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# *English 3*

**Third Edition**



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**TEACHER'S MANUAL**

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# Introduction

The third edition of the *English 3: Writing and Grammar* (copyright © 2021 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.

This teacher's manual for *English 3* is provided by the staff of Christian Liberty Press to assist instructors in successfully teaching this course. It includes teacher information (*in italics*) and answers to the exercises in the student workbook. The phrase *Answers will vary* refers to exercises for which there are no explicit answers, although students must follow the directions found in the workbook. These are usually creative writing activities. The phrase *Answers may vary* refers to situations in which 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 and composition. At the beginning of each chapter, do not overlook the Language Link or Literature Link, which introduces students to the particular type of writing emphasized in that chapter. In the writing chapters, carefully go over each step with your students so they learn how to plan, draft, revise, proofread, and publish their writings.

Besides the exercises found in the workbook (pages 1–362), there is a Handbook at the end of the workbook (pages 364–384). This Handbook includes information regarding the use of a thesaurus, capitalization rules, and abbreviations. It also includes a few songs that you may want to teach your student as a memory aid for grammar concepts. Instructors may use these Handbook 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.

*The Staff of Christian Liberty Press*

# TEXT KEY

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## Chapter 1—Sentences, pages 1–25

### ◆ Lesson 1: Sentences, pages 3–4

1. Dad planted a maple tree.
2. Jacob held the tree in place.
3. I listen to sentences that others speak to me.  
I receive information.
4. I write sentences for others to read.  
I send information.
5. My ability to use language is a gift from God.
6. *Answers will vary. Check that the student's group of words expresses a complete thought; it should begin with a capital letter and end with a period.*

### ◆ Lesson 2: Subjects and Predicates, pages 5–6

1. The Olson family do chores after school.
2. Mr. Olson grows food in her garden.
3. The children takes good care of his farm.
4. Ethan works hard together.
5. Mrs. Olson helps his father with the cows.

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6. Mrs. Olson | served strawberry shortcake.

7. Strawberries | grow in her garden.

8. Ella | added whipped cream on top.

9. Ethan | asked for ice cream.

10. Mr. Olson | wanted more.

11. The family | thanked Mrs. Olson.

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12. *Answers will vary. The student should write a complete sentence, ending with a period. Then he should underline the subject part once and the predicate part twice.*

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13. The sun crows loudly

14. A rooster walks to the milking shed.

15. Mr. Olson barks at a squirrel.

16. His dog step into their places.

17. The dairy cows rises in the east.

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18. Mr. Olson | milks the cows.

19. Ethan | helps with the work.

20. The cows' milk | goes to a dairy.



9. Mr. Novak | made a list of chores.  
Mr. Novak made a list of chores and put it on the wall.

Mr. Novak | put it on the wall.

10. Luke | feeds the horses.  
Luke and Hannah feed the horses.

Hannah | feeds the horses.

11. Caden | puts hay in the net.  
Caden puts hay in the net and gives them water.

Caden | gives them water.

12. *Answers will vary. Following is an example.*

Horses eat grass.

Horses run in the field.

Horses eat grass and run in the field.

### ◆ Lesson 5: Compound Sentences, pages 11–12

- Birds breathe with lungs, but fish breathe with gills.
- Ostrich eggs are very large, but hummingbird eggs are very small.

3. Clownfish are colorful, and they live in the ocean.

4. Ducks will eat plants, or they will eat small animals.

5. Deer live in the forest, or they live on the prairie.

6. A male deer is called a buck, but a female deer is called a doe.

7. Elk live in the West, and they graze in herds.

8. Elk eat grasses, or they eat woody plants.

9. Some ranchers raise elk, but most ranchers raise cattle.

10. *Answers will vary.*

### ◆ Lesson 6: Practice, pages 13–14

- An official | hurried to Jesus.
- The worried man | asked Jesus to heal his son.
- Jesus | said that his son would live.
- The father | believed Jesus' words.
- His servants | came to him on the road.
- His son | felt well again.

