

SHURLEY ENGLISH

HOMESCHOOLING



Level **5**

STUDENT
WORKBOOK

By Brenda Shurley

SHURLEY ENGLISH

HOMESCHOOL MADE EASY

LEVEL 5

Student Book

**By
Brenda Shurley**

11-19

Shurley English Homeschooling

Level 5 Student Workbook

ISBN 978-1-58561-033-4



Copyright © 2001 by Shurley Instructional Materials, Inc.

No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, without written permission from the Publisher.

Printed in the United States of America by LSC Communications, Owensville, MO.

For additional information or to place an order, write to: Shurley Instructional Materials, Inc.

366 SIM Drive

Cabot, AR 72023

1 2 3 4 5 6 7 8 9 10 11 12 13 19 18 16 15 14 13 11 09 08 06 05 03 01

JINGLE

SECTION

Jingle Section

Jingle 1: Noun Jingle

Yo! Ho! It's the NOUN we know!
A noun names a person;
A noun names a place;
A noun names a person, place, or thing,
And sometimes an idea!
Person, Place, Thing, Idea.

Finding nouns is a game.
Listen now to the nouns we name:
Head, shoulders, knees, and toes,
Girls, boys, shoes, and clothes.

Yo! Ho! It's the NOUN we know!
Yo! Ho! It's the NOUN we know!
Person, Place, Thing, Idea.
Person, Place, Thing, Idea.
Now, it's time to say Yo! Whoa!

Jingle 2: Verb Jingle

A verb, a verb. What is a verb?
Haven't you heard?
There are two kinds of verbs:
The action verb and the linking verb.

The action verb shows a state of action,
Like **stand** and **sit** and **smile**.
The action verb is always doing
Because it tells what the subject does.
We **stand**! We **sit**! We **smile**!

The linking verb is a state of being,
Like **am**, **is**, **are**, **was**, and **were**,
Look, **become**, **grows**, and **feels**.
A linking verb shows no action
Because it tells what the subject is.
He is a clown. He looks funny.

Jingle 3: Sentence Jingle

A sentence, sentence, sentence
Is complete, complete, complete
When 5 simple rules
It meets, meets, meets.

It has a subject, subject, subject
And a verb, verb, verb.
It makes sense, sense, sense
With every word, word, word.

Add a capital letter, letter
And an end mark, mark.
Now, we're finished, and aren't we smart!
Now, our sentence has all its parts!

REMEMBER
Subject, Verb, Com-plete sense,
Capital letter, and an end mark, too.
That's what a sentence is all about!

Jingle 4: Adverb Jingle

An adverb modifies a verb, adjective, or another adverb.
An adverb asks *How? When? Where?*
To find an adverb: **Go, Ask, Get**.
Where do I **go**? To a verb, adjective, or another adverb.
What do I **ask**? How? When? Where?
What do I **get**? An ADVERB! (Clap) That's what!

Jingle 5: Adjective Jingle

An adjective modifies a noun or pronoun.
An adjective asks *What kind? Which one? How many?*
To find an adjective: **Go, Ask, Get**.
Where do I **go**? To a noun or pronoun.
What do I **ask**? What kind? Which one? How many?
What do I **get**? An ADJECTIVE! (Clap) That's what!

Jingle Section

Jingle 6: Article Adjective Jingle

We are the article adjectives,
 Teeny, tiny adjectives:
A, AN, THE - A, AN, THE.

We are called article adjectives and noun markers;
 We are memorized and used every day.
 So, if you spot us, you can mark us
 With the label A.

We are the article adjectives,
 Teeny, tiny adjectives:
A, AN, THE - A, AN, THE.

Jingle 7: The Preposition Jingle

A PREP PREP PREPOSITION
 Is a special group of words
 That connects a
 NOUN, NOUN, NOUN
 Or a PRO, PRO, PRONOUN
 To the rest of the sentence.

Jingle 8: Object of the Prep Jingle

Dum De Dum Dum!
 An O-P is a N-O-U-N or a P-R-O
 After the P-R-E-P
 In a S-E-N-T-E-N-C-E.
 Dum De Dum Dum - DONE!!

Jingle 9: Preposition Flow Jingle

- | | | |
|---|--|---|
| <p>1. Preposition, Preposition Starting with an A.
 (Fast)
 aboard, about, above,
 across, after, against,
 (Slow)
 along, among, around, at.</p> | <p>2. Preposition, Preposition Starting with a B.
 (Fast)
 before, behind, below,
 beneath, beside, between,
 (Slow)
 beyond, but, by.</p> | <p>3. Preposition, Preposition Starting with a D.
 down (slow & long),
 during (snappy).</p> |
| <p>4. Preposition, Preposition Don't go away. Go to the middle And see what we say. E-F-I and L-N-O
 except, for, from,
 in, inside, into,
 like,
 near, of, off,
 on, out, outside, over.</p> | <p>5. Preposition, Preposition Almost through. Start with P and end with W.
 past, since, through,
 throughout, to, toward,
 under, underneath,
 until, up, upon,
 with, within, without.</p> | <p>6. Preposition, Preposition Easy as can be. We're all finished, And aren't you pleased? We've just recited All 49 of these.</p> |

Jingle 10: Pronoun Jingle

These little pronouns,
 Hanging around,
 Take the place of all the nouns.
 With a smile and a nod
 And a twinkle of the eye,
 Give those pronouns
 a big high-five! Yea!

Jingle 11: Subject Pronoun Jingle

There are seven subject pronouns
 That are easy as can be:
 I and we, (clap twice)
 He and she, (clap twice)
 It and they and you. (clap three)

Jingle Section

Jingle 12: Possessive Pronoun Jingle

There are seven possessive pronouns
That are easy as can be:
My and our, (clap twice)
His and her, (clap twice)
Its and their and your. (clap twice)

Jingle 13: Object Pronoun Jingle

There are seven object pronouns
That are easy as can be:
Me and us, (clap twice)
Him and her, (clap twice)
It and them and you. (clap three)

Jingle 14: The 23 Helping Verbs of the Mean, Lean Verb Machine Jingle

These 23 helping verbs will be on my test.
I gotta remember them so I can do my best.
I'll start out with 8 and finish with 15;
Just call me the mean, lean verb machine.

There are 8 **be** verbs that are easy as can be:
am, is, are – was and were,
am, is, are – was and were,
am, is, are – was and were,
be, being, and been.

All together now, the 8 **be** verbs:
am, is, are – was and were – be, being, and been,
am, is, are – was and were – be, being, and been.

There're 23 helping verbs, and I've recited only 8.
That leaves fifteen more that I must relate:
has, have, and had – do, does, and did,
has, have, and had – do, does, and did,
might, must, may – might, must, may.

Knowing these verbs will save my grade:
can and could – would and should,
can and could – would and should,
shall and will,
shall and will.

In record time, I did this drill.
I'm the mean, lean verb machine – STILL!

Jingle 15: Eight Parts of Speech Jingle

Want to know how to write?
Use the eight parts of speech - They're dynamite!

Nouns, Verbs, and Pronouns - They rule!
They're called the **NVP's**, and they're really cool!
The **Double A's** are on the move;
Adjectives and Adverbs help you groove!
Next come the **PIC's**, and then we're done!
The **PIC's** are **P**reposition, **I**nterjection, and **C**onjunction!

All together now, the eight parts of speech, abbreviations please:
NVP, AA, PIC NVP, AA, PIC!

Jingle 16: Direct Object Jingle

1. A direct object is a noun or pronoun.
2. A direct object completes the meaning of the sentence.
3. A direct object is located after the verb-transitive.
4. To find the direct object, ask **WHAT** or **WHOM** after your verb.

Jingle Section

Jingle 17: Indirect Object Jingle

1. An indirect object is a noun or pronoun.
2. An indirect object receives what the direct object names.
3. An indirect object is located between the verb-transitive and the direct object.
4. To find the indirect object, ask TO WHOM or FOR WHOM after the direct object.

