1950

Summary of research on methods and devices for teaching the vocabulary of English as a foreign language

Nadal, Rita Kohler

Boston University

http://hdl.handle.net/2144/5275

Boston University
BOSTON UNIVERSITY SCHOOL OF EDUCATION

Service Paper

SUMMARY OF RESEARCH ON METHODS AND DEVICES
FOR TEACHING THE VOCABULARY
OF ENGLISH AS A FOREIGN LANGUAGE

Submitted by
Rita Kohler Nadal
(B. S. in Education,
Framingham State Teachers College, 1937)

In partial fulfillment of requirements
for the degree of
Master of Education
1950
First Reader: Donald D. Durrell, Professor of Education

Second Reader: Mary Agnella Gunn, Associate Professor of Education
ACKNOWLEDGMENT

I wish to express my sincere appreciation to Dr. Donald D. Durrell, Professor of Education, for his help in carrying out this study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ACKNOWLEDGMENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. REVIEW OF RESEARCH ON METHODS</td>
<td></td>
</tr>
<tr>
<td>The Grammar-Translation Method</td>
<td>1</td>
</tr>
<tr>
<td>The Natural, Conversational, or Oral Method</td>
<td>4</td>
</tr>
<tr>
<td>The Direct Method</td>
<td>6</td>
</tr>
<tr>
<td>Suggestions for Teachers in Choosing a Method</td>
<td>10</td>
</tr>
<tr>
<td>Summary of Methods</td>
<td>15</td>
</tr>
<tr>
<td>II. SUGGESTED DEVICES FOR BUILDING A BASIC VOCABULARY</td>
<td>18</td>
</tr>
<tr>
<td>Memorizing Word Lists in Associated Pairs</td>
<td>19</td>
</tr>
<tr>
<td>Use of Translation</td>
<td>25</td>
</tr>
<tr>
<td>Direct Methods</td>
<td></td>
</tr>
<tr>
<td>Objects</td>
<td>32</td>
</tr>
<tr>
<td>Excursions and Trips</td>
<td>36</td>
</tr>
<tr>
<td>Pictorial Methods</td>
<td>39</td>
</tr>
<tr>
<td>Logical Grouping of Words</td>
<td>41</td>
</tr>
<tr>
<td>The Series Method</td>
<td>45</td>
</tr>
<tr>
<td>Pointing, Action, Gesture, Dramatization</td>
<td>47</td>
</tr>
<tr>
<td>The Kinesthetic Method</td>
<td></td>
</tr>
<tr>
<td>Summary of Suggested Devices for Building A Basic Vocabulary</td>
<td>49</td>
</tr>
<tr>
<td>III. SUGGESTED DEVICES FOR THE SYSTEMATIC ENLARGEMENT OF VOCABULARY</td>
<td>50</td>
</tr>
<tr>
<td>Reading</td>
<td>50</td>
</tr>
<tr>
<td>Context in Speaking</td>
<td>56</td>
</tr>
<tr>
<td>Vocabulary Notebooks and Cards</td>
<td>56</td>
</tr>
<tr>
<td>Cognates and Identicals</td>
<td>61</td>
</tr>
<tr>
<td>Deceptive Cognates</td>
<td>77</td>
</tr>
<tr>
<td>Synonyms, Antonyms, and Homonyms</td>
<td>84</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>85</td>
</tr>
<tr>
<td>Prefixes and Suffixes</td>
<td>88</td>
</tr>
</tbody>
</table>
CHAPTER

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derivative or Etymological Grouping of Words</td>
<td>98</td>
</tr>
<tr>
<td>Stems and Affixes</td>
<td>101</td>
</tr>
<tr>
<td>Roots</td>
<td>101</td>
</tr>
<tr>
<td>Songs and Music</td>
<td>102</td>
</tr>
<tr>
<td>Proverbs</td>
<td>103</td>
</tr>
<tr>
<td>Idioms</td>
<td>105</td>
</tr>
<tr>
<td>Words Confused</td>
<td>124</td>
</tr>
<tr>
<td>Summary of Suggested Devices for the Systematic Enlargement of Vocabulary</td>
<td>126</td>
</tr>
</tbody>
</table>

IV. SUGGESTED DEVICES FOR THE PERMANENT RETENTION OF VOCABULARY 128

<table>
<thead>
<tr>
<th>Device</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flash Cards</td>
<td>129</td>
</tr>
<tr>
<td>Films and Slides</td>
<td>131</td>
</tr>
<tr>
<td>The Tachistoscope</td>
<td>135</td>
</tr>
<tr>
<td>Phonic Drill Cards</td>
<td>141</td>
</tr>
<tr>
<td>&quot;Verb Pads&quot;</td>
<td>143</td>
</tr>
<tr>
<td>Verb Wheels</td>
<td>143</td>
</tr>
<tr>
<td>Conversational Drills</td>
<td>145</td>
</tr>
<tr>
<td>Reviewing a Text by Categories</td>
<td>145</td>
</tr>
<tr>
<td>Rereading a Book</td>
<td>146</td>
</tr>
<tr>
<td>Completion Exercises</td>
<td>146</td>
</tr>
<tr>
<td>Foreign Newspapers and Magazines</td>
<td>147</td>
</tr>
<tr>
<td>The Foreign Language Club</td>
<td>147</td>
</tr>
<tr>
<td>Correspondence with Foreign Students</td>
<td>148</td>
</tr>
<tr>
<td>Other Forms of Vocabulary Drill</td>
<td>148</td>
</tr>
<tr>
<td>Materials Published by Dictionary Companies</td>
<td>149</td>
</tr>
<tr>
<td>Choral Reading</td>
<td>149</td>
</tr>
<tr>
<td>Games</td>
<td>151</td>
</tr>
<tr>
<td>Summary of Suggested Devices for the Permanent Retention of Vocabulary</td>
<td>153</td>
</tr>
</tbody>
</table>

APPENDICES

I. GAMES FOR USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE 156

II. BIBLIOGRAPHY 222
INTRODUCTION

One of the major problems of foreign language study is the acquisition of foreign words and idioms. The importance of acquiring a working vocabulary as soon as possible is a first essential and an absolute necessity.

The acquisition, the enlargement, and the retention of a vocabulary must obviously demand a great share of attention in the study of a foreign language. Learning to read, to write, to understand, and to speak a foreign language demands, after all, a never-ending study of words and their use as a vehicle of thought. The mastery of a basic vocabulary (both active and passive) is therefore of prime importance to the student of any language.1(70)

Among the problems confronted in teaching English as a foreign language are the following:

1. What are the various methods that may be used to teach the vocabulary? What are the characteristics of each method? The values? The limitations?

2. What factors must be considered in choosing the "best" method?

3. What is the place of the foreign language and the vernacular in the classroom?

4. What suggested devices may be used to build a basic vocabulary? For the systematic enlargement of the vocabulary? For the permanent retention of the vocabulary learned?


(Numbers in parentheses refer to bibliography at the end of this volume. Footnote references are used only when specific quotations are given.)
5. What materials are helpful in teaching the vocabulary and idioms of English as a foreign language to Spanish-speaking students?

The purpose of this paper is to review research studies, magazine articles, remedial materials, and textbooks of reading and study to discuss the above problems. From such materials an illustrated and orderly sequence of methods for the teaching of vocabulary to students learning English as a foreign language has been built. The above questions have been answered through discussions of:

1. Review of Research on Methods of Teaching Foreign Languages.
2. Suggested Devices for Building a Basic Vocabulary.
5. Sample Materials Useful in Teaching English as a Foreign Language.

For "the process of vocabulary getting must be made a matter of conscious instruction if the study of the foreign language is worthwhile."1(56)

CHAPTER I

REVIEW OF RESEARCH ON METHODS

Almost since the beginning of foreign language study in schools, words have been considered the foundation stones of language which could be cemented together with grammar into a kind of semantic conductor of thought.\(^1\(62)\)

In terms of this view, the most effective methods of vocabulary building were made the subject of detailed research.

The history of foreign language teaching may be said to have revolved about three methods: (1) the Grammar-Translation Method; (2) the Natural Method; and (3) the Direct Method. Nothing can be more confusing to students of modern language than the various names attached to each method. To clarify this, a brief discussion of each method is given taking into consideration its characteristics, values, and limitations according to writers in the field.

The Grammar-Translation Method

The Grammar-Translation Method, originally derived from the method of teaching Latin and Greek, became established as a procedure both in classical and modern tongues for acquiring vocabulary.

Handschin (47) characterizes it as consisting chiefly in memorizing

---

by repetition, outside the classroom, a certain number of words daily which added together in the course of years formed a working vocabulary. Coleman (26) and Cole (23) emphasize the fact that the foreign language was used but incidentally without having the students acquire the ability to speak it. Huse (57) says that rules were learned by which words could be put together into phrases and sentences. Cole (23) notes that the aim of this method was to emphasize the reading and writing objectives with aural-oral facility not so prominent. The students learned paradigms, rules, exceptions, and examples by heart to be applied later in translating English sentences.

This method of teaching foreign languages had very few values. Handschin (50) refers to the values as stated in the Report of the Committee on College Entrance Requirements of the National Education Association. The Grammar-Translation Method was a clear-cut, easily administered system which trained the mnemonic faculty. A careful study of grammatical rules and the application of them in translation and composition form one of the best possible exercises in close reasoning. Huse (58) notes that the pupils did acquire some reading ability together with the mental discipline and drudgery attached to it; and that the devices used by the grammarians would still prove valuable in a method that is aimed primarily at reading knowledge.

The limitations of the Grammar-Translation Method far outweigh its values as a means of teaching a foreign language, especially when vocabulary building is the main objective. Thiessen (106) says that this method is slow. Cole (23) stresses the fact that formal discipline is
not the aim of teaching a foreign language. Pronunciation was not emphasized and conversation played no part. Reading was usually regarded as a means of illustrating and emphasizing principles rather than as a source of inspiration or of literary education. Huse (58) classifies the aim of the Grammar-Translation Method as vague or all-inclusive because the fundamental difference between a reading knowledge and a speaking knowledge were not recognized, or the two aims have been confused. If words were consistently units of expression, the process might be carried out; but they are not.

The grammar taught was of a peculiar sort... a complete grammar would have been tremendous work. A general rule would appear, then a series of certain exceptions, then exceptions within exceptions, and conceivably exceptions within exceptions to the exceptions.¹(58)

It is doubtful if anyone ever learned to speak by rules. The Report of the Committee on College Entrance Requirements of the National Education Association, as referred to by Handschin (50), noted that the Grammar-Translation Method neglected two important aspects of foreign language teaching: the broadening of the mind through contacts with life, and the failure of pure grammar to inspire the interest of students of high-school age. Handschin (47) notes that because words had few associations, they were retained and recalled as isolated vocables with the maximum of effort and even tended to disappear from the memory altogether. This made it an uneconomical method of learning vocabulary. But of all the weaknesses of this method, perhaps the most outstanding, as stated by Huse (58),

¹. H. R. Huse, Reading and Speaking Foreign Languages, New York, 1945, p. 71.
Handschin (47, 50), and Cole (23), is that after a while this type of work became distasteful. The prime factor of learning, interest, was destroyed, for it was a stereotyped form of work with no interesting stimuli used for its motivation.

The Natural, Conversational, or Oral Method

To overcome the difficulties of the Grammar-Translation Method new methods were being tried. From the assumption that a child would learn another method best by the same method used in learning the mother tongue came the Natural, Conversational, or Oral Method.

Cole (23) emphasizes the fact that translation was banished entirely, grammar was left out as useless, and the vocabulary of everyday life took the place of abstractions from books. Palmer (80) notes that in its extreme form all writing and reading matter was excluded. Handschin (50) characterizes it as a method in which the mother tongue is strictly banished. The extreme form consists of monologues by the teacher, interspersed with questions and answers between the instructor and the pupil. A great deal of pantomime is used to accompany the talk. The composition consists of a written reproduction of the phrases acquired orally.

