
English 5

Third Edition



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TEACHER'S MANUAL

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Introduction

The third edition of the *English 5: Writing and Grammar* (copyright © 2023 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 5* 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 literature excerpts in the “Mentor Text” sections, which introduce 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 1–356), there is a Handbook at the end of the workbook (pages 357–383). This Handbook includes information regarding the use of a *thesaurus, verbs, prepositions, capitalization, and abbreviations*. It also covers *prefixes, suffixes, and homophones*, which will help your student in the formation of new words and in differentiating between words that are pronounced alike but vary in meaning and spelling. 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

Chapter 1: Sentences, pages 1–29

◆ Lesson 1: Nouns and Verbs, pages 3–4

1. Mom bakes bread every Saturday.
 2. The whole family helps in the kitchen.
 3. First, Grayson measures the ingredients.
 4. Then Mom mixes the dough in a large bowl.
 5. The dough must rise for several hours.
 6. Later, Ava shapes the dough into round loaves.
 7. Dad will wash the dishes while the bread is in the oven.
-
8. Thomas picked strawberries from the berry patch.
 9. The berries were perfectly ripe.
 10. Thomas's mother made strawberry jam that afternoon.
 11. Homemade strawberry jam is Thomas's favorite biscuit topping.
 12. Sometimes his mother also makes strawberry pie.
 13. Thomas and his mother enjoy strawberry pie with whipped cream.
-
14. Jayden and Camilla live on a farm.
 15. Camilla feeds the chickens and collects eggs in the morning.
 16. Jayden weeds and waters the garden.
 17. Mr. Walker raises wheat in the fields.
 18. The children enjoy riding the tractor with their father.
 19. On the weekends, Mrs. Walker sells homemade bread at the market.
 20. Many people want to buy fresh, healthy food from local farmers.
-
21. Chickens sit on their eggs for three weeks.
 22. The mother hen turns the eggs regularly.
 23. The hen's body keeps the eggs warm.
 24. Each egg is full of food for the baby chick.
 25. Adult chickens eat grains, insects, and seeds.
 26. Chicken eggs are usually white or brown.
 27. One type of chicken from South America lays blue eggs.

Note: The word *riding* in sentence 18 and the phrase *to buy* in sentence 20 are verbals acting as nouns. The student, however, is not responsible to know this.

◆ Lesson 2: Prepositions, pages 5–6

1. Boaz, a landowner, gazed across his barley field.
2. At harvest time, reapers were hired.

3. Their job included putting the cut grain into bundles.
 4. Reapers did not harvest the corners of the field.
 5. The barley in the corners was left for the poor.
-
6. Ruth and her mother-in-law were widows with (nothing).
 7. Naomi sent Ruth to Boaz's (field) for (grain).
 8. Ruth gathered barley in the (field) and met Boaz.
-
9. Ruth gathered barley (in Boaz's field).
 10. (At mealtime) Ruth sat (beside the reapers).
 11. Ruth worked (until dusk).
 12. Joyfully she walked (through the city).
 13. Naomi saw Ruth walking (with the full basket).
 14. She called Ruth (into the house).
-
15. *Answers will vary. The student is required to describe an act of kindness, circling any prepositions used.*
-
16. Boaz was a kinsman or relative of Ruth.
 17. Boaz was kind to Ruth.
 18. She could gather barley in his fields.
 19. She worked with the women until evening.
 20. They sifted the grain through a sieve.
-
21. Faithfully, Ruth returned home with the (grain).
 22. Ruth cared for (Naomi) because she loved her.
 23. Boaz paid for the (land).
 24. After the land (purchase), Boaz married Ruth.
-
25. Boaz also cared (for Naomi).
 26. God blessed Boaz and Ruth (with a son named Obed).
 27. (Over the years), Obed brought great joy (to his family).
 28. Obed became the grandfather (of David).
 29. Boaz and Ruth were (in the family) (of Christ).

◆ Lesson 3: Using Prepositional Phrases, pages 7–8

1. Field corn, sweet corn, and popcorn are the three basic kinds (of corn).
 2. Popcorn is harvested (in autumn).
 3. Native Americans popped popcorn (in pots).
 4. They heated the pots (over a fire).
 5. Today, people make popcorn (on the stove) or (in the microwave).
-
6. *Answers will vary. Example:* The popcorn popped over the stove.
 7. *Answers will vary. Example:* The boy ate popcorn from a bag.