Jingle 18: Predicate Noun Jingle

1. A predicate noun is a noun or a pronoun.
2. A predicate noun means the same thing as the subject word.
3. A predicate noun is located after a linking verb.
4. To find the predicate noun, ask WHAT or WHO after the verb.

Jingle 19: Another Predicate Noun Jingle

Listen, my comrades, and you shall hear
 About predicate nouns from far and near.
 No one knows the time or year
 When the predicate nouns will appear.
 Listen now to all the facts,
 So you will know when the **Pred's** are back!

Dum De Dum Dum!

A predicate noun is a special noun in the predicate
 That means the same thing as the subject word.

To find a predicate noun, ask *what* or *who*
 After a linking verb.

Notes

REFERENCE

SECTION

Vocabulary Reference

Chapter 16, Vocabulary Words #1	Chapter 16, Vocabulary Words #2
(flippant, polite, camouflage, conceal)	(exquisite, gauche, scrutinize, examine)

Chapter 17, Vocabulary Words #1	Chapter 17, Vocabulary Words #2
(diligent, negligent, contemplate, ponder)	(delusion, reality, enunciation, pronounce)

Chapter 18, Vocabulary Words #1	Chapter 18, Vocabulary Words #2
(deception, candor, forfeit, relinquish)	(vanquish, escape, solitary, alone)

Chapter 19, Vocabulary Words #1	Chapter 19, Vocabulary Words #2
(contemptible, admirable, adversity, misfortune)	(conceited, humble, creditor, lender)

Chapter 20, Vocabulary Words #1	Chapter 20, Vocabulary Words #2
(component, whole, expense, disbursement)	(candid, sly, mandatory, required)

Chapter 21, Vocabulary Words #1	Chapter 21, Vocabulary Words #2
(brusque, diplomatic, amateur, beginner)	(superficial, genuine, aggressive, hostile)

Chapter 22, Vocabulary Words #1	Chapter 22, Vocabulary Words #2
(summit, base, attire, apparel)	(repeal, pass, chaperon, escort)

Chapter 23, Vocabulary Words #1	Chapter 23, Vocabulary Words #2
(reconcile, sever, reimburse, refund)	(provoke, pacify, reputable, honest)

Chapter 24, Vocabulary Words #1	Chapter 24, Vocabulary Words #2
(noble, paltry, repulsive, vile)	(notorious, reputed, solitary, alone)

Reference 1: Beginning Setup Plan for Homeschool

You should use this plan to keep things in order!

1. Have separate color-coded pocket folders for each subject.
2. Put unfinished work in the right-hand side and finished work in the left-hand side of each subject folder.
3. Put notes to study, graded tests, and study guides in the brads so you will have them to study for scheduled tests.
4. Have a paper folder to store extra clean sheets of paper. Keep it full at all times.
5. Have an assignment folder to be reviewed every day.

Things to keep in your assignment folder:

- A. Keep a monthly calendar of assignments, test dates, report-due dates, project-due dates, extra activities, dates and times, review dates, etc.
 - B. Keep a grade sheet to record the grades received in each subject. *(You might also consider keeping your grades on the inside cover of each subject folder. However you keep your grades, just remember to keep up with them accurately. Your grades are your business, so keep up with them! Grades help you know which areas need attention.)*
 - C. Make a list every day of the things you want to do so you can keep track of what you finish and what you do not finish. Move the unfinished items to your new list the next day. *(Yes, making this list takes time, but it's your road map to success. You will always know at a glance what you set out to accomplish and what still needs to be done.)*
6. Keep all necessary school supplies in a handy, heavy-duty Ziploc bag or a pencil bag.

Reference 2: Synonyms, Antonyms, and Six-Step Vocabulary Plan**Part 1: Synonyms and Antonyms**

Definitions: Synonyms are words that have similar or almost the same meanings.
Antonyms are words that have opposite meanings.

Directions: Identify each pair of words as synonyms or antonyms by putting parentheses () around **syn** or **ant**.

1. brisk, swift (syn) ant

2. dusk, nightfall (syn) ant

3. gentle, callous syn (ant)

Part 2: Six-Step Vocabulary Plan

- (1) Write a title for the vocabulary words in each chapter.
Example: **Chapter 1, Vocabulary Words**
- (2) Write each vocabulary word in your vocabulary notebook.
- (3) Look up each vocabulary word in a dictionary or thesaurus.
- (4) Write the meaning beside each vocabulary word.
- (5) Write a sentence that helps you remember how each vocabulary word is used.
- (6) Write and identify a pair of synonym words and a pair of antonym words.

Reference 3: What is Journal Writing?

Journal Writing is a written record of your personal thoughts and feelings about things or people that are important to you. Recording your thoughts in a journal is a good way to remember how you felt about what was happening in your life at a particular time. You can record your dreams, memories, feelings, and experiences. You can ask questions and answer some of them. It is fun to go back later and read what you have written because it shows how you have changed in different areas of your life. A journal can also be an excellent place to look for future writing topics, creative stories, poems, etc. Writing in a journal is an easy and enjoyable way to practice your writing skills without worrying about a writing grade.

What do I write about?

Journals are personal, but sometimes it helps to have ideas to get you started. Remember, in a journal, you do not have to stick to one topic. Write about someone or something you like. Write about what you did last weekend or on vacation. Write about what you hope to do this week or on your next vacation. Write about home, school, friends, hobbies, special talents (yours or someone else's), present and future hopes and fears. Write about what is wrong in your world and what you would do to "fix" it. Write about the good things and the bad things in your world. If you think about a past event and want to write an opinion about it now, put it in your journal. If you want to give your opinion about a present or future event that could have an impact on your life or the way that you see things, put it in your journal. If something bothers you, record it in your journal. If something interests you, record it. If you just want to record something that doesn't seem important at all, write it in your journal. After all, it is your journal!

How do I get started writing in my personal journal?

You need to put the day's date on the title line of your paper: **Month, Day, Year**. Skip the next line and begin your entry. You might write one or two sentences, a paragraph, a whole page, or several pages. Except for the journal date, no particular organizational style is required for journal writing. You decide how best to organize and express your thoughts. Feel free to include sketches, diagrams, lists, etc., if they will help you remember your thoughts about a topic or an event. You will also need a spiral notebook, a pen, a quiet place, and at least 5-10 minutes of uninterrupted writing time.

Note: Use a pen if possible. Pencils have lead points that break and erasers, both of which slow down your thoughts. Any drawings you might include do not have to be masterpieces—stick figures will do nicely.

Reference 4: This reference is located on page 11.**Reference 5: This reference is located on page 12.****Reference 6: The Four Kinds of Sentences and the End Mark Flow**

1. A declarative sentence makes a statement. It is labeled with a D . Example: Sarah played tennis today. (Period, statement, declarative sentence)	3. An interrogative sentence asks a question. It is labeled with an Int . Example: Did you see the new teacher? (Question mark, question, interrogative sentence)
2. An imperative sentence gives a command. It is labeled with an Imp . Example: Put your shoes in your closet. (Period, command, imperative sentence)	4. An exclamatory sentence expresses strong feeling. It is labeled with an E . Example: The spider is on Jamie! (Exclamation point, strong feeling, exclamatory sentence)
Examples: Read each sentence, recite the End Mark Flow in parentheses, and put the end mark and the abbreviation for the sentence type in the blank at the end of each sentence.	
1. Jerry cooked his supper . D (Period, statement, declarative sentence)	3. Put your homework on the desk . Imp (Period, command, imperative sentence)
2. The snake slithered toward me ! E (Exclamation point, strong feeling, exclamatory sentence)	4. Are they going to the movies ? Int (Question mark, question, interrogative sentence)

Reference 4: Checklists**Revision Checklist**

1. Eliminate unnecessary or needlessly repeated words or ideas.
2. Combine or reorder sentences.
3. Change word choices for clarity and expression.
4. Know the purpose: to explain, to describe, to entertain, or to persuade.
5. Know the audience: the reader(s) of the writing.

