

Chapter 12: A Glossary of Usage, pp. 244–56

Choices: Practicing Correct Usage, p. 244

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Usage Glossary A, p. 245

EXERCISE

1. (*Anyways*, *Anyway*), as I was saying, the best part of the story happened after we got on the bus.
2. Did that woman tell her friends that their gift was too expensive for her to (*accept*, *except*)?
3. When my cousin returned from his week-long vacation, his refrigerator smelled (*bad*, *badly*).
4. Where did you say that Aunt Sally will (*live at*, *live*) when she moves across town in two weeks?
5. My father says that our grandfather was (*a*, *an*) honorable man.
6. Cherise was happy that there were (*a lot*, *alot*) of the same old choices on the new menu.
7. In 1972, every state (*accept*, *except*) Massachusetts favored Richard Nixon by a majority of electoral college votes.
8. Dad says that he would prefer to wait in the car until we are (*all ready*, *already*) to leave the house.
9. Darla's allergy to dogs does not (*effect*, *affect*) her sinuses as severely as her allergy to cats.
10. Is it (*allright*, *all right*) if we choose to eat lunch in the courtyard this afternoon?
11. Can you believe that those children (*all ready*, *already*) know how to speak three languages?
12. Though they were naturally athletic, the enthusiastic couple played tennis (*bad*, *badly*).
13. If we search every room, I am positive we'll find your address book (*somewhere*, *somewheres*).
14. This (*is not*, *ain't*) the most exciting book I have ever read.
15. If you have (*all ready*, *already*) made up your mind, I will not try to persuade you any more.
16. The marching band in the navy and gold uniforms received (*a*, *an*) high score in the competition.
17. The worried teenager could not remember where she had left her (*keys*, *keys at*).
18. The lawn looks (*bad*, *badly*) today; we have not mowed it for three weeks.
19. All of the jurors (*accept*, *except*) one believed that the defendant was guilty.
20. Do you think it would be (*allright*, *all right*) if we cooked spaghetti for dinner tomorrow night?

Usage Glossary B, p. 246

EXERCISE

1. Even though she was nervous, Cleo played (*good, well*) at the piano recital last night.
2. There are far (*fewer, less*) bison today than there were one hundred fifty years ago.
3. If you ask me, that little boy (*doesn't, don't*) look too happy.
4. José shared the prize money (*between, among*) his many friends.
5. There are (*fewer, less*) jobs in manufacturing now than there once were.
6. Don't forget to (*bring, take*) your baseball mitt to my house tonight.
7. The extended school year was discussed (*among, between*) the three parents.
8. Derwood might (*have, of*) believed that story about Loch Ness, but I could not tell for sure.
9. Mi Ling won't be able to (*bring, take*) her dog along when she goes away to camp.
10. The child got (*busted, caught*) when he tried to stay up later than the baby sitter had instructed.
11. Many immigrants (*brought, took*) only what they could carry when they came here to the United States.
12. Dinah's opinion is that the novel (*ought not, hadn't ought*) to have ended so suddenly.
13. She put the flowers (*between, among*) two pages of a favorite childhood book.
14. Jimmy Carter (*is, is not*) hardly idle in his retirement from public office.
15. Let's put (*fewer, less*) walnuts in this batch of muffins than we put in the last.

16. We (*ought not, hadn't ought*) to wander off too far; the trails in this park can be confusing.
17. I could (*of, have*) predicted that the most popular song of the year would be that one.
18. Not only was the toddler's temperature too high, but we could tell that he did not feel (*good, well*).
19. When the temperature outside goes below freezing, we let the faucets drip to prevent the pipes from (*bursting, busting*).
20. The art teacher (*don't, doesn't*) mind if we talk while we work, as long as we talk quietly.

Usage Glossary C, p. 247

EXERCISE

1. Perry convinced (*himself, hisself*) that he was going to win the match.
2. The peacock spread (*its, it's*) feathers and strutted away from the turkey.
3. Abraham Lincoln was a quiet man, but his words can (*teach, learn*) us a lot.
4. The man looked (*like, as though*) he had a guilty conscience, but he was later proven innocent.
5. The poet was (*kind of, somewhat*) disappointed when the publisher misunderstood her latest poem.
6. Do you know (*how come, why*) we got chosen to wash dishes tonight?
7. Although (*its, it's*) not right to do so, some salespeople make exaggerated claims.
8. The pumpkin was (*kind of, rather*) small, but we made wonderful bread with it.
9. The old general looked (*like, as if*) he might cry when he talked about the war.
10. The small boy wanted to take the toy, but his cousin convinced him to (*leave, let*) it there.

