

**ACADEMIC STUDIES**

**ENGLISH**

**Support Materials and Exercises  
for**

**DICTIONARY SKILLS**



**FALL 1998**

**DICTIONARY SKILLS**  
**ACADEMIC ENGLISH**

**ACKNOWLEDGEMENTS**

The following persons have contributed to the development of this learning material:

---

**Content and Structure:**

**Curriculum Developer(s)**

Leslie Childs . . . . . English Curriculum Content Expert  
New Brunswick Community College . . . . . Bathurst

---

**Project Supervision/Co-ordination:**

Angela Acott-Smith . . . . . Project Co-ordinator  
New Brunswick Community College . . . . . Woodstock

Kay Curtis . . . . . Literacy Co-ordinator  
New Brunswick Community College . . . . . Woodstock

---

This document is available on the World Wide Web thanks to  
the National Adult Literacy Database.

<http://www.nald.ca/CLR/search/>

The financial support for this learning materials project was provided by  
the [National Literacy Secretariat](#) of [Human Resources Development Canada](#).

Fall 1998

This support module may be used with BAU-ENG 4.1 and IAU-ENG 1.1, Using the Dictionary.

<b>BAU-ENG 4.1</b>	<b>USING THE DICTIONARY</b>
--------------------	-----------------------------

<p><b>OBJECTIVE</b>          Upon successful completion of this unit, the learner will be able to          1. use the dictionary as needed.</p>
---

<b>TEACHING POINTS</b>			<b>Level</b>
<b>Using Dictionaries</b>	1	review alphabetical order	3/4
	2	introduce advanced alphabetical order: e.g. plaid, please, etc.	3/4
	3	guide words	3/4
	4	entry words (also called headwords)	3/4
	5	syllabication	3/4
	6	use of ● in entry word to indicate syllables	3/4
	7	multiple definitions	3/4
	8	plural forms	3/4
	9	irregular verb forms	5/6
	10	synonyms and antonyms	5/6
	11	abbreviations for parts of speech	5/6
	12	brief introduction to “etymology” of entry word	5/6
	13	use of dictionary to determine the correct spelling	5/6

**OBJECTIVES**

Upon successful completion of this unit, the learner will be able to

1. define words using correct sentence definitions.
2. obtain the correct spelling of words.
3. determine the correct pronunciation of words.
4. trace the etymology of words.
5. determine the part of speech of words.
6. use front and end matter of a dictionary.

TEACHING POINTS			Level
<b>Terminology</b>	1	guide words	7
	2	entry words	7
	3	syllabication	7
	4	root words, prefixes, suffixes	7
	5	abridged, unabridged	7
	6	alphabetical order (including flag, flat, flatter)	7
<b>Entry Parts</b>	7	phonetic symbols	7
	8	parts of speech	7
	9	forms: plural or irregular	7
	10	etymology	7
	11	definitions	7
	12	synonyms, antonyms	7
	13	cross-references	7
<b>Dictionary Parts</b>	14	Table of Contents	7
	15	Guides to Use	7
	16	Essays	7
	17	Abbreviation Key	7
	18	Pronunciation Key	7
	19	Appendices	7

## **NOTE TO FACILITATORS AND LEARNERS:**

1. The Dictionary Skills module presents information and exercises to accompany the objectives of BAU-ENG 4.1 and IAU-ENG 1.1, Using the Dictionary.
2. Learners who successfully complete the sections marked with an asterisk (\*) will have covered the objectives listed in BAU-ENG 4.1.
3. Learners who successfully complete all sections will have covered IAU-ENG 1.1 objectives.
4. Facilitators are free to use any support materials appropriate to their learners' needs.
5. Additional resource materials and practice may be required for those wanting more information on this topic or for those needing more practice mastering certain areas.
6. Alternate support materials may be appropriate.
7. The "pre-test" provided at the end of this module is intended to help learners determine for themselves when they are ready for the final evaluation. It is not a "final test".
8. The material in this module is written to accompany The Canadian Oxford Dictionary and Merriam Webster's Collegiate Dictionary (Tenth Edition). Any other good dictionary containing front and end matter may be used, but facilitators may have to adjust some exercises to match the dictionaries available in their classrooms.
9. Do **NOT** write in this module. Please make your notes and complete the exercises in your own notebooks so that other learners may also use them.

## **TABLE OF CONTENTS**

INTRODUCTION .....	1
WHAT IS A DICTIONARY? .....	2
WHERE DID DICTIONARIES COME FROM? .....	2
IS ONE DICTIONARY BETTER THAN ANOTHER? .....	3
WHICH DICTIONARY SHOULD I BUY? .....	4
TYPES OF DICTIONARIES .....	5
WHAT IS ALPHABETICAL ORDER? .....	6
WHAT ARE AFFIXES, PREFIXES, AND SUFFIXES? .....	8
WHEN SHOULD I USE A DICTIONARY? .....	11
HOW DO I USE A DICTIONARY? (Part A / Part B) .....	11/ 20
1. GUIDE WORDS .....	11/ 20
2. ENTRY WORD .....	12/ 20
3. SYLLABICATION .....	12/ 21
4. PHONETIC SYMBOLS .....	12/ 21
5. ACCENT MARKS .....	14/ 22
6. PARTS OF SPEECH .....	14/ 23
7. SPECIAL FORMS .....	15
8. DEFINITIONS .....	15/ 28
9. ETYMOLOGY .....	16/ 24
10. ADDITIONAL INFORMATION .....	18/ 28
11. CORRECT SPELLING .....	19
12. FIRST RECORDED USE OF THE WORD .....	24
13. THE MEANING OF THE ENTRY WORD .....	25
14. SYNONYMS .....	26
15. CROSS REFERENCES .....	27
FINAL REVIEW .....	30
ANSWER KEY .....	33
PRE-TEST FOR BAU .....	37
PRE-TEST FOR IAU .....	39
FEEDBACK FORM .....	40

## USING THE DICTIONARY

### INTRODUCTION\*

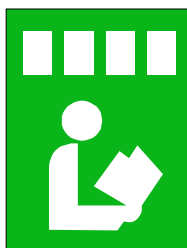
Good mechanics sometimes use a current repair manual when repairing a car, and cooks often consult a recipe book, but only a few people (both at school and at work) regularly use a dictionary. Dictionaries are easy to use and contain much more helpful information than most people think. Now that you are in Academic Upgrading, you need to know how to get the most out of your dictionary.

When you have completed this module, you will know more about dictionaries than most people and be well on your way to getting the “dictionary habit”. Successful writers and communicators have at least one dictionary beside them and consult it regularly while they work. Using a dictionary, or other word reference book, is not a sign of weakness or lack of education. It shows that you are serious about using English well and making sure people understand exactly what you are trying to say.



Dictionaries help with spelling, grammar and punctuation rules, as well as pronunciation<sup>1</sup>, and they often include essays on the history of the English, lists of famous people and places, along with a variety of symbols and abbreviations<sup>2</sup>. Some dictionaries include pictures, colour photographs, national flags and maps. Dictionaries can also be used like mini-encyclopedias.

