

English 2

Writing & Grammar *Third Edition*



TEACHER'S MANUAL

Copyright © 2019 by Christian Liberty Press

All rights reserved. No part of this teacher's manual may be reproduced or transmitted in any form or by any means, electronic or mechanical, without written permission from the publisher.

A publication of
Christian Liberty Press
502 West Euclid Avenue
Arlington Heights, Illinois 60004
www.christianlibertypress.com

Written by Edward J. Shewan
Layout and editing by Edward J. Shewan
Copyediting by Diane C. Olson
Cover image by diysolarpanelsv.com (IMGcorp LTD)

Developed with permission from Bob Jones University Press.

Printed in the United States of America

Contents

Introduction	v
Text Key	1
Chapter 1 Words and Sentences.....	1
Chapter 2 Sentences, Pages 17–41	3
Chapter 2 Review, Pages 37–38	7
Cumulative Review, Pages 39–40	7
Chapter 3 Writing Poetry, Pages 43–68.....	8
Cumulative Review, Pages 67–68	11
Chapter 4 Nouns, Pages 69–91	11
Chapter 4 Review, Pages 87–88	15
Cumulative Review, Pages 89–90	15
Chapter 5 Action Verbs, Pages 93–115	16
Chapter 5 Review, Pages 111–112	20
Cumulative Review, Pages 113–114	21
Chapter 6 Writing a Personal Story, Pages 117–140.....	21
Cumulative Review, Pages 139–140	24
Chapter 7 More Nouns, Pages 141–161	25
Chapter 7 Review, Pages 157–158	29
Cumulative Review, Pages 159–160	29
Chapter 8 Pronouns, Pages 163–178	30
Chapter 9 More Verbs, Pages 179–203	34
Chapter 9 Review, Pages 199–200	37
Cumulative Review, Pages 201–202	38
Chapter 10 Writing a Friendly Letter, Pages 205–226	38
Cumulative Review, Pages 225–226	40
Chapter 11 Adjectives, Pages 227–252	41
Chapter 11 Review, Pages 247–248	46
Cumulative Review, Pages 249–250	47

Chapter 12 Writing an Instructions Paragraph, Pages 253–274	47
Cumulative Review, Pages 273–274	50
Chapter 13, More Sentences Pages 275–301	50
Chapter 13 Review, Pages 297–298	55
Cumulative Review, Pages 299–300	56
Chapter 14 Writing an Opinion Paragraph, Pages 303–322	56
Cumulative Review, Pages 321–322	59
Chapter 15 Study and Research Skills, Pages 323–336	59
Chapter 16 Writing a Research Report, Pages 337–354	62
Cumulative Review, Pages 353–354	65

Introduction

The *English 2: Writing and Grammar Third Edition* (2017 copyright) course covers the subject areas of grammar, creative writing, and reading comprehension. Each chapter begins with a two-page introduction that should be reviewed before beginning the daily work in the chapter. This workbook uses a two-page lesson format, which is designed to be completed by students each day of the school year. The instructor should go over the directions at the top of each lesson so students understand what is required of them. Journaling is also emphasized at the end of each grammar chapter. Encourage students to complete these activities, answering any questions they may have as they learn to keep a journal. This is a great opportunity for your student to acquire a journal in which he may make his entries throughout the course.

This teacher’s manual for *English 2* is provided by the staff of Christian Liberty Press to assist instructors to successfully teach this course. It includes teacher information—in italics and in “notes”—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 and manual. Frequently, these are creative writing activities. The phrase *Answers may vary* refers to situations for which there are more than one possible answer.

This 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.

In addition, this teacher’s manual underscores the course’s emphasis on learning the five steps of the writing process. The workbook covers grammar and the basics of writing. 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. In these chapters, carefully go over each step with your student so he learns how to plan, draft, revise, proofread, and publish his writings.

Besides the exercises found in the workbook (pages 1–354), there is a “Writing Handbook” at the end of the workbook (pages 355–385). This handbook includes information on using a dictionary, a thesaurus, the five steps of the writing process, various writing models, and lists of abbreviations. Instructors may use these additional pages whenever they deem it appropriate to do so. 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.

*Staff of Christian Liberty Press
Arlington Heights, IL*

TEXT KEY

Chapter 1

Words and Sentences, Pages 1–16

Note: Review why *words* are important (page 1). Go over the examples on page 2.

Go over the material at the top of page 3. Explain that a *sentence* is a group of words that is a complete thought.

Words & Sentences, Pages 3–4

Write the word that best completes each sentence about how people use words.

1. Luke reads a book.
2. Ava speaks to Mom.
3. Ella writes a letter.
4. Ryan listens to a story.

Mark the group of words if it is a sentence.

- 5. Ducks eat fish.
- 6. Bees buzz in the hive.
- 7. Made a nest.

Write the words to complete each sentence.

8. The frogs croak loudly.
9. The ducks sleep.

Note: Your student needs to know that a *sentence* expresses a complete thought, beginning with a *capital letter* and ending with a *punctuation mark*.

Write words to complete each sentence.

Answers will vary.

10. Corn grows in a garden.
11. The farmer plows.

Mark the group of words if it is a sentence.

- 12. Dad plants seeds.
- 13. Pulling weeds.
- 14. Large gardens.
- 15. The corn grows tall.

Write the words to complete each sentence.

