

# Kolbe Academy Home School

## GRADE EIGHT ENGLISH GRAMMAR *Lepanto Grammar 8*

### TABLE OF CONTENTS

I. Syllabus	2
II. Daily Course Plan	
A. Quarter 1	4
B. Quarter 2	13
C. Quarter 3	22
D. Quarter 4	31
III. Quarterly Exams	
A. Quarter 1	
B. Quarter 2	
C. Quarter 3	
D. Quarter 4	
IV. Quarterly Exam Answer Keys	
A. Quarter 1 Answer Key	
B. Quarter 2 Answer Key	
C. Quarter 3 Answer Key	
D. Quarter 4 Answer Key	

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**COURSE TITLE:** English Grammar

**COURSE TEXTS:** *Lepanto Grammar 8*

*Lepanto Grammar 8, Optional*

Diagramming website: <http://1aiway.com/nlp4net/services/enparser/>

**COURSE DESCRIPTION:**

This course is designed to teach students to speak and write correctly and effectively in the English language. Students should progress, at this level, to an understanding of English grammar that should suffice for a lifetime of general usage with some amount of study of more complex construction. The class will also emphasize, secondarily, training in the social graces, which are necessary for successful communication.

The lesson plan concentrates on Part Two of the book, which is **Grammar**. The teaching of English should be cumulative. In Grade Seven the student will review what he learned in previous grades and build on it. As the material is introduced he will not remember everything he learned the previous year, but it will come more easily to him. Every year the student expands his knowledge and should not be confused or overwhelmed with the new information. Likewise, everything learned in English should be applied and reinforced in the student's reading, composition, spelling, and vocabulary.

On page 398 – 410 there are model diagrams. The student should diagram sentences in exercises as he proceeds through the work. Certain numbers of sentences have been assigned for diagramming, but you may use your discretion as to how many sentences should be diagrammed per day or week. If there is a question on how to diagram a particular kind of sentence, refer to the above mentioned pages. There are many exercises in the back of the book following the Index that can be used if time permits. You can check your student's answer at this website: <http://1aiway.com/nlp4net/services/enparser/>

Correcting one's mistakes is a good aid to remembering the information the next time one needs it; hence, it is recommended that the student correct all errors in his daily work with the explanation that this will help him later. Furthermore, the best way to teach English is by example and reinforcement of correct usage in the spoken and written word. The student should be expected to memorize many words and definitions in this book. The more he uses his memory, the better it is for him both now and in the future. A dictionary is recommended for use in English. The daily work should include memorization of fundamental rules of grammar.

Note that Part One of *Lepanto Grammar*, which is **Composition**, is not used in this course. Composition is studied in Kolbe Academy's Vocabulary and Composition course using *Sadlier-Oxford Composition Workshop* series.

**COURSE OBJECTIVES:**

1. To instill confidence in using grammatical rules according to the principles of:

- ❖ imitation
- ❖ repetition
- ❖ emulation
- ❖ memorization

2. To assist the student in applying rules of grammar to written and oral assignments.
3. To assist the student in applying spelling rules
4. To introduce diagramming skills to the student.

**COURSE PLAN METHODOLOGY:**

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify them to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

In the course plans that follow, *Lepanto Grammar* is represented by the abbreviation **LPG**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **DAY 1, DAY 2, DAY 3, and DAY 4** abbreviations. Parent daily guidelines are given to the right of the student assignments. The quarterly schedule is set up such that one lesson, investigation or test can be done on a five-day schedule. Although most of Kolbe Academy Home School course plans are set up for a four-day week, the mathematics courses at this level do benefit from a five-day week schedule. This can be altered if the student would like to double up on an assignment or test on the final day of their week. A family's schedule can and should vary as needed.

A weekly grade book is included at the end of the week's course plan *as a convenience*. Parents should use the grade book only as a help to their homeschooling and not as a hindrance. It includes a cumulative list of written assignments from the week's course plan as well as space for additional assignments, if needed. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your student's work to Kolbe Academy for an official record, only one sample of written and graded work is required per quarter per course along with the signed and filled out report card. The weighting suggestion in the end of quarter grade book is there for *convenience* and may be modified as the parent deems fit. Please consult the welcome packet for a full tutorial on using the grade book.

This English course contains 36 weeks broken into four 9-week quarters. Week 8 is a lighter week, and usually includes a few days for review. You should use the review days as time to catch up if necessary and then go over the subject matter. **If you intend to use the tests provided, look them over *before* teaching the subjects and make sure you review the material in the tests throughout the quarter.**

