

KNOWING AND USING WORDS

BY

WILLIAM D. LEWIS, A.M., D.Pd.

PRINCIPAL OF THE
WILLIAM PENN HIGH SCHOOL
PHILADELPHIA

AND

MABEL DODGE HOLMES, A.M.

TEACHER OF ENGLISH IN THE
WILLIAM PENN HIGH SCHOOL
PHILADELPHIA



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PREFACE

LANGUAGE is the clothing of one's thought. If it is spoken, the quality of the voice, the purity of the vowels, the distinctness of the consonants, all combine to indicate the social and intellectual rank of the speaker. That accuracy which is perfectly easy and natural is an invaluable passport in business and society. Inaccuracy, slovenliness, or studied precision is infallible evidence of lack of culture.

If language is written, it is, as it were, an exhibition of thought on dress parade. The sentences must be easy to understand ; their connection and sequence must be natural and clear ; their groupings into paragraphs must be logical and helpful in conveying the whole thought. A misspelled word is a dirty fingermark on the mental linen.

In both spoken and written expression the choice of the right word is imperative. The nice distinctions that lend subtle charm can come only from acquaintance with the derivation and connotation of the words themselves and with their infinite variety of relationships in idiomatic literary usage.

The authors of " Knowing and Using Words " have endeavored to make a contribution to the literature of one of the most baffling studies of the American school. The book is not so much a textbook to be

learned as it is a laboratory manual to guide the learner in establishing a method for the mastery of the word-basis of his spoken and written expression.

W. D. L.

M. D. H.

PHILADELPHIA,
August, 1917.

THE BOOK IN THE CLASSROOM

THE authors of "Knowing and Using Words" realize that there will be as many ways of using this laboratory manual as there are teachers who use it. But a word or two of suggestion as to methods which should help to secure the best results may not be amiss.

Time Allotment. — Either one of two plans may be adopted: The teacher who has plenty of time to devote to this phase of the subject may work straight through the book from the beginning in leisurely development; the teacher who has, perhaps, but one hour a week for word-study may fit together lessons from the various parts of the book which will make a shorter course of study. The habit of looking into the structure, relation, meaning, and spelling of words is so valuable that the authors believe that the book will be useful for reference throughout the high school course.

Short Assignments. — In either case special care should be taken not to dispense the material in too large doses. It will often be desirable to divide a topic into two, three, or even four assignments.

Sentence Work. — The book devotes one section definitely to the use of words in sentences. As is frequently suggested elsewhere, these sentence lessons may be interspersed as the teacher wishes among the

word-study lessons. Of course the teacher who has plenty of time will do a large amount of work of this sort, directing the pupils with almost every lesson on word building to make sentences containing those words, or to find examples of the use of the words in the pages of books that they are reading.

Webster's International Dictionary. — The authors fully realize that many teachers, from choice or from convenience, will prefer some other dictionary than Webster's International. The object to be attained is not the use of any special dictionary, but the formation of the dictionary habit. In such a book as this, however, some one standard must be adopted, and Webster has been made the standard because of its general accessibility for school use.

Supplementary Material. — At various points throughout the book will be found supplementary material, in part word lists, in part paragraphs for interpretation, which are not essential to the development of the thought, but which may be used at the teacher's discretion to give practice in applying the principles learned. The supplementary lessons on pronunciation, for example, may be used from time to time while the student is proceeding with the lessons on word building, to keep fresh the memory of the principles of pronunciation. Several lessons not called supplementary may be omitted if the teacher thinks best, or used only for reference. Part of the supplementary material is in the shape of tables of root-words, suffixes, and prefixes in the form of an appendix. These, of course, are strictly for reference. It may be added that the Latin roots are not presented here as

in any way introductory to a study of Latin, but only as a very essential part of an intelligent knowledge of English.

History of the English Language. — If it seems desirable, in connection with section 13, to give a more complete treatment of the growth of the English language, helpful material will be found in the following books :

WYLD : *The Growth of English.*

KRAPP : *Modern English : Its Growth and Present Use.*

GREENOUGH & KITTRIDGE : *Words and Their Ways in English Speech.*

J. M. MEIKELJOHN : *A Brief History of the English Language and Literature.*

Spirit and Attitude. — The statement with which the preface closes cannot be overemphasized. To achieve its purpose, the book must be handled, not as a basis for memory work, as a series of lessons to be learned and recited, but as a laboratory manual suggesting practice work to be done, the doing of which will fix the principles underlying it in the mind of the pupil.

