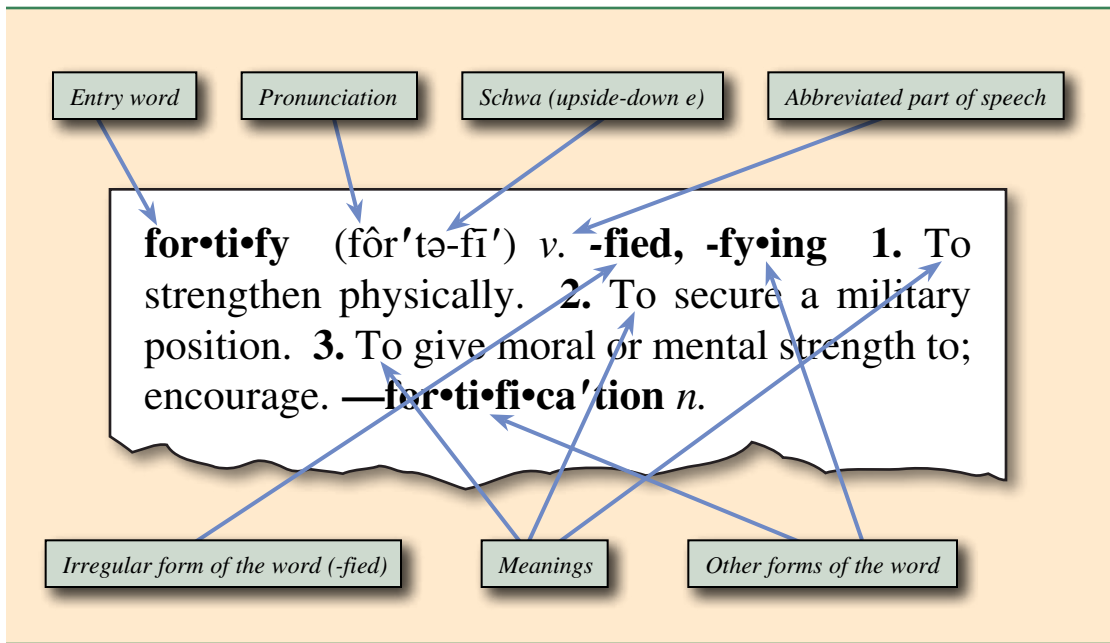


1 Dictionary Use

This Chapter in a Nutshell

- You should own both a paperback and a hardbound dictionary.
- Your computer (if you have one) may have a built-in dictionary; also, you can easily visit an online dictionary.
- Use spelling hints to help you look up in the dictionary a word you cannot spell.
- A dictionary entry will tell you how a word is spelled and pronounced and give you the various meanings of the word. It will also provide other helpful information about words.

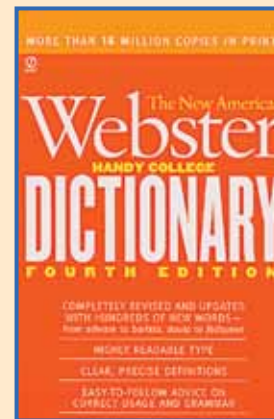
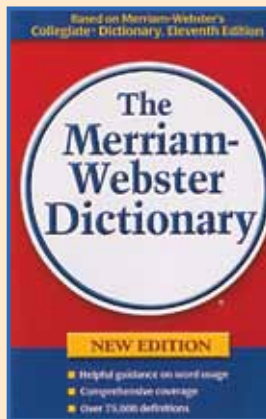
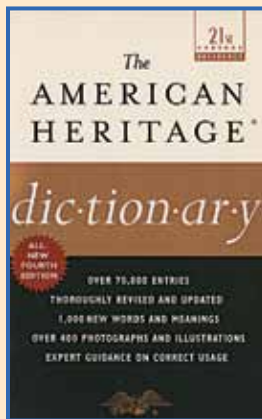


The dictionary is a valuable tool. To help you use it, this chapter explains in a clear and detailed way what you need to know about dictionaries and the information they provide.

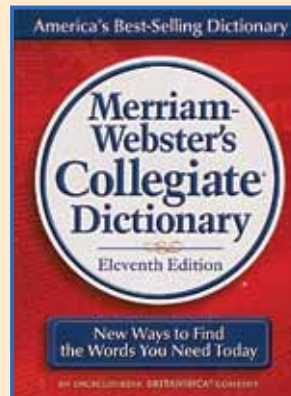
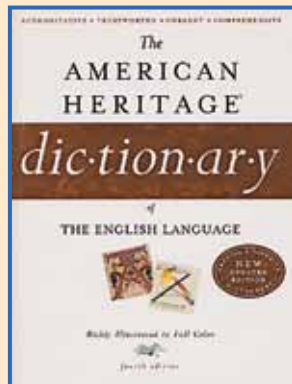
Owning Your Own Dictionaries

You can benefit greatly by owning two dictionaries. The first dictionary you should own is a paperback edition you can carry with you. Any of the following would be a good choice:

The American Heritage Dictionary, Paperback Edition
The Merriam-Webster Dictionary, Paperback Edition
New American Webster Handy College Dictionary



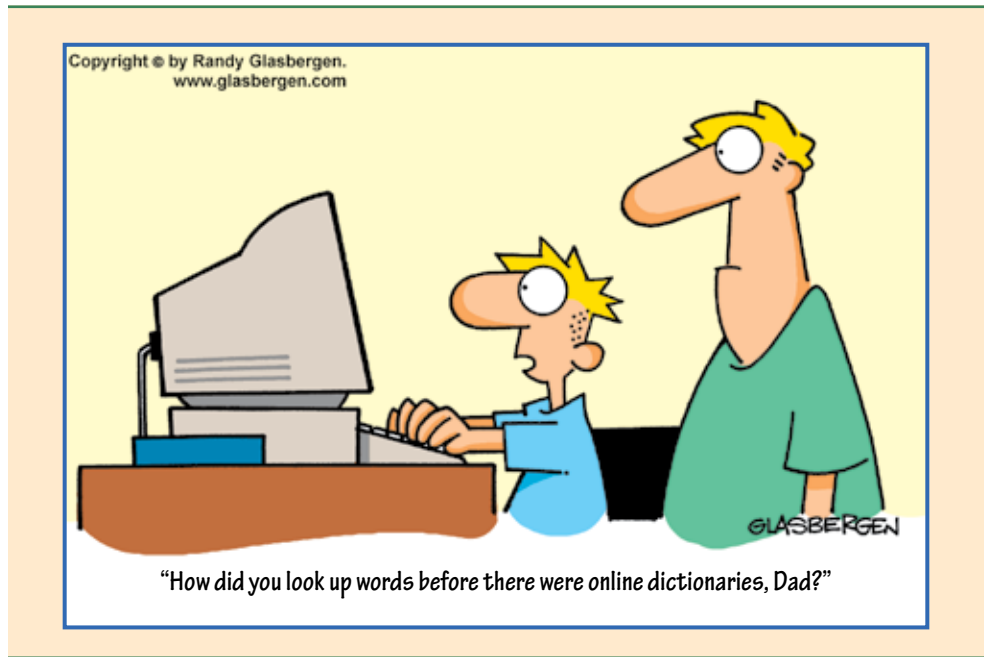
The second dictionary you should own is a desk-sized, hardcover edition, which should be kept in the room where you study. Here are two good hardbound dictionaries:



Hardbound dictionaries contain a good deal more information than the paperback editions. For instance, a hardbound dictionary defines far more words than a paperback dictionary. And there are more definitions per word, as well. Although they cost more, they are worth the investment, because they are valuable study aids.