Pargament (81) defines it as a method by which a child learns his native tongue, or a foreigner learns without study the language of a country where he happens to live by hearing the language and speaking it under natural conditions.

This method of learning a foreign language has its values if conducted properly in the classroom, for it approximates learning the foreign language by hearing it and speaking it under conditions which could be
made to resemble those of the foreign country. Hewett (37) finds it important and valuable aid in training the ear and the speech organs. He, too, approves of the exclusion of the vernacular by the direct association of the objects and actions with the foreign language. Palmer (80) says that oral work is effective in the initial stages of language study. The exclusion of written work virtually compels the student to assimilate the foreign language at an ever-increasing speed. Memorization and habit-forming capacities are also developed.

The Natural Method has its limitations, too. As Palmer says: "The Oral Method is a means to an end; it is not a complete method." The Oral Method should not stand alone, but should be used in proper coordination with a more complete programme of linguistic study containing a due proportion of written work. It is useful for pupils who have had or who will later get practice in grammar and reading. Hewett (37) believes that it should not substitute or displace other recognized and approved systems of instruction for its main appeal is to the memory; but, it is useful and possibly indispensable if it accompanies higher study. Pargment (81) criticizes the classroom conversation as being unrealistic and aimed only at teaching new words. With the limited time that is allowed for study, this method affords little opportunity for each child to get the necessary practice in speaking. Handschin (50) considers this an unsatisfactory method to be used with adults; pronunciation suffers because adults do not imitate sounds, but substitute

sounds for those which the foreign ones happen to suggest. It affords the poorest kind of mnemonic training. The artistic interest of language study is sacrificed for the "practical" one. Von Jagemann (37) stresses the fact that classes must be small for successful teaching; and his other objection to the method is that with adults there is no chance for offering home study.

The Direct Method

The Grammar-Translation and the Natural Methods had both their good points and their limitations; so the best features of these two methods were incorporated into the Direct Method. There are other names used for methods embodying some or all of its principles: the Natural Method, Psychological Method, Phonetic Method, New Method, Reform Method, Analytic Method, Imitative Method, and finally the Eclectic, Pure, Complete, or Modified Direct Method. Some of the ways of carrying on the Direct Method are referred to as the Gouin or Rétis Method, the Theme Method, the Frankfort Plan, the Development Method, the Method of Conversation, Pictorial Methods, Incidental Methods, and Textbook Methods.

Learning a foreign language involves four operations: hearing, speaking, reading, and writing the language. The Direct Method aims to give the four-fold ability of reading, writing, speaking, and understanding the language being studied. Handschin (50), Cole (23), Cobb (21), Coleman (26), and Crawford and Leitzell (31) point out that the Direct Method makes use of extensive oral work in the foreign tongue by direct association in the mind between the foreign word and the idea it represents without resorting to the vernacular as a link between; thus,
translation is reduced to a minimum. Handschin (50) and Cole (23) stress that much attention is given to pronunciation through phonetic drill especially in the early stages of instruction. Object teaching and realien are used extensively. Reading forms the basis of instruction, but there are well-planned conversation lessons in which "free composition" based on familiar experiences is given. Real reading for comprehension is stressed, too. There is an inductive but systematic teaching of grammar mostly in connection with the oral work.

The Direct Method with its many ramifications is of value mainly because it stresses the four principles of foreign language teaching: reading, writing, speaking, and understanding the language being taught. Crawford and Leitzell (31) find the emphasis on studying aloud in the early stages to be beneficial. The Direct Method results in a greater amount of efficiency in the use of the language. Freeman (40) stresses another need in learning a foreign language which the Direct Method offers; that is the necessity for an oral approach in teaching a language, though not an exclusively oral approach, for reading must have a place. Cobb (21) expresses an idea which the Direct Method follows; in non-English-speaking classes, including persons literate in their native tongue, no printed material should be given until the English oral symbols have been associated with the respective written symbols and the bonds have been rigidly formed. Then should come reading material which has been thoroughly developed previously.
Much experience indicates that vocabulary work taught in conjunction with a rich and vital content which has been specifically designed for a given class and vocabulary work in which single words are carefully associated with objects and ideas after being presented through a number of sensory channels is almost certain to be successful.1(21)

Regarding the Betis or Gouin Method, Handschin (50) says that teaching by series trains the memory, fascinates the students and holds their attention, and gives a well-arranged and well-digested vocabulary in a short time. Through conversational groups, it affords an insight into the life of the foreign country. In English for New Americans (38), the Theme Method is valued for use with beginners because there is no intermediation of the foreign language.

The Direct Method has its values; but, it is not perfect according to what has been written about its limitations. Crawford and Leitzell (31) find that oral practice may be disregarded if the student has only the single aim of developing reading ability. Gardiner (41) says that to use the Direct Method the teacher must speak the foreign language fluently and must develop an oral command of it. Coss (30) claims that the Direct Method is not wrong, but that it is not direct for the early stages of learning in so far as the initial presentation of vocabulary is concerned. The learner performs a rapid translation into his own thought medium before the association is complete. This translation gives way to a direct association and the new word itself has meaning. The method becomes direct only after the learner has translated enough to establish the

meaning of the vocabulary studied. Huse (58) follows Coss (30) in this idea by saying that in the early stages of foreign language learning, the use of the mother tongue cannot be avoided or limited; for, even with extreme care, it cannot quite be eliminated. His other objection to the Direct Method is that there is a curious limitation in the vocabulary learned in the classroom by the teacher's reliance on concrete objects that can be demonstrated by gesture, objects, and pictures. In using this method with adults, the linguistic experience is limited to a childish sphere of interest. Thiessen (106) claims that the Direct Method produces results that are only partially satisfactory; and that after the thrills are over, progress becomes laborious and unsure. English for New Americans (38) points out that the Theme Method serves as a "bridge or crutch" as long as the pupils need an interpreter; but later it becomes meaningless and gives a perverted knowledge of the language when the students have acquired a sufficient knowledge of English to dispense with objectifying. Handschin (50) attacks the Betis or Guin Method by noting that it affords the pupils little opportunity to exercise judgment; there is little cultivation of the esthetic sense; and the treatment of pronunciation is decidedly unsatisfactory.

To make the best of all the methods used and to do away with the limitations of each as far as possible, the Eclectic, Complete, Pure, or Modified Direct Method was put into effect. It met the approval of Maronpot (70), Coleman (26), Cole (23), Handschin (50), as well as the advocates of the Direct Methods previously mentioned. It is made up of
a selection of the best features of all the methods and their use systematically to attend the desired aims. The Eclectic Method seeks to give the four-fold ability of reading, writing, speaking, and understanding the foreign language being studied. This method employs grammar drill and translation into the vernacular when necessary; but it tries, at the same time, to give training in speaking and understanding the language. Instruction is almost wholly in the foreign language, but translation may be of value if used purposefully instead of as a means of filling up the class period or as a method of examination. Oral practice is given in reading and in questions and answers. Grammar may be taught inductively; but if the occasion demands, the deductive method may be used. The teacher selects what is best to suit his purpose.

Cole (23) and the other writers on methods of teaching foreign languages advocate the Eclectic Method if the teacher has been well-prepared and has native intelligence and enough experience to adjust the procedure to the situation.

Suggestions for Teachers in Choosing a Method

No single method is a panacea for all difficulties. Kaulfers (62) says that research has proved very little about the superiority of one method over another. Fargament says: "There is no unique sound method applicable to all our classes in all our schools." The choice of methods must be left to the teacher who may combine the methods in accordance with his needs and means. The teacher should not use the Natural

Method unless he himself is skilled in the use of the language. A method is sound only when adapted to the circumstances: the length of the course, the number of meetings per week, the size of the class, the age, needs, and attitudes of the pupils, the objectives that can be reasonably attained, and the competence and skill of the teacher. Huse (58) says that methods are the least important matter with which the language teacher deals. The vital question is always the aim and the peculiar devices used to attain it, not generalized plans and philosophies. "The professed common aim, accepted blithely and cavalierly, is to teach the foreign language."1 In the classroom the variables involved are infinitely complex: the textbook, the hour of the class, the teacher's temperament, the student's individual load of work, the presence of disturbing factors and individuals, and even the effects of weather at testing time. All methods are doubtless effective in relation to some aspect of the problem; a complete method might need to involve them all. Huse (58) advocates the Scientific Method in which the vital question in any situation is; first, what to do, then the way to do it can be considered later. Freeman (40) says that interest must be emphasized and must form the basis of all teaching. Everything should be built around the student's interests, and the reading and exercises should embody ideas and words which the students use readily and with interest in their mother tongue. Coleman (26) links the question of method with the question of objectives, which in turn is linked to other factors: the length of the course, the age,

capacity, background, interests, and motivations of the students, the equipment, the personal characteristics of the teacher, the teaching load, and administrative conditions in general. "The ultimate criterion of any teaching procedure is the degree to which it aids the attainment of the valid and desirable objectives." 1 Liebesney (68) acknowledges that each of the techniques has its own merits. Conditions inherent in the individual should decide which method fits him best. Decisive factors are: the educational, professional, and living conditions of the students, the age of the student, let alone the grade of knowledge of the idiom in question. Handschin (47) places emphasis on the fact that the teacher must first distinguish between the active and the passive vocabulary before deciding upon the method to be used, for all words are not taught alike now with the same degree of thoroughness. Calvin (37) is of the conviction that the subject of method in teaching receives, in general, more attention than it deserves; as a result, teaching suffers because of this great stress on method. He, like Huse (58) talks about the Scientific Method. The teacher should first think of what knowledge or capacity she is seeking to impart and to what end; when these are settled, the matter of method will take care of itself. Thiessen (106) describes the Scientific Method used at Michigan which is a Direct Method combined with others; this composite method may be called the Oral Method. Pupils learn by speaking and being spoken to; and they are told the Spanish equivalents of the English words and sentences, if it is necessary

to save time. Lessons on grammar and a certain amount of translation are given, although oral composition in English is preferred to translation. Steinbeck (99) believes that actually using the word, saying it, and hearing it said is best. Cobb (21) says that for all illiterates, in English, all interpretation of vocabulary and all drill and review should be based entirely upon the direct association of objects, actions, attributes, and relations with their oral, print, or script symbols. Maronpot (70) claims that interest is important and that any technique which is different from the old-fashioned Grammar-Translation Method will evoke curiosity, arouse interest, and secure attention. He is an advocate of the Pure or Modified Direct Method in which a minimum use is made of the native tongue and a maximum use is made of devices in which the foreign language plays an all-important role. If the sentence is the unit of thought, instruction becomes active, functional, and psychological.

From review of research the various devices that may be used for constructing drill exercises from the point of view of readiness and effect and which may be used either in the modern language classroom or in the club for building, enlarging, and drilling on vocabulary are: word lists and idiom lists, objects, pictures, posters, book illustrations, photographs, flash cards, the tachistoscope, slides, film strips and sound films, the bulletin board, games, riddles, jokes, plays, the radio, music by songs and the phonograph, "verb pads", dictionary company materials, graphic means such as the timetable, restaurant menus, business, government, and legal forms, theater and concert programs, and reference
materials such as the World Almanac, dictionaries, encyclopedias, current foreign newspapers and periodicals, maps depicting geographical and political divisions, industrial growth, racial groupings, natural resources, etc., graphs, and charts. The choice of appropriate materials has to be decided on by the teacher depending on the age of her groups, the grade, the knowledge of the idiom being studied, and other factors in the particular teaching situation.

