
English 6

Writing and Grammar



TEACHER'S MANUAL

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Introduction

The second edition of the *English 6 for Christian Schools* (copyright © 2006 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 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.

Besides the exercises found in the workbook (pages 1–314), there is a “Writing Handbook” towards the end of the workbook (pages 315–352). 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*, *commonly misspelled words*, and *time-order words and phrases* and *comparing and contrasting words*. Following this is a “Grammar Handbook” (pages 353–367). This handbook includes information regarding *abbreviations*, *contractions*, *prefixes* and *suffixes*, *prepositions*, *homophones*, *principal parts for irregular verbs*, and *diagramming models*. Finally, there is a section on “Using a Glossary” (page 369), followed by a *glossary of terms* (pages 370–376). Instructors may use these additional pages whenever they deem it appropriate to do so. Furthermore, Christian Liberty Press 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

CHAPTER 1

SENTENCES, PAGES 1–21

Types of Sentences, Pages 1–2

• Guided Practice

- Dec. 1. Honeybees' wings stroke over eleven thousand times per minute.
- Int. 2. Are bees some of the hardest workers in the insect world?
- Dec. 3. Each bee has a specific job.
- Exc. 4. A swarm of bees chased me!
- Imp. 5. Wear tan or white clothing around bees.
- Int. 6. Do you know the two main benefits of bees?
- Dec. 7. Beekeepers will develop a tolerance for bee venom over time.
- Imp. 8. Stay away from bees.
9. Sentence 2 Bees are some of the hardest workers in the insect world.
10. Sentence 3 Does each bee have a specific job?
11. Sentence 6 You [do] know the two main benefits of bees.
12. Sentence 7 Will beekeepers develop a tolerance for bee venom over time?

• Independent Practice

Beekeepers find quality pastures for their bees. Dec. Why is good pasture important? Int. Bees need plenty of food. Dec. Bees produce honey and pollinate flowers. Dec. Have you ever noticed the hair on a bee's body? Int. Pollen grains stick to these hairs. Dec. The grains rub off onto crops or flowers. Dec. Oh, how we can see God, our Creator, in this beautiful process! Exc. Read more about these fascinating creatures. Imp.

Dec.	<u>5</u>
Int.	<u>2</u>
Imp.	<u>1</u>
Exc.	<u>1</u>

- Dec. 1. Beekeepers open the hives and stack extra boxes on top of them.
- Dec. 2. They fill these boxes with frames of empty combs.
- Imp. 3. Wear canvas gloves and a bee veil.
- Exc. 4. What a sticky mess!
- Dec. 5. Blades inside a container remove the wax.
- Dec. 6. The frames of honey-filled combs go into large stainless steel barrels.
- Int. 7. Have you seen the barrels?
- Exc. 8. Hooray! We can now buy the barrels of honey!

• Apply and Write

Answers will vary. The student is asked to write two sentences explaining why he would be interested in beekeeping. Be sure he properly labels each sentence with Dec., Int., Imp., or Exc. above the sentence.

Subjects & Predicates, Pages 3–4

• Guided Practice

1. ostrich farmers | raise
2. Ostrich meat | contains

3. Ostriches | are
4. Ostriches | have

- Imp. 5. Order ostrich meat sometime at a restaurant. (You)
- Exc. 6. This ostrich egg is huge!
- Int. 7. Will ostriches survive for a long time without water?

• Independent Practice

1. Farmers | slaughter
2. Ostriches | provide
3. Manufacturers | use
4. Ostrich leather | makes

Dec. 5. The weight of an ostrich is 250 to 350 pounds.

Int. 6. Do ostriches fly?

Dec. 7. With a simple kick, an ostrich can injure someone.

Exc.
or Imp. 8. Watch those two long legs! (You)

Dec. 9. Ostriches are fast runners.

Int. 10. Did God give ostriches superb eyesight?

