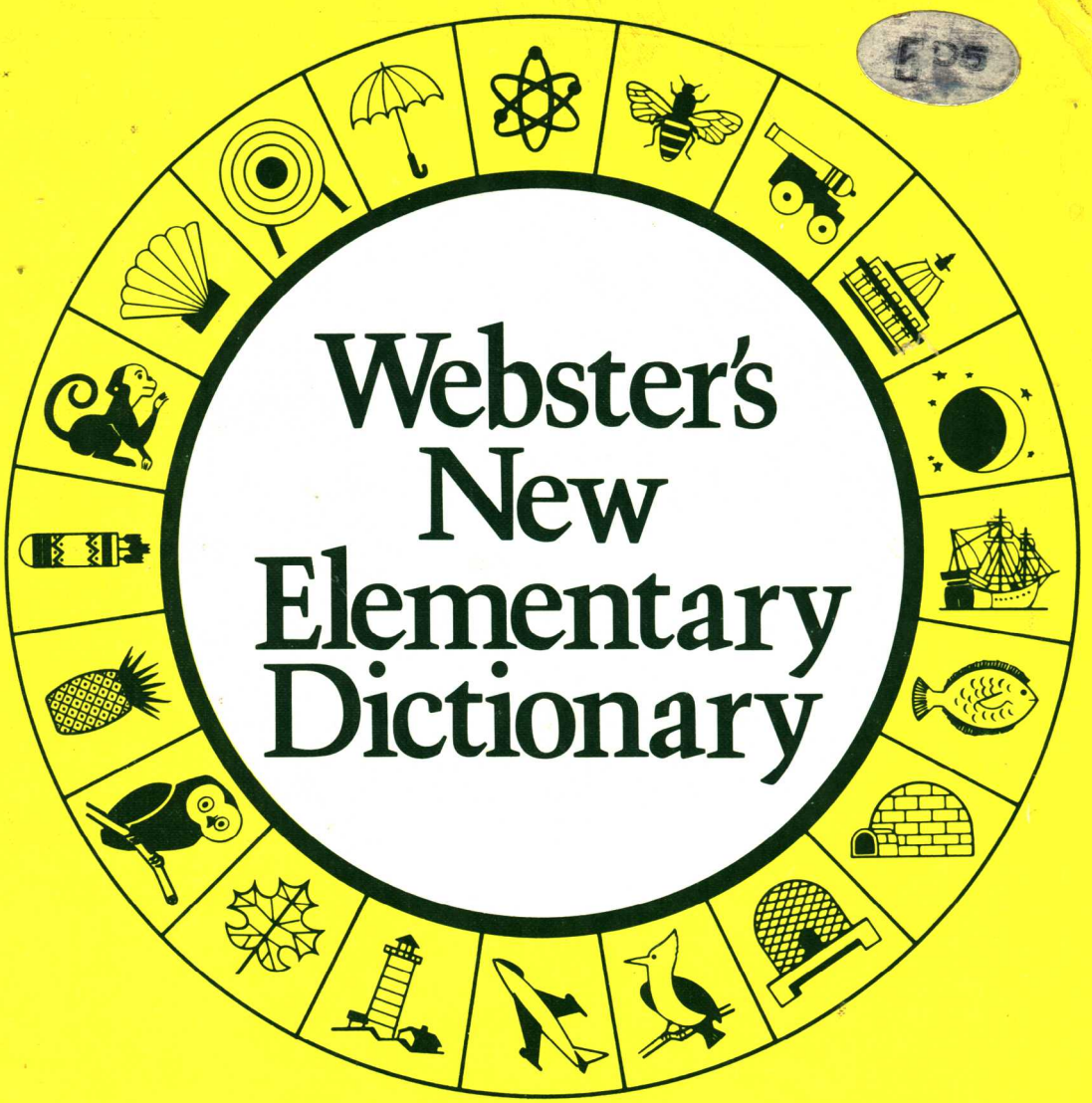

Webster's New Elementary Dictionary

A Merriam-Webster®

- A new children's dictionary based on reading done in the elementary grades.
- Thousands of examples showing how words are used.
- 12-page section on "Using Your Dictionary."