There are certain cautions that are helpful in using the devices mentioned: the use of devices should create a proper mind-set that is so necessary in any effective learning; lessons using devices should be carefully planned on the basis of the vocabulary already possessed by the members of the class and their ability to infer the meanings of new words from context; the formations of the correct response to new vocabulary situations must be insisted on from the start; if the new words are difficult to remember, their meanings must be clearly explained and an opportunity provided for using them; proper distribution of practice is important and frequent repetitions are needed at first followed later by fewer repetitions; and provisions must be made by means of drill materials constructed by the teacher for frequent practice of important words that do not appear often in the texts.¹ (23) Gilstrap makes suggestions like the following: the foreign language should be used as the medium of instruction with all devices being employed to avoid the

use of the vernacular; new words should be introduced through the oral sense in complete sentences; and connected sentences are possibly more effective than isolated sentences.¹ (42)

Summary of Methods

1. The history of foreign language teaching may be said to have revolved about three methods: the Grammar-Translation Method, the Natural Method, and the Direct Method with all its ramifications. No single method is a panacea for all difficulties; each has its values as well as its limitations.

2. The Grammar-Translation Method consisted chiefly of memorizing words with but incidental use of the foreign language. Aural-oral facility was neglected, whereas the reading and writing objectives were stressed.

3. The Grammar-Translation Method had few values: (a) it was a clear-cut and easily administered system; (b) it gave training to the mnemonic faculty; (c) close reasoning was fostered in the application of grammatical rules; (d) this method would still prove useful in teaching foreign languages if the primary aim were the attainment of reading ability.

4. The limitations of the Grammar-Translation Method have made it impractical in teaching the vocabulary of a foreign language: (a) interest, the prime factor of learning, was destroyed, and formal discipline substituted it; (b) the method was slow; (c) pronunciation received no emphasis; (d) conversation played no part; (e) words were retained and recalled as isolated vocables or they tended to disappear from the memory; (f) reading was made use of, not as a source of inspiration or literary education, but as a means of emphasizing and illustrating principles; and (g) it is doubtful if anyone ever learned to speak by rules.

5. The Natural, Conversational, or Oral Method was based on the principal of learning a foreign language as a child learns his mother tongue. This was carried on by

¹ Opal Gilstrap, "The Teaching of Modern Foreign Languages," Texas Department of Education Bulletin, VIII, 10, October, 1932, 42.
means of monologues by the teacher, questions and answers between the teacher and the pupils, the use of pantomine to accompany the talk, the doing away with translation, the discarding of grammar as being useless, the stress on the vocabulary of everyday life, the use of composition based on phrases acquired orally; and, in the extreme form, by excluding reading and writing.

6. The Natural Method has its values: (a) it aids in training the ear and the speech organs; (b) the vernacular is excluded; (c) by the exclusion of written work, the assimilation of the foreign language is speeded up; and (d) memorization and habit-forming capacities are developed.

7. The limitations of the Natural Method are: (a) it must be used with higher methods of study to get written work, grammar, and reading; (b) unless classes are small, enough time is not afforded for individual practice; (c) the pronunciation of adults suffers because of their inability to imitate sounds accurately; and (d) the artistic interest of language study is sacrificed for the "practical."

8. The best features of the Grammar-Translation Method and the Natural Method were incorporated into the Direct Method which aims at the four-fold ability of reading, writing, speaking, and understanding the language. It offers extensive work in the foreign language thus reducing translation to a minimum, the use of object teaching and realien, conversation through "free composition" but with reading as the basis of instruction, and an inductive but systematic teaching of grammar mostly through oral work.

9. The main value of the Direct Method is its emphasis on the four-fold ability of reading, writing, speaking, and understanding the foreign language. The Bertis, Gouin, or Series Method is valuable from the standpoint of interest and in the rapid development of vocabulary. The Theme Method is of value to beginners for there is no intermedialation of the vernacular.

10. The Direct Method has its limitations, too: (a) it is impractical where reading ability is the sole aim of foreign language study; (b) there is need for teachers who have an oral command of the language being taught; (c) the Theme Method cannot be used once a vocabulary has been developed; and (d) the Gouin Method gives little opportunity for exercising the judgment, and there is little cultivation of the esthetic sense.
11. The Eclectic or Modified Direct Method combined the best features of all the other methods. It seeks to give the four-fold ability to read, to write, to speak, and to understand the language. This is accomplished by the use of grammar drill and translation when necessary, oral practice in reading aloud and answering questions, the teaching of grammar either inductively or deductively according to the teacher's purpose, plus the best of all the other methods. In the hands of a well-prepared teacher the Eclectic Method can be put to good use.

12. In regard to the choice of a method by the teacher, it may be said that methods are of the least importance; the vital question is always the aim and the particular devices to be used to attain it. No one method can be put into universal practice. The teacher must choose her method or combination of methods after taking into consideration: (a) the objectives of the course, the knowledge or capacity to be sought and to what end; (b) the length of the course and the number of weekly meetings; (c) the hour of the class; (d) the size of the class; (e) the age, needs, interests, and motivations of the students; (f) the students' capacities and the grade of knowledge of the idiom in question; (g) the professional, educational, and living conditions of the students; (h) the teacher's and students' load of work; (i) the equipment; (j) the administrative conditions in general; and (k) the competence, skill, and temperament of the teacher. If the teacher keeps the above in mind, and if interest is made the basis of and the motivation for the teaching, the method will take care of itself.

13. Appropriate materials may then be chosen by the teacher for building, enlarging, and aiding in the retention of the vocabulary. Any of the following may be used: word lists and idiom lists, objects, pictures, posters, book illustrations, photographs, flash cards, the tachistoscope, slides, film strips and sound films, the bulletin board, games, riddles, jokes, plays, the radio, music by songs and the phonograph, "verb pads," dictionary company materials, graphic means such as timetables, restaurant menus, theater and concert forms, and reference materials such as the World Almanac, dictionaries, current foreign newspapers and periodicals, maps, graphs, and charts.
CHAPTER II

SUGGESTED DEVICES FOR BUILDING
A BASIC VOCABULARY

Word study would seem to the uninitiated the whole task of learning to read, and indeed with the help of the new word lists of most frequently used words and idioms it comes almost to this... It is accordingly essential that we set ourselves systematically to teaching words, for no matter what the principal objectivity of the language course is, words are the sine qua non of its attainment.¹ (48)

In teaching English as a foreign language to Spanish-speaking children who have heard nothing but Spanish in their homes or who have picked up a few English words outside of the home, it is necessary to start by helping them build a basic vocabulary. With students who have a basic vocabulary, it is essential to work for the systematic enlargement and the permanent retention of that vocabulary. To do this, the teacher must make use of any of the following methods and devices which are suggested. In making the selection, the best aspects of the different devices should be put into practice according to the needs of a particular group.

Memorizing Word Lists in Associated Pairs

A method of learning words and idioms in associated pairs is the common basis for the study of word and idiom frequency lists. This method is recommended to a certain extent because it is important that words and idioms be mastered even if reading ability is the only one to be achieved. It is an effective learning device up to the point where interest lags. Lists can be properly used as materials for memorizing from an early stage of the course. They can be assigned in small portions from the time after other initial difficulties have been overcome.1 (48)

The experiments carried on to prove the merits of this method were with high school students learning a foreign language. This method was found superior to learning words from their daily use in the classroom.2 (56) Another experiment showed that learning by associated pairs is superior to learning words through context.3 (94) Presenting the new words in isolated word lists was found to be the most effective method.4 (30) These experiments cannot be taken as conclusive. Both

2. Hubman, op. cit., pp. 159-166.
Stoddard (99) and Handschin (49) agree that the value of associated pair learning depends upon what one wishes to make of the learning; in a single performance experiment better results might be obtained through this method of learning than would follow from repeated use of it in a regular classroom practice.

Crawford and Leitzell find that memorizing lists of printed words in the daily lesson is uninteresting, ineffectual, uneconomical, and that it interferes with the ability to think in the foreign language. It results in an association between foreign words and the English word instead of between foreign words and objects or actions to which they refer. People very seldom use isolated words in expressing themselves; they use words in connection with other words in meaningful situations.1 (31) "Word lists and mechanical vocabulary drills fail to take into consideration the evolving needs and personal problems of the students."2 (43) Words should no longer be studied in isolation; a vocabulary should satisfy a student's experiential needs. Coss notes that translation is a means to an end and not an end in itself; isolated word lists are valueless without contextual presentation. If this were not true, a language could be learned by memorizing some five thousand words selected from a reliable word count.3 (30) Cole (23) finds the

memorization of lists of words by repetition outside of the class against the law of effect for it gives little satisfaction. Any device for vocabulary or idiom building should be conditioned by the extent to which it fulfills the various laws of learning: the law of exercise, the law of use, the law of readiness, and the law of effect.

In memorizing word lists in associated pairs, students never learn words as such; for together with the words, they get a word association. They may learn the endings of adjectives, how verbs or abstract nouns are made from adjectives, the sense and effect of the meaning of prefixes, and the flexibility of words. In the initial stage the words are learned to be used directly after in stories read, in stories to be discussed, and in compositions based on the story. For mere contact with words without definite concentration on fixing them is insufficient.¹ (56) This explanation of what is meant by learning the words in this manner may help to do away with some of the objections made.

To be effective word lists should have certain characteristics: (1) they should be reasonable long; (2) the words should have some relation to each other and should be grouped accordingly; and (3) words should be valuable from the standpoint of general utility.² (56) In learning word lists the following order of words should be followed: (1) words identical with the English equivalents; (2) cognate words; and

1. Hubman, op. cit., 159-166.
2. Hubman, op. cit., 162.
Learning Words that Go with Foreign Words

"...Here is a way which may help some of you who do not hear English at home to read English words without forgetting the words used at home."¹ (112)

1. Draw a line down one page in your notebook. On one side write English words that you want to learn. On the other side write the word which you use at home.

2. Example of what one girl wrote with her teacher's help.

¹ Helen S. Wilkinson and Bertha D. Brown, Improving Your Reading, New York, 1938, p. 61
<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>libro</td>
</tr>
<tr>
<td>paper</td>
<td>carta</td>
</tr>
<tr>
<td>chair</td>
<td>sedia</td>
</tr>
<tr>
<td>door</td>
<td>porta</td>
</tr>
<tr>
<td>clock</td>
<td>pendolo</td>
</tr>
<tr>
<td>bell</td>
<td>campanello</td>
</tr>
<tr>
<td>tree</td>
<td>albero</td>
</tr>
<tr>
<td>house</td>
<td>casa</td>
</tr>
</tbody>
</table>

1. Wilkinson and Brown, *op. cit.*, p. 61
To get away from the difficulty of formal word lists the suggestion has been made that the teacher put a pupil in charge of bringing a new word to class every day which he writes on the blackboard along with the dictionary symbols for pronunciation. The meaning of the new word in the context is given after having been chosen from various dictionary definitions. Then the sentence is read in which the word is found. Pupils then copy the words in their notebooks. Another device is that of using the Reader's Digest vocabulary service.¹ (55) Instead of memorizing lists which is uninteresting, the teacher may make up lists of words from the reading passage and the meanings can be illustrated and explained before the reading lesson is studied. At the beginning of the next class there can be a review of their meaning. Short weekly tests can be given. In this way, the acquisition of vocabulary is natural and the result of concentrated effort.² (60)

The Use of Translation

Many teachers make use of the mother tongue as a means of teaching vocabulary, i.e., the native equivalent is used as a way of explaining the meaning of the foreign word or expression. There seems to be a difference of opinion about the use of translation as a means of teaching the vocabulary of a foreign language. Translation in various forms still survives and according to the particular form it obtains support.

