

## 24

# A Glossary of Usage

## Common Usage Problems



Go to the Chapter Menu  
for an interactive activity.


**HELP**

Some of the sentences in the Diagnostic Preview, Part A, may be revised in more than one way. You need to give only one revision for each sentence.

### Diagnostic Preview

#### A. Correcting Errors in Usage

Most of the following sentences contain errors in the use of standard, formal English. If a sentence contains an error, revise the sentence. If a sentence is already correct, write C.

- EXAMPLE**
1. I was surprised to learn that Roberto's parents are wealthy; he doesn't act like he's rich.
  1. *I was surprised to learn that Roberto's parents are wealthy; he doesn't act as if he's rich.*
1. Please enclose a copy of your birth certificate, and we will try and return the document to you as soon as possible.
  2. You hadn't ought to be so careless with your new watch.
  3. The Student Council's arguments had little affect on the faculty's vote on the new dress code for school dances.
  4. Theo don't care what others think; he has the courage to say what he believes.
  5. Tricia, Angelo, Candace, and myself have tickets to the White Sox game next Saturday.
  6. Whenever I feel sad, I can't hardly wait to talk with my friend Marcus, who always cheers me up.
  7. Arthur Fiedler he made the Boston Pops' concerts popular with millions of people all over America.

8. The reason we're so late is because our car battery was dead.
9. We didn't know whether the light was a phenomena of nature or a UFO.
10. I had never seen this kind of insect before.
11. Because Eula made a mistake when she dropped the film cartridge in the camera, none of her pictures could be developed.
12. Being as we haven't seen Tim since he moved to New Mexico, we plan to visit him very soon.
13. She asked Tom whether he would be going to the dance, and he says, "Maybe I'll go, and maybe I won't."
14. Where was Beth at last night when we went to the game?
15. Our teacher said we done a creditable job on our project.

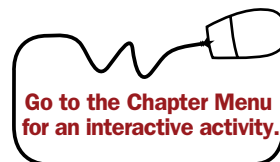
## B. Correcting Errors in Usage

Each of the sentences in the following paragraph contains an error in the use of standard, formal English. Identify and correct each error.

**EXAMPLE** [1] The number of versions of the Cinderella story are quite surprising.

1. *The number . . . are—The number . . . is*

[16] There are hardly no tales in the world that are as popular as the story of Cinderella. [17] Almost everywhere, people tell some version of this folk tale. [18] The reason for the story's popularity is probably because its themes of love and wealth appeal universally. [19] However, each culture adopts the tale by changing the heroine's name and other details. [20] Data collected by folklorists indicates that almost seven hundred versions of the Cinderella story exist. [21] In the English version, Cinderella is granted a wish by her fairy godmother; in Scotland, Rashin Coatie wishes on a dead calf's bones; and in Italy, it is a magic date tree who grants Zezolla's wish. [22] In the Chinese version, perhaps the oldest Cinderella story, the main character is Yeh-Shen, who is prosecuted by her stepmother. [23] In this here version, the stepmother, notorious for her cruelty, gives Yeh-Shen the dangerous task of drawing water from very deep wells. [24] As in other Cinderella stories, a slipper drops off of Yeh-Shen's foot on her way back from a festival. [25] The endings of all the stories are the same—the mistreated heroine, no matter what type name she has, finds love and happiness with the man who searches for the owner of the slipper.



**Reference Note**

For information about **words often confused**, such as *already* and *all ready*, see page 904.

## About the Glossary

This chapter provides a compact glossary of English usage. A ***glossary*** is an alphabetical list of special terms or expressions with definitions, explanations, and examples. You will notice that some examples in this glossary are labeled *nonstandard*, *standard*, *formal*, or *informal*. The label ***nonstandard*** identifies usage that does not follow the guidelines of standard English usage and is suitable only in the most casual speaking situations and in writing that attempts to re-create casual speech. The label ***standard*** identifies usage that is grammatically correct and appropriate in formal and informal situations. The label ***formal*** identifies language that is appropriate in serious speaking and writing situations (such as in speeches and in compositions for school). The label ***informal*** indicates standard usage common in conversation and in everyday writing such as personal letters. In doing the exercises in this chapter, be sure to use only standard English.

The following are examples of formal and informal English.

Formal	Informal
angry	steamed
unpleasant	yucky
agreeable	cool
very impressive	totally awesome
accelerate	step on it
request	put in for
in serious trouble	up a creek

**Reference Note**

For more information about **articles**, see page 506.

**a, an** These ***indefinite articles*** refer to one of the members of a general group. Use *a* before words beginning with a consonant sound. Use *an* before words beginning with a vowel sound.

**EXAMPLES** It was **an** honor and **a** surprise to receive **an** award last night for my work as **a** hospital volunteer. [The *h* in *honor* is silent; therefore, the word begins with a vowel sound. The *h* in *hospital* is not silent; therefore, the word begins with a consonant sound.]

The report of **a** unicorn came from **an** unnamed source. [The word *unicorn* begins with a consonant sound. The word *unnamed* begins with a vowel sound.]

**accept, except** *Accept* is a verb meaning “to receive.” *Except* may be a verb or a preposition. As a verb, *except* means “to leave out.” As a preposition, *except* means “excluding.”

**EXAMPLES** Did you **accept** the gift?

Does the new census **except** homeless people? [verb]

We were busy every night **except** Tuesday. [preposition]

**adapt, adopt** *Adapt* means “to change or adjust something in order to make it fit or to make it suitable.” *Adopt* means “to take something and make it one’s own.”

**EXAMPLES** The play was **adapted** from a popular book.

My aunt and uncle in New York **adopted** a nine-year-old boy from Guatemala.

**affect, effect** *Affect* is a verb meaning “to influence.” *Effect* may be used as a verb or a noun. As a verb, *effect* means “to bring about [a desired result]” or “to accomplish.” As a noun, *effect* means “the result [of an action].”

**EXAMPLES** Try not to let unkind remarks **affect** you.

The board **effected** drastic changes in the budget. [verb]

The **effects** of the hurricane were evident. [noun]

**ain’t** *Ain’t* is nonstandard. Avoid *ain’t* in formal speaking and in all writing other than dialogue.

**all ready, already** See page 904.

**all right** *All right* means “satisfactory,” “unhurt,” “safe,” “correct,” or, as a reply to a question or to preface a remark, “yes.” Although some dictionaries include *alright* as an optional spelling, it has not become standard usage.

**EXAMPLES** The firefighters found that everyone in the building was **all right**.

**All right**, you may go to the movie, but be sure to be home by ten o’clock.

**all together, altogether** See page 904.

#### Reference Note

For information about **writing dialogue**, see page 72.

**all the farther, all the faster** These expressions are used informally in some parts of the United States. In formal situations, use *as far as* or *as fast as*.

INFORMAL Thirty miles per hour was all the faster the first airplane could travel.

FORMAL Thirty miles per hour was **as fast as** the first airplane could travel.

**allusion, illusion** An *allusion* is an indirect reference to something. An *illusion* is a mistaken idea or a misleading appearance.

EXAMPLES Amy Tan's writings include numerous **allusions** to Chinese folklore and mythology.

At one time, many people shared the **illusion** that the earth was flat.

The movie's special effects created the **illusion** of space travel.

**a lot** Always write the expression *a lot* as two words. In informal situations, *a lot* may be used as a noun meaning "a large number or amount" or "a great deal" or as an adverb meaning "a great deal" or "very much." Avoid using *a lot* in formal situations.

