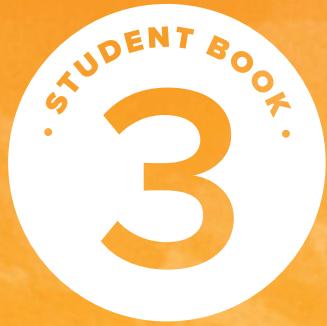


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USING LANGUAGE WELL SHELF

2ND EDITION

English, Grammar, and Spelling

BY SONYA SHAFER

Grow in language arts through great literature

Using Language Well gives your student Charlotte Mason language arts lessons in English, grammar, and spelling. Your student will grow in language arts skills as he studies passages from classic literature, Scripture, and great quotations.

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- Common Nouns
- Proper Nouns
- Pronouns
- Action Verbs
- Helping Verbs
- Linking Verbs
- Adjectives
- Articles
- Verb Tense

Second Edition

USING LANGUAGE WELL

Book 3 • English, Grammar, and Spelling

STUDENT BOOK

by Sonya Shafer



Using Language Well is part of a complete Charlotte Mason curriculum.
See where this course fits in the SCM curriculum at simplycm.com/curriculum.

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Using Language Well, Book 3, Second Edition: English, Grammar, and Spelling Student Book
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The Second Edition books of the Using Language Well series include passages from *Spelling Wisdom*, as well as new passages, and provide additional teacher guidance for customizing the spelling portion of the lesson for each student. The English usage and grammar lessons now offer more review and a more even distribution of new concepts throughout the grade levels. For more information on the series, visit our website.

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ABOUT USING LANGUAGE WELL, BOOK 3

Using Language Well, Book 3, Second Edition, offers a full school year of language arts studies.

- Complete two lessons per week.
- Each lesson should take about 15–20 minutes.
- The lessons are designed for the student to complete independently and the parent to give guidance in the spelling component.
- Spelling is learned through studied dictation.
- The writing component is combined with the narrations that are already required in other school subjects, such as history, geography, Bible, and science.
- *The Using Language Well, Book 3, Second Edition, Teacher Book* contains all the details for the parent to use in customizing the spelling and writing components, as well as all the answers to the lesson questions.

WHY STUDY GRAMMAR?

Imagine that from the time you were little, you have been playing with a football. You have learned how to throw it, how to catch it, and how to kick it. You've also figured out the basic rules of playing the game of gridiron football: how each team gets four tries (called "downs") to advance ten yards toward the goal line.

But there is a whole lot more to football than just that. There are names for the different players and the positions they play. You could say, "The guy who runs as fast as he can along the edge of the field in order to catch a long pass," but it's quicker and easier to just say the *wide receiver*. When you say that term, everybody in football knows which player you're talking about. The same goes for *quarterback*, *halfback*, *center*, or *lineman*. Those terms are simply convenient labels.

There are labels for certain types of activity on the field too; for example, a *rush*, a *reverse*, a *conversion*, or an *interception*. And there are many more terms that football fans and players use to save time and effort during a game. The more you understand those terms, the better you will understand football.

And the same holds true for other interests. Whether badminton, weaving, ballet, astronomy, or baking, special terms and labels are used. Those who want to play or weave or dance or bake well, spend a lot of time and effort learning those terms.

The study of grammar is simply learning the terms and labels for language. You can study the grammar of any language. In this series you're studying English grammar.

Most likely, from the time you were little, you have been using English and playing with words. You've learned how to say them and how to use them pretty well in everyday conversation. You may have also figured out some of the rules, such as saying "one dog" but "several dogs," or even "I go" but "I went" (rather than "I goed").

But there is a whole lot more to English than just that. There are names for different kinds of words and the roles that they play in a sentence. There are even terms for the various positions that they can take in relation to each other within the sentence, just as a football team can take various formations on the field.

When you study English grammar, you are learning the terms and labels that are used to understand the language better. It's going to take some time and effort, but it will be well worthwhile.

