

# FUNDAMENTALS OF GRAMMAR

**COURSE MANUAL**

ENG120\_18A

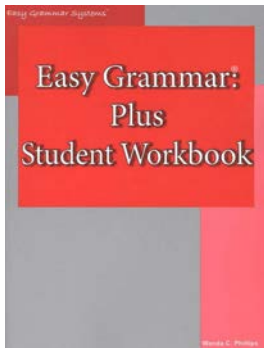


**LESSON PLANS - TESTS - ANSWER KEYS - QUARTER REPORT FORMS**

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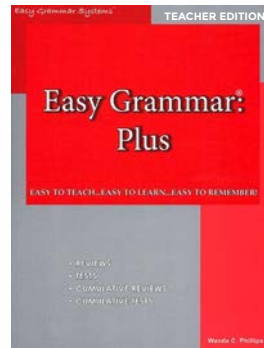
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### STUDENT WORKBOOK

This course uses *Easy Grammar Plus Student Workbook* by Wanda C. Philips. This book includes all of the workbook exercises assigned throughout this lesson plan.

This is the book used by **students** in this course.



### TEACHER'S MANUAL

This course includes *Easy Grammar Plus Teacher Edition*. This book includes the workbook answer key and additional resources for those teaching the course.

This is the book used by **parents or teachers** in this course.

Page numbers assigned throughout this lesson plan use the page numbering of the Student Workbook.



# FUNDAMENTALS OF GRAMMAR

## INTRODUCTION



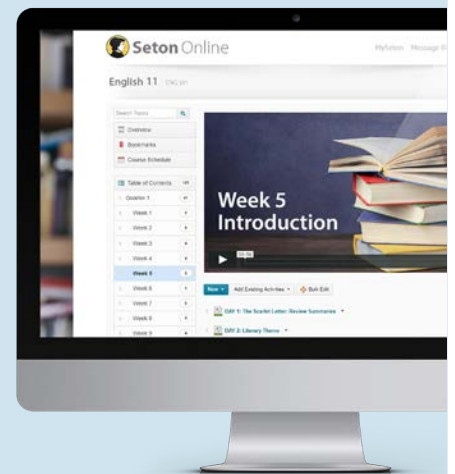
THIS COURSE IS INTEGRATED WITH

# SetonOnline

This course is fully integrated with SetonOnline. All supplemental resources for this course, such as videos, interactive quizzes, and audio components are accessed using SetonOnline.

SetonOnline is a robust system from Seton that allows for this course to be completed as a flexible, self-paced online course. For those wishing to rely on the paper course manual rather than the online course, SetonOnline also allows for easy and intuitive retrieval of course resources.

**Students may complete this course in three different ways.**



### Entirely Offline

If students prefer to complete the course without the benefit of the online resources or online course, they may do so.

Everything necessary to complete the course is contained in this manual.



### Both Online & Paper

Students may freely alternate between the online course in SetonOnline and this printed course manual. The schedule and content is aligned to allow for a seamless student experience.

Course resources may also be obtained through SetonOnline, arranged both topically and according to the relevant week and day.



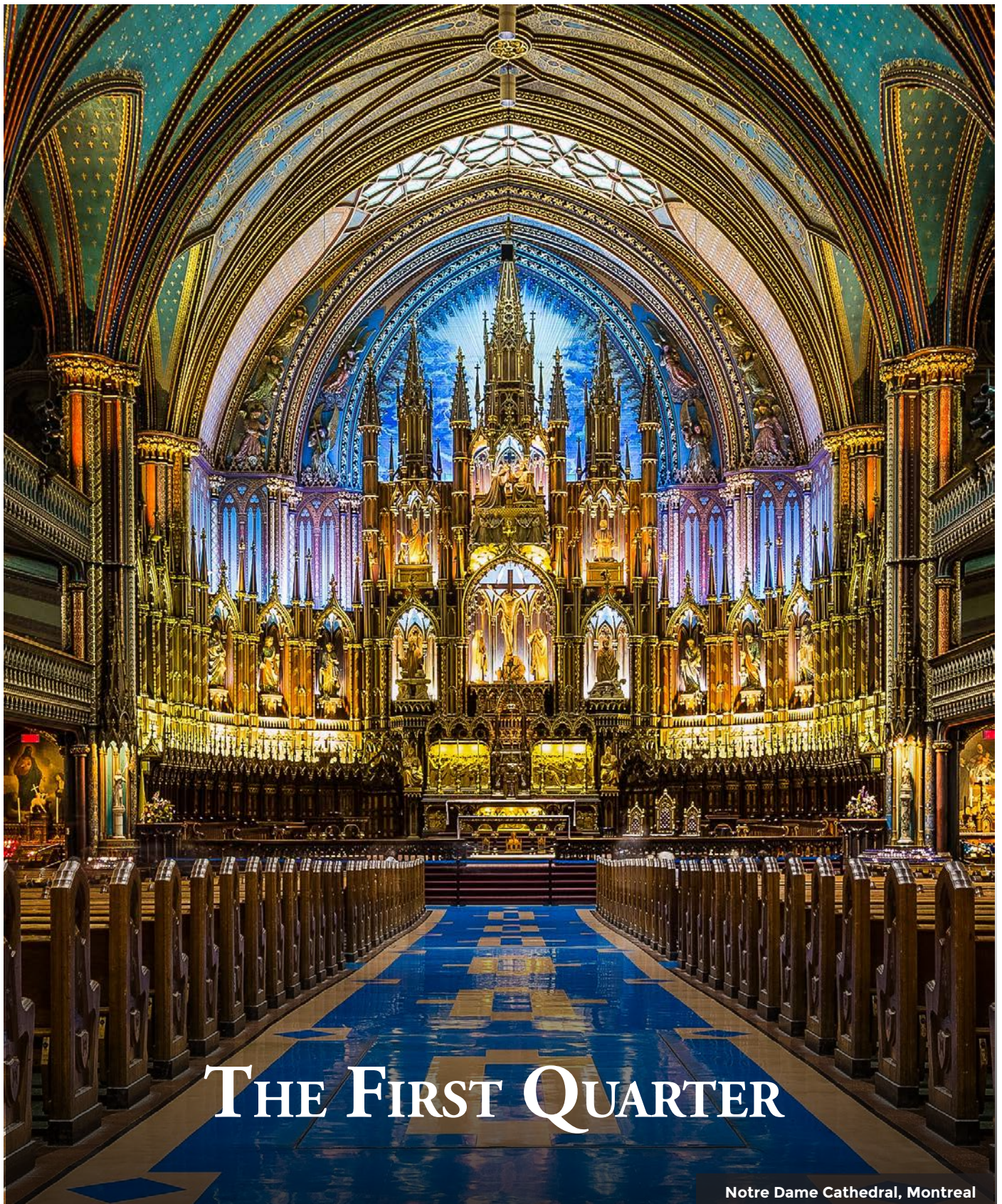
### Entirely Online

The SetonOnline course contains all content found within this course manual, enriched with multimedia features.

If students prefer to complete the course entirely online, they may do so without use of this course manual.

If you don't already have a SetonOnline account, follow the instructions found at:  
**[setonhome.org/online-account](http://setonhome.org/online-account)**





# THE FIRST QUARTER

Notre Dame Cathedral, Montreal





## Week 6

**Day 1** The Colon

**Reading:** Review the rules for using colons on page 277.

☐

**Workbook Exercise:** Using the information on page 277 as a reference, complete the exercise on page 278.

☐

**Memorization:** Review the helping verbs and the irregular verbs.

☐**Day 2** "To be," Linking Verbs, and Predicate Nominatives

**Punctuation Practice:** Insert periods, apostrophes, commas, semicolons, and colons as needed:

☐

1. We can t wait until 9 30 to leave for the airport Andrew s flight takes off at 9 45
2. I borrowed Bob and Harry s new car When it broke I took it to the mechanic at 335 East Street Madison VA
3. In the year 78 their first child was born





**Reading:** Read pages 64-67.



Note that the conjugation of the verb “to be” is *the same* as the third column of helping verbs on page 43.



**Workbook Exercise:** Complete the exercise on page 68.



**Memorization:** Memorize the first four linking verbs from the list on page 65. They are: **to feel, to taste, to look, to smell.**



Now that you have mastered the helping verbs, we will spend some time memorizing the linking verbs. Make sure that you understand the difference between these two kinds of verb.

1. Helping verbs occur alongside other verbs in a verb phrase. They “help” the main verb by giving tense, probability, etc.
2. Linking verbs occur in sentences that describe facts (rather than actions). They “link” the subject to a description (noun, pronoun, or adjective).

Notice that the various forms of the verb “to be” are on both lists.

### Day 3 Linking Verbs and Predicate Adjectives



**Punctuation Practice:** Insert periods, apostrophes, commas, semicolons, and colons as needed:



1. Niall asked to see Dr and Mrs Jones at 9 30 a m
2. These foods are on the menu hamburgers chicken nuggets and fish and chips
3. I went for a walk it helped to clear my mind



**Reading:** Read pages 69 and 71.



Unlike a noun, which names a person, place, or thing, an adjective is a describing word, which describes a noun.



**Workbook Exercises:** Complete the exercises on pages 70 and 72.





**Memorization:** Memorize the next four linking verbs from the list on page 65. They are: **to become, to seem, to sound, to grow.**

☐

**Linking Verb Practice:** For each of the following, insert the missing letter(s) to complete the linking verb.

☐

1. f \_\_\_\_\_

4. s \_\_\_\_\_l

7. s \_\_\_\_\_d

2. t \_\_\_\_\_

5. b \_\_\_\_\_e

8. g \_\_\_\_\_

3. l \_\_\_\_\_

6. s \_\_\_\_\_m



An interactive version  
of this quiz is available on  
**SetonOnline**

## Day 4 Subject-Verb Agreement



**Punctuation Practice:** Insert periods, apostrophes, commas, semicolons, and colons as needed:

☐

1. Mary s address is 123 Bow Street Union City FL
2. We need to bring the following items towels sheets with fitted corners and toiletries
3. "The D-day landings happened on June 6 1944 " said the history teacher

Note that for regular verbs, "s" is only added to a verb with a singular subject when that subject is in the third person (he/she/it). The first and second persons (I and you) do not add "s", even though they are singular.

### Examples:

I walk

You walk

He walks



**Workbook Exercises:** Complete the exercises on pages 74 and 76-81.

☐

**Memorization:** Memorize the last four linking verbs from the list on page 65: **to remain, to appear, to stay, to be** (is, am, are, was, were, be, being, been).

☐



**Verb Practice:** For each verb identify whether it is a helping verb, and linking verb, both, or neither. **An interactive version of this quiz is available on SetonOnline.** ☐

- |     |              |                                       |                                       |                               |                                  |
|-----|--------------|---------------------------------------|---------------------------------------|-------------------------------|----------------------------------|
| 1.  | <b>Lie</b>   | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 2.  | <b>Taste</b> | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 3.  | <b>Do</b>    | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 4.  | <b>Might</b> | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 5.  | <b>Be</b>    | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 6.  | <b>Am</b>    | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 7.  | <b>Could</b> | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 8.  | <b>Grow</b>  | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 9.  | <b>Sit</b>   | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 10. | <b>Stay</b>  | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 11. | <b>Had</b>   | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |
| 12. | <b>Feel</b>  | <input type="checkbox"/> Helping verb | <input type="checkbox"/> Linking verb | <input type="checkbox"/> Both | <input type="checkbox"/> Neither |



Normandy, the location of the D-Day Landings



**Day 5** Present, Past, and Future Tenses

**Punctuation Practice:** Insert periods, apostrophes, commas, semicolons, and colons as needed:

☐

1. "For my birthday I would like a big delicious gooey cake with sprinkles " said the child
2. It is in fact too far to walk from Paris to Versailles
3. The following people attended the meeting Jim who had prepared a presentation Philip the salesman and Bob the project manager



**Reading:** Read pages 82-84.

☐

Ignore the underlined, all-caps statements on pages 82 and 83. Also ignore rule 1 on each page. There is an important exception to these rules that we will cover later in this unit. Learning the tenses this way will only confuse you later on. Instead focus on mastering how to form the present and past tenses (rule 2 on each page).

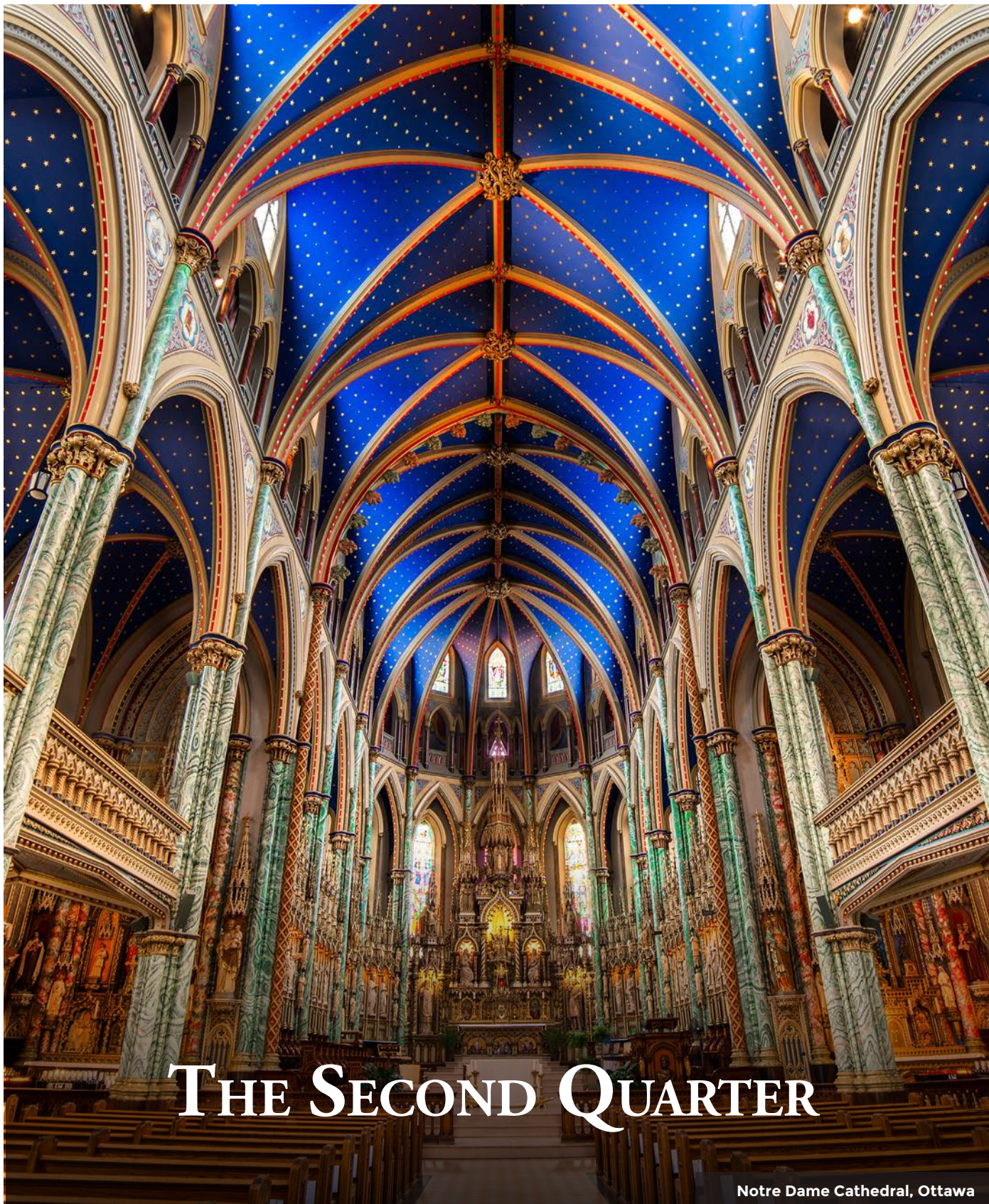


**Workbook Exercises:** Complete the exercises on pages 85 and 86.

☐

Paris, France





# THE SECOND QUARTER


Notre Dame Cathedral, Ottawa







## Week 11


**Day 1** Quotation Marks


 **Reading:** Review the rules for using quotation marks on page 282. ☐


 **Workbook Exercises:** Using the information on pages 280 and 282 as a reference, complete the exercises on pages 283 and 284. ☐


 **Memorization:** Review the rules on page 125 for forming the plurals of nouns. You will take an interactive quiz over these rules tomorrow. Review the classes of noun determiners. ☐


**Day 2** Possessive Nouns and Predicate Nominatives

 **Punctuation Practice:** Complete questions 1–13 of the exercise on page 285. ☐

 **Reading:** Read page 130. ☐

 **Workbook Exercises:** Complete the exercises on pages 131–134. ☐

 **Reading:** Read page 135. ☐

 **Workbook Exercise:** Complete the exercises on pages 135 and 136. ☐



**Plural Noun Practice:** Answer the following questions to review the rules for forming plural nouns. An interactive version of this quiz is available on SetonOnline. ☐

1. If a word ends in these letters, the plural is formed by adding *es* (select all that apply).

☐ sh   ☐ d   ☐ s   ☐ ny   ☐ y   ☐ ch   ☐ x   ☐ v   ☐ z

2. A plural form ends in *ies* if . . .

☐ The singular ends in *y*   ☐ The singular ends in *vowel + y*   ☐ The singular ends in *consonant + y*  
☐ The singular ends with a vowel   ☐ The singular ends with an *s*

For each of the following words, change singular to plural, and plural to singular. (All of these words follow the rules on page 125.)

3. Word \_\_\_\_\_

4. Babies \_\_\_\_\_

5. Essay \_\_\_\_\_

6. Fox \_\_\_\_\_

7. Lamps \_\_\_\_\_

8. Picture \_\_\_\_\_

9. Bunches \_\_\_\_\_

10. Stack \_\_\_\_\_

11. Lunch \_\_\_\_\_

12. Ally \_\_\_\_\_

13. Surprise \_\_\_\_\_

14. Boy \_\_\_\_\_

### Day 3 Appositives and Gerunds



**Punctuation Practice:** Complete questions 14–20 of the exercise on page 285, and questions 1–6 of the exercise on page 286. ☐



**Reading:** Read page 137. ☐

**Notes:** The book ignores an important rule about appositives. It is correct to set most appositives off with commas. However, there are exceptions. If an appositive adds *necessary, identifying information* about the noun, no comma is needed. These kinds of appositive are called *restrictive appositives*.

**Consider the following examples:**

EXAMPLE: The movie ***Lord of the Rings*** is showing tonight.

The words *Lord of the Rings* are necessary to identify the movie, and so are not set off with commas.





**EXAMPLE:** I am going shopping with my friend Tracy.

The word *Tracy* is necessary to identify which friend you are talking about. It should not be set off with commas.