Dictionaries are an important learning tool and every home should contain at least one.



---

<sup>1</sup> the correct way to say a word.

<sup>2</sup> short forms, e.g. Dr. for doctor; Ave. for avenue

## **WHAT IS A DICTIONARY?\***

A dictionary is a reference book containing words, usually arranged in alphabetical order, and it gives information about their meaning, pronunciation, etymology<sup>3</sup>, and uses. Experts estimate that there are more than a million English words today. The revised Oxford English Dictionary lists about 615,000 words, but only about 200,000 of them are in common use, more than in German (184,000) or French (100,000).<sup>4</sup> To catalogue all those words, takes many large volumes. Any book, or set of books, which is complete as it was written is called **unabridged** because no part of the original has been left out.

The dictionaries sold in most book stores are shortened versions of a complete dictionary and are called **abridged dictionaries** because some of the original has been left out..

## **WHERE DID DICTIONARIES COME FROM?\***

The first book that we would recognize as an English dictionary appeared in England in 1721, about 280 years ago. The best known early dictionary, however, was published in 1755 by Samuel Johnson in England. He recorded and defined the words that he read and heard everyday. His dictionary also standardized the spelling of many words<sup>5</sup>. Until about 1900, whenever people used the word dictionary, they meant Johnson's Dictionary. His dictionary is still consulted today to find the meaning of a word as it was used in his time. Today, there are many different dictionaries available. Some are small enough to fit in a pocket or purse; some are so big they require their own stand.




---

<sup>3</sup> the history of a word from its present form to its earliest known form.

<sup>4</sup> Byron p.3

<sup>5</sup> Before 1755 some words had several spellings. Johnson accepted only one spelling and soon most people spelled words the way he did.



## **IS ONE DICTIONARY BETTER THAN ANOTHER?\***

Not all dictionaries are created equal. When you first go looking for a dictionary, you may be surprised to find that there are many different dictionaries available. Not only do they come in hard cover or paperback, but also they vary widely in number of entry words, size of print, kinds of information included, and cost. Use what you learn in this module to help you decide what kind of dictionary you want to own. Consider buying a hard cover dictionary for your home. One good dictionary can last several lifetimes. You might also want to have a lightweight paperback version to carry around with you.

Two of the best known dictionaries of the English language are the Oxford English Dictionary, sometimes called the OED, and the Miriam-Webster Dictionaries. The OED is published in Britain and focuses on the spellings and meanings of words as they are used in the British Isles although it does include references to the way words are used in North America. On the other hand, the Webster dictionaries focus on the way words are used in North America.



This poses some problems for Canadians. Our next door neighbour, the source of much of our news and entertainment, is the United States. In many cases, we use language as the Americans do, but in other cases, we have kept some British usage and spelling. In general, it probably doesn't matter whether you use the British or American form in your own writing so long as you try to be consistent. For example, if you use the British spelling for “colour”, rather than the American “color”, then you should use the British spelling for “honour” and “flavour” and others. Similarly, you should use the British spelling of “cancellation” and “traveller” rather than the American “cancelation” and “traveler”. Most dictionaries show both spellings, but place the one they prefer first.

Dictionaries of Canadian English are also available. The English language is very flexible<sup>6</sup>, and over the years, Canadians have created their own words and expressions to describe people, places, things, and actions they meet in their everyday lives. Canadian English is now accepted as its own “special brand” of the English language. Canadian dictionaries present spelling, pronunciations, and meanings of words and expressions as they are used in various parts of Canada.

---

<sup>6</sup> changes easily

## **WHICH DICTIONARY SHOULD I BUY?\***

Before you buy a dictionary, look at it carefully. Are the letters big enough to read easily? Does it contain all the kinds of information presented in this module? Does it have clear diagrams of plants, animals, etc.? Are the definitions clear? Complete this module to find out just what features you want in a dictionary.

Here are some things to consider when buying a dictionary.

- Some dictionaries are better for one purpose than another. Decide how you are going to use your dictionary. Check several thoroughly before you decide which one to buy.
- Larger dictionaries include special reference sections at the beginning and the end. Check to see which one contains the kinds of information you are likely to need.
- In general, the bigger the dictionary, the better and more complete it is likely to be.
- The most expensive dictionary may not necessarily be the best one for your purposes.
- Decide whether you want a dictionary with British, Canadian, or American pronunciations, meanings, and spelling.
- A hard cover dictionary lasts longer than a paperback dictionary.
- Eventually you might want to own more than one dictionary.

## **TYPES OF DICTIONARIES\***

The word dictionary means a book of words listed in alphabetical order in current use in any language. There are dictionaries for every language on earth, and there are dictionaries which provide translations from one language to another. Most people know about French/English dictionaries, but there are also Spanish/Italian dictionaries, and German/Swahili<sup>7</sup> for example. There are even dictionaries for languages that haven't been spoken in thousands of years, like Latin, classical Greek, or Sanskrit.

Specialized dictionaries are also available. The reference section of a library or bookstore may contain a dictionary of sailing terms, a dictionary of medical terms, or a dictionary of legal terms, to name just a few. When you are studying literature, you might use a Dictionary of Literary Terms. You can even buy a visual dictionary that includes, for example, a very precise detailed diagram of a ship to which the correct names of the smaller parts, like *forecastle*, *steerage*, *spar*, are attached.

One very useful form of dictionary is the **THESAURUS**, (pronounced thi-soar'-us). A thesaurus is a dictionary of synonyms, or words with similar meanings. For instance, when you are working on a piece of writing, you may find that you have used the word "nice" over and over. This is boring for your reader and does not allow you to say what you mean clearly. If you use a thesaurus to look up the word "nice", you will find many alternatives listed like "pretty", "flavourful", "pleasant", "polite" and many more. You simply read the list and pick the word that best carries the meaning you want.

e.g. The *nice* clerk helped me choose some *nice* flowers for my *nice* vase.

The *pleasant* clerk helped me choose some *beautiful* flowers for my *pretty* vase.

**WARNING:** It is very important, when using a thesaurus, to check the meaning of any new or unfamiliar words you plan to use by looking in the dictionary. Many writers have found themselves in big trouble by carelessly picking a word from a thesaurus, thinking they knew its meaning. Later, they were embarrassed to discover that they had chosen a less than perfect word.

---

<sup>7</sup> a language spoken by many people in Africa

Thesauri<sup>8</sup> are available in two different types, depending on how the contents are organized. The first kind is organized in alphabetical order like a dictionary. If you need a synonym for *nice*, simply look the word up as you would in the dictionary. Each entry is followed by its own synonyms and antonyms<sup>9</sup>. In some cases, the user is referred to another entry word. Simply choose the synonym that fits your ideas best.

The second type of thesaurus may seem a little more complicated at first, but it offers a wide range of words to choose from. Begin by looking up the word you want to replace in the **index at the back**. The entry word lists a variety of categories relating to the different meanings of the word you looked up. For instance, the word *sweet* suggests the categories “taste”, “kindness” or “cute”; each category is followed by a number. This number does **NOT** refer to the page number on which you will find that word. Instead it refers to a **section number**. Find the section number and then choose the best word. If you can’t find anything suitable right there, try skimming the rest of the entries in *that* section and you may find something useful.

