

## Chapter 9

# Glossary of Usage

This chapter contains a short glossary of English usage, supplementing the material in Chapters 5-8. The words and expressions in this glossary are listed for your reference. You may, if you wish, work straight through the chapter, studying the problems and using the exercises to test your knowledge of the various items. However, the glossary is included in the book mainly for you to refer to when you are uncertain about a question of usage.

Several kinds of usage problems are treated in this glossary. Some require the writer or speaker to choose between two words, according to the meaning intended. Others involve a choice between two words, in which one word is less acceptable than the other. A few of the words and expressions discussed here should be avoided altogether. (Spelling problems arising from the confusion of similar words are treated in Chapter 28.)

**accept, except** *Accept* is a verb; it means “to receive.” *Except* may be either a verb or a preposition. As a verb, it means “to leave out” or “to omit”; it is usually used in the passive voice. (See pages 166-67.) As a preposition, *except* means “excluding.”

**EXAMPLES** I accept your invitation.  
Honor roll students will be excepted from this requirement.  
I have done all my homework except my history assignment.

**affect, effect** *Affect* is a verb meaning “to influence.” *Effect* used as a verb means “to accomplish.” Used as a noun, *effect* means “the result of some action.”

**EXAMPLES** The crisis may affect the outcome of the election.  
The government is working to effect a solution to the crisis.  
The effect of the crisis is being felt in government circles.

**ain't** Avoid this word in speaking or writing; it is nonstandard English.

**all the farther, all the faster** Used in some parts of the country to mean “as far as” or “as fast as.”

**DIALECT** This is all the farther we can go.

**STANDARD** This is as far as we can go.

**among** See **between, among**.

**and etc.** *Etc.* is an abbreviation of the Latin phrase *et cetera*, meaning “and

other things.” Thus, *and etc.* means “and and other things.” Do not use *and* with *etc.*

**EXAMPLE** The school store sells pencils, paper, notebooks, ink, etc. [not *and etc.*]

**anywheres, everywhere, nowhere, somewhere** Use these words without the final *s*.

**EXAMPLE** My family didn't go anywhere [not *anywheres*] on the Fourth of July.

**as** See **like, as**.

**as if** See **like, as if**.

**at** Do not use *at* after *where*.

**NONSTANDARD** Where does she live at?

**STANDARD** Where does she live?

**beside, besides** *Beside* means “by the side of” someone or something; it is always a preposition. *Besides* as a preposition means “in addition to.” As an adverb, *besides* means “moreover.”

**EXAMPLES** Come and sit beside me.

Besides cold cuts and sandwiches, we will have lemonade and fresh fruit.

I cannot stay any longer. *Besides*, I am already late for my appointment.

**between, among** Use *between* when you are thinking of two things at a time, even though they may be part of a group consisting of more than two.

**EXAMPLES** In math, Carol sits between Geraldine and me.

The team has a short rest period between quarters. [Although there are more than two quarters, a rest period occurs only *between* any two of them.]

We are studying the War Between the States. [Although thirty-five states were involved, the war was *between* two sides.]

I could not decide which of the four candidates to vote for, as there was not much difference between them. [Although there are more than two candidates, each one is being thought of and compared with the others separately.]

Use *among* when you are thinking of a group rather than of separate individuals.

**EXAMPLES** There was considerable disagreement among the hunters as to the direction of the camp. [The hunters are thought of as a group.]

We had only four dollars among the six of us.

**bring, take** *Bring* means “to come carrying something.” *Take* means “to go carrying something.” Think of *bring* as related to *come*, *take* as related to *go*.

**EXAMPLES** Bring the book here.

Now take it over there.

**bust, busted** Avoid using these words as verbs. Use a form of either *burst* or *break*.

**EXAMPLES** The beach ball burst [not *busted*] when Judy Ikeda kicked it.

The bat broke [not *busted*] when Don Swenson hit the ball.

**EXERCISE 1.** This exercise covers the usage problems discussed on pages 220-23. Number your paper 1-20. After each number, write the correct word from the parentheses in the corresponding sentence.

1. Is page 216 (all the farther, as far as) you have read?
2. (Beside, Besides) the players themselves, their families and friends attended the dinner.
3. Will she (accept, except) the explanation for my absence?
4. She divided the work (between, among) the club members.
5. May I (bring, take) this book down to the library for you?
6. I (busted, broke) my leg skiing.
7. I could not find the answer to that question (anywhere, anywheres).
8. I saw no one I knew at the dance (beside, besides) Jane.
9. The audience seemed greatly (affected, effected) by her moving speech.
10. One of Nathan's bicycle tires (busted, burst) while he was racing down the hill.
11. I have to (bring, take) these books to the library before it closes.
12. The topic I chose for my term paper was (accepted, excepted) by my teacher.
13. The dry farmlands clearly showed the (affect, effect) of the drought.
14. I'm not eager to see that film. (Beside, Besides), I have spent all my allowance.
15. (Bring, Take) the report downstairs to the principal's office.