INFORMAL I have a lot of homework to do tonight. [noun]

FORMAL I have **a great deal** of homework to do tonight.

INFORMAL The final exam was a lot easier than I had expected. [adverb]

FORMAL The final exam was **much** easier than I had expected.

**alumni, alumnae** *Alumni* (ə • lum' • nī) is the plural of *alumnus* (a male graduate). *Alumnae* (ə • lum' • nē) is the plural of *alumna* (a female graduate). Considered as a group, the graduates of a coeducational school are referred to as *alumni*.

EXAMPLES Both men are **alumni** of Harvard University.

All of my sisters are **alumnae** of Hollins College.

My parents went to their **alumni** reunion.

NOTE In informal usage, the graduates of a women's college may be called *alumni*. In formal situations, however, the form *alumnae* should be used.

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

**amount, number** Use *amount* to refer to a singular word. Use *number* to refer to a plural word.

**EXAMPLES** The **amount** of research on stress has increased. [*Amount refers to the singular word research.*]

A large **number** of studies have been conducted. [*Number refers to the plural word studies.*]

**and etc.** *Etc.* is an abbreviation of the Latin words *et cetera*, which mean “and others” or “and so forth.” Since *and* is part of the definition of *etc.*, using *and* with *etc.* is redundant.

**EXAMPLE** This unit discusses writers associated with the Harlem Renaissance: Countee Cullen, Langston Hughes, Zora Neale Hurston, **etc.** [*not and etc.*]

**anyways, anywheres** Omit the final *s* from these words and others like them (*everywheres, nowheres, somewheres*).

**EXAMPLE** I couldn’t find my keys **anywhere** [*not anyways*]; I looked **everywhere** [*not everywheres*], but they were **nowhere** [*not nowheres*] in the house.

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

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

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

**assure, ensure, insure** *Assure* means “to state with confidence” or “to promise.” *Ensure* means “to make certain.” *Insure* means “to protect against loss.”

**EXAMPLES** Marion **assured** me that she would bring the book with her.

I **ensured** that Bret had his lunch before I left.

Chris **insured** her car against damage and theft.

**at** Avoid using *at* after a construction beginning with *where*.

**NONSTANDARD** Where do most Navajo live at now?

**STANDARD** **Where** do most Navajo live now?

**a while, awhile** The noun *while*, often preceded by the article *a*, means “a period of time.” *Awhile* is an adverb meaning “for a short time.”

**EXAMPLES** For **a while** Delia was the band’s lead vocalist. [*noun*]

They lived **awhile** in Dallas before settling in Chicago. [*adverb*]

## STYLE

## TIP



Many style guides advise against using *etc.* in formal writing. Whenever possible, revise your sentences to avoid using *etc.*

## ORIGINAL

Shelley uses rhyme, alliteration, onomatopoeia, *etc.*, to create sound images that complement his visual images.

## REVISED

Shelley uses sound devices **such as** rhyme, alliteration, and onomatopoeia to create sound images that complement his visual images.

**Exercise 1** Identifying Correct Usage

For each of the following sentences, choose the correct word or words in parentheses.

- EXAMPLE** 1. After practicing law for (*a while, awhile*), Mr. Milano decided that he would rather be a teacher.
1. *a while*
1. Some pets (*ain't, aren't*) suited for life in a small apartment.
  2. I own a large (*number, amount*) of campaign buttons.
  3. During my travels in Mexico, I met (*a lot, alot*) of Canadian students in Jalisco.
  4. Everyone I know likes peanut butter (*accept, except*) you.
  5. One line appears to be longer because the drawing is an optical (*allusion, illusion*).
  6. Do you know whether or not Anderson Boulevard will be turned into (*a, an*) one-way street?
  7. The research committee's job is to analyze the possible long-term (*affects, effects*) of acid rain on European forests.
  8. Four hundred miles is (*all the farther, as far as*) this car will go on one tank of gas.
  9. Were any crops (*affected, effected*) by this year's dry spell?
  10. The expression "lock, stock, and barrel" is an (*allusion, illusion*) to the parts of a flintlock rifle.
  11. What (*affect, effect*) will new telecommunications options have on your future?
  12. We've ordered balloons, streamers, paper napkins, paper cups, (*and etc., etc.*)
  13. On behalf of Miss West, I am honored to (*accept, except*) this award.
  14. A vast (*amount, number*) of this mineral may well be buried under the ocean floor.
  15. The animal shelter has plenty of cats that you could (*adopt, adapt*).
  16. Where are the Canary Islands (*located, located at*)?
  17. That's all right; I was going to the mall (*anyway, anyways*).
  18. Is everything (*allright, all right*) here, Tony?
  19. Several of the (*alumni, alumnus*) have donated money for the new scoreboard.
  20. For centuries, scholars have been fascinated by the pyramids, mummies, and scrolls of ancient Egypt, but new discoveries and techniques (*assure, ensure*) that the search for their secrets will continue for a long time.

## Exercise 2 Identifying Correct Usage

For each sentence in the following paragraphs, choose the correct word or words in parentheses.

**EXAMPLE** [1] By developing, marketing, and selling shampoos, lotions, oils, (*and etc., etc.*), Madame C. J. Walker became a successful businesswoman.

1. *etc.*

[1] At one time, the name Madame C. J. Walker was known by black women just about (*everywhere, everywhere's*) in America and Europe.

[2] Walker's likeness, which you can see in this photo of her driving a car, was familiar, too, because it appeared on each of the huge (*amount, number*) of packages of beauty products that she manufactured.

[3] For eighteen years, Walker washed clothes for a living, but she never believed people who said she had gone (*all the farther, as far as*) a black woman could go in business.

[4] Eventually, she invested in a sizable (*number, amount*) of oils, shampoos, and lotions and began experimenting with them in her washtub.

[5] When she was done, Walker had a formula that softened hair; later, she would patent (*an, a*) hair-straightening comb that gave users soft, manageable coiffures. [6] The public, however, was reluctant to (*accept, except*) Walker's new products, and she had to go door-to-door to sell her system of hair care. [7] The success of her dynamic personal demonstrations enabled Walker to purchase (*a, an*) office.

[8] Before long, her offices, laboratory, manufacturing plant, (*and etc., etc.*) took up a city block, and thousands of Walker's sales representatives canvassed the United States and Europe, where the performer Josephine Baker used the Walker method.

[9] A pioneer in the development, sales, and marketing of cosmetics, Madame Walker insisted that her salespeople (*adopt, adapt*) a strict program of hygiene, a requirement that later became part of state cosmetology laws. [10] As a wealthy older woman, she did not forget her years of poverty and toil, and many (*alumnae, alumnus*) of Tuskegee Institute and Palmer Memorial Institute have been grateful for the scholarships that Walker funded for young women.





**bad, badly** See page 726.

**because** In formal situations, do not use the construction *reason . . . because*. Instead, use *reason . . . that*.

INFORMAL The reason I'm late is because my car had a flat tire.

FORMAL The reason I'm late is **that** my car had a flat tire. [This sentence can also be revised to make the statement more direct: *I'm late because my car had a flat tire.*]

**being as, being that** Avoid using either of these expressions for *since* or *because*.

**EXAMPLE** **Because** [not *Being as*] Elena lived in Mexico until she was almost eight years old, she can speak fluent Spanish.