7. F

9. F

11. S

8. S

10. S

12. F

13. *Answers will vary. The student should write a complete sentence using one of the fragments (7, 9, or 12). The sentence should begin with a capital letter and end with a period.*

14. Grace | lives on Lakeshore Drive.  
Grace and Anna live on Lakeshore Drive.

Anna | lives on Lakeshore Drive.

15. Grace | tells Anna about Jesus.

Grace tells Anna about Jesus and invites her to church.

Grace | invites her to church.

16. The blind man called to Jesus, but people tried to stop him.

17. Jesus listened to the man, and He healed his sight.

18. Riley told a story, and Kayla listened to the story.

19. Jack could read about horses, or he could write about a horse.

### ◆ Lesson 7: Run-On Sentences, pages 15–16

1. The swamp is a natural habitat for alligators. alligator farmers help protect swamps.

2. Some people enjoy eating alligator meat. the tail is the best part.

3. Alligator is served in many southern restaurants. some people say the meat tastes like chicken.

4. Alligators live in the water. they are strong swimmers.

Alligators live in the water. They are strong swimmers.

5. Bison are large animals. they are very strong.

6. Bison live on the prairie. they graze on plants.

7. They have a brown coat. it grows long and shaggy in winter.

8. Bison can run fast. they can jump high.

9. Some ranchers raise bison. the bison are sold for meat.

10. Bison meat is healthy. the meat is tender. it cooks faster than beef. bison meat can be used in most beef recipes.

Bison meat is healthy. The meat is tender. It cooks faster than beef. Bison meat can be used in most beef recipes.

### ◆ Lesson 8: Declarative and Interrogative Sentences, pages 17–18

Dec. 1. Chickens are raised for meat and eggs.

Int. 2. Does the rooster crow every morning?

Dec. 3. That hen cares for her chicks.

Dec. 4. Some hens lay brown eggs.

Int. 5. Does the color affect the taste?

6. Dad gives each of us chores to do.

7. I gather the eggs each morning.

8. Has Avery given them fresh water?

9. Did James get the mash for the chickens?

10. Mash is made from crushed grain.

11. When will we finish all the chores?

12. *Answers will vary. The student should write a declarative sentence about chickens. It should begin with a capital letter and end with a period.*



Dec. 13. The hen sat on the eggs for several days.

Int. 14. When will the eggs hatch?

Int. 15. Did you ever hold a fluffy new chick?

Dec. 16. Not all chickens look the same.

Int. 17. Have you seen chickens scratch for food?

Dec. 18. Chickens cannot fly far.

19. This is Mother's favorite cake recipe.

20. The recipe calls for two eggs.

21. Can you crack the eggs?

22. I am good at cracking eggs.

23. Did you stir the batter well?

24. How long should the cake bake?

25. *Answers will vary. The student should write an interrogative sentence; it should begin with a capital letter and end with a question mark.*

### ◆ Lesson 9: Imperative and Exclamatory Sentences, pages 19–20

Exc. 1. I can't wait for Thanksgiving dinner!

Imp. 2. Wash your hands before coming to the table.

Exc. 3. That turkey is huge!

Imp. 4. Pass the stuffing, please.

Imp. 5. Take a serving of vegetables.

Exc. 6. I love this pumpkin pie!

7. Say Psalm 100 together.

8. What do you thank God for today?

9. Jesus died for my sins.

10. Grandpa prayed before we ate.

11. What a tasty dinner that was!

12. *Answers will vary. The student is asked to pretend that he is the teacher; he is supposed to give a command or request. His sentence should begin with a capital letter and end with a period.*

Imp. 13. Help Uncle David feed his turkeys.

Imp. 14. Scatter some seeds for them to peck.

Exc. 15. That turkey runs so fast!

Exc. 16. That tom turkey gobbles so loudly!

Imp. 17. Take the pail to the shed.

