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## What I Believe

### What I Believe

Many things form your unique individuality. Your appearance, your history, and your family all contribute to who you are. Your skills do so as well.

Your beliefs are another aspect of your personality. Beliefs influence *everything* you do.

Beliefs are slightly different from provable facts, although many beliefs are rooted in some kind of fact. For example, understanding that water freezes at 32°F or that sleds go downhill can barely be called beliefs. They are observable, testable facts.

A belief is something that you hold to be true based on what someone told you or based on how you interpret something. While many beliefs are rooted in truth, a belief is not easily measured or proven by our five senses.

Once again, a belief is something *you* hold to be true. If your parent tells you that a clean room will make you feel better, but you are not convinced of that, it is not a belief you hold. Beliefs make you change your actions.

Some beliefs are based on the word of someone you trust. If a good mechanic says that a certain brand of car will always let you down, you will avoid that brand of car if you trust the mechanic—even if you have no personal experience with it.

Some beliefs are based on personal experience. If you notice that it takes you less time to find something in an organized desk than in a messy one, you may begin to believe that cleaning your desk is worth the extra effort.

Finally, some beliefs are based on Scripture. As the Word of God, the Bible is inherently true. Many people accept the truths of the Bible.

At the end of this LightUnit, you will have a chance to write about your beliefs. If you have a hard time deciding what it is exactly that you believe, think about the things you do or how you act. Ask yourself why you behave that way; you will find some underlying beliefs behind your actions.

### A Complete the sentence.

1. A belief is something that \_\_\_\_\_ hold to be \_\_\_\_\_.



## Lesson 1

- **B** Write a list of things you believe and save it for later. Show it to your teacher.

You should have at least four things on the list. You can add more later.

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

## Review

- **C** Read the poem. Complete each exercise.

Remember three things come not back:  
The arrow sent upon its track—  
It will not swerve, it will not stay  
Its speed; it flies to wound, or slay.  
The spoken word so soon forgot  
By thee; but it has perished not,  
In other hearts 'tis living still  
And doing work for good or ill.  
And the lost opportunity  
That cometh back no more to thee,  
In vain thou weepest, in vain dost yearn,  
Those three will nevermore return.

—from *Arabic*

3. Underline three words that show alliteration in line five.
4. Underline at least three examples of assonance in line seven.
5. Does this poem use enjambment? Circle the answer.
- yes**                      **no**
6. Circle the word that describes the genre of the poem.
- narrative**              **descriptive**              **lyric**
7. Circle the word that describes the mood of the poem.
- frustrated**              **lonely**              **reflective**



**D Cross out the incorrect word in each sentence. Write the correct word on the line.**

8. \_\_\_\_\_ The children were real excited about the piñata.
9. \_\_\_\_\_ Yesterday Trevor did not feel good.
10. \_\_\_\_\_ Candace felt badly for forgetting the brunch yesterday.

**E Write *participial*, *gerund*, or *infinitive* to label each underlined phrase.**

11. \_\_\_\_\_ John Scudder was the first American missionary to specialize in medicine.
12. \_\_\_\_\_ After reading an appeal for missionaries, he left his New York practice.
13. \_\_\_\_\_ Serving in Ceylon and India for thirty-six years, John Scudder had a remarkable influence on his family as well as those he served.

**F Underline each infinitive or infinitive phrase. Write *s*, *do*, *pn*, *op*, or *ap* to label its function.**

14. While I enjoy reading about long-ago missionaries, I especially like to read stories about missionaries today.
15. His dream, to become a doctor, has finally become a reality.

**G Put brackets around each adjective clause. Circle the relative pronoun.**

16. One incident, which changed Ida Scudder's life, was God's call; she studied medicine and returned to India to be a doctor.
17. Many Indian young people studied medicine at the college and hospital that "Dr. Ida" founded in Vellore.

**H Underline the correct verb.**

18. Many of John Scudder's children, grandchildren, and great-grandchildren **was**, **were** foreign missionaries.
19. One of his most famous descendants **was**, **were** his daughter Ida.

**I Write *simple*, *compound*, or *complex* to label each description.**

20. \_\_\_\_\_ two or more independent clauses
21. \_\_\_\_\_ one independent clause
22. \_\_\_\_\_ one independent clause and one or more dependent clauses



## Penmanship

- **J** Using your best handwriting, copy the sentence.

Christopher Blackall wrote the words to “Follow the Path of Jesus” in 1871.

## Spelling – Patterns

### Spelling Words

acceptable	deception	participation	recurrence	reprieve
anticipate	exception	perceive	relapse	responsibility
capacity	imperceptible	recipient	renovate	reverberate
captivate	intercept	recuperate	repatriate	susceptible

This section uses some words that have their origins in the Latin word *capere*, “to take.” It shows up as *cept*, *cap*, *cip*, or *ceiv* in English words.

- K** Write the spelling word that fits each description. Circle the root derived from *capere*.

23. \_\_\_\_\_ unable to be observed or discerned
24. \_\_\_\_\_ the most that a container can hold
25. \_\_\_\_\_ one who receives something
26. \_\_\_\_\_ subject to some influence; impressionable
27. \_\_\_\_\_ something exempt from normal rules or processes
28. \_\_\_\_\_ to look forward to or foresee something
29. \_\_\_\_\_ meeting a certain standard
30. \_\_\_\_\_ to hold someone’s attention
31. \_\_\_\_\_ joining in with or assisting an activity
32. \_\_\_\_\_ making someone believe something that is not true
33. \_\_\_\_\_ to interrupt something before it reaches its goal or destination
34. \_\_\_\_\_ to understand or sense something

- △ **L** Write the Section 1 spelling words in your notebook.