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Using Language Well

SAMPLE

*English, Grammar, and Writing Points
from Spelling Wisdom*

by Sonya Shafer

Book 2
Student Book

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Using Language Well

Book Two

English, Grammar, and Writing Points
from *Spelling Wisdom, Book Two*

Student Book

by Sonya Shafer

Using Language Well, Book Two, Student Book: English, Grammar, and Writing Points from
Spelling Wisdom, Book Two
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Cover Design: John Shafer

ISBN 978-1-61634-314-9 printed
ISBN 978-1-61634-315-6 electronic download

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

Printed by PrintLogic, Inc.
Monroe, Georgia, USA

Contents

How to Use This Book	11
Lesson 1	12
<i>*Nouns • Dictation Steps</i>	
Lesson 2	13
<i>Nouns • Dictation Steps</i>	
Lesson 3	14
<i>*Synonyms • Dictation Steps • *Capitalization</i>	
Lesson 4	15
<i>*Subjects • *Predicates</i>	
Lesson 5	16
<i>Nouns • *Marking Parts of Speech • Dictation Steps</i>	
Lesson 6	17
<i>*Word Research • *Hyphens</i>	
Lesson 7	18
<i>Nouns</i>	
Lesson 8	19
<i>Nouns • *Pronouns</i>	
Lesson 9	20
<i>Nouns • Pronouns</i>	
Lesson 10	21
<i>*Antonyms</i>	
Lesson 11	22
<i>Nouns • Pronouns</i>	
Lesson 12	23
<i>Pronouns • *Commas</i>	
Lesson 13	24
<i>*Homonyms</i>	
Lesson 14	25
<i>Nouns • *Common Nouns • *Proper Nouns • Capitalization • *Punctuation of Dialogue</i>	
Lesson 15	26
<i>Common Nouns • Proper Nouns</i>	
Lesson 16	27
<i>Common Nouns • Commas • *Quotation Marks • *Exclamation Points • Punctuation of Dialogue</i>	
Lesson 17	28
<i>Common Nouns • Proper Nouns • Pronouns • *Dashes</i>	
Lesson 18	29
<i>*Pluralization</i>	
Lesson 19	30
<i>Nouns • Pronouns • *Antecedents • *Numeral Notation</i>	
Lesson 20	31
<i>Nouns • Subjects • Predicates • Dictation Steps</i>	
Lesson 21	32
<i>Proper Nouns • *Verbs • Numeral Notation • Hyphens</i>	

** denotes the first time a topic is mentioned*

Lesson 22	33
<i>Pronouns • Common Nouns • Proper Nouns • Verbs • *Ellipsis • *Quotations</i>	
Lesson 23	34
<i>Verbs • Pronouns • Common Nouns • Proper Nouns • *Action Verbs • Quotations</i>	
Lesson 24	35
<i>Pronouns • Action Verbs • *Contractions</i>	
Lesson 25	36
<i>*Linking Verbs • Common Nouns • Proper Nouns</i>	
Lesson 26	37
<i>Antecedents • Pluralization • *Colons • Commas • *Format of a Letter</i>	
Lesson 27	38
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs</i>	
Lesson 28	39
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Dictation Steps</i>	
Lesson 29	40
<i>Action Verbs • Linking Verbs • *Semicolons</i>	
Lesson 30	41
<i>Antecedents • *Apostrophes • *Possessives</i>	
Lesson 31	42
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs</i>	
Lesson 32	43
<i>Homonyms</i>	
Lesson 33	44
<i>Pronouns • Pluralization • Proper Nouns</i>	
Lesson 34	45
<i>Semicolons • Action Verbs • Linking Verbs • Common Nouns</i>	
Lesson 35	46
<i>*Punctuation of Dates • Format of a Letter • *Periods • Semicolons • Commas</i>	
Lesson 36	47
<i>*Helping Verbs</i>	
Lesson 37	48
<i>Semicolons • Commas • *Punctuation of Lists</i>	
Lesson 38	49
<i>*Verb Tense</i>	
Lesson 39	50
<i>Action Verbs • Linking Verbs • Helping Verbs</i>	
Lesson 40	51
<i>Action Verbs • Linking Verbs • Helping Verbs</i>	
Lesson 41	52
<i>Action Verbs • Linking Verbs • Helping Verbs • Apostrophes • Contractions • Punctuation of Dialogue</i>	
Lesson 42	53
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Apostrophes • Possessives</i>	

