
English 4

Third Edition



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TEACHER'S MANUAL

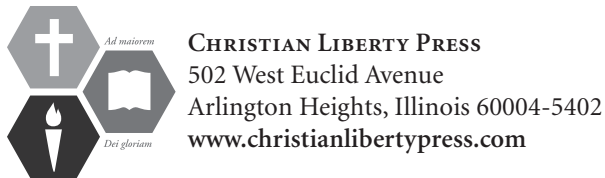
CHRISTIAN LIBERTY PRESS

ARLINGTON HEIGHTS, ILLINOIS

42441 12/22

Third Edition
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December 2022 edition

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Cover image: Descending into cave, Andrea Massagli, <https://commons.wikimedia.org/wiki/File:COLLAPSED_-_SPROFONDATA.jpg>, CC BY 4.0

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Printed in the United States of America

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Introduction

The third edition of the *English 4: Writing and Grammar* (copyright © 2022 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 4* 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 (*plan, draft, revise, proofread, and publish*—although the *publish step* is not emphasized in this workbook). 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, and proofread* before writing their final draft.

Besides the exercises found in the workbook (pages 1–360), there is a Handbook at the end of the workbook (pages 361–387). This Handbook includes information regarding the use of a thesaurus, homophones, capitalization rules, and abbreviations. It also includes sections on linking and helping verbs, irregular verbs, prepositions, bibliographic entries, and sentence diagramming to help your student in these specific areas. 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.

Finally, your student is required to read a book for chapter 4, “Writing a Book Review,” so you should help him or her to pick out a book, which you both should read together. Quickly go over pages 73–82 to get an idea of what is expected of the student to complete the work in this chapter.

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

Chapter 1—Sentences, pages 1–25

◆ Lesson 1: Sentences and Fragments, pages 3–4

1. People grow many different plants in a vegetable garden.
2. Green beans grow on vines.
3. All potatoes grow under the ground.
4. Cornstalks are sometimes six feet tall.
5. Another word for fruits and vegetables is *produce*.

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

11. *Answers will vary. The student should write a sentence by adding a subject or predicate to one of the fragments above; it should begin with a capital letter and end with a period.*

-
12. Potatoes came to Europe in the 1500s.
 13. A ship brought potatoes to Jamestown in 1621.
 14. President Jefferson's guests ate french fries at the White House.
 15. Astronauts grew potatoes in space in 1995.
 16. Many people in the United States buy Russet potatoes.

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- | | | |
|-------|-------|-------|
| 17. F | 19. F | 21. S |
| 18. S | 20. F | 22. F |

23. *Answers will vary. The student should write a sentence by adding a subject or predicate to one of the fragments above; it should begin with a capital letter and end with a period.*

◆ Lesson 2: Four Types of Sentences, pages 5–6

- | | |
|---------------------|--|
| <u>Int.</u> | 1. When does the program start? |
| <u>Dec.</u> | 2. The orchestra warms up first. |
| <u>Int.</u> | 3. Where is the conductor? |
| <u>Imp.</u> | 4. Watch the musicians tune their instruments. |
| <u>Exc. or Dec.</u> | 5. We got good tickets! <i>or</i> . |
| <u>Imp.</u> | 6. Wait to clap until the end of each piece. |
| <u>Exc.</u> | 7. The program was wonderful! |

8. *Answers will vary. The student should write an interrogative sentence about something that he would like to know; the sentence should end with a question mark.*

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|-------------|---|
| <u>Exc.</u> | 9. I love to eat corn on the cob! (This may also be a declarative sentence ending with a period.) |
|-------------|---|

- Imp. 10. Try not to get butter on your fingers.
Dec. 11. The first corn grew in the Americas.
Int. 12. Did Christopher Columbus bring corn to Europe?
Dec. 13. Corn is still an important crop today.
Int. 14. Is all corn yellow in color?
Dec. 15. Corn kernels may be yellow, red, white, pink, blue, or black.
Imp. 16. Look for different colors of corn at the grocery store this fall.

8. *Answers will vary. The student should write four sentences about playing a game, using the four types of sentences. They should begin with a capital letter and end with the appropriate mark.*

◆ Lesson 3: Simple Subjects and Simple Predicates, pages 7–8

1. Many people | enjoy broccoli.
2. It | is part of the cabbage family.
3. This dark green vegetable | contains calcium and vitamin C.
4. Broccoli | protects the body against some diseases.
5. My mother | buys big bags of frozen broccoli at the grocery store.