Roget’s Thesaurus is a well-known dictionary of synonyms, but there are many others available. A thesaurus is relatively inexpensive and belongs on the desk of every student of English.

## **WHAT IS ALPHABETICAL ORDER?\***

When words are arranged in alphabetical order, they are easier to find. In other words, all the words that start with “A” are placed together; all the words that start with “B” are found together, and so on.

But how do you arrange words that start with the same letter. Look at the second letter and put the words in alphabetical order based on the second letter. If the first two letters are the same, then look at the third letter and place them in alphabetical order according to the third letter. Here are some examples:

---

<sup>8</sup> the plural of “thesaurus”: (thesauruses is also an acceptable plural form)

<sup>9</sup> words that are opposite in meaning; *hot* is an antonym of *cold*.

**UNSORTED**

apprehend  
 attention  
 apple  
 aardvark  
 approach  
 approach  
 attention  
 approach

**SORTED**

aardvark  
 ancient  
 anvil  
 apple  
 apprehend  
 approach  
 approached  
 attention

Abbreviations and acronyms<sup>10</sup> are also listed alphabetically in the dictionary. For example, the short form for British Columbia (BC) is listed after the word “bat” and before the word “bed”. Words like 3-D are listed as though the number word were spelled out. Look for the word “3-D” between “three-cornered” and “three-day eventer”. Words that begin with the abbreviation “St.” are listed as if the abbreviations were spelled out in full, like this: Saint.

Telephone directories also use alphabetical order to organize names, but acronyms and initials are placed at the beginning of each new letter section. For example, CIBC (the bank) and CKBC (the radio station) come at the beginning of the “C” section and before entries like “Cable, Howard 123 Sample St. 555-6666”. Name that begin with St. are found at the beginning of the “S” section.



**Exercise 1** : Organize these words in alphabetical order.

**A)**

fox giraffe animal seal wolf monkey cat turtle elephant bat puppy  
 anteater otter quail dog

**B)**

box matter street apple truly fish white beef elf stomach shirt note  
 happy candy yak repeat only grape

---

<sup>10</sup> when a title is shortened by using the first letter of each word; e.g. RCMP is an acronym for Royal Canadian Mounted Police; MP for Member of Parliament; and CBC for Canadian Broadcasting Corporation

C)

peach star heart window garage candle widow house startle graceful  
 legal illegal, foreign battery cup cart heavy

D) (IAU)

pretend patch prefer poetry purity preview phlegm phone pneumonia  
 preference photo pabulum perhaps parch parcel



**Exercise 2** : Which of the words below would fit alphabetically between

**A. fern and pat**

zebra gift apple mat rug motor egg quarter fun hat sunny igloo farm  
 bird justice letter pan kitten nine pavement

**B. mint and mouse?** (IAU)

mark minor mitten map meander moral mustard monster mighty mister  
 mutter mount mystery mop movement minister

### WHAT ARE AFFIXES, PREFIXES AND SUFFIXES?



In order to use a dictionary effectively you need to be familiar with how some words are made. A simple word, like "pay", is called a *root word*. Syllables, or groups of letters, are often added to the beginning or end of root words. If a syllable, like "pre", is added at the beginning of the word, it is called a *prefix*, so you would now have the word "prepay". If a syllable, like "-able", is added at the end, it is called a *suffix*. Now the new word is "prepayable". The word *affix* is a general term that includes both *prefixes* and *suffixes*.

Take the root word *legal* for example. What does it mean?

It was *legal* to park on that street at night.

If you add the prefix *il-* (meaning “not”) to the beginning of the word, you get the word *illegal*. See how the meaning of the sentence changes. In the dictionary, you will find *prefixes* listed alphabetically, looking like this: *il-*

It was **illegal** to park in that lot at night.

In addition, you can add the *suffix* “ly” (changing the word from an adjective to an adverb) to the end of the word. Now the sentence must change its structure to accommodate an adverb rather than an adjective. You will find *suffixes* listed alphabetically in the dictionary, looking like this *-ment*. Look at these sentences.

It was parked **legally** in that lot all night.

It was parked **illegally** in that lot all night.

Look at the chart on the next page to see more examples of how new words can be made by adding prefixes and/or suffixes. Notice that sometimes, there is a small change in spelling in the root word before the affixes can be added.

Study this chart to become familiar with some prefixes, root words, and suffixes.

	<b>Prefix</b>	<b>Root Word</b>	<b>Suffix</b>
disagreeable	dis	agree	able
mismanagement	mis	manage	ment
bimonthly	bi	month	ly
unabridged	un	abridge	ed*
mistreating	mis	treat	ing
disapproving	dis	approve	ing*



### Exercise 3

**A)**

1. Underline the prefix in each of the words listed below.
2. Try to guess the meaning of each prefix you found.
3. Record your answers in your notebook.
4. Check your answers in the dictionary. Correct your list, if necessary

superstructure

hyperactive

subzero

inhuman

postdated

prefix

antifreeze

megaphone

contraband

ultramodern

reproduction

abnormal

illogical

immorality

**B)**

1. Use each word above in a sentence to show that you understand its meaning.
2. Find at least two more words which use each prefix. Record your answers.
3. Ask your instructor to check your answers.



### Exercise 4

**A)**

1. Underline the suffix in each of the words listed below.
2. Write a sentence using the word without its suffix.
3. Write a sentence using the word with its suffix.
4. Compare the two sentences to see how each of the two words is used.
5. Ask your instructor to check your work.

commitment

usable

formed

fortunate

judgement

answering

traveller

secondary

softly

Frederictonian

**B)**

1. For each suffix, find at least two more words that use the same suffix.



## **WHEN SHOULD I USE A DICTIONARY?**

Use a dictionary often. Whenever you are unsure about a word, look it up. People judge you by how well you spell and use words. Dictionaries contain a wide variety of information about words, people, places, animals, flowers, history, grammar, even how to address a letter, and much more.



Whenever you have a question about something you've read or heard, the dictionary will help you find out more. Most people don't know just how much information they can find in one.



The next part of this module is based on The Canadian Oxford Dictionary. If you do not have a copy of this dictionary, use any large well-known dictionary. Every dictionary presents basically the same information, but presents it a little differently. If you are not using the dictionary above, consult the introductory section of your dictionary for information on its symbols, abbreviations and other special features.

## **HOW DO I USE A DICTIONARY?** (Part A)

### **1. GUIDE WORDS**

At the top of each page of the dictionary, you will find two **GUIDE WORDS** printed in large dark type. The first word is the same as the first word at the top of that page; the second word is the same as the last word on the page. Using alphabetically order, you will find all the words that naturally fit between these two guide words on this page. For example, page 506 in the Canadian Oxford Dictionary shows the guide words, "Ferdinand III" and "fertile" and also lists these words: ferment, fern bar, ferocity, and ferry.

