



possible

quiet

words

govern

words words

garden

change

intelligible

firm

trouble

soft

a guide  
to formation  
and usage  
book 2

w.d. snell  
r.w. murray



**words words words**

**a guide  
to formation  
and usage  
book 2**



**Regents Publishing Company, Inc.**

**w.d. sheeler  
r.w. markley**

**Design, cover design, and illustration  
by  
Harry Carter**

*Copyright © 1982 by  
Regents Publishing Company, Inc.*

*All rights reserved. No part of this book may be  
reproduced in any form without permission in writing  
from the publisher.*

10 9 8 7 6 5 4 3 2 1

*Published by  
Regents Publishing Company, Inc.  
2 Park Avenue  
New York, N.Y. 10016*

*Printed in the United States of America*

*ISBN 0-88345-424-6*

# preface

---

Increasing attention is being paid to vocabulary acquisition in the ESOL classroom. As a part of this development, there is a growing emphasis on direct vocabulary teaching as opposed to the more common reliance on a corollary reading program to provide all the desired vocabulary enrichment.

Words are complex and multifaceted. To cite only some aspects, we may observe that a word may have several distinct meanings—*trunk* (of a car), *trunk* (of an elephant); one or more of a word's meanings may overlap with that of another word or words—*grow*, *increase* (“enlarge”), *grow*, *raise* (“cultivate”), *raise*, *lift* (“elevate”); a word may stand in a contrasting meaning relationship with another word—*hot*, *cold*. All words have a history or etymology. Words may have the same form and pronunciation but have different histories and root meanings—*pen* (“writing instrument”), *pen* (“enclosure”). A word may be restricted in its use by geography—*sweet* (British), *dessert* (U.S.). One word may be used in a metaphorical sense—*arm of the law*, while another may express a bias or have a pejorative meaning—*sinister*. A word may have more than one grammatical use—a piece of *string* (noun), to *string* a bow (verb). It may become bonded to other words to form new units such as compounds (*guitar string*, *string tie*), nominal phrases (*nylon string*, *string bean*), two-word verbs (to *string out* a series of tests), and idioms (to pull *strings*). Many words have a base form and several derivatives—*form*, *formal*, *informal*, *informality*. And, of course, words have special meanings as they are used in different social contexts—the adjective *cool* is often used to indicate approval in slang style.

It is not surprising, then, that the task of acquiring or teaching vocabulary is a complex one. Words have meaning only in the grammatical and semantic context in which they function. Native speakers meet unfamiliar words in various situations in everyday life and assign meanings to them in a number of ways. They may perhaps ask others about the meaning of a word and get their individual interpretations (often a risky method). Or they may look it up in a dictionary and identify it among the various meanings and examples cited there. But native speakers do not use the dictionary very often, nor have they learned most of the words they know by asking others. Most often, they have repeated encounters with a word in different contexts and make guesses as to its meaning or meanings until

they have formed workable and consistent meaning concepts and an understanding and awareness of its appropriateness and limitations in various social contexts.

These guesses, however, are not totally uninformed and random. Native speakers bring to the decoding task a variety of grammatical and semantic skills that help narrow the meaning of words. One primary purpose of this book (as well as of Book 1) is to help provide students with some of the clues and tools that a native speaker uses in assigning meanings to unfamiliar words. In doing this we have endeavored to point out, discuss, and give limited practice with many of the various aspects of words (affixation, meaningful word parts, semantic interrelationships, etc.) so students will understand the kinds of things they can look for and use in guessing at unknown meanings. In addition, we have included a section to familiarize students with various aspects of dictionary entries and dictionary shorthand so that they may turn to an all-English dictionary for help with somewhat more success.

The book is composed of one hundred one-page lessons, grouped in five sections. A short review follows each section, and an overall review concludes the book.

The first section is called **Use of the Dictionary**. The dictionary is the single most important resource book on words, and as such, the student must become familiar with it and learn to use it well. The emphasis here is on the use of a monolingual, or all-English, dictionary, preferably the desk-size or college edition.

