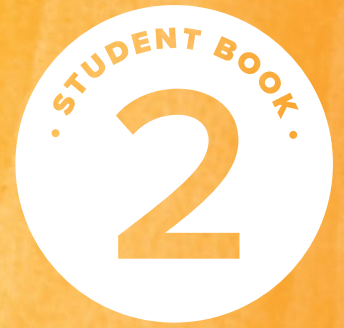


Simply Charlotte Mason presents



USING LANGUAGE WELL

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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- Complex Alphabetizing
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- Synonyms
- Homonyms
- Compound Words
- Dialogue Punctuation
- Nouns
- Verbs
- Plural Possessives
- Prefixes
- Suffixes
- Root Words

Second Edition

USING LANGUAGE WELL

Book 2 • 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 2, 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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ISBN 978-1-61634-671-3 printed
ISBN 978-1-61634-672-0 electronic download

Published by
Simply Charlotte Mason, LLC
930 New Hope Road #11-892
Lawrenceville, Georgia 30045
simplycharlottesmason.com

Printed in the U.S.A.

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ABOUT *USING LANGUAGE WELL, BOOK 2*

Using Language Well, Book 2, Second Edition, offers a full school year of language arts studies.

- Complete two lessons per week.
- Each lesson should take about 10–15 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 2, 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 badminton 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.

On Learning

by Leonardo da Vinci

LESSON 1

Learning never exhausts the mind.

1. Read the sentence.
2. What wise idea can be learned from that sentence?

3. One word in the sentence above has *-ing* added to the end. Find it and write it below.

4. Look closely and determine what that word would be without the *-ing* on it. Write that shorter word below.

That original shorter version of the word can be called the *root word*. The *-ing* is called a *suffix* because it is added to the end of the root word.

5. Read the sentence 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.

A Clenched Fist

by Indira Gandhi

LESSON 2

You cannot shake hands with a clenched fist.

1. Read the sentence.
2. What does *clenched* mean? Look up its meaning in a dictionary and explain what idea Gandhi was communicating in your own words.

3. A *compound word* is made up of two or more smaller, complete words that each have their own meaning. See if you can find a compound word in the sentence above. Below, write the two shorter words that make up the compound word.

4. Read the sentence 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 145 and write what your teacher dictates.

The Splendid Tree

from The Fir Tree by Hans Christian Andersen

LESSON 30

Now the Tree did not even dare tremble. What a state he was in! He was so uneasy lest he should lose something of his splendor, that he was quite bewildered amidst the glare and brightness; when suddenly both folding doors opened and a troop of children rushed in as if they would upset the Tree. The older persons followed quietly; the little ones stood quite still. But it was only for a moment; then they shouted that the whole place re-echoed with their rejoicing; they danced round the Tree, and one present after the other was pulled off.

1. Read the passage.
2. In each statement below from the passage, draw a line between the subject and the predicate: between that which is spoken of and what is said about it. (Look back at lessons 4 and 8 for help if you need it.)

A troop of children rushed in.

The older persons followed quietly.

The little ones stood quite still.

They shouted.

They danced round the Tree.

3. Each of those statements contains an important word. In fact, that word is so important that we cannot make sense of the statement without it. In the first statement, that important word is *rushed*. It tells what the children did. Without that word, we can't make a sentence. Words that tell what a person or thing does are called *verbs*. See if you can find the verbs in the statements above. Look for the one word in each statement that tells what the persons did and circle it.
4. Read through 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. When you are ready, let your teacher know, then turn to page 151 and write what your teacher dictates.

Whitefoot the Wood Mouse

from The Burgess Animal Book for Children by Thornton W. Burgess

LESSON 71

So Whitefoot the Wood Mouse rarely ventures more than a few feet from a hiding place and safety. At the tiniest sound he starts nervously and often darts back into hiding without waiting to find out if there really is any danger. If he waited to make sure, he might wait too long, and it is better to be safe than sorry. If you and I had as many real frights in a year, not to mention false frights, as Whitefoot has in a day, we would, I suspect, lose our minds. Certainly we would be the most unhappy people in all the Great World.

But Whitefoot isn't unhappy. Not a bit of it. He is a very happy little fellow. There is a great deal of wisdom in that pretty little head of his. There is more real sense in it than in some very big heads. When some of his neighbors make fun of him for being so very, very timid, he doesn't try to pretend that he isn't afraid. He doesn't get angry. He simply says, "Of course I'm timid, very timid indeed. I'm afraid of almost everything. I would be foolish not to be. It is because I am afraid that I am alive and happy right now. I hope I shall never be less timid than I am now, for it would mean that sooner or later I would fail to run in time and would be gobbled up. It isn't cowardly to be timid when there is danger all around. Nor is it bravery to take a foolish and needless risk. So I seldom go far from home. It isn't safe for me, and I know it."

1. Read the passage.
2. Tell what an antonym, a synonym, and a homonym are.

3. Look at each pair of words below from the passage and tell whether the words are antonyms, synonyms, or homonyms.

sooner

later _____

too

to _____

unhappy

happy _____

timid

afraid _____

4. Label each italicized word in the sentences below. Write *N* above any common noun, *PN* above any proper noun, *AV* above any action verb, and *V* above any being verb.

He *is* a very happy little *fellow*.

At the tiniest *sound* he *starts* nervously.

5. Draw a line between the subject and the predicate in this sentence from the passage.

But Whitefoot isn't unhappy.

6. Add the correct dialogue punctuation to the following sentence.

He simply says Of course I'm timid

7. Read through 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.
8. 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 163 and write what your teacher dictates.