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CHAPTER I

PRONUNCIATION AND ENUNCIATION

1. DIACRITICAL MARKS AND VOWEL SOUNDS

IMAGINE yourself for a moment a foreigner, looking up in a dictionary the word *daughter*, which you have seen in print but have not heard pronounced. You would naturally pronounce its first syllable just like the word *laugh*, which you have heard spoken; but the dictionary tells you not to. In what way does it tell you? How can a line of print be made to convey a sound? The dictionary does so by means of certain lines and dots which we know as "Diacritical Marks."

The word *diacritical* comes from two Greek words, *dia* meaning *by means of* and *krinein* meaning *to distinguish*; so that the marks are those by means of which we distinguish the sounds of the letters to which they are attached. The following table shows the sounds indicated by some of the diacritical marks which in Webster's International Dictionary accompany the vowels.

LETTER	MARK	PRONUNCIATION	LETTER	MARK	PRONUNCIATION
a	ā	as in fāte	a	â	as in fâre
a	ǣ	as in făt	a	ạ	as in fằll
a	ä	as in fătther	a	ã	as in forwãrd
a	â	as in fâst	a	ă	as in forăge

LETTER	MARK	PRONUNCIATION	LETTER	MARK	PRONUNCIATION
e	ē	as in ēven	o	ô	as in ôther
e	ě	as in ěnd	o	ǒ	as in wǒrk
e	ê	as in êvent	oo	ōō	as in fōōt
e	ẽ	as in ẽrmine	oo	ōō	as in fōōd
i	ī	as in īce	u	ū	as in ūse
i	ĩ	as in ĩll	u	ũ	as in ũs
i	î	as in îrksome	u	û	as in ûrn
o	ō	as in ōld	u	ū	as in hūmane
o	ǒ	as in ǒdd	u	u	as in rŭde
o	ô	as in ôbey	u	u	as in pŭt
o	ô	as in ôrb	y	ÿ	as in lÿric
o	o	as in wŏlf	y	ÿ	as in whÿ
o	o	as in tŏmb	y	ÿ	as in martÿr

EXERCISES

1. How many sounds has each vowel, as indicated by the tables above?

2. Find any sounds of *a* that are identical with sounds of *i*, *e*, *o*, or *u*.

3. Find sounds of *e*, *i*, *o*, and *u* that are alike.

4. Like what other vowel sounds are the *y* sounds?

5. Think of three more words to illustrate each of the vowel sounds.

2. PRONOUNCING VOWELS AND DIPHTHONGS

Of course, when you have learned the sounds of the vowels in certain words, you should make use of that knowledge by pronouncing the words correctly. But, natural as that seems, the vowels are seldom all pronounced correctly even by a fairly well-educated person. Of all the vowels, *a* receives the most unkind treatment. The *a* in *half* is marked *ä*; the *a* in *past* is

marked *ä*; yet in many localities one usually hears people say "hälf päst three."

If one dares to pronounce these words correctly, and not according to local custom, he is sometimes laughed at for "affectation." Such ridicule only shows the carelessness or ignorance of the person who indulges in it. It should not discourage the seeker after correct speech, for it is not affectation to try to pronounce words according to dictionary guidance.

A is not the only letter that is mispronounced; for instance, *u* is often badly treated. Notice that long *u* (*ū*) is not pronounced like *oo* but like *you*. Many people say *blue* and *tune* and *allure* as if they were spelled *bloo*, and *toon*, and *alloor*. And the unfortunate *u* that follows the *t* in *nature* often destroys both itself and its neighbor, for few will stop to say *nātyūre* instead of *nātcher*.

Not only should one be careful to sound the vowels correctly, but he should also watch the diphthongs. Notice especially the sounds of the diphthongs following:

Ou, in such words as *house*, has the sound of *ow*, not of *eow* or *aow*. Do not say *heouse* or *haouse*. You should also watch carefully that you do not insert an *a* or an *e* in words spelt with *ow*; do not say *daown* *taown*.

Au, in many such words as *aunt*, *laugh*, *haunt*, is sounded like *ä*. Do not say *änt*, *läff*, *hänt*, or *hawnt*.

Ew, in such words as *dew* and *new*, is sounded like *you*. Do not say *doo* and *noo*.

