

How to Use This Book

Using Language Well, Book Three, is designed to be used alongside *Spelling Wisdom, Book Three*. 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 ten minutes or less to complete, plus the time spent to prepare for dictation.

Using Language Well, Book Three, assumes that you already know these parts of speech

- common noun
- proper noun
- pronoun
- article
- adjective
- adverb
- action verb
- helping verb
- linking verb
- preposition
- interjection
- conjunction

and can parse the italicized words in the following sentence.

Each of us has in his possession an exceedingly good servant or a very bad master, known as Habit.

If you are not familiar with parts of speech or parsing, start with *Using Language Well, Book Two*.

Lesson 1

(from Exercise 1, Little Hammers)

1. Read Exercise 1 in *Spelling Wisdom, Book 3*.
2. Identify the part of speech of each italicized word in the sentence from Exercise 1. Parse above the words, using the following abbreviations:

PRO = pronoun

N = common noun

PN = proper noun

AV = action verb

LV = linking verb

HV = helping verb

ADJ = adjective

ART = article

ADV = adverb

PP = preposition

CON = conjunction

INT = interjection

The habits of the child are, as it were, so many little hammers beating out by slow degrees the character of the man.

3. Now let's begin to analyze that sentence. Analyzing means to look at the jobs that the words are doing within the sentence in order to communicate the ideas contained in it. The parts of speech give us some clues, but the different words—and even groups of words—can do many different jobs. In this book you will always parse above the words and analyze below them.

We'll start by reviewing the jobs of subject and predicate. Underline the three prepositional phrases in the sentence you parsed above, then look at the remaining italicized words and identify the simple subject and simple predicate verb. Write S below the simple subject and P below the simple predicate verb. (You'll learn about the jobs of the rest of the words as you progress through the lessons in this book.)



Analyzing Tip: Remember that a sentence can be divided into two main parts: the complete subject (*that of which we speak*) and the complete predicate (*what we say about it*). The simple subject and predicate will usually be just the main noun or pronoun of the subject with its verb.

4. Prepare Exercise 1 for dictation by following these steps.
 - » Step One: Read the passage and identify 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 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, Not To Excite Suspicion)

1. Read Exercise 2 in *Spelling Wisdom, Book 3*.
2. Identify the part of speech of each italicized word in the sentence from Exercise 2. Parse above the words, using the following abbreviations:

PRO = pronoun	N = common noun	PN = proper noun	AV = action verb
LV = linking verb	HV = helping verb	ADJ = adjective	ART = article
ADV = adverb	PP = preposition	CON = conjunction	INT = interjection

Not to excite suspicion *by her look or manner was now an object worth attaining.*

3. Underline the prepositional phrase. In a prepositional phrase, the preposition usually teams up with a noun or pronoun. That word is doing the job of the *object of the preposition*. You can find the object by saying the preposition and then asking, “What?” The noun or pronoun that answers that question is the object of the preposition.

Before you look for the object of the preposition in this exercise’s sentence, look back at the three prepositional phrases that you underlined in Lesson 1. Write them below and circle the object of each.

4. Now look at the prepositional phrase in the sentence you parsed above. What do you notice about its object?

You have seen a compound subject and a compound predicate in previous lessons (in *Using Language Well, Book 2*). The sentence above contains a compound object of the preposition. Watch for more compound parts of a sentence in future lessons.

5. Prepare Exercise 2 for dictation by following these steps.
 - » Step One: Read the passage and identify 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 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 3

(from Exercise 3, True Happiness)

1. Read Exercise 3 in *Spelling Wisdom, Book 3*.
2. Identify the part of speech of each italicized word in the sentence from Exercise 3. Parse above the words, using the following abbreviations:

PRO = pronoun	N = common noun	PN = proper noun	AV = action verb
LV = linking verb	HV = helping verb	ADJ = adjective	ART = article
ADV = adverb	PP = preposition	CON = conjunction	INT = interjection

Many persons have a wrong idea of what constitutes true happiness.

3. Identify the simple subject and simple predicate verb. Remember to do your analyzing below the words. Write S below the simple subject and P below the simple predicate verb.
4. You learned last time about the object of a preposition. Sentences can have objects too. The *direct object* usually receives the direct action of an action verb. An easy way to identify the direct object is to say the simple subject and predicate, then ask, "What?" The noun or pronoun that answers that question is usually the direct object. Try it with the sentence you are analyzing above and write DO below the direct object.
5. Prepare Exercise 3 for dictation by following these steps.
 - » Step One: Read the passage and identify 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 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 4

(from Exercise 4, The Face of a Man)

1. Read Exercise 4 in *Spelling Wisdom, Book 3*.
2. Identify the part of speech of each italicized word in the clause from Exercise 4. Parse above the words, using the following abbreviations:

PRO = pronoun	N = common noun	PN = proper noun	AV = action verb
LV = linking verb	HV = helping verb	ADJ = adjective	ART = article
ADV = adverb	PP = preposition	CON = conjunction	INT = interjection

I admire machinery as much as any man.

