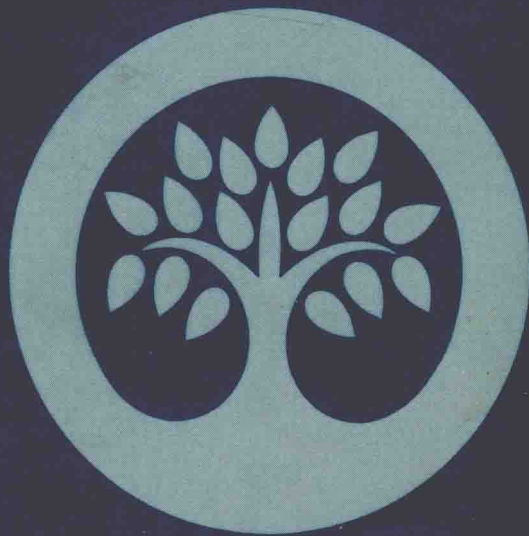


WEBSTER'S

A GUIDE TO

WEBSTER'S
NEW WORLD
DICTIONARY
of the American Language

SECOND COLLEGE EDITION



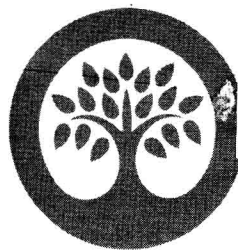
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Prepared by

MARIE L. PERROTTA

*School of the Holy Child
Rye, New York*

Prentice-Hall, Inc., Englewood Cliffs, New Jersey

To the student

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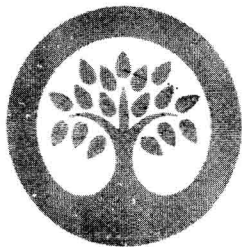
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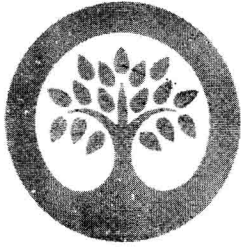
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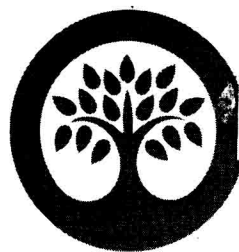
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1. What's in an entry?

Main entry word, showing syllabification

Definition

Pronunciation

Variant pronunciation

Variant spelling (often used)

Variant spelling (less often used)

Variant spelling, with cross-reference to main entry

Etymology

Example of word in use

Cross-reference

Plural form of noun

Usage note

Part-of-speech label

Comparative and superlative forms of adjective

Principal parts of verb

Derived words

Homographs

Field label

an·ti·mag·net·ic (an'ti mag net'ik; see ANTI-) *adj.* **con-**structed of metals that resist magnetism / an *antimagnetic* watch /

sing·er¹ (sin'ər) *n.* 1. a person who sings, esp. professionally
2. a bird that sings 3. a poet
sing·er² (sin'jər) *n.* a person or thing that sings

chol·er·ic (käl'ər ik, kə ler'ik) *adj.* [ME. *colerik*, having cholera as the predominant humor, hence of bilious temperament < OFr. *colérique* < L. *cholericus* < Gr. *cholērikos*: see CHOLERA] 1. having or showing a quick temper or irascible nature 2. [Obs.] bilious —*SYN.* see IRRITABLE

good·bye, good·bye (good'bī') *interj., n., pl. -byes'* [contr. of *God be with ye* farewell: a term used at parting; also sp. **good'by, good'-by'**]

grew·some (grōō'səm) *adj.* same as GRUESOME

con·sol·i·date (kən sāl'ə dāt') *vt., vi. -dat'ed, -dat'ing* [*<* L. *consolidatus*, pp. of *consolidare* < *com-*, together + *solidare*, to make solid < *solidus*, solid] 1. to combine into a single whole; merge; unite 2. to make or become strong, stable, firmly established, etc. [the troops *consolidated* their position] 3. to make or become solid or compact —*adj.* [Archaic] consolidated —*SYN.* see JOIN —*con·sol'·i·da'tor n.*