**beside, besides** *Beside* is a preposition meaning “by the side of” or “next to.” *Besides* may be used as a preposition or an adverb. As a preposition, *besides* means “in addition to” or “except.” As an adverb, *besides* means “moreover.”

**EXAMPLES** Who sits **beside** you in English class?

**Besides** my homework, I still have chores to do. [preposition]

This soup is cold; **besides**, I didn't order it. [adverb]

**between, among** Use *between* when referring to only two items or when referring to more than two items when each is being discussed in relation to each of the others individually.

**EXAMPLES** The final chess match was **between** Anne and Lisa.

Do you know when the borders **between** the northwestern states were drawn? [*Between is used because each border lies between two states.*]

Use *among* when you are referring to more than two items and are not considering each item separately in relation to each of the others.

**EXAMPLE** He decided **among** thousands of qualified applicants.

**borrow, lend** *Borrow* means “to take [something] temporarily.” *Lend* means “to give [something] temporarily.” Its principal parts are *lend*, (*is*) *lending*, *lent*, (*have*) *lent*.

**EXAMPLES** May I **borrow** your tennis racket?

Will you **lend** me your tennis racket?

**STYLE****TIP**

Using *borrow* to mean *lend* is nonstandard. *Loan*, which is a noun in formal English, is sometimes used in place of the verb *lend* in informal situations.

**NONSTANDARD**

Will you borrow me a couple of dollars?

**INFORMAL**

Will you loan me a couple of dollars?

**FORMAL**

Will you **lend** me a couple of dollars?

**bring, take** *Bring* means “to come carrying something.” *Take* means “to go carrying something.”

**EXAMPLES** When you come to my house tonight, please **bring** your collection of Black Heritage postage stamps.

Please **take** the recycling bin out to the curb.

**bust, busted** Do not use these words as verbs in formal situations. Use a form of *break* or *burst* or *catch* or *arrest*, depending on the meaning.

**EXAMPLES** How were your glasses **broken** [not *busted*]?

My car’s radiator hose **burst** [not *busted*].

Roxanne **caught** [not *busted*] her little sister reading her diary.

Have the police **arrested** [not *busted*] anyone for that car theft?

**but, only** See **The Double Negative**, page 780.

**can, may** See page 712.

**can’t hardly, can’t scarcely** See **The Double Negative**, page 780.

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

**credible, creditable, credulous** *Credible* means “believable.” *Creditable* means “praiseworthy.” *Credulous* means “inclined to believe too readily.”

**EXAMPLES** The children gave a **credible** excuse for being late.

Her quick thinking and competent action were **creditable**.

The **credulous** listeners thought that the Martians really had invaded Earth.

**data** *Data* is the plural form of the Latin *datum*. In standard, informal English, *data* is frequently used as a collective noun, with singular pronouns and verbs. In formal usage, *data* takes plural pronouns and verbs.

**INFORMAL** As soon as the census data was published, it was challenged by several scientists.

**FORMAL** As soon as the census **data were** published, **they** were challenged by several scientists.

**discover, invent** *Discover* means “to learn of the existence of [something].” *Invent* means “to bring [something new] into existence.”

**EXAMPLES** Engineers **discovered** oil deposits in Michigan.

Sequoyah **invented** a written Cherokee language based on the spoken Cherokee language.

**done** *Done* is the past participle of *do*. When used as a main verb, *done* requires a helping, or auxiliary, verb. Avoid using *done* for *did*, which does not require an auxiliary verb.

**NONSTANDARD** We done all of our chores today.

**STANDARD** We **have done** all of our chores today.

**STANDARD** We **did** all of our chores today.

**don't, doesn't** *Don't* is the contraction of *do not*. *Doesn't* is the contraction of *does not*. Use *doesn't*, not *don't*, with singular subjects except *I* and *you*.

**EXAMPLES** Franklin **doesn't** [not *don't*] often complain.

Our local grocery store **doesn't** [not *don't*] carry mangoes.

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

**emigrate, immigrate** *Emigrate* means “to leave a country or a region to settle elsewhere.” *Immigrate* means “to come into a country or a region to settle there.”

**EXAMPLES** The war forced people to **emigrate** from their homeland.

Marie's grandparents **immigrated** to the United States.

**ensure** See **assure, ensure, insure**.

**etc.** See **and etc.**

**everywheres** See **anyways, anywheres**.

**except** See **accept, except**.

**famous, notorious** *Famous* means “widely known.” *Notorious* means “widely but unfavorably known.”

**EXAMPLES** Gloria Steinem is a **famous** leader of the women's movement in the United States.

Al Capone was a **notorious** gangster in the 1920s.

**farther** See **all the farther, all the faster**.

**fewer, less** Use *fewer*, which tells “how many,” to modify a plural noun. Use *less*, which tells “how much,” to modify a singular noun.

**EXAMPLES** I worked **fewer** hours this week than last week.  
I worked **less** time this week than last week.

**good, well** See page 727.

### Exercise 3 Identifying Correct Usage

For each of the following sentences, choose the correct word or word group in parentheses.

- EXAMPLE** 1. I'm surprised that this cookbook (*doesn't, don't*) include a recipe for the Middle Eastern dish *baba ghanouj*.
1. *doesn't*
- (*Being that, Because*) Eric is shy, he doesn't say much.
  - When the car finally broke down, they had only thirteen dollars (*between, among*) the six of them.
  - (*Beside, Besides*) coordinating our volunteer work, our club sponsors an annual ski trip.
  - Please (*bring, take*) your guitar when you come to my party.
  - Jon is so (*credulous, credible, creditable*) that he believed Barbara's outrageous story.
  - They sold (*fewer, less*) new cars than used cars.
  - In what year was the automobile (*invented, discovered*)?
  - Their reason for being late to the rehearsal was (*because, that*) they missed their bus.
  - Did Carla (*bring, take*) her camera on her trip to Panama?
  - This is a picture of me (*beside, besides*) our pony.
  - All the film critics praised his (*creditable, credulous*) performance in his most recent movie.
  - They (*done, did*) well in the playoffs.
  - Angie forgot to (*bring, take*) her homework assignment when she went to school this morning.
  - We divided the tasks (*among, between*) the four of us.
  - Please (*lend, borrow*) me five dollars; I'll pay you back tomorrow.
  - Lupe's family (*emigrated, immigrated*) from the Philippines when she was nine years old.
  - I had (*fewer, less*) cavities than my sister.

18. Alan Shepard, Jr., became (*famous, notorious*) as the first American in space.
19. Kristine decided to (*invent, discover*) a computer game of her own.
20. Cold weather (*don't, doesn't*) bother him very much.

#### Exercise 4 Correcting Errors in Usage

Most of the following sentences contain errors in the use of standard, formal English. If a sentence contains an error, revise the sentence. If a sentence is already correct, write *C*.

**EXAMPLE** 1. We excteped the telegram nervously.

1. *We accepted the telegram nervously.*

1. Frank has less hobbies than his friend.
2. Being as Bernard Malamud is my favorite writer, I was excited to find one of his novels on sale at my local bookstore.
3. Would you please take this monstrosity out of here?
4. I think someone busted the culprits.
5. One of the main reasons for the widespread concern for eagles is because many are dying from lead poisoning.
6. The manager divided the work between the four of us.
7. The Chinese ballet dancer immigrated from his homeland to find creative freedom.
8. Have any of you did your research for your report yet?
9. To prepare her report, Judy used current data that were published by the Department of the Treasury.
10. Roy told me that he don't care, but I know that he does.

