

John Bunyan

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

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 In 1660, after Cromwell died, the monarchy was restored under Charles II, and religious freedoms were hastily withdrawn, citing the Elizabethan Act of Uniformity.

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

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

Basic Timeline of Events

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

Write a brief summary of John Bunyan's life.


Vocabulary

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

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

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

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

Memory Verse



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

Pilgrim's Progress

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

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



Grammar & Punctuation

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

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

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

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

Sentence Basics

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

Example: Jesus calmed the storm.

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

Example: Jesus was the Son of God.

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

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

Sentences and Sentence Fragments

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

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

Sentence: My friend Janet loves to play soccer.

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

Fragment: My friend Janet.

Contains a subject noun (Janet) but no predicate.

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

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

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

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

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

Create complete sentences out of the following fragments.

Fishing for the day.

All of us enjoyed.

Check the box once you have completed the following activity.

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



 Communication

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

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

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

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

Five Aspects of Communication:

Written: Using written language to express information and ideas.

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

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

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

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

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

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

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

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

Name _____

Lesson 1 - Exercise 3 Day 3

Answer the following with complete sentences.

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

What topic would you love to write about most?

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

Write about a time when you were an active listener.

Discuss the following with your instructor:

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

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

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

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

— John Bunyan




Worldview & Literary Analysis

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

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

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

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

Finish reading Chapter 2: "Christian & Evangelist."

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

1. What five things characterize the man that Bunyan sees in his dream?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

2. Read Acts 2 and 16:16–34. In these passages, what was the response to the people who cried out, "What shall we do to be saved?"

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

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

2 *Ibid.*, p. 27.

3 *Ibid.*, p. 7.

4 *Ibid.*, p. 11.

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

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

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

My Pilgrim’s Progress Notes



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


Review

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

Vocabulary Review

Match the words to the correct definition.

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

Grammar Review

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

List two common nouns.

List two proper nouns.

Name _____

Lesson 1 - Exercise 5 Day 5

List two action verbs.

List the state-of-being verbs.

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

Communication Review

List the five aspects of communication.

- _____
- _____
- _____
- _____
- _____

Worldview & Literary Analysis Review

1. What is worldview?

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

- _____
- _____
- _____
- _____
- _____

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

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

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

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



Reginald Heber

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

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

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

Optional: Teacher's Discretion No Yes Due Date: _____

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

Vocabulary

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

Write the correct vocabulary word in front of the definition.

1. _____ — a garden area or shaded retreat, a bower
 2. _____ — to rebuke, scold, or admonish
 3. _____ — cowardly, weak-hearted, full of fear
 4. _____ — overtaken by night or darkness
-
5. _____ — three times
 6. _____ — called to mind or considered
 7. _____ — at full speed or with great haste
 8. _____ — a long wooden bench with arms, a high solid back, and an enclosed foundation often serving as a chest
-
9. _____ — a measure of length about 1/8 of a mile
 10. _____ — quickly, lightly, with agility
 11. _____ — dreary or sorrowful
 12. _____ — to express grief or sympathy
-
13. _____ — caught sight of
 14. _____ — loyal devotion
 15. _____ — a gatekeeper or doorkeeper
 16. _____ — ability to regulate and discipline oneself through the exercise of reason and wisdom

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

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

Memory Verse

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

Pilgrim's Progress

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



Linking Verbs

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

Examples: I am a Christian.

This place looks amazing!

He seemed so upset.

They were best friends.

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

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

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

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

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

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

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

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

A couple of rules for linking verbs:

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

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

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

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

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

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

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

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

Write a sentence using a permanent linking verb.

Write a sentence using a sensory linking verb.

Review It!

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

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

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

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

 Communication

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

Sentence Writing Pitfalls

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

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

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

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

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

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

Mom bought a puppy for my sister they call Pepper.

(dangling modifier — Is my sister called Pepper?)

Mom bought my sister a puppy they call Pepper.

