

Richard C. Yorkey

STUDY SKILLS

for Students of
English as a second
Language

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for Students of English as a
Second Language

Richard C. Yorkey

Director,
Center for English Language
Research and Teaching
American University of Beirut

*Editor: Henry S. Thomassen, Director
English Language Program,
International Division*

Designer: Ernest W. Blau

Editing Supervisor: Robert J. Weber

Production Supervisor: Frank R. Matonti

To the Teacher

The information and exercises in this text are intended for foreign students who are, or soon will be, using English as a language of instruction. This audience includes a large number of students in the United States, Canada, and England. It also includes an increasing number of students in their own countries where English rather than the native language is used as a medium of instruction, at both the secondary and college level, in some if not all of the courses.

The material assumes an intermediate level of English proficiency, although it is quite possible that advanced students still need instruction in some of the skills that are presented here. The text can be used in a regular English class for foreign students or, perhaps more profitably, in a special class of an orientation program.

In American education, these study skills are so much a part of the elementary and secondary school program that we tend to assume that foreign students also must have learned them somewhere in their early instruction. My own experience has shown this to be unfortunately untrue. Few foreign students have had sufficient instruction in using an English dictionary. Fewer seem to have had the advantage of a large library, or at least any reason to discover its full potential. And hardly any have had enough instruction or practice in making notes of lectures and reading assignments in English. The purpose of this text is to provide instructional and practice material for the kinds of study skills a foreign student will need if he is to be successful in his studies in English.

You are the best judge of the individual abilities and purposes of your students. From my own experience of teaching this text, I offer the following suggestions for your consideration.

1. The material is elementary. Its presentation, however, should be consistent with the age and educational level of the class. Furthermore, although these skills are elementary to you, they will not necessarily seem so to your students. Just as much as possible, help them to appreciate the practical value of the skills by relating them to actual study conditions that they face.
2. Omit whatever sections or exercises you feel are unnecessary or

To the Teacher

- inappropriate. While the present order of chapters is based on successful experience, for certain situations another order may be preferable.
3. Add material that you know is relevant to the particular needs and interests of your students. For example, while studying a dictionary, students are always pleased to learn, or to contribute, words in English that have come from their own language. Additional material for outlining, note-making, reading selections, or the library exercises can be drawn from the areas of your students' special interest. If they are all preparing for a similar program—agriculture, engineering, nursing, for example—orient the teaching as much as possible toward this end.
 4. Whatever the particular study skill being taught, try also to focus regularly on the development of vocabulary. Relate word learning to the daily, practical experiences of students. Feel free to bring in vocabulary from current events. Students who are still at this stage of learning English find psychological security in accumulating long lists of new words. If the words eventually become recognized and used, there is nothing pedagogically wrong with word lists.
 5. From twenty to twenty-five students should be about the maximum class size; the smaller the better. Most foreign students previously studied in much larger classes, with little opportunity to ask questions or to participate in discussions. The study skills class, especially if it is part of an orientation program, can introduce students to the give-and-take of class discussions, as well as provide practice in speaking English.
 6. Instead of being printed separately to be torn out and handed in, exercises are integrated with the text to emphasize to students that practice is a necessary and natural part of the instruction. This is not, after all, a text *about* study skills; it is a text of skills to be practiced. Most of the exercises can be done by students as outside assignments, and then checked orally in class discussion. You may occasionally wish to review the students' work at leisure; in this case the books will have to be collected. Some exercises may be written on separate paper to be handed in. The general idea, however, is to put the burden of disciplined learning on the students themselves. As the material is discussed, practiced, and corrected in class, you will be able to determine who has not done the assignment.

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To the Student

The purpose of this book is to help you improve your command of English and to give you skill and practice in using English as a language of instruction. Although you may learn about English study skills in a special program or as part of your English class, the skills will be useful only if you use them in *all* your classes. That is their purpose: to help you improve your study habits in English, and thus improve your work in all of the subjects that you are studying in English.

