

CHAPTER 35

Usage Problems

Negatives and Double Negatives

A word or phrase that has *no* or *not* in its meaning is called a **negative**. Use only one negative in a sentence.

Some common negatives are *never*, *no*, *not*, *nobody*, *none*, *nothing*, *nowhere*, and *no one*.

Example:

Nothing is more universal than music.

The negative *not* appears often in contractions with verbs. Here are some common contractions: *aren't*, *can't*, *don't*, *hasn't*, and *won't*. Do not use these contractions with another negative in the same sentence. When two negatives are in the same sentence, they form a **double negative**.

Example:

Incorrect: I **don't** want to listen to **no** music!

Correct: I don't want to listen to any music!

Guided Practice

A. Identify the negative word in each sentence.

Example: Jazz didn't exist before the late 1800s. *didn't*

1. No other art form is as American as jazz.
2. Jazz is not a single type of music but a mixture of forms.
3. Most musicians need training, but many early jazz artists had none.
4. They did not play from written music.
5. The rhythms they used were never boring.
6. Many jazz performers do nothing but improvise.
7. Each performance is one of a kind and cannot be repeated.
8. Nobody knew how popular jazz would become.
9. Jazz isn't enjoyed only in America.
10. Nowhere are there more loyal jazz fans than in Europe.

Vocabulary Power

im•pro•vise

[im'prə•vīz] *n.* To make up at the time of performance and without preparation.

Independent Practice

B. Write the negative word in each sentence.

Example: No history of jazz could ignore New Orleans.
No

11. Nowhere was jazz more alive.
12. Soon jazz bands were no longer found just in New Orleans.
13. People who had never heard of jazz began hearing it on the radio.
14. The smooth sound of Chicago jazz bands was like nothing else.
15. Jazz is not always played by a big band, though.

C. Rewrite each sentence, correcting the double negative.

Example: Benny Goodman wasn't no ordinary clarinet player.
Benny Goodman wasn't an ordinary clarinet player.
or
Benny Goodman was no ordinary clarinet player.

16. Nobody couldn't play smoother jazz than Benny Goodman.
17. Before 1948, recordings couldn't be no longer than three minutes.
18. Records spread jazz to places where nobody hadn't heard it before.
19. Soon music fans couldn't go nowhere without hearing jazz.
20. Haven't you never listened to jazz?

Writing Connection

Writer's Craft: Characterization Think of a character from a popular book, movie, or TV show. Write a riddle about the character. The riddle should have four sentences as clues. Each clue should tell what the character is not. Read your riddle to a classmate, and ask for guesses.



Remember

to avoid using two negative words to express a negative meaning. To correct a double negative, remove one negative word or replace one with a positive word.



Using *I* and *Me*

Use *I* as the **subject** of a sentence. Use *me* as an **object**. When referring to yourself and someone else, refer to yourself last.

First-person subject pronoun	First-person object pronoun
I take piano lessons.	My teacher is patient with me .
My sister and I play duets.	Our teacher chooses music for her and me .

Use a subject pronoun after the word *than*. A good way to remember this rule is to add the missing verb to the sentence. Look at the example below. Read aloud each sentence with the verb in parentheses. The incorrect sentence will sound wrong.

Incorrect: She is quicker to learn than **me** (*am*).

Correct: She is quicker to learn than **I** (*am*).

Guided Practice

A. Identify the first-person pronoun in each sentence. Tell whether it is used as a subject or an object.

Example: I was surprised to learn that the piano is a percussion instrument.
I, subject

- I know that a piano and a harp have strings.
- My teacher told me that harps can have up to forty-seven strings.
- I press the black keys on the piano to make certain tones.
- The harpist uses a pedal to let me hear the same tones.
- Someday I will take harp lessons.



Independent Practice

B. Choose the correct pronoun in parentheses. Write the sentence.

Example: My teacher explained rhythm to Ellen and (I, me).
My teacher explained rhythm to Ellen and me.

6. Mr. Neff told Ellen and (I, me) that rhythm is the arrangement of notes in time.
7. (I, Me) learned that each note is a certain length.
8. Ellen and (I, me) found out about regular beats in music.
9. The composer can vary these patterns to make the music more interesting for you and (I, me).
10. Ellen and (I, me) discovered that composers can change the length of notes.
11. Ellen and Julio talked to (I, me) about playing music together.
12. (I, me) wanted to join them.
13. Ellen, Julio, and (I, me) will practice on Saturday.
14. Julio will meet Ellen and (I, me) at noon.
15. You and (I, me) can go to the movie afterward.
16. (I, me) find that written music is similar to written words.
17. Mr. Neff showed (I, me) the clef sign at the left of the staff.
18. The bass notes are lower than Ellen and (I, me) can sing.
19. Ellen and (I, me) sometimes like to improvise instead of playing written music.
20. Music is fun for her and (I, me).