3. Analyze the sentence by identifying the simple subject, simple predicate verb, and direct object. Write S below the simple subject, P below the simple predicate verb, and DO below the direct object.
4. Prepare Exercise 4 for dictation by following these steps.
 - » Step One: Read the passage and identify 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 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 5

(from Exercise 5, Gone Fishing)

1. Read Exercise 5 in *Spelling Wisdom, Book 3*.
2. Identify the part of speech of each word in the clause from Exercise 5. Parse above the words, using the following abbreviations:

PRO = pronoun	N = common noun	PN = proper noun	AV = action verb
LV = linking verb	HV = helping verb	ADJ = adjective	ART = article
ADV = adverb	PP = preposition	CON = conjunction	INT = interjection

he baited his hook and threw it into the lake

3. Now analyze the clause by identifying the simple subject, simple predicate verb, and direct object. Write S below the simple subject, P below the simple predicate verb, and DO below the direct object.
4. Did you find the compound predicate verb and their two direct objects? (See Lesson 3 for a review if you need one.) Be sure to mark both verbs and direct objects.
5. Underline the prepositional phrase and circle the object of the preposition in that phrase.
6. Study the exercise until you are prepared for dictation.

Lesson 6

(from Exercise 6, Dishonesty)

1. Read Exercise 6 in *Spelling Wisdom, Book 3*.
2. Parse the following sentence from the exercise. Use this key to parse above the words:


PRO = pronoun	N = common noun	PN = proper noun	AV = action verb
LV = linking verb	HV = helping verb	ADJ = adjective	ART = article
ADV = adverb	PP = preposition	CON = conjunction	INT = interjection

Don't trust that conventional idea.

3. What two words have been combined to form the contraction *don't*?

What part of speech is each of those words? Be sure to parse them both in the sentence above.

4. Now let's analyze the sentence by labeling its subject (S), predicate verb (P), and direct object (DO) below the words. Notice that the subject is understood but not written into the sentence. Write the understood subject into the sentence where it belongs and label it underneath (S).

 **Analyzing Tip:** *When analyzing a sentence, it is helpful to look for the verb first (the simple predicate). Once you have found the verb, you can ask "Who (verb)?" or "What (verb)?" The answer to that question will help you find the subject.*

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

Lesson 7

(from Exercise 7, Contagious Laughter)

1. Read Exercise 7 in *Spelling Wisdom, Book 3*.
2. Charles Dickens was a master at selecting just the right words to convey just the right meanings. In this exercise he wanted to contrast two states of human living that are at opposite ends of a spectrum: *disease* and *sorrow* contrasted with *laughter* and *good humor*.

He used a medical term to characterize each pair. Write those terms below:

_____ in disease and sorrow

_____ as laughter and good humor

What ideas do those terms convey about disease and sorrow and laughter and good humor?

3. Now look closer at the other words he used to describe that situation of opposites. Grab a dictionary and define each word below. Some of them will have more than one possible meaning. Determine which meaning is the best fit in the context of Charles Dickens' sentence. Think about the idea that he was trying to convey.

• fair _____

• even-handed _____

• noble _____

• adjustment _____

4. Now that you have examined individual segments of the sentence, put it back together in your own words, incorporating what you have discovered. What does the sentence in Exercise 7 mean?

5. Those three consecutive adjectives you defined modify the same word: *adjustment*. What punctuation is used to separate them in the exercise?

Watch future exercises to see whether that guideline holds true.

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

Lesson 8

(from Exercise 8, Dreams)

1. Read Exercise 8 in *Spelling Wisdom, Book 3*.

2. Notice this statement that Charles Dickens made:

Dreams are the bright creatures of poem and legend, . . .

Is that statement true? Are dreams actually creatures? Dickens used a figure of speech, a *metaphor*, to get his point across as a word picture. A figure of speech is an indirect way of explaining something by comparing it to something else. In the next clause he explained what he was thinking, why dreams are like creatures. Read the rest of the exercise again and put his explanation in your own words.

3. Come up with your own metaphor about dreams. Write a sentence that states, “Dreams are ____” and explain the meaning of your metaphor.

4. Notice that a metaphor does not overtly say, “This is *like* that.” It paints a word picture and says, “This *is* that.” Look at the sentence in Exercise 1 for another metaphor. Charlotte Mason said that _____ are _____.

In what way is that comparison true?



Writing Point: *Good metaphors can carry a lot of impact in your writing.*

5. Study the exercise until you are prepared for dictation. Notice that commas separate each of the three clauses in the sentence.