

Language Lessons for the High School Student Grammar Review and More

A complete Charlotte Mason style high school level course in
the language arts with final review of all grammar concepts
(may be used by any level high school student)

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“Thou shalt not steal” Exodus 20:15

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To the Parent:

These lessons are designed for a child who is ready to move into high school writing and grammar mastery. It can also be used by an older high school student who needs a refresher in grammar. Implementing many of the teachings of Charlotte Mason, this volume contains 180 daily lessons in things such as picture study (with full color fine art reproductions) to encourage attention to detail and creative thinking, dictation, along with lessons with instruction in different forms of creative and free writing, and also a complete review in elementary and secondary grammar. To be used as a transition from secondary writing and grammar into the grammar mastery and more intense writing required in the high school volumes in this series or for a student who has done the other high school volumes, and needs a refresher in grammar, this volume also contains an integration of the study of the world's greatest Book, the Bible, and how it applies to everyday life. As a Christian author and publisher, it has long been my goal to incorporate the Bible into everything I have written for my own children, which is where each of my books have come from, both to show them how applicable God's Word is to every aspect of our lives, and to always point them to the Bible for their instruction, their meditation, and their every need. This course by no means takes the place of diligent, daily Bible study, but is rather a Bible-based course in the language arts. Please be sure that your student reads and studies the Scriptures themselves on a daily basis, which will best prepare them for adulthood.

Designed to be a complete curriculum in the language arts for an entire school year, lessons are written directly to the student in a conversational format, thus eliminating the need for a separate teacher's manual. Due to the extensive grammar lessons throughout, there is a separate answer key available. For those keeping credits, this course would be sufficient to count as one full credit in the language arts. Since this course is meant as a transition from the Secondary Child books, which use copywork, to the High School Student books, which focus on dictation instead, this course will contain both. For copywork, the student will copy the entire Constitution of the United States of America.

As with other elements of a Charlotte Mason style education, the lessons in this volume are gentle, yet pointed. While some lessons may seem simple, such as picture study, they each have a specific purpose in guiding a child to become a natural observer and creative writer.

It is my hope in writing this book for my own children that they will gain mastery in usage and application of the English language, and also that their creativity may be ignited.

In Christ's Service,

Sandi Queen, Author

LESSON 1: *Picture Study and Narration*

The title of this painting is, "The Conversion on the Way to Damascus." It was painted by Michelangelo Amerighi Caravaggio, an Italian painter who lived between 1569 and 1609. Study the painting, then answer the questions that follow on the next page.



LESSON 3:

First Person Account From an Observer's Perspective

Look back at the painting from lesson 1, as well as the verses you read from the Bible in lesson 2. If you were a person who knew Saul before his conversion on the road to Damascus, and saw the change in him after he was converted, how would you describe that change? Write as though you are telling someone else of the change in Saul from the perspective of one who knew him and saw this change. Attach more paper if needed.

LESSON 5:

Someone Else's View of Your Walk With Christ

In lesson 3, you were asked to describe the changes in Paul's life that came after he was converted. Yesterday, you wrote your own testimony. Today, ask someone who knows you to write or dictate to you their view of you as a Christian. If this person knew you before you accepted Christ, ask them to tell what differences they see. This person should be someone who would be objective and honest, and knows you well. Your parent or pastor would be a good person to ask. Ask them to give an honest evaluation. When they are through, look over what they have written, and determine what changes you need to make in your life to have a more effective testimony for the Lord.

LESSON 6:

For Dictation

Ask a parent to read Psalms 1:1 - 2, below, as you write it in a separate notebook.

Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

But his delight is in the law of the LORD; and in his law doth he meditate day and night.

LESSON 7:

Reviewing Subject of a Sentence

As you have learned, every complete sentence has two parts: the subject and the predicate.

The subject tells us who or what the sentence is about.

Look at the sentence below:

Michael ran to the mailbox.

This sentence is about a person named Michael. That makes "Michael" the subject of the sentence. Easy stuff!

Find the subject of each of the following sentences, and underline it.

Rebekah found a penny in the driveway.

Grapes are my favorite fruit.

The dog watched out the window all day.

My sister likes to ride bikes.

LESSON 8:

Predicate of a Sentence

Now that I've jarred your memory as to what the subject of a sentence is, it will be simple to remember what the predicate is! Knowing that the subject tells us who or what the sentence is about, the predicate is simply the part of the sentence that tells us what the subject did, does, or is doing.

Take a look at this sentence:

Joseph wore a coat of many colors.

In this sentence, you already know that "Joseph" is the subject, since that's who the sentence is about. The predicate tells us what Joseph did. In this sentence, the predicate is "wore a coat of many colors."

See how easy this is? Now that you know how to find the predicate of a sentence (by first finding the subject, then asking yourself what the subject did, does, or is doing), underline the predicate portion of each sentence below.

Marie likes to sing to the children.

Evan rides his bicycle for miles and miles.

Daniel would not defile himself with the king's meat.

Luke plays the mandolin very well.

Miss Jessie is a dedicated worker.

Noelle and Michelle take beautiful photographs.

LESSON 9:

Unusual Subjects in Sentences

Not all sentences are set up so simply, with the subject at the beginning and the predicate at the end, but you can still find these two parts of the sentence simply by asking yourself those two simple questions, “Who or what is the sentence about?” and “What is it that the subject did, does, or is doing?” Look at these examples:

There were three young boys handing out tracts on the street corner.

In the sentence above, the subject is “three young boys,” as this is who or what the sentence is about.

Sit on that chair.

In the above sentence, we don’t see the subject; it is implied, or understood. This is the case when a sentence is a command. The subject here is an understood “you.” When you replace the unseen blank where the subject would be, the sentence would say, “You sit on that chair.” This helps us to see the “missing” (because it is implied rather than present) subject easily, as well as the predicate, which is the part of the sentence we see, or we might say, the entire sentence.

Now that you have seen these examples of unusual subjects in sentences, circle the subjects in the sentences below. If the subject is implied, write it in parenthesis after the sentence.

Run to the finish line.

Go to bed.

There was a black cat on the porch railing this morning.

Change your clothes.

There is a storm on the way.

LESSON 10:

Creative Writing: Historical Figure 's Perspective on Life

Choose a historical character with whom you are familiar, and finish the following sentences from that person's perspective. The answers that you write may not be exactly what has been the outcome of this person's life, but should be based on what you know to be true about that person. Attach additional paper if necessary.

Name of Chosen Subject:

My greatest accomplishment in life was...

My greatest regret is....

The scariest moment in my life was...

The most difficult thing i ever did was...

The happiest day in my life was...

LESSON 11:

For Dictation

In the notebook you used for your previous dictation exercise, write the following Scripture (Psalm 1: 3 - 4) while a parent reads it aloud. When you are through, compare what you wrote to what is typed below, and correct any errors.

And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper.

The ungodly are not so: but are like the chaff which the wind driveth away.

LESSON 12:

What is a Noun?

You likely remember that a *noun* is what we call the type of word that names a person, place, or thing. The following words are all nouns, because they all name either people, places, or things:

dog, tree, hat, Jesse, table, Paris, brother, town, book, garden

Now that you remember just what a noun is, circle the nouns in the sentences below:

The cat sat on the porch.

Jake and Claire went to Australia for their vacation.

Karis ate a large salad.

The city in which my grandmother lives is called Huntingdon.

LESSON 13:

Different Types of Nouns - Common and Proper

Not all nouns are created equally. Some are what are known as *proper nouns*, while the