## **2. HEADWORDS**<sup>11</sup>

The words you look up on a page are printed in bold type<sup>12</sup> and are called **HEADWORDS**. Look up the word **FERRET** (on page 506). It is written in bold type and found toward the middle of the right hand column.

## **3. SYLLABICATION**

Many dictionaries divide words into syllables, or sound units, often by placing a dot (•) or slash (/) between them. Knowing where to split a word correctly is useful when you cannot fit the whole word on a line and must hyphenate it onto the next line. See how the word is split when there isn't enough room for it on the line.

When John and Elizabeth moved into their new apartment, they bought a *fer-ret* because a friend said they were quiet pets.

The Canadian Oxford Dictionary does not show syllables, so you will have to use another dictionary if you need to find out where to divide words. To find out more about syllabication, ask your instructor to explain the rules used to divide words.

syl•lab•i•ca•tion

## **4. PHONETIC SYMBOLS**

Next look at the “funny” looking symbols that follow the headword and are set off with back slashes (\). These symbols are **phonetic symbols**. They are not as mysterious as they look and show you how to pronounce words correctly, even if you have never heard or seen them before. Every dictionary has a list (usually at the beginning or end of the book) entitled “Pronunciation Symbols” or “Pronunciation

---

<sup>11</sup> called “entry words” in other dictionaries

<sup>12</sup> dark letters

Key”. Look it up in the Table of Contents. In the Canadian Oxford Dictionary, it is on the inside of the back cover. For easier reference, a summary of the phonetic symbols is included at the bottom of each page.

Most consonants<sup>13</sup> are pronounced only one way, but there are a few exceptions. Here are three common exceptions.

Consonant	Hard Sound	Example	Soft Sound	Examples
c	like “k”	candy, cold, cut	like “s”	cent, city,
g		gain, got, gun	like “j”	gem, gin, gym
s		kiss, source	zh	vision, houses

Each vowel (“a”, “e”, “i”, “o”, “u”) has several possible pronunciations.

Look at the word “ferret” again. What phonetic symbol is used to represent the first consonant sound in the word? It is an “f” and has the same sound as in fish.

What sound does the first “e” in “ferret” make? The symbol looks like this: e and the pronunciation guide shows that it is pronounced like the “e” in “bed”. Say the word “bed” and listen to the sound the “e” makes. This is the sound the first “e” makes. Look at the next letter, an “r”. This consonant has only one sound, as in red or car.

What sound does the second “e” make? The upside-down “e” symbol “ ” represents a very common sound in English. Say the words garden, ago, banana and listen to the sounds the the darkened vowels make. This is the sound represented by the “ ”. It sounds a bit like “uh”. The last phonetic symbol is “t” and it has only one sound like in top or pot.



**EXERCISE 5** : Practise using phonetic symbols by finding these words in your dictionary. Be sure to check the correct pronunciation of these words by saying them aloud to your instructor.

---

<sup>13</sup> all the letters in the alphabet except “a”, “e”, “i”, “o” and “u”

A)  
caption schedule Brayon route rout cough bough ..house cent gerbil

B)  
gentian crepe fraught pupa Languedoc harass juxtaposition chintz

## 5. ACCENT MARKS

Take a closer look at the phonetic symbols for the word “ferret”. Notice the position of a mark (ˈ) next to **ˈfer t**. This is called an **accent mark** and tells you to put a little more stress on the syllable that follows the accent mark than on the other syllables. You say **FER**ret. It is not pronounced ferr**ET**.



**Exercise 6** : Look up these words and pay special attention to the accent.

A)  
prefer preference refer reference produce(fruits/vegetables) produce (to make)

B)  
Pronounce the words above for your instructor.

## 6. PARTS OF SPEECH

The next piece of information the dictionary gives you about a word is its **part of speech**. Don't worry if you don't know these terms yet. Just be aware that the short forms printed in *italics* are useful. Here's a simple explanation. Some words like “light” can be used in several different places in a sentence.

The *light* is not bright enough. (noun-naming a thing)

I always *light* the oil lamp when power goes off. (verb-shows an action)

Mary usually decorates in a *light*, airy style.(adjective- describes something)

In the word “ferret”, you will see that it is followed by the letters “n&v”. This means that the word can be used as a noun, a word that names a person, place, or thing, or it can be used as a verb describe an action.

The *ferret* curled up in its cage and went to sleep.

They are so nosy that they always *ferret* out everyone's private affairs.

The part of speech abbreviations are listed here. You should be familiar with them. More abbreviations can be found inside the back cover. Other dictionaries also include a list of "Abbreviations". Look for it in the Table of Contents.

*n*.....noun

*pron*.....pronoun

*adj*.....adjective

*adv*.....adverb

*vb*.....verb

*conj*.....conjunction

*prep*.....preposition

*interj*.....interjection

## 7. SPECIAL FORMS

Some words in English are inflected<sup>14</sup>. If a word has some special forms, they are listed after the part of speech. What is the plural of "ox", "tomato", or "formula"? What is the past tense of "dive", "rise", or "spell"? If a word has more than one acceptable spelling, it is also listed here. Usually the preferred spelling is given first.

## 8. DEFINITIONS<sup>15</sup>

Many words have several, or multiple meanings, and most dictionaries list the oldest meaning first. The first symbol in this part of the entry is "•n". This means that the first definition shows how the word is used to name a person, place or thing (noun): "a small half-domesticated animal of the weasel family, *Mustela putorius furo*<sup>16</sup>, kept as a pet or (in Europe) used to catch rabbits, rats, etc."

The next symbol (•v) means that the definitions which follows shows how to use the word to talk about an action (verb). The first definition (**1a**): is "to search out". This entry also says that "ferret" as a verb is usually followed by the word "out". The entry "1a" begins with the abbreviation *tr*. This is a grammar term that means that the verb must be followed by a noun. In this case, the nouns "secrets"

---

<sup>14</sup> change their form, especially for plurals and some verb forms

<sup>15</sup> explanation of, or meaning of a word

<sup>16</sup> the weasel's proper scientific name

and “criminals” are suggested. You might read a sentence like this:

Mothers have the ability to *ferret* out secrets with ease.

The detective *ferreted* out the information on the drug deal.

Entry **1b** gives “*intr* to search or rummage about”. The abbreviation *intr* means that the verb should not be followed by a noun. Look at this sentence.

Jack *ferrets* about in the attic on weekends.

The last definition **2** is “*intri & tr* hunt with ferrets. A sentence using this meaning could look like these.

The old man has been *ferreting* behind the barn since lunch. (*intr*)

The old man has been *ferreting* rabbits behind the barn for weeks. (*tr*)

You will notice the word “**ferreter n**”. This is the form of the word that means the person who does the searching or hunting. For example,

He’s a *ferreter* just like his father was.

Next comes “**ferrety adj**”. This is the word “ferret” with the suffix, or ending, “y” and is used to describe something. If you walked into a basement that smelled damp and musty, you might comment on the “ferrety smell”. Ferrets have a strong and distinctive smell unless they are regularly washed with special deodorizing soap. It is not really unpleasant, but you will always recognize it once you have smelled it.

