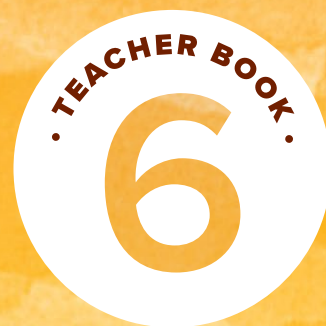


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2ND EDITION

English, Grammar, and Spelling

BY SONYA SHAFER

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- Restrictive and Nonrestrictive Clauses and Phrases
- Coordinating and Subordinating Conjunctions

Second Edition

USING LANGUAGE WELL

Book 6 • English, Grammar, and Spelling

TEACHER 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 Teacher 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, offers a full school year of language arts studies for students who are comfortable with reading and handwriting at about an eighth-grade level. Simply complete two lessons per week. Each lesson should take about 15–20 minutes. The lessons are designed for your student to complete the questions independently and the parent to give guidance in the spelling component.

ENGLISH

Many English points are reviewed from previous Using Language Well studies. A summary of previously-learned points is provided in the back of the student book for reference as needed. New English points are introduced using a guided-discovery approach, encouraging your student to look closely for patterns and discover English usage and punctuation guidelines for himself. Special emphasis is given to comma usage.

GRAMMAR

Your student will use what he has learned about the parts of speech as he analyzes sentences and explores more deeply how the parts of a sentence work together. He will learn about participles, gerunds, and infinitives as part of the process and continue simple poetry analysis.

SPELLING

Spelling is naturally drawn from the literary passages featured in the lessons. Your student will be assigned a portion of each passage to study and then to write as you dictate it to him. Guidance is given to help you teach your student how to study unfamiliar words in a way that works best for him. The lessons in this guide include three options that allow you to customize the dictation passages for your student's current level: (a) to solidify essentials, (b) to encourage steady growth, or (c) to challenge a natural speller. See page 166 for more on dictation.

WRITING

The writing component in Book 6 is conjoined with the narrations that are already required in other school subjects, such as history, geography, Bible, and science.

Once your student is comfortable and fluent in giving oral narrations, he should begin to write some of his narrations. You will find rubrics in the back to help you hold your student accountable for applying what he has learned in the Using Language Well lessons as he writes his narrations. See page 172 for more about written narration. Upon completion of this course, your student should be ready to move on to polishing his narrations using *The Art of Composition*.

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

What I Found

LESSON 1

from Up from Slavery by Booker T. Washington

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. Your student should read the passage.

Teaching Tip: Your student may notice variations from modern spelling, grammar, and punctuation rules in the passages throughout the Using Language Well series as well as in his personal reading. Encourage him to make mental note of the discrepancies, and point out that they are not necessarily errors; they are representative of how language and punctuation changes over time.

2. An *apparatus* is technical equipment necessary for an activity. Washington may have meant things like books, desks, and lab equipment needed for teaching his students.

3. I found nothing (of the kind)

PRO AV PRO PP ART N
S P DO

4. A clause contains a subject and a predicate. A phrase cannot stand alone as a complete sentence.
5. The comma is used to separate consecutive adjectives that modify that same noun.
6. After your student has underlined any unfamiliar words, look through his selections and see if there are any other words you suspect may have been overlooked. Do a verbal test to see if they are indeed unfamiliar; if so, underline them also. Have your student study the passage, focusing especially on his unfamiliar words. If needed, guide him through the steps of studying a word's spelling as outlined on page 164 and inside the flap of the back cover of your student's book.
7. When your student is ready, verbally spot-check any unfamiliar words. Once you are sure that he knows how to spell all the words in his assignment, have him turn to the back of his student book and write the quotation as you dictate it to him one short phrase at a time. See page 166 for more help with dictation.

Teaching Tip: The dictation journal in the student book includes the lesson titles for quick and easy reference. At times those titles may contain words that your student is writing from memory. If you prefer that your student not see the title during the exercise, you may cover it.