Remember

when referring to yourself, use the pronoun **I** as the subject of a sentence and the pronoun **me** as the object of a verb or preposition.

Writing Connection



Writer's Journal: Reflecting Think about a musical instrument that you play or would like to play. Ask yourself the following questions: What made you choose the instrument? Do you like the way it sounds? Do you think it is easy to learn? Write to reflect on your choice. Be sure to use the pronouns *I* and *me* correctly.



Commonly Confused Words

Some **commonly confused words** sound alike but are spelled differently and have different meanings. Choose the word that means what you want to say.

Word	Use	Examples
to	“in the direction of” before a verb form	Go to the band room. I like to sing.
too	“also” or “very”	The song was too long.
two	the number 2	I had two lessons.
it's	contraction of “it is”	It's time to begin.
its	“belonging to it”	Its sound is good.
their	“belonging to them”	Their music is new.
there	where something is	Leave the drums there .
they're	contraction of “they are”	They're playing now.
you're	contraction of “you are”	You're first in line.
your	“belonging to you”	You'll need your book.

Guided Practice

A. Tell what each underlined word means or how it is used. Look at the chart for help.

Example: Wind instruments come in two types—woodwinds and brass. *the number 2*

1. You play a recorder, one kind of woodwind, by blowing through its mouthpiece.
2. Flutes and piccolos are woodwinds, too.
3. You play a flute by pressing your bottom lip next to the hole and blowing across it.
4. When you blow through the reeds of an oboe or a bassoon, their vibrations make the sound.
5. By placing fingers over the holes or on the keys, you're changing the size of the column of air.

Independent Practice

B. Tell what each underlined word means or how it is used. Look at the chart for help.

Example: A trombone changes pitch when the player moves its slide.
belonging to it

6. It's the length of the column of air that affects the sound of a brass instrument.
7. The two types of wind instruments, woodwinds and brass, produce sound a little differently.
8. Your lips vibrate as you blow into a trumpet or trombone.
9. When players tighten or relax their lips, they're changing the vibrations.
10. The sound waves travel from the instrument's mouthpiece to the column of air.

C. Choose the correct word in parentheses. Write the sentence.

11. In the back of the orchestra, (there, their, they're) is an important group.
12. (There, Their, They're) called percussionists.
13. (Your, You're) probably most familiar with drums.
14. This section includes any instrument that makes (its, it's) sound by being shaken or struck.
15. Some percussion instruments can make different notes, (to, too, two).



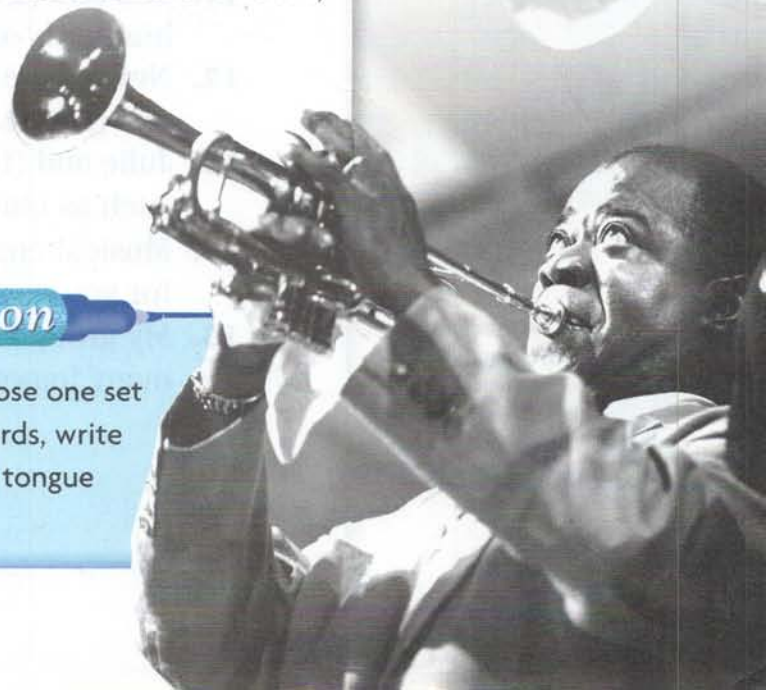
Remember

to check for commonly confused

words in your writing. Be sure you have used the word that means what you want to say.

Writing Connection

Writer's Craft: Words and Sounds Choose one set of commonly confused words. Using the words, write either a humorous song verse or a rhythmic tongue twister.



Extra Practice

A. Rewrite each sentence to correct the double negative. pages 418–419

Example: Music doesn't have no hard and fast categories.
Music has no hard and fast categories.

1. You might think that popular music doesn't have nothing in common with classical music.
2. You might also think that one piece of classical music doesn't sound no different from another.
3. Composers don't think nothing of using popular or folk music in their works.
4. Works of composers such as Dvorak and Grieg wouldn't never be the same without the influence of folk music.
5. Haven't you never heard a classical arrangement of a folk tune?