Beginning Editing Checklist

1. Did you indent the paragraph?
2. Did you capitalize the first word and put an end mark at the end of every sentence?
3. Did you spell words correctly?

More Editing Skills

4. Did you follow the writing guidelines? (*located in Reference 13 on student page 13*)
5. Did you list the topic and three points on separate lines at the top of the paper?
6. Did you follow the three-point paragraph pattern?
7. Did you write in the point of view assigned? (*first or third person*)
8. Did you use the correct homonyms?
9. Did you follow all other capitalization and punctuation rules?
10. Did you follow the three-paragraph essay pattern?

Final Paper Checklist

1. Have you written the correct heading on your paper?
2. Have you written your final paper in ink?
3. Have you single-spaced your final paper?
4. Have you written your final paper neatly?
5. Have you stapled the final paper to the rough draft and handed them in to your teacher?

Writing Process Checklist

1. Gather information.
2. Write a rough draft.
3. Revise the rough draft.
4. Edit the rough draft.
5. Write a final paper.

Reference 7: Additional Article Adjective Information

1. **A/An** are called indefinite articles, meaning one of several.
(Examples: **a** candy cane—**an** apron.)
2. **The** is called a definite article, meaning the only one there is.
(Examples: **the** candy cane—**the** apron.)
3. The article **The** has two pronunciations:
 - a. As a long **e** (*where the article precedes a word that begins with a vowel sound: the elephant, the iguana*)
 - b. As a short **u** (*where the article precedes a word that begins with a consonant sound: the party, the dress*)

Reference 5: Paragraph Samples

Rough Draft

When Melissa arrived, at the airport last weak, the people was so thick that she could hardly move. Melissa quickly moved through the airports crowded hallways, because she was already late. She arrived at the right terminal just in time to bored her flight. Melissa was out of breath and her hart was beating hard too. When she reached her seat on the plain, she was tired. Before she fell asleep she promised to allow extra time for the large crowds.

Revision of Draft

When Melissa arrived, at the airport last weak, the people was so thick she could **barely** move. **Because she was already late, Melissa rushed through the airports crowded corridors.** She arrived at the **correct** terminal just in time to bored her flight. Melissa was out of breath and **her hart was pounding rapidly from her mad dash through the airport.** When she finally reached her seat on the plain, she was **exhausted**. Before she fell asleep she promised to allow extra time for the **enormous** crowds **at the airport.**

Edit Draft

When Melissa arrived [delete comma] at the airport last week, [week, not weak] the people were [were, not was] so thick she could barely move. Because she was already late, Melissa rushed through the airport's [apostrophe added] crowded corridors. She arrived at the correct terminal [terminal, not terminial] just in time to board [board, not bored] her flight. Melissa was out of breath, [comma inserted] and her heart [heart, not hart] was pounding rapidly from her mad dash through the airport. When she finally reached her seat on the plane, [plane, not plain] she was exhausted. Before she fell asleep, [comma inserted] she promised to allow extra time for the enormous crowds at the airport.

Final Paragraph

When Melissa arrived at the airport last week, the people were so thick she could barely move. Because she was already late, Melissa rushed through the airport's crowded corridors. She arrived at the correct terminal just in time to board her flight. Melissa was out of breath, and her heart was pounding rapidly from her mad dash through the airport. When she finally reached her seat on the plane, she was exhausted. Before she fell asleep, she promised to allow extra time for the enormous crowds at the airport.

Reference 8: Question and Answer Flow Sentence

Question and Answer Flow Sentence: The determined competitors swam feverishly.

- | | |
|--|---|
| 1. Who swam feverishly? competitors - SN | 4. What kind of competitors? determined - Adj |
| 2. What is being said about competitors?
competitors swam - V | 5. The - A |
| 3. Swam how? feverishly - Adv | |

Classified Sentence: A Adj SN V Adv
The determined competitors swam feverishly.

Reference 9: Question and Answer Flow Sentence

Question and Answer Flow for Sentence: The exquisite diamond sparkled brightly.

- | | |
|---|---|
| 1. What sparkled brightly? diamond - SN | 6. SN V P1 Check
(Say: Subject Noun, Verb, Pattern 1, Check) |
| 2. What is being said about diamond? diamond sparkled - V | 7. Period, statement, declarative sentence |
| 3. Sparkled how? brightly - Adv | 8. Go back to the verb - divide the complete subject from the complete predicate. |
| 4. What kind of diamond? exquisite - Adj | |
| 5. The - A | |

Classified Sentence: A Adj SN V Adv
SN V The exquisite diamond / sparkled brightly. **D**
P1

Reference 10: Definitions for a Skill Builder Check

1. A **noun** names a person, place, thing, or idea.
2. A **singular noun** usually does not end in an *s* or *es* and means only one. (*truck, pencil, plane*)
Exception: Some nouns that end in *s* are singular and mean only one. (*glass-glasses, dress-dresses*)
3. A **plural noun** usually ends in an *s* or *es* and means more than one. (*trucks, pencils, planes*)
Exception: Some nouns are made plural by changing their spelling. (*man-men, child-children*)
4. A **common noun** names ANY person, place, or thing. A common noun is not capitalized because it does not name a specific person, place, or thing. (*tiger, yard*)
5. A **proper noun** is a noun that names a specific, or particular, person, place, or thing. Proper nouns are always capitalized no matter where they are located in the sentence. (*Keith, Alaska*)
6. A **simple subject** is another name for the subject noun or subject pronoun.
7. A **simple predicate** is another name for the verb.

Reference 11: Noun Job Chart

Directions: Look at the classified sentence below and underline the complete subject once and the complete predicate twice. Then, complete the table.

1. SN V A Adj SN V Adv Adv
 P1 The angry teenager / stormed loudly upstairs. D

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
teenager	SN	S	C	teenager	stormed

Reference 12: Adverb Exception

(The famous actor suddenly / collapsed.) To show the adverb exception: (The famous actor / suddenly collapsed.)

To add the adverb exception to the Question and Answer Flow, say, "Is there an adverb exception?" If there is not an adverb before the verb you say, "No." If there is an adverb before the verb, you say, "Yes - change the line."

Reference 13: Writing Guidelines

1. Label your writing assignment in the top right-hand corner of your page with the following information:
 - A. Your Name
 - B. The Writing Assignment Number (*Example: WA#1, WA#2, etc.*)
 - C. Type of Writing (*Examples: Expository Paragraph, Persuasive Essay, Descriptive Paragraph, etc.*)
 - D. The title of the writing on the top of the first line
2. Think about the topic that you are assigned.
3. Think about the type of writing assigned, which is the purpose for the writing.
(*Is your writing intended to explain, persuade, describe, or narrate?*)
4. Think about the writing format, which is the organizational plan you are expected to use.
(*Is your assignment a paragraph, a 3-paragraph essay, a 5-paragraph essay, or a letter?*)
5. Use your writing time wisely.
(*Begin work quickly and concentrate on your assignment until it is finished.*)

Reference 14: Three-Point Paragraph Example

Topic: My favorite foods

Three main points: 1. pizza 2. hamburgers 3. ice cream

Sentence #1 – Topic Sentence *(Use words in the topic and tell how many points will be used.)*

I have three favorite foods.

Sentence #2 – 3-Point Sentence *(List the 3 points in the order you will present them.)*

These foods are pizza, hamburgers, and ice cream.

Sentence #3 – First Point

My first favorite food is pizza.

Sentence #4 – Supporting Sentence for the first point.

I like pizza because of its great Italian taste.