16. Prize money is distributed equally (between, among) the six team members.
17. Experiments with the new laser showed surprising (affects, effects).
18. Basketball, volleyball, fencing, tennis, (etc., and etc.) are taught by the physical education staff.
19. He divided the toys (between, among) the three children.
20. I (brought, took) some flowers to my aunt, who is in the hospital in Jacksonville.

**can't hardly, can't scarcely** See **The Double Negative** (page 235).

**could of** *Could have* sounds like *could of* when spoken. Do not erroneously write *of* with the helping verb *could*. Write *could have*. Also avoid *ought to of*, *should of*, *would of*, *might of*, and *must of*.

**EXAMPLE** Diane could have [not *of*] telephoned us.

**discover, invent** *Discover* means “to be the first to find, see, or learn about something that already exists.” *Invent* means “to be the first to do or make something.”

**EXAMPLES** Marie Curie discovered the element radium.  
Edison invented the phonograph.

**don't** *Don't* is the contraction of *do not*; *doesn't* is the contraction of *does not*. Use *doesn't*, not *don't*, with *he*, *she*, *it*, *this*, and singular nouns.

**EXAMPLES** It doesn't [not *don't*] matter.  
This doesn't [not *don't*] make sense.

**effect** See **affect, effect**.

**everywheres** See **anywheres, etc.**

**fewer, less** *Fewer* is used with plural words, *less* with singular words; *fewer* tells “how many,” *less* “how much.”

**EXAMPLES** Fewer guests were expected.  
Less punch was needed.

**good, well** *Good* is always an adjective. Never use *good* to modify a verb; use *well*, which is an adverb.

**NONSTANDARD** Pancho Gonzales played good.

**STANDARD** Pancho Gonzales played well.

Although it is usually an adverb, *well* is used as an adjective to mean “healthy.”

**EXAMPLE** She does not feel well. [predicate adjective meaning “healthy”]

**• USAGE NOTE** *Feel good* and *feel well* mean different things. *Feel good* means “to feel happy or pleased.” *Feel well* simply means “to feel healthy.”

**EXAMPLES** After a victory, he feels good.  
The warm sun made me feel good.  
She went to the nurse because she didn't feel well.

The use of *good* as an adverb is increasing in conversational English, but it should not be so used in writing.

**EXERCISE 2.** This exercise covers the usage problems discussed on pages 224-26. Number your paper 1-10. After each number, write the correct word in parentheses in the corresponding sentences.

1. He could (of, have) been seriously injured.
2. Who (discovered, invented) the automobile that runs on solar energy?
3. (Don't, Doesn't) Stanley know that Labor Day is a holiday?
4. I don't sing too (good, well) when my throat gets dry.
5. Next time you bake a cake, use (fewer, less) eggs.
6. He (don't, doesn't) seem to know the meaning of work.
7. If you had called, I might (of, have) gone with you.
8. We have (fewer, less) school holidays this term.
9. The coach (don't, doesn't) want the players to stay up late.
10. Whoever it was that first (discovered, invented) the wheel was a great scientist.

**REVIEW EXERCISE A.** This exercise covers the most important usage problems discussed in the glossary so far. If a sentence is correct, write *C* on your paper beside the number of the sentence. If a sentence contains an error in usage, write the correct form.

1. Beside you and Marie, no one else has heard anything yet about the summer job program.
2. The soap bubble floated upward and burst.
3. Are you planning to bring a house gift to your aunt and uncle when you go to Chicago?
4. Why does February have less days than any other month?
5. I wish I had excepted your assistance.
6. My feeling drowsy is effecting my ability to concentrate.
7. Little Susie came home from the zoo, talking excitedly about lions, tigers,

elephants, seals, and etc.

8. The accident could of been prevented.
9. Don't anyone know who invented the steam engine?
10. I thought the rehearsal went rather well.
11. Is that all the faster you can type?
12. We can't decide between the red flowers and the blue ones.
13. Everywheres we looked there were people.
14. I was surprised that no one would except my suggestion.
15. Did Thomas Edison discover the phonograph?
16. What affect did the operation have on his speech?
17. We sat beside the pool and watched the girls' diving exhibition.
18. Between the five of us we managed to raise a dollar.
19. The girl wearing the pearls don't look familiar.
20. Should I of consulted Mr. Madison before writing my essay?