Dictionaries are often updated to reflect changes that occur in the language. New words come into use, and old words take on new meanings. So you should not use a dictionary that has been lying around the house for a number of years. Instead, buy yourself a new dictionary. It is easily among the best investments you will ever make.

Online Dictionary



If your computer is connected to the Internet, you may find it easy to check words online. Here is one dictionary site you can go to:

www.merriam-webster.com

For example, if you go online to www.merriam-webster.com and type in the word *fortify*, you will see something like this:

for·ti·fy verb


for-ti-fied | for-ti-fy-ing

Definition of FORTIFY

transitive verb

- : to make strong: as
- a** : to strengthen and secure (as a town) by forts or batteries
- b** : to give physical strength, courage, or endurance to <*fortified* by a hearty meal>
- c** : to add mental or moral strength to : **ENCOURAGE** <*fortified* by prayer>
- d** : to add material to for strengthening or enriching <*fortified* milk>

intransitive verb

- : to erect fortifications
- **for-ti-fi-er**  *noun*
- ➔ See *fortify* defined for English-language learners »

Examples of FORTIFY

- *fortify* a city against attack
- a city *fortified* by high walls
- Support for his theories has been *fortified* by the results of these experiments.

(continued)

- He took a deep breath to *fortify* himself before stepping onto the stage.
- milk *fortified* with vitamin D

Origin of FORTIFY

Middle English *fortifien*, from Anglo-French *fortifier*, from Late Latin *fortificare*, from Latin *fortis* strong
 First Known Use: 15th century

Synonyms: brace, forearm, nerve, poise, psych (up), ready, steel, strengthen

Antonyms: debilitate, enervate, enfeeble, weaken

[+]more

Rhymes with FORTIFY

abide by, Adonai, alibi, alkali, amplify, apple-pie, argufy, assegai, azo dye, basify, beautify, butterfly, by-and-by, caddis fly, calcify...

[+]more

Browse

- Next Word in the Dictionary: [fortis](#)
- Previous Word in the Dictionary: [fortified wine](#)
- All Words Near: [fortify](#)

By permission. From *Merriam-Webster's Collegiate Dictionary, 11th Edition* © 2011 by Merriam-Webster, Incorporated (<http://www.merriam-webster.com>).

Notice the speaker icon next to the word *fortify*. **If you click on this icon, the word will be pronounced for you.**

These sites also give you information on **synonyms** (words with similar meanings to the word you have looked up) and **antonyms** (words with opposite meanings to the word you have looked up). Synonyms and antonyms are explained further on pages 51, 80, and 83.

Note: Some computer programs come with a built-in dictionary. For example, if you use Microsoft Word on a Macintosh, click on “Tools” and then choose “Dictionary.” If you are using Word for Windows, highlight a word in your document, scroll down to “Look Up,” and then click on one of the dictionaries listed.

Finding Words in the Dictionary

Using Guidewords to Find a Word

One way to find a given word in a dictionary is to use **guidewords**—the pair of words at the very top of each dictionary page. Shown below are the top and bottom parts of a page in one paperback dictionary.

<p>armful arsenic</p> <p>arm•ful (ärm'föö'l') <i>n., pl. -fuls.</i> As much as an arm can hold.</p> <p>arm•hole (ärm'höl') <i>n.</i> An opening for the arm in a garment.</p> <p>ar•mi•stice (är'mi-stīs) <i>n.</i> A temporary suspension of hostilities by mutual consent; truce. [<NLat. <i>armistitium</i>.]</p> <p>arm•let (ärm'līt) <i>n.</i> A band worn around the upper arm for ornament or identification.</p>	<p>38</p> <p>playing or singing of the notes of a chord in rapid succession rather than all at once [Ital.]</p> <p>ar•raign (ə-rān') <i>v.</i> 1. To summon before a court to answer to an indictment. 2. To accuse; denounce. [<OFr. <i>araisnier</i>.] -ar•raign'ment <i>n.</i></p> <p>ar•range (ə-rānj') <i>v.</i> -ranged, -rang•ing. 1. To put into a specific order or relation; dispose.</p>
<p>a•rouse (ə-rouz') <i>v.</i> a-roused, a-rous-ing. 1. To awaken from or as if from sleep. 2. To stir up; stimulate; excite. [<i>a-</i> (intensive) + ROUSE.] -a-rous'al <i>n.</i></p> <p>ar•peg-gi-o (är-pēj'ē-ō, -pēj'ō) <i>n., pl. -os.</i> The</p>	<p>munition. 2. A stock or supply, esp. of weapons [< Ar. <i>dār-as-sinā'ah</i>.]</p> <p>ar•se•nic (är'sə-nīk) <i>n.</i> <i>Symbol As</i> A highly poisonous metallic element used in insecticides, weed killers, solid-state doping agents, and various</p>

The first guideword tells what the first word is on that page; the second guideword tells what the last word is on the page. All the word entries on the page fall alphabetically between the two guidewords.



Check Your Understanding

Now see if you understand how to use guidewords. Underline the three words below that would appear on the page with the guidewords *armful / arsenic*:

art aroma army arrest ax allow

Explanation

The guidewords **armful / arsenic** tell us right away that every word on the page will begin with *ar*. That immediately eliminates *ax* and *allow*. The words that would fall on the page with those guidewords are *aroma*, *army*, and *arrest*. The word *art* also begins with *ar*, but alphabetically it comes after *arsenic*, the last word on the page.



PRACTICE 1

Below are five pairs of dictionary guidewords followed by other words. Underline the **three** words in each series that would be found on the page with the guidewords.

1. **peer / pendant**

pelican peephole Peking penknife penalty kick

2. **every / exalt**

evergreen exact evil ewe example

3. **kidney / kindhearted**

kindergarten killing kickback kingdom kilowatt

4. **dumbbell / dustpan**

during duplicate dye dunk dull

5. **stuffed shirt / subconscious**

stumble sunstroke subcompact straw style

Finding a Word You Can't Spell

“If I can't spell a word,” you might ask, “how can I find it in the dictionary?” The answer is that you have to guess what the letters might be.

Guessing is not too difficult with certain sounds, such as the sounds of *b* and *p*. But other sounds are more difficult to pin down because they can belong to more than one letter. And that's where the guessing comes in. Here are three hints to help in such cases:

Hints for Finding Words

Hint 1: If you're not sure about the vowels in a word, you will simply have to experiment. Vowels often sound the same. So try an *i* in place of an *a*, an *i* in place of an *e*, and so on. If, for example, you don't find a word that sounds as if it begins with *pa*, try looking under *pe*, *pi*, *po*, *pu* or *py*.

