

Adventures in Phonics

Second Edition

Level



**Florence
Lindstrom**

TEACHER'S MANUAL

Second Edition
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Introduction

The primary goal of phonics instruction is to help the student become a strong reader by teaching him the *sounds* made by individual letters and combinations of letters. This will enable him to sound out an unlimited number of words. Emphasis should be placed upon teaching the *sound* of each letter and not its name. Only the *sounds* of the letters help us read words. Once your student understands the basic rules of phonics, the world of reading will open up to him. This will also enable him to be a good speller.

It is important for teachers to follow the instructions located in this **Teacher's Manual** as a preparation for the daily lessons in *Adventures in Phonics Level C*. A home school teacher is able to have his student read drills from this **Teacher's Manual**. Keep in mind that each student learns at a different rate of speed depending on his previous schooling, his maturity, and the difficulty of the lesson. If your student has completed *Adventures in Phonics Level B*, many of the lessons will serve as a review and reinforcement of that workbook. If *Adventures in Phonics Level C*, however, is the first exposure to learning the sounds of the letters and to reading, the student may need extra drill and review. This workbook may be helpful to the older student who has not had a phonics background during his younger years of school. Many new words will be taught. **Spend as much time as you feel necessary to help your student understand each lesson.**

In the student's workbook, the pages have been perforated so that they can easily be removed to help the student in completing his work. All the student's work should be carefully saved for review purposes. The instructor may choose to have his student do the work in the workbook, keeping it all together.

As new work is introduced, it is recommended that the teacher go over the entire lesson with the student, making sure he understands the directions and knows what the pictures represent. The student should also give the answers orally; this is not a test, but a time of teaching and learning. Finally, he should neatly complete the page independently. The teacher should correct the student's work as soon as possible and have him rework any errors he makes. Before beginning the next lesson, a short time should be spent discussing the previous lesson.

The two most important attributes of a phonics teacher are loving patience and caring perseverance. May the Lord grant you, the instructor, an abundant supply of both.

Florence Lindstrom
Arlington Heights, Illinois

Page 1

Purpose

To review the sounds of consonants and vowels through reading words.

To review printing the capitals and small letters of the alphabet.

Lesson

Listen as your student says the sounds of each letter in the alphabet. Discuss the purpose of capitals, such as writing the name of a person (Adam) or place (Garden of Eden), or beginning sentences, etc.

This is the day that the Lord has made.

We will rejoice and be glad in it.

Discuss the directions, and go over the lesson as the student gives the answers orally. Give help as needed. Have him complete the lesson independently, stressing neatness as he begins this new workbook, and as he does the work on each page.





Check the lesson soon after it has been completed, and have the student make any corrections.

Welcome to Adventures in Phonics

Our language is built upon the twenty-six letters of the alphabet. Every word has at least one vowel. Most words have at least one consonant. It is important to know the sounds of the letters, as well as how to print them as capitals and small letters.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

♦ Carefully print the correct words from the lists at the left under the pictures.

Aa-ant Ee-eggs Ii-insects Oo-ox Uu-up					
bug cap Dan flag goat hand Jill kite lamp milk nest penguin quilt rug Sam town vase Wag yo-yo zipper					
					
					
					
					
					

♦ Neatly print the capital and small letters of the alphabet. Underline the vowels.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

Level C

Page 10

Purpose

To give practice in reading and printing short vowel **u** words.

To learn to read two-syllable words with a short vowel **u** sound in the first syllable.

Lesson

Have the student practice reading the list of short vowel **u** words on **Chart 5** (found on page 182 in the workbook).

Read with your student the following two-syllable words with a short vowel **u** in the first syllable. Give encouragement.

bucket fungus humming
butter funny justice
clumsy gutter lumber
custom husky slumber

Listen while your student gives the answers to the lesson orally before completing it independently.

Page 11

Purpose

To review words spelled with **o**, which have the short vowel sound of **u**.