**had of** See **of**.

**had ought, hadn't ought** Unlike other verbs, *ought* is not used with *had*.

**NONSTANDARD** Guy had ought to study harder; he hadn't ought to have gone to the movies last night.

**STANDARD** Guy **ought** to study harder; he **ought not** to have gone to the movies last night.

or Guy **should** study harder; he **shouldn't** have gone to the movies last night.

**haven't but, haven't only** See **The Double Negative** (page 235).

**he, she, they** In writing do not use an unnecessary pronoun after a noun. This error is called the *double subject*.

**NONSTANDARD** Mrs. Page she is my algebra teacher.

**STANDARD** Mrs. Page is my algebra teacher.

**kind, sort, type** In writing, the demonstrative words *this*, *that*, *these*, and *those* must agree in number with the words *kind*, *sort*, *type*: *this type*, *these types*.

**EXAMPLE** I like **this kind** of story better than any of **those** other **kinds**.

**learn, teach** *Learn* means “to acquire knowledge.” *Teach* means “to instruct” or “to show how.”

**EXAMPLE** Directors often **teach** classes in acting, and a young drama student can **learn** many valuable things from them.

**leave, let** *Leave* means “to go away” or “to depart from.” *Let* means “to allow” or “to permit.”

**NONSTANDARD** Leave her do what she wants to do.

**STANDARD** Let [allow] her do what she wants to do.

**STANDARD** Leave the house at nine.

**less** See **fewer, less**.

**lie, lay** See page 168.

**like, as** *Like* is a preposition, introducing a prepositional phrase. In informal English, *like* is often used as a conjunction meaning “as”; but in formal English, *as* is always preferable.

**EXAMPLES** She looks like her mother. [*Like* introduces the phrase *like her mother*.]

We should do as your parents suggest. [*Your parents suggest* is a clause and needs the conjunction *as* (not the preposition *like*) to introduce it.]

**like, as if** In formal written English, *like* should not be used for the compound conjunctions *as if* or *as though*.

**EXAMPLE** Scottie looks as though [not *like*] he has been in a fight.

**might of, must of** See **could of**.

**no, none, nothing** See **The Double Negative** (page 235).

**nowheres** See **anywheres, etc.**

**of** Do not use *of* with prepositions such as *inside*, *off*, *outside*, etc.

**EXAMPLE** He jumped off [not *off of*] the diving board into the pool outside [not *outside of*] the hotel.

What was resting inside [not *inside of*] Pandora's box?

*Of* is also unnecessary with *had*.

**EXAMPLE** If I had [not *had of*] seen you, I would have told you about it.

**ought to of** See **could of**.

**EXERCISE 3.** This exercise covers the most important usage problems discussed on pages 228-30 of this glossary. Number your paper 1-20. Beside each number, write the correct word in parentheses in the corresponding sentence.

1. You (hadn't ought, ought not) to have missed class yesterday.
2. Mr. James (learned, taught) us the background of *Romeo and Juliet*.
3. (Shakespeare, Shakespeare he) wrote the play when he was a young man.
4. (Leave, Let) me tell you about the story.
5. I particularly like (these kind, these kinds) of plots.
6. The (Montagues they, Montagues) were rivals of the Capulets.
7. Perhaps Romeo, a Montague, (hadn't ought, ought not) to have gone to the Capulets' party.
8. However, if he (hadn't, hadn't of), he would not have met Juliet.
9. After the party, Romeo stood in the garden (outside, outside of) Juliet's room.
10. He (left, let) Juliet declare her love for him before he spoke to her.
11. Shakespeare writes (these kind, these kinds) of scenes very well.
12. Do you think Friar Laurence (ought, had ought) to have performed the marriage ceremony?
13. Perhaps the young couple (hadn't ought, ought not) to have been married at all.
14. Certainly Romeo (shouldn't have, shouldn't of) become involved in a fight so soon after his wedding.
15. Mr. James (learned, taught) us that in the fight Romeo killed Juliet's cousin Tybalt; because of this, Romeo was banished from Verona.
16. Juliet could hardly bear to (leave, let) Romeo go.
17. If Lord and Lady Capulet (had, had of) been more understanding, the tragedy might never have happened.
18. Nevertheless, Juliet (hadn't ought to, shouldn't) have taken the sleeping potion.
19. Believing Juliet dead, Romeo returned to Verona and killed Paris (outside of, outside) Juliet's tomb. Then he killed himself.
20. When (the Montagues and the Capulets, the Montagues and the Capulets they) learned of the death of Romeo and Juliet, they ended their feud.

