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Language Lessons for a Living Education



MASTERBOOKS®
— CURRICULUM —

Hymn Study: Self-Control: “Go Forth to Life”

by Samuel Longfellow (1819–1892)

Go forth to life, O child of earth!
Still mindful of thy heav’nly birth;
Thou art not here for ease, or sin,
But manhood’s noble crown to win.
Tho’ passion’s fires are in thy soul,
Thy spirit can their flames control;
Tho’ tempters strong beset thy way,
Thy spirit is more strong than they.
Go on from innocence of youth
To manly purity and truth;
God’s angels still are near to save,
And God Himself doth help the brave.
Then forth to life, O child of earth!
Be worthy of thy heav’nly birth!
For noble service thou art here;
Thy brothers help, thy God revere.¹



Rev. Samuel Longfellow (standing far left) and his family who traveled through Europe 1868–69.

Samuel Longfellow, brother of famous poet Henry Wadsworth Longfellow, penned these words to promote self-control in the fear, or awe, of God. Self-control is listed as a fruit of the Spirit that is available to believers in Christ (Galatians 5:22–23). Second Timothy 1:7 states, “[F]or God gave us a spirit not of fear but of power and love and self-control.” It is through the power of Christ in us that we are able to fully develop the fruit of self-control. This poem was written to be sung as a hymn.

Write a paragraph about self-control with the hymn “Go Forth to Life” and the above Scriptures as your inspiration.

A **rhyme scheme** is the pattern of sounds that repeats at the end of a line or stanza of poetry. This hymn follows the AABB rhyme scheme, with the 1st and 2nd lines and the 3rd and 4th lines of each stanza rhyming. In the ABAB rhyme scheme, the 1st and 3rd lines and 2nd and 4th lines rhyme. This hymn contains four stanzas, or verses.

Vocabulary

Study these vocabulary words.

	Definitions	Synonyms	Antonyms
abate	(v.) to decrease in force, intensity, or quantity	de-escalate, ebb, lessen	increase, grow, intensify
abstract	(adj.) disassociated from any specific instance	theoretic, conceptual	tangible, physical, concrete
abysmal	(adj.) immeasurably low or wretched, extremely poor or bad	deep, vast, bottomless	surface, shallow, superficial
acquisition	(n.) the act of acquiring something	obtainment, accomplishment	deprivation, forfeiture
adapt	(v.) to make fit, as for a new use, often by modification	adjust, conform, tailor	misadjust
adept	(adj.) thoroughly proficient (expert)	accomplished, complete	inexperienced, unskilled
adequate	(adj.) sufficient for a specific need or requirement	acceptable, decent, passable	insufficient, inadequate

Fill in the blanks with the correct vocabulary word. Some words may be used with suffixes (-s, -ed, -ing).

- The stranded motorists had no choice but to wait for the floodwaters to _____.
- It is very important to drink an _____ amount of water each day for your health.
- My father's business partner worked hard during the _____ of their rival company.
- When my brother went to college, it took him a few months to _____ to the cafeteria food.
- Erica's childhood experiences made her _____ at counseling her friends about grieving losses.
- As a realist, my least favorite part of the museum was the _____ art display.
- Unfortunately, our football team's record last season was _____.

Write a sentence using the words *adept* and *adequate*.



Use index cards to record the vocabulary words and their definitions. **Check** the box when done.



Copy the verse on an index card. **Memorize** it by the end of this lesson. You may choose the Bible translation or use the one given. **Check** the box when complete.

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. Galatians 5:22–23



Grammar & Punctuation

The Eight Parts of Speech

At this stage of your education, you have received a good deal of instruction in both grammar and punctuation. This course will delve deeper into each of these topics than the previous levels of this series while giving you plenty of review and practice with the basics of the English language.

The goal of studying grammar and punctuation is to learn how to communicate accurately and concisely, avoiding misunderstanding and confusion. Everyone has most likely experienced a misunderstanding with another person based on a misplaced comma, a poorly worded sentence, or wrong word usage. We can learn to use the rules of language to our advantage so our thoughts and emotions can be accurately expressed and therefore understood.

English grammar is based on eight parts of speech. Learning what they are and how to use them is foundational to understanding grammar. **Study** the chart.

