



Curriculum Development:
Kristen Pratt

Editor-in-Chief:
Laura Welch

Editorial Team:
Craig Froman
Willow Meek
Judy Lewis

Art Director:
Diana Bogardus

Design Team:
Diana Bogardus
Terry White
Jennifer Bauer

First printing: October 2023

Copyright © 2023 by Kristen Pratt, Sarah Gabel, and Master Books®. All rights reserved. No part of this book may be reproduced, copied, broadcast, stored, or shared in any form whatsoever without written permission from the publisher, except in the case of brief quotations in articles and reviews. For information write:

Master Books, P.O. Box 726, Green Forest, AR 72638
Master Books® is a division of the New Leaf Publishing Group, LLC.

ISBN: 978-1-68344-327-8
ISBN: 978-1-61458-864-1 (digital)

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. The ESV text may not be quoted in any publication made available to the public by a Creative Commons license. The ESV may not be translated in whole or in part into any other language.

Vocabulary terms and definitions are from the *Pilgrim's Progress: The Journey Journal*, available from Master Books. Select questions are from the all-in-one curriculum for *The Pilgrim's Progress* by Answers in Genesis (2006). *The Journey Journal* is based on the AiG version of *Pilgrim's Progress*. This material is used with permission.

Printed in the United States of America

Please visit our website for other great titles: www.masterbooks.com

Permission is granted for copies of reproducible pages from this text to be made for use with immediate family members living in the same household. However, no part of this book may be reproduced, copied, broadcast, stored, or shared in any form beyond this use. Permission for any other use of the material must be requested by email from the publisher at info@nlpg.com.

About the Authors



Kristen Pratt is the Brand & Curriculum Development Manager for Master Books and author of the award-winning series, *Language Lessons for a Living Education*. She homeschools her family surrounded by the beauty of the Ozarks.





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

Course Description

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

Features

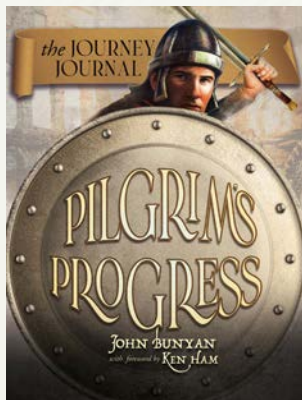
	Target Level	High school, Grade 9 and up 1 English credit
	Flexible 180-Day Schedule	Approximately 50 minutes per exercise, five days a week
	Open & Go	Convenient daily schedule, Well-designed lessons
	Engaging Application	Critical thinking, Faith tie-ins, Extension activities
	Assessments	Reviews, Rubrics

Objectives

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

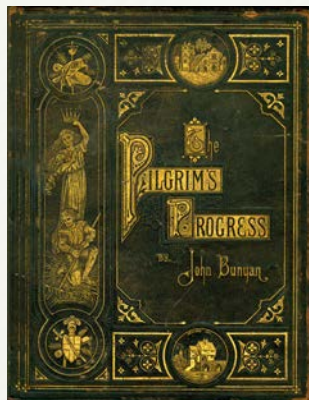
Companion Books

Required



Both books available from MasterBooks.com

Optional



Placement

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

Supply List

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

Teacher and Course Information

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

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

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

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

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

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

In Him,

Kristen Pratt & Sarah Gabel

Course Overview

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

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

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

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

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

Special Features

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

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

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

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

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

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

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

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

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

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

Grammar & Punctuation

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

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

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

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

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

Communication

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

Five different aspects of communication are presented:

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

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

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

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

Worldview & Literary Analysis

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

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

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

Students will study:

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

Review Day

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

There are four sections in each Review Day:

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

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

Rubrics

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

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

Teaching Resources

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

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

Language Lessons Level 9 Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
► First Semester-First Quarter				
Week 1	Day 1	Lesson 1 • Exercise 1 • Pages 19–20		
	Day 2	Lesson 1 • Exercise 2 • Pages 21–22		
	Day 3	Lesson 1 • Exercise 3 • Pages 23–24		
	Day 4	Lesson 1 • Exercise 4 • Pages 25–26		
	Day 5	Lesson 1 • Exercise 5 • Review • Pages 27–28		
Week 2	Day 6	Lesson 2 • Exercise 1 • Pages 29–30		
	Day 7	Lesson 2 • Exercise 2 • Pages 31–32		
	Day 8	Lesson 2 • Exercise 3 • Pages 33–34		
	Day 9	Lesson 2 • Exercise 4 • Pages 35–36		
	Day 10	Lesson 2 • Exercise 5 • Review • Pages 37–38		
Week 3	Day 11	Lesson 3 • Exercise 1 • Pages 39–40		
	Day 12	Lesson 3 • Exercise 2 • Pages 41–42		
	Day 13	Lesson 3 • Exercise 3 • Pages 43–44		
	Day 14	Lesson 3 • Exercise 4 • Pages 45–46		
	Day 15	Lesson 3 • Exercise 5 • Review • Pages 47–48		
Week 4	Day 16	Lesson 4 • Exercise 1 • Pages 49–50		
	Day 17	Lesson 4 • Exercise 2 • Pages 51–52		
	Day 18	Lesson 4 • Exercise 3 • Pages 53–54		
	Day 19	Lesson 4 • Exercise 4 • Pages 55–56		
	Day 20	Lesson 4 • Exercise 5 • Review • Pages 57–58		
Week 5	Day 21	Lesson 5 • Exercise 1 • Pages 59–60		
	Day 22	Lesson 5 • Exercise 2 • Pages 61–62		
	Day 23	Lesson 5 • Exercise 3 • Pages 63–64		
	Day 24	Lesson 5 • Exercise 4 • Pages 65–66		
	Day 25	Lesson 5 • Exercise 5 • Review • Pages 67–68		
Week 6	Day 26	Lesson 6 • Exercise 1 • Pages 69–70		
	Day 27	Lesson 6 • Exercise 2 • Pages 71–72		
	Day 28	Lesson 6 • Exercise 3 • Pages 73–74		
	Day 29	Lesson 6 • Exercise 4 • Pages 75–76		
	Day 30	Lesson 6 • Exercise 5 • Review • Pages 77–78		