**rise, raise** See page 173.

**said, same, such** Avoid artificial uses like these:

**AVOID**

I entered P.S. 41 in the first grade and attended said school three years.

The police officer chased the bandit and finally caught same. Mrs. Nunez wanted an eight-room house with a yard, but such was not available in her town.



**shall, will** Some people prefer to use *shall* with first person pronouns and *will* with second and third person in the future and future perfect tenses.

Nowadays, most Americans do not make this distinction. *Will* is acceptable in the first person as well as in the other two.

**sit, set** See pages 171-72.

**so** This word is usually overworked. Avoid using it in writing as a conjunction meaning *therefore*.

**NOT GOOD** The baseball game lasted for twelve innings, so we did not interview the coach afterward.

**BETTER** Because the baseball game lasted for twelve innings, we did not interview the coach afterward.

or The baseball game lasted for twelve innings; therefore, we did not interview the coach afterward.

**some, somewhat** In writing do not use *some* for *somewhat* as an adverb.

**NONSTANDARD** My spelling has improved some.

**STANDARD** My spelling has improved somewhat.

**than, then** Do not confuse these words. *Than* is a conjunction; *then* is an adverb.

**EXAMPLES** This pitcher of lemonade is sweeter than the first one was.  
We finished drying the dishes. Then we watched television.

**them** *Them* should not be used as an adjective. Use *these* or *those*.

**EXAMPLE** Where did you find those [not *them*] pencils?

**this here, that there** The *here* and the *there* are unnecessary .

**EXAMPLE** I like this [not *this here*] dress better than that [not *that there*] one.

**this kind, sort, type** See **kind, etc.**

**way, ways** Use *way*, not *ways*, in referring to a distance.

**EXAMPLE** We have a long way [not *ways*] to go.

**when, where** Do not use *when* or *where* incorrectly in writing a definition.

**NONSTANDARD** A “bomb” in football is when a quarterback throws a long pass.

**STANDARD** A “bomb” in football is a long pass thrown by the quarterback.

**where** Do not use *where* for *that*.

**EXAMPLE** I read in yesterday's paper **that** [not *where*] your sister won the race.

**which, that, who** Remember that the relative pronoun *who* refers to people only; *which* refers to things only; *that* refers to either people or things.

**EXAMPLES** There is the man **who** telephoned us. [person]  
Here is the car **which** she bought from my mother. [thing]  
It is the kind of car **that** I like. [thing]  
She is a person **that** can be trusted. [person]

**who, whom** See pages 190-94.

**without, unless** Do not use the preposition *without* in place of the conjunction *unless*.

**EXAMPLE** I will not be able to go **unless** [not *without*] I finish my homework.

**would of** See **could of**.

**EXERCISE 4.** The sentences in this exercise cover the

most important usage problems presented on pages 231-33 of the glossary. Number your paper 1-20. Beside each number, write the correct one of the two expressions in parentheses in the corresponding sentence.

1. The doctor said that Aunt Edna is starting to get her strength back (some, somewhat).
2. Do not make any more noise (than, then) you have to.
3. On the newscast I heard (that, where) the strike had been averted.
4. What did you do with (them, those) tennis balls?
5. (This, This here) watch belonged to my great grandfather.
6. People came a long (way, ways) to attend the celebration.
7. (Them, Those) records should be stored upright in a cool place.
8. (Without, Unless) it stops raining, we shall have to cancel our picnic.
9. My parents hope to buy (that, that there) car.
10. Athena was one of the goddesses (who, which) lived on Olympus.
11. Please hand me (them, those) nails and (that, that there) hammer.
12. It is only a short (way, ways) to town.
13. The question was less complicated (than, then) it seemed at first.
14. At school today we learned (where, that) we will have a half-holiday on Friday.

15. Elizabeth Bishop is the American poet (who, which) interests me most.
16. Janet relaxed (some, somewhat) after she began to speak.
17. He would not have made that statement (without, unless) he had first checked his facts.
18. Please set (those, them) chairs around the table.
19. Is she the one (who, which) was elected captain of the hockey team?
20. (This, This here) tie and (that there, that) jacket need to be cleaned.

**REVIEW EXERCISE B.** This exercise covers the most important usage problems on pages 220-33. Rewrite each of the following sentences, correcting the errors in usage.

