

# ESSENTIALS

*entering the dialectic*



## Essentials of the English Language Corrections List 2014

### Corrections for Part II: Itinerary

#### Week 1

p. 29, 4th paragraph

"The pattern labels use forward slashes for compound sentences and parentheses when referring to complex sentences." [not "use hyphens for compound sentences"]

To summarize:

Hyphen - for simple sentences S-Vi

Forward slash / for compound sentences S-Vi / S-Vi

Parentheses ( ) for complex sentences S-Vi (S-Vi)/S-Vi

#### Week 2

p. 34, 6th line, first paragraph

"There are **seven characteristics** of verbs to explore over the course of the year." [not "attributes"]  
They are listed in the guide on pp. 34–37, but they are not numbered. Here is how they should be numbered:

1. Type
2. Principal Parts
3. Tense
4. Person
5. Number
6. Voice
7. Mood

p. 36, #4: Remove the hyphen between perfect and progressive and throughout the guide.

#### Week 3

pp. 44 and 45, under Type:

Personal Pronouns are listed as: Nominative (**Subjective**), Objective, Possessive.

\*\*We should clarify Nominative as Subjective on this list, and the image should be the same as the chart on p. 408, Chart F.

On Chart F (pp. 408, 409), the types of Personal Pronouns are listed as Subjective (Nominative), Objective, Possessive, (Possessive Pronoun Adjectives), and Reflexive.

Subjective and Nominative can be used interchangeably.

[A homophone that merely repeated the spelling of the original word \("sea/sea"\) on lesson 3 \(p.66\)](#)

**p. 73 week 3, sentence 5:**

"Our" should be placed under the appositive, "Lord" for clarity

**Week 4**

pp. 85 and 86, Task 6: Quid et Quo

Practice sentences 2 and 3: Change the heading to PRONOUN [not NOUN] for You (implied).

**Week 5**

p. 89 1st paragraph, 7th line

"This is the final of the four sentence purposes that students will learn." [not "sentence pattern"]

[Also was a little confused on the pronouns listed on the back of the editing exercise for lesson 5---seems like a mixture of Possessive Pronouns and PPAs. I think it should be mine, yours \(w/ an "s"\), herS but not really sure.](#)

**Week 9**

**sentence 5 (page 160)**

Under Task 3: Question Confirmation: Classification: Sentence is listed as Compound and it is a Compound Complex sentence. We can either just change the classification since it is a #5 sentence but the Compound-Complex structure has not been introduced yet. Otherwise we would need to change the sentence.

Lesson 9 under list of definitions -linking verb has a comma between assert and the word action ("assert, action")

week 9, sentence 5: The "who" in this sentence, it was labeled under the Quid Et Quo as an "Interrogative Pronoun", but this is part of the Subordinate clause, adjectival, and should be labeled as "Relative Pronoun". The discussion can be found under Essentials Forum EEL week 9 Practice Sentence 5, should you want to refer to it.

**page 235:**

The verb principle parts -- present, past, etc. -- are left blank. Since that chart is intended to replicated Chart N, I think the intent is to have them filled in.

At the bottom of page, the Guide refers to "present, past, future" as tenses. Chart C, however, refers to them as "time." I don't know if "tense" and "time" truly are interchangeable. Subsequently, at the top of page 235, it says "Note: Tense and form are usually referred to together as simply 'tense.'" Maybe the sentence at the top of page 235 intended to say, "Note: Time and form are usually referred to together as 'tense.'" ??? I'm really not sure, but the difference between Chart C and page 234 made me wonder.

### **Week 15**

p. 248, practice sentence 4, Quid et Quo

There is no conjunction 'when' in the sentence [remove CONJUNCTION section]

The adjective 'a' modifies 'hymn' [not 'song']

### **Week 17**

#### **page 268**

Old Farmer John painted some part of his barn **bright** purple although he was color blind and thought it was red.