## 9. ETYMOLOGY

There is one more interesting piece of information in the dictionary before the end of the entry. It is presented in square brackets, or in some dictionaries, parentheses<sup>17</sup> and is called the etymology<sup>18</sup> of the word. To fully understand this

---

<sup>17</sup> brackets

<sup>18</sup> origin and history

section, you will have to refer frequently to the Abbreviations page. In the case of the word “ferret”, the abbreviations can be worked out to tell you that the word was used in Middle English (ME), about 600 years ago.. Before that, it was used in Old French (OF) as “fu(i)ret”. Research then shows that the OF “fu(i)ret” is an alteration which came from the Latin “fu(i)ron” and Late Latin “furo-onis” for thief. If you have ever known a ferret, you will realize that it is well named. Ferrets like to hide anything they find. They often try to carry things, like shoes, which are much bigger than they are and hide them under furniture or behind curtains or plants.



### Exercise 7

1. Find the origin or etymology of these words. Write your answers in full sentences.

beast	curl	sandwich
hamburger	tulip	sponge
negliée	traffic	brown
sun	cow	ketchup

2. What do you think the origins of the above words tells you about the English language. Be sure to check your answers with your instructor.



### Exercise 8 : Practise your dictionary skills answering these questions.

1. **burn**: What are the two possible ways to write this word when describing an action that took place in the past? Yesterday, Joe \_\_\_\_\_ his hand badly.
2. **Law, (Andrew) Bonar**: When was he born? Why is he a famous Canadian?
3. **coccyx**: Where would you find one? Can you think of a synonym?
4. **coulee**: In which province might you hear people talking about this?
5. **jig**: What is the first meaning? Have you ever “jigged” from school? Why isn’t

this definition given?

6. **swish**: What is the 4th definition for this noun?
7. **Presley, Elvis (Aron)**: What year was he born?
8. **potpourri**: Write the definition. Look at the etymology. What do you notice?
9. **fathom**: How big is a fathom? What is the origin of the word and what did it mean? What might you guess about the people who used the word originally?
10. **Boudicca**: Who was she? Pronounce her name two different ways.

## **10. ADDITIONAL INFORMATION IN THE DICTIONARY**

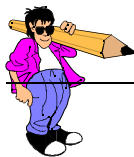
Dictionaries contain lots of information in each entry, but most also contain extra information in sections at the beginning or the end. Look at the Table of Contents in the Canadian Oxford Dictionary at the beginning of the book. At the front, there is an essay, Canadian English: 250 Years in the Making, and a guide designed to help you understand the various kinds of information listed after each headword.

At the very end of the dictionary, there are four extra sections, or appendices.

6. Style Guide (punctuation rules, spelling rules, capitalization, etc.)
7. Prime Ministers and Governors General of Canada
8. Weights and Measures (English and metric - with conversion factors)
9. Comparative Alphabets (Arabic, Hebrew, etc.)

The back cover and flyleaf list abbreviations and phonetic symbols used in this dictionary.





**Exercise 9** : Answer these questions by referring to the extra sections.

1. What are homographs? (p.xii)
2. Where would you find the plural form of a word? (p. xiv)
3. What are register labels? How many are there? What is the difference between slang and coarse slang? (p. xvi)
4. What are cross-references? What do “opp”, “=”, and “compare” mean?
5. When should you use an exclamation mark (!)?
6. What is the spelling rule for “i before e”?
7. Who was Canada’s only woman Prime Minister? How long was she in office?
8. What unit is used to measure pressure?
9. If someone says the temperature is 50 degrees Fahrenheit, what is the temperature in Celsius?
10. How many letters are there in the Arabic alphabet?

### **11. HOW DO I FIND THE CORRECT SPELLING OF A WORD?**

First, say the word aloud. Perhaps it’s “believe”. Think about the first sound. It’s a “b” sound so you turn to the beginning of the “B” section of the dictionary. Now listen to the second sound. It sounds like a short “ū”, so turn to the “**bu**” section. The third sound is an “L”. So you look through the “**bul**” or “**bulle**” section, but you can’t find anything that looks right. Obviously, the second letter is not a “u”. Can you think of another vowel that makes a similar sound. What about the “e” in “carpenter”? Now try the “**bel**” section. After looking through this section you find “believe”. It can be a long process, but the more you practice the better you will become.

## **HOW DO I USE A DICTIONARY?** (Part B)

This part of the module is designed to accompany IAU-ENG 1.1, Using the Dictionary. If you have not worked on BAU-ENG, it would be a good idea to review the first sections of this booklet to be sure that you haven't missed any concepts.



The next part of this module is based on Merriam Webster's Collegiate Dictionary (Tenth Edition). If you do not have a copy of this dictionary, use any large well-known dictionary. Every dictionary presents basically the same information, but presents it a little differently. If you are not using the dictionary above, consult the introductory section of your dictionary for information on its symbols, abbreviations and other special features.

### **1. GUIDE WORDS**

At the top of each page of the dictionary, you will find two **GUIDE WORDS** printed in large dark large type. Using alphabetically order, you will find all the words that naturally fit between these two guide words on this page. For example, the page with the guide words, "jackhammer" and "jailbait" also lists these words: jackknife, jack salmon, Jacobin, Jacuzzi, jag, jaguar, and jail.



### **2. ENTRY WORD**

The words you look up on a page called **ENTRY WORDS**. Look up the word **CARPENTER** (on page 174 using the guide words "carload rate" and "carpet"). It is written in bold type and found toward the bottom of the right hand column. In fact, "carpenter" is entered twice. There is a small "1" beside the first entry and a small "2" beside the second entry. This shows that they are two different words.

### 3. SYLLABICATION

Look at <sup>1</sup>**carpenter**. First, you notice that the word is split into 3 syllables, (or sound units), **CAR.PEN.TER**. The dots (•) placed in the middle of the word breaks the words into syllables. Although this may be less useful today when word processors are able to neatly space words on a line, it is still an important tool when writing by hand or when learning spelling. Notice how the word is split at the end of the first syllable so that the rest of it can be printed on the next the line.

*When we decided to build our new house near Oromocto, we hired a carpenter to do all the finishing work.*

### 4. PHONETIC SYMBOLS

The “funny” symbols and back slashes (\) that follow the entry word are often mistaken for a foreign alphabet and most people rarely use them. These symbols are phonetic symbols. They show you how to pronounce words correctly, even if you have never heard or seen the word before. Every dictionary has a page (usually at the beginning or end of the book) entitled “Pronunciation Symbols” or “Pronunciation Key”. Look it up in the index. In the Merriam Webster’s Collegiate Dictionary (Tenth Edition), it is on page 38a. For easier reference, a summary of the phonetic symbols at the bottom of each right hand page.

Most consonants<sup>19</sup> are pronounced only one way, but there are a few exceptions. Here are three common exceptions.