1. Smog is when auto exhaust and other types of air pollution mix with fog.
2. Marion she is a more accomplished violinist than Rodney is.
3. Take this here cake and them jars of jam to Mr. Mackintosh like I requested.
4. If I had of studied last night, I might of improved some my performance on the test.
5. I saw in the paper where people may not vote without they have registered.
6. The apple fell off of the tree and rolled a long ways down the hill.
7. Kira Crowell promised to learn us about these kind of chemicals.
8. The man which saw the accident hadn't ought to have left.
9. My little brother he refused to leave me read in peace.
10. Them seniors could of helped us.

## THE DOUBLE NEGATIVE

A *double negative* is a construction in which two negative words are used when one is sufficient. Before the eighteenth century, the double negative – or triple negative or quadruple negative – was both useful and popular. The more negatives used in a sentence, the more emphatically the writer or speaker meant “No!” For example, look at the following sentence:

Barney does not never do no work.

This piling up of negatives is no longer good English usage. We now express the same idea with only one negative in the sentence:

**EXAMPLE**        Barney does not ever do any work.  
                   or        Barney never does any work.  
                   or        Barney does no work.

Keep your usage up-to-date by avoiding such double negatives as those listed

below.

**can't hardly, can't scarcely** The words *hardly* and *scarcely* convey a negative meaning. They should never be used with another negative word.

**EXAMPLES** I can [not *can't*] hardly lift this suitcase.  
We had [not *hadn't*] scarcely enough refreshments for everyone.

**haven't but, haven't only** In certain uses, *but* and *only* convey a negative meaning and should not be used with *not*.

**EXAMPLE** We have [not *haven't*] but five dollars to spend.

**no, nothing, none** These words are, of course, negative. Do not use them with another negative word.

**NONSTANDARD** It doesn't make no difference to me.

**STANDARD** It makes no difference to me.

**STANDARD** It doesn't make any difference to me.

**NONSTANDARD** The searchers haven't found nothing.

**STANDARD** The searchers haven't found anything.

**STANDARD** The searchers have found nothing.

**NONSTANDARD** We looked for gold, but there wasn't none.

**STANDARD** We looked for gold, but there wasn't any.

**STANDARD** We looked for gold, but there was none.

**EXERCISE 5.** Rewrite each of the following sentences, correcting the usage errors.

1. Paula hasn't done nothing to make him angry.
2. There isn't no ice cream left in the freezer.
3. I must go shopping, for I haven't only a few winter clothes.
4. Terry couldn't hardly move her arm yesterday.
5. This paragraph doesn't make no sense to me.
6. I went back to get another helping of potato salad, but there wasn't none.
7. We haven't but two more weeks of school before vacation.
8. Didn't you ever do nothing about that?
9. Nothing seems to make no difference to him any more.
10. I haven't ever seen no flamingos.

**REVIEW EXERCISE C.** This exercise, which contains fifty usage errors, covers most of the problems discussed in this glossary. If a sentence is correct, write the number of the sentence and then write C after the number. If a sentence

contains usage errors, write the number of the sentence and then rewrite the sentence, correcting the errors.

1. I heard where the committee must now choose between three different proposals.
2. I hadn't ought to go to the movies, for I haven't but two dollars to spend this week.
3. Unless the person which borrowed my book takes it back to me, I won't be able to do no more work on my essay.
4. Surely you could of done this here assignment sooner then you did.
5. Mr. Newlan learned us about Samuel Morse, the man who discovered the telegraph.
6. My having slept less hours then usual last night may effect my performance on today's test.
7. The reward was divided equally among the three contestants.
8. That there debating team they spoke extremely good and must of done a great deal of research.
9. This semester I have accepted fewer invitations to parties and dances than I did last term.
10. Patricia doesn't never enjoy discussing those kind of subjects with people she don't trust.
11. I wish I had of told them children not to play inside of that old hut besides the quarry.
12. I can't hardly understand how you could of busted them dishes.
13. Sally don't plan to bring her tennis racket to camp next summer without she can find someone to learn her how to play.
14. Among my classmates, three students besides Mona and me have decided to learn more about that kind of architecture.
15. Leave me read you this here list of persons which have excepted our invitation.
16. I read where unemployment is having a serious affect everywheres on sales of food, clothing, automobiles, and etc.
17. We don't plan to go anywheres during our vacation accept to visit my grandmother, who lives in Princeton.
18. An improper fraction is where the numerator is bigger then the denominator.
19. Eli Whitney had ought to be remembered because he was the man which discovered the cotton gin, the machine that affected great changes in the economy of the South.

20. Shira she hiked a good bit farther than anyone else.