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# *English 3*

**Writing and Grammar**



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**TEACHER'S MANUAL**

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# Introduction

The second edition of the *English 3: Writing and Grammar* (copyright © 2008, 2003 by BJU Press) course covers the subject areas of grammar, creative writing, and reading comprehension. The basic two-page lesson format is for each day of the school year. Before starting the workbook, instructors are encouraged to read the course overview found in the “Dear Parents” section (page xi) at the beginning of the workbook.

This teacher’s manual for *English 3* is provided by the staff of Christian Liberty Press to assist instructors to successfully teach this course. It includes teacher information (in *italics* or in a special NOTE format) and answers to the exercises in the student workbook. The phrase *Answers will vary* refers to exercises where there are no explicit answers, although students must follow the directions found in the workbook and answer key. Frequently, these are creative writing activities. The phrase *Answers may vary* refers to situations where there are more than one possible answer.

The teacher’s manual should be used by instructors to review their students’ written work, and as an aid to help them guide students in answering their daily work questions if they have any problems. Instructors should note that when the text requires students to “Fill in the circle next to the correct word (or answer) ...,” we usually provide the correct word, phrase, or sentence, without actually filling in circles in the manual.

In addition, this teacher’s manual underscores the course’s emphasis on learning the *five steps of the writing process*. The workbook is divided evenly between **grammar** (the odd chapters) and **composition** (the even chapters). At the beginning of each composition chapter, do not overlook the Literature Link which introduces your student to the particular type of writing emphasized in that chapter. In these chapters, carefully go over each step with your student so he learns how to *plan, draft, revise, proofread, and publish* his writings.

Besides the exercises found in the workbook (pages 1–306), there is a “Writing Handbook” at the end of the workbook (pages 307–347). This handbook includes information regarding the use of a thesaurus, the five steps of the writing process, graphic organizers for grouping ideas, eight writing models, lists of abbreviations, commonly misspelled words, and the use of a glossary. Instructors may use these additional pages whenever they deem it appropriate to do so. Christian Liberty Press also publishes tests and test key that correspond to this course.

Our desire is to help you train your student to communicate God’s truth clearly and effectively. May God grant you wisdom and diligence as you seek to introduce the concepts of written communication to your students.

# TEXT KEY

## CHAPTER 1 SENTENCES, PAGES 1–21

### Sentences & Fragments, Pages 1–2

#### • Guided Practice

1. F
2. S
3. S
4. F

5. Cows drink a lot of water every day.\*

#### • Independent Practice

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

7. Cattle graze in the pasture.\*\*

8. Dairy cows give milk.

9. A bull weighs almost one ton.

10. A calf is a young cow.

#### • Apply and Write

Answers will vary. The student is asked to write a sentence about a cow. Be sure his group of words expresses a **complete thought**; it should begin with a capital letter and end with a period.

### Subjects & Predicates, Pages 3–4

#### • Guided Practice

1. Farmer Farr | raises pigs for food.
2. His pigs | are large.
3. Mr. Farr | keeps his pigs in pens.
4. Workers | clean the pens daily.
5. He | gives his pigs vitamins and minerals.
6. Healthy pigs | grow quickly.

\* Either group of words is a plausible answer, thus the answer to #5 may be Drink about twenty gallons.

\*\* For #7, the answer may be Eat in the feedlot.

7. Pig's meat is called pork.
8. Bacon, sausage, and ham are types of pork.

9. Pigs get hot in the summer.
10. They roll in mud to cool off.

#### • Independent Practice

1. Jesus | told of a selfish son.
2. The son | asked his father for money.
3. He | moved to another country.
4. His brother | stayed with their father.
5. The selfish son wasted his money.
6. He spent the money on fun and friends.
7. The money was gone.
8. He found a job feeding hogs.
9. The selfish son felt guilty.
10. He returned home.
11. His father forgave him.
12. This story teaches about God's love and forgiveness.