8. *Answers will vary.* **Example:** Mom found popcorn kernels on the coach.

9. (After the harvest), popcorn is best stored (on the cob).
10. The popcorn kernels are taken (off the cob) and put (into a package).
11. Popcorn packages are best stored (inside a cabinet).
12. Popcorn lasts (around eighteen months).
13. Moisture is trapped (inside the hard kernel).
14. When the kernels are heated, the moisture turns (into steam).
15. The pressure (of the steam) makes it pop!
16. We can pop the kernels (on the stove) or (in a microwave).
17. The popped kernels taste good (with caramel).
18. Kettle corn is made (with sugar).
19. I like the sweet and salty taste (of these two flavors).
20. (For an extra special treat), drizzle chocolate (over the popcorn).

21. **Behind:** *Answers will vary.* **Example:** I looked behind the coach.
22. **Below:** *Answers will vary.* **Example:** I peeked below the porch.
23. **Inside:** *Answers will vary.* **Example:** I searched inside my bedroom.
24. **Under:** *Answers will vary.* **Example:** I glanced under the bushes.

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

1. Wheat | is a very important crop.
2. Farmers in Asia | grew wheat for the first time thousands of years ago.
3. We | make flour from the grain of wheat.
4. People around the world | use flour for bread and other baked foods.
5. This bakery | sells bread, bagels, cookies, cakes, and pastries.
6. The busy bakers | arrive early in the morning.
7. They | work hard every day.

8. *Answers will vary.* **Example:** The baker bakes the most delicious bread.
9. *Answers will vary.* **Example:** The customers at the bakery buy bread every day.

10. Pastor James Allen | taught us about the feast of the Passover.
11. The feast | includes bread without yeast.
12. The Israelite priests | offered the bread to God.
13. The book of Exodus | tells about bread made from wheat.
14. The Jewish people | made bread in big bowls.
15. Yeast | made the dough rise.
16. Women | shaped the dough into round cakes.
17. The bread | baked on a hearth.
18. Pharaoh | ordered the people out of Egypt.

19. The people of Israel | carried the bowls on their shoulders.
 20. They | made the dough without yeast before the journey.
 21. The finished bread | was a thin, hard cake.

22. *Answers will vary.* **Example:** Fresh bread tastes delicious.
 23. *Answers will vary.* **Example:** The new cookie recipe included less sugar.
 24. *Answers will vary.* **Example:** The children liked the cookies we gave them.
 25. *Answers will vary.* **Example:** The church ladies send special packages to college students.
 26. *Answers will vary.* **Example:** Sophia's favorite bread is Tsoureki, which is sweet.

◆ Lesson 5: Sentences and Fragments, pages 11–12

- | | | | |
|-------------|-------------|-------------|--------------|
| 1. F | 4. F | 7. F | 10. F |
| 2. S | 5. S | 8. S | |
| 3. F | 6. F | 9. F | |

11. *Answers will vary. The student should use a fragment from above and write a complete sentence.*

- | | | | |
|--------------|--------------|--------------|--------------|
| 12. F | 15. F | 18. F | 21. F |
| 13. F | 16. S | 19. F | 22. F |
| 14. S | 17. F | 20. S | |

23. *Answers will vary. The student should use a fragment from above and write a complete sentence.*
 24. *Answers will vary. The student should use a fragment from above and write a complete sentence.*

◆ Lesson 6: Practice, pages 13–14

- | | | |
|-------------|-------------|-------------|
| 1. A | 3. C | 5. F |
| 2. D | 4. E | 6. B |

7. *Answers will vary. The student should add a prepositional phrase to expand the sentence.*
 8. *Answers will vary. The student should add a prepositional phrase to expand the sentence.*
 9. *Answers will vary. The student should add a prepositional phrase to expand the sentence.*
 10. *Answers will vary. The student should add a prepositional phrase to expand the sentence.*

- | | | | |
|--------------|--------------|--------------|--------------|
| 11. F | 14. F | 17. F | 20. S |
| 12. S | 15. S | 18. S | 21. F |
| 13. F | 16. S | 19. F | |

22. *Answers will vary. The student should use a fragment from above and write a complete sentence.*
 23. *Answers will vary. The student should use a fragment from above and write a complete sentence.*

◆ Lesson 7: Types of Sentences, pages 15–16

- 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 .

