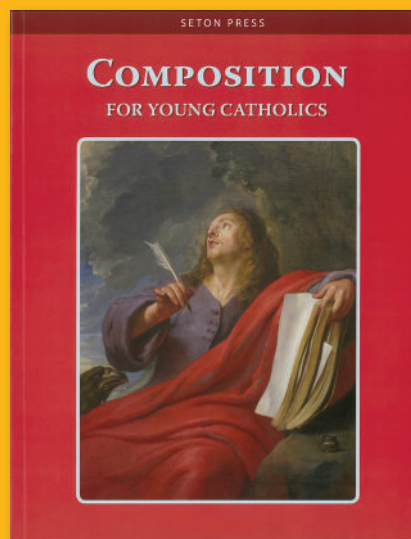
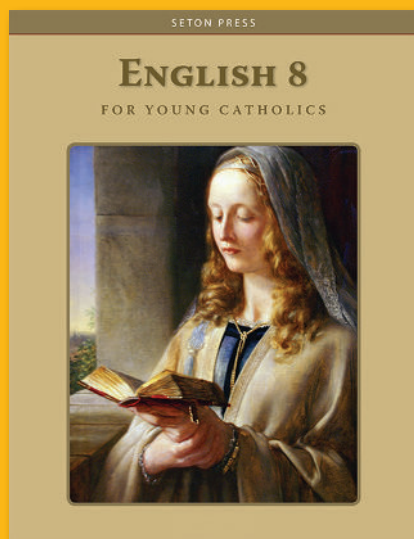




# ENGLISH 8

## COURSE MANUAL



LESSON PLANS - ANSWER KEYS - TESTS - QUARTER REPORT FORMS

# TABLE OF CONTENTS

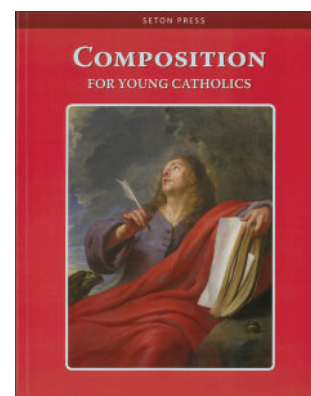
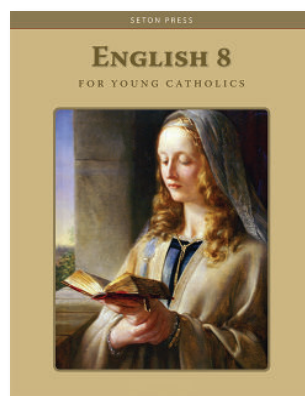
<b>I. Introduction</b> .....	3
<b>II. Lesson Plan:</b>	
A. First Quarter .....	5
B. Second Quarter .....	29
C. Third Quarter .....	50
D. Fourth Quarter .....	63

**Answer keys, tests, and Quarter Report Forms are located at the end of this Course Manual.**

## Course Materials

*English 8 for Young Catholics*

*Composition for Young Catholics*



*Ascension of Christ, Gebhard Fugel*



**FIRST QUARTER**



## ENGLISH 8 LESSON PLAN

## Parent:

Please give your child the following assignments.

## Week One

Pray daily to your guardian angel to help you with the assignments in the *English 8 for Young Catholics* text-workbook.

Do about five sentences in each exercise, and then check the answer key to make sure you are understanding the lesson. If the first five are correct, do the rest of the exercise. If the first five are incorrect, restudy the concept, redo the first five, and then do the next five. After doing this, check the answer key again.

We encourage you to have a notebook because writing out the concept or the rule helps to remember it. Facts are remembered more easily if more senses are used: hearing, seeing, and feeling or writing.



Preliminary Practice Exercises and Diagramming Video Tutorials are available online. Log on to your MySeton page, click on Courses, scroll down to English 8, then click on the icon for viewing resources. Then, to access the Preliminary Practice Exercises, just scroll down and click on Preliminary Practice Exercises. To access the Diagramming Video Tutorials, click on the large button near the top of the page, then scroll down to Elementary, Basic, or Intermediate, and click on the tutorial you wish to view. These tutorials provide additional help on how to teach or learn diagramming.