11. Kurt Vonnegut (is, *he is*) one of Uncle Gene's favorite writers.
12. Will the lifeguard at camp this summer (*learn*, teach) us how to swim the butterfly stroke?
13. The professional photographer uses (*these type*, this type) of film more than any other.
14. I'd like to find out (why, *how come*) this batch of mashed potatoes turned out so lumpy.
15. Because I am good at math problems, I like to (*learn*, teach) other students how to do them.
16. The frantic baby sitter wished that the toddlers would (let, *leave*) her have peace for just one moment.
17. Model airplanes (*they are*, are) all over the desk in my nephew's room.
18. By the end of the boat ride, I was feeling (*kind of*, slightly) sick to my stomach.
19. (These sorts, *These sort*) of test questions are difficult until you get the chance to practice them.
20. The soccer forward decided to shoot right next to the post, just (*like*, as) Coach Weinberg had told the players to do.
4. From now on, I will (try to, *try and*) do my laundry more often so it won't pile up like this.
5. Although (they're, *their*) not large, shrews are quite strong.
6. When you finish your dinner, put your trash in one of (*them*, those) trash cans over there.
7. Robert Burns wrote the (*real*, very) lovely Scottish song "Auld Lang Syne."
8. The reason we can grow corn today is (*because*, that) the Maya cultivated the plant over two thousand years ago.
9. The opposing team scored one run more in the final game (than, *then*) our team did.
10. Although (their, *there*) coats are often white, Arabian horses have jet black hair underneath.
11. I was (extremely, *real*) sorry to hear that you lost your dog.
12. Argentina is farther south (*then*, than) Ecuador and has a cooler climate.
13. The reason the Appalachians are more rounded than the Rockies is (that, *because*) they are older than the Rockies.
14. Her family pays higher property taxes because they live (*outside of*, outside) the city limits.
15. In the past ten minutes, the sun has gone down (somewhat, *some*).
16. Class, look (inside, *inside of*) this box and choose the book that you would like to read next.
17. I told Julia that I would (try to, *try and*) have lunch with her tomorrow.
18. (*This here*, This) rainbow trout is the largest fish that I have ever caught.

Usage Glossary D, p. 248

EXERCISE

1. The reason geese migrate is (that, *because*) they can't survive in frozen water.
2. The crowd revived (somewhat, *some*), but Judy still thought the team deserved more support.
3. Cristina and Gil sent (their, *there*) regards from Niagara Falls.

19. Irene, would you pass me (*them, those*) tasty-looking appetizers?
20. Can you even believe that those seventh-graders wrote this entire play by (*themselves, themselves*)?

Usage Glossary E, p. 249

EXERCISE

- Singing *a cappella* is (*when there's singing, singing*) without instrumental accompaniment.
- This relay race is so confusing that I can't tell (*who's, whose*) turn it is to run.
- Don't go swimming in the ocean (*without, unless*) you have someone with you.
- Delia is the only child in her class (*who, which*) is from Peru.
- Negotiation is (*where people discuss and compromise, discussing and compromising*) to reach an agreement.
- (*Who's, Whose*) the congressperson for your district?
- Old Dog Tray was the faithful dog (*that, who*) Stephen Foster owned.
- Nobody should try out (*without, unless*) he or she is willing to rehearse daily.
- A mosaic is (*when you have small pieces, small pieces*) of material, such as colored gravel, fitted together to create a design on a flat surface.
- Did it feel unusual at all when you changed (*your, you're*) last name?
- The ancient Egyptians had an underworld god (*who's, whose*) name was Osiris.
- You can't travel to some countries (*without, unless*) you have a passport.
- The bird (*that, who*) visited the speaker in Poe's famous poem was a raven.
- The photographer used a special lens because her subject was a (*ways, way*) off.
- The middle school science teachers are (*suppose, supposed*) to go to a conference next month.
- In order to collect data from Mars, the satellite has to travel a long (*way, ways*).
- Sheila read (*where, that*) the city of Austin is going to tear down that dance hall.
- The flight attendant says that (*your, you're*) supposed to fasten your seat belt.
- Nelson is not (*used to, use to*) animals, but he warmed up to the puppy right away.
- The driving instructor pointed out a sign (*where, that shows*) the speed limit has changed.

