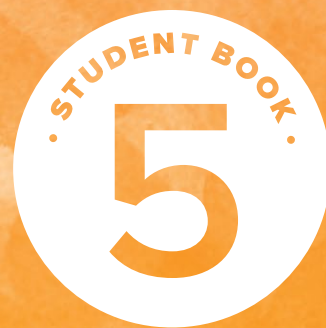


Simply Charlotte Mason presents



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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- Poetry Analyzing
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- Direct Objects
- Compound Objects
- Personifications

Second Edition

USING LANGUAGE WELL

Book 5 • 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 5, 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 978-1-61634-683-6 printed
ISBN 978-1-61634-684-3 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.

CONTENTS

About <i>Using Language Well</i> , Book 5	5
Lesson 1: Little Hammers	7
Lesson 2: True Happiness	8
Lesson 3: Not to Excite Suspicion	9
Lesson 4: The Face of a Man	10
Lesson 5: Gone Fishing	12
Lesson 6: Dishonesty	14
Lesson 7: Contagious Laughter	16
Lesson 8: Dreams	18
Lesson 9: Ecclesiastes 12:13, 14	20
Lesson 10: They Are Both Men	22
Lesson 11: A Swarm of Bees Worth Hiving	24
Lesson 12: A Great Charm	26
Lesson 13: Scrooge	27
Lesson 14: Make Progress	28
Lesson 15: A Sprinkling of Powder	30
Lesson 16: The Society of Authors	32
Lesson 17: Sailing over Angry Waters	34
Lesson 18: The Best Actor	36
Lesson 19: Grow in Christlikeness	38
Lesson 20: Loyal Sympathy	40
Lesson 21: At the Abbey	42
Lesson 22: My Little Book	44
Lesson 23: Jean-Louis Ernest Meissonier	46
Lesson 24: A Mere Unit	48
Lesson 25: The Letter	50
Lesson 26: Storms of Adversity	52
Lesson 27: Injustice	54
Lesson 28: Threatened with My Presence	56
Lesson 29: Towards the House	58
Lesson 30: The Man of Business	60
Lesson 31: Sunshine	62
Lesson 32: How Do I Love Thee?	64
Lesson 33: Writing a Letter	66
Lesson 34: Midnight	68
Lesson 35: Holding My Breath	70
Lesson 36: Weeds of Falsehood	72

Lesson 37: Out of Doors	74
Lesson 38: Some Brief Memory	76
Lesson 39: Equidistant Pennies	78
Lesson 40: The Haircut	80
Lesson 41: Trapping Words	82
Lesson 42: Nature	84
Lesson 43: Fogg's Riches	86
Lesson 44: The Order of the Houses	88
Lesson 45: Toothbrush and Nailbrush	90
Lesson 46: Harvest on the Island	92
Lesson 47: The Bicycle Salesman	94
Lesson 48: The Hat	96
Lesson 49: Deduce	98
Lesson 50: Changes	100
Lesson 51: Good Company	102
Lesson 52: To a Skylark	104
Lesson 53: A New Coat for Father	106
Lesson 54: Out of a Cave	108
Lesson 55: Admire the Scenery	110
Lesson 56: The Skipping-Rope	112
Lesson 57: Hot on the Trail	114
Lesson 58: Looking for Boats	116
Lesson 59: Thunderstorm	118
Lesson 60: A Suit of Clothes	120
Lesson 61: August	122
Lesson 62: Statue of a Frenchman	124
Lesson 63: Composed upon Westminster Bridge	126
Lesson 64: A Good Pastry Cook	128
Lesson 65: Paramount Importance	130
Lesson 66: Progress and Guessing	132
Lesson 67: God Employs Little Things	134
Lesson 68: The Whole Landscape of Stars	136
Lesson 69: The Road Not Taken	138
Lesson 70: The Commonplace Things of Life	140
Lesson 71: Thanks for the Harvest	142
Lesson 72: The Ocean Course	144
English Points Journal	215

ABOUT *USING LANGUAGE WELL, BOOK 5*

Using Language Well, Book 5, Second Edition, offers a full school year of language arts studies.