Bilingual dictionaries can often serve a useful purpose in getting a start on the meaning of a word, but, as we all know, such dictionaries can be uninformative and often deceptive. Words rarely can be equated on a one-to-one basis between two languages. As Professor Twaddell has so succinctly put it, “The least valuable information about a word is one word in another language.”\*

Learners cannot filter the foreign language they are learning through the screen of their own language, but at some point must meet the new language on its own terms. A monolingual dictionary helps them to do this, giving, as it does, definitions of the several meanings, examples to match the context in which they encountered the word, synonyms with their shades of meaning, usage notes, and notations of special meanings of words used in technical fields and areas.

---

\*Twaddell, Freeman, TESOL Quarterly, 7:66.

Using a monolingual dictionary can be a formidable task because of the dictionary shorthand used and the compact way in which the information is presented. The twenty lessons in this section are intended to ease students into the forms, formulas, terms, and the manner in which dictionary entries are framed and to give some practice with each part of the entry. The second lesson, "Alphabetization," is an easy one, but it is well to go through it quickly because there are students on all levels who have not thoroughly mastered alphabetical ordering and who consequently spend needless time in searching for words. For such students additional practice should be undertaken. This applies equally to other lessons, of course.

Dictionary definitions are couched in a kind of special language. There are recurring words and shorthand formulas as well as heavy use of phrases and postnominal modifiers. Students often need special training and practice before they feel comfortable reading definitions. An introduction to some of this is given in the lessons entitled "Definitions of Adjectives," "Definitions of Verbs & Adverbs," etc.

Practice with the dictionary is not confined to this first section, but is an integral part of the remaining sections of the book. Each section requires additional practice in looking up words, matching meanings, and using the formulas and vocabulary of dictionary definitions.

A by-product of this special familiarization with comprehending and forming definitions is that it gives students the verbal equipment to paraphrase, circumvent, explain, and define certain words that they want to use in conversation but either do not know or cannot locate at the moment. This ability to paraphrase, define, and explain permits them to avoid blanks or holes (black holes, they are sometimes called) in the conversation. That is, it permits them to explain what they mean when they are at a stumbling point and to keep the conversation going. This applies to conversation, of course, and not to writing, where there is time to seek out the suitable word.

Following Review One is a page entitled "How Do You Rate Your Dictionary?" This is in no sense a scientific rating chart, but rather an exercise intended to indicate the relative importance of various things to look for in a good dictionary.

The section **Words With Affixes** deals with the derivation of nouns, adjectives, verbs, and adverbs by adding affixes to words or word parts. The section completes the coverage of English affixes which was begun in *Words, Words, Words*, Book 1. Again students should follow the three spelling rules given in Lesson 2 of Book 1 when adding suffixes: doubling the final consonant letter, dropping final *e*, and changing final *y* to *i*.

The idea of the "word family" is important. An ideal word family contains at least one member of each part of speech (noun, adjective, verb, adverb) that has the same basic word or word part. In many families, however, one or more members may be missing. The idea of the word family is extended in the final lesson of the section into a "family group." A group is several families based on the same or slightly variant bases.

The fact that certain suffixes occur on certain base types (the noun-forming *-ness* is added to an adjective base, for example) is brought out in Lessons 40 and 41 where all the main suffixes of English are summarized, including those that were presented in Book 1. The affixes are also summarized and evaluated in terms of their productivity in Appendix B.

Two kinds of knowledge are of great help in guessing at the possible meaning of unfamiliar words. One is a healthy knowledge of bases and affixes and the resultant shifting of parts of speech. Another is a familiarity with meaningful word parts. This knowledge is not only unconsciously or intuitively formed by the native speaker, but is reinforced overtly through lessons in school, word lists, self-improvement books on vocabulary development, and cram courses aimed at helping one pass Civil Service or college tests. It has also been used as the justification for exposing countless students to Latin and Greek. It follows, then, that knowledge of and experience with these forms gives learners important counters to cash in when trying to understand unfamiliar words, although caution must always be given that there are pitfalls in this game as well.

The section **Meaningful Word Parts** deals with word parts of Latin and Greek origin that have easily recognized meanings. English has many other word parts whose meaning is not widely known. For example, few people recognize the meaning "know" in *recognize*. This is also true of a lot of technical vocabulary, whose word parts have meaning only to people that are involved in the technical field.