Lesson 43	54
<i>Commas • *Punctuation of Place Names • Punctuation of Lists • Action Verbs • Linking Verbs • Helping Verbs • Verb Tense</i>	
Lesson 44	55
<i>Contractions • Helping Verbs • Dashes</i>	
Lesson 45	56
<i>*Adjectives • Homonyms</i>	
Lesson 46	57
<i>Adjectives • Possessives • *its/it's</i>	
Lesson 47	58
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives</i>	
Lesson 48	59
<i>Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Contractions • *Abbreviations • Periods</i>	
Lesson 49	60
<i>Action Verbs • Linking Verbs • Helping Verbs • Proper Nouns • Adjectives • Quotation Marks</i>	
Lesson 50	61
<i>*Format of a Script • Adjectives</i>	
Lesson 51	62
<i>Adjectives • Punctuation of Dialogue • *Dialogue Tags</i>	
Lesson 52	63
<i>*Words with Multiple Parts of Speech • Dashes</i>	
Lesson 53	64
<i>*Articles • Verb Tense</i>	
Lesson 54	65
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Punctuation of Dialogue • Apostrophes • Contractions • Possessives</i>	
Lesson 55	66
<i>Adjectives • Articles • Proper Nouns</i>	
Lesson 56	67
<i>Possessives • Pluralization • Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Exclamation Points</i>	
Lesson 57	68
<i>Possessives • Pronouns • Antecedents • its/it's • Common Nouns • whose/who's</i>	
Lesson 58	69
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Colons</i>	
Lesson 59	70
<i>Proper Nouns • *Alphabetical Order of Names • Numeral Notation</i>	
Lesson 60	71
<i>Homonyms</i>	
Lesson 61	72
<i>Action Verbs • Linking Verbs • Helping Verbs • Pronouns • Antecedents • Articles • Adjectives</i>	
Lesson 62	73
<i>Adjectives • *Compound Adjectives • Hyphens</i>	

Lesson 63	74
<i>Antecedents • Pronouns • Proper Nouns • Common Nouns</i>	
Lesson 64	75
<i>Adjectives • Nouns • Synonyms • Antonyms • Verb Tenses</i>	
Lesson 65	76
<i>Quotation Marks • Colons • Hyphens</i>	
Lesson 66	77
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Punctuation of Dialogue • Capitalization</i>	
Lesson 67	78
<i>Pronouns • Antecedents • Homonyms • Verbs</i>	
Lesson 68	79
<i>Verb Tenses • Proper Nouns • *Nouns as Adjectives</i>	
Lesson 69	80
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles</i>	
Lesson 70	81
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles</i>	
Lesson 71	82
<i>Pronouns • *Personal Pronouns • *First/Second/Third Person</i>	
Lesson 72	83
<i>Pronouns • First/Second/Third Person • Hyphens</i>	
Lesson 73	84
<i>First/Second/Third Person • Pronouns</i>	
Lesson 74	85
<i>Pronouns • First/Second/Third Person</i>	
Lesson 75	86
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • First/Second/Third Person</i>	
Lesson 76	87
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Synonyms • First/Second/Third Person</i>	
Lesson 77	88
<i>*Adverbs</i>	
Lesson 78	89
<i>Adverbs • Action Verbs • Linking Verbs • Helping Verbs</i>	
Lesson 79	90
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs</i>	
Lesson 80	91
<i>Adverbs • Action Verbs • Linking Verbs • Helping Verbs • Quotation Marks • Possessives • Apostrophes</i>	
Lesson 81	92
<i>Hyphens • Numeral Notation • Compound Adjectives</i>	