First read the Table of Contents to get an idea of the information you will learn and the kind of practice you will be doing. Each chapter introduces you to a particular skill that will be valuable in your studies. Some of these skills may already be familiar to you. It is likely, however, that you have not yet mastered them in the way that will be necessary for sure success in using English as the language of your instruction. Exercises will provide an opportunity for practice, but you should realize that your teacher can never give you enough guidance and correction. Once each skill has been introduced and practiced, it will be your responsibility to continue practicing on your own. These are skills, and they cannot be learned by listening to lectures, reading a book, or watching someone else do them. The only way to master skills is by using them, by regular and repeated practice.

Because vocabulary is so important to your success in English, words that may be new to you have been listed at the end of each chapter. For the convenience of review, a complete alphabetical inventory of these words is printed at the end of the book. You should keep an up-to-date record of all new words so that you can build a strong vocabulary.

Do your assignments regularly. Ask questions if you do not understand. Practice these skills as often as possible. From time to time you may need outside help, from your teacher or friends, but try your best to do the assignments yourself. Once the exercises have been completed and corrected in class, apply the skills to your other studies so that, through practice, they will become regular study habits. If you are going to use English as the language of instruction—on which your future success may depend—it will be worthwhile now to spend a little time and effort to master these basic study skills.

Richard C. Yorkey

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Studying in English

English is now, or may soon become, the language of your instruction. Because it is not your native language, to study in English may be difficult at the beginning. Your success in your studies will depend upon your ability to understand, speak, read, and write English. This textbook is not intended to teach English—you already know that well enough to be using this book. Its purpose is to teach you how to use English effectively as a language of instruction.

English as Your Language of Instruction

MOTIVATION. Your success in your studies will also depend upon your motivation. This need or desire to achieve a certain goal can make the difference between success and failure. Motivation can come from two sources: from inside of you or from outside of you. In the first case, motivation comes from your hopes and expectations, from your desire to do something or to be someone. Study purposes that result from personal, inner desires are individual and various. If you have not already done so, you should think carefully about what you hope to gain from your studies, and why. You should set a goal and direct all your study efforts towards reaching it. A goal of this kind is important because it will determine the direction and degree of your motivation for study.

Not everyone is highly motivated from within, and no one is continuously motivated from within. Fortunately there is another source of motivation: from outside. In education, the most obvious kind of outside motivation is grades. For many students, course grades are an immediate, short-range motivation for study. This is one of the reasons for examinations and grades, but they must not become a goal in themselves. Grades help to motivate you from day to day, but they are only small, artificial steps to your ultimate goal. It would be wrong to set grades as your only ambition.

A textbook like this cannot provide you with motivation; that

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must come from yourself. But as an encouragement, it is useful to know that good study habits depend upon good motivation. And good study habits are important because they help you get more done in less time. It is not a matter of *how much* you study; more valuable is *how well* you study.

CONCENTRATION. To concentrate means to focus your attention clearly and completely on a purpose. This is very easy to do when you are interested in what you are doing; it is difficult to do when you are not especially interested.

During your education you may have to study some subjects that do not interest you or that do not seem to have any value. Nevertheless, they are subjects that must be studied and passed. It is helpful to realize, as a matter of fact, that any subject is of interest and value. Many people have found it interesting and have even made a career of the subject. It is you who has no interest. How can you develop interest?

First, think of how and why the subject is important to your general education. Physics may not seem interesting to you, but if you want to understand space exploration, a little physics will be helpful. Biology may not seem interesting to you, but if you are curious about the anatomy and function of your body, a little biology will be useful. The extent and variety of your interests help you to understand the modern world and to measure your growth as an educated, well-rounded person.

Second, think of how the subject is related to other subjects or to other times, places, problems, and purposes. Although your study schedule is broken into separate and individual courses, you are not learning isolated information or ideas. Ancient history has some relationship to current events; physics and philosophy are closely connected in many ways; mathematics is useful in economics; psychology and sociology are reflected in literature. A subject that does not seem interesting in itself may be very interesting in relation to other subjects.

Third, interest depends upon understanding. If you do not understand the rules of baseball or cricket, you cannot have much interest in watching the game. But if you take time and trouble to learn the rules, you may find it an exciting sport. When you begin to study a new subject, try to keep an open mind. Do not start by thinking the subject is boring or difficult. Most of all, do not fall behind in your preparation, reading, classwork, and homework. When you fail to learn one point of information, all of the following information that depends on it will not be clear to you. Because you do not understand, you will lose whatever interest you may have started with. To maintain interest and concentration, study regularly and do not be afraid to ask questions or seek help for anything which you do not understand.

DISTRACTIONS. Even though you are interested in a subject, you may find that your concentration is interrupted by various distractions. A distraction is something, such as a sudden noise, or someone, such as an unexpected visitor, that takes your attention away from what you are doing. You have no control over some distractions, but you can control others.

You can eliminate some distractions by choosing your place and time of study carefully. You can eliminate other distractions by keeping in good health. A tired feeling which results from a poor diet or from staying up too late makes it difficult to concentrate. If your eyes tire easily, or if you have headaches after concentrated reading, it may mean that you should have your eyes examined. Your physical health is important to good study habits.

In order to study efficiently, you need to have a place that is always, and only, used for studying. Ideally, this should be your own desk in your own private room. If you share a room with someone else, you will have to try even harder than usual not to be distracted.

Your desk should be neat and cleared of anything that distracts your attention, such as photographs, personal letters, magazines, and especially a radio. All the materials that you need for study should be within easy reach: textbooks, notebooks, a dictionary, a slide rule, pens, and pencils. On the left of your desk (or on your right if you are left-handed) should be a good lamp that lights your work without shadows. Because your desk is your private place of study, it should not be used for any other purpose. Even for reading the daily newspaper or a long awaited letter, go elsewhere. When you come to your desk, it should suggest nothing but academic work.

Unfortunately, your place of study, at home or in a dormitory, may sometimes be noisy. Also there is the occasional need to be hospitable to friends who visit. Many students, therefore, prefer to study in the library. This too has its disturbances and distractions. They are fewer, however, than if you try to study while sitting on a campus bench, walking along the road, or passing the time with friends in the cafeteria.

Your Place of Study

One of the wisest but most difficult rules of studying is to set a definite schedule and then follow it. This is difficult to do because, besides the usual distractions and temptations, there are often unexpected interruptions. Nevertheless, if you are really interested in studying well, try to follow the rule: *Plan your work and work your plan.*

There are enough hours in the day for fun and relaxation as

Your Time of Study

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well as for studying, but you may not get it all done unless you plan your time. If you do not have a time-table to keep you on schedule, you may waste your time. This means that your homework assignments will accumulate. The longer you wait, the more homework there will be. The more homework there is, the less you feel like starting it. The longer you take to start, the more homework there will be. Clearly it is not sensible to allow your homework to accumulate. Plan a study schedule.

The kind of study schedule you plan will depend upon your class schedule, your school and social activities, and the time that you eat and sleep. The exact distribution of time is not important. What is important is that you make a schedule that is realistic, one that takes into consideration your other activities, and your own needs for each subject. Of even more importance, of course, is that you follow your schedule regularly.

Before you plan a time-table for studying, analyze your weekly class schedule. Count the number of class hours for each subject, and the number of hours that will be necessary to complete the outside assignments. Here are some important points to keep in mind:

1. Be realistic. Schedule for leisure time those times that you usually use for leisure.
2. For courses which depend largely on recitation (such as languages), plan a study period just *before* class. For example, in the evening before your English class, read the assignment, check your comprehension, and record any vocabulary you do not know. Then plan time just before class to review the reading and vocabulary. If the assignment is a composition, write it as soon as possible, then review and possibly revise it just before class. This kind of thorough preparation will give you confidence in class and increase your interest in the material.
3. For courses that depend largely on lectures, plan a study period immediately *after* the class. However, if there is an outside reading assignment, do the reading *before* the lecture. This will make the material more meaningful, and, because it will be familiar, you will be able to make better notes. Then immediately after the lecture, plan to revise your notes while the material is still fresh in your mind. This kind of review will also help when examination time comes.
4. Many courses use both a lecture and recitation method of instruction. You will have to plan or revise your schedule accordingly.
5. Distribute your study hours rather than mass them all together. Experiments have shown that learning is more

effective if you space your practice. For example, three separate one-hour study periods are better than three solid hours of uninterrupted study. It is also better not to study a single subject for more than several hours at a time. You begin to tire and it becomes difficult to concentrate. Plan a short break during each hour, and change the subject you are studying.

6. Do not expect to learn material during the last few days before an examination by cramming. Somewhere in your schedule allow time for a weekly review. During short, regularly spaced periods of review, you can refresh your memory and bring yourself up to date. More important, you will see the subject as a larger unit of related information instead of a single hour of isolated material.
7. Plan to spend *at least* two hours on outside preparation for each hour in class. This is a minimum requirement, and it assumes that you read English as well as a native speaker. You probably read much more slowly; therefore, your assignments are likely to require more time than this minimum.
8. Most important of all: "Trade time, don't steal it." Naturally there will be unexpected events which will interrupt the time you planned for study. When this happens, rearrange your schedule so that the time is substituted elsewhere and not completely lost.

Study Exercises

Exercise 1-1. Analyze your place of study by rating the following statements. On the line opposite each statement,

write 3 for "yes, always"
 write 2 for "sometimes"
 write 1 for "no, never"

- _____ I have a desk of my own.
- _____ I have a desk of my own in a private room.
- _____ My desk is neat and orderly.
- _____ I have a good, bright lamp.
- _____ The lamp is properly placed on my desk.
- _____ I keep all my study materials in or on my desk.



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- _____ The desk is clear of all distracting objects.
- _____ I have uninterrupted quiet during my study hours.
- _____ I use my desk only for study.
- _____ The atmosphere is pleasant and makes me want to study.
- _____ Total

An honest 25 means that you have a proper place to study. If you score around 20, you are average but should want to improve. If you score below 20, something should be done to improve your place of study.

Exercise 1-2. Use the blank schedule. Follow these directions.

1. Fill in your schedule of assigned classes at the hour each class meets.
2. Fill in your other activities that usually have scheduled times. For example, lunch and supper, athletics, club activities, or work.
3. Now study your schedule carefully. Consider the following questions:
 - a. In what subjects are you weak and in need of more time for study?
 - b. In what subjects are you strong and in need of less time for study?
 - c. Which subjects should you prepare before class?
 - d. Which subjects should you prepare after class?
 - e. Which subjects require a lot of reading? (Allow yourself more study time for these than for other courses.)
 - f. Where does each class meet? Is there a convenient place to study between classes?
 - g. What times are best for rest and relaxation?
4. Fill in your study times for each course. Remember that this study schedule is tentative. After a few days you may need to change parts of it.

Weekly study schedule.

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

Vocabulary Exercise

Exercise 1-3. The following words have appeared in this chapter. They may or may not be familiar to you. Because they are fairly common words which you will see often, if you are not sure of their meanings, write them in your vocabulary record. See page 72 for directions.

to accumulate
 artificial
 the break
 the career
 to concentrate
 to cram

the distraction
 the disturbance
 to eliminate
 to focus
 hospitable

the interruption
 isolated
 the leisure
 the motivation
 neat

the recitation
 to revise
 the temptation
 tentative
 ultimate

2

Using an English Dictionary

For foreign students of English, a good dictionary is a necessary reference book. Like all tools, however, it is valuable only if it is used correctly and efficiently. A short time spent on learning what a dictionary contains and how it should be used will save you much time later.

At some time you have probably been told to “use the dictionary.” The word *the* suggests that there is only one dictionary. The fact is there are many English dictionaries; a few are excellent, many are poor. None of them is “the supreme authority” that advertisers may claim. Unlike some other languages, English has never been regulated, approved, or authorized by an academy or government ministry. An English dictionary is merely a record of how English speakers define, pronounce, spell, and use the words of their language. The only authority an English dictionary has is its completeness, its accuracy in reporting the facts, and its recency of publication.