Consonant	Hard Sound	Example	Soft Sound	Examples
c	like “k”	candy, cold, cut	like “s”	cent, city,
g		gain, got, gun	like “j”	gem, gin, gym
s		kiss, source	zh	vision, houses

Each vowel (“a”, “e”, “i”, “o”, “u”) has several possible pronunciations.

Look at the word “carpenter” again. What phonetic symbol is used to represent the first consonant sound in the word? It is a “k”. The pronunciation key tells you that the correct sound is the same sound as in **kin**, **cook**, **ache**. Say these

---

<sup>19</sup> all the letters in the alphabet except “a”, “e”, “i”, “o” and “u”

words out loud and pay attention to the sound that the letters in bold print make. This sound is the one you need to make the first sound in the first syllable of “carpenter”. What sound does the “a” in carpenter make? It looks like this: **ä** and is pronounced like the “a” in “father” or “cart”. Look at the next letter, an “r”. This consonant has only one sound, as in **red** or **car**.

What sound does the first “e” make? The upside-down “e” symbol “**ɛ**” represents a very common sound in English. Say the word **banana** and listen to the sounds the vowels make. This is the sound represented by the “**ɛ**”. It sounds a bit like “uh”.

Notice also that there is a second set of phonetic symbols for the word “carpenter”. This shows that there are two acceptable pronunciations for this entry word. In the second pronunciation, the middle syllable “p n” has been replaced by an “**m**”.

## 5. ACCENT MARKS

Notice the position of a mark (˘) next to ˘kar-p n-t r. This is called an **accent mark** and tells you to put a little more stress on the syllable that follows the accent mark than on the other syllables. You say **CAR**penter. It is not pronounced car**PEN**ter or carpen**TER**.



### Exercise 10

A)

Check the pronunciation by reading the phonetic symbols for each of the following words.. Do you say them correctly? Many Canadians don’t. Be sure to check your answers by pronouncing these words for your instructor.

genuine  
preferable  
chunk  
milk  
film

**B)**

You probably haven't heard the words in the list below. Can you use the phonetic symbols to figure out how to say them on your own? Be sure to ask your instructor to check your pronunciation.

rhinitis

chrism

scion

Cruetefeld-Jacob disease

transmogrify

surreptitious

consigliore

pseudonym

**6. PARTS OF SPEECH**

Dictionaries always include information about the **part of speech**, usually printed in italics, of the word being defined. You may not recognize these terms yet, but learn them now so that you will know them when you reach that part of the program. Here's a simple explanation. Some words, like "iron", "bow", or "transport" can be used in several positions in a sentence, depending on the meaning you need.

The *iron* is not hot enough to press that shirt. (noun-naming a thing)

I always *iron* my pants before work. (verb-an action)

Mark is stalling an *iron* gate in the fence.(adjective-a describing word)

In the word "carpenter", you will see that it is followed by the letter "n". This means that the word is to be used as a noun, a word that names a person, place, or thing.

The *carpenter* measured the board before he cut it.

The part of speech abbreviations are listed here. You should be familiar with them. More abbreviations can be found on page 36a. Other dictionaries include a list of "Abbreviations". Look for it in the Table of Contents.

*n*.....noun

*adj*.....adjective

*vb*.....verb

*prep*.....preposition

*pron*.....pronoun

*adv*.....adverb

*conj*.....conjunction

*interj*.....interjection

## 7. ETYMOLOGY

The **etymology** of a word can help you understand more about its uses. It is presented in square brackets and contains a lot of abbreviations. To fully understand this section, you will have to refer frequently to the Abbreviations page. In the case of the word “carpenter” the abbreviations can be worked out to tell you that the word was used in Middle English (ME), about 600 years ago.. Before that, it was used in Old North French (ONF) as “carpentier”. Research then shows that the ONF “carpentier” comes from the Latin “carpentarius” meaning carriage maker which came from “carpentium” meaning carriage. This Latin word came from the Celtic<sup>20</sup> and is similar to the Old Irish (OIR) “carpat” meaning chariot or “carr” meaning vehicle. Finally, you are referred to the entry word “car” for more information.



### Exercise 11

1. Find the origin or etymology of these words. Write your answers in full sentences.

crisis

stalemate

boycott

kindergarten

dude

potato

haberdasher

February

zombie

mother

2. What do you think the origins of the above words tells you about the English language. Be sure to check your answers with your instructor.

## 12. FIRST RECORDED USE OF THE WORD

Notice the (14c) which follows the etymology. This shows that the first record of the word carpenter being used in English was in the 14th century<sup>21</sup>

---

<sup>20</sup> a tribe that inhabited England about 2,000 years ago

<sup>21</sup> the years between 1300 and 1399

### 13. THE MEANING OF THE ENTRY WORD

Now that you have learned how to pronounce the word and where it comes from, you can look at the meaning and see that carpenter means “a worker who builds or repairs wooden structures or their structural parts”.

As you worked through these last pages, you may have noticed that just below the entry for “<sup>1</sup>carpenter”, the word appears a second time as “<sup>2</sup>carpenter”. When you examine this second entry, you will discover the abbreviation “*vb*” indicating that this word is to be used as a verb. The next piece of information is two groups of letters, “-tered, -tering”. These are the correct forms of the verb when used in sentences like these. (The dash represents the entry word itself.)

He had **carpentered** for most of his working life.

He had been **carpentering** that oak chest for over three years..

The first recorded use of this word as a verb was in 1815. Sometimes the dictionary supplies phrases or sentences to show how to use the word. (~ed when he was young). Simply insert the entry word where you see the swung dash (~). Next, you will see a bold type swung dash (~) followed by the abbreviation vt. This means the entry word can be used as a transitive verb in a sentence like this:

He has **carpentered** for six years.

. The number 1 means that the definition which follows is the oldest meaning of the word. The number 2 means this is the second oldest meaning. The entry closes with an example (~ed many television scripts), meaning he had written it in a very mechanical (not creative) way. This is an example of the second meaning of the verb “carpenter”.

All of this seems like a lot to remember, and every dictionary uses a slightly different method of presenting information. To clearly understand the system used in any dictionary, consult the introductory section which will give you detailed explanations of the symbols used.





## Exercise 12

- A) Look up the following words. Write a sentence of your own for each to demonstrate its correct use for each part of speech listed.

*transport school cost table ship*

- B) Fill in the blanks with the correct spelling and/or form, as given in the dictionary for each of the following words.

*lie (to recline)*

He was \_\_\_\_\_ on the bed

*reeve (to fasten)*

The sailor \_\_\_\_\_ (2 forms) his boat to wharf with a heavy line.

*criterion*

The university has three \_\_\_\_\_ for entrance in that program.

*strive*

Although he always \_\_\_\_\_ (2 forms) to do his best, he sometimes failed.

*referendum (plural form)*

Quebec has already held two \_\_\_\_\_ (2 forms) on sovereignty.

*leap*

His champion frog \_\_\_\_\_ (2 forms) farther than the others.

*learn*

Vivian said that she had \_\_\_\_\_ (2 forms) that three years ago.

*sweep*

Martha \_\_\_\_\_ the floor many times during the day.

*consortium*

Pauline and her sisters formed two separate \_\_\_\_\_ (2 forms).