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

How to Use This Section

The teaching resources in this section provide both required and optional aids and activities. The reading lists, writing prompts, and spelling lists give extra learning opportunities. The templates, rubrics, study sheets, and answer keys are an integral part of this course. Please get familiar with these helpful resources.

Table of Contents

Independent Reading List	383
Recommended Book List	384
Extra! Extra! Another Chance to Communicate!	385
Templates and Outlines	387
Essay Writing Template	
Sentence Outline	
Active Listening — Interview Template	
Oral Presentation Template	
Spelling and Vocabulary	395
Spelling Practice	
Spelling List	
Spelling Rules and Exceptions	
Suffixes	
Prefixes	
Root Words	
Grammar Study Sheets	413
The Eight Parts of Speech	
Subjects and Predicates	
Pronouns	
Adverbs	
Prepositions	
Clauses	
Linking Verbs	
Subject-Verb Agreement	
Verbal Phrases	
Infinitives	
Plural and Singular Nouns	
Irregular Possessive Nouns	
Verb Tense	
State-of-Being Verbs	
Irregular Verbs with Helping Verbs	
Subject-Verb Agreement for Special Nouns and Pronouns	
Irregular Verbs	

Communication Study Sheets.....	421
Aspects of Communication	
Essay Types	
Personal Narrative Essay	
Paragraph	
Tips for Better Writing	
Verbal Communication	
Five Figures of Speech	
Tips for Better Writing	
Point of View	
Transitional Phrases	
Sentence Types	
Active Listening Tips	
Interview Guidelines	
Texting Guidelines	
Sentence Writing Pitfalls	
Building a Better Sentence	
Expository Essay Preparation	
Essay: Personal Narrative	
Title Punctuation Chart	
Improving Sentences	
The Critical Essay	
Critical Essay Tips	
Mispronounced Words	
Modes of Persuasion	
Converting an Essay into an Oral Presentation	
Writing a Fable	
Writing a Parable	
Five Aspects of Communication	
Assessments.....	435
Rubrics	437
Personal Narrative Rubric	
Descriptive Rubric	
Expository Rubric	
Critical Rubric	
Persuasive Rubric	
Oral Presentation Rubric	
Answer Key	443

Quarter 1

Lesson 1, Exercise 1, Page 20

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

Lesson 1, Exercise 2, Page 22

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

Lesson 1, Exercise 4, Pages 25–26

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

Lesson 1, Exercise 5, Pages 27–28

Vocabulary Review

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

Grammar Review

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

Communication Review

In any order:

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

Worldview & Literary Analysis Review

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

Lesson 2, Exercise 1, Page 30

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

Lesson 11, Exercise 5, Pages 127–128

Vocabulary Review

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

Grammar Review

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

Communication Review

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

Worldview & Literary Analysis Review

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

Lesson 12, Exercise 1, Page 130

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

Lesson 12, Exercise 2, Pages 131–132

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

Lesson 12, Exercise 3, Page 134

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

Lesson 12, Exercise 4, Pages 135–136

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

Lesson 12, Exercise 5, Pages 137–138

Vocabulary Review

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

Grammar Review

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

Communication Review

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

Worldview & Literary Analysis Review

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

Lesson 13, Exercise 1, Page 140

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

Vocabulary

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

Lesson 13, Exercise 2, Page 142

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

Lesson 23, Exercise 4, Page 248

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

Lesson 23, Exercise 5, Pages 249–250

Vocabulary Review

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

Grammar Review

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

Communication Review

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

Worldview & Literary Analysis Review

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

Lesson 24, Exercise 1, Page 252

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

Lesson 24, Exercise 2, Page 254

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

Lesson 24, Exercise 4, Page 258

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

Lesson 24, Exercise 5, Pages 259–260

Vocabulary Review

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

Grammar Review

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

Communication Review

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

Worldview & Literary Analysis Review

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

Lesson 25, Exercise 1, Page 262

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

Lesson 25, Exercise 2, Pages 263–264

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

Lesson 35, Exercise 5, Pages 369–370

Vocabulary Review

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

Grammar Review

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

Communication Review

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

Worldview & Literary Analysis Review

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

Lesson 36, Exercise 1, Pages 371–372

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

Vocabulary

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

Lesson 36, Exercise 2, Pages 373–374

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

Lesson 36, Exercise 4, Page 378

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

Lesson 36, Exercise 5, Pages 379–380

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

Vocabulary Review

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

Grammar Review

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

Communication Review

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

Worldview & Literary Analysis Review

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