

PRONUNCIATION KEY

The pronunciation is indicated for every basic word introduced in this book. The symbols used for this purpose, as listed below, are similar to those appearing in most standard dictionaries of recent vintage. The author has consulted a large number of dictionaries for this purpose but has relied primarily on *Webster's Third New International Dictionary* and *The Random House Dictionary of the English Language (Unabridged)*.

There are, of course, many English words for which two (or more) pronunciations are commonly accepted. In virtually all cases where such words occur in this book, the author has sought to make things easier for the student by giving just one pronunciation. The only significant exception occurs when the pronunciation changes in accordance with a shift in the part of speech. Thus we would indicate that *project* in the verb form is pronounced *prə'jekt'*, and in the noun form, *prəj'ekt*.

It is believed that these relatively simple pronunciation guides will be readily usable by the student. It should be emphasized, however, that the *best* way to learn the pronunciation of a word is to listen to and imitate an educated speaker.

Vowels		
ā	lake	e stress
a	mat	ī knife
â	care	i sit
ä	bark, bottle	ō flow
au	doubt	ô all, cord
ē	beat, wordy	oi oil
ü	loot, new	
ú	foot, pull	
ə	rug, broken	
ər	bird, better	

all of
* List the vowels in your notes

Consonants		
ch	child, lecture	s cellar
g	give	sh shun
j	gentle, bridge	th thank
ŋ	sing	th those
wh	what	
y	yearn	
z	is	
zh	measure	

All other consonants are sounded as in the alphabet.

* List examples of consonants in your notes

Stress The accent mark *follows* the syllable receiving the major stress: en rich'

Abbreviations		
adj.	adjective	n. noun
adv.	adverb	part. participle
int.	interjection	pl. plural
		prep. preposition
		v. verb

* List all abbreviations in your notes

See page T21 for information about the Interactive Audio Pronunciation Program.

THE VOCABULARY OF VOCABULARY

There are some interesting and useful words that are employed to describe and identify words. The exercises that follow will help you to check and strengthen your knowledge of this "vocabulary of vocabulary."

Denotation and Connotation (* Take notes)

The **denotation** of a word is its specific dictionary meaning. Here are a few examples:

Word	Denotation
scholarly	learned
grasping	overly eager for material gain
travel	make a journey

The **connotation** of a word is its **tone**—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Depending on what these feelings are, the connotation of a word may be *favorable* (*positive*) or *unfavorable* (*negative, pejorative*). A word that does not normally arouse strong feelings of any kind has a *neutral* connotation. Here are some examples of words with different connotations:

Word	Connotation
scholarly	favorable
grasping	unfavorable
travel	neutral

Try
→ **Exercises** In the space provided, label the connotation of each of the following words **F** for "favorable," **U** for "unfavorable," or **N** for "neutral."

- | | | |
|--------------------|------------------|--------------------|
| _____ 1. conceited | _____ 3. valiant | _____ 5. shiftless |
| _____ 2. parallel | _____ 4. excerpt | _____ 6. hero |

Literal and Figurative Usage (* Take notes)

When a word is used in a **literal** sense, it is being employed in its strict (or primary) dictionary meaning in a situation (or context) that "makes sense" from a purely logical or realistic point of view. For example:

There were logs *floating* in the river after the storm.

In this sentence, *floating* is employed literally. The logs are resting on the surface of the water.

Sometimes words are used in a symbolic or nonliteral way in situations that do not "make sense" from a purely logical or realistic point of view. We call this nonliteral application of a word a **figurative** or **metaphorical** usage. For example:

The famous actress *floated* into the room with all the grace and elegance of a prima ballerina.

In this sentence, *floated* is not being used in a literal sense. That is, the actress was not actually resting on water. Rather, the word is intended to convey graphically the smooth way in which the actress moved.

Try
↳

Exercises

In the space provided, write **L** for "literal" or **F** for "figurative" next to each of the following sentences to show how the italicized expression is being used.

- ___ 1. I accidentally put my fingers *in some very hot water* and burned them.
- ___ 2. When the dean suddenly summoned me to his office, I knew I was *in hot water*.
- ___ 3. A *ribbon* of moonlight suddenly broke through the clouds and illuminated the scene.

Synonyms

A **synonym** is a word that has *the same* or *almost the same* meaning as another word. Here are some examples: (*Take notes)

- | | |
|-------------|-----------------|
| go—depart | know—understand |
| listen—hear | hurry—rush |
| happy—glad | roomy—spacious |

Exercises

In each of the following groups, circle the word that is most nearly the **synonym** of the word in **boldface** type.