Learning the meaning of word parts can be a shortcut to learning the words themselves. Associating words with similar parts in the mind is a useful mnemonic technique and is still another means to be used in intelligent guessing at the meaning of unfamiliar words.

The last three lessons of this section have words that have been formed by using parts and scraps of words. These include blends (*brunch*), acronyms (radar), and initialisms (VIP).

The lessons in Section Four, **Words in Meaning and Origin Groups**, approach the study of words from two different directions. First, the lessons on words in meaning groups show how the semantic interrelationships of words can help one to get at and retain their

meanings. These interrelationships include the association of words that have common semantic qualities (such as general vs. specific nouns), or words associated in a single semantic area (such as emotion words), or words in synonym groups (such as words meaning “pay”). Learning words in such groups is easier than getting them one by one; in addition, it gives learners a sense of the words’ semantic neighbors in English.

The second type of lesson in this section presents words in etymological groups. This may seem at first to be of little importance to foreign students, but hearing an interesting story about a word is yet another way to get at its meaning and usage and is an added memory aid besides. Two types of etymological lessons are included: ones that group words according to the source language from which they came into English and ones that give a short story about words that originated from proper names.

Section Five, **Usage Levels and Register**, introduces students to various aspects of words that are very important to know in order to understand and use them appropriately; for example, the relative formality of the situation that is appropriate for words (informal—formal), the emotional connotations that affect their meaning (bias words), their uses (technical terms, jargon, dialects), the frequency of usage ( clichés), and the extension of meaning and reference (metaphors, puns).

All words are definitely not equal. The speaker must avoid some and handle others with care. This is one area where students must learn to become especially alert in order to correct their conclusions about the social appropriateness of the words they hear and read. Dictionaries are of only limited help here, for they, and other authorities, frequently differ in their interpretations of usage; in any case, usage is constantly changing. However, the teacher can give substantial guidance by answering questions and encouraging students to ask questions not only of the teacher but of others as well. This section, then, is meant to draw students’ attention to these other kinds of things that they need to know about words, this in turn equipping them to be more observant and to be able to ask questions about social levels and register.

From the foregoing description of the contents and emphasis of the book, it should be apparent that this book does not purport to teach a specific body of words, although in the course of studying the lessons, students can add many useful words to their vocabularies. The intent is, rather, to acquaint students with different facets of words, to arm them with the knowledge and vocabulary necessary for asking about and discussing the meaning of words, to equip them to use a dictionary more handily, and to help them acquire some of the same clues and tools that the native

speaker brings to the task of decoding the meaning of words in context.

This book can be used in a number of ways, but it was expressly written to be used as an introduction to various aspects of vocabulary and as a supplementary text to an on-going course of instruction at a high intermediate or advanced level. The short lessons, which can be studied in any order, make it particularly suitable for use as an auxiliary text. When used in this way, a few minutes of class time spent in preparation will ensure that the students understand the purpose of each lesson before performing the tasks. A complete answer key is provided at the back especially for self-study students.

In planning class time for direct vocabulary teaching, work with this book need not be the sum total of the vocabulary effort. Rather, this book can be an introduction to words and can be used with other course materials to provide in-depth vocabulary development.

In such an on-going program of direct vocabulary teaching, teachers will undoubtedly become involved with these kinds of activities: providing special practice in defining and paraphrasing; prompting students to talk about the words they find, or are directed to find, in their readings; encouraging them to discuss, ask about, and argue about meanings, shades of meaning, and choices of words, including questioning some of the choices given in the answer key; stimulating students to ask about, observe, and discuss the acceptability of words in different social situations; encouraging them to ask if certain words are slang, if they are ever offensive, if they are more suitable for formal or informal use or suitable for both; helping students to identify metaphorical uses and to recognize bias words; and advising them as to the particular words that they should be adding to their word stock.

In connection with the use of this book, it will be helpful if time is set aside to give all the specialized practice needed to make the students feel more at ease with an all-English dictionary (preferably one of the desk-size dictionaries). Even more important will be the specific instructions teachers give their students in making use of clues to guess at the meaning of words in context, or providing guided practice in doing this, and in encouraging and providing opportunities and exercises for students to practice this skill. Many of the useful clues that native speakers use in this process have been pointed out and practiced in these two volumes of word study.