The Eight Parts of Speech	
Noun	names a person, place, or thing. <i>Examples:</i> house, pen, Caden, hope, Texas <i>Caden helped his mother fold laundry.</i>
Verb	shows action or state-of-being. <i>Examples:</i> elevate, conquer, smile (action); am, is, are, was, were, be, being, been (state-of-being) <i>Hannah is (state-of-being) my best friend.</i> <i>Hannah plays (action) volleyball on the weekends.</i>
Adjective	describes or modifies a noun or pronoun and tells <i>what kind, how many, or which one.</i> <i>Examples:</i> purple, compassionate, elderly, seventeen, abstract <i>The museum contained a room dedicated to abstract art.</i>
Adverb	describes or modifies a verb, adjective, or another adverb and tells <i>when, where, how, or how often.</i> <i>Examples:</i> quickly, never, yesterday, faithfully <i>The mouse quickly ran for cover!</i>
Pronoun	takes the place of a noun. <i>Examples:</i> he, she, it, they, their, him, her, its <i>Addison ran a mile in gym class. She had the best time.</i>
Conjunction	joins words or phrases. <i>Examples:</i> yet, for, and, unless, because, as if, although <i>I enjoy the spring weather, yet autumn is so refreshing.</i>
Preposition	describes a relationship between a noun or pronoun and another word that follows. <i>Examples:</i> to, with, for, under, between, into, at <i>We ran over to the car to greet Grandmother.</i> (prepositions begin phrases; e.g., <i>over to the car</i>)
Interjection	expresses a feeling, makes a request, or gives a command and is often (but not always) followed by an exclamation point. <i>Examples:</i> Wow! Oh no! Well, Hello, <i>Wow! The rally got out of control until the shouting finally began to abate.</i>

Based on the *Eight Parts of Speech* chart, **label** the underlined sentence parts with **N** for noun, **AV** for action verb, **ADJ** for adjective, **ADV** for adverb, **CJ** for conjunction, **PP** for prepositional phrase.

1. Gavan and Lucas rushed excitedly at each other as soon as Lucas' car door opened.
2. Although I felt left out, I understood that my older sister needed adequate alone time yesterday.
3. Nadia is adept at singing publicly, but acting is her favorite form of expression.

Write a sentence that contains an interjection and a conjunction.

Write a sentence that contains both a state-of-being verb and an action verb.

Each of the eight parts of speech will be studied in detail throughout this course, and you will become familiar with many different aspects of each part.

Another foundational concept of the English language is the sentence. A complete sentence must contain a **subject** (the main noun the sentence is about) and a **predicate** (verb—what the subject does or is). A sentence that does not contain both elements is considered a sentence fragment.

Label the following as a sentence or a fragment.

4. _____ Realizing everything she held dear in life was on the line.
5. _____ He thought about work a lot.
6. _____ God is love, yet love can be an abstract thought for some.
7. _____ When we come to the saving knowledge of Jesus Christ.
8. **Add** to this sentence fragment to make it a complete sentence.

Because Aiden studied hard for the test,

9. **Describe** the goal of studying grammar and punctuation.

Communication

What Is Communication?

Communication is the process by which we exchange information with those around us. Most cultures have a common system of language, symbols, signs, and behaviors they use to communicate messages. While communication systems and styles vary, five major aspects of communication are found globally. They include written, verbal, nonverbal and visual, contextual, and active listening. **Study** the chart.

Five Aspects of Communication	
Written	Using written language to express information, ideas, or emotions.
	Essays, texts, emails, newspapers, books, handwritten notes, online material
Verbal	Using spoken language to express information, ideas, or emotions.
	Conversations, directives, speeches, radio, other audio-based media
Nonverbal and Visual	Using bodily expression or imagery to convey information, ideas, or emotions.
	Facial expressions, hand gestures, emojis, art, posters, other images conveying a message
Contextual	Communicating based on the audience or setting. This could be cultural, situational, personal, academic, or professional.
	Addressing a group of adults versus addressing a group of children, presenting information about yourself to friends versus to a prospective employer
Active Listening	Listening to effectively summarize and restate in your own words what another person has stated.
	Maintaining eye contact and minimizing distractions when listening to a friend share a personal struggle, giving full attention to a teacher and taking notes so you can pass on the information to someone else

This course will focus primarily on written communication while exploring how properly using the other four aspects of communication honors God and helps us effectively interact with others. God's Word is full of wisdom regarding communication with God and others, and we will employ this wisdom as we learn communication techniques.

