

## THE DICTIONARY

A dictionary entry is divided into several parts. Study the parts of the following sample dictionary entry.

<sup>1</sup> **a • wake** [<sup>2</sup>ə • wā<sup>3</sup>k'] <sup>4</sup> *vt.* **a • woke'** or **a • waked'**,  
**a • waked'** or **a • wok'en**, **a • wak'ing** <sup>5</sup> 1. to rouse from  
sleep; wake [<sup>6</sup>*awake* the crew] 2. to rouse from rest or  
inactivity; activate [*awaken* the senses] 3. to make  
aware [*awoke* the voters] —*vi.* 1. to come out of sleep;  
wake [*awake* at dawn] 2. to become active [*awaking* to  
the truth] —*adj.* 1. not asleep 2. active or alert  
—**a • wak'en • ing**, *n.*  
<sup>8</sup> *SYN.* *Stir; revive; activate.* *ANT.* *Inactive, asleep,*  
<sup>8</sup> *unaware.*

- Entry word.** The entry word is printed in boldface (dark) letters. It shows the way the word should be spelled and how to divide the word into syllables. It may also show if a word should be capitalized or if the word can be spelled in other ways.
- Pronunciation.** The pronunciation of an entry word is shown with symbols. These symbols help you pronounce the word correctly. Special letters or markings that are used with letters to show a certain sound are called *phonetic symbols*. *Accent marks* show which syllables of the word are said more forcefully. Look in the front of your dictionary for an explanation of the symbols and marks your dictionary uses.
- Part-of-speech labels.** Some words may be used as more than one part of speech. For each meaning of a word, the dictionary shows the part of speech. In the sample entry, *awake* can be used as an adjective or as a verb, depending on the meaning.

4. **Other forms.** Sometimes your dictionary will show you how to spell other forms of the word. These may include adjective and adverb forms, verb tenses, or the plural form of nouns.
5. **Definitions.** The different meanings of a word are numbered. To help you understand the different meanings, dictionaries often include a sample phrase or sentence after a numbered definition.
6. **Examples.** Examples show how the entry word is used in a sentence. The examples are often in the form of phrases or sentences using the word in context.
7. **Related word forms.** Sometimes the dictionary may show forms of the entry word created by adding suffixes or prefixes. Once you know the meaning of the main word, you can usually understand the meaning of the related word.
8. **Synonyms and antonyms.** Words similar in meaning are *synonyms*. Words opposite in meaning are *antonyms*. Many dictionaries list synonyms and antonyms at the ends of some word entries.

### EXERCISE 1 Using a Dictionary

Use a dictionary to answer the questions below.

- EX. 1. How many syllables are in the word *cooperation*? five
1. How is the word *natural* divided into syllables? \_\_\_\_\_
  2. What are the two spellings for the plural form of *octopus*? \_\_\_\_\_  
\_\_\_\_\_
  3. What are three different meanings for the word *band*? \_\_\_\_\_  
\_\_\_\_\_
  4. What is the past tense of *swim*? \_\_\_\_\_
  5. When should the word *native* be capitalized? \_\_\_\_\_

### EXERCISE 2 Writing Words with More Than One Spelling

Write an alternate spelling for each of the words below on the line after the word. Use a dictionary as needed.

- EX. 1. color colour
1. likable \_\_\_\_\_
  2. cooperate \_\_\_\_\_
  3. jeweler \_\_\_\_\_
  4. traveled \_\_\_\_\_
  5. tornadoes \_\_\_\_\_

**SPELLING RULES*****ie* and *ei***

**22a** Except after *c*, write *ie* when the sound is long *e*.

EXAMPLES believe, niece, chief, receive, deceit  
EXCEPTIONS weird, leisure, either, seize, neither

**22b** Write *ei* when the sound is not long *e*, especially when the sound is long *a*.

EXAMPLES reindeer, veil, weigh, heir  
EXCEPTIONS science, view, friend, pie, tie, diet

***-cede*, *-ceed*, and *-sede***

**22c** The only word ending in *-sede* is *supersede*. The only words ending in *-ceed* are *exceed*, *proceed*, and *succeed*. All other words with this sound end in *-cede*.

EXAMPLES secede, accede, precede

**EXERCISE 3** Writing Words with *ie*, *ei*, *cede*, *ceed*, and *sede*

On the line in each word below, write the letters *ie*, *ei*, *cede*, *ceed*, or *sede* to spell the word correctly. Use a dictionary as needed.

