

## **First Quarter**

### **WEEK ONE**

#### **Day 1**

Course Introduction - Read the Table of Contents for this Course Manual, the Preface, and the Introduction to English 9. Spend at least ten minutes skimming first through fourth quarters.

#### **Day 2**

Course Introduction - Review the Introduction to English 9. Spend ten minutes carefully looking through the Handbook, located in the back of this course manual. Take a final five minutes to look through the tests and answer keys, which are located after the Handbook.

Answer the following questions. This addresses frequently asked questions.

True or False:

1. The Handbook section is optional.
2. The Lesson Plans will tell me when to turn to the appropriate Handbook section.
3. I must write my research report on one of the topics from the topic list.
4. The online resources are mandatory.
5. I must choose one of the three Quarter 1 books in the Handbook Section C on which to write my first quarter book analysis.
6. The book analysis is a two part assignment.
7. I submit the two parts of the book analysis separately for grading.
8. I can write in the Lesson Plans.
9. The answer keys for the different assignments are in different places in the lesson plans.
10. I must follow the Lesson Plan schedule exactly.

#### **Day 3**

Composition - Writing Sentences

When students write sentences, two errors often occur. First, sentences are not complete; they are simply phrases or fragments of sentences. Usually a student can recognize an incomplete sentence by reading it aloud. Secondly, sometimes sentences are too long or writers don't know where to end a sentence, which results in writers using run-on sentences. We must learn how to avoid sentence fragments and run-on sentences.

### **The Sentence Fragment**

A sentence fragment is a part of a sentence; it does not express a complete thought. Students often use a sentence fragment after a complete sentence because they want to add an idea to the previous sentence.

Example: I'll never get the bug off your shoulder. Unless you stand still.

In this example, the phrase *Unless you stand still* belongs to the previous sentence. It is a fragment cut off from the previous sentence. We know it is a fragment because standing by itself, it does not make sense. It is not a complete thought.

Example: Elizabeth wished she could fly away. Like a bird and play outside.

The fragment does not express a complete thought. It does not make sense to say "Like a bird and play outside." On the other hand, "Elizabeth wished she could fly away," is a complete thought and makes sense.

Usually the student is careless and thinks the fragment goes with the previous sentence, but if it is not written correctly, usually at the end of the previous sentence, then it is a fragment and not part of the previous sentence.

Sometimes a sentence fragment could be placed at the beginning of a sentence to help the sentence make more sense.

Example: It's too long and tight. To run in this dress.

Change to: "It is impossible to run in this dress because it is too long and tight."



Turn to the Handbook Section A, for Sentence Exercises 1 and 2.

### **Day 4**

Composition - Let's continue with our study of sentence fragments.

A subordinate clause is not a sentence. It depends on the independent clause to complete its meaning. A subordinate clause does not express a complete thought. It is a sentence fragment.

**Subordinate Clause:** A subordinate clause is a group of words with a subject and verb which does not make complete sense when it stands by itself.

Example: "When we pray, we should begin by making the Sign of the Cross." The bolded text is a subordinate clause.

**J. M. J.**  
**SETON HOME STUDY SCHOOL**

The following subordinate conjunctions introduce subordinate clauses. However, unless there is a main clause, subordinate clauses are simply fragments and not complete sentences.

Subordinate conjunctions:

After	Because	So that	When
Although	Before	Than	Whenever
As	If	Though	Where
In order that	Unless	Wherever	As long as
Since	Until	While	As soon as

The following relative pronouns also introduce dependent or subordinate clauses: which, that, who, whom, whose.

Sentence: Louis loved the little Hungarian princess.

Fragment: Although he loved the little Hungarian princess.

Sentence: Although he loved the little Hungarian princess, he was busy studying his lessons.

Fragment: Because he loved the little Hungarian princess.

Sentence: Because he loved the little Hungarian princess, they frequently played together in the castle.

Fragment: Since he loved the little Hungarian princess.

Sentence: Since he loved the little Hungarian princess, he said his prayers with her.

Fragment: That he loved the little Hungarian princess.

