

8TH EDITION

WORD STUDIES

DEVERN J. PERRY

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SOUTH-WESTERN

8TH EDITION

WORD STUDIES

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江苏工业学院图书馆
藏书章



E81

PUBLISHED BY

SOUTH-WESTERN PUBLISHING CO.

CINCINNATI WEST CHICAGO, IL CARROLLTON, TX LIVERMORE, CA

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by South-Western Publishing Co.
Cincinnati, Ohio

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ISBN: 0-538-05811-0

Library of Congress Catalog Card Number: 87-62838

1 2 3 4 5 6 7 8 K 5 4 3 2 1 0 9 8

Printed in the United States of America

The Pronunciation Key on page 5 and the phonetic transcriptions and definitions used throughout this text are taken from the *Scott, Foresman Advanced Dictionary*, by E.L. Thorndike and Clarence L. Barnhart. Copyright © 1983 by Scott, Foresman and Company. Reprinted by permission.

Preface

The major goal of *Word Studies*, 8th edition, is to help students gain confidence in their ability to correctly use and spell words. This goal can be obtained by diligent study of each activity and exercise contained in this text-workbook.

This confidence will be evident as students are able to (a) use the dictionary effectively, (b) overcome troublesome word problems, (c) apply prefixes and suffixes to root words using the correct prefix or suffix with the exact meaning intended, (d) employ proper plural and possessive forms of nouns, (e) master new words and correctly use synonyms and antonyms for new as well as for frequently used words, and (f) learn words related to our computerized society as well as specialized words used in specific careers.

MAJOR CHANGES. While the 8th edition has been completely rewritten, only a few major changes have been made to reflect currency. Thus, the major advantages of the previous edition have been retained here. The most important change is the addition of a part (Part 7) devoted entirely to computer-related vocabulary. With the impact of the computer on business and society today, all students should be knowledgeable in and should be able to use basic computer terminology. Other changes include added exercises of frequently misspelled words, an introduction to malapropisms, and a restructuring of the treatment of prefixes and suffixes. The reference section (Part 9) was also revised to reflect more consistently the goals of this book. As a result, the complete list of prefixes and suffixes was moved from the main text to the reference section. In addition, some unrelated reference material from previous editions was deleted since it no longer reflects the primary goals of this edition.

SELECTION OF WORDS. Words and rules for this edition were selected from the most authoritative sources available. For example:

1. Words selected as examples of problem words, prefixes, and suffixes were taken from computerized dictionaries which allowed a greater choice of words than ever before.
2. Words selected for frequently misspelled and misused words were taken from a number of studies which indicated these were the words typically creating problems for students.
3. Computer-related and specialized vocabulary words were selected from glossaries of recently published books in the fields covered.

PRONUNCIATION GUIDE. To provide a consistent and uncomplicated pronunciation base, all phonetic equivalents were selected from the *Scott, Foresman Advanced Dictionary*, published in 1983 by Scott, Foresman and Company and used in this edition with their permission. The phonetic pronunciation key used in this dictionary is located on page 5. In this key all silent letters are omitted from the words, and vowels and consonants are expressed as illustrated. Using a consistent guide, such as the popular one found in this dictionary, enables students to achieve a more accurate pronunciation of new and unusual words.

REVIEW EXERCISES: Each of the first eight parts of this text concludes with a review exercise, which gives students one more chance to demonstrate their understanding of the major learnings of a particular section. In addition, an inventory test, six achievement tests, and a final examination are available to users of this text. Use these reviews and examinations as learning tools, supplementing with remedial exercises as needed to make student learning of the concepts presented here complete.

BEST RESULTS. Best results can be obtained by studying each rule, guideline, and word presented in this text. Words used in your current vocabulary cause little concern, but new words as well as words which cause spelling problems should receive much more than a cursory glance. Make a practice of studying these words in detail both during the lesson in which the words are presented as well as in later reviews. As you study each word, you make that word *yours to keep*. The words which are *yours* can be appreciated much more. Make word study a constant practice throughout your life to enrich your vocabulary and add to your enjoyment of living.

Devern J. Perry

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PART

"ON YOUR MARK...GET SET...GO!":

The Dictionary

dictionary (dik'she ner'
selection of the individual
classes of them, usual
spelling, pronunciation
etymology, etc.: a
German-English dict
2 book of informat
knowledge, the ite
often alphabetical:

PART 1—"ON YOUR MARK...GET SET...GO!": The Dictionary

On Your Mark: Using the Dictionary 3

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"ON YOUR MARK . . . GET SET . . . GO!": The Dictionary

On Your Mark: Using the Dictionary

Picture this: You want to call a friend but you don't know his or her telephone number. Instead of checking the telephone directory, you guess at what the correct number might be. What are your chances of being correct?