- Complete two lessons per week.
- Each lesson should take about 15–20 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 5, 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 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.

Little Hammers

by Charlotte Mason

LESSON 1

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

1. Read the passage above.
2. Identify the part of speech of each word in the shortened sentence below from the passage. Label each word's part of speech above the words (this is also called *parsing*). Use the code on the inside flap of the front cover of this book (also available on page 219).

The habits of the child are little hammers.

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 that are 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. 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). Draw a line between the complete subject and predicate.

4. The simple subject and predicate will usually be just the main noun or pronoun of the complete subject along with its verb. In the sentence above, 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 Using Language Well lessons.)
5. Read 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.
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 149 and write what your teacher dictates.

True Happiness

by Helen Keller

LESSON 2

Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose.

1. Read the passage above.
2. Draw a line between the complete subject and predicate in the shortened sentence below from the passage.

It is attained through fidelity to a worthy purpose.

3. Now put parentheses around the two prepositional phrases in that sentence, and write *PP* above each preposition. In a prepositional phrase, the preposition usually teams up with a noun or pronoun in order to connect it to the sentence. That noun or pronoun in a prepositional phrase is called an *object*. 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*.

Tell the object of each preposition that you marked in the sentence above.

4. Take a look at these three prepositional phrases from the passage in lesson 1. Write *PP* above each preposition, then underline the object of each preposition. (Any adjectives or articles in the phrase are not part of the object of the preposition; they just modify it.)

of the child by slow degrees of the man

5. Read 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.
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 149 and write what your teacher dictates.

The Man of Business

from The Pickwick Papers by Charles Dickens

LESSON 30

Mr. Pickwick took a seat and the paper, but instead of reading the latter, peeped over the top of it and took a survey of the man of business, who was an elderly, pimply-faced, vegetable-diet sort of man in a black coat, dark mixture trousers, and small black gaiters—a kind of being who seemed to be an essential part of the desk at which he was writing and to have as much thought or sentiment.

1. Read the passage above.
2. Parse and analyze the clause below from the passage. Watch for a compound.

Mr. Pickwick took a seat and the paper

3. Without looking at the passage, add the correct punctuation to the shortened sentence below.

He was an elderly pimply-faced vegetable-diet sort of man

4. Add the correct punctuation to the sentence below. Check the English and Grammar Points Journal in the back of this book if you need help.

The man wore a black coat dark mixture trousers and small black gaiters

5. What are *gaiters*? Use a dictionary if you need help.

6. Define *latter* (not to be confused with *ladder*!).

To which word in the passage does *latter* refer? _____

7. Read 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 165 and write what your teacher dictates.

Thanks for the Harvest

by *Laura Ingalls Wilder*

LESSON 71

The season is over, the rush and struggle of growing and saving the crops is past for another year, and the time has come when we pause and reverently give thanks for the harvest. For it is not to our efforts alone that our measure of success is due, but to the life principle in the earth and the seed, to the sunshine and to the rain—to the goodness of God.

We may not be altogether satisfied with the year's results, and we can do a terrific amount of grumbling when we take the notion. But I am sure we all know in our hearts that we have a great deal for which to be thankful. In spite of disappointment and weariness and perhaps sorrow, His goodness and mercy does follow us all the days of our lives.

1. Read the passage above.
2. Parse and analyze the following clause from the passage.

We may not be altogether satisfied with the year's results

3. Tell the kind of compound each item listed below is, as given in the passage.

rush and struggle _____

pause and reverently give thanks _____

disappointment and weariness and perhaps sorrow _____

goodness and mercy _____

4. Give the guideline for using personal pronouns when inserting yourself into a sentence.

5. Tell all you know about direct objects and indirect objects. Write a sentence that includes both.

6. Read 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.
7. 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 210 and write what your teacher dictates.