Hint 2: Following are groups of letters or letter combinations that often sound alike. If your word isn't spelled with one of the letters in a pair or group shown below, it might be spelled with another in the same pair or group. For example, if it isn't spelled with a *k*, it may be spelled with a *c*.

c / k	c / s	f / v / ph	g / j	qu / kw / k	s / c / z
sch / sc / sk	sh / ch	shun / tion / sion	w / wh	able / ible	
ai / ay	al / el / le	ancy / ency	ate / ite	au / aw	ea / ee
er / or	ie / ei	ou / ow	oo / u	y / i / e	

Hint 3: Consonants are sometimes doubled in a word. If you can't find your word with a single consonant, try doubling it.



PRACTICE 2

For this practice you will need a dictionary. Try using your ear, the hints on this page, and guidewords to help you find the correct spelling of the following words. Write each correct spelling in the answer space.

- | | |
|-------------------|---------------------|
| 1. occasion _____ | 6. awtumn _____ |
| 2. dooty _____ | 7. rimember _____ |
| 3. dicated _____ | 8. atenshun _____ |
| 4. aksident _____ | 9. experament _____ |
| 5. nieghbor _____ | 10. fotocopy _____ |

Learning from a Dictionary Entry

Each entry word in a dictionary is in **boldface type**. Here is a sample entry:

Sample Dictionary Entry

dis•re•spect (dĭs'ri-spĕkt') *n.* Lack of respect or regard; rudeness; discourtesy. —*tr.* *v.* **-spect•ed, -spect•ing, -spects.** To show a lack of respect for: *disrespect one's elders; disrespect the law.*

All of the following information may be provided in a dictionary entry:

- 1 Spelling and Syllables
- 2 Pronunciation Symbols and Accent Marks
- 3 Parts of Speech
- 4 Irregular Forms of Words
- 5 Definitions
- 6 Synonyms
- 7 Usage Labels

The rest of the chapter will look at each kind of information above.

1 Spelling and Syllables

The dictionary first gives the correct spelling and syllable breakdown of a word. Dots separate the words into syllables. Each syllable is a separate sound, and each sound includes a vowel. In the entry shown above, *disrespect* is divided into three syllables.

How many syllables are in each of the following words?

do•nate

com•pen•sate

o•be•di•ent

If you answered two for *donate*, three for *compensate*, and four for *obedient*, you were right.



PRACTICE 3

Use your dictionary to separate the following words into syllables. Put a large dot (•) between the syllables. Then write down the number of syllables in each word. The first one is done for you as an example.

1. b i r t h • p l a c e 2 syllables
2. d i s c l o s e _____ syllables
3. h u r r i c a n e _____ syllables
4. u n d e r t a k e r _____ syllables
5. i n h u m a n i t y _____ syllables

2 Pronunciation Symbols and Accent Marks

A dictionary entry word is followed by information in parentheses, as in the entry for *disrespect*:

dis•re•spect (dĭs'ri-spĕkt')

The information in parentheses shows you how to pronounce the word. It includes two kinds of symbols: pronunciation symbols and accent marks. Following are explanations of each.

Pronunciation Symbols

The **pronunciation symbols** tell the sounds of the consonants and the vowels in a word. The sounds of the consonants are probably familiar to you, but you may find it helpful to review the vowel sounds. Vowels are the letters *a*, *e*, *i*, *o*, and *u*. (Sometimes *y* is also a vowel, as in *myself* and *copy*.) To know how to pronounce the vowel sounds, use the pronunciation key in your dictionary. Here is a sample pronunciation key:

Pronunciation Key

ă hat	ā pay	âr care	ä card	ě ten	ē she	ÿ sit
ī hi	îr here	ō lot	ō go	ô all	oi oil	ou out
oō look	yōō cure	ōō cool	yōō use	ŭ up	ûr fur	th thick
th then	ə ago, item, easily, gallop, circus					



PRACTICE 6

Answer the questions following each of the five words below.

1. **pro•cras•ti•nate** (prō-krās'tə-nāt')
 - A. How many syllables are in *procrastinate*? _____
 - B. Which syllable is most strongly accented? _____
2. **mag•nif•i•cent** (măg-nĭf'ĭ-sənt)
 - A. How many syllables are in *magnificent*? _____
 - B. Which syllable is most strongly accented? _____
3. **un•der•dog** (ŭn'dər-dôg')
 - A. How many syllables are in *underdog*? _____
 - B. Which syllable is most strongly accented? _____
4. **so•phis•ti•ca•ted** (sə-fĭs'tĭ-kā'tĭd)
 - A. How many syllables are in *sophisticated*? _____
 - B. Which syllable is most strongly accented? _____
5. **ter•mi•nate** (tŭr'mə-nāt')
 - A. How many syllables are in *terminate*? _____
 - B. Which syllable is **least** strongly accented? _____

3 Parts of Speech

Every word in the dictionary is either a noun, a verb, an adjective, or another part of speech. In dictionary entries, the parts of speech are shown by letters in italics. In the entry for *disrespect*, for example, the abbreviations *v.* and *n.* tell us that *disrespect* is both a verb and a noun. The entry below for *insult* tells us that this word is both a verb and a noun.

in•sult (ĭn-sŭlt') *v.* To speak to or treat with disrespect or contempt. —*n.* (ĭn'sŭlt'). An offensive or disrespectful action or remark.

When a word is more than one part of speech, the dictionary gives the definitions for each part of speech separately. In the above entry for *insult*, the abbreviation telling us that *insult* is a verb comes right after the pronunciation symbols; the verb definition follows. When the verb meaning ends, the abbreviation *n.* tells us that the noun definition will follow.

Parts of speech are abbreviated in order to save space. Following are the most common abbreviations for parts of speech:

<i>n.</i> — noun	<i>v.</i> — verb
<i>pron.</i> — pronoun	<i>conj.</i> — conjunction
<i>adj.</i> — adjective	<i>prep.</i> — preposition
<i>adv.</i> — adverb	<i>interj.</i> — interjection

Note: Many dictionaries use the abbreviations *tr.* and *intr.* (or *vt* and *vi*) to indicate two types of verbs, not other parts of speech. The abbreviations *tr.* and *vt* stand for a transitive verb (one that has a direct object); the abbreviations *intr.* and *vi* stand for an intransitive verb (one that does not have a direct object).



PRACTICE 7

Use your dictionary to list the parts of speech for each of the following words. Each word has more than one part of speech.

Parts of speech

- praise _____
- bridge _____
- panic _____
- around _____
- level _____

4 Irregular Forms of Words

Look at the following two words and the forms that follow them in most dictionaries.

know (nō) *v.* **knew** (nōō, nyōō), **known**, **know•ing**.

fun•ny (fūn'ē) *adj.* **-ni•er**, **-ni•est**.

When other forms of a word are spelled in an irregular way, those forms are shown. As you can see in the examples on the previous page, those forms are given after the part of speech in an entry. With irregular verbs, the dictionary gives the past tense (*knew*), and the past participle (*known*), as well as the present participle (*knowing*). With adjectives, the dictionary gives the comparative (*funnier*) and superlative (*funniest*) forms.

Plural forms with irregular spellings are also included in this spot in an entry. For example, the entry for *country* begins:

coun•try (kūn'trē) *n.*, *pl.* **-tries**.