1. Carol Hovious, Suggestions for Teachers of Reading Grades VII to XII, New York, 1939, pp. 42-44.

Translation is said to be the most obvious and convenient way to explain the meaning of the text. It is an efficient test of the pupil's grasp of the lesson, and it affords an excellent discipline in clear thinking.\(^1\) Translation is conducive to learning the language without a teacher because the student can look up the meanings of unknown words without the teacher's being present to point out objects or to dramatize the actions while speaking the foreign words. It is economical of time for it is frequently difficult to explain or grasp the meaning of a word or expression in the foreign language itself, but it is extremely easy to get the meaning if the vernacular is available. Using translation is a good method to enrich the vocabulary of the foreign language, for thinking about words, expressions, and sentences in the vernacular brings about a natural tendency to translate them into the foreign language. If appropriate words are not known, the effort to translate them to the foreign language will encourage learning the new words. Translation enriches the English vocabulary in the same way that it enriches the foreign vocabulary. Through the use of translation the parallels and similarities of the two languages can be brought out better than through direct methods. Too, it brings out the subtle distinctions between the words, for many times a foreign word may have as many as twenty or thirty words in the vernacular and all may not be exact equivalents of the foreign word, or it may be that no English word

---

exactly expresses the idea of the foreign one. Translation serves as a test of one's mastery of the foreign language and may be used to check the measure of success achieved. ¹ (31) The unfamiliar words being learned are likely to suggest the vernacular whatever form of presentation is used. Some use of the vernacular is implied in defining units for such words as few, alone, then, until, in, as, etc. ² (57) Translation is not the only and the best means of teaching a foreign language and it ought to be used sparingly; it is not necessary to translate whole connected pieces, but merely a word, or at the very most, a sentence now and then. ³ (59)

It is impossible to avoid translation, but it is better used in other ways than for teaching the vocabulary for the first time. Translation is the first means thought of as a test of knowledge and as an exercise in recall, for if the teacher wants to see if the pupil understands the foreign phrase, he usually asks what it "means." It may be used in exercises for recall and merely to specify units of expression that are to be recalled and practiced. ⁴ (58) To furnish practice in recall, the student may cover up one column of words to test his ability to reproduce them and to sort out the known elements from the unknown. As a test of knowledge, the use of translation is valuable for the student cannot evade the work by claiming that he cannot find words to

4. Huse, Reading and Speaking Foreign Languages, p. 106.
express his understanding.\(^1\) (58) Translation might still be a useful and an indispensable means and it can be used and really is used as a means of getting the pupils to understand the language, as a means of testing whether the pupil understands, as a means of giving the pupil practice in producing something in the foreign language, and as a means of testing whether the pupil can express himself in the foreign language. Although it may be used, there is always danger in translation and there are better ways of getting the pupils to comprehend the meaning of the foreign expression.\(^2\) (59)

Others are in favor of avoiding translation completely. Handschin says: "We cannot allow our pupils to attempt to play a tune on two instruments simultaneously."\(^3\) (47) Translation is distracting for students are thinking of one in terms of the other. There are many things that are not translatable: (1) nonsense; (2) trade names of articles that do not exist in the foreign countries; (3) scientific terms that have not been developed at equal pace in the two countries; (4) anything beyond the depth of the reader because of his limited experience or immaturity or because of the awkwardness and obscurity in the thought or the style of the writer; and (5) in the case of lyric poetry, the literal meaning, not the evocative meaning, is of value.\(^4\) (58)

---

1. Huse, Reading and Speaking Foreign Languages, p. 74.
4. Huse, Reading and Speaking Foreign Languages, p. 75.
Translation tends to obstruct the direct association between the foreign word and the idea, and it slows down the thought process by making it go by way of the vernacular instead of directly from the foreign word to the idea. The use of translation many times changes the thought and the reader loses something of the original style, flavor, and force of the author, especially in poetry and in literary masterpieces. The daily use of translation fails to hold the interest and attention of the students and it is likely to be a dull and uninteresting method of study. There is a loss of time in looking up new words for their meanings are not retained and they have to be looked up again and again thus slowing up the reading rate.\(^1\) (31) There are many psychological reasons for avoiding translation: (1) a language is learned through use, and to acquire the ability to speak English one must speak and hear English often enough to get an auditory impression of the sounds; (2) the teacher wants to form a new association between the objects, experiences, and ideas familiar to the learner with the English symbols which represent the objects, experiences, or ideas. For example, if "door" is associated with the object it is a "short circuiting process;" but if "door" is associated with the foreign word and then with the object, it is a "long circuiting process," for in the recall the person must first think of the foreign word "door" and then the object or experience for which "door" stands. In the Direct Method there is only a single association.

\(^1\) Crawford and Leitzell, *op. cit.*, p. 171.
of the English word "door" and the object for which "door" stands. (3) People who learn English by translation methods are rarely able to speak English because they always think in the foreign language.¹ (38) To avoid the use of the vernacular in teaching a foreign language Direct Methods should be used. The association of the symbol and meaning should be made by way of the foreign language, not by the mother tongue, by having the word presented in such a way that the meaning is got directly from the picture or action.² (47) To convey the meaning of new words by means of the foreign tongue any of the following methods may be used: (1) illustration or circumlocution; (2) gesture, for example by indicating words such as "sweet," "bitter," "ugly," "pretty," "happy," or "sad," by proper facial expressions and gestures; (3) mimicry or imitating the phenomena of nature such as the calls of animals and other sounds; (4) intonations of the sentences used; (5) using synonyms, antonyms, or analogous phrases; and (6) sometimes by means of the context.³ (47) At first there is a tendency for the native word to interpose itself; but if the work is done rapidly and the vernacular is quite banished from the classroom and the pupils are required to use the words in self-expression, in speaking, the tendency is for the association to become direct without the intervention of the native words.⁴ (47) In the Natural,

2. Handschin, Methods of Teaching Modern Languages, p. 120.
3. Ibid., p. 140.
4. Ibid., p. 121.
Oral, and Direct Methods for acquiring the spoken language translation can have no place. The aim in these methods is to separate the foreign language as far as possible from the mother tongue even though a little translation occurs inevitably.\(^1\) (58) If translation can be avoided without hurting the chances of understanding a particular word, phrase, or idiom, first exhaust all of the following devices to teach English on a one-language basis: (1) objects; (2) pictures; (3) action, gesture, dramatization; (4) graphic representations such as drawings, diagrams, and cartoons; (5) antonyms; (6) synonyms; (7) homonyms; (8) cognates; (9) words in pairs; (10) definitions, explanations, and paraphrasing; (11) riddles, puzzles, and jokes; (12) family groups; (13) categorical groups; (14) series; (15) memory gems; (16) orthographic resemblance of foreign words; (17) flash cards; (18) acoustic value of onomatopoetic words, phrases, and idioms; (19) historical words; (20) mnemonic associations; (21) games; (22) songs; (23) classification of words, phrases, and idioms showing the common regularity or irregularity; (24) words with their inherent characteristics or attributes; (25) clipplings, programs, advertisements, and menus; (26) basal meaning of words, phrases, and idioms; (27) the value of prefixes and suffixes; and (28) compound words.\(^2\) (70)

The Direct Method

Language has its roots in reality; our adjustment to the external world is conditioned in great measure by the word pictures we form of it. Language is a crystallization of experiences in the form of symbols...the English classroom is the laboratory in which life experiences furnish basic material for expression.¹ (43)

An inadequate speaking vocabulary causes poor comprehension because the experiential background for the meanings of the usual word forms is lacking. If a child has a meager speaking vocabulary, some of the following devices may be used.

Objects

One method that may be substituted for translation and a method that is very effective to build an adequate vocabulary is learning the word in connection with the object to which it refers by direct observation or immediate perception.² (47) By handling, using, and seeing the different objects in play, handicraft, and seatwork activities of the school, action and relational words, as well as the names of the objects, may be taught.³ (16) By pointing to the objects in the classroom with remarks, the pupil cannot mistake the meaning of each word. By teaching words in direct association with the real objects there is an appeal to the eye, the ear, and to the motor (speech) channels.⁴ (21)

2. Handschin, Methods of Teaching Modern Languages, p. 120.
Teaching by direct association with real objects may be used to teach the parts of the room and the furnishings of the room. Small objects in the room such as pens, pencils, chalk, books, rulers, etc., may be used effectively. Parts of the body, articles of clothing, and many adjectives associated with the things may be taught. The classroom clock may be used to tell time, and large calendars may be made the basis for teaching the days of the week and the months of the year. If the first lessons are about objects that are visible and accessible in the classroom, the students get a rather successful and fluent use of the language in talking about classroom situations. Depending on whether the class be of children or adults, later classes may be based on the study of flowers, animals, coins, the home, the government, money, cities, days of the week, etc. It is preferable to work with one division at a time, and to learn enough about each to be able to think connectedly and fluently before switching to something else.

Miniature objects may be used when the large ones cannot be had in the classroom. To teach words related to the dining room, living room, the street, country, city, people, animals, etc., these may be used. In ten-cent and novelty shops the resourceful teacher will find countless objects at low prices which can be used for demonstration purposes: doll house furniture, small animals, little houses, little machines, autos, trains, street cars, trucks, fire engines, and men and women, for example

2. Crawford and Leitzell, op. cit., p. 22.
policemen, firemen, laborers, and soldiers. The main difficulty with the use of miniatures is their failure to observe the proper proportions and there is the necessity of giving the class an idea of the relative sizes in real life.\(^1\) (21)

In the bulletin "Illiteracy, Non-English-Speaking and Alien Problems, and Their Solution," there is a suggestion made for a suitcase laboratory in which specimens and objects, small enough to be carried into the classroom are listed.

1. Book, paper, envelope, stamp, pen, pencil, ink, chalk, eraser, and ruler (in most classrooms)
2. Knife, fork, spoon, cup, saucer, plate, glass, bowl, pepper and salt shakers
3. Needle, thread, twine, rope, buttons, scissors, shears, pin, and ball of string
4. Egg, butter, bread, tea, coffee, milk, water, bottle
5. Pan, pot, kettle, can, jar, crock, match, broom, flowers and plants
6. Towel, washcloth, napkin, soap, mop, tub, washboard, brush
7. Salt, pepper, sugar, vinegar, mustard, ketchup, celery, and garlic
8. Apple, orange, lemon, banana, pear, peach, grapes, and cherries
9. Carrot, potato, beet, cabbage, onion, tomato, beans, and lettuce
10. Hammer, nails, tacks, spikes, wrench, screw driver, square, saw, tape measure, (a child's toy carpenter set will provide a great many other objects which can be used illustratively)

---

\(^1\) Cobb, op. cit., p. 50.
11. Ribbon, ring, purse, gloves, handkerchief, mirror, comb, hairpins, file

12. Coat, hat, belt, clothes, pin \(^1\) (21)

Many of the objects in the above list would be appropriate in teaching English to adults; but a similar grouping could be made use of including articles that children need to know the names of.

In teaching words by the use of objects, there is the danger that the vernacular will interject itself before the foreign word. The tendency for the direct association is established without the intervention of the native word if the work is done quite rapidly, if the vernacular is quite banished from the classroom, and if the pupils are required to use the words in self-expression. First the association of the symbol and meaning must be made in the classroom; the review and reworking to be done at home must be of a different nature.

The associations must be made as shown in the following illustrations.

Not like this:

\[
\text{la maison} \rightarrow \text{the house} \rightarrow \text{the house}
\]

But like this:

\[
\text{la maison} \rightarrow \text{or il court} \rightarrow \text{2 (47)}
\]

1. Cobb, op. cit., p. 49.

Excursions and Trips

Another vocabulary builder is experience which can be had by means of field trips which can tie words to direct reality. In many of the present-day schools it is often difficult; but if it is possible, students should be taken in groups to places of interest.