Lesson

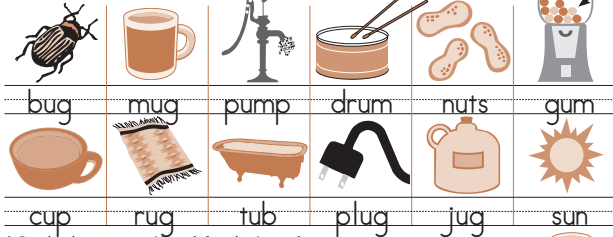
Spend as much time as necessary as your student reads **Chart 6** (found on page 182 in the workbook) with words having the short vowel **u** sound made by the vowel **o**. Many of these words will be read for the first time. Study the list until you feel he knows the words well.

Listen while your student gives the answers to the lesson orally before completing it independently.

Review of Short Vowel **u** Words

If a word or syllable has only one vowel, which comes before a consonant or between two consonants, the vowel usually has the short sound. drum under lump umbrella

◆ Carefully print these short vowel **u** words.



◆ Complete these sentences with words from the pictures above.

1. More water would fit in a mug than in a cup.
2. Never touch a plug as you take a bath in a tub.
3. People used to get water from a pump to fill a jug.
4. The child slept as snug as a bug in a rug.
5. The sun was hot as Tom played his drum in the parade.

Some two-syllable words have a short vowel **u** in the first syllable. hūs bānd = hūsband

◆ Complete the sentences with these two-syllable words with a short vowel **u** in the first syllable.

hundred sudden rumble muscles hungry

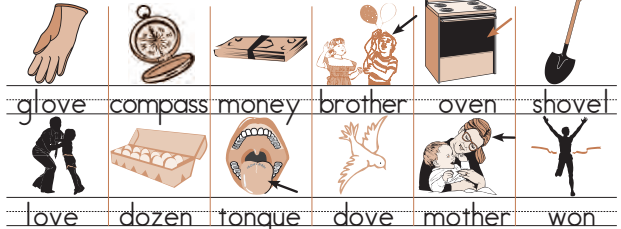
1. God gave us muscles to help us live and move.
2. My tummy makes a rumble sound when I get hungry.
3. Dad made his van come to a quick or sudden stop.
4. About one hundred sheep were crossing the road.

The Vowel **o** Having the Sound of **u**

In these words, the **o** makes the short sound of **u**, as in love, some, and done.

mother oven dove won shovel dozen
money tongue glove brother love compass

◆ Carefully print these short vowel **u** words, spelled with an **o**, under the pictures.



◆ Complete these sentences with words from the boxes below.

month shove color from other front

1. In the month of October, the leaves change color.
2. It is not polite to push or shove another person.
3. Doug carried food from the car to the front door.
4. The class set a good example for the other students.

honey wonderful comfort come company

1. God gives comfort to His people in times of trouble.
2. Don enjoys company or guests come for dinner.
3. His family helps them to have a wonderful time.
4. Jane paid money to cover the cost of the honey.

Page 32

Purpose

To review the sound of **oo** as in the word *zoo*.

Lesson

Listen as your student reads the words from **Chart 19** (found on page 185 in the workbook). It is important for him to know the words, so it is worth spending the time.

Talk about the work done on the previous lesson, and ask the student if he thinks he did neat work.

Listen as he reads all of the words on the lists and gives the answers to the lesson orally before he completes it independently.

Page 33

Purpose

To review the sound of **oo** as in the word *food*.

Lesson

Review the previous lesson with the student. Listen as he reads the words from **Chart 19**. Spend as much time as needed for learning it well.