## Day 1

## CHAPTER 1: NOUNS

You can check off work  
as you complete it!



**English 8 for Young Catholics:** Read the front cover and back cover of the text-workbook, the title page, the back of the title page, the dedication, the table of contents, and the introduction. Read the Reference section on pp. 171-180. Review the outline for Chapter One on p. 3. ☐

## LESSON 1. TYPES OF NOUNS: PROPER NOUNS AND COMMON NOUNS



**English 8 for Young Catholics:** Read and study the explanation. What is a noun? Define proper noun and common noun. Give some examples of each. Write the definitions in your notebook; memorize the definitions. ☐



**English 8 for Young Catholics:** Do Exercise 1. ☐

This has been said before:

**It is important to do a few sentences in an exercise, and then check the answer key. If your answers are correct, then continue the exercise. If they are not correct, go back and review the lesson and redo the sentences.**

Note that some proper nouns have more than one word, such as “Blessed Trinity,” or “Holy Cross Church.”

# ENGLISH 8 LESSON PLAN

## LESSON 2. KINDS OF PROPER AND COMMON NOUNS: COLLECTIVE NOUNS



**English 8 for Young Catholics:** Read and study the explanation. What is a *collective noun*? Give an example of a collective noun. Write the definition in your notebook. Memorize the definition.

☐


**English 8 for Young Catholics:** Do Exercise 2.

☐

### Day 2

## LESSON 3. KINDS OF PROPER AND COMMON NOUNS: ABSTRACT AND CONCRETE NOUNS



**English 8 for Young Catholics:** Read and study the explanations. An *abstract noun* names a thing that is a quality or condition. In contrast, a *concrete noun* names a person, place, or thing that exists in a material or physical form. Write the definitions in your notebook. Memorize the definitions.

☐


**English 8 for Young Catholics:** Do Exercise 3.

☐

### Day 3



**Review** previous lessons.

☐

## LESSON 4. QUALITIES OF NOUNS: PERSON



**English 8 for Young Catholics:** Read and study the explanation. What is meant by the person of a noun? What is the difference between *first*, *second*, and *third* person of nouns? Write this in your notebook. Memorize the definition of each person.

☐


**English 8 for Young Catholics:** Do Exercise 4. Notice the nouns to identify are in italics.

☐

### Day 4

## LESSON 5. QUALITIES OF NOUNS: NUMBER



**English 8 for Young Catholics:** Read and study the meaning of *number*, and the rules for forming plurals.

☐

What is meant by the *number* of a noun? Write the definition in your notebook. Be sure you understand that number means singular or plural. Most students can identify singular and plural, but some students forget how to form the plural of unusual words. Study and highlight the rules that you have trouble remembering.



**English 8 for Young Catholics:** Do Exercises 5A and 5B.

☐



## ENGLISH 8 LESSON PLAN

## Day 5

Review previous lessons. ☐

## LESSON 6. QUALITIES OF NOUNS: GENDER



**English 8 for Young Catholics:** Read and study the explanation. Write the definition of gender in your notebook. Be sure you are able to spell the words *masculine*, *feminine*, and *neuter*. Name and define the three genders of a noun. ☐

**NOTE ABOUT NOUN GENDER:** The gender of a noun helps you to choose the correct pronoun when referring to the noun. However, for some nouns (such as **senator** and **employer** in the examples below), it might not be clear whether the noun is referring to a male or a female. When in doubt, consider the noun to be *masculine*, and thus use masculine pronouns when referring to this noun:

Before a senator votes for a bill, he should read it carefully.

When someone is an employer, he must treat everyone fairly.

Some authors use “he or she” rather than only “he” in such cases:

Before a senator votes for a bill, he or she should read it carefully.

When someone is an employer, he or she must treat everyone fairly.



**English 8 for Young Catholics:** Do Exercise 6. ☐



Remember, Preliminary Practice Exercises for each grammar lesson are available from your MySeton page. These exercises provide additional practice for enrolled students.