WEBSTER'S NEW ELEMENTARY DICTIONARY

A Merriam-Webster
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G. & C. MERRIAM COMPANY, *Publishers*
SPRINGFIELD, MASSACHUSETTS, U.S.A.

PREFACE

Webster's New Elementary Dictionary is a new work in the Merriam-Webster series of dictionaries. It is a school dictionary edited for use as the first dictionary in a three-dictionary progression, being followed by Webster's Intermediate Dictionary and Webster's New Students Dictionary.

The vocabulary entries in Webster's New Elementary Dictionary have been selected chiefly on the basis of their occurrence in textbooks and supplementary reading in all subjects of the elementary-school curriculum. The definers have had before them this firsthand evidence as well as the millions of examples of usage that underlie Webster's Third New International Dictionary. This method of editing ensures the coverage of today's school vocabulary and at the same time makes certain that the current general vocabulary is not neglected.

This dictionary includes several features found in more advanced Merriam-Webster dictionaries. The more than 200 etymologies, enclosed in square brackets, introduce students to the fascinating study of word origins. There are 1200 pictorial illustrations. The back matter following the A-Z vocabulary includes a section of widely used abbreviations and a section devoted to signs and symbols. The back matter also includes lists of the presidents and vice-presidents of the United States, the states of the Union and the provinces of Canada, and the nations of the world. The pages immediately preceding the A-Z vocabulary are given over to a series of explanatory notes that should be read carefully by all users of the dictionary.

Webster's New Elementary Dictionary is the product of a company that published its first dictionary in 1847. It is offered to students with pride and confidence, and with the hope that they will find pleasure and satisfaction in its use.

G. & C. MERRIAM CO.

USING YOUR DICTIONARY

THIS DICTIONARY will help you to find out several kinds of interesting and useful information about many words of the English language. Using your dictionary efficiently is not a simple matter, however. You need to know where to look for the information you want and how to interpret the various labels, symbols, and printing conventions which you meet in this book and which help to give you what you are seeking. In the few pages which make up this introduction you will learn the skills necessary to make your dictionary one of the most useful and interesting books you own.

FINDING A WORD

Most of the time your search for knowledge in the dictionary will require you to begin by locating a particular word or group of words printed in heavy black letters called *boldface*. This is a *main entry* or *entry word*. The order in which main entries are presented is the order of the alphabet. All of the entries beginning with the letter *a* are given first, then all the entries beginning with *b*, *c*, and so on to the last entry beginning with *z* on page 602.

Obviously, though, alphabetical order does not end with the first letter of a word. Just as all of the words beginning with the letter *c* come before all the words beginning with the letter *d*, so all the words beginning with the letters *ca-* come before all the words beginning with the letters *ce-*. These in turn come before the words beginning with the letters *ch-*, and so on. You will find **baby** before **belt**, **web** before **wicked**, **dime** before **dollar**, and **rough** before **runner**. Words continue to be ordered alphabetically by third letter, then by fourth letter, and so on. Notice on page **312** that **melt** comes before **member**, **meek** before **meet**, and **melodious** before **melody**.

Guide Words

If you turn to page 220, you will find that the top of the page looks like this:

greenhouse 220 **grist**

The words on either side of the page number are called *guide words* because they guide you to the word you want to find by setting alphabetical limits for the page. In general the guide word on the left is the alphabetically first entry on the page, and the guide word on the right is the alphabetically last entry on the page. All of the main entries on a page fall alphabetically between the guide words, and the guide words themselves are in alphabetical order from page to page. So if you know alphabetical order, you can tell by a glance at the guide words whether your word is on that page.

KINDS OF ENTRIES

Your dictionary contains many kinds of main entries. Some may be only a single letter (as **I**), others a combination of capital letters (as **TV** or **DDT**), and still others a combination of capital and small letters (as **H-bomb**). Most main entries, however, are combinations of small letters which form a single word (as **milk**). Since we make compound words by combining two or more single words, you will find main entries of this kind as well. They may be written separately (as **master sergeant**) or joined with a hyphen (as **matter-of-fact**) or even joined together like a single word (as **matchbook**). Hyphens and spaces do not count in alphabetical order.