EX. 1. p ie ce

1. b \_\_\_ ge

10. re \_\_\_

19. h \_\_\_ ght

2. t \_\_\_

11. n \_\_\_ ther

20. pro \_\_\_

3. w \_\_\_ gh

12. ach \_\_\_ ve

21. sl \_\_\_ gh

4. rec \_\_\_ pt

13. perc \_\_\_ ve

22. sh \_\_\_ ld

5. ex \_\_\_

14. th \_\_\_ f

23. dec \_\_\_ ve

6. bel \_\_\_ f

15. suc \_\_\_

24. bel \_\_\_ ve

7. p \_\_\_ r

16. n \_\_\_ ghbor

25. br \_\_\_ f

8. c \_\_\_ ling

17. r \_\_\_ gn

9. handkerch \_\_\_ f

18. rel \_\_\_ f

**EXERCISE 4 Proofreading a Paragraph to Correct Spelling Errors**

The paragraph below contains eight spelling errors. Underline the misspelled words. Write the correct spelling above each misspelled word. If the sentence has no errors, write C above the number before the sentence.

EX. [1] Yesterday I <sup>received</sup>recieved a letter from my cousin Jocelyn, who lives in Australia.

[1] Jocelyn is the only person I know who lives in a foriegn country. [2] She visited the United States last year, and we proceded to become pen pals. [3] I enjoy having a friend who lives in a different country. [4] Her letters are so interesting that they superceed any book I've ever read about Australia. [5] I especially like her descriptions of the wierd animals that live in Australia. [6] Sceintists say that in Australia you can find animals that don't exist anywhere else in the world. [7] The koala bear, which eats a diet of eucalyptus leaves, is one strange Australian animal. [8] Jocelyn has sent me photos of others, such as the dingo, the kookaburra, and an unbeleivably odd one called the bearded dragon. [9] I'd like a chance to veiw these animals myself. [10] I hope someday to sucede in visiting Jocelyn in Australia.

**PREFIXES AND SUFFIXES**

A *prefix* is a letter or a group of letters added to the beginning of a word to change the meaning of the word. A *suffix* is a letter or a group of letters added to the end of a word to change the meaning of the word.

**22d When adding a prefix to a word, do not change the spelling of the word itself.**

EXAMPLES anti + freeze = **antifreeze**      un + noticed = **unnoticed**  
 dis + like = **dislike**      im + perfect = **imperfect**  
 mis + spell = **misspell**      pre + cook = **precook**

**22e When adding the suffix *-ness* or *-ly* to a word, do not change the spelling of the word itself.**

EXAMPLES weak + ness = **weakness**      white + ness = **whiteness**  
 quick + ly = **quickly**      real + ly = **really**

EXCEPTION For most words that end in *y*, change the *y* to *i* before *-ly* or *-ness*.

EXAMPLES happy + ness = **happiness**      merry + ly = **merrily**

**22f Drop the final silent *e* before a suffix beginning with a vowel.**

*Vowels* are the letters *a, e, i, o, u*, and sometimes *y*. All other letters of the alphabet are *consonants*.

EXAMPLES hope + ing = **hoping**      write + er = **writer**  
 safe + est = **safest**      move + able = **movable**

EXCEPTION Keep the silent *e* in words ending in *ce* and *ge* before a suffix beginning with *a* or *o*.

EXAMPLES peace + able = **peaceable**  
 advantage + ous = **advantageous**

**22g Keep the final *e* before a suffix beginning with a consonant.**

EXAMPLES use + ful = **useful**      care + less = **careless**  
 safe + ty = **safety**      advertise + ment = **advertisement**

EXCEPTIONS awe + ful = **awful**      nine + th = **ninth**  
 whole + ly = **wholly**      true + ly = **truly**

**EXERCISE 5 Spelling Words with Prefixes**

On the line provided, write the word made by adding the prefix.

- EX. 1. im + polite impolite
- |                         |                          |
|-------------------------|--------------------------|
| 1. un + important _____ | 11. pre + judge _____    |
| 2. pre + heat _____     | 12. over + do _____      |
| 3. dis + charge _____   | 13. dis + cover _____    |
| 4. un + happy _____     | 14. mis + lead _____     |
| 5. re + do _____        | 15. re + place _____     |
| 6. over + come _____    | 16. un + necessary _____ |
| 7. il + legal _____     | 17. im + mature _____    |
| 8. mis + inform _____   | 18. il + logical _____   |
| 9. un + tie _____       | 19. dis + appear _____   |
| 10. dis + regard _____  | 20. over + coat _____    |

**EXERCISE 6 Spelling Words with Suffixes**

On the line provided, write the word made by adding the suffix.

