the*), a **pronoun** (his, her, our), or a **possessive noun** (boy's, child's, girl's) in front of it, **capitalize** the first letter of the word.
  - a. Capitalize Mother: It was early when **Mother** called for us.
  - b. Do not capitalize mother: It was early when my **mother** called for us.
  - c. Capitalize Grandfather: Often, **Grandfather** will tell us stories.
  - d. Do not capitalize grandfather: Often, David's **grandfather** will tell us stories.
  - e. Capitalize Daddy: After work, **Daddy** is taking us to dinner.
  - f. Do not capitalize daddy: After work my **daddy** is taking us to dinner.
3. If the word **does** have an article (*a*, *an*, or *the*), a pronoun (his, her, our), or a possessive noun (boy's, child's, girl's) in front of it, **do not capitalize the first letter of the word**.
  - a. It was early when **my mother** called for us.
  - b. Often, **my grandfather** will tell us stories.
  - c. After work **our daddy** is taking us to dinner.

This might sound confusing! Do not despair! If all else fails, use this little trick:

1. If you **cannot substitute the person's name** in place of the reference, **do not capitalize** the reference:
  - a. You cannot say, "It was early when **my Donna** called for us, so do **not capitalize** mother in place of Donna: It was early when **my mom** called for us..
  - b. You cannot say, "Often, my Don will tell us stories," so do not capitalize grandfather in place of Don. Often, my **grandfather** will tell us stories.
2. If you can **substitute the person's name** in place of the reference, **capitalize the reference**:
  - a. You can say, "It was early when **Donna** called for us," so **do** capitalize Mother in place of Donna: It was early when **Mother** called for us.
  - b. You can say, "Often Don will tell us stories," so do capitalize Grandfather in place of Don: Often **Grandfather** will tell us stories.

➤ **8b.** Fill in the chart provided on page thirty-five with one major work per row and one minor work (from within that major work), and label each one as shown in the sample. Be sure to do the following:

1. Underline major works.
2. Capitalize as instructed in the week's lesson.
3. Place quotation marks around the minor work.

➤ **8c.** Optional: Make a Grammar Card about capitalization rules, or add new information to an existing card.

➤ **8d.** In your notebook, write ten sentences using family members' titles capitalized and uncapitalized.

Help Box for 7b.

You should have highlighted the following words:

1. British
2. Embassy
3. Edinburgh
4. Scotland
5. British
6. Karen
7. Rangoon
8. Burma
9. Karen
10. Y'wa
11. God
12. Him
13. Karen
14. Karen
15. English
16. Burma
17. Karen
18. Y'wa's
19. Karen
20. God
21. Y'wa's
22. Karen
23. British
24. Karen
25. Adoniram
26. Judson
27. America
28. Burma
29. Burma

## 9. Composition: Edit and Revise Using the Checklist Challenge

<> **9.** Use the Checklist Challenge that follows this week's lesson to edit your report.

- (1) Check off each item as it is completed.
- (2) Complete each revision for each paragraph, as indicated.
- (3) Insert revisions into your rough draft paragraphs that are in your notebook.
- (4) Highlight or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

## 10. Spelling: Spelling Test

<> **10a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.

<> **10b.** (T) Have your teacher check your Spelling Test.

<> **10c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 11. Dictation: Dictation Quiz

<> **11a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **11b.** (T) Review your dictation with your teacher.

<> **11c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 12. Composition: Final Copy Informative/Historical Report/Retelling From Given Material

<> **12a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.

<> **12b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

## Extra Practice (Optional)

- 1E. In your notebook, write fifteen sentences from a character book that contain dates or numbers.
- 2E. In your notebook, take more notes from a character book about people or tribes that have stories or legends handed down to them.
- 3E. In your notebook, turn your notes from 2E into your own paragraph.
- 4E. Edit and revise your paragraph from 3E using this week's Checklist Challenge.
- 5E. In your notebook, write thirty three-syllable words.

- 6E. Read passages in the Bible in which we are told to spread the Gospel.
- 7E. In your notebook, copy fifteen sentences that contain quotation marks from a character book.
- 8E. In your notebook, write twenty sentences that contain quotation marks.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Major Works and Minor Works	
<b>Major Works</b>	<b>Minor Works</b>
books, CD's, encyclopedias, videos, magazines, plays	chapters, songs, sections, articles, scenes, entries, pamphlets
<i>Science and You</i>	"Rocks and Minerals" (chapter)
<i>Majesty Strings</i>	"All the Way My Savior Leads Me" (song)
<i>Mary vs. Martha</i>	"The Martha Syndrome" (section)
<i>The Teaching Home</i>	"Teaching Like Jesus" (article)
<i>World Book Encyclopedia</i>	"Mammals" (entry/article)
<i>Pilgrim's Progress</i>	"Christina's Journey" (section)

**Grammar Card: Noun—Proper Noun**

- Nouns that **name a specific person, place, or thing**
- All first words, last words, and important words are capitalized in proper nouns: *Through Gates of Splendor*
- Proper nouns include:
  - Names of **groups of people or nationalities**: Irish
  - A person's **name**: Donna
  - Names of **battles/wars**: World War II
  - Days, months, holidays**: June, Christmas
  - Titles**—songs, books, movies, etc.: God's Smuggler
  - Names of **organizations**: Advanced Training Institute
  - Names of God**: Lord
  - References to God**: Him
  - Names of **places**: Indiana
  - Names of **bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries**: Atlantic Ocean, Jefferson Memorial

# Major and Minor Works Chart

Major Works (italicized or underlined)	Minor Works (surrounded by quotation marks)
1) Book title   2) Encyclopedia title   3) Songbook title   4) Magazine title 5) Play title   6) CD title   7) Video or DVD title   8) Newspaper title	1) Chapter title   2) Entry title   3) Song title   4) Video or DVD title 5) Scene title

**1. Sovereign in the Affairs of Man (1)**

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

**1. "The King With a Roaming Heart" (1)**

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

# Red 1C Week 2 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVEL only
- E EXTENSION only
- E's Both EXTENSION and FURTHER EXTENSION
- FE FURTHER EXTENSION only
- B,E BASIC and EXTENSION only (No FURTHER EXTENSION)
- All levels—checks will vary

- Each box will indicate the number of changes that are required to be completed (normally one box for each paragraph).

All  All  All  All

Read each paragraph of your report aloud to your teacher or an older sibling. Together, listen for sentences that sound unclear. Correct only **content errors** at this time.

All  All  All

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add *ly* words to change your verbs as further directed. Be sure to circle all of the following verbs:

All  All  All  All

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

All  All  All

All  All  All  All

Change one of the **“boring” verbs** in each paragraph to a **“strong” verb**. You may select one from the list below or choose one of your own:

All  All  All

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All  All  All  All

Highlight one existing adverb in each paragraph. Remove these adverbs, and change the words they modify to **stronger words** so that the adverbs you have highlighted are no longer needed. If you do not have any unnecessary adverbs, just highlight the box as directed by your teacher. Examples:

All  All  All

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
softly spoke	whispered	stood tall	straightened
joyfully said	exclaimed	surprisingly found	discovered
very fast	rapidly	looked closely	peered
studied deeply	investigated	very nice	gentle
sat back	reclined	walked slowly	sauntered

All  All  All  All

Add one **adjective** to each paragraph. You may select one from the list below or choose one of your own:

All  All  All

presumptuous	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	stringent

All All All All  
All All All

From the **Banned Words List** below, select one word (or form of that word) in each paragraph, and substitute a similar word. (Advanced Level B and all Level C students should replace as many Banned Words as possible.)

Banned Words List

very	little	really	many	such	good	bad
like	walk	great	wonderful	fine	said	big

All

Create a **title** for your report, and put it at the top of the report. Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Other

All

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

B

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight it as directed by your teacher.

- Example: He showed extraordinary faith.

E's

Add **three SSS5's** in a row to one paragraph for emphasis. For example: "We prayed. We fasted. We believed." If you have already done this, highlight them as directed by your teacher.

- Example: They wept. They rejoiced. They united.

All All All All  
All All All

Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**.

All All All All  
All All All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as was, it, and, etc.)

All All All All  
All All All

Add different sentence openers (also known as **introductory material or nonessential information**) to your report. If you have already done these, highlight them as directed by your teacher. You may choose one of the following:

- A subordinate clause opener: **Because sheep can teach us a lot**, we can study their habits.
- A prepositional phrase opener: **In learning about sheep**, we can see their habits.
- An *ing* opener: **Learning about sheep**, we can see Biblical principles.
- An *ed* opener: **Created for good works**, we should seek to please God.
- A short PP that requires a comma: **From the start**, He thought of us.
- An *ly* word (adverb): **Creatively**, God designed man.
- An *ly* phrase or clause followed by a comma: **Creatively designing all things**, God made man.
- A conjunctive adverb: **Thus**, we should be grateful.
- An interjection: **Yes**, we should be grateful.
- Other nonessential material of your choice: **Other than this**, we did not know what happened.

E's

Add a **double** (“the kind and gentle Shepherd”) or **triple** (“the kind, gentle, and caring Shepherd”) **adjective**. Remember to separate items in a series with commas, placing the final comma before the *and*. If you have already done this, highlight it as directed by your teacher. Examples:

- Double: The **loving, gentle** Savior cares for us.
- Triple: The **creative, awesome, and marvelous** God of the universe cares for us.

All All All All  
All All All

Combine two sentences into one in each paragraph using the **conciseness technique** of your choice. If you have already done these, highlight them as directed by your teacher. You may choose from the following:

**\* Appositive usage**

Two sentences: We should worship the Lord. The Lord is King of kings.  
One sentence: We should worship the Lord, **the King of kings**.

**\*Compound verbs:**

Two sentences: We should worship the Lord. We should adore the Lord.  
One sentence: We should **worship and adore** the Lord.

**\*Subordinate clause placement:**

Two sentences: The Lord should be worshiped. He is worthy of praise.  
One sentence: The Lord, **who is worthy of praise**, should be worshiped.

**\*Another nonessential opener:**

Two sentences: The Lord should be glorified. He is worthy of praise.  
One sentence: **Worthy of our praise**, the Lord should be glorified.

**\*Prepositional phrase placement:**

Two sentences: The Lord should be glorified. He should be glorified from the rising of the sun to its going down.  
One sentence: **From the rising of the sun to its going down**, the Lord should be glorified.

**\*Conjunctive adverb:**

Two sentences: The Lord is worthy. Thus, we should worship Him.  
One sentence: The Lord is worthy; **thus**, we should worship Him.

**\*Dash preceding clause or phrase:**

Two sentences: The Lord is worthy of praise. We should worship Him.  
One sentence: We should worship the Lord--**who is worthy of praise**.

**\*Coordinating conjunction between two complete sentences:**

Two sentences: We should worship the Lord. He is worthy of praise.  
One sentence: We should worship the Lord, **for** He is worthy of praise.

**\*Colon usage:**

Two sentences: The Lord is worthy of praise. We should worship Him only.  
One sentence: The Lord is worthy of praise: **we should worship Him only**.

**\*Semicolon between two complete sentences:**

Two sentences: The Lord is worthy of praise. We should worship Him alone.  
One sentence: The Lord is worthy of praise; **we should worship Him only**.

FE

Include one **simile or metaphor** (or more than one, according to your level) in your report. If you have already done this, highlight it as directed by your teacher. Examples:

- Simile-- Comparison using like or as: He is as happy as a lark.
- Metaphor-- Comparison without using like or as: He is a roaring lion.

All E's FE

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All All All All

**Edit each paragraph** of your report with your teacher, and correct any **usage or spelling errors**.

All All All

# Red 1C Week 3

Character Focus: Peacemaking

## Vocabulary Box

Synonyms for *peacemaker*

ambassador	witness	evangelist
apostle	reconciler	mediator
missionary	soul-winner	

## Vocabulary Box

Antonyms for *peacemaker*

whisperer	trucebreaker	dissident
divider	traitor	agitator
dissembler	deceiver	

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

BASIC	<p>On one occasion, Dr. Wilson was invited to speak at a public high school assembly. The principal informed him that his talk would have to be less than thirty minutes.</p> <p>Wilson began by saying, "I hold in my hand something no human eye has ever seen. I obtained it some time ago in McPherson, Kansas, from a gentleman who had never seen it. He assured me that the salesman from whom he had purchased it had never seen it. I brought it along because I thought that perhaps you young people would like to see it. Maybe your principal would like to see it. How many of you would like to see it?" Every hand went up.</p>
EXTENSION	<p>Then the speaker showed them what was in his hand and demonstrated that no one had ever seen it before, nor would they ever see it again. He continued with more intriguing facts and stories. When his time was up, he sat down.</p> <p>The principal, however, leaned over and asked Wilson to continue speaking. After two hours and a thunderous applause, the principal thanked Dr. Wilson and said to the students, "Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know that this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior."</p>
FURTHER	<p>And just what was in the hand of Walter Wilson when he began the assembly? A peanut!</p> <p>He opened the shell, picked up the peanut, and said, "No one has ever seen this peanut before, and now that you have seen it, no one will ever see it again." He then popped it into his mouth and ate it as the audience laughed, clapped, and cheered with delight.</p>

<> **1a.** Read this week's passage aloud.

This passage is about a current day "fisher of men" named Walter Wilson. Mr. Wilson used excellent techniques to get people interested in what he had to share. He spent his life as a peacemaker -- reconciling people to God.

<> **1b.** In the last paragraph of the passage, highlight the following words:

1. seen
2. see
3. sea

In the Checklist Challenge, you are told to eliminate redundancy by changing a word that is repeated within a paragraph to a different word. In the last paragraph of the passage, forms of the word *see* are used for emphasis. When a **word is repeated for emphasis, it is not considered redundant.**

Further Study: Study words that describe other types of peacemakers, such as *ambassador, apostle, missionary, mediator, evangelist, reconciler, soul winner, and witness.*

<> **1c.** On the lines provided, write four synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Synonyms for *peacemaker*

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

3. \_\_\_\_\_ 4. \_\_\_\_\_

<> **1d.** On the lines provided, write three sentences about Walter Wilson. Use three of the synonyms you listed above.

Sentences about Walter Wilson that contain synonyms for *peacemaker*

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

<> **1e.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1f.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling: Soft and Hard c (Examples: candy, center)

<> **2a.** In the passage, highlight the words that have the letter *c* in them.

<> **2b.** Highlight the letter directly following the *c* in the list in the Help Box for 2a, in all of the words except *public*, *purchase*, and *cheered*.\*

In spelling (or reading) words with the letter *c*, the letter directly following the *c* determines what sound the *c* makes:

1. The letter *c* makes its hard (kuh) sound when it is followed by:

- a* as in **candy**
- o* as in **cot**
- u* as in **cuff**
- Any consonant (except in *ch* combinations)

2. The letter *c* makes its soft (suh) sound when it is followed by:

- e* as in **central**
- i* as in **city**
- y* as in **cygnet**

\*Note: These are rules unto themselves:

- 1) A small group of words that ends in *e* and says the hard *c* sound: *public*, *almanac*.
- 2) *Ch* says "chuh" in some of these words.

Optional Spelling Practice  
Unscramble the following  
Basic words.

1. sscnioou

2. cchpsmaloi

3. scxsveeei

4. ssnncaeio

5. tfdciei

6. ccceeaaptn

7. aoiocsnc

8. ectoamnpois

Help Box for 2a.

You should have highlighted the following words:

1. occasion
2. public
3. school
4. principal
5. McPherson
6. purchased
7. because
8. principal
9. continued
10. facts
11. principal
12. continue
13. principal
14. back
15. Christ
16. picked
17. audience
18. clapped
19. cheered

Teacher Tip: The letter *c* often makes two sounds: (1) hard *c* in the case of *candy*, and (2) soft *c* in the case of *cent*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes the soft sound (i.e., *s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes the hard sound (i.e., *k*).

<> **2c.** Copy the words on the lines provided at the level directed by your teacher and highlight the letter(s) following the *c*'s.

**BASIC LEVEL**

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

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

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

4. \_\_\_\_\_  
ascension

5. \_\_\_\_\_  
deficit

6. \_\_\_\_\_  
acceptance

7. \_\_\_\_\_  
occasion

8. \_\_\_\_\_  
compassionate

**EXTENSION**

9. \_\_\_\_\_  
conscience

10. \_\_\_\_\_  
incompleteness

**FURTHER EXTENSION**

11. \_\_\_\_\_  
permanence

12. \_\_\_\_\_  
resemblance

13. \_\_\_\_\_  
catechism

14. \_\_\_\_\_  
association

15. \_\_\_\_\_  
efficient

**Optional Words**

16. \_\_\_\_\_  
whisperer

17. \_\_\_\_\_  
trucebreaker

18. \_\_\_\_\_  
divider

19. \_\_\_\_\_  
traitor

**Review Words**

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

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

<> **2d.** Add this week's new words (minus the Optional Words) to page 56 of your *Spelling Notebook*.

<> **2e.** Optional: Add Review Words to coordinating pages of your *Spelling Notebook*.

Further Study: Memorize all of the verses to the song "Rescue the Perishing" by Fanny Crosby.

Further Study: Look in II Chronicles 1:7-12 for three things we need to ask.