A few main entries may be followed or preceded by a hyphen (as **non-** or **-ics**). These are not words themselves but are used to make complete words (as **nonsense** or **economics**). An entry like **non-** is called a *prefix*; an entry like **-ics** is called a *suffix*. Prefixes and suffixes are included in your dictionary to help you understand the meaning of many undefined run-on entries, the nature of which will be discussed below, and the meaning of words not included in your dictionary.

You will find more letters and combinations of letters which are not given as main entries located in the section called "Abbreviations" on page 603. These abbreviations stand for words and combinations of words and are listed in alphabetical order just like the main entries.

Sometimes two main entries which follow each other are spelled exactly alike. We call words which are spelled alike but are different in meaning or function *homographs*. In this dictionary homographs are marked by a preceding raised number:

[1]gorge . . . *n* **1 :** THROAT

[2]gorge *vb* . . . **:** to eat greedily

You can see that the words differ in function since the first *gorge* is a noun and names a part of the body while the second *gorge* is a verb and involves an action. Yet we can guess that the meanings are somehow related since the throat takes part in the action of eating. Some homographs are entirely unrelated in meaning:

[1]list . . . *n* **:** a record or catalog of names or items

[2]list *vb* **:** to lean to one side

Homographs are numbered in the order in which they first became part of the English language.

Variant Main Entries

Occasionally you will find a boldface entry word followed by another spelling of itself. The two forms are called *variants*. If they are joined by *or* and are in alphabetical order, they are equally good forms, and you may use the one

you prefer. It is better to use one form consistently, however, and not shift back and forth in your own writing. The forms

sul·fur *or* **sul·phur**

are examples of equally good variants. Notice that the spelling with *-f-* comes before the spelling with *-ph-*.

If the variants are not in alphabetical order, the one printed first is somewhat more common than the other, although both are good:

judg·ment *or* **judge·ment**

Notice that in this example the spelling with *m* as its fifth letter comes before the form with *e* as its fifth letter.

If the variants are joined by *also*, the first is much more common than the second, although both are correct:

a·mong . . . *also* **a·mongst**

Run-in Entries and Run-on Entries

Once in a while a boldface word will appear within a definition instead of as the main entry word. Makers of dictionaries say that it is "run in" with the definition, as in this example from page 66:

bull·fight . . . *n* **:** a public entertainment in which men excite, fight with, and usually kill bulls in an arena (**bull ring**) . . .

As you can see, run-in entries like **bull ring** are very closely related in meaning to their main entry.

When boldface entries are placed at the end of definitions after a lightface dash, we say that they are "run on" after the definition. Run-on entries are always related in form and meaning to the main entry:

ex·cel·lent . . . *adj* . . . — **ex·cel·lent·ly** *adv*
sleeve . . . *n* . . . — **sleeve·less** . . . *adj*
god·ly . . . *adj* . . . — **god·li·ness** *n*

In general, run-on entries are not defined. You can figure out their meaning for yourself by adding the meaning of the suffix (as **-ly**, **-less**, or **-ness**) to the meaning of the main entry.

Occasionally a run-on entry will consist of a group of words containing a form of the main entry. These words will often be found together as a phrase in your reading. This kind of run-on entry differs from those just discussed because this kind is given a definition:

¹rate . . . *n* . . . — **at any rate :** in any case
¹look . . . *vb* . . . — **look after :** to take care of

CENTERED PERIODS

In many of the entries used as examples so far, you have probably noticed centered periods. They show you where you may divide a word at the end of a line when you write it. For example, the word **boo•mer•ang** may be divided in either of two ways:

boo-
merang

boomer-
ang

The centered period also has the secondary purpose of showing you how many syllables there are in a word. Thus **no•el** has two syllables and **ar•e•a** and **o•a•sis** have three, but as a rule you should not divide these or other words so that only one letter is left at the end of a line or at the beginning of a line.