The authors express their appreciation to the editor, Louis Carrillo, for his contributions in fashioning the book; to the artist, Harry Carter, for his creative talents in bringing the book to life; and to Harriet Sheeler for her research and writing of the essay on creativity.

# contents

---

## PREFACE

i

## SECTION ONE: Use of the Dictionary (Lessons 1-20)

1-25

- 1 *Introduction: About Dictionaries*...2
- 2 *Alphabetization*...3
- 3 *Entry Words*...4
- 4 *Syllable Division*...5
- 5 *Pronunciation: Consonants*...6
- 6 *Pronunciation: Vowels*...7
- 7 *Stress or Accent*...8
- 8 *Spelling: Finding Entry Words*...9
- 9 *Spelling: Inflected Words & Alternate Forms*...10
- 10 *Entry Words: Multiple-word Units*...11
- 11 *Entry Words: Proper Names*...12
- 12 *Usage Labels*...13
- 13 *Etymologies and Borrowings*...14
- 14 *Definitions of Adjectives*...15
- 15 *Definitions of Persons*...16
- 16 *Definitions of Other Nouns*...17
- 17 *Definitions of Verbs & Adverbs*...18
- 18 *Words with Multiple Meanings*...19
- 19 *Definitions of Homonyms and Synonyms*...20
- 20 *Definition Aids: Affixes & Illustrations*...21
- Review One*...22
- How Do You Rate Your Dictionary?*...25

## SECTION TWO: Words With Affixes (Lessons 21-42)

27-50

- 21 *Noun Suffix -ion (after t): action*...28
- 22 *Noun Suffix -ion (after s): revision*...29
- 23 *Noun Suffixes -y, -cy: photography, secrecy*...30
- 24 *Noun Suffixes -ry, -ery: chemistry, slavery*...31
- 25 *Noun Suffixes -ity, -ty: oddity, certainty*...32
- 26 *Noun Suffix -age: acreage*...33
- 27 *Noun Suffix -ism: nationalism*...34
- 28 *Noun Suffixes -dom, -hood, -ship: kingdom, childhood, friendship*...35
- 29 *Less Common Noun Suffixes*...36
- 30 *Personal Suffixes*...37
- 31 *Adjective Suffix -ive: active*...38
- 32 *Adjective Suffix -ous: dangerous*...39
- 33 *Adjective Suffix -ic: atomic*...40
- 34 *Adjective suffix -al: formal*...41
- 35 *Less Common Adjective Suffixes*...42
- 36 *Verb Suffix -ate: originate*...43
- 37 *Verb Suffix -ify: solidify*...44
- 38 *Verb Suffix -ize: magnetize*...45

- 39 *Other Verb and Adverb Affixes*...46
- 40 *Word Families Based on Adjectives and Nouns*...47
- 41 *Word Families Based on Verbs or Word Parts*...48
- 42 *A Family Group*...49
  - Review Two*...50

**SECTION THREE: Meaningful Word Parts (Lessons 43-58)**

51-68

- 43 *In and Out*...52
- 44 *Before and After, Back and Again*...53
- 45 *Over and Under, Around and Through*...54
- 46 *For and Against*...55
- 47 *Wrongly*...56
- 48 *Parts That Begin Words*...57
- 49 *Good and Bad*...58
- 50 *One, Many, and All*...59
- 51 *A Word to Study*...60
- 52 *Word Parts for Numbers*...61
- 53 *Word Parts for Body Parts*...62
- 54 *Graphs, Phones, Scopes, and Meters*...63
- 55 *Human Disorders*...64
- 56 *Shortened Words*...65
- 57 *Blended Words*...66
- 58 *Initialisms and Acronyms*...67
  - Review Three*...68