<> **2f.** Every day this week, study these words and any others you have listed in your Review Words section.

<> **2g.** Optional: In your notebook, write eight sentences using eight of the spelling words.

Character Connection:  
Ants display wisdom by diligently working.

### 3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places, and Capitalization

<> **3.** Complete the following steps:

(1) In the paragraphs provided, make corrections at the level directed by your teacher.

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

(2) In the first paragraph, highlight all of the dates, places, and numbers, and correct them if you have not already done so.

(3) In all three of the paragraphs, highlight the proper nouns, and correct their capitalization if you have not already done so.

Optional Spelling Practice  
Write a sentence using one of the Extensions words.

---

---

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---

---

Soon walter teamed up with a christian friend and together they decided to conduct street meetings in downtown kansas city walter had never done nothing like this before however the prospect was exciting to him since he had already studied public speaking and he hoped to become a minister one day. He worked out his message carefully. on the given day the friends drove to the city and chose the busier street corner they could find. At seven thirty in the evening on twelfth street and grand avenue walter and his friend began to sing a gospel song

The passing crowds paused many hurried on to the nearby theater. Others stayed to listen. walter begun his talk and to his dismay he lost his train of thought and stumbled over his words. In his estimation, there first experience was a total failure

However the challenge which he had received from a scottish minister was not to be quenched with one disappointing experience they tried again and again only to be met with more disappointing results. One night while getting ready to speak to the passing crowd walter remembered the creativity and resourcefulness of that scottish minister. he thought of a idea that he could use to attract a crowd

### 4. Study Skills/Prewriting: Outline for Three or Four Paragraph Body of Retelling an Event

## Overview of Retelling Writing Assignment

**I. Topic of report: You will be writing a retelling report about a culture that prepared for and received the Gospel.** You may choose:

- a. The Ethiopian eunuch with Phillip
- b. Ethiopia -- the Gedeo tribe
- c. The Bantu tribes in the Central African Republic in the 1930's
- d. The Karen tribe near Rangoon in 1795 (Adonirum Judson)
- e. The Wa tribe of Burma
- f. The Chinese culture years before Hudson Taylor arrived (with their language symbols)
- g. Pachacuti in the Incan Empire in 1428 and beyond
- h. Prior to Paul in the city of Athens

**II. Number of paragraphs in the body of your report:**

- a. **Basic** students will write **5 paragraphs**.
- b. **Extensions** students will write **6 paragraphs**.

**III. Sentences per paragraph:**

- a. **Basic** students will write **5-7 sentences per paragraph**.
- b. **Extensions** students will write **6-8 sentences per paragraph**.

**IV. Opening paragraph:**

**All students will write an opening paragraph.** You may use any clever, interesting, or attention-getting idea; be sure to include an opening sentence/thesis statement for your entire report within this opening paragraph (may be at the very end of the opening paragraph, if desired). You will take notes and write this after you have written the rough draft of the body, though if you would like to do it sooner, you may flip over to the "Opening Paragraph" notetaking section and do it at any time.

**V. Closing paragraph:**

a. **Basic** students will **not** add a **closing paragraph** to your report. In the Checklist Challenge, you will be asked to add a closing sentence in which you either restate your thesis statement or your title (if it improves your report, of course). You may choose to do that now or wait until you complete the Checklist Challenge. You will take notes and write this after you have written the rough draft of the body, though if you would like to do it sooner, you may flip over to the "Closing Paragraph" note taking section and do it at any time.

b. **Extensions** students **will** write a **closing paragraph**. This will not be a continuation paragraph, but will be a closing--a way to bring your report to an end. You may use any clever, interesting idea to close your report. You may or may not desire to repeat your major points (in the same order that you stated them in your report). In the Checklist Challenge, you will be asked to add a closing sentence in which you either restate your thesis statement or your title (if it improves your report, of course). You may choose to do that now or wait until you complete the Checklist Challenge. You will take notes and write this after you have written the rough draft of the body, though if you would like to do it sooner, you may flip over to the "Closing Paragraph" notetaking section and do it at any time.

**VI. Sources:**

**All** students will use **one source**, though you may use more than one if desired.

Further Study: Listen to an evangelistic sermon tape, such as Ray Comfort's *Hell's Best Kept Secret* or Chuck Colson's *Born Again*.

Optional Spelling Practice  
Fill in the blanks of the following Further Extension words.

1. perman \_\_\_\_ nce
2. resemb \_\_\_\_ ance
3. cat \_\_\_\_ chism
4. asso \_\_\_\_ iation
5. effi \_\_\_\_ ient

Optional Spelling Practice  
List your three most challenging spelling words below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Further Study: Study the words *tongue* and *words* in the book of Proverbs. Record your insights in a journal.

## VII. Quotations in your report:

All students will include **1 direct quotation**. You will be asked to do this when you complete the Checklist Challenge, but your report will be less stilted if you plan for it now, put them in, then highlight or code it when you do the Checklist Challenge (according to your teacher's instructions).

**VIII. Source Citations:** All students will create a list of works cited

## Simple Steps for Retelling Report

In this curriculum, you are asked to write many reports that require gathering information from sources. You need to gather information from sources when you are writing more "research-type" reports, as opposed to creative writing activities in which you already know the information (like a friendly letter, your opinion, or a journal entry). This information gathering can be overwhelming to students, but it does not have to be.

There are some steps in choosing and writing from sources that will help you in any research-type of report that you are assigned to write. These are the steps you will follow for this assignment:

1. Choose material that is at your reading level and writing level.
2. Start with an overview-type of source--and take notes or mark this source for possible main topics for your report.
3. Add sources that are compatible with what you think you might desire as your main topics, if desired.
4. Outline carefully and thoroughly.
5. Take bibliographical notes in your outline for the quote you will include.
6. Write directly from your notes.
7. Outline and write the opening paragraph.
8. **Extensions:** Outline and write the closing paragraph.
9. Complete the CC for your entire paper.
10. Write the final copy of your report.

## Detailed Steps for Retelling Report

Take a closer look at these steps for this report and check off each one as you complete it:

### <> 4a. Choose material that is at your reading level and writing level.

- a. Look for books that are laid out in a user-friendly format (either all about one topic or about multiple topics, with a section dedicated to your topic). **User-friendly means that the book is easy to find information in.** Specifically, you might like a source book that contains any or all of the following:
  - i. **Sidebars** with further explanation of the material
  - ii. **Section headings** that indicate what the next section is about
  - iii. **Pictures, graphs, and drawings** that help to explain difficult information
  - iv. **Short chapters**, but more chapters, that begin anew with each aspect of your topic
  - v. **Vocabulary words** or other challenging/technical terms in bold font or italics and defined somewhere--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
  - vi. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible

## Outlining Tips

Follow these additional tips for outlining:

1. You will take notes sentence by sentence, but **you will have a chance to re-order it later**, so do not be too concerned with getting each sentence in exactly the right order or what to do if you find information later in your research that should be near the beginning of the paragraph, etc.
2. You may write down too much information and omit some of it later when you are writing, if needed, **but do not write down too little information**.
3. Be sure to **include anything in your notes that is difficult to spell or technical** in nature (i.e. dates, names, places, etc.), so you do not have to look these things up when it is time to write.
4. Since you will be writing an opening paragraph or closing paragraph later, **keep your eyes open during the research for the body of your report for anything that you might want to include in those paragraphs**. If you find something that might work for the opening or closing, flip over to the note taking section for it, and jot that information down there.

- vii. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
  - viii. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain
- b. Check for readability/write-ability levels of your text.
- i. If you are unable to "word call," that is, to read/sound out, the words of your source, the source will probably be too difficult for you to use. To be sure you can at least read the words of your source, try one of these readability tests:
    - (1) **The five finger rule:** If you are unable to read five words or more on a page of the source you are considering, that source is probably too difficult.
    - (2) **The 19/20 rule:** If you cannot read at least nineteen out of twenty words, the source is probably too hard. This usually equates to no more than one misreading in a short paragraph or two in a longer one.
  - ii. Keep in mind when you are considering readability of your source (the ease in which you can read the material and comprehend it) that your comprehension of the material must be high enough to not only briefly understand the content—but also high enough to be **able to take notes and write from it**.
- c. For this report, you may consider any of the following sources or choose a different one altogether.
- i. *Peace Child* by Don Richardson
  - ii. *Eternity in Their Hearts* by Don Richardson

### <> 4b. Start with an overview-type of source--and take notes or mark this source for possible main topics for your report.

Before you can fully research a topic to write about it, you need to have a good overview of the aspects you will be writing about. This is true in any research-type of writing, whether it is biographical, scientific, historical, or general knowledge.

Follow these tips in choosing your overview source and marking important sections:

- a. As you start out getting a broad idea of your subject, **always keep in mind the length of the assignment**. With each aspect of your topic that you come to, you want to be thinking *Oh, this would work for a major topic or paragraph* or *This would not work because it is too detailed, and I am only writing a few paragraphs*, etc. **The number of sentences and paragraphs you will be writing should always be at the forefront of your mind** when gathering material—to ensure that you get enough material, but not too much.
- b. **For this step, pick out an encyclopedia; online article; short, book about the topic; biographical compilation containing your character;** etc.
- c. Once you have found a source for this step that you think will give you the overview you need to get an idea of what you might want to include in your paper, follow these steps:
  - i. **Read your entire overview source** first to determine its contents.
  - ii. **Read your entire overview source again, this time while marking your source with notes** (either sticky notes along the edges or highlighters) to indicate any parts or section headings that you think might make good sections or paragraphs for your report. You are not locked in to using these, but an overview book will give you some ideas of paragraph topics, what your topic's major areas are, etc. While marking your overview source, keep in mind the assignment length—and remember, you will probably not be able to use every aspect of your topic that your overview source does. You will likely be writing less than your source has, so choose the aspects of your topic that either best fulfill the assignment or sound the most interesting to you.

<> **4c. Add sources that are compatible with what you think you might desire as your main topics, if desired.**

You will use your additional source(s) to your report.

<> **4d. Outline carefully and thoroughly.**

When you do a Key Word Outline over material given to you, you just take a group of paragraphs and write an outline using key words from each sentence of each paragraph. However, when you research and find your own information, you will not take notes on every paragraph and every sentence of your source! That is why you used an overview source first---to get an idea of your paragraph topics (or section topics). In order to outline from your source material, you need to know more about the book(s) you will be writing from.

Follow these tips to outline your report:

- a. **Re-skim your overview source** to see if there are any parts of your character's life that you have missed and might want to include in your report and highlight these new "finds" or mark them with sticky notes.
- b. **Skim your additional source(s)** by following these tips:
  - i. Look through your source(s) to **become familiar with it**.
  - ii. Look through it again to find any signaling points---chapter titles, section headers, etc. that will help you find your way around your book more easily.
  - iii. Study your source to **see if it has many of the aspects that you would like to include in your report** that you have already marked in your overview source.
  - iv. **Put sticky notes with section or paragraph headers along the edges of the book wherever you find information that you think you might want to use in your report.** Look especially for details or "heart" information that fits well with some of the aspects you chose from your overview source.
  - v. While reading about your topic, **think about how you might divide your information among the paragraphs.**
- c. Take notes following these steps:
  - i. Look back at your sticky notes or highlighted overview source to **find the major aspects of your topic** that you want to include in your report.
  - ii. **Decide if each of these aspects could be one paragraph in length.** If so, you may write these paragraph topics on the Topic of Paragraph lines provided---in the order you think you want to include them.
  - iii. If an aspect of your topic is more than one paragraph in length, **decide how you can further break up this information.** For example, if your information about your animal's habitat is detailing its winter home and its summer home, each of these areas could become one paragraph. **Look for logical paragraph breaks, keeping in mind that a paragraph is a unit of thought.**
  - iv. **Once you have your paragraph topics determined, use both of your sources to fill in the details,** writing enough information that you can write directly from your notes without looking back in your source(s) later.
  - v. Remember, your outline is for you. **You need to be able to write your report from your outline only.**
  - vi. Do not get more than thirty percent of your information from your overview-type source as you want to get into the habit of writing from various sources, not just relying on encyclopedia-type sources.
  - vii. You will take notes sentence by sentence for each paragraph (with each line of notes being one sentence) you will want to write, but **you will have a chance to re-order it later,** so do not be too concerned with getting each

### Choosing Source Material

Specifically, you might like a source book that contains any or all of the following:

1. **Sidebars** with further explanation of the material
2. **Section headings** that indicate what the next section is about
3. **Pictures, graphs, and drawings** that help to explain difficult information
4. **Short chapters**, but more chapters, that begin anew with each aspect of your topic
5. **Vocabulary words** or other challenging/technical terms in bold font or italics and defined somewhere--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
6. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible
7. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
8. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain

Further Study: Read a biography of Fanny Crosby.

Character Connection: Stephen was a wise peacemaker who felt that reconciling men to God was more important than his earthly life.

- sentence in exactly the right order or what to do if you find information later in your research that should be near the beginning of the paragraph, etc.
- viii. You may write down too much information and omit some of it later when you are writing, if needed, but **do not write down too little information.**
  - ix. Be sure to **include anything in your notes that is difficult to spell or technical** in nature (i.e. dates, names, places, etc.), so you do not have to look these things up when it is time to write.
  - x. **You may or may not use all of the sentence lines**, according to the number of sentences assigned to you.
  - xi. Since you will be writing a closing paragraph later, keep your eyes open during the research for the body of your report for anything that you might want to include in those paragraphs. If you find something that might work for the opening or closing, flip over to the note taking section for it, and jot that information down there.

<> 4e. Take bibliographical notes as needed for your assignment.

a. Using Quotations Within Your Report

- i. You are assigned the adding of quotations to your report. This is done in much the same way that citing sources for non-quoted material is done, except rather than paraphrasing the information (writing it in your own words), **you will quote the book or source directly as it is written, using quotation marks to show that those are not your words but are somebody else's words.**
- ii. When you are taking notes and planning to use a quotation, **you may either put the quote, word for word (along with the source) in your notes or you may reference the page number and then look it up while writing.** (Most writers find it easier to put the quotation directly in their notes rather than searching for information while writing.)

Information directly in your notes for quote:

Sentence 5: "Have we ever found a fish emerging from the water to become the first amphibian?"

Unlocking...(Dennis R. Petersen)

Information with page number and source:

Sentence 5: Fish not become amphibian quote page 230 Unlocking...Dennis R. Petersen

- iii. Regardless of how you indicate your quote in your notes, in your report, it can look any of the following ways:

In *Unlocking the Mysteries of Creation*, Dennis R. Petersen agrees: "Have we ever found a fish emerging from the water to become the first amphibian?"

Dennis R. Petersen, creation scientist, agrees: "Have we ever found a fish emerging from the water to become the first amphibian?" (*Unlocking the Mysteries of Creation*).

*Unlocking the Mysteries of Creation* makes this point well: "Have we ever found a fish emerging from the water to become the first amphibian?" (Dennis R. Petersen).

b. **ALL** Make bibliography cards to use in writing your List of Works Cited as shown below.

List of Works Cited

Davis, Kenneth C. *Don't Know Much About American History*, Harper Collins Publishers, New York, 2003.

"Mammals," *World Book*, Volume M, 2002.

Reish, Donna, "Creating a Love for Learning," *IAHE Informer*, May/June 2005, pages 22-28

**Paragraph One of Body**

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

**Paragraph Two of Body**

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

**Paragraph Three of Body**

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

**Paragraph Four of Body**

Topic of Paragraph 4 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

Sentence 7 \_\_\_\_\_

Sentence 8 \_\_\_\_\_

Sentence 9 \_\_\_\_\_

Sentence 10 \_\_\_\_\_

## Bibliography Cards

Book

Author \_\_\_\_\_, \_\_\_\_\_  
Last name first name (and middle, if given)

Full title of book (underlined since it is a major work; you will italicize if you type this information):

\_\_\_\_\_

Publisher: \_\_\_\_\_

City of publication: \_\_\_\_\_

Year of publication: \_\_\_\_\_

Magazine Article

Title of Article (in quotation marks since it is a minor work):

\_\_\_\_\_

Name of magazine or periodical (underline since it is a major work; you will italicize if you type this information on the computer):

\_\_\_\_\_

Volume (month and year): \_\_\_\_\_

Pages of article: \_\_\_\_\_

Encyclopedia or Internet Article

Title of Article (in quotation marks since it is a minor work):

\_\_\_\_\_

Name of encyclopedia (underline since it is a major work; you will italicize if you type this information on the computer):

\_\_\_\_\_

Volume (letter or number): \_\_\_\_\_

Year of publication: \_\_\_\_\_

Write cd-rom version or internet version (and its http for internet versions) on the lines if either of these two applies:

\_\_\_\_\_

## 5. Structural Analysis: Then vs. Than

<> **5a.** In the passage, highlight the following words:

1. *Than* in the first paragraph (less **than** thirty minutes)
2. *Then* in the last paragraph (He **then** popped it into his mouth . . .)

For writers of all ages, the words **then** and **than** are commonly confused words.