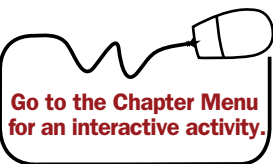
#### Review A Correcting Errors in Usage

Most of the sentences in the following paragraphs contain errors in the use of standard, formal English. Revise each sentence that contains an error. If a sentence is already correct, write *C*.

**EXAMPLE** [1] Do you know where the notorious painting on the next page was discovered at?

1. *Do you know where the notorious painting on the next page was discovered?*

[1] One of the most powerful works of art anywhere, the bull shown here was painted some fifteen thousand years ago in Lascaux, France. [2] The painting remained hidden until 1940, when a dog named Robot darted down a hole and the four young men following him



accidentally invented these marvelous cave paintings. [3] According to one of these boys, Marcel Ravidat, it was he who painstakingly enlarged the hole and wriggled down into the now notorious caverns. [4] With only a weak light to guide him, he soon tripped and fell; luckily, his flashlight was not busted. [5] When Ravidat aimed the light at the walls, an herd of animal figures leapt into view. [6] As the other boys joined him, the sight of the giant bulls, cows, elk, stags, and etc., filled the young men with joy and wonder, prompting them to celebrate with a wild dance. [7] With difficulty, the boys got out of the cavern, promising to return and admonishing each other, “Don’t tell anyone about this!”

[8] When they left home the next day, the boys brought a stronger light with them. [9] They investigated the cave excitedly until they found a passage that was so deep and dark that no one except Ravidat would enter it. [10] Using a rope, the boys lowered him down the dangerous vertical passage all the farther he could go. [11] At the bottom, Ravidat hardly knew where he was at, but gradually he began to explore this new area. [12] Soon, a picture of a human body with a bird’s head appeared, and though it spanned less feet than the great bulls, it was just as awesome. [13] One by one, the other boys came down to glimpse the image of the strange creature, which is shown being knocked over by a bison. [14] This eerie figure effected the boys; instead of feeling triumphant, they were left shaken and pale.

[15] For Ravidat and his friends, these days were sometimes frightening beside being joyous and exciting. [16] Quite possibly, the artists who done the paintings hoped to instill these very emotions in viewers long ago. [17] Despite all the data that has been collected about the age and meaning of the paintings, much about them remains uncertain. [18] Some scientists believe that the purpose of the paintings was to initiate young hunters; others think that the paintings were a form of magic meant to increase the amount of game animals; but most scientists do agree that the paintings were considered sacred and were kept secret. [19] The reason they have survived for so long is because they were hidden away in dark caves, protected from light and kept at a constant humidity. [20] Being as modern-day tourists have introduced destructive microorganisms into the Lascaux caverns, the caves are now, unfortunately, closed to the public.



The Granger Collection, New York.

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

**had ought, hadn't ought** Do not use *had* or *hadn't* with *ought*.

NONSTANDARD You had ought to be more patient.

STANDARD You **ought** to be more patient.

NONSTANDARD I hadn't ought to spend any more money on Jason's birthday party.

STANDARD I **ought not** to spend any more money on Jason's birthday party.

**hardly** See **The Double Negative**, page 780.

**he, she, it, they** Avoid using a pronoun along with its antecedent as the subject of a verb. Such an error is sometimes called a **double subject**.

NONSTANDARD Faith Ringgold, who was featured in a one-woman show, she designs remarkable story quilts.

STANDARD Faith Ringgold, who was featured in a one-woman show, designs remarkable story quilts.

**hissel, theiressel, theiressel** Avoid using these nonstandard words for *himself* and *themselves*.

EXAMPLE Lou built the shed **hissel** [not *hissel*].

**hopefully** *Hopefully* is an adverb meaning “in a hopeful manner.”

EXAMPLE We waited **hopefully** for the announcement of the election results last night.

**illusion** See **allusion, illusion**.

**immigrate** See **emigrate, immigrate**.

**imply, infer** *Imply* means “to suggest something indirectly.” *Infer* means “to interpret” or “to draw as a conclusion.”

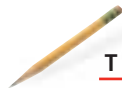
EXAMPLES Mayor Hanson **implied** during yesterday's press conference that she would run for reelection.

I **inferred** from the mayor's comments that she would run for reelection.

**in, into** *In* means “within.” *Into* means “from the outside to the inside.” In formal situations, avoid using *in* for *into*.

**STYLE**

**TIP**



Some authorities do not approve of the use of “hopefully” to mean “it is to be hoped.” Therefore, it is generally best to avoid using “hopefully” in this sense in formal speech and writing.

INFORMAL

Hopefully, the election results will be announced soon.

FORMAL

I **hope** the election results will be announced soon.

**INFORMAL** Feeling nervous, Jim opened the door and walked in the personnel office.

**FORMAL** Feeling nervous, Jim opened the door and walked **into** the personnel office.

**insure** See **assure, ensure, insure**.

**invent** See **discover, invent**.

**it** See **he, she, it, they**.

**its, it's** See page 907.

**kind(s), sort(s), type(s)** With the singular form of each of these nouns, use *this* or *that*. With the plural form, use *these* or *those*.

**EXAMPLES** **This kind** of package is recyclable, but **those kinds** are not.

**These types** of examples are helpful.

**kind of, sort of** In formal situations, avoid using *kind of* or *sort of* for the adverb *somewhat* or *rather*.

**INFORMAL** You look kind of nervous.

**FORMAL** You look **rather** [or **somewhat**] nervous.

**kind of a(n), sort of a(n)** In formal situations, omit the *a(n)*.

**INFORMAL** What kind of a car is that?

**FORMAL** What **kind of** car is that?

**learn, teach** *Learn* means “to gain knowledge.” *Teach* means “to provide with knowledge.”

**EXAMPLE** If you will **teach** me how to play the guitar, I will **learn** some traditional Mexican folk songs.

**leave, let** *Leave* means “to go away.” *Let* means “to permit” or “to allow.” Do not use *leave* for *let*.

**EXAMPLES** **Let** [not *Leave*] us finish our dinner.

I knew I shouldn't have **let** [not *left*] them borrow my car.

**lend** See **borrow, lend**.

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

**liable** See **likely, liable**.

**lie, lay** See pages 688.



**Reference Note**

For more information about **subordinate clauses**, see page 577.

**like, as** In formal situations, do not use *like* for the conjunction *as* to introduce a subordinate clause.

INFORMAL The plan to win the election worked like they had thought it would.

FORMAL The plan to win the election worked **as** they had thought it would.

**like, as if, as though** In formal situations, avoid using *like* for the conjunction *as if* or *as though* to introduce a subordinate clause.

INFORMAL I feel like I have the flu.

FORMAL I feel **as if** [or **as though**] I have the flu.

**likely, liable** In informal situations, *likely* and *liable* are interchangeable. However, in formal situations, use *likely* to express simple probability and *liable* to express probability with potential harm or misfortune.

**EXAMPLES** Ginny is **likely** to arrive any minute.

The children playing in the abandoned building are **liable** to get hurt.

*Liable* is also used to mean “responsible” or “answerable.”