PRONUNCIATION

The pronunciations in your dictionary are always found between slant lines. They almost always come right after the main entry.

cir•cus \'sər-kəs\

The Symbols

The way in which the words in your dictionary are pronounced by speakers of English is shown with a special set of pronunciation symbols. You will find a complete list of them on page 16a. It will make your dictionary a much more useful book if you spend a little time becoming familiar with these symbols. Actually it will not take much time or effort, since most of the symbols look like English letters. Remember, though, that when you find them between the slant lines they are not letters but pronunciation symbols and stand for the sounds we make when we say words out loud. The letter *e* can be pronounced very differently in words like *bet*, *he*, and *jerk*. The symbol \e\ always represents the sound of the vowel in *bet* and *fell*. Each symbol, in fact, represents only one sound, so when you become sure of what sound each symbol represents you will be able to tell at a glance the pronunciation of any word in your dictionary. To help you become sure of the symbols, we have placed the ones you are most likely to need reminding of at the bottom of each pair of facing pages. If you refer to that line of symbols, you will not have to turn back to page 16a very often, and in a short time you will find that you no longer have to glance at the bottom line.

Probably the only symbol whose shape is completely unfamiliar to you is \ə\. The name of this symbol is *schwa*. Look up the entry for this word in your dictionary. As you can see, the sound which \ə\ represents occurs in many English words that you use every day like *paper* \'pā-pər\ and *above* \ə-'bəv\.

Syllable Division and Stress

The hyphens that appear in the pronunciations of words of more than one syllable (like the hyphen between \ā\ and \k\ in the pronunciation for **bak•er** \'bā-kər\) show you where the syllables are divided when you speak. Do not confuse these hyphens with the centered periods in the entries. Centered periods primarily show you where to divide a word at the end of a line in writing; hyphens within pronunciations show where syllables are divided in speaking. Sometimes the position of these two symbols is the same (as in the case of **dis•tant** \'dis-tənt\), but often it is not (as in the case of **build•ing** \'bil-ding\).

Stress is what we call the relative loudness with which a syllable is spoken. Different syllables within a word (and also different words within a sentence) are spoken with different degrees of stress. Your dictionary shows three degrees of stress in the pronunciations: primary (or strong), secondary (or medium), and weak.

Primary stress is shown by a high vertical mark at the beginning of a syllable:

hon•ey \'hən-ē\
de•light \di-'līt\

Secondary stress is shown by a low vertical mark at the beginning of a syllable:

black•board \'blak-ˌbōrd\

A syllable without either mark in front of it has weak stress:

waste•bas•ket \'wāst-ˌbas-kət\

Stress marks are placed in front of a syllable in order to let you know before you say the syllable what stress it should have.

To see for yourself just what these stress marks mean, say the word *father* out loud to yourself several times. Did you notice that you say part of the word (*fa-*) more loudly than the other part (*-ther*)? Now look at the pronunciation of this word on page 185. The first syllable has primary stress shown by the high vertical mark in front of it while the second syllable has weak stress and no mark. Try the same thing with *elevator*. Did you notice the rhythm of the syllables in this word? The first and third syllables have more stress than the second and fourth. Notice too that the first syllable is louder than the third; that is, it has a greater degree of stress. Now turn to the pronunciation of *elevator* on page 166. Notice that the first and loudest syllable has the high vertical mark, the third and next loudest syllable has the low vertical mark, and the second and fourth syllables have no mark at all.

Partial and Missing Pronunciations

To save space for other information, pronunciations are not shown when you can easily work them out yourself or find them elsewhere. Specifically,

when two or more numbered homograph entries have the same pronunciation, the pronunciation is shown only at the first entry:

[1]lean \'lēn\ *vb*
[2]lean *n*

Also many run-on entries are not given pronunciations because you can figure them out for yourself by adding the pronunciation of the suffix to that of the main entry:

tame \'tām\ *adj* **tam•er**; **tam•est** . . . — **tame•ly** *adv* — **tame•ness** *n*

Generally entries composed of two or more words separated by spaces are not given pronunciations. These you can find by looking up each separate word. If one of the parts of a compound entry is not entered at its own place, a pronunciation is given for that part at the compound:

ball-point pen \ˌbȯl-ˌpȯint-\

Sometimes a partial pronunciation is given at run-on entries when part of the run-on is the same as the main entry and the pronunciation of the main entry need not be repeated:

[1]mo•tion \'mō-shən\ . . . — **mo•tion•less** \-ləs\ . . .
[2]play *vb* . . . — **play hook•y** \-'hu̇k-ē\ . . .