Lesson 82	93
<i>Adverbs</i>	
Lesson 83	94
<i>Adverbs • Action Verbs • Linking Verbs • Helping Verbs • Verb Tense • First/Second/Third Person</i>	
Lesson 84	95
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs</i>	
Lesson 85	96
<i>Commas • Adverbs • Action Verbs • Linking Verbs • Helping Verbs</i>	
Lesson 86	97
<i>*Former and Latter</i>	
Lesson 87	98
<i>First/Second/Third Person • Pronouns • Format of a Letter</i>	
Lesson 88	99
<i>Punctuation of Dialogue • *Interjections</i>	
Lesson 89	100
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Capitalization</i>	
Lesson 90	101
<i>Verb Tense • First/Second/Third Person • Compound Adjectives</i>	
Lesson 91	102
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Dashes</i>	
Lesson 92	103
<i>Pronouns • First/Second/Third Person • Capitalization</i>	
Lesson 93	104
<i>*Adverb Phrases • *Adjective Phrases • Apostrophes</i>	
Lesson 94	105
<i>Adverb Phrases • Adjective Phrases • Capitalization</i>	
Lesson 95	106
<i>Adjectives • Adverbs</i>	
Lesson 96	107
<i>Possessives • Apostrophes • Proper Nouns</i>	
Lesson 97	108
<i>Interjections • Quotation Marks • Punctuation of Dialogue • Dialogue Tags</i>	
Lesson 98	109
<i>Adjectives • Adverbs</i>	
Lesson 99	110
<i>*Prepositions</i>	
Lesson 100	111
<i>Prepositions • Articles • Adjectives • Nouns • Pronouns</i>	
Lesson 101	112
<i>Prepositions • Articles • Adjectives • Nouns • Pronouns</i>	
Lesson 102	113
<i>Exclamation Points • *Question Marks • Punctuation of Dialogue • Periods</i>	

Lesson 103.....	114
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Prepositions</i>	
Lesson 104.....	115
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Prepositions</i>	
Lesson 105.....	116
<i>Verb Tenses • First/Second/Third Person • *Prepositional Phrases</i>	
Lesson 106.....	117
<i>*Conjunctions</i>	
Lesson 107.....	118
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Prepositions • Conjunctions</i>	
Lesson 108.....	119
<i>Homonyms</i>	
Lesson 109.....	120
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Prepositions • Conjunctions • Commas</i>	
Lesson 110.....	121
<i>Capitalization • Punctuation of Dialogue</i>	
Lesson 111.....	122
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Prepositions • Conjunctions • Compound Adjectives</i>	
Lesson 112.....	123
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Prepositions • Conjunctions</i>	
Lesson 113.....	124
<i>Periods • Commas • Quotation Marks • Hyphens</i>	
Lesson 114.....	125
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs • Adjectives • Articles • Adverbs • Prepositions • Conjunctions • Interjections</i>	
Lesson 115.....	126
<i>Subjects • Predicates • *Complete Subjects • *Complete Predicates • *Simple Subjects • *Simple Predicates</i>	
Lesson 116.....	127
<i>Complete Subjects • Complete Predicates • Simple Subjects • Simple Predicates</i>	
Lesson 117.....	128
<i>Simple Subjects • Simple Predicates • Parts of Speech</i>	
Lesson 118.....	129
<i>Punctuation of Dates • Alphabetization</i>	
Lesson 119.....	130
<i>*You (understood) as a Subject</i>	
Lesson 120.....	131
<i>Simple Subjects • Simple Predicates • Parts of Speech • Semicolons • Punctuation of Dialogue</i>	
Lesson 121.....	132
<i>Simple Subjects • Simple Predicates • Parts of Speech</i>	