Review the four ways the sound of **oo** as in *food* may be spelled:

u_e as in *rule*, ue as in *true*,

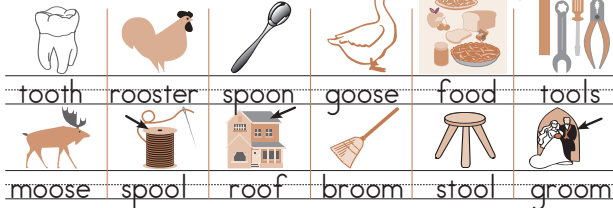
ew as in *drew*, oo as in *food*

Listen as he reads all of the words on the lists and gives the answers to the lesson orally before he completes it independently.

Review of Digraph oo Words

Remember! A **vowel digraph** has **two** vowels that make **one** sound.
In this lesson the vowel digraph **oo** makes the long vowel sound of u, as in *moo*se, *stoo*l, and *loo*p.

♦ Carefully print these words with the sound of **oo**.



♦ Complete these sentences with words in the box below.

loom zoo room smooth food noon

1. At school, many students got balloons after lunch at noon.
2. Soon they will take their balloons back to their class room.
3. Mrs. Bloom knows how to weave rugs on a large loom.
4. The new road was very smooth as we rode our bikes on it.
5. We saw a man give food to a baboon at the zoo.

♦ Complete these sentences with the **oo** words from the box at the right.

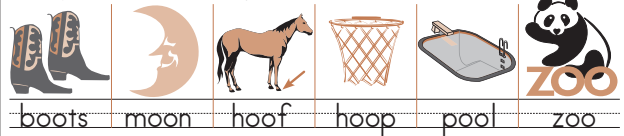
1. Did you choose to eat soup with noodles?
2. June's little poodle likes to bark at people.
3. In Australia, we are sure to see a kangaroo.
4. Do you like books with cartoon pictures?
5. The sound of the horses' hooves was loud.

cartoon
poodle
noodles
choose
hooves
kangaroo

Review of Digraph oo Words

Remember! A **vowel digraph** has **two** vowels that make **one** sound.
The vowel digraph **oo** makes two sounds: one is **oo** (ū) as in *zoo*, and the other is **oo** as in *book*.

♦ Carefully print these words with the vowel digraph **oo**.



♦ Complete these sentences with words from the pictures above.

1. It is important to take care of a horse's foot or hoof.
2. The cowboy remembered to leave his boots at the door.
3. On clear nights, the stars and moon can easily be seen.
4. The boys threw balls in the hoop and swam in the pool.
5. The children always enjoy seeing the animals at the zoo.

♦ Complete the words with the vowels that make the **oo** sound. Use some in the sentences below.

u_e	ue	ew	oo
r <u>u</u> e	tr <u>ue</u>	scre <u>w</u>	bl <u>oo</u> m
pr <u>u</u> e	gl <u>ue</u>	thre <u>w</u>	n <u>oo</u> dles
J <u>u</u> e	bl <u>ue</u>	kne <u>w</u>	p <u>oo</u> dle
fl <u>u</u> e	S <u>ue</u>	dre <u>w</u>	ch <u>oo</u> se

1. As we visited Sue in June, we saw her pet poodle.
2. James knew that he had to tighten a screw on his bike.
3. The Bible, the Word of God, is true.
4. Don drew a picture and used glue to paste it in a book.

Page 54

Purpose

To review the sounds of the sets of letters with silent consonants such as **lf** (*half*), **lk** (*talk*), **tch** (*watch*), **lm** (*palm*), and **rh** (*rhyme*).

Lesson

Discuss the sets of sounds at the top of the lesson. Spend as much time as necessary to study these sets of letters.

As the student reads the following words, tell him to think of the silent letters, as in *walk*, *patch*, and *rhinoceros*:

w a l k	p a l m	p i t c h
t a l k	c a l m	p i t c h e r
c h a l k	p s a l m	s t i t c h
s t a l k	h a t c h	r h y m e
c a l f	c a t c h	r h u b a r b
h a l f	m a t c h	r h y t h m

Have your student give the answers orally before completing the page independently. Encourage him to do his work carefully.