13.–14. Answers will vary. Question 13 must include a predicate part. Be sure that your student has used an appropriate punctuation mark. Question 14 must include a subject part. Remind your student to begin his sentence with a capital letter.

#### • Apply and Write

Answers will vary. The student is asked to write a sentence about a pig. Be sure his sentence contains a **subject part** that tells who or what the sentence is about, and includes a **predicate part** that tells what the subject does or is; it should begin with a capital letter and end with an appropriate punctuation mark.

**Telling Sentences & Questions, Pages 5–6****• Guided Practice**

1. Chickens are raised for meat and eggs.
2. Do you like cheese omelets?
3. The hen is the mother of the chicks.
4. The handsome rooster is the father.
5. Why do some chickens lay brown eggs?
6. Does the color change the taste?

- 
7. (dad) raises chickens on our farm.
  8. (i) collect eggs each morning.
  9. (have) you seen the chickens scratch for insects?
  10. (it) is Betty's job to make the mash for the chickens.
  11. (has) John given them fresh water?

- 
- T 12. Some chickens are going to market.
- Q 13. How many are in each crate?
- T 14. Dad loads the crates on his truck.

**• Independent Practice**

1. The hen sat on the eggs for several days.
  2. The rooster crows at dawn.
  3. Can a fox enter the hen house?
  4. The chickens scratch around the barnyard.
  5. Have you ever held a fluffy new chick?
- 
6. (mom) made deviled eggs for the picnic.
  7. (chickens) cannot fly far.
  8. (in) the United States, hens lay over eighty billion eggs a year.
  9. (just) one hen can lay over three hundred eggs a year.
  10. (when) will the chicks hatch?

- Q 11. Will you crack the eggs into the batter?
- T 12. The cake recipe calls for two eggs.
- T 13. I am good at cracking eggs.
- Q 14. Did you stir the batter?
- Q 15. How long should we bake the cake?

**• Apply and Write**

*Answers will vary. You may need to prompt your student to reread the definition of interrogative on page 5 and look at some of the examples on page 6. Be sure his sentence has a **subject part** and a **predicate part**; the sentence should also begin with a capital letter and end with the proper punctuation mark.*

**Commands & Exclamations, Pages 7–8****• Guided Practice**

1. (i) can't wait to eat Thanksgiving dinner!
2. (wash) your hands before you come to the table.
3. (pass) the stuffing, please.
4. (give) the platter to Aunt Edith.
5. (take) a serving of vegetables.
6. (this) turkey is delicious!
7. (save) room for pumpkin pie.
8. (please) put whipped cream on my pie.

- 
9. C                      11. C                      13. Q
10. E                      12. T

*Answers will vary. The student is asked to pretend that he is the teacher; he is supposed to give a command or request. Be sure his sentence contains a **subject part** and a **predicate part**; it should begin with a capital letter and end with the proper punctuation mark.*

**• Independent Practice**

1. (help) Uncle Bruce feed his turkeys.
2. (how) mean the old tom looks!
3. (what) a big, red wattle he has!

4. (close)the gate.  
5. (take)the pail to the shed.

- 
6. C                      9. I                      12. C  
7. Q                      10. C  
8. I                      11. E

• **Apply and Write**

Answers will vary. The student is asked to write an exclamatory sentence. Be sure his sentence contains a **subject part** and a **predicate part**, begins with a capital letter, and ends with an exclamation point.

**Four Types of Sentences, Pages 9–10**

• **Guided Practice**

1. I                      3. I                      5. C  
2. Q                      4. E

- 
6. (will)coyotes bother the sheep?  
7. (the)sheep are safe in the sheepfold.  
8. (what)a delicious treat goat's milk is.  
9. (mom)roasted a leg of lamb.  
10. (do)you like lamb chops?