B. Choose the correct pronoun in parentheses.

Write the sentence. pages 420–421

6. My group and (I, me) have just finished a report on music.
7. On display was a chart written by Nathan and (I, me).
8. Nathan explained it better than (I, me).
9. The class and (I, me) listened to him tell why popular music is not the same as folk music.
10. Work songs are folk songs that may be familiar to you and (I, me).
11. You and (I, me) know folk music that dates back hundreds of years.
12. New music is always being written to entertain you and (I, me).
13. Julie and (I, me) listened to many forms of music, such as bluegrass, country, gospel, and rock.
14. Musical comedy has produced many famous songs for you and (I, me) to sing.
15. My group and (I, me) concluded that music has many important uses.



Remember

to use **I** as the **subject** in a sentence and **me** as the **object** of a verb or a preposition.



For more activities with negatives, *I* and *me*, and easily confused words, visit *The Learning Site:*



www.harcourtschool.com

C. Write each sentence, using the correct word or words in parentheses. *pages 422–423*

16. Music is important (two, to, too) people of all cultures.
17. (It's, Its) part of daily life and special occasions.
18. Our marching band went (there, they're, their) to be in the parade.
19. You should never miss (you're, your) band practices.
20. People sing or play music for other important events, (two, to, too).
21. When people do hard work by hand, they sing songs to make (there, they're, their) work seem easier.
22. Music shows (it's, its) power to affect people's feelings.
23. Music may help you relax when (you're, your) nervous.
24. Musicians may be teachers or performers, but (there, they're, their) composers when they write music.
25. (Two, To, Too) of my friends want to be musicians.

D. Write each sentence, correcting the errors. *pages 418–423*

26. Nobody hadn't heard of country music until they heard it on the radio.
27. Bluegrass music had it's influence on country music.
28. Nashville became the center of country music, and me and you can still hear the "Nashville sound."
29. Country music stars were popular, but many of there fans enjoyed other kinds of music, too.
30. Other country music fans didn't want to listen to nothing else.

DID YOU KNOW?

In the early 1900s, most music was published in an area around 28th Street in New York City. It came to be known as Tin Pan Alley. Because the cheap pianos in the song publisher's offices sounded so bad, the musicians called them "tin pans"!



Writing Connection



Writer's Journal: Writing Idea Think of a story setting inspired by your favorite kind of music. Imagine yourself in the setting, and freewrite about it. Be sure to use *I* as a subject and *me* as an object.

When you have finished, check your usage of commonly confused words.

Chapter Review

Read the passage and choose the word or group of words that belongs in each space. Write the letter for your answer.

Throughout the world (1) many forms of music. In most cultures, music is an important part of other arts as well. In China and Japan, all drama is set (2) music. All around the world, dancers use music to accompany (3) movements. Music is an important part of films and television, (4). (5) a mood as well as music. Directors of horror movies use music to add suspense for viewers like (6). The music often keeps you on the edge of (7) seat. (8) hard to imagine a movie without music.

**STANDARDIZED
TEST PREP**

TIP Remember that pronouns that mean "belonging to" do not have the apostrophe s (s).

- | | |
|---|---|
| <p>1 A their are
B there are
C they're
D they are</p> <p>2 F to
G too
H tow
J two</p> <p>3 A their
B they
C they're
D there</p> <p>4 F two
G to
H too
J tow</p> | <p>5 A Nothing doesn't create
B Nothing creates
C Nothing won't create
D Anything doesn't create</p> <p>6 F me and you
G you and I
H I and you
J you and me</p> <p>7 A you're
B you are
C your
D yours</p> <p>8 F Its
G It
H Isn't
J It's</p> |
|---|---|



For additional test preparation, visit
The Learning Site:

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Using the Internet and Websites

In some ways, exploring the Internet, or going online, is like going out in public. Many of the same safety rules apply. You and your family may have talked about how to research online safely. Most important, if you ever feel uncomfortable or unsure while you are online, be sure to ask a family member or your teacher for guidance.

TECHNOLOGY

- Never give out information about yourself, such as your last name, address, or telephone number, or your parents' work addresses or telephone numbers.
- Don't give out your school's name, address, or telephone number or the name of your teacher without asking an adult for permission first.
- Do not respond if something comes up on the screen that makes you uncomfortable. If this happens, don't look around or explore. Instead, tell an adult right away. Also, tell an adult if you get a mean e-mail message from anyone.
- It is never safe to meet with someone you've talked to online. If someone asks you to meet them or even to call or write to them, tell your parents right away.
- Never send or e-mail pictures of yourself or your family to anyone you meet online.
- Don't do anything online that costs money. Ask your parents for help and permission.



YOUR TURN

IN SMALL GROUPS, search for websites that tell about Internet safety. Using information from those sites, create posters to remind classmates about Internet safety. Display the posters in your classroom or computer lab.

TIP When using the Internet, always keep safety in mind.