

SHURLEY ENGLISH



Parent Help Booklet

Level

8

Parent Help Booklet

*Welcome to Shurley English —
English truly made easy!*

It is with much excitement that we share some of the unique features that make Shurley English so successful. Your involvement in your child's education is very important. We hope this booklet makes your job easier as you help and encourage your child at home.

8

Benefits of Shurley English

All the features of Shurley English work together to give students the concrete steps necessary to relate a definition to a concept, a concept to a skill practice, and a skill practice to writing and editing. Teachers at every level use the same proven techniques to introduce and reinforce concepts. This consistency helps students gain a solid foundation as additional skills are added at each subsequent level. Several unique benefits of Shurley English are listed below.



- **Never Teaches Isolated Concepts**

A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students have a clear picture of how to write complete sentences.

- **Uses All Learning Styles**

Students are constantly exposed to “see it, hear it, say it, do it” activities that meet the visual, auditory, and kinesthetic learning styles of students.

- **Interactively Teaches During the Class Period**

Shurley English uses repetition, fun, and student/teacher interaction to help students learn difficult English skills. The teacher models each new step in Shurley English for the students. Then, the students actively participate with the teacher as the steps are practiced.

- **Uses Repetition to Attain Mastery**

Shurley English provides enough repetition for students to master each concept taught. Lessons include daily practice of old skills while new skills are being added.

- **Provides Tools for Writing Excellence**

The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time laying foundational skills and can spend more time on advanced skills and writing concepts.

- **Promotes Higher Order Thinking Skills**

Students use their grammar and writing skills automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.

- **Leads to Success and Improved Self-Esteem**

The most important effect of Shurley English may not be students’ improved grammar and writing skills. Instead, the greatest impact may be the students’ 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.

Special Features

Jingles

Students begin learning the parts of speech by using definitions in jingle form. Jingles are presented in a simple, easy-to-use format that can be sung or chanted by the students to help them remember important grammar concepts. Research indicates that movement and rhythm enhance memory by accessing both hemispheres of the brain. Rhythm, rhyme, and movement are effective elements of learning and retaining both new and old information. Students are taught how to use the jingles to help analyze the structure of sentences. To view the jingles, go to the Jingle Section on pages Q1–Q16 in the Student Book.

Question and Answer Flow

The Question and Answer Flow is a series of questions and answers that students use to analyze the role each word plays in a sentence. This oral activity is done in a rhythmic, enthusiastic manner, enabling students to participate actively in their learning. Learning the Question and Answer Flow enables students to analyze and use difficult sentence patterns without constant assistance. The Question and Answer Flow is a stepping stone to higher level thinking skills because students are taught to use their own thought processes to answer questions about words and sentences. The Question and Answer Flow gives students a definite, concrete procedure for determining each part of speech. The effectiveness of the Question and Answer Flow is demonstrated in several key areas.

- Each part of speech is analyzed within the context of the whole sentence. Parts of speech are never studied in isolated units.
- Once a concept is introduced, it is never left behind. As each concept is learned, it is applied in daily exercises throughout the year.
- Much of the students' work is done in a group environment. This approach provides immediate feedback to the students in a non-threatening way. When students see, hear, and say their answers, retention increases.



Example

The concerned doctor conferred privately with a specialist about the proper diagnosis.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Who conferred privately with a specialist about the proper diagnosis? doctor - Subject Noun (SN) 2. What is being said about doctor? doctor conferred - Verb (V) 3. Conferred how? privately - Adverb (Adv) 4. With - Preposition (P) 5. With whom? specialist - Object of the Preposition (OP) 6. A - Article Adjective (A) 7. About - Preposition (P) 8. About what? diagnosis - Object of the Preposition (OP) 9. What kind of diagnosis? proper - Adjective (Adj) | <ol style="list-style-type: none"> 10. The - Article Adjective (A) 11. What kind of doctor? concerned - Adjective (Adj) 12. The - Article Adjective (A) 13. SN V PI (subject noun, verb, Pattern 1) 14. Skill Check 15. (With a specialist) - Prepositional phrase 16. (About the proper diagnosis) - Prepositional phrase 17. Period, statement, declarative sentence 18. Go back to the verb. Divide the complete subject from the complete predicate. |
|---|---|