While this may sound far fetched, isn't that what we too often do when we avoid looking up definitions and other points of information in the dictionary? Sometimes it's much easier to "guess" at the correct meaning instead of taking the time to check. While we may have a bit more luck with a word's meaning than with the friend's telephone number, what we learn amounts to the same—little or nothing.

We know the dictionary contains correct spellings of words and definitions so sometimes we'll check on these items, but the dictionary also contains far more valuable information. In addition to providing correct spellings and definitions, most dictionary word entries contain word origins, pronunciations, syllable breaks for word division, plural and singular forms of words, parts of speech, and whether the word is considered proper speech or fits into the category of slang. In addition, supplemental information is contained in specialized dictionaries as well as in appendixes of most dictionaries.

Using your dictionary properly and efficiently will enable you to be more proficient in your studies this year as well as a greater success in your life later on.

The following illustration will enable you to locate and identify the dictionary entries listed below. This illustration is taken from the *Scott Foresman Advanced Dictionary* by E. L. Thorndike and Clarence L. Barnhart, published by Scott, Foresman and Company. While your own dictionary may vary slightly, you should be able to identify each part listed here without difficulty.

1—**country** | **courtier** 6 8

2—**coun try** (kun'trē), *n.*, *pl.* **-tries**, *adj.* —*n.* 1 land, region, or district: *The country around the mining town was rough and hilly.* 2 all the land of a nation. 3 land where a person was born or is a citizen. 4 people of a nation. 5 land outside of cities and towns; rural district. 6 the public; the body of voters. —*adj.* 1 of the country; in the country; rural. 2 like the country. [*Old French contree* < *Medieval Latin contrata* region lying opposite < *Latin contra* against]

15 **country club**, club in the country near a city. It has a clubhouse and facilities for outdoor sports.

3—**country cousin**, a countrified relative pleased but confused by things in the city.

coun try-dance (kun'trē dans'), *n.* dance in which partners face each other in two long lines.

coun try fied (kun'trē fid'), *adj.* countrified.

14

256

the bond and presented for payment. [*< French* < *couper* to cut]

—**cou'pon less**, *adj.*

cour age (kər'ij), *n.* 1 meeting danger without fear; bravery; fearlessness. See synonym study below. 2 **have the courage of one's convictions**, act as one believes one should. [*< Old French corage* < *cuer* heart < *Latin cor*]

10

Syn. 1 **Courage**, **bravery** mean fearlessness. **Courage** applies to moral strength that makes a person face any danger, trouble, or pain steadily and without showing fear: *The pioneer women faced the hardships of the westward trek with courage.* **Bravery** applies to a kind of courage that is shown by bold, fearless, daring action in the presence of danger: *They owed their lives to the bravery of the fireman.*

cou ra geous (kə rā'jəs), *adj.* full of courage; brave; fearless. See **brave** for synonym study. —**cou ra'geous ly**, *adv.*

11

12

In the above illustration, the main entries of *country* and *courage* are listed. In addition, note the circled numbers. Relate each circled number to the description given below and on page 4.

1. **Guide Words:** (*country* and *courtier*) The guide words, printed at the top of each page, indicate the span of the words contained on the page or on facing pages. In the example, the guide words indicate the first word and the last word on the page. In some dictionaries, one guide word only appears on each page. The word on the left indicates the first word listed on the left-hand page and the word on the right indicates the last word listed on the right-hand page.
2. **Main Entry:** (*country*) The main entry is the word to be pronounced and defined. This word appears in a bolder print than the rest of the entry. Main entries may appear as single-word entries (**courage**), compound-word entries (**countryfied**—circled No. 14), phrase entries (**country club**—circled No. 15), abbreviation entries (**bx.**—representing **box**), and letter-of-the-alphabet entries (**C** or **c**).

