FIRST YEAR

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| **english i** |
| Effective Communication for Ministry |

TEXTBOOK

**DELIVERANCE BIBLE INSTITUTE**

*Portland, Maine, USA*

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| English I |
| Effective Communication for Ministry |

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# LESSON 1: Introduction to Course, Study Tools, & Concentration

Introduction to Course

### PURPOSE Why is this course pertinent to me?

Go to, let Us go down, and there confound their language, that they may not understand one another's speech. *[The Lord speaking of the Tower of Babel]* –*Genesis 11:7*

A basic need of every person is the need to be understood, and **the only way to be understood is to make sense**. The beauty of flowing poetry, the influence of persuasive prose, or the power of provocative speech is made essentially inert if it does not make sense to its audience.

This class is designed to strengthen the student in two core areas: 1) how to be understood using the English Language and 2) how to understand the English language. The goal of this course is to train in effective communication for Christian ministry.

### PLAN What will I be studying in this course?

The plan of study for *English I* is divided into three general sections:

SECTION ONE: Learning how to learn – *Methods for better learning.*

SECTION TWO: Grammar – *Making sense out of the English language*

SECTION THREE: In Awe of the KJV – *Appreciation of the KJV Bible.*

### PASSING What do I have to do in order to do well in this course?

* Be in class and on time. (20%)
* Assignments (20%)
* Class Notebook.(10%)
* Study Questions.(10%)
* Study for Quizzes.(25%)
* Study for Final Exam.(10%)
* Class Participation (5% BONUS)
* A final grade of 80% or greater is required to pass this course.
* Must have 1) Concordance 2) Dictionary 3) Thesaurus 4) Note cards

*A man can succeed at almost anything for which he has unlimited enthusiasm.*

–Andrew Carnegie [Carnegie Hall]

## Study Tools

1. Dictionary
   1. The words of a dictionary are arranged in alphabetical order.
   2. A dictionary helps us to spell words correctly.

*Example: knowledge, not knowlege*

1. Some words are spelled with capitals.
2. Some words may be spelled in more than one way.

*Example: gray or grey*

* 1. A dictionary includes a pronunciation guide.

1. This guide helps us to pronounce words correctly.

2. Accent marks are part of the pronunciation.

3. This guide is divided into parts to tell us how many syllables are in one word.

d. A dictionary gives the part of speech of a word.

e. A dictionary gives the definition of a word.

1. Thesaurus
   1. It is a treasury, a storehouse of words.
   2. It has a list of words with similar meanings grouped together (synonyms).
   3. It has a list of words with opposite meanings grouped together (antonyms).

*Example: abroad (syn.) away, overseas, broadly, widely*

*(ant.) at home, privately, secretly*

* 1. It is a great source for the right words to express your thoughts accurately.
  2. It is a great way to build your vocabulary and become a more confident, powerful communicator

1. Concordance
   1. It includes directions and explanations in the front of the book.
   2. It allows the reader to easily find all biblical occurrences of a word.
   3. It is complete with Hebrew and Greek dictionaries usually found at the back of the book.
   4. It is organized by numbers.
   5. It gives brief lexical definitions of each original word.

Remember: Use the Bible to define itself. Do not just choose the definition you like best, but find different examples in the Bible of how to use your word or words. Interpret Scripture with Scripture!

Concentration

**YOU CAN CONCENTRATE!**

Why is concentrating a real problem for adult learners?

*Because adults have many job and home responsibilities and problems to cause their thoughts to wander.*

**TEN TIPS THAT WILL**

**IMPROVE**

**YOUR CONCENTRATION**

* + Assemble tools and materials you will need during study.
  + Study in a room apart from others.
  + Jerk your mind back into line the moment it wanders.
  + Ask yourself questions.
  + Read aloud.
  + Restate aloud. (say it in your own words. It will help capture it for you.)
  + Respect your own privacy. (It starts with you. If you don’t, nobody else will.)
  + Remember why you want to learn. (Your interest level is so important to learning.)
  + Don’t overdo it.
  + Put it in writing. (Pen and paper are the most important as well as practical tools for concentration.)

**Study Questions 1: Introduction to Course & Study Tools**

1. What is the goal of this English course?

The goal of this course is to train in effective communication for Christian ministry.

1. Explain what each of the following tools is used for:

**DICTIONARY** - definitions, spellings, pronunciations, and origins of words

**THESAURUS** -synonyms and antonyms of words

**CONCORDANCE** - all Biblical occurrences of a word and brief lexical definitions of Biblical words

1. How do you define and interpret the Bible?

Use the Bible to define itself. Interpret Scripture with Scripture.

1. Define: "facetious"

not meant to be taken seriously or literally: lacking serious intent; concerned with something nonessential, amusing, or frivolous: 🡪a facetious person.)

1. Define: "blithe"

joyous, merry, or gay in disposition; glad; cheerful; without thought or regard; carefree; heedless:🡪 Everyone loved her for her blithe spirit.;

1. Why is concentrating a real problem for adult learners?

BECAUSE ADULTS HAVE MANY JOB AND HOME RESPONSIBILITIES AND PROBLEMS TO CAUSE THEIR THOUGHTS TO WONDER.

1. Give three tips for improving concentration.

1) STUDY IN A ROOM APART FROM OTHERS 2) ASK YOURSELF OUESTIONS 3) READ ALOUD

**ASSIGNMENT #1:**

**You will need your Bible, Strong’s Concordance, Dictionary and Thesaurus.**

1. Using your concordance and Bible find examples of these character traits: 1)PERSEVERANCE 2)COURAGE 3)HUMILITY
2. Write out complete verses and references for each character trait.
3. Using your dictionary define each character trait.
4. Using your Strong’s concordance define each character trait.
5. Using your thesaurus find the opposite trait for each character trait listed.

***Example:***

**1 &2**

“Love” I John 4:7 *Beloved, let us* ***love*** *one another: for* ***love*** *is of God; and every one that* ***loveth*** *is born of God, and knoweth God*.

**3**

Webster’s dictionary-Love means warm affection

**4**

Strong’s concordance- Love (agape) means affection or benevolence

**5**

Love----Hate

**Where is this clause found in the Bible? (find the reference using a concordance.)**

“….leaving us an example, that ye should follow his steps”

# LESSON 2: Note Making

**INTRODUCTION**

If you’re going to study, you must FIRST have something to study. In order to have something to study you must FIRST have been in class. Yet, being in class is not sufficient; for, you must also know how you aregoing to study.

Allow me to let you in on a secret. Confidentially, the job is **NOT** taking notes. Note-taking is a relatively useless habit; but note-making, which is an entirely different process, is likely to become one of the most useful skills you will ever learn.

