



## TRoublesome Words & Usages Cards

PRODUCT CODE: **395**

### PRODUCT CONTENTS

12 double-sided, cover-weight sheets of words (18 cards with answers)

12 double-sided, cover-weight sheets of usages (18 cards with answers)

8 pages of teacher information

### SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site ([www.readingmanipulatives.com](http://www.readingmanipulatives.com)).

### ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Skills cards need no zipper bags. Guide includes suggestions for set storage and classroom organization.

### STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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# COMMUNICATION SKILLS

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Written communication, even for the most skilled authors, is a complex, constant quest. The more one learns about writing and language, the more the self-challenge intensifies. For this reason, school programs should provide explicit writing instruction along with abundant writing experiences. Not only do students learn to write through writing, the process enhances understanding of written language and improves overall knowledge.

While educators are primarily concerned with the development of writing skills, oral language must also be considered. English language learners in classrooms are the fastest-growing student population group in the United States. Native English speakers also benefit from structured oral language development. Many common grammatical errors are present in both oral and written communication.

Research findings document that literacy learning is most efficient when reading and writing are taught in tandem. These skills are so closely interrelated that combining them in instruction is efficient and speeds the attainment of proficiency in both areas. Studies show that the weak link is writing instruction. When programs do not have adequate instructional emphasis on writing, both writing and reading are negatively impacted.

## SKILLS CARDS SETS

Reading Manipulatives skills cards sets include a series of cards that develop skills holistically with written activities instead of manipulatives. They are superior to worksheets or workbooks because they assure that all aspects of the skills are covered. Laminated cards can be used indefinitely, reducing repetitive lesson preparation. If students need review or additional practice, cards can be repeated.

Comprehensive sets of skills cards can assure that students are taught needed skills, particularly those related to written communication. Cards in the sets afford adequate practice. They are a worthwhile type of instructional material to utilize when multiple concepts need to be introduced or reviewed, repetition is needed, or extensive examples are necessary.

Without question, skills cards are more mundane and less stimulating than manipulatives. However, in certain instances, they provide an excellent vehicle for the development of skills. Cards are especially helpful for teaching writing and English usage concepts. Card sets in use in a classroom should cover an ability range from at least one grade level below to one grade level above.

Reading Manipulatives offers the following skills cards sets: 350 Suffix Spelling Changes Cards, 380 Capitalization/Punctuation A, 385 Capitalization/Punctuation B, 390 Irregular Verbs Cards, and 395 Troublesome Words & Usages.

The following design characteristics have been built into these skills cards sets.

- Sets have an adequate number of cards to assure mastery.
- Cards in each set are a similar level and nonsequential since the students in groups will not be doing them in any particular order.
- Multilevel sets allow for proper ability placement.
- Format is consistent, enabling students to work independently through all cards in a series.
- Cards are self-checking to further involve students.
- In all sets except 350, cards are double-sided, assuring that the lesson is thorough and adequate practice is provided.
- Cards are coded, and students track completed cards and progress.

Ideally, these holistic, individualized skills cards should transcend grade levels. They can be utilized with students of all ages if the targeted skills are suitable and the need exists.



# GRAMMAR

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While fluent communication is highly valued in our society, using proper English is a daunting task. English is rife with irregularities, and acceptable usages are occasionally revised. In addition, English has several times more words than any other language, and new words are constantly being added. For these reasons, improving communication skills, particularly writing, is a huge challenge facing educators.

If students are taught to avoid a limited number of common communication errors and writing pitfalls, they can improve their writing substantially. These grammatical and syntactical errors detract from credibility. On the other hand, command over written and spoken language enhances an individual's ability to communicate with and convince others.

## COMMON WORD & USAGE ERRORS

Inaccurate usage of certain words or grammatical constructions is often habitual. As a matter of fact, misuse is so common that many do not recognize the errors. If teachers offer lessons on these topics and extend application into assignments, writing skills of students are advanced. The following are some particularly confusing usages.

