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# *English 5*

**Writing and Grammar**



**TEACHER'S MANUAL**

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# Introduction

The second edition of the *English 5: Writing and Grammar* (copyright © 2010, 2005 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.

The teacher's manual for this course 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 teacher's manual. 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 key.

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 composition chapter.

Besides the exercises found in the workbook (pages 1–310), there is a "Writing Handbook" at the end of the workbook (pages 311–348). 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, and commonly misspelled words. In addition, there is a "Grammar Handbook" (pages 349–363) that includes lists of abbreviations, contractions, prefixes and suffixes, prepositions, homophones, and diagramming models. A glossary is also included on pages 364–370. Instructors may use these additional pages whenever they deem it appropriate to do so. Christian Liberty Press also publishes tests 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

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## CHAPTER 1 SENTENCES, PAGES 1–21

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### Sentences & Fragments, Pages 1–2

#### • Guided Practice

- |             |             |             |
|-------------|-------------|-------------|
| 1. <i>F</i> | 4. <i>F</i> | 7. <i>F</i> |
| 2. <i>S</i> | 5. <i>S</i> | 8. <i>S</i> |
| 3. <i>F</i> | 6. <i>F</i> |             |

---

9. & 10. *Answers will vary. Your student needs to complete the sentence in (question 9) with a complete predicate and the sentence in (question 10) with a complete subject; his second sentence should begin with a capital letter. Make sure that each sentence expresses a complete thought.*

---

11. *The rice was cooked.*

#### • Independent Practice

- |             |             |              |
|-------------|-------------|--------------|
| 1. <i>F</i> | 5. <i>F</i> | 8. <i>F</i>  |
| 2. <i>F</i> | 6. <i>S</i> | 9. <i>F</i>  |
| 3. <i>S</i> | 7. <i>F</i> | 10. <i>S</i> |
| 4. <i>S</i> |             |              |

---

11. –13. *Answers will vary. Your student needs to complete the sentences in (questions 11 & 12) with a complete predicate and the sentence in (question 13) with a complete subject; his third sentence should begin with a capital letter. Make sure that each sentence expresses a complete thought.*

---

14. *Rice is served in many restaurants.*

15. *Rice can be eaten with chopsticks.*

#### • Apply and Write

*Answers will vary. Your student is asked to answer one of the three questions. Make sure his sentence contains a complete subject and predicate; it should begin with a capital letter and end with a period.*

### Types of Sentences Pages 3–4

#### • Guided Practice

- Dec.* 1. Oats provide fiber in our diet.
- Imp.* 2. Don't forget the oat flour in the recipe.
- Exc.* 3. What a cute calf that is!
- Dec.* 4. Oats originated in Asia around the time of Christ.
- Int.* 5. Do you ever eat oatmeal for breakfast?
- Imp.* 6. Help me feed the horses after school.
- Exc.* 7. Oh, our stallion is running loose!
- Imp.* 8. Catch him before he gets away. *or !*
- 

9. *Do oats contain vitamins and fiber?*

10. *Oats are good for our bodies.*

#### • Independent Practice

- Dec.* 1. Our family ate breakfast together on Saturday.
- Int.* 2. What is that loud noise?
- Dec.* 3. We looked out the kitchen window.
- Exc.* 4. Wow, lightning struck the barn!
- Imp.* 5. Get the animal out. *or !*
- Exc.* 6. What a frightening time this is for the animals!
- Imp.* 7. Call the fire department. *or !*
- 
8. *George Washington did plant 580 acres of oats.*
9. *Are some bread products made from oat flour?*
10. *Does the fiber in oatmeal reduce heart disease?*

11. Many breakfast cereals do contain oat products.

• **Apply and Write**

Answers will vary. The student is asked to write a four-sentence commercial convincing people to eat oatmeal. Help your student find information about the benefits of oatmeal on the Internet for this exercise. Be sure he uses each of the four types of sentences—declarative, interrogative, imperative, and exclamatory.

**Simple Subjects, Pages 5–6**

• **Guided Practice**

1. book of Exodus | tells
2. people | made
3. Yeast | was
4. dough | was
5. bread | baked
6. Pharaoh | ordered
7. people of Israel | carried
8. They | didn't
9. bread | resembled
10. Pastor James Allen | taught
11. It | always
12. priests | offered

13. & 14. Answers will vary. The student is asked to complete each sentence by writing a complete subject. Be sure he underlines each simple subject and begins his sentences with a capital letter.

• **Independent Practice**

1. Wheat | is
2. Farmers in Asia | have
3. crop | was
4. It | was
5. We | make
6. people | call

7. Mrs. Anne Whitney | makes

- 8.–12. Answers will vary. The student is asked to complete each sentence by writing a complete subject. Be sure he underlines each simple subject and begins his sentences with a capital letter.