## Week Two

## Day 1

## LESSON 7. QUALITIES OF NOUNS: CASE



**English 8 for Young Catholics:** Read and study the explanations on p. 12. Each of the *cases*, nominative, possessive, and objective, will be studied in greater detail in the lessons that follow. This is an overview of case. What is meant by the *case* of a noun? What are the three cases a noun may have? Write the three cases in your notebook. ☐

*The Immaculate Conception, Bartolomé Esteban Perez Murillo*



**SECOND QUARTER**



## ENGLISH 8 LESSON PLAN

## Week Ten



Remember, Diagramming Video Tutorials and Preliminary Practice Exercises are available from your MySeton page.

## Day 1



**Review** the lessons on verbs. ☐

## LESSON 50. QUALITIES OF VERBS: TENSE: SIMPLE TENSES



**English 8 for Young Catholics:** Read and study the explanations. The *tense* of a predicate or verb tells the *time* of the action, being, or state of being that is expressed. The simple tenses are the *present*, *past*, and *future*. Write the definitions. ☐



**English 8 for Young Catholics:** Do Exercises 50A, 50B, and 50C. ☐

## Day 2



**Review** the lessons on verbs. ☐

## LESSON 51. QUALITIES OF VERBS: TENSE: PERFECT TENSES



**English 8 for Young Catholics:** Study the explanations. The perfect tenses are the *present perfect*, *past perfect*, and *future perfect*. ☐

1. To form the *present perfect tense*, use the helping verb *have* or *has* with the *past participle*.
2. To form the *past perfect tense*, use the helping verb *had* with the *past participle*.
3. To form the *future perfect tense*, use the helping verb *will have* with the *past participle*.



**English 8 for Young Catholics:** Do Exercises 51A, 51B, and 51C. ☐

## Day 3



**Review** the lessons on verbs. ☐

## LESSON 52. QUALITIES OF VERBS: MOOD



**English 8 for Young Catholics:** Read and study the explanations. ☐

# ENGLISH 8 LESSON PLAN

*Mood* is the quality of a verb that tells the *manner* in which the action, being, or state of being is expressed. The two verb moods that we will cover this year are the *indicative* and the *imperative*. The *indicative mood* states a fact, denies a fact, or asks a question. The *imperative mood* gives a command or makes a request. Write these definitions in your notebook. Study the three special forms of the indicative mood: *progressive*, *emphatic*, and *potential*.

## LESSON 53. THE INDICATIVE MOOD



**English 8 for Young Catholics:** Read and study the explanations. In what tenses and voices may the indicative mood be used? ☐



**English 8 for Young Catholics:** Do Exercise 53. ☐

### Day 4



**Review** the lessons on verbs. ☐

## LESSON 54. THE INDICATIVE MOOD: EMPHATIC, POTENTIAL, AND PROGRESSIVE



**English 8 for Young Catholics:** Read and study the chart, explanations, and diagrams. In your notebook, write the helping verbs that are used with the *emphatic* form, the *potential* form, and the *progressive* form of the indicative mood. ☐



**English 8 for Young Catholics:** Do Exercise 54. If you need to review the active and passive voices, read Lesson 49 again. ☐

### Day 5



**Review** the lessons on verbs. ☐

## LESSON 55. THE IMPERATIVE MOOD



**English 8 for Young Catholics:** Read and study the explanations and the diagrams. In what tense may the imperative mood be used? ☐