Review A: Usage Glossary, p. 250

EXERCISE

- Jesse will hand me (*them, those*) paintbrushes when he is finished with them.
- By the time we got around to raking the leaves in our front yard, winter had (*all ready, already*) come, and there were flurries of snow in the air.
- Ms. Carbone (*she is, is*) my favorite counselor.
- Red peppers have a powerful flavor, and so they (*affect, effect*) the taste of a dish more than most other vegetables do.
- Can you believe that Martha (*doesn't, don't*) want to run for class president?
- There (*was, was not*) scarcely any water in southern California until engineers built waterways from the mountains.

7. Although the chess champion had (fewer *less*) pieces on the board than her opponent, she knew how she would win the game.
8. After World War II, several Allied nations divided Germany (*between*, among) themselves.
9. Did you really get (caught, *busted*) falling asleep in class?
10. Dad read in the paper (*where*, that) the city will let the voters decide whether to create a park here.
11. My Spanish is (*kind of*, somewhat) better than my French.
12. Miguel bought (himself, *hissself*) a good pen for his writing class.
13. I still do not understand (why, *how come*) getting in shape is so difficult while getting out of shape is so easy.
14. William Shakespeare's plays are more well known (than, *then*) those of his contemporaries.
15. The reason Lana got angry was (*because*, that) Kadeem criticized her unfairly.
16. President Kennedy told Americans to ask what they could do for (their, *there*) country.
17. Actually, I did not really want to go to the movies on Friday night (anyway, *anyways*).
18. Don't make a promise (*without*, unless) you can keep it.
19. Was it Great Britain (whose, *who's*) flag was first planted at the summit of Mount Everest?
20. The overanxious reporter did not (*leave*, let) the figure skaters have a moment to themselves before asking them how they felt.

Review B: Usage Glossary, p. 251

EXERCISE

1. Why don't we (accept, *except*) the seventh-graders who apply to our club so that we can increase our membership?
2. What do you think would be the (effect, *affect*) of combining hydrogen and oxygen?
3. The living room has warmed up (somewhat, *some*), but Leah still feels comfortable in a sweater and heavy socks.
4. Some of the most expensive cheeses smell (bad, *badly*).
5. I have (*fewer*, less) money in the bank than Carmelita has because she is very good at saving.
6. Did you know that Mrs. Lawless (used to, *use to*) live in Ireland?
7. Amit is going to (*bring*, take) his new videotape of *Never Cry Wolf* to Janet's party.
8. Before there was anesthesia, doctors (could, *couldn't*) hardly do surgery at all.
9. The basketball center hurt (himself, *hissself*) at the end of the first half of the championship game.
10. It's (*kind of*, rather) sad that black-and-white movies are seldom made these days.
11. Licking one paw, the snow leopard stared at us from within (its, *it's*) icy den.
12. In the middle of January, we felt (*like*, as though) warm weather would never return.
13. The lioness holds a (*real*, very) important responsibility in the pride.
14. The baby bird flapped its wings tentatively and (*than*, then) grew brave enough to fly out of the nest.

15. The city of Sydney, Mr. Wilkinson's first home, is a long (way, *ways*) from here.
16. (*This here*, This) chicken soup is the best meal to have when it is cold outside.
17. Firing a piece of pottery is (*when you bake it*, baking it) until the clay is hard and dry.
18. A bee will not sting (*without*, unless) you provoke it.
19. Yes, I'd love to see (you, *you're*) art portfolio if you are willing to show it to me.
20. (Those sorts, *Those sort*) of paint will not mix well with the ones on this shelf.