Variant Pronunciations

For some entries you may find more than one pronunciation because more than one is common in American speech. All pronunciations given in your dictionary are acceptable. The one given first may be more frequent than any pronunciation which follows it, but it is not necessarily so. Never assume that a pronunciation given after the first is therefore inferior. One pronunciation has to come first on the page in any case.

Sometimes the second or third variant pronunciation is given in full, just like the first:

news \'nüz, 'nyüz\

More often, though, only a partial pronunciation of the variant is shown where we are confident that you will not be confused:

en•ve•lope \'en-və-ˌlōp, 'än-\

All partial pronunciations have a hyphen at the beginning or the end to indicate where the missing part of the pronunciation must be supplied from an earlier variant. In the example above you need to supply the last two syllables from the first variant of *envelope* to complete the second.

Occasionally variant pronunciations are restricted to a particular meaning of the entry:

gal•lant . . . **1** \'gal-ənt\ . . . **2** \gə-'lant\
con•jure \'kän-jər, 'kən-jər; *in sense 1* kən-'jůr\

FUNCTION AND FORMS OF WORDS

Part-of-Speech Labels

An English word performs a definite function within its sentence, and some words can be made to perform different functions in different sentences. See how differently *back* operates in these sentences:

She went to the store an hour ago, but she has not come *back* yet.
A list of abbreviations is given in the *back* of your dictionary.
You should go around the house and come in through the *back* door.
He decided to *back* the better of the two candidates for mayor.

In the first sentence *back* is an adverb, in the second a noun, in the third an adjective, and in the fourth a verb. We call each of these functions a *part of speech.* If you look at the numbered homographs spelled *back* on page 37, you will see that each has a different part-of-speech label given in italic print (*n, adv, adj, vb*). Here are the eight part-of-speech labels used in your dictionary:

¹emp·ty . . . *adj*
out·ward·ly . . . *adv*
al·though . . . *conj*
hey . . . *interj*
strength . . . *n*
¹by . . . *prep*
they . . . *pron*
melt . . . *vb*

A few entries have a double part-of-speech label when separate definitions are not required for the separate functions:

a·float . . . *adv (or adj)*

You will also find three other labels used to give you information about the function of an entry: *prefix*, *suffix*, and *helping verb.*

inter- *prefix*
-ness . . . *n suffix*
¹will . . . *helping verb*

Plurals of Nouns

Most nouns in English form their plurals by the addition of *-s* or *-es* to the unchanged singular form. We call such plurals regular, and they are not shown in your dictionary.

Nouns which form their plurals in other ways and so can be called irregular do have their plurals given in your dictionary. Here are just a few examples of the many types of irregular plurals:

ox . . . *n, pl* **ox·en**
cri·sis . . . *n, pl* **cri·ses**
du·ty . . . *n, pl* **du·ties**
cat·tle . . . *n, pl* **cattle**

Nouns which have more than one plural form show both, even if one is regular. *Or* and *also* have the same meaning when they join variant plurals as when they join variant spellings of main entries.

ap·pen·dix . . . *n, pl* **ap·pen·dix·es** *or* **ap·pen·di·ces**
sheaf . . . *n, pl* **sheaves** . . . *also* **sheafs**

Some irregular plurals are entered at their own alphabetical place with a cross-reference to the appropriate singular form:

lice *pl of* LOUSE

Verb Forms

Most English verbs form their past tense and past participle by the addition of *-d* or *-ed* to the simple present tense form and their present participle by the addition of *-ing* to the simple present tense form (sometimes dropping a final *-e* first). These forms are called the *principal parts* of a verb. For example, the principal parts of *walk* are *walk* (present tense), *walked* (past tense), *walked* (past participle), and *walking* (present participle). Such verbs as *walk* are considered regular, and their principal parts are not shown in your dictionary. Where one or more principal parts are formed irregularly, however, you are given the past tense, the past participle if it differs from the past tense, and the present participle. Here are just a few examples of the many kinds of irregular principal-part formation:

go . . . *vb* **went** . . .; **gone** . . .; **go·ing**

¹con·trol . . . *vb* **con·trolled**; **con·trol·ling**

¹dive . . . *vb* **dived** *or* **dove** . . .; **div·ing**

When *or* or *also* is used to join variant principal parts, as in the last example above, its meaning is the same as when it joins variant spellings of a main entry.