*octopus*

The children saw six \_\_\_\_\_ (2 forms) when they went swimming

## 14. SYNONYMS

In addition to all this information, some dictionary entries also provide a list of synonyms (**syn**), words with similar meanings. The choice of synonyms is not as good as in a Thesaurus. Using synonyms found in the dictionary can be helpful, not only for finding an alternate word, but also for increasing your understanding of a new word.



## 15. CROSS REFERENCES

Some dictionary entries contain cross-references. Within the entry, you will find the word “**see**”, “**compare**”, or “**var of**” that directs you to another dictionary entry which will give you more information about the word you first looked up.



### Exercise 13

Practise your dictionary skills by looking up the following words and answering the questions that come after each. Be sure your instructor checks your work.

1. *swing*  
Why are there two sets of synonyms given?
2. *pistil*  
What cross-reference is given? On what page did you find the illustration?
3. *money*  
How many countries use the dollar as a unit of currency?
4. *Easter*  
What date was Easter in 1997?
5. *skeleton*  
What name is given to the bone that forms the knee cap?
6. *verandah*  
Is there another spelling? What is the origin of the word?
7. *Zion*  
Find an alternate spelling? Write, in your own words, all you have discovered?
8. *invalid*  
Find two pronunciations and two meanings. Write a sentence for each.
9. *Michaelmas*  
How is this pronounced? What is it?
10. *miasma*  
Find the plural form. Use it in a sentence.

## **ADDITIONAL INFORMATION IN THE DICTIONARY**

Most dictionaries contain a lot more information other than pronunciation, etymology, part of speech, and definitions. They may contain articles and charts on the history of the language, current correct usage, lists of biographical data, along with basic grammar and punctuation rules to mention just a few. Some dictionaries contain coloured maps and photographs. Explore the Merriam Webster's Collegiate Dictionary by finding the answers to the following questions. If you are not using this dictionary, see how many of the questions can be answered from the one you are using.



### **Exercise 14**

1. Who was a man named Polycarpe and where exactly did he live?
2. How would you write the salutation of a letter to the American Ambassador in Ottawa?
3. Where is Laurentian University?
4. What is the chemical symbol for titanium?
5. What symbol means per thousand?
6. What does the abbreviation SASE mean?
7. What is the meaning of these phrases?
  - a) fiat lux
  - b) enfants perdus
8. When should you use a colon in your writing?
9. What is the correct name for the punctuation mark that looks like this /?
10. Look up the entry word *diacritic* and explain the terms
  - a) macron
  - b) breve
  - c) diaeresis

In what part of the dictionary entry would you expect to find these diacritical marks used?

## **WRITING SENTENCE DEFINITIONS**

When you are asked to write a definition of a word, you need to know the proper way to write it. Correct sentence definitions look like this.

A **chair** is a **piece of furniture** with **three or more legs and a back** used for **sitting on**.

A **carpenter** is a **worker** who **builds or repairs wooden structures**.

Each sentence definition begins with the **TERM** being explained, then lists the **CLASS (or category)** to which it belongs, and ends with **DETAILS** or characteristics that separate it from all other similar things.

Here are some more sentence definitions of common objects for you to study.

A **train** is a **wheeled vehicle** that **travels on two parallel tracks and is pulled by a locomotive**.



A **carrel** is a **table** that is **divided and enclosed into sections** usually used for **studying in a library**.

A **fork** is an **eating utensil** with **two or more prongs** used for **eating**.

An **apple** is a **fruit** that **grows on trees, has white juicy flesh, and has red, yellow, or green skin**.



**Exercise 15:** Write correct sentence definitions for the words below.

cottage

rake

lobster

ladder

pen

## **FINAL REVIEW**

As a final review for this module, look up the following words and answer these questions.

### 1. HOMOGRAPH

What does it mean?

Give two examples of a homograph of your own.

What is the prefix of this word?

What does this prefix mean?

Write four other words that end in “graph”

Write four other words that begin with the prefix “homo”

### 2. HOMOPHONE

What does this word mean?

How is it different from a homograph?

Write three examples of homographs and three examples of homophones.

### 3. PLATONIC

What is the origin of the word?

What part of speech is it?

Write a sentence using it correctly.

### 4. ICHTHYOLOGY

Where would you practice this?

What is the origin of the word’s root, “ichthy”

How many words in your dictionary begin with this root?

What is the suffix?

What does the suffix mean?

Write five examples of words that end with “ology”.

### 5. RUN

How many separate entries are there for this word?

How many parts of speech can this word be?

Write 6 sentences of your own using different meanings of run.

6. DNA  
What do these initials stand for?  
When were they first used?
7. POLYGAMOUS  
What is the prefix? What does the prefix mean?  
What do you think “monogamous means”? Check your answer.
8. NADIR  
What is the origin of this word?  
Write a sentence using it correctly.
9. TAMARIND  
Is the “i” pronounced as in “rind” or as in “Indian”?  
In what part of the world you expect to find this?
10. JETSAM  
When was this word first recorded?
11. FLOTSAM  
What is the difference in meaning between flotsam and jetsam?
12. CALENDAR  
Find out about each of the following
  - a) Chinese calendar
  - b) ecclesiastical calendar
  - c) Hebrew calendar
  - d) Julian calendar
  - e) Gregorian calendar
  - f) Revolutionary calendar
14. Name the Canadian provinces and two territories from west to east.  
Name the five Great Lakes.
15. Draw and name the first five letters of
  - a) the Hebrew alphabet
  - b) the Arabic alphabet

- c) the Greek alphabet
- d) the Russian alphabet

What, if any, are the similarities? What does this suggest about the origins of writing?

16. What is the Aurora Borealis? What is it called in the Southern Hemisphere?
17. XENOPHOBE  
What does the word mean? What does the suffix “phobe” mean?
18. Draw a picture of a “colander”
19. Find the long forms of these commonly used abbreviations
  - a) i.e.
  - b) e.g.
  - c) etc.
20. ZYMURGY  
What does this word mean?

## ANSWER KEY

### Exercise 1

Check your answers by finding the words in the dictionary.

### Exercise 2

gift, mat, motor, fun, hat, igloo, justice, letter, pan, kitten, nine  
mitten, moral, monster, mister, mount, mop

### Exercise 3

A)

super - above	hyper - over, beyond	sub - under
in - not	post - after	pre - before
anti - against	mega - large	contra - against
ultra - extremely	re - again	ab - away, from
il - not	im - not	

B) Answers will vary.

### Exercise 4

A)

ment	able	ed
ate	ment	ing
er	ary	ly
ian		

B) Answers will vary.

### Exercise 5

Say your answers aloud to your instructor.

### Exercise 6

Say your answers aloud to your instructor.

### Exercise 7

A)

beast - Latin	curl - Dutch	sandwich - a person's name
hamburger - Germanic	tulip - Persian	sponge - Greek
negligée - French	traffic - unknown	brown - Germanic
sun - Old English	cow - Norse	ketchup - Cantonese

B) English is a very flexible language and adopts words from other languages for new things.