Consider how you engage with the five aspects of communication described in the chart. **Write** 1–2 sentences that describe how you typically communicate within each aspect.

Written:

Verbal:

Name _____

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Nonverbal and visual:

Contextual:

Active listening:

What to Expect

The communication exercises in this course will instruct and challenge you in the following areas:

- Writing logically to prove a point or argument.
- Understanding logical fallacies and how to avoid them in speech and writing.
- Presenting research to an audience through oral presentations.
- Interacting with God and others righteously and biblically.
- Properly acquiring and citing research material.
- Becoming aware of the five aspects of communication as they relate to your life.
- Learning and practicing proper communication etiquette.
- Communicating with God in prayer.

Use the responses you wrote earlier in this exercise to **write** a paragraph describing your communication style. (For example: Do you prefer writing to speaking? Do you typically adjust what you say depending on your audience? What type of nonverbal signals do you tend to give?) Remember, a well-constructed paragraph will contain a topic sentence, 3–4 supporting sentences, and a concluding sentence. **Ask** your instructor to read your paragraph and **discuss** your writing with them.

Instructor's signature: _____

 Worldview & Literary Analysis**FICTION**
Folktale**Self-Control: King Canute by the Sea-Shore**

Worldview & Literary Analysis exercises will focus on character traits presented in various literature excerpts. We will evaluate the worldview and analyze the literature piece considering the character traits evidenced in the writing.

The following excerpt explores self-control when it comes to the sin of pride. In the 11th century, King Canute became the first Danish king of England, and this short tale reveals the self-control shown by the king when tempted to allow flattery to enflame his pride.

Self-control is the ability to control impulses, emotions, or behaviors in order to do what is right or beneficial.

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.
Galatians 5:22–23

About 100 years after good king Alfred died, the Danes began to trouble our land once more. The king of England, at that time was neither brave nor wise; so we find he was quite unable to drive away his enemies. In fact, he himself fled to another land for safety. The leader of the Danes, named Canute or Knut, then became king of England, and ruled the country well. When quite a young man, he had been very fierce and savage, and he was once heard to say, “I call that man my friend who brings me the heads of my enemies.”

Canute became a Christian, and now all he thought about was the good of his people, and how he might gain their love. He built churches and schools, and ruled the land by the laws which the wise Alfred had made. He treated the native English just as well as his own countrymen, the Danes: indeed, he sent his large army out of the country, thus showing the English people that he could trust [them]. He was king of three other countries besides England.

Now, as I daresay you know, a king is often surrounded by men who wish to please him in every way. They are apt to think that, if they praise and flatter their royal master, they will get rich rewards for their trouble. Even a foolish and bad king is sometimes made to believe that he is wise and good. Canute had his flatterers, too. They told him that he was the greatest king that ever lived. Not only was he master on land, but the sea, also, would do his bidding. King Canute had too much sense to be pleased with such silly talk as this. So he made up his mind to teach these men a useful lesson, as soon as he had the chance to do so.

Now, not far away from the royal city of Winchester, where Canute lived, was a seaport named Southampton. Once the king was staying there, and, as usual, his courtiers were telling him of his greatness. “This,” thought the king, “is just the time and the place to show them how foolish they are.” So he ordered his royal chair to be brought down to the sea-shore, quite close to the water’s edge. The tide was coming in. Canute sat down in his chair, and in loud tones told the waves not to flow over and wet his feet.



Around him stood his flatterers—now, quite silent—for they could see they were going to be found out. Of course, as you may suppose, the waves took no notice of the king's command. In a still louder voice, he cried, "O sea, I, your king, command you to go back." Soon, the tide was flowing all round the king's seat and where his courtiers were standing. He rose from his seat, and, turning to those near him, who were almost ashamed to look him in the face, he said: "You see how well the waves obey me. God has made me a king on land, but He, and He alone, can say to the sea, 'Thus far shalt thou come and no further.'"

It is said that, after this, Canute would never wear his crown. He hung it up in the cathedral at Winchester, over an image of our Saviour. No doubt, whenever people looked up and saw it, they would feel how wrong it is to be proud and vain. In the town of Southampton, a building may still be seen which is said to have been a part of Canute's palace; and, on the sea-shore, there is a large stone to show where he sat. A pretty village Cheshire, known as in the county of Knutsford, keeps in memory the name of a king who tried to do the best he could for his people. Canewdon, in Essex, is also said to be named after Canute, and marks the site of a battle that was fought between him and Edmund Ironside.²

Respond to the following about "King Canute by the Sea-Shore" using complete sentences.

1. Look up Romans 12:1–2 in your Bible. How did King Canute show great self-control and avoid "conforming" to the world around him?

2. King Canute references Job 38:11 when he declares, "You see how well the waves obey me. God has made me a king on land, but He, and He alone, can say to the sea, 'Thus far shalt thou come and no further.'" What was the king trying to communicate with his courtiers about the true source of power?

Write about a time when you were tempted to think too highly of yourself. Were you able to use self-control in a way that glorified God over self as King Canute did? Or did you allow others to think you were something you were not?



Review

- ☐ **Update** the Reading List chart with books you have read this week.
- ☐ **Recite** Galatians 5:22–23 from memory to your instructor.

Vocabulary Review

Use the word bank to **match** the words to the correct definition.

adequate	adapt	adept	abysmal	acquisition	abstract	abate
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1. _____ (adj.) sufficient for a specific need or requirement
2. _____ (v.) to make fit, as for a new use, often by modification
3. _____ (v.) to decrease in force or intensity
4. _____ (adj.) thoroughly proficient (expert)
5. _____ (n.) the act of acquiring something
6. _____ (adj.) immeasurably low or wretched: extremely poor or bad
7. _____ (adj.) disassociated from any specific instance
8. **Write** a sentence using the word *abysmal*.

Grammar & Punctuation Review

List the eight parts of speech.

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

9. **List** the elements necessary to form a complete sentence.

10. **Write** a complete sentence using this sentence fragment.

sought the acquisition of

11. **Write** a sentence containing two adjectives. Include the word *adapt* from the vocabulary list.

Communication Review

1. **Define** communication and **describe** how many cultures communicate messages.

2. **List** the five aspects of communication and include two examples for each.

a. _____

b. _____

c. _____

d. _____

e. _____

Worldview & Literary Analysis Review

Fill in the blanks.

1. In the _____ century, King _____ became the first _____ king of England.
2. "Canute became a _____, and now all he thought about was the _____ of his people, and how he might gain their _____."
3. "It is said that, after this, Canute would never wear his _____. He hung it up in the _____ at Winchester, over an image of our _____."
4. **Define** self-control.

QUARTER ONE

Lesson 1, Exercise 1, Day 1, Page 20

- 1 The stranded motorists had no choice but to wait for the floodwaters to abate.
- 2 It is very important to drink an adequate amount of water each day for your health.
- 3 My father's business partner worked hard during the acquisition of their rival company.
- 4 When my brother went to college, it took him a few months to adapt to the cafeteria food.
- 5 Erica's childhood experiences made her adept at counseling her friends about grieving losses.
- 6 As a realist my least favorite part of the museum was the abstract art display.
- 7 Unfortunately, our football team's record last season was abysmal.

Lesson 1, Exercise 2, Day 2, Page 22

1. ^NGavan and ^NLucas ^{AV} rushed ^{ADV} excitedly ^{PP} at each other as soon as Lucas' ^{ADJ}car door opened.
2. ^{CJ}Although I felt left out, I ^{AV}understood that my ^{ADJ}older sister needed adequate alone time ^{ADV}yesterday.
3. ^NNadia is adept at singing ^{ADV}publicly, ^{CJ}but acting is her ^{ADJ}favorite form of expression.
4. fragment
5. sentence
6. sentence
7. fragment
8. Answers will vary. *Example:* Because Aiden studied hard for the test, his score was the highest in the class.
9. The goal of studying grammar and punctuation is to learn how to communicate accurately and concisely, avoiding misunderstanding and confusion.

Lesson 1, Exercise 4, Day 4, Page 26

1. Answers will vary. King Canute could have conformed to the pattern of the world by accepting the praises of others who used flattery to call him a god. Because he knew the One true God, he was able to resist the temptation to accept the praises of man and deflect all glory to God.
2. Answers will vary. King Canute wanted his courtiers to see that he was a mere man and that God alone was to be worshiped. God alone has power over the elements. He wanted them to see that no man is all-powerful and their flattery was empty and baseless.