SN V P A Adj SN V Adv P A OP P A Adj OP
 The concerned doctor / conferred privately (with a specialist) (about the proper diagnosis). D

To learn the questions for the new grammar concepts, look in the student textbook on pages 44–49, 55–56, 61–63, 68, 122–127, 181–182, 231–238, 284–286, 335–336, 389–391, 439–440, 486–488, and 541–543.

Special Features

Question and Answer Flow Guide to Classify a Pattern 1 Sentence

The Q & A Flow Guide #1 will help you follow the general flow of questions and answers to classify parts of speech in a Pattern 1 Sentence.

Q & A Flow Guide #1 to Classify a Pattern 1 Sentence

TO FIND THE SUBJECT:

1. Read the sentence: **The copper teakettle whistled loudly in the kitchen.**
2. To find the subject, ask the subject question "who" or "what" and read the rest of the sentence. Label the subject with an "SN" abbreviation.

What whistled loudly in the kitchen? **teakettle - subject noun (SN)**

TO FIND THE VERB:

1. To find the verb, ask the verb question "what is being said about" and then say the subject.
2. Say the subject and verb together to make sure they make sense together. Label the verb with a "V" abbreviation.

What is being said about teakettle? **teakettle whistled - verb (V)**

TO FIND AN ADVERB:

1. An adverb modifies a verb, adjective, or another adverb.
2. To find an adverb, say the verb and ask one of the adverb questions "how, when, or where." Label the adverb with an "Adv" abbreviation.

Whistled how? **loudly - adverb (Adv)**

TO FIND THE PREPOSITION AND THE OBJECT OF THE PREPOSITION:

1. A preposition joins a noun or pronoun to the rest of the sentence and shows how words are related. A preposition must have a noun or pronoun after it.
2. A noun or pronoun after a preposition is called an object of the preposition.
3. To verify that a word is a preposition, say the word and ask the question "what" or "whom." If the answer is a noun or a pronoun, then the word is a preposition. Label the preposition with a "P" abbreviation. Label the object of the preposition with an "OP" abbreviation.

In - preposition (P)

In what? **kitchen - object of the preposition (OP)**

TO FIND THE ARTICLE ADJECTIVE:

1. There are three article adjectives: **a, an, the**. Article adjectives are also called noun markers because they tell that a noun is close by. Article adjectives are memorized.
2. To identify an article adjective, say "article adjective" each time you see "**a, an, or the**" in a sentence. Label the article adjective with an "A" abbreviation.

The - article adjective (A)

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Q & A Flow Guide #1 to Classify a Pattern 1 Sentence (continued)

TO FIND THE ADJECTIVE:

1. An adjective modifies a noun or a pronoun.
2. To find an adjective, go to a noun and ask one of the adjective questions "*what kind, which one, or how many.*" Label the adjective with an "**Adj**" abbreviation.

What kind of teakettle? **copper - adjective (Adj)**

THE REST OF THE Q & A FLOW FOR THE SAMPLE SENTENCE:

1. **The - article adjective (A)**
2. **Subject noun, verb, Pattern 1 (SN V PI)**
3. Skill Check
4. **(In the kitchen) - Prepositional phrase**
5. **Period, statement, declarative sentence** (Write a "**D**" at the end of the sentence.)
6. Go back to the verb. Divide the complete subject from the complete predicate.

$\frac{SN}{PI} \quad V \quad A \quad Adj \quad SN \quad V \quad Adv \quad P \quad A \quad OP$
 The copper teakettle / whistled loudly (in the kitchen). D

Special Features

Question and Answer Flow Guides for Patterns 2–5 and Patterns 6–7

The Q & A Flow Guides #2 and #3 will help you follow the general flow of questions and answers to identify the parts of speech in different sentence patterns.