Sentence #5 – Second Point

My second favorite food is hamburgers.

Sentence #6 – Supporting Sentence for the second point.

To me, the best kind is the hamburger that has all the trimmings, even onions.

Sentence #7 – Third Point

My third favorite food is ice cream.

Sentence #8 – Supporting Sentence for the third point.

I love ice cream because I love sweet, creamy things to eat.

Sentence #9 – Concluding (final) Sentence *(Restate the topic sentence and add an extra thought.)*

I enjoy eating all kinds of foods, but my favorites will probably always be pizza, hamburgers, and ice cream.

SAMPLE PARAGRAPH:

My Favorite Foods

I have three favorite foods. These foods are pizza, hamburgers, and ice cream. My first favorite food is pizza. I like pizza because of its great Italian taste. My second favorite food is hamburgers. To me, the best kind is the hamburger that has all the trimmings, even onions. My third favorite food is ice cream. I love ice cream because I love sweet, creamy things to eat. I enjoy eating all kinds of foods, but my favorites will probably always be pizza, hamburgers, and ice cream.

Reference 15: Natural and Inverted Word Order

A **Natural Order** sentence has all subject parts first and all predicate parts after the verb. **Inverted Order** means that a sentence has predicate words in the complete subject. When a word is located in the complete subject but modifies the verb, it is a predicate word in the complete subject. A sentence with inverted order has one of these predicate words at the beginning of the complete subject: **an adverb, a helping verb, or a prepositional phrase.**

1. An adverb at the beginning of the sentence will modify the verb.
(Example: Tomorrow, we / will pick apples.) (We / will pick apples tomorrow.)
2. A helping verb at the beginning of a sentence will always be part of the verb.
(Example: Have you / ordered a dessert?) (You / have ordered a dessert.)
3. A prepositional phrase at the beginning of a sentence will often modify the verb.
(Example: During the night, we / heard sirens.) (We / heard sirens during the night.)

To add inverted order to the Question and Answer Flow, say, "Is this sentence in a natural or inverted order?" If there are no predicate words in the complete subject, you say, "Natural - No change." If there are predicate words at the beginning of the complete subject, you say, "Inverted - Underline the subject parts once and the predicate parts twice." To identify the inverted order, draw one line under the subject parts and two lines under the predicate parts.

Reference 16: Practice Sentence

Labels:	A	Adj	Adj	SN	V	Adv	Adv
Practice:	The	four	busy	workers	talked	very	loudly.

Reference 17: Improved Sentence

Labels:	A	Adj	Adj	SN	V	Adv	Adv
Practice:	The	four	busy	workers	talked	very	loudly.
Improved:	A	few	industrious	employees	conversed	quite	softly.
	(word change)	(word change)	(synonym)	(synonym)	(synonym)	(synonym)	(antonym)

Reference 18: Subject-Verb Agreement Rules

Rule 1: A singular subject must use a singular verb form that ends in **s**: *is, was, has, does, or verbs ending with s or es.*

Rule 2: A plural subject, a compound subject, or the subject **YOU** must use a plural verb form that has **no s** ending: *are, were, do, have, or verbs without s or es endings.* (A plural verb form is also called the *plain form*.)

Examples: For each sentence, do these four things: 1. Write the subject. 2. Write **S** if the subject is singular or **P** if the subject is plural. 3. Write the rule number. 4. Underline the correct verb in the sentence.

Subject	S or P	Rule	
dog	S	1	1. The dog (chew, <u>chews</u>) on his bone.
pencil and paper	P	2	2. The pencil and paper (is, <u>are</u>) in the drawer.
You	P	2	3. You (<u>make</u> , makes) the bed.

Reference 19: Knowing the Difference Between Prepositions and Adverbs**Adv**

In the sample sentence, *Sam ran around*, the word *around* is an adverb because it does not have a noun after it.

P noun (OP)

In the sample sentence, *Sam ran around the track*, the word *around* is a preposition because it has the noun *track* (the object of the preposition) after it. To find the preposition and object of the preposition in the Question and Answer Flow, say: **around - P** (Say: *around - preposition*)

around what? track - OP (Say: *around what? track - object of the preposition*)

Reference 20: Writing in First Person or Third Person

Events and stories can be told from different viewpoints.

First person Point of View uses the first person pronouns *I, we, me, us, my, our, mine, and ours* to name the speaker. If any of the first person pronouns are used in a writing, the writing is usually considered a first person writing, even though second and third person pronouns may also be used. First person shows that you (*the writer*) are speaking, and that you (*the writer*) are personally involved in what is happening.

(Examples: I am going fishing in **my** new boat. He likes **my** boat.)

Third person Point of View uses the third person pronouns *he, his, him, she, her, hers, it, its, they, their, theirs, and them* to name the person or thing spoken about. You should not use the first person pronouns *I, we, us, me, my, mine, and ours* because using the first person pronouns usually puts a writing in a first person point of view. Third person means that you (*the writer*) must write as if you are watching the events take place. Third person shows that you are writing about another person, thing, or event.

(Examples: **He** is going fishing in **his** new boat. **She** likes **his** boat.)

Reference 21: Possessive Nouns

1. A possessive noun is the name of a person, place, or thing that owns something.
2. A possessive noun will always have an apostrophe after it. It will have either an *apostrophe* before the *s* ('s) or an *apostrophe* after the *s* (s'). The apostrophe makes a noun show ownership. (*Tim's car*)
3. A possessive noun has two jobs: to show ownership or possession and to modify like an adjective.
4. When classifying a possessive noun, both jobs will be recognized by labeling it as a possessive noun adjective. Use the abbreviation **PNA** (possessive noun adjective).
5. Include possessive nouns when you are asked to identify possessive nouns or adjectives. Do not include possessive nouns when you are asked to identify regular nouns.
6. To find a possessive noun, begin with the question *whose*. (*Whose car? Tim's - PNA*)

Reference 22: Sample Paragraph in Time-Order Form

Topic: My favorite summer activities **3-points:** 1. camping 2. hiking 3. swimming

Example 1: Three-point paragraph using a standard topic sentence with non-standard points

I enjoy three different summer activities. These summer activities are camping, hiking, and swimming. **First**, I enjoy camping. I like the adventure of camping in remote areas. **Second**, I enjoy hiking. I love discovering the hidden beauty of nature when I hike. **Third**, I enjoy swimming. I especially like swimming after a long hike because it is very refreshing. My three favorite summer activities provide a lot of fun for me, and they help me enjoy the outdoors.

Example 2: Three-point paragraph using a standard topic sentence with time-order points

I enjoy three different summer activities. These summer activities are camping, hiking, and swimming. **First**, I enjoy camping. I like the adventure of camping in remote areas. **Next**, I enjoy hiking. I love discovering the hidden beauty of nature when I hike. **Last**, I enjoy swimming. I especially like swimming after a long hike because it is very refreshing. My three favorite summer activities provide a lot of fun for me, and they help me enjoy the outdoors.

Reference 22: Sample Paragraph in Time-Order Form, Continued

Example 3: Three-point paragraph using a general topic sentence with standard points

I enjoy participating in several summer activities. Three of these activities are camping, hiking, and swimming. My first favorite summer activity is camping. I like the adventure of camping in remote areas. My second favorite summer activity is hiking. I enjoy discovering the hidden beauty of nature when I hike. My third favorite summer activity is swimming. I especially like swimming after a long hike because it is very refreshing. My three favorite summer activities provide a lot of fun for me, and they help me enjoy the outdoors.

Example 4: Three-point paragraph using a general topic sentence with time-order points

I enjoy participating in summer activities of all kinds. Three of these activities are camping, hiking, and swimming. First, I enjoy camping. I like the adventure of camping in remote areas. Next, I enjoy hiking. I enjoy discovering the hidden beauty of nature when I hike. Last, I enjoy swimming. (or Finally, I enjoy swimming.) I especially like swimming after a long hike because it is very refreshing. My three favorite summer activities provide a lot of fun for me, and they help me enjoy the outdoors.