18. Look at the hen sitting on her nest.

19. Are there eggs in the nest?

20. It takes twenty-eight days for the eggs to hatch.

21. Turkey chicks are called poults.
  22. Please chase the poults back to their pen.
  23. What fluffy brown feathers they have!
- 
24. *Answers will vary. The student should write an exclamatory sentence, beginning with a capital and ending with an exclamation point.*

### ◆ Lesson 10: Practice, pages 21–22

1. Some sheep farmers raise sheep for their wool, others raise them for meat.
  2. Fleece is a sheep's coat of wool, the fleece is used to make wool cloth.
- 
3. Sheep like being in a group, they stay close together.  
Sheep like being in a group. They stay close together.
  4. Some farmers name their sheep, each sheep recognizes its name.  
Some farmers name their sheep. Each sheep recognizes its name.
- Dec. 5. John 10 tells about a shepherd and his sheep.
- Int. 6. Who is the Good Shepherd?
- Exc. 7. How much the Good Shepherd loves us!
- Dec. 8. The Good Shepherd knows His sheep.
- Int. 9. Do sheep follow their shepherd?
- Imp. 10. Follow the Good Shepherd.
- 
11. *Answers will vary. The student should write a declarative sentence. It should have a subject part and a predicate part, starting with a capital letter and ending with a period.*
- 
12. A ewe makes a bleating sound, her lambs know her bleat.
  13. Sheep are easily frightened, they will huddle together.
- 
- Int. 14. Have you ever touched a sheep?
- Imp. 15. Feel the soft, curly wool.
- Dec. 16. Wool is made into clothes and blankets.
- Int. 17. Does that ewe have twin lambs?
- Imp. 18. Watch the lambs wag their tails.
- Exc. 19. They can move their tails so fast!
- 
20. Try my mother's lamb stew.
  21. I love the spicy flavor!
  22. What spices does she use?
  23. I can taste tomato and onion.
  24. This lamb stew tastes wonderful!
  25. Take another serving.

### ◆ Lesson 11: Chapter 1 Review, pages 23–24

1. Dogs | do many jobs on farms.
2. A sheep farmer's dog | herds the sheep.
3. The farmer | trains his dog.
4. The dog | obeys the farmer's signals.
5. Service dogs | help disabled farmers.

- 
- |      |      |       |
|------|------|-------|
| 6. S | 8. F | 10. F |
| 7. F | 9. S | 11. S |
- 

- |   |  |
|---|--|
| 12. Mr. Connor   <u>grows cotton.</u><br>Mr. Connor grows cotton and sells it to a factory.         | Mr. Connor   <u>sells it to a factory.</u>   |
| 13. <u>Cotton</u>   grows well in southern states.<br>Cotton and rice grow well in southern states. | <u>Rice</u>   grows well in southern states. |
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14. God gives the food we need ^ we thank God for each meal.
  15. God gave the Bible to help believers grow ^ they feed on God's Word.
  16. I eat food every day ^ i should read my Bible each day.
- 
17. A piglet eats a lot, and it doubles its weight in one week.
  18. Meat from cattle is called beef, but meat from calves is called veal.
- 

- Dec. 19. Our family will visit a ranch next summer.
- Exc. 20. I can hardly wait!
- Dec. 21. Dad will help shear the sheep.
- Imp. 22. Collect the eggs from the hen house.
- Int. 23. Will the rancher let us milk a cow?
- 

24. The cows graze in the pasture.
25. The pasture is surrounded by an electric fence.
26. Do not touch the electric wire.
27. Do you think they will let me pet the lambs?
28. How fuzzy and soft they look!

### ◆ Lesson 13: Journal, page 25

*Answers will vary.*

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## Chapter 2: Writing a Sound Poem, pages 27–50

### ◆ Lesson 14: A Sound Poem, pages 29–30

*Answers may vary. The following are examples.*

- |                             |                                   |                                 |
|-----------------------------|-----------------------------------|---------------------------------|
| 1. The bees <u>buzz</u> .   | 3. The squirrel <u>scurries</u> . | 5. The woodpecker <u>taps</u> . |
| 2. The frogs <u>croak</u> . | 4. The geese <u>honk</u> .        | 6. The dolphins <u>splash</u> . |