The “Authority” of a Dictionary

Foreign students are frequently worried about the differences between British English and American English. Although these differences may seem to be confusing at first, they are not sufficiently numerous or important to worry about. Where a difference exists, a good dictionary will indicate alternate British or American pronunciations, spellings, or meanings. Either is equally correct.

British and American English

Several large dictionaries, called unabridged, contain all the words of the language. Usually you will not need such a complete dictionary. If you should, you will find it in the reference room of your library. Your study needs will be met satisfactorily by one of the more convenient abridged dictionaries. These are small desk dictionaries that contain more than 100,000 different words,

Desk Dictionaries

as well as other useful references and information. Any of the following current desk dictionaries is good:

- The American College Dictionary* (New York: Random House)
- Funk and Wagnalls Standard College Dictionary* (New York: Funk and Wagnalls)
- The Random House Dictionary of the English Language, College Edition* (New York: Random House)
- Webster's New World Dictionary of the American Language* (Cleveland, Ohio: World Publishing Company)
- Webster's Seventh New Collegiate Dictionary* (Springfield, Mass.: G. and C. Merriam Company)

Because new words come into the language and old meanings frequently change, it is important to use only a dictionary that has been recently published or revised. Avoid a dictionary that is more than ten or at most fifteen years old.

Small paper-covered dictionaries have only a limited value for your study needs. They are abridgements of abridgements. Also, though they may have been published recently, many of these pocket-sized dictionaries are copied without changes from older dictionaries.

Avoid a native-language-to-English dictionary (for example, Japanese-English, French-English, Persian-English). Dictionaries of this kind are frequently poorly edited and out of date. Although they may serve an occasional and immediate convenience, their great danger is the assumption that there is a one-for-one correspondence between the words of the two languages. Sometimes there is, most often there is not. Word translations of the kind that such dictionaries encourage can lead you into many mistakes. Furthermore, you will not increase your English vocabulary but only temporarily find what may be a false equivalent.

Dictionaries to Avoid

Here is a list of some of the things that you can learn from your dictionary. Each of these will be discussed in detail, followed by exercises to give you practice.

1. **Spelling.** A dictionary shows the accepted spelling of every word that is listed, as well as the spelling of irregular verb forms and plurals.
2. **Pronunciation.** Each dictionary has a special way of showing how words are pronounced, including stress.
3. **Syllable division.** This helps in spelling and pronouncing words and indicates where the word should be divided at the end of a line.

What a Dictionary Will Tell You

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4. *Derivation.* A dictionary includes the history of each word, indicating its origin and development through different languages before it became an English word.
5. *Meaning.* Almost every word has more than a single meaning. Different meanings are given, often with illustrative sentences. Special, technical definitions are also listed.
6. *Part of speech.* These are determined, of course, by actual use in a sentence. A dictionary indicates, however, whether the word is commonly used as a noun, pronoun, verb (transitive and intransitive), adjective, adverb, conjunction, or preposition.
7. *Usage.* Your dictionary will tell you whether a word is chiefly British or American, or whether the word is formal, colloquial, dialectal, archaic, poetic, or slang. This information is often important in writing.
8. *Synonyms and antonyms.* Frequently words of similar or opposite meanings are listed, with explanation of the distinctions.
9. *General information.* Information about persons and places is listed, either within the alphabetical arrangement of the words or in special sections at the back. For example, a dictionary will tell you the location of Roanoke, the population of Katmandu, or the dates that Cleopatra ruled.

Any good dictionary will give you this much information. Some dictionaries also include rules for spelling, punctuation, and capitalization, a vocabulary of rhymes, a list of common first names in English, and even a list of colleges and universities in the United States. If you are confused by the system of weights and measures used in English, you can find a table of equivalents in your dictionary.

Whichever dictionary you use, get to know it like a friend. It is a friend.

Alphabetical Exercises

ALPHABETICAL ARRANGEMENT. Because all entries in a dictionary are arranged in alphabetical order, you must know the correct order of the letters in English:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Words are arranged according to the first letter. When words begin with the same letter, they are arranged according to the second letter. If both the first and second letters are the same, they are arranged according to the third letter, and so on.