Q & A Flow Guide #2 for Patterns 2–5

PATTERN 2: TO FIND THE DIRECT OBJECT

1. Read the sentence: **Abby solved the difficult math problem.**
2. Find the subject and verb by following the steps in Guide #1.
3. To find the direct object, say the subject and verb and ask the question “what” or “whom.”
*Abby solved what? **problem***
4. Verify that the direct object does not mean the same thing as the subject:
Verify the noun. *Does problem mean the same thing as Abby? **No.***
Problem – direct object (DO)
5. Label the direct object with a “**DO**” abbreviation.
6. After the direct object is labeled, add a “**t**” to the verb (**V-t**) to identify it as a transitive verb.
Solved – verb-transitive (V-t)
A transitive verb is an action verb that has a direct object in the predicate.
7. Shurley English pattern: **SN V-t DO** Traditional pattern: **N V N**
8. Classify the rest of the sentence by following the steps in Guide #1.

PATTERN 3: TO FIND THE INDIRECT OBJECT

1. Read the sentence: **The waiter brought us a delicious appetizer at the Italian restaurant.**
2. Find the subject and verb by following the steps in Guide #1.
3. Find the direct object by following the Pattern 2 steps above for the direct object.
4. To find the indirect object, say the subject, verb, and direct object.
Then, ask the question “to or for whom” or “to or for what.”
*Waiter brought appetizer to whom? **Us – indirect object (IO)***
5. Label the indirect object with an “**IO**” abbreviation.
6. The indirect object always comes between the verb and the direct object.
7. Shurley English pattern: **SN V-t IO DO** Traditional pattern: **N V N N**
8. Classify the rest of the sentence by following the steps in Guide #1.

PATTERN 4: TO FIND THE PREDICATE NOUN

1. Read the sentence: **The faithful dog was his constant companion.**
2. Find the subject and verb by following the steps in Guide #1.
3. To find the predicate noun, say the subject and verb. Then, ask the question “who or what.”
*Dog was what? **companion***
4. Verify that the predicate noun means the same thing as the subject:
Verify the noun. *Does companion mean the same thing as dog? **Yes.***
Companion – predicate noun (PrN)
5. Label the predicate noun with a **PrN** abbreviation.
6. After the predicate noun is labeled, add an “**L**” to the verb (**LV**) to identify it as a linking verb.
Was – linking verb (LV)
A linking verb is a state-of-being verb that has a predicate noun in the predicate. It is not an action verb.
7. Shurley English pattern: **SN LV PrN** Traditional pattern: **N LV N**
8. Classify the rest of the sentence by following the steps in Guide #1.

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Q & A Flow Guide #2 for Patterns 2-5 (continued)

PATTERN 5: TO FIND THE PREDICATE ADJECTIVE

1. Read the sentence: **The new microphone is extremely sensitive.**
2. Find the subject and verb by following the steps in Guide #1.
3. To find the predicate adjective, say the subject and verb and ask the question "what."
Microphone is what? sensitive
4. Verify that the predicate adjective is an adjective in the predicate that tells what kind of subject:
Verify the adjective. *What kind of microphone? Sensitive - predicate adjective (PA)*
5. Label the predicate adjective with a **PA** abbreviation.
6. After the predicate adjective is labeled, add an "L" to the verb (**LV**) to identify it as a linking verb.
Is - linking verb (LV)
A linking verb is a state-of-being verb that has a predicate adjective in the predicate.
It is not an action verb.
7. Shurley English pattern: **SN LV PA** Traditional pattern: **N LV Adj**
8. Classify the rest of the sentence by following the steps in Guide #1.