You're going to be communicating in English for the rest of your life, so it just makes sense to learn to use it well. The better you understand it, the better you can use it to communicate your thoughts and ideas clearly and accurately.

So let's dive into learning more of the grammar of English.

A Book on Hand

by Charlotte Mason

LESSON 1

Never be without a really good book on hand.

1. Read the quotation above.
2. Name a really good book that you have on hand.

3. One particular word in that sentence is very important. It helps you get the same mental picture that the writer had in her mind when she wrote the sentence. That word is the name of a thing: *book*.

We call words that name things *nouns*. Think of five different nouns that, if used in that sentence instead of *book*, would change the whole mental picture.

Writing Point: Choose nouns carefully when you are writing to best communicate the picture you have in your head.

4. Read the quotation again and underline any words that you are not sure you could spell from memory. When you have finished marking unfamiliar words, ask your teacher to set your dictation assignment.
5. Study your assignment until you know how to spell each word in it and are familiar with the capitalization and punctuation. When you are ready, let your teacher know, then turn to page 121 and write what your teacher dictates.

Great Things

by Sir Winston Churchill

LESSON 2

All great things are simple, and many can be expressed in single words: freedom, justice, honor, duty, mercy, hope.

1. Read the quotation above.

2. Explain what a noun is.

3. Some nouns name things that you can actually see or hear, such as *book* or *music*; other nouns name things that you cannot see or hear, but you know they exist.

List five nouns from the passage.

4. Read the quotation again and underline any words that you are not sure you could spell from memory. When you have finished marking unfamiliar words, ask your teacher to set your dictation assignment.

5. Study your assignment until you know how to spell each word in it and are familiar with the capitalization and punctuation. When you are ready, let your teacher know, then turn to page 121 and write what your teacher dictates.

Heaven Above Was Blue

from Nicholas Nickleby by Charles Dickens

LESSON 30

Heaven above was blue, and earth beneath was green; the river glistened like a path of diamonds in the sun; the birds poured forth their songs from the shady trees; the lark soared high above the waving corn; and the deep buzz of insects filled the air.

1. Read the passage above.
2. For each shortened sentence below, tell whether the italicized verb is an action verb (AV) or a linking verb (LV). (Look back at lesson 26 for a reminder about linking verbs if you need one.)

Heaven above *was* blue.

Earth beneath *was* green.

The river *glistened* like a path of diamonds in the sun.

The birds *poured* forth their songs from the shady trees.

The lark *soared* high above the waving corn.

The deep buzz of insects *filled* the air.

Writing Point: Linking verbs are important; but if you use only linking verbs, your writing can convey a very passive tone with little action or imagination. Action verbs add flavor to your writing.

3. Explain what job the semicolons are doing in the passage above. If you're not sure, check the English and Grammar Points Journal on page 157.

4. Read the passage again and underline any words that you are not sure you could spell from memory. When you have finished marking unfamiliar words, ask your teacher to set your dictation assignment.

5. Study your assignment until you know how to spell each word in it and are familiar with the capitalization and punctuation. Be sure to put the semicolons in place of periods to separate the complete thoughts. When you are ready, let your teacher know, then turn to page 130 and write what your teacher dictates.

An Inspiration

from *The Adventures of Tom Sawyer* by *Mark Twain*

LESSON 71

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it: bits of toys, marbles, and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him—nothing less than a great, magnificent inspiration!

1. Read the passage above.

2. Tell what an adjective is and find two in the passage. _____

3. Explain what an article is and find two in the passage. _____

4. Tell what a pronoun is and find three in the passage. _____

5. Identify the verbs in each of the following shortened sentences below from the passage.

Write *AV* above an action verb, *LV* above a linking verb, and *HV* above a helping verb.

He had planned for this day.

His sorrows multiplied.

Soon the free boys would come.

An inspiration burst upon him.