It will be the difference between high grades and low grades for you. It is the difference between a real attempt to make meaningful, relevant thoughts of your own on paper (or, thoughts stimulated and put in order by the instructor), and a half-hearted attempt to take-down words the *“in-one-ear-and-out-the-pen”* method. Also, the difference between low and high grades (success) is the difference between doing things for yourself and having things done for you. The *doing* process is what changes our lives. Emphasis is on ***practice—practice in doing the job right.*** NOTE: On a poster at Anderson’s Garage: *“Every job is a self-portrait of the person who did it.—Autograph your work with excellence.”*

Why is making notes important? 1)Making notes in class keeps the student's attention focused on the lecture, thereby increasing concentration, retention and understanding. 2)Making notes in class makes the student an active participant in the learning process rather than a passive listener or daydreamer. 3)Making notes helps the student sort out important information—by beginning the actual learning process the student is actually making the material his own. 4)The notes made will become a study aid, an external memory device, and an instrument to aid in review and recitation. This process leads to **long-term learning**.

**Extensive studies have shown that one's ability to recall** declines rapidly after a lecture; so that, after about twenty-four hours, recall has diminished by about 80%. However, the decline in recall can be dramatically reduced if one reinforces the learning by a short review within one hour. The longer the period of time the greater the loss of recall; the shorter the period of time, the lesser the loss of recall.

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| **Note-making** | **VS** | **Note-taking** |
| a most useful skill | a relatively useless habit |
| “high grades” | “low grades” |
| a real attempt to make meaningful, relevant thoughts of one’s own (or, thoughts stimulated by the instructor) | a half-hearted attempt to take-down words the *“in- one-ear-and-out-the-pen”* method put in order by the instructor |
| doing things for yourself | having things done for you |

NOTE-MAKING

1. BEFORE YOU CAN MAKE NOTES, YOU MUST:

1. Get set to \_**\_\_\_\_\_\_\_\_**\_\_—leaning rather forward in your chair. [listen]

When you are leaning a bit forward, you are in a better position for paying attention than if you are too relaxed. If you are sitting on the middle of your spine, you might as well be marked half-absent.

B. Use a large notebook—8 1/2 x11

C. Date every \_**\_\_\_\_\_\_\_\_\_\_\_**\_(include subject & teacher name). [page]

**TIME:** \_\_\_\_\_\_\_\_\_ [6 sec] **VALUE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[**never** get lost].

1. WHEN MAKING NOTES, REMEMBER YOU MUST:
2. Write \_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_ and \_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_. [legibly, rapidly]

Use abbreviations and symbols. (**NOTE:** Remember what they mean.)

1. Keep class notes on the \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_ pages. [right-hand]

Then, left-hand pages can be used for outlining, adding notes, etc.

1. Keep notes \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_. [Separate]

Keep notes to each course or subject **together and in order** by a special **separate** section for each course in your notebook.

1. Use \_**\_\_\_\_\_\_\_\_\_\_\_\_\_**\_ notebook paper. **(8½” x 11”** or **8” x 10½”)[margined]**
2. Use \_\_**\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for notes. [mid-secfion]

Get everything that is important and make it yours. If a chart, graph, table, illustration, definition, equation, formula, new term, or any other aid to learning is presented, then GET IT! And, record it in the middle section of your notes.

“*Note-making develops a sense of listening allowing the person to recognize main ideas and to understand the organization of the material being shared.”*

III. HELPFUL SUGGESTIONS FOR MAKING NOTES

1. Notes need not be grammatically full \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_, **but** must be enough to help you recall class discussion when studying. Acquire the habit of omitting *a* and *an* except when necessary. Use numerals instead of writing out numbers. (sentences)
2. \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_ and acquire the real *meat* of the lesson, recording only essentials and opening your mind to meaning. (concentrate)

**Just what should you hope to gain from a lecture?**

1. Make note of \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_. One can readily detect major headings and sub-headings in any competent lecture. (headings)

If the lecture is not competent masses of notes will not help anyway.

1. Any points that seem to be **new**, **original**, or have special \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_ make note of them. (significance)

? How does one recognize new, and original ideas?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (By Pre-reading)

*The act of turning aside from the main topic; a rambling thought.*

CAUTION: Remember in a class where the Holy Spirit is allowed to teach, it just might be an inspired interjection by the Holy Spirit.

1. \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_ that are asked; **especially those**

**that remain unanswered**. (questions)

1. \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_ pointing to possible exam

questions. (comments)

1. Challenge the lecture:

* What does he mean by that?
* Where does that fit in?
  + Is that comment essential; or, is it a digression?
  + He said, “…four points;” he only made three; or, was such and such intended to be #4?
  + That’s not what the book said; or,…what I heard; or, am I wrong?
  + Isn’t he going to discuss…?

1. Consider \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on a particular point. (Time Spent)

More Time = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**More Important)**

1. Consider \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a particular point/ **the # of times the same point is made.** (repetition)

A good indicator of importance =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (repetition)

1. Consider the \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_ and \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_ used to make a particular point. (gestures, tone)
2. WHEN YOU ARE FINISHED MAKING NOTES, YOU SHOULD:

NOT CRAMMING!!!

1. \_**\_\_\_\_\_\_\_\_\_\_\_\_** your notes! (review)
2. \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** your notes, the same day, by all means! (organize)
3. If notes are from a lecture; then, Make a summary or skeleton \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_. (Outline)
4. Draw lines, balloons, brackets, braces, numbers, underline, etc.
5. Note all significant \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** not included in text. (points)
6. Draw a light \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_** through omitted or slightly dismissed material. (sloping line)

**CONCLUSION**: If these suggestions cannot, or do not, help; then, **remember**, often a teacher likes to leave pulling material together until the end of the class. When suddenly all has a new and important meaning. The best way to make notes in such a class is to sit still for a few minutes and in 3 or 4 sentences putting down the principle idea(s) of the lecture. This requires a little discipline but it is worth it and it is less frustrating.

**SUMMARY**: **In summary – 4 Things to Remember –**

1. **Prepare yourself to listen.**
2. **Listen and think before you write.**
3. **Make notes easy to understand.**
4. **Think ahead to *examination time.***

**NOTE IN CLOSING**: The worst technique in taking notes (aside from inattention, fatigue, inadequate preparation, etc.) can be summed up in one word –

Scribblemania.

It consists of sitting in class with no apparent object in mind, but to write as much as possible. PLEASE, come to class prepared to receive something substantial.