Page 55

Purpose

To review the sounds of the sets of letters with silent consonants such as **lf** (*half*), **lk** (*talk*), **tch** (*watch*), **lm** (*palm*), and **rh** (*rhyme*).

Lesson

Review the work done on the previous lesson. Does the student think his printing is as neat as it should be?

Carefully review with the student the sets of sounds at the top of the lesson before studying the page.

As he reviews the following words, tell him to think of the silent letters, as in *rhyme*, *know*, and *write*:

r h y t h m	k n o b	w r e a t h
r h y m e	k n i f e	w r e n c h
k n o w	k n i t	w r i t e
k n e w	k n u c k l e s	w r i s t

Go over the entire lesson, having him give the answers orally before completing the page.

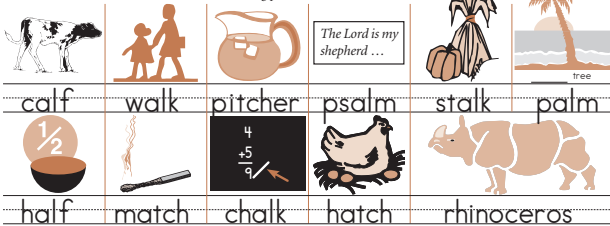
More Silent Consonants

Several sets of letters in which one consonant may be silent are:
lf as in half lk as in talk tch as in watch lm as in palm rh as in rhyme.

◆ Draw a line through the silent consonants in the words in the box below.

m a t c h	p s a l m	s t r e t c h	p i t c h e r	c a l f
w a l k	r h y t h m	r h u b a r b	c a t c h	r h i n o c e r o s
c h a l k	h a t c h	h a l f	s t a l k	p a l m

◆ Choose words from the list above for the following pictures and the sentences below.



- The song had a cheerful, happy rhythm.
- Jane made a delicious strawberry and rhubarb pie.
- Write three words that rhyme with **batch**, **patch**, and **snatch**.
hatch catch match
- Write three words that have a silent **l** and rhyme with **talk**.
walk chalk stalk

◆ Cross out the silent consonants and match the words that rhyme.

h a t c h	c h a l k	s t r e t c h	s n a t c h	b a t c h	s t a l k
w a l k	c a l m	h a l f	f e t c h	r h y m e	p a t c h
p a l m	c a t c h	p i t c h	c a l f	t a l k	r h y m e
		m a t c h	d i t c h		

More Silent Consonants




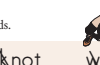


Review these several sets of letters in which one consonant may be silent.
kn as in know rh as in rhyme wr as in write

◆ Cross out the silent consonants in the words in the box below. kn-know wr-wrist rh-rhyme

w r e n c h	k n o b	r h i n e s t o n e	w r i s t	k n i f e	r h y t h m
k n u c k l e s	w r e a t h	w r a n g l e r	w r i n k l e	k n i t	r h e u m a t i s m

◆ Complete these sentences and label the pictures below with words from the box above.

- The orchestra played songs with a nice rhythm.
- An old man used a cane because of his rheumatism.
- The wrangler had sore knuckles from his rope.
- Jill thanked Grandma for the rhinestone pin.
- Mother had to press the wrinkle out of the tablecloth.

					
knob	wreath	knife	wrist	wrench	knit

◆ Cross out the silent consonants in the words in the box below. Label the pictures and complete the sentences below with these words.

w r o n g	k n u c k l e	k n o w	k n o t	w r e s t l e	r h y m e
k n e e l	w r o t e	w r e n	w r a p s	k n e e	w r e c k

		batch catch hatch	match patch snatch			32 +43 76
knot	wren	rhyme	knuckle	knee	wrong	

- Neal has to kneel on the floor as he wraps Dad's gift.
- Ken and Al know how to wrestle with each other on mats.
- Mr. Wright wrote a report about the car wreck.
- Did you know the tick bird helps the rhinoceros?

Page 136

Purpose

To teach the use of the apostrophe for possessive words.