- Compound subjects joined by *and* require plural verbs. Mary and I are joining Girl Scouts.
- Singular subjects joined by *or* require a singular verb. My mom or dad is going to come.
- If singular and plural subjects are joined by *or*, put plural subject last and use plural verb. Books or periodicals are suitable reference materials. A book or periodicals are suitable.
- Indefinite pronouns, including *everyone*, *everybody*, and *everything*, are always singular and require singular verb forms. Everyone who thinks that yoga is easy needs to try it.
- Pronoun case (subjective, possessive, objective) is often confused, particularly in usages with compound subjects or objects. *Who* is used instead of *whom* in the objective case, and misuse is so common that it is becoming acceptable.
- Possessive pronouns and contractions are interchanged (*its* and *it's*).
- Adjectives and adverbs are interchanged. *Good* is commonly used instead of *well*, especially with linking verbs or the verb *do*. Students should understand that adjectives follow linking verbs, and that adjectives modify nouns and adverbs modify verbs.
- Transitive verbs need objects and intransitive do not. Many individuals confuse the transitive verb *lay* with intransitive verb *lie*, which has *lay* as its past tense.
- Relative pronouns *that*, *which*, and *who* are often used incorrectly when beginning a dependent clause that refers back to an antecedent. *That* is used in restrictive clauses that provide specifying information. *Which* can be used in restrictive clauses or in clauses that provide additional information, and these clauses should be set off with commas. *Who* is used when the clause gives more information about a person(s).
- When two negative words are used in a statement, the intended meaning is reversed. There isn't no water in the lake. MEANS There is some water in the lake. Change *no* to *any*.
- Do not shift from present tense to past tense (or vice versa) unless there is a reason. Americans eat an average of 20 pounds of candy yearly. Dutch eat three times as much. The world's hottest chili is the habanero. I found out the hard way. (reason for change)

In addition to these, common errors are discussed in the Troublesome Words & Usages Resource List on the following two pages. Use these to select instructional topics that are appropriate for the writing levels of your students. Remember, these common and ingrained errors will not be eradicated without instructional support and adequate practice.

RESOURCE LIST **TROUBLESOME WORDS & USAGES**

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<b>WORD</b>	<b>MEANING/USAGE</b>	<b>WORD</b>	<b>MEANING/USAGE</b>
<b>accept</b>	v. – to take (accept your apology) or regard as right (accept a verdict)	<b>doesn't</b>	v. – contracted form of third person SINGULAR verb DOES and NOT
<b>except</b>	prep. – excluding (all except one); conj. – but (except they left)	<b>don't</b>	v. – contracted form of DO and NOT; used with a PLURAL subject, I, or YOU
<b>accidentally</b>	adv. – (accidentally is NOT a word); adverbs of manner are formed by adding -ly to adjectives (accidental)	<b>emigrate</b>	v. – to leave one's country (move from)
<b>adapt</b>	v. – to adjust (adapt to new climate)	<b>immigrate</b>	v. – enter another country intending to remain (move to)
<b>adept</b>	adj. – proficient (adept typist)	<b>ensure</b>	v. – to make sure or certain
<b>adverse</b>	adj. – antagonistic (adverse criticism); contrary (adverse weather conditions)	<b>insure</b>	v. – to take out or issue insurance; to be paid money in the case of loss
<b>averse</b>	adj. – against (averse to debt)	<b>assure</b>	v. – to inform positively, make certain, or give confidence
<b>affect</b>	v. – to have an influence or change	<b>everyday</b>	adj. – ordinary (everyday occurrence)
<b>effect</b>	n. – a result or influence v. – to bring about	<b>every day</b>	adj. with n. – (call me every day)
<b>all of</b>	do NOT use OF with ALL (all the men, NOT all of the men)	<b>farther</b>	adj. – comparative of FAR; more distant (both can refer to physical distance)
<b>allude</b>	v. – indirectly refer to something	<b>further</b>	adv. – also, greater detail; can express abstract or figurative meaning
<b>elude</b>	v. – to evade or escape (eluded police)	<b>go vs. say</b>	v. – GO is NOT a synonym for SAY
<b>amount</b>	n. – overall size or sum (amount of \$)	<b>good</b>	adj. – used before nouns (good book) or after linking verbs (it is good)
<b>number</b>	n. – how many are in group	<b>well</b>	adv. – used with verbs, especially action verbs (sings well; does well)
<b>appraise</b>	v. – to evaluate or value (appraise gems)	<b>imply</b>	v. – to suggest (speaker implies)
<b>apprise</b>	v. – to inform or notify (apprise of ___)	<b>infer</b>	v. – to conclude (hearer infers)
<b>between</b>	prep. – references 2 items or number ranges (between him and her)	<b>invent</b>	v. – to create something that did not exist (Bell invented the phone)
<b>among</b>	prep. – used when referencing 3 or more items (among the states)	<b>discover</b>	v. – to find, learn, expose
<b>complement</b>	n. – something that completes v. – to complete	<b>its</b>	pron. – possessive pronoun used before a noun (NO apostrophe)
<b>compliment</b>	n. – a flattering remark v. – to praise (verb)	<b>it's</b>	contracted pronoun/verb that stands for IT IS and (needs an apostrophe)
<b>continual</b>	adj. – recurring in close succession	<b>lie/lay/lying/lain</b>	v. – to recline or be situated; intransitive (used without an object)
<b>continuous</b>	adj. – uninterrupted or constant	<b>lay/laid/laying/laid</b>	v. – to place or put; transitive (used with an object)
<b>could of</b>	OF should not be used in place of	<b>lead</b>	v. – to show the way (present tense)
<b>should of</b>	HAVE with could, would, or should;	<b>led</b>	v. – past tense of lead
<b>would of</b>	the correct verbs are COULD HAVE, SHOULD HAVE, and WOULD HAVE	<b>lead</b>	n. – a heavy, soft metal (pencil lead)