**SECTION FOUR: Words in Meaning and Origin Groups (Lessons 59-80)**

69-92

- 59 *General Nouns and Specific Nouns*...70
- 60 *Group Nouns and Individual Nouns*...71
- 61 *Intensity of Words*...72
- 62 *Emotion Words*...73
- 63 *Surprise*...74
- 64 *Part*...75
- 65 *Curiosity*...76
- 66 *Pay*...77
- 67 *Repair*...78
- 68 *Look and See*...79
- 69 *Create*...80
- 70 *Calm*...81
- 71 *Eternal*...82
- 72 *Fast*...83
- 73 *Native Words and Words From French*...84
- 74 *Words From Latin and Greek*...85
- 75 *Words From Europe*...86
- 76 *Words From Around the World*...87
- 77 *Words From Personal Names*...88
- 78 *Words From Place Names*...89
- 79 *Words From Ancient Names*...90
- 80 *Words From Literature*...91
  - Review Four*...92



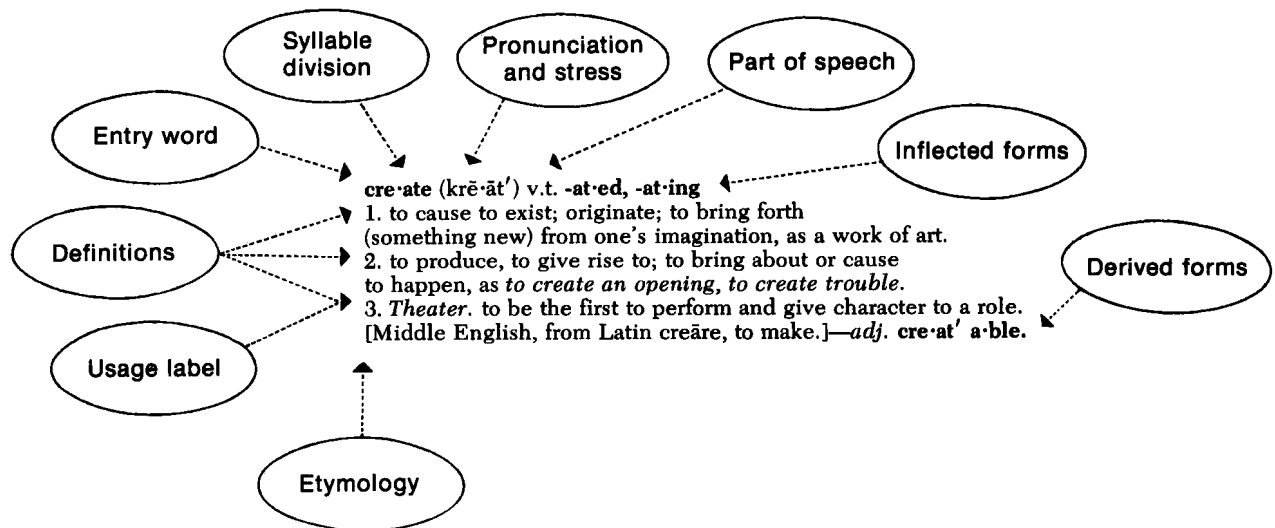
81 <i>Emotional Words</i> ...	94
82 <i>Pejorative Words</i> ...	95
83 <i>Vogue Words</i> ...	96
84 <i>Clichés</i> ...	97
85 <i>Catch Phrases</i> ...	98
86 <i>Slang</i> ...	99
87 <i>Slang Suffixes and Compounds</i> ...	100
88 <i>Jargon</i> ...	101
89 <i>Formality</i> ...	102
90 <i>Technical Usage</i> ...	103
91 <i>Literary Usage</i> ...	104
92 <i>Euphemisms</i> ...	105
93 <i>British and U.S. Usage</i> ...	106
94 <i>Dialects</i> ...	107
95 <i>Women, Men, and Children</i> ...	108
96 <i>Metaphor and Simile</i> ...	109
97 <i>More Figures of Speech</i> ...	110
98 <i>Foreign Words and Phrases</i> ...	111
99 <i>Sound-alikes</i> ...	112
100 <i>Puns</i> ...	113
<i>Review Five</i> ...	114
FINAL REVIEW: Peter and Creativity	115
APPENDIX A: Dictionary Bibliography	119
APPENDIX B: Derivational Suffixes and Prefixes	121
APPENDIX C: Derivational Word Families	122
APPENDIX D: Supplementary Words	123
ANSWER KEY	128

# section one

---

## *use of the dictionary*

A good dictionary is an indispensable source of information about words in English: their meaning, of course, and also their spelling, pronunciation, history and use. Dictionaries are also excellent reference books, packed with information of all kinds. They present all this information in very compact form, often with abbreviations, and some experience is necessary to use them most efficiently. The first section of this book will help you become familiar not only with dictionary terminology but also with some of the important things you can find in your dictionary.