After the part of speech of *country* (*n.* for noun), the entry gives the irregular form of the plural (*pl.*) of *country*.

Finally, comparative forms of adjectives and adverbs are also given at this point in the entry. Here are two examples:

good (gōd) *adj.* **bet•ter** (bět'ər), **best** (běst)

wide (wīd) *adj.* **-er**, **-est**



PRACTICE 8

Below are the beginnings of three dictionary entries. In the blanks, write in the part of speech and irregular or other troublesome spellings in full (not abbreviated).

1. **write** (rīt) *v.* **wrote** (rōt), **writ•ten** (rīt'n), **writ•ing**

Part of speech: _____

Spelling of past tense: _____

Spelling of past participle: _____

Spelling of present participle: _____

2. **cra•zy** (krā'zē) *adj.* **-zi•er**, **-zi•est**

Part of speech: _____

Spelling of form that means *most crazy* (with *-est* ending):

3. **qual•i•ty** (kwōl'ī-tē) *n.* **-ties**

Part of speech: _____

Spelling of plural: _____

5 Definitions

Words often have more than one meaning. When they do, their definitions may be numbered in the dictionary. You can tell which definition of a word fits a given sentence by the meaning of the sentence. For example, the following are three of the definitions of the verb form of *revive* given in most dictionaries:

1. To bring back to life or consciousness.
2. To impart or regain health or vigor.
3. To restore to use.

Which of these definitions best fits the sentence below?

Modern technology can revive patients who have actually been considered medically dead.

The answer is definition 1: Modern technology can bring a patient back to life.



PRACTICE 9

Below are three words and their dictionary definitions. A sentence using each word is also given. Choose the dictionary meaning that best fits each sentence.

1. **idle:** **1.** Not working; inactive. **2.** Avoiding work; lazy.

Which definition best fits the sentence below? _____

The streetcar tracks in our city have been *idle* since 1960, when the city switched from streetcars to buses.

2. **suspicion:** **1.** The act of suspecting the existence of something, esp. of something wrong, with little evidence or proof. **2.** A faint trace; hint.

Which definition fits the following sentence? _____

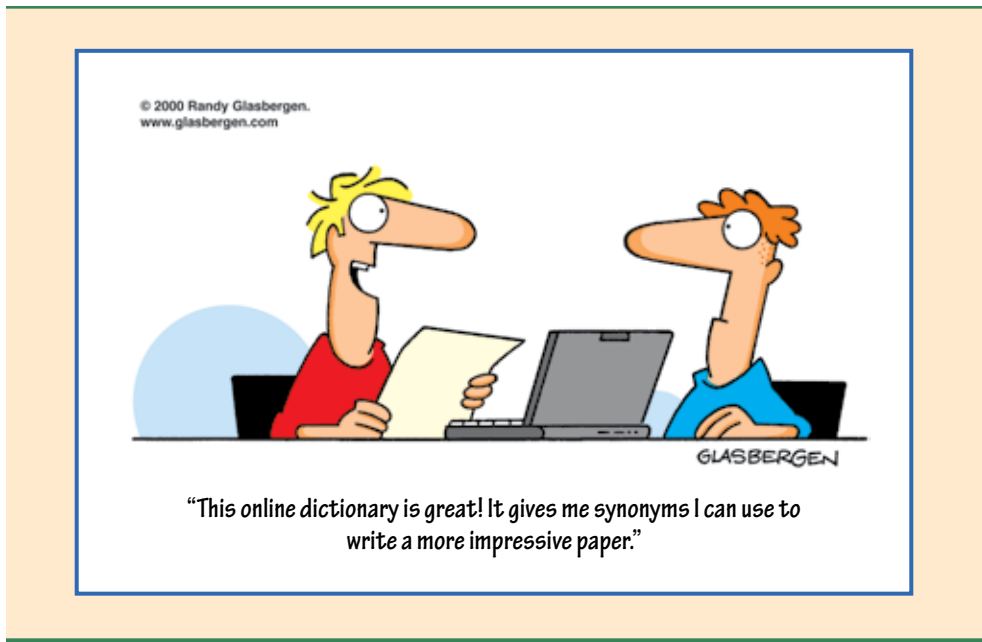
There was a *suspicion* of rum in the chocolate cake.

3. **sterile:** **1.** Incapable of reproducing sexually. **2.** Producing little or no vegetation. **3.** Free from microorganisms.

Which definition fits the following sentence? _____

The real estate agent had cheated young farmers by selling them *sterile* land.

6 Synonyms



A **synonym** is a word whose meaning is similar to that of another word. For instance, two synonyms for the word *fast* are *quick* and *speedy*.

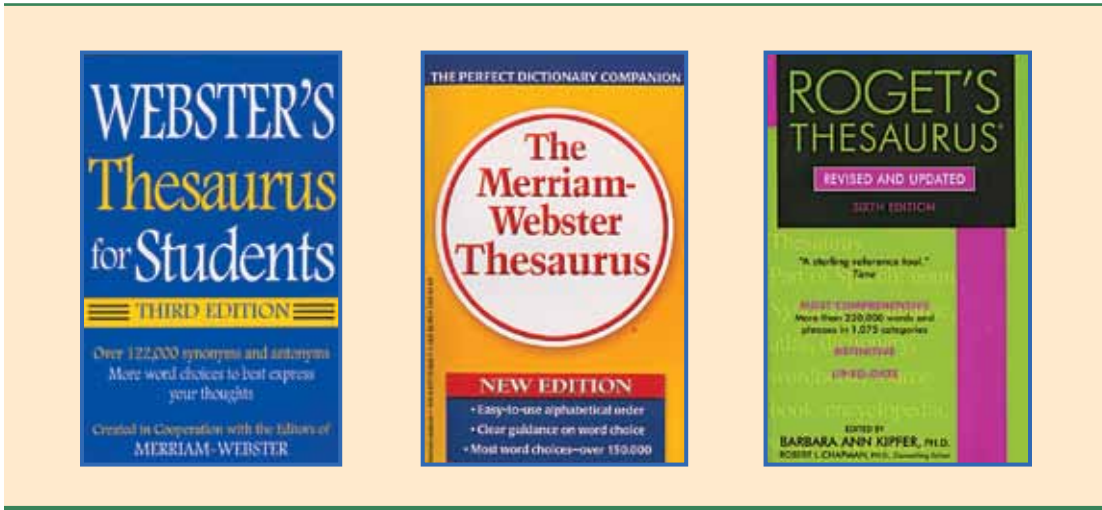
Dictionary entries sometimes end with synonyms. For example, the word *foreign* in some dictionaries ends with several synonyms: *alien*, *exotic*, *strange*. A hardbound dictionary in particular will provide synonyms for a word and explain the differences in meaning among the various synonyms.