3. **Subentry:** (*country cousin*) A subentry is a word or expression that uses the main-entry word but has a special meaning of its own, often unrelated to that of the main entry. While the subentry appears in boldface type, it is frequently placed in the definition of the main entry rather than at the margin, as has been done above. Other examples of different forms of subentries are **on the money** (main entry: **money**), and **pull out all the stops** (main entry: **stop**).
4. **Syllable:** (*cour in courage*) A syllable is a part of a word pronounced as a unit. Most dictionaries break the main entry into syllables as illustrated: **cour age** and **coun try**.
5. **Accent Mark:** (**kun'trē dans'**) The accent mark indicates which syllable receives the emphasis or stress in pronunciation. Primary stress is indicated by the primary mark: ('). Whenever secondary stress is shown, the accent mark is lighter: ('). Another example: **counterattack** (**koun' tər ə tak'**)
6. **Pronunciation:** (**kun' trē**) The correct pronunciation of the main entry can be established by examining the phonetic equivalent of the word as shown in parentheses and comparing it to the key to pronunciation located in the front of the dictionary. The pronunciation key used in this text is contained in Activity 1. Two or more possible pronunciations are listed in order of preference: **data** (**dā' tə, dat' ə**). The pronunciation may also change as the part of speech changes, as discussed in Activity 5.
7. **Part of Speech:** (*adj.*) The part of speech of the main entry is indicated by its italicized abbreviation following the pronunciation as illustrated. A word may have more than one part of speech, and is defined accordingly: **course** *n.* **onward movement or progress; v.** **to race, run.**
8. **Singular and Plural Forms:** (*pl. -tries*) When a main entry is not singular or does not become plural simply by adding -s or -es, this fact is illustrated as shown in parentheses.
9. **Definitions:** (eight illustrated for *country*) The definition section provides the meanings of the main entry. Since each dictionary uses its own entry pattern, check the one you are using. Some dictionaries give the most common definition first, while others give the oldest definition first and then the most common. Note that definitions are grouped by part of speech, as illustrated in No. 7 above.

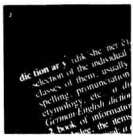
In addition, dictionary entries provide other information, some of which is illustrated in the examples:

10. **Word Etymology:** ((Old French *contree* < Medieval Latin *contrata* region lying opposite, etc.) The etymology tells the origin of the entry word. When a word consists of a prefix, root word, and suffix, the etymology generally gives the origin of all three.
11. **Illustrative Sentences:** (*The pioneer women faced the hardships of the westward trek with courage.*) Illustrative sentences are printed in italics following a specific definition and show how the entry word may be used with that particular meaning.
12. **A Run-on Entry:** (**cou ra' geous ly, adv. — cou ra' geous ness, n.**) A run-on entry is printed in small boldface type and lists undefined words. The words take on the meaning of the main entry plus that of the suffix.
13. **Synonyms:** (*courage, bravery*) The synonym section of a main entry discusses words of closely related meanings.

While not illustrated, items which also appear in some dictionaries include antonyms, prefixes, suffixes, and foreign words and phrases.

Now open your dictionary and review each one of the fifteen items. You may want first to check out the words given here as examples; then look up other words to see if you can locate further examples of all fifteen items.

Activity 1



GET SET: Pronunciation Key

The words illustrated in this text are pronounced according to the following key. Refer to this key for completing the exercise at the bottom of this page and as you learn new words in the following lessons. The printed words to the right of each letter illustrate the sounds of the letter. **DO NOT REMOVE THIS PAGE FROM YOUR TEXTBOOK SINCE YOU WILL BE REFERRING TO IT IN LATER ACTIVITIES.**

a	hat, cap	j	jam, enjoy	u	cup, butter
ā	age, face (long a)	k	kind, seek	û	full, put
ä	father, far	l	land, coal	ü	rule, move
b	bad, rob	m	me, am	v	very, save
ch	child, much	n	no, in	w	will, woman
d	did, red	ng	long, bring	y	young, yet
e	let, best	o	hot, rock	z	zero, breeze
ē	equal, be (long e)	ō	open, go	zh	measure, seizure
ēr	term, learn	ô	order, all		
f	fat, if	oi	oil, voice	ə represents:	
g	go, bag	ou	house, out	a in about	
h	he, how	p	paper, cup	e in taken	
i	it, pin (short i)	r	run, try	i in pencil	
ī	ice, five (long i)	s	say, yes	o in lemon	
		sh	she, rush	u in circus	
		t	tell, it		
		th	thin, both		
		TH	then, smooth		

Exercise 1. Directions: The following 20 words are frequently mispronounced. Using your dictionary and the above pronunciation key, write the phonetic equivalent of each word in the blank to the right. Show the *preferred* pronunciation. **DO NOT REMOVE THIS EXERCISE FROM THE TEXTBOOK.**

- | | | | |
|------------------|-------|-----------------|-------|
| 1. appendices | _____ | 11. forfeiture | _____ |
| 2. blatant | _____ | 12. garage | _____ |
| 3. comparable | _____ | 13. inquiry | _____ |
| 4. congratulate | _____ | 14. irreparable | _____ |
| 5. corps | _____ | 15. preferable | _____ |
| 6. debris | _____ | 16. privilege | _____ |
| 7. demise | _____ | 17. sophomore | _____ |
| 8. digression | _____ | 18. suite | _____ |
| 9. extraordinary | _____ | 19. superfluous | _____ |
| 10. finance | _____ | 20. taciturn | _____ |

Activity 2

GET SET: Identifying Speech Sounds

Turn to your dictionary and look up the word **incompatibility**.