Reference 23: Irregular Verb Chart

<u>PRESENT</u>	<u>PAST</u>	<u>PAST PARTICIPLE</u>	<u>PRESENT PARTICIPLE</u>
become	became	(has) become	(is) becoming
blow	blew	(has) blown	(is) blowing
break	broke	(has) broken	(is) breaking
bring	brought	(has) brought	(is) bringing
burst	burst	(has) burst	(is) bursting
buy	bought	(has) bought	(is) buying
choose	chose	(has) chosen	(is) choosing
come	came	(has) come	(is) coming
drink	drank	(has) drunk	(is) drinking
drive	drove	(has) driven	(is) driving
eat	ate	(has) eaten	(is) eating
fall	fell	(has) fallen	(is) falling
fly	flew	(has) flown	(is) flying
freeze	froze	(has) frozen	(is) freezing
get	got	(has) gotten	(is) getting
give	gave	(has) given	(is) giving
grow	grew	(has) grown	(is) growing
know	knew	(has) known	(is) knowing
lie	lay	(has) lain	(is) lying
lay	laid	(has) laid	(is) laying
make	made	(has) made	(is) making
ride	rode	(has) ridden	(is) riding
ring	rang	(has) rung	(is) ringing
rise	rose	(has) risen	(is) rising
sell	sold	(has) sold	(is) selling
sing	sang	(has) sung	(is) singing
sink	sank	(has) sunk	(is) sinking
set	set	(has) set	(is) setting
sit	sat	(has) sat	(is) sitting
shoot	shot	(has) shot	(is) shooting
swim	swam	(has) swum	(is) swimming
take	took	(has) taken	(is) taking
tell	told	(has) told	(is) telling
throw	threw	(has) thrown	(is) throwing
wear	wore	(has) worn	(is) wearing
write	wrote	(has) written	(is) writing

Reference 24: Homonym Chart

Homonyms are words that sound the same but have different meanings and different spellings.

1. capital - upper part, main	15. lead - metal	29. their - belonging to them
2. capitol - statehouse	16. led - guided	30. there - in that place
3. coarse - rough	17. no - not so	31. they're - they are
4. course - route	18. know - to understand	32. threw - did throw
5. council - assembly	19. right - correct	33. through - from end to end
6. counsel - advice	20. write - to form letters	34. to - toward, preposition
7. forth - forward	21. principle - a truth/rule/law	35. too - denoting excess
8. fourth - ordinal number	22. principal - chief/head person	36. two - a couple
9. its - possessive pronoun	23. stationary - motionless	37. your - belonging to you
10. it's - it is	24. stationery - paper	38. you're - you are
11. hear - to listen	25. peace - quiet	39. weak - not strong
12. here - in this place	26. piece - a part	40. week - seven days
13. knew - understood	27. sent - caused to go	41. days - more than one day
14. new - not old	28. scent - odor	42. daze - a confused state

Examples: Underline the correct homonym.

- Matthew is a member of the student (**council**, counsel) at school.
- Mr. Jones (councils, **counsels**) the employees about their job opportunities.

Reference 25: Three-Point Paragraph and Essay

Outline of a Three-Point Paragraph

- Title
- Paragraph (9 sentences)
 - Topic sentence
 - A three-point sentence
 - A **first-point** sentence
 - A **supporting** sentence for the first point
 - A **second-point** sentence
 - A **supporting** sentence for the second point
 - A **third-point** sentence
 - A **supporting** sentence for the third point
 - A concluding sentence

Outline of a Three-Paragraph Essay

- Title
- Paragraph 1 - Introduction (3 sentences)
 - Topic and general number sentence
 - Extra information about the topic sentence
 - Three-point sentence
- Paragraph 2 - Body (6-9 sentences)
 - First-point** sentence
 - One or two **supporting** sentences for the first point
 - Second-point** sentence
 - One or two **supporting** sentences for the second point
 - Third-point** sentence
 - One or two **supporting** sentences for the third point
- Paragraph 3 - Conclusion (2 sentences)
 - Concluding general statement
 - Concluding summary sentence

Reference 26: Steps in Writing a Three-Paragraph Expository Essay

WRITING TOPIC: Stamp Collecting

LIST THE POINTS FOR THE TOPIC

- ♦ Select three points to list about the topic.
 1. Is inexpensive
 2. Gives sense of history
 3. Teaches one to observe

WRITING THE INTRODUCTION AND TITLE

1. Sentence #1 - Topic Sentence

Write the topic sentence by using the words in your topic and adding a general number word, such as *several*, *many*, *some*, or *numerous*, instead of the exact number of points you will discuss.

(Quite by accident, I discovered that, as a hobby, stamp collecting offers many rewards.)

2. Sentence #2 - Extra Information about the topic sentence

This sentence can clarify, explain, define, or just be an extra interesting comment about the topic sentence. If you need another sentence to complete your information, write an extra sentence here. If you write an extra sentence, your introductory paragraph will have four sentences in it instead of three sentences. **(Although some of my friends collect other things, like coins and rocks, I think I like my hobby best.)**

3. Sentence #3 - Three-point sentence

This sentence will list the three points to be discussed in the order that you will present them in the Body of your paper. You can list the points with or without the specific number in front.

(As hobbies go, it is inexpensive, it gives one a sense of history, and it teaches one to be a careful observer.) or **(My three favorite things about stamp collecting are these: it's an inexpensive hobby, it gives one a sense of history, and it teaches one to be a careful observer.)**

- ♦ The Title - Since there are many possibilities for titles, look at the topic and the three points listed about the topic. Use some of the words in the topic and write a phrase to tell what your paragraph is about. Your title can be short or long. Capitalize the first, last, and important words in your title.
(Why Stamp Collecting Is a Worthwhile Hobby)

WRITING THE BODY

4. Sentence #4 - First Point - Write a sentence stating your first point.

(One of the reasons I enjoy stamp collecting is that it is inexpensive.)

5. Sentence #5 - Supporting Sentence(s) - Write one or two sentences that give more information about your first point. **(One simply has to remove the postage stamps from each day's mail.)**6. Sentence #6 - Second Point - Write a sentence stating your second point.

(Another reason I enjoy stamp collecting is that it gives one a sense of history.)

7. Sentence #7 - Supporting Sentence(s) - Write one or two sentences that give more information about your second point. **(Stamps feature historical figures and major events in our country's history.)**8. Sentence #8 - Third Point - Write a sentence stating your third point.

(I also enjoy stamp collecting because it teaches one to be a careful observer.)

9. Sentence #9 - Supporting Sentence(s) - Write one or two sentences that give more information about your third point. **(Especially with many of the older stamps, one has to look carefully at the lettering and whether the words "U.S. Postage" are located at the top or bottom of each one.)**

Reference 26: Steps in Writing a Three-Paragraph Expository Essay, Continued

WRITING THE CONCLUSION

10. Sentence #10 - Concluding General Statement - Read the topic sentence again and then rewrite it, using some of the same words to say the same thing in a different way.
(To be sure, there are many advantages to stamp collecting.)
11. Sentence #11 - Concluding Summary (Final) Sentence - Read the three-point sentence again and then rewrite it using some of the same words to say the same thing in a different way.
(For those who collect stamps, the hobby can be extremely rewarding in more ways than one.)

SAMPLE THREE-PARAGRAPH ESSAY

Why Stamp Collecting Is a Worthwhile Hobby

Quite by accident, I discovered that, as a hobby, stamp collecting offers many rewards. Although some of my friends collect other things, like coins and rocks, I think I like my hobby best. As hobbies go, it is inexpensive, it gives one a sense of history, and it teaches one to be a careful observer.

