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Introduction

The second edition of the *English 2 for Christian Schools: Writing and Grammar* (2003 copyright) course covers the subject areas of grammar, creative writing, and reading comprehension. The two-page lesson format is for each day of the school year. Before starting this workbook, instructors are encouraged to read the course overview found in the “Dear Parents” section (page xi) at the beginning of the workbook.

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 italic print—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 manual. Frequently, these are creative writing activities. The phrase *Answers may vary* refers to situations where 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. Students do not need to use the same wording in their answers as that found in the manual, but should provide similar information. 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 a circle 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 the basics of **writing** (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. 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 1–296), there is a “Writing Handbook” at the end of the workbook (pages 297–330). This handbook includes information on using a thesaurus, the five steps of the writing process, graphic organizers for grouping ideas, various writing models, lists of abbreviations, commonly misspelled words, and using a glossary. 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.

TEXT KEY

CHAPTER 1

SENTENCES, PAGES 1–21

Sentences, Pages 1–2

• Guided Practice

- 1. Apples are tasty.
- 2. Good to eat after school.
- 3. I pick apples in the fall.
- 4. On a stepladder.

5. A worm is in my apple.

• Independent Practice

- 1. The apple trees bloom in spring.
- 2. Green leaves on them.
- 3. Some apples are golden.
- 4. Red and green too.
- 5. The green apples taste tart.
- 6. Makes good pies.

7. Dad plants the trees.

8. God makes the trees grow.

9. We help pick the apples.

• Apply and Write

Answers will vary. The student is asked to write two sentences about other fruits that grow on trees.

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

Sentence Subjects, Pages 3–4

• Oral Practice

Answers will vary. The subjects to the left may be used more than once to begin the sentences, or all may be used to complete one sentence. For example, all the subjects

may be used to complete the thought “ goes to church with me.” Each sentence must make logical sense.

• Guided Practice

Answers will vary. 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.

Check to be sure that the student underlined who or what the sentence is about. At this introductory stage, the student should mark the **complete subject** with all its modifiers, not just the simple subject.

1. A plum 3. Plums

2. My sister 4. I

• Independent Practice

1. The land of Israel 6. Jesus

2. Jesus 7. The fig tree

3. The fig tree 8. Peter

4. Jesus 9. Jesus

5. Fruit 10. We

11.–13. Answers will vary. The student is asked to finish each sentence by writing the part that **tells** about the subject.

Note: In problems 11–13, your student must add logical **action parts** to complete the sentences.

• Apply and Write

Answers will vary. The student is asked to write two sentences about what he likes to do with his friends. Help him identify the **subject part** in each sentence.

Sentence Actions, Pages 5–6

• Oral Practice

Answers will vary. Some of the action parts to the right may be used more than once to