You need to be able to distinguish between the two:

1. Then
  - a. Used to show a **sequence of events**
  - b. Example: First, this happened. **Then**, this happened.
  - c. **Then** has an e; **next** has an e; **then** means **next**.
2. Than
  - a. Used to **compare two things**
  - b. Examples:
    - 1) Less **than** something
    - 2) Something is more **than** something else

<> **5b.** Study the Grammar Card about *then* vs. *than* provided in this lesson.

<> **5c.** Optional: Make a Grammar Card about *then* vs. *than*, or add new information to an existing card.

<> **5d.** In your notebook, write ten sentences using *then* and *than*.

## 6. Composition/Creative Writing: Write Original Retelling Report About a Culture Who Received the Gospel (Rough Draft of Body)

<> **6a.** Now you are ready to write an informative essay, following these steps:

- (1) Read the notes you have made for the first paragraph of the body of your report.
- (2) Re-order any notes that are not in the order you would like for them to be in when you write. Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use. (Of course, if you desire to change the paragraph order of your report, you should mark your paragraph notes accordingly This is only if you will not write your paragraphs in the order you have your paragraph notes.)
- (3) Write the first paragraph of your report.
- (4) Repeat the steps above for the remainder of your report.
- (5) Write on every other line or double space (if typing) your report to make it easier to complete the Checklist Challenge later.
- (6) Write your List of Works Cited page, using the information you filled in on the bibliography cards while you were outlining.
- (7) Outline and write opening paragraph and/or closing paragraph later if they are assigned in this lesson.

<> **6b.** Read the body of your report aloud. Do you like the way it sounds?

## 7. Grammar/Punctuation: Series of Three or More Items

<> **7a.** Highlight these parts of sentences in the passage:

1. *opened the shell, picked up the peanut, and said*
2. *laughed, clapped, and cheered with delight*

The phrases above are examples of commas being used to separate three or more items in a series. When your writing includes a list with three or more items, you should put commas between each item, with the last comma coming right before the coordinating conjunction and or (when there is an and or or).

This rule works for any items of three or more, such as:

1. Three or more **nouns**: schools, churches, and clubs
2. Three or more **verbs**: demonstrate, sing, and recite
3. Three or more **adjectives**: capable, talented, Godly students
4. Three or more **adverbs**: they gladly, heartily, and cheerfully demonstrated
5. Three or more **phrases**: They went into schools, around various churches, and before certain clubs.

<> **7b.** Study the Grammar Card about using commas in a series provided in this lesson.

<> **7c.** Optional: Make a Grammar Card about using commas in a series, or add new information to an existing card.

<> **7d.** Put commas in the sentences provided according to the rules learned in this lesson.

1. True peace is brought about by God based on God's holiness and involves the first six Beatitudes.
2. Merchants from Rome India Greece and Egypt came to Adule.
3. At its height, the Incan Empire included portions of present-day Columbia Ecuador Peru and Argentina.
4. Pachacuti's engineers constructed palaces temples and forts with amazing architectural ingenuity and skill.
5. He read about Adam Noah and the patriarchs.
6. The Incan people were corrupted perverted and without truth.
7. Walter Wilson was a noted physician speaker and soulwinner.
8. The lessons he learned as a soul-winner doctor and businessman provide a wealth of examples of what God is able to do through one who is committed to making Christ known in all his ways.
9. Walter gave a clear eloquent short presentation of the Gospel.
10. With such an introduction he had the attention of every student every teacher and the principal.
11. He opened the shell picked up the peanut and spoke.
12. The Holy Spirit reveals the Scriptures exalts the Savior magnifies the Father and gives power.

### Grammar Card: Quotations—Speech Tag


- A speech tag (words showing who the speaker is) can precede or follow the quotation:
  - She said**, “Jesus is meek.”
  - “Jesus is meek,” **she said**.
- Speech tags are not surrounded by quotation marks
- When a speech tag comes at the beginning of a quotation, a comma should follow the speech tag: Father said, “Get all of your jobs done.”
- When a speech tag comes at the end of a quotation, a comma, question mark, or exclamation mark should be placed before the speech tag, inside the ending quotation mark: “Have you read it?” asked Susan.
- Use a comma instead of a period even if a complete sentence (in quotations marks) precedes the speech tag: “I read it,” he said.

Further Study: Read about wise peacemakers in a book of short essays, such as *Eternity in Their Hearts* by Don Richardson, *Peace Child* by Don Richardson, or *They Found the Secret*.

Character Connection: A wise peacemaker will always work towards reconciliation in relationships.

### Grammar Card: Then vs. Than

- Then
  - Often an adverb, **telling when**
  - Tells a sequence: First this happened; **then that happened**.
- Than
  - Comparison word**
  - Compares one thing to another: This blue is darker **than that one**.

 Remember that the word *then* has an *e* in it; so does the word *next*. *Then* means *next*. *Than* is a comparison word; it does not mean *next*.

13. He then popped it into his mouth and ate it as the audience laughed clapped and cheered with delight.
14. Walter said that he would give God his hands his limbs his eyes his lips and his brain.
15. He was practicing medicine helping to manage a large company assisting in a church ministry giving radio messages and providing spiritual leadership for his family.

<> **7e.** Optional: In your notebook, write sentences with commas separating a series of three or more items:

BASIC LEVEL: Write twenty sentences.

EXTENSIONS: Write twenty-five sentences containing information from a character book.

## 8. Grammar/Sentence Structure: Quotation Marks/Writing Dialogue

<> **9a.** In the passage, highlight the quotation marks.

The quotation marks in the passage were used to show one dialogue: He began by saying, "I hold in my hand..."

Quotation marks are used for different reasons, such as the following:

1. To show special words or special meanings of words: "original poetical addresses"
2. To point out minor works: "All the Way My Savior Leads Me"
3. To show someone's spoken words in dialogue (like in the passage)

In the case of using quotation marks to point out minor works, you need to know which works are considered minor works and which are considered major works:

1. **Major works**--Underline these or write them in **italics** (when typing):
  - a. Titles of books
    - i. *Ready to Give an Answer*
    - ii. *Cloud of Witnesses*
  - b. Titles of CD's, cassettes, etc.
    - i. *Christmastime*
    - ii. *Hymns of Praise*
  - c. Titles of magazines or newspapers
    - i. *The Wall Street Journal*
    - ii. *Time*
  - d. Titles of movies, videos, programs
    - i. *The Hiding Place*
    - ii. *Funniest Home Videos*
  - e. Names of ships
    - i. *USS Alabama*
    - ii. *USS Lincoln*
  - f. Titles of encyclopedias, dictionaries, or other reference materials
    - i. *Encarta Encyclopedia*
    - ii. *Encyclopedia Britannica*
2. **Minor works**--Put these in **quotation marks**:
  - a. Titles of chapters within books

Further Study: Memorize the Roman Road to salvation and practice the verses and applications with a partner.

- i. "The Long Road Home"
- ii. "Wealth and Government"
- b. Titles of songs on CD's and cassettes
  - i. "I Can Only Imagine"
  - ii. "Amazing Grace"
- c. Titles of articles in magazines or newspapers
  - i. "Troop Increase Opposed in Congress"
  - ii. "Obama Announced Exploratory Committee"
- d. Titles of articles or entries in encyclopedias
  - i. "The American Revolution"
  - ii. "Potatoes"

In the case of using quotation marks to point out "special words":

1. They are used to draw attention to a special word ("righteous").
2. They are used to indicate that a word has a different meaning than usual.

In writing quotation marks for dialogue consider these points:

1. Each time a new speaker begins speaking, a new paragraph is begun (not when the same speaker says another sentence—just when a different speaker begins).
2. Speech tags are used to show who is speaking—and sometimes to show how the quote was said (**She answered softly**, "Yes, I know the Savior.")
3. Speech tags can be placed before the quotation or after the quotation:
  - a. Before: **She said**, "I am here."
  - b. After: "**I am here**," she said.
4. Commas always separate the speech tag from the quotation:
  - a. When the speech tag is before the quotation: She said<sub>1</sub>, "I am here."
  - b. When the speech tag is after the quotation: "I am here<sub>1</sub>," she said.
5. Every word that is spoken by a person is put within the quotation marks.

In writing with quotation marks, you need to learn many rules—some of which are rather tricky. For this week, anyway, you need to remember the following:

1. **Periods always go inside quotation marks.**
2. **Commas always go inside quotation marks.**
3. **Exclamation marks and question marks go inside quotation marks only if they are part of the quote.**

<> **9b.** Study the Grammar Cards about quoting special words or minor works and general quotation rules provided in this lesson.


<> **9c.** Optional: Make Grammar Cards about quoting special words or minor works and general quotation rules or add new information to existing cards.

<> **9d.** Put punctuation and quotation marks in the sentences below according to this week's lesson on quotations.

1. Jesus said Pray ye therefore the Lord of the harvest that he will send forth labourers into his harvest
2. The caller asked Dr. Wilson Would you be willing to take a charity case
3. His wife reminded him of the words to the song God moves in mysterious ways, His wonders to perform

### Grammar Card: Quotation Marks—Split Quotations

- Use commas to set off a speech tag in the middle of a quotation:
  - Place one comma after the first part of the quotation (inside the quotation mark) and one comma after the speech tag (before the remainder of the quotation)
  - The second half of a split quotation begins with a lower case letter: "Taste and see," said Jeremiah, "that the Lord is good."
- The sentence requires a "split quotation" if you mentally omit the speech tag in the middle and it remains one complete sentence: "Taste and see," said Jeremiah, "that the Lord is good." (Taste and see that the Lord is good)

 **A quotation is only a split quote if you can remove the speech tag in the middle and the remaining words make up only one sentence (not two sentences). If your remaining words are two sentences, start the second half with a capital letter; it is not a split quote**

Further Study: Make a wordless salvation book, bead necklace, or computer art with the following colors and meanings to explain salvation to someone: **black** heart, **red** blood, **white** heart, **green** growth, **gold** streets.


Further Study: View a video in which someone is reconciled to others via a peacemaker, such as *Treasures of the Snow* or *Pollyanna*.

Further Study: Read about countries in which missionaries from your church minister in a book such as *Operation World*.

4. Just before he died, he asked Walter to kneel by his bed, and he prayed Lord I am old. Soon I will not be able to preach or witness any longer
5. Make this lad my successor and endue him with power from on high said the aged minister
6. Walter Wilson spoke up Ladies and gentlemen, long ago a handful of shepherds were curious, just like you, and their curiosity led them to Jesus Christ
7. How many of you would like to see it asked Walter.
8. The principal told the students Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior

### Grammar Card: Series of Three or More Items, Phrases, or Clauses

- Use commas to separate items in a series of three or more, including before the *and* or *or*: Jesus Christ is the Way, the Truth, and the Life.
- See the Parallelism Grammar Card

 Be sure to put the last comma in a series just before the *and*: She wrote, edited, and printed. If you do not, it looks like the first item is by itself and the last two are a set. She wrote, edited and printed (incorrect).

### Grammar Card: Quotation Marks—General

- **Used for dialogue, minor works, special words, and partial quotations**; do not use quotation marks for thoughts
- When quotation marks show a partial quotation or a minor work and a comma follows them, **place the comma inside the ending quotation mark**: We should read the “Daily Devotional,” and we should study the Bible.
- When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period may be placed inside the quotation mark**—but not exclamation marks or question marks:
  - I read the “Daily Devotional.”
  - Did you read the “Daily Devotional”? (Place the question mark outside since it is not part of the quotation.)
- **Always put periods and commas inside quotation marks**
- **Put a question mark or exclamation mark inside the quotation marks only if it is part of a quotation**; otherwise, it should be placed outside the quotation marks:
  - “Is he coming over?” they asked. (Place the question mark inside since it is part of the quotation.)
  - “Watch out!” he exclaimed. (Place the exclamation mark inside since it is part of the quotation.)
- Put dashes or parentheses inside the quotation marks only if they are part of the quotation
- A final semicolon or colon should be placed outside the quotation marks at all times
- Do not use quotation marks for indirect quotes: She said that he was born in Missouri. (Instead of: She said, “He was born in Missouri.”)

 Periods and commas always go inside ending quotation marks.

9. In 1913, a returned missionary asked Walter a very penetrating question What is the Holy Spirit to you
10. The missionary explained When the Spirit has His own way in your soul, He will do freely what He came to do—reveal the Scriptures, exalt the Savior, magnify the Father, and give power in service and victory in the battle with Satan
11. The missionary suggested If you will seek to know the Holy Spirit personally, He will transform your life
12. I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice read Dr. Gray
13. Walter Wilson spoke specifically to the Holy Spirit I have mistreated You all of my Christian life. I have treated You like a servant. When I wanted You, I called for You
14. You may send this body to Africa, or You may lay it on a bed of affliction. It is Your body from this moment on continued Walter Wilson.
15. After speaking of the wonders of the Creator and His salvation, Walter quoted The fool hath said in his heart, there is no God
16. We can help a person establish the fact of his sinful condition by quoting For all have sinned, and come short of the glory of God
17. Finally Walter would ask Has God’s advertising campaign about the birth of His Son been effective or completely vain in your life
18. He would ask Have you ever noticed the miracle of a limb on a tree
19. Walter would ask a lawyer Have you arranged for anyone to represent you at the Great White Throne in the Supreme Court of the universe
20. Walter would patiently reason with a person, saying If good works could atone for our sin, how can we know when we have done sufficient good to blot out our misdeeds from God’s record

↔ **9e.** Optional: In your notebook, write sentences with quotation marks showing minor works, special words, and dialogue.

**BASIC LEVEL:** Write twenty sentences.

**EXTENSIONS:** Write twenty-five sentences—using information from a character book for half of them.

## 9. Composition: Write an Original Report Retelling an Event

- <> 9. With all of your notes about audience, focus, opening paragraph, etc. and your formal outline, you are ready to write your 8–10-paragraph biography in your notebook or on the computer, following these steps:
1. Read the notes you have made for the first paragraph of the body of your report.
  2. Re-order any notes that are not in the order you would like for them to be in when you write. Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use. (Of course, if you desire to change the paragraph order of your report, you should mark your paragraph notes accordingly This is only if you will not write your paragraphs in the order you have your paragraph notes.)
  3. Write the first paragraph of your report.
  4. Repeat the steps above for the remainder of your report.
  5. Write on every other line or double space (if typing) your report to make it easier to complete the Checklist Challenge later.
  6. Write your List of Works Cited page, using the information you filled in on the bibliography cards while you were outlining.

Optional Spelling Practice  
Fill in the blanks of the following Basic words.

1. cons \_\_\_\_ ious
2. acco \_\_\_\_ plish
3. ex \_\_\_\_ essive
4. as \_\_\_\_ ension
5. defi \_\_\_\_ it
6. ac \_\_\_\_ eptance
7. occa \_\_\_\_ ion
8. compas \_\_\_\_ ionate

Optional Spelling Practice  
Fill in the blanks for the following Extension words.

1. con \_\_\_\_ cience
2. incomplet \_\_\_\_ ness

## 10. Study Skills/Prewriting/Composition: Take Notes and Write Original Opening Paragraph

- <> 10a. Now that you have the body of your report written, you are ready to write notes for an original opening paragraph to go with the body. Follow these steps:
1. Read the body of your report aloud to yourself, and consider the options for opening your report.
    - a. Scripture passage
    - b. Song
    - c. Story
    - d. Definition
    - e. Example in Scripture
    - f. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)
  2. Now that you have decided how you are going to open your report, you are ready to write notes for your opening paragraph. Follow these steps:
    - a. Write only notes—not complete sentences.
    - b. It is okay if you have too much information. You can omit some later when it is time to write.
    - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
    - d. Write your notes on the lines provided.

Further Study: Look in Scripture for verses containing *messenger*, *speak*, and *declare*.

## Notes for Opening Paragraph

Further Study: Study the life of Stephen in Acts 6:8-7:60

Further Study: Read a fictional story of reconciliation, such as *Heidi* by Spyri.

### Grammar Card: Quotation Rules—Dialogue

- In all dialogue (conversation), start a new paragraph when each speaker begins speaking, regardless of the length of the quotation.

Formal Outline: The purpose of a formal outline is to use it to write well. When you are finished with your outline, you should be able to write your whole report with your notes only. Be sure that you include enough information to write your report without looking back in your sources (i.e., dates, names, places, etc.).

↔ **10b.** Using your notes for your opening paragraph, write the opening paragraph of your report in your notebook, writing on every other line.

## 11. Punctuation: Quotations -- Split Quotations

↔ **11a.** In the passage, highlight the quote that reads, “hold in my hand something no human eye has ever seen. . . .”

This paragraph is a quotation of a person’s words; however, it does not show who the speaker is.

In dialogue, especially a monologue like this one or a dialogue with only two speakers, it is not necessary to constantly put speech tags. The key to knowing when to use speech tags and when not to use speech tags is to clarify who the speaker is at all times.

In the passage, it is obvious who is speaking in the third paragraph---Walter Wilson.

There are other quotation rules you should know: rules for writing with split quotations.

A “split quotation” is used when the speech tag is put in the middle of a sentence instead of at the beginning or end. When this is done, the speech tag should be set off by commas as follows: “I hold in my hand,” he remarked, “something that no human eye has ever seen.”