## 2. alphabetization

---

**a.** Entries in all dictionaries are listed in alphabetical order. Knowing the alphabet thoroughly, then, can be of great help in finding words quickly. Fill in the missing letter or letters in each alphabetic sequence.

- |              |               |              |                 |
|--------------|---------------|--------------|-----------------|
| 1. A B ... D | 2. B ... .. E | 3. M N ... P | 4. ... H ... .. |
| E F ... H    | J ... .. M    | ... S T ...  | C ... .. F      |
| I J ... L    | W ... .. Z    | ... F ... .. | L ... .. O      |

See if the letters in each group are in alphabetical order. Circle the ones which are out of order.

5. f g h j i
6. p q r s t
7. s t v u w
8. i k j l m

Now circle any words in each group which are not in alphabetical order.

9. easy full high green ill
10. find give have join into
11. lip kiss may never open
12. neck out quite pile rent

**b.** Alphabetical order takes account of each letter in turn. That is, if the first letter of words is the same, then the second letter determines the order of listing, and then the third, and so on. Write 1, 2, 3 or 4 after the words in each group to show their alphabetical order.

- |                     |                     |                        |                        |
|---------------------|---------------------|------------------------|------------------------|
| 13. curt... cent... | 14. part... pill... | 15. strap... strand... | 16. meant... market... |
| cash... coke...     | piece... past...    | strain... strange...   | march... marble...     |

Entries that consist of more than one word also take their place in strict alphabetical order. Personal names are listed by the last name followed by a comma and the first name. They follow common nouns with the same spelling. Only the last name counts in alphabetizing the entry unless there is more than one person with the same last name. Write this list of words and names in alphabetical order.

*green bean greenish green pepper Green, Thomas green*

17. ....

**c.** Guide words are the two words printed at the top of each dictionary page to help you locate entry words quickly. The word at the left is the first entry on the page; the one on the right is the last entry on the page. Below are guide words for three pages of a dictionary. Tell whether you will find the words listed in 18-22 on any of these pages. Write *yes* or *no*.

<i>child</i>	<i>Chinese</i> 79		<i>doubtful</i>	<i>down</i> 98		<i>lecture</i>	<i>legal</i> 161
--------------	-------------------	--	-----------------	----------------	--	----------------	------------------

18. chill...
19. downy...
20. dove...
21. legal aid...
22. ledger...
23. Will you find the word *double* on page 97 or 98?...

### 3. entry words

---

The word or phrase one looks up in a dictionary is called an entry word or main entry. These words are always printed in heavy type.

- a.** Entry words are listed alphabetically. Nouns, verbs, and adjectives with regular inflected endings (e.g., *longer*, *books*, *calling*) are listed only under the base form of the word. Irregular forms have separate listings which refer you to the base form of the word for the definition.

Write the entry word under which you will find the definition for the underlined word.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. a <u>costlier</u> trip .....  | 4. the <u>truest</u> story .....     |
| 2. several <u>mice</u> .....     | 5. The baby kept <u>puling</u> ..... |
| 3. a <u>shrunken</u> shirt ..... | 6. beautiful <u>lilies</u> . .....   |
- 

- b.** Words with prefixes (*pre-*, *anti-*, etc.) are listed in alphabetical order and defined.

In many cases, words with suffixes (*red - redness*) are printed in heavy type at the end of an entry, with the part of speech indicated, but with no definition. These are called *run-on entries* or *subentries*. In other cases, suffixed words will be listed as main entries. You may need to look in both places, then, to find the word you are searching for.

**fer'vent** (fur'vent) *adj.* 1. Having or showing great warmth of feeling or emotion. 2. Very hot; burning; glowing. —**fer'ven·cy**, **fer'vent·ness**, *n.* —**fer'vent·ly**, *adv.*

Look up these words in your dictionary. Indicate, by using the numbers 1, 2, or 3 whether the word (1) is a main entry, (2) is a subentry, or (3) has a definition.