Exercise 2-1. Copy the following words on the lines in alphabetical order.

address	claim	empire	stamp	wrong
puzzle	night	mountain	ruin	disease

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Exercise 2-2. These words begin with the same letter. Copy them in alphabetical order, according to the second letter of each word.

fry	four	fence	find
fate	future	flesh	freeze

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Exercise 2-3. The first few letters of each word are the same. Copy them in alphabetical order.

practice	prepare	praise	present	prize
private	pray	press	prison	pretty

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

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Exercise 2-4. Copy these words in correct alphabetical order.

extra	exact	excite	explain
example	express	experience	exercise
experiment	exclaim	expense	explore

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Alphabetical Exercise: Directory Style

Personal names are arranged according to "directory style." This means that the alphabetical arrangement is by the *last* name, followed by a comma and the first name (and possibly the middle initial). For example:

Brown, Robert
Jones, Arthur T.
Smith, Walter N.
Smith, Walter S.
Smith, William

Exercise 2-5. Below are the names of some of the presidents of the United States. Copy them in directory style.

Andrew Johnson
Abraham Lincoln
John Adams
Theodore Roosevelt
Woodrow Wilson

John Quincy Adams
George Washington
Franklin D. Roosevelt
Lyndon B. Johnson
John F. Kennedy

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

FINDING WORDS QUICKLY. Look at the top of any page in your dictionary. Two words are in heavy black type. The word on the left is the same as the first word on the page. The word on the right is the same as the last word on the page. These two words are called *guide words*. They guide you to the word you are looking for. For example, if the guide words on the page are *halt* and *haste*, and the word you are looking for is *harp*, you know you will find it on that page.

When you are looking for a word, first thumb through the pages quickly, looking only at the guide words. When you come to the guide word nearest to the word you want, then look down that page for the word.

Guide Word Exercise

Exercise 2-6. Look up each of the following words in your dictionary. Try to find each as quickly as possible by using the guide words. On the lines after each word, write the guide words that appear in your dictionary. (Of course different dictionaries will have different guide words.)

	Left guide word	Right guide word
1. combine	_____	_____
2. patient	_____	_____
3. journey	_____	_____
4. witness	_____	_____
5. military	_____	_____

SPELLING. There is no need to tell you that English spelling is difficult. But it may help to know that native English speakers find it just as confusing. George Bernard Shaw, a famous playwright, once spelled *fish* in this way: *ghoti*. Here is his reasoning: *f* is spelled *gh* as in *enough*; *t* is spelled *o* as in *women*; *sh* is spelled *ti* as in *nation*.

As a matter of fact, English spelling is not nearly so bad as this example suggests. About 85 percent of the words in English have what can be considered a regular spelling. (*Fish* is one of them.) Following are a few spelling rules that are worth learning because they apply to so many words. Study these rules and the examples. Then the next time you use your dictionary for help

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in spelling, ask yourself if there is a rule that could be followed so that you would not have to use a dictionary.

Rule 1: To add a suffix to a one-syllable word with a single vowel followed by a single consonant, double the final consonant.

run + -ing = running	fat + -er = fatter
sad + -est = saddest	cut + -able = cuttable

Rule 2: To add a suffix to a word of more than one syllable, double the final consonant of the last syllable if it ends in a single vowel followed by a single consonant and if the stress remains on the last syllable.

begin + -ing = beginning	refer + -ence = reference (stress shifts)
occur + -ence = occurrence	refer + -ed = referred (stress remains)
prefer + -ed = preferred	

Rule 3: Drop the final *e* before a suffix beginning with a vowel.

take + -ing = taking	desire + -able = desirable
write + -ing = writing	believe + -able = believable

But keep the *e* in order to keep the “soft” sound of *c* or *g* before suffixes beginning with *a*, *e*, or *o*.

charge + -able = chargeable
notice + -able = noticeable
courage + -ous = courageous

Rule 4: In syllables with a long *e* sound (as in *me*), *i* comes before *e* except after *c*.

believe	grief	receive
chief	piece	ceiling

Exceptions: *seize*, *weird*, *leisure* (American pronunciation)

