

Second Edition

USING LANGUAGE WELL

Placement Guide

Book 1

1. Can your student easily read the sentences below?

Better be safe than sorry.

Be content with your lot; one cannot be first in everything.

There are books of which the backs and covers are by far the best parts.

2. Can your student comfortably transcribe one of the sentences above, either in print or in cursive?

Yes: Do *Using Language Well, Book 1, Second Edition*.

No: Continue reading lessons and practice. Also do The Charlotte Mason Handwriting Series print or cursive course in the style of your choice.

Book 2

Can your student correctly answer the questions below?

Yes: Do *Using Language Well, Book 2, Second Edition*.

No: Check the guidelines for Book 1.

1. Notice that the word *its* in the sentence below has no apostrophe. Why is that? Explain the difference between *it's* and *its*.

As for its apples, they lay on the ground unnoticed.

2. For each plural word given below, write its singular form:

birds

fields

nests

3. Now turn each singular word that you wrote in #3 into possessive form and write it, then use your imagination and tell what each one might possess.

4. In the sentences below, find a word with one syllable, a word with two syllables, and a word with three syllables:

In a recent motor ride it was found that we had gone at the rate of ten miles an hour, but we did the return journey over the same route, owing to the roads being more clear of traffic, at fifteen miles an hour. What was our average speed?

Answers on page 14.

Book 3

Can your student correctly answer the questions below?

Yes: Do *Using Language Well, Book 3, Second Edition*.

No: Check the guidelines for Book 1.

1. Point out each mark of punctuation and tell why it is in the sentence below:

“That is no excuse, Peter Rabbit,” said she.

2. Identify the part of speech of each italicized word in the sentences below.

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

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

3. Tell what an antonym, a synonym, and a homonym are.

4. In the stanza from the poem below, select a word that has a suffix and give its suffix and its root word.

Hills and vales the east wind visits,
Brings them chilly, driving rain;
Shivering cattle homeward hurry,
Onward through the darkening lane.

5. Find the words in the sentence below that begin with the letter *b* and write them in alphabetical order:

When the cat found she was being followed, she bounded along in great leaps, constantly escaping from Betsy’s outstretched hand.

Answers on page 14.

Book 4

Can your student correctly answer the questions below?

Yes: Do *Using Language Well, Book 4, Second Edition*.

No: Check the guidelines for Book 3.

1. In the sentence below, find each pronoun and tell its antecedent.

The tinsmiths looked the Woodman over carefully and then answered that they thought they could mend him so he would be as good as ever.

2. Tell what an adjective is and an article is and find two examples of each in the sentence below:

At this dark and hopeless moment an inspiration burst upon him—nothing less than a great, magnificent inspiration!

3. Tell whether the sentence below is written in past tense, present tense, or future tense:

The land was full of morning sounds as the lads trudged along the Warwick road together.

4. Identify the part of speech of each italicized word in the two sentences below:

The *little* girl *had* already *stretched* out *her* feet to warm *them* too; but the *small flame* went out, the *stove vanished*.

It was a wonderful light.

5. Explain why there is a semicolon after *Anne* in the sentence below:

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

Answers on page 15.

Book 5

Can your student correctly answer the questions below?

Yes: Do *Using Language Well, Book 5, Second Edition*.

No: Check the guidelines for Book 4.

1. Read the sentences below. In one of the sentences *in* is being used as an adverb; in the other sentence, *in* is being used as a preposition. Identify the two words correctly.

A big barbarian came in the door.

A big barbarian came in.

2. Is the sentence below written in first person, second person, or third person?
Her lessons were made as interesting as possible by explanations and stories and pictures and games.
 3. Find the possessive proper noun in the sentence below. Is that noun singular or plural?
How would you write the plural possessive form?
No two days in the Princess's week were alike.
 4. Find the compound verb at the beginning of the following sentence. What actions does the Robin take?
He braces himself on his feet and pulls and pulls, till the poor worm he is seeking has to let go.
 5. Tell all you know about each part of speech listed below:
Adverb
Preposition
Interjection
Conjunction
- Answers on page 15.

Book 6

Can your student correctly answer the questions below?

Yes: *Do Using Language Well, Book 6, Second Edition.*

No: Check the guidelines for Book 5.

1. Explain the difference between a clause and a phrase.
2. Tell whether the clause below is dependent or independent and how you know:
When Edwards had secured his own boat
3. Explain the difference between *who's* and *whose* and tell which one should be used in the following sentence:
This is the statue of a gallant young Frenchman _____ memory is kept green in the name of many a street and city.
4. Analyze the sentence below and identify its simple subject, compound predicate, and whether the complement is a direct object, a predicate adjective, or a predicate nominative.
He would complete the tour round the submarine world and return to those waters.