As soon as you find it, notice the word has been divided into seven syllables: **in com pat i bil i ty**. Your dictionary may or may not place a dot between each syllable in the main entry.

Do you pronounce this word correctly? Do you basically pronounce it correctly but place the stress on the wrong syllable? Or are you not sure if you say this word as the dictionary defines its pronunciation?

An accent mark is placed immediately after a stressed syllable to aid in pronunciation. If more than one syllable is stressed, a bold accent shows the greater or the primary stress while a lighter accent mark shows syllables receiving secondary stress. The word **incompatibility** actually shows three accents, one for the primary stress and two of secondary stress: **in' kəm pat' ə bil' ə tē**.

Check another word, probably on the same page — **incongruous**. This word has only one accent or one syllable receiving primary stress. Are you placing the stress on the correct syllable?: **in kong' grü əs**.

A barrier to successful pronunciation is the silent letter contained in many words. For example, the word *knowledgeable* has three silent letters: the initial *k*, the second *e*, and the final *e*. Checking the dictionary pronunciation indicates the silent letters since they are omitted from the pronunciation as shown in parentheses: (nol' i jə bəl).

Exercise 2. Directions: Use your dictionary effectively to find the main word as well as the pronunciation key so as to complete the following exercise in syllabication, pronunciation, and identification of silent letters. In the Word column, underline any silent letters in each word. In Column 1 write the word according to syllables as indicated in the dictionary. In Column 2 write the phonetic pronunciation of the word showing the primary and secondary stresses with dark and light accent marks. Number 0 is given as an example. USE THIS EXERCISE AS A LEARNING AID AND AS A REFERENCE. DO NOT REMOVE THIS PAGE FROM YOUR BOOK.

WORD	COLUMN 1	COLUMN 2
0. <u>a</u> c <u>q</u> ui <u>s</u> i <u>t</u> ion*	ac qui si tion	ak' wə zish' ən
1. acoustics	_____	_____
2. depot	_____	_____
3. gargoy <u>l</u> e	_____	_____
4. graff <u>i</u> ti	_____	_____
5. incomparable	_____	_____
6. jurisprudence	_____	_____
7. logarithm	_____	_____
8. mathematics	_____	_____
9. priv <u>i</u> lege	_____	_____
10. turquoise	_____	_____

*NOTE: The *u* following the *q* has the sound of *w*, a consonant; hence, in a word like *acquisition*, the *i* following the *u* is the only real vowel in the syllable. Neither one is a silent letter.

Activity 3

Name: _____



GET SET: Identifying Phonetics

When you used your dictionary or the pronunciation key from the first Activity to complete Activity 2, you spelled **phonetically**, which means to spell by speech sounds. Thus a phonetic alphabet is a set of symbols for transcribing speech sounds in which each symbol represents a distinct sound. Return to Activity 1 and note how each sound is represented by a distinct symbol.

To spell phonetically, you spell according to the sound of the word. For example, the word **face** is phonetically spelled *fās* and the word **seize** is phonetically spelled *sēz*. Get the idea? See if you understand phonetic spelling by writing the phonetic equivalent of the four words on the blank line before reading further.

- | | |
|---------------|----------------|
| 1. fine _____ | 3. mean _____ |
| 2. gift _____ | 4. speak _____ |

Did you have any problems? See, it really isn't difficult at all. Check to see how you did: **fine** is phonetically spelled *fīn*; **gift** is spelled the same phonetically as the regular spelling *gift*; **mean** is *mēn*, and **speak** is phonetically spelled *spēk*.

In addition to working with the symbols for each sound, we also work with *digraphs*, *diphthongs*, and the *schwa* in phonetic spelling. Each term is briefly described:

Digraphs: A digraph is two letters used together to spell a single sound, such as *ea* in *each*, *gh* in *enough*, and *wh* in *which*. A vowel digraph is a combination of two vowels with only one vowel pronounced, usually the long vowel sounds, such as *read*, *speak*, and *trail*. A consonant digraph is two consonants representing a single sound, such as *ph* in *phase*, *th* in *them*, and *ng* in *ring*.