Rule 5: For words that end with *y* preceded by a consonant, change the *y* to *i* before adding a suffix (except those beginning with *i*).

happy + -est = happiest	cry + -ing = crying
beauty + -ful = beautiful	study + -ing = studying

However, for the plural or third person singular present tense, change the *y* to *i* and add *-es*.

sky + *-s* = skies

carry + *-s* = carries

cry + *-s* = cries

theory + *-s* = theories

Rule 6: For words that end with *y* preceded by a vowel, keep the *y* before adding a suffix.

gay + *-est* = gayest

enjoy + *-ing* = enjoying

boy + *-ish* = boyish

play + *-s* = plays

Exceptions: day + *-ly* = daily

say + *-ed* = said

pay + *-ed* = paid

lay + *-ed* = laid

Spelling Exercise

Exercise 2-7. Study the six rules with their examples and few exceptions. Then, for each of the following words, add the suffix in parentheses. Write the word clearly on the line.

- | | | |
|---------------|-------------------|-------|
| 1. forget | (+ <i>-ing</i>) | _____ |
| 2. chilly | (+ <i>-er</i>) | _____ |
| 3. occur | (+ <i>-ing</i>) | _____ |
| 4. pay | (+ <i>-ed</i>) | _____ |
| 5. surprise | (+ <i>-ing</i>) | _____ |
| 6. support | (+ <i>-ed</i>) | _____ |
| 7. regret | (+ <i>-able</i>) | _____ |
| 8. lady | (+ <i>-s</i>) | _____ |
| 9. question | (+ <i>-ed</i>) | _____ |
| 10. advantage | (+ <i>-ous</i>) | _____ |
| 11. pleasure | (+ <i>-able</i>) | _____ |
| 12. supply | (+ <i>-s</i>) | _____ |
| 13. system | (+ <i>-atic</i>) | _____ |



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- | | | |
|--------------|-----------|-------|
| 14. murder | (+ -ed) | _____ |
| 15. sit | (+ -ing) | _____ |
| 16. hope | (+ -ing) | _____ |
| 17. hop | (+ -ing) | _____ |
| 18. mystery | (+ -ous) | _____ |
| 19. marriage | (+ -able) | _____ |
| 20. like | (+ -able) | _____ |

COMMON SPELLING PROBLEMS. Many foreign students of English, as well as native English speakers, have found the following words difficult to spell correctly. (They are spelled correctly here.)

all right	disease	occurring
athletics	doesn't	occurred
author	embarrass	paid
beginning	engineer	pronunciation
believe	finally	receive
benefit	forty	relieve
business	grammar	rhythm
clothes	in order to	rhyme
deceive	mathematics	separate
definite	medicine	similar
describe	necessary	surprise
description	occasion	until
disappoint	occurrence	writing

Notice the differences in spelling, pronunciation, and meaning between the words in the following pairs. If you are in doubt, check your dictionary.

advice	hear	profit
advise	here	prophet
accept	lose	quiet
except	loose	quite
conscious	it's	their
conscience	its	there
		they're

Dictionary Spelling Exercise

Exercise 2-8. Use your dictionary to answer the following questions about spelling.

1. What other possible spellings does your dictionary give for these words?

skillful _____ adviser _____

judgment _____ catalog _____

cigarette _____ enquire _____

theater _____ catchup _____

2. Does your dictionary say anything about the spelling, *alright*?

3. How is the past tense of the following verbs spelled? If there are two possibilities, write both.

program _____

travel _____

SYLLABLE DIVISION. Your dictionary indicates separate syllables, usually by a heavy black dot in the first entry. For example:

En·glish
dic·tion·ar·y

Notice this division carefully so that you will know where it is possible to divide words in your writing. Words in English can be divided only at pronounceable syllable divisions.

Syllable Division Exercise 1

Exercise 2-9. Look up these words in your dictionary. Notice the syllable division. Copy each word, indicating where the word is divided into syllables by using a heavy black dot.

1. dictator _____ 3. overcome _____

2. manufacture _____ 4. lazy _____