- Find the two prepositional phrases in the sentence in #4. For each phrase, tell what word it is modifying and, therefore, what job the phrase is doing.
- Tell all you know about indirect objects.

Answers on page 16.

Book 7

Can your student correctly answer the questions below?

Yes: *Do Using Language Well, Book 7, Second Edition* along with *The Art of Composition*.

No: Check the guidelines for Book 6.

- Explain the differences between a simile, a metaphor, and a personification, and give an example of each.
- Give at least six uses of a comma.
- Identify which of the following sentences is simple, which is compound, and which is complex:

He roared, and the hall resounded with his yells.

Then he stretched out his hand to seize Beowulf on his bed.

Racing their horses over the green turf, they reached again the paved street.

- Complete the following chart delineating the differences between gerunds, infinitives, and participles.

Verbal	Common Form	Job
_____	<i>-ing or -ed</i>	modifier
_____	<i>to _____</i>	modifier or noun
_____	<i>-ing</i>	noun

- In the sentence below, is the conjunction coordinating or subordinating? Explain the difference.

Ink he had none, so he used the juice of blackberries or cherries.

- Explain what an appositive is.
- In the sentence below, tell whether the appositive is restrictive or nonrestrictive and what punctuation guidelines apply.

I had called upon my friend Sherlock Holmes upon the second morning after Christmas.

Answers on page 17.

English Points covered in *Using Language Well, Book 1, Second Edition*

- Connecting words
- Contractions
- Dialogue
- Dictionary use
- Identifying stanzas in poems
- Irregular plural nouns
- Plurals formed by adding *s*
- Plurals formed by adding *es*
- Plurals formed by changing the *f* or *fe* to *v* and adding *es*
- Plurals formed by changing the *y* to *i* and adding *es*
- Possessives
- Rhyming
- Sentences
- Simple alphabetizing (by first letter)
- Spelling
- Stanzas
- Subject and predicate (complete)
- Syllables
- *Too* vs. *To*
- Transcription
- Types of sentences: question, command, statement, exclamation
- Vowels

CAPITALIZATION

- Capitalize the first word of a sentence
- Capitalize the first word in each line of poetry
- Capitalize the days of the week
- Capitalize names that refer to God
- Capitalize the months of the year
- Capitalize proper names
- Capitalize the word *I* when it refers to a person

PUNCTUATION

- Use a colon to separate chapter and verse in a Bible reference
- Use a period at the end of a statement sentence
- Use a question mark at the end of a question sentence
- Use a semicolon to connect two complete thoughts that are closely related
- Use an apostrophe to show possession with 's
- Use an apostrophe to take the place of missing letters in a contraction
- Use an exclamation point to denote intense emotion
- Use quotation marks to enclose the words what were said
- Use quotation marks to denote words and their definitions

English and Grammar Points covered in *Using Language Well, Book 2, Second Edition*

- Abbreviations
- Antonyms
- Common names vs. proper names
- Complex alphabetizing (same beginning letter)
- Composition: narrative and expository
- Compound words
- Dialogue
- Dictation
- Homonyms
- Identifying paragraphs
- Identifying stanzas
- Irregular plural nouns
- Plural possessives
- Prefixes
- Root words
- Suffixes
- Synonyms
- *They're vs. Their vs. There*
- Using *A* and *An*

CAPITALIZATION

- Capitalize proper names
- Capitalize titles
- Capitalize initials
- Do not capitalize compass directions
- Do not capitalize seasons

PUNCTUATION

- Use a colon when you want to explain or clarify further
- Use a comma between items in a series
- Use a comma to separate the day and year in a date
- Use a comma to set apart a direct address
- Use a period at the end of an abbreviation
- Use a period at the end of an initial
- Use an apostrophe to show possession with 's
- Use single quotation marks to set off quoted material inside double quotation marks
- Dialogue punctuation if the dialogue tag is after the quoted material
- Dialogue punctuation if the dialogue tag is before the quoted material
- Dialogue punctuation if the dialogue tag splits one sentence into parts
- Dialogue punctuation if the dialogue tag is between two sentences

GRAMMAR

- Action verbs
- Being verbs
- Common nouns
- Predicate
- Proper nouns
- Subject

English and Grammar Points covered in *Using Language Well, Book 3, Second Edition*

ENGLISH POINTS

- Alphabetizing by last name
- Antonyms, synonyms, and homonyms
- Dictionary use
- Letter and script format
- Paraphrasing
- Prefixes and suffixes

PUNCTUATION (REVIEW, PLUS)