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1				
Book	Weekly Breakdown	Goals and Notes for the Week		
LPG	Part Two: Chapter 8 pages 385-390	Sentences. Kolbe Academy only uses Part Two of the Lepanto Grammar book for this course. Part One of Lepanto covers composition, which is a topic covered in a separate course plan using <i>Sadlier Writing Workshop</i> .		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LPG Pages 385-387	<input type="checkbox"/>	Have the student read <b>pages 385-387</b> . Understand the complete subject and complete predicate of a sentence and do exercises 148-149.	
	Exercises 148-149	<input type="checkbox"/>		
DAY 2	LPG Pages 387-389	<input type="checkbox"/>	Have the student read <b>pages 387-389</b> . Understand the natural and transposed order of sentences and the kinds of sentences before doing exercises 150-151.	
	Exercises 150-151	<input type="checkbox"/>		
DAY 3	LPG Pages 389-390	<input type="checkbox"/>	Have the student read <b>pages 389-390</b> . Understand the simple sentence and do exercises 152-153.	
	Exercises 152-153	<input type="checkbox"/>		
DAY 4	LPG Diagrams	<input type="checkbox"/>	Have the student diagram three sentences from each of these exercises: 148, 149, 150, 151, 152, and 153. You can check your student's answer at this website: <a href="http://1aiway.com/nlp4net/services/enparser/">http://1aiway.com/nlp4net/services/enparser/</a>	
Week 1 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercises 148-149	<input type="checkbox"/>			
Exercises 150-151	<input type="checkbox"/>			
Exercises 152-153	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 1 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments</b>			<b>%</b>

WEEK 2			
Book	Weekly Breakdown	Goals and Notes for the Week	
LPG	Part Two: Chapter 4 pages 273-277, 312-313; Chapter 8 pages 390-394	Sentences, verbs	
Notes			
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines
DAY 1	LPG Pages 390-392	<input type="checkbox"/>	Have the student read <b>pages 390-392</b> . Understand compound sentences and do exercises 154-155. Diagram three sentences from each exercise.
	Exercises 155-155	<input type="checkbox"/>	
	Diagrams	<input type="checkbox"/>	
DAY 2	LPG Pages 392-394	<input type="checkbox"/>	Have the student read <b>pages 392-394</b> . Understand complex sentences and do exercise 156, problems 1-8 and 11-24. Diagram five sentences from this exercise. On Page 411, read the section on The Period. On page 415, read the section on The Interrogation Point.
	Exercise 156	<input type="checkbox"/>	
	Diagrams	<input type="checkbox"/>	
	Read about the Period	<input type="checkbox"/>	
	Read about the Interrogation Point	<input type="checkbox"/>	
DAY 3	LPG Pages 273-277	<input type="checkbox"/>	Have the student read <b>pages 273-277</b> . Understand verbs and do exercise 51. Study carefully and understand the material that follows on irregular verbs.
	Exercise 51	<input type="checkbox"/>	
	Study Irregular Verbs	<input type="checkbox"/>	
DAY 4	LPG Pages 312-313	<input type="checkbox"/>	<b>Pages 312-313</b> . Study carefully the troublesome verbs and do exercise 78. Diagram five sentences from this exercise.
	Study Troublesome Verbs	<input type="checkbox"/>	
	Exercise 78	<input type="checkbox"/>	
	Diagrams	<input type="checkbox"/>	

Week 2 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercises 154-155	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Exercise 156	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Exercise 51	<input type="checkbox"/>			
Exercise 78	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 2 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>

WEEK 3				
Book	Weekly Breakdown	Goals and Notes for the Week		
LPG	Part Two: Chapter 1 pages 215- 217; Chapter 3 page 268; Chapter 4 pages 277-281	Verbs, nouns, adjectives		
Notes				
Student Daily Assignments		<input checked="" type="checkbox"/>	Parent Daily Guidelines	
DAY 1	LPG Pages 277-281	<input type="checkbox"/>	Have the student read <b>pages 277-281</b> . Understand transitive, intransitive verbs, and copulative verbs before doing exercises 52-53. Diagram three sentences from each exercise.	
	Exercises 52-53	<input type="checkbox"/>		
	Diagrams	<input type="checkbox"/>		
DAY 2	LPG Pages 215-216	<input type="checkbox"/>	Have the student read <b>pages 215 – 216</b> . Understand proper nouns, common nouns, and collective nouns and do exercises 1-2. Diagram three sentences from each exercise.	
	Exercises 1-2	<input type="checkbox"/>		
	Diagrams	<input type="checkbox"/>		
DAY 3	LPG Pages 216-217	<input type="checkbox"/>	Have the student read <b>pages 216-217</b> . Understand abstract nouns and do exercise 3. Diagram five sentences from this exercise.	
	Exercise 3	<input type="checkbox"/>		
	Diagrams	<input type="checkbox"/>		
DAY 4	LPG Page 268	<input type="checkbox"/>	Have the student read <b>page 268</b> . Understand the use of the adjectives fewer and less and do exercise 46. Diagram five sentences from this exercise.	
	Exercise 46	<input type="checkbox"/>		
	Diagrams	<input type="checkbox"/>		
Week 3 Grade Book				
Assignments	Include <input checked="" type="checkbox"/>	(A) Points Earned	(B) Possible Points	A/B x100 =% (C)
Exercises 52-53	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Exercises 1-2	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Exercise 3	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Exercise 46	<input type="checkbox"/>			
Diagrams	<input type="checkbox"/>			
Other:	<input type="checkbox"/>			
<b>Week 3 Average</b>	<b>Add up column C &amp; divide by number of included <input checked="" type="checkbox"/> assignments =</b>			<b>%</b>