• **Independent Practice**

1. (have)you tasted goat cheese?  
2. (try)some lamb stew.  
3. (oh)no, the roast lamb cooked too long!  
4. (the)roast lamb with mint jelly is tasty.  
5. (grandma)gave me sheepskin gloves for Christmas.  
6. (do)you like my new wool coat?

- 
7. I                      9. E                      11. C  
8. Q                      10. I

• **Apply and Write**

Answers will vary. The student is asked to write a sentence about sheep. Be sure his sentence contains a **subject part** and a **predicate part**, begins with a capital letter, and ends with correct punctuation. He

must also fill in the circle next to the **type of sentence** he wrote.

**Combining Subjects & Predicates, Pages 11–12**

• **Oral Practice**

1. Anchovies have a strong smell.  
Sardines have a strong smell.

The student should read aloud: *Anchovies and sardines have a strong smell.*

2. Mom bought some oysters.  
Mom steamed some oysters.

The student should read aloud: *Mom bought and steamed some oysters.*

• **Guided Practice**

3. Clams and oysters have shells.  
4. Our family eats shrimp and lobster.

• **Independent Practice**

1. Baked salmon tastes delicious.  
Fried trout tastes delicious.  
2. A fish hatchery raises fish.  
A fish hatchery stocks fishponds.  
3. Popcorn shrimp are crunchy.  
Fish sticks are crunchy.  
4. I like tuna fish sandwiches.  
I like clam chowder.  
5. Beth likes sardines.  
Kevin likes sardines.

- 
6. Danny and I caught some fish.  
7. Jenna ate fish and shrimp.  
8. Tyler saw a trout and a bass.  
9. Sam and Sue ordered shrimp.

• **Apply and Write**

Answers will vary. The student is asked to write a pair of sentences; the subjects or predicates are to be joined into the new sentence. Be sure his new sentence begins with a capital letter and ends with the proper punctuation.

**Compound Sentences, Pages 13–14**• **Guided Practice**

1. Settlers planted gardens, and they hunted animals for food.
2. Some men hunted with rifles, but others used bows and arrows.
3. The meat was stewed, or it was smoked and dried.

• **Independent Practice**

1. Elk live in the West, and they graze in herds.
2. Some ranchers have elk herds, but most ranchers raise cattle.
3. Elk are large deer, and their meat is called venison.
4. An angry buck might fight, or he might run away.

• **Apply and Speak**

Answers will vary. The student is asked to write the name of his favorite food on the line provided. He should say aloud a compound sentence joined by and or but.

**Run-on Sentences, Pages 15–16**• **Guided Practice**

1. A swamp is a natural habitat for alligators, alligator farmers help save endangered swamps.
2. Some people enjoy eating alligator meat, the tail is especially flavorful.
3. Alligator is served in many southern restaurants, some people say the meat tastes like chicken.
4. Some chicken farmers also raise alligators, do you think this is why alligator tastes like chicken?

• **Independent Practice**

1. Some ranchers in the United States raise buffalo, the buffalo are sold for meat.
2. Buffalo are hearty animals, they survive harsh winters better than cattle.

3. Buffalo meat is healthier than beef, the meat has less fat and more protein.
4. Buffalo can be used in most beef recipes, it is delicious.

• **Apply and Write**

Buffalo meat cooks faster than beef. Buffalo burgers must be turned over sooner than beef burgers. A sauce keeps buffalo burgers from drying out.

**Fact & Opinion, Pages 17–18**• **Guided Practice**

1. O
2. F

• **Independent Practice**

1. F
2. F
3. O
4. F
5. O

George Washington chose the site for Washington, D.C., in 1791. The newly formed American government moved to the city in 1800. Many of the original buildings were destroyed by the British in 1814, but they were quickly rebuilt. I think visiting the historic monuments and buildings is exciting!

The food is fantastic!

It's the best in town!