• **Apply and Write**

Answers will vary. The student is asked to write a sentence about God's care for his needs. Be sure that his sentence expresses a complete thought and begins with a capital letter and ends with a period. He should also underline the simple subject.

**Simple Predicates, Pages 7–8**

• **Guided Practice**

1. Native Americans | were
2. Maize | is
3. People | chewed
4. Native Americans | made
5. They | popped

6. Indians | taught

7. Corn | is

• **Independent Practice**

1. Native Americans | made
2. They | showed
3. Someone | discovered
4. popcorn | tasted
5. Nebraska | is

6. corn | is

7. People | use

8. settlers | traded

• **Apply and Write**

Answers will vary. Your student is asked to write a compliment about a person near him such as his teacher, sibling, or a friend.

**Subject of Imperative Sentences, Pages 9–10**

• **Guided Practice**

1. (declarative) I
2. (exclamatory) kitchen
3. (imperative) (You)
4. (imperative) (You)
5. (imperative) (You)

6. (You) | Find
7. Daniel | can bake

• **Independent Practice**

1. (imperative) (You)
2. (imperative) (You)
3. (declarative) Mom
4. (imperative) (You)
5. (imperative) (You)

6. Stir  
(You) | Stir
7. Press  
(You) | Press
8. Cut  
(You) | Cut
9. enjoyed  
family | enjoyed

• **Apply and Write**

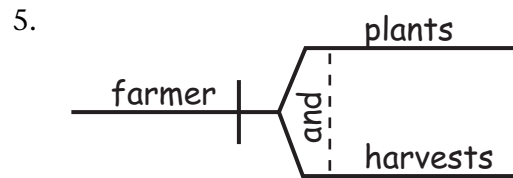
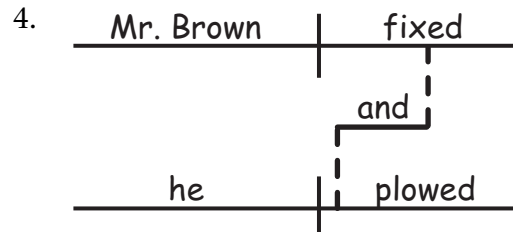
Answers will vary. Your student is asked to write several imperative sentences telling someone how to make breakfast. Check his sentences, determining whether they contain the understood subject **You**.

**Compounds: Subjects, Predicates, & Sentences Pages 11–12**

• **Guided Practice**

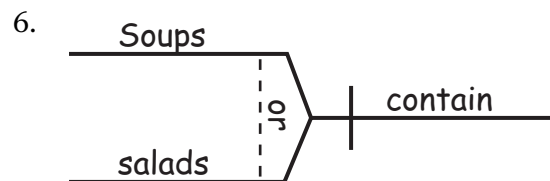
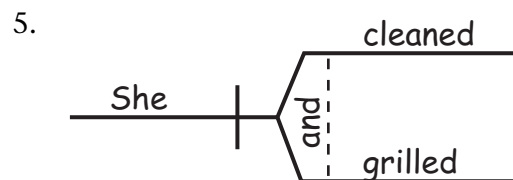
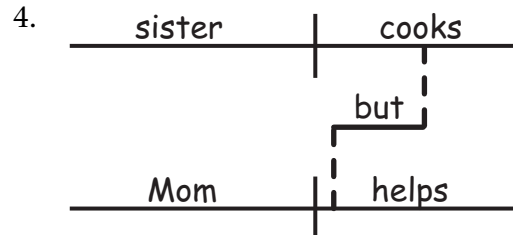
- C 1. Mr. Brown fixed his tractor, and he plowed his fields.

- S 2. The farmer plants and harvests crops each year.  
S 3. His horses and cows eat oat grain.



• **Independent Practice**

- C 1. My sister cooks a little, but Mom helps her.  
S 2. She cleaned and grilled corn on the cob for dinner.  
S 3. Soups or salads sometimes contain rice.



7. Ethan rolled the pizza dough and tossed it into the air.  
8. Pepperoni and cheese were placed on the pizza.



9. The boys want pizza, but (and) the girls prefer sub sandwiches.
10. I could use an old recipe, or I could find a new recipe.

• **Apply and Write**

Answers will vary. The student is asked to write a compound sentence about his favorite food. Be sure that the clauses are connected by a comma and a conjunction.