**English 8 for Young Catholics:** Do Exercise 55. ☐

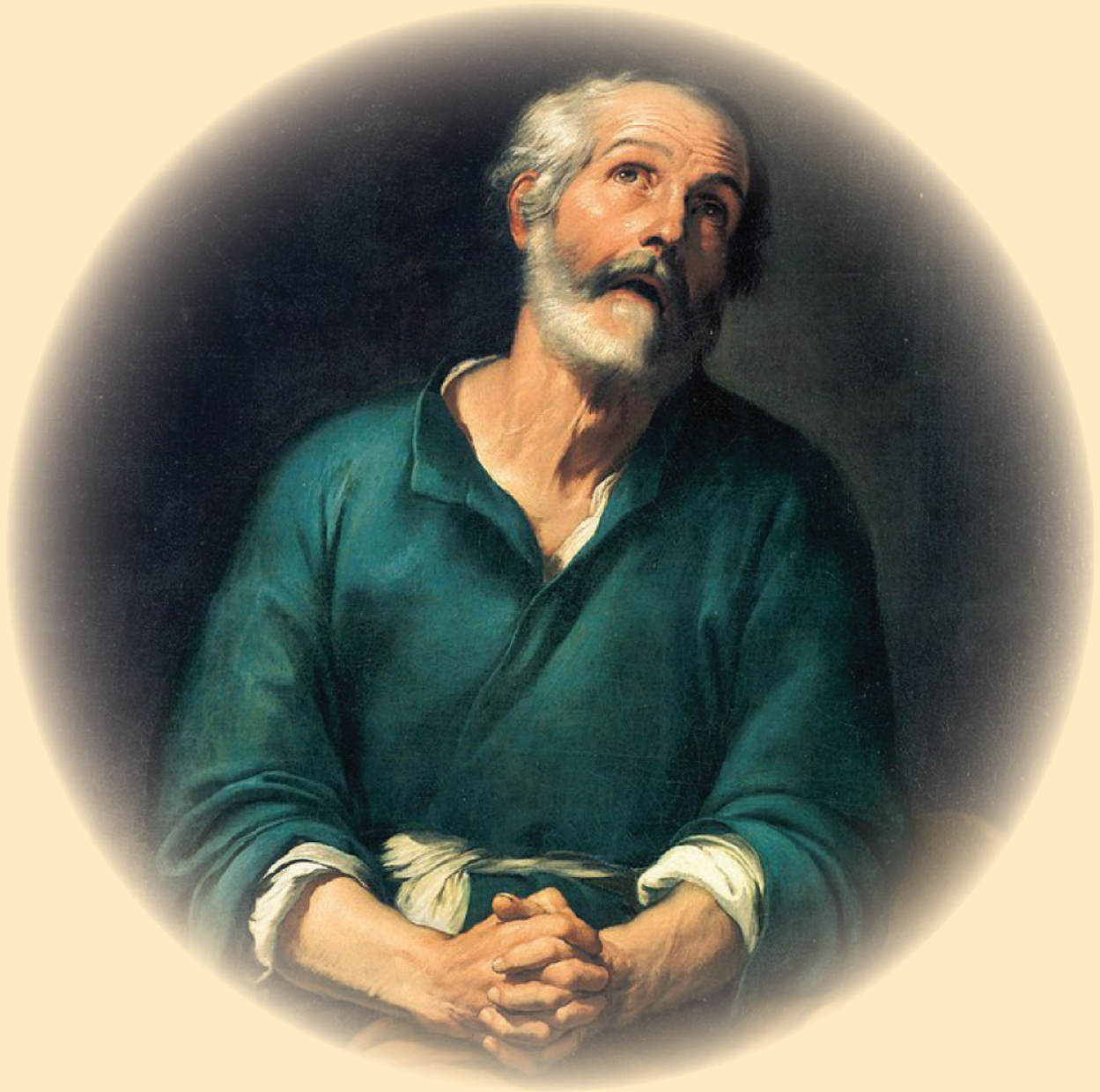
## Week Eleven

### Day 1



**Review** the lessons on verbs. ☐

St. Peter in Tears, Bartolome Esteban Murillo



FOURTH QUARTER



## ENGLISH 8 LESSON PLAN

## Week Twenty-Eight

The Fourth Quarter of English 8 is designed to continue your development in English composition. Now that you have completed the First, Second, and Third Quarters, you are ready to begin learning how to write a research report. Through definitions, explanations, illustrations, and drills, you will be taken step by step through the research report writing process.