Lesson

Carefully discuss with your student the rules for using the apostrophe.

Have him read the following examples of using the apostrophe for possession:

Tom has a dog.
It is Tom's dog.

Jan has a coat.
It is Jan's coat.

A cow has a bell.
It is the cow's bell.

When your student understands the page and has given the answers orally, have him do the lesson independently.

Page 137

Purpose

To spend more time learning about the apostrophe with possessive words.

Lesson

It may be a little difficult to understand where to use the apostrophe with singular and plural words. Therefore, thoroughly go over the explanations under Rule 1 at the top of the lesson.

For extra practice, discuss the examples below. Before putting an apostrophe mark or an s anywhere; *first print the singular or plural form of the word*, then make it possessive.

a lady's hats ⇒ six ladies' hats

a tree's leaves ⇒ the trees' leaves

a man's coat ⇒ the men's coats

a cat's paws ⇒ the cats' paws

a baby's bibs ⇒ the babies' bibs

wolf's den ⇒ wolves' den

After your student understands the page and has given the answers orally, have him do the work independently.

The Apostrophe for Possession

The small mark called the **apostrophe** (') is used in two ways. This lesson deals with the first way.
RULE 1: To show that someone or something owns or possesses something, usually an **apostrophe** and s ('s) are added to the end of the word. (RULE 2, concerning contractions, is covered in a later lesson.)
 the dog's house Jill's coat Miss Smith's car Tom's book a boy's boots a cat's mat

◆ Add an **apostrophe** and an s ('s) to show possession or ownership.

door of car car's door Bible of Cal Cal's Bible
 pen of Mike Mike's pen spoon of baby baby's spoon
 desk of Pam Pam's desk shoe of Judy Judy's shoe
 hat of Ted Ted's hat wall of room room's wall
 scarf of Jan Jan's scarf cup of child child's cup
 collar of dog dog's collar dress of lady lady's dress

An -s is added to many words to make them **plural**.
 The 's is added to show ownership.

cat cats
cat's food

boy boys
boy's balloons

Sara's smile is beautiful.

◆ Complete these sentences with words from the box at the right.

- The coat has four buttons.
- The boy's boots are under his bed.
- The rabbit's food is in the box.
- My sister's coat is in the closet.
- The tigers live in the jungle.
- Tom sat in the dentist's chair.
- We fed each of the kittens.
- We could hear the cow's bell.
- Dad hammered sixteen nails in the wall.

buttons button's
 boys boy's
 rabbits rabbit's
 sisters sister's
 tigers tiger's
 dentists dentist's
 kittens kitten's
 cows cow's
 nails nail's

The Apostrophe for Possession

RULE 1: To show that someone or something **owns** or **possesses** something, usually an **apostrophe** and s ('s) are added to the end of the word. a pony's saddle the man's hat
 ☆ If a word needs to be plural and possessive, make the word plural; then add the 's. children's
 ☆ If a plural word ends in s, usually just the **apostrophe** is added to make it possessive.
 six cows' bells many boys' jackets three girls' dresses five kittens' bowls

◆ As you study each phrase, underline the word with the **apostrophe** and think about how many people or things have something. If one person or thing has something, print the word **one** on the line.
 If more than one person or thing possesses something, print **more than one** on the line.

Eric's room one the robin's nest one
 the babies' cribs more than one the eagles' wings more than one
 the lady's purse one the puppies' ears more than one
 the horses' barn more than one the cities' lights more than one
 the duck's beak one the radio's plug one
 the monkeys' tails more than one the men's tools more than one
 the men's cases more than one the girls' shoes more than one

◆ Add an **apostrophe** and an s ('s) or just an **apostrophe** (') to show possession or ownership.