Diphthongs: A diphthong is a vowel sound made up of two identifiable vowel sounds in immediate sequence and pronounced in one syllable, such as *ou* in *mouse* and *oi* in *choice*.

The Schwa: The *schwa* is an unstressed vowel sound such as *a* in *above* and the *i* in *stencil*. The *schwa* is represented by the symbol *ə* in the pronunciation key.

Return to Activity 1 and review the pronunciation key used in this text. Note there are 41 symbols representing the sounds of the alphabet. The five unmarked vowel letters (a, e, i, o, u) represent the short sounds of the vowels. The unmarked consonant letters represent the single consonant sounds. The two-letter combinations represent distinct diphthong or digraph sounds. The marked vowel sounds indicate the specific sound of the vowel as heard in the illustrated words.

Now see if you can apply your knowledge of phonetics by completing the following short exercise. Since this page is vital for future information, PLEASE DO NOT REMOVE THIS PAGE FROM YOUR BOOK.

Exercise 3. Directions: The first column indicates a commonly used, but sometimes mispronounced, word. Column A and Column B contain two suggested pronunciations of the word. Use your knowledge of the phonetics to sound out the words in Column A and in Column B. Decide which of the two choices is correct, then place the correct answer—either "A" or "B"—in the column to the right.

WORD	COLUMN A	COLUMN B	ANSWERS
1. admirable	ad' mēr ə bəl	ad mīr' ə bəl	_____
2. chaos	chā' os	kā' os	_____
3. fakir	fə kir'	fā' kər	_____
4. government	guv' ərn mēnt	guv' ər mēnt	_____
5. indicative	in di kā' tiv	in dik' ə tiv	_____
6. tomato	ta mā' tō	tə mā' tō	_____



Activity 4

GET SET: Identifying Parts of Speech

To be an effective user of the English language, you should know and be able to recognize the eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

A **noun** (*n.*) is a person, place, or thing. Examples include *Helen*, *Mr. McGinnis*, *Canada*, and *computer*. In addition, abstract words such as *happiness*, *loyalty*, and *ethics* are nouns because they are subjects.

A **pronoun** (*pron.*) is used in place of a noun and is used to simplify language that would be cumbersome if the noun were repeated too often. Examples of common pronouns include *he*, *her*, *they*, and *it*. Other words frequently used as relative and demonstrative pronouns are *that*, *this*, *those*, and *which*.

An **adjective** (*adj.*) is used to modify or to give exact meaning to a noun, such as a *wise* person, a *loyal* subject, and an *old-fashioned* value.

A **verb** (*v.*) shows the action of the sentence and is often the most important word of a sentence because of its descriptive nature. For example: We *ran* all the way home. You can *spend* up to \$3000. Linking verbs do not express action but link the subject with a noun or adjective and are usually a form of the verb *be*, such as *are* and *were*.

An **adverb** (*adv.*) modifies or gives a more exact meaning to a verb, to another adverb, or to an adjective. An adverb usually answers the questions: How? When? Where? or To what extent? Adverbs include *-ly* words as well as words such as *almost*, *very*, and *fast*.

A **preposition** (*prep.*) is generally a short word which shows the relationship of one word to another. Examples are: The video is shown *on* the screen, and Marcia and Bill are trying *for* a new record.

A **conjunction** (*conj.*) joins words and word groups together. The most common conjunctions are *and*, *or*, *but*, and *nor*, although other words such as *yet*, *either*, *though*, *as*, and *since* may be used as conjunctions depending on the structure of the sentence.

An **interjection** (*interj.*) tends to be an isolated word expressing feelings and generally bears no grammatical relationship to the remainder of the sentence: *Alas!*, *Hoorah!*, *Ha!*, *Oh!*, *Ouch!*.

Your dictionary identifies the most frequently used part(s) of speech for every word. It is indicated immediately before or immediately after the pronunciation. While many nouns can also be used as adjectives when they modify another noun and some other common parts of speech may be used as nouns if they are the subject of sentences, the dictionary identifies the word's most common application.