The problem is with the word bright... in the guide it is labeled as an AJ but the argument is that it is actually an Adv because it answers how purple which means it modifies an adjective, which in turn means it is an Adverb. Denise and I have been talking through this. She found that if it is hyphenated than it is an adjective so, my suggestion is to hyphenate bright-purple and keep the label as it stands or just label the whole word as the OCA. Not sure if the second option reinforces the lesson as much as we wanted but it may eliminate some confusion.

### **Week 18**

#### **Practice Sentence 3 (page 292)**

Task 3: It concerns the Question confirmation for the dependent clause.

After, Which me? The question needs to inserted:

*Who or What made my friends miserable?* Who, subject pronoun

**The following are questions sent to me from a tutor: I have written my thoughts on how to fix it in the guide unless there is another grammar explanation I am not seeing. My suggestion is in "bright" purple underneath Week 19-20 questions, since they all three deal with the same issue.**

### **Week 19**

#### **Practice sentence 1**

If the subject "who" is considered singular, why do we not know the number of the verb "made"? How do we know from this sentence that the "who" is indeed singular?

#### **Practice sentence 2**

Again same question as above with the "who created"

#### **Practice sentences 1-5**

This same situation of the "who/what" being considered singular and the verb considered "unknown" also occurs in week 20 sentences.

In the Task 6: Quid et Quo portion change the number for made to singular. Following that if the noun is singular than the verb will be singular also. Since it is who...is there a different rule that applies

## Week 21

p. 326, bottom of page

Infinitive clause as direct object:

The father told his children to stop fighting.

We had several questions about this sentence, so we wanted to give an explanation. This sentence is correct.

### Ask the Direct Object question:

Father told what?

**Answer:** his children to stop fighting. The entire clause [his children to stop fighting] is the direct object; children is the subject of to stop.

The diagram of the sentence: "I enjoy running in the morning and in the evening." Running is a gerund and should be diagrammed on stilts on a stair step as a gerund would be.

they have the prepositional phrase "in the morning and in the evening" under running. This would make it an adjectival prep. phrase and I can't make it answer an adjective question! To me it answers an adverb question (when?) so wouldn't it have to go under "enjoy"? Because it can't be answering an adverb question and be under a gerund acting as a noun.....unless a gerund still gets to hang onto some of its "verbiness" and can have adverbial modifiers??? As far as I know, gerunds CAN take adverbial modifiers. At least that is what I wrote in my EEL guide last year, so I'm guessing I looked it up!.

p. 327, in the middle of the page

Below the example sentences:

"Finally, add a subordinate clause **to make them compound-complex.**" [not "to make them complex."] 2

## Week 21

### Practice sentence 1: Page 334

Why is the "who" interrogative? It is not an interrogative sentence and it would seem to me that the who would be relative.

Why is the "He" relative? Shouldn't it be personal?

In Task 6: Quid et Quo portion: In Pronouns: WHO: Change Interrogative to Relative and HE: change relative to personal

**This was a post from the Forum. I responded by saying I would look into it but my initial response is that looking it up for yourself is part of the process. I looked at the Table of Contents (page 17) and thought it to reflect the lessons well. It is also listed in the Scope and Sequence on page 18. A Topical Index may be a helpful addition and my first thought is that it would not be too hard to do but, not sure when we are going to printer with revision. Not completely convinced it is**

## **needed when you have the Table of Contents and the Scope and Sequence. Let me know what you are thinking "powers that be"**

"This is helpful. This comes up every year in my class. It frustrates the parents when something is in the student work/answer pages, but with no explanation in the guide or on the page, or a reference for where to look for an explanation. To the powers that be: Please add things to clarify where necessary, or reference notes to where to find explanations in the guide if they are there.

Please! Update the table of contents or something to reflect what is actually in each lesson--a detailed table of contents would be VERY helpful. Or a topical index. Because of the nature of "adding things when ready" for each student in the three cycle layering approach that Essentials takes, parents get frustrated when they know they read something about that somewhere in the guide, but have to flip through every lesson hoping to find it, but not always successful. Most do not have the time or patience to do that. A detailed table of contents/index could easily be released as supplemental files between edition printings."

