

A
WEALTH
OF
WORDS

H. G. FOWLER

and

N. RUSSELL

MACMILLAN

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by

H. G. FOWLER

HEADMASTER, CHRISTOPHER IDEM SCHOOL, VICTORIA

and

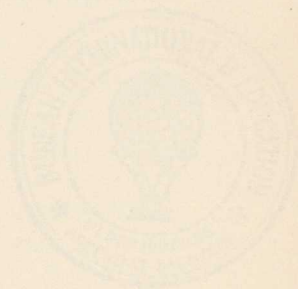
N. RUSSELL

ASSISTANT HEADMASTER, UNIVERSITY HIGH SCHOOL, VICTORIA

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H. G. FOWLER

HEADMASTER, CHELTENHAM HIGH SCHOOL, VICTORIA

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N. RUSSELL

SENIOR ENGLISH TEACHER, UNIVERSITY HIGH SCHOOL, VICTORIA



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Introduction

A Wealth of Words has been compiled to meet the needs of senior students in secondary and technical schools, and in Teachers' colleges. In selecting their material, the authors have drawn upon their experience as teachers of English and as public examiners for the Victorian Leaving and Matriculation Certificate examinations.

As the title suggests, this is primarily a vocabulary book—a book designed to extend the range of words used by students in the spoken and written communication of their ideas. Those who possess a wide vocabulary not only have the capacity of recognizing comparatively unfamiliar words in their reading and conversation, but are able to add force and variety to their own expression by selecting and using correctly words that convey the exact shades of meaning required for particular situations.

Recognition has been given to the fact that young people of to-day are as busy as their predecessors ever were in coining new words and experimenting with the language. There are references to American influence on our language, but no moral judgments are passed on this or other contemporary influences.

Special emphasis has been given to exercise work. The book has been designed largely as a 'self-help' text, and answers have been supplied for those exercises which cannot readily be solved by a direct appeal to the dictionary. In matters of spelling *The Oxford English Dictionary* has been accepted as the authority.

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CHAPTER I

Choosing Words

LIKE an explorer who travels through mountainous and wooded territory with the noise of a giant waterfall in his ears, ever growing louder, and sees at last the feathery precipitation of a lofty river, and hears that soft and falling whiteness magically make thunder on the rocks below, so Magnus in a vision saw the torrent of the English language flung down before him with sunlight in its hair and the trapped strength of long centuries in its limbs, and heard alike the liquid melody of its verse and the clatter of its common little words and the sonorous fulmination of its most imperial majesty and Miltonic measure.

He longed to throw himself into the stream below and battle in its strongest current, and dive in the deepest pools for pearls. To master that river, that language! He would strive like an athlete for perfection, he would learn to be native in that element as a sea-Dyak, as an Eskimo in his frail canoe, as an albatross sleeping in the slow magniloquence of the Atlantic swell. He saw the river outflow its banks and grow to an ocean that Shakespeare ruled in Neptune's place, and where, dyed like the dolphin for their death, Marlowe and Keats and Shelley spent their bright strength and sank beneath its waves.

ERIC LINKLATER, *Magnus Merriman*.

In this passage Eric Linklater is trying to express the vision and ambition of a young writer resolving to become a master of his craft.

Have you yourself ever experienced the desire to do something supremely well? Not necessarily writing, or even anything connected with school, but perhaps to master some skill at a sport or a dance-step, at cooking or needlework, or with a musical instrument, or in the control of a high-powered machine.

If you have, you will know that perfection, or excellence, or competence, or even mediocrity cannot be achieved without many hours of careful application to mastering the techniques of the particular skill you are striving to acquire.

Part of the technique of writing well is a familiarity with words—knowing the meanings of words, being able to distinguish between shades of meaning, possessing a wide enough vocabulary to make one of your writing difficulties the difficulty of deciding which word to select from a number of alternatives that are in your mind rather than the greater difficulty of struggling to find at least one word that might roughly fit the idea you are trying to convey.

Take, for instance, the word-sequence used two paragraphs back:

perfection, excellence, competence, mediocrity.

Why are these words placed in this order? Can you see what is happening as we move from one word to the next? What would be two or more suitable words to carry on the verbal 'scale' a little farther on its downward course?

Try to arrange these groups of words into some kind of recognizable order:

- (a) *Clever, sly, shrewd, intelligent, cunning, wise, knowledgeable.*
- (b) *Plain, ill-favoured, repulsive, ugly, homely.*
- (c) *Scare, frighten, intimidate, terrify, alarm.*
- (d) *Scared, frightened, afraid, terrified, uneasy, apprehensive, petrified.*

- (e) *Supervise, watch, regard, survey, inspect, scrutinize.*
 (f) *Friendship, love, companionship, intimacy, acquaintance, affection.*

Synonyms

For years past you have been handling groups of related words such as these. They are generally referred to as *synonyms* (i.e. words of similar meaning) and sometimes their meanings are so close as to be indistinguishable from each other. It has been said that there are *no* exact synonyms in English. You might care to test the truth of this by selecting pairs from the list below which you think could be interchanged without any shift of meaning whatsoever.

- | | | | |
|-----------|------------|----------|------------|
| 1. give | donate | piece | fragment |
| similar | identical | frail | fragile |
| declare | state | discreet | tactful |
| conquer | vanquish | comrade | companion |
| watchful | vigilant | mad | insane |
| penetrate | infiltrate | likely | probable |
| catalogue | inventory | discover | invent |
| talkative | loquacious | huge | vast |
| odour | fragrance | destroy | annihilate |
| want | need | gadget | device |
| | | vanity | pride |

Where you think you are able to see differences of meaning, use those pairs of words in sentences in such a way as to show that a difference really does exist. (e.g. We *give* thanks, but *donate* money.)

2. Make up another 20 word-pairs on this pattern.

3. Then there are many groups of words which express variations of some unifying idea. For instance, there are a number of ways in which objects may 'give forth light'. Stars *twinkle*; embers *glow*; eyes *sparkle*; the sun *shines*.

How would you use these words of similar meaning?

Flash, gleam, glisten, glint, dazzle, coruscate, scintillate, glimmer.

4. In what kinds of situations would you employ each member of the following word groups?

(a) *eject, evict, excommunicate, deport, exile, expel.*

(b) *reveal, display, exhibit, show.*

(c) *duplicate, replica, transcript, counterpart, facsimile.*

(d) *extensive, wide, spacious, roomy, unbounded, limitless.*

(e) *complete, end, finish, conclude, terminate, wind up.*

(f) *erase, efface, deface, expunge, obliterate.*

(g) *predict, prophesy, prognosticate, foretell, forecast.*

(h) *courage, valour, foolhardiness, bravery, coolness, audacity, dash, recklessness, daring, boldness.*

5. There are many words meaning 'to walk', each describing a particular manner of walking. Find the best word for the following:

(a) to walk laboriously, with effort.

(b) to walk like a duck.

(c) to walk in a pompous or affected manner.

(d) to slide and drag the feet.

(e) to walk in a loose, ungainly way.

(f) to walk with long steps.

(g) to walk affectedly with short steps.

(h) to walk slowly, wasting time.

(i) to walk as if wearing slippers.

(j) to walk in a busy, active way.

6. (a) What have the following words in common? How do they differ in the way they are used?

Digress, deviate, diverge, swerve, deflect, meander, divert, tack, veer, distract.

(b) From the list above choose the best word for each space.

- i. Jack did his level best to — my attention in the Geography lesson.
- ii. There may be a cool change if the wind begins to — to the south.
- iii. They walk together to the cross-roads and then their routes —.
- iv. My grandmother is apt to — when she is telling a story.
- v. The Knight used his shield skilfully to — the thrust of his opponent.
- vi. When the King was in a melancholic mood his jester did all he could to — him.

7. There are many words describing ways of speaking.

Find the most fitting word for the following:

- (a) To speak in a slow, prolonged manner.
- (b) To make involuntary breaks in utterance.
- (c) To express displeasure with compressed lips.
- (d) To talk rapidly, making inarticulate sounds.
- (e) To pronounce the sibilant letters imperfectly.
- (f) To have a friendly talk about familiar things.
- (g) To spread idle gossip.
- (h) To talk on and on about trifling, childish things.
- (i) To speak with contempt.
- (j) To speak fanatically.

8. Know the exact meaning of each of these adjectives:

a *fluent* speaker; a *glib* tongue; a *garrulous* woman; a *long-winded* politician; a *flippant* person; a *bi-lingual* child; a *grandiloquent* speaker; a *taciturn* boy; an *inarticulate* pupil.

9. The following words refer to different types of speeches. Who might deliver them, and on what occasions?

harangue, lecture, sermon, soliloquy, debate, parley, epilogue, eulogy, valedictory speech, pep-talk.

10. The following words are variations of the common idea 'to gather'. Show by using each in a good sentence that you know its exact meaning:

collect, assemble, muster, congregate, convene, compile, amass, accumulate, collate.

11. Who or what make up these gatherings?

a *menagerie*; a *synod*; a *galaxy*; a *conclave*; an *eisteddfod*; a *posse*; a *seminar*; a *sorority*; a *corps*; a *levee*.

12. What exactly are you doing if you—

(a) receive a stipend.

(b) give a gratuity.

(c) bribe someone.

(d) pay a retaining fee.

(e) give a *quid pro quo*.

(f) pay compensation.

(g) pay a premium.

(h) pay 'hush' money.

(i) are blackmailed.

(j) receive a perquisite.

13. Distinguish between: *sincerity, frankness, ingenuousness, integrity, fidelity, scrupulousness*.

14. What common idea links the following words? Illustrate the proper use of each of them.

(a) *novice, recruit, apprentice, undergraduate, probationer, debutante, tenderfoot, rookie*.

(b) What is the difference between: a *habit*; a *custom*; a *tradition*; a *convention*; an *obsession*; a *routine*; a *vogue*; a *fad*?

(c) What have the following words in common? *periodic, alternate, diurnal, annual, biennial, biannual, chronic, spasmodic, centennial*.

15. By using each word in a sentence show that you understand its exact meaning:

to gore; to perforate; to puncture; to impale; to riddle; to drill; to pierce; to trepan.

16. Explain the exact usage of:

(a) *scrutiny, cross-examination, inquisition, inquest, interrogation, reconnaissance, court-martial, post-mortem, analysis, exploration, diagnosis.*

(b) *sceptic, atheist, agnostic, infidel, heretic, non-conformist, dissenter.*

(c) *dowry, pin-money, annuity, endowment, bequest, subsidy, alms, tithe, grant, largesse, offertory, tribute.*

17. Make up a list of adjectives you might find useful to describe—

(a) a person of strong character.

(b) a bad-tempered person.

(c) somebody who is always showing off.

(d) an untidy woman.

(e) the latest model sedan. (Keep your enthusiasm within bounds.)

(f) your English teacher.

(g) yourself.

Sentence Completions

If you possess a wide vocabulary, you should be able to complete the following sentences by selecting wisely from the list of suggestions below. Write the letter of the word or pair of words that best completes the sentence. The first sentence is done for you.

1. Although the Blue Mountains were regarded as a great —, they did not resist indefinitely the efforts of explorers to penetrate them.

(a) *phenomenon* (b) *barrier.* (c) *threat*

(d) *mystery* (e) *complication*

2. In traversing the treacherous surface of the glacier, our — was on the constant look-out for concealed —.

(a) *mentor—cobras.* (b) *antagonist—weapons.*

(c) *demonstrator—pitfalls.* (d) *guide—crevasses.*

(e) *expedition—ambushes.*

3. No successful form of testing — or of determining — without some form of examination has yet been devised.

(a) *currents—accurate weight.*

(b) *knowledge—intellectual progress.*

(c) *economic superiority—success.*

(d) *animals—the weather.*

(e) *our own patience—that of others.*

4. As soon as he had been briefed upon the details of his mission, Blackman repeated his instructions — to make sure that he had the story straight.

(a) *seriatim.* (b) *implicitly.* (c) *literally.* (d) *aloud.*

(e) *verbatim.*

5. Philosophers agree that hardly any of our — operations could be carried on satisfactorily without the agency of —.

(a) *spiritual—memory.* (b) *intellectual—words.*

(c) *bodily—hormones.* (d) *social—uniform taxation.*

(e) *government—intervention.*

6. Leblanc was a proud and lonely man, and all his work is coloured by his profound — and — temperament.

(a) *pessimism—stoical.* (b) *analysis—volatile.*

(c) *humanity—compassionate.*

(d) *nostalgia—irresolute.* (e) *curiosity—scholarly.*

7. The current emphasis on — can, if carried too far, lead to a society that is completely lacking in —.

(a) *progressive education—morality.*

(b) *religion—scientific curiosity.*

(c) *intellect—emotion.* (d) *success—charity.*

(e) *conformity—initiative.*

8. Cummins is to be commended for the strength of his —; only a rare man indeed would fight so — for what he believes to be right.

(a) *passions—fiercely.* (b) *intellect—readily.*

(c) *convictions—steadfastly.* (d) *opposition—diligently.*

(e) *constitution—unerringly.*

9. No doubt your suggestions have some value, but since you have not been consulted in this matter, your advice is entirely —.

(a) *pernicious.* (b) *gratuitous.* (c) *vacuous.*

(d) *irrelevant.* (e) *polemical.*

10. When wet ink is likely to smear or smudge the back of the next sheet, an extra sheet of — paper is slipped between as a kind of —.

(a) *heavy—support.* (b) *transparent—insulation.*

(c) *absorbent—blotter.* (d) *tissue—padding.*

(e) *perforated—protection.*

Opposites

Being able to see similarities and relationships between words also implies that one is able to identify words which are opposite in meaning.

1. What are the opposites of the following words?

defeat (noun)

awkward

amateur

practical

complicated

wax (verb)

unify

constant

concise

attract

extrovert

harmony

inimical

imperturbable

permanent *profound*

indigenous *abstain*

aloof *static*

2. Which word is most nearly opposite in meaning to the word in capital letters?

DIVERGE: *conceal, overcome, converge, consume, envelop.*

DISPERSE: *solidify, collect, replenish, invest, converse.*

ITINERANT: *combustible, settled, repetitious, wandering, far-flung.*

AMBIGUOUS: *crystalline, single-minded, one-sided, unequivocal, impersonal.*

EMINENCE: *distance, selfishness, obscurity, reticence, depth.*

JUBILANT: *triumphant, downcast, fraudulent, profane, sanctimonious.*

HERESY: *orthodoxy, felicity, eulogy, usury, travesty.*

ANOMALOUS: *incognito, specific, important, normal, evident.*

TACITURN: *foolish, loquacious, embarrassed, quarrelsome, moody.*

AXIOMATIC: *algebraic, disputable, tangible, illusory, self-evident.*

DOGOMATIC: *unfaithful, impassive, irreligious, open-minded, feline.*

FURTIVELY: *openly, busily, honestly, willingly, emphatically.*

Analogies

The possession of a wide vocabulary is often accompanied by the ability to see relationships of more subtle kinds between words. Just as some persons use seeming similarities of situation to develop the form of argument known as *analogy*, so also may we see that analogous relationships sometimes exist between pairs of words.

Consider the proposition—SHIP : SAILOR—.

(a) *emporium : employee;* (b) *manuscript : editor;*

- (c) *family* : *mother*; (d) *laboratory* : *chemist*;
 (e) *skyscraper* : *secretary*.

Which of the suggested five solutions is correct? As with the given pair SHIP : SAILOR, all the suggestions have a person-and-work relationship. At first this may seem confusing, but you can quickly begin to eliminate some of the alternatives.

Thus, a *mother* doesn't earn her living looking after her *family*; a *secretary* doesn't necessarily work in a *skyscraper*; an *editor* doesn't work on a *manuscript* in the same way that a sailor works on a ship, and *employee* is too general a term to correspond with sailor, or indeed any of the other persons named.

This leaves us with *laboratory* : *chemist*, and it fortunately corresponds with the given pair. A laboratory is a place where you would expect to find a chemist at work, just as you would expect to find a sailor at work on a ship. Thus the full solution reads:

SHIP : SAILOR — LABORATORY : CHEMIST

Try yourself at the following word analogies:

BATON : CONDUCTOR—(a) *army* : *general*; (b) *teacher* : *book*; (c) *pipe* : *plumber*; (d) *tentacle* : *octopus*; (e) *camera* : *photographer*.

DECADE : YEAR—(a) *age* : *youth*; (b) *ten* : *one*; (c) *crowd* : *person*; (d) *mountain* : *molehill*; (e) *foot* : *inch*.

BLUEPRINT : BUILDING—(a) *opera* : *libretto*; (b) *diagram* : *photograph*; (c) *scenario* : *motion picture*; (d) *product* : *plan*; (e) *lever* : *machine*.

INAUDIBLE : CLAMOUR—(a) *mournful* : *comedian*; (b) *ignorant* : *arrogant*; (c) *curiosity* : *indifference*; (d) *alert* : *insomnia*; (e) *impassive* : *fervour*.

NEUROTIC : INSANE—(a) *clinical* : *medical*; (b) *tremendous* : *large*; (c) *extreme* : *intense*; (d) *pleased* : *ecstatic*; (e) *stable* : *nervous*.

ALLEVIATE : MITIGATE—(a) *veto* : *ratify*; (b) *imply* : *suggest*; (c) *create* : *demolish*; (d) *reduce* : *magnify*; (e) *signify* : *deduce*.

NONCHALANT : CONCERNED—(a) *trenchant* : *relaxed*; (b) *insistent* : *unco-operative*; (c) *prodigal* : *frugal*; (d) *annual* : *untimely*; (e) *neglectful* : *haphazard*.

ANATOMY : SURGEON—(a) *literature* : *student*; (b) *astronomy* : *explorer*; (c) *grammar* : *editor*; (d) *physique* : *physician*; (e) *emotion* : *actor*.

SENILITY : AGE—(a) *capacity* : *size*; (b) *ability* : *paucity*; (c) *genius* : *intelligence*; (d) *docility* : *youth*; (e) *chisel* : *carving*.

APPETITE : GLUTTONY—(a) *health* : *sickliness*; (b) *thirst* : *refreshment*; (c) *prudence* : *cowardice*; (d) *panic* : *hysteria*; (e) *nourishment* : *hunger*.

OMEN : PORTEND—(a) *trophy* : *award*; (b) *choose* : *dilemma*; (c) *oracle* : *destroy*; (d) *enigma* : *perplex*; (e) *phenomenon* : *condescend*.

PORTRAIT : CARICATURE—(a) *description* : *exaggeration*; (b) *painting* : *drawing*; (c) *parody* : *reality*; (d) *truth* : *slander*; (e) *irony* : *satire*.

Some Literary Exercises

It is interesting to work over some of the 'purple patches' of writers who are conscious of their own style, and to try to follow them in their choice of words. Here are some passages from which several of the significant words have been removed; your task is to reconstruct the passages as their authors might have written them. The source of each passage is given, so that you may check your attempt against the original.

1. A small steamer is caught in the very 'eye' of a cyclone. (from Joseph Conrad's *Typhoon*, Chapter 5):

'Through a jagged aperture in the dome of clouds the light of a few stars fell upon the black sea, rising and falling confusedly. Sometimes the head of a watery cone would — on board and mingle with the — of foam on the swamped deck; and the *Nan-Shan* — heavily at the bottom of a circular — of clouds. This ring of dense vapours, —ing madly round the calm of the centre, encompassed the ship like a — and — wall of an aspect inconceivably —. Within, the sea, as if — by an internal commotion, leaped in peaked — that —ed each other, —ing heavily against her sides.'

2. Arthur Grimble looks down at octopuses in a lagoon of the Gilbert and Ellice Islands (from *A Pattern of Islands*, Chapter V, 'Lagoon Days'):

'From the height of my top-window, most of them looked as flat as starfish —ing over the bottom, but there was one minute creature that had a habit of standing on its toes. It would — its tentacles into a kind of a neck, and would — up and down rather like a dancing-frog. But what appealed most to my wonder was the way they all swam. A dozen —ing, —like shapes would suddenly gather themselves into stream-lines and — upwards, — propelled by the marvellous syphon in their heads, like a display of fairy water-rockets. At the top of their flight they seemed to —; their tails of trailed — — outwards into shimmering points around their tiny bodies, and they sank like —ing gossamer stars back to the — again.'

3. In this passage from Sir James Jeans' *The Mysterious Universe* (Chapter 2), the actual words of the author are supplied along with alternative words that he *might* have

thought of using and then rejected. You are invited to select the words he chose, and to be ready to justify your selection:

‘Confronted with a natural world which was to all appearances (*capricious/disorderly*) as himself, man’s first (*impulse/idea*) was to create Nature in his own image: he attributed the seemingly (*unpredictable/erratic*) and unordered course of the universe to the (*whims/fancies*) and (*emotions/passions*) of gods, or of benevolent or (*malicious/malevolent*) lesser spirits. Only after much study did the great (*principle/theory*) of causation (*develop/emerge*). In time it was found to dominate the whole of (*lifeless/inanimate*) nature: a cause which could be completely isolated in its action was found (*always/invariably*) to produce the same (*effect/result*).’

4. (a) Select the most suitable words from the list supplied below, and insert them in the appropriate blank spaces left in the accompanying passage:

<i>adherents</i>	<i>condemn</i>	<i>opulence</i>	<i>custodians</i>
<i>pragmatism</i>	<i>impugn</i>	<i>travesty</i>	<i>extinction</i>
<i>exigencies</i>	<i>condone</i>	<i>destitution</i>	<i>laudable</i>
<i>constriction</i>	<i>atavism</i>	<i>restraint</i>	<i>culpable</i>
<i>parade</i>	<i>emissaries</i>	<i>lavish</i>	<i>self-indulgence</i>

There was certainly no doubt that the Government had done things very well at the diplomatic dinner, but the Opposition strongly criticizes this item of budget expenditure. We claim that the country could not — such an example of — and extravagance at a time when lower-paid workers were near to —. The reason for the banquet might be — in the eyes of the Government’s own —, but such a — function seemed a — of justice. The — of the

situation required — not — by those who claimed to be — of the national welfare.

(b) Rewrite the passage in simpler language.

The Richness of the English Language

From the slight scratching of the surface that you have made during the course of this chapter, and, far more importantly, from your general experience of reading, you will have begun to sense what an extraordinarily rich language it is that we use. This richness can be a source of bewilderment and exasperation not only to foreigners trying to learn English but also to persons like yourselves trying to gain a working control of it.

For, even when you have acquired a wide vocabulary, you may find that you have only changed one kind of difficulty for another. As was suggested earlier, instead of having to struggle to find even one word that might express your meaning, you may discover that there are two or three or four words which all seem equally good. Really, however, this is a much better difficulty (or should it be 'dilemma' or 'spot' or 'fix' or 'hole' or 'trouble' or 'predicament' or 'problem' or 'perplexity' or something else quite different again?) to be in than the first one of 'word-poorness'.

One of the most acute of modern thinkers, C. S. Lewis, says with reference to the general subject of improving the quality of student writing:

'It is easier to cut down jungles than to irrigate deserts.' Can you see what he means by this?

Don't however, let yourself become discouraged if you haven't a great string of long words at your command every time you are called upon to speak or write. Although this book is meant to increase your working vocabulary, and

will in its next chapter be going on to explain some of the historical reasons why English is so rich in words to express the various shades of meaning that an active mental life requires, we must not lose sight of the fact that some of the most powerful and affecting passages in the language are those written in the simplest of words.

Perhaps one could scarcely do better, in closing this chapter on 'Choosing One's Words', than recall the words of what is possibly the best-known story in the language, the parable of the good Samaritan. The habit of close Bible reading is so rare nowadays that it may serve a useful purpose to quote the story here in full as it is told in the Authorized Version.

Do not become so attentive to the actual words of the story as to miss the moral beauty of the story itself. But see how that beauty is enhanced by the very simplicity of its telling, and ask yourself if, indeed, there are any words used which you too haven't been handling for years:

'And, behold, a certain lawyer stood up and tempted him, saying, Master, what shall I do to inherit eternal life?

He said unto him, What is written in the law? how readest thou?

And he answering said, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbour as thyself.

And he said unto him, Thou hast answered right: this do, and thou shalt live.

But he, willing to justify himself, said unto Jesus, And who is my neighbour?

And Jesus answering said, A certain man went down from Jerusalem to Jericho, and fell among

thieves, which stripped him of his raiment, and wounded him, and departed, leaving him half dead.

And by chance there came down a certain priest that way: and when he saw him, he passed by on the other side.

And likewise a Levite, when he was at the place, came and looked on him, and passed by on the other side.

But a certain Samaritan, as he journeyed, came where he was; and when he saw him, he had compassion on him.

And went to him, and bound up his wounds, pouring in oil and wine, and set him on his own beast, and brought him to an inn, and took care of him.

And on the morrow when he departed, he took out two pence, and gave them to the host, and said unto him, Take care of him; and whatsoever thou spendest more, when I come again, I will repay thee.

Which now of these three, thinkest thou, was neighbour unto him that fell among the thieves?

And he said, He that shewed mercy on him. Then said Jesus unto him, Go, and do thou likewise.'

CHAPTER II

Our Debt to Other Languages

'EUROPE has now reached a point at which it would seem that two alternative and sharply contrasted destinies await her. She may travel down the road to a new war or, overcoming passion, prejudice, and hysteria, work for a permanent organization of peace.'

H. A. L. FISHER—*A History of Europe.*

These sentences, taken at random from the nearest book to the writer's hand, illustrate a fact that is a matter of common knowledge to anyone who has made even the most elementary study of the English language—that is, that the language we use today is the product of the fusion of several main language streams.

The language which contributed most to English as we know it today was first spoken by the peoples of the area now known as Schleswig at the base of the Danish peninsula. They migrated in the fifth century A.D. to the island of Britain in such great numbers that they swamped in size the settlements of the Jutes and the Saxons, their German cousins who came over at the same time, and they gave their name both to their new home (*Angle-land*) and the language (*Anglisc*) which was spoken there.

Most of our common day-to-day words are of Germanic origin. For many of our nouns denoting simple objects, our verbs expressing actions frequently performed, our pronouns, prepositions and conjunctions which we are using constantly in our speech and writing, for these we usually go to our Germanic ancestors. Here are some words of this kind:

HAL (healthy) has given us *whole, hale, health, heal*; SCERAN (to cut)—*shears, scissors, scythe, scarp, sharp*. Other common Old English root-words are *witan, to know; beorgan, to shelter; man, person; bindan, to bind; deman, to judge; wryhta, workman*.

But in the passage quoted from H. A. L. Fisher there are many words not of Old English origin. 'Alternative', 'contrasted', 'destinies', 'travel', 'passion', 'prejudice', 'permanent', 'organization', 'peace'—all these words come to us from the second main element in our vocabulary. This second element is Latin. Very few English words come directly from the period when the Romans occupied Britain. Words such as Port (*Portus*), Street (*stratum*), Way (*via*), and place names ending in -caster, -chester (from *castra*, a camp) are the chief reminders of this early period—names of things the Romans could not take with them when they left.

By far the greater number of Latin words have come into English in less direct ways. The chief of these was the word invasion that Duke William of Normandy began with his defeat of the English under King Harold at Hastings in 1066 A.D. The Normans spoke a kind of French, not the French of Paris, it is true, but nevertheless recognizably French. And the French language, though differing greatly from one part of France to another, had been profoundly affected by the long period of influence exerted upon it by the Romans when they knew it and occupied it under the name of Gaul. True, the Latin spoken in Gaul was soldier's Latin rather than the literary Latin that some of you will have studied and may still be studying. Thus the Latin word you are given for *horse* is *equus*. To the Roman soldier, this horse was known as *caballus*, which in our language today might mean 'nag' or 'moke' or 'gee-gee'. From

caballus the French derived their word for *horse*, *cheval*, and the Normans brought this word over in the forms *cavalry* (a body of horsemen), *cavalier* (a horseman), *chivalry* (a code of honour practised by gentlemen who could afford to ride on horseback). But notice that the word *horse* itself is quite unlike these Norman-French words. The horse was known to our Germanic ancestors long before they became acquainted with more complicated ideas such as cavalry and chivalry. *Horse*, therefore, was so embedded in the English language before the arrival of the Normans that there was no temptation to replace it by some other word.

We mentioned earlier that the literary Latin word for 'horse' was *equus*. Has *equus* given any words to our language? Most of you would know what the 'equestrian' events are at the Royal Show. And there is also the word *equine* meaning *horse-like*. (Compare this with the more common words 'canine' (dog-like), 'feline' (cat-like), 'aquiline' (eagle-like).

Do you know what these words mean?—*leonine*, *asinine*, *porcine*, *ursine*, *vulpine*.

These latter words belong to our second great period of borrowing from Latin, the period known commonly as the Renaissance. The word Renaissance means 're-birth', a term which means many things to many people. Among the things it implies is a re-awakening of interest in the ancient classical cultures of Rome and Greece. Learned men, in order to show their learning, liked to coin new words of Latin or Greek origin. To this cult we owe such words as 'equine' and 'equestrian'. But notice that shades of meaning have developed for these, as for other words. There are contexts in which they are proper, and others in which they are out of place or lacking in force.

Comment on the following:

- (a) The *equestrian* galloped into Sulphur Springs, the posse hot on his trail.
- (b) There is an *equestrian* statue of Joan of Arc outside the Melbourne National Gallery.
- (c) Regrettably, Lady Cynthia's features had come to assume the *equine* qualities of the animals which it was her daily delight to spend so much time with.
- (d) Lady Cynthia had a face like a horse's.

But although Latin has been the chief source from which the English have acquired new words, it is by no means the only one. Long before Duke William of Normandy brought over his Norman-French-looking-back-to-Latin language with him, his Norsemen relations from the Scandinavian coastline had been systematically raiding and plundering the eastern seaboard of England, and making fresh homes there. These Viking raiders and colonists brought many new words with them. Words like *awkward*, *ugly*, *rotten* and *anger* are legacies from the Vikings—what they may lack in refinement they make up for in force. And to this day you may calculate how far into England the Norse settlers penetrated by looking for towns ending with *-by*—Danby, Whitby, Rugby, Derby and the like. *By* was the Scandinavian word for town, as we still recall in our term *by-law* to denote a law which applies only to some particular town, not the State or country as a whole.

Christian missionaries had also established their faith on the island long before the coming of the Normans. To explain their religion to the pagan Angles, Saxons and Jutes, and for the conduct of their church services, they needed a vocabulary. Words such as *Sabbath*, *rabbi*, *amen*, *cherub*, *seraph* from Hebrew, *disciple*, *mass*, *temple*, *creed*, *altar* from Latin, *anthem*, *psalm*, *Bible*, *apostle*, *baptize*,

archbishop from Greek, are among the words of this early period.

This is the first mention of 'Greek' in this chapter. But indeed Greek is second only to Latin in the influence it has had upon English. The Romans themselves had known and respected the Greeks: the Romans were proud of their own solid military and administrative virtues, but were reluctantly aware that in things of the mind and spirit, in the range and flexibility of their ideas and thinking, the Greeks far outstripped their Roman conquerors. Thus there were already Greek words in the language the Normans brought over with them. The great period of Greek borrowing, however, came with that same Renaissance which brought us so many additional Latin words. Scholars, on the look-out for chances to air their scholarship or genuinely needing new words in which to trap and give expression to the startling new ideas which were abroad at that time, found ready to their hand the Greek language as a treasury ready-made for their purposes. The long list of *-ologies* (Greek *logos*=*word, study*) is a reminder of how Greek has given us the means of naming so many of our scientific studies. The letter combinations 'ph' (as in *phenomenon*), 'ch' (pronounced 'k' as in *pachyderm*) and many of our 'th' sounds (*theatre, anthology, ichthyology*) are also witnesses to the influence of Greek.

In more recent times, with the rapid extension of scientific, technical and medical studies, a vast new vocabulary of Latin and Greek origin has come into being. Some of these words have remained largely the property of a relatively small group who use them as a kind of spoken shorthand when communicating with each other on matters of their daily work. Interestingly, Latin and Greek are again becoming in this special way what they were for a

long time before the rise of the so-called 'vernacular' languages of modern Europe—English, French, German, Italian, Spanish and the like—that is, the common language of educated men and highly skilled specialists in whatever countries the old classical cultures have reached. Thus there is a much greater chance that the following passage, composed by an Australian medical man, would be better understood by a fellow-specialist in Naples or Brussels or Barcelona than it would be by some random pedestrian in Elizabeth Street, Melbourne, or George Street, Sydney:

'The fundamental lesion in asthma is a physical one—an antigen-antibody reaction on cellular surfaces resulting in release of histamine. Psychosomatic factors, often as difficult to define as the offending allergens, can also provoke or accentuate an attack. The physician must not waver in his attempts to define the aetiological and provoking agents.'

To interpret this kind of language, some formal training in Latin and Greek is necessary. But even to understand and appreciate far less technical language than this, some acquaintance with Latin and Greek is very helpful. Very few people nowadays study ancient Greek. This is perhaps not such a great loss as it would have once been thought, provided always that the right few are still studying it. Many more of you will have taken Latin, and possibly have not yet parted from it. Some teachers would argue that the greatest value from Latin, well used, is the added strength it gives to the sufferer's English. And through French there are links innumerable between our own language on the one side and Latin on the other.

A knowledge of some of the commoner Latin elements in our language is very helpful to anyone wishing to become proficient in it. Some of them are listed below. It would be

a good plan to memorize as many of these 'root' words as possible, to draw up a list of words derived from them, and to try to find the connexion between the derived words and the original meaning.

Latin Root Words

(a) NOUNS: (the possessive form of some nouns is also given where many words are derived from this form).

ager—field; *amicus*—friend; *anima*—mind, spirit; *annus*—year; *aqua*—water; *campus*—field; *caput, capit*—head; *civis*—citizen; *corpus, corporis*—body; *dens, dentis*—tooth; *dies*—day; *dominus*—lord, master; *domus*—house; *dux, ducis*—leader; *equus*—horse; *filius*—son; *gens, gentis*—race, family; *imperium*—rule; *ius, iuris*—law; *lex, legis*—law; *liber*—book; *locus*—place; *mare*—sea; *mater*—mother; *miles, militis*—soldier; *pars, partis*—part; *pater*—father; *pes, pedis*—foot; *populus*—people; *ratio, rationis*—reason, plan; *servus*—slave; *tempus, temporis*—time; *urbs*—city;

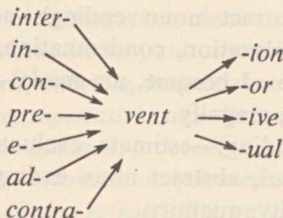
(b) VERBS: (the present tenses and past participles are given, as many English words are derived from both forms of the original Latin verbs).

ago, actus—act, do; *audio, auditus*—hear; *cado, casus*—fall; *caedo, caesus*—kill; *capio, captus*—take; *cedo, cessus*—go, yield; *credo, creditus*—believe; *claudio, clausus*—shut; *curro, cursus*—run; *dico, dictus*—say; *do, datus*—give; *doceo, doctus*—teach; *duco, ductus*—lead; *eo, itus*—go; *facio, factus*—make, do; *fero, latus*—bring, bear; *frango, fractus*—break; *gradior, gressus*—go, advance; *habeo, habitus*—have; *iacio, iectus*—throw; *iungo, iunctus*—join; *loquor, locutus*—speak; *ludo, lusus*—play; *mitto, missus*—send; *moveo, motus*

—move; *patior, passus*—suffer; *pello, pulsus*—drive; *pono, positus*—put, place; *porto, portatus*—carry; *quaero, quaesitus*—ask, seek; *rogo, rogatus*—ask; *rumpo, ruptus*—burst; *scribo, scriptus*—write; *sedeo, sessus*—sit; *sentio, sensus*—feel; *sequor, secutus*—follow; *specto, spectatus*—look at; *sto, status*—stand; *sumo, sumptus*—take, employ; *tango, tactus*—touch; *tendo, tensus*—stretch; *teneo, tentus*—hold; *traho, tractus*—draw, drag; *utor, usus*—use; *venio, ventus*—come; *verto, versus*—turn; *video, visus*—see; *voco, vocatus*—call; *volo*—wish; *volvo, volutus*—roll.

(c) PREPOSITIONS: Many English words derived from Latin verbs gain added precision and refinement of meaning with the help of prefixes derived from Latin prepositions. Thus *pono, positus* means PUT or PLACE. From this we draw such variations as *de-posit* (a putting down), *post-pone* (to place after or later), *opponent* (one who puts himself in the way of), *composition* (a putting together), and many others.

With the use of *suffixes* placed at the ends of English words, we can obtain even more variation and differentiation of meaning. Here is a diagram showing some of the uses we make of *venio, ventus* (come) with the help of prepositional prefixes and of suffixes:



Using the prepositions listed below, make a similar diagram for one of the other Latin verbs, and see how many words it gives you. One word of warning! Sometimes

when a preposition ends with a consonant, the consonant changes to match the first letter of the verb stem. Thus *sub-port* becomes *support*, *ad-lusion* becomes *allusion*, and so on.

a, ab—away from; *ad*—to, towards; *ante*—before; *circum*—around; *contra*—against; *cum* (*co-, con-*)—with; *de*—down from; *di-, dis-*—apart; *e, ex*—out of; *extra*—outside; *in*—in, into; *in-*—not; *inter*—between; *ob*—in the way of; *per*—through; *pro*—in front of, instead of; *prae*—before, in front of; *post*—after; *re*—again, back; *se*—apart; *sub*—under; *super*—beyond; *trans*—across.

(d) OTHER USEFUL WORDS:

alter—other; *ambo*—both; *bene*—well; *brevis*—short; *centum*—hundred; *dexter*—right; *durus*—hard; *frigidus*—cold; *gravis*—heavy; *magnus*—great; *male*—badly; *medius*—middle; *mille*—thousand; *multus*—much; *nihil*—nothing; *non*—not; *novus*—new; *primus*—first; *se*—oneself; *summus*—highest, greatest; *tres*—three; *una*—one; *verus*—true.

There are also a number of standard Latin word endings which have carried over with only slight changes to our own language. It is handy to know a short list of these:

-atio(n) (abstract noun ending)—admiration, population, elevation, condemnation.

-fy (from *fio*=I become, am made)—dignify, mortify, stupefy, magnify.

-ate (verb ending)—estimate, evaluate, eradicate.

-ty (from *-tas*, abstract noun ending)—piety, dignity, solemnity, quantity.

-culus, -cle (diminutive ending)—molecule, particle, article, reticule, ridiculous, matriculate (the University is your 'little' or second mother).

-*sc* (from *cresco*=I grow)—incandescent, obsolescent, fluorescent, crescent, irascible, acquiescent, adolescent.

There is little doubt that a knowledge of Latin will help you enormously in acquiring the power to select your English words more carefully. Latin will help you to understand why it is all right to *eradicate* weeds from a paddock but not to *eradicate* the rabbits from that same field. (*Radix* was the Latin word for *a root*—you can uproot weeds, but you can't uproot rabbits!) The rabbits may properly be *exterminated* and by a flight of imagination, if we are willing to shelve conveniently the law of the conservation of matter, we may even *annihilate* them. (In the same way we sometimes speak of an army being annihilated, or 'made into nothing'.) But though we may *exterminate* or *annihilate* our rabbits, the Society for the Prevention of Cruelty to the English Language will not allow us to *obliterate* them, or *abolish* them, or even to *liquidate* them.

If one lacks a knowledge of Latin, the habit of *reading* is another and perhaps even surer way of learning how to handle the many words of alien origin in our language.

Decide when you would use each word of the following groups of Latin derivatives:

- (a) *audience, congregation, class.*
- (b) *insurrection, mutiny, riot, disturbance, sedition.*
- (c) *demented, imbecile, insane, eccentric.*
- (d) *supreme, superlative, superior, pre-eminent.*
- (e) *progress, advance, proceed.*
- (f) *intricate, involved, complicated.*
- (g) *deflect, divert, refract, diverge, deviate.*
- (h) *investigate, examine, peruse, inspect, survey.*
- (i) *demonstrative, exhibitionist, ostentatious, gaudy.*

Experience in using words will help to teach you that the

real value of this section of the book will come not so much from memorizing long lists of Latin 'roots' and English words derived from them, but from selecting certain of the words listed and seeing how they preserve traces of their original meaning. If you think of words in this way, they will not be meaningless symbols or lifeless exhibits in a museum of classical antiquities. Rather they are parts of the past carried very much alive into the present and helping to remind us, if we need reminding, that the language we hear and read and speak and write is part of a long and noble tradition that includes as well as our own some of the most honoured names in the history of the English-speaking community of peoples.

A word like *ambition*, for instance, (*ambo*=both : *itio*=a going) reminds us that in ancient Rome it was the custom for a really *ambitious* candidate for political honours to go up and down *both* sides of a street in order to court votes. And the word *candidate* comes from the Latin word *candeo*=I shine, because it was the custom of candidates to whiten with chalk their outer garment in order to symbolize the shining purity of the heart that beat beneath. This garment was called a *toga*. (Can you see a remnant of it in the *togs* of the twentieth century?)

You might at this stage turn back to the passage from *Magnus Merriman* at the beginning of Chapter I.

How many words in this passage can you recognize as stemming from Latin? Check with your dictionaries the meaning and origin of some of the words about which you are doubtful. Notice how a word like 'magniloquence' carries in its syllables something of the great sweep of the ocean that it is applied to. But notice, too, how the ground pattern is made up of 'the clatter of the common little words' that make up the framework of our language as a whole.

Our Debt to Greek

In our brief survey of the chief sources of our language, we made some reference to the contribution of Greek—its early contributions to ecclesiastical (Gk. *ecclesia*—*church*) English, its infiltration of Latin in Roman times and its later absorption into medieval English, its popularity with Renaissance scholars to express new objects or modes of thought for which English or Latin could not supply the inspiration, its continued use as a word-reservoir from which to siphon all manner of new words to meet the needs of the scientific and technological centuries that have followed the Renaissance.

Science and *technology* are two good words to pause at for a moment. The one refers to *knowing* and the other to *making*. The first is Latin and the second Greek. Can you explain satisfactorily the difference between a *scientist* and a *technician*? And what difference is involved between obtaining a Science degree and a Technical diploma?

Some acquaintance with the principal Greek contributions to English is helpful to students. The list is shorter than the Latin, but it contains some very interesting entries:

(a) NOUNS:

anthropos—man; *bios*—life; *chroma*—colour; *chronos*—time; *cyclios*—circle; *demos*—common people; *derma*—skin; *ge*—earth; *gramma*—writing; *helios*—sun; *hudor*—water; *logos*—word, study; *metron*—measure; *morphe*—form, shape; *pathos*—suffering; *phobia*—fear; *phone*—sound; *phos* (*phot-*)—light; *polis*—city; *psyche*—mind, soul; *sophia*—wisdom; *theos*—god; *therme*—heat; *tropos*—turning.

(b) VERBS:

archein—to rule; *graphein*—to write; *misein*—to hate; *scopein*—to look at.

(c) PREPOSITIONS, PREFIXES:

a, *an-* — not; *amphi-* — around; *anti-* — against; *auto-* — self; *cata-*, (*cath*) — down; *dia-* — through; *epi-* — on; *eu-* — well; *hypo-* — under; *hyper-* — over; *meta-* — beyond; *para-* — beyond; *peri-* — around; *syn-* — with.

(d) ADJECTIVES:

crypto—hidden; *isos*—equal; *kilios*—thousand; *mega*—large; *micros*—small; *monos*—alone; *pan*—all; *philos*—loving; *poly*—many; *proto*—first; *tele*—distant.

You will probably have noticed how comparatively easy it is to work out the meaning of a word derived from Greek. Greek derivatives are usually distinctive in appearance and the elements in them clearly defined.

(a) Work out the root meanings of the following words: *megaphone*, *microscope*, *isotherm*, *polyphonic*, *epidermis*, *autobiographical*, *monarch*, *epidiascope*, *diameter*, *chronometer*, *hydrophobia*, *amorphous*, *misanthrope*, *epigram*, *metamorphosis*, *heliograph*, *telegram*, *philanthropist*.

(b) Here are a few drawn from a somewhat wider field. Identify their meanings, using a dictionary where necessary: *protoplasm*, *pachyderm*, *misogynist*, *eucalyptus*, *anaesthetic*, *oligarchy*, *aristocrat*, *semaphore*, *gymnastics*, *academic*, *metaphor*, *Philadelphia*, *eugenics*, *pharmaceutical*, *haemorrhage*, *ornithology*, *polygamy*, *misanthrope*, *troglodyte*.

Other Borrowings

So far, we have looked mainly at our language debt to Old English, Latin, and Greek. But, although these three languages certainly do supply the bulk of the vocabulary of Modern English, there are still many other sources of

supply. Some of these, such as Hebrew and Norse, have already been briefly mentioned.

After the Norman Conquest, England began to play a greater part in the affairs of continental Europe. Feudal armies were raised in the attempts of Christendom to win back the Holy Land from the Moslems who were holding it: these were the wars known as the Crusades. Moslem influence also penetrated western Europe via Northern Africa into Spain, and via Constantinople and the Danube Valley almost to Vienna; and Moslem learning was not unknown even in the universities of France and Italy.

In the fields of medicine, chemistry, mathematics, astronomy, and horticulture, there was a great deal that the Moslems could teach the Christians, as their legacy to the English language shows: *algebra*, *alchemy*, *alkali*, *almond*, *alcohol*, *almanac* (*al* was the Arabic word for *the*), *zenith*, *orange*, are words of this type.