Field trips may be taken to libraries, museums, stores, factories and the like. With adults, the teachers should go occasionally to a commercial or other showing so that the students as a group may see the visual representation of important matters they have been discussing in class. Excursions may be taken to places of interest, as the brickyard, sawmill, bank, store, or the park. Nature study trips and field trips of different kinds can be made use of because they furnish personal experiences which should be freely and informally discussed by the pupils and the teacher. If they are not possible, teachers, especially those using a technical vocabulary, are obliged to use objects in the classroom. For example, to teach the word "bivalvular" a clam or an oyster shell may be used; "univalvular" can be demonstrated by using an abalone shell. Such word lists should be kept on a special page in the pupils' notebooks.

Pictorial Methods

Teaching by means of pictures, charts, drawings, diagrams, and cartoons is a valuable method for providing a wider scope for conversation.

3. Hovious, op. cit., p. 44.
when it is difficult to have the objects at hand which are needed to teach the foreign words, or when the picture itself is the object of instruction. The teacher can point out the things in the picture and at the same time explain them in the language being studied.

There are different types of pictures that may be used: (1) rough drawings made by the teacher on the blackboard, chalk talks, or rough sketches; (2) collections of pictures cut from catalogues or magazines and pasted on white paper. It is good to have two such notebooks, one in which pictures have the names of the objects and the other with only the pictures. Instead of notebooks, the pictures may be mounted on heavy paper and used as flash, picture cards. (3) The most effective pictures are those specifically prepared for modern language instruction. These wall charts are best because the attention of the class can be focused as a group on the same thing. One of the best is Heath's Modern Language Wall Charts which consist of fourteen drawings 30" x 40" treating the following topics: the classroom, family, living room, bedroom, kitchen, restaurant, street and trades, countryside and outdoor life, the house and home, parts of the human body, travel by steamer and railway, the theater, and the office. \footnote{1} Pictures of farm scenes, mining scenes, and street scenes may be used with adults. They may be obtained from magazines, posters, newspapers, bulletins, advertisements, and by throwing pictures from slides onto a screen. \footnote{2}

\footnote{1} Cobb, \textit{op. cit.}, p. 50.

\footnote{2} \textit{English for New Americans}, p. 4.
Verbs can be taught through pictures. Tenses may be illustrated by reference to what is happening in the picture (present tense), what is evidently going to happen (future), and what has evidently happened (past perfect), with the things, persons, or animals. Verbs may be represented graphically, for example "to run" may be shown by using a picture of a boy running which may be associated with sentences "he is running," "he can run," "he ran," etc. Similar pictures may be used to illustrate a large number of different verbs, such as "go," "hurry," "escape," "overtake," "play," etc. Prepositions may be represented by means of pictures and drawings; pictures may be used that represent objects in front of the table, behind the table, under the table, on the table, etc.

Each student may accumulate a collection of pictures of his own selected from magazines and similar sources to illustrate the vocabulary he is learning at school. This collection may serve two purposes: (1) it may be used for drill purposes for the child may pick up one picture after another naming in the foreign language as many of the objects shown as he can; or (2) the child may make it serve as a dictionary of the language by writing the foreign names under and around the edge of the picture. Another method is for the student to make little sketches to represent various foreign words, so that on seeing the words it is possible to call up in the mind the drawings that illustrate them.

3. Ibid.
4. Ibid.
A class may talk for days about a well-arranged picture without exhausting it. Points about the picture suitable for discussion are:

- Physical objects, where found or made, their size, form, color, and other attributes;
- Persons and animals, their environment or habitat, their sex and activities;
- Time, place, manner, or reason for these activities;
- Relations of the persons, one to another, and of the animals, one to another.

Objects, actions, and attributes should be named rapidly as pointed out to avoid the intervention of the vernacular as far as possible.¹ (47)

It is a good plan to select some picture which represents a considerable number of familiar objects and to carry on a rather extended study of the things shown. In this way, students learn at the same time a large number of words which are naturally associated together in ordinary conversation. Words studied in families are more readily learned and retained longer than isolated lists of words.² (31)

Logical Grouping of Words

Words should be learned together as families grouped according to the subject or theme, not scattered at random over the entire dictionary. There is satisfaction for the learner in the activity and word association is established by pointing this out.

Cole (23), Handschin (48), and Johnson (60) suggest the arrangement of words in related groups such as the names of different kinds of food, articles of clothing, words referring to the house or the garden, synonyms

¹. Handschin, Methods of Teaching Modern Languages, pp. 136-137.
or antonyms, and classified lists such as for the parts of the body. Handschin (48) suggests the possibility of grouping words from the same root thereby encouraging inferring meanings of hitherto unknown words.

The example is given that if "hand" is being learned, it is convenient or economical to learn the names of the other parts of the body; with "uncle" learn aunt, father, grandmother, etc.; similar groupings center around the classroom, the home, flowers, and animals. The study of pairs of words of opposite or contrasting meanings is fruitful for it is almost as easy to learn the words for "good" and "bad" at the same time as it is to learn one alone. Pairs of words may be selected for the study of nouns, verbs, prepositions, and adverbs. When two or three words suggest the same general thought, it is economical to learn them at once; it is economical to associate all the different words with the same idea or object for all together it enables each to help clarify the meaning of the other.¹ (31)

The exercise of reviewing vocabulary by logical groupings is stimulating and enjoyable. Words may be grouped under such heads as parts of the body, the house, members of the family, expressions of time from the smallest to the greatest, greetings for all occasions, eating, dining, making the daily toilet, and the daily work. Drill is best conducted on a volunteer basis; for example, if the text being read deals with the subject of farm life, vacationing, hiking, or boys' escapades, an occasional review

¹ Crawford and Leitzell, op. cit., p. 79.
of the vocabulary by groups makes a pleasant and profitable exercise. In classes working for oral skill, it should be conducted in the foreign language.¹ (48)

"We can add greatly to the efficiency of our vocabulary study if we will make use of the natural association of ideas in the pupil's mind."² (40)

We need to avail ourselves of the principle of thought association: (1) in current speech, based on subjects of interest, one word inevitably leads to another in the same group; (2) new words are learned most easily when associated closely with a known word; (3) verbs and substantives are linked one completely to another; (4) pupils tend more toward action and their vocabulary will contain more verbs. The teacher should not insist too much on substantives in vocabulary work for too many nouns alone means a passive vocabulary.³

The Series Method

Freeman (40) and Handschin (47) point out the necessity of teaching verbs in connection with vocabulary development.

Psychological considerations have shown that as long as the vocabulary of the child is still rudimentary, it is well to begin with the object in teaching foreign languages, that is, in so far as the child knows, as yet, no names for the objects and consequently learns the foreign word as the name of the object or attribute. Beyond this early age it is psychologically and pedagogically better to start with the action word,

3. Ibid.
the verb. The subjective act and its name (in the foreign language) are far more intimately associated than the objective thing and its name (in the foreign language), and hence the verb should be used as the first approach in the foreign tongue.1 (47)

The Betis, Gouin, or Seris Method, slightly modified and adapted to Direct Method grammar work, has been found to be an excellent device for oral work. The series consists of the arrangement of the steps of an action in the successive steps as they occur naturally when the act is being performed. Much stress is laid on the verb from the starting point.

Steps that may be used in teaching the series are:

1. The teacher performs the act, and when this is possible, gestures it out and speaks the verb simultaneously, the class repeating after him.

2. The whole is repeated several times and thus the word is ingrained in the student's mind.

3. After the verb has been grasped, subject and object are added gradually, and the whole sentence is repeated.

4. This goes on through the paragraph, the class repeating each verb and sentence as before.

5. If the series is printed on loose leaves, the lesson is not handed out before it is thoroughly learned in this way.

6. When the lesson is handed out, it is read by the teacher and each sentence is repeated in concert by the class; and, if necessary, singly by individuals. The matter is thoroughly learned by the end of the period, and it remains for the student only to review it a number of times in preparation for the recitation of it.2 (47)

1. Handschin, Methods of Teaching Modern Languages, p. 142.

2. Ibid., p. 47.
This method is dangerous if the teacher uses this purely as memory work. Drill exercises must be based on the work because the grammar is not learned by repeating sentences. Recitation may consist occasionally of each student in turn giving a sentence of the series, but more prevalently one of the following or similar exercises may be used:

1. One student speaks a sentence in the present tense. Another of the class repeats it in the second person, singular or third, (plural)...

2. An individual or the class repeats in the first person, plural or in this case, as a girl, or a boy has spoken.

3. If two students speak the sentence, then the class may answer by repeating in the third person (German) or the second person (French, Spanish), plural.

4. One person speaks in the present affirmative, (as the series is written) and another, or the class, answers by repeating in the interrogative...

5. One person speaks in the present affirmative, another, or the class, replies by repeating in the past tense, using an adverb...with each sentence...

6. The class answers by repeating the sentence in one of the other tenses, now the past anterior, or future, etc., and there is need for drill on the particular tense...

7. One student speaks in the present affirmative, another, or the class, answers by repeating the sentence in the negative.

8. Ditto, and repeat in the affirmative, negative.

9. If some sentences contain reflexive verbs, the repetition will afford excellent, live drill on the use of reflexive pronouns. Repeat now in one tense, now in another, to drill the position of the reflexives.
10. To drill pronouns and order of pronouns, one student speaks a sentence in the present, another, or the class, answers by repeating and substituting pronouns for nouns.

11. To drill the order of the other parts of the sentence, a student speaks a sentence, another, or the class, answers by repeating in a compound tense now, now another, according as the teacher sees the need.

12. To drill number of nouns, adjectives, pronouns, and verbs, one student speaks a sentence, another, or the class, answers by repeating it in the plural. Care must be taken to base this on a series with which this is appropriate.

13. Also, the exercises given can be used as written work at the board in the same manner; also for home work as mutation series.

Frequent review of the series studied are taken and the vocabulary is thus thoroughly learned.

In the Series Method objects, charts, diagrams, and pictures may be used along with the pantomime.

The Frankfort Plan is a modification of the Gouin Method based on things "seen." This method, too, permits great variety in the use of person, number, and tense.

The Series Method is of value in the early stages of language learning for there is no need to use the mother tongue; sentences, not meaningless words and phrases, are used.² (38)

Pointing, Action, Gesture, Dramatization

Vocabulary can be learned by acting out in the form of movements the meanings of the foreign terms. "The law of contiguity in learning is that the two experiences which occur in the mind at the same time tend to be associated with one another."1 (31) It is a proved method of learning the names of objects, persons, qualities, and actions found in the classroom; and it is excellent, because if reviewed sufficiently, it forms a bond between the objects, persons, qualities, and actions and the foreign words.2 (48)

There are two aspects or phases: (1) the teacher's dramatization of terms, for example she gives the word for "sit" or "stand" in connection with the action; (2) the student's dramatization of the word he is learning, as he says "I open the door," he actually opens it. In this way the action and the meaning become very vividly and directly associated.3 (31) Or the steps may be varied: (1) the teacher performs the action and the students describe it; (2) the teacher performs the action and describes it; (3) the teacher gives the students directions for performing the action and they do so describing it.4

Prepositions which are essentially adverbial in character can be effectively developed through action and diagram. Here is a diagram to illustrate prepositions of place:

\[
\begin{array}{c}
\text{above} \\
\text{on} \\
\text{in} \\
\text{under}
\end{array}
\]

Prepositions of direction can be diagrammed and acted out.

In developing prepositions, it is economical to act out the indicated activity and to use just as few other words than the preposition as possible; thus, most prepositions of place can be developed after two words it is, and prepositions of motion with he or she goes. Once the basic meaning of the prepositions is fixed in mind, the teacher should then drill the preposition with a large number of verbs until the student is skillful in using them. "Preposition usage constitutes one of the most idiomatic usages with which the student comes in contact and one of the most difficult to acquire."  

Memorization of short conversational dialogues for dramatization in class has long been recognized as a practical means of vocabulary building in connected context. The value of this type of activity can usually be increased if the motivation for the learning is reinforced by something more fundamental than the novelty of the experience itself.  

