



For 7C diagram, the answer key reads Joseph Cardinal Ratzinger; the diagram word of order should match the sentence.

Day 3

Exercise 8: Nominative Case: Nouns in Apposition; Exclamation

Ex. 8B, No. 4: The answer key says relic, but sacramental is the answer.

Day 4

Exercise 9: Nominative Case in Review

Day 5

Composition: In the Paragraph Writing Handbook at the back of these lesson plans, read about choosing topics, making lists, and writing outlines. Complete Exercises A, B, and C in the Handbook.

WEEK THREE

Day 1

Exercise 10: Possessive Case: Forming the Possessive Case

Day 2

Exercise 11: Possessive Case: Forming the Possessive Case of the Noun

Exercise 12: Possession: Separate and Joint Possession of Nouns

Day 3

Exercise 13: Objective Case: Nouns as Direct Objects

Days 4 and 5

Composition: In the Paragraph Writing Handbook, read the parts of a paragraph: the beginning/topic sentence, middle sentences, and ending sentence. Then, in the second half of the Handbook, read about descriptive and examples paragraphs.

Assignment: Use one of the **topic sentences below**, adapted from *Voyages*, and write a paragraph with middle sentences that stick to the topic, and end with an interesting ending sentence that states a comment or conclusion. Begin by making an outline of at least three points or ideas that you would like to include in your paragraph.

A shepherd boy stood by the manger that first Christmas Eve.

Look at my baby sister all decked out in her bright pink Easter dress!

There stood the friendly policeman wearing his usual wide grin.

The First Communicants began their walk down the church aisle.

Parent teacher: Please evaluate the paragraph and give a letter grade. The grade should be based on today's lesson explaining what middle sentences should be and what an ending sentence should be.



WEEK FOUR

Day 1

Exercise 14: Objective Case: Nouns as Objects of Prepositions

Day 2

Exercise 15: Objective Case: Nouns as Indirect Objects

In 15C, the example is opposite from being correct: *apostles* should be circled, and *Body & Blood* should be underlined.

Day 3

Exercise 16: Objective Case: Nouns in Apposition

Day 4

Exercise 17: Objective Case: Adverbial Objectives

Day 5

COMPOSITION: LEARNING TO OUTLINE

The reason that outlining is so important before writing a paragraph, or essay, is that most students tend to wander off the topic if they don't have an outline. The graders of the standardized high school SAT tests say that the biggest reason students do poorly on the essay question is because the students never do an outline; they just start writing and don't know where they are going.

If you plan to go on a vacation to someplace far away into a distant state, you won't get there unless you use a map. An outline is like a map which shows you how to get where you are going, how to write a good paragraph or essay in a logical manner, and not just wander away from the topic. An outline contains the examples or details or reasons or proofs for the middle sentences which prove or explain the topic sentence.

If you don't write an outline before you write your paragraph, composition, essay, or book report, you might as well not start writing at all! If your parents just climb in the car and turn on the ignition and start driving down any road that comes up any which way, they will never reach any particular destination, and neither will you without an outline!

Voyages in English, on p. 68, explains: **“An outline helps the writer to keep his thoughts in order because it shows how the ideas he has gathered on a topic can be related. In making an outline, the student lists first the topic of the paragraph [or composition] [at the top of the outline], then the ideas he wishes to develop in the beginning sentence, the middle sentences, and the ending sentence.”**

Remember that outlines are composed of just words or phrases for each point.

Assignment: Write an outline about one of the following topics. Then, write a beginning sentence that limits the topic to a single aspect. Write three or four middle sentences which support a paragraph with beginning topic sentence and express the points in your outline. The middle sentences must relate to the topic. The middle sentences should be in logical order: from small to large, from less important to most important, or in chronological order. The ending or concluding sentence should give a personal conclusion or final statement to the paragraph.

Suggestion: Replace or add at least five words you found in a thesaurus to make your paragraph more interesting.