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USING LANGUAGE WELL SAMPLE

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.

This rich literary approach to language arts makes lessons interesting with thought-provoking ideas from literature. Each lesson guides your student to discover English, grammar, and writing points for himself and record his findings.

Spelling lessons are included with prepared dictation. This powerful way to teach spelling uses real sentences instead of word lists, making lessons more meaningful. Space is included for the student to write for spelling lessons, so there's no need for an additional notebook.

You'll have confidence as you guide your student's progress with the teacher guide, which includes answers for each lesson, rubrics for evaluating written narrations, and helpful teaching tips.

The goal of language arts is to be able to write clearly and effectively. With *Using Language Well*, your student will learn the skills to become a strong communicator for life.

Book 6: Sentence Analysis, Part 2

- Appositives
- Infinitives
- Gerunds
- Participles
- Dependent and Independent Clauses
- Simple, Compound, and Complex Sentences
- Comma Guidelines
- Restrictive and Nonrestrictive Clauses and Phrases
- Coordinating and Subordinating Conjunctions

Second Edition

USING LANGUAGE WELL

Book 6 • 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 6, 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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ABOUT USING LANGUAGE WELL, BOOK 6

Using Language Well, Book 6, 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 6, 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.

“Words—so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them.”

Nathaniel Hawthorne

What I Found

from *Up from Slavery* by Booker T. Washington

LESSON 1

Before going to Tuskegee I had expected to find there a building and all the necessary apparatus ready for me to begin teaching. To my disappointment, I found nothing of the kind. I did find, though, that which no costly building and apparatus can supply,—hundreds of hungry, earnest souls who wanted to secure knowledge.

1. Read the passage above. In 1881 Booker T. Washington was hired to teach at a school in Tuskegee, Alabama, established for Black higher education. That school is now Tuskegee University.
 2. What does *apparatus* mean and what might it refer to in the context of the passage?
-
-

3. Parse and analyze the clause below from the passage. Use the code on the inside flap of the front cover (also found on page 269).

I found nothing of the kind

4. As you noticed, the clause in #2 contains a phrase. Explain the difference between a clause and a phrase.
-
-

5. Tell why there is a comma in the phrase “hundreds of hungry, earnest souls.” Check the comma guidelines in the English and Grammar Points Journal in the back of this book if you need help.
-
-

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 165 and write what your teacher dictates.

Looking Duty in the Face

from Anne of Green Gables by Lucy Maud Montgomery

LESSON 2

How sadly things had changed since she had sat there the night after coming home! Then she had been full of hope and joy, and the future had looked rosy with promise. Anne felt as if she had lived years since then, but before she went to bed there was a smile on her lips and peace in her heart. She had looked her duty courageously in the face and found it a friend—as duty ever is when we meet it frankly.

1. Read the passage above.
2. You learned about dependent and independent clauses in a previous Using Language Well book. An *independent clause* contains a subject and verb and expresses a complete thought; a *dependent clause* contains a subject and verb but does not express a complete thought. Identify whether each clause below is independent or dependent. Write *I* beside an independent clause and *D* beside a dependent clause.

- _____ since she had sat there
_____ the future had looked rosy with promise
_____ before she went to bed
_____ there was a smile on her lips and peace in her heart
_____ She had looked her duty courageously in the face
_____ when we meet it frankly

3. The passage contains a personification as it describes what Anne had done in order to sleep peacefully. Find the example in the passage and explain why it is a personification. (If you don't remember what a personification is, look up its definition.)

4. Explain why there is a dash in the final sentence of the passage. What is it doing? Check the English and Grammar Points Journal if you need help.

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 165 and write what your teacher dictates.

Barrels of Honey

from Amusements in Mathematics by Henry Ernest Dudeney

LESSON 30

Once upon a time there was an aged merchant of Baghdad who was much respected by all who knew him. He had three sons, and it was a rule of his life to treat them all exactly alike. Whenever one received a present, the other two were each given one of equal value. One day this worthy man fell sick and died, bequeathing all his possessions to his three sons in equal shares.

The only difficulty that arose was over the stock of honey. There were exactly twenty-one barrels. The old man had left instructions that not only should every son receive an equal quantity of honey, but should receive exactly the same number of barrels, and that no honey should be transferred from barrel to barrel on account of the waste involved. Now, as seven of these barrels were full of honey, seven were half-full, and seven were empty, this was found to be quite a puzzle, especially as each brother objected to taking more than four barrels of the same description—full, half-full, or empty. Can you show how they succeeded in making a correct division of the property?

1. Read the passage above.
2. Analyze the sentence below from the passage and mark any independent and dependent clauses. Use the code on the inside flap of the front cover.

Whenever one received a present, the other two were each given one of equal value.

3. Notice how that dependent clause acts like an introductory thought that sets the stage for the independent clause that follows. Introductory phrases can do that too. The following sentences from previous lessons contain introductory phrases and clauses. Underline each introductory phrase and mark each introductory dependent clause with <>.

Until this artist's time, people had been used only to great canvases and had grown to look for fine work only in much space.

With all the eagerness which such a transition gives, Emma resolved to be out of doors as soon as possible.

Talking to himself, he said, “In school today I’ll learn to read.”

When the sun peeped into the girls’ room early next morning to promise them a fine day, he saw a comical sight.

4. Now look for a pattern in the punctuation used with those introductory groups of words, whether phrases or dependent clauses. Record under Use a Comma in the English and Grammar Points Journal what you have discovered about punctuation for introductory phrases and dependent clauses that set the stage. (Note: This is not a sub-point of the guideline you recorded in lesson 29. Leave those three indented bullets’ spaces empty for now.)
 5. Find the sentence in #3 that uses an introductory participle phrase and tell the word that participle modifies.
-

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 197 and write what your teacher dictates.
8. (Optional) Can you solve the mathematical puzzle presented in the passage?

Sojourner Truth Escapes

from The Narrative of Sojourner Truth by Sojourner Truth

LESSON 71

The question in her mind, and one not easily solved, now was, "How can I get away?" So, as was her usual custom, she "told God she was afraid to go in the night, and in the day everybody would see her." At length, the thought came to her that she could leave just before the day dawned and get out of the neighborhood, where she was known, before the people were much astir. "Yes," said she, fervently, "that's a good thought! Thank you, God, for that thought!" So, receiving it as coming direct from God, she acted upon it, and one fine morning, a little before daybreak, she might have been seen stepping stealthily away from the rear of Master Dumont's house, her infant on one arm and her wardrobe on the other; the bulk and weight of which, probably, she never found so convenient as on the present occasion, a cotton handkerchief containing both her clothes and her provisions.

As she gained the summit of a high hill, a considerable distance from her master's, the sun offended her by coming forth in all his pristine splendor. She thought it never was so light before; indeed, she thought it much too light. She stopped to look about her and ascertain if her pursuers were yet in sight. No one appeared, and, for the first time, the question came up for settlement, "Where, and to whom, shall I go?" In all her thoughts of getting away, she had not once asked herself whether she should direct her steps. She sat down, fed her infant, and again turning her thoughts to God, her only help, she prayed him to direct her to some safe asylum. And soon it occurred to her that there was a man living somewhere in the direction she had been pursuing, by the name of Levi Rowe, whom she had known, and who, she thought, would be likely to befriend her. She accordingly pursued her way to his house, where she found him ready to entertain and assist her, though he was then on his deathbed.

1. Read the passage above.
 2. Find the three verbals in the shortened sentences below from the passage. Mark each one using the code on the inside flap of the front cover.

Receiving it as coming direct from God, she acted upon it.

She prayed him to direct her to some safe asylum.

In all her thoughts of getting away, she had not once asked herself whither she should direct her steps.

3. Without looking at the passage, add the correct punctuation to the sentences below. Be prepared to explain why you punctuated them the way you did.

Thank you God for that thought

Turning her thoughts to God her only help she prayed him to direct her to some safe asylum

4. Tell what word each of the clauses below is modifying in the passage.

_____ and one not easily solved

_____ that she could leave just before the day dawned

and who, she thought, would be likely to befriend her

where she found him ready to entertain and assist her

5. Explain the difference between a restrictive and nonrestrictive clause, using two sentences of your own as examples with correct punctuation.

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 259 and write what your teacher dictates.