- Dialogue punctuation
- Use a colon after the salutation in a business letter
- Use an ellipsis to indicate omitted words
- Use a hyphen to connect the words of a compound number or compound adjective
- Use semicolons to separate items in a series when one or more of the items already use a comma

GRAMMAR POINTS

- Action verbs
- Adjectives
- Antecedents
- Articles
- Common nouns
- Helping verbs
- Linking verbs
- Nouns
- Pronouns and possessive pronouns

- Proper nouns
- Complete subject and predicate
- Verb tense
- Verbs

English and Grammar Points covered in *Using Language Well, Book 4, Second Edition*

ENGLISH POINTS

- Antonyms, synonyms, and homonyms
- Capitalization within titles
- Dictionary and thesaurus use
- Personal pronoun use with *I* or *me*
- Prefixes and suffixes

PUNCTUATION (REVIEW, PLUS)

- Question marks and exclamation points with quotation marks
- Commas and periods with quotation marks
- Commas with consecutive adjectives
- Dashes to set off an expansion, elaboration, or explanation
- Dashes to indicate an abrupt change
- Parentheses

GRAMMAR POINTS

- Adverbs
- Compound verbs
- Conjunctions
- Interjections
- Personal, possessive, and indefinite pronouns

- Prepositions
- Prepositional phrases
- Prepositional phrases used as modifiers
- Simple subject and predicate

English and Grammar Points covered in *Using Language Well, Book 5, Second Edition*

ENGLISH POINTS

- Dictionary and thesaurus use
- Homonyms, antonyms, and synonyms
- Metaphors and similes
- Personal pronoun use with *I* or *me*
- Personification
- Poetry analysis: rhymes and rhyme schemes
- Prefixes and suffixes

GRAMMAR POINTS

- Adjective Prepositional Phrases
- Adverb Prepositional Phrases
- Clauses vs. Phrases
- Compound Direct Objects
- Compound Objects of a Preposition
- Compound Sentences
- Direct Objects
- Independent and Dependent Clauses
- Indirect Objects
- Object of a Preposition
- Parts of Speech (review through parsing)

- Personal Pronouns
- Predicate Adjectives
- Predicate Nominatives

English and Grammar Points covered in *Using Language Well, Book 6, Second Edition*

ENGLISH POINTS

- Dictionary and thesaurus use
- Poetry analysis: meter and foot
- Tone
- Word choice in sentences
- Word order in sentences

PUNCTUATION (REVIEW, PLUS)

- Commas to separate independent clauses joined by a coordinating conjunction
- Commas to set off nonessential words, phrases, or clauses that don't restrict the sentence's meaning
- Commas to set off introductory phrases or dependent clauses that set the stage for the independent clause
- Commas to add clarity if needed
- Colon to introduce a long quotation

GRAMMAR POINTS

- Appositives
- Clauses and phrases as modifiers
- Compound and Complex sentences
- Coordinating and subordinating conjunctions
- Gerunds

- Independent and Dependent Clauses
- Infinitives
- Parenthetical phrases
- Participles
- Restrictive and Nonrestrictive Clauses

Answers

BOOK 2

1. *It's* is a contraction meaning *it is* (or *it has*). *Its* is possessive, meaning that something belongs to *it*. In the sentence, the apples belong to the old apple tree, so *its* is used.
2. bird, field, nest
3. Answers will vary, but the possessive forms should be as follows:
the bird's feathers, our field's boundaries, a nest's construction
4. Your student should give one word from each group of possible words below:
Words with only one syllable: *in, a, ride, it, was, found, that, we, had, gone, at, the, rate, of, ten, miles, an, hour, but, did, same, route, to, roads, more, clear, what, our, speed*
Words with two syllables: *recent, motor, return, journey, over, owing, being, traffic, fifteen*
Word with three syllables: *average*

BOOK 3

1. "That—The quotation marks identify the beginning of the quoted material.
excuse,—The comma sets off the direct address from the rest of the sentence.
Peter Rabbit,"—The comma separates the quoted material from the dialogue tag that follows. The quotation marks identify the end of the quoted material.
said she.—The period is used at the end of a statement sentence.

2. He ^{BEING VERB} *is* a very happy little ^{NOUN} *fellow*.

At the tiniest ^{NOUN} *sound* he ^{ACTION VERB} *starts* nervously.

3. An *antonym* is a word that means the opposite of another word.
A *synonym* is a word that means the same as another word.
A *homonym* is a word that sounds like another word but has a different spelling and meaning.

