

Name: _____

8th grade Writing/ Mr. G.

Writing is Jawsome!

Date: _____



Yzma, the wannabe-Emperor of complex Usage

Farther/ further—

Rule 1: Farther is used when you are writing about a physical distance.

Ex. Yzma traveled farther than Emperor Kusco to locate the potion.

Rule 2: Further* means “additional.”

Ex. “For further aid to destroy Emperor Kusco, Yzma enlists her lackey, Kronk.

*Hint: The word “furthermore” has the word “further” in it. Both mean “additionally!” You wouldn’t say farthermore. It’s not a word!

Directions: Write a sentence that uses farther correctly.

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Affect/ effect—

Rule 1: Affect is almost always a verb; it means to “influence.”

Ex. “How will this potion affect Kusco?” Yzma wondered.

Rule 2: Effect can be a verb, but it is most often used as a noun that means “the result.”

Ex. “What are the effects of this potion?” Kronk asked.

When will these affects where off?
I’m tired of having llama-face!



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Directions: For the following sentence, circle the correct choice from each set of words in parentheses.

“I guess the sun can (effect, affect) us in many ways!” Kusco said, deciding his llama transformation was a direct result of too much time in the sun.

Kronk believes that speaking to his shoulder-angels (effects, affects) his choice.



Right/ Right/Write/Rite—

Rule 1: Right means “correct or proper”; right is the opposite of left; it also refers to anything a person has a legal claim to.

Ex. “I have a right to that throne. It’s in this will!” Yzma said, ignoring the fact that she forged the signature at the end of the document.

Ex. “The squirrels said make a right at the old tree, Kronk,” Yzma reminded.

Ex. Kronk believed it was the right thing to do, when he saved Kusco from going off a cliff.

Rule 2: Write means to “record in print”

Ex. Kronk writes down Yzma’s wish list: find Kusco, kill Kusco, become Emperor.

Rule 3: Rite is a ritual or ceremonial act

Ex. Yzma was not a spiritual woman, but she did perform the rite of the Moon Goddess every fifth of the month.

Practice: For each of the following sentences, circle a word in the parentheses that best fits the sentence.

1. Kronk was looking to (further/farther) his education, when he enrolled in Kusco Academy.

2. The Bill of (Rites/Writes/Rights) is a document Yzma wouldn’t care for, unless it said no one had the (rite/write/right) to disobey her!

3. “How long will the potion’s (effect/affect) last?” Yzma inquired.



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Directions: Stop Yzma! For each of the following sentences, circle a word in the parentheses that best fits the sentence.

1. “How much (further/farther) ?” Kusco asked, as he was carried by Pacha, a loyal peasant.
2. “Hit him on the head,” Yzma coughed, hoping Kronk would knockout Kusco, (effecting/affecting) his memory, permanently.
3. Flossing—it may seem like an every-day chore, but to Kronk it was a (write/right/rite) of the morning.
4. “Cool special (effects/affects),” Kronk gasped as Yzma ran by him, burning from a potion gone wrong.
5. The Emperor’s castle was much (further/father) than Kusco had anticipated.
6. Kronk, speaking squirrel, understood that Yzma and he were on the (write/right/ rite) path.
7. Kronk’s (writing/righting/riting) was hard to understand—it looked like a four-year – olds’ scribbling.
8. After seeing the potion did not have the desired (affect/effect) Yzma had hoped for, she cried out, “A llama! He’s supposed to be dead!”
9. Although Kusco threatened to destroy Pacha’s home, Pacha still helped Kusco because it was the (write/right/rite) thing to do.
10. A (writual/rightual/ritual) of Yzma’s was organizing her potion collection. It was almost ceremonious the way she meticulously labeled them.



HW1