RESOURCE LIST **TROUBLESOME WORDS & USAGES**

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<b>WORD</b>	<b>MEANING/USAGE</b>	<b>WORD</b>	<b>MEANING/USAGE</b>
<b>lend</b>	v. – to give a loan (bank lends)	<b>than</b>	conj. – used in comparisons (bigger than I am)
<b>borrow</b>	v. – to receive a loan (client borrows)	<b>then</b>	conj. – time chronology or therefore; adv. – at that time (wasn't alive then)
<b>less</b>	adj. – used with quantities or things that cannot be counted (less time)	<b>that</b>	relative pronoun used to begin a clause that gives necessary, specifying information; not preceded by comma
<b>fewer</b>	adj. – comparative form of few; used with people or items that are countable	<b>which</b>	relative pronoun used to begin a clause that gives either specifying or additional information; must be preceded by a comma
<b>may</b>	v. – helping verb meaning might (may rain) ; preferred over CAN for granting permission (you may go to the movie)	<b>who</b>	relative pronoun used to begin a clause used that gives more info about the person(s); avoid using THAT or WHICH when referring to people
<b>can</b>	v. – helping verb indicating the ability to do something (can type)	<b>there</b>	adv. – indicates place (put it there)
<b>maybe</b>	adv. – perhaps (maybe I can)	<b>their</b>	pron. – possessive form used before a noun (their car)
<b>may be</b>	v. – helping verb MAY with the verb BE (may be eligible)	<b>they're</b>	pron./v. – contracted form of they are; needs an apostrophe (they're late)
<b>any/no</b>	adj. – use only ONE negative word per sentence or clause; use ANY if the sentence contains NOT or a NOT (N'T) contraction	<b>theirs</b>	pron. – possessive collective form of THEY
<b>anything/nothing</b>	pron./n. – same rule applies	<b>there's</b>	pron./v. – contracted form of THERE IS
<b>anywhere/nowhere</b>	adv. – same rule applies	<b>them</b>	pron. – objective form of THEY
<b>principal</b>	n. – head person or monetary amount	<b>those</b>	pron. – plural form of THAT; do not use THEM (object pronoun) for THOSE (pointer pronoun)
<b>principle</b>	n. – basic truth or assumption	<b>to</b>	adv. – used to begin infinitive (to go) prep. – toward or in direction of
<b>rise/rose/risen</b>	v. – to get or go up (steam rises); intransitive (used without an object)	<b>too</b>	adv. – also (go too); excessively
<b>raise</b>	v. – to lift or bring up (raised a flag) transitive (used with an object)	<b>two</b>	adj./n. – numeral
<b>real</b>	adj. – true, not fake (real sugar)	<b>who</b>	pron. – subject or relative pronoun (man who won)
<b>really</b>	adv. – truly, very (really wishing for ...)	<b>whom</b>	pron. – objective form of WHO (it is whom you know that counts)
<b>sit</b>	v. – to take a position (sit down); intransitive (used without an object)	<b>who's</b>	pron./v. – contracted form of WHO IS
<b>set</b>	v. – to place something somewhere; transitive (used with an object)	<b>whose</b>	pron. – possessive form of WHO (whose bike is this)
<b>so</b>	conj. – therefore; coordinating conj. that is preceded by comma	<b>your</b>	pron. – possessive form of YOU
<b>so that</b>	conj. – SO followed by THAT gives a reason and is not used with a comma	<b>you're</b>	pron./v. – contracted form of YOU ARE
<b>teach</b>	v. – to give instruction or knowledge	<b>yours</b>	pron. – the ones belonging to YOU
<b>learn</b>	v. – to take in knowledge		