The process of writing a research report is broken into chapter parts:

- Planning and Researching
- The Thesis Statement
- Making Source Cards
- Understanding Plagiarism
- Note-Taking
- The Outline
- The Introduction
- The First Draft
- Citing Your Sources: Footnotes and Bibliography
- Finishing Your Research Report
- Editing the Research Report
- The Finished Product

You will enter Ninth Grade with the information, skills, and practice necessary to write a research report.

**Parent:**

At the end of this quarter, you may submit a grade to Seton for your child's work on the *Composition for Young Catholics* exercises. This grade should be the average of your child's grades on the exercises in each chapter assigned during this quarter. You may either record this grade in Section A of the Fourth Quarter Report Form and send it to Seton at the end of the quarter or submit this grade online from your MySeton page.

**Day 1****CHAPTER 9: PLANNING  
AND RESEARCHING**

**Composition for Young Catholics:** Read and study "Research Report: Getting Started" on p. 77.

☐

**Composition for Young Catholics:** Do Exercise 1 on p. 78.

☐

# ENGLISH 8 LESSON PLAN

## Day 2



**Composition for Young Catholics:** Read and study “Choosing a Topic” on pp. 78-79, and follow the directions to help you select the topic for your research report.

☐

## Day 3



**Composition for Young Catholics:** Read and study “Prewriting” on p. 80.

☐


**Composition for Young Catholics:** Do Exercise 2 on p. 81.

☐

## Days 4–5



**Composition for Young Catholics:** Read and study about “freewriting” on pp. 82-83; carefully study the examples provided. Do Exercise 3 on p. 83. Read and study “Your Topic” on p. 83. Then select a topic of your own choosing or one from the list given on p. 83. This is the topic for your research report, which you will complete in Week Thirty-Six. You will be using the topic you choose to do the exercises in this book. Select a topic that interests you—one about which you would enjoy writing. Use p. 84 to write down your topic ideas.

☐

**NOTE:** Before moving on, be sure to have chosen a topic. This topic will be referred to as “**your topic**” throughout the quarter.

## Week Twenty-Nine

Now that you have chosen the topic for your research report, you should spend some time this week finding sources related to your topic and choosing the specific aspect of the topic that your research report will focus on. Go to the library; look for encyclopedia articles and magazines about your topic. Check out a few different books about your topic. With your parent’s permission and supervision, look up your topic on the Internet. For now, you are simply gathering sources; do not spend too much time reading until later, when you learn how to take notes. If you happen to find something that will be particularly useful when you write your report, jot down information about the source (and the page numbers, if applicable) in a notebook, so that you can locate it later.

As you learn about thesis statements, begin thinking about a possible thesis statement for your research report. On Day 5 of this week, you will create a thesis statement for your report.



## ENGLISH 8 LESSON PLAN

## Day 1

## CHAPTER 10: THE THESIS STATEMENT



**Composition for Young Catholics:** Read and study “Conducting Some Preliminary Research” on p. 85. Once you have determined your specific aspect, write it on the line provided on p. 85.

☐

## Day 2



**Composition for Young Catholics:** Read and study “Forming the Main Idea” on pp. 86-87.

☐

**Composition for Young Catholics:** Do Exercise 1 on p. 87. After completing this exercise, write your specific aspect and your main idea on the lines provided on p. 88.

☐

## Day 3



**Composition for Young Catholics:** Read and study “Determining the Three Major Ideas” on p. 88 and follow the directions provided.

☐

## Day 4



**Composition for Young Catholics:** Read and study “Forming a Thesis Statement” on pp. 89-91.

☐

**Composition for Young Catholics:** Do Exercises 2 and 3 on pp. 91-92.

☐

## Day 5



**Composition for Young Catholics:** Read and study “Writing Your Thesis Statement” on pp. 92-93. Write your main idea and your three major ideas on the lines provided.

☐

**Composition for Young Catholics:** Using what you have learned in Chapter 10, **create a working thesis statement for your research report** by following the directions given. Write your working thesis statement on the lines provided on p. 93. A thesis statement is *extremely* important, as it will act as the central and controlling element in all your essay and research report writing. In high school, you will use thesis statements in your history and science classes, as well as for book reports or analyses.

☐