1. One comma after the first part of the quotation—inside the quotation mark: “I hold in my hand,” he remarked.
2. One comma after the speech tag—before the remainder of the quotation: . . . he remarked, “something that no human eye has ever seen.”
3. Example of a split quotation: “I hold in my hand,” he remarked, “something that no human eye has ever seen.”

4. The second half of the split quote begins with a lowercase letter to show that it is a continuation of the first half—not a complete sentence by itself.

The key to understanding split quotations is to mentally take out the speech tag and **see if you have only one complete sentence remaining**. If you do, the sentence requires a “split quotation”:

1. “I hold something special in my hand,” he remarked. “No human eye has ever seen it.” This is two separate sentences:
  - a. I hold something special in my hand.
  - b. No human eye has ever seen it.

•Therefore, you cannot put the speech tag between the two and combine it into one sentence—this would create a run-on sentence (two complete sentences running together).

2. “I hold in my hand,” he remarked, “something that no human eye has ever seen.” This is one complete sentence with the speech tag between two parts of the sentence—a split quotation:
  - a. I hold in my hand
  - b. the clause -- something that no human eye has ever seen.

Without the speech tag (mentally remove it), you can see that it is really all one sentence: *I hold in my hand something that no human eye has ever seen.*

<> **11b.** Study the Grammar Cards about split quotations and dialogue provided in this lesson.


<> **11c.** Optional: Make Grammar Cards about split quotations and dialogue, or add new information to existing cards.

<> **11d.** Put proper punctuation in the sentences provided.

1. The Ethiopian read He is brought as a lamb to the slaughter, and as a sheep before her shearers is dumb, so he openeth not his mouth
2. These men will bring you a message from the God you seek; wait for them the voice said to Warrasa
3. They explained the message Koro sent word to our forefathers long ages ago that He has already sent His Son into the world to accomplish something wonderful for all mankind
4. The people answered He is supposed to bring us a book like the one our forefathers lost long ago
5. They asked the interpreter Is this the white brother we have been waiting for
6. Could our forefathers have been mistaken asked a young Karen man
7. The older men of the tribe reassured him Don't worry, he will come
8. The Wa men fell to their knees and asked Have you brought us the Book of God
9. Years later he recalled Never shall I forget the feeling that came over me then
10. He continued From that time the conviction has never left me that I was called to China
11. The message said Mankind, come to the man on the tree
12. He decreed aloud The worship of Viracocha must be confined to the ruling caste for it was too subtle and sublime for ordinary folk
13. Robert spoke aloud There are only two religions in the world
14. He went on to explain One was invented by man and man tries to save himself through ceremonies and good works

### Grammar Card: Quotation Marks—Split Quotations

- Use commas to set off a speech tag in the middle of a quotation:
  - Place one comma after the first part of the quotation (inside the quotation mark) and one comma after the speech tag (before the remainder of the quotation)
  - The second half of a split quotation begins with a lower case letter: “Taste and see,” said Jeremiah, “that the Lord is good.”
- The sentence requires a “split quotation” if you mentally omit the speech tag in the middle and it remains one complete sentence: “Taste and see,” said Jeremiah, “that the Lord is good.” (Taste and see that the Lord is good)

 **A quotation is only a split quote if you can remove the speech tag in the middle and the remaining words make up only one sentence (not two sentences). If your remaining words are two sentences, start the second half with a capital letter; it is not a split quote**

Optional Spelling Practice:  
Choose the correct spelling of  
the following Basic words.

1. conscious      consious
2. acomplish     accomplish
3. exesive        excessive
4. assension     ascension
5. deficit         defisit
6. acseptance    acceptance
7. occation       occasion
8. compassionate compasionate

15. He continued The other is revealed in the Bible and teaches men to look for salvation from the free grace of God
16. Peace flooded John Calvin and he remarked God Himself produced the change, and he instantly subdued my heart to obedience
17. I was withdrawn from the study of theology and put to the study of law in order to be in obedience to the will of my father declared John Calvin
18. You are no longer safe in France friends told John
19. Calvin directed the inauguration of the reign of God in Geneva when he said In the name of Almighty God, that whereas the preservation of the Holy Gospel of our Lord Jesus Christ in all its purity is the highest of human actions
20. Calvin gave congregations the following instructions The children shall sing loudly and distinctly, the people giving the closest attention and memorizing the melody as sung, until, little by little, everyone gets accustomed to singing in unison

<> **11e.** Optional: Write sentences in your notebook using the quotation rules learned over the last two weeks.

BASIC LEVEL: Write twenty sentences.

EXTENSIONS: Write twenty-five sentences using information from a character book.

## 12. Spelling: Spelling Test

<> **12a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.

<> **12b.** (T) Have your teacher check your Spelling Test.

<> **12c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## 13. Dictation: Dictation Quiz

<> **13a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **13b.** (T) Review your dictation with your teacher.

<> **13c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

## Extra Practice (Optional)

- 1E. In your notebook, write twelve sentences using *then* and *than*.
- 2E. In your notebook, take notes for another paragraph about a different peacemaker.
- 3E. In your notebook, turn your notes from 2E into your own paragraph
- 4E. Edit and revise your paragraph from 3E using this week's Checklist Challenge.
- 5E. In your notebook, write thirty words with hard and soft *c*.
- 6E. Read a book about a person who was a peacemaker.
- 7E. Make a minit-book containing your paragraph from 3E.
- 8E. In your notebook, write twenty sentences about a godly hero who was a peacemaker.
- 9E. In your notebook, copy Scriptures that contain the words *peacemaker*, *peace*, *followers*, *disciples*.



# Red 1C Week 4

Character Focus: Peacemaking

## Vocabulary Box

Synonyms for *peacemaker*

ambassador	witness	evangelist
apostle	reconciler	mediator
missionary	soul-winner	

## Vocabulary Box

Antonyms for *peacemaker*

whisperer	trucebreaker	dissident
divider	traitor	agitator
dissembler	deceiver	

## 1. Copying, Vocabulary, and Comprehension

### This Week's Passage

BASIC

A young boy in England named Hudson Taylor listened to his father pray every night at dinner for the unevangelized masses of China. He knew that before he was born, his parents had prayed that he would go to China someday as a missionary. When he was a young adult, he struggled with his calling and his walk with the Lord. It wasn't until Hudson Taylor gave up his earthly goals and told the Lord he would go anywhere, do anything, suffer whatever His cause might demand, and be wholly at His disposal that he was ready to go to China.

Once he was committed to going to China, Hudson Taylor immediately began the mammoth task of learning the Chinese language. The Chinese language is based on 214 symbols, called "radicals," that are combined to form between thirty thousand and fifty thousand ideographs. It is in these ideographs that we see the God-designed witnesses of His Gospel.

EXTENSIONS

For example, the ideograph for *righteousness* has two parts: the upper symbol, meaning "lamb," and the lower symbol, meaning "I." The message, then, is that "I, under the Lamb, am righteous."

The ideograph for *tree* is a cross with the symbol for man superimposed upon it. The ideograph for *come* builds upon this one, with two small symbols of man, representing mankind, on either side of the tree, with the larger man superimposed on it. The message is "Mankind, come to the man on the tree."

<> **1a.** Read this week's passage aloud.

This passage tells about a famous peacemaker, Hudson Taylor. Since Hudson Taylor was going to be "fishing" in China, he set out to learn the Chinese language.

It is interesting to see that the very basis for much of the Chinese writing is centered on Christ!

<> **1b.** In the second paragraph of the passage, highlight the word *ideographs*.

<> **1c.** Look up the word *ideograph* in the dictionary, and write the definition in your own words on the lines provided.

Definition of *ideograph*

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<> **1d.** On the lines provided, write four synonyms for *peacemaker* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Further Study: Read a book about the wise and resourceful peacemaker Walter Wilson.

### Synonyms for *peacemaker*

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

<> **1e.** Using three of the synonyms you listed for *peacemaker*, write three sentences about Hudson Taylor on the lines provided.

### Sentences about Hudson Taylor containing synonyms for *peacemaker*

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

<> **1f.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1g.** (T) Review your copy with your teacher, and correct any errors.

## 2. Spelling: Hard and Soft *g* (Examples: game, gem)

<> **2a.** In the first copy box of the passage, highlight the words that contain the letter *g*.

The letter directly following the *g* determines the sound of the *g*—just like with the letter *c* from last week. In spelling (or reading) words with the letter *g*, the letter directly following the *g* determines what sound the *g* makes:

1. The letter *g* makes its hard (guh) sound when it is followed by any of the following:
  - a. *a* as in **organ**
  - b. *o* as in **got**
  - c. *u* as in **gum**
2. Any consonant (except in *gh* combinations):
  - a. **gloat**
  - b. **green**
  - c. **Gwen**
  - d. **ignite**
3. The letter *g* makes its soft sound (juh) when it is followed by:
  - a. *e* as in **gemstone**
  - b. *i* as in **giant**
  - c. *y* as in **gymnasium**

Further Study: Prepare and deliver a speech about Walter Wilson, including his resourcefulness, inviting stories, and analogies.

### Help Box for 2a.

You should have highlighted the following words:

1. young
2. England
3. night
4. unevangelized
5. go
6. young
7. struggled
8. calling
9. gave
10. goals
11. go
12. anything
13. might
14. go
15. going
16. began
17. learning
18. language
19. language
20. ideographs
21. ideographs
22. God-designed
23. Gospel

Teacher Tip: The letter *g* often makes two sounds: (1) hard *g* in the case of **game** and (2) soft *g* in the case of **gem**. The sound that *g* makes in individual words is usually determined by the letter directly following the *g*. When the letter *g* is followed by an *e*, *i*, or *y*, it makes the soft sound (j). When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes the hard sound (g).

<> **2b.** For the words listed below, complete the following steps:

- (1) Copy the spelling words on the lines below that follow the rules from above at the level directed by your teacher.
- (2) Highlight the letter directly following the *g* in the listed spelling words to remind you of this week's rule.

**BASIC LEVEL**

- |                          |                        |
|--------------------------|------------------------|
| 1. _____<br>progeny      | 2. _____<br>originate  |
| 3. _____<br>inorganic    | 4. _____<br>navigation |
| 5. _____<br>negotiations | 6. _____<br>analogies  |
| 7. _____<br>terminology  | 8. _____<br>longitude  |

**EXTENSION**

- |                         |                            |
|-------------------------|----------------------------|
| 9. _____<br>immigrant   | 10. _____<br>argumentative |
| 11. _____<br>topography | 12. _____<br>degradation   |

**FURTHER EXTENSION**

- |                          |                         |
|--------------------------|-------------------------|
| 13. _____<br>originality | 14. _____<br>allegiance |
|--------------------------|-------------------------|

**Optional Words**

- |                         |                        |
|-------------------------|------------------------|
| 15. _____<br>dissembler | 16. _____<br>deceiver  |
| 17. _____<br>agitator   | 18. _____<br>dissident |

**Review Words**

_____	_____
_____	_____
_____	_____

<> **2c.** Add this week's new words (minus the Optional Words) to pages 58 of your *Spelling Notebook*.

<> **2d.** Optional: Add Review Words to coordinating pages of your *Spelling Notebook*.

Further Study: Make a chart detailing the differences between *wisdom* and *knowledge*.

Further Study: Draw a map showing places in which missionaries from your church (or sponsored by your church) are stationed.

Further Study: Make a booklet, computer poster, or newsletter containing several of a peacemaker's or peacemakers' stories or quotes.

<> **2e.** Every day this week, study these words and any others you have listed in your Review Words section.

<> **2f.** Optional: In your notebook, write eight sentences using eight of the spelling words.

Optional Spelling Practice  
List your three most challenging spelling words below.

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### 3. Editor Duty: Correct Given Paragraph(s)

Split Quotations, Homophones

<> **3.** Complete the following steps:

(1) In the paragraphs provided, make corrections at the level directed by your teacher.

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

(2) In the second paragraph, highlight all of the misused homophones, and write the correct words, if you have not already done so.

(3) In the first and second paragraphs, highlight the split quotes and correct them if you have not already done so.

On that day, peace flooded the heart of john calvin. God said calvin produced the change. Calvin continued He instantly subdued my heart to obedience. The full knowledge of the truth like a bright light disclosed to me the abyss of errors in which I was weltering

Calvin continued Only one haven of salvation is their for hour souls and that is the compassion of god, which is offered to us in christ. by excepting the piece of salvation john had took the first step toward becoming a peacemaker

After johns' conversion god worked through his father to help him make a clean break with the state church. When I was as yet a very little boy said john my father had destined me for the study of theology

### 4. Extensions -- Prewriting/Composition: Take Notes and Write a Closing Paragraph

<> **4a. Extensions:** Now, you are ready to write notes for the closing paragraph of your original report. Follow these instructions:

(1) Consider how you want to close your report, such as one of the following options:

a. Continue the opening that you started with (the story, poem, Scripture, song, etc.).

b. Summarize your report—if you choose to do this, be sure you do not repeat your

entire story in this paragraph. Just summarize the story, repeat only the highlights, or bring it all to a conclusion.

c. Other

(2) Write enough notes for **7–10 sentences** in your notebook, without worrying about the order or having too much information.

Further Study: Study the characteristics of fools listed in the book of Proverbs.

Character Connection: The opposite of wisdom is foolishness.

### Notes for Closing Paragraph

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<> **4b. Extensions** Now write the closing paragraph of your story, following the same steps as you did for the body of the essay.

## 5. Composition: Edit and Revise Using the Checklist Challenge

<> **5.** Use the Checklist Challenge that follows this week's lesson to edit your report.

(1) Check off each item as it is completed.

(2) Complete each revision for each paragraph, as indicated.

(3) Insert revisions into your rough draft paragraphs in your notebook.

(4) Highlight or code each revision in your rough draft as suggested in the *Teacher's Guide* or as directed by your teacher.

### Grammar Card: Adjective (Abbreviated: ADJ)

- Describes/modifies:
  - nouns: **meek** person
  - pronouns: She is **kind**.
- Usually comes before the word it describes: **meek** person
- Answers one of these four questions:
  - What kind?** humble
  - Which one?** that, this
  - How many?** a, five
  - Whose?** Mom's, his
- Predicate adjective (PA)—at the end of a sentence—when following a Be, a Helper, Link verb: She is **kind**.
- Nondescriptive adjectives are articles, adjectives, and pronouns that tell:
  - How many?** a, five
  - Which one?** this, that,
  - Whose?** Mom's, his
- Descriptive adjectives tell what kind: **meek** person

Try to use the most descriptive adjective each time you use one. Be sure the adjective you choose paints a different—more distinct and vivid—picture than the noun alone does.

## 6. Grammar/Sentence Structure: Adjectives

<> **6a.** In the second copy box of the passage, highlight the descriptive adjectives and the words they modify. (Do not highlight articles (a, an, the) and possessive nouns and pronouns (God's, their) used as adjectives.)

Adjectives answer any of the following questions:

1. What kind? purple, massive, thoughtful, gregarious
2. Which one? that, this, other
3. How many? the, five, a, some
4. Whose? Mom's, hers, theirs

Some grammar handbooks make discrepancies among the various types of adjectives:

1. Articles: a, an, the
2. Pronouns: this, that
3. Possessive nouns: Mom's
4. Predicate adjectives: adjectives that come after the subject—in the predicate part: The dog is **pretty**.

To fulfill the purpose in this curriculum (to become excellent communicators), we will consider any word that tells what kind, which one, whose, and how many to be an adjective, but in your writing you should try to use “**descriptive adjectives**” as much as possible. When an assignment tells you to use descriptive adjectives, you should use adjectives that tell what kind.

<> **6b.** Practice speaking with descriptive adjectives by choosing an object in the room and orally using as many describers (adjectives) as you can think of to describe it.

For example: **blue** book, **Mom's** book, **large** book, **interesting** book, **nonfiction** book, **oversized** book, **helpful** book, **reading** book, **family** book, etc.

Another writing tip is to write with double and triple adjectives. Double and triple adjectives are just as their titles suggest: two adjectives and three adjectives.

The biggest difficulty with writing with double and triple adjectives is knowing where to put in commas. When you write with double adjectives, you have two choices for punctuating them:

1. Place *and* between them. For example:
  - a. The kind **and** gentle shepherd . . .
  - b. The basic **and** practical principles . . .
2. Place a comma between them. For example:
  - a. The kind, gentle shepherd . . .
  - b. The basic, practical principles . . .

**Do not place a comma between two adjectives unless one of the following two conditions is met:**

1. You can **trade places with the adjectives** and still have the adjectives make sense. For example:
  - a. The **kind, gentle** shepherd
  - b. The **gentle, kind** shepherd
2. You could **put an and in between them** and the sentence would still make sense: The kind **and** gentle shepherd

For example, these nondescriptive adjectives do not require a comma between them since neither of the two conditions listed above is met.

1. That gentle shepherd. For example:
  - a. You cannot write **gentle, that shepherd**
  - b. You cannot write **that and gentle shepherd**
2. Thus, do **not** put in a **comma**.

Triple adjectives are relatively simple to punctuate. You just treat them like any other series of three or more.

1. Comma between each item—but not just before the noun they are describing. For example:
  - a. Gentle<sub>1</sub> kind<sub>2</sub> caring shepherd

## Grammar Card: Adjectives—Double and Triple Adjectives

- Two or three adjectives that describe the same noun or pronoun
- Adjectives should be **separated by commas** if:
  - They can be **written in reverse order and still make sense**: red, white, and blue flags or blue, white, and red flags.
  - They can have **coordinating conjunctions between them and still make sense**: red, white, and blue flags or red and white and blue flags.
  - There is a **series of three or more descriptive adjectives**.
- Multiple adjectives should not be separated by commas if they meet one of the two rules below:
  - One adjective is a nondescriptive adjective telling which one: **those pleasant** foods
    - 1) Not those and pleasant foods
    - 2) Not pleasant, those foods
  - One adjective is a nondescriptive adjective telling how many: **five healthful** foods
    - 1) Not five and healthful foods
    - 2) Not healthful five foods

**Do not place commas between adjectives unless you could place an *and* between them--and the sentence still makes sense. For example, red, white, and blue flags or red and white and blue flags.**

Character Connection:  
The feet of a peacemaker are described in Scripture as lovely.

Further Study: Read a book about someone who took the Gospel to an unreached people group, such as *The Savage, My Kinsman* by Elizabeth Elliot or *Nate Saint: On a Wing and a Prayer*.

Help Box for 6a.  
You should have highlighted the following words:

1. two
2. upper
3. lower
4. righteous
5. two
6. small
7. either
8. larger

- b. Kind<sub>1</sub> gentle<sub>1</sub> caring shepherd
- 2. Comma before the and if an and is used. For example:
  - a. Gentle<sub>1</sub> kind<sub>1</sub> **and** caring shepherd
  - b. Kind<sub>1</sub> caring<sub>1</sub> **and** gentle shepherd

Of course, the “trade places” and “and between them” rules still apply to triple adjectives just like double adjectives.

<> **6c.** In the sentences provided, insert descriptive adjectives. Use at least five sets of double or triple adjectives.

Note: Try to use the most descriptive adjectives you can find. You may use a thesaurus or look in a character book.

1. If a \_\_\_\_\_ authority were in opposition to God’s authority, we must “obey God rather than men.”
2. Jesus confirmed that He is sending us into the \_\_\_\_\_ world in the same way that God sent Him into the world.
3. The \_\_\_\_\_ twelve apostles were sent out by Christ.
4. The purpose of being sent forth was to convey a \_\_\_\_\_ message from the ones who sent them.
5. A \_\_\_\_\_ illustration of this is given in the New Testament in the sending out of Paul and Barnabas.
6. If the \_\_\_\_\_ church leaders observe that the Holy Spirit works with unusual effectiveness through an individual, they may view this \_\_\_\_\_ power as the signal for ordination.
7. Ordination is the laying on of hands by the \_\_\_\_\_ church elders for a \_\_\_\_\_ ministry to the Lord.
8. A missionary is a person who goes to another country with a \_\_\_\_\_ message from the Lord.
9. An emissary is one who goes abroad with a \_\_\_\_\_ message from his country.
10. This \_\_\_\_\_ outreach is illustrated in Christ’s command to the Christians in the early church.

Teacher Tip: Remember, a **phrase** is a group of words of that does **not contain both a subject and a verb.**

Teacher Tip: A **clause** is a group of words that **contains a subject and a verb.**

Further Study: Read John 13: 1-20.

Further Study: Read and study the places the word *feet* are written in the Bible.

<> **6d.** In your notebook, write ten sentences using synonyms for the adjectives listed below. Try to find the most descriptive ones you can. (You may use a thesaurus.)

- |                |             |             |
|----------------|-------------|-------------|
| 1. big         | 2. peaceful | 3. dividing |
| 4. first       | 5. new      | 6. divisive |
| 7. hardworking | 8. hard     | 9. true     |
| 10. right      |             |             |

<> **6e.** Study the Grammar Cards about descriptive adjectives and double and triple adjectives provided in this lesson.

<> **6f.** Optional: Make Grammar Cards about descriptive adjectives and double and triple adjectives, or add new information to existing cards.

## 7. Grammar: Main Subject and Prepositional Phrases

<> **7a.** In the first paragraph of the passage, find all of the prepositional phrases (in every part of the sentences), and isolate them by placing parentheses around them.

<> **7b.** In the first paragraph of the passage, highlight the main subject of each sentence.

You need to be able to find the main subjects of your sentences in order to be sure that your subjects and verbs agree. The main subject of the sentence is what the whole sentence is about.

The main subject is usually one of the following:

1. noun
2. pronoun

Occasionally, however, the main subject is not so simple! Sometimes it is an entire clause, a phrase, verb or verb phrase, or even a verbal, such as in the following examples:

1. **Learning the Chinese language** can be very difficult. (verbal as a subject)
2. **To learn the Chinese language** can be very difficult. (infinitive as a subject)
3. In order to learn the Chinese language, **studying** should be a priority. (verbal as a subject)

The subject is normally found near the beginning of the sentence, unless the writer used more advanced sentence structures and wrote with various sentence openers.

To find the main subject in a simple sentence, you can usually just follow these two steps:

1. Find the verb—usually the action of the sentence. (The boy **jumped** high.)
2. Ask yourself who or what did that action. (Who jumped? The **boy**.)

That sounds easy to do, but when sentences get longer and more complex (such as sentences that **you** write), it gets very difficult to find the main subject.

One of the most helpful tricks for finding the main subject of a sentence is to get rid of distracters in the sentence. Distracters are words or phrases that “distract” you from finding the main subject; they are in the way, causing confusion as to what is the real main subject.

For now, you need to apply what you learned a couple of weeks ago about prepositions and prepositional phrases.

The main subject of a sentence is almost never in a prepositional phrase—thus, when you eliminate the prepositional phrases, you will not affect the main subject.

Do you see how much easier it is to find the main subject when you get rid of those distracting prepositional phrases?

Another way to get rid of distracters is to eliminate subordinate clauses (which normally do not contain the subject of the sentence either).

You probably remember the following things about a subordinate clause:

1. It is a group of words containing a subject and a verb, but it is not a complete sentence (also known as a dependent clause).

Optional Spelling Practice  
Write a sentence using one of the Extensions words.

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Help Box for 7a.

You should have highlighted the following words:

1. in England
2. to his father
3. at dinner
4. for the unevangelized masses
5. of China
6. to China
7. as a missionary
8. with his calling and his walk
9. with the Lord
10. at His disposal
11. to China

Note: In *before he was born*, *before* is used as a subordinator.

Help Box for 7b.

You should have highlighted the following words:

1. boy (or *young boy*)
2. He
3. he (with *struggled* following it)
4. It

Help Box for 7c.

You should have highlighted the following clauses:

1. Once he was committed to going to China.
2. that are combined to form between thirty thousand to fifty thousand ideographs,
3. that we see the God-designed witness of His Gospel.

Further Study: Read a book or encyclopedia entry about *feet*.

2. It begins with a subordinator (when, because, although, though, since, etc.).
3. It must be combined with an independent clause in order to make a complete sentence.

<> **7c.** In the second paragraph of the passage, mark through all of the subordinate clauses with a different colored highlighter than you used on the PP's.

<> **7d.** In the sentences provided, complete the following steps:

- (1) Place parentheses around all prepositional phrases.
- (2) Place < > around all of the subordinate clauses.
- (3) Underline the main verb of each sentence with another color. (Do not bother with verbs in other parts of the sentences.)
- (4) Highlight the main subject of each sentence with a different color.

Note: If a sentence is a compound sentence (two complete sentences on either side of a semicolon or coordinating conjunction—FANBOYS: for, and, nor, but, or, yet, or so), find the main subject in each half (just as though it were two separate sentences).

1. After traveling over the rugged heights, feet will be swollen and bruised.
2. They will be beautiful in the eyes of those whose lives were transformed by the good news that they brought.
3. The foot actually serves as an auxiliary pump.
4. When a person is inactive, the average adult heart must bear the sole burden of pumping more than eleven pounds of blood every minute.
5. Some of that blood must be lifted only a few inches to reach the brain.
6. Sitting and standing for long periods of time slows circulation and causes the feet to swell as blood accumulates.
7. As the heart strains to lift the accumulated fluids, blood pressure increases.
8. Soldiers who are required to stand at attention for long periods of time have been known to faint from inactivity.
9. So much blood builds up in their feet and legs that the brain suffers from lack of oxygen.
10. A corn is a hardened layer of skin that grows to protect the foot from irritation.
11. These irritations often come from shoes that do not fit properly.
12. This irritation stimulates the flow of blood to the area, promoting healing and repairing damaged cells.
13. As the area swells with blood, the pressure inside the improperly-fitting shoe increases and irritates the spot more deeply.
14. The increased blood supply also promotes the growth of new cells to protect the irritated site.
15. As the new cells push the old cells upward, a characteristic corn-shaped bump forms.
16. The central core of the corn is made of old layers of skin.
17. These old layers become so hardened that they often irritate the soft, new skin that forms underneath them.
18. The result is a painful cycle.
19. Pressure irritates the skin.
20. The skin builds protective layers which, in turn, harden and cause more pressure.

<> **7d.** Optional: In your notebook, write sentences of your own and do the same things with your highlighter as you did in the previous exercise.

**BASIC LEVEL:** Write twenty sentences.

**EXTENSIONS:** Write twenty-five sentences containing information from a character book.

## 8. Spelling: Spelling Test

<> **8a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any Review Words.

<> **8b.** (T) Have your teacher check your Spelling Test.

<> **8c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

Further Study: Research a current day ministry that specializes in peace-making reconciling men to God---such as Living Waters Ministry by Ray Comfort and Kirk Cameron, Prison Fellowship by Charles Colson, The Billy Graham Crusades by Billy Graham, Campus Crusades founded by Bill Bright, or Youth With a Mission.

## 9. Dictation: Dictation Quiz

<> **9a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **9b.** (T) Review your dictation with your teacher.

<> **9c.** (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

Further Study: Read a biography of a past peacemaker, such as Adoniram Judson or Hudson Taylor.

## 10. Composition: Final Copy of Original Retelling Report

<> **10a.** Write the final copy of your report in your notebook (using every line), or type it on the computer.

<> **10b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

Further Study: Study about the Chinese dress that the wise peacemaker Hudson Taylor wore in order to better relate to the people he ministered to.

## Extra Practice (Optional)

1E. In your notebook, write twenty-five sentences that contain adjectives.

2E. Read *Hudson Taylor's Spiritual Secrets* or another biography of Hudson Taylor.

3E. Write a book report in your notebook about the book above, using the guidelines given in the *Teacher's Guide*.

4E. In your notebook, write thirty sentences. Place parentheses around the prepositional phrases, and highlight the sub clauses. Then highlight the simple subject of the sentences with a different color highlighter.

5E. In your notebook, write thirty hard and soft g words.

6E. In your notebook, write twenty sentences containing information about Hudson Taylor.

Further Study: Make a Chinese meal and serve it with chopsticks in honor of Hudson Taylor.

- 7E. Look up ten Scriptures with words Jesus said about being a peacemaker, and write them in your notebook.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.



# Red 1C Weeks 3&4 Checklist Challenge

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- All ALL LEVELS
- B BASIC LEVELS only
- E EXTENSION only
- E's Both EXTENSION and FURTHER EXTENSION
- FE FURTHER EXTENSION only
- B,E BASIC and EXTENSION only (No FURTHER EXTENSION)
- All levels—checks will vary

- Each box will indicate the number of changes that are required to be completed (normally one box for each paragraph).

## To Be Completed During Week Four

All  All  All  All  All  All Read each paragraph of your report aloud to your teacher or an older sibling. Together, listen for sentences that sound unclear. Correct only **content errors** at this time.

E's  E's

All  All  All  All  All  All Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add *ly* words to change your verbs as further directed. Be sure to circle all of the following verbs:

E's  E's

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

All  All  All  All  All  All Change one of the "**boring**" verbs in each paragraph to a "**strong**" verb. You may select one from the list below or choose one of your own:

E's  E's

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

All  All  All  All  All  All Highlight one existing adverb in each paragraph. Remove these adverbs, and change the words they modify to **stronger words** so that the adverbs you have highlighted are no longer needed. If you do not have any unnecessary adverbs, just highlight the box as directed by your teacher. Examples:

E's  E's

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
softly spoke	whispered	stood tall	straightened
joyfully said	exclaimed	surprisingly found	discovered
very fast	rapidly	looked closely	peered
studied deeply	investigated	very nice	gentle
sat back	reclined	walked slowly	sauntered

All All All All All All  
E's E's

Add one **adjective** to each paragraph. You may select one from the list below or choose one of your own:

presumptuous gracious lengthy trusted courteous infallible  
meek meager valiant understanding trustworthy horrendous  
courageous fulfilling preoccupied terrible incapable stringent

All All All All All All  
E's E's

From the **Banned Words List** below, select one word (or form of that word) in each paragraph, and substitute a similar word. (Advanced Level B students and all Level C students should omit as many Banned Words as possible.)

Banned Words List

very little really many such good  
like walk great wonderful fine said  
bad big

All

Add an **adverb** (*ly* word or other) that does **not modify a verb**. If you have already done this, highlight it as directed by your teacher. This will modify an adjective or another adverb and will answer the question “To what extent?” Examples:

- Modifies the adjective: The **uncharacteristically** kind lady prayed for us.
- Modifies the adverb: He shouted **extremely** loudly.

All

Create a **title** for your report, and put it at the top of the report. Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Other

All

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight it as directed by your teacher.

- Example: He showed extraordinary faith.

All

Add **three SSS5's** in a row to one paragraph for emphasis. For example: “We prayed. We fasted. We believed.” If you have already done this, highlight them as directed by your teacher.

- Example: They wept. They rejoiced. They united.

All All All All All All  
E's E's

Using a thesaurus if needed, change one word in each paragraph to a **more advanced word**.

All All All All All All  
E's E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as was, it, and, etc.)

All All All All All All  
E's E's

Add different sentence openers (also known as **introductory material or nonessential information**) to your report. If you have already done these, highlight them as directed by your teacher. You may choose one of the following:

- A subordinate clause opener: **Because sheep can teach us a lot**, we can study their habits.
- A prepositional phrase opener: **In learning about sheep**, we can see their habits.
- An *ing* opener: **Learning about sheep**, we can see Biblical principles.
- An *ed* opener: **Created for good works**, we should seek to please God.
- A short PP that requires a comma: **From the start**, He thought of us.
- An *ly* word (adverb): **Creatively**, God designed man.
- An *ly* phrase or clause followed by a comma: **Creatively designing all things**, God made man.
- A conjunctive adverb: **Thus**, we should be grateful.
- An interjection: **Yes**, we should be grateful.
- Other nonessential material of your choice: **Other than this**, we did not know what happened.

E's

Add a **double** (“the kind and gentle Shepherd”) or **triple** (“the kind, gentle, and caring Shepherd”) **adjective**. Remember to separate items in a series with commas, placing the final comma before the *and*. If you have already done this, highlight it as directed by your teacher. Examples:

- Double: The **loving, gentle** Savior cares for us.
- Triple: The **creative, awesome, and marvelous** God of the universe cares for us.

All E's

Add one **quotation or a partial quotation** (or more than one, according to your level) to your report, if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher. Remember, commas and periods at the end of the quote or special words always go inside the ending quotation mark. Example:

- He said, “I never doubted God’s faithfulness.”

All E's FE

Use **one of this month’s vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All E's FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All All All All All All  
E's E's

Combine two sentences into one in each paragraph using the **conciseness technique** of your choice. If you have already done these, highlight them as directed by your teacher. You may choose from the following:

\* **Appositive usage**

Two sentences: We should worship the Lord. The Lord is King of kings.  
One sentence: We should worship the Lord, **the King of kings**.

\***Compound verbs:**

Two sentences: We should worship the Lord. We should adore the Lord.  
One sentence: We should **worship and adore** the Lord.

\***Subordinate clause placement:**

Two sentences: The Lord should be worshiped. He is worthy of praise.  
One sentence: The Lord, **who is worthy of praise**, should be worshiped.

**\*Another nonessential opener:**

Two sentences: The Lord should be glorified. He is worthy of praise.

One sentence: **Worthy of our praise**, the Lord should be glorified.

**\*Prepositional phrase placement:**

Two sentences: The Lord should be glorified. He should be glorified from the rising of the sun to its going down.

One sentence: **From the rising of the sun to its going down**, the Lord should be glorified.

**\*Conjunctive adverb:**

Two sentences: The Lord is worthy. Thus, we should worship Him.

One sentence: The Lord is worthy; **thus**, we should worship Him.

**\*Dash preceding clause or phrase:**

Two sentences: The Lord is worthy of praise. We should worship Him.

One sentence: We should worship the Lord--**who is worthy of praise**.

**\*Coordinating conjunction between two complete sentences:**

Two sentences: We should worship the Lord. He is worthy of praise.

One sentence: We should worship the Lord, **for** He is worthy of praise.

**\*Colon usage:**

Two sentences: The Lord is worthy of praise. We should worship Him only.

One sentence: The Lord is worthy of praise: **we should worship Him only**.

**\*Semicolon between two complete sentences:**

Two sentences: The Lord is worthy of praise. We should worship Him alone.

One sentence: The Lord is worthy of praise; **we should worship Him only**.

All All All All All All  
E's E,s

**Edit each paragraph** of your report with your teacher, and correct any **usage or spelling errors**.



# Red 1C Week 1 Teacher's Helps

## For a Five-Day Week

### Peacemaking

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

#### Day One

### 1. Copying, Vocabulary, and Comprehension

ALL LEVEL

In the sixteenth century, thousands of Christians were persecuted in France. A young Christian named John Calvin wrote an appeal in defense of Christians and their freedom to worship called *Institutes of the Christian Religion*. Persecution continued, however, and many of the Christians fled to Geneva, Switzerland. They worked there with John Calvin to establish a city governed by the principles of Scriptural law.

The writers of the United States Constitution based many of its principles on those found in John Calvin's *Institutes of the Christian Religion*. For example, they implemented the three branches of government and a system of checks and balances. These checks and balances, still in place today, insure that no one area of the government grows too powerful. Limitations were also put on the government's interference in religious activity. Many of the founders believed, as John Calvin did, in the depravity of man and the need to protect the people from evil rulers.

### 2. Spelling: *Tion* and *sion* Say *shun* and *chun* (Examples: nation, suspension)

<> 2a. In the passage, highlight the words that end in *tion* and *sion*.

Help Box for 2a.

You should have highlighted the following words:

1. persecution      2. Constitution      3. Limitations

BASIC LEVEL

- |                |               |                 |
|----------------|---------------|-----------------|
| 1. negotiation | 2. sensation  | 3. relationship |
| 4. salvation   | 5. navigation | 6. succession   |
| 7. obsession   | 8. position   |                 |

EXTENSION

9. persecution  
10. origination

FURTHER EXTENSION

11. recognition  
12. initiation  
13. ascension  
14. stimulation  
15. orientation

Optional Words

16. ambassador  
17. apostle  
18. missionary  
19. evangelist

### 3. Editor Duty: Correct Given Paragraph(s)

Understood *You*, Interjection

#### Day Two

### 4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body: Four Sentences

Paragraph Two of Body: Five Sentences

### 5. Grammar: Prepositions and Prepositional Phrases

<> 5a. In the passage, highlight the prepositions.

Help Box for 5a.

You should have highlighted the following words:

- |         |        |          |        |
|---------|--------|----------|--------|
| 1. In   | 2. of  | 3. in    | 4. in  |
| 5. of   | 6. of  | 7. of    | 8. to  |
| 9. with | 10. by | 11. of   | 12. of |
| 13. of  | 14. on | 15. in   | 16. of |
| 17. For | 18. of | 19. of   | 20. in |
| 21. of  | 22. on | 23. in   | 24. of |
| 25. in  | 26. of | 27. from |        |

#### Day Three

### 6. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

### 7. Grammar: Prepositional Phrases

Help Box for 7a.

You should have highlighted the following words:

- |                               |  |
|-------------------------------|--|
| 1. In (the sixteenth century) | 2. of (Christians)                     |
| 3. in (France)                | 4. in (defense)                        |
| 5. of (Christians)            | 6. of (the Christian Religion)         |
| 7. of (the Christians)        | 8. to (Geneva)                         |
| 9. with (John Calvin)         | 10. by (the principles)                |
| 11. of (Scriptural law)       | 12. of (the United States)             |
| 13. of (its principles)       | 14. on (those found)                   |
| 15. in (John Calvin's)        | 16. of (the Christian Religion)        |
| 17. For (example)             | 18. of (government)                    |
| 19. of (checks)               | 20. in (place)                         |
| 21. of (the government)       | 22. on (the government's interference) |
| 23. in (religious activity)   | 24. of (the founders)                  |
| 25. in (the depravity)        | 26. of (man)                           |
| 27. from (evil rulers)        |  |

#### Day Four

### 8. Study Skills/ Prewriting/Composition: Take Notes and Write Original Continuing Paragraph

### 9. Composition: Edit and Revise Using the Checklist Challenge

#### Day Five

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Informative Report From Given Material

### Extra Practice (Optional)

# Red 1C Week 1 Teacher's Helps

## For a Four-Day Week

### Peacemaking

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

#### Day One

### 1. Copying, Vocabulary, and Comprehension

ALL LEVEL

In the sixteenth century, thousands of Christians were persecuted in France. A young Christian named John Calvin wrote an appeal in defense of Christians and their freedom to worship called *Institutes of the Christian Religion*. Persecution continued, however, and many of the Christians fled to Geneva, Switzerland. They worked there with John Calvin to establish a city governed by the principles of Scriptural law.

The writers of the United States Constitution based many of its principles on those found in John Calvin's *Institutes of the Christian Religion*. For example, they implemented the three branches of government and a system of checks and balances. These checks and balances, still in place today, insure that no one area of the government grows too powerful. Limitations were also put on the government's interference in religious activity. Many of the founders believed, as John Calvin did, in the depravity of man and the need to protect the people from evil rulers.

### 2. Spelling: *Tion* and *sion* Say *shun* and *chun* (Examples: nation, suspension)

<> 2a. In the passage, highlight the words that end in *tion* and *sion*.

Help Box for 2a.

You should have highlighted the following words:

1. persecution      2. Constitution      3. Limitations

BASIC LEVEL

1. negotiation      2. sensation      3. relationship  
4. salvation      5. navigation      6. succession  
7. obsession      8. position

EXTENSION

9. persecution      11. recognition      16. ambassador  
10. origination      12. initiation      17. apostle  
13. ascension      18. missionary  
14. stimulation      19. evangelist  
15. orientation

### 3. Editor Duty: Correct Given Paragraph(s)

Understood *You*, Interjection

#### Day Two

### 4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body: Four Sentences

Paragraph Two of Body: Five Sentences

### 5. Grammar: Prepositions and Prepositional Phrases

<> 5a. In the passage, highlight the prepositions.

Help Box for 5a.

You should have highlighted the following words:

1. In      2. of      3. in      4. in  
5. of      6. of      7. of      8. to  
9. with      10. by      11. of      12. of  
13. of      14. on      15. in      16. of  
17. For      18. of      19. of      20. in  
21. of      22. on      23. in      24. of  
25. in      26. of      27. from

### 6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

#### Day Three

### 7. Grammar: Prepositional Phrases

Help Box for 7a.

You should have highlighted the following words:

1. In (the sixteenth century)      2. of (Christians)  
3. in (France)      4. in (defense)  
5. of (Christians)      6. of (*the Christian Religion*)  
7. of (the Christians)      8. to (Geneva)  
9. with (John Calvin)      10. by (the principles)  
11. of (Scriptural law)      12. of (the United States)  
13. of (its principles)      14. on (those found)  
15. in (John Calvin's)      16. of (*the Christian Religion*)  
17. For (example)      18. of (government)  
19. of (checks)      20. in (place)  
21. of (the government)      22. on (the government's interference)  
23. in (religious activity)      24. of (the founders)  
25. in (the depravity)      26. of (man)  
27. from (evil rulers)

### 8. Study Skills/ Prewriting/Composition: Take Notes and Write Original Continuing Paragraph

### 9. Composition: Edit and Revise Using the Checklist Challenge

#### Day Four

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Informative Report From Given Material

### Extra Practice (Optional)

# Red 1C Week 1 Answer Keys

## 3. Editor Duty: Correct Given Paragraph(s)

Understood *You*, Interjections

<> 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last paragraph, highlight the words *are* and *our*, and correct them as needed, if you have not already done so.

3. In the last two paragraphs, highlight the words *raise* and *rise*, and correct them as needed, if you have not already done so.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

An ambassador is an officially-appointed representative of a nation. He is empowered to carry out negotiations **between** his country and the country in which he is stationed. The powers of an ambassador **are** defined in the credentials or documents of introductions that **are** given to him.

An ambassador may bring suit on behalf of his nation and may also defend suits that are brought against **it**. His chief responsibility is **to** work **for** the goals and programs of the nation that he represents. An ambassador **raises** a banner of honor.

We **are** also ambassadors. We **are** ambassadors for Christ through the authority of Scripture. We represent the nation of God. Our nation is composed of all Christians. We **are** sent to the kingdom of this world. We **are** called to deliver those who are held captive by the power of Satan and to glorify God. We need to **rise** to **our** calling of ambassador.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

## 5. Grammar: Prepositions and Prepositional Phrases

<> 5e. Highlight all of the prepositions in the sentences provided.

1. Peacemaking is accomplished **through** winning people **to** Christ.
2. Peacemaking is also accomplished **by** assisting Christians **in** their growth.
3. It is vital **for** a peacemaker to have a clear conscience **toward** everyone.
4. Follow peace **with** all men.
5. The more successful a peacemaker is, the more the world will be angry **with** him.
6. God will cause our enemies to be **at** peace **with** us when our ways please Him.
7. **In** the world, the endorsement **of** common goals is an essential element **of** peacemaking.
8. Making peace **with** God requires that we come **to** Him **on** His terms.

9. Snatch them **in** pity **from** sin and the grave.
10. Tell them **of** Jesus and His power to save.
11. A peacemaker must take initiative to go and make peace **between** God and man.
12. He must have his feed shod **with** the preparation **of** the Gospel **of** peace.
13. A great missionary movement originated **from** the church **at** Antioch.
14. It was **at** Antioch that believers were first called Christians.
15. When we act **as** peacemakers, the world recognizes us **as** sons and daughters **of** God. (Remember, as is a preposition when it has an object of the preposition following it.)
16. A peacemaker is one who initiates the process **of** completeness, wholeness, and oneness.
17. He is one who helps develop harmonious relationships **between** opposing sides.
18. The heathen are waiting **for** the Gospel.
19. History confirms that God has placed **within** each culture redemptive analogies **in** the form **of** local customs that illustrate spiritual truth.
20. Don Richardson, missionary **to** the Sawi tribe **of** New Guinea, led many **of** the tribesmen **to** Christ.
21. He explained salvation **to** them **through** one **of** their own customs, the sealing **of** a treaty **with** a "peace child."
22. **In** each generation, God raises up outstanding soul-winners who are motivated **by** their love **for** the Lord, compassion **for** others, and a hatred **for** evil. (*Up* is an adverb here.)
23. **As** a teenager, Walter Wilson began his amazing outreach **by** conducting street meetings.

## 7. Grammar: Prepositional Phrases

<> 7d. Place parenthesis around all of the prepositional phrases in the sentences given in the previous lesson on prepositions in 5e.

1. Peacemaking is accomplished (**through winning people**) (**to Christ**) .
2. Peacemaking is also accomplished (**by assisting Christians**) (**in their growth**) .
3. It is vital (**for a peacemaker**) to have a clear conscience (**toward everyone**) .
4. Follow peace (**with all men**) .
5. The more successful a peacemaker is, the more the world will be angry (**with him**) .
6. God will cause our enemies to be (**at peace**) (**with us**) when our ways please Him.
7. (**In the world**) , the endorsement (**of common goals**) is an essential element (**of peacemaking**) .
8. Making peace (**with God**) requires that we come (**to Him**) (**on His terms**) .
9. Snatch them (**in pity**) (**from sin and the grave**) .
10. Tell them (**of Jesus and His power to save**) .

Teacher Tip: Numbers 9, 10, 11, 15, and 16 each contain two or three objects of the prepositions.

11. A peacemaker must take initiative to go and make peace **(between God and man)**.
12. He must have his feet shod **(with the preparation) (of the gospel) (of peace)**.
13. A great missionary movement originated **(from the church) (at Antioch)**.
14. It was **(at Antioch)** that believers were first called Christians.
15. When we act (as peacemakers), the world recognizes us **(as sons and daughters) (of God)** . *(As is used as a preposition here.)*
16. A peacemaker is one who initiates the process **(of completeness, wholeness, and oneness)** .
17. He is one who helps develop harmonious relationships **(between opposing sides)** .
18. The heathen are waiting **(for the Gospel)** .
19. History confirms that God has placed **(within each culture)** redemptive analogies **(in the form) (of local customs that illustrate spiritual truth)** .
20. Don Richardson, missionary **(to the Sawi tribe) (of New Guinea)** , led many **(of the tribesmen) (to Christ)** .
21. He explained salvation **(to them) (through one) (of their own customs)** , the sealing **(of a treaty) (with a “peace child.”)**
22. **(In each generation)** , God raises up outstanding soul-winners who are motivated **(by their love) (for the Lord)** , compassion **(for others)** , and hatred **(for evil)** . *(Up is used as an adverb here -- raises where/how? up.)*
23. As a teenager, Walter Wilson began his amazing outreach **(by conducting street meetings)** .

<> **7e.** No Answer Key provided. Answers will vary.



# Red 1C Week 2 Teacher's Helps

## For a Five-Day Week

### Peacemaking

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

A routine British Embassy report, published in Edinburgh, Scotland, gives the details of the following account:

In 1795, a British diplomat came upon a village of the Karen tribe near Rangoon, Burma. The Karen people excitedly thronged about him, asking his interpreter, "Is this the white brother we have been waiting for?"

The surprised diplomat asked them through his interpreter what this white brother they were waiting for was supposed to do when he arrived. The people answered, "He is supposed to bring us a book, a book like the one our forefathers lost long ago." They went on to explain that the book contained the law of Y'wa, the supreme God. These laws would show them how they could live pleasing to Him.

#### EXTENSION

When the diplomat regretfully informed them that he did not know of the book, nor have a copy of it, a young Karen man asked, "Could our forefathers have been mistaken?"

The older men of the tribe reassured him, "Don't worry; he will come."

A Karen leader later gave an address before the English governor-general of Burma in which he explained that the white foreigners were formerly younger brothers of the Karen people. Both had Y'wa's book, but the older Karen brothers lost their copy. The white brothers, however, had preserved their copy; as a result, they became "righteous," and were now the "guide to God." They would one day sail ships with white wings to bring Y'wa's book for the 800,000 members of the Karen nation.

#### FURTHER EXTENSION

In 1817, twenty-two years after the British diplomat visited the Karen village, a man named Adoniram Judson sailed from America to Burma to begin missionary work. He carried with him a book that he prayed the people of Burma would learn to love as much as he did.

### 2. Spelling: O Says Short u (Examples: love, blood, couple)

Help Box for 2a.

You should have highlighted the following words:

- |              |                      |               |
|--------------|----------------------|---------------|
| 1. of        | 2. of                | 3. brother    |
| 4. brother   | 5. one               | 6. of         |
| 7. of        | 8. young             | 9. of         |
| 10. come     | 11. governor-general | 12. of        |
| 13. younger  | 14. brothers         | 15. of        |
| 16. brothers | 17. brothers         | 18. righteous |
| 19. one      | 20. of               | 21. Adoniram  |
| 22. Judson   | 23. from             | 24. of        |
| 25. love     |                      |               |

#### BASIC LEVEL

**o=u in vcv (vowel-consonant-vowel) words:**

- |              |               |            |
|--------------|---------------|------------|
| 1. worrisome | 2. purposeful | 3. awesome |
|--------------|---------------|------------|

#### o=u in con words:

- |             |                 |
|-------------|-----------------|
| 4. composer | 5. contraption  |
| 6. covetous | 7. governmental |

#### o=u in double o words:

8. bloodthirsty

#### EXTENSION

9. accompany  
10. continuance  
11. convulsion  
12. conspicuous

#### FURTHER EXTENSION

13. discoloration  
14. contraction

#### Optional

15. missionary  
16. soul-winner  
17. evangelist  
18. mediator

### 3. Editor Duty: Correct Given Paragraph(s)

Prepositions, Prepositional Phrases, Sequencing

#### Day Two

### 4. Study Skills/Prewriting: Key Word Outline

**Paragraph One of Body:** 1 Sentence

**Paragraph Two of Body:** 2 Sentences

(You may plan to reword the quote, if desired.)

**Paragraph Three of Body:** 4 Sentences

(You may divide the third sentence of this paragraph into two sentences, if desired.)

**Paragraph Four of Body:** 1 Sentence

(You may divide this sentence of this paragraph into two sentences, if desired.)

**Paragraph Five of Body:** 1 Sentence

(You may plan to reword the quote, if desired.)

**Paragraph Six of Body:** 4 Sentences

**Paragraph Seven of Body:** 2 Sentences

### 5. Grammar: Dates, Numbers, Places Within Text

Help Box for 5a.

You should have highlighted the following:

- |                        |          |                   |
|------------------------|----------|-------------------|
| 1. Edinburgh, Scotland | 2. 1795  | 3. Rangoon, Burma |
| 4. Burma               | 5. 1817  | 6. America        |
| 7. Burma               | 8. Burma |                   |

#### Day Three

### 6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline Over Given Material

### 7. Punctuation: Capitalizing Proper Nouns

Help Box for 7b.