(clear modifier — The puppy is called Pepper.)

Rewrite the following sentences, correcting the errors.

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

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

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

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

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

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

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

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

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

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

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

Give an example of each.

1. Fiction: _____
2. Nonfiction: _____
3. Fact: _____
4. Opinion: _____

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

Write an example of each.

Simile: _____

Metaphor: _____

Personification: _____

Oxymoron: _____

Hyperbole: _____

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

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

Name an example of each.

1. Allegory: _____
2. Parable: _____
3. Fable: _____

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

Timorous & Mistrust

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

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

2. What does Timorous represent?

3. What does Mistrust represent?

Porter & Discretion

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

1. What does the roll represent?

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

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

4. What does the House Beautiful stand for?

My Pilgrim's Progress Notes



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



Review

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

Vocabulary Review

Match the words to the correct definition.

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

Grammar Review

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

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

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

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

Communication Review

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

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

Worldview & Literary Analysis Review

Match the words to the correct definition.

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

Answer the following questions.

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

6. What does the House Beautiful stand for?

Vocabulary

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

Circle the correct vocabulary word for each definition.

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

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

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

Memory Verse

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

Pilgrim's Progress

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



Grammar & Punctuation

When to Use Quotation Marks

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

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

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

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

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

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

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

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

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

Examples: I enjoyed the chapter "Dinosaur Lifestyles."

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

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

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

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

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

Quotation Marks and Other Sentence Punctuation

Commas and periods appear *before* ending quotation marks.

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

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

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

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

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

Write 3–5 supporting sentences.

Write the concluding (wrap-up) sentence.

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

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

Instructor’s signature: _____

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

1. John 6:26–29

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


b. What work is the work of God?

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

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

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

My *Pilgrim's Progress* Notes

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


Review

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

Vocabulary Review

Match the words to the correct definition.

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

Grammar Review

1. **Define** dialogue.

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

Place quotation marks where needed.

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

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

Communication Review

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

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

Worldview & Literary Analysis Review

Answer the following questions.

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



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

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

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

Answer the questions.

1. In this passage, what is the first thing Bunyan asks of his audience? _____

2. What does Bunyan say we need to be to have a heavenly inheritance? _____
3. What does Bunyan say we are to do if we are risen with Christ? _____

4. What does Bunyan say we should talk of when we gather? _____
5. What should we love? _____
6. How should the children of God live together? _____
7. What kind of children are we to be? _____
8. What should all manner of our conversations be? _____
9. What aspect of God does Bunyan focus on as he closes his sermon? _____
10. What does this aspect of God oblige us to live like? _____

Vocabulary

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

Circle the correct vocabulary word for each definition.

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

Use each vocabulary word in a sentence.

Melodious: _____

Gestures: _____

Intermission: _____

Dross: _____

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

Memory Verse



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

Pilgrim's Progress

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



Grammar & Punctuation

Review Grammar Lessons 25–27

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

Match the word to the correct definition.

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

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

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

Write a simple sentence about yourself.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Write a sentence containing a collective noun.

Write a sentence containing a noun of plural form.

 Communication

Active Listening Exercise: Ministry Interview

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

Answer the following questions with complete sentences.

What did you enjoy most about the interview?

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

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

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

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

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

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

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

Written:

Oral:

Nonverbal and Visual:

Contextual:

Active Listening:



Review

Update Reading List Chart with books you have read this week.

Recite Revelation 22:1-5 from memory to your instructor.

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

We should:

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

Vocabulary Review

Match the words to the correct definition.

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

Grammar Review

1. **Define** a collective noun.

2. **Define** a complex sentence.

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

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

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

Communication Review

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

Worldview & Literary Analysis Review

Answer the following questions.

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

Unless a person is born again, _____ .

2. What awaited Christian and Hopeful in heaven?

a. A joyful _____

b. new _____

c. a welcome from the _____

d. the right to the _____

e. fellowship with those who have _____