- |                    |                      |                    |
|--------------------|----------------------|--------------------|
| costliness .. 2... | 8. circularity ..... | 11. discolor ..... |
| prenatal .. 1, 3.  | 9. exhaustible ..... | 12. reliable ..... |
| 7. sensibly .....  | 10. redactor .....   | 13. loudness ..... |
- 

- c.** Abbreviations (e.g., “for example”), acronyms, or initialisms (*UFO*, “Unidentified Flying Object”) are generally found as entry words. Read the paragraph below and tell the meaning of the abbreviations numbered 14-20. Write out in full the meaning of 21-24.

John Morris and his wife Lydia were both born in the eastern part of the U.S., John in Hershey, Pa., Lydia in Stamford, Conn. John earned a B.A. and Lydia a B.S. at Purdue University in W. Lafayette, Ind. After some additional schooling, they were married and moved to New York. John is now a CPA for CARE; Lydia is an RN, working for WHO.

- |                       |                |                  |                 |                 |               |                 |
|-----------------------|----------------|------------------|-----------------|-----------------|---------------|-----------------|
| 14. <i>U.S.</i>       | 15. <i>Pa.</i> | 16. <i>Conn.</i> | 17. <i>B.A.</i> | 18. <i>B.S.</i> | 19. <i>W.</i> | 20. <i>Ind.</i> |
| 21. <i>CPA</i> .....  |                |                  |                 |                 |               |                 |
| 22. <i>RN</i> .....   |                |                  |                 |                 |               |                 |
| 23. <i>CARE</i> ..... |                |                  |                 |                 |               |                 |
| 24. <i>WHO</i> .....  |                |                  |                 |                 |               |                 |

## 4. syllable division

---

**a.** All dictionaries indicate the division of words into syllables. Usually syllables are shown on the entry word by means of centered dots: a·lone, mer·ri·ment, let·ter. Use your dictionary to divide these words into syllables. Use centered dots to mark the syllables.

1. circle      2. pleasure      3. registration  
4. lessen      5. lesson      6. inapplicable      7. easy
- 

**b.** When breaking a word at the end of a line of writing, typing, or printing, the break must occur at the end of a syllable. A hyphen is used to show the break. The dictionary is the authority for all syllabification.

Pretend you have been typing a report and must divide the following words at the end of a line. Mark all suitable divisions of these words with a hyphen. Consult a dictionary for the correct syllabification.

- fortitude      for-titude, forti-tude .....
8. chimney      .....
9. eccentric      .....
10. mysterious      .....
- 

**c.** There are certain rules that are generally followed when dividing words at the end of a line.

- (a) One-syllable words are not divided: straight, filed.
- (b) Short words (three or four letters) are not divided: city, exit.
- (c) A syllable that is a single vowel is not divided: over, even.
- (d) Double consonant letters are divided between the two letters: let-ter.
- (e) It is preferable not to carry over an end syllable of 2 letters: caller.
- (f) Word roots are not divided: call-ing (not cal-ling).

Use a hyphen to show how you would divide these words if they occurred at the end of a line. Put a line under words which should not be divided.

11. ladder    12. ago      13. carrying    14. matched  
15. also      16. talked    17. measured    18. simmer
- 

**d.** The syllable division of the entry word sometimes differs from that of the pronunciation respelling. This is because the respelling represents speech, while the division of the entry word follows written or printing usage.

Use your dictionary to see whether the syllable division of the entry word and the pronunciation respelling are the same or different. Write S (same) or D (different) in the blank.

19. mosquito ...      20. collector ...      21. sporadic ...      22. pneumonia ...

## 5. pronunciation: consonants

---

All dictionaries give the pronunciation of each entry. This is usually shown by using special symbols enclosed in parentheses to represent the sounds of the word: dictionary (dik'shə-ne'ri).

Every dictionary has a table or key to the pronunciation symbols used, generally found on the inside of the front or back cover. Some dictionaries print the symbols and key words at the bottom of each page for easy reference. A typical key is printed at the bottom of the next page.