You should have highlighted the following words:

- |              |             |              |
|--------------|-------------|--------------|
| 1. British   | 2. Embassy  | 3. Edinburgh |
| 4. Scotland  | 5. British  | 6. Karen     |
| 7. Rangoon   | 8. Burma    | 9. Karen     |
| 10. Y'wa     | 11. God     | 12. Him      |
| 13. Karen    | 14. Karen   | 15. English  |
| 16. Burma    | 17. Karen   | 18. Y'wa's   |
| 19. Karen    | 20. God     | 21. Y'wa's   |
| 22. Karen    | 23. British | 24. Karen    |
| 25. Adoniram | 26. Judson  | 27. America  |
| 28. Burma    | 29. Burma   |              |

#### Day Four

### 8. Punctuation: Capitalizing References to People

### 9. Composition: Edit and Revise Using the Checklist Challenge

#### Day Five

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Informative/Historical Report/Retelling From Given Material

Extra Practice (Optional)

# Red 1C Week 2 Teacher's Helps

## For a Four-Day Week

### Peacemaking

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

#### Day One

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#### BASIC LEVEL

A routine British Embassy report, published in Edinburgh, Scotland, gives the details of the following account:

In 1795, a British diplomat came upon a village of the Karen tribe near Rangoon, Burma. The Karen people excitedly thronged about him, asking his interpreter, "Is this the white brother we have been waiting for?"

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#### EXTENSION

When the diplomat regretfully informed them that he did not know of the book, nor have a copy of it, a young Karen man asked, "Could our forefathers have been mistaken?"

The older men of the tribe reassured him, "Don't worry; he will come."

A Karen leader later gave an address before the English governor-general of Burma in which he explained that the white foreigners were formerly younger brothers of the Karen people. Both had Y'wa's book, but the older Karen brothers lost their copy. The white brothers, however, had preserved their copy; as a result, they became "righteous," and were now the "guide to God." They would one day sail ships with white wings to bring Y'wa's book for the 800,000 members of the Karen nation.

#### FURTHER EXTENSION

In 1817, twenty-two years after the British diplomat visited the Karen village, a man named Adoniram Judson sailed from America to Burma to begin missionary work. He carried with him a book that he prayed the people of Burma would learn to love as much as he did.

### 2. Spelling: O Says Short u (Examples: love, blood, couple)

Help Box for 2a.

You should have highlighted the following words:

- |              |                      |               |
|--------------|----------------------|---------------|
| 1. of        | 2. of                | 3. brother    |
| 4. brother   | 5. one               | 6. of         |
| 7. of        | 8. young             | 9. of         |
| 10. come     | 11. governor-general | 12. of        |
| 13. younger  | 14. brothers         | 15. of        |
| 16. brothers | 17. brothers         | 18. righteous |
| 19. one      | 20. of               | 21. Adoniram  |
| 22. Judson   | 23. from             | 24. of        |
| 25. love     |                      |               |

#### BASIC LEVEL

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| 6. covetous | 7. governmental |

#### o=u in double o words:

8. bloodthirsty

#### EXTENSION

9. accompany  
10. continuance  
11. convulsion  
12. conspicuous

#### FURTHER EXTENSION

13. discoloration  
14. contraction

#### Optional

15. missionary  
16. soul-winner  
17. evangelist  
18. mediator

### 3. Editor Duty: Correct Given Paragraph(s)

Prepositions, Prepositional Phrases, Sequencing

#### Day Two

### 4. Study Skills/Prewriting: Key Word Outline

**Paragraph One of Body:** 1 Sentence

**Paragraph Two of Body:** 2 Sentences

(You may plan to reword the quote, if desired.)

**Paragraph Three of Body:** 4 Sentences

(You may divide the third sentence of this paragraph into two sentences, if desired.)

**Paragraph Four of Body:** 1 Sentence

(You may divide this sentence of this paragraph into two sentences, if desired.)

**Paragraph Five of Body:** 1 Sentence

(You may plan to reword the quote, if desired.)

**Paragraph Six of Body:** 4 Sentences

**Paragraph Seven of Body:** 2 Sentences

### 5. Grammar: Dates, Numbers, Places Within Text

Help Box for 5a.

You should have highlighted the following:

- |                        |          |                   |
|------------------------|----------|-------------------|
| 1. Edinburgh, Scotland | 2. 1795  | 3. Rangoon, Burma |
| 4. Burma               | 5. 1817  | 6. America        |
| 7. Burma               | 8. Burma |                   |

### 6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline Over Given Material

#### Day Three

### 7. Punctuation: Capitalizing Proper Nouns

Help Box for 7b.

You should have highlighted the following words:

- |              |             |              |
|--------------|-------------|--------------|
| 1. British   | 2. Embassy  | 3. Edinburgh |
| 4. Scotland  | 5. British  | 6. Karen     |
| 7. Rangoon   | 8. Burma    | 9. Karen     |
| 10. Y'wa     | 11. God     | 12. Him      |
| 13. Karen    | 14. Karen   | 15. English  |
| 16. Burma    | 17. Karen   | 18. Y'wa's   |
| 19. Karen    | 20. God     | 21. Y'wa's   |
| 22. Karen    | 23. British | 24. Karen    |
| 25. Adoniram | 26. Judson  | 27. America  |
| 28. Burma    | 29. Burma   |              |

### 8. Punctuation: Capitalizing References to People

### 9. Composition: Edit and Revise Using the Checklist Challenge

#### Day Four

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Informative/Historical Report/Retelling From Given Material

Extra Practice (Optional)

# Red 1C Week 2 Answer Keys

## 3. Editor Duty: Correct Given Paragraph(s)

Prepositions, Prepositional Phrases, Sequencing

<> 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only first paragraph.

EXTENSION: Correct first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the prepositions.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

**In** 1817, **twenty-two** years **after** the **British** diplomat visited the Karen village, a man named Adoniram Judson sailed **from** **America** **to** **Burma** to begin missionary work. **He** carried **with** him a Book that he prayed the people **of** **Burma** would learn to love as much as he did. **He** also carried **with** him the love **of** **Jesus**.

When **Adoniram Judson** arrived in **Burma**, he first began the difficult task of learning the **Burmese** language and culture. **The Burmese** were set in **their** **Buddhist** ways and superstitions, and **Judson** did not win a convert for **seven** years. **But** rather than giving up during this time, **he** kept sharing **God's** Word. **Finally**, he began to see some fruit. (Capitalizing the word *Word* when referring to the Bible is optional.)

Almost every day, people of the **Karen** tribe **passed** his house, singing hymns about Y'wa God as it was **their** custom to do. **They** did not know that the man who lived in the house had the Book for which the people had waited for years, and which could tell them about Y'wa. **Judson**, discouraged over the meager fruit of his ministry, did not realize that the **Karen** were the one people who would eagerly **accept** the message that all other groups of **Burmese** rejected.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

## 5. Grammar: Dates, Numbers, and Places Within Text

<> 5d. Complete the following steps for the sentences provided:

(1) Highlight all of the following:

- dates
- places—proper nouns
- numerals and numbers

(2) Place commas in the sentences according to the rules learned in this lesson.

1. Just east of the **Sudan**, the kingdom of **Aksum** prospered as an important trade center.

2. In the **1920s**, a missionary arrived at one of the huge **Bantu** tribes in the

**Central African Republic**.

3. In **1795**, a **British** diplomat came upon a village of the **Karen** tribe. (Your student may not have highlighted British and technically Karen they are people groups, not places.)
4. The Chinese language is based on **214** symbols called radicals.
5. These radicals are combined to form between **thirty thousand** and **fifty thousand** ideographs.
6. Pachacuti came to power in **1428** and rapidly expanded the empire.
7. The charity case was a **fifty-six-** year-old washer woman.
8. At **7:30** in the evening on **Twelfth Street** and **Grand Avenue**, Walter and his friend began to sing a Gospel song.
9. In **1913**, a returned missionary asked Walter a very penetrating question.
10. He stood beneath a giant, **265-** foot sequoia tree.
11. He observed that this tree was over **six thousand** years old.
12. He further explained that the fibers of the limb did not penetrate the tree more than about **twenty-one** inches.
13. A section of a star about the size of a small flashlight lens shines with the brilliance of **1,500,000** candles.
14. An average star has more than **9,434,000,000,000,000,000** square inches over its surface.
15. In the mid-**1860s**, mysterious lines were found in the light from the sun.
16. It was not until **1895** that helium was discovered on the Earth.
17. In **1523**, when he was only **fifteen**, John Calvin traveled to the University of **Paris** to study theology.
18. The dedicated reformer finally heeded their advice and fled to **Basel, Switzerland**.
19. In **1536**, he published his *Institutes of the Christian Religion*.
20. John Calvin was born in the **French** village of **Noyon** on **July 10, 1509**.
21. On **October 31, 1517**, Martin Luther tacked his **Ninety-Five** Theses to the church door in **Wittenberg**.
22. In **1534**, Calvin was forced to flee from his beloved homeland.
23. The St. Bartholomew Day Massacre occurred in **Paris, France** on **August 27, 1572**.
24. From his pen flowed **sixty-two** books with a combined **forty thousand** pages of print.
25. During the **1500s**, thousands of Christian Huguenots walked over the **Alps** to settle in **Geneva, Switzerland**.

# Red 1C Week 3 Teacher's Helps

## For a Five-Day Week

### Peacemaking

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

On one occasion, Dr. Wilson was invited to speak at a public high school assembly. The principal informed him that his talk would have to be less than thirty minutes.

Wilson began by saying, "I hold in my hand something no human eye has ever seen. I obtained it some time ago in McPherson, Kansas, from a gentleman who had never seen it. He assured me that the salesman from whom he had purchased it had never seen it. I brought it along because I thought that perhaps you young people would like to see it. Maybe your principal would like to see it. How many of you would like to see it?" Every hand went up.

#### EXTENSION

Then the speaker showed them what was in his hand and demonstrated that no one had ever seen it before, nor would they ever see it again. He continued with more intriguing facts and stories. When his time was up, he sat down.

The principal, however, leaned over and asked Wilson to continue speaking. After two hours and a thunderous applause, the principal thanked Dr. Wilson and said to the students, "Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know that this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior."

#### FURTHER EXTENSION

And just what was in the hand of Walter Wilson when he began the assembly? A peanut!

He opened the shell, picked up the peanut, and said, "No one has ever seen this peanut before, and now that you have seen it, no one will ever see it again." He then popped it into his mouth and ate it as the audience laughed, clapped, and cheered with delight.

### 2. Spelling: Soft and Hard c (Examples: candy, center)

<> **2a.** In the passage, highlight the words that have the letter c in them.

Help Box for 2a.

You should have highlighted the following words:

- |               |               |              |
|---------------|---------------|--------------|
| 1. occasion   | 2. public     | 3. school    |
| 4. principal  | 5. McPherson  | 6. purchased |
| 7. because    | 8. principal  | 9. continued |
| 10. facts     | 11. principal | 12. continue |
| 13. principal | 14. back      | 15. Christ   |
| 16. picked    | 17. audience  | 18. clapped  |
| 19. cheered   |               |              |

#### BASIC LEVEL

- |              |                  |               |
|--------------|------------------|---------------|
| 1. conscious | 2. accomplish    | 3. excessive  |
| 4. ascension | 5. deficit       | 6. acceptance |
| 7. occasion  | 8. compassionate |               |

- |                    |                   |                  |
|--------------------|-------------------|------------------|
| EXTENSION          | FURTHER EXTENSION | Optional         |
| 9. conscience      | 11. permanence    | 16. whisperer    |
| 10. incompleteness | 12. resemblance   | 17. trucebreaker |
|                    | 13. catechism     | 18. divider      |
|                    | 14. association   | 19. traitor      |
|                    | 15. efficient     |                  |

### 3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places, and Capitalization

#### Day Two

### 4. Study Skills/Prewriting: Outline for Three or Four Paragraph Body of Retelling Event

### 5. Structural Analysis: Then vs. Than

<> **5a.** In the passage, highlight the following words:

1. *Than* in the first paragraph (less **than** thirty minutes)
2. *Then* in the last paragraph (He **then** popped it into his mouth . . .)

### 6. Composition/Creative Writing: Write Original Retelling Report About a Culture Who Received the Gospel (Rough Draft of Body)

#### Day Three

### 7. Grammar/Punctuation: Series of Three or More Items

<> **7a.** Highlight these parts of sentences in the passage:

1. *opened the shell, picked up the peanut, and said*
2. *laughed, clapped, and cheered with delight*

### 8. Grammar/Sentence Structure: Quotation Marks/Writing Dialogue

### 9. Composition: Write an Original Biographical Report

#### Day Four

### 10. Study Skills/Prewriting/ Composition: Take Notes and Write Original Opening Paragraph

### 11. Punctuation Quotations: Split Quotations

<> **11a.** In the passage, highlight the quote that reads, "hold in my hand something no human eye has ever seen. . . ."

#### Day Five

### 12. Spelling: Spelling Test

### 13. Dictation: Dictation Quiz

### Extra Practice (Optional)

# Red 1C Week 3 Teacher's Helps

## For a Four-Day Week

### Peacemaking

Vocabulary Box			
Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

#### Day One

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<> **2a.** In the passage, highlight the words that have the letter *c* in them.

Help Box for 2a.

You should have highlighted the following words:

- |               |               |              |
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| 16. picked    | 17. audience  | 18. clapped  |
| 19. cheered   |               |              |

#### BASIC LEVEL

- |                    |                   |                  |
|--------------------|-------------------|------------------|
| 1. conscious       | 2. accomplish     | 3. excessive     |
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### 3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places, and Capitalization

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#### Day Three

### 7. Grammar/Punctuation: Series of Three or More Items

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### 9. Composition: Write an Original Biographical Report

### 10. Study Skills/Prewriting/ Composition: Take Notes and Write Original Opening Paragraph

#### Day Four

### 11. Punctuation Quotations: Split Quotations

<> **11a.** In the passage, highlight the quote that reads, "hold in my hand something no human eye has ever seen. . . ."

### 12. Spelling: Spelling Test

### 13. Dictation: Dictation Quiz

### Extra Practice (Optional)

# Red 1C Week 3 Answer Keys

## 3. Editor Duty: Correct Given Paragraph(s)

Dates, Numbers, Places, and Capitalization

<> 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight all of the dates, places, and numbers, and correct them, if you have not already done so.
3. In all three of the paragraphs, highlight the proper nouns, and correct their capitalization, if you have not already done so.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Soon **Walter** teamed up with a **Christian** friend, and together they decided to conduct street meetings in downtown **Kansas City**. **Walter** had never done **anything** like this before; however, the prospect was exciting to him since he had already studied public speaking, and he hoped to become a minister one day. He worked out his message carefully. **On** the given day, the friends drove to the city and chose the **busiest** street corner they could find. At **7:30** in the evening on **Twelfth Street** and **Grand Avenue**, **Walter** and his friend began to sing a Gospel song. (Note: Writing out *time* is optional; capitalizing *Gospel* is optional.)

The passing crowds paused. **Many** hurried on to the nearby theater. Others stayed to listen. **Walter** **began** his talk, and to his dismay, he lost his train of thought and stumbled over his words. In his estimation, **their** first experience was a total failure.

However, the challenge **that** he had received from the **Scottish** minister was not to be quenched with one disappointing experience. **They** tried again and again, only to be met with more disappointing results. One night while getting ready to speak to the passing crowd, **Walter** remembered the creativity and resourcefulness of that **Scottish** minister. **He** thought of **an** idea that he could use to attract a crowd.

## 7. Grammar/Punctuation: Series of Three or More Items

<> 7d. Put commas in the sentences provided, according to the rules learned in this lesson.

1. True peace is brought about by God, based on God's holiness, and involves the first six Beatitudes.
2. Merchants from Rome, India, Greece, and Egypt came to Adule.
3. At its height, the Incan Empire included portions of present-day Columbia, Ecuador, Peru, and Argentina.
4. Pachacuti's engineers constructed palaces, temples, and forts with amazing architectural ingenuity and skill.

5. He read about Adam, Noah, and the patriarchs.
6. The Incan people were corrupted, perverted, and without truth.
7. Walter Wilson was a noted physician, speaker, and soul-winner.
8. The lessons he learned as a soul-winner, doctor, and businessman provide a wealth of examples of what God is able to do through one who is committed to making Christ known in all his ways.
9. Walter gave a clear, eloquent, short presentation of the Gospel.
10. With such an introduction, he had the attention of every student, every teacher, and the principal.
11. He opened the shell, picked up the peanut, and spoke.
12. The Holy Spirit reveals the Scriptures, exalts the Savior, magnifies the Father, and gives power.
13. He then popped it into his mouth and ate it as the audience laughed, clapped, and cheered with delight.
14. Walter said that he would give God his hands, his limbs, his eyes, his lips, and his brain.
15. He was practicing medicine, helping to manage a large company, assisting in a church ministry, giving radio messages, and providing spiritual leadership for his family.