Dramatization is recommended as a means of teaching everyday expressions and the idiomatic expressions; it provides exercises which no other

2. Ibid., pp. 51-52.
methods can do. It is not intended that dramatization be the entire method, nor is it intended to supersede other methods or other exercises which the teacher of English finds valuable.  

The Kinesthetic Method

The kinesthetic method is recommended for pupils who do not make progress by any other method. This is a tracing method with which may be used to help children to read and to spell troublesome words.

The teacher writes the desired word on a card in large letters. The pupil traces the word with his two forefingers. When he has the "feel" of the word, he tries to write it from memory without looking at the word.

The following directions may be given to the pupil to help him learn by the kinesthetic method:

1. Print or write the word with very large letters, any word that you find hard to learn. If you cannot do this yourself, your helper will do it for you.

   This shows the size.

   \[ \text{doctor} \quad \text{or} \quad \text{doctor} \]

2. Now trace over the letters until you think you can remember the word.

1. English for New Americans, p. 3.

3. After tracing the word three, four, or five times, see if you can find it in your book. When you come to it, say it, and show it to your helper who will tell you if you are right. If it is a common word that you need to write in your letters and compositions, try to write it from memory, trace it every day until you have learned it.

Keep in your notebook a list of the words that you have learned, or keep the words on slips of paper in your envelopes. Do whatever you like best, but be sure to review them often.\(^1\) (112)

---

1. Wilkinson and Brown, op. cit., p. 53.
Summary of Suggested Devices for Building a Basic Vocabulary

1. Memorizing frequency word lists in associated pairs is the common basis for the study of word and idiom frequency lists. This method may be used up to the point where interest lags. The words must be learned in the order of their difficulty.

2. Memorizing frequency lists has little value because the words are better learned in context. This method of translation is considered as a means to an end and not an end in itself. It is uninteresting, ineffectual, and uneconomical for it does not help the students to speak the language being studied. Lists must be reviewed several times to insure retention. However, the use of frequency lists is an especially good method of reviewing the vocabulary learned.

3. Translation may be used as a means of learning vocabulary when the student is studying alone and the meanings cannot be guessed from context. It may be used when it is absolutely impossible to teach the word in any other way, but not very often. Translation is a better way of checking the student's comprehension of the material studied.

4. Translation is ineffectual because in learning a new word it is better to learn it through the aural-oral senses. The translation method is a roundabout method of learning vocabulary because the learner must first think of the foreign word and then of the English. To teach English on a one-language basis it is better to try all other devices first; that is, it is better to use Direct Methods.

5. The Direct Method is recommended as a substitute for the translation method and the memorizing of frequency lists as an effective way to build an adequate vocabulary. To teach by the Direct Method the teacher may make use of objects, excursions and trips, pictorial methods, logical grouping of words, the series method, and pointing, gesturing, and dramatization.

6. The kinesthetic method, or the tracing method, may be used with those children who do not progress by any other method.
CHAPTER III

SUGGESTED DEVICES FOR THE SYSTEMATIC ENLARGEMENT OF VOCABULARY

Once the student has built an adequate vocabulary, it is then necessary to work for the systematic enlargement of that basic vocabulary. There are many devices that may prove effective in attaining this aim.

Reading

In the case of vocabulary, as in the case of a bank account, it is "to him who hath shall be given." In other words, the student who has a reasonable vocabulary can read, and the student who reads builds up his vocabulary.¹ "Context learning is an incontestable principle."² The context method is the most effective way of learning not only 50.7 per cent of the hard words, but 49.3 per cent of the easy words as well; however, ample review is needed.³ Seibert's survey (95) showed that 60 per cent of the words can be guessed correctly from context by the use of inference; this proportion of words is much higher than is generally assumed.

1. Hubman, op. cit., p. 159.


3. Ibid.
Pupils cannot just identify words with things; there is need of the context to show that words derive their meanings, not from the dictionary, but from the context in which they appear. The major difficulties of reading are caused because the student is often acquainted with meanings of symbols in isolation, but he does not react to them as a whole.¹ (43)

There are two types of reading that may be carried on: intensive reading and extensive reading. Intensive reading increases the active vocabulary, but it is not so helpful in enlarging the vocabulary. On the other hand, extensive reading results in the acquiring of a large passive vocabulary. Many of the words may be brought into the active vocabulary later.² (31) Development of an extensive vocabulary in reading depends primarily upon extensive experience in reading. The students need more reading than that related to unit activities and school subjects; they need individual recreative types of materials as an aid in vocabulary growth.³ (100)

In carrying on extensive reading students may make use of different types of inference to get the meanings of the unknown words: (1) etymological inference where some other foreign language gives the clue to the meaning; (2) inference from cognates; (3) onomatopoetic inference or meaning through sound; (4) cumulative inference;

¹ Glicksberg, op. cit., p. 547.
² Crawford and Leitzell, op. cit., p. 75.
³ Clarence R. Stone, Better Advanced Reading, St. Louis, 1937, p. 100.
(5) inference from activity or function to the agent or instrument or the reverse; (6) inference from the typical behaviour of an object to its behaviour under certain conditions; (7) inference from membership in a certain class to a specific member of this class, or the reverse; (8) inference from situation; and (9) inference based on the similarity of a set phrase in the foreign and native tongue.

To help students draw inferences from the context, it has been suggested that the teacher give examples from the kinds of associations which have proved to be most favorable to the drawing of inferences: (1) word association of words coupled together from use, from function in the sentence, group association or series, words coupled in familiar expressions, use of synonyms in sentences, and the use of antonyms; (2) sentence structure of the same idea repeated in two forms, comparison, and chain of actions; (3) association of ideas where clues are given by the background, in the sentence which follows, or in associations due to everyday experiences; (4) the use of deduction by the repetition of the same word in the context, by the process of elimination, or by definition or description; (5) clues found in the general meaning of the paragraph; and (6) words which cannot be guessed, such as words without clues, especially adjectives, determinatives, technical terms, specific

substantives used in enumeratives, and things outside the reader's experience.¹ (95)

Practice in guessing word meanings from the context must be accompanied by a thorough training in checking and controlling the guessing. There are these kinds of checks: (1) the importance of recognizing key words; (2) the fitting in of the meaning of the word guessed with the general meaning of a paragraph; (3) confirming what has been guessed by what is said later; and (4) the student's use of common sense by having him tell the general gist of the story. After the students have had specific training in the skills needed, texts must be used to show how the skills can be applied in guessing unknown words, texts in the foreign language.²

"Inference, though a good crutch, is a poor leg, for its factors are sometimes lacking."³ (46) Some troubles are: (1) that the root of the word is ambiguous, misleading, or elusive; (2) idiomatic expressions can rarely be understood without a dictionary or notes; and (3) the unknown element may be so great that a dictionary must be used to clear up the most important parts of the unfamiliar. All of these difficulties can be avoided if the outside reading matter chosen is easier than that used in class.⁴

². Ibid., pp. 296-313.
³. Hagboldt, op. cit., p. 78.
⁴. Ibid.
Students of average ability may have difficulty inferring meaning from context because there are too many words that will have to be looked up many times before they are finally learned. The following suggestions may help to solve the difficulties: (1) having students read trying to get the meaning from the context; (2) knowing the derivation or meaning of the word root or stem; (3) making a special note of interesting word pictures; (4) basing frequent conversational practice on part of the reading matter; and (5) rereading the book to fix the vocabulary.1

Extensive reading gives best results when it is accompanied by other exercises: (1) systematic word study including many pronunciation drills; (2) vocabulary problem lessons; (3) building up meaning vocabularies; and (4) the use of opposites, homonyms, and relational words.2

Reading with attention to sense-appealing words and apt comparisons is a way of building vocabulary. These are samples of exercises of this type which may be used:

VIVID WORDS

Directions:

1. Glance over the sections...to discover the vivid expressions used effectively.


2. List the words, and fill in what is required by the headings of the columns. The sample is correct.

<table>
<thead>
<tr>
<th>Exercise No.</th>
<th>Vivid Word</th>
<th>Significance</th>
<th>Experience to Which Applied</th>
<th>Reader's Experience to Which May Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>fairy scene</td>
<td>fanciful beauty</td>
<td>moon</td>
<td>frost, mist, woods, water, open-fire</td>
</tr>
</tbody>
</table>

RECOGNIZING SENSE-APPEALING WORDS

After reading the story the student is to fill in the columns the numbers of the lines in which words occur that appeal to the specific senses.

<table>
<thead>
<tr>
<th>SIGHT</th>
<th>SOUND</th>
<th>SMELL</th>
<th>TASTE</th>
<th>TOUCH</th>
<th>TEMPERATURE</th>
<th>MUSCULAR EFFORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. 2</td>
<td>4, 5, 6,</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td>1, 11</td>
</tr>
<tr>
<td>3</td>
<td>7, 9, 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Ibid., p. 244.
**Context in Speaking**

Another method that may be used to enlarge the vocabulary is that of learning words from context in speaking as they are from context in writing. When the native uses the word in a sentence in which all the others are familiar, if the new one is not explained by its associates, the speaker may be asked to explain the word by varying the setting or by using it in some other connection that makes it self-explanatory. This method is valuable because it avoids many difficulties inherent in learning new words through the use of books and dictionaries. 1 (31)

**Vocabulary Notebooks and Cards**

A method of enlarging vocabulary, which must be directed by the teacher, is that of keeping vocabulary notebooks and cards. The following are suggestions for keeping and making the cards and the notebooks:

1. Obtain a small notebook, about three inches by five inches in size, containing at least 26 pages. Letter the pages from A to Z. Call the booklet "My Private Dictionary" or any name desired. Find one new word a day, either from reading matter or from what is heard. Write the word and its definition on the appropriate page; study it; try to use it...

2. The second plan is similar...cut slips of paper or cardboard, about two inches by three inches. On one side of the slip, write the daily new

---

word, and on the other side write the definition and the sentence in which you found the word. Study the word and see whether you can define it. Try to repeat the sentence without turning over to look at the other side. Use a different slip for each word. Have someone test you at the end of the week.

My Dictionary

A

Adversity-(n) distress; misery

Plan 1

1. Adversity

(front)

Adversity-(n) distress; misery

Adversity is the best teacher.

(back)

Plan 2

Language notebooks should contain lists of words in categories or associated lists, according to parts of speech, synonyms, antonyms, derivatives, idioms, homonyms, and classified word lists. These are to be made the basis for the weekly drill and review.\(^1\) Other suggestions for notebook work are: (1) synonyms and antonyms encountered in reading may be prepared notebook work; (2) root words in languages offer a chance to build up word-groups; (3) words or expressions that have come boldly into English may be collected and from these cross-associations can be built up.\(^2\) Some of the following may be included in the notebook: (1) themes based on related vocabulary groups; (2) families of words with a common root; (3) prefixes and suffixes; (4) synonyms and antonyms; and (5) cognates of Spanish words.\(^3\)

The notebooks are a valuable asset if they are well-organized according to a logical and definite plan. They may be in the form of a home-made dictionary. The new words may be written with the meanings made clear by pictures, synonyms, and sentences. Only a small number of difficult or important words should be included.

---

The following are suggestions for the arrangement and grouping of words in the notebook:

1. Words should be arranged alphabetically under subject heads, with all words relating to the classroom on one page or in one section of the notebook, those about the home in another...New subject groups may be begun as needed.

2. Words may be organized around pictures which are drawn or pasted in the notebook. This consists of including a reasonably small picture upon a page which has plenty of room for writing, and then listing in column forms as many words as can be thought of which are explained by the picture. The notebook may then be studied by looking at the picture and trying to find the word for each part of the picture, or by looking at words first and trying to find the portion of the picture which explains them.

3. Words in the notebook may be classified according to grammatical functions. Thus, all nouns in one section, and pronouns, prepositions, etc., in other sections. These may further be divided according to their nature and use. Thus the verbs of motion, such as "go," "come," "run," etc. may be classed together.

4. Words may be classified according to the basic root from which they come. Thus words for "shade," "shadow," "hat," and "gloomy," all have the same common element in Spanish, namely, the root sombr. Likewise, a large number of other words show up as verbs, nouns, adverbs, adjectives, etc., with a slight change from the one to the other.1

Another plan for notebook use is the following:

1. To get the word lists all words should be entered that the child hears from day to day, first those words met in spoken sentences.

2. Before placing them in the notebook they must be written so that the correct form and sound may be associated.

3. Words entered Monday, should be read by some member of the class on Tuesday at the beginning of the hour so that the students may be sure that the word is actually recorded in his notebook, and that they carry the correct sound-picture of the word in the mind.

4. When about 50 words have been accumulated they should be put on the blackboard according to some definite plan, as time words, place words, family words, descriptive words, etc. Later these groups may become synonyms, antonyms, derivatives, parts of a tree, etc.

5. After the lists have been completed they are pronounced by the students with errors in pronunciation being dealt with.

6. One association for each word is then established as an aid to memory. Words having English cognates are easily fixed, so words having related words in the foreign tongue already in the vocabulary should be attached to these. Often ones that prove difficult suggest analogies to some studied.

7. After the associations have been established, the lesson may be assigned for learning.

8. Then a test lesson is assigned to be followed by further study and retesting, if necessary.¹

The making of a geographical scrapbook is also of help in vocabulary building, especially for words related to the content subjects. Each pupil may make a notebook of this sort or the group may work together in making a class book. The children search through

¹ Hubman, op. cit., pp. 159-166.
papers and magazines for pictures pertaining to some geographical
topic about which they are reading, such as products, inhabitants,
scenery, etc. The pictures are then organized according to some
general division...When all the pictures are arranged and pasted in
place, the sheets are then organized and grouped into units to make
a booklet. 1 (97)

Cognates and Identicals

The habit of noticing cognates, words in different languages
having some similarity, is of great assistance in vocabulary building.
Experiments carried out have shown the importance of them in foreign
language study.

Two-hundred high school students who had no knowledge of Spanish
were tested on their ability to recognize Spanish-English cognates
using Milton A. Buchanan's A Graded Spanish Word Book. The results
showed that the students at high school level are able to recognize
about 75 per cent of the Spanish words before starting the study of
the language. This means that the average high school pupil has
read approximately 750 Spanish words before beginning the study of
the foreign language. 2 (74) Another experiment in which two equated
groups were taught by associated pairs or by cognates produced suffi-
cient evidence to substantiate the proposition that the study of

1. Nila Banton Smith, One Hundred Ways of Teaching Silent Reading, New
   York, 1932, p. 126.

2. Minnie M. Miller and Geraldine Farr, "Student Recognition of Some
   Spanish-English Cognates," Modern Language Journal, XXIV, December,
   1939, pp. 216-220.
Spanish-English cognates improves the Spanish vocabulary for immediate or deferred recall as well as the English vocabulary.¹ (1)

"The effective use of cognates in teaching has been discussed until statements regarding their value have, in theory, become truisms among teachers of language."² (61) In comparing foreign words with English words, 40 to 50 per cent of which have French, German, Spanish, or Italian cognates and identicals, there is satisfaction for the learner in the activity, and rich and varied associations are set up with each word. This study stimulates the interest, aids as a vocabulary getter, and the student is able to link the new with the old.³ (48)

The students should be encouraged to bring in clippings of various sorts to be posted in the classroom to show examples where cognates are used. The words seen in advertisements, signs, programs, menus, or overheard in conversation should also be made use of in the classroom.⁴ (47) Many students have difficulty in recognizing cognates because of the varying spellings in the different languages. This difficulty must be obviated by giving the students a list of the common corresponding spellings.

4. Handschin, Methods of Teaching Modern Languages, p. 126.
Johnston (61) has prepared such a list. In preparing her list of Spanish-English cognates she found that within the Spanish and English vocabulary composed of the first 3,000 words of the Buchanan and Thorndike frequency lists over 1,000 words in each language are related through their common Latin origins. This means that English-speaking students of Spanish and Spanish-speaking students of English have an advantageous start in vocabulary of over 1,000 words. If the corresponding cognates are not part of the student's vocabulary, it is a difficulty which can be minimized by studying the high frequency and range of the cognate words in both languages. The frequency list which follows resulted from a study of the most frequently used words of modern languages studied in this country.

1. In the following table of reference all Spanish words have a merit number in Buchanan's A Graded Spanish Word List of 13.5 or above, all coming within the first 3,022 words of the frequency count.

2. English words are from the first 3,000 words of Thorndike's A Teacher's Word Book. Within the limit of the 3,000 word range, one-third are related through Latin, while 50 more words are cognates through other sources, chiefly Germanic.¹ (61)

¹ Johnston, op. cit., 405.
DECEPTIVE SPANISH-ENGLISH COGNATES

Actual, not actual = verdadero, but present, of to-day.
Cf. La España actual.

Alumno, not alumnus, but pupil, student.

Americano, not a citizen of the United States, but American, a native
of North, Central, or South America.

Aplicación, in the sense of applying for a job, not application, but
solicitud.

Azul, not azure = azure celeste, but blue.

Bachiller, not bachelor in the sense of an unmarried man = soltero, but
in the academic sense. Also a talkative person.

Bala, not (playing) ball = pelota, bola, balón, but shot, cannon ball.

Bizarro, not bizarre - fantástico, extravagante, but brave, magnanimous,
gallant, graceful, etc.

Biscocho, not the American biscuit, nor the cracker, but a sort of sponge
cake or lady finger. The American biscuit has no Spanish equivalent.

Café, not café in the sense of restaurant = restaurante, but rather a
place where coffee and other refreshments (beer, vermouth, sandwiches,
etc.) are supplied.
Cf. coffee-house.

Carro, not car = coche (auto); tranvía (tram); vagón, coche (railway)
but wagon or cart.

Clerical, clerical only in reference to the clergy. There is no Spanish
adjective pertaining to clerk or copyist.

Colegio, not college in the American sense, but school, especially a
boarding school. Our word college corresponds, roughly to the Spanish
Instituto de segunda enseñanza. Colegio also means a society or
professional association. Cf. Colegio de médicos.

Complección, not complexion = tez, but constitution.

Condición, not always condition = estado, circunstancia, but more often
temper, disposition, nature.

Conductor, not (street-car) conductor = cobrador, but motorman. Conductor
may also mean driver in general. Cf. El conductor de un automóvil.
The railway conductor is a "revisor."
Constiparse, not constipate = estrenirse, but to catch a cold.
Contestar, not to contest = disputar, competir, but to answer.
Copa, not cup = taza, jícara, but (wine) glass, goblet, English term wine-cup.
Corte, not court = tribunal, but court-yard, court (residence of the King).
Cristal, not always crystal, but more often glass, windowpane.
Cuestión, not question in the sense of interrogation = pregunta, but in the sense of dispute, quarrel, problem.
Chocar, not to shock = escandalizar, horrorizar, but to be surprised, collide, clash.
Dama, not dame, but a noble woman, lady, lady-love, lady in waiting (to a queen or princess). The word dame is now archaic or obsolete in English.
Desgracia, not disgrace, = deshonor, verguenza, but misfortune, grief, bereavement.
Disgusto, not usually disgust = repugnancia, asco, but displeasure, grief, annoyance.
Dormitorio, not a dormitory in the sense of a building containing sleeping rooms, but a bed-room. A building in which many sleep is a "residencia."
Editor, not editor, but publisher. The editor of a newspaper = director; of a text = anotador or comentador.
Educación, not so much education = instrucción, but manners, good breeding, politeness...Crianza refers to the physical and material; educación to the moral.
Elocución, not elocution = declamación, but style, diction.
Entender, not usually intend = pensar, tener la intención, but understand.
Escandalizar, not always scandal, but more often to shock.
Escolar, not scholar = erudito, docto, but pupil.
Espada, not spade = pala, but sword.
Evidence (in the legal sense), not evidencia, but prueba, testimonio.
Facultad, not faculty = claustro de profesores, personal docente, but department, school, or college (of a university).
Forastero, rarely foreigner = extranjero, but stranger.

Gentil, not gentle = docil, benigno, suave, but graceful, handsome, gallant, notable, great.

Gracioso, not gracious = bondadoso, afable, agradable, but graceful, funny, cute, charming, witty, amusing.

Grande, not grand = majestuoso, grandioso, but usually large, tall, great.

Grato, not so much grateful = agradecido, but kind, pleasant.

Guardia, not always guard, but police, policemen.

Guardián (in the legal sense) not guardian, but tutor, warden, superior.

Honesto, not honest = honrado, but virtuous, chaste, modest. Una mujer honesta means a virtuous woman. Thus "deshonesto" means immodest or lewd.

Idioma, not idiom = modismo, but language.

Indiana, not usually Indian = indio, but a Spaniard who returns from America rich.

Infante, not usually infant, but a son of the King of Spain, except the heir apparent; also infantry-man.

Ingeniero, not a locomotive engineer (maquinista), but one skilled in the art and science of engineering.

Introducir, not to introduce in the sense of causing to be acquainted = presentar, but to usher in.

Largo, not large = grande, but long.

Lectura, not lecture = conferencia, but reading.

Lujuria, not luxury = lujo, but lust, sensuality.

Mesura, not measure, but moderation, dignity, reserve.

Notorio, not notorious = de mala reputación, but well-known, famous.

Pariente, not parent = padre o madre (usually plural, padres), but relative.

Pavimento, not pavement = adoquinado, asfaltado, but floor.

Periódico, not so much periodical, but a newspaper.
Pretender, not to pretend = fingir, but to seek, aspire to.

Procurar, not to procure = alcanzar, conseguir, but to try, endeavor.

Pueblo, not pueblo in the sense of Indian village, but town, people, nation.

Pulcritud, not pulchritude = belleza, donaire, but polish, neatness, tidiness.

Pupilo, not pupil = alumno, discípulo, but ward, roomer; also, a day boarder in a boarding school.

Purple, not the usual purple = morado, but rather crimson, scarlet, or vermilion. Nearly every reference to this color that we find in the classics points to a red.

Refrán, not refrain = estribillo, but proverb.

Renta, not rent = alquiler, but income.

Romance, not usually romance in the sense of a novel, but more often ballad, Romance language; but also to denote "the Spanish language."

Romántico, not only romantic, but sentimental.

Sano, not sane = cuerdo, but wholesome, healthy, sound.

Sentencia, not (grammatical) sentence = oración, but sentence (legal), maxim.

Simpático, not sympathetic, but pleasant, likeable, nice, attractive, agreeable, etc. There is no exact equivalent in English.

Sombrero, not a (western) sombrero, but a hat of any kind...

Suceder, not succeed (in the sense of success) = tener buen éxito, but to happen, to follow, succeed (in the sense of succession).

Vagon, not wagon = carro, but car (railroad).

Vaso, not usually vase = jarrón, but (drinking) glass.

Villano, not villain in the sense of knave = bribón, but boor, rustic, peasant.

Vulgar, not vulgar in the sense of boorish = grosero, soez, but common, ordinary.
DECEPTIVE ENGLISH - SPANISH COGNATES

Auditorium, not auditorio = audience, but salón de actos, paraninfo.

Characters (in a novel or drama), not caracteres, but personajes.

Compact, "an agreement or covenant," not compact, but pacto, convenio.

Druggist, not droguero, one who deals in drugs; but farmacéutico, boticario, one who sells and prepares drugs according to medical prescription.

Elevator, not elevador, but ascensor.

Engineer, ingeniero only as one skilled in engineering; a train engineer = maquinista.

Intoxicate, in the sense of inebriation, not intoxicar = to poison, but embriagar.