# TROUBLESOME WORD & USAGE CARDS

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There are 18 double-sided troublesome words cards. Each starts with a mini-lesson explaining the correct usages for the words (2 to 4 words per card). At the end of the explanation, the words are used in sentences. Students must select the correct words to complete the 8 sentences that follow. Most cards have a different lesson on each side. This is designated with A or B in code (TW-1A, TW-1B). An activity would include doing both sides of the card, or a total of 16 sentences. Cards 5, 15, 16, 17, and 18 have only one lesson, with 16 sentences on that lesson. Topics of the cards are:

1A	ITS, IT'S	1B	YOUR, YOURS, YOU'RE
2A	THEIR, THERE, THEY'RE	2B	THEIRS, THERE'S (plus 2A)
3A	TO, TOO, TWO	3B	LEAD, LED, LEAD
4A	INVENT, DISCOVER	4B	PRINCIPAL, PRINCIPLE
5	GOOD, WELL	5	GOOD, WELL
6A	FEWER, LESS	6B	TEACH, LEARN; LEND, BORROW
7A	BETWEEN, AMONG	7B	THAN, THEN
8A	MAY, CAN	8B	MAYBE, MAY BE; EVERYONE
9A	NEGATIVES – ANY/NO	9B	DOESN'T, DON'T
10A	AMOUNT, NUMBER	10B	ACCIDENTALLY (ADVERBS)
11A	SO, SO THAT	11B	SET, SIT
12A	AFFECT, EFFECT	12B	ACCEPT, EXCEPT
13A	GO, SAY; THEM, THOSE	13B	HAVE/OF, ALL OF
14A	LAY, LIE	14B	RAISE, RISE
15	THAT, WHICH, WHO	15	THAT, WHICH, WHO
16	WHO'S/WHOSE, WHO/WHOM	16	WHO'S/WHOSE, WHO/WHOM
17	COMPARATIVE/SUPERLATIVE	17	COMPARATIVE/SUPERLATIVE
18	ABBREVIATIONS & NUMBERS	18	ABBREVIATIONS & NUMBERS

Several of the cards deal with commonly misused homonyms (1A, 1B, 2A, 2B, 3A, 3B, 4B). Others explain words that are incorrectly interchanged (4A, 5, 6A, 6B, 7A, 7B, 8A, 8B, 9B, 10A, 11A, 12A, 12B). Transitive/intransitive verb confusion is addressed on 11B, 14A, and 14B. The remaining cards deal with other problematic words or usages. Most of the cards have absolute answers, but some (8A, 11A, 16) are preferred usages.