- If women have a meeting, it is the women's meeting.
- If kangaroos have a yard, it is the kangaroos' yard.
- If the babies have scarves, they are the babies' scarves.
- Alison was given a doll, so it is Alison's doll.
- The wolves have a den, which is the wolves' den.
- Lonna has many toys, so they are Lonna's toys.
- Dad gave Joey a Jeep, so it is Joey's Jeep.
- Some boots belong to Connel, so they are Connell's boots.
- The bunnies live in a box, so it is the bunnies' box.

Page 138

Purpose

To teach the use of an apostrophe with contractions.

Lesson

Carefully go over the rules on how to form contractions. Contractions are usually used in more informal writings, such as friendly letters, rather than in reports, and other written material.

Discuss the following examples:

do not	⇒	don't
he is	⇒	he's
you will	⇒	you'll
we have	⇒	we've
was not	⇒	wasn't
they are	⇒	they're
she would	⇒	she'd

When your student has a good understanding of the page and he has given the answers orally, have him do the work independently.

Page 139

Purpose

To give additional work on the use of an apostrophe with contractions.

Lesson

Before you carefully go over the lesson with the student, discuss the following examples:

hadn't	⇒	had not
she's	⇒	she is
we'll	⇒	we will
you've	⇒	you have
isn't	⇒	is not
we're	⇒	we are
he'd	⇒	he would
(or)	⇒	he had

When he understands the page and has given the answers orally, have him do the work independently.

Note: The contraction 'd can stand for either *would* or *had*, depending on the context in which it is used. For example, *he'd* may stand for *he would* or *he had*. Likewise, the contraction 's can stand for either *is* or *has*, depending on the context in which it is used. For example, *he's* may stand for *he is* or *he has*.

The Apostrophe for Contractions

A **contraction** is a short way of writing two special words. They are written together, but **one or more** letters are left out. This lesson gives the second way in which the **apostrophe** is used.

RULE 2: An **apostrophe** is used to replace the missing letters. Usually the first word is not changed.

do not = don't they have = they've she is = she's you are = you're we will = we'll

◆ Print these words as contractions, putting in an apostrophe when the underlined letters are removed.
do not = don't would not = wouldn't were not = weren't

do not	don't	should not	shouldn't	are not	aren't
had not	hadn't	were not	weren't	does not	doesn't
has not	hasn't	was not	wasn't	is not	isn't
have not	haven't	could not	couldn't	did not	didn't
◆ Print these words as contractions . Take out the underlined letters, as in we are = we're.					
they are	they're	you will	you'll	he had	he'd
you are	you're	it will	it'll	she had	she'd
we are	we're	I will	I'll	they had	they'd
we would	we'd	he will	he'll	you have	you've
he would	he'd	she will	she'll	we have	we've
she would	she'd	we will	we'll	they have	they've
they would	they'd	they will	they'll	I am	I'm

◆ Complete these sentences with **contractions** made from the words in the box at the right.

1. Jim didn't get much sleep, so he can't stay awake.
2. I'm hoping that you're able to come to my party.
3. Jan knows she wouldn't be able to eat a big pizza.
4. Mother thinks that she'll go shopping today.
5. Now that this page is finished, we'll need a rest.

did not
can not
I am
you are
would not
she will
we will

The Apostrophe for Contractions

Review again **RULE 2:** An **apostrophe** is used to replace the missing letters in contractions.

Usually the first word is not changed. An exception to the rule is will not = won't.

do not = don't they have = they've she is = she's he would = he'd we will = we'll

◆ Print the two words that make up these contractions. ☆ Notice: can not = can't will not = won't

don't	do	not	couldn't	could	not
hadn't	had	not	isn't	is	not
hasn't	has	not	didn't	did	not
haven't	have	not	aren't	are	not
wasn't	was	not	doesn't	does	not
can't	can	not	won't	will	not
they're	they	are	I'm	I	am
you're	you	are	he's	he	is
we're	we	are	it's	it	is
they'll	they	will	we'd	we	would
you'll	you	will	he'd	he	would
it'll	it	will	they've	they	have
I'll	I	will	you've	you	have

◆ Print the two words that make up each underlined **contraction** in the box at the right.