One of the reasons I enjoy stamp collecting is that it is inexpensive. One simply has to remove the postage stamps from each day's mail. Another reason I enjoy stamp collecting is that it gives one a sense of history. Stamps feature historical figures and major events in our country's history. I also enjoy stamp collecting because it teaches one to be a careful observer. Especially with many of the older stamps, one has to look carefully at the lettering and whether the words "U.S. Postage" are located at the top or bottom of each one.

To be sure, there are many advantages to stamp collecting. For those who collect stamps, the hobby can be extremely rewarding in more ways than one.

Reference 27: Capitalization Rules

SECTION 1: CAPITALIZE THE FIRST WORD

1. The first word of a sentence. (*He likes to take a nap.*)
2. The first word in the greeting and closing of letters. (*Dear, Yours truly*)
3. The first and last word and important words in titles of literary works.
(*books, songs, short stories, poems, articles, movie titles, magazines*)
(*Note: Conjunctions, articles, and prepositions with fewer than five letters are not capitalized unless they are the first or last word.*)
4. The first word of a direct quotation. (*Dad said, "We are going home."*)
5. The first word in each line of a topic outline.

SECTION 2: CAPITALIZE NAMES, INITIALS, AND TITLES OF PEOPLE

6. The pronoun I. (*May I go with you?*)
7. The names and nicknames of people. (*Sam, Joe, Jones, Slim, Shorty*)
8. Family names when used in place of or with the person's name.
(*Grandmother, Auntie, Uncle Joe, Mother – Do NOT capitalize my mother.*)
9. Titles used with, or in place of, people's names.
(*Mr., Ms., Miss, Dr. Smith, Doctor, Captain, President, Sir*)
10. People's initials. (*J.D., C. Smith*)

SECTION 3: CAPITALIZE WORDS OF TIME

11. The days of the week and months of the year. (*Monday, July*)
12. The names of holidays. (*Christmas, Thanksgiving, Easter*)
13. The names of historical events, periods, laws, documents, conflicts, and distinguished awards.
(*Civil War, Middle Ages, Medal of Honor*)

Reference 27: Capitalization Rules, Continued

SECTION 4: CAPITALIZE NAMES OF PLACES

14. The names and abbreviations of cities, towns, counties, states, countries, and nations.
(*Dallas, Texas, Fulton County, Africa, America, USA, AR, TX*)
15. The names of avenues, streets, roads, highways, routes, and post office boxes.
(*Main Street, Jones Road, Highway 89, Rt. 1, Box 2, P.O. Box 45*)
16. The name of lakes, rivers, oceans, mountain ranges, deserts, parks, stars, planets, and constellations.
(*Beaver Lake, Rocky Mountains, Venus*)
17. The names of schools and specific school courses.
(*Walker Elementary School, Mathematics II*)
18. North, south, east, and west when they refer to sections of the country.
(*up North, live in the East, out West*)

SECTION 5: CAPITALIZE NAMES OF OTHER NOUNS AND PROPER ADJECTIVES

19. The names of pets. (*Spot, Tweety Bird, etc.*)
20. The names of products. (*Campbell's soup, Kelly's chili, Ford cars, etc.*)
21. The names of companies, buildings, stores, ships, planes, space ships.
(*Empire State Building, Titanic, IBM, The Big Tire Co.*)
22. Proper adjectives. (*the English language, Italian restaurant, French test*)
23. The names of clubs, organizations, or groups. (*Lion's Club, Jaycees, Beatles*)
24. The name of political parties, religious preferences, nationalities, and races.
(*Democratic party, Republican, Jewish synagogue, American*)

Reference 28: Sentence Parts That Can Be Used for a Pattern 1 Sentence

- | | |
|--|---|
| <p>1. Nouns
Use <u>only</u> subject nouns or object of the preposition nouns.</p> <p>2. Adverbs
Tell how, when, or where.
Can be placed before or after verbs, at the beginning or end of a sentence, and in front of adjectives or other adverbs.</p> <p>3. Adjectives
Tell what kind, which one, or how many.
Can be placed in front of nouns. Sometimes two or three adjectives can modify the same noun.</p> <p>Articles
Adjectives that are used in front of nouns (<i>a, an, the</i>).</p> | <p>4. Verbs Can include helping verbs.</p> <p>5. Prepositional Phrases
Can be placed before or after nouns, after verbs, adverbs, or other prepositional phrases, and at the beginning or end of a sentence.</p> <p>6. Pronouns
subjective, possessive, or objective</p> <p>7. Conjunctions
Connecting words for compound parts: <i>and, or, but</i>.</p> <p>8. Interjections
Usually found at the beginning of a sentence. Can show strong or mild emotion.</p> |
|--|---|

Reference 29A: Punctuation Rules**SECTION 6: END MARK PUNCTUATION**

1. Use a (.) for the end punctuation of a sentence that makes a statement.
(*Mom baked us a cake.*)
2. Use a (?) for the end punctuation of a sentence that asks a question.
(*Are you going to town?*)
3. Use an (!) for the end punctuation of a sentence that expresses strong feeling.
(*That bee stung me!*)
4. Use a (.) for the end punctuation of a sentence that gives a command or makes a request.
(*Close the door.*)

SECTION 7: COMMAS TO SEPARATE TIME WORDS

5. Use a comma between the day of the week and the month. (*Friday, July 23*)
Use a comma between the day and year. (*July 23, 2009*)
6. Use a comma to separate the year from the rest of the sentence when the year follows the month or the month and the day.
(*We spent May, 2001, with Mom. We spent July 23, 2001, with Dad.*)

SECTION 8: COMMAS TO SEPARATE PLACE WORDS

7. Use a comma to separate the city from the state or country.
(*I will go to Dallas, Texas. He is from Paris, France.*)
8. Use a comma to separate the state or country from the rest of the sentence when the name of the state or country follows the name of a city.
(*We flew to Dallas, Texas, in June. We flew to Paris, France, in July.*)

SECTION 9: COMMAS TO MAKE MEANINGS CLEAR

9. Use a comma to separate words or phrases in a series.
(*We had soup, crackers, and milk.*)
10. Use commas to separate introductory words such as *Yes, Well, Oh,* and *No* from the rest of a sentence.
(*Oh, I didn't know that.*)
11. Use commas to set off most appositives. An appositive is a word, phrase, title, or degree used directly after another word or name to explain it or to rename it.
(*Sue, the girl next door, likes to draw.*)
One-word appositives can be written two different ways: (1) *My brother, Tim, is riding in the horse show.*
(2) *My brother Tim is riding in the horse show.* Your assignments will require one-word appositives to be set off with commas.
12. Use commas to separate a noun of direct address (the name of a person directly spoken to) from the rest of the sentence. (*Mom, do I really have to go?*)

SECTION 10: PUNCTUATION IN GREETINGS AND CLOSINGS OF LETTERS

13. Use a comma (,) after the salutation (greeting) of a friendly letter. (*Dear Sam,*)
14. Use a comma (,) after the closing of any letter. (*Yours truly,*)
15. Use a colon (:) after the salutation (greeting) of a business letter. (*Dear Sir:*)

Reference 29B: Punctuation Rules

SECTION 11: PERIODS

16. Use a period after most abbreviations or titles that are accepted in formal writing.
(*Mr., Ms., Dr., Capt., St., Ave., St. Louis*) (Note: These abbreviations cannot be used by themselves. They must always be used with a proper noun.)
In the abbreviations of many well-known organizations or words, periods are not required. (*USA, GM, TWA, GTE, AT&T, TV, AM, FM, GI, etc.*) Use only one period after an abbreviation at the end of a statement. Do not put an extra period for the end mark punctuation.
17. Use a period after initials. (*C. Smith, D.J. Brewton, Thomas A. Jones*)
18. Place a period after Roman numerals, Arabic numbers, and letters of the alphabet in an outline.
(*II., IV., 5., 25., A., B.*)