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. Your student should read the passage.
2. D: since she had sat there
I: the future had looked rosy with promise
D: before she went to bed
I: there was a smile on her lips and peace in her heart
I: She had looked her duty courageously in the face
D: when we meet it frankly
3. Courage is an abstract virtue, but here it is described as a person Anne can look in the face and consider a friend.
4. The dash sets off an elaboration.
5. Check the unfamiliar words that your student and you have identified. Choose a Study assignment below or determine one of your own that contains no more than three or four of the unfamiliar words. Have your student mark the assignment portion in his book.
 - a. Study from “How sadly things” through “peace in her heart.”
 - b. Study the whole passage.

Teaching Tip: Encourage your student to open the back flap of the student book and refer to the questions and activities to help him any time he is studying a word.

6. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.
 - a. Dictate: 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.

b. Dictate the whole passage.

Teaching Tip: Your student will find bonus quotations sprinkled here and there throughout the student book, such as the one before lesson 1. If he would like, he can choose to copy the quotes into his Book of Mottoes (also referred to as a Commonplace Book). Alternatively, he can simply enjoy the ideas well put. For more about the Book of Mottoes, visit simplycm.com/commonplace.

Barrels of Honey

from Amusements in Mathematics by Henry Ernest Dudeney

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. Your student should read the passage.
2. Your student is required to analyze the sentence. The parsing is included here in case your student chooses to do that as well.

CON PRO AV ART N ART ADJ PRO HV
 < Whenever one received a present, > | the other two were
S P DO S P
PRO AV PRO PP ADJ N
 each given one (of equal value.) |
P

3. 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. Your student should add a guideline in the English and Grammar Points Journal in the back of his book that reminds him to use commas to set off introductory phrases and dependent clauses that set the stage.
5. Talking to himself, he said, “In school today I’ll learn to read.”
The participle phrase “Talking to himself” modifies the pronoun *he*.
6. Check the unfamiliar words that your student and you have identified. Choose a Study assignment below or determine one of your own that contains no more than three or four of the unfamiliar words. Have your student mark the assignment portion in his book.
 - a. Study from “Once upon a time” through “in equal shares.”
 - b. Study the whole passage.
 - c. Study the whole passage.
7. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.
 - a. Dictate: 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.
 - b. Dictate: 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.
 - c. Dictate the whole passage.
8. (Optional) Mathematical puzzle solution: The only way in which the barrels could be equally divided among the three brothers, so that each should receive his $3\frac{1}{2}$ barrels of honey and his 7 barrels, is as follows:—One son received 3 full, 1 half-full, 3 empty; the other two sons each received 2 full, 3 half-full, 2 empty. (Answer taken from *Amusements in Mathematics*.)

WRITING POINT

Introduce Rubric 3.2 to your student and point out the added guideline (highlighted in bold on the Teacher Version) that he will be responsible to implement in his written narrations from now on: using commas to set off introductory and nonrestrictive words, phrases, or clauses.

Sojourner Truth Escapes

from The Narrative of Sojourner Truth by Sojourner Truth

LESSON 71 (EXAM)

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 whither 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. Your student should read the passage.

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

—inf—
She prayed him to direct her to some safe asylum.

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

3. Thank you, God, for that thought.

(commas to set off the direct address; a period at the end of a statement)

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

(commas to set off the appositive phrase; a period at the end of a statement)

4. question: and one not easily solved

thought: that she could leave just before the day dawned

Levi Rowe: and who, she thought, would be likely to befriend her

house: where she found him ready to entertain and assist her

5. A restrictive clause modifies in an essential way; it cannot be removed from the sentence without changing the sentence's meaning because it contains essential identifying information. A non-restrictive clause modifies in a non-essential way, and removing it does not change the meaning of the sentence or cause ambiguity.

Answers will vary. Two example sentences are given below.

Restrictive: Think of a renowned English author who wrote many great novels.

Non-restrictive: I am currently reading *Jane Eyre*, which is my favorite book so far this year.

6. Check the unfamiliar words that your student and you have identified. Choose a Study assignment below or determine one of your own that contains no more than three or four of the unfamiliar words. Have your student mark the assignment portion in his book.

- Study from "In all her thoughts" through "likely to befriend her."
- Study the whole passage.
- Study the whole passage.

7. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.

- Dictate: In all her thoughts of getting away, she had not once asked herself whither 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.

- b. Dictate: “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.
- c. Dictate: 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.