339 & 340 for the Quid et Quo.

Under pronouns, who, case - it lists "objective" but it should be "nominative" as the who is the subject of the clause.

### **Week 22**

p. 344, Under Task 4

Example diagram for subordinate clause-who is man: 'man' should be diagrammed as a predicate noun (PN) [not DO] with a slanted line instead of a straight line.

- Example diagram for subordinate clause-who is good: 'good' should be diagrammed as a predicate adjective (PA) with a slanted line instead of a straight line.

the last sentence has a prepositional phrase on a stilt in the predicate adjective position.

She is feeling beside herself with joy etc... "beside herself with joy" is on a stilt - why?

And it is not an adjectival clause - it is modifying "how" she "is feeling". don't see how it can be a PA?

So the prepositional phrase should be parsed underneath the verb, not on a stilt, but that leaves the linking verb without a predicate noun or adjective and that's not one of the patterns nor does it fit the definition: A linking verb makes an assertion by joining two words.

The QC answers it as a prepositional phrase.

Not sure what the diagram means? Don't know if this is a correction, or just needs clarifying explanation.

I would agree that it must be a typo for sentence 4 week 21, especially when all the other sentences are connected v-v. I see it on sent 4 of week 22 also.

**Week 23**

p. 362

Diagram 'and He made me His son' should be diagrammed as S-Vt-DO-OCN with a slanted line before 'son'.

## Corrections for Part III: Gear

- The Gear master chart and blank charts are not charted the same- I think this is a minor change. Some parts are shaded differently than on the blank chart. Minor, if you ask me.

**Chart F** —Pronouns on pp. 408, 409 should be identical and are not in the subjective column.

On p. 409, “Predicate Nominative” should be on one line as it is on p. 408.

**Chart Q**—Verbals Mastery Chart, pp. 430 and 431: The participle diagram should be a curvy line and not an angle line; however, an angled line will work as long as the word is curved. Participles can be diagrammed using an angled line or curved line, but the participle itself should be curved.

## Corrections for Part IV: Excursions

**Chart AA**—Verb Overview, p 444: Subjunctive Active Perfect should be: (if) conjugated form of “to have”+ past participle [not ‘present participle’]

**Chart CC**—Verb Anatomy, p. 447:

• Vertical label for PROGRESSIVE should be: (form of "to be" + present participle) [not ‘past participle’]

**Chart DD**- Vertical label for Progressive should say (for of ‘to be’ + present participle). **\*\*There is a note that DD is not posted in its correct form, but CC is.**

**Punctuation and Capitalization, p. 457, last sentence of paragraph**

**“These 17 Punctuation and Capitalization rules can also be found on the back of weekly editing sheets.”** [not ‘These 24’]



## General questions about the guide:

These were suggestions made on an 'edit to guide' note sheet.

Editing Sheets: I get many complaints about the difficulty of editing the Scripture passage. What are your thoughts or Leigh's on changing them to the History sentences? Or to historical documents. We could even think about gearing them towards the Cycles and have a historical document meaningful for each cycle. Maybe stick with Scripture for Cycle 1 but use Genesis 1 or the Exodus passage the Foundations students learn for Memory Master. Cycle 2 could be the Vulgate or the Apostles Creed or something like that. Cycle 3 we could use the Declaration of Independence or another historical document. Could we sell that as a separate resource even? I know not all parents even use the Editing sheets.

Take Home sheet or At Home Sheet? This idea is similar to what they do in Challenge but could be initially filled out by the parent for the younger student. There are many types of these on the CC Connected At Home Sharing Center. It is perhaps just one more way to help them (student and parent) make the transition to Challenge. We could put it in as a form and the parent would make copies.

## **Quid et Quo and Trivium Tables**

Quid et Quo answers in the EEL Guide are not in the same order as the Trivium Table and the Quid et Quo chart. This is something that will be fixed in the next revision of the guide. [Note in communication between LS and DM.]

Under Pronouns section, it is missing 'person'. [Note on memo.]