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. *Answers will vary. The student is required to write a four-sentence commercial, using all four types of sentences. The student should circle any interjections that are used.*

Dec. 10. Our family ate breakfast together on Saturday. .

Int. 11. What was that loud noise? ?

Dec. 12. We looked out the window. .

Exc. 13. (Wow)Lightning struck the barn! !

Imp. 14. Quick, call the fire department! !

Imp. 15. Get the animals out. . or !

Exc. 16. What a frightening time this is for everyone! !

Exc. 17. (Finally)Here come the fire trucks! !

◆ Lesson 8: Subjects of Imperative Sentences, pages 17–18

I 1. I cleaned the table and the kitchen counters. **declarative**

kitchen 2. Wow, the kitchen sparkles! **exclamatory**

(You) 3. Find a large mixing bowl, a rectangular pan, and a saucepan. **imperative**

(You) 4. Spray cooking spray into the rectangular pan. **imperative**

(You) 5. Find the measuring cup. **imperative**

Daniel 6. Daniel can bake the brownies tonight. **declarative**

7. *Answers will vary. Be sure the student uses imperative sentences in which you is understood.*

(You) 8. Melt three tablespoons of margarine in the saucepan. **imperative**

(You) 9. Don't let the margarine burn! **imperative**

Mom 10. Mom warned me not to eat all the marshmallows. **declarative**

(You) 11. Add one package of marshmallows to the margarine. **imperative**

(You) 12. Add six cups of crisp rice cereal. **imperative**

(You) 13. Press the mixture into a rectangular pan. **imperative**

I 14. I cut the cooled treats into small squares. **declarative**

family 15. Our family enjoyed the crispy marshmallow treats for dessert. **declarative**

◆ Lesson 9: Compound Subjects and Predicates, pages 19–20

1. On Fridays the Rivera family makes and eats pizza.

2. Mom or Emma mixes the pizza dough.

3. Liam shreds and spreads the cheese.

4. Ham and pineapple are the family's favorite toppings.

5. The pizza smells and tastes delicious!

6. Later Emma and Liam clean the kitchen.
-
7. The chef rolled the pizza dough and tossed it into the air.
8. Pepperoni and sausage are popular pizza toppings.
-
9. *Answers will vary. Be sure the student uses a compound subject or predicate.*
-

10. Workers plow and plant the fields.
11. Rain and sunshine make tall and healthy cornstalks.
12. The farmer dries and grinds the corn to make cornmeal.
13. Cornbread and tortillas include this ingredient.
14. Some cooks make grits and polenta from boiled cornmeal.
15. People in the South cook and serve grits with shrimp.
-

16. The Garcias grow and sell pumpkins.
17. Pumpkin pie and pumpkin bread taste wonderful.
18. Nyla and Damian visit the pumpkin patch every year.
19. Mom cuts the pumpkin and removes the seeds.
20. Nyla or (*or* and) Damian toasts (*or* toast) the seeds in the oven.

◆ Lesson 10: Compound Sentences, pages 21–22

- S 1. Max looks for fireflies and glowworms in the backyard.
- S 2. Fireflies and glowworms are both beetles.
- C 3. Fireflies have wings, but glowworms are flightless.
- C 4. These beetles produce yellow, orange, or green light, and one beetle produces red light.
- S 5. Max catches some fireflies and puts them in a jar.
-

6. Max's family keeps dairy cows, **and** (*or but*) Lily's family raises goats.
7. Lily feeds the goats, **and** (*or but*) Lily's brother does the milking.
8. The family can drink the milk, **or** (*or and*) they can make goat cheese.
-
9. *Answers will vary. Be sure the student writes a compound sentence about a farm animal.*
-

- C 10. Wild rabbits ruin gardens, but some farmers raise rabbits.
- S 11. Rabbits are useful for meat or for scientific research.
- S 12. Many children keep rabbits as pets.
- S 13. Lily and her dad built a hutch for her pet rabbit.
- C 14. She feeds her rabbit every day, and she cleans the hutch regularly.
- S 15. Some people collect rabbit fur and spin it into yarn.
- C 16. Last summer Lily learned how to spin yarn, and she learned how to dye it.
- C 17. Lily's mom makes beautiful yarn, and the family sells it at the farmers' market.
-

18. Baby rabbits are called kits, **or** they are called bunnies.
19. The Flemish Giant rabbit has enormous ears, **and** the Lionhead rabbit has a furry face.