---

**a.** Almost all dictionaries use the same letter symbols to represent these common consonant sounds:

*b d f g h k l m n p r s t v w y z*

A double consonant commonly represents a single sound and so only a single letter is used in the pronunciation respelling: bell (bel). The spelling *wh* (as in *why*) represents the sounds [hw]. Silent letters are not shown, of course: *know* (nō).

Look up these words in your dictionary. Write the symbol or symbols used to represent the sound of the boldface letter or letters.

	Symbol(s)		Symbol(s)		Symbol(s)
bell	[l]	<b>4.</b> rubber		<b>8.</b> pride	
<b>1.</b> gum		<b>5.</b> class		<b>9.</b> mnemonic	
<b>2.</b> phase		<b>6.</b> class			
<b>3.</b> phone		<b>7.</b> whip			

**b.** Dictionaries differ in representing a few consonant sounds. Most notably, dictionaries prepared in England especially for nonnative speakers tend to represent the sounds below with symbols used by the International Phonetic Association (IPA).

	Usual Symbol	IPA Symbol		Usual Symbol	IPA Symbol
<b>church</b>	ch	[tʃ]	<b>ringing</b>	ng	[ŋ]
<b>judge</b>	j	[dʒ]	<b>thin</b>	th	[θ]
<b>show</b>	sh	[ʃ]	<b>then</b>	th or TH	[ð]
<b>measure</b>	zh	[ʒ]			

Look up these words in your dictionary. Write the symbol or symbols used to represent the sound of the boldface letter or letters.

10. shale...    11. rather...    12. machine...    13. vision...    14. crank...  
 15. match...    16. anger...    17. nature...    18. badge...    19. chagrin...





## 7. stress or accent

---

The relative loudness or force with which a syllable is spoken is called stress or accent. Dictionaries recognize three degrees of stress. These are generally referred to as loud stress, weak stress, and secondary, or intermediate, stress. Depending on the dictionary, accents may be marked on the entry word, on the respelling, or on both.

- a.** The syllable with the loudest stress in the word is generally indicated by the use of a heavy accent mark. Most dictionaries place the accent mark after the loudest syllable (emp'ty), but a few place it before ('emp·ty). (Note the different kind of stress mark used in this example.) Check your dictionary to see how the loud syllable is marked. A syllable without a mark indicates weak stress.

Mark the loudest syllable in these words, using a heavy accent mark after the syllable.

- |                   |                   |               |                        |
|-------------------|-------------------|---------------|------------------------|
| des pise'         | 3. ap plaud       | 6. a ble      | 9. co me di an         |
| 1. com bi na tion | 4. sus pi cion    | 7. a bi li ty | 10. im press ion a ble |
| 2. break fast     | 5. in flam ma ble | 8. co me dy   | 11. pro vi dence       |
- 

- b.** Secondary stress is generally indicated by a light accent mark. This usually follows the syllable (ac'cent', car' toon'), but in some dictionaries a lowered mark preceding the syllable is used ('ac,cent, ,car'toon).

Use a heavy accent mark after the syllable with the loudest stress. Use a lighter accent mark to indicate the syllable with secondary stress. Note that two of the words have no secondary stress. Consult a dictionary as needed.

- |               |                     |                   |                    |
|---------------|---------------------|-------------------|--------------------|
| dic'tion ar'y | 14. par a dise      | 17. am i ca ble   | 20. sym bol ize    |
| 12. in sect   | 15. a vi a tion     | 18. ab bre vi ate | 21. im ped i ment  |
| 13. rou tine  | 16. tape re cord er | 19. as cer tain   | 22. af fec ta tion |
- 

- c.** Stress sometimes makes the difference as to whether a word is being used as a noun, adjective, or verb: re·bel (re'bəl) *n.* a person who resists or fights against authority: re·bel (ri bel') *v.i.* to resist or defy authority or tradition.

Underline the syllable that receives the loud stress in the italicized words below. Use your dictionary as needed.

- Three new housing *projects* were *projected* in the city's long-range plan.
- On our second night in the *desert*, our guide *deserted* us.
- We asked the waiter for *separate* checks.
- We buy our fresh vegetables at the nearby *produce* market.
- All the company *records* are *recorded* on computer tape.
- All those *present* clapped their hands when the awards were *presented*.