11. birds | run 13. (You) | Watch

12. Arizona | Does hold 14. race | is

• Apply and Write

Have your student listen to you read 1 Peter 5:7. He is asked to write the **subject** and **verb** of this verse:

He | careth [cares]

Compound Subjects & Predicates, Pages 5–6

• Guided Practice

1. Camouflage | hides and protects
2. head and a tail | are
3. nail or a paperclip | is

4. A sea horse sleeps and swims in an upright position.

5. Sponges and coral reefs are favorite hiding places for sea horses.

• Independent Practice

Sea horses (and) other fish have fins for swimming. But sea horses usually swim standing up! They wave their back fins (and) glide forward, backward, (or) up (and) down. They escape larger prey (and) swim speedily with their heads first.

1. Fishermen | capture and kill millions of sea horses each year for various uses.

2. Chinese doctors and nurses | treat disease with these unique creatures.

3. Worms and crustaceans are good food for sea horses.

4. These gentle sea horses do not bite or (and) sting anyone.

5. These friendly animals eat from your hand or (and) grab at your fingers.

• Apply and Write

Answers will vary. The student is asked to write two sentences about his favorite sea creature. Be sure he uses a **compound subject**, **compound predicate**, or both.

Compound Sentences, Pages 7–8

• Guided Practice

C 1. S 3.

S 2. C 4.

1. Pearl farmers lower implanted oysters in nets into salt water, and the mantle then begins its special work.

2. The temperature and salt in the water affect the pearl inside, but the oysters need constant care for many years.

• Independent Practice

An oyster makes pearls by a fascinating process. S Water enters through the open shell, but sand or parasites also sneak in with the water. C The oyster becomes annoyed and does not want this debris inside its little body. S Its shell and soft body surround a layer of mantle. S With its mantle tissue, the oyster secretes a clear gluey material. S This shiny material is called mother-of-pearl or nacre. S Over months, layers of mother-of-pearl cover the debris inside the shell. S A round pearl forms over time, but the nacre must completely and equally cover the debris. C Most pearls will not be round and perfect; their shape and color usually contain defects. C God produces a rare pearl from the irritation of an oyster, and God can use our weaknesses for His glory. C

Simple	6
Compound	4

S 1. S 2. C 3.

4. Pearls come in many shapes and colors, but (and) the black pearl is the most valuable pearl.

• **Apply and Write**

Answers will vary. The student is asked to write one **simple sentence** and one **compound sentence** using a **coordinating conjunction** in each sentence.

Subordinating Conjunction, Pages 9–10

• **Guided Practice**

D 1. (When) people grow fish in a protected environment, they are fish farmers.

I 2. (Since) deep-sea fishing can cause problems, fish farming, or aquaculture, is the future of the fishing industry.

D 3. Fertilized eggs lie in hatcheries or ponds (until) they hatch into baby fish, called fry.

I 4. (If) fish farmers provide the right amount and variety of food, the fry will grow into adult fish.

• **Independent Practice**

D 1. Deep-sea fishing provided our seafood (before) fish farming grew into a thriving industry.

I 2. (Because) overfishing and pollution have become problems, our oceans are not supplying as many wild fish now.

D 3. (As) the world population grows, deep-sea fishing may not provide a steady supply of fish year round.

D 4. (Because) deep-sea fishing can be dangerous and expensive, it requires specially equipped boats and trained seamen.

I 5. (While) some farmers place their fish in underwater nets or cages, many farmers prefer small lakes or steel tanks on land for their fish.

I 6. Farmers take large amounts of wild fish from the ocean (since) their farm fish need food.

D 7. (If) farms use too many ocean fish for food, dolphins, turtles, and other sea animals will die.

D 8. (Although) fish farming has many advantages, biologists find some serious problems.

I 9. (Although) certain antibiotics prevent disease in fish, they can be toxic to humans.

D 10. Disease and pollution can spread (whenever) infected farm fish escape to the open sea.