- | | | | |
|------------------|-----------------|----------------------|--------------------|
| 1. absurd | 2. alert | 3. generosity | 4. conserve |
| a. sensible | a. clear | a. likelihood | a. refill |
| b. foolish | b. dull | b. charity | b. use up |
| c. loud | c. watchful | c. selfishness | c. save |
| d. quiet | d. distant | d. cleverness | d. throw away |

Antonyms

An **antonym** is a word that means *the opposite* of or *almost the opposite* of another word. Here are some examples: (*Take notes)

- | | |
|--------------|-----------------|
| awake—asleep | quiet—noisy |
| hurry—dawdle | gloomy—cheerful |
| wet—dry | friend—foe |

Exercises

In each of the following groups, circle the word that is most nearly the **antonym** of the word in **boldface** type.

- | | | | |
|-------------------|----------------|-----------------------|---------------------|
| 1. amateur | 2. blur | 3. intelligent | 4. ferocious |
| a. veteran | a. dim | a. charming | a. juvenile |
| b. beginner | b. close | b. studious | b. mild |
| c. professional | c. open | c. stupid | c. angry |
| d. resident | d. clarify | d. lively | d. expensive |

VOCABULARY STRATEGY: USING CONTEXT

How do you go about finding the meaning of an unknown or unfamiliar word that you come across in your reading? You might look the word up in a dictionary, of course, provided one is at hand. But there are two other useful strategies that you might employ to find the meaning of a word that you do not know at all or that is used in a way that you do not recognize. One strategy is to analyze the **structure** or parts of the word. (See pages 11 and 12 for more on this strategy.) The other strategy is to try to figure out the meaning of the word by reference to context.

When we speak of the **context** of a word, we mean the printed text of which that word is part. By studying the context, we may find **clues** that lead us to its meaning. We might find a clue in the immediate sentence or phrase in which the word appears (and sometimes in adjoining sentences or phrases, too); or we might find a clue in the topic or subject matter of the passage in which the word appears; or we might even find a clue in the physical features of a page itself. (Photographs, illustrations, charts, graphs, captions, and headings are some examples of such features.)

One way to use context as a strategy is to ask yourself what you know already about the topic or subject matter in question. By applying what you have learned before about deserts, for example, you would probably be able to figure out that the word *arid* in the phrase "the arid climate of the desert" means "dry."

The **Vocabulary in Context** exercises that appear in the Units and Reviews and the **Choosing the Right Meaning** exercises that appear in the Reviews and Cumulative Reviews both provide practice in using subject matter or topic to determine the meaning of given words.

Annotate

* When you do the various word-omission exercises in this book, look for **context clues** built into the sentence or passage to guide you to the correct answer. Three types of context clues appear in the exercises in this book.

A **restatement clue** consists of a *synonym* for, or a *definition* of, the missing word. For example:

Faithfully reading a weekly newsmagazine not only broadens my knowledge of current events and world or national affairs but also

Try → _____ my vocabulary.

a. decreases b. fragments c. increases d. contains

In this sentence, *broadens* is a synonym of the missing word, *increases*, and acts as a restatement clue for it.

A **contrast clue** consists of an *antonym* for, or a phrase that means the *opposite* of, the missing word. For example:

"As you say, my view of the situation may be far too rosy," I admitted.

"On the other hand, yours may be a bit (**optimistic, bleak**)."

In this sentence, *rosy* is an antonym of the missing word, *bleak*. This is confirmed by the presence of the phrase *on the other hand*, which indicates that the answer must be the opposite of *rosy*.

← Try

* Take notes

An ***inference clue*** implies but does not directly state the meaning of the missing word or words. For example:

Try →

"A treat for all ages," the review read, "this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.

a. ignorance . . . painter

c. wealth . . . surgeon

b. wisdom . . . beginner

d. knowledge . . . storyteller

In this sentence, there are several inference clues: (a) the word *scholar* suggests the word *knowledge* because a scholar by definition is someone who has acquired knowledge; (b) the words *novel*, *artistry*, and *skill* suggest the word *storyteller*. A *novel* tells a story, and someone who is an expert at telling a story necessarily uses both *artistry* and *skill*. Accordingly, all these words are inference clues because they suggest or imply, but do not directly state, the missing word or words.

Exercises

Use context clues to choose the word or words that complete each of the following sentences or sets of sentences.

Try →

1. I like visiting small towns and rural villages from time to time, but the big city is my _____ home.

a. permanent

c. original

b. former

d. temporary

2. The child's stubborn refusal to do what he was told (**infurated**, **delighted**) his normally even-tempered parents.

3. The radio, the television set, and other forms of mass

_____ with which we are all familiar today were entirely unknown at the _____ of the twentieth century.

a. hysteria . . . end

c. communication . . . beginning

b. employment . . . middle

d. transportation . . . turn