Review C: Usage Glossary, p. 252

EXERCISE

1. After driving through this neighborhood where the houses look so similar, I hardly know where (I am, *I am at*) anymore.
2. Let's find out (who's, *whose*) going to organize the school newspaper staff next year.
3. By the end of the summer, I am determined to (teach, *learn*) myself how to steer this canoe.
4. The Johnstown Flood was a (*real*, very) tragic event in U.S. history.
5. My family (*use to*, used to) live near the beach.
6. Dr. Martin Luther King, Jr., is the leader (that, *which*) everyone remembers from the civil rights marches of the 1960s.
7. Clay has misplaced (*a real*, an extremely) important piece of paper.
8. Luis (*had ought*, ought) to finish this project before he starts the next one.
9. Jerry practiced his guitar chords every night, just (*like*, as) his teacher had encouraged him to do.
10. Carla is proud of her younger brother Joey for doing so (*good*, well) at his new job at the software company.
11. I was so hungry last night that I could (*of*, have) eaten the whole batch of pasta myself.
12. Keith has read (*alot*, a lot) of stories by his favorite science fiction author, but the tale he likes best of all is the one about the man with tattoos that come to life.
13. My best friend can sometimes seem blunt, but I am glad that she is (an, *a*) honest person.
14. Lauretta's shin stung when the tennis ball hit it, but after a minute or two it felt (*allright*, all right).
15. All of the United States is in North America (*accept*, except) Hawaii.
16. When the cast and crew were (all ready, *already*), the stage manager drew back the curtain.
17. This (isn't, *ain't*) the spiciest salsa I have ever tried, but it tastes good with the meal.
18. Maurice accidentally stepped on the back of my shoe, and the shoe flew (off, *off of*) my foot.
19. Why do your cats Princess and Wallflower always go off to the corner by (*theirselves*, themselves) when it is raining outside?
20. Could you and I (try to, *try and*) visit my old friend Jason in Seattle this summer?

Proofreading Application: Video Script, p. 253

We are very proud of these ^{here} computers. We want you to treat them ^{well} ~~good~~ because we have waited a long time for them.

Do not slam the mouse onto the desk or smack ^{your} ~~you're~~ CPU! ^{They're} ~~There~~ delicate and expen-

sive. We don't want any of them ^{broken} ~~busted~~. You ^{not} ~~hadn't~~ ought to thump the keys on the keyboards either. Anyone ^{who's} ~~whose~~ caught doing so will find himself or herself in serious difficulty. In fact, he or she may be ^{sitting} ~~sitting~~ out in the hall for the rest of the period.

You aren't permitted to ^{bring} ~~take~~ any drinks or food when you come into the lab either. The computers ^{they} are here for everyone, so have fun, but obey the rules!

Literary Model: Narrative, pp. 254–55

EXERCISE A

one of them crafts
lay on our backs
Jim he
could a laid
kind of

EXERCISE B

Answers will vary. A sample response is given.

The character's dialect implies that he is uneducated. He is, however, intelligent. He does not use standard English, but he is very observant and curious about the world. For example, he is interested in the stars and wants to determine how they came into being. This passage indicates that this character is kind, as can be seen when he allows Jim to have his say. Twain's use of nonstandard English produces a character who is realistic and believable.

EXERCISE C

Answers will vary. A sample response is given.

Yeah, I knew she was up to no good; I knew it the minute I laid eyes on her. I shoulda done something at that very minute, and I knew it, too. But did I? Nah, I didn't do nothing, didn't lift one stinkin' finger to keep the damage from happening. I look back and think, what was up with me? Everybody saw she was no good, trouble with a capital T. I coulda spoke up. I coulda called the cops. Instead, I just laid back and did nothing. And now I gotta pay. The boss, he called my buddy. Wants to see me, he says. Wants to know why I didn't flag this

dame when she buzzed into town. And what I don't know is, what am I gonna tell the big man?

EXERCISE D

Answers will vary but should follow from the student's narrative. A sample response is given.

My character is supposed to sound like a city dweller, but still not very educated. He's slouchy and suspicious. He's a 1920's gangster type, trying to justify his actions and stay on the boss's good side. To create him, I slurred his speech so that he doesn't pronounce every syllable, and I had him drop the subjects from sentences, which creates an intimacy between him and the reader, since he assumes that the reader understands him. Had I used standard English, he'd have no flavor—I wouldn't have cast him in his stereotype (who else but a gangster says "dame"?).

Writing Application: Announcement, p. 256

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Informal usage and diction are used to appeal to seventh- and eighth-graders.

1 2 3 4 5

Details about the event are chosen to appeal to the listeners.

1 2 3 4 5

Listeners receive the information needed to attend the event.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest