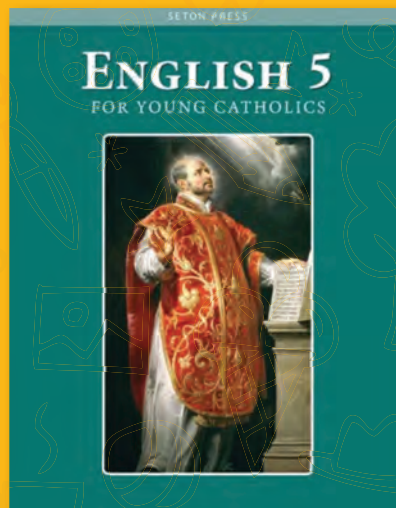




# ENGLISH 5

## COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS



## ENGLISH 5 LESSON PLAN

## Week One

## Parent:

Before beginning the lessons, spend some time with your child looking through the *English 5 for Young Catholics* textbook. Read the cover, the title page, and the back of the title page. Ask your child: “What is the title of the textbook? Who is the publisher? What is the place of publication? What is the date of publication?” Now read the Table of Contents and the Preface together. Then skim through the book to see the kinds of exercises and the general layout of the book. Look at the brief outline at the beginning of each chapter. Notice the diagramming exercises and helps on numerous pages. Skim through the Appendix and the Index in the back of the book.

Next, look through this English 5 lesson plan to see how the lessons are presented. Notice that this lesson plan assigns lessons and exercises from *English 5 for Young Catholics*, as well as from the Composition Handbook, which is located at the end of the lesson plan. The grammar lessons contain definitions, explanations, examples, exercises, and diagrams. The Composition Handbook contains information and assignments mainly about writing paragraphs.

Be sure your child learns each lesson before proceeding to the next lesson.

## Day 1

## Parent:

Because Grammar is a study in logical thinking, the *English 5 for Young Catholics* workbook-text is especially important for students to develop their thinking process. Throughout this course, please help your child to understand each lesson in the textbook, as well as the directions to the textbook exercises.

**NOTE:** Each chapter begins with an outline. In the first eight chapters, this is followed by an introduction chart, which gives a visual overview of the chapter (or, in some cases, part of the chapter). Take the time to study these chapter outlines and introduction charts with your child. Read these together when your child begins each chapter.

You can check off work as you complete it!



**English 5 for Young Catholics:** Read the outline and introduction chart on pp. 1-2 for **Chapter 1: Nouns**.



**English 5 for Young Catholics:** Read together Lesson 1: Noun: Definition on p. 3. Study the examples. Highlight anything you will need to study later on, when you review for the test. Do Exercise 1A. The parent (or the student) should check the student’s answers to the exercises in the answer key (located near the end of this Course Manual). Follow this procedure for each lesson.

## Day 2



**English 5 for Young Catholics:** Review Lesson 1: Review the definition of a noun. Do Exercises 1B through 1E.

## Day 3



**English 5 for Young Catholics:** Read Lesson 2: Types of Nouns: Proper and Common. Study the examples. Do Exercises 2A through 2D.

## ENGLISH 5 LESSON PLAN

## Day 4



**English 5 for Young Catholics:** Read Lesson 3: Qualities of Nouns: Person. Study the examples. Do Exercise 3A. Read, study examples for second person, then do Exercise 3B. Read, study examples for third person, then do Exercise 3C.

## Day 5



**English 5 for Young Catholics:** Review Lesson 3, do Exercises 3D and 3E.

## Week Two

## Day 1



**English 5 for Young Catholics:** Review definitions from Lessons 1, 2, and 3. Study Lesson 4: Qualities of Nouns: Number. Study Rules for Forming the Plural of Nouns: Rules 1, 2, 3a, and 3b. Do Exercise 4A.

## Day 2



**English 5 for Young Catholics:** Continue Lesson 4. Study Rules 4a, 4b, 5, 6, and 7. Do Exercises 4B and 4C.

## Day 3



**English 5 for Young Catholics:** Read Lesson 5: Qualities of Nouns: Gender. Do Exercises 5A and 5B.

## Day 4



**Composition Handbook:** Read Class 1, Steps for Writing a Good Paragraph. (**NOTE:** The Composition Handbook is located at the end of this lesson plan.) In your own composition notebook, write the Eight Steps for Writing a Good Paragraph.

## Day 5



**Video:** Video tutorials about Paragraph Writing are available on MySeton. Go to MySeton, click on Video Tutorials, and scroll down to Elementary English. Watch **English 4, Steps for Writing a Paragraph**. In this course, follow the eight steps for Writing a Paragraph.

**ENGLISH 5 LESSON PLAN****HOW TO USE EMAIL CORRECTLY**

This lesson is about the correct way to use **formal email**.

Here is an example of an email message:

Address Line To cmj@setonhome.ed

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Subject Line April 2017 newsletter

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Email message

Dear Mrs. Jones,

Please send me the newsletter for April 2017. You may send it to this email address.

Thank you,  
John Miller

**STEP 1. CHOOSE A SUBJECT LINE.**

The subject line states the purpose of the email.

The subject line is important. It lets the person who receives the email know what the email is about. The subject line should be short but clearly state the purpose of the email.

Look at the sample email to Mrs. Jones. Locate the word *Subject*. The blank space to the right is where you type the words of your subject line: April 2017 newsletter.

*Example* You need a replacement copy of the English 5 test for the chapter about nouns. These are some of the subject lines that you might consider.

<u>Subject line</u>	<u>Problem with subject line</u>
Help	No information
Test problem	Not enough information
English test	Not enough information
noun test	Not enough information
English 5	Not enough information
English 5 noun test	Better, but needs more information
English 5 noun test replacement	<b>Good subject line for email, no problem</b>

Notice that the subject line is typed in uppercase and lowercase letters, not all uppercase (capital) letters. The subject line is not a complete sentence.

## ENGLISH 5 LESSON PLAN

### STEP 2. THINK ABOUT THE GUIDELINES FOR WRITING A GOOD EMAIL MESSAGE:

- **Style of type:** Use Times New Roman, Arial, or Calibri. The email must be easy to read.
- **Size of type:** Use 11 or 12 point type.
- **Color of font:** Use black font in the email.
- **Capital letters:** Use capital letters when the word should be capitalized. Do not use all capital letters, such as HELP; some readers will think you are shouting.
- **Abbreviations** Do not use abbreviations that are used in text messaging, such as U for *you* or PLZ for *please*. Spell out words so you can be sure that the person reading your email can understand what you want to say.
- **Slang:** Do not use slang in an email. An example of slang is the word *cram*, which means to study very hard before a test because you are behind in your studies.
- **Anger:** Do not express anger in your email today that you might regret tomorrow. Wait for a day when you are not angry, and then write the email. If you are still angry, telephone the person and discuss the problem, do not express your anger in an email.
- **Humor:** It is wise to avoid putting humor in an email. Since the person reading the email cannot see you or hear your voice, he might misunderstand your humor as sarcasm.
- **Emoticons:** Do not use emoticons in an email. Emoticons are smiley faces, frowns, etc.
- **Punctuation:** Use punctuation when punctuation should be used correctly in a sentence. Do not repeat punctuation marks, such as What is the cost????? or Thank you!!!

## Class 21. Netiquette (continued) (Week Twenty-Three, Day 5)

**Step 1. Choose a subject line.**

**Step 2. Think about the guidelines for writing a good email message.**

**Step 3. Plan what you want to say.**

An email should be short and clearly state your message. Do not put anything in an email message that you would not want the whole world to read. Email messages can easily be forwarded to others. Furthermore, email is not secure; someone could get into (hack) your email and obtain personal information.

Look back at the sample email in Class 20. Locate the space marked *Email message*. This space is where you type the message of your email.

### GREETING (SALUTATION)

Begin an email with a greeting (salutation).

Examples:

Dear Sir,	[If you do not know the person's name]
Dear Elementary Counselor,	[If you do not know the counselor's name]
Dear Mrs. Smith,	[If you know the counselor's name]

**ENGLISH 5 LESSON PLAN****OPENING SENTENCE**

The opening sentence should state what you need. Be polite, and use *please*. Include information such as the title of the course, the title of the book, the name of the test, the exercise number, and/or the problem number. With complete information, if Mrs. Smith cannot provide what you need, she will then know who at Seton can help you.

*Example:*

Dear Mrs. Smith,

Please send me a replacement for English 5, the end-of-chapter Noun Test for the book *English 5 for Young Catholics*.

**OTHER INFORMATION**

Using complete sentences, give any other information that is needed.

*Example:*

Dear Mrs. Smith,,

Please send me a replacement for English 5, the end-of-chapter Noun Test for the book *English 5 for Young Catholics*. You may send the test to this email address.

Each email should be about one subject/topic. If you need additional help, tests for other subjects, or other books, write a new email for each need.

Do not send three separate emails at the same time. When you receive a reply from the first email, then send the second email stating what you need, and wait for a reply before you send the third email.

**CLOSING**

The closing for an email should be simple.

*Examples:*

Sincerely,

Thank you,

**SIGNATURE BLOCK**

After the email is written, you need to type both your first and last names on the left side of the email. Below your name, type your grade level, and your student identification number.

*Example:*

Dear Mrs. Smith,

Please send me a replacement for English 5, the end-of-chapter Noun Test for the book *English 5 for Young Catholics*. You may send the test to this email address.

Thank you,

Martin Grant  
Grade 5  
ID# 993257.01

**ENGLISH 5 LESSON PLAN**

An email to a Seton counselor should include your first and last names and your student identification number. If a counselor needs to speak to you or your parent on the telephone, he or she will look up your family on Seton's database that has your mailing address and a telephone number. (If your family has a new address or phone number, your parent should call Seton and provide the new information.)

Do not provide personal information in an email, such as age, phone number, address, or social security number. Ask your parent before you write any information in an email.

**STEP 4. PROOFREAD THE EMAIL.**

Check the spelling, grammar, and punctuation in the email.

Check that the spelling of your name and your identification number are correct.

When the email has been proofread, you can move to Step 5.

**STEP 5. TYPE THE EMAIL ADDRESS.**

Now it is time to type the email address of the person who will receive the email. It is important to wait until after the email is written and proofread before you type the address. This prevents accidentally sending the email before it is completed and correctly written.

Look back at the sample email in Class 20. Locate the word *To*. The blank space to the right is where you type the email address.

When you type the address, it must be typed exactly as presented on a website or in a booklet. If it is not exact, the person will not receive the email.

If your family's computer has a list of contacts, an address for Seton counselors may be in the contacts. Check to make sure that the email address is for the person you want to contact and not another person in the list of contacts with a similar name.

**STEP 6. SEND THE EMAIL.**

Send the email and wait for a reply. Do not be impatient.