- EX. 1. week + ly weekly
- |                        |                          |
|------------------------|--------------------------|
| 1. sloppy + ly _____   | 11. service + able _____ |
| 2. slide + ing _____   | 12. sudden + ly _____    |
| 3. large + er _____    | 13. hike + ing _____     |
| 4. grace + ful _____   | 14. manage + ment _____  |
| 5. courage + ous _____ | 15. steady + ly _____    |
| 6. soft + ness _____   | 16. race + ing _____     |
| 7. light + ly _____    | 17. friendly + est _____ |
| 8. dine + ing _____    | 18. use + able _____     |
| 9. reck + less _____   | 19. move + ment _____    |
| 10. joyful + ly _____  | 20. blame + less _____   |

**22h** For words ending in *y* preceded by a consonant, change the *y* to *i* before any suffix that does not begin with *i*.

EXAMPLES easy + est = **easiest**      pretty + ly = **prettily**  
 funny + er = **funnier**      bury + ed = **buried**

For words ending in *y* preceded by a vowel, do not change the spelling before a suffix.

EXAMPLES play + ed = **played**      stay + ing = **staying**  
 EXCEPTIONS say + ed = **said**      day + ly = **daily**

**22i** Double the final consonant before adding *-ing*, *-ed*, *-er*, or *-est* to a one-syllable word that ends in a consonant preceded by a single vowel.

EXAMPLES sled + ing = **sledding**      glad + est = **gladdest**  
 trip + ed = **tripped**      bat + er = **batter**

Some one-syllable words end in a consonant preceded by two vowels or by a second consonant. For these words, do not double the consonant before adding *-ing*, *-ed*, *-er*, or *-est*.

EXAMPLES near + est = **nearest**      thump + ed = **thumped**  
 feel + ing = **feeling**      fresh + er = **fresher**

### EXERCISE 7 Spelling Words with Suffixes

On the line provided, write the word made by adding the suffix.

- EX. 1. run + er runner
- |                      |                        |
|----------------------|------------------------|
| 1. scurry + ed _____ | 11. carry + ing _____  |
| 2. skip + ing _____  | 12. annoy + ing _____  |
| 3. red + er _____    | 13. big + est _____    |
| 4. speak + ing _____ | 14. cool + er _____    |
| 5. happy + ly _____  | 15. dash + ing _____   |
| 6. mad + est _____   | 16. pray + ed _____    |
| 7. pay + ing _____   | 17. boil + ing _____   |
| 8. glory + ous _____ | 18. cry + ed _____     |
| 9. hard + er _____   | 19. lonely + est _____ |
| 10. skid + ed _____  | 20. stop + ed _____    |

**EXERCISE 8 Proofreading a Paragraph for Correct Spelling**

The paragraph below contains several spelling errors. Underline the incorrect words. Then write the correct spellings above the incorrect words. If the sentence has no errors, write C above the sentence.

EX. [1] Adventures often happen when you haven't <sup>planned</sup>planed them.

[1] Sonia and Dolores had decided to spend a quiet afternoon ridding their bicycles to the lake. [2] They chose the road, however, that went past the mysterious, deserted house at the edge of town. [3] Usually, they hurried past this house because people said it was haunted. [4] On this day they stopped in front of it to rest. [5] Then they noticed that the front door was swingging open. [6] "I suppose it would be all right to take a look inside it," Dolores sayed bravely. [7] Just as they reached the door, they heard a strange, bumping sound from within the house. [8] Hastyly, they jumped back. [9] They were both running when a small raccoon waddled out the front door. [10] It was hard to say which girl laughed the louder, but certainly the raccoon ran the fasttest when it saw them.

**EXERCISE 9 Spelling Words with Prefixes**

Create five words by combining the prefixes given below with the words listed beside them. (You may use each prefix and each word more than once.) Check each of your word combinations in a dictionary. Then use each word in a sentence. Write these sentences on your own paper.

**Prefixes**

un- im- over-  
pre- re- mis-

**Words**

possible important cover just  
view print join spell

EX. 1. *uncover*  
*Did the detective uncover any information?*



**PLURALS OF NOUNS****22j Form the plurals of most nouns by adding *-s*.**

SINGULAR	tree	river	shoe	pizza	duck	convoy
PLURAL	trees	rivers	shoes	pizzas	ducks	convoys

**22k Form the plurals of nouns ending in *s*, *x*, *z*, *ch*, or *sh* by adding *-es*.**

SINGULAR	glass	fox	maze	beach	bush
PLURAL	glasses	foxes	mazes	beaches	bushes



Proper nouns usually follow this rule, too.

EXAMPLES	the Gomezes	the Rosses	the Burches
	the Walshes	the Mannixes	

**EXERCISE 10 Spelling the Plurals of Nouns**

On the line after each noun, write its correct plural form.

- EX. 1. brush brushes
- |             |       |             |       |
|-------------|-------|-------------|-------|
| 1. cat      | _____ | 14. tax     | _____ |
| 2. box      | _____ | 15. wish    | _____ |
| 3. church   | _____ | 16. peach   | _____ |
| 4. waltz    | _____ | 17. miss    | _____ |
| 5. Davis    | _____ | 18. topaz   | _____ |
| 6. mountain | _____ | 19. house   | _____ |
| 7. Katz     | _____ | 20. island  | _____ |
| 8. dish     | _____ | 21. valley  | _____ |
| 9. watch    | _____ | 22. insect  | _____ |
| 10. book    | _____ | 23. branch  | _____ |
| 11. park    | _____ | 24. address | _____ |
| 12. dancer  | _____ | 25. street  | _____ |
| 13. march   | _____ |             |       |

**22l Form the plurals of nouns ending in *y* preceded by a consonant by changing the *y* to *i* and adding *-es*.**

SINGULAR	sky	city	story	party	county
PLURAL	skies	cities	stories	parties	counties

EXCEPTION With proper nouns, simply add *-s*.

EXAMPLES the Kellys the Kandinskys

**22m Form the plurals of nouns ending in *y* preceded by a vowel by adding *-s*.**

SINGULAR	boy	monkey	tray	holiday	highway
PLURAL	boys	monkeys	trays	holidays	highways

**22n Form the plurals of most nouns ending in *f* by adding *-s*. The plurals of some nouns ending in *f* or *fe* are formed by changing the *f* to *v* and adding either *-s* or *-es*.**

SINGULAR	cliff	roof	thief	life	loaf
PLURAL	cliffs	roofs	thieves	lives	loaves



When you are not sure how to spell the plural of a noun ending in *f* or *fe*, look in a dictionary.

**22o Form the plural of a compound noun consisting of a noun plus a modifier by making the modified noun plural.**

SINGULAR	sister-in-law	lemon tree	basketball
PLURAL	sisters-in-law	lemon trees	basketballs

**EXERCISE 11 Spelling the Plurals of Nouns**

On the line after each noun, write its correct plural form.

- EX. 1. library libraries
- leaf \_\_\_\_\_
  - cherry \_\_\_\_\_
  - toy \_\_\_\_\_
  - turkey \_\_\_\_\_
  - elf \_\_\_\_\_
  - calf \_\_\_\_\_
  - journey \_\_\_\_\_
  - valley \_\_\_\_\_
  - brother-in-law \_\_\_\_\_
  - Tuesday \_\_\_\_\_
  - reef \_\_\_\_\_
  - space shuttle \_\_\_\_\_
  - Hardy \_\_\_\_\_
  - half \_\_\_\_\_
  - chief \_\_\_\_\_
  - gulf \_\_\_\_\_
  - bay \_\_\_\_\_
  - runway \_\_\_\_\_
  - daisy \_\_\_\_\_
  - wolf \_\_\_\_\_

**22p** Form the plurals of nouns ending in *o* preceded by a vowel by adding *-s*. The plurals of many nouns ending in *o* preceded by a consonant are formed by adding *-es*.

SINGULAR	stereo	patio	hero	tomato
PLURAL	stereos	patios	heroes	tomatoes
EXCEPTIONS	burritos	hellos	photos	silos

Form the plurals of most musical terms ending in *o* by adding *-s*.

SINGULAR	alto	cello	concerto	soprano
PLURAL	altos	cellos	concertos	sopranos



To form the plurals of some nouns ending in *o* preceded by a consonant, you may add either *-s* or *-es*.

SINGULAR	mosquito	tornado	volcano
PLURAL	mosquitos	tornados	volcanos
	<i>or</i>	<i>or</i>	<i>or</i>
	mosquitoes	tornadoes	volcanoes

**22q** The plurals of a few nouns are formed in irregular ways.

SINGULAR	man	goose	child	mouse	foot	deer
PLURAL	men	geese	children	mice	feet	deer

## EXERCISE 12 Spelling the Plurals of Nouns

On the line after each noun, write its correct plural form.