• **Apply and Write**

Answers will vary. The student is asked to write two sentences—one that states a **fact** about his family and another that states his **opinion** about pizza. Both sentences should contain a subject part and a predicate part. Each sentence should begin with a capital letter and end with the appropriate punctuation.

**CHAPTER 1 REVIEW****PAGES 19–20**

- |             |             |             |  |
|-------------|-------------|-------------|--|
|             | A.          |             |  |
| 1. <u>S</u> | 3. <u>S</u> | 5. <u>S</u> |  |
| 2. <u>F</u> | 4. <u>F</u> | 6. <u>F</u> |  |

## B.

7. Some Australian farmers | feed their cows popcorn.
8. The popcorn pieces | are too small to sell in stores.
9. The farmers | mix other grains with the popcorn.
10. The popcorn | gives the cows protein and fiber.
11. The milk | tastes the same.

## C.

12. I                      14. I                      16. Q
13. E                      15. C

## D.

17. the cows graze in the pasture.
18. the pasture is surrounded by an electric fence.
19. don't touch the electric wire. *or !*
20. do you think they will let me pet the lambs?
21. how fuzzy and soft they look!

## E.

22. I have tried fried frog legs and buffalo burgers.
23. Bob and Jim ate bear meat.

## F.

24. A baby piglet eats a lot, and it doubles its weight in one week.
25. Meat from cattle is called beef, but meat from a calf is called veal.

## G.

26. God gives the food we need to grow strong, everyone should thank God for each meal.
27. God gave the Bible to help believers grow strong, Christians feed on God's Word by studying and memorizing verses.
- or God gave the Bible to help believers grow strong, Christians feed on God's Word by studying and memorizing verses.

28. I eat food every day, should I read my Bible each day?

## H.

29. O                      30. F

## CHAPTER 2

## WRITING GAME INSTRUCTIONS, PAGES 22–36

## Using the Thesaurus, Pages 22–24

## • Guided Practice

Read and discuss the two games covered on page 22 (topic sentence, supporting sentences, closing sentence). Next, go over the information about a thesaurus on the top of page 23 (see also pages 308–318).

1. receive                      2. [C]onstruct

3. *Answers will vary. Only one synonym from the thesaurus (page 315) is required.*

orderly, organized, tidy

## • Independent Practice

1. amusing                      3. sturdy                      5. smack
2. huge                          4. toss

6.–8. *Answers will vary. The student is asked to look up each underlined word in a thesaurus (pages 308–318) and write one synonym on the line provided. Be sure your student chooses an appropriate word.*

## • Apply and Write

*Answers will vary. The student is asked to write a sentence about something hard to do. Be sure he looks up the word hard in the thesaurus, chooses an appropriate synonym, and uses the correct capitalization and punctuation in his sentence.*

## Telling How, Page 25

*Pages 25–32 introduce the student to the five basic steps of the writing process:*

- **plan** the game instructions (choose a topic and list ideas about the topic)
- **draft** the game instructions
- **revise** the game instructions

- **proofread** the game instructions
- **publish** the game instructions

---

**Note:** The following pages will help the student in **planning, drafting, revising, proofreading,** and **publishing** game instructions. It is vital that he learns these lessons well. The teacher should spend the necessary time going over each page with the student until he understands the basic steps of the writing process.

---

*Go over the instructions given at the top of page 25, then have your student study the final draft of the game instructions for Monkey in the Middle and look at the time-order words at the bottom of the page.*

*Explain that Isabel first chose to write about a game she knew well; this is her **topic**. Next, she introduced her topic in the first sentence of her paragraph; this is her **topic sentence**. Then she added a sentence about the materials needed to play the game. Other **supporting sentences** were added about the various steps involved in playing the game; point out the time-order words she used to make each step clear. You may want to have your student write his own game instructions now.*

---

**Note:** This lesson may be combined with the next lesson, so the student has a complete overview of the **writing process**.