Q & A Flow Guide #3 for Patterns 6-7

PATTERN 6: TO FIND THE OBJECT COMPLEMENT NOUN

1. Read the sentence: **The people thought the courageous firefighter a hero.**
2. Find the subject and verb by following the steps in Guide #1.
3. Find the direct object by following the Pattern 2 steps in Guide #2 for the direct object.
4. To find the object complement noun, say the subject, verb, and direct object and ask the question "what or whom."
The people thought firefighter whom? hero
Does hero mean the same thing as firefighter? Yes. Hero - object complement noun (OCN)
5. Label the object complement with an **OCN** abbreviation.
7. Shurley English pattern: **SN V-t DO OCN** Traditional pattern: **N V N N**
8. Classify the rest of the sentence by following the steps in Guide #1.

PATTERN 7: TO FIND THE OBJECT COMPLEMENT ADJECTIVE

1. Read the sentence: **The little girls dyed all the eggs pink.**
2. Find the subject and verb by following the steps in Guide #1.
3. Find the direct object by following the Pattern 2 steps in Guide #2 for the direct object.
4. To find the object complement adjective, say the subject, verb, and direct object and ask the question "what."
Girls dyed eggs what? pink
Does pink tell what kind of eggs? Yes. Pink - object complement adjective (OCA)
5. Label the object complement with an **OCA** abbreviation.
7. Shurley English pattern: **SN V-t DO OCA** Traditional pattern: **N V N Adj**
8. Classify the rest of the sentence by following the steps in Guide #1.

Special Features

Grammar Patterns and Concepts

The pattern of a sentence is the order of its main parts. The patterns and grammar concepts taught at this level are listed below.

1. The subject noun and verb are the main parts of a Pattern 1 sentence. Pattern 1 is identified with these labels: **SN V P1**.
2. The subject noun, verb-transitive, and direct object are the main parts of a Pattern 2 sentence. Pattern 2 is identified with these labels: **SN V-t DO P2**.
3. The subject noun, verb-transitive, indirect object, and direct object are the main parts of a Pattern 3 sentence. Pattern 3 is identified with these labels: **SN V-t IO DO P3**.
4. The subject noun, linking verb, and predicate noun are the main parts of a Pattern 4 sentence. Pattern 4 is identified with these labels: **SN LV PrN P4**.
5. The subject-noun, linking verb, and predicate adjective are the main parts of a Pattern 5 sentence. Pattern 5 is identified with these labels: **SN LV PA P5**.
6. The subject-noun, verb-transitive, direct object, and object complement noun are the main parts of a Pattern 6 sentence. Pattern 6 is identified with these labels: **SN V-t DO OCN P6**.
7. The subject-noun, verb-transitive, direct object, and object complement adjective are the main parts of a Pattern 7 sentence. Pattern 7 is identified with these labels: **SN V-t DO OCA P7**.

Grammar Concepts	Level 8 Student Textbook
1. subject noun	pp. 44-47
2. verb	pp. 44-47
3. adverb	pp. 44-47
4. the Question and Answer Flow	pp. 46-50
5. adjective	pp. 55-56
6. article adjective	pp. 55-56
7. preposition	pp. 61-63
8. object of the preposition	pp. 61-63
9. one part of speech	p. 70
10. subject pronoun	pp. 122-123
11. understood subject pronoun	pp. 124-125
12. possessive pronoun	pp. 126-127
13. conjunction	pp. 181-182
14. helping verb	pp. 231-232
15. not adverb	p. 233
16. adverb exception	pp. 234-235
17. natural and inverted word order	pp. 236-238
18. interjection	p. 285
19. possessive noun	pp. 286
20. subject noun, verb-transitive, direct object, Pattern 2	pp. 335-336
21. transitive and intransitive verbs	p. 351
22. object pronoun	p. 391
23. subject noun, verb-transitive, indirect object, direct object, Pattern 3	p. 389-390
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Grammar Concepts	Level 8 Student Textbook
24. subject noun, linking verb, predicate noun, Pattern 4	pp. 439-440
25. subject noun, linking verb, predicate adjective, Pattern 5	pp. 486-488
26. subject noun, verb-transitive, direct object, object complement noun, Pattern 6	pp. 541-542
27. subject noun, verb-transitive, direct object, object complement adjective, pattern 7	pp. 542-543
28. verbals	pp. 651-658, 660-661
29. verbal phrases	pp. 687-689
30. misplaced and dangling modifiers	p. 693
31. counting clauses	pp. 701-702
32. adverb clauses	pp. 704-705
33. adjective clauses and relative pronouns	pp. 707-708
34. noun clauses	pp. 715-717
35. essential and nonessential clauses	p. 723