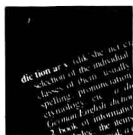
In the following illustration, locate the part of speech for the word **sentry**. The main entry, **sentry**, is followed by the pronunciation, or phonetic equivalent, followed by an italicized *n.*, indicating that this word is commonly used as a noun. The *pl.* following the *n.* indicates that the plural of **sentry** is **sentries**.

sen try (sen'trē), *n.*, *pl.* **-tries**. 1 soldier stationed as a sentinel. 2 **stand sentry**, watch; guard: *We stood sentry over the sleepers.* [perhaps short for earlier *centrinel*, variant of *sentinel*]
sentry box, a small building for sheltering a sentry on a post or watch.
Seoul (sōl), *n.* capital of South Korea, in the NW part. 7,823,000.

sep ar a tist (sep'ər ə tist, sep'ə rā'tist), *n.* 1 member of a group that withdraws or separates from a larger group. 2 **Separatist**, any of the Puritans who broke away from the Church of England during the reign of James I.
sep a ra tive (sep'ə rā'tiv), *adj.* tending to separate; causing separation.

Exercise 4. Directions: Use your dictionary and identify the commonly used part(s) of speech of the following words. On a separate sheet of paper, write each word, then write the accepted part-of-speech abbreviation(s) next to each word. If a word has more than one part of speech, indicate all parts. Submit this sheet to your teacher. DO NOT REMOVE THIS PAGE FROM YOUR TEXT.

- | | | | | |
|----------------|------------|--------------|-------------|--------------|
| 1. alack! | 4. golfer | 7. impatient | 10. there | 13. well |
| 2. demonstrate | 5. how | 8. into | 11. unity | 14. whatever |
| 3. frequently | 6. however | 9. reverse | 12. unlucky | 15. while |



Activity 5

Name: _____

GET SET: Words with Two Pronunciations

Almost all words have more than one definition and many words are used as more than one part of speech. In addition, a number of words have more than one pronunciation, depending on definitions or parts of speech. All the words used in the activities on this page have two pronunciations resulting from a movement of the stress from one syllable to another, from a change in vowel sound, or from both.

For example, consider the words *address* and *project*.

The pronunciation of the word *address* changes with its definitions although the part of speech remains a noun. A formal speech is pronounced as ə **dres'**, while a place where a person lives or mail is sent is pronounced ad' **res**. Of course, *address* is also a verb as in *address an envelope*. When used as a verb *address* is pronounced ad' **res** or ə **dres'**.

Project changes pronunciation depending on its part of speech. When used as a noun, the pronunciation is proj' **ekt**, while the verb, meaning "to stick out" or "to plan for the future", is pronounced prə **jekt'**.

If you have any questions about the proper pronunciation of one of these words, check your dictionary. The dictionary will list all pronunciations with parts of speech in parentheses or italics following the main entry. In some cases, however, where the meaning is quite different for the two pronunciations, the dictionary will list two main entries with the same spelling.

Following are two short exercises using words with two pronunciations. Use the dictionary as needed for assistance and to check your answers. Since these exercises are for reference, **DO NOT REMOVE THIS PAGE FROM YOUR TEXTBOOK.**

Exercise 5-1. Directions: Rewrite each term from the Word Column into Columns 1 and 2, spelling them according to phonetic sounds for the part of speech indicated. If more than one pronunciation is given for a part of speech, write the first choice from the dictionary. Position the accent marks correctly.

WORD	COLUMN 1	COLUMN 2	WORD	COLUMN 1	COLUMN 2
1. attribute	(v)_____	(n)_____	6. insert	(v)_____	(n)_____
2. conduct	(n)_____	(v)_____	7. object	(n)_____	(v)_____
3. contest	(n)_____	(v)_____	8. permit	(v)_____	(n)_____
4. defect	(n)_____	(v)_____	9. rebel	(n)_____	(v)_____
5. frequent	(adj)_____	(v)_____	10. separate	(adj)_____	(v)_____

Exercise 5-2. Directions: On the blank line to the right, write the pronunciation of the underlined word by syllables according to the part of speech as used in the sentence. Correctly place the accent mark.

- The President's decision will cause a major conflict between the two parties. _____
- The examination question directed students to contrast two terms. _____
- Prepare duplicate copies of all correspondence before placing anything in the mail. _____
- Will all initiates please step forward as directed. _____
- The defense attorney began to object to the plaintiff's motion. _____
- "It's perfect," she thrilled, gazing at her engagement ring. _____
- We were directed to the produce counter to find tangerines. _____
- Progress is definitely being made, Tom assured us. _____
- Before leaving, please record today's sales in the journal. _____
- In sentence structure, a verb shows the action of the subject. _____

Activity 6

GET SET: Using the Dictionary—Definitions

Although we've previously reviewed commonly used parts of the dictionary—the pronunciation key, speech sounds or phonetics, and parts of speech—the most frequent use of the dictionary continues to be checking and learning the definitions of new and unfamiliar words.

