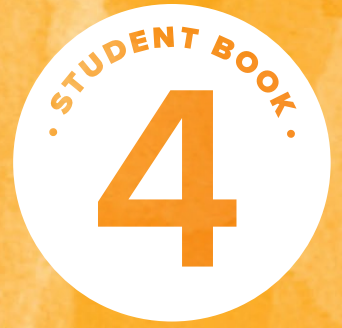


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USING LANGUAGE WELL

SAMPLE

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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Book 4: Parts of Speech, Part 2

- | | | | |
|------------------|-------------------------|--------------------------------|-----------------------------------|
| • Compound Verbs | • Prepositional Phrases | • Interjections | • Antecedents |
| • Adverbs | • Conjunctions | • Simple Subject and Predicate | • First, Second, and Third Person |
| • Prepositions | | | |

Second Edition

USING LANGUAGE WELL

Book 4 • 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 Simply CM curriculum at simplycm.com/curriculum.

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Using Language Well, Book 4, 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 4*

Using Language Well, Book 4, 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 4, 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 10 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.

Sociable Trees

LESSON 1

from Anne of Green Gables by Lucy Maud Montgomery

“Maples are such sociable trees,” said Anne; “they’re always rustling and whispering to you.”

1. Read the passage above.
2. Tell what a noun is. Explain the difference between a common noun and a proper noun using examples from the passage. If you need help, check the English and Grammar Points Journal on page 192.

3. Explain what a pronoun is and include an example from the passage.

4. Tell what an adjective is and include an example from the passage.

5. Explain why there is a semicolon after *Anne*. If you’re not sure, check the English and Grammar Points Journal in the back of this book.

6. 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.
7. Study your assignment until you know how to spell each word in it and are familiar with the capitalization and punctuation. Be sure to pay close attention to the dialogue punctuation. When you are ready, let your teacher know, then turn to page 145 and write what your teacher dictates.

Success and Merit

from Les Misérables by Victor Hugo

LESSON 2

Be it said in passing, that success is a very hideous thing. Its false resemblance to merit deceives men.

1. Read the passage above.
2. Identify what kind of verb is in each shortened sentence below from the passage. Write *AV* above the action verb and *LV* above the linking verb. Check the English and Grammar Points Journal on page 192 if you need help.

Success is a hideous thing.

Its false resemblance deceives men.

3. Look up the definitions of *success* and *merit* in a dictionary. How could success falsely resemble merit?

4. Tell why there is no apostrophe in *Its*.

5. 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.
6. 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 145 and write what your teacher dictates.

The Smileys

from *Amusements in Mathematics* by Henry Ernest Dudeney

LESSON 30

When the Smileys recently received a visit from the favorite uncle, the fond parents had all the five children brought into his presence. First came Billie and little Gertrude, and the uncle was informed that the boy was exactly twice as old as the girl. Then Henrietta arrived, and it was pointed out that the combined ages of herself and Gertrude equaled twice the age of Billie. Then Charlie came running in, and somebody remarked that now the combined ages of the two boys were exactly twice the combined ages of the two girls. The uncle was expressing his astonishment at these coincidences when Janet came in. “Ah! Uncle,” she exclaimed, “you have actually arrived on my twenty-first birthday!” To this Mr. Smiley added the final staggerer: “Yes, and now the combined ages of the three girls are exactly equal to twice the combined ages of the two boys.” Can you give the age of each child?

1. Read the passage above.
2. Without looking at the passage, add the correct punctuation to the sentence below.

Ah Uncle she exclaimed you have actually arrived on my twenty first birthday

3. The first word of that sentence—*Ah!*—introduces a new part of speech: an interjection. An *interjection* is an independent word or phrase used in the sentence only for the purpose of expressing strong feeling. You won’t see interjections often, but you will be able to recognize them easily. See if you can find an interjection in the poem in lesson 22.

Record in the English and Grammar Points Journal on page 193 what you have learned about interjections.

4. Explain why there is a colon in the sentence that begins “To this Mr. Smiley added” in the passage. Check the English and Grammar Points Journal for help if you need it.
-
-

5. 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.
6. 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 158 and write what your teacher dictates.
7. (Optional) Can you solve the mathematical riddle?

Educated With Care

from In the Days of Queen Victoria by Eva March Tappan

LESSON 71

No two days in the Princess's week were alike. One hour a week was devoted to learning the catechism, another to a dancing lesson, another to needlework and learning poetry by heart. All this teaching went on for six days in the week, for she had no Saturday holidays; and on Saturday morning came an hour that would alarm most children, for it was devoted to a repetition to Mr. Davys of all that she had learned during the week. Her lessons were made as interesting as possible by explanations and stories and pictures and games. A history and a little German grammar were written expressly for her; but, after all, the little girl was the one who had to do the work. She had to understand and learn and remember, and even if she was a princess no one could do these things for her. Sir Walter Scott dined with the Duchess of Kent during Victoria's ninth year. He wrote in his journal: "Was presented to the little Princess Victoria, the heir-apparent to the throne as things now stand." It is no wonder that he added, "This lady is educated with much care."

1. Read the passage above.
2. What personal pronoun would you use to include yourself in each of the sentences below from the passage?

This lady and _____ are educated with much care.

A little German grammar was written for the Princess and _____.

3. Is the passage written in first person, second person, or third person? _____
4. Would you say it is written in past tense, present tense, or future tense? _____
5. Find the possessive proper noun in the first sentence of the passage. Is that noun singular or plural? _____

How would you write the plural possessive form?

the twelve dancing _____ gloves

6. 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.
7. 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 187 and write what your teacher dictates.