Special Features

Grammar and Writing Connection: Sentence Blueprints

Students are taught how to make the transition from grammar to writing by using grammar labels to create Practice Sentences. Writing Practice Sentences establishes a foundation for sentence composition. Then, in order to expand and improve their Practice Sentences, students are taught to write Revised Sentences by using synonyms and antonyms, by adding or deleting words, and by making word changes.

When students write Practice Sentences, they make the connection between grammar and writing. When students write Revised Sentences, they learn how to use revising and editing techniques to improve and expand a sentence. Writing Revised Sentences enables students to look at sentences more critically and to make better word choices.

Labels:	<i>A</i>	<i>Adj</i>	<i>Adj</i>	<i>SN</i>	<i>V</i>	<i>Adv</i>	<i>P</i>	<i>A</i>	<i>OP</i>
Practice:	The	thin,	green	leaves	trembled	violently	in	the	wind.
Improved:		Fragile	verdant	foliage	swayed	gently	in	the	breeze.
Changes:	(delete)	(syn)	(syn)	(syn)	(we)	(ant)	(ne)	(ne)	(syn)

The Practice and Revised Sentences taught at this level are listed below.

Grammar and Writing Connection	Level 8 Student Textbook
1. Practice and Revised Sentences	pp. 82-83, 147 & 149, 204 & 206, 258 & 260, 312 & 314, 362 & 364, 416 & 418, 468 & 470, 510 & 512, 568 & 570
2. Practice and Revised Worksheets	pp. 84, 149, 206, 260, 314, 364, 418, 470, 512, 570

Special Features

Skills

Most skills are taught and practiced in ways that are unique to Shurley English. The techniques for teaching English skills have been carefully developed to ensure that students understand the entire thought process necessary to learn a new skill. Students are given ample practice to master the new concepts. The skills taught at this level are listed below.

Skills	Level 8 Student Textbook
1. capitalization, punctuation, and editing guide	pp. 13–20
2. a/an	p. 22
3. synonyms, antonyms	p. 23
4. homonyms	p. 24
5. editing a paragraph	p. 25
6. contractions	pp. 27–28
7. word analogies	pp. 29–30
8. roots, prefixes, suffixes	pp. 33–34
9. vocabulary	pp. 34–35
10. complete subject/complete predicate	pp. 49, 74–75
11. four kinds of sentences	p. 68
12. singular/plural nouns	pp. 73–74
13. common/proper nouns	pp. 73–74
14. simple subject/simple predicate	pp. 74–75
15. noun job chart	p. 75
16. subject-verb agreement	pp. 133–134, 607–610
17. double negatives	pp. 138–140
18. spelling	pp. 154, 210, 264, 318, 369, 423, 473, 522, 578, 582, 635
19. outlines and outlining from written articles	pp. 172–178, 228, 280, 282
20. simple sentences, fragments, run-ons, and compound parts	pp. 184–187
21. coordinate conjunctions and connective adverbs	pp. 190–194
22. compound sentences	pp. 191–194
23. comma splices and run-on sentences	pp. 193–194
24. clauses, subordinate conjunctions and complex sentences	pp. 241–245
25. improving short, choppy sentences	pp. 248–249
26. improving long, rambling sentences	pp. 249–250
27. making nouns possessive	pp. 289–290
28. compound-complex sentences	pp. 294–296
29. principal parts of verbs	pp. 300–302, 352–353
30. cause and effect	pp. 303–304
31. taking notes from an oral lecture	pp. 330–332, 383–385
32. verb tenses	pp. 341–344
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Skills	Level 8 Student Textbook
33. regular/irregular verbs	p. 345
34. tenses of helping verbs	pp. 346–347
35. verb conjugation	pp. 351–353
36. verb tenses in paragraphs	pp. 394–395
37. active and passive voice of verbs, and enrichments	pp. 399–400, 407, 412
38. progressive and emphatic forms	pp. 406
39. dictation	pp. 425, 475, 525, 581
40. giving a speech	pp. 434–435
41. noun jobs	p. 443–444
42. beginning, end, and split quotations	pp. 448–453
43. other quotation rules	pp. 458–459
44. pronoun cases	pp. 489–490
45. pronouns and antecedents	p. 494
46. indefinite pronouns	pp. 499–501
47. interviews	pp. 536–537
48. demonstrative pronouns and adjectives	pp. 549–550
49. interrogative pronouns and adjectives	pp. 551–552
50. reflexive and intensive pronouns	p. 559
51. degrees of comparison of adjectives	pp. 596–598
52. prepositional phrases as adjectives and adverbs	pp. 602–604
53. spelling rules for making nouns plural	pp. 615–617
54. usage problems	pp. 670–674
55. fact, opinion, and propaganda	pp. 728–731, 733
56. newspaper	pp. 735–738, 740
57. jobs	pp. 819–827