Sentence: It was obvious to his parents that Louis loved the little Hungarian princess.



Turn to the Handbook Section A for Sentence Exercise 3.

Some students write phrases with words called verbals (that is, a form of a verb), thinking such phrases can pass as sentences. However, these phrases are not sentences because they do not express a complete thought.

Phrase fragments: Finishing her embroidery  
To sing and to play the lute  
Rode horseback

The above phrases are meaningless. Their meaning is dependent on independent clauses or sentences to give them meaning, to make them make sense.

**J. M. J.**  
**SETON HOME STUDY SCHOOL**

Complete Sentences: Louis found Elizabeth finishing her embroidery.

Elizabeth was being taught to sing and to play the lute.

Elizabeth was happy when she rode horseback around the castle courtyard.



Do Sentence Exercise 4 in the Handbook Section A.

**Day 5**

Composition – Avoiding sentence fragments

**Appositive Phrases**

Some students write appositive phrases thinking these phrases can pass as sentences. However, they are not sentences because they do not express a complete thought. They are fragments.

Remember that an appositive is a word or a group of words which means the same thing as the noun it follows. An appositive phrase can have modifiers, but that does not make it a sentence with a complete thought. By itself, it is a fragment.

**An appositive phrase:** the little Hungarian Princess

**A sentence** [complete thought]: Elizabeth, the little Hungarian Princess, was much loved by the members of the German court.

**A disconnected appositive phrase:** The Romans crucified St. Peter. The head of the Apostles.

**Sentence:** The Romans crucified St. Peter, the head of the Apostles.

Turn to the Handbook Section A for the Sentence Exercise 5.

There are several other common types of fragments which students often write as if they were sentences.

**Prepositional phrases:** Example: After he had eaten

**Compound parts of a sentence:** Example [starts with And]: And obviously the blue room

**Parts of a comparison:** As much as he likes the cold

**Items in a series:** Offices, restaurants, and shops

Each fragment must be attached to a complete sentence.



Do the Sentence Exercise 6 in the Handbook Section A.

**WEEK TWO**

**Day 1**

Composition - Study the Run-On Sentence.

### **The Run-on Sentence**

Besides the sentence fragment, another common error is the run-on sentence. While sentence fragments are short phrases not properly attached to an independent sentence, a run-on sentence is two or more independent clauses joined without proper punctuation or without conjunctions. Even if the run-on sentence has commas, often it should be two or more sentences.

Every sentence should begin with a capital letter and should be followed by an end mark: a period, or question mark, or exclamation mark. Run-on sentences often can be avoided by using proper punctuation, especially end marks.

**Run-On Sentence:** One day there was a sudden attack on the castle and Elizabeth and Louis were rushed into the castle and ran up the narrow stairs as quickly as they could and stopped only to look out the window and then run to the Queen Mother's room.

a) Run-On sentences can be made into two or more sentences:

Example: One day, there was a sudden attack on the castle. Elizabeth and Louis were rushed into the castle and ran up the narrow stairs as quickly as they could. They stopped only to look out the window. Then they ran to the Queen Mother's room.

b) Run-On sentences can be made into compound sentences, connected by *and*, *but*, *or*, or a semi-colon.

Example: One day, there was a sudden attack on the castle; Elizabeth and Louis were rushed into the castle. They ran up the narrow stairs as quickly as they could and stopped only to look out the window. Then they ran to the Queen Mother's room.

c) Run-On sentences can be made into an independent clause and one or more subordinate or dependent clauses.

Example: One day, there was a sudden attack on the castle. Elizabeth and Louis were rushed into the castle. While they ran up the stairs as quickly as possible, they stopped to look out the window at the battle below. Then they ran to the Queen Mother's room.

Remember that a compound sentence has two or more independent clauses; they are joined usually by *and*, but could be joined by *but*, or *or*.

Remember that a sentence with a subordinate clause means that at least one clause is dependent on the main clause; it cannot stand alone. It usually begins with a word such as *because*, *although*, *while*, and *so*.

You can find more examples of compound sentences and subordinate clauses on the Internet. The Empire State College web site points out the following: