The construction of a workbook for enrichment of multi-meaning words.

O'Meara, Teresa A.

Boston University

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Boston University
THE CONSTRUCTION OF A WORKBOOK FOR ENRICHMENT OF MULTI-MEANING WORDS

Submitted by

Teresa A. O'Meara

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First Reader: Helen Blair Sullivan, Professor of Education

Second Reader: Donald D. Durrell, Professor of Education
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CHAPTER I
INTRODUCTION

Since the most complex phase of the reading program involves the amount of meaning that a reader absorbs from written symbols, the establishment of methods which provide various ways of presenting word enrichment and of establishing more functional uses of vocabulary materials is of vital importance. Russell states that "It is probably not the number of words which a child knows, but rather the amount of meaning he applies to a word that is important."

Inasmuch as the concept of meaning which a child has for what he reads or hears, is the result of his experience, it follows that practices in using materials of enrichment will stimulate interest and open new areas of enjoyment in reading and writing. In discussing the need for more attention to the teaching of word meaning Strickland says, "Children come upon new meanings for words they recognize and find it impossible to make sense of what is being heard or read because they cannot fit meanings they have for the word into the context in which they find it."

More and more emphasis is being placed upon the need for a

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1David Russell, *Children Learn to Read*, Ginn and Company, Boston 1949, p. 188.

functional program in the teaching of word meaning. Too frequently the understanding which children have for words is limited to a single meaning, thus causing confusion in the many phases of reading which they must do.

In considering the dependence of comprehension upon the amount of meaning which a reader has for a group of words, we realize that the meaning in any given situation depends upon the context in which it appears. It follows then that skill in applying the correct meaning to various kinds of context is important.

The Problem

The purpose of this study is to set up material which will be useful as a means of enriching and widening the child's understanding of multiple meaning words and shifts in meaning. The writer has the following objectives in mind in constructing the exercises.

1. To make the child aware of the fact that one or more meanings may be applied to a word or a group of words.

2. To make him aware of his responsibility in deciding which of various meanings he must apply in a given concept.

3. To give practice in recognizing several meanings for words which have multiple meanings rather than making application of one meaning which may cause misinterpretation.
Justification

In indicating that no available reader or workbook contains lessons which give practice in the development of multiple meaning words, McKee states that it is quite probable that the teacher will need to plan if not construct whatever materials are to be used in her class. He also states, "...beginning not later than the third grade level when words and phrases of unfamiliar meaning and strange language construction begin to appear frequently in textbooks, the child should have interesting and definite lessons in both listening and reading which will help him to acquire independence in coping with meaning difficulties in his reading."

Previous studies show that the concepts which children have for the words used in many of their reading materials vary to a large extent from the meanings they would need to correctly interpret the material being read. Constant drill on word recognition without attention to meaning is a recognized error in the teaching of reading.

In urging teachers to give more thought to this phase Gray states that it is obvious that at middle grade levels children must be given much training in selecting the appropriate meaning to fit a given context.


2 Ibid., p. 318.

The writer will therefore attempt to construct exercises which will demonstrate the changes in context which take place because of multiple meanings and shifts in meaning.
CHAPTER II
REVIEW OF RESEARCH

It is the purpose of this review of research to investigate the literature available with respect to the factor of the teaching of word meaning and shifts of meaning as a means of improving interest and skills in all of the reading areas.

Significance of Semantics in the Modern Curriculum

While it is a recognized fact that word recognition has been greatly stressed in the reading areas, there is a growth of interest in emphasizing the important phase of word meaning, especially with respect to multiple meaning of words and shifts in meaning.

The meanings which children apply to words are worthy of study in order that we may better estimate the amount of instruction that is necessary to enrich their reading experiences. The study of semantics is the result of the realization that a large number of words have more than one meaning and that meanings change according to the situation in context.

A great amount of research has shown the importance of a well-developed method in vocabulary instruction with emphasis to be placed on methods of overcoming meaning difficulties. 1 McKee lists as

important items of instruction the following:

"The understanding that a word or group of words may be used with one or another of several meanings, and that often one must stop and think in order to decide which meaning is intended.

"Skill in using the context to build the meaning of a word or a group of words whose meaning is strange."

In a report by the Commission on the English Curriculum it is stated, "Many problems of semantics need consideration in the classroom, for example, the multiple meaning of words, the effect of time and place and of one's own background upon the concepts one attaches to words, the difficulty of abstractions and of the figurative language, and finally, the emotional power of words in influencing people." In referring to the need for better and more systematic instruction of word meaning skills in the middle grades they say "...these are the grades when multiple meanings of words rise up to cause trouble and words which he thinks he has mastered now have to be approached anew."

Bond and Bond set up what they refer to as the three levels of meaning.

1. Simple recognition--the child attaches some meaning to the word symbol.

2. Extensiveness of meanings--the child attaches two or more

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distinct meanings to words that have different meanings.

3. Depth or vividness of meaning. The child has deeper understanding and greater appreciation of the concept or concepts involved.

The primary purpose of reading has been recognized as the development of such skills as will provide the reader with the ability to absorb meaning and understanding from the printed page with skill and clarity. While it is evident that great emphasis has been placed upon the development of vocabulary particularly in the early elementary grades, educators are increasingly aware of the fact that the enrichment of word meanings has an important bearing upon the results of instruction in the middle grades.

In discussing the need for a broader view with regard to the teaching of word meanings Strickland states "...words and meanings comprise much of the stuff of which life is made. The higher the level of civilization the more important they become." Placing emphasis on the need for an enrichment of meaningful vocabulary she says, "If children are to live richly and to lay hold on their intellectual inheritance they need vast resources in words and meanings to draw upon."

The importance of better instructional methods in the development of improved interpretation by children is stressed by Knipp when she


states, "Teachers are now beginning to realize that simple recognition of words is not sufficient. Children at all levels must be aware of extensiveness of meanings of words and depth or vividness of meanings."

Brin tells us that, "It becomes obvious then that words, per se, mere letter combinations are not significant. What does assume paramount significance is a consideration of common meaning, or meanings, which people, through education and long association with the word, have attached to these letter combinations."

In making recommendations for vocabulary instruction Kottmeyer discusses the importance of providing systematic methods of teaching various types of meaning skills and states, "As soon as a child reaches the level of reading when he meets words whose meanings are not familiar his rate is often decreased."

The need for more emphasis in semantic instruction at all levels is brought to the fore from the results of Berwick's test. An average mean of 94.5 was obtained from a possible score of 230 on the identification test. Therefore, more than half of the basic common meanings were not identified by the pupils in grades 4 to 8 who took the test.

This need is substantiated by LaBrant when she tells us that


another important understanding about language is that words have many meanings and that often communication breaks down because the meaning of the speaker is not clear. She also states "...it is important that the student of language understand that in addition to the liberal meaning, a word carries overtones of emotion to him. These are the results of the situation under which he has heard or read the word, and vary from individual to individual."

As a means of overcoming confusions which children are prone to develop when confronted by words of numerous meanings a well-planned word enrichment program is recommended by Witty. He tells us that a background of enrichment with respect to word meanings not only clarifies context but also helps children to recognize words quickly when they are met in new as well as familiar materials. He suggests the use of pictures as an added means of developing interest in searching out the various meanings of words which have multiple meaning.

The fact that too little attention has been paid to this area of language teaching is pointed out by McKee when he states that, "Pupils have received so little instruction in this matter that the average fourth grader and the average college freshman are unable to use available and useful verbal context to build meanings of half the strange words they meet in their textbooks."

The use of new types of books is obviously dependent on the

child's ability to read well and satisfy his purposes without much effort. Investigations indicated that pupils in the middle grades do not acquire reading vocabularies and abilities quickly without specific instruction. Gray and Holmes have shown that specific guidance is much more successful in extending the child's meaning vocabulary than is incidental training.

The importance of semantics in the teaching of reading in all areas is stressed by Burrows who tells us that the process of invest- ing words with new meanings is part and parcel of any worth-while unit of content study. It fosters a normal kind of growth from vague inaccurate concepts and understandings to more precise and richer comprehension.

Walpole's definition of semantic study summarizes the objectives of a typical curriculum. He states that characteristics of semantic skill are two important linguistic habits.

1. A constant awareness of the importance of context.
2. The practice of multiple definition.

In stating that multiple definition is referred to as a technique he tells us that it is the best means of controlling shifts in meaning.

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He says,

...it is the process of distinguishing as many as possible of the different shades of meaning of a troublesome or interesting word, and of defining each.

The work of Donald Durrell, Emmett Betts, Marion Monroe, and the studies of Ethel Mabie in connection with the elementary language program in Madison, Wisconsin, are just a few of the examples of findings which shriek to high heaven the necessity of emphasizing meaning, even though the sanctified concept of speed may suffer presumable violence.

In stating that recognition and meaning are closely related aspects in the presentation of the reading vocabulary, Berry discusses this factor of word enrichment when she states, "The possession of a rich fund of word meanings is a prerequisite to adequate comprehension and interpretation in reading. Indeed, an adequate meaning vocabulary is essential to intellectual maturity, and the entire school program should be examined to determine how it contributes to the acquiring of vivid, accurate concepts." She also states that, "As children progress through the elementary school, more and more of their word difficulties are apt to be associated with meaning rather than recognition difficulties."

Thorndike classifies words for study with respect to the problem


of meaning in the following manner:

(a) "words which always, or almost always have the same meaning.

(b) "those which have several clearly distinct meanings, the one intended being indicated, as a rule, by the context.

(c) "those whose meanings fluctuate 'by fine shades or degrees,' and which require not only a study of context but also 'considerable ability and experience in the hearer or reader.'

(d) "those whose meanings are so varied that they can be grasped only as totals, such as, no matter, never mind, call down, clear out."

In a report by the Committee for National Conference of Research in English, they report some studies which have reference to the ability of children to supply shades of meaning. Steger with 464 elementary school pupils from grades five to eight in four communities studied the ability of these children to supply all possible meanings attached to 44 words of high frequency selected from Horn's list. Intelligence was tested by means of the Kuhlmann-Anderson Intelligence Test. Word knowledge was tested by means of home-made tests. For each word pupils were asked to write as many different meanings as they could in the form of words, phrases, or sentences. It was found that there was some increase in ability to detect or state shades of meaning from grade to grade. There was enormous individual variation and a great deal of lack of intricate word knowledge indicated.

White's study investigated semantic variations in oral and written vocabularies of 79 fourth, fifth, and sixth grade pupils. Examination of written work was made to determine the different interpretations pupils made from context because of multiple word meaning. This study showed that "...even with this small number of children, and limited stimuli, the importance of semantic variations is strongly apparent." One example stated was the use of the word "up" with twenty-two different meanings. Other words showing typical variations were back, down, out, take, and away.

Williams made a study of 62 first-grade children, using 32 frequently used words which have shades of meaning. Using two groups over a period of three months she found that the experimental group, which was given considerable help in the area of word meaning, made twice the progress of the control group, which took part in the experiment. This would seem to prove that such training could prove valuable if started even at the earliest stages of the reading program.

With reference to the amount of transfer which takes place between enriched vocabulary study and written and oral recall, there is an interesting study reported by the National Conference on Research in English.


In an elaborate study Gray and Holmes\(^1\) found that pupils were unable to recognize accurately their needs and deficiencies in respect to word meanings. The investigations sought to determine the relative effectiveness of direct and incidental methods of promoting vocabulary growth. After selecting comparable experimental and control groups at the fourth grade level they developed similar procedures in teaching each unit to both groups excepting with respect to word meanings. In the experimental group, the teacher gave specific attention to new and unfamiliar words helping pupils through a study of context and the use of illustrations, pictures and other devices to secure a clear grasp of the meanings of words in the passages read. The words were also used freely in classroom discussion and in written reports. In the case of the control group the teacher provided no help in word meanings except as individual children asked for it. Intensive studies of the progress of the pupils showed that the experimental group not only made significantly greater growth in meaning vocabulary but also in oral and silent reading achievement, in spelling, and in richness and accuracy of the vocabulary used in oral and written reports.

Summary of Part I

This section of the research chapter has been concerned with the significance of semantics in the modern curriculum with respect to the need for more attention to the factors of words of multiple meanings and shifts in meaning and their contribution to better interpretation of context.

The National Conference on Research in English presented some of its major findings with respect to the teaching of vocabulary in elementary schools. The summary includes information with reference to the area of semantic instruction. The findings stated:

1. "That recognition of a word by no means guarantees understanding and that understanding a word in one setting by no means implies complete understanding."

\(^1\)Gray and Holmes, ibid., p. 22.
2. "That inflectional and semantic variations constitute great, but not insurmountable problems, and thought rather than simple recognition requires emphasis.

3. "That ability to define and ability to use words are not identical attributes.

4. "That vocabulary improvement should be planned, not left to chance.

5. "That teaching vocabulary in one setting, or for one use, does not provide for complete transfer."

Smith summarizes this phase of the study when she states,

It is only recently, however, that semanticists, those primarily concerned with the significance of words, have brought sharply to our consciousness our inadequacies in the use of word meanings. The analyses, examples and principles, which the modern semanticists are placing before us are so impressive and convincing that we in the teaching profession are moved to a re-examination of the entire curriculum in search of fresh possibilities for aiding children to express themselves more effectually and to interpret language symbols more exactly.

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1 Nila Banton Smith, "How Will the Semantic Emphasis Affect Reading Instruction?" Pamphlet (Reprint from *Education* (May, 1949), 70:553-554), p. 2.
Development of Proper Techniques to Emphasize Semantic Instruction

The recommendations which have been made by educators with respect to semantic instruction as a part of the modern reading program, stress the importance of a need for proper techniques in developing workable word enrichment backgrounds. Emphasis is placed on the areas of multiple meanings of words and shifts in meaning.

Gates\(^1\) tells us that investigations have shown that most children develop a stock of word concepts more rapidly and more effectively when words are singled out and sensible methods used to give them fuller and more exact meaning. For this purpose some type of "word enrichment" program is usually introduced in connection with reading, spelling and other subjects. He also suggests interesting and stimulating types of exercises when he says, "As a pupil acquires efficiency in using language, meanings may be enlarged, enriched and made more definite through language activities."

Witty\(^2\) also refers to the use of well-thought-out materials when he says, "Relationships between words may be clarified by use of exercises involving the relationship of one word with another."

Since the ability to get meaning from various types of material is the most important skill to be mastered, techniques which provide opportunities for pupil responsibility in deciding meanings are essential. Bond\(^3\) tells us that the effective use of context is developed

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\(^2\) Witty, ibid., p. 147.

in the first place through having the child read meaningful material from the start. He also states that the ability to search out meaning can be taught when he says, "The effectiveness of using meanings to find out what a word is should be pointed out to the child and he should be shown how meanings help." With respect to the effectiveness of meaning backgrounds in the area of comprehension he says, "Meaning backgrounds and knowledge of vocabulary contribute to the child's effectiveness as a reader. They also influence the interpretation of what he reads."

Studies have shown also that the richness and extent of the vocabulary used by children in the middle grades depends upon the type of teaching to which he has been exposed. Kottmeyer says, "...some activity to expand the child's knowledge of word meaning is always useful." McKee recommends, "Since the meaning of a word in a given setting is determined by its context, the most sensible way of discovering the meaning of strange words found in the reading matter is to use the context correctly."

McCullough in listing vocabulary errors from the point of view of teacher error tells us that in many cases teachers fail to provide enough help in giving experience with new words.

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Knipp provides a technique aimed at demonstrating to children the manner in which words shift in meaning depending upon the manner in which they are used in context. Words like "band" for example.

1. I saw a band of gypsies on the road.
2. His watch band was pure gold.
3. A band of light shone through the window.
4. A band of robbers stole the horses.
5. The shepherd band started to cross the desert.

Explain the meaning of "settle" in each of these sentences.

1. The shepherds decided to settle in that valley.
2. I need ten dollars to settle the bill.
3. We saw the ship settle in the mud.
4. Can you settle this argument?

An important factor to be considered by teachers is that the size of the vocabulary that a child has apparently mastered is not always typical of his ability to use it intelligently. It is only through his skill in gaining meaningful concepts through the use of such a vocabulary that it becomes important. Betts tells us that when children are given systematic guidance in the use of contextual aids to word recognition or meaning, the hit and miss guessing element should be minimized and eliminated. Such guidance would promote interest in the use of context clues.

1. Knipp, ibid., p. 44.
Too frequently the understandings which children have for words is limited to a single meaning, thus causing either confusion or lack of interest in the context. Durrell\(^1\) states that words are more easily learned when possessed of "color" or surrounded with many associations. He says, "A word may be 'dull' if it has only one meaning, such as a dictionary definition or a simple definition given by the class. Such a word will be learned with difficulty and forgotten quickly." A child may read a word correctly when it has one meaning and not when it has others. With respect to the need for better instruction in vocabulary areas, he reports a study by Elivian\(^2\) showing that, in general, fifth and sixth grade children were unable to discover for themselves the words which they did not know, even though words were defined in context. These children acquired very few word meanings through a single reading. They varied in their ability to secure meaning from context when they faced a word-definition matching test to be taken while reading. Certain of the skills involved seemed to be developed if six or eight specific lessons were given over to such development.

In his discussion of the subject of better understanding of word meaning as a means of improving comprehension, Gray\(^3\) states, "No teacher

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\(^3\)William S. Gray, *On Their Own in Reading: How to Give Children Independence in Reading*, Scott, Foresman and Company, New York, p. 58.
can assume that children will make full use of meaning clues without guidance." In following up the subject of how to provide help in this type of instruction he says, "Since rich meaning association for words may best be developed through actual experience, one very effective way to insure that the words in a given selection are in the child's vocabulary is to provide first hand experience through which youngsters acquire concrete meanings for words."

Adams refers to the semantic problem in discussing the importance of instruction in the area of figurative language. In stating that this type of material is encountered in the intermediate grades, she says, "The child who encounters the sentence, 'The man left town under a cloud,' and visualizes a man walking along with a fleecy mass of fog or haze suspended over his head, requires helpful elucidation by the teacher in learning the difference between figurative and literal impressions."

Since the goal of reading should be the development of sustained interest in all of the reading areas, such as vocational, recreational, and cultural, an enriched background in word meanings should become a source of motivation. Dolch tells us, "If a teacher will investigate this problem, she will become convinced that perhaps the most worth while thing she can do in any school subject is to develop word meanings. If a child becomes accustomed always to ask and ask about a


strange word, he will continue year after year, to ask and ask and in this way he will build up his stock of concepts to an unbelievable degree."

Gray makes a comparison between the type of reading required in the primary grades and that required in the upper grades, stating that while primary children usually read materials using fairly familiar vocabularies, upper grade children are faced with the factors that may be beyond their everyday experience. He points out that teacher guidance is needed, at this creative level, because guessing may occur if the meanings which they meet in print, digress too much from the area of his experience.

Under a list of suggestions for the development of word meanings in Grade 6 and above, Berry makes reference to the need for skill in using multiple definition when she says,

Sensitize children to the multiple meanings which words have. Children will profit from exercises such as the following; writing sentences or drawing illustrations for as many different meanings as they can for a given word such as run, well, see; finding examples in a given selection of the use of the same word with different meanings; pairing the matching sentences from two sets of sentences which exemplify each of the various meanings for a given word.

With the reference to the transfer of meaning to skills in comprehension Gray says:


The extent of one's meaning vocabulary is more closely related to comprehension in reading than any other factor studied thus far, other than intelligence. When the materials assigned contain too many new words and concepts pupils at all levels are blocked in their effort to grasp the meaning of what they read. A first step is to assign materials which are properly adjusted in respect to meaning vocabulary to the level of advancement of the pupils. The second step is to provide training and guidance needed to insure the continuous enrichment of meaning vocabulary and the development of the attitude and skills essential to identifying the meaning of new words independently.

Gates\(^1\) recommends the setting up of exercises which focus the pupil's mind on the various meanings of a word. Under Principles to Observe in Developing Word Meanings, he states,

> Meanings can be brought out more sharply and clearly and their precise nature more exactly defined by setting up realistic activities which center the attention on the meaning of the word per se. For example, after the word has been introduced in context and reviewed, its meaning may be discussed by itself and the different shades brought to the fore in some type of exercise. Various problems involving discrimination among the several meanings or shades of meaning of words may be introduced.

Summary of Part II

This part of the research chapter has been concerned with the literature available with reference to the need for a more systematic and scientific method in the adaptation of semantic skills to the teaching of reading.

Such investigation indicates that educators recognize that:

1. Since it is a recognized fact that polysemantic words, or words of multiple meaning have a direct influence upon context, systematic planning should be made to provide more abundant materials

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stressing the various levels of abstraction and shifts in meaning.

2. A sensitiveness to semantic values needs to be developed in order that the goals of sustained interest in reading may be attained. Smith summarizes the findings for us when she says, "As word relationships and their influence upon interpretation are brought more sharply to the attention of teachers, they will devote larger proportions of their reading time to discussions and study of contextual effects upon word meanings."

In discussing the need for a well defined program in this area she states, "As we come more generally to understand and adopt semantic teachings, the discussion and clarification of different levels of abstraction will be considered one of the most important responsibilities of the teaching of reading."

\[\text{1} \text{Nila Banton Smith, How Will the Semantic Emphasis Affect Reading Instruction? (Reprinted from Education (May, 1949), 80:556-561.}\]
CHAPTER III
CONSTRUCTION OF THE EXERCISES

The purpose of this study is to set up materials which will attempt to give practice in recognizing that words may have more than one meaning, that shifts in meaning cause changes in the interpretation of a given selection, and that the ability to recognize the correct meaning in context increases interest and pleasure in reading and writing.

The words which are used in the development of the exercises were chosen from a list in the Berwick doctorate study, which was used to determine the amount of meaning which children attached to certain frequently used multi-meaning words. The test has shown that more than half of the common meanings of such words were not identified by the pupils taking the test.

Using 85 words from the Berwick list the exercises in this workbook were set up in the following manner:

Sample Exercises

1. Ability to recognize shifts in the meaning of words.

Example

The word bank has more than one meaning. Some of the ways in which we can use this word are shown in this lesson.

1. A bank is a place where one places his savings for safety.
2. A pilot must bank his plane in one of the manoeuvres he learns in flying.

3. The steep sides of a river are called its banks.

4. Before lying down to rest on the range, the cowboys bank their fire to keep it alive until morning.

5. If you bank your money each week your savings will grow.

6. In the early days the settlers would bank the sides of the cabins with branches to keep out the cold.

Look at these sentences carefully and decide which meaning is used in the same way as in the sentences above. Write the number in the space before the sentence.

Example

( ) It takes hours of training to learn how to bank a huge transport plane.

( ) Mr. Smith is president of the Trust Saving Company, which is the bank on the corner.

( ) After the family finishes their picnic, they will bank the fire until it is time to eat again.

( ) During the flood the water came up high on the banks.

( ) Did your brother bank anything this week?

( ) If we bank the snow against the door, we cannot get the car out of the garage.

2. Ability to recognize the words which have more than one meaning.

Some of these words can be used with more than one meaning. Look carefully at the words and try to decide which of the words can be used in more than one way. Put a circle around the words which have more than one meaning.

<table>
<thead>
<tr>
<th>call</th>
<th>chop</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>tie</td>
<td>live</td>
<td>fine</td>
</tr>
<tr>
<td>ring</td>
<td>plane</td>
<td>into</td>
</tr>
<tr>
<td>chicken</td>
<td>fit</td>
<td>saw</td>
</tr>
<tr>
<td>match</td>
<td>give</td>
<td>time</td>
</tr>
<tr>
<td>fall</td>
<td>shoe</td>
<td>spring</td>
</tr>
<tr>
<td>table</td>
<td>play</td>
<td>hide</td>
</tr>
<tr>
<td>door</td>
<td>pick</td>
<td>coat</td>
</tr>
</tbody>
</table>
3. The ability to match the correct meaning to material which is met in context material.

In this short story some of the words have more than one meaning, because of the way in which they are used in this story. Look at the glossary and decide which of the meanings is the correct one. Write the number which matches the correct meaning in the blank.

(1) pack —— a large bundle
(2) pack —— to place things closely together
(3) roll —— a kind of food
(4) roll —— to move or push along
(5) trail —— a road or pathway
(6) trail —— to follow along at a distance

The shaggy little burro nuzzled his master as he lay beside the steep ( ) trail. The sun was burning down like fire and the ( ) pack on the tired animal's back was a heavy burden. Each time the sleepy fellow awoke he would ( ) roll over and start to snore once more. Slyly the burro reached for the ( ) roll which the man clutched in his hand. Jumping up suddenly the good-natured fellow began to ( ) pack his cooking tins and started off for home leaving the burro to ( ) trail behind him.

4. The ability to differentiate between meanings and non-related material.

Example

1. call

(x) to go to visit
(x) to raise one's voice to signal
(x) to use the telephone
(x) the sound made by a bird
( ) to be lost and alone
(x) to bay
( ) to search

2. page

(x) a member of a king's court
(x) a messenger
( ) a paper
(x) part of a book or magazine
(x) to call out a name
( ) a fairy story
In writing the fifty original exercises difficult levels of reading were avoided and emphasis was placed on deciding which meaning was correct. Teacher guidance and pupil discussion have been emphasized by educators in stressing the need for increased skill in comprehension through the enrichment of multiple meaning words and shifts in meaning in reading and writing areas.

This study is an attempt to give higher achievement in all reading materials through the development of interest and skill in searching out depth of meaning.
WORKBOOK OF MULTI-MEANING WORDS
The exercises in this book will help us to understand how some words may be used to give several different meanings.

Before reading any of the exercises test yourself to see whether you can recognize words that have more than one meaning. These words are called multi-meaning words.

In the lists below draw a line under the multi-meaning words.

Example

<table>
<thead>
<tr>
<th>play</th>
<th>sidewalk</th>
<th>fall</th>
<th>bit</th>
<th>bolt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clipper</td>
<td>net</td>
<td>master</td>
<td>key</td>
<td>afraid</td>
</tr>
<tr>
<td>2. dentist</td>
<td>arm</td>
<td>tie</td>
<td>dishpan</td>
<td>jewels</td>
</tr>
<tr>
<td>3. square</td>
<td>iron</td>
<td>stray</td>
<td>pass</td>
<td>bank</td>
</tr>
<tr>
<td>4. beautiful</td>
<td>diamond</td>
<td>abundant</td>
<td>kerosene</td>
<td>figure</td>
</tr>
<tr>
<td>5. ring</td>
<td>sign</td>
<td>cigarette</td>
<td>firm</td>
<td>lodge</td>
</tr>
</tbody>
</table>

The words in this list that have only one meaning are:

- diamond
- dishpan
- jewels
- beautiful
- cigarette
- kerosene
- dentist
- afraid

All the other words have more than one meaning.

Check yourself and see how many you recognized.
Development Lesson for Discussion and Demonstration of Meaning

There are many words in our language that have more than one meaning. When we understand several meanings for a word it helps us to read with more enjoyment. We will read the following sentences together and see the interesting ways in which some of these multi-meaning words may be used.

The word bank has several meanings as:
1. A bank is a place where one places his savings for safety.
2. A pilot must bank his plane in one of the maneuvers he learns in flying.
3. The steep sides of a river are called its banks.
4. Before lying down to rest, on the range, the cowboys bank their fire to keep it alive until morning.
5. If you bank your money each week your savings will grow.
6. In the early days, the settlers would bank the sides of the cabins with branches to keep out the cold.

Now we will look carefully at these sentences and decide which meaning is used in the same way as in the sentences above.

Write the number in the space before the sentence.

( ) It takes hours to learn to bank a huge transport plane.
( ) Mr. Smith is president of the Trust Company, which is the bank on the corner.
( ) After the family finishes their picnic, they will bank the fire until it is time to eat again.
( ) During the flood the water came up high on the banks.
( ) Did your brother bank anything this week?
( ) If we bank the snow against the door, we cannot get the car out of the garage.

On these lines write 3 sentences using the word bank in different ways.
Block is another multi-meaning word. Sometimes we say that this kind of word can shift or change to fit the thing we are talking or writing about.

Examples for study.

1. The police will block off the part of the square to be used by the school band.
2. Before the War between the States, poor slaves were placed on the block and sold at auction.
3. A long row of buildings is referred to as a block.
4. Great steel tanks will block any troops who attempt to enter the city.
5. The strong timber from the north woods was used as a block on which the mast was placed.
6. When a felt hat has been soaked during a rainstorm it must be blocked into shape again.

Which of these sentences fits the definition given below? Put the number in the bracket before the phrase.

( ) a solid piece of wood
( ) outline roughly
( ) auction stand
( ) row of buildings
( ) put in shape
( ) to hinder
The pictures below help to show us one of the meanings that a word has. Try to write a sentence using a different meaning.

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>plain</strong></td>
<td>As far as we could see the great fields of wheat stretched over the plain. Now use plain another way. (She wore a plain dress.)</td>
</tr>
<tr>
<td><strong>iron</strong></td>
<td>A golfer speaks of one of his clubs as being an iron.</td>
</tr>
<tr>
<td><strong>match</strong></td>
<td>The boys attended the tennis match.</td>
</tr>
<tr>
<td><strong>pitch</strong></td>
<td>The skilled player can pitch a good game.</td>
</tr>
<tr>
<td><strong>coach</strong></td>
<td>The royal princess rode in a fine coach.</td>
</tr>
<tr>
<td><strong>tender</strong></td>
<td>The tender brought the captain to shore.</td>
</tr>
<tr>
<td><strong>clipper</strong></td>
<td>The Navy has finished building a swift clipper.</td>
</tr>
</tbody>
</table>
Shifts in Meaning

Knowing several meanings for a word makes it more interesting to work with. Here are some of the meanings for the word change.

1. The boys will change their clothes and dress in warmer clothing for skiing.
2. There has been a change in the ways of transportation in our country.
3. It is good practice to count the change you receive after making a purchase.
4. This year the farmer expects to change the crop in order to protect the soil.
5. The guards walking silently by the tomb of the Unknown Soldier change places at midnight.

Now look at these sentences and decide which of the meanings is the same as in the sentences above.

Put the correct number in the bracket.

( ) Arriving at the Old Concord Inn the drivers of the coaches would change places.
( ) The clerk counted the change before putting it in the register.
( ) The soldiers received a change of outfits when they went on maneuvers.
( ) Many people change their cars each year.
( ) Each season brings a change of weather.

On these lines write 3 sentences using the word change in different ways.
The word bay has many interesting uses. It can be used to describe:

- the cry of an animal
- a helpless person or animal
- a kind of a tree
- a color
- a body of water
- a part of a house

Now look closely at these sentences and discover how one word can be used in so many different ways.

1. After weathering five stormy days the stricken ship sailed into the bay.
2. The bay of the hounds usually means that they have discovered the scent of an animal.
3. The sun poured in the bay window where Tom's canary was singing.
4. The soldiers were held at bay because they were heavily outnumbered.
5. The bay sheds its needles as does the pine and hemlock.
6. The bay horse looked lonely as he stood by the old brown shed.

Now see how well you can match the meanings by writing in the correct numbers in the parentheses.

( ) A row of bays grew by the edge of the river.
( ) We could hear the bay of the dogs as they pulled the sledges through the snow.
( ) The barges sailed down the rivers and across the bay.
( ) In remodeling a home a bay window often provides more room and light.
( ) A fox is often sly enough to escape even when held at bay by a number of dogs.
( ) A reddish brown horse would be called a bay.
In this story below we will see how we can use three words in different ways to make a story more interesting. Place the correct number from the glossary in the bracket.

The Small Box

The peasant boy hid behind some ( ) box bushes as the sound of rushing horses grew louder. This was the hour when the coach passed the ( ) fork in the road near his poor shelter. Each day he would ( ) run to the same spot to see the spectacle.

One of the passengers astonished him today by throwing a tiny ( ) box directly at the place where he was hiding. Opening it with trembling fingers, he found a tiny golden ( ) fork lying inside. Sitting quietly for some time, he wondered if this was the way the world was ( ) run. A nobleman making a poor, young boy quite happy!

box (1) a container run (1) to carry on business
(2) a kind of bush or tree (2) to move quickly
fork (1) a crossroad
(2) a tool for eating
### Identification of Meanings

Put a check (x) before the phrases which give a meaning for the word:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>( ) a container&lt;br&gt;( ) to spar with a partner&lt;br&gt;( ) a bush or tree&lt;br&gt;( ) to strike on the head&lt;br&gt;( ) a bundle</td>
</tr>
<tr>
<td>run</td>
<td>( ) to move rapidly&lt;br&gt;( ) to try for an office&lt;br&gt;( ) to stage a race&lt;br&gt;( ) a dropstitch&lt;br&gt;( ) the direction taken by a bus&lt;br&gt;( ) to direct something&lt;br&gt;( ) to string wire&lt;br&gt;( ) to be late&lt;br&gt;( ) to save time</td>
</tr>
<tr>
<td>fork</td>
<td>( ) a farm tool&lt;br&gt;( ) a piece of silverware for dining&lt;br&gt;( ) a meeting of several highways&lt;br&gt;( ) a pronged weapon</td>
</tr>
</tbody>
</table>

Now look at the check and see whether you knew all the meanings for these words.

Check: All of these meanings should be checked, since all of them were correct definitions for these words.
### The Key to Victory

Many years ago there lived a cruel, ambitious king who hoped to rule the countries surrounding his kingdom. He would *drive* his armies to the *key* city of a kingdom and proceed to *sack* it and kill many of the people who lived there.

It was strange but true that a humble beggar, wearing a ragged *sack* and tattered shoes brought about the defeat of this despised invader. Sitting at the gates of the royal palace he held in his soiled hands a *tiny key*. He had found it some months before lying near a *sack* that had been dropped by a rough soldier. Now the enemy was returning again in search of arms which they knew were hidden somewhere within the gates.

Hobbling painfully to the door of the palace the sly beggar offered the *key* to a guard for some food and drink. Seizing the *key* the guard signaled his men to open the storehouse and defend their positions. Lining the *drive* that led to the castle they bravely drove back the invaders.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>key</td>
<td>instrument for fastening or opening a lock</td>
</tr>
<tr>
<td>important</td>
<td>location</td>
</tr>
<tr>
<td>a loose coat</td>
<td>to plunder</td>
</tr>
<tr>
<td>to push hard</td>
<td></td>
</tr>
<tr>
<td>a smooth road</td>
<td>to push hard</td>
</tr>
</tbody>
</table>

Using Glossary with Context
## Matching Game

Deciding what words mean. Write one of the words given in the column in the blank before the sentence which has a meaning like the word.

| crop      | post | The sailor on night watch will stay at his station. |
| crowd     | spring | A tiger will jump fiercely upon its prey. |
| interest  | crop  | The herder will cut the wool from the sheep. |
| log       | company | A group of men bought out a toy factory. |
| drum      | interest | The money we put into the bank works for us. |
| scale     | crowd | People who push too closely to a victim of an accident cause danger. |
| spring    | spirit | The men of the Air Corps serve our country with pride. |
| screen    | drum | The container on the truck is full of oil. |
| pilot     | log | The captain carefully recorded the events of the overseas journey. |
| fine      | scale | The explorers went up the steep slope of the mountain. |
| company   | fine | The law forces men to pay for shooting out of season. |
| post      | pilot | The well trained men knew how to bring in the damaged transport. |
| spirit    | cast | |
| cast      |    | |
Shifts in Meaning within a Paragraph

Read the sentences below and notice how the word bolt is used in a number of ways. Then read the paragraph below and place the numbers for the correct meaning in the bracket before the word.

1. If the gate of the corral is left open the wild young horses will bolt for freedom.

2. It is necessary to bolt the doors in the bank that lead to the treasury.

3. Young puppies are always hungry and bolt their food regardless of how well they are fed.

4. People often refer to a flash of lightning as a bolt of lightning.

5. A bolt is a metal pin used to prevent a door from being opened.

A sudden storm was announced by a ( ) bolt of lightning and a crash of thunder. The unexpected noise caused the horses to ( ) bolt from the field in excitement. After rounding them up the cowboys drove them into the yards and ( ) bolted the gates. Then they returned to the kitchen to finish their meal quietly for these easy going men never ( ) bolted their food.
Cast is another word that has a number of interesting meanings.

Read the sentences below and then decide which of the sentences in the exercises have similar meanings.

1. A broken leg must be placed in a cast in order that it will heal correctly.
2. The early kings often had images of themselves cast in gold.
3. Good citizens know something about a man before they cast a vote for him.
4. A memorial wreath was cast into the sea in memory of our navy men.
5. The success of a stage play depends upon the skill of the cast.

( ) The fishermen cast their great nets into the waters off the Great Banks.

( ) The leading lady is probably the most important member of the cast.

( ) The Old Man of the Mountain was cast in stone by nature.

( ) A skillful nurse can help to remove a rigid cast.

( ) Millions of people in our country have the right to cast votes during an election.

Write three sentences using the word cast.
Development Lesson to be Used to Show Variation of Meaning within Context

In this story some of the words have more than one meaning because of the ways in which they are used. By looking carefully at the glossary, we can decide which of the meanings we must use. Write the number which appears in the glossary in the correct blank.

A Welcome Guest

Halfway up the side of a lofty mountain, there was a fine old lodge where travelers would seek refuge from storms, rest awhile on a tiresome journey, or simply enjoy a restful holiday.

The innkeeper was a pleasant man, who because he was now quite feeble, employed a hand whose duty it was to make the guests comfortable. This trustworthy servant did his work well and so it was very unusual for any of the visitors to lodge a complaint about the food or shelter.

On many an occasion there came a man, who although once a count, was now a man of very little wealth. Yet the others would count the days until his arrival when he would hand them some small trinket and relate a fascinating story of its history in the days when he attended court.

1. (a nobleman)  count  3. (an inn)
2. (to reckon up) lodge  4. (to find fault)
hand
5. (an employee)
6. (to pass to another)
Can you use the word correctly?
Match the word with the phrase.

**Example**

<table>
<thead>
<tr>
<th>count</th>
<th>to file a charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a member of a royal family</td>
</tr>
<tr>
<td></td>
<td>a part of the body</td>
</tr>
<tr>
<td></td>
<td>to remain to rest</td>
</tr>
<tr>
<td>hand</td>
<td>an employee</td>
</tr>
<tr>
<td></td>
<td>to give out</td>
</tr>
<tr>
<td></td>
<td>to keep track of</td>
</tr>
<tr>
<td></td>
<td>a hotel</td>
</tr>
<tr>
<td>lodge</td>
<td>applause</td>
</tr>
<tr>
<td></td>
<td>source from which a thing comes</td>
</tr>
<tr>
<td></td>
<td>a small house</td>
</tr>
<tr>
<td></td>
<td>to put confidence in</td>
</tr>
</tbody>
</table>
Look at the glossary before reading the story. Can you tell in what way the three words in the list can be used in connection with a story?

The words are:

- stray
- bear
- shelter

- the act of protecting (1)
- a building or home (2)
- to be able to stand (3)
- an animal (4)
- a lost animal (5)
- to wander and get lost (6)

While crossing the plains one chilly autumn evening a herdsman heard a weak, lamenting cry and recognized it as that of the ( ) stray for which he was searching. Quickly wrapping it in his warm jacket, he placed it on the saddle in a way in which his mount could more easily ( ) bear its weight.

From long experience he knew that this was a lucky little animal because a passing ( ) bear would certainly kill it. Now the rescuer would take it to the ( ) shelter and feed it warm milk. In this open country it was difficult to ( ) shelter young animals that ( ) stray from the herd.

---

Put an S in the blank before a sentence using shelter.
Put a B where bear would be correct.
Put an X where stray is the correct meaning.

S The hunter used branches to protect himself from the blizzard.
X The hungry kitten seemed to be without a home.
B It would be difficult for an Eskimo to stand the high temperatures of a desert.
Thinking about the ways in which we use words.

coach  spring

Yes or No

1. A coach could be used for transportation.  ____
2. A coach is a kind of an instructor.  ____
3. Railroad companies make use of coaches.  ____
4. The coach scores points during a basketball game.  ____
5. A tiger can spring upon a small animal.  ____
6. A spring is a part of a coach.  ____
7. Spring is a season.  ____
8. To spring means to leap.  ____
9. A diesel engine is a coach.  ____
Working with One Word

pan
(1) a shallow dish for cooking
(2) to ridicule or make fun of
(3) to wash out gravel

Look carefully at the meanings of these words. Now read the following incidents and match the meaning with the story by writing the number in the blank after the paragraph.

The prospector worked far into the dusk trying to prove by panning that this yellow dust was indeed gold. ( )

One old prospector would always pan a newcomer good-naturedly, for he had been here these many years and was amused by their cockiness. ( )

Always the movements of the prospectors were made known by the rattle of the pans that were tied to the burros back. ( )

We often hear one radio comic pan another about the quality of his jokes. This is all a part of the show business and is accepted without bitterness. ( )

It would be a waste of time for inexperienced men to expect to get rich by trying to pan for gold. ( )

In the great army field kitchen hundreds of pans held food for the hungry men who had been on duty at the front all night. ( )
Here are several meanings for the word *plain*. Read these short paragraphs and number the meaning in the glossary that is nearest to the meaning in the story.

(1) clearly understood
(2) low, flat area
(3) without beauty
(4) outspoken

From the moment the fire started close to the river, and rushed swiftly through the tangled brush it was ( ) plain that help would be needed to bring it under control.

In the early days of our country when the people were driven hard to build shelters and obtain food, the furniture was ( ) plain and crude.

The sky grew dark and the wind blew fiercely. Experience warned the herdsmen that an early winter storm was soon to hit the ( ) plain. As far as one could see the land stretched to the west with not a hill in sight.
Self-Help Exercises

See if you can decide which meaning fits the words on the list.

These words have more than one meaning. Match the word with its meaning by writing the number in the blank before the phrase.

1. watch ( ) It means to throw away.
2. fair ( ) It is a kind of a diary.
3. crown ( ) It is used as money.
4. fling ( ) It removes all blame.
5. log ( ) It is a way of protecting.
6. band ( ) It describes a trustworthy person.
7. clear ( ) It happens when tribes work together.

Now check below and see whether you understood the meaning as it was used in the sentences above.

watch The sailor stands watch at midnight.
fair He is fair in making a deal.
crown In some countries a crown is a sum of money.
fling When you fling away an article you throw it down.
log The notes which a sea captain keeps on a trip are called a log.
band Gypsies living in a group are often called a band.
clear The careful driver was cleared of all blame after the accident.
Using Words in Different Ways

The words in the lists have more than one meaning. Look carefully at the story below, then write in the word which makes the story sound correct.

slip  palm  mill
beat  snap

The tiny fishing sloop laid at anchor off a steaming, jungle island. The captain could hear the steady _____ of soft music and now and then would see a timid native ______ through the heavy growth of trees on the shore.

Later when his small crew went ashore the people would ______ around them, trying to trade their cheap wares. Some of the men would ______ angry refusals to their pleading. If however one of the natives made a quick bargain he would rub his ______ happily and beam with delight.

Now use these same words to complete these paragraphs.

The poor articles that these people had to trade were usually made by hand and were not as perfect as those made in a ______ in our country. It would be difficult to ______ the kind of perfection we are accustomed to seeing. In this distant place they would strip the leaves from a ______ tree to make a crude basket. This basket was used to hold fish and fruit. The natives would ______ it over their broad shoulders, as they climbed a tree or cast their nets.
Shifts in Meaning

The word pass has more than one meaning. Some of the ways in which we can use this word are shown in this lesson.

1. The scout looked for a pass through which the wagons might travel.
2. It is dangerous to pass a car on a curve.
3. Time will pass swiftly when I go on my trip.
4. The soldier had a pass to get into the camp.
5. Did you pass the diving test?

Look at these sentences carefully and decide which meaning is used in the same way as in the sentences above. Write the number in the space before the sentence.

1. ( ) Ships signal each other as they _____ far out at sea.
2. ( ) Nature had made a rugged _____ between the towering mountains.
3. ( ) College students study to _____ the examination.
4. ( ) We will need a _____ to visit a foreign country.
5. ( ) When the winter months _____ by, we welcome spring again.
In this lesson the word bear is used in a number of ways. After reading the sentences write on the lines below the kind of sentences you have been working on in previous lessons.