• **Apply and Write**

The student is asked to read Luke 24:42 [NKJV] and to write a complete sentence, using a **subordinating conjunction**, about what the disciples gave to Christ when they first saw Him after His resurrection.

When the disciples first saw Christ, they gave Him a piece of broiled fish and some honeycomb.

Complex Sentences, Pages 11–12

• **Guided Practice**

I 1. We will see more llama farms (as) these animals become more popular.

D 2. (When) you drive across the Midwest, you may see several llama farms.

D 3. (While) horses and cows are choosier eaters, llamas are usually content with hay.

4. Since llama wool is a high-quality fiber, (farmers) (sell) it for weaving and knitting.

5. Llama (fiber) (is) very light because it lacks natural oils.

6. *Answers will vary. Possible answer:*

Because llamas are protective of other animals, they will often guard sheep and goats.

• **Independent Practice**

Llamas are useful burden bearers, guards, and wool providers. If hikers have too much gear, llamas can carry their heavy items for them. When small children are weary, these gentle animals will carry them on their backs. Llamas are wonderful with handicapped children and senior citizens because they have affectionate and patient personalities.

I 1. Llamas do not usually bite or kick, although they sometimes scream.

D 2. Until you hear a llama's hum, you may not believe it.

3. *Answers will vary. Possible answer:*

If (When or Whenever) farmers open their llama farms for school tours, they can provide educational information about llamas.

4. Our family hiked down the long trail. The affectionate llama carried eighty pounds of our camping equipment.

• **Apply and Write**

*Answers will vary. The student is asked to write a **complex sentence** answering the question why he thinks llamas hum.*

Simple, Compound, & Complex Sentences, Pages 13–14

• **Guided Practice**

1. God gives peacocks a colorful spray of feathers in spring and summer, and He provides them with winter feathers for the colder seasons.

IC 2 IC IC + DC

2. Some birds can do unique tricks.

IC 2 IC IC + DC

3. Peafowl make noisy, fun pets, though they are not very intelligent animals.

IC 2 IC IC + DC

4. Peafowl stay near the ground during the day, but they roost in trees at night-time.

IC 2 IC IC + DC

B 5. Peafowl can fly, but they can run fast too.

A 6. The baby birds are peachicks.

C 7. Peacock feathers are a popular decoration since they are so unusual.

• **Independent Practice**

1. A peacock has grown his full tail feathers by age three.

IC 2 IC IC + DC

2. When peacocks begin their search for mates, they all huddle in a group.

IC 2 IC IC + DC

3. The males call loudly, and then they wait for the females.

IC 2 IC IC + DC

4. The peacocks show off their tail feathers until they win the attention of a peahen.

IC 2 IC IC + DC

5. The female chooses the peacock with the most eyemarks on his tail.

IC 2 IC IC + DC

6. While the peacock is beautiful, he is an irritable bird.

IC 2 IC IC + DC

B 7. Blue peafowl originate in India, but green peafowl come from Thailand.

A 8. King Solomon's ships sailed to Tarshish.

- B** 9. The king's ships sailed back every three years, and they carried many unusual things.
- C** 10. When the ships returned, they brought peacocks for Solomon.
- A** 11. The ships also brought him gold, silver, ivory, and apes.

• **Apply and Write**

The student is asked to read 1 Samuel 16:7 and Galatians 5:22 and 23 and to answer the following questions:

- How do we look at people?
- How does God look at people?
- What qualities give us inner beauty?

Answers may vary. Possible answers follow:

Man looks on the outward appearance.

God looks on the heart.

Love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, and self-control give us inner beauty.

Prepositions, Pages 15–16

• **Guided Practice**

1. in nitrogen 3. from red worms
2. for the soil 4. of this type

Answers will vary.