ex·trem·i·ty (ik stre'm'ə tē) *n., pl. -ties* [ME. & OFr. *extremite* < L. *extremitas* < *extremus*: see EXTREME] 1. the outermost or utmost point or part; end 2. the greatest degree 3. a state of extreme necessity, danger, etc. 4. the end of life; dying 5. an extreme measure; severe or strong action; *usually used in pl.* 6. a) a body limb b) [pl.] the hands and feet

chill·y (chil'ē) *adj. chill'i·er, chill'i·est* 1. moderately cold; uncomfortably cool 2. chilling; making cold 3. cool in manner; unfriendly 4. depressing; dispiriting —*chill'i·ly adv. —chill'i·ness n.*

ex·tri·cate (eks'trə kāt') *vt. -cat'ed, -cat'ing* [*<* L. *extricatus*, pp. of *extricare*, to disentangle < *ex-*, out + *tricae*, hindrances, vexations] to set free; release or disentangle (from a net, difficulty, embarrassment, etc.) —*ex'tri·ca·bil'i·ty n. —ex'tri·ca·ble* (-kə b'l) *adj. —ex'tri·ca'tion n.*

bat·ter¹ (bat'ər) *vt.* [ME. *bateren* < OFr. *batre* < VL. *battere* < L. *battuere*, to beat; also, in part, freq. of *BAT*¹, *v.*] 1. to beat or strike with blow after blow; pound 2. to break to bits by pounding 3. to injure by pounding, *hard wear* or use —*vi.* to pound noisily and repeatedly —*n.* *Printing* 1. a broken place on the face of type or of a plate 2. the imperfect impression resulting from this
bat·ter² (bat'ər) *n.* the baseball or cricket player whose turn it is to bat
bat·ter³ (bat'ər) *n.* [ME. & OFr. *bature*, prob. < *batre*: see *BATTER*¹] a flowing mixture of flour, milk, eggs, etc. for making cakes, pancakes, etc.

Synonymy

ex·trin·sic (ek strin'sik) *adj.* [Fr. *extrinseque* < L. *extrinsecus*, from without, outer < *exter*, without + *secus*, following, otherwise < base of *sequi*, to follow] 1. not really belonging to the thing with which it is connected; not inherent 2. being, coming, or acting from the outside; **extraneous** **Opposed to** **INTRINSIC** —**ex·trin'si-cal·ly** *adv.* **SYN.** —**extrinsic** refers to that which coming from outside a thing is not inherent in its real nature/ the *extrinsic* advantages of wealth/; **extraneous**, often synonymous with **extrinsic**, may connote the possibility of integration of the external object into the thing to which it is added (*extraneous* grace notes/); **foreign** implies that the external object is organically so different that it cannot become assimilated /a *foreign* substance in the blood/; **alien** emphasizes the incompatibility of the external object with the subject in question /'nothing human is *alien* to me'/ —**ANT.** **Intrinsic**

Idiom

shout (shout) *n.* [ME. *schoute*, prob. < an OE. cognate of ON. *skūla*, a taunt, prob. < IE. *(s)kud-, to cry out] 1. a loud cry or call 2. any sudden, loud outburst or uproar —*vt.* to utter or **express in a shout** —*vi.* to utter a shout; cry out loudly —**shout down** to silence or overwhelm by loud shouting; shout louder than —**shout'er** *n.*

Compound entry

chill factor the effect of low temperatures and high winds on exposed skin, expressed as a loss of body heat

Hyphenated entry

sing-a-long (sin'ə lŏŋ') *n.* [Colloq.] an informal gathering of people to join in the singing of songs

Usage label

Americanism, shown by open star

***side-wall** (-wŏl') *n.* the side of an automobile tire between the tread and the rim of the wheel

Foreign word, shown by double dagger

‡**clao** (chou) *interj.* [It.] an informal expression of greeting or farewell

Biographical entry, listed by family name

Tol·kien (tāl'kĕn), J(ohn) R(onald) R(euel) 1892–1973; Eng. novelist, scholar, & linguist