**EXAMPLES** The Smiths are **liable** for the damages that their dog has caused.

**literally, figuratively** *Literally* means “following the letter” or “in a strict sense.” *Figuratively* means “metaphorically” or “not literally.”

**EXAMPLES** I was **literally** hopping mad—jumping up and down and hollering at the broken computer.

**Figuratively** speaking, I was paralyzed, each day a little less able to act decisively.

**may** See page 712.

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

**myself, ourselves** Avoid using pronouns ending in *-self* or *-selves* (reflexive and intensive pronouns) in place of personal pronouns.

**EXAMPLES** Amy and I [not *myself*] appreciate your help.

Could you do a favor for Wanda and **us** [not *ourselves*]?

**Reference Note**

For more about **personal pronouns and reflexive and intensive pronouns**, see page 644.

**Exercise 5** Correcting Errors in Usage

For each of the following sentences, choose the word or word group in parentheses that is correct according to the rules of standard, formal English.

**EXAMPLE** 1. What (*kind of a, kind of*) computer did you buy?

1. *kind of*

1. In his address to Congress, the president (*implied, inferred*) that an economic reversal might occur soon.
2. When you have time, will you (*learn, teach*) me to sew?
3. He slipped on the wet deck and fell (*in, into*) the water.
4. We (*ought, had ought*) to have asked Allison for the recipe.
5. You look (*like, as if*) you've just seen a ghost!
6. Doyle and (*I, myself*) worked together on this project.
7. You (*ought, had ought*) to have asked me; I would have told you.
8. Have you been changing the oil (*as, like*) you're supposed to do?
9. (*Leave, Let*) them stay if they don't want to go with us.
10. Her recordings are (*liable, likely*) to become classics.
11. As for Ted and (*myself, me*), we're going to the dance.
12. This (*kind of a, kind of*) figure decorates many Navajo rugs.
13. (*Figuratively, Literally*) then, the singer was catapulted to fame.
14. From the evidence, we may (*imply, infer*) the presence of a much older civilization.
15. Mr. Hashem had an assignment for Emilio and (*ourselves, us*).
16. The new mare (*had, she had*) a foal this morning, a paint filly.
17. Glasses like these (*had ought, ought*) to be washed by hand.
18. Those (*kind, kinds*) of cats have bobtails.
19. I checked the meter daily, (*like, as*) I was instructed to do.
20. Did you hear that Tom got (*himself, hisself*) a new job?

**Exercise 6** Correcting Errors in Usage

Each sentence in the following paragraph contains an error in the use of standard, formal English. Revise each sentence to correct the error.

**EXAMPLE** [1] Leave me explain the painting technique called pointillism.

1. *Let me explain the painting technique called pointillism.*

[1] Georges Seurat he spent his short career studying the mysteries of light, color, and the human eye. [2] One of the results of his study is

this painting, which is composed of thousands, perhaps millions, of kind of small dots. [3] This sort of a technique is called pointillism; the name is derived from the small points of color on the canvas. [4] Rather than mix paint themselves, artists using this technique let the viewer's eyes blend the colors. [5] Seen from a certain distance, the small points of color flow together and become solid, like the pixels on a computer screen or the dots of a printed photograph do. [6] In fact, some critics believe that observations of modern printed photographs learned Seurat all about pointillism. [7] However, these critics had ought to examine Seurat's painting more closely. [8] Unlike some of his contemporaries, Seurat was interested in photographic technology; however, the dots that make up his paintings are rather large, and obviously these type of points are not meant to appear completely solid. [9] If you go to a museum to see one of these kind of paintings, estimate the diagonal length of the picture and then step back about three times that distance. [10] From this viewpoint, a pointillist painting is liable to flicker or shimmer with the very vibrancy of life itself.



Georges Seurat (French, 1859–1891), *A Sunday on La Grande Jatte* (1884–86). Oil on canvas (207.5 cm × 308 cm). Helen Birch Bartlett Memorial Collection, 1926.224. Photograph © 1996, The Art Institute of Chicago. All rights reserved.

**Review B** Correcting Errors in Usage

Most of the following sentences contain errors in the use of standard, formal English. If a sentence contains an error, revise the sentence. If a sentence is already correct, write C.

- EXAMPLE**
1. Hopefully, the working conditions in the factory will continue to improve.
  1. *We hope the working conditions in the factory will continue to improve.*
1. The magician dazzled us with flawless allusions.
  2. The cat jumped from the chair and leaped in my arms.
  3. The children helped themselves to more vegetable curry.
  4. Your room looks like it's been hit by a tornado.
  5. What can you infer from the refrain in the poem "Sympathy"?
  6. You hadn't ought to complain so much.
  7. Jane and myself are the editors of our yearbook.
  8. What sort of a CD player does Margaret plan to buy with her Christmas bonus?
  9. I asked my boss whether he would let me have the day off.
  10. Some people they're always making a fuss about nothing.

**nauseated, nauseous** Informally, *nauseated* and *nauseous* are often used interchangeably. In formal English, however, *nauseated* means "sick," while *nauseous* means "disgusting" or "sickening."

**EXAMPLES** After riding the roller coaster, the child became **nauseated**.  
The chemical reaction gave off a **nauseous** odor.

**no, nobody, none, no one, not, nothing, nowhere**

See **The Double Negative**, page 780.

**nor** See **or, nor**.

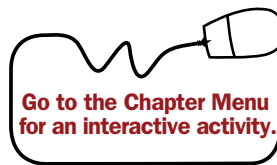
**notorious** See **famous, notorious**.

**nowheres** See **anyways, anywhere**.

**number** See **amount, number**.

**number of** Use a singular verb after the expression *the number of*. Use a plural verb after the expression *a number of*.

**EXAMPLES** **The number of** candidates **was** surprising.  
**A number of** candidates **were nominated**.



**of** *Of* is a preposition. Do not use *of* in place of *have* after verbs such as *could*, *should*, *would*, *might*, *must*, and *ought* [*to*]. Also, do not use *had of* for *had*.

NONSTANDARD You could of told me that you were hungry.  
STANDARD You **could have** told me that you were hungry.

NONSTANDARD You ought to of seen the look on his face.  
STANDARD You **ought to have** seen the look on his face.

NONSTANDARD If Amy had of heard that the party was casual, she wouldn't of worn that dressy outfit.  
STANDARD If Amy **had** heard that the party was casual, she **wouldn't have** worn that dressy outfit.

Avoid using *of* after other prepositions such as *inside*, *off*, or *outside*.

**EXAMPLE** Leslie turned **off** [not *off of*] the parkway.

**off, off of** Do not use *off* or *off of* for *from*.

NONSTANDARD I got some good advice off that mechanic.  
STANDARD I got some good advice **from** that mechanic.

**or, nor** Use *or* with *either*; use *nor* with *neither*.

**EXAMPLES** **Either** Jennifer **or** Gloria will bring the book.

**Neither** Gwen **nor** Lily has been absent this term.

**ought** See **had ought**, **hadn't ought**.

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

**persecute, prosecute** *Persecute* means “to attack or annoy someone constantly.” *Prosecute* means “to bring legal action against someone for unlawful behavior.”

**EXAMPLES** The dictator **persecuted** those who opposed him.

The district attorney **prosecuted** the person caught looting.

**phenomena** *Phenomena* is the plural form of *phenomenon*. Do not use *phenomena* as a singular noun.

PLURAL We have been studying those **phenomena** of nature, which are quite rare.