**EXAMPLE:** They are travelling on the ship *Titanic*.

The word *Titanic* is necessary to identify the ship. It should not be set off with commas.

Appositives that add non-essential information require a comma. We call them *nonrestrictive* appositives. These kinds of appositives are more common. The examples on pages 137 and 138 of the workbook are all non-restrictive appositives.

**Consider the following examples of nonrestrictive appositives:**

**EXAMPLE:** I am going to see my favorite movie, *The Lord of the Rings*.

You can only have one favorite movie, so the identity of the movie could be established without the words *The Lord of the Rings*. These words give additional clarification. In this case a comma is necessary.

**EXAMPLE:** I am going shopping with my husband, Mike.

You can only have one husband, so the word *Mike* is not necessary to establish the identity of your husband. It gives additional clarification. In this case a comma is necessary.

**EXAMPLE:** *Titanic*, the ship that sunk in 1912, was built in England.

There was only one *Titanic*. The phrase "the ship that sunk in 1912" adds unnecessary clarifying information. Commas are necessary.

If you are unsure whether an appositive needs commas or not, remove the appositive from the sentence, and ask yourself whether you could still figure out the identity of the noun.



**Comma Practice:** For each of the following sentences, decide whether or not a comma should be added to fill the blank(s). ☐

1. Come and visit me at my house\_ the blue one over there.  
☐ Comma needed      ☐ No punctuation necessary
2. This is my best friend\_ Jim.  
☐ Comma needed      ☐ No punctuation necessary
3. We are going to watch the movie\_ *Up*.  
☐ Comma needed      ☐ No punctuation necessary
4. Bill had an important meeting with his manager\_ Harry.  
☐ Comma needed      ☐ No punctuation necessary
5. Bill had a meeting with Megan\_ a member of the design team.  
☐ Comma needed      ☐ No punctuation necessary
6. He brought my favorite kind of ice cream\_ cookie dough.  
☐ Comma needed      ☐ No punctuation necessary
7. Peter went jogging everyday with his teammate\_ Karl.  
☐ Comma needed      ☐ No punctuation necessary
8. Tom\_ my hamster\_ has been at the vet's.  
☐ Commas needed      ☐ No punctuation necessary
9. St. Joseph\_ the husband of Mary\_ was a carpenter.  
☐ Commas needed      ☐ No punctuation necessary
10. Among his twelve sons, Jacob preferred his son\_ Joseph.  
☐ Comma needed      ☐ No punctuation necessary



An interactive version  
of this quiz is available on  
**SetonOnline**



**Workbook Exercise:** Complete the exercise on 138. ☐



**Reading:** Read page 139. ☐

**Notes:** A gerund looks exactly the same as a present participle. Compare:

- a. I like swimming (gerund).
- b. I was swimming (present participle).
- c. Swimming quickly, Michael Phelps overtook his competitors (present participle)
- d. The swimming lesson ended early (present participle).

You can tell the difference by considering what the word is doing in the sentence.





**A gerund acts as a noun. You know that a word is a gerund if it is:**

1. The subject of a sentence
2. The direct object of a sentence
3. The indirect object of a sentence
4. The object of a preposition

**A present participle takes on one of two different functions. It could:**

1. Appear with the helping verb “to be” as part of a verb phrase (example b above).
2. Appear as an adjective:
  - a. In a *phrase* describing a noun (example c above – “swimming quickly” describes Michael Phelps).
  - b. By itself, immediately before a noun (example d above – “swimming” describes the lesson).

**Based on these facts, you can use the following rule to determine if you are dealing with a participle or a gerund:**

A verb form ending in *-ing* is a gerund *unless...*

1. It appears immediately after a form of “to be”.
2. It describes a noun.



Jesus, Mary, and St. Joseph in the Carpenter's Shop

# FUNDAMENTALS OF GRAMMAR

## ENG120\_18A

This Course Manual is the property of Seton Home Study School and must be returned to Seton when the course has been completed.

We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:  
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