More information on synonyms as well as **antonyms** (words with opposite meanings) can be found in a **thesaurus** (thĭ-sôr'əs), which is a collection of synonyms and antonyms. A thesaurus can improve your writing by helping you to find the precise word needed to express your thoughts. A thesaurus works much like a dictionary. You look up a word and, instead of definitions, you get a list of synonyms and perhaps an antonym of the word. To help you find the right word when writing, a thesaurus goes along well with your dictionary. If you have access to the Internet, you can find a free thesaurus online by going to

www.merriam-webster.com or **www.thesaurus.com**

Or, if you are using a recent word-processing program, see if it has a built-in thesaurus. For example, if you use Microsoft Word on a Macintosh computer, click on “Tools” and then choose “Thesaurus.” (If you are using Word for Windows, highlight a word in your document, then scroll down to “Synonyms.”)

Or you may want to own a paperback thesaurus such as one of the following:



7 Usage Labels

Besides listing definitions, a dictionary often includes **usage labels**: terms that tell us if a meaning is considered something other than “Standard English.” For example, the dictionary labels one meaning of the verb *crash*, “to go to sleep,” as “*Slang*.” Other common labels include “*Informal*” (the phrase *hang in*, meaning “to persist,” is labeled as informal) and “*Nonstandard*” (the word *ain’t* is labeled nonstandard). Such labels indicate language not considered appropriate in formal speech and writing.

In addition to usage labels, the dictionary provides **field labels**—special meanings of a word within a certain field. For instance, one dictionary definition of the word *mouse* is labeled “Computer Science” and is followed by a meaning that applies to the field of computers: “A hand-held input device used to move about a computer screen and operate programs.”

CHAPTER REVIEW

In this chapter, you learned the following:

- It is helpful to own two dictionaries. One should be a small paperback edition you can carry with you. The other should be a large hardbound version for use at home.
- If you have a computer, you can easily use a dictionary site online. You may also have a dictionary that comes with the word-processing software on your computer.
- You can find a word in the dictionary with the help of guidewords, the two words at the top of each dictionary page.
- You can use the spelling hints on page 41 to help you find a word you cannot spell.
- A dictionary entry will tell you 1) how a word is spelled and broken into syllables; 2) how a word is pronounced; 3) a word's part (or parts) of speech; 4) irregular forms of the word; 5) definitions of the word; 6) in some cases, synonyms; 7) any usage labels for the word.

The next chapter—Chapter 2—will show you how you can use context, rather than a dictionary, to figure out the meaning of a word.



On the Web: If you are using this book in class, you can visit our website for additional practice in using the dictionary. Go to www.townsendpress.com and click on "Online Learning Center."



REVIEW TEST 1

To review what you've learned in this chapter, answer the following questions by writing the letter of the correct answer.

- _____ 1. Guidewords can help you
- A. pronounce a word in a dictionary.
 - B. find a word in a dictionary.
 - C. define a word in a dictionary.

- _____ 2. You can learn how to pronounce a word by using the pronunciation symbols and
- the part of speech.
 - usage labels.
 - the pronunciation key.
- _____ 3. A dark accent mark shows
- which syllable has the strongest stress.
 - which syllable has the weakest stress.
 - that the word has only one syllable.
- _____ 4. A schwa is an unaccented syllable that sounds like the *a* in the word
- ago*.
 - cake*.
 - cat*.
- _____ 5. Dictionary entries will show you all of the following *except*
- how to spell a word.
 - how to pronounce a word.
 - the meaning or meanings of a word.
 - whether a word is a noun, verb, adjective or other part of speech.
 - common spelling errors of a word.



REVIEW TEST 2

- A.** Where would you find the numbered words below—before, on, or following the page with the guidewords? Fill in each blank with a **B** (for *before*), an **O** (for *on*), or an **F** (for *following*).

Guidewords: **mace / magazine**

- machine _____
- macaroni _____
- moody _____
- mailman _____
- Mafia _____

B. Use your dictionary to find the correct spellings of the following words:

6. kabinit _____
7. sircus _____
8. deznign _____
9. jinjerbread _____
10. dinamite _____

C. Answer the questions about the five words below. The pronunciation key on page 43 will help you answer some of the questions.

de•ter•mi•na•tion (dĭ-tŭr'mə-nā'shən)

pro•file (prō'fīl')

hu•man•ize (hyōō'mə-nīz')

sa•vor (sā'vər)

lu•na•tic (lōō'nə-tĭk)

11–12. Which two words have the sound of the long *a*, as in *pay*?

13–14. Which two words have the sound of the long *i*, as in *hi*?

15. Which word has the long *oo* sound, as in *cool*? _____

16. Which word has the long *yoo* sound, as in *use*? _____

17. In the word *savor*, a schwa sound appears in which syllable? _____

18. Which syllable is more strongly accented in the word *profile*? _____

19. Which syllable is most strongly accented in the word *determination*?

20. How many syllables are in the word *determination*? _____



REVIEW TEST 3

Use your dictionary to do all of the following.

- A.** Place dots between the syllables in the following words. Then write the correct pronunciation symbols, including the accent marks.

1. s c a p e g o a t _____

2. e x h a u s t _____

3. d e c i s i o n _____

4. c e l e b r a t e _____

5. r e c i p r o c a t e _____

- B.** List the parts of speech for each of the following words.

6. before *Parts of speech:* _____

7. desire *Parts of speech:* _____

- C.** Write the irregular form or forms of the following words.

8. memory *Irregular form:* _____

9. lively *Irregular forms:* _____

- D.** What dictionary definition of *drown* fits the following sentence?

10. Elsie drowned her strawberry pancakes in strawberry syrup.



REVIEW TEST 4

Here is a chance to apply your understanding of dictionary use to an excerpt from the longtime popular book *The Road Less Traveled*. The author, M. Scott Peck, a psychiatrist, explains a key first step in dealing with personal problems. He does so by offering examples of two people who fail to think clearly about their own problems.

Words to Watch

Below are some words in the reading that do not have strong context support. Each word is followed by the number of the paragraph in which it appears and its meaning there. These words are indicated in the selection by a small circle (°).

self-evident (1): not requiring any explanation

ludicrous (2): laughable because of being obviously ridiculous

clarified (19): made clear

amenable (23): agreeable

whining (29): childish complaining

glared (37): stared angrily

RESPONSIBILITY

M. Scott Peck

- 1 We cannot solve life's problems except by solving them. This statement may seem idiotically self-evident°, yet it is seemingly beyond the comprehension of much of the human race. This is because we must accept responsibility for a problem before we can solve it. We cannot solve a problem by saying, "It's not my problem." We cannot solve a problem by hoping that someone else will solve it for us. I can solve a problem only when I say, "This is my problem and it's up to me to solve it." But many, so many, seek to avoid the pain of their problems by saying to themselves: "This problem was caused by other people, or by social circumstances beyond my control, and therefore it is up to other people or society to solve this problem for me. It is not really my personal problem."
- 2 The extent to which people will go psychologically to avoid assuming responsibility for personal problems, while always sad, is sometimes almost ludicrous°. A career sergeant in the army, stationed in Okinawa and in serious trouble because of his excessive drinking, was referred for psychiatric evaluation and, if possible, assistance. He denied that he was an alcoholic, or even that his use of alcohol was a personal problem, saying, "There's nothing else to do in the evenings in Okinawa except drink."
- "Do you like to read?" I asked. 3
- "Oh yes, I like to read, sure." 4
- "Then why don't you read in the evening instead of drinking?" 5
- "It's too noisy to read in the barracks." 6
- "Well, then, why don't you go to the library?" 7
- "The library is too far away." 8
- "Is the library farther away than the bar you go to?" 9
- "Well, I'm not much of a reader. That's not where my interests lie." 10
- "Do you like to fish?" I then inquired. 11