SINGULAR We have been studying that **phenomenon** of nature, which is quite rare.

**reason . . . because** See **because**.

**Reverend, Honorable** Do not use either of these titles before a person's last name alone. Also, be sure to use the word *the* before the title.

NONSTANDARD My grandfather remembers meeting both Reverend King and the Honorable Inouye.

STANDARD My grandfather remembers meeting both **the Reverend** Martin Luther King, Jr. [or **the Reverend Dr. King**] and **the Honorable** Daniel K. Inouye [or **the Honorable Mr. Inouye**, or **the Honorable Sen. Inouye**].

**rise, raise** See page 690.

**say** Do not use *say* or *says* after a past-tense verb. Use *said*.

NONSTANDARD Then she glared at me and says, "Where have you been?"

STANDARD Then she glared at me and **said**, "Where have you been?"

**scarcely** See **The Double Negative**, page 780.

**she** See **he, she, it, they**.

**should of** See **of**.

**sit, set** See page 689.

**slow, slowly** See page 727.

**some, somewhat** In formal situations, avoid using *some* to mean "to some extent." Use *somewhat*.

INFORMAL Tensions between the nations began to ease some.

FORMAL Tensions between the nations began to ease **somewhat**.

**somewheres** See **anyways, anywheres**.

**sort(s)** See **kind(s), sort(s), type(s)** and **kind of a, sort of a**.

**sort of** See **kind of, sort of**.

**supposed to, used to** When writing the past form of *suppose* or *use*, especially before the word *to*, be sure to add the *-d* ending.

**EXAMPLES** Desmond is **supposed to** [not *suppose to*] be in charge of the props for the senior play.

I **used to** [not *use to*] work part time at that store.

**take** See **bring, take**.

**teach** See **learn, teach**.

#### Reference Note

For information about forming the **past tense of regular verbs**, see page 670.

**Reference Note**

For information about **subordinating conjunctions**, see page 520. For information on **adverbs**, see page 514.

**than, then** *Than* is a subordinating conjunction used in comparisons. *Then* is an adverb telling *when*.

**EXAMPLES** Tyrone is more studious **than** I am.

Take your diploma in your left hand, and shake hands with the principal; **then** leave the stage, and return to your seat.

**that** See **who, which, that**.

**their, there, they're** See page 911.

**themselves, themselves** See **himself, herself, themselves**.

**them** Do not use *them* as an adjective. Use *those*.

**EXAMPLE** Have you seen **those** [not *them*] murals by Judith Baca at the art museum?

**they** See **he, she, it, they**.

**this here, that there** Avoid using *here* or *there* after the demonstrative adjective *this* or *that*.

**EXAMPLE** **This** [not *This here*] magazine has an article about the Japanese koto player Kazue Sawai.

**this, that, these, those** See **kind(s), sort(s), type(s)**.

**try and, try to** Use *try to*, not *try and*.

**EXAMPLE** Did anyone **try to** [not *try and*] help Ted?

**type(s)** See **kind(s), sort(s), type(s)**.

**type, type of** Avoid using *type* as an adjective. Add *of* after *type*.

**NONSTANDARD** That's the type job I'd like to have.

**STANDARD** That's the **type of** job I'd like to have.

**used to** See **supposed to, used to**.

**ways** Use *way*, not *ways*, when referring to distance.

**EXAMPLE** At dusk we were still a long **way** [not *ways*] from home.

**well, good** See page 727.

**what** Use *that*, not *what*, to introduce an adjective clause.

**EXAMPLE** The song **that** [not *what*] Annie has chosen to sing in the talent show is "Anytime You Need a Friend."

**when, where** Unless you are defining a time or place, do not use *when* or *where* to begin a definition.

STANDARD Two o'clock is **when** we will have the next meeting.

STANDARD This is **where** the new high school will be built.

NONSTANDARD A hurricane is when a tropical cyclone has winds of 74 miles (118 kilometers) per hour or greater.

STANDARD A hurricane is **a tropical cyclone that has winds of 74 miles (118 kilometers) per hour or greater.**

NONSTANDARD An implosion is where something bursts inward.

STANDARD An implosion is **an inward burst.**

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

EXAMPLE I read **that** [not *where*] the Smithsonian Institution has sixteen museums and galleries.

**where . . . at** See **at**.

**who's, whose** See page 912.

**who, which, that** *Who* refers to persons only. *Which* refers to things only. *That* may refer to either persons or things.

EXAMPLES Shah Jahan was the Indian ruler **who** [or **that**] built the Taj Mahal. [The antecedent is *ruler*, a person.]

The monument, **which** is a tomb, is near the city of Agra. [The antecedent is *monument*, a thing.]

It is a building **that** is much admired for its beautiful architecture. [The antecedent is *building*, a thing.]

**who, whom** See page 646.

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

**your, you're** See page 912.

## Exercise 7 Correcting Errors in Usage

Most of the sentences on the following page contain errors in the use of standard, formal English. If a sentence contains an error, revise the sentence. If a sentence is already correct, write *C*.

- EXAMPLE
1. Can you name all of the American astronauts which have walked on the surface of the moon?
  1. *Can you name all of the American astronauts who have walked on the surface of the moon?*

### HELP



Some sentences in Exercise 7 may be correctly revised in more than one way. You need to give only one revision for each sentence.



1. I was suppose to meet Jade here.
2. Backlighting is when the main source of light is placed in back of the subject being photographed.
3. Why don't you borrow some change off of Rhoda?
4. A number of unusual themes has already been proposed for the senior prom.
5. Neither Chico or Robert has any albums by Tish Hinojosa.
6. Sharon turned to me and says, "Did you see the beautiful sari that woman was wearing?"
7. You should of seen the premiere last night.
8. The aurora borealis is a spectacular phenomena of nature.
9. We stayed up to watch the late-night horror movie, which wasn't worth the loss of sleep.
10. It's a long ways to Memphis from Denver.
11. This sort inscription is common in the Mayan records.
12. Deleting files will help some with the space problem on your hard drive.
13. After some discussion, the district attorney decided not to persecute.
14. The smell of sour milk makes some people nauseous.
15. Take this here hose around to the back, and water the lawn.
16. Did you read where the new highway will bypass the town?
17. Many household cleansers are poisons what should be handled with caution.
18. Is Sudan bigger then Ethiopia, Nathan?
19. These phenomena have attracted astronomers' attention for decades.
20. She had long wanted to meet the woman which had done so much to register voters.

### Exercise 8 Correcting Errors in Usage

Most of the sentences in the following paragraphs contain errors in the use of standard, formal English. If a sentence contains an error, revise the sentence. If a sentence is already correct, write C.

**EXAMPLE** [1] I wish you could of gone with us on our trip to Alaska.

1. *I wish you could have gone with us on our trip to Alaska.*

[1] Several years ago, I accompanied Reverend Alan Kemp and his wife, Angela, on a sightseeing trip to Alaska in July. [2] On our flight to Fairbanks, we saw a double rainbow—a marvelous phenomena that we felt was a lucky sign. [3] At the hotel, we began to plan what we would do the next day, but the number of possibilities were huge, and we

didn't know where to start. [4] Finally, we decided that we would neither stay in our rooms or eat dinner at the hotel; instead, we would go for a drive that evening. [5] As we headed for the car, I noticed on a poster where the World Eskimo-Indian Olympics were being held that very day. [6] "Doesn't this here event sound like fun?" I asked, showing Mrs. Kemp the advertisement for the games.