4. Your student should select one of the words below and give its suffix and root word:

Word	Suffix	Root Word
chilly	-ly	chill
driving	-ing	drive
Shivering	-ing	shiver
darkening	-en, -ing	dark
homeward	-ward	home
onward	-ward	on

5. being, Betsy's, bounded

BOOK 4

1. they, tinsmiths; him, Woodman; he, Woodman

2. An adjective is a word that describes or modifies a noun or pronoun. Possible adjectives: *dark, hopeless, great, magnificent*

An article goes before a noun; there are three articles—*a, an, the*. Possible articles: *an, a*

3. Past tense

4. The ^{ADJECTIVE} *little* ^{HELPING VERB} *girl had* ^{ACTION VERB} *already stretched* ^{PRONOUN/ADJECTIVE} *out her* ^{PRONOUN} *feet* to warm *them* too;

but the ^{ADJECTIVE} *small* ^{NOUN} *flame* ^{NOUN} *went* ^{ACTION VERB} *out, the stove vanished.*

^{PRONOUN} *It* ^{LINKING VERB} *was* ^{ARTICLE} *a* ^{ADJECTIVE} *wonderful* ^{NOUN} *light.*

5. A semicolon can be used to connect two independent clauses, or complete thoughts.

BOOK 5

1. A big barbarian came in the door.—preposition

A big barbarian came in.—adverb

2. Third person

3. *Princess's* is singular.

Princesses'

4. braces and pulls and pulls

5. An *adverb* is a word that modifies, or affects the meaning of, a verb, an adjective, or another adverb. Adverbs answer these four questions: How? Where? When? To what extent?

A *preposition* is a word that is placed before a noun or pronoun to join it to the rest of the sentence. Without the preposition, that noun or pronoun makes no sense in the sentence.

An *interjection* is an independent word or phrase used in the sentence only for the purpose of expressing strong feeling.

A *conjunction* is a connecting word. It can connect single words or groups of words.

BOOK 6

1. A *phrase* is a group of words in a sentence. A *clause* is a group of words in a sentence that contains a verb and its subject.

2. The clause is dependent because it contains a subject and a predicate but cannot stand on its own as a sentence because it does not express a complete thought.

3. *Who's*: the contraction of *who is* or *who has*

Whose: belonging to a person

This is the statue of a gallant young Frenchman whose memory is kept green in the name of many a street and city.

4. He—simple subject

would complete and return—compound predicate

tour—direct object

5. The prepositional phrase “round the submarine world” modifies *tour*, which is a noun, so the phrase is doing the job of an adjective.

The prepositional phrase “to those waters” modifies *return*, which is a verb, so the phrase is doing the job of an adverb.

6. *Indirect objects* are nouns or pronouns in a sentence that receive the indirect action of an action verb. An indirect object usually is located between the verb and the direct object and can frequently be identified by inserting a mental *to* or *for* before it.

BOOK 7

1. All three are figures of speech that compare one thing to another. A simile signals that comparison with *like* or *as*; a metaphor simply states that the one thing is the other; a personification attributes human characteristics or mannerisms to an inanimate object.

Examples will vary.

Simile example: On the trees were perched thousands of white birds, looking at a distance like shining white flowers.

Metaphor example: Keep the door of thy heart fast shut.

Personification example: She had looked her duty courageously in the face and found it a friend.

2. Your student should give six of the following guidelines. Use a comma

- between three or more items in a series
- to separate the day and year in a date
- after the salutation in an informal letter
- to set off a direct address
- to separate consecutive adjectives that modify that same noun; do not use a comma if the first adjective modifies the second adjective and noun together as a unit
- to separate independent clauses joined by a coordinating conjunction
- to set off nonessential words, phrases, or clauses that don't restrict the sentence's meaning, such as
 - nonrestrictive appositives
 - interjected words or expressions
 - parenthetical phrases
- to set off introductory phrases or dependent clauses that set the stage for the independent clause
- to add clarity if needed

3. Compound: He roared, and the hall resounded with his yells.

Simple: Then he stretched out his hand to seize Beowulf on his bed.

Complex: Racing their horses over the green turf, they reached again the paved street.

4. Verbal	Common Form	Job
participle	<i>-ing</i> or <i>-ed</i>	modifier
infinitive	to _____	modifier or noun
gerund		<i>-ing</i>

5. The conjunction *so* is coordinating because it is joining two independent clauses. A subordinating conjunction joins an independent and a dependent clause.

6. An *appositive* is a word or noun phrase that follows another noun or noun phrase to explain or identify it.

7. The appositive “Sherlock Holmes” is restrictive because it specifies which friend the author called upon. No commas should be used to set off restrictive appositives. Commas should be used to set off nonrestrictive appositives.