Geographical entry

Good Hope, Cape of 1. cape at the SW tip of Africa, on the Atlantic 2. province of South Africa, in the southernmost part: 278,465 sq. mi.; pop. 5,363,000; cap. Cape Town

Origin of U.S. place name

Fort Wayne [after Anthony WAYNE] city in NE Ind.: pop. 178,000

Prefix

ab- (ab, əb) [L.] a prefix meaning away, from, from off, down [*abdicate*]; shortened to *a-* before *m*, *p*, *v*; often *abs-* before *c* or *t* [*abstract*]

Suffix

-tious (shəs) [< Fr. or L.: Fr. *-tieux* < L. *-tiosus* < *-ti-* of pp. stem + *-iosus*, *-ous*] *adj.* forming suffix corresponding to *-TION* [*cautious*]

Abbreviations

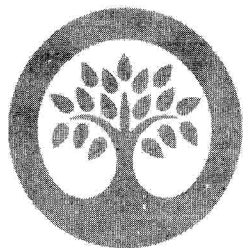
ca. 1. cathode 2. centiare 3. circa 4. *Law* case; cases
C/A 1. capital account 2. credit account 3. current account
C.A. 1. Central America 2. Confederate Army
C.A., c.a. 1. chartered accountant 2. chief accountant
3. chronological age 4. commercial agent 5. consular agent
6. controller of accounts 7. crown agent

Capitalization indicated

pres·i·dent (prez'i dŏnt) *n.* [ME. < MFr. < L. *praesidens* < prp. of *praesidere*: see **PRESIDE**] ★1. the highest executive officer of a company, society, university, club, etc. 2. [often P-] a) the chief executive of a republic having no prime minister b) in parliamentary governments, the formal head, with little or no executive power, usually the presiding member of the legislative assembly or council 3. any presiding officer —**pres'i-den'tial** (-den'shəl) *adj.* —**pres'i-den'tial·ly** *adv.*

Scientific names

dog·wood (-wood') *adj.* [shortened < *dogberry wood*, *dogberry tree*] designating a family (Cornaceae) of small trees and shrubs —*n.* 1. any of a genus (*Cornus*) of trees and shrubs of the dogwood family, esp. the flowering dogwood [*Cornus florida*], a small tree of E U.S., with groups of small flowers surrounded by four large white or pink bracts 2. its hard, closegrained wood



2. Arrangement of entries

Each word, prefix, suffix, abbreviation, or group of words defined or explained in a dictionary is called an **ENTRY**. All main entries are arranged alphabetically and are set in boldface type. Biographical entries are alphabetized by the family name. Notice the explanation on page ix about the arrangement of “St.” and “Saint” names.

1. Rewrite the following entries in alphabetical order as they appear in your dictionary.

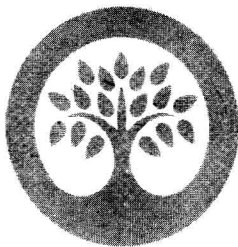
| | | |
|-----------------------|----------------------------|-----------------------------------|
| C.O.D. _____ | -cade _____ | chest of drawers _____ |
| cod _____ | -coccus _____ | Catherine wheel _____ |
| CPA _____ | cockney _____ | cellulose acetate _____ |
| C. of C. _____ | customhouse _____ | Columbus Day _____ |
| -craft _____ | custom-built _____ | Christopher Columbus _____ |
| com- _____ | customs union _____ | comme il faut _____ |
| cross- _____ | custard-apple _____ | Chisholm Trail _____ |

2. Underline the entry in each column that comes first in the dictionary.

| | | |
|------------------------------|------------------------------|------------------------------|
| McMurdo Sound | St. Croix | Washington Monument |
| Mackinac Island | Saint Valentine's Day | Washington's Birthday |
| McIntosh (apple) | St. James's Palace | Booker T. Washington |
| mackintosh (raincoat) | Saint Elmo's fire | Washington pie |