[7] The Kemps agreed, and as soon as we arrived at the fairgrounds, we introduced ourselves to a woman named Mrs. McBride. [8] She was a friendly woman which was happy to tell us about the games. [9] I was surprised some by the many different events that had been scheduled. [10] These games included tests of skill, such as the notorious Alaskan high kick, and tests of strength, such as drop-the-bomb.

[11] The Alaskan high kick is where a person sitting on the ground tries to kick a ball suspended in midair. [12] An event requiring exceptional balance, the Alaskan high kick is an example of the type skills that were traditionally developed by Alaska's native peoples. [13] The drop-the-bomb competition begins when three men lift another man off of the ground. [14] The man, who is held by his wrists and ankles, must remain perfectly horizontal while them three other men carry him. [15] The contestant who is carried the longest ways without sagging wins the event.

[16] As Mrs. McBride finished describing the games, she smiled and says, "This is the thirty-first year we've held these Eskimo Olympic games." [17] Than she proudly pointed out Cecelia Chanerak, who was sailing through the air during the blanket toss. [18] This event is when a group of people stretch out a hide blanket and throw a man or a woman as high as possible; the winner is whoever soars the highest and keeps the best balance. [19] I must confess that I got a bit nauseous watching people fly up so far in the air, but I managed to snap a picture anyway. [20] That there day was one of the best of our trip, and when I got back home, I eagerly described the Eskimo-Indian Olympics to my family and friends.



## The Double Negative

A **double negative** is a construction in which two or more negative words are used to express a single negative idea.

### Common Negative Words

barely	never	not (-n't)
but (meaning "only")	no	nothing
	nobody	nowhere
hardly	none	only
neither	no one	scarcely

### STYLE

### TIP

Double negatives were acceptable during Shakespeare's time, but they are now considered nonstandard.

### EXAMPLE

If this be error, and upon  
me be proved,  
I never writ, nor no man  
ever loved.

William Shakespeare,  
Sonnet 116

NONSTANDARD She has never missed none of the reunions.

STANDARD She has **never** missed **any** of the reunions.

STANDARD She has missed **none** of the reunions.

NONSTANDARD I have not said nothing about your plans.

STANDARD I have **not** said **anything** about your plans.

STANDARD I have said **nothing** about your plans.

### NOTE

Avoid the common error of using *-n't*, the contraction of *not*, with another negative word, such as *barely*, *hardly*, or *scarcely*.

NONSTANDARD I can't hardly see anything in this fog.

STANDARD I can **hardly** see anything in this fog.

NONSTANDARD Our lunch break was so short that we didn't scarcely have time to eat.

STANDARD Our lunch break was so short that we **scarcely** had time to eat.



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The words *but* and *only* are considered negative words when they are used as adverbs meaning “no more than.” In such cases, the use of another negative word with *but* or *only* is considered informal.

INFORMAL I don’t have but one pair of dress shoes.

FORMAL I have **but** one pair of dress shoes.

FORMAL I have **only** one pair of dress shoes.

### Exercise 9 Identifying Correct Usage

For each of the following sentences, choose the correct word from the pair given in parentheses.

**EXAMPLE** 1. The club doesn’t have (*any, no*) funds left in its treasury.

1. *any*

1. Benjamin will never get (*nowhere, anywhere*) until he starts believing in himself.
2. Luís (*can, can’t*) hardly keep from being proud of you.
3. I was so sleepy that I (*could, couldn’t*) hardly keep my eyes open.
4. The detectives (*haven’t, have*) no clues in the case.
5. There (*is, isn’t*) no good reason for your being late.
6. We hadn’t (*ever, never*) tasted papaya before.
7. Neither of them wants (*nothing, anything*) to do with the prank you’re planning.
8. We (*had, hadn’t*) but one choice to make.
9. The candidates (*have, haven’t*) only three minutes each to state their positions.
10. The manager insisted that there wasn’t (*any, no*) reason for making the customers wait so long.
11. We didn’t see (*anybody, nobody*) there, so we came home.
12. By the time those boys were through, there (*wasn’t, was*) barely enough tuna salad left for a sandwich.
13. I wouldn’t go (*nowhere, anywhere*) wearing that outfit.
14. Wouldn’t (*any, none*) of those shoes suit you?
15. There shouldn’t be (*no one, anyone*) here who doesn’t have a solid background in experimental design.
16. Aren’t you (*ever, never*) going to be ready to go?
17. Nothing we did made (*no, any*) difference.
18. They (*weren’t, were*) finding scarcely any traces of copper in that mine.
19. There (*was, wasn’t*) no way I was riding in that contraption.
20. Do not touch (*nothing, anything*) on my desk!

## Nonsexist Language

*Nonsexist language* is language that applies to people in general, both male and female. For example, the nonsexist terms *humanity*, *human beings*, and *people* can substitute for the gender-specific term *mankind*.

In the past, many skills and occupations were generally closed to either men or women. Expressions like *seamstress*, *stewardess*, and *mailman* reflect those limitations. Since most jobs can now be held by both men and women, language is adjusting to reflect this change.

When you are referring generally to people, use nonsexist expressions rather than gender-specific ones. Following are some widely used nonsexist terms that you can use to replace the older, gender-specific ones.

Gender-Specific	Nonsexist
businessman	executive, businessperson
chairman	chairperson, chair
deliveryman	delivery person
fireman	firefighter
foreman	supervisor
housewife	homemaker
mailman	mail carrier
mankind	humankind, people
man-made	synthetic, manufactured
manpower	workers, human resources
May the best man win!	May the best person win!
policeman	police officer
salesman	salesperson, salesclerk
seamstress	needleworker
steward, stewardess	flight attendant
waiter, waitress	server
watchman	security guard

If the antecedent of a pronoun may be either masculine or feminine, use both masculine and feminine pronouns to refer to it.

**EXAMPLES** **Anyone** who wants to purchase a class T-shirt must bring **his or her** money to Room 307 by Friday.

Any **student** may bring the money with **him or her** to Room 307.

Often, you can avoid the awkward *his or her* construction (or the alternative *his/her*) by substituting an article (*a, an, or the*) for the construction. You can also rephrase the sentence, using the plural forms of both the pronoun and its antecedent.

- EXAMPLES** Any **student** who wants to purchase a class T-shirt must bring **the** money to Room 307 by Friday.
- All **students** who want to purchase a class T-shirt must bring **their** money to Room 307 by Friday.

### Exercise 10 Using Nonsexist Language

Rewrite each of the following sentences to avoid using gender-specific terms and awkward expressions.

- EXAMPLE**
- Many parking garages hire watchmen to deter thieves.
    - Many parking garages hire security guards to deter thieves.*
  - More and more man-made objects are littering outer space.
  - The Boston Marathon got underway to cries of “May the best man win!”
  - Being a foreman in a factory must be a tough job.
  - The lobby of the office tower was full of businessmen arriving for appointments.
  - One problem the team faced was a shortage of manpower.
  - Anyone who wants to audition for the play must be sure that s/he can memorize long passages of dialogue.
  - In the last century or so, fewer and fewer women have chosen to become seamstresses.
  - The airline we took to Mexico had very courteous stewardesses.
  - There was a fascinating TV program last night about a day in the life of a fireman.
  - Dr. Zaharias has told her close associates that she is interested in becoming chairman of the department.