6. California | produces the most broccoli in the United States.

California | produces

7. Southern California farms | grow broccoli almost all year.

farms | grow

8. Farmers | harvest the broccoli after three or four months.

Farmers | harvest

9. Most beets | are dark red or purple.

10. Sugar beet roots | look white.

11. These plants | like rain and sunshine.

12. Factories | process the beets into sugar.

13. Some sugar beets | weigh five pounds.

14. Machines | cut the beet roots into thin strips.

Machines | cut

15. The thin strips | lose their sugar in hot water.

strips | lose

16. The sugar | dries into crystals.

sugar | dries

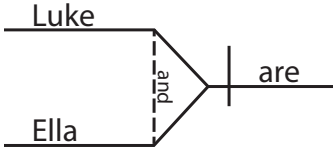
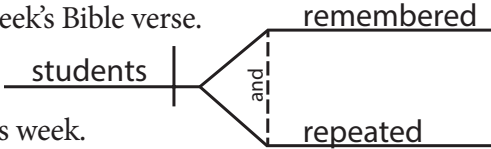
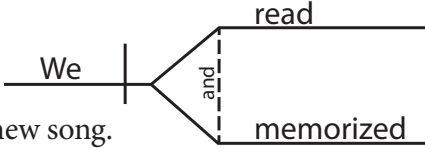
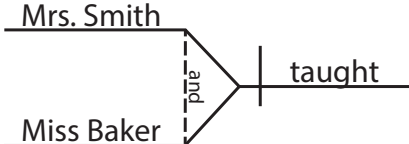
17. One beet | makes nearly three teaspoons of sugar.

beet | makes

◆ Lesson 4: Compound Subjects and Predicates, pages 9–10

1. Beatrix Potter | wrote and illustrated many children's books.
 2. Miss Potter | studied and drew plants and animals.
 3. Her stories and pictures | became famous.
 4. Rabbits or mice | are the main characters in many of the stories.
 5. Many children | read and enjoyed *The Tale of Peter Rabbit*.
-
6. **Combined sentence:** Rabbits live and sleep in tunnels called warrens.
 7. **Combined sentence:** Hungry hawks and clever owls eat rabbits.
 8. **Combined sentence:** Rabbits run and hide from these predators.
-
9. Michael and Noah | made a winter garden.
 10. The boys | chose and bought the seeds from the hardware store.
 11. Carrots and cabbage | grow well in cold weather.
 12. Broccoli and squash | are two more winter favorites.
 13. Michael or his brother | weeded the garden every week.
 14. Soon the family | harvested and ate the winter vegetables.
-
15. **Combined sentence:** Amelia and Lily visited an aquarium.
 16. **Combined sentence:** Seals and dolphins performed in the water show.
 17. **Combined sentence:** The sharks ate and swam inside the tank.
 18. **Combined sentence:** The girls saw and touched a stingray.

◆ Lesson 5: Diagramming Compound Subjects and Predicates, pages 11–12

1. Luke and Ella are in my Sunday School class.
 
2. The students remembered and repeated last week's Bible verse.
 
3. We read and memorized a new Bible verse this week.
 
4. Then Mrs. Smith and Miss Baker taught us a new song.
 

5. *Answers will vary. The student should write a sentence about two things he does on Sunday. The sentence should have a compound predicate.*

25. Avocados grow (on trees).
26. (Inside every avocado) is a large pit.
27. Another name (for the avocado) is the alligator pear.
28. Many avocado trees grow (in Mexico) (under the hot sun).
29. The avocado is a popular ingredient (for Mexican food).

◆ Lesson 9: More Prepositional Phrases, pages 19–20

- | | | |
|----------|--------|---------|
| 1. where | 2. how | 3. when |
|----------|--------|---------|
-
4. Mrs. King packs some food (for the trip).
 5. Mr. King drives carefully (through the tunnels) and (around the curves).
 6. Ava and Logan watch (for deer) (along the road).
 7. They enjoy the cool mountain breeze (through the open window).
-
8. *Answers will vary. The student is to add a prepositional phrase to expand the sentence.*
-
- | | | |
|---------|-----------|---------|
| 9. when | 10. where | 11. how |
|---------|-----------|---------|
-
12. The roots (of the tree) will stretch and grow (below the ground).
 13. Olive trees can live (for many years).
 14. (In the Bible) olive branches represent peace.
 15. Perfumes and incense were made (with olive oil).
-
16. *Answers will vary. The student is to add a prepositional phrase to expand the sentence.*
17. *Answers will vary. The student is to add a prepositional phrase to expand the sentence.*
-
18. *Answers will vary. The student should write a sentence about a food he enjoys, using a prepositional phrase that tells where, when, or how.*

◆ Lesson 10: Practice, pages 21–22

1. Grandma sent us (to) the apple orchard (behind) the barn.
 2. (Under) the tree, ripe apples lay (in) the grass.
 3. Many more apples hung (below) the tree.
 4. We picked apples (for) one hour.
 5. The baskets were filled (with) bright red apples.
 6. We placed the baskets (near) the wagon (beside) the tree.
 7. (In) the house Grandma made applesauce (from) the apples.
 8. (After) lunch we ate the applesauce (inside) Grandma's kitchen.
-
- | | |
|-------------------------------------|--------------------------------|
| 9. under the heavy <u>branches</u> | 12. along the dirt <u>path</u> |
| 10. around the apple <u>orchard</u> | 13. outside the <u>house</u> |
| 11. after the hard <u>rain</u> | 14. through the <u>river</u> |
-
- | | | |
|-----------|----------|---------|
| 15. where | 16. when | 17. how |
|-----------|----------|---------|