3. The following names appear as entries in your dictionary. Look each one up and circle the letter under which it is alphabetized.

| | | |
|-----------------------------------|-------------------------------|---------------------------------|
| Georgia O'Keeffe | Marcus Tullius Cicero | New South Wales |
| islets of Langerhans | Gulf of Tehuantepec | Nez Percé |
| Isthmus of Suez | Marie Skłodowska Curie | Queen Elizabeth II |
| Cardinal John Henry Newman | Lake Louise | Cape of Good Hope |
| Marie Byrd Land | Willa Cather | Antoine de Saint-Exupéry |
| Mount Rainier | Washington Irving | Isle of Man |
| eau de Cologne | Loch Katrine | Sea of Galilee |



3. Guide words

At the top of each page in your dictionary are two GUIDE WORDS. The guide word at the left tells you the first entry word on that page; the guide word at the right tells you the last entry word on the page. A glance at the guide words will tell you quickly whether or not the word you are looking for is listed on that page.

1. Heading each of the following lists are guide words from three pages in your dictionary. Circle the words that appear on the indicated page.

| | | | | |
|----------|--|-----|-------------|--|
| equation | | 473 | equivalency | |
|----------|--|-----|-------------|--|

equator

equivalent

Equatorial Guinea

equanimity

equinox

| | | | | |
|-----------|--|------|-----------|--|
| splendour | | 1375 | spoilable | |
|-----------|--|------|-----------|--|

split-level

spiteful

spoilage

spoil

splinter

| | | | | |
|--------|--|-----|------|--|
| Mayday | | 878 | mead | |
|--------|--|-----|------|--|

maximum

mayonnaise

Mbundu

measure

McCormick

2. Arrange the following words in alphabetical order. Next to each word write the guide words given at the top of the dictionary page on which you find the word.

| | Alphabetical order | Guide words |
|-------------|--------------------|-------------|
| nonchalant | _____ | _____ |
| buccaneer | _____ | _____ |
| saunter | _____ | _____ |
| exorbitant | _____ | _____ |
| ostracize | _____ | _____ |
| penicillin | _____ | _____ |
| M.C. | _____ | _____ |
| macabre | _____ | _____ |
| bucket seat | _____ | _____ |



4. Spelling

“How can I look up a word in a dictionary when I can’t spell it?” Becoming familiar with confusing sounds may help.

1. List the following words under the appropriate headings according to their initial sounds.

pharaoh
gnarled
rheumatism
chlorine
school
census

scintillate
centipede
Philadelphia
gnat
knapsack
wrangle

scheme
cholesterol
pharynx
pneumonia
knead
pheasant

wreak
knight
wrap
rhythm
scissors
squall

k sound

s sound

f sound

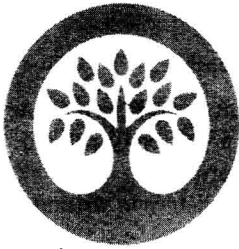
n sound

r sound

sk sound

2. Complete the following statements.

- Words beginning with a k sound can be spelled with a k or a _____.
- Words beginning with an s sound can be spelled with an s or a _____.
- Words beginning with an f sound can be spelled with an f or a _____.
- Words beginning with an n sound can be spelled with an n, a _____, a _____, or a _____.
- Words beginning with an r sound can be spelled with an r or a _____.
- Words beginning with an sk sound can be spelled with an sk, an _____, or an _____.



5. Variant spelling

Many words have two or more spellings. The one more frequently used is called the **PREFERRED SPELLING**. One less frequently used is called a **VARIANT SPELLING**.

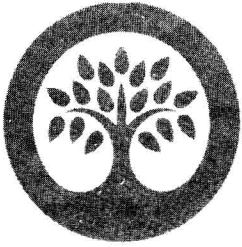
If an entry shows two spellings (*travelogue*, *travelog*), the form listed first is preferred. Each spelling is correct. You may use either, but you should be consistent in using the form you have chosen.