### Review C Correcting Errors in Usage

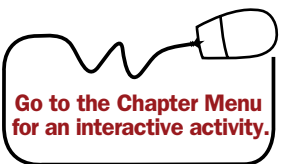
Most of the following sentences contain errors in the use of standard, formal English. If a sentence contains an error, revise the sentence. If a sentence is already correct, write C.

- EXAMPLE**
- An allegory is where a story’s characters and events symbolize abstract ideas or moral principles.
    - An allegory is a story in which the characters and events symbolize abstract ideas or moral principles.*

#### STYLE TIP



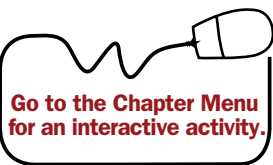
Avoid using the awkward expressions *s/he* and *wolman*.



1. The professor made an illusion to Ralph Ellison's novel *Invisible Man*.
2. We had to adapt the stage lighting for the rock concert.
3. The organization helped a large amount of Asian refugees find work.
4. Where did you stay at over Thanksgiving?
5. Everyone except Tim has excepted the invitation.
6. Among the two performers, I prefer Keb' Mo'.
7. The data on acid rain is not complete.
8. My parents immigrated from Cuba before I was born.
9. Have you ever read about the nurse Florence Nightingale, who is notorious for having modernized the nursing profession?
10. Were you credulous enough to believe the fortuneteller?
11. My sister she attends Iowa State University.
12. We implied from Rudy's comment that the movie was dull.
13. The Coopers grew all the vegetables theirselves.
14. I had ought to spend more time with my friends.
15. He has been the catcher every inning so far, and he is beginning to look kind of tired.
16. Ms. Robinson learned me all I know about botany.
17. I think I just busted my watch, Marilyn.
18. At the assembly yesterday, the Honorable John Murphy encouraged students to register to vote as soon as they turn eighteen.
19. A number of suggestions have been submitted to the prom decorations committee.
20. There were four freshmen which made the basketball team.

## 24

## Chapter Review



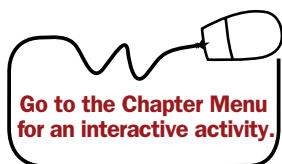
## A. Identifying Correct Usage

For each of the following sentences, choose the correct word or words in parentheses. Base your answers on the rules of standard, formal usage.

1. We (*can't hardly, can't*) help feeling proud of our team.
2. The lifeguard dived (*into, in*) the water to rescue the child.
3. Did we do (*alright, all right*), Coach Garcia?
4. (*Being as, Being that, Because*) he was a good actor, he got the lead role in the play.
5. You are (*likely, liable*) to go far if you apply yourself.
6. We hiked a long (*way, ways*) before we found a suitable campsite.
7. The rescuers looked (*like, as if, as*) they had not slept.
8. There are (*less, fewer*) students in the senior class this year.
9. (*Those kinds of, That kind of a, This kind of*) movie is fun.
10. We (*hadn't ought, ought not*) to spill any of this paint on the floor.
11. The temperature has warmed (*some, somewhat*).
12. Please (*bring, take*) this report to Mr. Benson when you go.
13. The audience was deeply (*affected, effected*) by her speech.
14. We (*could have, could of, should of*) done a better job.
15. Kim's letter (*implied, inferred*) that she would be paying us a visit soon.
16. We received a large (*amount, number*) of offers.
17. Ana has done a very (*credible, creditable, credulous*) job.
18. Liev was (*suppose to, supposed to*) bring his pictures of Bali.
19. Do you remember borrowing a dollar (*off, off of, from*) me?
20. The first speaker will be (*Reverend Jackson, the Reverend Jackson, the Reverend Edward Jackson*).

## B. Correcting Errors in Usage

Most of the sentences on the following page contain errors in the use of standard, formal English. If a sentence contains an error, revise the sentence. If a sentence is already correct, write C.





21. After the play, Shirley acted like she were a movie star.
22. Do you know where the tape is at?
23. The other waiters and I divide the tips evenly between ourselves.
24. When the bill came, I realized that I hadn't scarcely any money.
25. Accept for Carlos and Glenn, everyone went to the fair.
26. The reason he left is that he felt tired.
27. Hasina and I are effected differently by the same song.
28. Take your dog with you when you come over to my house.
29. Could you try and help me move this table?
30. Both of Emily's grandmothers emigrated here in the 1940s.
31. We were kind of disappointed with the results.
32. Beside Ted and Ann, who else knows?
33. Doesn't a hot summer day make you long for an ice-cold drink?
34. My aunt Beverly, who was born in 1949, she served in the army.
35. The repair will take awhile.
36. Both tires busted when the bicycle rolled over the broken glass.
37. In his speech, Mr. Marlowe made an illusion to Shakespeare.
38. Finally, the gangster was successfully prosecuted for tax evasion.
39. After that the director says to me, "Just stay in the chariot, Chuck. I'll make sure you win the race."
40. Tony and myself are responsible for clearing the brush.

### C. Identifying Correct Usage

For each sentence in the following paragraph, choose the correct word or words in parentheses.

[41] Even during ancient times, people (*which, who*) were sweltering in the heat found ways to cool off. [42] Around 3000 B.C., the Egyptians beat the heat when they (*discovered, invented*) the cooling effect of evaporation. [43] The Egyptians poured water into shallow trays made of clay; (*than, then*) they put the trays on a layer of straw. [44] As the temperature dropped during the night, the (*water it, water*) quickly evaporated and formed a thin layer of ice, which was eagerly gathered early the next morning. [45] Because more ice forms in very dry air, the (*amount, number*) of ice depended on the dryness of the air.



Go to the Chapter Menu  
for an interactive activity.

[46] A thousand years later, wealthy Babylonians would use the (*effects, affects*) of evaporation to cool their homes. [47] At twilight, they had the exterior walls and interior floors doused with water; as it evaporated from these surfaces, the houses cooled down (*some, somewhat*). [48] In ancient India, the same (*type, type of*) system was adapted for home cooling. [49] Wet grass mats hung in windward windows were (*liable, likely*) to create a considerable drop in temperature inside the house—as much as thirty degrees. [50] To maintain cooling, either someone kept the mats wet during the nights, or (*a, an*) reservoir over the windows slowly dripped water onto the mats.



## Writing Application

### Using Standard English in a Story

**Standard and Nonstandard English** Recently you heard about a strange, inspiring, or funny experience. You have decided to write a fictional narrative based on the event. You may use nonstandard English in dialogue, but be sure to write the rest of the story in standard English.

**Prewriting** Think about something strange, inspiring, or funny that happened to you or to someone you know. Decide on the setting, the characters, and the point of view of the story. Finally, create a brief plot outline.

**Writing** Using your prewriting notes, write a draft of your story. Expand on your original ideas by inventing vivid details.

**Revising** Read your story aloud to friends and ask them to tell you which part held their interest and which parts did not. Revise accordingly.

**Publishing** Be sure to use the **Glossary of Usage** to help you correct unintentional nonstandard usages. Then, proofread your story for errors in grammar, usage, spelling, and punctuation. Be sure that you have placed quotation marks around dialogue. You and your classmates may wish to collect all of the class's stories in a booklet and add illustrations or photographs.

#### Reference Note

For information about **developing a short-story plot**, see Chapter 2.

#### Reference Note

For more about **using quotation marks**, see page 859.