1. Soon we'll go out and play in the yard.
2. We wouldn't go until Mark finished his lesson.
3. He's happy that he has a new mitt.
4. It'll be fun to play catch with a baseball.
5. We're happy to have time to work and play.

we will
would not
He is
It will
We are

Page 172

Purpose

To give additional review in working with words having prefixes.

Lesson

After the student has read the words in this lesson and understood how to divide them into syllables, have him carefully complete the lesson.

Page 173

Purpose

To give additional review in working with words having prefixes.

Lesson

Review the previous lesson. Discuss the meanings of the prefixes, and listen to the words being read for today's lesson.

When you have gone over the entire lesson with the student and you feel he is ready, ask him to complete the written work independently.

Review of Prefixes

You have learned that **prefixes**, like **suffixes**, change or modify the meanings of words.
A prefix usually is a **syllable** in itself, because it has a vowel sound.

The following prefixes usually make the word have the opposite meaning: un-, dis-, non-, in-, im-, in-, and il-.

- ◆ Circle the prefix and underline the root in these words. Print the root word on the line.

displease please impatient patient incomplete complete
impolite polite illegal legal disobey obey
nonstop stop incorrect correct nonsense sense
unfair fair irregular regular unscrew screw

- ◆ Print the **antonyms** of these words. The **antonym** is the **root word** after the prefix is removed.

impure pure immature mature indirect direct
unfold fold disagree agree illegal legal

Prefixes in-, en-, im-, and em- can have the meaning of on or in. inject encamp imprint embrace
The prefix mis- can mean wrong or bad. misplace mistrust

- ◆ Circle the prefix and underline the root. Divide the words into syllables as you print them on the lines.

enclose en-close insight in-sight improve im-prove
mislead mis-lead inflate in-flate imprint im-print
embrace em-brace enlarge en-large misplace mis-place

Prefixes or beginning syllable a- and be- can have several meanings as they become part of words. away below

- ◆ Divide these words with the prefix or beginning syllable a- into syllables as you print them on the lines.

afraid a-fraid among a-mong alarm a-larm
around a-round astray a-stray aware a-ware
ahead a-head amount a-mount adopt a-dopt

- ◆ Print the prefix or beginning syllable be- to complete these words. Match them to their definitions.

behave c a. faith, conviction belong b a. in back of
belief a b. to start beware c b. to be part of; own
begin b c. how one acts, conduct behind a c. to be on guard

Review of Prefixes

The prefix de- may mean away from, down, entirely, or to undo. depart
The prefix pre- may mean before in time or place. prepay

- ◆ Divide these words with the prefixes de- or pre- into syllables as you print them on the lines.

depress de-press depart de-part deflate de-flate
prejudge pre-judge prefix pre-fix preboard pre-board
defrost de-frost detour de-tour debug de-bug
preview pre-view prepay pre-pay precook pre-cook

The prefix re- usually means do again. replace explain

- ◆ Divide these words with the prefixes re- or ex- into syllables as you print them on the lines.

rejoice re-joice research re-search respell re-spell
exhale ex-hale exchange ex-change exclaim ex-claim
replace re-place retreat re-treat rebuild re-build
export ex-port explain ex-plain extend ex-tend

The prefix fore- usually means before in time and place. forenoon
The prefix for- usually means away, apart, or off. forbid

- ◆ Print prefixes fore- or for- before the root words. Match them to their definitions.

forehead d a. from sunrise to noon for get d a. to move ahead
foreman c b. from wrist to elbow forward a b. to give up or leave
forenoon a c. chief person of group forever e c. to pardon, overlook
forefather f d. face below hairline forbid f d. to remember no more
forewarn e e. to warn in advance forgive c e. for eternity
forearm b f. an ancestor forsake b f. to prevent, not allow

- ◆ Complete this sentence with words from the lists above.

God will never leave or forsake us, nor should we forsake our friends.