16. God made plants.
17. People eat fruit.

18. Dan picks red apples.

19. Ann washes the fruit.

Action Words, Pages 5–6

Circle the action word in each row of words.

1. Speak tree fast
2. clock turn five
3. quick shirt hide

Circle the action word.

4. My dad smiled.
5. The lion hunts.
6. Our dog barks.

Write an action word to complete each sentence.

Answers will vary. Suggested answers are given.

7. The horse gallops.
8. The boy runs.
9. The children play.

Write a sentence about playing ball.

10. *Answers will vary.*

Note: Remind the student to double-check the directions. Remind him to begin the sentence with a capital letter and to end the sentence with a period.

Circle the action word in each row of words.

11. jump cookie apple
12. book dog hop
13. walk club kite
14. moon pray desk

Circle the action word.

15. Ana runs.
16. Ken eats.
17. The baby crawls.
18. The bird flies.

Write an action word to complete each sentence.

Answers will vary.

19. Kate smiles.
20. The cat plays.

Naming Words, Pages 7–8

Underline the noun in each row of words.

- blow girl draw
- go make egg
- lake hear clean
- feel tent carry

Write the correct noun to complete each sentence.

- The flag waves.
- The soldiers fight.
- The army wins.

Underline the noun.

- Mike talked.
- The girls sing.
- The pastor visits.

Write a sentence about a farm animal.

- Answers will vary.*

Note: Remind the student to double-check the directions. Remind him to begin the sentence with a capital letter and to end the sentence with a period.

Underline the noun in each row of words.

- John runs grows
- feeding skip horse
- pigs walking chase

Write the correct noun to complete each sentence.

- The girls talk.
- The pigs grunt.
- The farmer works.
- The kittens purr.

Underline the correct noun to complete each sentence.

- Cows give us good milk.
- The horse chews hay.

The Action Part, Pages 9–10

Circle the action part.

- The puppy chases his tail.
- My cat climbs the tree.
- The bird sings a song.

Write the correct action word to complete each sentence.

- Many deer live in the woods.
- An owl hunts at night.
- A rabbit hops fast.
- The bear grabs a fish.

Write a sentence about what a squirrel does. Circle the action part in your sentence.

- Answers will vary.*

Circle the action part.

- Jill runs a race.
- The birds fly to the nest.
- My brother opens the door.
- Anne helps Mom.
- Blake kicked the football.

Write the correct action word to complete each sentence.

- The fruit grows on a tree.
- Mike rides his bike.
- The family eats lunch.

The Naming Part, Pages 11–12

Underline the naming part.

- Anna picks up many shells.
- Our family plays on the beach.
- My puppy barks at the waves.

Write the correct naming part to complete each sentence.

- Mom walks on the sand.
- The waves splash on the beach.
- The moon shines on the water.

Write a sentence about what children do at the beach. Underline the naming part in your sentence.

- Answers will vary.*

Note: Remind the student to double-check the directions. Remind him to begin the sentence with a capital letter and to end the sentence with a period.

Underline the naming part in each sentence.

- God made the fish.

9. Birds fly over the water.
10. The boys saw a fish.

Write the correct naming part to complete each sentence.

11. Children play in the sand.
12. Fish live in the water.
13. Becky picked up a shell.

Write each sentence using a capital letter and a period.

14. Tim splashes in the water.
15. Mom found a shell.

Sentences, Pages 13–14

Mark the group of words if it is a sentence.

- 1. God made animals.
- 2. Farm animals.
- 3. Farmers feed the animals.
- 4. Food and water.

Write the words in the correct order to make a sentence. Use a capital letter and a period.

5. Horses eat hay.
6. Pigs roll in mud.
7. Cows chew green grass.

Write a sentence about a farm animal.

8. *Answers will vary.*

Note: Remind the student to double-check the directions. Remind him to begin the sentence with a capital letter and to end the sentence with a period.

Mark the group of words if it is a sentence.

- 9. Mr. Brown cares for sheep.
- 10. Drinks from a stream.
- 11. His dog Max.
- 12. His dog helps him.

Write the words in the correct order to make a sentence. Use a capital letter and a period.

13. Pigs eat corn.
14. Horses run fast.
15. Lambs play together.

Journal, Pages 15–16

Complete the sentences.

Answers will vary.

Note: Go over the material at the top of page 15, explaining how to write a **journal entry**. Ideas are given on what to write.

Remind the student to double-check the directions. Remind him to end the sentence with a period.

Chapter 2

Sentences, Pages 17–41

Note: Review why **sentences** are important (page 17). Go over the examples on page 18.

Go over the material at the top of page 19. Explain that a **sentence** is a group of words that is a complete thought.

Sentences, Pages 19–20

Mark the group of words if it is a sentence.

- 1. God made apple trees.
- 2. Green leaves on them.
- 3. Yellow apples grow on the tree.
- 4. Red and green too.

Write the group of words that is a sentence. Use a capital letter and a period.

5. Dad plants the tree.
6. God makes the trees grow.
7. We help pick the apples.

Write a sentence that names a fruit that grows on a tree.

8. *Answers will vary.*

Mark the group of words if it is a sentence.

- 9. Apples grow on trees.
- 10. Good to eat as a snack.
- 11. People pick apples in the fall.
- 12. Bites the apple.
- 13. Makes good pies.
- 14. Dan picks a big apple.