Special Features

Writing

Learning to write begins with an understanding of correct sentence structure and expands to paragraphs, essays, and reports. In the writing process, students are taught to write for different purposes. After they know the purpose of their writing, students are taught to organize their writing according to its purpose, to keep focused on the topic, to revise and edit their rough drafts, and to write a final paper. Students are given checklists for prewriting, writing rough drafts, revising, editing, writing final papers, and publishing. These checklists help students apply concepts effectively during the writing process. A writing evaluation guide is provided for students to check their writing. As students progress in Shurley English year after year, they become better able to apply their knowledge of skills to editing and writing. The writing concepts taught at this level are listed below.

Writing	Level 8 Student Textbook
1. creative	pp. 39, 79, 92, 153, 209, 263, 317, 368, 422, 472
2. topics; supporting and nonsupporting sentences	p. 87
3. traits of effective writing	pp. 87-90, 376-378
4. three-point expository paragraph	pp. 93-98
5. prewriting	pp. 99-102, 106
6. rough draft	pp. 102-104
7. revising	pp. 107-111, 115-116
8. editing	pp. 111-113, 115-116
9. final paper	pp. 117-118
10. steps in the writing process	p. 119
11. writing evaluation guide	pp. 118, 120, 171, 225, 279, 329, 382, 433, 483, 535
12. publishing	pp. 155-156, 211-212, 265-266, 319-320, 370-371, 424-425, 474-475, 523-524, 579-580
13. share time guidelines	pp. 157, 864
14. writing forms-standard, time-order, transition	pp. 158-160
15. essay writing, three-paragraph expository essay	pp. 162-171, 215
16. point of view	pp. 213-214
17. five-paragraph expository essay	pp. 215-225
18. persuasive paragraph	pp. 268-270
19. three-paragraph persuasive essay	pp. 270-279
20. five-paragraph persuasive essay	pp. 321-329
21. descriptive	pp. 372-382
22. comparison and contrast essay	pp. 426-433
23. narrative (with and without dialogue)	pp. 476-483, 526-535
24. book review for fiction book	pp. 518-521

Writing	Level 8 Student Textbook
25. book review for nonfiction book	pp. 574-576
26. poetry	pp. 583-590, 646-650, 742-752
27. friendly letter	pp. 628-633
28. thank-you note	pp. 636-637
29. business letter	pp. 638-643
30. research report	pp. 755-805
31. jobs	pp. 808-833
32. tall tale	pp. 834-849
33. fairy tales	pp. 834-849
34. dramatic presentations	pp. 849-851
35. elements for analyzing a poem	pp. 852-863
36. drama (play/musical)	pp. 865-867
37. invitations	p. Q33
38. how-to essay	p. Q29
39. rev up your writing/power words	pp. 38, 78, 145, 202, 254, 308, 358, 412, 464, 506, 532, 564, 621