SECTION 12: APOSTROPHES

19. Form a contraction by using an apostrophe in place of a letter or letters that have been left out.
(*I'll, he's, isn't, wasn't, can't*)
20. Form the possessive of singular and plural nouns by using an apostrophe.
(*boy's ball, boys' ball, children's ball*)
21. Form the plurals of letters, symbols, numbers, and signs with the apostrophe plus s ('s). (*9's, B's, b's*)

SECTION 13: UNDERLINING

22. Use underlining or italics for titles of books, magazines, works of art, ships, newspapers, motion pictures, etc. (*A famous movie is Gone With the Wind. Our newspaper is the Cabot Star Herald.) (*Titanic, Charlotte's Web*, etc.)*

SECTION 14: QUOTATION MARKS

23. Use quotation marks to set off the titles of songs, short stories, short poems, articles, essays, short plays, and book chapters. (*Do you like to sing the song "America" in music class?*)
24. Quotation marks are used at the beginning and end of the person's words to separate what the person actually said from the rest of the sentence. Since the quotation tells what is being said, it will always have quotation marks around it.
25. The words that tell who is speaking are the explanatory words. Do not set explanatory words off with quotation marks. (*Fred said, "I'm here."*) (**Fred said** is explanatory and should not be set off with quotations.)
26. A new paragraph is used to indicate a change of speaker.
27. When a speaker's speech is longer than one paragraph, quotation marks are used at the beginning of each paragraph and at the end of the last paragraph of that speaker's speech.
28. Use single quotation marks to enclose a quotation within a quotation.
(*"My teddy bear says 'I love you' four different ways," said little Amy.*)
29. Use a period at the end of explanatory words that come at the end of a sentence.
30. Use a comma to separate a direct quotation from the explanatory words.

Reference 30: Capitalization and Punctuation Examples

- | | | | | |
|---|---|----|----|----|
| 1 | 6 | 14 | 14 | 11 |
|---|---|----|----|----|
1. Yes, I'll go to Lincoln, Nebraska, in July for our family reunion.
10 19 7 8 1
Editing Guide for Sample 1 Sentence: Capitals: 5 Commas: 3 Apostrophes: 1 End Marks: 1
N P
 2. no, peaches, our neighbor's new golden retriever, is not a house dog.
Editing Guide for Sample 2 Sentence: Capitals: 2 Commas: 3 Apostrophes: 1 End Marks: 1

Reference 31: Three- Paragraph Essay and Five-Paragraph Essay

Outline of a 3-Paragraph Essay	Outline of a 5-Paragraph Essay
I. Title II. Paragraph 1 - Introduction (3 sentences) A. Topic and general number sentence B. Extra information about the topic sentence C. Three-point sentence III. Paragraph 2 - Body (6-9 sentences) A. First-point sentence B. One or two supporting sentences for the first point C. Second-point sentence D. One or two supporting sentence for the second point E. Third-point sentence F. One or two supporting sentences for the third point IV. Paragraph 3 - Conclusion (2 sentences) A. Concluding general statement B. Concluding summary sentence	I. Title II. Paragraph 1 - Introduction (3 sentences) A. Topic and general number sentence B. Extra information about the topic sentence C. Three-point sentence III. Paragraph 2 - First Point Body (3-4 sentences) A. First-point sentence B. Two or three supporting sentences for the first point IV. Paragraph 3 - Second Point Body (3-4 sentences) A. Second-point sentence B. Two or three supporting sentences for the second point V. Paragraph 4 - Third Point Body (3-4 sentences) A. Third-point sentence B. Two or three supporting sentences for the third point VI. Paragraph 5 - Conclusion (2 sentences) A. Concluding general statement (Restatement of the topic sentence) B. Concluding summary sentence (Restatement of the enumeration sentence)

Reference 32: This reference is located on pages 25 & 26.

Reference 33: This reference is located on page 27.

Reference 34: Direct Object, Verb-transitive, and Pattern 2

1. A **direct object** is a noun or pronoun after the verb that completes the meaning of the sentence.
2. A **direct object** is labeled as **DO**.
3. To find the **direct object**, ask WHAT or WHOM after the verb.
4. A **direct object** must be verified to mean someone or something different from the subject noun.
5. A **verb-transitive** is an action verb with a direct object after it and is labeled **V-t**. (Whatever receives the action of a transitive verb is the direct object.)

Sample Sentence for the exact words to say to find the direct object and transitive verb.

1. Larry rides a mule.
2. Who rides a mule? Larry - SN
3. What is being said about Larry? Larry rides - V
4. Larry rides what? mule - verify the noun
5. Does mule mean the same thing as Larry? No.
6. Mule - DO (Say: mule - direct object.)
7. Rides - V-t (Say: rides - verb-transitive.)
8. A - A
9. SN V-t DO P2 Check
(Say: Subject Noun, Verb-transitive, Direct Object, Pattern 2, Check.)
(This first check is to make sure the "t" is added to the verb.)
10. Verb-transitive - check again.
(“Check again” means to check for prepositional phrases and then go through the rest of the Question and Answer Flow.)
11. No prepositional phrases.
12. Period, statement, declarative sentence.
13. Go back to the verb - divide the complete subject from the complete predicate.
14. Is there an adverb exception? No.
15. Is this sentence in a natural or inverted order? Natural - no change.

Reference 32: Steps in Writing a Five-Paragraph Expository Essay

WRITING TOPIC: Stamp Collecting

THREE MAIN POINTS

- ♦ Select the points to list about the topic.
 1. Is inexpensive
 2. Gives sense of history
 3. Teaches one to observe

WRITING THE INTRODUCTION AND TITLE

1. Sentence #1 - Topic Sentence

Write the topic sentence by using the words in your topic and adding a general number word, such as *several*, *many*, *some*, or *numerous*, instead of the exact number of points you will discuss.
(Quite by accident, I discovered that, as a hobby, stamp collecting offers many rewards.)

2. Sentence #2 - Extra Information about the topic sentence

This sentence can clarify, explain, define, or just be an extra interesting comment about the topic sentence. If you need another sentence to complete your information, write an extra sentence here. If you write an extra sentence, your introductory paragraph will have four sentences in it instead of three and that is okay.
(Although some of my friends collect other things, like coins and rocks, I think I like my hobby best.)

3. Sentence #3 - Three-point sentence

This sentence will list the three points to be discussed in the order that you will present them in the body of your paper. You can list the points with or without the specific number in front.
(As hobbies go, it is inexpensive, it gives one a sense of history, and it teaches one to be a careful observer.) or (My three favorite things about stamp collecting are these: it's an inexpensive hobby, it gives one a sense of history, and it teaches one to observe.)

- ♦ The Title - Since there are many possibilities for titles, look at the topic and the three points listed about the topic. Use some of the words in the topic and write a phrase to tell what your paragraph is about. Your title can be short or long. Capitalize the first, last, and important words in your title.
(Why Stamp Collecting Is a Worthwhile Hobby)

WRITING THE BODY

4. Sentence #4 - First Point - Write a sentence stating your first point.
(One of the reasons I enjoy stamp collecting is that it is inexpensive.)

5. Sentences #5 - #7 - Supporting Sentences - Write two or three sentences that give more information about your first point.
(For one thing, rather than having to buy new stamps, one simply has to remove the postage stamps from each day's mail.) (Other than the cost of an album, which is nominal, and a package of gummed hinges for mounting, there are no other expenses.) (To be sure, one can collect stamps and not go broke.)

6. Sentence #8 - Second Point - Write a sentence stating your second point.
(Another reason I enjoy stamp collecting is that it gives one a sense of history.)