**Prepositions, Pages 13–14**

• **Guided Practice**

- |           |         |            |
|-----------|---------|------------|
| 1. across | 4. of   | 7. to, for |
| 2. At     | 5. for  | 8. in      |
| 3. into   | 6. with |            |

- |                       |                    |                 |
|-----------------------|--------------------|-----------------|
| 9. <u>in</u>          | 11. <u>until</u>   | 13. <u>with</u> |
| 10. <u>At, beside</u> | 12. <u>through</u> | 14. <u>into</u> |

• **Independent Practice**

- |       |            |          |
|-------|------------|----------|
| 1. of | 4. with    | 7. for   |
| 2. to | 5. through | 8. for   |
| 3. in | 6. with    | 9. After |

Answers may vary; possible answers follow:

- |                 |                     |                   |
|-----------------|---------------------|-------------------|
| 10. <u>for</u>  | 12. <u>Over, to</u> | 14. <u>in, of</u> |
| 11. <u>with</u> | 13. <u>of</u>       |                   |

• **Apply and Write**

Answers will vary. The student is asked to describe an act of kindness he has witnessed. Be sure that he circles all the prepositions used.

**Object of the Preposition, Pages 15–16**

• **Guided Practice**

- (into)pots)
- (of)clay)
- (for)storage) (of)grain)
- (in)room) (to)house)
- (inside)barns)
- (for)farmers)

• **Independent Practice**

- (in)Israel) (for)harvest)
- (In)Egypt) (of)Nile River) (for)harvest)
- (to)storehouses) (to)temple)
- (in)storehouses) (by)priests)
- (of)grain) (for)king)
- (of)brick)
- (in)roof) (into)storehouse)
- (above)ground)
- (Around)time) (of)Joseph)
- (in)storehouses) (with)grain)
- (behind)building)
- (through)doors)
- (above)ground)
- (of)it)
- (by)Joseph)
- (for)time) (of)famine)
- (from)starvation)

• **Apply and Write**

Answers will vary. The student is asked to write two sentences about his gift to God. Be sure that he underlines any prepositions and circles any objects of prepositions that he uses.

**Prepositional Phrases, Pages 17–18**

• **Guided Practice**

- (inside the hard kernel)
- (After the harvest) (on the cob)
- (off the cob) (into a package)
- (by color)
- (inside a cabinet)
- (around eighteen months)
- (into steam)
- (of the steam)

9. *Answers will vary. The student is asked to add a prepositional phrase to expand the sentence shown. Be sure that he writes his revised sentence on the lines provided.*

• **Independent Practice**

1. (of corn)
2. (Inside the kernel)
3. (in autumn)
4. (in pots)
5. (over a fire)
6. (with popcorn)
7. (of storage) (for popcorn)
8. (for popcorn)
9. (Before the test)
10. (on the counter)
11. (in the refrigerator)
12. (inside the freezer)
13. (After three days)

14. *Answers will vary. The student is asked to add a prepositional phrase to expand the sentence shown. Be sure that he writes his revised sentence on the lines provided.*

• **Apply and write**

*Answers will vary. The student is asked to write sentences about his imaginary search for a lost cat. Discuss with him where a cat might go or hide. Be sure that he uses the given prepositions in his sentences.*

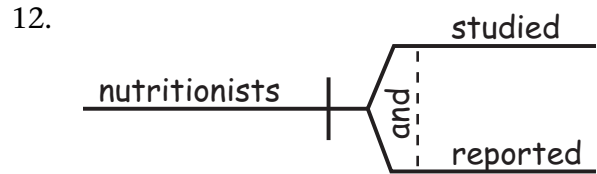
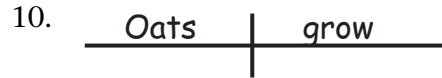
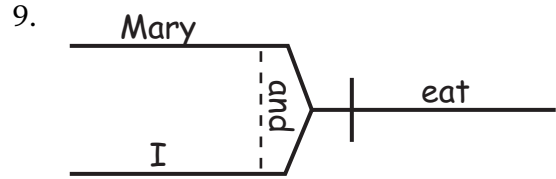
**CHAPTER 1 REVIEW**  
**PAGES 19–20**

- |             |             |
|-------------|-------------|
|             | <b>A.</b>   |
| 1. <i>F</i> | 3. <i>F</i> |
| 2. <i>S</i> | 4. <i>F</i> |

- B.**
5. Mary, I | eat
  6. Oats | grow

7. Scotland | is
8. nutritionists | studied, reported

**C.**



**D.**

*Dec.* 13. I have a horse named Sam.

*Int.* 14. Have you ever seen an Arabian horse?

*Imp.* 15. Feed the horse some oats.

*Dec.* 16. The oats keep him healthy and give him energy.

*Exc.* 17. Wow, his coat looks shiny!

**E.**

18. (in the winter)
19. (on the stove)
20. (to your mixture)
21. (with butter)

**F.**

22. (at us)
23. (in the sunlight)
24. (After the harvest)
25. (in public silos)