We should also remind ourselves that the whole language of mathematics could not have been written in its present simple decimal form if these same Moslems had not devised a way of improving on the older, more cumbersome set of Roman numerals.

During the time of the Renaissance, England was drawn even more into the family of European languages.

Italy began to supply, as she has continued to do, literary, art and musical terms. (*Sonnet*, *canto*, *stanza*, *fresco*, *concerto*, *pianoforte*, *andante*, are but a sprinkling of such words.) And in the way of foods, we have long been used to *spaghetti*, *macaroni*, *vermicelli*: of recent years, *espresso*, *capuccino*, *ravioli*, *cassata*, *pizza* have added themselves to the number of Italian borrowings. So too has *boloney* from Bologna, though its meaning has undergone a change in more recent years.

The great trade wars, first with Spain and later with Holland and France, carried British commerce into all the oceans and continents of the world. Colonial enterprise followed commercial enterprise: from British trading-posts and colonies, the common stock of English words began to accumulate more and more. Here are some of the sources, and the words they have brought:

HOLLAND, SOUTH AFRICA, *schooner, buoy, yacht, veldt, springbok, trek*; SPAIN, LATIN AMERICA, *dollar, alligator, galleon, matador, tobacco, gaucho, sombrero, tomato*; NORTH AMERICAN INDIAN, *tomahawk, wigwam, teepee, moccasin, tobacco*; INDIA, *curry, sepoy, rajah, cobra, jodhpur, topee, polo, bungalow*; MALAYA, *amok, kapok, orangutan, bamboo, bantam*; CHINA, *tea, mandarin*; JAPAN, *samurai, tycoon, geisha, hari-kiri, judo, ju-jutsu*.

Here is a mixed grill of words drawn from a great variety of languages. With the help of a dictionary, find out something of their origins:

kiwi, khaki, calabash, cocoa, betel-nut, quinine, apricot, bolshevik, Nazi, soprano, coffee, chutney, skipper, squaw, commando, terrazzo, psychology, alleluia, alcohol, sherry, tattoo, hippopotamus, kirk, lieutenant, zeppelin, aristocrat, convalescence, mongoose, cinnamon, kimono, porcelain, morphia, blitz, bungalow, vanilla, boomerang, chef.

Foreign Words and Phrases still used in English

The inclusion of foreign words and phrases in spoken and written English was once much admired. Today, the trend being towards clarity and simplicity, we look with disfavour on a passage of English besprinkled with these borrowed words. Some, however, have become so much a

part of our own speech and writing that we could not afford to lose them, for either they express an idea concisely or else there is no acceptable English phrase to substitute for them. Others are merely an affectation and should be allowed to disappear entirely.

Translate each of the following borrowings literally, and then illustrate its use. Discuss each, deciding whether it should be retained or discarded:

ad lib.; *ad nauseam*; *ad infinitum*; *à la carte*; *à la mode*;
alfresco; *alma mater*; *au fait*; *Anno Domini*; *au revoir*;
adieu; *bête noir*; *billet doux*; *bona fide*; *bon mot*;
bon voyage; *carte blanche*; *chef d'oeuvre*; *début*;
dramatis personae; *en bloc*; *en masse*; *et cetera*; *en route*;
ex officio; *fait accompli*; *faux pas*; *hors de combat*;
hors d'oeuvre; *infra dig*; *locum tenens*; *nom de plume*;
pièce de resistance; *par excellence*; *protégé*;
prima donna; *qui vive*; *résumé*; *sangfroid*; *sine die*;
sotto voce; *status quo*; *sub judice*; *table d'hôte*; *tête-à-tête*;
vice versa; *viva voce*; *ballerina*; *savoir-faire*;
pique; *naïve*; *rendezvous*; *ennui*; *nuance*; *dossier*;
piquant; *entrée*; *clique*; *pro rata*; *esprit de corps*; *deo volente*;
dolce far niente; *nolle prosequi*; *entrepreneur*.

CHAPTER III

English Doesn't Stand Still

YOU may perhaps have thought that the words you use daily have always been a part of the English language, and accepted them as some of the more fixed parts of your household furniture that have been there to sit on or climb over since you were small children.

A moment's thought should convince you to the contrary. For language doesn't stand still—we are constantly devising new words when we need them to describe new objects or ideas. Often, too, we invent new words that we don't need, when there is a perfectly good existing word that for some reason or other is neglected. Our grandfathers housed their first cars in sheds; these became Frenchified and therefore more aristocratic when they changed to *garages*. You once bought your petrol and had your oil changed at *garages* also; but this will no longer do, and nowadays it is *service stations* that sprout on every vacant lot. The more professional of these service station proprietors (they were once garage men) now advertise *lubritorium* service in an attempt to dignify their calling. How far do you think this process of finding new words should go?

'New' Occupations

By what other names might the following occupations have once been forced to smell less sweet?

elevator attendant, janitor, garbage contractor, mortician, sanitary contractor, rodent operative, receptionist, railway station attendant, realtor, removalist, beautician, stockist, fruitologist, wreckologist.

Neologisms (*Gk.* neo=new : logos=word)

In what contexts are you likely to find the following fairly recent additions to the English language? Group them under the following headings:

- (a) Scientific Advances, Inventions. (d) Sport.
 (b) New Materials, Processes. (e) War.
 (c) Medicine. (f) Miscellaneous.

<i>telecast</i>	<i>disc jockey</i>	<i>Yeti</i>	<i>Bermudas</i>
<i>whirlybird</i>	<i>schnorkel</i>	<i>Venusian</i>	<i>gimmick</i>
<i>pedal pushers</i>	<i>bikinis</i>	<i>Lunik</i>	<i>bodge</i>
<i>trafficator</i>	<i>terylene</i>	<i>polyvinyl</i>	<i>isotopes</i>
<i>jeep</i>	<i>aerial</i>	<i>bakelite</i>	<i>laminex</i>
<i>cyclotron</i>	<i>overdrive</i>	<i>fall-out</i>	<i>nylon</i>
<i>drip-dry</i>	<i>googly</i>	<i>anti-knock</i>	<i>supercharge</i>
<i>teddy boy</i>	<i>orlon</i>	<i>radar</i>	<i>sulfa drugs</i>
<i>jet-stream</i>	<i>bobby-sox</i>	<i>duffle-coat</i>	<i>fissionable</i>
<i>motel</i>	<i>beatnik</i>	<i>bazooka</i>	<i>cinerama</i>
<i>heliport</i>	<i>brinkmanship</i>	<i>side-winder</i>	<i>hitch-hike</i>
<i>travelogue</i>	<i>hi-fi</i>	<i>asdig</i>	<i>cellophane</i>
<i>jeans</i>	<i>bulldozer</i>		

New Verbs

All the following verbs are of fairly recent origin. Do they enrich the language? Or do they, as some of their critics allege, serve to weaken and debase it?

motivate, activate, slenderize, hospitalize, tenderize, finalize, vocalize, personalize, pressurize, propagandize, to audition, to slim, to contact, to liaise, to enthuse, to recce, to service, to voice, to eye, to feature, to site, to recondition.

New Compounds

English, like its parent German, has always had a tendency

to form new words by making compounds of existing old ones.

1. Do you recognize all of the following?

floodlight, jay walk, newsreel, tape-recorder, loud-speaker, loud-hailer, drive-in, garden city, car-park, autoport, joyride, ticker-tape, radio-active, turbo-prop, space-suit.

2. How many words can you add to the above list?

Most of them set a little problem of whether to use a hyphen or not. In general the two words may be run together—(i) if they are so often used in combination they are thought of as one word (e.g. *cupboard, windscreen*), (ii) if the process of running them together does not disguise the fact that they are two words (e.g. *airstrip*, but *twin-engined*).

Contractions

Most English-speaking people are lazy about their language. It is with some reason that Professor Higgins of 'My Fair Lady' fame asks 'Why don't the English learn to speak?'

One manifestation of our laziness is our fondness for shortening existing words—e.g. *bicycles* become *bikes*, *perambulators* become *prams*, *high-fidelity* is shortened to *hi-fi*.

What are the full forms of these contracted words?

vet, bus, props, photo, flu, lunch, phone, plane, cinema, exam, pub, bra, tec, tote, zoo, super, perm, wig, cab, mob, fan, lino, varsity, pops, revs, fringe (how should this one be spelt?), *lube, mike*.

Letter Language

Most of us are familiar with the story of how the Australian and New Zealand Army Corps gave a new word—

Anzac—to the English language.

Many familiar objects and organizations are now better known to us by their initial letters than by their full titles.

Can you identify the following?

UNO, UNESCO, NATO, SEATO, ANZUS, WHO, CSIRO, TV, HP, MMBW, ANARE, BBC, ICI, ABC, FBI, ACER, ICBM, DDT, RACV, NRMA, HMAS, USSR, RSSAILA, BHP, VANA, L-P, ESANDA.

Australia's Contributions

It is not to be expected that so individual a part of the English-speaking community as our own would have failed to make some mark on the language as a whole.

Aboriginal names for animals, birds, native plants, and implements are obvious entries on any Australian word-list, e.g.:

cockatoo, kangaroo, wombat, gonyah, corroboree, boomerang, waratah, woomera, kookaburra, billabong.

However, there is another group of Australian words that is the legacy of the white settlers. As a 'dinkum Aussie', could you explain to a new arrival to this country how to use these expressions correctly?

swag, sundowner, tuckerbox, fossick, yakka, bluey, overlander, ear-basher, larrikin, drongo, wowser, barracker, Buckley's chance, as game as Ned Kelly, digger, scab.

Mention of Australia should remind us that certain words may acquire special meanings in one part of the English-speaking world that they may not have in another. *Bush* and *creek* certainly do not mean to the Englishman what they mean to the Australian. Words like *grove, glen, glade, wood, brook, field, stream* are seldom heard in Australian speech. *Gully* and *paddock*, on the other hand, are more

used here than ever they would be in England. Can you think of any more examples of this kind? Students newly arrived from the British Isles may be able to help here.

American Influences

Few Australians seem able to remain neutral about America. At one end of the scale, there are Australians who dislike intensely its commercialism, the violence and vulgarity of its life as often depicted in its magazines and comics, on its movie and TV screens, the alleged substituting of traditionally Australian values by less familiar American values. At the other end of the line, there are Australians who will tear the coat-tails off every visiting American swooner-crooner, swing star, or rock 'n roll 'vocalist', follow American fashions in dress, remain riveted to American films and TV programs, make their spiritual home somewhere on the American prairie rather than in the Australian outback. This second group is largely made up of young people, and the more extreme of them probably very silly young people at that. But an older, more sober element in Australia also is impressed by American achievement in material production and by the fact that America stands along with Australia and other countries of the Commonwealth as one of the strong guardians of a democratic way of life, which if she were for any cause to fail would be followed by great changes in the social structure of this country.

An American Word List

American speech and vocabulary differ from Australian English as much as they differ from English English. How many of the following Americanisms are you familiar with?

ENGLISH	AMERICAN	ENGLISH	AMERICAN
<i>tap</i>	<i>faucet</i>	<i>car</i>	<i>automobile</i>
<i>flat</i>	<i>apartment</i>	<i>taxi</i>	<i>limousine</i>
<i>sauce</i>	<i>ketchup</i>	<i>puncture</i>	<i>flat</i>
<i>saucepan</i>	<i>skillet</i>	<i>petrol</i>	<i>gas(oline)</i>
<i>lift</i>	<i>elevator</i>	<i>bumper-bar</i>	<i>fender</i>
<i>torch</i>	<i>flashlight</i>	<i>railway</i>	<i>railroad</i>
<i>bulb</i>	<i>globe</i>	<i>goods train</i>	<i>freight train</i>
<i>wireless</i>	<i>radio</i>	<i>railway lines</i>	<i>tracks</i>
<i>braces</i>	<i>suspenders</i>	<i>timetable</i>	<i>schedule</i>
<i>biscuit (sweet)</i>	<i>cookie</i>	<i>tram</i>	<i>streetcar</i>
<i>biscuit (dry)</i>	<i>cracker</i>	<i>footpath</i>	<i>sidewalk</i>
<i>soft drink</i>	<i>soda</i>	<i>track</i>	<i>footpath</i>
<i>sweets</i>	<i>candy</i>	<i>rubbish,</i>	<i>trash</i>
<i>tin</i>	<i>can</i>	<i>dustbin</i>	<i>trashcan</i>
<i>barbecue</i>	<i>cookout</i>	<i>absent</i>	<i>out</i>
		<i>(from school)</i>	
<i>methylated</i>	<i>rubbing</i>	<i>late</i>	<i>tardy</i>
<i>spirit</i>	<i>alcohol</i>	<i>(for school)</i>	
<i>power-point</i>	<i>outlet</i>	<i>rubber</i>	<i>eraser</i>
<i>note (money)</i>	<i>bill</i>	<i>maths</i>	<i>math</i>
<i>autumn</i>	<i>fall</i>	<i>drawing-pin</i>	<i>thumb-tack</i>
<i>stream</i>	<i>brook</i>	<i>formroom</i>	<i>homeroom</i>
	<i>(N. States)</i>	<i>form (to fill in)</i>	<i>blank</i>
<i>stream</i>	<i>run</i>	<i>caretaker</i>	<i>custodian</i>
	<i>(S. States)</i>	<i>holidays</i>	<i>vacation</i>

With the help of this list, and some intelligent guessing, could you translate the following into Australian English?

Gene and his buddies were moseying down the track: the sun had already set and the last coloring of the fall foliage was fading. By the help of his flashlight

Gene consulted the railroad schedule he was holding in his spare hand. 'Aw, shucks!' he exclaimed, 'Fridays through Sundays there are no trains after a quarter of eight. And here we are still in this wood with no automobile to pick us up. That's what comes of taking your cookout so far from a footpath that a guy can't figure out how long it will take him to get out any place.'

American Slang

American slang is very popular, because it is very picturesque. Sometimes it is very expressive. Sometimes it becomes very obscure—the tribal language of the rock 'n roller, the film and TV addict, the devourer of paper-backs and pulp-magazines.

Are you a square, a has-been, or a fuddy-duddy? Or can you dig what now follows?

- (a) The joint is full of lots of guys and dolls in tux and formal.
- (b) The coppers put the arm on Louie, and when his friend get more sore than somewhat at this treatment, they start blasting.
- (c) Little Miss Marker promptly closes the crockery in the most convenient soft part of Big Nig's anatomy.
- (d) Charlie ups and busts the jockey of the short a firm one on the noggin.
- (e) All the guys around the table are fingering coarse G notes.
- (f) Since his lucky run at the gees, Nathan Detroit has been living way up in the paint cards.

(The authors acknowledge their debt to Damon Runyon, an American humorist, for these picturesque sentences.)

Slang

There are doubtless many reasons why, no matter how strong American influence on our language becomes, we are never likely to end up speaking just like the Americans. For one thing, we have a rich and satisfying idiom of our own. And, for another, slang, no matter what its origin, is largely self-destructive. It represents a search for novelty, and once a new term has established itself, the novelty wears off, and so some fresh replacement constantly keeps needing to be invented.

Even '*terrific*', '*mighty*', '*smashing*', those three hard-worked rave words of the teen-age enthusiast, may not last for ever. '*Fantastic*' and '*fabulous*' exist already to displace them. And just around the corner again is '*fantabulous*' waiting to put these latter two out of business. '*Fantabulous*' may be 'the most' in this direction, but it would not do to be too positive.

Slang has the disadvantage of being fairly local in its application. '*Togs*' is a word every young Melbourne swimmer knows. But would he know *cozy* (*costume*)? A Sydneysider would, but he might be puzzled by *togs*. He might also be puzzled by the term a *dixie* of icecream, preferring to use the word '*bucket*'.

Actually, Australian English, slang included, is remarkably uniform, considering the size of the continent. The dialects of Britain and the language differences of the regional groups of the American states offer a strong contrast to the Australian picture. Professor Higgins, whom we met earlier in this book, boasted that he could place a Londoner within two or three streets of his residence simply by listening to him speak. But even he might be puzzled to separate the West Australian from the Queenslander, the New South Welshman from the Tasmanian, so

alike are they to each other and for that matter to all other Australians as well.

There may be some truth in the belief that certain people have that America is affecting (some would say *infecting*) our speech habits. But there are many other factors also making for changes. We should not be surprised that changes are still occurring and that our language is constantly being restocked with words of foreign origin or words from the parallel growth of the language in the United States. The whole history of our language has been one of changes and additions of this kind, most of them resisted when they first appeared, but always a certain number winning acceptance and becoming established as integral parts of the English language.

How many of the following slang words, taken from many sources, can you render into standard English?

toff, tart, gat, hookey, guy, dame, bloke (be careful of this one), *dopey, full, dingbats, swell, squeeze-box, square, sheila, wolf, prang, chicken, froggy, beak, ziff, dill, cool, burn* (noun), *egg-head, dumb, blue, mad, make, widgie, hot-rod, dig, scrounge, crate, soda-jerk, bonzer.*

We may use words such as these in our colloquial everyday speech, but it is unwise to write them in formal compositions unless to create some special effect or, in dialogue, to put them into the mouth of a character from whom they would come naturally.

Science Terms

No field of human endeavour is probably responsible for creating a need for more new words than science in its many fields of application.

In which fields would you be likely to meet the following words or expressions? What is their meaning?

- (a) *cyclotron, chain reaction, fissionable, nuclear.*
- (b) *fallout, radiation, megaton, strontium 90, stockpile, Honest John, intercontinental ballistic missile, Thor, Hiroshima.*
- (c) *ionosphere, light year, ultrasonic, G, satellite, pressurize, solid fuel, Lunik, V, astronautics, Venusian, launching-pad.*
- (d) *aureomyecin, coronary occlusion, isotopes, cardiograph, arteriosclerosis, penicillin, allergy.*
- (e) *psycho-analysis, inferiority complex, psychometrics, subliminal advertising, psychiatrist.*
- (f) *stereophonic, drive-in, telecast, televiwer, cathode tube, cinerama, close-up.*
- (g) *bathyscaphe, speleology, the Moho, rapture of the deep.*
- (h) *synchromesh, tune-up, additive, overdrive, de-mister.*

CHAPTER IV

Increase Your Vocabulary

IN this chapter you will be given a number of tests to enable you to gauge the extent of your vocabulary. Persevere with those words which you cannot explain or supply immediately, and revise the lists now and then to make sure that you are increasing your command of your own language. As you do each test, add to it other examples of the same type.

Words derived from Proper Nouns

1. Trace each word to the person or place from whose name it was derived, and then you will understand its present-day usage.

(a) What is meant by calling a person

lethargic, mercurial, saturnine, quixotic, herculean, jovial, martial, laconic, machiavellian, lilliputian, an epicure, a Bohemian, a Quisling, a yahoo, a stoic, a sadist?

e.g. *martial*. This word comes from the name of the Roman God of War—Mars. Consequently 'martial' music is music composed or played for military purposes.

(b) Supply from proper nouns words to fit the following clues:

- i. One who glories in destroying the property of others.
- ii. A word incorrectly used. (e.g. My daughter has learnt music and *electrocution*.)
- iii. One who lives sparingly and shows great endurance.

- iv. A slip of the tongue in which syllables or letters are transposed. ('Pardon me, Madam, but you are occupewing my pie!')
- v. A war-like, masculine woman.
- vi. The unit of electro-motive force.
- vii. Extreme, sudden and infectious fright.

(c) Explain the exact meaning and origin of each of the following verbs:

pasteurize, galvanize, mesmerize, macadamize, bowdlerize, tantalize, lynch, boycott, canter, meander.

(d) How did these articles of clothing get their names?
cardigan, wellingtons, mackintosh, jodhpurs, jersey, guernsey, balaclava helmet.

(e) From which place names did these words come?
cambric, calico, damask, poplin, cashmere, lawn, worsted, port, champagne, currant, spaniel, florin, guinea, bayonet, artesian, milliner, burgundy, attic.

(f) What are the adjectives corresponding to the following place names? (e.g. Athens—Athenian.)

Aberdeen, Belgium, Burma, Ceylon, Denmark, Eton, Florence, Glasgow, Harrow, Liverpool, Manchester, Moscow, Portugal, Oxford, Siam, Flanders, Spain, Switzerland, Tunis, Paris, Troy, Venice, Melbourne, Bendigo, Vienna, Naples, Isle of Man.

(g) Form adjectives from the following proper nouns and use each adjective in a sentence to show how it is used in present-day English:

Byron, Buddha, Dickens, Edward, Francis, Elizabeth, Gilbert, Hermes, Moses, Mohammed, Mars, Milton, Napoleon, Satan, Shaw, Shakespeare, Stentor, Pluto, Freud, Spenser.

2. (a) Form nouns from the following words and use each correctly in a sentence:

absorb, proclaim, impetuous, candid, sober, reveal, dissolve, comply, abstain, anxious, obstinate, spontaneous suppose, renounce, inept, parsimonious, opaque, publish, prophesy, embody, lenient, loquacious, notorious, redeem, brief, prevail, resume, deceive, superfluous, authentic, clear, conspire, hereditary, profound, obdurate, vehement, delirious, tenacious, expand, expend, covet, bequeath, admonish.

(b) Form adjectives from the following words and use each correctly in a sentence:

climate, suicide, fraud, analogy, parenthesis, nucleus, spectacle, hazard, introduce, omen, crisis, error, abuse, anachronism, autumn, emphasis, diagnosis, crux, vehemence, climax, catastrophe, demonstrate, remedy, enigma, dissolve, diet, nonsense, joke, strategy, tactics, tempest, inform, gland, chaos, whim, gas, volume, expand, inflame, prose, dogma.

3. (a) How many of these CATS can you find? (Each word begins with the letters CAT.)

e.g. This cat is a disaster. (CATASTROPHE.)

- i. This cat is an underground burial place.
- ii. This cat will teach you by question and answer.
- iii. This cat is a class or group.
- iv. This cat was in a far worse disaster than a catastrophe.
- v. Look in a waterfall for this cat.
- vi. This cat will give you a list of articles and their prices.
- vii. This cat has a nasal complaint.
- viii. This cat is universal.
- ix. This helpful cat assists the chemical reaction.
- x. This cat is a stone-thrower.
- xi. This cat makes a tasty sauce.

(b) Find the following RATS. (Each word ends with the letters RAT.)

- i. This rat believes in government by the people.
- ii. This rat is a dictator.
- iii. This rat is of noble birth.
- iv. This rat is an official who helps to govern.
- v. This rat is rolling in wealth.

(c) Can you find the ANTS. (Each word ends with the letters ANT.)

- i. You hope that this ant will pay his rent.
- ii. This ant is annoyed—and hotly so.
- iii. All League teams covet this ant.
- iv. This is a peevish ant.
- v. Beware of this ant; he is war-like.
- vi. This ant is a trader.
- vii. A gaudy and brash ant.
- viii. This ant chews its cud.
- ix. This ant is always parading his learning.
- x. This ant is motionless and dull.
- xi. This ant is a servile hanger-on.
- xii. This ant will save you from infection.
- xiii. This ant is an ambitious candidate.
- xiv. A malicious, evil ant.
- xv. This ant wanders off the point.

(d) Here are more ANTS (but this time the words begin with ANT).

- i. An ant who fights against you.
- ii. You will find this ant down south.
- iii. This ant dates back to Noah's time.
- iv. These ants are found on many suburban chimneys.
- v. This ant collects poetry.
- vi. This ant studies mankind.
- vii. This ant will protect your chair from hair-oil.

- viii. This ant dislikes you.
- ix. This ant is a student of old things.
- x. This ant is a remedy for poison.

(e) Still more ANTS. (Endings.)

- i. This ant is the opposite of SCARCE.
- ii. This ant is the opposite of HUMBLE.
- iii. This ant is the opposite of UNSTABLE.
- iv. This ant is the opposite of RIGID.
- v. This ant is the opposite of DWARF.
- vi. This ant is the opposite of DESPONDENT.
- vii. This ant is the opposite of EDUCATED.
- viii. This ant is the opposite of DOCILE.
- ix. This ant is the opposite of DOWDY.
- x. This ant is the opposite of COWARDLY.

(f) There is a MAN at the beginning of each of these words:

- i. This man is hand-cuffed.
- ii. Is this man any more than a clothes horse?
- iii. Look in tropical swamps for this man.
- iv. This man can handle things skilfully.
- v. This man is quite obvious.
- vi. This man regulates movements of troops and ships.
- vii. This man is insane.
- viii. This man will give you written authority to act for him.
- ix. This man is numerous and various.
- x. This man makes a public declaration.

4. (a) A man commits SUICIDE if he kills himself. (The Latin word *caedo* means *I kill*, *sui* means *of oneself*.) What do the following words mean?

regicide, parricide, fratricide, genocide, homicide, infanticide, matricide, insecticide.

(b) The Latin word *cresco* means 'I grow'. The letters

'sc' remain in many English words to indicate a process of growing, e.g. 'convalescent' means 'becoming or growing healthier'. What is the exact meaning of each of the following?

obsolescent, adolescent, effervescent, incandescent, fluorescent, acquiescent, deliquescent, evanescent, coalescent.

(c) Many of our adjectives have the suffix ILE. How many of these can you identify?

- i. Able to turn one's hand to many skills.
- ii. Childish.
- iii. Slavish, fawning.
- iv. Easily broken.
- v. Capable of evaporating easily.
- vi. Tractable.
- vii. Barren.
- viii. Pertaining to fever.
- ix. Capable of being moved.
- x. Capable of being drawn out.

(d) i. Use a noun after each of the following adjectives to show exactly how each adjective is used:

vapid, tepid, lurid, intrepid, florid, limped, rancid, acrid, pallid, pellucid, turgid, torrid, stolid, rigid.

ii. Supply adjectives ending in ID to fit the following definitions:

flavourless, obsessed by thoughts of death, rotten, of a leaden colour, dry, flabby, imperturbable, greedy, foul or filthy, sluggish, muddy, frank and truthful.

(e) A less common suffix is -OSE. Many adjectives ending with this suffix now sound stilted and unnatural. Which would you retain and which do you think no longer serve their purpose? (If you decide against a word you should suggest a better one to take its place.)

- i. A verbose letter.
- ii. A comatose member of the congregation.
- iii. Grandiose ambitions.
- iv. A bellicose nation.
- v. An adipose matron.
- vi. A morose prisoner.
- vii. A lachrymose girl who has been jilted.
- viii. A jocose gathering.

5. One of the most common verb endings is -ATE.

(a) Find verbs with this ending to correspond with:

to root out; to convalesce; to clear of blame; to shilly-shally; to make a copy; to chew thoroughly; to calm down; to ponder; to put up with; to end; to assemble; to surrender; to echo; to fall in standard; to sum up; to bring in a new practice; to make young again; to put out of joint; to return like for like; to make a distinction; to question; to make more difficult; to shorten; to pollute.

(b) Use each of the following verbs in a sentence to show its exact meaning:

dissipate, disseminate, hibernate, oscillate, rehabilitate, alienate, prevaricate, annotate, titivate, substantiate, enervate, expiate, permeate, expostulate, desecrate, alleviate.

6. Each of the verbs in List A is explained in List B. Match the words with their meanings. (Later, test yourself by supplying the meanings of the words without reference to List B.)

LIST A:

edify, qualify, indemnify, testify, petrify, verify, clarify, certify, deify, ossify, vilify, stultify, magnify, pacify, mystify, rectify, justify, fortify, satisfy, modify, gratify, exemplify, amplify, identify, ratify.

LIST B:

to make strong; to slander; to exalt to the rank of god; to instruct or improve; to alter; to give evidence on oath; to put right; to make a fool of; to reimburse; to show by example; to enlarge; to calm down; to prove; to make clear; to please; to make appear larger; to turn to stone; to defend the actions of; to equip oneself for a position; to confirm; to perplex; to turn to bone; to make written testimony.

7. (a) Supply words ending in ISE or IZE for the phrases in italics. (See Chapter VI for the spelling of such words.)
- i. If the festival is to be a success we must *make* it *widely known*.
 - ii. Only after many years of bitterness did Britain decide to *give* women *the vote*.
 - iii. Wanting to establish the sugar industry, the Government decided to *assist* producers *financially*.
 - iv. After seventy years the firm of Roberts & Co. decided that it was time to *bring* their shop *up to date*.
 - v. If Dad buys a car I hope he won't let Jim *have* *the sole use* of it.
 - vi. Mark Antony said that he had not come to the Forum to *speak* *in praise* of Caesar.
 - vii. The organist was told that if the procession took longer than it was expected to he should *compose* *something on the spur of the moment*.
 - viii. Although the differences seemed insurmountable, an agreement was reached when both parties decided to *settle* *the matter* *by making* *concessions*.
 - ix. After many centuries the Church decided to *elevate* Joan of Arc *to the sainthood*.
 - x. The members of that tribe will *banish* *from their*

society anyone who does not conform to their moral standards.

(b) Explain the meanings of the following verbs:

to *jeopardize*; to *soliloquize*; to *generalize*; to *exorcize*; to *fraternize*; to *nationalize*; to *victimize*; to *synchronize*; to *tantalize*; to *penalize*.

8. Supply nouns ending in OON to fit the following clues:

(i) a garland; (ii) a coward; (iii) boats for supporting a temporary bridge; (iv) a man of power and wealth; (v) a fool; (vi) a satirical attack; (vii) a cavalry soldier; (viii) a pictorial sketch of a topical happening; (ix) a violent hurricane; (x) one who lives by his wits.

9. Supply a single word for each of the following:

- i. a place where weapons are stored.
- ii. a place where public records are kept.
- iii. a place where birds and animals may live unmolested.
- iv. a place where beer is made.
- v. a place where textiles are woven.
- vi. a place where spirits are made.
- vii. a place where fish are kept for exhibition.
- viii. a place where portraits are exhibited.
- ix. a place for storing and exhibiting objects of historical value.
- x. a place where priests are trained.
- xi. a place where golf is played.
- xii. a place where indoor skating is held.
- xiii. a place where babies are minded temporarily.
- xiv. a place where young trees and plants are grown.
- xv. a place on ship where the compass is kept.
- xvi. a place below a bank where valuables are stored.
- xvii. a place where an aeroplane is housed.

xviii. a place where iron goods are made.

xix. a place in a hospital where surgical operations are performed.

xx. a place where a dentist attends to teeth.

10. (a) State simply the chief attribute of a person described as:

an introvert; a recluse; a wiseacre; a prude; an epicure; a martinet; a high-brow; a sycophant; a prodigal; a charlatan; a virago; a bigot; a die-hard; a milk-sop; a pariah; a hypochondriac; a gourmand; a gourmet; a misanthrope; a Philistine; a partisan; a dilettante; a raconteur; a pundit.

(b) What do you know of the following?

a polygamist; a misogynist; a plagiarist; an opportunist; a sadist; a poltergeist; a nepotist; an atheist; a pessimist; a sophist; an egotist; a philanthropist; a materialist; an individualist; a purist; a hedonist; an exhibitionist; an altruist.

(c) What is the occupation of each of the following?

a cooper; a precentor; a disc jockey; a compositor; a stenographer; a chiropodist; a taxidermist; an anaesthetist; a curate; a psychiatrist; a bailiff; a lapidary; an aide-de-camp; an assayer; a janitor; a croupier; a sexton; a farrier; a furrier; a batman; a pathologist; a projectionist; a valet; a stand-in; an almoner; a mason; an orthodontist; a physiotherapist; a cicerone; a comptometrist; a choreographer; an orderly; a linguist; a pugilist; a flautist; a tracer.

(d) What is meant by calling a person—

capricious, choleric, incorrigible, degenerate, diplomatic, censorious, convivial, cosmopolitan, deferential, discriminating, gregarious, inarticulate, voracious, ambidextrous, facetious, clairvoyant, complacent, nostalgic,

obstreperous, veracious, urbane, foppish, importunate, meticulous, immaculate, sceptical, voluble, unorthodox.

11. The prefix IN may mean 'not' or 'into'.

(a) Examine each of the following words, point out the meaning of the prefix, and then state the meaning of the complete word:

inadvertently, inalienable, inamorata, inane, inanimate, inaugurate, inauspicious, incise, incandescent, incarcerate, incarnadine, incense (verb), inclement, incognito, incoherent, incompatible, incongruous, incorporate, increment, incredible, indent, incriminate, indecorous, indigenus, indiscreet, indoctrinate, inept, inert, inexorable, infallible, infamous, inhale, ingratitude, inimical, innocuous, inoculate, inscrutable, insuperable, intransigent, intrinsic, inveigle.

(b) Find words beginning with IN which mean:

- i. Not able to be imagined.
- ii. Not able to be satisfied.
- iii. Tasteless, wanting in flavour.
- iv. Not able to be counted.
- v. To bring an accusation against.
- vi. To be the first to practise or bring in.
- vii. To influence by persuasion.
- viii. Dauntless.
- ix. Needy.
- x. Naïve; frank.
- xi. Bad beyond reform.
- xii. To break (the law).

12. The prefix E or EX means 'out' or 'out of'.

(a) Show the force of the prefix in the following words:
explicit, exhale, exorcise, excommunicate, exterminate, expectorate, excavate, expiate, exhume, extradite, emit, exclaim.

(b) Find words beginning with EX which mean:

- i. to strike offensive passages out of a book.
- ii. to enlarge upon in speaking or writing.
- iii. to hollow out.
- iv. to urge or encourage to action.
- v. to ooze out.
- vi. to remonstrate.
- vii. to order officially out of the country.
- viii. agonizing.
- ix. overflowing (especially of high spirits).
- x. to set free or disentangle.

13. RE is a prefix meaning 'back' or 'again'.

(a) With this in mind, show what the following words mean:

rebate, recant, reimburse, repatriate, resuscitate, re-trench, retrograde, rejuvenate, renaissance, rehabilitate.

(b) Find words beginning with RE meaning:

- i. to sum up what was said.
- ii. to give in return for something.
- iii. superfluous.
- iv. a morally abandoned person.
- v. to repeat again and again.
- vi. to draw back (especially a statement).
- vii. a copy.
- viii. to keep oneself from doing some action.
- ix. to keep someone else from doing some action.
- x. witty, ready replies.
- xi. reward or payment for service.

14. Show what the words in each of the groups have in common, and then supply the exact meaning of each word:

- i. *convert, revert, divert, pervert, avert, subvert.*
- ii. *precede, proceed, intercede, concede, supersede, recede, secede.*

- iii. *geography, telegraphy, biography, choreography, bibliography, photography.*
 - iv. *submit, remit, transmit, permit, emit, omit, commit.*
 - v. *include, seclude, conclude, preclude, recluse, exclude.*
 - vi. *idiom, idiot, idiosyncrasy, ideograph.*
 - vii. *telescope, microscope, horoscope, stethoscope, epidiroscope.*
 - viii. *telegram, anagram, epigram, diagram, cryptogram.*
15. (a) By adding or changing prefixes, make the following words opposite in meaning:
logical, understood, prologue, mount, implicit, noble, interior, reverent, similar, increase, assent, rational, embark, normal, rational, prudent, moral, ingenuous, famous, symmetrical.
- (b) Without using prefixes, give as accurately as possible the opposites of the following words:
Anglophile, concave, deft, opaque, taciturn, unkempt, urban, facility, parsimony, ingenuous, zenith, spiritual, occidental, compulsory, nocturnal, cosmopolitan, insulting, enthusiastic, gregarious.
16. What is the correct word meaning 'investigation' for each of the following?
- i. by a doctor to discover the nature of a patient's illness.
 - ii. by a doctor to discover the cause of death.
 - iii. by a judge and jury to determine the innocence or guilt of an accused person.
 - iv. by a court of army or navy officers to try offences of a military or naval character.
 - v. by a scientist to discover truths.
 - vi. by a government to find statistics and information about the people.
 - vii. by a chemist to find the components of a mixture.

- viii. by a radio station to test a prospective performer.
- ix. by a film studio to test an actor for his photogenic qualities and acting abilities.

17. (a) Find words ending in -ADE to fit the following definitions:

- i. a period of ten years. ii. a violent speech (often of abuse). iii. a defence of strong posts. iv. a knot of ribbon worn on the hat. v. an evening courting song. vi. a covered passage containing shops. vii. a military display. viii. a procession of riders on horseback. ix. one who deserts his party. x. a waterfall.

(b) Explain the meaning of the following words:

- i. accolade. ii. ambushade. iii. masquerade. iv. balustrade. v. retrograde. vi. crusade. vii. escapade. viii. fusillade. ix. charade. x. façade.

18. Use in a sentence each of these adjectives followed by a suitable noun:

adept, adroit, alluring, amenable, anomalous, apathetic, arbitrary, avid, acrid, auburn, abstemious, benign, bombastic, ambiguous, amphibious, carping, amicable, conflicting, current, cultural, casual, penal, mosaic, salutary, grotesque, ingenuous, deleterious, serrated, spectacular, libellous, vicarious, unanimous, potential, intrinsic, sedentary, stentorian, exhaustive, pungent, placid, vehicular, questionable, decisive.

19. (a) What would each of the following RECEPTACLES contain?

pigeon hole, compact, portfolio, holster, quiver, knapsack, caddy, coffer, scabbard, band-box, canister, punnet, pannier, creel, hod, bassinet, scuttle, decanter, chalice, tureen, carafe, carboy, crucible, cruet, phial.

- (b) Explain the exact nature of each of the following:
crescent, parade, avenue, alley, grove, court, mews, esplanade, terrace, embankment.
- (c) What exactly is:
a conjurer, a wizard, a medicine man, a diviner, a medium, a hypnotist, an astrologer, a soothsayer, an augurer, an oracle, a palmist, a phrenologist, a prestidigitator.
- (d) Explain each GIFT exactly:
bequest, donation, subscription, subsidy, dowry, endowment, presentation, gratuity, offertory, alms, allowance, remittance.
- (e) Explain how the following words mean TO DRIVE OUT:
banish, expel, ostracize, boycott, oust, excommunicate, exorcize, evict, deport, evacuate.
- (f) State exactly how a person is LOOKING when he:
stares, gazes, peeps, eyes, surveys, squints, leers, inspects, scans, glances, goggles, glares, ogles.
- (g) Define each of the following:
tract, brochure, circular, anthology, encyclopaedia, dictionary, bibliography, treatise, libretto, thesaurus, concordance.
- (h) Explain clearly the CRIME of:
a bushranger, a rustler, a freebooter, a racketeer, a poacher, a counterfeiter, a gangster, a cracksman, a swindler, a kleptomaniac, a bootlegger, a plagiarist, an embezzler, a fence, a pyromaniac, an apache.
- (i) Explain what is meant by:
manslaughter, lynching, assassination, massacre, pogrom, execution, hari-kiri, suttee, martyrdom, genocide.
- (j) Explain:
parable, allegory, legend, myth, saga, anecdote, fable,

epic, memoirs, obituary, narrative, chronicles, biography, autobiography, penny-dreadful.

20. (a) In spite of the richness and variety of the English language we tend to overwork some of our simpler words by giving them different meanings in different contexts. Take the word ROUND, for example. It may be an adjective meaning 'circular'; it may be a verb meaning 'to encircle' or 'to muster'; it may be a noun meaning a type of part-song, a slice (round of bread); or a period of time during a boxing match; it may be a preposition (I ran round the oval); or it may be an adverb (Come round tomorrow). You will probably be able to add even more meanings.

In the same way, show that each of the following words has several meanings:

scale, tongue, charge, joint, nature, foot, turn, fill, board, cross, rank, number, state, order, temper, suite, movement, drive, work, pitch, space, list, yard, ring, case, match, draw, list, draught, sphere, power, light, staff, hand, train, gallery, board, beat, base, ball, flag, arch, leave, spring, hit, cost, reflect, bar.

(b) Again, we have a habit of taking a common verb, and, by using it in conjunction with a number of different prepositions, changing its meaning to suit our purpose. For example, a woman breaks *down* with grief; a school breaks *up*; a burglar breaks *in*; an epidemic breaks *out*; the sun breaks *through*; a group breaks *away* from the main society; a girl breaks her engagement—and so on.

Combine the following words with as many prepositions as possible and write sentences to show their use: (Consider, in each example, whether this is the best way of saying what you mean, or whether there is a more exact and accurate word for your purpose.)

cut, fight, bear, set, bring, draw, hand, stand, throw,

call, get, knock, talk, carry, go, lay, work, cash, give, let, put, take, make, look, full, grow.

CHAPTER V

Word Traps

A PARAGRAPH in the London *Daily Telegraph* describes an experiment with an electronic brain designed to translate English into Russian. The machine was fed the words: 'The spirit is willing but the flesh is weak.' The machine responded with a Russian sentence which, when translated, read: 'The whisky is agreeable but the meat has gone bad.'

Since so many of our words resemble each other in meaning, spelling, pronunciation and appearance, it is understandable that confusion frequently occurs. If we try to determine the causes of this confusion, perhaps some of our difficulties may be overcome.

1. First, there are the words which look alike. Examine carefully each word in the following list; pronounce it and then, by using it in a sentence, show that you understand its meaning:

inedible—indelible

eminent—imminent

perpetuate—perpetrate

emaciated—emancipated

extent—extant

poise—pose

gentle—genteel

bazaar—bizarre

disease—decease

demure—demur

confirm—conform

gamble—gambol

illegible—ineligible

suffice—suffuse

ascetic—acetic—aesthetic

spacious—specious

president—precedent

personal—personnel

honourable—honorary

rout—route

recent—resent

superficial—superfluous

vocation—vacation

affection—affectation

2. Which is the correct word to use in each of the fol-

lowing sentences? (Use the word you reject in another sentence to show its exact meaning.)

- i. Blankets, food and clothing were sent immediately the plight of the (indigent, indigenious) family became known.
- ii. As his parents were unable to cope with the (refractory, refectory) boy, the magistrate committed him to the care of an institution.
- iii. Many attempts were made to find the old man's (horde, hoard) of sovereigns, but no one ever discovered the treasure.
- iv. Refusing to believe that ghosts inhabited the old mansion, the (sceptic, septic) proposed to spend a night there.
- v. Although the Princess wished to talk freely with the people, she was treated (formally, formerly) at the reception.
- vi. Without its full (complement, compliment) the ship was not permitted to leave port.
- vii. In doubt about his future career, the boy arranged an interview with the student (councillor, counsellor).
- viii. The girl had been diffident about taking up teaching, but found it a (congenital, congenial) occupation.

Words derived from a common root present difficulty. For example, because 'urban' and 'urbane' are derived from the Latin 'urbs', a city, there is an idea common to both, but each word has developed a distinctive meaning. 'Urban' simply means 'pertaining to the city', whereas an 'urbane' person is a polished, 'citified' person.

3. Show clearly, either by defining them or using them

correctly in sentences, that you know the exact use of the following words:

industrial—industrious

practical—practicable

temporary—temporal

dominate—domineer

exceedingly—excessively

political—politic

moral—morale

equable—equitable

ceremonial—ceremonious

inflammable—inflammatory

momentary—momentous

access—excess

distort—contort

invaluable—valueless

luxuriant—luxurious

punctual—punctilious

comprehend—apprehend

efficient—effective

persecute—prosecute

contemptible—contemptuous

verbal—verbose

stimulant—stimulus

continual—continuous

successfully—successively

contagious—contiguous

depreciate—deprecate

spiritual—spirituous

comprehensive—comprehensible

prospective—perspective

stationary—stationery

alternate—alternative

willingly—wilfully
imaginary—imaginative
observation—observance
economic—economical
judicial—judicious
perspicacity—perspicuity
potent—potential

4. Which is the correct word to use in each of the following sentences? (Use the words you reject in sentences of your own to show their exact meanings.)

- i. The argument, convincing when first heard, proved on closer examination to be (fallible, fallacious).
 - ii. The film star travelled in an (ostensible, ostentatious) gold-plated limousine.
 - iii. The new composition was applauded by the (appreciable, appreciative) students.
 - iv. The Chinese insisted that children be (respective, respectable, respectful) to their elders.
 - v. Because the new radiator was (deficient, defective) we returned it to the maker.
 - vi. There was no (precedent, precedence) for the granting of a mid-week holiday.
 - vii. John, who was sullen and (tacit, taciturn) by nature, found it hard to make friends.
 - viii. The clerk, an (officious, official) little man, insisted that we fill in every form in triplicate.
 - ix. In your answer you should make (allusion, illusion) to the words of the poet.
 - x. My husband is a marvellous student, but is so (impracticable, unpractical) that he cannot use a hammer and nails.
5. i. Is a kind person *human* or *humane*?

- ii. Is a crowded city *populous* or *populace*?
- iii. If you are easily hurt are you *sensual*, *sensuous* or *sensitive*?
- iv. If you are drawing a conclusion from given data, are you *deducing* it or *deducting* it?
- v. Is a gullible person *credulous* or *credible*?
- vi. If you see only your own point of view are you *intolerable* or *intolerant*?
- vii. If you are unreliable are you *irresponsive* or *irresponsible*?
- viii. Do you *distract* or *detract* a person's attention?
- ix. Is the sea air *beneficial* or *beneficent* to convalescents?
- x. If you have a respectful attitude are you *reverent* or *reverend*?