EXERCISES

1. Pronounce correctly, according to the marks given, the vowel and diphthong sounds in the following words; noting that in this list of words italics are used to indicate silent letters.

accūrate	laundry (au = ä)	shōne
bīcŷcle	heārth	tōmātō <i>or</i> tōmātō
coupon (ou = oo)	cāth (not ketch)	slough (ou = ow)
gaunt (au = ä)	cēllār (not suller)	wēapon
cālf	daunt (au = ä)	cān't
been (ee = i)	dóth	hālf
dēaf	hērōine	vīrile
dīrect	litērātūre	clāss
drāmā	nātional	āltērnāte
fērtile	faucet (au = aw)	newspaper (ew = ū)
gēnūine	gāpe	grāss
because (au = aw)	saucy (au = aw)	āfternoon
	prēlūde	

In practicing the correct pronunciation of these words, do you recognize cases where your own customary pronunciation or the one you most frequently hear is faulty? Be ready to report on such discoveries.

2. Make a list of words that you habitually mispronounce. Call it your "Never-Again List."

3. THE DICTIONARY KEY

In order that you may be at once familiar with the way in which the dictionary shows how to pronounce words, the following words are here reproduced exactly as they appear in Webster's International Dictionary. At the foot of the opposite page is the key to pronunciation as you will find it at the bottom of

every page of that work. Pronounce the words, by consulting the key.¹ Italicized letters are called neutral or *obscure*.

artificial (är'tī-fīsh'äl)	advantage (äd-vän'täj)
capable (kā'pä-b'l)	resolution (rēz'ō-lū'shŭn)
homeopathic (hō'mē-ō-päth'ík)	roof (rōōf)
mountainous (moun'tī-nūs)	behold (bē-hōld')
precedent (prēs'ē-dēnt)	extraordinary (ēks-trōr'dī-nā-rī)
centennial (sēn-tēn'i-äl)	rather (rä'thēr)
sculptör (skulp'ter)	donkey (dōn'kī)
troublesome (trüb'l-sŭm)	apparatus (äp'ä-rä'tŭs)
duty (dū'tī)	was (wōz)
promise (pröm'īs)	bouquet (bōō-kä')
betrothed (bē-trōthd')	laboratory (läb'ō-rä-tō'-rī)
zoölogy (zō-ōl'ō-jī)	conspiracy (kōn-spīr'ä-sī)
bronchitis (brōn-kī'tīs)	author (ō'thēr)
cruel (crōō'ēl)	lenient (lē'nī-ēnt or lēn'yēnt)
reptile (rēp'til)	pathos (pä'thōs)
stupid (stū'pīd)	patriotic (pä'trī-ōt'ík)
avenue (äv'ē-nū)	coffee (kōf'ī)
laugh (läf)	profile (prō'fil or prō'fēl)
command (kō-mänd')	charade (shä-räd')
psalm (sä'm)	docile (dōs'īl)

4. ACCENT AND ENUNCIATION

You may give exactly the right sounds to the letters, and yet not pronounce your words correctly because you do not put the accent in the right place. To pre-

¹ Key : äle, senäte, câre, äm, äccount, ärm, äsk, sofä ;
 éve, évent, änd, recënt, makër ;
 ice, ill ;
 öld, öbey, örb, ödd, söft, cōnnect ;
 ūse, ūnite, ūrn, ūp, circūs, menü ;
 fööd, fööt.

vent such errors, the accent mark appears in the dictionary. For instance, how do you usually pronounce the word *hospitable*? Many people mispronounce it, for they have not noticed that the dictionary puts an accent mark on the *first* syllable — *hos'pitable*!

There is still a third error in the speaking of words, which is a matter not of wrong pronunciation but of wrong *enunciation*. This mistake is made by the person who knows the sounds the letters ought to have, and thinks he is giving those sounds, but who does not use his tongue and lips and teeth so as to form those sounds distinctly. Perhaps he talks through his nose or down in his throat or runs his words together in a disagreeable fashion.

This is the kind of person who clips off his *g*'s at the ends of words, and who tells you that he “doesn’ like to study Ladun a-tall,” or that his father says he’ll “haftu stay in school, but he isn’t gunta” or “gona.” The dictionary will help toward right pronunciation, but only care and pains on the part of the speaker can make for right enunciation. Nothing more clearly marks the person of cultivation and refinement than good enunciation.

EXERCISES

1. Look up the accent of the following words and pronounce them correctly. It will help you to remember them if you write the words and mark their accents.

advertisement	illustration	inquiry	influence
despicable	chastisement	interesting	gondola
illustrate	theatre	legislature	idea