- 12 "Sure, I love to fish."
- 13 "Why not go fishing instead of drinking?"
- 14 "Because I have to work all day long."
- 15 "Can't you go fishing at night?"
- 16 "No, there isn't any night fishing in Okinawa."
- 17 "But there is," I said. "I know several organizations that fish at night here. Would you like me to put you in touch with them?"
- 18 "Well, I really don't like to fish."
- 19 "What I hear you saying," I clarified, "is that there are other things to do in Okinawa except drink, but the thing you like to do most in Okinawa is drink."
- 20 "Yeah, I guess so."
- 21 "But your drinking is getting you in trouble, so you're faced with a real problem, aren't you?"
- 22 "This damn island would drive anyone to drink."
- 23 I kept trying for a while, but the sergeant was not the least bit interested in seeing his drinking as a personal problem which he could solve either with or without help, and I regretfully told his commander that he was not amenable^o to assistance. His drinking continued, and he was separated from the service in mid-career.
- 24 A young wife, also in Okinawa, cut her wrist lightly with a razor blade and was brought to the emergency room, where I saw her. I asked her why she had done this to herself.
- 25 "To kill myself, of course."
- 26 "Why do you want to kill yourself?"
- 27 "Because I can't stand it on this



dumb island. You have to send me back to the States. I'm going to kill myself if I have to stay here any longer."

"What is it about living on Okinawa that's so painful for you?" I asked. 28

She began to cry in a whining^o sort of way. "I don't have any friends here, and I'm alone all the time." 29

"That's too bad. How come you haven't been able to make any friends?" 30

"Because I have to live in a stupid Okinawan housing area, and none of my neighbors speak English." 31

"Why don't you drive over to the American housing area or to the wives' club during the day so you can make some friends?" 32

"Because my husband has to drive the car to work." 33

"Can't you drive him to work, since you're alone and bored all day?" I asked. 34

"No. It's a stick-shift car, and I don't know how to drive a stick-shift car, only an automatic." 35

"Why don't you learn how to drive a stick-shift car?" 36

She glared^o at me. "On these roads? You must be crazy." 37

Dictionary Questions

Use your dictionary to answer the questions that follow. Each question is about a word taken from the selection.

1. What pronunciation does your dictionary give for *amenable*?

2. Which syllable in *amenable* is accented?

3. What part of speech is the word *amenable*?

4. What pronunciation does your dictionary give for *ludicrous*?

5. Which syllable in *circumstances* is most strongly accented?

6. What part of speech is the word *clarified*?

7. Use your dictionary to determine the number of syllables in the word *responsibility*. Write the word, with dots between the syllables, below:

8. Use your dictionary to determine the number of syllables in the word *idiotically*. Write the word, with dots between the syllables, below:

- _____ 9. Below are dictionary definitions of *assume*. Choose the meaning that best fits *assuming* as used in the first sentence of paragraph 2 of the reading:

- A. To take upon oneself
- B. To put on
- C. To take for granted

"The extent to which people will go psychologically to avoid assuming responsibility for personal problems, while always sad, is sometimes almost ludicrous."

_____ 10. Below are dictionary definitions of *glare*. Choose the meaning that best fits *glared* as used in paragraph 37 of the selection:

- A. To stare angrily
- B. To shine intensely
- C. To stand out in an obvious way

“She glared at me. ‘On these roads? You must be crazy.’”

Questions about the Reading

For each question, write the letter of your answer in the space provided.

_____ 1. In the excerpt below, the word *comprehension* probably means

- A. meaning.
- B. understanding.
- C. confusion.
- D. absence.

“We cannot solve life’s problems except by solving them. This statement . . . is seemingly beyond the comprehension of much of the human race.”
(Paragraph 1)

_____ 2. In the sentence below, the word *excessive* probably means

- A. good-natured.
- B. unwilling.
- C. moderate.
- D. more than normal.

“A career sergeant . . . in serious trouble because of his excessive drinking, was referred for psychiatric evaluation and, if possible, assistance.”
(Paragraph 2)

_____ 3. Which sentence best expresses the central point of the entire selection?

- A. In Okinawa, Peck met two people who refused to take responsibility for their own problems.
- B. Some people find ways to come up with creative excuses for their irresponsibility.
- C. Many people, like the sergeant and the young wife, won’t solve their problems because they refuse to take responsibility for them.
- D. The sergeant and the young wife would rather see their careers and lives ruined than take responsibility for their problems.

- _____ 4. Which sentence best expresses the main idea of paragraphs 2–22?
- A. A career sergeant was in trouble because of his drinking.
 - B. The sergeant denied that he had a problem with alcohol.
 - C. Peck was expected to evaluate the sergeant and, if possible, help him.
 - D. People will go to ridiculous lengths to avoid responsibility for their problems.
- _____ 5. What seems to be the main idea of paragraph 23?
- A. Peck tried for some time to help the sergeant.
 - B. Drinking has destroyed the lives of many people.
 - C. Peck told the commander that he could not help the sergeant.
 - D. The sergeant, whom Peck was unable to help, had to leave the service.
- _____ 6. Peck states that the sergeant was not willing to be helped. What evidence does he give for that statement?
- A. The sergeant did not like to fish.
 - B. The sergeant did not like to read.
 - C. The sergeant refused every one of Peck’s suggestions.
 - D. All of the above
- _____ 7. The young wife first saw Peck because she
- A. was drinking too much.
 - B. had cut her wrist.
 - C. had tried to return to the States.
 - D. wanted to learn to drive.
- _____ 8. The young wife said she could not drive to the wives’ club because
- A. she could not drive a stick-shift car.
 - B. she had to be away at work all day.
 - C. none of the other wives spoke English.
 - D. she and her husband did not own a car.
- _____ 9. Which statement would Peck be most likely to make to the young wife?
- A. “No one in your situation could be expected to be happy.”
 - B. “Since you’re not willing to learn to drive a stick-shift car, you don’t really want to help yourself.”
 - C. “Your neighbors really should learn English so that they can talk to you.”
 - D. “The military should make better arrangements for spouses who are living far away from home.”

- _____ 10. The sergeant and the young wife probably
- knew each other.
 - wanted someone else to solve their problems.
 - could have solved their problems if they were back in the United States.
 - became happier and stronger after their meetings with Peck.

Discussion Questions

- Peck says that some people will go to ridiculous lengths to avoid assuming responsibility for their personal problems. What is ridiculous about the sergeant's behavior? About the young wife's behavior?
- What details might Peck have included in this selection if he had chosen students as examples? What responsibilities do students typically avoid? What excuses do they make?
- Peck states that "we must accept responsibility for a problem before we can solve it." What does he mean by this statement? Do you agree? Use examples from your own life or someone else's to support your view.
- Why do you think it's so difficult for people to take responsibility for their problems?

Note: Writing assignments for this selection appear on page 588.