EX. 1. echo echoes

1. torpedo \_\_\_\_\_ 11. trio \_\_\_\_\_

2. tooth \_\_\_\_\_ 12. video \_\_\_\_\_

3. radio \_\_\_\_\_ 13. trio \_\_\_\_\_

4. solo \_\_\_\_\_ 14. woman \_\_\_\_\_

5. rodeo \_\_\_\_\_ 15. area \_\_\_\_\_

6. potato \_\_\_\_\_ 16. motto \_\_\_\_\_

7. grotto \_\_\_\_\_ 17. moose \_\_\_\_\_

8. piccolo \_\_\_\_\_ 18. banjo \_\_\_\_\_

9. salmon \_\_\_\_\_ 19. larva \_\_\_\_\_

10. cello \_\_\_\_\_ 20. cargo \_\_\_\_\_

**EXERCISE 13 Proofreading a Paragraph for Correct Spelling**

The paragraph below contains several errors in spelling. Underline the incorrect words. Write the correct spelling above each misspelled word. If the sentence has no errors, write *C* above the sentence. [Hint: One sentence contains two errors.]

EX. [1] The building next to the restaurant that sells the best <sup>tacos</sup>tacoes in town was empty for a long time.

[1] Then two womans decided to turn it into a studio for artists and musicians. [2] It's one of the most unusual studioes you have ever seen. [3] Artists work and musicians practice in the back rooms, but in the front room, the directors have created a gallery where artists can show their work. [4] Right now at the gallery is an exhibit of photoes. [5] It's amazeing how the simplest subject can become a beautiful photo. [6] Most of these pictures are of childs, but the show includes other subjects, too. [7] For example, one photo is just an arrangement of potatos, tomatos, and green peppers. [8] Another is a funny picture just of people's foots. [9] The studio is always full of mans and women. [10] When you sit next door at the restaurant, you can hear the music of pianos and other instruments.

**CHAPTER REVIEW****A. Correcting Spelling Errors in Sentences**

Underline the misspelled word in each sentence below. Then write the misspelled word correctly on the line before the sentence.

- EX. sailing 1. On my vacation, I had a chance to try both sailing and snorkeling.
- \_\_\_\_\_ 1. We went to the ocean with our friends, the Sanchezs.
- \_\_\_\_\_ 2. Every day we carried our lunches down to the shore.
- \_\_\_\_\_ 3. On the beaches we found many seashells.
- \_\_\_\_\_ 4. Two people brought radioes so we could listen to music.
- \_\_\_\_\_ 5. I couldn't beleive how clear and blue the water was!
- \_\_\_\_\_ 6. One day the childrens went out fishing.
- \_\_\_\_\_ 7. On the sunnyest days, we spent most of our time in the water.
- \_\_\_\_\_ 8. I loved swiming in the warm ocean water.
- \_\_\_\_\_ 9. We saw beautiful fish in the coral reeves.
- \_\_\_\_\_ 10. Fortunately, we didn't see any sharks.

**B. Proofreading a Paragraph to Correct Spelling Errors**

The following paragraph contains twenty spelling errors. Underline the misspelled word or words. Write the correct spelling above each misspelled word. Some sentences have two errors. If the sentence has no errors, write C above the number of the sentence.

- EX. [1] Astronomy is the study of stars, planets, and galaxys.

[1] This is a subject that realy interests me. [2] Last summer I had a chance to visit two astronomy observatorys. [3] One observatory had radio telescopes. [4] These telescopes recieve radio waves from objects like planets or stars. [5] Scientists use this information to try to

understand what is happening in space. [6] I liked talking to the astronomers. [7] I can't imagine what it would be like to work with telescopes daily. [8] It must be interesting to try to unravel the mysteries of the universe. [9] Astronomers also spend a lot of time writing about what they see with their telescopes. [10] They can't easily explain everything they see, and they have to be very careful when they make guesses. [11] Often the astronomers succeed by working with scientists from other countries. [12] After my visit, I started reading everything I could about stars. [13] Now I have bookshelves full of information about stars. [14] I think I would like to be either an astronomer or an astronaut. [15] I know I will have to work hard to succeed in either field.

### C. Writing Sentences That Use the Spelling Rules

Your neighbor, who has just arrived in this country from Russia, is working hard to learn English. She has asked you to help her understand the spelling rules of English. On your own paper, write ten of the rules that were discussed in this chapter. For each rule, write a sentence that uses the rule. Underline the word or words that show the rule.

- EX. 1. *Rule: When adding a prefix to a word, do not change the spelling of the word itself.*

*The children were unhappy that a storm had delayed their picnic.*