---

### **Revising and Proofreading Together, Page 26**

*Read the instructions at the top of the page and go over the checklists with your student. Now he has a complete overview of the writing process for **game instructions**.*

*If your student has completed a first draft, he is ready to revise his instructions. He should examine his work, checking for each item on the Revising Checklist. Next, as he proofreads his paragraph, have him mark each box on the Proofreading Checklist as he completes it. Remind your student to use the proofreading marks in the box at the bottom right-hand side of the page for each draft he writes.*

---

**Note:** If you decided to read over pages 25–26 as an overview, then pages 27–32 will guide your student in writing his game instructions. If you had your student draft, revise, and proofread game instructions, then have your student choose a new topic for the next six pages.

---

### **Planning with a Time-Order Chart, Page 27**

*Go over the instructions at the top of page 27 with your student. He should study the sample time-order chart next to the instructions. Now have him fill out the blank chart under the instructions. His **topic**\* goes in the first box, the **materials** go in the second box, and the various **steps** go in the subsequent boxes. Remind him to write the appropriate time-order words at the left of each supporting sentence. This completes the **planning step** of the writing process.*

### **Game Instructions: Drafting, Page 28**

*Discuss the information on page 28 with your student. Then, have him write his game instructions on a separate sheet of paper, leaving a blank line after each line; he should use his topic sentence and supporting ideas from page 27. Each specific idea or detail taken from the **time-order chart** should be arranged in a pleasing manner. This completes the **drafting step**.*

### **Game Instructions: Revising, Page 29**

*Have your student read the information at the top of page 29 and study how Isabel revised her instructions. Now he should revise his own instructions, using the proofreading marks shown in the box in the middle of the page. When doing the **revising step**, the student should use  $\wedge$  for adding material and  $\surd$  for deleting material.*

### **Game Instructions: Proofreading, Page 30**

*Go over the information at the top of page 30 with your student. Ensure that the student proofreads his story three times. Each time,*

---

\* You may suggest topics such as Capture the Flag, Red Light/Green Light, Hide and Seek, or some other action game.

have him focus on one thing on the Proofreading Checklist at the bottom of the page; he should check each box as he completes each part of the **proofreading step**.

Finally, encourage your student to neatly copy his game instructions on the lines provided on pages 31 and 32. Be sure that it contains all the corrections made during the proofreading step. This final draft completes the **publishing step**.

---

### CHAPTER 2 REVIEW

PAGES 33–34

---

A.

1. Create      2. build      3. form  
or Produce      or construct      or shape

B.

4. I              6. F              8. I  
5. I              7. F

C.

9. Kickball is an exciting game to play with a large group.  
10. The team with the most runs wins the game!

D.

11. B              13. A              15. D  
12. E              14. C

E.

16. proofreading  
17. planning

F.

Take turns blindfolding the players.

give each player a turn to try to pin the donkey's <sup>tail</sup>~~tail~~ in the right place. Whoever comes the closest wins a prize.

---

### CUMULATIVE REVIEW

PAGES 35–36

---

A.

1. S              3. F              5. F  
2. F              4. S

B.

6. Kathryn's dog had four puppies.  
7. The puppies are black and white.  
8. Their fur is soft and shiny.  
9. The puppies' eyes are not open yet.  
10. Kathryn will give me a puppy in six weeks.

C.

11. Jorge's baseball team plays tonight.  
12. Jorge is the second baseman.  
13. The ball game starts at seven o'clock.  
14. The team practices at six-thirty.  
15. His family attends all of Jorge's games.

D.

16. I              18. I              20. C  
17. Q              19. E              21. E

E.

22. Maria and Pete bought a pack of gum.  
23. The cat drank milk and went to sleep.

F.

24. damage      25. hilarious      26. heap

---

### CHAPTER 3

NOUNS, PAGES 37–57

---

#### Nouns: Common & Proper, Pages 37–38

• Guided Practice

1. Gilmore Car Museum, cars  
2. cars, states  
3. Tim, trains