The 18 double-sided troublesome usages cards deal principally with pronoun and verb agreement issues. Each card starts with a mini-lesson explaining a problematic usage. Sample sentences model correct usage. On some cards, clues or tips are given to further assist students with choices. The lessons are concise, and students must read them carefully and study the examples. On most cards, students select the correct words to complete the sentences, or follow the card instructions. The following usage topics are covered in the cards:

1	PRONOUNS (COMPOUND SUBJECTS/OBJECTS)	10	WORDS FOR PORTIONS – SUBJECT-VERB AGREEMENT
2	COMPOUND SUBJECTS – VERB AGREEMENT	11	GENDER NEUTRAL POSSESSIVE PRONOUNS
3	INDEFINITE PRONOUNS (ANY __, EVERY __, SOME __, NO __)	12	REFLEXIVE PRONOUNS (ENDING IN -SELF OR -SELVES)
4	INDEFINITE PRONOUNS (EITHER, NEITHER, NONE, ALL, SOME, EACH)	13	WHO, THAT, WHICH – SUBJECT-VERB AGREEMENT
5	PRONOUNS – WHO, (WHOEVER), WHOM (WHOMEVER), WHOSE	14	MODIFIERS BETWEEN SUBJECT & VERBS
6	LINKING VERBS – ADJECTIVE & ADVERB USE	15	TENSE & PRONOUN CONSISTENCY
7	DOUBLE NEGATIVES	16	POSSESSIVES (SINGULAR, PLURAL, PRONOUN)
8	THERE IS/ARE OR HAS/HAVE; HERE IS/ARE	17	CHANGING PASSIVE VOICE TO ACTIVE VOICE
9	COLLECTIVE NOUNS & TRICKY PLURALS	18	REMOVE REDUNDANCIES FOR CONCISE SENTENCES

# PREPARING & MANAGING MATERIALS

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## CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Cut lines appear on one side of the card only. Scissors can be used to cut apart answer keys once the 11-inch cuts are made. Sharp scissors expedite preparation as long as cuts can be made with one motion.



## CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets or cards not yet completed, classroom organization is important. If using multiple sets of these individualized materials, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

## CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments and check over every student's work.



## EXTEND INTO LESSONS

Many of the errors addressed in this card set are ingrained in student writing and conversation. In fact, students may be so used to hearing things said incorrectly that when they hear proper usage, it may sound odd. The mini-lesson on the card and one set of exercises may not be adequate to teach rules and stop misuse. As a matter of fact, even skilled writers find themselves making these errors.

If teachers offer lessons on these topics and extend application into student writing projects, there is a much higher chance of eradicating the errors. The space on the cards for the lessons is limited, and students will likely need further explanation and practice.

## TROUBLESOME WORDS & USAGES CARDS

TW-1 \_\_\_\_\_ TW-7 \_\_\_\_\_ TW-13 \_\_\_\_\_

TW-2 \_\_\_\_\_ TW-8 \_\_\_\_\_ TW-14 \_\_\_\_\_

TW-3 \_\_\_\_\_ TW-9 \_\_\_\_\_ TW-15 \_\_\_\_\_

TW-4 \_\_\_\_\_ TW-10 \_\_\_\_\_ TW-16 \_\_\_\_\_

TW-5 \_\_\_\_\_ TW-11 \_\_\_\_\_ TW-17 \_\_\_\_\_

TW-6 \_\_\_\_\_ TW-12 \_\_\_\_\_ TW-18 \_\_\_\_\_

TU-1 \_\_\_\_\_ TU-7 \_\_\_\_\_ TU-13 \_\_\_\_\_

TU-2 \_\_\_\_\_ TU-8 \_\_\_\_\_ TU-14 \_\_\_\_\_

TU-3 \_\_\_\_\_ TU-9 \_\_\_\_\_ TU-15 \_\_\_\_\_

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TW-6 \_\_\_\_\_ TW-12 \_\_\_\_\_ TW-18 \_\_\_\_\_

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TU-5 \_\_\_\_\_ TU-11 \_\_\_\_\_ TU-17 \_\_\_\_\_

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TW-6 \_\_\_\_\_ TW-12 \_\_\_\_\_ TW-18 \_\_\_\_\_

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