**Study Questions 2: Note Making**

1. COMPLETE THE QUOTE. *Every job is a*

*self- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_portrait of the one who did it.*

*Autograph your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_work with excellence\_.*

1. Before you can make notes, you must:
2. Get set… \_to listen\_.
3. Use a… \_large notebook\_.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_ every page.
5. When making notes, write \_legibly\_ and \_rapidly\_.
6. Keep class notes on \_\_the right-hand pages\_.
7. Define “gesticulate” and use it in a sentence.

–verb (used without object) 1. to make or use gestures, esp. in an animated or excited manner with or instead of speech. –verb (used with object) 2. to express by gesturing.

Speech and prose are not the same thing. They have different wave-lengths, for speech moves at the speed of light, where prose moves at the speed of the alphabet, and must be consecutive and grammatical and word-perfect. Prose cannot gesticulate. Speech can sometimes do nothing more.

1. Define “eponym” and use it in a sentence.

An eponym is the name of a person, whether real or fictitious, after which a particular place, tribe, era, discovery, or other item is named or thought to be named. Romulus is the eponym of Rome.

1. Make note of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that are asked; *especially*

those that remain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (*questions, unanswered*)

1. What does more time spent on a particular thought tell you about it?

It is MORE IMPORTANT.

1. Define “facilitate” and use it in a sentence below.

DEFINITION: to make easier or less difficult; help forward (an action, a process, etc.): to assist the progress of (a person).

SENTENCE; *Careful planning facilitates any kind of work.*

1. Define “digression” and use it in a sentence below.

DEFINITION: the act of digressing; a passage or section that deviates from the central theme in speech or writing.

SENTENCE: *The work* [*contain*](http://www.yourdictionary.com/contain)*s lengthy digressions on peoples, places, and earlier history.*

1. The worst technique in taking notes can be summed up in one word. What is it? What does it mean?

**Scribblemania** consists of sitting in class with no apparent object in mind, but to write as much as possible.

# LESSON 3: Studying

*Learning to Learn*

1. WHAT IS STUDY?

“Students often fail because they know only that they want to succeed. They know what rewards they want, but they do not want to recognize that only work will get them these rewards. In short, students often fail because they are trying to get something for nothing.” – Lester Wittenberg

1. “Study is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” – William Armstrong

(hard work)

1. Study is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Valuable)

1. Good study habits last a lifetime.
2. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ learn how to study.

(can)

1. Good study habits are \_\_\_\_\_\_\_\_\_\_\_\_ to your success in school. (key)
2. HINTS TO BETTER STUDY METHODS
3. Don’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(u)

1. Don’t settle for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ materials.

(subpar)

The majority of students are *lamentably unenterprising* and neglect the boundless opportunities to find both nourishing *solids* and more appetizing *spices.* Such students become hacks, **not** leaders.

You are not bound to any unsatisfactory source of education. You live in a world of wide variety and should learn to take full advantage of it.

1. Study to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(u)

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

(u)

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

(u)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for time and effort spent.

(u)

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

(u)

1. Treat your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like a muscle.

(brain)

1. adequate sleep
2. balanced diet
3. sufficient exercise
4. Work in short, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spans.

(focused)

1. Practice **not** “I will remember!”; but, “\_\_\_\_\_\_\_\_\_ do I remember?”

(how)

1. devise patterns
2. find vivid correlations
3. find concrete (**not** abstract) examples and applications
4. take advantage of mnemonics, acronyms, and acrostics, etc.
5. Rehearse to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ knowledge.

(increase)

1. Train to present your knowledge effectively in the *showdown*.
2. Consider how you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your work.

(organize)

1. THE BEST CONDITIONS FOR STUDY
2. an ample desk
3. a small bookshelf
4. a simple chair
5. good light
6. comfortable room temperature
7. no external distractions
8. no internal distractions
9. no babbling
10. THE BEST KIND OF STUDY TAKES PLACE WHEN:
11. You know why you are studying.
12. You care about what you are studying.
13. You approach your work feeling confident you can do it.
14. You try to get the most out of your studies—not just enough to get by. You work for understanding, not just for grades

Study Questions 3: Studying

1. Complete the quote by Lester Wittenburg "In short, students often fail because...

… they are trying to get something for nothing.

They are trying to get something for nothing.”

1. “Studying is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- William Armstrong [hard work]

(hard work)

1. What are the keys to your success in school?

Good study habits.

good study habits

1. Why should you study?

Study to learn.

I should study to learn and not just put in time.

1. How can you treat your brain like a muscle? ( 3 things)

Adegaute sleep, balanced diet, sufficient excercise

1) GET ADEQUATE SLEEP

2) EAT A BALANCED DIET

3) GET SUFFICIENT EXERCISE

1. Practice not \_\_\_\_\_\_\_\_\_\_\_\_\_\_ WILL I remember, but \_\_\_\_\_\_\_\_\_\_\_\_\_ DO I remember?

[I, HOW]

(WHAT, HOW)

1. Write a paragraph describing the ideal conditions for study. (30-50 words)

SHOLD INCLUDE SOME OF THE FOLLOWING: an ample desk, a small bookshelf, a simple chair,good light,comfortable room temperature,no external distractions,no internal distractions,no babbling

FIRST, OFF WE NEED AMPLE DESK SPACE AND THEN A SMALL

BOOK SHELF WITHIN REACH FOR CONVENIENCE. MUCH TIME CA5

BE LOST SEARCHING FOR MATERIALS, THAT COULD HAVE BEEN

FOUND AT FIRST AND KEPT AT HAND FOR WHEN THEY ARE

NEEDED. A SIMPLE CHMR THAT IS NOT TOO COMFORTABLE ANb

GOOD LIGHTING ARE A MUST AS WELL. REMEMBER THAT OUR

COMFORT LEVEL WILL DETERMINE HOW LONG WE WILL BE ABLE

TO STUDY, SO, A MEDIUM ROOM TEMPERATURE WOULD BE WISE.

FINALLY, ELIMINATE AS MANY DISTIUTIONS - WITHIN AND

WITHOUT - AS POSSIBLE.

1. Define “cogitation” and use it in a sentence below.

concerted thought or reflection; meditation; contemplation; the faculty of thinking:. a thought; design or plan: to jot down one's cogitations. 🡪 She was a serious student and had a great power of cogitation

1. Define “scrutiny” and use it in a sentence below.

a searching examination or investigation; minute inquiry. surveillance; close and continuous watching or guarding. a close and searching look. 🡪 The Bible deserves special scrutiny because it is more than just a book.

1. Who is William Armstrong? (Answer in 2-4 sentences)

# LESSON 4:

**ASSIGNMENT #2: CHALLENGE YOUR MIND EVERY DAY**

**DAY 1 -** Practice something on a musical instrument

**DAY 2**  - Read about a subject you practically nothing about

**DAY 3**  - Learn & use in conversation or in an assignment a new word

**DAY 4**  - play a game

**DAY 5 -** Memorize a bible verse you have never memorized before

**DAY 6** - Read a newspaper article from the POLITICS section

**DAY 7** - Practice till you can count by multiples of 16 to 160

**ANNOUNCEMENT:** You can memorize better!!!How do you improve memory?

**EIGHT WAYS TO IMPROVE YOUR MEMORY**

1. REALIZE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Know what it means before you start memorizing.)
2. CARRY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Index cards in or pocket and post papers and cards in prominent places you.)
3. PACE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Pace yourself. Don’t try to cram your memory. Don’t overdo it.)

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

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

(are memory aids. Your imagination is your limitation to mnemonics. It doesn’t matter how crazy it is. The crazier often the more you will remember it.)

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

(Find the memory trick that fits your thinking.)

1. REVIEW! REVIEW! REVIEW! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

(Use the study helps in your textbooks. Those who organize and study always stay and graduate.)

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

(Put the information to use right away.)

1. GET HELP\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Get help from family and friends, as well as, your teachers.)

# LESSON 5: Learning & Reading, Pt. 1

**YOU CAN LEARN**

Adults can learn better.

* Your mind does not deteriorate with age.
* Your mind does ‘fast memorizing’ for efficiently.
* You have a great advantage over younger listeners: experience in living.
* You learn more efficiently than children because you have stronger reasons to learn.

**YOU CAN READ**

The beauty of reading: It has the power to make immediate transformations in your life through brilliant insights. And it has the power to make gradual transformations through accumulated knowledge. Either way reading will expand your universe and grow you in ways you can never anticipate.

“Reading is so powerful that a single book, or even a sentence, for that matter, can change your life…

“Reading…can transform your life in a flash… (it can) inspire you to grow in ways you never thought possible before.” –Burke Hedges, *Read & Grow Rich*, p.23

“More than any other mental activity, reading changes and improves us by forcing us to think…to imagine…to examine…to grow…and in the process, “to discover our world, our history and ourselves.” ---Burke Hedges, *Read & Grow Rich*, p.3 (partial quote of Pulitzer Prize winning historian: Daniel J. Boorstein.)

**TEN WAYS TO**

**TACKLE A TEXTBOOK**

* Skim
* Read
* Re-read (with a pencil)
* Write unfamiliar words down.
* Ask yourself questions
* Use a pencil.
* Draw it!!
* Figure out how you will use this information.
* Study the whole thing again tomorrow. (It’s that repetition that makes the difference.)
* Use Flash Cards.

# LESSON 6: Reading, Pt. 2

**NINE TIPS ON READING HEAVY MATERIAL**

* Be prepared to slow down to a crawl.
* Read definitions carefully.
* Break it down into steps.
* Read creatively: Personal Practical Application.
* Turn paragraph headings into questions: underline the answer in the text then write it down.
* Look up and write down words you don’t understand.
* Restate any problems in other ways.
* Do outside reading!!! (Involve yourself in your reading.)
* Take the Self-Test. (Do I understand?)

**YOU CAN READ BETTER!**

*How does a good reader read?*

1. \_Captures\_ the main ideas.
2. \_Thinks\_ about what the author is saying.
3. \_Concentrates\_ on what is being read.
4. \_Remembers\_ as much as possible.
5. \_Applies\_ what is being read to personal experience.

**ANSWER**: A good reader is active and not passive in his reading.

*How does a good reader look at a new book or text?*

1. Read the \_title\_ and \_author\_ of the book or text.
2. Read \_when\_ it was \_published\_.
3. Read the table of contents.
4. How many \_pages\_ are there in the whole book?
5. How many \_chapters\_ are there?
6. What are the chapter headings?
7. Which chapter or chapters looks the most \_interesting\_?
8. “Thumb” and scan through the book.
9. Are there any pictures, graphs, maps, charts, and/or illustrations?
10. What is your impression of the book or text?

**ANSWER**: A good reader familiarizes himself with the contents and makeup of a new book or text.

*How does a good reader do a reading assignment?*

1. \_Think\_ about the \_subject\_ you are going to read.
2. What do you already \_know\_ about the subject?
3. What do you \_want to learn\_ about the subject?
4. What do you \_need to learn\_ about the subject?
5. Skim each section \_before\_ you read it.
6. What is the \_main thought\_ of the section?

First and last paragraphs and the chapter heading are good places to look.

1. Do you notice anything \_familiar\_?
2. Do you notice anything \_new\_?
3. What is your overall \_impression\_ of the section?
4. Make \_note\_ of important ideas and vocabulary. (You may want to build a skeleton outline as you read.)
5. Stop and \_re-read\_ difficult or new ideas.
6. Where else may you find more \_information\_ on the subject?
7. Recall to yourself what you have just read.
8. \_Stop\_ occasionally as you are reading and put into \_your own\_ words what you have just read. (Paraphrasing the general idea or ‘gist’ of it for easier memory.)

gist *N*.\_\_ the central idea; the essence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At the end of the chapter, \_review\_ what the main points were.
2. \_Discuss\_ what you have read with someone! (Explaining to someone else often clarifies your own thinking.)

**ANSWER**: A good reader reads for comprehension and not merely for bragging rights having read it!

com\*pre\*hen\*sion *N*. the act or fact of grasping the meaning, nature, or importance of; apprehend

**A Method for Success in all Reading Assignments**

**P**=*Preview* what you are going to read

**Q**=*Question* what you are going to learn after the preview.

**R3**=*Read*, *Recite*, *Review*

P=Preview what you are going to read

* Takes *less* time than the remaining steps.
* Carefully look over what you are going to read.
  + Look for *the main ideas* and subjects.
  + Notice any new *vocabulary*.
  + Form an *impression* on what you are going to read.

Q=Question what you are going to learn after the preview.

* Form a *question* in your mind about what you are about to *read* and learn.
* i.e., *Practice on this page*. Form a question like, “Am I going to learn a better way to read or study?”

R3=Read, Recite, Review

* *Read* the assignment.
* Recite. That is, *stop periodically*, look up from the book, and put in your own words what you have just read.
  + i.e., *Practice on this page.* “R stands for…read, recite, and review.”
* Review the *main points* after you have finished reading.
  + i.e., *Practice on this page*. “I did learn a system to improve my reading comprehension. The main points are…”
  + After you review the main points, do not forget to go back and *reread* any section of which you are not sure.

**If you practice this method, your study time**

**is going to be much more productive!**

*Remember this study time rule:* *1 hour of class = 2 hours of study time!*

**Study Questions 3a: Memorization**

1. Explain and give an example of mnemonics.

MNEMONICS ARE MEMORY AIDS. l REMEMBER HOW TO FIND A MAJOR CHORD ON A PIANO BY SPELLING: I-l-o-v-E-y-o-U.''

**Study Questions 3b: Learning & Reading, Pt. 1**

1. Complete the quote from Burke Hedges, "Reading is so powerful that . . .

A SINGLE BOOK, OR EVEN A SENTENCE, FOR THAT matter CAN CHANGE YOUR LIFE...''

How would you help someone read heavy material? ( 3-5 sentences ) You need to be prepared to slow down to a crawl. This means, reading definitions carefully while breaking down the thoughts into steps. Also, read creatively. Always asking, allow can l personally apply these ideas?'' Turn paragraph headings into questions and then precede to underlining the best answer found in the following body text and write it down on a separate piece of paper. Write down and look up words that you do not understand or would like to understand better. Restate any problems presented in other ways to test your own comprehension of the material Involve yourself in the reading by doing outside reading and further research. Finally, make sure to take the tell test'.

# LESSON 12: Testing, Pt. 1

**YOU CAN TEST BETTER!**

Here are some basic tips for taking exam. There are three types of objective exams: true/false, multiple choice and fill-in-the-blank.

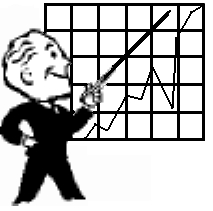
**PREPARING & TAKING TESTS**

1. Arrive on time. (So you do not feel rushed!)
2. Jot down memory cues when you receive the exam.

**THE ESSAY TEST**

1. **What is the Essay Test?**
2. **Preparing for the Essay Test**
3. Taking the Essay TestLESSON 13: Testing, Pt. 2

# LESSON 14: Diagnostic Test

******

***Diagnostic* Test**

Section 1 – Spelling

INSTRUCTIONS: **circle the incorrectly spelled words in the following list**:

guitar

snooze

feild

follow

demographic

bastille

surch

snow

bought

eclipse

auspices

pattient

snor

participle

croun

edification

fone

beautiful

smille

genius

cornor

kiten

ajective

nown

deuteronamy

Pentateuch

prophacy

cant

penilty

capitulate

stern

canister

digital

encyclapedia

ramification

emulate

Section 2 – Sentence Parts

INSTRUCTIONS: **Label the underlined portions of each sentence using the following vocabulary:**

SUBJECT

VERB

PUNCTUATION

WORD

PARAGRAPH

SENTENCE

PHRASE

CLAUSE

Section 3 – Punctuation

INSTRUCTIONS: **label each of the following types of punctuation.**

**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ‘ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Section 4 – Capitalization

Section 5 – 8 Parts of Speech

INSTRUCTIONS: **Draw a line from the word listed on the left to its definition listed on the right.**

Nouns

Pronoun

Adjective

Verb

Adverbs

Prepositions

Conjunctions

Interjections

Section 6 - Vocabulary

Section 8 – Sentence Types

Section 9 – Verb Tense (Time)

INSTRUCTIONS: **Place the verb using the correct tense of the verb.**

Section 10 – Pairing Subjects and Verbs Correctly

INSTRUCTIONS: **At the end of each sentence is a noun in parentheses. Write the correct plural form of the word in the blank.**

Section 11 – Separating Singular and Plural Pronouns

INSTRUCTIONS: **Decide which pronoun may replace the underlined noun. Replace a singular noun with a singular pronoun. Replace a plural noun with a plural pronoun.**

Section 12 – Distinguishing between Subject and Object Pronouns

Section 13 – Distinguishing between Adjectives and Adverbs

Section 14 – Placing Descriptions Correctly

Section 15 – Comparisons

Section 16 – Improve Sentences--Better Ways to Say It

Section 17 – Sentences: *Complete or Incomplete Thought*?

Section 18 – Spot the Grammar Mistakes

# LESSON 15: 8 Parts of Speech, Pt. 1

**Noun**: A word that names a person, place, thing, or idea. (ball, bat, Augusta, bridge)

**Pronoun**: A Word that take the place of nouns in a sentence. (he, she, it, him, her)

**Verb**: A word that expresses action or shows state-of-being/linking.

There are 2 kinds of verbs:

1. ACTION VERBS: run, throw, jump, shout, drive

2. STATE-OF-BEING/LINKING VERBS: am, is, are, was, were, be, being, been, look, seem, appear, become)

**Adjective**: Describes a noun and answers questions such as “What kind?” or “How many?” [(happy, short, tall, tired, ugly, beautiful, six (*men*)]

**Adverb**: Modifies or qualifies a verb (quickly, fast, merrily, joyfully, slowly) *Many adverbs end in –ly.*

**Preposition**: A word that does not change its ending that establishes a relationship between a noun and other words in a sentence. In other words: A preposition shows ***position****.*

about

*above*

*across*

*after*

*before*

*behind*

*beneath*

*beside*

*between*

*by*

*for*

*from*

*in*

*into*

*off*

*on*

*onto*

*over*

*together*

*toward*

*under*

*underneath*

*until*

*up*

within

**Conjunction**: A word that connects and establishes specific logical relationships between complete sentences or sentence elements. (and, but, yet, accordingly, therefore, nevertheless) She was not happy, **but** she went anyways.

**Interjection**: A brief, emphatic remark that is frequently followed by an exclamation—not always, though. (Hey!, Stop!, Well, *I should*…, Man!)

# LESSON 16: 8 Parts of Speech, Pt. 2

**Lesson 16 Plan:**

* Complete Study Questions.

# 8 Noun Functions

**noun** (noun) *n. Abbr.* **n.** *Grammar.* A word that is used to name a person, place, thing, quality, or action and can function as the subject or object of a verb, the object of a preposition, or an appositive. [Middle English, name, noun, from Anglo-Norman, from Latin *n½men*, n½min-. See **nÒ-men-** below.]

**noun** a word that names a person, place, animal, thing, or idea.

Noun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (a, an, the)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (my, our, your, his, her, its, their)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (e.g., all, another, both, each, few, many, most, some)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (this, that, these, those)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (whose, which, what)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (-ance, -dom, -hood, -ism, -ion, -ness, -ship)

Noun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ noun is a word that is used to name more than one

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

# A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ noun is a word that is capitalized and is used to name

one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**COMMON NOUNS**

**PROPER NOUNS**

* A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ noun names a person, place, animal, or thing that can be perceived by one of the five senses: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ noun names a quality, characteristic, or idea that\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be perceived by one of the five senses.

**CONCRETE NOUNS**

**ABSTRACT NOUNS**

* A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ noun names a group or collection of persons, places, animals, or things. A singular verb is used with a collective noun when the group is acting as a \_\_\_\_\_\_\_\_\_\_\_. A plural verb is used with a collective noun when the components of the group function as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ noun does not name a group or collection of persons, places, animals, or things. Most nouns are non-collective.

**COLLECTIVE NOUNS**

**NON-COLLECTIVE NOUNS**

**8 Noun Functions**

1. **Subject:** Who or what the sentence is about.

Who or what \_*did* *the verb*\_?

**Sam** threw Stephen the ball.

1. **Direct Object:** a noun or a word functioning as a noun that receives the action of a transitive verb.

Sam threw Stephen the **ball**.

1. **Object Complement:** Elaborates on or gives fuller meaning to the Direct Object. Can be a noun or adjective.

Sam thought Stephen **was a good catcher.**

1. **Indirect Object:** may follow a transitive verb and be indirectly affected by its action.

Sam threw **Stephen** the ball.

1. **Predicate Adjective**: comes after a linking verb and describes the subject of the sentence. Along with Predicate Nominatives are considered subject complements.

Stephen thinks Sam is **pretty**.

1. **Predicate Nominative** (also called ‘predicate noun’ comes after a linking verb and gives more information about the subject of the sentence. Must be a noun or pronoun. Along with Predicate Nominatives are considered subject complements.

Sam is Stephen’s **friend**.

1. **Object of the Preposition:** noun or pronoun in a prepositional phrase.

Sam threw the ball at the **window**.

1. **Appositive:** a noun or pronoun that gives details or identifies another noun. Is not necessary to the meaning of the sentence.

Sam, Stephen’s **cousin**, is very talented.

# LESSON 17: Verbs

Making Words Your Property

Test one

1. tearfully or excessively sentimental
2. to cater to base desires
3. preferring the company of others to solitude
4. spent; exhausted; barren of energy; worn out by rich or effortless existence
5. practicing extreme self-denial
6. enjoyed by one person through his sympathetic but indirect participation in the experience of another (real or fictional) person; substitutional
7. to attribute one’s actions to rational and creditable motives, without an adequate analysis of the true and usually unconscious motives
8. overly attentive; fawning
9. lewd, marked by arrogant recklessness of justice, of the feelings of others; willfully malicious

Test two

1. Change *vicarious* to an adverb, as *He traveled*\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Change *rationalize* to a noun, as *You are guilty of*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Change *gregarious* to a noun, as *No one doubts the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of human beings.*
4. Change *obsequious* to an adverb, as *He obeyed* \_\_\_\_\_\_\_\_\_\_\_\_.
5. Change *ascetic* to a noun referring to the philosophy or practice, as *He is a believer in \_\_\_\_\_\_\_\_\_\_\_\_\_.*
6. Change *pander* to a noun, as *He is a \_\_\_\_\_\_\_\_\_\_ to the greed of others.*
7. Change *wanton* to a noun, as *Hers was a life characterized by \_\_\_\_\_\_\_\_\_\_\_.*

Test three

1. Mary is too \_\_\_\_\_\_\_\_\_\_\_ to be happy without friends.
2. The waiter bowed \_\_\_\_\_\_\_\_\_\_\_ to every wealthy customer who came in the restaurant.
3. His dissipated life has sapped his ambition and health and made him \_\_\_\_\_\_\_\_\_.
4. The motion picture was so sickeningly \_\_\_\_\_\_\_\_\_\_\_ that most of the audience left in disgust.
5. Mothers feel a \_\_\_\_\_\_\_\_\_\_ pleasure in their children’s accomplishments.
6. Be honest with yourself. Don’t try to \_\_\_\_\_\_\_\_\_\_\_\_\_ what you are doing.
7. He lived the life of an \_\_\_\_\_\_\_\_\_\_\_\_, for he abhorred self-indulgence and luxury.
8. The dishonest politician \_\_\_\_\_\_\_\_\_\_\_ to the greed and thoughtlessness of the mob.
9. Some say that all great art is a \_\_\_\_\_\_\_\_\_\_\_\_ of primitive instincts.
10. She led a fruitless, \_\_\_\_\_\_\_\_, uncontrolled life.

Verbs Give You Vocabulary Power

TEST ONE

1. Live in a passive way ……………………..
2. Deprive of a possession unjustly ……………………..
3. Make amends for ……………………..
4. Beg for ceaselessly; beseech; entreat ……………………..
5. Exclude from public or private favor; ban ……………………..
6. Put off until a future time; delay ……………………..
7. Sparkle with wit or humor ……………………..
8. Spend time in the country ……………………..
9. Ascribe, attribute, or charge an act or thought ……………………..

(to someone), usually in a bad or accusatory sense

1. Disapprove of (the actions of someone) ……………………..

TEST TWO

Which of the verbs most aptly describes the characteristic action of the following people?

1. He is too indolent to get his word done on time. He……………………..
2. He is accustomed to blaming others. He……………………..
3. He is a sparkling and witty person. He……………………..
4. He is remorseful and wishes to make amends. He……………………..
5. He is a person who is in a rut and leads

a monotonous life. He……………………..

1. He is an exclusive individual, avoiding

people who are different from himself. He……………………..

1. He cheats others. He……………………..
2. He is an insistent beggar. He……………………..
3. He looks down on the acts of others. He……………………..
4. He is on a vacation in the country. He……………………..

TEST THREE

You will find, below, eleven pairs of sentences. The second sentence of each pair has a blank line that corresponds to an italicized phrase in the first sentence. Write on this blank line, either another form of, or a noun or adjective derived from, one off the verbs we have studied in this chapter.

1. He has been spending *his time in the country*. He has been……………………...
2. Why do you keep *nagging me for favors*? Why are you so……………………...
3. He took $1,000,000 from the public *by dishonest methods*. He……………………..the public of $1,000,000.
4. *Excluding him from our group* is our most potent weapon against someone who is disloyal. …………………….. is our most potent weapon against someone who is disloyal.
5. For the past two years, I have been *accomplishing nothing and getting nowhere.* For the past two years, I have been ……………….
6. He *showed contempt and disapproval* of the younger generation. He………………the younger generation.
7. *To make amends for his sin*, he did penance for three days. In ………………of his sin, he did penance for three days.
8. Do they *accuse me of committing* these offenses? Have they………………these offenses to me?
9. I resent your *accusation that I committed these offenses*. I resent your………………of these offenses to me.
10. She is a *sparkling and witty* speaker. She is a ………………speaker.
11. *Putting off till tomorrow* is the thief of time. ………………is the thief of time.

TEST FOUR

Now, for a change of pace, here are a few verbal gymnastics for you. Can you think of five verbs ending in *ate*? They have not appeared in this chapter. The definitions and initial letters are offered to help you.

1. Have control over D………………

2. Make easier F………………

3. Follow the example of E………………

4. Make gestures or motions to convey meanings G………………

5. Get better R………………

Now can you think of verbs ending in -*ize?*

1. Be condescending toward P………………

2. Make pay a fine or suffer punishment P………………

3. Make vivid or moving D………………

4. Make live forever I………………

5. Appropriate and claim as one’s own the literary work of another P………………

TEST FIVE

Can you make the verbs of Section four an active part of your speaking vocabulary? Fill in the blanks of the following sentences. Some new form of the verb may be required such as *dominates, dominating, dominated.*

1. Beethoven’s compositions have always …………………………. the musical scene.

2. Carl Sandburg’s biography vividly …………………………. the life of Lincoln as no other book has been able to.

3. I have never seen as sick man …………………………. so quickly.

4. Your friends think you are conceited because you seem to …………………………. them.

5. Mom will …………………………. her children for their disobedience.

6. Let us …………………………. the habits of successful men.

7. In her confusion, she …………………………. wildly.

8. He built an insecure and dishonest literary reputation by …………………………. the classics.

9. Let me pack for you; that will …………………………. your departure.

10. The “Elegy in a Country Churchyard” did much to …………………………. the poet Thomas Gray.

TEST SIX

Twenty dynamic verbs, excellent additions to a powerful vocabulary, have been discussed in this chapter. How many of them can you call to mind? Let us put your learning and retention to a test.

In order to prompt your memory, the initial letters are given. Recall and write down as many as you can before referring to the preceding pages to check yourself. A score of twelve out of twenty is fair, fifteen is good, eighteen or nineteen excellent, all twenty superb.

1. E……………………..2. I……………………..3. I……………………..4. S……………………..5. M……………………..6. O……………………..7. D……………………..8. P……………………..9. R……………………..10. V……………………..

11. D……………………..12. F……………………..13. E……………………..14. G……………………..15. R……………………..16. P……………………..17. P……………………..18. D……………………..19. I……………………..20. P……………………..

# LESSON 18: Adjectives & Adverbs, Pt. 1

**Lesson 18 Plan:**

* Grade Study Questions 8.
* Complete Study Questions 9a.

# LESSON 21: Adjectives & Adverbs, Pt. 2

**Lesson 21 Plan:**

* Take Quiz 8.
* Complete Study Questions 9b.

Alexander the Great, Ptolemeies vs. Selucids, the Maccabean Revolt, Hasmonean Dynasty

# LESSON 22: Sentences & Sentence Parts

**Lesson 22 Plan:**

* Complete Study Questions 9c.

SENTENCES AND SENTENCE PARTS

**word** (wûrd) *n.*  A sound or a combination of sounds, which communicate meaning.

**phrase** (frāz) *n.*  A group of words (or, a sequence of words), which communicate meaning.

**clause** (klôz) *n.*  A group of words which have a subject and a predicate.

**sen·tence** (sen’ tans) *n.* **1.** A group of words which have a subject and a predicate, and express a complete thought.

# *QUICK TRICK*

## Sense ⭢ Sentence

## No Sense ⭢ No Sentence

INSTRUCTIONS: Determine which groups of words are sentences and circle their numbers. Make the others sentences by adding or deleting words.

1. Jethro quite a few sermon notes.
2. The little red school is just over the next hill.
3. A Christian should be considerate of others.
4. Selfish deeds full of pride and vain glory.
5. A thoughtful person thinks of others and their needs.
6. No thought for self.
7. Selfishness a sin too often committed.
8. The Lord wants to help us learn consideration.
9. Jesus Christ’s perfect example on earth.
10. Our considerate Savior took time to help others.
11. At home or away, each family member can be helpful.
12. He no pride or selfish deeds at any time.
13. Carrying out trash and mowing the lawn.
14. Your younger brothers and sisters.
15. Consideration should always begin at home.

**Basic Structure of a Sentence**

The United States of America is a wonderful place to live.

Complete Subject/ Complete Predicate /Simple Predicate (The verb itself.

Simple Subject “predicate” means the same as “verb”)

1. **Sentences Classified According to Use**

**Declarative sentence** A sentence that makes a statement and ends with a period.

Communication skills aid in the spreading of the Gospel.

**Interrogative sentence** A sentence that asks a question and ends with a question mark.

Who is like unto the Lord our God?

**Exclamatory sentence** A sentence that shows surprise or exclaims.

How marvelous are Thy works, O Lord!

**Imperative sentence** A sentence that gives a command. (NOTE: the subject is understood to be “you.”)

Make a joyful noise unto the Lord.

**ASSIGNMENT: Write three examples for each of the above kinds of sentences.**

# LESSON 23: Outlining, Pt. 1

**Lesson 23 Plan:**

* Grade Study Questions 9.
* Complete Study Questions 10a.

# 

Chapter 26: Early Spread of the Gospel and Spread of the Christians (Stories of the Apostles & Travels)

Chapter 27: Paul and His Missionary Journeys (Where did he go? Why there? What was accomplished? What were the major characteristics of the cities visited? Churches in Revelation 2 & 3?)

Chapter 28: Revolts Against Rome & Christian Martyrs (Who, how, where, when?)

# LESSON 24: Outlining, Pt. 2

**Lesson 24 Plan:**

* Take Quiz 9.
* Complete Study Questions 10b.

# LESSON 25: In Awe of the KJV, Pt. 1

**Lesson 25 Plan:**

* Complete Study Questions 10c.

# LESSON 26: In Awe of the KJV, Pt. 2

**Lesson 26 Plan:**

* Complete Study Questions 10d.
* Grade Study Questions 10.

# QUIZZES & FINAL EXAM

[QUIZ 1 – 49](#_Toc248051596)

[QUIZ 2 – 50](#_Toc248051597)

[QUIZ 3 – 51](#_Toc248051598)

[QUIZ 4 – 54](#_Toc248051599)

[QUIZ 5 – 55](#_Toc248051600)

[QUIZ 6 – 56](#_Toc248051601)

[QUIZ 7 – 57](#_Toc248051602)

[QUIZ 8 – 58](#_Toc248051603)

[QUIZ 9 – 59](#_Toc248051604)

[FINAL EXAM 63](#_Toc248051605)

## QUIZ 1 –Introduction,, Study Tools, & Concentration

##### What is the goal of this English course?

The goal of this course is to train in effective communication for Christian ministry.

##### Explain what each of the following tools is used for:

**DICTIONARY** - definitions, spellings, pronunciations, and origins of words

**THESAURUS** -synonyms and antonyms of words

**CONCORDANCE** - all Biblical occurrences of a word and brief lexical definitions of Biblical words

##### How do you define and interpret the Bible?

Use the Bible to define itself. Interpret Scripture with Scripture.

##### Why is concentrating a real problem for adult learners?

BECAUSE ADULTS HAVE MANY JOB AND HOME RESPONSIBILITIES AND PROBLEMS TO CAUSE THEIR THOUGHTS TO WONDER.

##### Give three tips for improving concentration.

1) STUDY IN A ROOM APART FROM OTHERS 2) ASK YOURSELF OUESTIONS 3) READ ALOUD

BONUS: What does BLITHE mean?

## QUIZ 2 – Study

1. COMPLETE THE QUOTE. *Every job is a*

*self- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_portrait of the one who did it.*

*Autograph your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_work with excellence\_.*

1. Before you can make notes, you must:
2. Get set… \_to listen\_.
3. Use a… \_large notebook\_.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_ every page.
5. When making notes, write \_legibly\_ and \_rapidly\_.
6. Keep class notes on \_\_the right-hand pages\_.
7. Make note of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that are asked; *especially*

those that remain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (*questions, unanswered*)

1. What does more time spent on a particular thought tell you about it?

It is MORE IMPORTANT.

BONUS: The worst technique in taking notes can be summed up in one word. What is it? What does it mean?

**Scribblemania** consists of sitting in class with no apparent object in mind, but to write as much as possible.

## QUIZ 3 –Studying

1. Complete the quote by Lester Wittenburg "In short, students often fail because...

… they are trying to get something for nothing.

They are trying to get something for nothing.”

1. “Studying is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- William Armstrong [hard work]

(hard work)

1. What are the keys to your success in school?

Good study habits.

good study habits

1. Why should you study?

Study to learn.

I should study to learn and not just put in time.

1. How can you treat your brain like a muscle? ( 3 things)

Adegaute sleep, balanced diet, sufficient excercise

1) GET ADEQUATE SLEEP

2) EAT A BALANCED DIET

3) GET SUFFICIENT EXERCISE

1. Practice not \_\_\_\_\_\_\_\_\_\_\_\_\_\_ WILL I remember, but \_\_\_\_\_\_\_\_\_\_\_\_\_ DO I remember?

[I, HOW]

(WHAT, HOW)

1. Write a paragraph describing the ideal conditions for study. (30-50 words)

SHOLD INCLUDE SOME OF THE FOLLOWING: an ample desk, a small bookshelf, a simple chair,good light,comfortable room temperature,no external distractions,no internal distractions,no babbling

FIRST, OFF WE NEED AMPLE DESK SPACE AND THEN A SMALL

BOOK SHELF WITHIN REACH FOR CONVENIENCE. MUCH TIME CA5

BE LOST SEARCHING FOR MATERIALS, THAT COULD HAVE BEEN

FOUND AT FIRST AND KEPT AT HAND FOR WHEN THEY ARE

NEEDED. A SIMPLE CHMR THAT IS NOT TOO COMFORTABLE ANb

GOOD LIGHTING ARE A MUST AS WELL. REMEMBER THAT OUR

COMFORT LEVEL WILL DETERMINE HOW LONG WE WILL BE ABLE

TO STUDY, SO, A MEDIUM ROOM TEMPERATURE WOULD BE WISE.

FINALLY, ELIMINATE AS MANY DISTIUTIONS - WITHIN AND

WITHOUT - AS POSSIBLE.

1. Define “cogitation” and use it in a sentence below.

concerted thought or reflection; meditation; contemplation; the faculty of thinking:. a thought; design or plan: to jot down one's cogitations. 🡪 She was a serious student and had a great power of cogitation

1. Define “scrutiny” and use it in a sentence below.

a searching examination or investigation; minute inquiry. surveillance; close and continuous watching or guarding. a close and searching look. 🡪 The Bible deserves special scrutiny because it is more than just a book.

1. Who is William Armstrong? (Answer in 2-4 sentences)

BONUS: Study time rule: l hour of class time = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (2 hours of study time.)

## QUIZ 4 –

## QUIZ 5 –

## QUIZ 6 –

## QUIZ 7 –

## QUIZ 8 –

## QUIZ 9 –

## QUIZ 9 –FINAL EXAM

1. What is the goal of this English course?

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Explain what each of the following tools is used for:

1. DICTIONARY

- definitions, spellings, pronunciations, and origins of words

1. THESAURUS

-synonyms and antonyms of words

1. CONCORDANCE

- all Biblical occurrences of a word and brief lexical definitions of Biblical words

1. How do you define and interpret the Bible?

Use the Bible to define itself. Interpret Scripture with Scripture.

1. Why is concentrating a real problem for adult learners?

BECAUSE ADULTS HAVE MANY JOB AND HOME RESPONSIBILITIES AND PROBLEMS TO CAUSE THEIR THOUGHTS TO WONDER.

1. Give three tips for improving concentration.

STUDY IN A ROOM APART FROM OTHERS 2) ASK YOURSELF OUESTIONS 3) READ ALOUD

1. COMPLETE THE QUOTE.

Every job is a self-\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

portrait of the one who did it.

Autograph your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

work with excellence\_.

Before you can make notes, you must:

1. Get set\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_to listen\_.

1. Use a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_large notebook\_.

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

Date\_ every page.

1. When making notes, write \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ \_.

(legibly, rapidly)

1. Keep class notes on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

the right-hand pages

1. Make note of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that are asked; especially
2. those that remain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(questions, unanswered)

1. What does more time spent on a particular thought tell you about it?

It is MORE IMPORTANT.

1. The worst technique in taking notes can be summed up in one word. What is it? What does it mean?

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… they are trying to get something for nothing.

1. “Studying is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- William Armstrong

[hard work]

1. What are the keys to your success in school?

Good study habits.

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I should study to learn and not just put in time.

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(WHAT, HOW)

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concerted thought or reflection; meditation; contemplation; the faculty of thinking:. a thought; design or plan: to jot down one's cogitations. 🡪 She was a serious student and had a great power of cogitation

1. Study time rule: l hour of class time = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(2 hours of study time.)

# Appendix

**Assignments Check List**