Some irregular principal parts are entered at their own alphabetical places. A cross-reference guides you to the correct main entry:

bought *past of* BUY

Adjective and Adverb Forms

Most English adjectives and adverbs show different degrees or levels of whatever the simple form expresses in one of two ways: by the addition to the simple form of *-er* for the comparative degree and *-est* for the superlative degree or by the placement of *more* for the comparative degree and *most* for the superlative degree in front of the simple form; for example, *slow*, *slower*, *slowest*; *capable*, *more capable*, *most capable*; *harshly*, *more harshly*, *most harshly*. We call such adjectives and adverbs regular, and their comparative and superlative degree forms are not shown in your dictionary.

We do show, however, those comparative and superlative degrees which are irregular in form:

¹man·y . . . *adj* **more** . . .; **most**

leak·y . . . *adj* **leak·i·er**; **leak·i·est**

³well *adv* **bet·ter** . . .; **best**

Some irregular comparative and superlative forms are entered at their own alphabetical places. A cross-reference guides you to the main entry:

1bet•ter . . . *adj, comparative of* GOOD

CAPITALIZATION

A capital letter at the beginning of an entry word tells you that the word is almost always capitalized:

Ad•am's apple
Fahr•en•heit

When capitalization of the entry is less frequent but still common, the entry is given in small letters but with an italic label:

ant•arc•tic . . . *adj, often cap*

FINDING THE MEANING

A word in English may have several meanings just as it may have several functions. To use the dictionary efficiently you must be able to interpret correctly the various devices which are meant to guide you to the meaning you need to find.

Cross-References

Some main entries have no pronunciation or definition but only a note which refers you to another entry for more information. This is called a *cross-reference*, and the entry to which you are referred is given in small capital letters. You saw examples of this kind of entry when we discussed the entry at their own alphabetical places of irregular noun plurals, verb forms, and degree forms of adjectives and adverbs. In addition, some variants of main entries are treated in the same way.

loth . . . *var of* LOATH

One other very important kind of cross-reference is used in your dictionary. It too appears in small capital letters, but it is found in a main entry that usually has features such as pronunciation and part-of-speech label:

faze \'fāz\ *vb* . . . **:** DAUNT

pro•lif•ic \prə-'lif-ik\ *adj* **:** producing young or fruit abundantly **:** PRODUCTIVE

Take special notice first of the boldface colon in these examples. The boldface colon is always used in your dictionary to mark the beginning of a definition. A definition given in small capital letters like DAUNT and PRODUCTIVE in the examples above is called a *synonymous cross-reference*. It directs you to an-

other main entry where you will find one or more definitions which may be substituted at the entry where the cross-reference appears. For example, at the entry **daunt** you will find a definition which is a suitable definition of *faze* as well:

daunt \'dȯnt\ *vb* **:** to lessen the courage of

At **productive** you will find a definition which can be substituted at **prolific.**

Synonymous cross-references are used partly to avoid repeating definitions at several places and so to gain space for more entries and partly to help you see something of the relation in meaning of various words.

Sometimes the synonymous cross-reference is made easier to follow and so more helpful by means of a homograph number or a sense number:

cas•tle . . . *n* . . . **3 :** [3]ROOK
Little Dipper *n* **:** DIPPER 4

Words with More than One Meaning

Some entries like the example **faze** above have only a synonymous cross-reference. More entries, though, have a phrase printed in roman type (called an *analytic definition*) or several such phrases or a phrase combined with a synonymous cross-reference. Every definition is separated from other definitions of the same entry by the boldface colon discussed above.