1. The two spellings given for each of the following words are correct. Circle the preferred (more commonly used) spelling.

| | | | |
|----------------------|---------------------|------------------|------------------|
| gasolene | gasoline | colour | color |
| encyclopaedia | encyclopedia | judgement | judgment |
| bandana | bandanna | mazurka | mazourka |
| guerilla | guerrilla | dumfound | dumbfound |

2. Give the preferred spelling and the variant spelling of each of the following words.

| | <u>Preferred spelling</u> | <u>Variant spelling</u> |
|-------------------|---------------------------|-------------------------|
| grey | _____ | _____ |
| busses | _____ | _____ |
| lollipop | _____ | _____ |
| glamour | _____ | _____ |
| aesthetics | _____ | _____ |
| infold | _____ | _____ |
| briar | _____ | _____ |
| makeup | _____ | _____ |
| storey | _____ | _____ |
| theatre | _____ | _____ |
| adviser | _____ | _____ |
| good-bye | _____ | _____ |



6. Syl·lab·i·fi·ca·tion

Your dictionary uses centered dots (ge·ra·ni·um) in each entry word to indicate where the word may be divided if it is to be broken at the end of a written or printed line. In your writing, use a hyphen to indicate such a break in a word.

Remember three important rules when dividing words into syllables in writing.

1. Never break a one-syllable word.
2. Never leave a single letter at the end of a line.
3. Never carry over a syllable of only one or two letters.

1. Rewrite each of the following words using hyphens to indicate syllables.

inalienable _____

aardvark _____

clerk _____

interesting _____

shrubbery _____

ozone _____

huckleberry _____

invaluable _____

adult _____

oleander _____

athletic _____

snoring _____

2. a. Write the word hypochondria using hyphens to indicate syllables. _____

At the end of a line of writing, why would you not break the word after the fourth syllable?

- b. Write the word analogy using hyphens to indicate syllables. _____

At the end of a line of writing, why would you not break the word after the first syllable?

3. Some words are formed by repeating syllables, sometimes for sound, sometimes for emphasis. Match Column B with Column A.

Column A

_____ a ballerina's skirt

_____ a type of drum beaten with the hands

_____ a dance with high kicking

_____ a small piece of chocolate-covered candy

_____ a disease caused by a lack of vitamin B₁ in the diet

Column B

a. **bonbon**

b. **beriberi**

c. **tutu**

d. **cancan**

e. **tom-tom**

4. Some words are formed by repeating syllables and changing one of the letters, for example hocus-pocus, a magician's trick or trickery. Complete the following.

sharply angled

zig _ _ _

short and plump

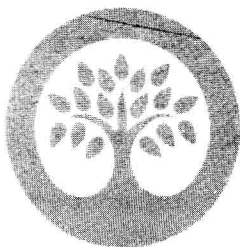
rol _ - _ _ _

vacillating, indecisive

wi _ _ _ - _ _ _ _

an unvarying rise and fall of tone

s _ _ _ _ _ _



7. Pronunciation: Sound and stress

Pronunciations appear in parentheses after most main entry words. The **PRONUNCIATION KEY** at the front of your dictionary and its shortened form at the bottom of each right-hand page list the symbols used in pronunciation. The dictionary indicates how to pronounce words by accenting and respelling them in a different alphabet called a **PHONETIC ALPHABET**.

Besides helping you to pronounce the sounds of the words correctly, your dictionary shows you which syllables are stressed. The syllable that gets the main stress carries a **PRIMARY** or main **STRESS MARK** ('). Words of more than one syllable may have a **SECONDARY STRESS**, shown by a shorter, lighter mark (ˈ). Unstressed syllables have no stress marks.

When two or more pronunciations of a word are given, the pronunciation given first is the one most frequently used.