Lesson 122	133
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs •</i>	
<i>Adjectives • Articles • Adverbs • Prepositions • Conjunctions • Interjections</i>	
Lesson 123	134
<i>Punctuation of Lists • Colons • Semicolons • Periods • Commas</i>	
Lesson 124	135
<i>Homonyms • Possessives</i>	
Lesson 125	136
<i>Colons • Commas • Quotation Marks • Periods • *Parentheses • Apostrophes</i>	
Lesson 126	137
<i>Compound Adjectives • Hyphens • Commas • Possessives • Proper Nouns • Common Nouns •</i>	
<i>Interjections • Conjunctions</i>	
Lesson 127	138
<i>*“Conscience/Conscious”</i>	
Lesson 128	139
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs •</i>	
<i>Adjectives • Articles • Adverbs • Prepositions • Conjunctions • Interjections</i>	
Lesson 129	140
<i>Antonyms</i>	
Lesson 130	141
<i>Possessives • Apostrophes</i>	
Lesson 131	142
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs •</i>	
<i>Adjectives • Articles • Adverbs • Prepositions • Conjunctions • Interjections</i>	
Lesson 132	143
<i>Parts of Speech • Simple Subjects • Simple Predicates • *Compound Subjects</i>	
Lesson 133	144
<i>Common Nouns • Proper Nouns • Pronouns • Action Verbs • Linking Verbs • Helping Verbs</i>	
Lesson 134	145
<i>Pronouns • Antecedents</i>	
Lesson 135	146
<i>Homonyms</i>	
Lesson 136	147
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs</i>	
<i>• Adjectives • Articles • Adverbs • Prepositions • Conjunctions • Interjections • Commas •</i>	
<i>Capitalization</i>	
Lesson 137	148
<i>Adjectives • Articles • Adverbs • Conjunctions • Verb Tense • First/Second/Third Person</i>	
Lesson 138	149
<i>Prepositions • Interjections</i>	
Lesson 139	150
<i>Simple Subjects • *Compound Predicates</i>	
Lesson 140	151
<i>Pronouns • Common Nouns • Proper Nouns • Action Verbs • Linking Verbs • Helping Verbs •</i>	
<i>Adjectives • Articles • Adverbs • Prepositions • Conjunctions • Interjections</i>	
Parts of Speech Short Lists	153

How to Use This Book

Using Language Well, Book Two, is designed to be used alongside *Spelling Wisdom, Book Two*. You will need both books.

Spelling Wisdom books and *Using Language Well* teacher books are non-consumable and can be reused. *Using Language Well* student books are consumable; you will need one per student and a notebook for dictation exercises.

We recommend doing two lessons per week. At that pace this book will last two years: Lessons 1–70 in the first year, Lessons 71–140 in the second.

Most lessons take only five or ten minutes to complete, plus the time spent to prepare for dictation.

Lesson 1

(from Exercise 1, A Book on Hand)

1. Read Exercise 1 in *Spelling Wisdom, Book 2*.
2. 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.

3. Prepare Exercise 1 for dictation by following these steps.
 - » Step One: Read the passage and identify which words you don't know how to spell yet.
 - » Step Two: Study those words. Look at them carefully until you can close your eyes and see them in your mind.
 - » Step Three: Look closely at the punctuation and capital letters. (Copy the exercise, if that will help you.)
 - » Step Four: When you are sure you know how to spell every single word in the exercise and are familiar with the punctuation and capitalization, ask your teacher to dictate it to you while you write it in a notebook.

Lesson 2

(from Exercise 2, Great Things)

1. Read Exercise 2 in *Spelling Wisdom, Book 2*.
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 exercise.

4. Prepare Exercise 2 for dictation by following these steps.
 - » Step One: Read the passage and identify which words you don't know how to spell yet.
 - » Step Two: Study those words. Look at them carefully until you can close your eyes and see them in your mind.
 - » Step Three: Look closely at the punctuation and capital letters. (Copy the exercise, if that will help you.)
 - » Step Four: When you are sure you know how to spell every single word in the exercise and are familiar with the punctuation and capitalization, ask your teacher to dictate it to you while you write it in your notebook.