6. Distinguish between these closely-related words by using each in a sentence:

- | | |
|---|---|
| i. <i>adverse</i> , <i>averse</i> . | iv. <i>necessary</i> , <i>necessitous</i> . |
| ii. <i>medical</i> , <i>medicinal</i> . | v. <i>insulate</i> , <i>isolate</i> . |
| iii. <i>tense</i> , <i>intense</i> . | vi. <i>stature</i> , <i>statue</i> , <i>statute</i> . |

7. In some of the examples dealt with you will have noticed that a prefix or a suffix can change the meaning of a word completely. Now try to work out the meanings of these words, using your knowledge of their component parts to help you:

<i>paramount</i>	<i>manufacture</i>
<i>tantamount</i>	<i>manuscript</i>
<i>benefactor</i>	<i>plenipotentiary</i>
<i>malefactor</i>	<i>polyglot</i>
<i>homogeneous</i>	<i>metropolis</i>
<i>heterogeneous</i>	<i>pusillanimous</i>
<i>benevolent</i>	<i>zoology</i>
<i>malevolent</i>	<i>metronome</i>

*octopus**pentagon**monolith**democracy**responsible**lithograph*

Sometimes a change in spelling indicates a change in the part of speech. Learn to distinguish between words like these:

practice (noun)*advice* (noun)*licence* (noun)*device* (noun)*prophecy* (noun)*effect* (noun)*principle* (noun)*practise* (verb)*advise* (verb)*license* (verb)*devise* (verb)*prophecy* (verb)*affect* (verb)*principal* (adjective)

Some words, called homonyms, are confused because, although they look different, they sound the same. These should offer little difficulty to students at Matriculation level.

Explain the difference between:

cymbal and symbol; boulder and bolder; carat and caret; course and coarse; freeze and frieze; guilt and gilt; profit and prophet.

Find the homonyms to fit these clues:

- i. unoccupied; an image used as an object of worship; a short descriptive poem.
- ii. a rogue; the central part of a church.
- iii. manner; not generous.
- iv. a group of singers; twenty-four sheets of paper.
- v. twisted; a grain.
- vi. conceited; a blood-vessel.
- vii. land on which a building stands; to quote.
- viii. to forgo; to signal with the hand.

Misused Words

1. ADVISE.

To advise is to counsel—not to inform. 'I advised the boy to take up gymnastics' is a sentence in which 'advised' is used correctly; but in 'We will advise you of the closing date' the word is used incorrectly, a better word being 'inform'. This use of 'advise' is a piece of officialese which has slipped into our language in the same way as the word 'contact'.

2. AGGRAVATE.

'To aggravate' is to make worse or to intensify—NOT, as is often thought, 'to irritate or annoy'.

e.g. I already had a mild toothache and I aggravated it by eating sweets. (Correct.)

The bitterness between the two countries was aggravated by the new trading restrictions. (Correct.)

The child's naughtiness aggravated her mother. (Incorrect. The word should have been 'irritated', 'annoyed' or 'exasperated'.)

3. ANTICIPATE.

To anticipate is to forestall. You anticipate the enemy's movements (i.e. you judge beforehand what they will be and act accordingly); you anticipate the end of a comedian's joke while he is still telling it (i.e. you see it before he tells it to you). But you should not use the word as if it means 'to expect'. 'He eagerly anticipated his son's return' should be 'He looked forward eagerly to his son's return'.

4. CHRONIC.

'Chronic' is often used as if it meant 'severe' or 'unpleasant'. How often have you heard such statements as: 'That French exam was simply chronic' or 'His handwriting is chronic'? But the word 'chronic' means 'continuing a long time' or 'recurring'. It is correctly used in the

sentence: 'He suffers from chronic attacks of asthma.' (Not severe attacks necessarily, but recurring ones.)

5. 'COMPRISED' AND 'COMPOSED OF'.

These words are often confused. 'To comprise' is 'to include' or 'to embrace', whereas 'to be composed of' is 'to be formed by the uniting of . . .':

In the sentence: 'The class comprises both boys and girls' the word 'comprise' is used correctly. It would be incorrect to say: 'The class is comprised of both boys and girls.' Here you mean that the class was formed by the inclusion of both boys and girls, so the correct version would be: 'The class is composed of both boys and girls.'

6. CONTACT.

This word should be thought of as a noun (e.g. 'Contact with the overhead wires will cause death' or 'My contact with the islanders extended over a period of six years'). Its use as a verb is not recommended ('I shall contact you when I have sold the tickets'). Perhaps 'get in touch with' or 'communicate with' is too much of a mouthful, but 'contact' seems an officious little word that lacks the humanity of 'tell', 'write to', 'let you know' or even 'inform'.

7. DECENT.

This word is used far too loosely. Since 'decent' means 'respectable', it should not be used synonymously with 'enjoyable' ('It was a jolly decent party'), 'likeable' ('The new teacher's a decent chap'), or 'generous' ('The boss gave me a decent bonus last Christmas'). When in doubt, try the effect of using 'indecent' (e.g. 'It was a jolly indecent party').

8. DEFINITELY, DEFINITE.

This word is often used by young writers who wish to give emphasis to some word or idea ('There is a definite

lack of care shown by many drivers on our highway'. 'I can definitely recommend Relieva Tablets'.)

The word 'definite' means 'having clearly defined limits'. Could one say, for instance: 'There is a definite haze over the bay this morning' or 'The writer is definitely vague about this part of the problem'? Some could, and do, but no one with a feeling for the word will use it in this way. Before using the word, stop and consider whether 'great', 'certainly' or 'noticeable' would be more correct.

9. INFER AND IMPLY.

'To imply' is 'to hint at', whereas 'to infer' is 'to deduce'. These words are therefore not interchangeable. It is correct to say: 'From what he had been told, Robert inferred that Jacques was the thief', but incorrect to say: 'In front of my friends he inferred that I was dishonest.'

10. INTRIGUING.

Correctly used, this word means 'given to secret plotting', but young writers use it to mean 'interesting'.

E.g. I read a most intriguing story the other day. (The writer here means 'interesting' and should use it.)

11. LEND AND LOAN.

This is another troublesome pair. 'Lend' is always a verb; 'loan' is a noun. Say: 'Please *lend* me your book' (never 'Please *loan*') and 'I *lent* the boy my bicycle' (never 'I *loaned* him my bicycle'), but 'Thank you for the *loan*' is correct.

12. LIE AND LAY.

Many students seem unable to cope with the difficulties presented by the verbs 'lie' and 'lay'. Learn the following parts of both verbs:

To Lie (to recline)

Present tense, I lie.

Past tense, I lay.

Present continuous, I am lying.

Past continuous, I was lying.

Past participle, lain.

To Lay (to set, or to put down)

Present tense, I lay.

Past tense, I laid.

Present continuous, I am laying.

Past continuous, I was laying.

Past participle, laid.

Remember, also that the verb 'to lie', meaning 'to recline', is always intransitive, whereas the verb 'to lay' is always transitive. The verb 'to lie', meaning 'to tell lies', follows the same pattern as the other 'to lie' and is also intransitive.

13. LITERALLY.

The word 'literally' means what it says—'to the letter' or 'exactly'. But for some strange reason we often give it a meaning exactly opposite—'metaphorically'. The word is used incorrectly in the following sentences:

'John was literally petrified.' (This means that he really was turned to stone.)

'Tom's heart literally sank into his boots' (surely an impossible physiological feat.)

'Carlton literally wiped the floor with North.' (The writer, of course, means 'metaphorically'—not literally.)

The correct use of the word can be seen in the following sentence: 'When I said that I would be back in a minute my small daughter took me literally.' (That is, she thought I would be back within sixty seconds.)

14. RISE AND RAISE.

The same distinction may be made between 'to rise' and 'to raise'. 'To rise', meaning 'to ascend', is always intransitive, whereas 'to raise', meaning 'to lift', is always

transitive. Consequently, one says, 'I shall rise to the top of my profession' and 'I raised the child from the ground'. The word 'rise' is also used as a noun (e.g. I asked for a rise in pay. His rise to fame was rapid), but the word 'raise' is never used as a noun. (Never say: 'I asked for a raise.')

15. UNIQUE.

Ludicrous mistakes are made by students who do not understand that 'unique' means 'the only one of its kind', 'without equal'. The word is used wrongly in such sentences as: 'Joan's achievement was unique as only three other students gained a First Class Honour.' (Joan's achievement may have been commendable, but not unique.) 'The pupil's collection of butterflies was more unique than the professor's.' (There are no degrees of uniqueness, since something unique stands alone.)

16. WHILE.

'While' means 'at the same time as'. It is correctly used in this sentence: 'I did my knitting while I watched a T.V. program', but it is incorrect in 'Primroses grow in Spring while dahlias grow in Autumn.' Substitute 'at the same time as' for 'while' and you will see the absurdity. The word is even more absurdly used in this statement: 'The Headmaster delivered the address while the School Captain responded on behalf of the school.'

Overworked Words

In spite of the thousands of words at our command we relentlessly overwork certain verbs, adjectives and adverbs until they lose completely the significance they once had.

1. AWFUL.

'Awful' means 'impressive' or 'inspiring awe or dread'. How foolish, then, it is to talk of an 'awfully nice girl', or

'awful weather', or the 'awful time I had at the party', or the 'awful pain' I suffered.

2. GOT.

Perhaps the hardest working word in the English language is 'got'. We say: he got up at seven o'clock; he got on his horse; he got on a tram; he got off a boat; he got married; he got rid of the rats; he got mad with me; he got dressed; he got around a good deal; he got to bed by eleven o'clock; the rumour got around; you got going quickly; you got a prize in the lottery; I got influenza last winter; I got a bargain last Monday; he gets the Invalid Pension; she got a good reception;—and so on *ad nauseam*.

Go back and substitute more exact words than the word 'got' in the statements above.

3. NICE.

The word 'nice' once meant 'exact' or 'precise' but is used now in almost every way but the correct one. We talk loosely of a nice meal, a nice day, a nice book, a nice dress, a nice job, a nice change, a nice voice, nice weather, a nice nature, a nice picture, etc. As one adjective cannot possibly express exactly so many different meanings, think a little harder when you are tempted to use the insipid 'nice' until you find the appropriate word—e.g. 'a congenial job', 'a restful holiday', 'a delicious meal'.

4. QUITE.

Some writers have the annoying habit of qualifying their statements with the word 'quite', e.g. 'The musician caused quite a sensation'. (A sensation is something dramatic and big. To water it down with 'quite' is to show that you do not appreciate the force of the word.) As 'quite' means 'completely' or 'entirely', you can see the absurdity of the following statements:

'There was quite a good crowd at the concert.'

'She has quite a good voice.'

'The girl acted quite well.'

'There was quite a catastrophe the other night.'

Although 'got', 'nice', 'awful', 'terrible', and 'dreadful' are always with us there are other words that have a brief season of popularity before they pass into the realm of forgotten things. One year our highest praise for records, film-stars, food, clothes, parties and cars is 'fabulous'; another year it is 'super', 'wizard' or 'grouse'. You probably shudder now at the sound of these, and the older 'beaut' and 'bonzer', but once they too were 'the most'. Hearing the current adjective so often, and being too lazy to think of an accurate word for our purpose, we use the popular catchword until it is ousted by another.

A modern tendency (possibly an importation from U.S.A.) is to complicate our sentences with unnecessary adverbs and prepositions. Why write: 'We *met up with* the other Scouts' when 'We met the other Scouts' means the same thing?

Decide whether the additions to the verbs in the following sentences are redundant?

- i. I could not start *up* my car.
- ii. You will slip *up on* your verbs unless you learn them.
- iii. I do not want to miss *out on* those bargains.
- iv. He had to face *up to* the problem.
- v. I hope to visit *with* the Robinsons.
- vi. Please check *up on* your last entry.
- vii. The case centres *round* a German spy.
- viii. He had to rest *up* for several days.
- ix. The convict hid *out up in* the hills.
- x. These figures were correct *as at* 30th June.

Spelling and Pronunciation

A. SPELLING

So you're good at spelling. And you'd like to know how good? Well, we think these will test you.

Give yourself two points for each correct answer. A score of 16 or more puts you in the upper bracket—at 18 your stocks are very high, and 20 is 'ab-fab', or 'the most', or whatever expression now has the meaning of *excellent*.

TEST ONE

In each of the following groups, *one* word is mis-spelled. Identify the wrongly spelled word and give its correct spelling. You score one point for identification, one for correct spelling:

- (a) *persistent, expedient, performance, vicious, wittness.*
- (b) *analogy, supplement, marraige, habitually, grievance.*
- (c) *communication, angered, absurdity, accidently, escape.*
- (d) *cylinder, irritable, strategy, sociable, mourning.*
- (e) *thoughtful, umbrella, frightening, capital, unnecesary.*
- (f) *instability, segragation, especially, facetious, rheumatism.*
- (g) *nevertheless, immediately, invaluable, inacurate, environment.*
- (h) *guage, imprisoned, interference, laboratory, aquaintance.*
- (i) *apologetic, nuisance, hysterical, sufficient, referendum.*
- (j) *solicit, twelfth, procedure, molecule, drunkedness.*

(Correct answers on page 85.)

TEST TWO

So you did very well on Test One! And you'd like to show that it was no fluke!

Then here is another test. You know the rules, and the answers again are at the end of the chapter.

- (a) *likelyhood, appearance, perpetuate, attitude, slovenly.*
- (b) *perishable, provoke, satisfactory, upholstary, functional.*
- (c) *tragic, contemporary, predjudice, political, philosophy.*
- (d) *movable, obstinate, dissappearance, unison, horizontal.*
- (e) *parenthesis, conscientious, adaptibility, criticism, unconventional.*
- (f) *intellectual, universal, psychological, arguement, particular.*
- (g) *Riviera, Sahara, Mississippi, Meditteranean, Bangkok.*
- (h) *definateness, quadratic, realization, patriotic, humility.*
- (i) *contemptible, variance, infallible, characteristic, humourous.*
- (j) *sacrifice, committee, editorial, increment, unevenness.*

It's a pity that we haven't room to give you more of these little tests. However, your teachers or your enemies will no doubt be pleased to dig similar pitfalls for you if you care to ask them. You might even be pleased to retaliate with some of the later material in this chapter.

Common Difficulties

Long experience with senior English classes has suggested that the following frequently needed words give students

some of their greatest spelling troubles. Ask a friend to hear you spell the words in the following list. Record your errors—and learn the corrected version:

<i>absorbent</i>	<i>absorption</i>	<i>accelerate</i>
<i>accidentally</i>	<i>accommodate</i>	<i>achievement</i>
<i>acknowledgment</i>	<i>acquaintance</i>	<i>address</i>
<i>adequate</i>	<i>administration</i>	<i>adolescent</i>
<i>advertisement</i>	<i>affect</i>	<i>always</i>
<i>amateur</i>	<i>ambiguous</i>	<i>amenities</i>
<i>among</i>	<i>amount</i>	<i>anaesthetic</i>
<i>analogy</i>	<i>analyse</i>	<i>anonymous</i>
<i>appearance</i>	<i>appreciate</i>	<i>arctic</i>
<i>argument</i>	<i>assassinate</i>	<i>attached</i>
<i>awkward</i>		
<i>believe</i>	<i>beneficial</i>	<i>benefit-ed</i>
<i>biased</i>	<i>Britain</i>	<i>bouquet</i>
<i>buoyant</i>	<i>business</i>	
<i>calendar</i>	<i>campaign</i>	<i>carburettor</i>
<i>ceiling</i>	<i>cemetery</i>	<i>century</i>
<i>characteristic</i>	<i>circumstance</i>	<i>colleague</i>
<i>college</i>	<i>colossal</i>	<i>coming</i>
<i>committee</i>	<i>communicate</i>	<i>comparative-ly</i>
<i>comparison</i>	<i>conciliate</i>	<i>conclusion</i>
<i>connexion</i>	<i>conscience</i>	<i>conscientious</i>
<i>conscious</i>	<i>councillor</i>	<i>counsellor</i>
<i>criticism</i>	<i>criticize</i>	<i>crystal</i>
<i>curiosity</i>	<i>curious</i>	<i>cylinder</i>
<i>deficiency</i>	<i>deficit</i>	<i>definite-ly</i>
<i>descend</i>	<i>description</i>	<i>desperate</i>
<i>deteriorate</i>	<i>determined</i>	<i>develop</i>
<i>development</i>	<i>dilapidated</i>	<i>dining</i>
<i>disappear-ance</i>	<i>disappoint-ment</i>	<i>disastrous</i>
<i>disintegrate</i>	<i>drawer</i>	<i>drunken-ness</i>

<i>effervescent</i>	<i>eligible</i>	<i>embarrass-ment</i>
<i>encyclopaedia</i>	<i>enrol-ment</i>	<i>eventual-ly</i>
<i>exaggerate</i>	<i>excite-ment</i>	<i>exhilaration</i>
<i>expense</i>	<i>expensive</i>	<i>extraordinary</i>
<i>forecast</i>	<i>foretell</i>	<i>forfeit</i>
<i>fulfil</i>		
<i>gaol</i>	<i>gauge</i>	<i>genius</i>
<i>grievous</i>	<i>guarantee</i>	<i>guardian</i>
<i>honorary</i>	<i>humorous</i>	<i>humour</i>
<i>hypocrisy</i>		
<i>imaginary</i>	<i>imaginative</i>	<i>immediate-ly</i>
<i>indefinite-ly</i>	<i>independence</i>	<i>influential</i>
<i>inoculation</i>	<i>install</i>	<i>instalment</i>
<i>intellect-ual</i>	<i>intense-ly</i>	<i>interfere</i>
<i>interpret-ed</i>	<i>interrogate</i>	<i>irrelevance</i>
<i>irresistible</i>	<i>irrigate</i>	<i>irritate</i>
<i>jewellery</i>	<i>journeys</i>	<i>judgment</i>
<i>laboratory</i>	<i>leisure</i>	<i>library</i>
<i>licence (n)</i>	<i>license (v)</i>	<i>literary</i>
<i>loneliness</i>	<i>lose</i>	
<i>maintenance</i>	<i>manoeuvre</i>	<i>marriage</i>
<i>medicinal</i>	<i>memento</i>	<i>metaphors</i>
<i>miniature</i>	<i>miscellaneous</i>	<i>mischievous</i>
<i>misspell</i>	<i>moccasin</i>	<i>mortgage</i>
<i>necessary</i>	<i>negligent</i>	<i>notable</i>
<i>noticeable</i>	<i>nucleus</i>	
<i>occasion-al</i>	<i>occur-red</i>	<i>occurrence</i>
<i>opportunity</i>	<i>organization</i>	<i>organize</i>
<i>origin-al</i>		
<i>pageant</i>	<i>pamphlet</i>	<i>parallel</i>
<i>paralyse</i>	<i>parliament</i>	<i>pastime</i>
<i>peculiar-ity</i>	<i>permanent</i>	<i>persuade</i>
<i>permanent</i>	<i>physical</i>	<i>poisonous</i>

<i>possessive</i>	<i>practicable</i>	<i>prefer-able</i>
<i>preferred</i>	<i>prejudice</i>	<i>prevalent</i>
<i>primitive</i>	<i>principal</i> (adj and n)	<i>principle</i> (n)
<i>privilege</i>	<i>procedure</i>	<i>proceed</i>
<i>profession-al</i>	<i>professor</i>	<i>proficient</i>
<i>pronounce</i>	<i>pronunciation</i>	<i>prophecy</i> (n)
<i>proprietor</i>	<i>psychology</i>	<i>pursue</i>
<i>pursuit</i>		
<i>queue</i>		
<i>recede</i>	<i>receive</i>	<i>receptacle</i>
<i>reciprocate</i>	<i>reconnaissance</i>	<i>reconnoitre</i>
<i>relevant</i>	<i>religious</i>	<i>reminiscence</i>
<i>repetition</i>	<i>represent-ative</i>	<i>resuscitation</i>
<i>rhyme</i>	<i>rhythm</i>	<i>ridiculous</i>
<i>sacrifice</i>	<i>sacrilege</i>	<i>satellite</i>
<i>scene</i>	<i>scenery</i>	<i>schedule</i>
<i>secretary</i>	<i>sentence</i>	<i>separate</i>
<i>silhouette</i>	<i>similar</i>	<i>similes</i>
<i>simultaneous</i>	<i>soluble</i>	<i>specialty</i>
<i>speech</i>	<i>spontaneous</i>	<i>stationary</i>
<i>stationery</i>	<i>statistics</i>	<i>strategy</i>
<i>subtle-ty</i>	<i>succeed</i>	<i>sufficient</i>
<i>superintend-ent</i>	<i>superficial</i>	<i>superfluous</i>
<i>supersede</i>	<i>suppress</i>	<i>surprise</i>
<i>susceptible</i>	<i>symmetrical</i>	<i>syringe</i>
<i>temporary</i>	<i>temporarily</i>	<i>terrific</i>
<i>theoretical</i>	<i>tragedy</i>	<i>tragic</i>
<i>transfer-red</i>	<i>truly</i>	
<i>unanimous</i>	<i>unconscious</i>	<i>underrated</i>
<i>undoubtedly</i>	<i>unnecessary</i>	<i>usually</i>
<i>vehicle</i>	<i>village</i>	<i>villain</i>
<i>woollen</i>		
<i>yacht</i>		

Horror Strip

All the words in the previous list were in fairly common use. But we often want to be able to spell other words which we have met in our reading and would like to use ourselves. Try yourself out on this list of 100 specially selected horrors. Can you spell them? Can you use them correctly?

A word of advice—never let your doubts about being able to spell a word prevent you from trying to use it. If it is the right word for the occasion, most teachers and examiners would prefer to see you *trying* for that word and failing rather than succeeding with the wrong word.

<i>abscess</i>	<i>abyss</i>	<i>accessible</i>
<i>acquisition</i>	<i>acrimonious</i>	<i>aesthetic</i>
<i>allotment</i>	<i>anapaest</i>	<i>avoirdupois</i>
<i>battalion</i>	<i>burlesque</i>	
<i>capricious</i>	<i>chaos</i>	<i>chlorophyll</i>
<i>chrysalis</i>	<i>chrysanthemum</i>	<i>colander</i>
<i>connoisseur</i>	<i>conspiracy</i>	<i>credentials</i>
<i>crustacean</i>		
<i>dahlia</i>	<i>delinquency</i>	<i>diphtheria</i>
<i>dissension</i>		
<i>ecclesiastical</i>	<i>erudite</i>	<i>eucalyptus</i>
<i>euthanasia</i>	<i>excruciating</i>	<i>exorbitant</i>
<i>facetious</i>	<i>fuchsia</i>	
<i>guttural</i>		
<i>haemorrhage</i>	<i>heterogeneous</i>	<i>hieroglyphics</i>
<i>hydrophobia</i>	<i>hysterics</i>	
<i>idiosyncrasy</i>	<i>illicit</i>	<i>infinitesimal</i>
<i>ingenious</i>	<i>intrigue</i>	<i>isosceles</i>
<i>labyrinth</i>	<i>lacrimose</i>	<i>lieutenant</i>
<i>liquefy</i>		

<i>magnanimous</i>	<i>masquerade</i>	<i>mediocre</i>
<i>melancholy</i>	<i>metallurgical</i>	<i>mileage</i>
<i>millennium</i>	<i>misshapen</i>	
<i>panicky</i>	<i>paraffin</i>	<i>paraphernalia</i>
<i>pedlar</i>	<i>personnel</i>	<i>piccaninny</i>
<i>picnicker</i>	<i>picturesque</i>	<i>philatelist</i>
<i>plebeian</i>	<i>pneumonia</i>	<i>porcelain</i>
<i>posthumous</i>	<i>Presbyterian</i>	
<i>rebellion</i>	<i>recalcitrant</i>	<i>referendum</i>
<i>reminisce</i>	<i>rendezvous</i>	<i>retina</i>
<i>rhetorical</i>	<i>rheumatism</i>	
<i>sarsaparilla</i>	<i>sceptical</i>	<i>segregation</i>
<i>sepulchre</i>	<i>soliloquy</i>	<i>sophistication</i>
<i>stubborn-ness</i>	<i>surreptitious</i>	<i>synagogue</i>
<i>synonym-ous</i>		
<i>taciturn</i>	<i>therapeutic</i>	<i>threshold</i>
<i>tortoise</i>	<i>triumphant</i>	<i>tyrannical</i>
<i>vaccinate</i>	<i>valedictory</i>	<i>variegated</i>
<i>vehemently</i>	<i>veterinary</i>	

Hard Easy Words

Anyone who has played cricket will know that it isn't always the best ball that gets the batsman out. Very often the fatal delivery is the worst ball of the over. Its secret lies in its obvious innocence—the batsman knows he doesn't need to take any particular care with it.

That is why the following 50 words are very dangerous even to senior students—especially to those writing at pressure when there is a temptation to sacrifice accuracy to speed:

<i>choose</i>	<i>women</i>	<i>coming</i>	<i>ninth</i>
<i>piece</i>	<i>being</i>	<i>they're</i>	<i>doctor</i>
<i>off</i>	<i>always</i>	<i>too</i>	<i>answer</i>

<i>break</i>	<i>laid</i>	<i>twelfth</i>	<i>its</i>
<i>meant</i>	<i>used to</i>	<i>friend</i>	<i>until</i>
<i>receive</i>	<i>all right</i>	<i>loose</i>	<i>which</i>
<i>beginning</i>	<i>their</i>	<i>chose</i>	<i>whose</i>
<i>grammar</i>	<i>where</i>	<i>forty</i>	<i>tired</i>
<i>truly</i>	<i>believe</i>	<i>know</i>	<i>whole</i>
<i>led</i>	<i>buy</i>	<i>didn't</i>	<i>heard</i>
<i>through</i>	<i>paid</i>	<i>Wednesday</i>	<i>does</i>
<i>among</i>	<i>hoarse</i>	<i>February</i>	<i>business</i>
		<i>whether</i>	<i>already</i>

Some Spelling Rules

1. *IE—EI*: *I* comes before *E* except after *C* (e.g. *believe*, *thief*, *niece*, but *receive*, *deceit*, *ceiling*). There are several exceptions to the *IE* rule (e.g. *weird*, *seize*) but there are no exceptions to the *CEI* rule, at least not in words having the *ee* sound.

2. *C and G*: (a) *C* is always a 'hard' sound (K), *G* is always hard *G* before the vowels *A*, *O*, and *U*.

(b) *C* is *always* soft (S) before *E* and *I* (or *Y*); *G* is *sometimes* soft (J) before these vowels.

e.g. *Hard*—capital, corner, truculent, gaiter, gone, gutter. (Exception—gaol).

Soft—centre, icicle, cyst, gentle, gipsy, gymnasium, George.

But note also such words as *get*, *give*, *geyser*, *gyroscope* (hard or soft *G*), *girdle*.

This *pronunciation* rule is helpful in establishing the reason for the *spelling* rule in such words as *noticeable*, *manageable*, *serviceable*, *advantageous*, *outrageous*.

It is also responsible for the dropping of the *E* in such words as—*noticing*, *servicing*, *forcible*, *managing*, *gorging*.

3. Doubling Final Consonants

It is impossible to give in a short space *all* the rules relating to *all* of the final consonants.

(a) Double the final consonant in words of *one* syllable if:

- i. the word ends with a single consonant (e.g. run),
- ii. the consonant is preceded by a single vowel (e.g. run), and
- iii. the suffix to be added begins with a vowel (e.g. running).

hot—hottest

whip—whipping

shop—shopper

wit—witty

rub—rubber

jam—jammy

(b) *Final T*: In words of more than one syllable—

- i. double the final T if the final syllable is heavily stressed;
- ii. do not double the final T if the final syllable is lightly stressed.

omit—omitted

rabbit—rabbiting

remít—remittance

aúdit—audited

rebút—rebuttal

pícket—picketer

(c) *Final P and R*: In general follow the same rule as the final T.

gallop—galloping

transfer—transferred

develop—developed

refer—referring

refer—reference

occur—occurrence

But beware of *worship—worshipped*, and quite a number of exceptions to the final R rule.

(d) *Final L*: British (and therefore Australian) custom is to double the final L before a suffix, no matter where the stress is placed.

American final L—more sensibly—follows the same rule as for final T, P, R.

	British	American
<i>trável</i>	<i>traveller</i>	<i>traveler</i>
<i>túnnel</i>	<i>tunnelling</i>	<i>tunneling</i>
<i>jéwel</i>	<i>jewellery</i>	<i>jewelry</i>
<i>rebél</i>	<i>rebellion</i>	<i>rebellion</i>
<i>appál</i>	<i>appalling</i>	<i>appalling</i>

4. *OUR—OROUS*: You must learn to beware of such pairs as—

humour—humorous
glamour—glamorous
vigour—vigorous

5. *-NESS*: Beware of this suffix in words like—*drunkenness, meanness, stubbornness, evenness, barrenness.*

6. 'O' Plurals: The commonest words ending with *O* form their plurals by adding *ES*:

potatoes, tomatoes, cargoes, heroes, negroes, volcanoes.

This general habit is *not* followed when—

(a) the word is a foreign borrowing—

pianos, concertos, cellos, frescos, sopranos, commandos.

(b) the word is a contraction—

photos, linos, autos.

(c) the word begins with a capital letter—

Filipinos, Eskimos, Romeos.

(d) the word ends with two vowels—

bamboos, radios, tattoos, rodeos.

(e) the word is a long, unfamiliar one—

archipelagos, generalissimos.

7. *IZE and ISE Words*:

Most of these are derived from a Greek verb suffix *IZO*, meaning *to make*, and which has the same force as the Latin verb endings—*ate* (speculate, indicate) and *-fy* (magnify, simplify).



Their ancestry therefore suggests that verbs thus derived should be spelt with a Z, e.g.:

realize=to make real.

nationalize=to make national.

sterilize=to make sterile.

organize=to make organic.

American practice is always to use the Z for all such words.

But the letter Z has never become quite accepted as an English letter: it looks slightly foreign, and the tendency is, as these *IZO* verbs become familiar through frequent use and long residence in the English language, to use either S or Z, with a trend towards S. A few, however, like *capsize*, *organize*, *realize*, seem to have become accepted more usually as *IZE* words.

Remember also that some *ISE* words have no connection with *IZO*, but come from Latin sources. It would be quite wrong ever to spell these words with a Z.

The following lists may give you some help with actual examples:

IZE	IZE or ISE	ISE (Never IZE)
<i>capsize</i>	<i>apolog-</i>	<i>advertise</i>
<i>organize</i>	<i>civil-</i>	<i>advise</i>
<i>recognize</i>	<i>terror-</i>	<i>disguise</i>
<i>realize</i>	<i>modern-</i>	<i>revise</i>
<i>externalize</i>	<i>general-</i>	<i>supervise</i>
<i>pressurize</i>	<i>national-</i>	<i>compromise</i>
<i>bowdlerize</i>	<i>critic-</i>	<i>chastise</i>

(*Apologize* means 'to make an apology' but *advertise* doesn't mean 'to make an advert'.)

British spelling favours the forms *analyse* and *paralyse*; though Americans spell both these words with a Z.

Unintentional Humour

Bad spelling is often comic. Can you tell what the writers of these sentences meant? For the most part they are genuine examples—taken from the work of senior students of English.

- i. Men are no more than sheep or goats if they don't prey.
- ii. Michaelangelo was an amazing man; he calved a faun.
- iii. The Ancient Mariner's ship had to birth before the wedding ceremony.
- iv. Browning gets right into Lucrezia's sole and describes it.
- v. Terrified, I walked quacking up the aisle of Wilson Hall.
- vi. After three minuets on the bus-stop, Mr. Brown decided to catch a taxi.
- vii. The boxer metered out heavy punishment to his unlucky opponent.
- viii. The ship's officer stood there bearheaded.
- ix. Some large birds of prey are called vulcans.
- x. Roughage is a food that has no diabetic value.
- xi. Painting was Van Gogh's soul means of support.
- xii. The heir limped trembling through the frozen grass.
- xiii. The Capulet ballroom was filled with piers and noblemen.
- xiv. Richard gambolled away all of his fortune.

Answers to Spelling Tests

Test One: 1. witness; 2. marriage; 3. accidentally; 4. irritable; 5. thoughtful; 6. segregation; 7. inaccurate; 8. gauge; 9. sufficient; 10. drunkenness.

Test Two: 1. likelihood; 2. upholstery; 3. prejudice; 4. disappearance; 5. adaptability; 6. argument; 7. Mediterranean; 8. definiteness; 9. humorous; 10. unevenness.

B. PRONUNCIATION

When you read the heading of this chapter, did you sigh with relief and say—'Well, I can skip part of this; examination students can't be examined in oral pronunciation'? Or perhaps you are the confident type of person who thinks (even if you don't say so aloud)—'There's nothing difficult about the pronunciation of one's own language. Just pronounce the words as they are spelt.'

To the first person we would reply that probably nothing betrays the standard of a man's education so quickly as his oral expression, for everybody, whatever his occupation, is destined to talk far more than to write. Every time he speaks he is being judged on his enunciation, pronunciation, command of vocabulary, and grammatical constructions. Consequently, whether it can or cannot be formally examined, oral expression should play a large part in every English course.

To the second person we merely say: 'Look at the word "rough" and pronounce it as it is spelt. When you have solved this problem, pronounce the following words:

dough, cough, plough, slough, although, enough, through, tough.'

If he is not convinced of the difficulty even yet, he should try the following tests:

If you were a news-reader on a television programme, could you get through these short messages (and remember that they contain only ordinary, everyday words) without hesitation or error?

The *Premier* of Victoria *vehemently* attacked the Melbourne University for its *lamentable* lack of facilities for students to study *Veterinary Science*, and he announced that his *government* would, in the next *decade*, make it *obligatory* for the University to establish a chair in the subject if *governmental* assistance were to continue.

Now consult the *Oxford Dictionary* to see how successful you were with the italicized words.

Here are some additional 'news items' to be read aloud:

- (a) Last *Saturday* the Captain of the *Essendon* football team *forbade* the players to take part in the *gala* procession and *fete* to raise money to reduce the club's *deficit*. He announced that his decision was *irrevocable*.
- (b) During the State's *Centenary* celebrations a *formidable* group of European *athletes* of *amateur status* will require accommodation. Many cities were *hospitable* to overseas guests during the Olympic Games, and it is hoped that similar *gestures* will be made this year.
- (c) On Wednesday last, February 3rd, Colonel Beaumont, commandant of the Twelfth Cavalry Corps, watched his men performing intricate manoeuvres at an army pageant held in the Wangaratta area.
- (d) Pharamaceutical chemists are protesting vehemently against the use of iodine compounds for certain abdominal complaints. They designate as charlatans those unscrupulous manufacturers whose specialty is the preparing of drugs of little or no medicinal value. When interrogated at his parliamentary offices today, the Minister of Health said that he was as yet reluctant to participate in the controversy.
- (e) In Worcester, Massachusetts, U.S.A., a posthumous tribute was paid by the municipal authorities to a man

who lost his own life evacuating casualties from areas devastated by last Thursday's tornado.

(f) The Melbourne Conservatorium Orchestra, under the baton of Professor Sir Bernard Heinze, was given a tumultuous reception by a very large and appreciative audience for its brilliant interpretation of the Beethoven concerto.

How often did you hesitate, stammer or make a straight-out mistake? If you now admit that there are more difficulties in this business of pronunciation than you first thought, it may be helpful to examine the main causes of our inability to pronounce many of the words in our own language.

One of the chief difficulties is our uncertainty about the occurrence of the stress in many of our words—especially the polysyllabic. Unfortunately there is no one authority to give a ruling. If you consult several reputable dictionaries you will find that one will accept a pronunciation which another will not allow. Moreover, there is no known principle that governs the incidence of the stress. As soon as one writer formulates a rule, others can cite a dozen examples of commonly used words which break the rule. Generally the stress in polysyllabic English words falls on the first syllable, or as near to the beginning of the word as possible.

1. Pronounce the following words, placing the emphasis on the correct syllable. (We suggest that you check your answers, taking the *Shorter Oxford English Dictionary* as your guide.)

formidable, advocate (verb), *personnel, espionage, irrevocable, photographic, philately, envelop, precedent, illustrative, chagrin, panacea, lamentable, centenary, infamous, hospitable, remonstrate, intricate, inventory,*

comparable, deficit, applicable, laboratory, compensatory, centrifugal, anaesthetist, despicable, vehement, Herculean, controversy, ally, interstice, clandestine, plebiscite, funicular, indisputable, contrary, recondite, obdurate, equerry, decadence, subsidence, irrefutable, sonorous, medicinal.

(In all these exercises on pronunciation, make sure that you know the meaning of each word and can use it correctly.)

2. Many of our words contain 'silent' letters. Pronounce these words:

subtle, indict, irascible, pneumonia, scintillate, schism, mnemonic, gnarled, qualm, epistle, mortgage, victuals, psychiatrist, haricot.

3. Frequently the careless, slipshod speaker adds a letter to a word and consequently mispronounces it. Here are a few of the words abused in this way:

mischievous, grievous, umbrella, film, athlete, nothing, anything, something, orchestral, signal, burglar, balloon.

4. Sometimes our slovenly habits cause us to slur or drop letters or syllables, and produce words like these:

Esserdon, Satdy, libery, Febuary, secetary, vetery, govament, puncher, pitcher, reckernize, tempary.

How should they be sounded correctly?

5. On the other hand, we are sometimes over-careful, and pronounce words exactly as they are spelt rather than be thought ignorant by conforming to common usage. Pronounce correctly:

forehead, ate, boatswain, coxwain, rowlock, bulwark, forecastle, gunwale.

6. In the English language the letters 'c' and 'g' are sometimes soft sounds and sometimes hard. (See the Spelling section of this chapter.) Show that you know the

correct pronunciation of:

Catholicism, decade, facade, orgy, ogre, panacea, gesture, gist, gible, gibberish, gibbet, misogynist, poltergeist, turgid, plagiarism, longevity, vacillate, taciturn, flaccid, pharmaceutical, italics, italicized.

7. Words beginning with 'arch' vary in pronunciation. This is because some words with this prefix came to us through the French and consequently the 'ch' is soft. Others borrowed directly from the Greek have the hard Greek 'k' sound. Pronounce:

archaeology, archaic, archangel, archbishop, archduke, archetype, archipelago, architect, architrave, archive, arch-fiend.

8. Difficulty arises because of the variety of sounds associated with each vowel. Tricky vowels have been italicized in the following words. Pronounce them correctly:

aspirant, decorum, bravo, dynast, basic, culinary, status, premier, forbade, gala, inherent, saline, canine, feline, privacy, evolution, apparatus, impious, respite, tepid, heliotrope, vitamin, derisive, amenity, lichen, geyser, precedent, sadist, tryst, iodine, patent, joust, fetish, gratis, harem, ribald.

9. To add to our confusion a letter which is silent in one word may suddenly be sounded when a suffix is added to that word. The 'g' in 'phlegm' is silent, but in the adjective 'phlegmatic' the 'g' is hard. Some words, however, do not follow this pattern. Pronounce (and explain the meaning of) the following words:

assign—assignment

malign—malignant

benign—benignant

align—alignment

resign—resignation

assign—assignment

consign—consignment

ballet—balletomane

10. Notice that in English we have many doublets. One

word may have two functions—for example, it may be both verb and noun, or noun and adjective, or verb and adjective. Such words may easily be distinguished in spoken English as the position of the stress varies with the part of speech.

Show, by composing sentences, that we change the pronunciation of the following words when we change their part of speech: e.g. *absent*.

He was *ábsent* from work. (Adjective.)

If you *absént* yourself from work you will lose your pay. (Verb.)

convert, convict, contract, compound, desert, contest, frequent, produce, refuse, subject, object, abstract, attribute, collect, conduct, contribute, compact, discount, recount, escort, permit, retail, invalid, converse, compress, import, suspect, digest, exploit, abuse, house, excuse, record, minute, extract, essay.

11. The influence of American films, records, radio and television programs has upset some of our established ideas. The younger generation, being more impressionable (or more adaptable—according to one's point of view) and probably in closer contact with the most powerful influences, are apt to prefer 'clerk' to 'clark', 'lootenant' to 'leftenant', 'Derby' to 'Darby', and so on.

How do you pronounce: *depot, geyser, detail*?

Now look up these words in the *Oxford Dictionary*.

12. Not being accomplished linguists, we Australians find difficulty with many of our borrowings from other languages—particularly the French. Try yourself out with these:

façade, garage, recipe, charade, gauche, café, restaurant, menu, viscount, chamois, dilettante, meringue, blanc-mange, cognac, epitome, sinecure, gondola, concerto,

débris, moire, barrage, crescendo, amateur, reveillé, naïve, blasé, ski, cappucino, fuselage, douche, papier mâché, fiancée, chauffeur, masseur, ricochet, reconnaissance, bouquet, communiqué, chassis, brochure, sabotage, brochure, attaché, brusque, carafe, buffet, cliché, bon voyage, début, chic, résumé, lingerie.

There is an annoying habit among people who prefer the foreign word to the English; they give it a pronunciation neither its own nor one completely Anglicized. For example, 'lingerie' becomes 'longjeray'. (It is better not to use this word, but ask your French teacher how it should be said.)

13. We have pointed out some of the main causes of mispronunciation, but there are many more—too many to include here. Some words, fearsome because of their length, appearance, or unfamiliarity, are listed as a final test of your skill. If you are not by now exhausted try these:

Eisteddfod, machination, ghoul, misled, zoological, lugubrious, posthumously, quandary, repartee, synopsis, garish, valet, phthisis (yes, it is a word), connoisseur, dishevelled, misogynist, exigency, egregious, parochial, cacophonous, automaton, inveigle, questionnaire, vicissitude, caryatid, anathema, campanile, plethora, reredos, prestidigitator, pseudonym, psychiatric, gentian, desuetude, desultory, erudite, panegyric, sojourn, solecism, contrapuntal, distraught, facetiousness.

Can you now understand why one foreigner, having made a conscientious and laborious study of the rules of English pronunciation, shot himself when he saw a neon sign which said: 'Pygmalion—pronounced success', and another gave up all his struggles with our language when he read over another theatre entrance: 'Mourning Becomes Electra'.

Say What You Mean

THE sub-title of this chapter might well be 'call a spade a spade—and not an implement to be used in agricultural activities'.

Even though you may be able to distinguish between words of similar sound, appearance and meaning, and know how to use those words, you may still confuse and irritate your readers in many ways.

Many senior students, understandably, want to try out new words and constructions, and achieve what seems to them to be a mature or 'fine' style of writing. Danger arises when a writer despises the simple, straight-forward expression of ideas, regarding it as a mark of immaturity or limitation, and admires the high-sounding, complicated construction because it appears erudite. Frequently, of course, the specialised word is the best—not because it sounds or looks imposing, but because it says exactly and economically what the writer wants to say. But, as a general rule, when you are expressing yourself in speech or writing, say what you have to say as simply and clearly as possible.

1. Consider the following examples:

- (a) Because of his sneaky ways Tom was *ostracized* by the boys of his form.

Here, the word 'ostracized' tells us exactly what happened to Tom. The simpler words—'avoided' and 'shunned' do not explain the situation with the same accuracy and force. The writer could have said: 'Tom was banished from the company of his school fellows', but he would have used a wordier method to gain an inferior result. The idiomatic phrases 'sent to Coventry' and 'cold-shouldered' may

convey the same meaning, but those unfamiliar with such idioms would be more confused than by the word 'ostracized'.

(b) From the time he entered the *abode of learning* to the day he left it, Tom was unhappy. In this sentence the phrase 'abode of learning' has nothing to recommend it. It is vague, as it could mean 'school', 'university', or one of the other places of instruction. Had the writer avoided the semi-facetious term and substituted the word 'school' the sentence would have been far more pleasing.

2. Examine the following sentences. Which do you consider well-expressed? Suggest improvements for the others.

- (a) I am frequently awakened early by the strains of the feathered choir outside my bedroom window.
- (b) I noticed that workmen were erecting a domiciliary edifice where Jackson's shop used to be.
- (c) Miss Trotman was a recluse, and the village gossips delighted in discussing her idiosyncrasies.
- (d) After performing our ablutions we partook of the repast which Mother had prepared.
- (e) Before any change can be made in Australia's constitution a referendum must be held.
- (f) The soldiers who relieved the fort were appalled to see the emaciated bodies of the native troops.
- (g) We went at our utmost speed when we were in the vicinity of the Minister's residence because we were conscious of the presence of a savage member of the canine species.

Johnsonese

This style of writing, named after the great Dr. Samuel Johnson, is no longer admired. Bristling with long words

derived from Latin, and with complicated constructions in the classical manner, it is too studied and ornate to appeal in a fast-moving modern age.

1. Suggest a simpler word for each word in the list, and then discuss the merits of both your own word and the one from the list, according to the different contexts in which they might appear:

domicile, occurrence, malefactor, peruse, nefarious, expiration, ameliorate, ascertain, emolument, inform, indication, virile, phenomenal, contingency, audacious, terminate, irascible, benevolent, manufacture, fraternity, sufficient, metropolis, inebriated, remuneration.

2. Express the ideas in the following sentences in as clear and concise a manner as possible:

(a) James Stuart, having perused the epistle from his client, decided to terminate his connection with the case.

(b) Having suffered surface abrasions, the cyclist decided to requisition the professional services of a general practitioner.

(c) It was deemed that the tramp was in a condition of inebriation, so he was transported from the local hostelry to his place of residence.

(d) After the nuptial ceremony the couple departed from the sacred edifice, receiving the felicitations of the spectators.

(e) The weather conditions being inclement, Isaak was not disposed to undertake the piscatorial expedition.

(f) Mr. Jones, who was a tonsorial artist, discouraged his son from being a pedagogue.

Redundancy

Make a habit of writing with economy and thinking about what you are saying. You will then avoid such needless repetition as you see in the following examples:

Although he owned three cars, the Duke walked away on foot.

I have one small son—a boy.

In this modern age of today, we are quite used to jet aircraft.

Explain the fault in each of the following sentences:

- (a) I'll remember that moment till my dying day—if I live till then.
- (b) It has been raining continuously now for three days without stopping.
- (c) Being the only copy in existence, this book is valuable because it is unique.
- (d) Isolated from the rest of the class, she was sitting all alone with no one near her.
- (e) You need not necessarily pass in both sections of the paper, but you must gain fifty marks to obtain a pass.
- (f) The departments of the aircraft factory decided to co-operate with one another to increase production.
- (g) In my opinion I think that every worker should join his union.

Ambiguity

You may have an extensive vocabulary and obey the rules of syntax, and yet confuse your reader if you make a statement that may be interpreted in two different ways. Often this is done deliberately, many comedians being masters of the 'double entendre' joke. (This is one place where we will not illustrate by giving examples.) Tactful folk may cloud

their meaning with ambiguity to avoid hurting their fellows without telling outright lies. A publisher may reply to an insistent—and boring—writer by saying: ‘I assure you I shall lose no time in reading your manuscript’. Would you be flattered if you were the writer? Imagine that you are a schoolmaster who has asked his Headmaster for a reference. Are you entirely happy with this recommendation? ‘Any Headmaster who gets Mr. Jones to work for him will be extremely fortunate.’

More frequently, however, a speaker or writer is unintentionally ambiguous because he is not precise enough to make his meaning perfectly clear. I may announce: ‘I talked to Tom while cutting the grass.’ Was it I who was cutting the grass? Was it Tom? Were both of us talking and cutting? There would have been no such doubt had I written: ‘While I was cutting the grass I talked to Tom.’

Point out the ambiguities in the following statements, and re-write the sentences, saying *exactly* what was meant:

- i. Mary’s hair needs cutting badly.
- ii. In a real emergency nothing is better than a Truegrip safety pin.
- iii. Wanted, a young boy to be partly behind the counter and partly on delivery duties.
- iv. The young prince decided to wear nothing to distinguish him from the other school-boys.
- v. Wearing academic dress, the staff walked down the aisle accompanied by the organ.
- vi. My grandfather can remember seeing Dickens when he was a child.
- vii. Did you read about that singer being stabbed in the newspaper?
- viii. Be sure to try Solomon’s savoury saveloys. You’ll never get better.

- ix. Dr. Drill, dental surgeon, will spare no pains in caring for your teeth.
- x. Bill is in Form II and is generally satisfactory.
- xi. Charles Lamb was fond of eating strawberries and old china.
- xii. Major Scott once shot an elephant in his pyjamas.
- xiii. During my first year as a nurse I had to wash patients and other such things.
- xiv. Stephanie likes Pat more than Lynette.
- xv. Make sure that the fire in the dining-room has been alight for some time before sitting in it.
- xvi. 'Smart-cut' riding breeches look trim on a horse.
- xvii. The Squire is not shooting himself in Scotland this season.
- xviii. Hastily summoning an ambulance, the corpse was driven to the morgue.
- xix. Members of the University Rifle Corps teach themselves to shoot out of their own pockets.
- xx. At bed-time the face should be thoroughly cleaned with cold cream and then removed with liquid cleanser.
- xxi. Waving good-bye to my parents, the train steamed out of the station.
- xxii. People with relatives buried in graves in this cemetery should keep them in order.
- xxiii. I have heard your composition for the piano and like it very much.
- xxiv. My wife and I are unable to attend your party next Wednesday as we are entertaining ourselves that evening.
- xxv. At the age of six my grandfather often told me stories of the Gold Rush.

Euphemisms

We have emphasized the desirability of saying exactly what you mean. There is, however, a tendency to soften words which may hurt, shock or offend the hearer. This substitution of the gentler term for the harsher is called *euphemism*. Many motives prompt speakers and writers to use euphemisms, among them being kindness, love of convention, unwillingness to face unpleasant realities, and justification of dubious actions. To say that someone loved is dead seems too blunt, too hurtful or too final. Consequently we say that he has 'passed away', 'gone to his reward' or 'found rest'. If we take a diseased cat to the Animal Hospital to be destroyed we are gently told that 'Pussy will be put to sleep'. The unequivocal word 'coffin' is replaced by the more refined 'casket'. We hesitate to call a child a liar, so brand him a 'fibber' and his father, guilty of the same fault, is a 'prevaricator'. Respecting the feelings of those concerned, we avoid the words 'mad' and 'insane', and speak of the 'mentally ill'. No longer do we use the blunt terms 'asylum' or 'mad-house', but prefer the less offensive 'mental hospital'. Recalcitrant children have become 'socially mal-adjusted'; boarders at a hotel are now 'guests'; even honest sweat is genteel 'perspiration'.

1. What do the following speakers really mean?

- (a) Jane, after doing more than justice to the food at the party, has a pain under her pinny.
- (b) Here is the final resting place of Ebenezer Elton who departed from this vale of woe in 1824.
- (c) As Mr. Smith was beginning to show signs of violence his wife had him put away.
- (d) Hitler was forced to liquidate several scientists who refused to co-operate with him.
- (e) Mrs. Thompson has just had a visit from the stork.

- (f) Goodness, you have been putting on weight lately, and your husband is getting rather thin on top.
- (g) Miss Simken is very proud of her Collie lady dog.
- (h) Have you heard that the Jones child is not too bright?
- (i) The police picked up Mr. Roberts yesterday when he was a little under the weather.
- (j) I have become a little hard of hearing lately.

2. Sometimes, to hide our true feelings lest we be thought sensitive or sentimental, we become deliberately irreverent, poking fun at serious matters or, by the terms we use, minimising their importance. The dead have 'kicked the bucket'; a dead person is a 'stiff'; a coffin now becomes a 'box'; a psychiatrist is a 'nut-doctor'; a minister of religion is a 'sky pilot'; the electric chair is a 'hot-plate'. How many other examples can you add?

3. The use of the mild affirmative is another way of beating about the bush. Circuitous though the method may be, and a generally undesirable way of speaking and writing, at times it does allow shades of meaning to be made clear.

e.g. He is not ungrateful for the care he was given in the Home.

Why not write, you ask, 'He was grateful for the care he was given in the Home'? But does this mean exactly the same as the original statement, or does the first statement mean: Although he was not really enthusiastic about the Home he was not entirely ungrateful?

Comment on the use of the mild affirmative in the following sentences:

- (a) I found the drink not altogether unpleasant.
- (b) Ice is not unknown in Africa.
- (c) The reward that John received was not undeserved.

- (d) I believe that the Government is not unsympathetic to our cause.
- (e) That volume of history is not unread.
- (f) Cannibalism is not an unheard of practice in the islands.

Malapropisms

'Forget this fellow, Lydia,—illiterate him, I say, quite from your memory.' Thus spoke Mrs. Malaprop, a character in Sheridan's play, *The Rivals*. Because of the many such verbal blunders she made, even though she prided herself on her parts of speech and 'a nice derangement of epitaphs', her name has been perpetuated in our language.

1. Here is some of Mrs. Malaprop's actual conversation. Can you tell what she really meant to say?

- (a) 'I would by no means wish a daughter of mine to be a progeny of learning.'
- (b) 'Your being Sir Anthony's son, Captain, would itself be a sufficient accommodation.'
- (c) 'This gentleman will exhort us. Lead the way, sir, and we'll precede.'
- (d) Her niece, Lydia, moreover, was to be 'instructed in geometry so that she might know something of the contagious countries', and to be taught English in order 'to reprehend the true meaning of what she is saying'.

Although we feel justified in laughing at the mistakes of the pretentious writer or speaker, it is understandable that a youthful student will make many blunders in his attempts to use new words he has encountered in his reading. Mistakes are made in learning all new skills; as someone has said: 'Better to make a mistake than to make nothing at all.'

2. Correct the following malapropisms by altering the incorrect word. Then, in sentences of your own, use correctly the words that the original writer misused:

- (a) The Victorian Government is considering the electrocution of several important railway lines.
- (b) Food and clothing were given to the indigenous family.
- (c) After his long period in prison the man's emancipated appearance shocked his friends.
- (d) The lawyer questioned the witness for half an hour but could not illicit any information.
- (e) Some politicians are fighting to naturalize the coal-mines.
- (f) In Bloggs' Emporium yesterday Mrs. Brown caught her heel in the percolator as she was going up to the second floor.
- (g) Some writers compose their own epithets to be engraved on their tombstones.

The last three gems were heard in actual conversation and seen in examination papers:

- (h) Before I go to bowls I always put my husband's tea in a camisole and pop it in the oven.
- (i) The Football Club presented my Jim with a handsome walking stick which had his entrails on a silver band.
- (j) To feign death Juliet swallowed a portal.

Mixed Metaphors

To make his impressions more vivid a writer uses metaphors. Should he muddle or mix his images, the results may be as ridiculous as the following examples, which you are to explain and correct:

- i. It is obvious that the Honorable Member for

Dashford is a wolf in sheep's clothing and is only in Parliament to feather his own nest.

- ii. Although old Jim Banks is a rough diamond he has a heart of gold.
- iii. The younger members of the feuding families decided to pour oil on the troubled waters by burying the hatchet once and for all.
- iv. It's no good relying on him in a crisis. He'll just sit on the fence with his head buried in the sand and pretend not to notice the problem.
- v. Mr. Burton, after thirty years of hard work, has at last reached the top of the tree. From now on it will be plain sailing for him.
- vi. The seeds of discontent were carefully kindled by the communist agitators.
- vii. In this country we are completely bogged down with red tape.
- viii. The two World Wars caused the lives of many of the cream of our young manhood to be nipped in the bud.
- ix. Every child has in him a spark of imagination that should be watered and kept alive by his teachers.
- x. For three days Jackson lay at death's door, but his doctors managed to pull him through.

Clichés and Hackneyed Expressions

When someone first retaliated to the ironic comment: 'It's nice weather' by saying, 'Yes, for ducks!', he was no doubt regarded as quite a wit. Now the phrase has lost its unexpectedness and has become a stock answer—a hackneyed expression which has become stale and tiresome. If your writing is to have freshness and originality you will avoid such ready-made, slick expressions ('like the plague',

we were almost tempted to add). If, however, you are too lazy or too unimaginative to coin your own striking phrases you will be another of those writers whose detective 'leaves no stone unturned' and 'no avenue unexplored' in solving his 'knotty problem'; whose prisoner receives his reprieve 'at the psychological moment', 'at the eleventh hour' or 'in the nick of time'; whose hero is much admired by the 'fair sex' until he finds his 'better half' and spends a 'Derby and Joan' existence with his 'dear old Dutch'.

Of course opinions will vary about when a 'time-honoured phrase' becomes a 'time-worn' one, and young students meeting many of these expressions for the first time in their short experience are not to know that to older ears they are lacking in all freshness and originality. Sometimes, too, a cliché may sum up succinctly everything you want to say (e.g. His life has always been a bed of roses). But it is surely right to say that a writer whose work is noted for originality and vividness will use words to create fresh images rather than resort to those which no longer make any great impact on his readers.

Speaking of clichés, one writer about our language says: 'They range from fly-blown phrases . . . through sobriquets that have lost all point and freshness . . . to quotations that have become debased currency, . . . metaphors that are now pointless, and formulas that have become mere counters.'

Students might profitably spend a few minutes looking at these types of clichés individually.

Fly-blown Phrases

Look at the following examples, see exactly what each means, and then try to express that meaning in a new and striking way:

filthy lucre; eagle eye; the mighty deep; the vast

majority; a dip in the briny; a desperate struggle; to bite the dust; conspicuous by his absence; fast and furious; a forlorn hope; at daggers drawn; a chapter of accidents; a clean slate; the man in the street; to leave no stone unturned; the more the merrier; a long-felt want; the acid test; to leave severely alone; to point the finger of scorn; the thick of the fray.

Sobriquets

To whom or what do the following names apply?

The Iron Duke; the Little Corporal; Uncle Sam; John Bull; the Merry Monarch; the Old Pretender; the Hanging Judge; Reynard; Sol; Bruin; King Willow; John Barleycorn; Il Duce; Winnie; the Iron Horse; the Emerald Isle; the Cockpit of Europe; the Jolly Roger; the Eternal City; Adam's Ale; the Staff of Life; the Nation of Shop-keepers; the King of Beasts; the Line; the Devil's Playthings; God's own Country; the Sport of Kings; the Senior Service; the Stars and Stripes; the Lady with the Lamp; the Maid of Orleans; the Sunflower State; the Land of the Midnight Sun.

Over-used Quotations

Say what those who quote these phrases mean:

- i. 'The cup that cheers but not inebriates.'
- ii. 'A little learning is a dangerous thing.'
- iii. 'Tomorrow to fresh fields and pastures new.' (Yes, we know it's misquoted!)
- iv. 'A rose by any other name would smell as sweet.'
- v. 'The light fantastic.'
- vi. 'There are more things in heaven and earth, Horatio.'

Out-dated Similes and Metaphors

Surely a writer uses a simile to convey a vivid impression to his readers, and yet how often we resort to out-moded comparisons, often meaningless to people of this age.

We repeat, parrot-like, 'John is as straight as a die', but what visual impression can this make on our hearers if they have not the slightest idea of what a 'die' looks like?

1. Read the following comparisons and describe accurately the image you see:

- (a) Your error is as plain as a pike-staff.
- (b) His reading of the poem was as dead as a doornail.
- (c) Mr. Brown is as deaf as a doorpost.
- (d) Her latest book is as dull as ditchwater.
- (e) The old lady holds herself as straight as a ram-rod.
- (f) To invest in that company is like buying a pig in a poke.

Many of the hackneyed comparisons that spring to our lips in conversation are, when examined, pointless.

'There Evan was at the concert—as large as life', we say. Does this imply that Evan was his normal, life size? If so, it is hardly a valuable comment.

'I would trust Jim; he's as open as the day.' Presumably the day is open because we can see what is happening in the daylight—and Jim's actions can also bear inspection. But the meaning is obscure and the simile too general.

2. Consider the following similes and comment on their value:

- (a) Your money is as safe as houses in our bank.
- (b) Dad is as thin as a rake. (Or does he mean the handle?)
- (c) Mum is as round as a barrel.
- (d) That house is as cold as charity.
- (e) The result of your exam will be as right as rain.

- (f) She is getting as bold as brass.
- (g) Our neighbour came back from Queensland as brown as a berry. (Strawberry? Blackberry?)
- (h) Young Tim is as bright as a button.
- (i) I feel as fit as a fiddle now.
- (j) The Morris family are as poor as church mice.

3. Go back over the out-dated or inept similes we have listed, and compose better comparisons which would be more meaningful to modern Australians.

4. Watch in your own reading for picturesque and telling phrases. Most of us would be content to say that someone was 'as quiet as a mouse', but M. A. Hancock says that he was 'as quiet as a kitten on cotton'. We would probably say that the man was 'as helpless as a baby'; Kim Hubbard states that he was 'as helpless as the owner of a sick gold-fish'. How often have you heard the phrase 'a look to kill'? Richard Powell writes: 'She gave him a look that should have been in a scabbard.' We consider that we have done well to say that the kitten was purring like an engine; Margie Wescott writes of 'a kitten purring as if he had swallowed a bagful of gravel'. Another American writer departs from the fly-blown 'as busy as bees' and says that the workers were 'as busy as a pair of teen-agers strawed to one soda'. Alice Barnhill rejects the hackneyed 'long-winded' and says that her neighbour's conversation was like 'a procession that takes ninety minutes to pass a given point'. Joyce Carey describes the morning sun trying to shine through the morning mists of London's dockland as looking 'like an orange in a fried-fish shop'.

Pointless Formulas

Public speakers, ministers of religion, radio commentators, teachers, lecturers and others constantly addressing

an audience unwittingly introduce these formulas into their speeches. Some of the most common are recorded here, but listen to those addressing you and you will be able to add others:

Be that as it may; far be it from me to —; by the same token; without fear of contradiction; come what may; taken all in all; by and large.

Jargon

If what you say and write is to be intelligible to all, you must not use the particular jargon or idiom current within a particular group. Interesting, vivid and amusing though it may be to those within the mystic circle, it fails badly as a medium of expressing your ideas to the general public.

Take sportsmen, for instance. The golfer talks of his 'birdies', 'niblicks', 'slices' and 'divots'; the cricketer bowls a 'maiden over' and 'catches a man in slips'; the Australian Rules player kicks 'behinds' from 'the forward pocket' while the hockey player ruthlessly 'bullies' and 'shoots'. Those of you who have seen the simple card game of Crib played will realise the extent to which jargon may be used in one particular game.

Read the following passages. Identify the group that uses such jargon. Then state simply, in a way intelligible to us all, what the speaker said:

- i. Formerly hired as an extra, Gloria Mascara was appointed as stand-in to the star whose fan she had been since she first saw her close-up on the wide screen.
- ii. Owing to duff weather the squadron rhubarb was cancelled. Shortly after there was a scramble to Angels 10, but it was no jog as the plot turned

friendly. It was dicy flying weather so the men were pleased to pancake.

iii. We are in receipt of your communication re the consignment of jars to be freighted on 10th July prox. and thank you for same.

iv. Tuning in to short wave last night, we had little interference and got Bob Ranter playing in the three hundred and eleventh episode of a soap opera sponsored by the Daisy Fresh Milk Combine.

v. This indictment denounces Charles Darnay for that he is a false traitor to our serene, illustrious, excellent and revered prince, our Lord the King, by reason of his having on divers occasions and by diverse means and ways assisted Lewis, the French King, in his wars against the aforesaid serene, illustrious, excellent and revered prince.

vi. Specially equipped with the miracle of Push-button, Power-glide automatic transmission, this model cruises all day at 70, accelerates 0 to 50 m.p.h. in 14.5 secs, has 13 cubic foot boot and protective wrap-around bumpers. Test drive it today.

vii. *Headline English.*

U.S. Space Bid Fails

Tax Probe Gets Going

K and Ike for Summit

Grim Price War Ahead

Govt. Red-Tape Blasted

Drought Hits Farmers

viii. In the event of the instrument herein being engaged or out of order, attention is directed to the fact of the nearest public telephone hereto being situated at Hampton Post Office.

CHAPTER VIII

Definitions

1. 'THERE would be no arguments if only people could first agree on the meanings of the words they use.'

Sweeping though the statement may be, men of every profession, trade and craft—the mechanic, the debater, the lawyer, the man of science, the builder, the traffic policeman, the chemist—all realize the importance of the exhortation—Define your terms!

Many students who have already encountered exercises in accurate definition will whole-heartedly agree with Samuel Butler's words: 'Definitions are a kind of scratching, and generally leave the place more sore than it was before.' Yet, in spite of the pain of the process, the attempt to acquire skill in defining your terms will greatly benefit your powers of expression. First, you must think clearly—for woolly thinking will produce a vague definition which will be more likely to confuse your reader than enlighten him. Then you must express yourself simply, clearly and concisely, avoiding any pretentious or ambiguous word that might puzzle your reader. Finally, having written your definition, you should look at it critically and see whether it passes certain tests:

- (a) Is it too general? (b) Is it too limited? (c) Is it rendered useless because the explanation contains the term you are seeking to define? (d) Is it convertible? (e) Is it correctly expressed? (f) Have you been facetious? (g) Is it simple and clear?

If you examine the following attempts at definition you will see what is meant by the tests:

- (a) *A watch is an instrument for measuring time.*

It is quite true that a watch does perform that function. However, the definition is too wide, for there are many other instruments that measure time—for example, a clock, an hourglass and a sun-dial.

- (b) *Ink is a blue fluid used for writing.*

But this excluded red ink, green ink, Indian ink and the anaemic variety used in schools. The definition is too limited.

- (c) *A horse is a quadruped.*

You will immediately notice that the definition is too wide. Is it convertible? Is it just as true to say: 'A quadruped is a horse'? Much more thought will be needed to produce an adequate definition of the word 'horse'.

- (e) *Patriotism is when you love your country.*

Here, the word 'patriotism' is not correctly defined. The word is a noun, and must be accurately described by the use of another noun. e.g. Patriotism is the *love* of one's country and *desire* to serve it.

- (f) *Boys are noise with dirt on.*

The writer here is obviously more interested in amusing his readers than instructing them. Examine such a facetious definition and you will discover a grain of truth. Boys can be dirty, noisy creatures. But are all boys always noisy and dirty? As an epigram the statement gains high marks; as a definition it would not pass.

- (g) *A lie is a terminological inexactitude.*

The writer of this definition has so complicated the matter that many of his readers will be no nearer

an understanding of the word 'lie' than they were before.

Applying the tests suggested above, point out the good qualities and the defects of the following definitions:

- i. Whisky is an intoxicating beverage.
- ii. A wedding ring is a matrimonial tourniquet.
- iii. Concentration is when you keep your whole attention on the matter in hand.
- iv. A politician is a man who sits on the fence with his ear to the ground.
- v. A precis is a condensed synopsis of a verbose passage.
- vi. A triangle is a plane figure with three sides.
- vii. A lemon is a citrus fruit used for making cool drinks.
- viii. A cynic is a man who knows the price of everything but the value of nothing.
- ix. An archdeacon is a churchman who carries out archidiaconal duties.
- x. Geography is a study of maps whereas biography is a study of chaps.
- xi. A stool is a low kind of seat.
- xii. An advertisement is a placard to attract attention.
- xiii. Something so simple that even a child can manage it—a parent.
- xiv. A church is a building with stained glass windows and a spire.
- xv. A wheelbarrow is to take things from one field to another.
- xvi. A vacuum cleaner is a machine that removes dust by means of suction.
- xvii. Superstition means a belief in ghosts.
- xviii. Stairs are a means of going higher in a house.

- xix. A cauliflower is a cabbage with a college education.
- xx. A hangover is something to occupy a head that wasn't used the night before.
- xxi. A table is a wooden square with four legs.
- xxii. A budget is the method of telling your money where to go instead of wondering where it went.
- xxiii. An argument is when two people argue about something.
- xxiv. A kangaroo is a marsupial.
- xxv. Anatomy is something that everyone has, but it looks better on a girl.
- xxvi. A prune is a worried plum.

