

DRILL BOOK IN DICTIONARY WORK

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Drill Book in Dictionary Work by Thomas Metcalf & Charles De Garmo

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THOMAS METCALF & CHARLES DE GARMO

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DICTIONARY WORK**

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COMPILED BY
THOMAS METCALF
AND
CHARLES DE GARMO

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INTRODUCTION.

Errors in pronunciation are of frequent occurrence in nearly all our schools. It is true, the Dictionary is consulted by persons who wish to pronounce correctly; yet learners do not easily form the habit of frequent reference to the Dictionary, and even when they seek its aid are commonly slow in interpreting its directions, if, indeed, they do not utterly fail.

Has the inquirer a clear idea of the value for which the "key-word" is given? Perhaps his ear has been trained to note only the wider differences of sound; or it may have become so accustomed to erroneous utterances of whole classes of words, that tongue and ear are leagued against the right. From whatever causes, there is often a failure to **interpret at sight** the authorized pronunciation.

Yet there can be no doubt that the average grammar-school pupil can be made so familiar with the method for indicating sounds, that, with the Dictionary in hand, he can in a moment assure himself of the correct pronunciation of any English word. To secure such ability on the part of the pupil is the aim of this handbook.

The essential steps to this end are five in number:

1st. A thorough study of the elementary sounds, and their mode (or modes) of representation.

2d. Ample practice, both in reading various combinations found in the Dictionary, and in representing spoken values by appropriate phonetic characters.

3d. Practice in placing accent, primary and secondary, and in giving just force to the vowels in unaccented syllables.

4th. The study and application of a few of the leading Principles of Pronunciation; and, to give efficacy to the foregoing, we add,

5th. A thorough drill on several hundreds of words, most of which are frequently mispronounced.

THE CHART,

sound by sound, must first receive careful thought and forcible utterance. Pupils will more readily master this, the "Key to the Symbols," if the sounds are first introduced as represented each by a SINGLE CHARACTER, and exemplified by a SINGLE WORD. To aid in attaining perfect accuracy in uttering the elementary sounds, careful directions are given touching the position of the vocal organs, especially when forming those sounds that are often misconceived. Then follows a

TABLE OF EQUIVALENTS—

a valuable acquisition to any one who is to form the habit of consulting the Dictionary.

THE CHAPTER ON ACCENT

is quite full, especially in reference to placing the secondary accent, and to determining the value of unaccented vowels;

since, if we except the gross error of misplacing the primary accent or giving a false value to the unaccented vowel, nothing sooner mars pronunciation than a *pedantic overdoing* or a *vulgar suppression* of an unaccented vowel.

THE PRINCIPLES OF PRONUNCIATION,

to which considerable space has been given, are expressed in simple language. The Principles must first be understood, then applied, then enforced in all subsequent utterances. To aid in this, extended

LISTS OF WORDS OFTEN MISPRONOUNCED

are next presented. Many words which are used in illustration of the Principles are here repeated — in this instance, however, unmarked.

HOW TO USE THE LISTS.

From the very beginning, let the common error or errors in pronunciation be exposed, the fitting Principle applied, and, in general, the meaning of the word determined. Here, if anywhere, haste makes waste.

EACH PUPIL'S CHARACTERISTIC FAULTS

should be noted — the more if they occur throughout classes of words; for, however offensive may be such utterances as *hor'izon*, *Febuary*, *in'quiry*, *perzist*, *deestrick*, it is of far more importance to note an error which runs all through one's speech. One pupil can not utter the word *move* correctly: it contains the sound *ōō*. Another does not sound the *r* in *barn*, *horse*, *word*. A third says "bot," for *bought*: broad *o* is foreign to his tongue. Whatever the fault, it is probable

that a list of words adapted to its correction has been inserted, either under a Principle or under the head, "How to find the Elementary Sounds"; if not, let a list be formed. Let the pupil have daily drill upon this list until the fault disappears. All this care will be rewarded, for **correct pronunciation is an essential element in a good education.**

A Principle having been mastered by the pupil, he has

A GUIDE TO THE PRONUNCIATION

of many words. So far as they are concerned, all uncertainty is removed. But this very confidence will show him the wisdom of consultation in all cases of doubt. In this way the **intelligent use of the Dictionary will become a habit.** Concluding the volume will be found

A MARKED LIST FOR STUDY.

Such a list has little value for recitation, but will be found a great saving of time in the looking up of words. Pupils should not consult this list while reciting upon the test lists.

CHAPTER I.

PHONIC CHARTS, TABLES OF EQUIVALENTS, AND TESTS IN PRONUNCIATION AND REPRESENTATION.

WEBSTER'S GUIDE TO PRONUNCIATION.

I. — Key to the Symbols.

ā as in *āle*, *fāte*, *lā'bor*.
ā as in *sen'āte*, *del'icāte*, *āe'rial*.
ā as in *cāre*, *shāre*, *pār'ent*.
ā as in *ām*, *ādd*, *rān'dom*.
ā as in *ārm*, *fār*, *fū'ther*.
ā as in *āsk*, *grāss*, *pāss*, *dānce*.
a as in *ā'nal*, *in'fant*, *guid'ānce*.
ə as in *āll*, *āwe*, *swārm*, *tālk*.
ē as in *ēve*, *mēte*, *serēne'*.
ē as in *ēvent'*, *dēpend'*, *soci'ēty*.
ē as in *ēnd*, *mēt*, *ēxcuse'*, *ēfface'*.
ē as in *fērn*, *hār*, *ēr'mine*, *ev'ār*.
e as in *re'cent*, *de'cency*, *pru'dence*.
i as in *ice*, *time*, *sight*, *inspīre'*.
i as in *lde'a*, *tribu'nal*, *biol'ogy*.
i as in *ill*, *pīn*, *pīty*, *admit'*.
ū as in *ūld*, *nōte*, *ōver*, *propōse'*.
ō as in *ōbey'*, *tōbac'cō*, *sor'rōw*.
ō as in *ōrb*, *lōrd*, *ōr'der*, *abhōr'*.
ō as in *ōdd*, *nōt*, *tōr'rid*, *ōccur'*.
ū as in *ūse*, *pūre*, *dū'ty*, *assūme'*.

ū as in *ūnite'*, *ac'tūate*, *edūca'tion*.
ū as in *ryde*, *ry'mor*, *intrūde'*.
ū as in *ful*, *put*, *fulfill'*.
ū as in *ūp*, *tūb*, *stūd'y*.
ū as in *ūrn*, *fūri*, *conclūr'*.
ŷ as in *pit'ŷ*, *in'jurŷ*, *divin'itŷ*.
ōō as in *fōōl*, *fōōd*, *mōōn*, *wōō'ing*.
ōō as in *fōōt*, *wōōl*, *bōōk*, *gōōd*.
ou as in *out*, *thou*, *de'vour'*.
oi as in *oil*, *nois'y*, *avoid'*.
N, representing the nasal tone (as in French or Portuguese) of the preceding vowel; as in *ensemble* (ānsānb'l).
' (for voice-glide), as in *par'don* (pār'd'n), *eat'en* (ēt'n).

g (hard): as in *go*, *begin*, *anger*.
s (surd, or sharp): as in *so*, *this*, *haste*; for *e*, as in *cell*; for *sc*, as in *scene*; for *ss*, as in *hiss*.