5. *in, on, or for* 7. *for*
6. *over or to* 8. *of*

• **Independent Practice**

Worm farmers must learn (about (light, moisture, and food)). These factors affect red worms. Wooden crates or plastic bins make great farms (for (worms)). The cracks or holes (in each (bin)) give the worms plenty (of (space)). Worms (at the (bottom)) (of the (farm)) can wiggle (through the (bins)). They will often crawl (to the (top)) and look (for (food)). Newspaper (on the uppermost (bin)) darkens the farm.

You should spray the worms lightly (with (water)). Do not feed the worms a diet (of (meat or dairy foods)). Paper, cardboard, leaves, hair, and fruit and vegetable scraps are some (of the favorite (foods)) (of healthy (worms)).

Answers may vary.

1. *for* 3. *to* 5. *from*
2. *in* 4. *except*

• **Apply and Write**

Answers will vary. The student is asked to write about a fishing experience that he had or heard about. Be sure he uses at least three **prepositional phrases**.

Prepositional Phrases, Pages 17–18

• **Guided Practice**

1. (on trips) (to the market)
2. (from South America)
3. (After the Boston Tea Party,) (in America)
4. (over a span) (of thirty years)
5. Answers will vary.
6. Answers will vary.

• **Independent Practice**

1. (in subtropical climates)
2. (Within a few short months),
3. (inside each red fruit)
4. (around the seeds)
5. (in water) (for twenty-four hours)
6. (on a flat surface) (in the sun) (for many days)
7. (by size) (by hand)
8. *There are no prepositional phrases.*
9. Answers will vary.
10. Answers will vary.

• **Apply and write**

Answers will vary. The student is asked to write about why he would like to work on a coffee farm. Be sure he writes one long **introductory prepositional phrase** and two other **prepositional phrases** in his answer.

CHAPTER 1 REVIEW
PAGES 19–20

A.

- Int.** 1. Have you ever wondered about the maple syrup on your pancakes?
- Exc.** 2. Those maple tree leaves are the most beautiful colors of orange, red, and yellow!
- Imp.** 3. Plant the baby maple tree in early spring. (You)

B.

4. tree | is
5. trees | grow
6. Native Americans | were

C.

7. supply, (and) provide
8. Bowling pins, violins, (and) xylophones

D.

9. There are 148 different kinds of maple trees, but only two supply sap for maple syrup.
10. Harvest time is in the spring, and farmers must remove the sap in one week.

E.

- D** 11. (If) the temperature is just right, farmers may hang sap buckets on their trees.
- I** 12. Other farmers use long plastic tubing (because) it is faster and easier.

F.

- B** 13. Some young trees contain only one hole, but older trees hold up to four holes.
- C** 14. After it travels through the plastic tubing, the maple sap filters into a machine inside a small building.
- A** 15. Maple tree farmers store their sap in this sugar house.

G.

16. When farmers remove maple sap from the tree, they tap the tree.
- DC + IC
17. Insects destroy acres of maple trees, and climate changes also affect the syrup industry.
- 2 IC

H.

18. (Below the sky)
19. (of only sixty feet)
20. (at a high temperature) (for maple candy)
21. (of the maple sugar farmer)

CHAPTER 2
**WRITING A PERSONAL NARRATIVE,
PAGES 22–40**

*This chapter will explain to your student how to write a **personal narrative**. First, have your student turn to the Literature Link on page 22 and read the excerpt from “Runaway Friends” by Sharon Hambrick. Then have him reread the **opening sentence** of the story. Discuss how it grabs the reader’s attention, how it raises questions like which game is being played and what the whistle means. Also, explain that an author usually writes in **complete sentences** when telling a story—he wants to make his ideas clear and move the plot along easily.*

Revising Fragments, Pages 23–24

*Have your student read the information in the blue box at the top of page 23. Explain that **fragments** need to be revised, by adding either a missing subject or missing predicate to make the group of words a **complete thought**. Also, if the fragment is a dependent clause, it needs to be revised by adding an independent clause or deleting the subordinate conjunction.*