### Exercise 8

1. burned, burnt
2. Bonar Law, born in Rexton, New Brunswick, 1858 - Prime Minister of Great Britain in 1922
3. last bone in your spine, "tail bone"
4. Alberta, Saskatchewan, or Manitoba
5. lively dance
6. Canadian expression "liquor made by filling a recently empty run barrel with boiling water....."
7. 1935
8. "Mixture of dried petals and spices used to perfume a room...  
From the French meaning "rotten pot" The meaning has changed completely.
9. 6 feet....Old English from Germanic meaning outstretched arms  
How wide will your arms stretch? Are you as big as the people who created this term?
10. Boudicca (also Boadicea) Queen of an ancient English tribe

### Exercise 9

1. Homographs...words that are spelled the same but have different meanings
2. In the definition section, after the part of speech
3. Tells when and how words can be used  
15 registers  
Slang is informal language which is not suitable for written work.  
Coarse slang should not be used anywhere.
4. opp means an antonym or opposite  
= means the two meanings are equal  
compare means that the meanings are similar and that understanding the meaning of one may help understand the other
5. Use an exclamation point to show absurdity, command, warning...wonder.
6. Write "i" before "e" except after "c" or when it says "a" as in neighbour and weigh. If you hear the sound "ee", write "ie".
7. Kim Campbell, for less than 1 year.
8. Pressure is measured in pascals.
9. 10 degrees Celsius
10. 28 letters



**Exercise 10**

Be sure to pronounce the words for your instructor.

**Exercise 11**

crisis	Greek
kindergarten	German
haberdasher	from Anglo-French (1066 A.D.) to Middle English
mother	Sanskrit (ME OS OHG L GK Sk)
potato	Spanish
stalemate	eastern English
dude	origin unknown
February	Latin (ME OE L)
zombie	Niger-Congo (in East Africa)
boycott	Charles C. Boycott - ostracized for refusing to reduce rents

**Exercise 12**

A)

Answers may vary.

B)

1. Lying
2. Rove, reeved
3. Criteria
4. Strove, strived
5. Referenda, referendums
6. Leapt, leaped
7. Learnt, learned
8. Swept
9. Consortia, consortiums
10. Octopi, octopuses

**Exercise 13**

1. swing:..Two sets of synonyms are required because the word has two different meanings.  
 pistil: (see flower illustration which is on p.448)  
 money: 20 countries use a currently called “dollar”  
 Easter: March 30, 1997  
 skeleton: patella  
 veranda, verandah

Zion, Sion...a movement which supports the return of the Jewish people to Jerusalem after the Diaspora> (Often a dictionary entry includes terms you do not know. It is important to follow up on these. What is a diaspora?)

invalid                      check pronunciation with your instructor

Michaelmas... the first part rhymes with “pickle”

September 29...the feast of St. Stephen the Archangel

miasma            miasmas or miasmata

### **Exercise 14**

1. Polycarp Saint, 2nd century, Christian martyr, Bishop of Smyrna in Asia Minor
2. Letter salutation should read either Sir:            or Dear Mr. Ambassador:
3. Sudbury, Ontario
4. Ti
5. ‰
6. SASE means “self addressed stamped envelope”
7. fiat lux.....”Let there be light”  
enfants perdus.....lost children or soldiers sent to a dangerous post
8. after the salutation of a business letter  
to introduce explanatory remarks  
to introduce a clause or phrase that explains,  
illustrates, amplifies or restates what has gone before
9. virgule
10. macron..... placed over a vowel indicates a long vowel sound as in “fāte”  
  
breve..... place over a vowel indicates a short vowel sound as in “fat”  
  
diaeresis... means that the vowel are pronounced separately as in Noël

11. - 20

Ask your instructor to check your work.

## **PRE-TEST FOR BAU-ENG 4.1 OBJECTIVES**

**Part A:** Complete this part of the test without a dictionary.

1. In your own words, explain what a dictionary is. (/5)

2. In your own words, explain any **3** of these terms. (/6)

- A) synonym
- B) etymology
- C) thesaurus
- D) syllable
- E) phonetic symbols

3. Put the words below in alphabetical order. (/5)

simple	petal	art	money	please	decay
party	window	drum	doctor	widow	rent
renter	dance	peach			

4. List three different dictionaries. (/2)

5. What do these abbreviations stand for? (/4)

n	v	adj	prep
---	---	-----	------

**Part B:** Complete this part of the test using a dictionary.

1. What are the guide words that go with the word “part”? (/1)

2. Write the plural form of these words: piano, fish, bus. (/3)

3. Write the other forms of these verbs: fry, fight, drink. (/3)

4. Write 3 synonyms for “sweet”. (/3)

5. How many meanings does the noun “iron” have? (/1)

6. Who was the second Governor General of Canada? (/1)

7. Which is larger an American gallon or a British gallon? (/1)

8. At what two temperatures does water boil? (/1)
9. Choose any 2 of the following headwords and explain in your own words the information given about each. (/14)

salty      indigo      fresco      butter tart      poach

**Total**      /50

## **PRE-TEST FOR IAU-ENG 1.1 OBJECTIVES**

**Part A:** Complete this part of the test without a dictionary.

1. Explain, using full sentences, each of the following terms. (/10)  
     guide words                      etymology                      phonetic symbols  
     syllabication                      appendices
2. Alphabetize these words (/5)  
     become beckon binary between bin binge bedded becalm became bedecked
3. Name an American, Canadian, and British dictionary. (/3)
4. Write a paragraph persuading a friend to buy a good dictionary. (/5)
5. Write sentence definitions for each of the following words. (/6)

**Part B:** Complete this part of the test using a dictionary.

1. Briefly explain the etymology of the “portable”. (/4)
2. Use the word “talisman” in a sentence. (/2)
3. What is “ochre”? (/2)
4. How many meanings are there for the word “mark”? (/1)
5. What does the abbreviation “conj” stand for? (/1)
6. Who was Louis Comfort Tiffany? (/1)
7. Where is Kosovo? (/1)
8. When discussing the history of the English language, three periods are usually identified. What are they? (/2)
9. In your own words, write all the information you can find about “similar”. (/7)

**Total                      /50**

## FEEDBACK PROCESS

---

For feedback, please forward your comments to:

New Brunswick Community College - Woodstock  
 100 Broadway Street  
 Woodstock, NB  
 E7M 5C5

Attention: Kay Curtis  
 Tel.: 506-325-4866 Fax.: 506-328-8426

\* In case of errors due to typing, spelling, punctuation or any proofreading errors, please use the enclosed page to make the proposed correction using red ink and send it to us.

\* For feedback regarding the following items, please use the form below:

- insufficient explanations;
- insufficient examples;
- ambiguity or wordiness of text;
- relevancy of the provided examples;
- others...

Page number	Nature of the problem	Proposed solution (include your text if possible)

**FEEDBACK PROCESS**

---

<b>Page number</b>	<b>Nature of the problem</b>	<b>Proposed solution (include your text if possible)</b>
<b>Comments:</b>		