Check Your Performance

DICTIONARY USE

<i>Activity</i>	<i>Number Right</i>	<i>Points</i>	<i>Score</i>
Review Test 1 (5 items)	_____	× 2 =	_____
Review Test 2 (20 items)	_____	× 1.5 =	_____
Review Test 3 (10 items)	_____	× 3 =	_____
Review Test 4 (10 items)	_____	× 3 =	_____
TOTAL SCORE			= _____ %

Enter your total score into the **Reading Performance Chart: Review Tests** on the inside back cover.

DICTIONARY USE: Mastery Test 1

- A.** Answer the following questions about the dictionary entries for *avert* and *emerge*. Use the pronunciation key below for help as needed.

Pronunciation Key

ă hat	ā pay	âr care	ä card	ě ten	ē she	ĩ sit
ī hi	îr here	ö lot	ō go	ô all	oi oil	ou out
ōō look	yōō cure	ōō cool	yōō use	ŭ up	ûr fur	th thick
th then	ə ago, item, easily, gallop, circus					

a•vert (ə-vûrt') *v.* **1.** To turn away: *avert one's eyes.* **2.** To ward off; prevent.
—**a•vert'i•ble** or **a•vert'a•ble** *adj.*

- _____ 1. Which syllable in *avert* is accented?
A. The first B. The second
- _____ 2. The *e* in *avert* is pronounced like the
A. *u* in *up*. B. *u* in *fur*.
- _____ 3. What part of speech is *avert*?
A. Noun B. Verb C. Adjective
- _____ 4. Which definition of *avert* best fits the sentence below—1 or 2?
Gene saw the other car swerve, but too late to avert a collision.
- _____ 5. Which definition of *avert* best fits the sentence below—1 or 2?
The chef averted her face to avoid the heat from the oven.

(Continues on next page)

e•merge (ĭ-mûrj') *v.* **e•merged, e•merg•ing.** **1.** To rise up or come forth into view; appear. **2.** To become known or evident. **3.** To come into existence. —**e•mer'gence** *n.* —**e•mer'gent** *adj.*

- _____ 6. The first *e* in *emerge* sounds like the
 A. *e* in *ten*. B. *i* in *sit*.
- _____ 7. How many syllables are in the word *emerged*?
- _____ 8. What part of speech is *emergence*?
 A. Noun B. Verb C. Adjective
- _____ 9. Which definition of *emerge* best fits the sentence below—1, 2, or 3?
 The sun emerged from behind the clouds.
- _____ 10. Which definition of *emerge* best fits the sentence below—1, 2, or 3?
 The fact that the defendant was once a prison guard emerged in court last week.

- B.** Use your dictionary to find the correct spelling of the following words. (Feel free to use the spelling hints on page 41.)

11. toona _____
12. freaze _____
13. tendancy _____
14. paralel _____
15. accelarate _____

- C.** Use your dictionary to put dots between the syllables in each word. Then write out the word with the correct pronunciation symbols, including the accent marks.

16. i m p a i r _____
17. s a d i s t i c _____
18. i n e v i t a b l e _____
19. a p p r e h e n s i v e _____
20. s t e r e o t y p e _____

DICTIONARY USE: Mastery Test 2

- A.** Answer the following questions about the dictionary entries for *notable* and *undermine*. Use the pronunciation key below for help as needed.

Pronunciation Key

ă hat	ā pay	âr care	ä card	ě ten	ē she	ï sit
ī hi	îr here	ö lot	ō go	ô all	oi oil	ou out
ōō look	yōō cure	ōō cool	yōō use	ŭ up	ûr fur	th thick
th then	ə ago, item, easily, gallop, circus					

no•ta•ble (nō'tə-bəl) *adj.* **1.** Worthy of note or notice; remarkable. **2.** Widely known and celebrated. —**no'ta•ble•ness** *n.* —**no'ta•bly** *adv.*

- _____ 1. *Notable* would be found on the dictionary page with which guidewords?
 A. **nostalgia / notation** C. **notary / notify**
 B. **northwest / nostril** D. **novice / noxious**
- _____ 2. How many syllables are in the word *notable*?
- _____ 3. Which syllable is accented?
 A. The first B. The second C. The third
- _____ 4. The *o* in *notable* is pronounced like
 A. the *o* in *lot*. B. the *o* in *go*. C. the *a* in *hat*.
- _____ 5. The *a* in *notable* is pronounced like
 A. the *a* in *hat*. B. the *a* in *pay*. C. the *a* in *ago*.

(Continues on next page)

un•der•mine (ŭn'dər-mīn') *v.* **-mined, -min•ing, -mines.** **1.** To weaken by wearing away a base or foundation. **2.** To ruin in an underhand way. **3.** To dig a mine or tunnel under.

- _____ 6. *Undermine* would be found on the dictionary page with which guidewords?
 A. **underling / undershirt** C. **understand / underworld**
 B. **under / undercover** D. **underground / underhand**
- _____ 7. How many syllables are in the word *undermine*?
- _____ 8. The stronger accent is on the
 A. first syllable. B. second syllable. C. last syllable.
- _____ 9. The *u* in *undermine* is pronounced like
 A. the *u* in *use*. B. the *u* in *up*. C. the *u* in *circus*.
- _____ 10. What part of speech is *undermine*?
 A. Noun B. Verb C. Adjective

B. Use your dictionary to find the correct spelling of the following words. (Feel free to use the spelling hints on page 41.)

11. consede _____
12. retreave _____
13. pessemist _____
14. iluminate _____
15. inevitable _____

C. Use your dictionary to put dots between the syllables in each word. Then write out the word with the correct pronunciation symbols, including the accent marks.

16. a s p i r e _____
17. r e p r i m a n d _____
18. p r i n c i p a l _____
19. t e r m i n a t e _____
20. i m a g i n a t i o n _____

DICTIONARY USE: Mastery Test 3

- A.** Answer the following questions about the dictionary entries for *destiny* and *tentative*. Use the pronunciation key below for help as needed.

Pronunciation Key

ă hat	ā pay	âr care	ä card	ě ten	ē she	ĩ sit
ī hi	îr here	ö lot	ō go	ô all	oi oil	ou out
ōō look	yōō cure	ōō cool	yōō use	ŭ up	ûr fur	th thick
th then	ə ago, item, easily, gallop, circus					

des•ti•ny (dēs'tə-nē) *n.* A fixed order of things that will inevitably happen in the future; fate.

- _____ 1. *Destiny* would be found on the dictionary page with which guidewords?
 A. **designate / desperate** C. **detach / determine**
 B. **despise / destructive** D. **descent / design**
- _____ 2. How many syllables are in the word *destiny*?
- _____ 3. Which syllable is accented?
 A. The first B. The second C. The third
- _____ 4. The *e* in *destiny* is pronounced like
 A. the *e* in *she*. B. the *e* in *ten*. C. the *a* in *hat*.
- _____ 5. What part of speech is *destiny*?
 A. Noun B. Verb C. Adjective

(Continues on next page)

ten•ta•tive (tĕn'tə-tĭv) *adj.* **1.** Not definite; not final. **2.** Uncertain or unsure; hesitant. —**ten'ta•tive•ly** *adv.* —**ten'ta•tive•ness** *n.*

- _____ 6. *Tentative* would be found on the dictionary page with which guidewords?
 A. **tennis / tentacle** C. **tent / term**
 B. **tender / tension** D. **tepid / terminate**
- _____ 7. How many syllables are in the word *tentative*?
- _____ 8. Which syllable is accented?
 A. The first B. The second C. The third
- _____ 9. The *a* in *tentative* is pronounced like
 A. the *a* in *hat*. B. the *a* in *pay*. C. the *a* in *ago*.
- _____ 10. What part of speech is *tentative*?
 A. Noun B. Verb C. Adjective

B. Use your dictionary to find the correct spelling of the following words. (Feel free to use the spelling hints on page 41.)