1. Turn to the Pronunciation Key at the front of your dictionary. Look at the key words given for each symbol. In the space provided, write the key words for the symbols given. Then, pronounce aloud the words that are spelled phonetically. Write each one in the space provided.

| Symbol | Key word | Phonetic spelling | Spelling |
|--------|----------|-------------------|----------|
| ā | _____ | pə tāt' ō | _____ |
| ä | _____ | är' tə ðhōk' | _____ |
| ē | _____ | e' thər | _____ |
| e | _____ | en' və lōp' | _____ |
| ō | _____ | rōf | _____ |
| ô | _____ | bôs' t'n | _____ |
| ī | _____ | äk' yə pī' | _____ |
| i | _____ | in' di viz' ə b'l | _____ |

2. After each of the following sentences are the pronunciations for two different words. One of these words could be substituted for the italicized word in the sentence. Circle the pronunciation for that word and write the word on the line.

a. The instructor will provide the necessary materials for the course.

(fər' nish fər' nəs) _____

b. It hardly seems believable that she is able to walk after all this time in a wheelchair.

(krej' ə ləs kred' ə b'l) _____

c. Brenda stopped for a moment and then went on with her speech.

(prə sēd' id pri sēd' id) _____

d. The attorney for the defense is doubtful of an acquittal.

(lô' yər lā' ə r) _____

e. Though very wealthy, my great-aunts are both very stingy.

(mī' zər lē miz' ə r ē) _____

3. Write the correct word for the following pronunciations and then circle the more frequently used pronunciation. Check your dictionary to be sure.

in' trist in' tər ist _____

nī' thər nē' thər _____

änt ant _____

dek' ə dəns di kād' 'ns _____

mə choor' mə toor' mə tyoor' _____

dāt' ə dāt' ə dat' ə _____

4. Using your dictionary as a guide, divide each of the following words into syllables. Circle the heavily stressed syllables and underline the lightly stressed syllables in each word.

opinionated _____

infamous _____

abdomen _____

nauseous _____

saliva _____

ignominy _____

lotus _____

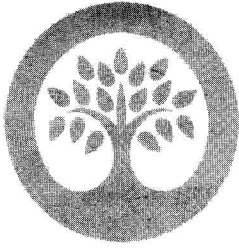
purity _____

superfluous _____

ration _____

laboratory _____

adult _____



8. Part-of-speech labels

Your dictionary lists the meanings of a word under **PART-OF-SPEECH LABELS**. Noun meanings are grouped together after the designation **n.** for noun, verb meanings after **vt.** for transitive verb or **vi.** for intransitive verb, and so on. Remember that many words can be used as any of several parts of speech. For example, *out* can be used as an adverb (**adv.**), adjective (**adj.**), preposition (**prep.**), intransitive verb (**vi.**), transitive verb (**vt.**), noun (**n.**), or interjection (**interj.**).

1. As what parts of speech can each of the following words be used?

| | |
|--------------------|--------------------|
| coach _____ | fight _____ |
| court _____ | step _____ |
| motor _____ | stock _____ |

2. How many numbered senses does cut have as a noun? _____

As an adjective? _____

As an intransitive verb? _____

As a transitive verb denoting separation, removal, or division? _____

3. Read each sentence to determine how the word level is used. Write the abbreviation for the correct part of speech on the line before the sentence.

- _____ a. The questionnaire was designed to determine various levels of income.
- _____ b. The recipe called for a level teaspoon of salt.
- _____ c. They used a bulldozer to level the land.
- _____ d. After ten minutes of climbing, the plane leveled off.

4. According to your dictionary, what part of speech (noun or verb) is each of the following when you pronounce the word with the stress on the indicated syllable?

| | | |
|-------------------------|-------------------------|------------------------|
| in' crease _____ | con' flict _____ | con vict' _____ |
| in crease' _____ | con flict' _____ | con' vict _____ |
| rec' ord _____ | prog' ress _____ | re fund' _____ |
| re cord' _____ | pro gress' _____ | re' fund _____ |
| sub ject' _____ | in sert' _____ | pro' test _____ |
| sub' ject _____ | in' sert _____ | pro test' _____ |