20. The Dutch rabbit has a white stripe on its face, **and** its ears are black or brown

◆ **Lesson 11: Using Commas, pages 23–24**

1. Dragonflies live near water, but moths need dry places.

2. Yes, I know that dragonflies eat mosquitoes.

3. The monarch, an orange and black butterfly, migrates hundreds of miles.

4. In the butterfly house at the museum, we could observe live insects.

5. Monarch caterpillars have yellow, black, and white stripes.

6. *Answers will vary. The student should write a complete sentence using the introductory word yes or no.*

7. *Answers will vary. The student should write a complete sentence using the introductory word yes or no.*

8. No, that is not a twig.

9. This insect, a walking stick, looks like a twig.

10. Young walking sticks are green, but older ones are brown.

11. Liam, Jack, and Aiden are working on an insect collection.

12. Mr. Simmons, the science teacher, taught the boys how to pin the insects.

13. After school and on the weekends, the boys hunt for insects in their neighborhood.

14. Yes, the librarian helped the boys find a field guide to identify the insects.

15. The boys research each insect, and they carefully write labels.

◆ **Lesson 12: Practice, pages 25–26**

B 1. Have you been to Famous Apples in the fall ?

D 2. The leaves are absolutely gorgeous this time of the year !

A 3. Sometimes the weather can be chilly .

C 4. Plan to take a sweater or a jacket .

5. Apple butter and (or or) apple pies can be purchased at the orchard.

6. Our family devours the hot apple cider donuts and (or or) sips on the hot cider.

7. **S**

8. **C**

9. **C**

10. **S**

11. Dad and I helped Mom peel the apples, **and** we also cut them all up.

12. I learned how to make applesauce, **but** I like making the apple turnovers the best.

13. For dessert, we could choose to share a piece of warm apple pie, **or** we could choose to eat a whole candied apple.

14. On our kitchen pantry shelves, Mom has stocked many jars of applesauce and canned apples for future apple pies.

15. Eating the hot apple cider donuts, sipping the cider, and feasting on the hot apple pie were my favorite memories.

16. Famous Apples, the apple orchard, will definitely be a place we will visit again.

◆ Lesson 13: Chapter 1 Review, pages 27–28

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. F | 3. D | 5. E | 7. C |
| 2. A | 4. G | 6. B | |

8. *Answers will vary. The student should add a prepositional phrase to expand the sentence.*

- | | | |
|--------------|--------------|--------------|
| 9. S | 11. F | 13. F |
| 10. F | 12. S | |

14. *Answers will vary. Example:* Amanda and her sister weed the garden.

15. *Answers will vary. Example:* Jason carefully fills the watering can.

- | | | | |
|--------------|--------------|--------------|--------------|
| 16. D | 17. B | 18. A | 19. C |
|--------------|--------------|--------------|--------------|

20. Avery and Michael are taking a pottery class.

21. The students shape the clay and wait for it to dry.

- | | | | |
|--------------|--------------|--------------|--------------|
| 22. C | 23. S | 24. C | 25. S |
|--------------|--------------|--------------|--------------|

26. My church is having a special meal, **and** everyone will bring food.

27. Mom will make a cake, **or** (*or and*) she will make oatmeal cookies.

28. The school library is open on Mondays, Tuesdays, and Thursdays.

29. The librarian, Mrs. Lee, is very helpful.

◆ Lesson 15: Journal, page 29

Answers will vary. The student should write about a time when his perception turned out to be wrong.

Chapter 2: Writing a Diamante and a Sense Poem, pages 31–50

Have your student read the poems in the Mentor Text on page 32.

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

Have your student read the information about a thesaurus at the top of page 33. Then have him compare the two poems entitled “Seashells” at the bottom of the page. On a separate sheet of paper, have him answer the following two questions. Your student should explain his or her answers in complete sentences.

Which poem uses more interesting words?

Which poem has more sound and rhythm as a result of its words?

For the exercises on page 34, your student will need to use the Thesaurus in the Handbook on pages 358–371 to find more interesting or unusual words. Answers may vary. Sample answers are given below.

- | | | |
|-------------|----------------|--------------|
| 1. modify | 3. significant | 5. saturated |
| 2. renowned | 4. delightful | |
| 6. chilly | 7. enormous | 8. hollering |

9. *Answers will vary. The student should write two sentences telling something about a friend, using the Thesaurus in the Handbook on pages 358–371 to find interesting words to use in the sentences.*