11. exersize _____
12. decieve _____
13. finaly _____
14. gullable _____
15. persitant _____

C. Use your dictionary to put dots between the syllables in each word. Then write out the word with the correct pronunciation symbols, including the accent marks.

16. e l a p s e _____
17. d u b i o u s _____
18. a n t i d o t e _____
19. i n g e n i o u s _____
20. p e r s e v e r a n c e _____

DICTIONARY USE: Mastery Test 4

- A.** Answer the following questions about the dictionary entries for *suspend* and *universal*. Use the pronunciation key below for help as needed.

Pronunciation Key

ă hat	ā pay	âr care	ä card	ě ten	ē she	ĩ sit
ī hi	îr here	ö lot	ō go	ô all	oi oil	ou out
oo look	yoo cure	oo cool	yoo use	ů up	ûr fur	th thick
th then	ə ago, item, easily, gallop, circus					

suspend (sə-spěnd') *v.* **1.** To bar for a period from a privilege, office, or position. **2.** To cause to stop for a period; interrupt. **3.** To put off; defer: *suspend judgment*. **4.** To render ineffective temporarily: *suspend parking regulations*. **5.** To hang so as to allow free movement.

- _____ 1. Which syllable in *suspend* is accented?
A. The first B. The second
- _____ 2. The *u* in *suspend* sounds like
A. the *u* in *up*. B. the *u* in *circus*.
- _____ 3. The *e* in *suspend* sounds like
A. the *e* in *ten*. B. the *e* in *she*.
- _____ 4. Which definition of *suspend* best fits the sentence below—1, 2, 3, 4, or 5?
The parade was suspended for a while on Broad Street while the police pushed back the crowds.
- _____ 5. Which definition of *suspend* best fits the sentence below—1, 2, 3, 4, or 5?
The bus driver was suspended until it could be determined if he had used marijuana.

(Continues on next page)

u•ni•ver•sal (yŭō'nə-vŭr'səl) *adj.* **1.** Extending to or affecting the entire world; worldwide. **2.** Including or affecting all members of a class or group. **3.** Of or pertaining to the universe; cosmic.

- _____ 6. The stronger accent in *universal* is on the
A. first syllable. B. third syllable.
- _____ 7. The *u* in *universal* is pronounced like
A. the *u* in *use*. B. the *u* in *up*.
- _____ 8. The *a* in *universal* is pronounced like
A. the *a* in *ago*. B. the *a* in *hat*.
- _____ 9. Which definition of *universal* best fits the sentence below—1, 2, or 3?
Clean air and pure drinking water are a universal goal in our world today.
- _____ 10. Which definition of *universal* best fits the sentence below—1, 2, or 3?
The universal opinion of weekend moviegoers was disappointment in the new action film.

B. Use your dictionary to list the parts of speech given for the following words.

11. muzzle _____
12. moderate _____
13. stray _____
14. sedate _____
15. compliment _____

C. Use your dictionary to write the irregular plural forms for the following words.

16. strategy _____
17. alumnus _____
18. mother-in-law _____
19. crisis _____
20. passerby _____

DICTIONARY USE: Mastery Test 5

Using your dictionary, write the pronunciation and meaning of the boldfaced word in each sentence. Make sure that you choose the definition that best fits the sentence.

1. My sister, a kindergarten teacher, makes me laugh with every funny **anecdote** she tells about her young students.
A. Pronunciation: _____
B. Definition: _____
2. Suzanne is looking for a small used car—a Nissan Versa or something **comparable** in size and price.
A. Pronunciation: _____
B. Definition: _____
3. Ken is too **skeptical** to believe in UFOs visiting from other worlds. He would have to see the proof with his own eyes.
A. Pronunciation: _____
B. Definition: _____
4. My mother **imposes** on my brother's good nature by always asking him to run errands for her.
A. Pronunciation: _____
B. Definition: _____
5. I have asked my brother to **delete** an embarrassing photo of me that he posted on his Facebook page.
A. Pronunciation: _____
B. Definition: _____
6. A zoo is a place to see **exotic** animals, such as tigers from Asia and elephants from Africa.
A. Pronunciation: _____
B. Definition: _____

7. Jesse is **susceptible** to headaches whenever her life becomes too stressful.
- A. Pronunciation: _____
- B. Definition: _____
8. I could not offer the teacher a **plausible** excuse for not handing in the paper.
- A. Pronunciation: _____
- B. Definition: _____
9. Some divorced parents who want to see more of their children use an illegal **strategy**: kidnapping.
- A. Pronunciation: _____
- B. Definition: _____
10. Many people are afraid of spiders and snakes, but some have a more unusual **phobia**, such as a fear of bridges or stoplights.
- A. Pronunciation: _____
- B. Definition: _____

DICTIONARY USE: Mastery Test 6

Using your dictionary, write the pronunciation and meaning of the boldfaced word in each sentence. Make sure that you choose the definition that best fits the sentence.

1. The staff at the drug store gave out the wrong medicine because they could not read the doctor's **illegible** handwriting.
A. Pronunciation: _____
B. Definition: _____
2. As the sprinkle turned into a downpour, the crowd at the baseball game began to **disperse**.
A. Pronunciation: _____
B. Definition: _____
3. In the court case, the decision of the jury was **unanimous**; everyone believed the defendant was innocent.
A. Pronunciation: _____
B. Definition: _____
4. The air escaping from the balloon **propelled** it across the table and into the punch bowl.
A. Pronunciation: _____
B. Definition: _____
5. It's important to keep household cleaners locked up safely away from children, as many of these products can be **lethal** if swallowed.
A. Pronunciation: _____
B. Definition: _____
6. A large part of war is **propaganda**: spreading information—which is often untrue—that makes the enemy look bad.
A. Pronunciation: _____
B. Definition: _____

(Continues on next page)

7. Although twins Jon and Ron look very much alike, there are a few **subtle** differences that help their friends tell them apart.
- A. Pronunciation: _____
- B. Definition: _____
8. Police officers used flashlights to **illuminate** the basement as they searched for the missing girl.
- A. Pronunciation: _____
- B. Definition: _____
9. The drug was pulled off the market when it was learned that researchers had **altered** test results to hide the fact that the drug was dangerous.
- A. Pronunciation: _____
- B. Definition: _____
10. Scholars believe the practice of drinking tea **originated** in China thousands of years ago when some leaves accidentally blew into a pot of boiling water.
- A. Pronunciation: _____
- B. Definition: _____