7. Sentences #9 - #11 - Supporting Sentences - Write two or three sentences that give more information about your second point.
(For example, stamps feature historical figures in our country's history – people like presidents, inventors, scientists, and authors of all types.) (They also feature major events in our nation's past – events such as natural disasters, wars, treaties, and various "firsts" in the fields of transportation and communication.) (Stamp collecting, as one can see, is a means of gaining perspective on what brought us as a nation to where we are today.)

Reference 32: Steps in Writing a Five-Paragraph Expository Essay, Continued

8. Sentence #12 - Third Point - Write a sentence stating your third point.
(I also enjoy stamp collecting because it teaches one to be a careful observer.)
9. Sentences #13 - #15 - Supporting Sentences - Write two or three sentences that give more information about your third point.
(In order to place stamps properly on the pages of an album, one has to be sure the lettering corresponds – same style, same size, and same location.) (Besides that, one has to note whether the words “U. S. Postage” are located at the top or bottom of each stamp.) (Particularly with the early stamps, whose coloring in the various series remained the same, one has to observe the wording and its placement very carefully in order to place the stamps properly in the album.)

WRITING THE CONCLUSION

10. Sentence #16 - Concluding General Statement - Read the topic sentence again and then rewrite it using some of the same words to say the same thing in a different way.
(To be sure, there are many advantages to stamp collecting.)
11. Sentence #17 - Concluding Summary Sentence - Read the three-point sentence again and then rewrite it, using some of the same words to say the same thing in a different way.
(For those who collect stamps, the hobby can be extremely rewarding in more ways than one.)

SAMPLE FIVE-PARAGRAPH ESSAY**Why Stamp Collecting Is a Worthwhile Hobby**

Quite by accident, I discovered that, as a hobby, stamp collecting offers many rewards. Although some of my friends collect other things, like coins and rocks, I think I like my hobby best. As hobbies go, it is inexpensive, it gives one a sense of history, and it teaches one to be a careful observer.

One of the reasons that I enjoy stamp collecting is that it is inexpensive. For one thing, rather than having to buy new stamps, one simply has to remove the postage stamps from each day's mail. Other than the cost of an album, which is nominal, and a package of gummed hinges for mounting, there are no other expenses. To be sure, one can collect stamps and not go broke.

Another reason I enjoy stamp collecting is that it gives one a sense of history. For example, stamps feature historical figures in our country's history – people like presidents, inventors, scientists, and authors of all types. They also feature major events in our nation's past – events such as natural disasters, wars, treaties, and various “firsts” in the fields of transportation and communication. Stamp collecting, as one can see, is a means of gaining perspective on what brought us as a nation to where we are today.

I also enjoy stamp collecting because it teaches one to be a careful observer. In order to place stamps properly on the pages of an album, one has to be sure the lettering corresponds – same style, same size, and same location. Besides that, one has to note whether the words “U.S. Postage” are located at the top or bottom of each stamp. Particularly with the early stamps, whose coloring in the various series remained the same, one has to observe the wording and its placement very carefully in order to place the stamps properly in the album.

To be sure, there are many advantages to stamp collecting. For those who collect stamps, the hobby can be extremely rewarding in more ways than one.

Reference 33: Persuasive Paragraph and Essay Guidelines

Guidelines for a Persuasive Paragraph

Paragraph (10-13 sentences)

- A. **Topic** sentence (opinion statement)
- B. **General number** sentence
- C. **First-point** persuasive sentence
- D. 1 or 2 **supporting** sentences for the first point
- E. **Second-point** persuasive sentence
- F. 1 or 2 **supporting** sentences for the second point
- G. **Third-point** persuasive sentence
- H. 1 or 2 **supporting** sentences for the third point
 - I. **In conclusion** sentence (Repeat topic idea)
- J. **Final summary** sentence (Summarize reasons)

Guidelines for a 3-Paragraph Persuasive Essay

- 1. Paragraph 1 – Introduction (3 sentences)
 - A. **Topic** sentence (opinion statement)
 - B. **Reason** sentence
 - C. **General number** sentence
- 2. Paragraph 2 – Body (6-9 sentences)
 - A. **First-point** persuasive sentence
 - B. 1 or 2 **supporting** sentences for the first point
 - C. **Second-point** persuasive sentence
 - D. 1 or 2 **supporting** sentences for the second point
 - E. **Third-point** persuasive sentence
 - F. 1 or 2 **supporting** sentences for the third point
- 3. Paragraph 3 - Conclusion (2 sentences)
 - A. **In conclusion** sentence (Repeat topic idea)
 - B. **Final summary** sentence (Summarize reasons)

Need for Biking Trails

Every town needs biking trails. They would provide safety for children who especially enjoy riding bikes, either alone or with their friends. There are some obvious safety benefits for bikers and non-bikers that would come from biking trails.

One of the obvious benefits of a biking trail is that it would keep children off the streets. Since streets are heavily traveled, biking trails would lessen the risk of bicycle accidents. Another benefit of a biking trail is that it would free the sidewalks for pedestrian traffic. In most instances, sidewalks will not accommodate both bikers and walkers without someone being hurt or inconvenienced. A third reason for a biking trail is that it would give bikers better exposure to the outdoors. Bikers could enjoy the luxuries of wildflowers and wildlife of various types on a biking trail and without the impediments of intersections and stop signs.

In conclusion, in every community, the young and old alike would benefit from a biking trail. A biking trail would increase the security and pleasure of bikers, walkers, and drivers alike.

Reference 35: Regular Editing Checklist

Read each sentence and go through the Sentence Checkpoints below.

- _____ E1. Sentence sense check. (Check for words left out or words repeated.)
- _____ E2. First word, capital letter check. End mark check. Any other capitalization check. Any other punctuation check.
- _____ E3. Sentence structure and punctuation check. (Check for correct construction and correct punctuation of a simple sentence, a simple sentence with compound parts, a compound sentence, or a complex sentence.)
- _____ E4. Spelling and homonym check. (Check for misspelled words and incorrect homonym choices.)
- _____ E5. Usage check. (Check subject-verb agreement, a/an choice, pronoun/antecedent agreement, pronoun cases, degrees of adjectives, double negatives, verb tenses, and contractions.)

Read each paragraph and go through the Paragraph Checkpoints below.

- _____ E6. Check to see that each paragraph is indented.
- _____ E7. Check each paragraph for a topic sentence.
- _____ E8. Check each sentence to make sure it supports the topic of the paragraph.
- _____ E9. Check the content for interest and creativity. Do not begin all sentences with the same word, and use a variety of simple, compound, and complex sentences.
- _____ E10. Check the type and format of the writing assigned.

Wouldn't it be great if students could learn complex grammar and writing skills easily and remember them year after year? Well, they can with Shurley English! This innovative, easy-to-follow program successfully teaches students of all learning abilities through lessons that constantly expose them to "see it, hear it, say it, do it" activities. Yes! Shurley English reaches all of the learning styles of students while using repetition, fun, and student-teacher interaction to help them learn difficult English skills.

Knowledge of complex grammar and writing skills is not learned over night. It is learned over time from the simplest to the most complex tasks. The process is actually a series of small, incremental, and sequential steps that must be learned precisely and thoroughly during the learning process. The Shurley English program uses a concrete set of questions about each word in a sentence to teach students how all the parts of a sentence fit together. The teacher models each new step by following a scripted lesson from the teacher's manual. Then, the students actively participate with the teacher as the steps are practiced. The students are taught how to merge a strong skills foundation with the writing process. Shurley English opens unlimited learning potential for every student.

The most important effect of Shurley English on students may not only be their increased grasp of language and improved grammar and writing skills, but their heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

Many homeschool students and educators have already realized the exciting results of using Shurley English! You can too! Join the perceptive group of homeschoolers who have chosen Shurley English to meet the academic needs of their children. Shurley English is truly English Made Easy!

ISBN-10: 1-58561-033-X
ISBN-13: 978-1-58561-033-4



9 781585 610334