1. A bear is a large animal with great power in its strong legs.
2. A picture in many books shows how Atlas was supposed to bear the weight of the world on his shoulders.
3. An Indian boy was supposed to bear pain without a cry.
4. Well cared for fruit trees bear the finest types of fruit.
5. The cruel leader of the Viking ship was a bear.
6. The base of the statue had to be strong enough to bear the weight of the stone.
7. The traffic officer must keep calm as cars bear down upon him from all sides.

Think carefully and write a sentence whose meaning matches each of these sentences.
Seeing what we have learned, use these words to fill the blanks in the sentences.

1. In early days the ______ took men into strange seas to hunt for new lands.
2. The gypsy said she could tell the future by looking at his ______.
3. The soldier lifted the heavy ______ and placed it upon the truck.
4. The ______ of wheat was ready to be harvested.
5. The men planned to stay at the ______ all night.
6. The official sent the money to the ______ for safety.
7. How long did the stage play ______?
8. The farmer hired a ______ to help with the work.
9. The soldiers ______ the civilians in time of danger.
10. Many people show great ______ in television.
Citizenship

The right to live in a free ( ) country has a strong appeal to those who have lived in some foreign lands. Our government made laws to settle ( ) the problem of how many immigrants we can accept each year. Laws also cover all appeals which are made for citizenship. When new people settle ( ) in our country they are free ( ) to enjoy all the opportunities which this land has to offer.

Match the correct definition with the word by placing the number in the bracket.

settle

to pay a bill (1)
to agree upon (2)
to establish themselves (3)

appeal

to attract (1)
to request (2)
transfer to a higher court (3)

free

enjoy civil liberty (1)
unattached (2)
without payment of money (3)
Using Multi-Meaning Words to Complete Sentences

We will think about the meaning we need and decide which word will make the sentence sound correct.

lodge    clippers    stoop    travel
bank      palm        crop     run
fling     pack        hand     interest
blow      lonely      shield

1. In early days the _____ took men into strange seas to hunt for new lands.

2. The gypsy said she could tell the future by looking at one's _____.

3. The soldier lifted the heavy _____ and placed it upon the truck.

4. The _____ of wheat was ready to be harvested.

5. The men planned to stay at the _____ for safety.

6. The official sent the bonds to the _____ for safe keeping.

7. How long did the boys play _____?

8. The soldiers _____ the civilization in time of danger.

9. The farmer hired a _____ to help with the harvesting.

10. Many people show great _____ in television shows.
Matching Meaning with Words

Look at the list of words below. In this lesson there are two sentences using a meaning that fits each word. Write the correct word in the blank after each sentence.

head    master    race
grain    load      palm

1. This great ship carries a cargo of wheat. __   
2. Through a small hole tiny bits of sand got into my shoes. __  
3. It is the custom for some natives to pass off poor materials to tourists. _____
4. The lead ship led all the others in the race. _____
5. The table had a beautiful finish showing all the natural marks of the wood. ____
6. In the early days the captain of the Viking ship was respected as the one to be obeyed without question. _____
7. The canoes went swiftly down the river during the contest for the silver cup. _____
8. The violinist was known throughout the land for his great skill. _____
9. The Eskimos are a hardy group of people. _____
10. After delivering the money the guards felt free of a great care. _____
11. At last all of the quarrels led to a crisis in our country. _____
12. As they neared the oasis they saw a few trees that gave but little shade. _____
Self-Help Exercises

Some words have more than one meaning. Read the words and put an x beside the meanings that fit it. Then check by using the dictionary for clues.

palm  a tree in the tropics ( )
      to commit fraud ( )
      part of your hand ( )
      an orchard ( )
      a valuable jewel ( )

snap  to speak angrily ( )
      a cracking sound ( )
      to be lively ( )
      a fastener on clothing ( )
      something easy to do ( )

mill  one tenth of a cent ( )
      a place where things are manufactured ( )
      to grind up grain ( )
      some hard workers ( )

fine  pleasant ( )
      very good—superior ( )
      a penalty ( )
      a law ( )
      a courthouse ( )
pilot  to steer or guide ( )
       person steering a plane ( )
       a jet plane ( )
       low ceiling ( )
       one who directs the course of a ship ( )

net  mesh for catching fish ( )
      a kind of cloth ( )
      profit in a business ( )
      salmon and bass ( )
      deep sea fishing ( )

plant  to set something down firmly ( )
       a factory or workshop ( )
       to place for a wrong purpose ( )
       to put seeds or slips in the ground ( )
       gardens and shrubs ( )

dash  a short race ( )
      to rush ( )
      to destroy, to hurt ( )
      to move carefully ( )

crowd  a gathering of people ( )
       to fill too full ( )
       to push very close ( )
       moving showly ( )
       a parade ( )
Checking What We Have Learned

Match the meaning with the word. Each word has two meanings.

Can you find them?

Write the correct word after each phrase.

a misfortune ______ to catch ______
to teach ______ a short, swift race ______
to fall headlong ______ to fill too full ______
a number of animals ______ what remained ______
the present time ______ a symbol ______
to provide weapons ______ a musical sound ______
a large group of people ______ to throw ______
a thick hedge ______ to crowd together ______
a riding whip ______ swiftly running stream ______
to set firmly ______ the upper limb ______
to cut hair ______ a railroad car ______
a mill or factory ______ to exchange blows ______
to leave hurriedly ______ a group of actors ______

cross       arm       dash
coach       box       crowd
pitch       crop       cast
pack        plant     net
This is an exercise in deciding which words have more than one meaning. Draw a line under the words which can be used in more than one way.

chop brush sight

clean fence woodcraft

rake prairie kerosene

highway lemonade stiff

roast crown past

order grant dash

lightning sheriff lighthouse

The words which should not have been underlined are:

highway sheriff

lightning woodcraft

prairie kerosene

lemonade lighthouse

How many multiple meaning words did you know? Can you discuss some of the meanings of these words?
Try your skill at using the word **blow** in 3 sentences. Then refer to the sentences below to see if it can be used in other ways.

1. During a sand storm in the desert the wind has been known to **blow** for days at a time.
2. A flood is a terrible **blow** to people who own farms on a river bank.
3. A boxer must be ready to protect himself from a hard **blow** from his opponent.
4. One who talks too freely about his own success is said to **blow** about himself.
5. A slang expression for wasting money is used when someone says, "He will **blow** his money carelessly."
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Manner in Which Each Word Was
Used in Building the Materials

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification</th>
<th>Recognition</th>
<th>Shifts in Meaning</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>appeal</td>
<td></td>
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