Definitions follow the main entry, pronunciation, and parts of speech of each main entry. If a word has more than one meaning, the most common meaning is typically listed first, followed by less frequently used definitions. When a word has more than one part of speech, definitions are grouped together according to part of speech. With verb entries, the meanings of the transitive verb form are grouped together as are definitions for the intransitive verb form. A transitive verb is one which has a direct object taking the action of the verb, such as Please *place* the pencil on the desk. With an intransitive verb, the action is projected onto an object, as in We will go into town.

Often short sentences or clauses follow the definitions to provide an illustration of specific meanings. Where a word has many meanings, you'll find numerous clauses and short sentences to assure that the reader understands each variation of the definition.

Open your dictionary to the main entry *run*. Since *run* is a verb you'll also notice the past and future tense of the word is typically given as well as other basic information. Note the large amount of page space taken up by this main entry. Then look at the number of subentries also associated with *run*, such as *run away*, *run off*, and *run up*.

Depending on your dictionary, the definitions for either the transitive or the intransitive form are given first. You can identify the order because *v.i.* for verb intransitive will be indicated, as will *v.t.* for verb transitive. Check your dictionary and note the large number of definitions for both the transitive and intransitive forms. Note that *run* is also a noun such as a *run* in a stocking, a *run* or score in baseball, or a quick trip, also a *run*.

The next time you are in the school library, check some of these common words in the large, unabridged dictionary. You'll be surprised how many additional words and definitions are contained there that are not considered common enough for the abridged version, which you are likely using in class.

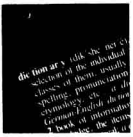
Check a few more words in your dictionary. Particularly note the definitions listed according to part of speech as well as according to transitive and intransitive forms of verbs. For example, check common words such as *by*, *make*, *trade*, and *over*.

While you will sometimes have to read a number of definitions to discover the exact meaning you are looking for, you will be able to tell the definition you want because of its part of speech and use in the sentence.

You are now ready to use your dictionary in a short exercise. Follow the instructions below. Since each dictionary is slightly different, answers may vary slightly. Since this is a reference exercise, **DO NOT REMOVE THIS PAGE FROM YOUR TEXTBOOK.**

Exercise 6. Directions: While the following words may not be in your everyday conversation, they are words you have likely heard on the radio or television or seen in newspapers. Check your dictionary for each main entry. On the first blank line indicate the part(s) of speech. On the second blank line, write in the most commonly used definition of each word.

WORD	PART OF SPEECH	DEFINITION
1. accomplice	_____	_____
2. candidacy	_____	_____
3. dé tente	_____	_____
4. exhume	_____	_____
5. gangrenous	_____	_____
6. innuendo	_____	_____
7. Nordic	_____	_____



Activity 7

GET SET: Frequently Misspelled Words—Introduction

If you're like most people, certain words seem to be a "pain in the neck." For some reason, these words just taunt you with their difficult spellings. You're certainly not alone. All of us have those words that just seem to rise out of the dust to plague us with their quirks that make spelling them more difficult than other commonly used words.

For example, the words causing you problems might be *separate*, *questionnaire*, and *embarrass*. Or you might have difficulty with words that have similar, yet different, combinations, such as *accommodate* and *recommend*, or *similar* and *familiar*. Or the problem words might be those with no obvious pattern, such as *mediocre*, *dilemma*, or *extension*.

With the ability to spell correctly, you can greatly contribute to your own success as a student, as a citizen, and as a person pursuing a fulfilling career. While many sections of this book concentrate on patterns of troublesome words, such as *ie* and *ei* combinations, it will also contain frequently misspelled sections, like the one on the next page, to help you learn the difficult words that often don't fit into known word patterns.

As you learn these words, try to involve as many of the senses as possible. As has been indicated by educational psychologists, involving these senses will help you learn anything new or difficult. While you don't want to smell the newsprint or taste the pages, the other senses can be involved as illustrated:

- Sight:** Look carefully at the word and note its exact spelling. Note any silent letters or any unusual letter combinations that cause misspelling. Check to determine if a mnemonic device (any association to help you remember the word's spelling) can be used. For example, the word *license* is a problem because of the *c* and the *s*. Look at the word and note that *c* comes before *s* in the dictionary and also in *license*.
- Speech:** Check the correct pronunciation in the dictionary if the word is unknown. Say the word aloud, syllable by syllable. Think of its meanings and associate the meaning with the pronunciation. For example, the word *asphyxiate*, which means to suffocate. Checking the dictionary, you'll note the pronunciation is *a sfik' sē āt*. Think of its meaning as you pronounce the word.
- Sound:** Listen carefully to the correct pronunciation of the word with your eyes closed. Visualize the word. Try that with the word *asphyxiation*, which is the process of suffocation.
- Touch:** Write the word from memory. Decide whether it looks right. Refer to the textbook, dictionary, or other reference material to determine if you spelled the word correctly. If an error was made, restudy the word. Write two words: *accommodate* and *recommend*. Did you write the *c*'s and *m*'s correctly? Check the spelling. If you had problems, rewrite the words.
- Practice:** Although it is not one of the senses, your spelling ability will be assisted by constant practice. Construct a sentence in which the word is correctly and creatively used. Then use the word in oral and written communication as often as possible. For example, the words *familiar* and *similar*. Practice writing the words several times. Note one word ends with *-iar* while the other ends with *-ar*. Use these words in a sentence or each word in two sentences, such as "I know your face is *familiar*, but I can't recall your name; I've had many *similar* experiences."

Apply these guidelines to other troublesome words, such as *separate*, *questionnaire*, and *occasion*, as well as to words which cause you particular problems.

Activity 8 begins the series of several activities in this text which concentrate on a number of frequently misspelled words. In addition, many other activities contain frequently misspelled words having common problems. As you meet these words, follow the above guidelines to gain mastery of each one.



Activity 8

GO!: Frequently Misspelled Words—Set 1

Exercise 8. Directions: The following list contains 25 frequently misspelled words. Study each word carefully as well as its pronunciation and primary definitions. After studying these words, be prepared to write and define these words from dictation.

- | | | |
|-------------------|-------------------------|---|
| 1. acknowledgment | ak nol' ij mən̩t | <i>n.</i> something given or done to show one has received a favor or service |
| 2. amateur | am' ə chər | <i>n.</i> one who does something for pleasure, not money; an athlete who is not a professional |
| 3. chauffeur | shō' fər | <i>n.</i> an employee whose work is driving an automobile; <i>v.</i> to drive someone around |
| 4. dormitory | dôr' mə tōr' ē | <i>n.</i> a building with many sleeping rooms |
| 5. ecstasy | ek' stə sē | <i>n.</i> rapture; a condition of great joy |
| 6. gymnasium | jim nā' zē əm | <i>n.</i> a room or building for physical exercise, conditioning, or training |
| 7. harass | har' əs | <i>v.</i> to trouble by repeated attacks; disturb |
| 8. inaugurate | in ô' gyə rāt' | <i>v.</i> install in office with formal ceremonies |
| 9. innuendo | in' yū en' dō | <i>n.</i> an indirect hint or suggestion often meant to discredit someone |
| 10. limousine | lim' ə zēn' | <i>n.</i> a large closed automobile in which driver is separated from passengers |
| 11. mayonnaise | mā' ə nāz' | <i>n.</i> a dressing used on salads, vegetables, etc. |
| 12. medieval | mē' dē ē' vəl | <i>adj.</i> having to do with the Middle Ages |
| 13. mediocre | mē' dē ô' kər | <i>adj.</i> ordinary, neither good nor bad |
| 14. naive | nā ēv' | <i>adj.</i> simple in nature; artless |
| 15. obscene | əb sēn' | <i>adj.</i> impure; offending modesty or decency |
| 16. pageant | paj' ənt | <i>n.</i> an elaborate spectacle featuring rich costuming |
| 17. parallel | par' ə lel | <i>adj.</i> lying or extending alongside of one another; <i>v.</i> be at the same distance from throughout the length |
| 18. physique | fə zēk' | <i>n.</i> bodily structure and appearance |
| 19. pneumonia | nü mō' nyə | <i>n.</i> a lung disease accompanied by pain and fever |
| 20. reminisce | rem' ə nis' | <i>v.</i> talk or think about past experiences |
| 21. restaurant | res' tər ənt | <i>n.</i> place to buy and eat a meal |
| 22. sheriff | sher' if | <i>n.</i> the chief law-enforcing officer in a county |
| 23. souvenir | sü' və nir' | <i>n.</i> keepsake; something obtained as a remembrance |
| 24. vacuum | vak' yū əm | <i>n.</i> an empty space without air; a cleaning instrument; <i>adj.</i> producing an empty space; <i>v.</i> to clean with a vacuum (cleaner) |
| 25. withhold | with hōld' | <i>v.</i> refrain from giving; keep back |