Lesson 3

(from Exercise 3, Habits)

1. Read Exercise 3 in *Spelling Wisdom, Book 2*.
2. Define “assumed” in that context.

3. Think of a synonym for each of the words below. (Remember, a synonym is a word that means the same as another word.)

- strive _____
- flayed _____

4. How would you put the sentence in the exercise in your own words?

5. Prepare Exercise 3 for dictation by following these steps.

- » Step One: Read the passage and identify which words you don’t know how to spell yet.
- » Step Two: Study those words. Look at them carefully until you can close your eyes and see them in your mind.
- » Step Three: Look closely at the punctuation and capital letters. (Copy the exercise, if that will help you.)
- » Step Four: When you are sure you know how to spell every single word in the exercise and are familiar with the punctuation and capitalization, ask your teacher to dictate it to you while you write it in your notebook.

Lesson 4

(from Exercise 4, Responsibility)

1. Read Exercise 4 in *Spelling Wisdom, Book 2*.
2. A sentence can be divided into two main parts: the subject (that of which we speak) and the predicate (what we say about it). Divide the sentence from the exercise into its two main parts by drawing a line between the subject and the predicate.

You cannot escape the responsibility of tomorrow by evading it today.

3. Study the exercise until you are prepared for dictation. Make sure you know how to spell all of the nouns.

Lesson 5

(from Exercise 5, On the Truth)

1. Read Exercise 5 in *Spelling Wisdom, Book 2*.
2. Tell what a noun is.

3. Find two nouns in this shortened sentence from the exercise and mark them by writing *N* above each.

Men occasionally stumble over the truth.

4. Study the exercise until you are prepared for dictation. Make sure you are completing all the steps.
 - » Step One: Read the passage and identify which words you don't know how to spell yet.
 - » Step Two: Study those words. Look at them carefully until you can close your eyes and see them in your mind.
 - » Step Three: Look closely at the punctuation and capital letters. (Copy the exercise, if that will help you.)
 - » Step Four: When you are sure you know how to spell every single word in the exercise and are familiar with the punctuation and capitalization, ask your teacher to dictate it to you while you write it in your notebook.

Lesson 62

(from Exercise 62, The Short-Billed Wren)

1. Read Exercise 62 in *Spelling Wisdom, Book 2*.
2. Find the adjective that modifies each of these nouns in the first sentence of the exercise.

_____ blackbirds

_____ pastures

_____ woods

_____ wren

_____ cousin

3. Adjectives made up of more than one word—as, *red-winged*—are called compound adjectives. Notice the punctuation that should be used when writing a compound adjective in order to avoid confusion.



Writing Point: Without the hyphen in red-winged blackbird, the reader would think the writer was referring to a blackbird that was red and had wings—a red winged blackbird. The reader could be distracted pondering such mental puzzles as How can a blackbird be red? and Don't all blackbirds have wings? Keep your reader focused, not distracted, by using correct punctuation to help him.

4. Study the exercise until you are prepared for dictation.

Lesson 114

(from Exercise 114, The Gardener)

1. Read Exercise 114 in *Spelling Wisdom, Book 2*.
2. Identify what part of speech each italicized word is in the following stanza from the poem. Write PRO above a pronoun, N above a common noun, PN above a proper noun, AV above an action verb, LV above a linking verb, HV above a helping verb, ADJ above an adjective, ART above an article, ADV above an adverb, PP above a preposition that begins a phrase, CON above a conjunction, and INT above an interjection.

Silly gardener! summer goes,

And winter comes *with pinching toes*,

When in *the* garden *bare* and *brown*

You must lay your barrow *down*.

3. Study the exercise until you are prepared for dictation. Make sure you spell the fruit, *currant*, found in the garden and not the time designation, *current*.