When an entry has more than one meaning, boldface arabic numerals are used to separate the meanings. These numbered meanings are called *senses.* Notice that each numeral is followed by a boldface colon in accordance with the principle that every definition must be announced by such a colon. Here is a typical entry with more than one sense:

lib•er•ty . . . *n* . . . **1 :** the condition of those who are free and independent **:** FREEDOM **2 :** power to do what one pleases **:** freedom from control . . . **3 :** the state of being free or not busy **:** LEISURE **4 :** the act of a person who is too free, bold, or familiar

Notice that **liberty** has four senses, each introduced by its own boldface numeral. Senses **1**, **2**, and **3** each have two definitions to help you understand the meaning involved more clearly. Senses **1** and **3** have synonymous cross-references as second definitions which direct you to the entries **freedom** and **leisure** respectively. In your dictionary the senses of a word are given in historical order just as homographs are. This means that sense **1** was used in English before sense **2**, sense **2** before sense **3**, and so forth. It does not mean, however, that sense **3** necessarily developed from sense **2**. It may have done so, or sense **2** and sense **3** may have developed independently from sense **1**. Sometimes it is possible to see that one sense developed out of another just by the way their definitions are phrased:

beak . . . *n* **1 :** the bill of a bird . . . **2 :** a beaklike part or projection

Occasionally particular features of a sense, such as whether it is generally formed in the plural or whether it is capitalized, will be different from the same features of other senses of the same entry. When this happens, the sense number is followed by an appropriate label:

¹glass . . . *n* . . . **3** *pl* **:** a pair of glass lenses used to correct faulty eyesight

The label *pl* following the sense number means that in this sense the plural form of the noun (*glasses*) rather than the singular is used.

cap·i·tol . . . *n* . . . **2** *cap* **:** the building in Washington in which the United States Congress meets

The label *cap* here indicates that in the sense defined, the form *Capitol* is written rather than the form *capitol.*

USAGE

In an effort to tell you more about the meaning of a word than definitions alone can, your dictionary makes use of several devices that give you an idea of the surroundings in which it commonly appears.

One such device is the italic label that designates a word or a sense as somehow limited in its occurrence. The labels *Brit* and *chiefly Brit* indicate words entirely or largely restricted to British usage. The label *archaic* indicates that a word is no longer in general everyday use:

bon·ny *or* **bon·nie** . . . *adj* . . . *chiefly Brit* **:** HANDSOME, BEAUTIFUL

thou . . . *pron, archaic* **:** the person addressed

Another device used to give more information about how a word is used is the *usage note.* This note is preceded by a dash and begins with the word "used." It may take the place of a definition in the case of words and senses of words that are difficult or impossible to define in the usual way, or it may follow the definition to give additional information:

of . . . *prep* . . . **6** — used to indicate a quality in a person or thing

¹shape . . . *vb* . . . **4 :** to take on a definite form or quality **:** DEVELOP — often used with *up*

Perhaps the most helpful and informative of all the ways in which you are shown something extra about word usage is the *verbal illustration.* Verbal illustrations are phrases and sentences which illustrate typical usage, and they are enclosed in angle brackets like these: ⟨ ⟩.

o·bey . . . *vb* . . . **1 :** to follow the commands or guidance of ⟨*obeys* his parents⟩

The run-on phrase, which we discussed earlier, is another clue to the special usage of the main entry where it is found.

²whole *n* . . . — **on the whole 1 :** all things considered **2 :** in most instances

SYNONYMS

An English word may share all or nearly all of its meaning with one or more other words. Such words are said to be *synonyms* of each other. Thus *gigantic*, *large*, *huge*, and *vast* are all synonyms of *big* because they all convey the idea of great size, although they are all somewhat different in meaning too. You might call an elephant "huge," but you probably would not call him "vast," for example.

Synonyms are presented in two ways in your dictionary. The first is the synonymous cross-reference which we have already discussed. The second is the synonym paragraph which follows some entries. It is always introduced by **syn** in boldface letters. The paragraph explains and illustrates fine shades of difference between the synonyms suggested for the main entry:

¹game . . . *n* . . .
syn GAME, PLAY, SPORT mean an activity engaged in for fun rather than to accomplish something. PLAY refers to activity of this sort, mental or physical; GAME indicates play that involves winning or losing according to fixed rules; SPORT suggests play that takes place outdoors and emphasizes physical action and skill