## 8. Grammar/Sentence Structure: Quotation Marks/Writing Dialogue

- <> **8d.** Put punctuation and quotation marks in the sentences provided, according to this week's lesson on quotations.
1. Jesus said, "Pray ye therefore the Lord of the harvest that he will send forth labourers into his harvest."
  2. The caller asked Dr. Wilson, "Would you be willing to take a charity case?"
  3. His wife reminded him of the words to the song, "God moves in mysterious ways, His wonders to perform." (Note: Comma following *song* is optional. It could have a comma, a colon, a dash, or nothing following it.)
  4. Just before he died, he asked Walter to kneel by his bed, and he prayed, "Lord I am old. Soon I will not be able to preach or witness any longer."
  5. "Make this lad my successor and endue him with power from on high," said the aged minister.
  6. Walter Wilson spoke up, "Ladies and gentlemen, long ago a handful of shepherds were curious, just like you, and their curiosity led them to Jesus Christ."
  7. "How many of you would like to see it?" asked Walter.
  8. The principal told the students, "Young people, you know that I have been an atheist and evolutionist all these years. But I want you to know this morning I am going back to my desk as a believer in Jesus Christ as my personal Savior."
  9. In 1913, a returned missionary asked Walter a very penetrating question: "What is the Holy Spirit to you?" (Optional: This lengthy complete sentence speech tag may be followed by a comma or a colon.)
  10. The missionary explained, "When the Spirit has His own way in your soul, He will do freely what He came to do—reveal the Scriptures, exalt the Savior, magnify the Father, and give power in service and victory in the battle with Satan."

11. The missionary suggested, “If you will seek to know the Holy Spirit personally, He will transform your life.”
12. “I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice,” read Dr. Gray.
13. Walter Wilson spoke specifically to the Holy Spirit, “I have mistreated You all of my Christian life. I have treated You like a servant. When I wanted You, I called for You.”  
(Note: The comma following *Spirit* could be a colon.)
14. “You may send this body to Africa, or You may lay it on a bed of affliction. It is Your body from this moment on,” continued Walter Wilson.
15. After speaking of the wonders of the Creator and His salvation, Walter quoted, “The fool hath said in his heart, there is no God.”
16. We can help a person establish the fact of his sinful condition by quoting, “For all have sinned, and come short of the glory of God.” (Note: The comma following *quoting* is optional.)
17. Finally, Walter would ask, “Has God’s advertising campaign about the birth of His Son been effective or completely vain in your life?”
18. He would ask, “Have you ever noticed the miracle of a limb on a tree?”
19. Walter would ask a lawyer, “Have you arranged for anyone to represent you at the Great White Throne in the Supreme Court of the universe?”
20. Walter would patiently reason with a person, saying, “If good works could atone for our sin, how can we know when we have done sufficient good to blot out our misdeeds from God’s record?”

## 11. Punctuation: Quotations -- Split Quotations

<> 11d. Put proper punctuation in the sentences provided.

1. The Ethiopian read, “He is brought as a lamb to the slaughter, and as a sheep before her shearers is dumb, so he openeth not his mouth.”
2. “These men will bring you a following message from the God you seek; wait for them,” the voice said to Warrasa.
3. They explained the message: “Koro, the Creator, sent word to our forefathers long ages ago that He has already sent His Son into the world to accomplish something wonderful for all mankind.” (Optional: This lengthy speech tag may be followed by a comma or a colon since it is a complete sentence by itself.)
4. The people answered, “He is supposed to bring us a book like the one our forefathers lost long ago.”
5. They asked the interpreter, “Is this the white brother we have been waiting for?”
6. “Could our forefathers have been mistaken?” asked a young Karen man.
7. The older men of the tribe reassured him, “Don’t worry, he will come.” (Note: A colon may also follow this speech tag since it is a complete sentence by itself.)
8. The Wa men fell to their knees and asked, “Have you brought us the Book of God?”
9. Years later he recalled, “Never shall I forget the feeling that came over me then.”
10. He continued, “From that time the conviction has never left me that I was called to China.”
11. The message said, “Mankind, come to the man on the tree.”

Teacher Tip: A colon is only used to introduce a quotation when the speech tag is lengthy and is a complete sentence that could stand alone as a sentence.

12. He decreed aloud<sub>1</sub> “The worship of Viracocha must be confined to the ruling caste<sub>2</sub>.”
13. Robert thought aloud<sub>1</sub> “There are only two religions in the world<sub>2</sub>.”
14. He went on to explain<sub>1</sub> “One was invented by man, and man tries to save himself through ceremonies and good works<sub>2</sub>.”
15. He continued<sub>1</sub> “The other is revealed in the Bible and teaches men to look for salvation from the free grace of God<sub>2</sub>.”
16. Peace flooded John Calvin and he remarked<sub>1</sub> “God Himself produced the change, and he instantly subdued my heart to obedience<sub>2</sub>.”
17. “I was withdrawn from the study of theology and put to the study of law in order to be in obedience to the will of my father<sub>1</sub>,” declared John Calvin<sub>2</sub>.
18. “You are no longer safe in France<sub>1</sub>,” friends told John<sub>2</sub>.
19. Calvin directed the inauguration of the reign of God in Geneva when he said<sub>1</sub> “In the name of Almighty God, that whereas the preservation of the Holy Gospel of our Lord Jesus Christ in all its purity is the highest of human actions<sub>2</sub>.”
20. Calvin gave congregations the following instructions<sub>1</sub> “The children shall sing loudly and distinctly, the people giving the closest attention and memorizing the melody as sung, until, little by little, everyone gets accustomed to singing in unison<sub>2</sub>.” (Note: A colon may also follow this speech tag since it is a complete sentence.)

# Red 1C Week 4 Teacher's Helps

## For a Five-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

A young boy in England named Hudson Taylor listened to his father pray every night at dinner for the unevangelized masses of China. He knew that before he was born, his parents had prayed that he would go to China someday as a missionary. When he was a young adult, he struggled with his calling and his walk with the Lord. It wasn't until Hudson Taylor gave up his earthly goals and told the Lord he would go anywhere, do anything, suffer whatever His cause might demand, and be wholly at His disposal that he was ready to go to China.

Once he was committed to going to China, Hudson Taylor immediately began the mammoth task of learning the Chinese language. The Chinese language is based on 214 symbols, called "radicals," that are combined to form between thirty thousand and fifty thousand ideographs. It is in these ideographs that we see the God-designed witnesses of His Gospel.

#### EXTENSIONS

For example, the ideograph for *righteousness* has two parts: the upper symbol, meaning "lamb," and the lower symbol, meaning "I." The message, then, is that "I, under the Lamb, am righteous."

The ideograph for *tree* is a cross with the symbol for man superimposed upon it. The ideograph for *come* builds upon this one, with two small symbols of man, representing mankind, on either side of the tree, with the larger man superimposed on it. The message is "Mankind, come to the man on the tree."

### 2. Spelling: Hard and Soft *g* (Examples: game, gem)

Help Box for 2a.

You should have highlighted the following words:

- |                  |                |                |
|------------------|----------------|----------------|
| 1. young         | 2. England     | 3. night       |
| 4. unevangelized | 5. go          | 6. young       |
| 7. struggled     | 8. calling     | 9. gave        |
| 10. goals        | 11. go         | 12. anything   |
| 13. might        | 14. go         | 15. going      |
| 16. began        | 17. learning   | 18. language   |
| 19. language     | 20. ideographs | 21. ideographs |
| 22. God-designed | 23. Gospel     |                |

#### BASIC LEVEL

- |                |                 |              |
|----------------|-----------------|--------------|
| 1. progeny     | 2. originate    | 3. inorganic |
| 4. navigation  | 5. negotiations | 6. analogies |
| 7. terminology | 8. longitude    |              |

#### EXTENSION

- |                   |                 |                |
|-------------------|-----------------|----------------|
| 9. immigrant      | 13. originality | 15. dissembler |
| 10. argumentative | 14. allegiance  | 16. deceiver   |
| 11. topography    |                 | 17. agitator   |
| 12. degradation   |                 | 18. dissident  |

### 3. Editor Duty: Correct Given Paragraph(s)

Split Quotes, Homophones

#### Day Two

### 4. Extensions -- Prewriting/Composition: Take Notes and Write a Closing Paragraph

### 5. Composition: Edit and Revise Using the Checklist Challenge

#### Day Three

### 6. Grammar/Sentence Structure: Adjectives

Help Box for 6a.

You should have highlighted the following words:

- |           |              |
|-----------|--------------|
| 1. two    | 2. upper     |
| 3. lower  | 4. righteous |
| 5. two    | 6. two       |
| 7. either | 8. larger    |

#### Day Four

### 7. Grammar: Main Subject and Prepositional Phrases

Help Box for 7a.

You should have highlighted the following words:

- |                    |                                  |
|--------------------|----------------------------------|
| 1. in England      | 2. to his father                 |
| 3. at dinner       | 4. for the unevangelized masses  |
| 5. of China        | 6. to China                      |
| 7. as a missionary | 8. with his calling and his walk |
| 9. with the Lord   | 10. at His disposal              |
| 11. to China       |                                  |

Help Box for 7b.

You should have highlighted the following words:

- |  |       |
|--|-------|
| 1. boy (or <i>young boy</i> )              | 2. He |
| 3. he (with <i>struggled</i> following it) | 4. It |

Help Box for 7c.

You should have highlighted the following clauses:

- Once he was committed to going to china,
- that are combined to form between thirty thousand to fifty thousand ideographs,
- that we see the God-designed witness of His Gospel.

#### Day Five

### 8. Spelling: Spelling Test

### 9. Dictation: Dictation Quiz

### 10. Composition/Creative Writing: Final Copy of Original Biographical Report

#### Extra Practice (Optional)

# Red 1C Week 4 Teacher's Helps

## For a Four-Day Week

### Peacemaking

#### Vocabulary Box

Synonyms for <i>peacemaker</i>		Antonyms for <i>peacemaker</i>	
ambassador	reconciler	whisperer	traitor
apostle	soul-winner	divider	deceiver
missionary	evangelist	dissembler	dissident
witness	mediator	trucebreaker	agitator

#### Day One

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

A young boy in England named Hudson Taylor listened to his father pray every night at dinner for the unevangelized masses of China. He knew that before he was born, his parents had prayed that he would go to China someday as a missionary. When he was a young adult, he struggled with his calling and his walk with the Lord. It wasn't until Hudson Taylor gave up his earthly goals and told the Lord he would go anywhere, do anything, suffer whatever His cause might demand, and be wholly at His disposal that he was ready to go to China.

Once he was committed to going to China, Hudson Taylor immediately began the mammoth task of learning the Chinese language. The Chinese language is based on 214 symbols, called "radicals," that are combined to form between thirty thousand and fifty thousand ideographs. It is in these ideographs that we see the God-designed witnesses of His Gospel.

#### EXTENSIONS

For example, the ideograph for *righteousness* has two parts: the upper symbol, meaning "lamb," and the lower symbol, meaning "I." The message, then, is that "I, under the Lamb, am righteous."

The ideograph for *tree* is a cross with the symbol for man superimposed upon it. The ideograph for *come* builds upon this one, with two small symbols of man, representing mankind, on either side of the tree, with the larger man superimposed on it. The message is "Mankind, come to the man on the tree."

### 2. Spelling: Hard and Soft *g* (Examples: game, gem)

Help Box for 2a.

You should have highlighted the following words:

- |                  |                |                |
|------------------|----------------|----------------|
| 1. young         | 2. England     | 3. night       |
| 4. unevangelized | 5. go          | 6. young       |
| 7. struggled     | 8. calling     | 9. gave        |
| 10. goals        | 11. go         | 12. anything   |
| 13. might        | 14. go         | 15. going      |
| 16. began        | 17. learning   | 18. language   |
| 19. language     | 20. ideographs | 21. ideographs |
| 22. God-designed | 23. Gospel     |                |

#### BASIC LEVEL

- |                |                 |              |
|----------------|-----------------|--------------|
| 1. progeny     | 2. originate    | 3. inorganic |
| 4. navigation  | 5. negotiations | 6. analogies |
| 7. terminology | 8. longitude    |              |

#### EXTENSION

9. immigrant
10. argumentative
11. topography
12. degradation

#### FURTHER EXTENSION

13. originality
14. allegiance

#### Optional

15. dissembler
16. deceiver
17. agitator
18. dissident

### 3. Editor Duty: Correct Given Paragraph(s)

Split Quotes, Homophones

#### Day Two

### 4. Prewriting/Composition: Take Notes and Write a Closing Paragraph

### 5. Composition: Edit and Revise Using the Checklist Challenge

#### Day Three

### 6. Grammar/Sentence Structure: Adjectives

Help Box for 6a.

You should have highlighted the following words:

- |           |              |
|-----------|--------------|
| 1. two    | 2. upper     |
| 3. lower  | 4. righteous |
| 5. two    | 6. two       |
| 7. either | 8. larger    |

### 7. Grammar: Main Subject and Prepositional Phrases

Help Box for 7a.

You should have highlighted the following words:

- |                    |                                  |
|--------------------|----------------------------------|
| 1. in England      | 2. to his father                 |
| 3. at dinner       | 4. for the unevangelized masses  |
| 5. of China        | 6. to China                      |
| 7. as a missionary | 8. with his calling and his walk |
| 9. with the Lord   | 10. at His disposal              |
| 11. to China       |                                  |

Help Box for 7b.

You should have highlighted the following words:

- |  |       |
|--|-------|
| 1. boy (or <i>young boy</i> )              | 2. He |
| 3. he (with <i>struggled</i> following it) | 4. It |

Help Box for 7c.

You should have highlighted the following clauses:

1. Once he was committed to going to china,
2. that are combined to form between thirty thousand to fifty thousand ideographs,
3. that we see the God-designed witness of His Gospel.

#### Day Four

### 8. Spelling: Spelling Test

### 9. Dictation: Dictation Quiz

### 10. Composition/Creative Writing: Final Copy of Original Biographical Report

### Extra Practice (Optional)

# Red 1C Week 4 Answer Keys

## 3. Editor Duty: Correct Given Paragraph(s)

Split Quotations, Homophones

<> 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second paragraph, highlight all of the misused homophones, and write their correct homophones, if you have not already done so.
3. In the first and third paragraphs, highlight the split quotes, and correct them, if you have not already done so.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

On that day, peace flooded the heart of John Calvin. "God," said Calvin, "produced the change." Calvin continued, "He instantly subdued my heart to obedience. The full knowledge of the truth, like a bright light, disclosed to me the abyss of errors in which I was weltering."

Calvin continued, "Only one haven of salvation is their for hour souls, and that is the compassion of God, which is offered to us in Christ." By excepting the piece of salvation, John had taken the first step toward becoming a peacemaker. (there, our, accepting, peace)

After John's conversion, God worked through his father to help him make a clean break with the state church. "When I was as yet a very little boy," said John, "my father had destined me for the study of theology." (Capitalizing church in the phrase state church is optional)

Teacher Tip: It is acceptable to have less than three sentences in a paragraph if the paragraph contains dialogue or a quote.

## 7. Grammar: Main Subject and Prepositional Phrases

<> 7d. In the sentences provided, complete the following steps:

- (1) Place parentheses around all prepositional phrases.
- (2) Place < > around all of the subordinate clauses.
- (3) Underline the main verb of each sentence with another color. (Do not bother with verbs in other parts of the sentence.)
- (4) Highlight the main subject of each sentence with a different color.

Note: If a sentence is a compound sentence (two complete sentences on either side of a semicolon or coordinating conjunction—FANBOYS: for, and, nor, but, or, yet, or so), find the main subject in each half (just as though it were two separate sentences).

1. (After traveling) (over the rugged heights,) feet will be swollen and bruised.
2. They will be beautiful (in the eyes) (of those) <whose lives were transformed> (by the good news) <that they brought>.

Teacher Tip: Do not be concerned if your student highlighted more than one word for the main subject, such as a describer or two with the main subject. It is not incorrect to consider a describer with the noun as the main subject.

3. The **foot** actually **serves** (as an auxiliary pump).(*As is used as a preposition here.*)
4. <When a person is inactive>, the average adult **heart** **must bear** the sole burden (of pumping) more than eleven pounds (of blood) every minute.
5. **Some** (of that blood) **must be lifted** only a few inches to reach the brain.
6. **Sitting** or **standing** (for long periods) (of time) **slows** circulation and causes the feet to swell <as blood accumulates>.
7. <As the heart strains to lift the accumulated fluids>, **blood pressure** **increases**.
8. **Soldiers** <who are required to stand> (at attention) (for long periods) (of time) **have been known to faint** (from inactivity.)
9. So much **blood** **builds** up (in their feet and legs) <that the brain suffers> (from lack) (of oxygen.) (*Up is an adverb in this sentence.*)
10. A **corn** **is** a hardened layer (of skin) <that grows to protect the foot> (from irritation.)
11. These **irritations** often **come** (from shoes) <that do not fit properly>.
12. This **irritation** **stimulates** the flow (of blood) (to the area,) promoting healing and repairing damaged cells.
13. <As the area swells (with blood.)> the **pressure** (inside the improperly-fitting shoe) **increases** and **irritates** the spot more deeply.
14. The increased **blood supply** also **promotes** the growth (of new cells) to protect the irritated site.
15. <As the new cells push the old cells upward> a characteristic corn-shaped **bump** **forms**.
16. The central **core** (of the corn) **is made** (of old layers) (of skin.)
17. These old **layers** **become** so hardened <that they often irritate the soft new skin> <that forms (underneath them.)>
18. The **result** **is** a painful cycle.
19. **Pressure** **irritates** the skin.
20. The **skin** **builds** protective layers <which, (in turn,) harden and cause more pressure.>