18. (From the airport) Wesley likes watching the planes take-off.
19. He dreams (about flying) (over tall buildings) some day.
20. He would look (at the tiny people) (below the airplane).
21. Wesley would fly (above the mountains) and (through the clouds).
22. (After the flight) he would head (for home).
23. He would tip his plane and wave (to his dad) (beside their house).

24. *Answers will vary. The student is to add a prepositional phrase to expand the sentence.*

25. *Answers will vary. The student is to add a prepositional phrase to expand the sentence.*

26. *Answers will vary. The student should write a sentence about something he did yesterday, using a prepositional phrase that tells where, when, or how.*

27. *Answers will vary. The student should write a sentence about his home, using a prepositional phrase.*

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

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

5. *Answers will vary. The student should choose a fragment above and write a sentence by adding a subject or a predicate; it should begin with a capital letter and end with a period.*

-
- | | |
|---|---|
| <p><u>Imp.</u></p> <p><u>Int.</u></p> <p><u>Dec.</u> or <u>Exc.</u></p> <p><u>Exc.</u> or <u>Dec.</u></p> | <p>6. Look at this picture_</p> <p>7. Who is the tall young man?</p> <p>8. The photographer did a great job_ or !</p> <p>9. These photographs are more than fifty years old! or .</p> |
|---|---|

-
10. Dominic | visited his grandparents.
 11. His grandparents' house | is in Seattle, Washington.
 12. Grandpa and Grandma | took Dominic to see the Pacific Ocean.
 13. He | waded and splashed in the cold water.

-
14. S
 15. C
 16. C
 17. S

-
18. The Wilsons are having a cook out, and we are invited.
 19. Mr. Wilson grills the hamburgers, and Mrs. Wilson makes a salad.
 20. Mrs. Song brought potato chips, but my mom brought desserts.

-
21. Benjamin and Avery felt sick.
 22. Mom called the doctor's office, but it was closed.
 23. Mom may call again this afternoon, or she may call tomorrow.

-
24. The smell (of radishes) sends many insects away (from the garden).
 25. Some people enjoy salads (with sliced radishes).
 26. People (in Mexico) carve Christmas decorations (from large radishes).

27. *Answers will vary. The student should write a sentence about his classroom (or homeschool experience), using a prepositional phrase.*

◆ Lesson 13: Journal, page 25

Answers will vary.

Chapter 2: Writing an Acrostic Poem, pages 27–44

◆ Lesson 14: The Craft of Writing, pages 29–30

- | | | |
|------|------|------|
| 1. C | 3. D | 5. A |
| 2. B | 4. E | |

6. *Answers will vary. The student is to write the name of an art or craft project.*

7. *Answers will vary. The student is to list what he would need to have and do in order to complete the art or craft project well.*

8. *Answers will vary. The student should write a sentence describing one way making this art or craft project is like writing a poem.*

◆ Lesson 15: Learning More about Acrostic Poems, pages 31–32

NOTE: It is vital that the student understands what an acrostic poem is. The teacher should spend the necessary time going over the examples at the top of page 31 with the student.

The chart and the poem at the bottom of the page is not only an example of the acrostic PICK, but also it will instruct the student on how to write such a poem. Go over how this type of poem should be planned out.

Answers will vary. The student is asked to draft lines for an acrostic poem for the word SCHOOL on page 32.

◆ Lesson 16: Using a Thesaurus, pages 33–34

NOTE: Go over the information at the top of page 33; explain to your student what a thesaurus is and how to use it. Then have him or her complete the exercises on pages 33 and 34 using the Thesaurus on the Handbook pages 362–371.

Answers may vary. Sample answers are given for the exercises on pages 33 and 34.

- | | | | |
|-------------------------|-------------------------|------------------|-------------|
| 1. courageous or daring | 3. chilly or frosty | | |
| 2. drag or tow | 4. chuckle or giggle | | |
| 5. locate or recover | 7. harm or injure | 9. gaunt or lean | |
| 6. enraged or furious | 8. authentic or genuine | | |
| 10. tranquil | 12. speak | 14. radiant | 16. content |
| 11. strike | 13. Haul | 15. gallop | |

◆ Lesson 17: Acrostic Poem: Plan, pages 35–36

Pages 35–41 introduce the student to the five basic steps of the writing process:

- | | | |
|----------|--------------|--|
| 1) Plan | 3) Revise | 5) Publish (which is not covered here) |
| 2) Draft | 4) Proofread | |