A boldface **syn** followed by "see" at the end of the definitions directs you to another entry where you will find a synonym paragraph in which the word referred to, your original word, and possibly several others are discussed:

triv·i·al . . . *adj* . . . **syn** see PETTY

At **petty** you will find a discussion of both *petty* and *trivial.*

THE HISTORY OF WORDS

Sometimes a knowledge of the history of a word helps you to understand the meaning given in the definition. Many words in your dictionary have an account of their source and history, called an *etymology*. The etymology appears in square brackets, and where one is given it comes after the part-of-speech label:

¹mob . . . *n* [by shortening from Latin *mobile vulgus* "the fickle crowd"]

¹lord . . . *n* [from one of the oldest recorded English words (probably 8th century), the compound *hlāford* "master of a household", "Lord", from *hlāf* "loaf" and *weard* "keeper"]

al·li·ga·tor . . . *n* [from Spanish *el legarto* "the lizard"]

Notice in the examples that foreign words are italicized and that their meanings are given immediately after in quotation marks. Do not confuse the meaning of a source word with a definition of the main entry. As you can see from the examples, etymologies are not only helpful; the stories they tell are also interesting in themselves.

PRONUNCIATION SYMBOLS

ə	banana	silent	capital	collect	suppose	perplex
	bun	lunch	putty	color	supper	pup
	burn	learnt	pert	curl	serpent	purple

[in the words in the first line above, ə (called *schwa* \'shwä\) is spoken with very weak force; in the words in the second and third lines ə is spoken with stronger force]

a **a**x, m**a**p

ā **a**ge, v**a**cation, d**ay**

ä f**a**ther, c**o**t, c**a**rt

ȧ [a sound between \a\ and \ä\, as in an Eastern New England pronunciation of **a**unt, h**a**lf]

aụ **ou**t, n**ow**

b **b**aby, ri**b**

ch **ch**in, ma**tch**, nature \'nā-chər\

d **d**id, la**dd**er

e l**e**ss

ē s**ea**weed, an**y**, s**e**rial, c**e**real

f **f**ifty, cu**ff**, **ph**one

g **g**ift, pi**g**, bi**gg**er

h **h**at, a**h**ead

i tr**i**p

ī l**i**fe, b**uy**, m**y**

j **j**ob, ge**m**, e**dg**e

k **k**in, **c**ook, **ch**asm

l **l**ily, mor**t**al

m mur**m**ur

n **n**ine, cotto**n**

ng sing, singer, finger, i**nk**

ō l**o**w, b**o**ne, c**oo**perate

ȯ m**o**th, l**aw**, s**o**rt, **a**ll

ȯi c**oi**n, destr**oy**

p **p**epper, li**p**

r **r**arity

s **s**pice, le**ss**

sh **sh**y, di**sh**, ma**ch**ine, mi**ss**ion, spe**c**ial

t **t**ight, la**tt**er

th **th**in, e**th**er

th **th**is, ei**th**er

ü b**oo**t, r**u**le

u̇ f**oo**t, p**u**ll

v gi**v**e, vi**v**id

w **w**e, a**w**ay

y **y**ou, ye**t**

yü **few**, u**n**ion, m**u**le, **y**outh

yu̇ f**u**rious

z **z**one, rai**s**e

zh vi**s**ion, bei**g**e

\\ slant lines used in pairs to mark the beginning and end of a pronunciation: \'pen\

' mark at the beginning of a syllable that has primary (strongest) stress: \'pen-mən-ˌship\

ˌ mark at the beginning of a syllable that has secondary (next-strongest) stress: \'pen-mən-ˌship\

- mark of syllable division in pronunciations [the mark of syllable division in boldface entry words is a centered dot • and the position of the two kinds of division often does not agree, as in **build•ing** \'bil-ding\, **spe•cial** \'spesh-əl\, **ca•ter** \'kāt-ər\]

Symbol Names. In naming symbols we use the terms *bar*, *one-dot*, *two-dot*, and *plain*; thus **ā** is "bar a", **th** is "bar t-h", **ȯ** is "one-dot o", **ü** is "two-dot u", **a** is "plain a", **th** is "plain t-h". Call **i** "plain i" because the dot is not a diacritical mark. **ə** is called *schwa* \'shwä\.

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ISBN 0-87779-275-5

MADE IN THE UNITED STATES OF AMERICA

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