2. Some definitions, instead of conveying exact information about the subjects, reveal the character or prejudices of the writer. Look at the following 'definitions' and then say what you learn about the writers:

- i. Routine is the grave of the soul.
- ii. Language is the art of concealing thought.
- iii. Patriotism is the last refuge of a scoundrel.
- iv. Architecture is frozen music.
- v. Genius is one per cent. inspiration and ninety-nine per cent. perspiration.
- vi. A temperamental person is two-thirds temper and one-third mental.
- vii. A bargain is something you cannot use at a price you cannot resist.
- viii. A garden is something that dies if you don't water it, and rots if you do.

When defining a word, keep in mind the importance of first stating the class or genus to which the object being defined belongs. e.g. A chair is something to sit on. Avoid the vagueness of the use of 'something'. First state the genus

or class of which the object is a member—here, a seat. Then point out the difference between the particular object and others in that class. For example, a chair, unlike a stool, has a back; and, unlike a couch, is a seat for one person.

3. To which class or genus does each of the following words belong?

a revolver, an axe, an iris, a bicycle, a hat, a violin, a football, a contract, canasta, a receipt, a saucepan, a vase, honesty, brandy, cocaine, sandals, a mongoose, rice, asthma, lip-stick, mustard, vanilla, granite, orlon.

4. Examine the following sets of words. First give the genus or class to which each word in the set belongs, and then show how each word differs from the others in the set:

- i. *Geologist, biologist, archaeologist, psychologist, neurologist.*
- ii. *Zoology, ornithology, astronomy, genealogy, philology.*
- iii. *Snake, lizard, crocodile, tortoise.*
- iv. *Hockey, football, cricket, basketball.*
- v. *Microscope, telescope, stethoscope, periscope.*
- vi. *Basket, purse, trunk, scabbard.*
- vii. *Deafness, blindness, lameness, indigestion.*
- viii. *Ankle, knee, wrist, elbow, knuckle.*
- ix. *Salt, sauce, mustard, pepper.*
- x. *Barber, carpenter, plumber.*

5. Define:

a dictaphone, cochineal, a sombrero, a pulpit, a diary, a fountain pen, a submarine, a jug, a beret, a harp, a comptometrist, a referendum, a prune, a bi-linguist, a prologue, crocodile tears, a free-lance, a spiral stair-case (without using your hands).

6. By using exact definitions, distinguish between these pairs of words:

vein—artery; umbrella—sun-shade; mat—carpet; custom—habit; bravery—bravado; river—canal; moral—morale; shoe—slipper; chair—stool; dictionary—encyclopaedia; cardigan—pull-over; magazine—newspaper; libel—slander; character—personality; reply—retort; picture—portrait; parliament—government; contagion—infection.

In much of your work on definitions you will find the dictionary invaluable. There are times, however, when even the best dictionary will not do your thinking for you in distinguishing between shades of meaning. For example, look in the dictionary for the meaning of the word 'honesty' and you will find that one of the suggestions given is 'candour'. That information will not suffice, however, if you are required to distinguish between 'honesty' and 'candour'. You must then think for yourself, and reach the conclusion, perhaps, that 'honesty' is the more general term—that it means 'integrity'—whereas 'candour', a more specialised quality, means 'frankness in speech'.

7. Try the following groups yourself, showing first what the words in each group have in common, and then distinguishing between them:

- i. *atheist, agnostic, sceptic.*
- ii. *speech, tirade, harangue.*
- iii. *parody, caricature, burlesque.*
- iv. *language, dialect, vernacular.*
- v. *murder, manslaughter, assassination, execution, massacre.*
- vi. *irony, sarcasm, satire.*
- vii. *vagabond, explorer, nomad, tourist.*
- viii. *interview, conference, interrogation.*

- ix. *model, facsimile, miniature, copy.*
- x. *sinner, villain, criminal, offender.*
- xi. *colleague, confederate, collaborator, ally.*
- xii. *drawl, gabble, lisp, mumble, stutter.*
- xiii. *scrupulous, meticulous, fastidious, fussy.*
- xiv. *belligerent, irritable, petulant.*

In conversations, arguments, debates and speeches, misunderstanding arises because different people interpret words differently. A speaker says: 'You say that you believe in democracy and yet you think it right that some men in the community have an income of £10,000 per annum, while others have to exist on the basic wage.' He thus implies that 'democracy' is synonymous with 'equality of income'. Another speaker asks: 'How can you call this a democratic country when there are restrictions on the press?' The word 'democracy' now means 'freedom from restrictions'. If the speakers could be convinced that 'democracy' means 'government or rule by the people' the force of their arguments is immediately destroyed. One word, moreover, may have several entirely different meanings, and we must be sure that we know which one the writer or speaker is using in a particular context. The noun 'state' may mean a province (Victoria is an Australian state); a condition (Your clothes are in a shocking state); the government (The State intends to increase taxation); the Commonwealth (Private interests must be sacrificed to the good of the State); or pomp (The King rode by in state).

8. How many meanings can you find for each of the following words:

society, nature, character, art, man, science, country, power, America.

9. Show how each of the following arguments is confused because terms have been used loosely:

- (a) We Victorians are slaves, for we haven't even the freedom to drink in a pub after 6 p.m.
- (b) It's ridiculous to say that speeding causes accidents. On many occasions acceleration has got me out of trouble in city streets.
- (c) I wouldn't go to U.S.A. in one of those new-fangled jets. They are not a natural way of travel like the good old ocean liners.
- (d) How he can claim to have written a novel I don't know. There's not a novel idea in his book.

10. Supply the word being defined in each of the following:

- (a) — is the science which deals with the skin and its diseases.
- (b) — is the study of insects.
- (c) — is the study of races and their relations to each other.
- (d) — is the science of atmospheric phenomena.
- (e) — is the branch of medicines that deals with poisons.
- (f) — is the study of the origins of words.

11. Explain clearly the nature of the following studies:

ethics, logic, economics, eugenics, dynamics, civics, acoustics, ceramics.

12. A *monarchy* is the system of government in which the supreme power is vested in a single person. Define:

anarchy, oligarchy, matriarchy, patriarchy, hierarchy.

13. Who uses each of the following instruments, and what is its exact purpose?

stethoscope, plectrum, spatula, secateurs, theodolite, forceps, scalpel, calipers, trepan, ammeter, bobbin.

14. Explain the nature of the complaints from which my unfortunate family suffer:

- (a) I am a martyr to insomnia.
- (b) Dad has been called a dipsomaniac.
- (c) My mother-in-law is a megalomaniac.
- (d) Cousin Claude is often overcome by claustrophobia.
- (e) Brother Horace is a hypochondriac.
- (f) Many of my kith and kin are kleptomaniacs.
- (g) Nelly, my niece, has bouts of nostalgia.
- (h) Auntie suffers from amnesia.
- (i) Sister Susy is a schizophrenic.

15. Give a single word to fit each of the following definitions:

- i. The signing of someone else's name on a document.
- ii. To reduce to lower rank.
- iii. A traditional story.
- iv. To admit as true.
- v. Failure to exercise reasonable care.
- vi. Impossible to satisfy.
- vii. An animal or bird used to entice another within range.
- viii. Cost of conveyance of goods.
- ix. Easily broken.
- x. An arrangement in which each side concedes something to the other.
- xi. A sign foretelling good or evil.
- xii. Tendency to act without reflection.
- xiii. List of goods.
- xiv. One who joins with another in the commission of a crime.
- xv. Incapable of making a mistake.
- xvi. Going on another's land without permission.
- xvii. Unable to express his thoughts in words.
- xviii. To free from blame.

- xix. An addition to a will.
- xx. To put right again.
- xxi. Swearing to a false statement.
- xxii. Published statement damaging a person's reputation.

ANSWERS TO EXERCISES

Many of the exercises do not admit of a single, definite answer. The answers set out in the following pages are only to those questions for which there are short, definite answers or for which the dictionary does not supply help readily. This explains the apparent lack of consecutiveness in the numbering of the answers. The authors felt also that many teachers would prefer that their students did not have access to a complete set of answers which in effect might save some of them the trouble of doing any thinking for themselves.

CHAPTER I

Synonyms

3. The torch flashes; the lantern gleams; the wet road glistens; the gun-barrel glints; the headlights dazzle; the sparks coruscate; the gems scintillate; the light at the end of the tunnel glimmers.

4. One exercise has been done to show what is expected. (a) Eject trouble-makers; evict tenants; excommunicate heretics; deport aliens; exile revolutionaries; expel pupils (or air from lungs).

5. (i) plod, trudge; (ii) waddle; (iii) strut; (iv) stagger; (v) slouch; (vi) stride; (vii) mince; (viii) dawdle; (ix) shuffle; (x) hustle.

6. (a) All words contain the idea of changing direction: digress from the subject; deviate from a policy; diverging roads; swerve to avoid a collision; deflect from the target; meander through the valley; divert a stream; yachts tack; cars veer; distract one's attention.

(b) (i) distract, (ii) veer, (iii) diverged, (iv) digress, (v) deflect, (vi) divert.

7. (i) drawl; (ii) stammer; (iii) mutter; (iv) gabble; (v) lisp; (vi) chat, yarn; (vii) tattle; (viii) prattle; (ix) sneer; (x) rave.

10. Collect stamps; people assemble; mustering cattle; people congregate; convene meetings; compile statistics; amass wealth; accumulate reserve supplies; collate information.

11. Animals; churchmen; stars; cardinals; Welsh bards; horsemen; students; women students; regiments or divisions of troops; guests at a formal morning reception.

Sentence Completions

1. Carrier. 2. guide—crevasses. 3. knowledge—intellectual progress. 4. verbatim. 5. intellectual—words. 6. pessimism—stoical. 7. conformity—initiative. 8. convictions—steadfastly. 9. gratuitous. 10. absorbent—blotter.

Opposites

1. Victory; professional; simple; diversify; rambling; introvert; friendly; temporary; exotic; companionable or sociable; deft or graceful; theoretical; wane; fickle; repel; discord; excitable; shallow; indulge; dynamic.

2. Diverge—converge; disperse—collect; itinerant—settled; ambiguous—unequivocal; eminence—obscurity; jubilant—downcast; heresy—orthodoxy; anomalous—normal; taciturn—loquacious; axiomatic—disputable; dogmatic—open-minded; furtively—openly.

Analogies

(i) camera : photographer; (ii) ten : one; (iii) scenario : motion picture; (iv) impassive : fervour; (v) pleased : ecstatic; (vi) imply : suggest; (vii) prodigal : frugal; (viii) trigonometry : surveyor; (ix) genius : intelligence; (x) pru-

dence : cowardice; (xi) enigma : perplex; (xii) description : exaggeration.

Literary Exercises

1. CONRAD, *Typhoon*. Topple, flurry, wallowed, cistern, gyrating, motionless, unbroken, sinister, agitated, mounds, jostled, slapping.

2. GRIMBLE, *Pattern of Islands*. Slithering, constrict, jig, sprawling, lace, shoot, jet-, explode, tentacles, burst, drifting, sea-floor.

3. JEANS, *The Mysterious Universe*. Capricious, impulse, erratic, whims, passions, malevolent, principle, emerge, inanimate, invariably, effect.

4. (a) Condone, opulence, destitution, laudable, adherents, lavish, travesty, exigencies, restraint, self-indulgence custodians.

CHAPTER III

'New' Occupations

Liftman, caretaker, dustman, undertaker, nightman, rat-catcher, attendant, porter, estate agent, carrier, hair-dresser, retailer, greengrocer, wrecker.

Neologisms

(a) *Scientific Advances, Inventions*: Telecast, whirlybird, trafficator, jeep, cyclotron, jet-stream, schnorkel, aerial, overdrive, Lunik, fall-out, anti-knock, radar, supercharge, fissionable, heliport, bulldozer.

(b) *New Materials, Processes*: Terylene, orlon, polyvinyl, bakelite, laminex, nylon, cinerama, hi-fi, cellophane.

(c) *Medicine*: Isotopes, sulfa drugs.

(d) *Clothes*: Pedal pushers, bikinis, drip-dry, bobby-sox, duffle-coat, Bermudas, jeans.

(e) *War*: Bazooka, side-winder, asdic.

(f) *Miscellaneous*: Teddy-boy, motel, disc jockey, googly, beatnik, Yeti, Venusian, gimmick, brinkmanship, hitch-hike, travelogue.

Contractions

Veterinary surgeon, omnibus, properties, photograph, influenza, luncheon, telephone, aeroplane, cinematograph, examination, public house, brassiere, detective, totalisator, zoological gardens, superlative, permanent wave, periwig, cabriolet, mobile vulgus (Latin), fanatic, linoleum, university, popular tunes, revolutions, refrigerator, lubrication, microphone.

Letter Language

United Nations Organization; United Nations Educational, Scientific, and Cultural Organization; North Atlantic Treaty Organization; South East Asia Treaty Organization; Australia, New Zealand and United States (Pact); Commonwealth Scientific and Industrial Research Organization; Hire Purchase; Melbourne and Metropolitan Board of Works; Australian National Antarctic Research Expeditions; British Broadcasting Corporation; Imperial Chemical Industries; Australian Broadcasting Commission; Federal Bureau of Investigation; Australian Council for Education Research; Inter-Continental Ballistic Missile; Dichloro-Diphenyl-Trichloro-ethane; Royal Automobile Club of Victoria; National Road Motorists Association; Her Majesty's Australian Ship; Union of Socialist Soviet Republics; Returned Sailors', Soldiers', and Airmen's Imperial League of Australia; Broken Hill Proprietary;

Victorian Authorized Newsagents' Association; Long-Playing; English, Scottish and Australian (Bank).

American English

Gene and his friends were making their way along the track: the sun had already set and the last colouring of the autumn foliage was fading. By the help of his torch Gene consulted the railway timetable he was holding in his spare hand. 'Ah, gee!' he exclaimed. 'On Fridays, Saturdays, and Sundays there are no trains after a quarter to eight. And here we are still in the bush with no car to pick us up. That's what comes of taking your barbecue so far from the track that a chap can't work out how long it will take him to get anywhere.'

American Slang

(a) The place is full of a number of men and women wearing evening dress.

(b) The police arrested Louie, and when his friends became angry at this treatment, they began shooting.

(c) Little Miss Marker promptly closed her teeth in the nearest piece of Big Nig's flesh.

(d) Charlie rises and hits the taxi-driver on the head.

(e) All the men around the table are handling thousand dollar bills.

(f) Since he has been winning money at the races, Nathan Detroit has been living extravagantly.

Slang

Stylishly dressed person; common girl; pistol; truancy; fellow; woman; good fellow ('bloke' carries a sense of approval with it); silly; drunk; crazy; fine; accordion; a person unsympathetic to the pleasures and interests of

the modern adolescent; girl; predatory male; crash; coward; Frenchman; magistrate (or nose); beard; stupid person; smooth; swift ride; intellectual; stupid; fight (or sad); angry; horse; female larrikin; old car from which the owner has coaxed the power to go fast; be enthusiastic about; borrow; aeroplane; a milk-bar attendant; fine.

CHAPTER IV

1. (b) (i) vandal; (ii) malapropism; (iii) spartan; (iv) spoonerism; (v) Amazon; (vi) volt; (vii) panic.

(f) Aberdonian, Belgian, Burmese, Cingalese (Sinhalese), Danish, Etonian, Florentine, Glaswegian, Harrovian, Liverpuddleian, Mancunian, Muscovite, Portuguese, Oxonian, Siamese, Flemish, Spanish, Swiss, Tunisian, Parisian, Trojan, Venetian, Melburnian, Bendigonian, Viennese, Neapolitan, Manx.

(g) Byronic, Buddhist, Dickensian, Edwardian, Franciscan, Elizabethan, Gilbertian, hermetic, Mosaic, Mohammedan, martial, Miltonic, Napoleonic, satanic, Shavian. Shakespearian, stentorian, plutonic, Freudian, Spenserian.

2. (a) absorption, proclamation, impetuosity, candour, sobriety, revelation, dissolution, compliance, abstinence, anxiety, obstinacy, spontaneity, supposition, renunciation, ineptitude, parsimony, opacity, publication, prophecy, embodiment, leniency (lenience), loquacity, notoriety, redemption, brevity, prevalence, resumption, deception, superfluity, authenticity, clarity, conspiracy, heredity, profundity, obduracy, vehemence, delirium, tenacity, expansion, expenditure, covetousness, bequest, admonishment.

(b) climatic, suicidal, fraudulent, analagous, paren-

thetical, nuclear, spectacular, hazardous, introductory, ominous, critical, erroneous, abusive, anachronistic, autumnal, emphatic, diagnostic, crucial, vehement, climactic, catastrophic, demonstrative, remedial, enigmatic, dissolute, dietary (dietetic), nonsensical, jocular, strategic, tactical, tempestuous, informative, glandular, chaotic, whimsical, gaseous, voluminous, expansive, inflammatory, prosaic, dogmatic.

3. (a) (i) catacombs; (ii) catechism; (iii) category; (iv) cataclysm; (v) cataract; (vi) catalogue; (vii) catarrh; (viii) catholic; (ix) catalyst; (x) catapult; (xi) catsup.

(b) (i) democrat; (ii) autocrat; (iii) aristocrat; (iv) bureaucrat; (v) plutocrat.

(c) (i) tenant; (ii) indignant; (iii) pennant; (iv) petulant; (v) militant; (vi) merchant; (vii) flamboyant; (viii) ruminant; (ix) pedant; (x) stagnant; (xi) sycophant; (xii) disinfectant; (xiii) aspirant; (xiv) malignant; (xv) irrelevant.

(d) (i) antagonist; (ii) Antarctic; (iii) antediluvian; (iv) antennae; (v) anthology; (vi) anthropologist; (vii) anti-macassar; (viii) antipathetic; (ix) antiquarian; (x) antidote.

(e) (i) abundant; (ii) arrogant; (iii) constant; (iv) pliant; (v) giant; (vi) jubilant; (vii) ignorant; (viii) recalcitrant; (ix) elegant; (x) valiant.

(f) (i) manacled; (ii) mannequin; (iii) mangrove; (iv) manipulate; (v) manifest; (vi) manoeuvre; (vii) maniac; (viii) mandate; (ix) manifold; (x) manifesto.

4. (c) (i) versatile; (ii) puerile; (iii) servile; (iv) fragile; (v) volatile; (vi) docile; (vii) infertile; (viii) febrile; (ix) mobile; (x) ductile.

(d) (ii) insipid, morbid, putrid, livid, arid, flaccid, avid, squalid, torpid, turpid, candid.

5. (a) eradicate, recuperate, exonerate, vacillate, duplicate, masticate, placate, meditate, tolerate, terminate,

congregate, capitulate, reverberate, depreciate, recapitulate, innovate, rejuvenate, dislocate, retaliate, (reciprocate), discriminate, interrogate, complicate, abbreviate, contaminate.

7. (a) (i) publicize; (ii) enfranchise; (iii) subsidize; (iv) modernize; (v) monopolize; (vi) eulogize; (vii) improvise; (viii) compromise; (ix) canonize; (x) ostracize.

8. (i) festoon; (ii) poltroon; (iii) pontoon; (iv) tycoon; (v) buffoon; (vi) lampoon; (vii) dragoon; (viii) cartoon; (ix) typhoon; (x) picaroon.

9. (i) arsenal, armoury; (ii) archives; (iii) sanctuary; (iv) brewery; (v) mill; (vi) distillery; (vii) aquarium; (viii) gallery; (ix) museum; (x) seminary; (xi) links; (xii) rink; (xiii) crèche; (xiv) nursery; (xv) binnacle; (xvi) vault; (xvii) hangar; (xviii) foundry; (xix) theatre; (xx) surgery.

11. (b) (i) inconceivable; (ii) insatiable; (iii) insipid; (iv) innumerable; (v) indict; (vi) inaugurate, innovate; (vii) induce; (viii) intrepid; (ix) indigent; (x) ingenuous; (xi) incorrigible; (xii) infringe.

12. (b) (i) expurgate; (ii) expatiate; (iii) excavate; (iv) exhort; (v) exude; (vi) expostulate; (vii) extradite; (viii) excruciating; (ix) exuberant; (x) extricate.

13. (b) (i) recapitulate; (ii) reciprocate; (iii) redundant; (iv) reprobate; (v) reiterate; (vi) retract; (vii) replica; (viii) refrain; (ix) restrain; (x) repartee; (xi) remuneration.

16. (i) examination; (ii) post mortem, autopsy; (iii) trial; (iv) court-martial; (v) experiment; (vi) census; (vii) analysis; (viii) audition; (ix) film test.

17. (a) (i) decade; (ii) tirade; (iii) stockade; (iv) cockade; (v) serenade; (vi) arcade; (vii) parade; (viii) cavalcade; (ix) renegade; (x) cascade.

CHAPTER V

2. (i) indigent; (ii) refractory; (iii) hoard; (iv) sceptic; (v) formally; (vi) complement; (vii) counsellor; (viii) congenial.

4. (i) fallacious; (ii) ostentatious; (iii) appreciative; (iv) respectful; (v) defective; (vi) precedent; (vii) taciturn; (viii) officious; (ix) allusion; (x) unpractical.

5. (i) humane; (ii) populous; (iii) sensitive; (iv) deducing; (v) credulous; (vi) intolerant; (vii) irresponsible; (viii) distract; (ix) beneficial; (x) reverent.

7. (i) idle, idol, idyll; (ii) knave, nave; (iii) mien, mean; (iv) choir, quire; (v) wry, rye; (vi) vain, vein; (vii) site, cite; (viii) waive, wave.

Homonyms

(i) idle, idol, idyll; (ii) knave, nave; (iii) mien, mean; (iv) choir, quire; (v) wry, rye; (vi) vain, vein; (vii) site, cite; (viii) waive, wave.

CHAPTER VII

Sobriquets

Duke of Wellington; Napoleon I; U.S.A.; England; Charles II; the son of James II; Judge Jeffreys; a fox; the sun; a bear; cricket; beer; Mussolini; Winston Churchill; a locomotive; Ireland; Belgium; a pirate flag; Rome; water; bread; England; the lion; the equator; playing cards; U.S.A.; horse-racing; a navy; flag of U.S.A.; Florence Nightingale; Joan of Arc; Kansas; Norway.

Jargon

(ii) Because of the bad weather the low level flight was cancelled. Shortly after the squadron was ordered to be airborne to 10,000 feet, but they failed to intercept anything as the radar showed that the unidentified aircraft was friendly. It was dangerous flying weather so the men were pleased to land.

CHAPTER VIII

10. (a) dermatology; (b) entomology; (c) ethnology; (d) meteorology; (e) toxicology; (f) etymology.

15. (i) forgery; (ii) demote; (iii) legend; (iv) concede; (v) negligence; (vi) insatiable; (vii) decoy; (viii) freight; (ix) fragile; (x) compromise; (xi) omen; (xii) impetuosity; (xiii) inventory, catalogue; (xiv) confederate; (xv) infallible; (xvi) trespassing; (xvii) inarticulate; (xviii) exonerate; (xix) codicil; (xx) rectify; (xxi) perjury; (xxii) libel.