Introduce, not introducir = usher in, but presentar.

Lecture, not lectura = reading, but conferencia.

Line, not línea (prosody), but verse.

Morality is moralidad in the sense of conduct, but always "moral" as the term of philosophy.

Opportunity, not so much opportunity = opportuneness, but ocasión.

Poem, poema, only in the sense of a long poem. Otherwise use poesía.

Realize, in the sense of apprehending or conceiving, not realizar, but darse cuenta, tener una idea.

Tariff, not tariff = rate, price, list, but arancel.

Vegetables, in the edible sense = legumbres, not vegetales.

Versatility, not versatilidad, but universalidad.¹(92)

¹ Scatori, op. cit., 397-401.
Synonyms, Antonyms, and Homonyms

One association which can be used in learning meaning consists in connecting a word with its synonym, antonym, or homonym; either one them will call up the other. Through this type of drill it is possible to introduce synonyms, antonyms, and homonyms which are unknown to the class, or ones which they have forgotten.

Exercises on synonyms, antonyms, and homonyms are most effective as review exercises. Introducing new words in this manner should be done sparingly, except as an occasional change from other methods or when a list of words to be learned is prepared with synonyms, antonyms, or homonyms. The associative bond is not very strong and the words need ample reviewing.¹(47)

The following exercise is suggested for drill with synonyms: (1) use a list selected from Basic Words, taking one or two a day and building synonyms for each word; (2) for variety, write a sentence on the board using Basic English. Let the pupils rewrite the sentence using as many synonyms as possible.²(55)

An exercise for drill with antonyms may be carried on in connection with the reading lesson. In reading the text, occasionally call for the opposites of words instead of calling for translation, or quizzing, or retelling in the foreign language.³(47) Exercises of this type are good

¹. Handschin, Methods of Teaching Modern Languages, p. 163.
². Hovicus, op. cit., p. 43.
³. Handschin, Ibid.
for review and to raise the word from the passive vocabulary to the active vocabulary. The antonyms used must be words that have been previously learned so as not to introduce new words.¹

To get lists of synonyms and antonyms the texts may be used to get synonyms and antonyms in pairs and groups. One or several of the best students can take a portion of the text being used for reading and make a list of all synonyms and antonyms found in it. When the reading lesson is finished by the class, the list may be written on the board by those who collected it to be copied and learned by the class. The next day, drill based on this list may be used. An elementary text is best for this.²

Another exercise utilizing synonyms and antonyms in vocabulary study is the following:

<table>
<thead>
<tr>
<th>All Synonyms for the Word Which Are Known</th>
<th>List of a Number of Words</th>
<th>All the Antonyms That Can Be Thought of</th>
</tr>
</thead>
</table>

Dictionaries

"Meaning, pronunciation, and spelling in the order given, are the

1. Ibid.
2. Ibid.
essential things about words. More time is justified on all, especially the first. Essential things about words. More time is justified on all, especially the first.\(^1\)(152) One means of getting the meaning of words is by using the dictionary, and the learning of words through definitions is a very common method of increasing the vocabulary.

The dictionary should not be the only means that the student makes use of to get word meanings. The dictionary may be resorted to when words are extremely difficult to dramatize or represent visually, and may be interpreted only with a great amount of difficulty by means of reading context. To do this, the student must consult the dictionary and make a choice of meanings to get the one that is best fitted to the use of the word in context.\(^2\)(31) Pupils should be trained "to use their wits instead of the dictionary."\(^3\)(55) If they are trained to combine hints gathered from the context, from similar words, and from word-clues, looking up words in the dictionary is often unnecessary.\(^4\) Broening (15) believes that children should have facile use of the dictionary to verify definitions guessed from their contextual clues.\(^5\)

To make vocabulary work stimulating the dictionary may be used for the study of the origin, history, and relationship of words. Such a study is a means of helping vocabulary growth.

---

3. Hovious, op. cit., p. 15.
4. Ibid.
Words are the personification of ideas, and inasmuch as etymology is inseparable from the history of thousands of years of human evolution, it is amazing to see how any simple everyday word reflects that development. In this respect too a good dictionary is a mine of information which makes it so enjoyable and a source of intellectual profit.¹(68)

A suggested procedure for the study of the etymology of words is to look for the word in the dictionary, as to the etymology the student should learn the derivation of the word and make clear which meaning is meant by clarifying it in the reading. This work helps the student make a refreshed acquaintance with other words, it helps him find that all words are closely related belonging to the same word family, and it will then be easy for the student to pick up some more members of the same family, thus gradually making additions to the vocabulary.²(68)

"Even a little practice in framing definitions gives insight and breadth of vision to students - it stresses the importance of gathering in facts before saying much about anything."³(53) To help students acquire the ability to frame definitions, they must get help in making a distinction between definitions and meaning, in learning from a study of the dictionary themselves what ways of giving meanings are used most and least often, and in determining how definitions and explanations, in general, must and must not be expressed.⁴ To help students use the

2. Liebesney, op. cit., 184.
3. Henninger, op. cit., p. 29.
4. Ibid.
dictionary efficiently, the following suggestions may be used: teach the students to make use of the guide words which presupposes a knowledge of the alphabet; point out that most dictionaries give abundant aid on pronunciation and various other phases of word study; note how the etymology of the word is separated from the definitions of it; point out how definitions are framed; stress that the definition should fit into the context; and give students help in defining words by limiting the definition, using the correct words, etc. Any definition for foreign words should be given with foreign words by the use of synonyms or equivalent locutions taken from a one-language dictionary to avoid the use of the vernacular.\(^1\) \(^{(53)}\)

**Prefixes and Suffixes**

Vocabulary may be built through the knowledge of prefixes and suffixes; a knowledge of them will aid the students in an immediate recognition of unfamiliar material in the reading matter.

Suffixes present an awkward problem. Very common endings like ed, ing, en, er, est, y, ly, or al, ic, ity, y, and so forth are probably assimilated early by the children without much formal attention. Other suffixes like age, ent, ery, ate, cy, ent, fy, ish, some, hood, ure, and so forth, are relatively common in English; but the list could be extended to a point where it would be cumbersome for teaching purposes.\(^2\)\(^{(65)}\) Of the 20,000 commonest words in English, 4,992 or 25 per cent have prefixes;

1. Henninger, op. cit., p. 36.
fourteen prefixes make up 82 per cent of the total number of prefixes used. Some 4,043 words in the 20,000 most frequent words have the following prefixes: ab, be, de, en, in, pro, sub, ad, com, dis, ex, pre, re, and un. In simplifying the student’s work it appears best to introduce the prefixes only in situations in which the root or stem of the word is undoubtedly known.¹

Prefixes and suffixes can be introduced on word wheels also.

¹ Kottmeyer, op. cit., p. 128.
Use of Word Wheel Device

Samples for suffix wheels combining s, ed, ing, and er, est.

Top and Bottom Wheels for Suffixes

Cut circles as shown. Fasten parts together. Print on second circle with both parts together to guide the spacing. 1(65)

A Word Wheel for Suffixes
LISTS FOR PREFIX AND SUFFIX WHEELS

These prefixes - re, in, con, de, dis, com, un, ex, pro, pre, and en, occur commonly enough to warrant their use with the wheels. Suffixes s, ed, ing, x, ly, ty, er, est, tion, ance, ness, ful, ant, ous, ent, ment, able, al, less, and ive are included.

Note: The following words appear most frequently in the original Thorndike Word Book of 10,000 words.

PREFIXES

PRO

1. procedure, proceed, proceeding, procession, proclaim, procure, produce, producer, profusion, program, progress, project, prologue, prolong, pronoun, pronounce, propel, propose, protract, protrude.

EN

1. enact, encamp, encircle, enclosure, encourage, engrave, engross, enjoy, enlarge, enlighten, enlist, enliven, enrage, enrich, enroll, enslave, entangle, enthrone, entitle, entreat.

2. encase, enchain, endanger, endurable, enfold, reinforceable, enforcement, engulf, enlargement, enrapture, enrollment, enshrine, enshroud, ensnare, entail, entanglement, entomb, entrap, entrench, entwine.

RE

1. reappear, reassure, recall, reclaim, recoil, recount, recover, reenter, refresh, remake, remodel, remove, renew, reopen, replace, reprove, resound, restore, retrace, reunite.

2. readjust, rearrange, reassemble, reawaken, rebound, recapture, reconquer, reconsider, reconstruct, reecho, reelect, reembark, refill, refund, rejoin, remount, repaid, reprint, retrace, rewrite.

RE

1. decamp, decode, decompose, decry, deface, defame, defeat, deform, defraud, defrost, degenerate, demerit, demoralize, depart, depopulate, depress, derail, derange, dethrone, detour.
UN

1. unable, unarm, uncertain, unchanged, unclear, uncover, undress, unequal, uneven, unexpected, unfit, unfold, unfruitful, unguarded, unhealthy, unheard, unpaid, untie, untrue.
2. unaided, unavoidable, unbalanced, unbeliever, uncork, undeveloped, undisciplined, unholy, unlace, unmeasured, unnumbered, unpack, unskilled, unsound, unspotted, unsung, untaught, untruth, unveil, unwept.

DIS

1. disagree, disappear, disarm, discontent, discontinue, discount, disgrace, dishonest, dislike, disloyal, dismount, disobey, disorder, disown, displace, displease, disqualify, disregard, dissatisfy, distrust.
2. disability, disaffection, disagreement, disallow, disappearance, disavow, disclaim, discolar, disfavor, disgraceful, disinherit, disjoin, dislocate, disobedient, disorganize, displacement, dispossess, disquiet, disrespect, disrobe.

IN

1. incapable, incomplete, inconsistent, inconvenient, incorrect, incurable, indefinite, indent, indirect, inevitable, informal, inhabit, inlaid, insane, inside, insoluble.
2. inability, inaccurate, inaction, inarticulate, inattention, inattentive, inborn, inbred, incapacity, incompetent, indecent, indecision, ineffective, inexhaustible, inexperienced, inhuman, insecure, insincere, instability, intake.

PRE

1. prearrange, prearrangement, preassign, preassignment, prebake, prebid, precaution, precede, predigest, pre-election, preeminence, preheat, premature, prenotify, preorder, prepaid, prepay, preprint, preschool, preview.
2. precautionary, preconceive, predestination, predetermine, predispose, preexist, preexistent, prefigure, prehistoric, premeditate, preoccupied, preoccupy, preordained, preposses, presuppose, prewar.

CON

1. concave, concede, concern, conclude, concur, condescending, confederate, confederation, confluent, conflux, conform, conformity, confuse, confusion, conjointly, conjunction, consent, consign, consignment, constrain, context.
EX

1. exact, examination, exceed, exchange, excite, exclaim, exclude, exclusion, excommunicate, excuse, execute, exempt, exert, exhale, exhaust, exhibit, expand, expense, expect, expel, export.

2. excavate, excavator, excerpt, exemption, exhilarate, exhume, exonerate, exorbitant, expectancy, expulsion, exterminate, extinction, extinguish, extinguisher, extort, extraction.

COM

1. combine, commemorate, commence, commensurate, commingle, commission, commotion, compact, compartment, compassion, compatriot, compeer, complaint, complete, compliance, compliant, compound, compress, compromise.
SUFFIXES

TION
1. action, adoption, affliction, collection, congestion, construction, destruction, direction, distinction, election, instruction, intention, invention, objection, perfection, production, protection, reflection, resurrection, suggestion.
2. conviction, corruption, distraction, edition, erection, eruption, exertion, exhibition, infection, interruption, obstruction, prohibition, recollection, reelection, selection, subtraction, transaction.

IVE
1. active, defective, destructive, detective, excessive, effective, expressive, instinctive, instructive, oppressive, plaintive, possessive, progressive, prospective, recessive, respective, successive, suggestive.

ING
1. according, breeding, building, bunting, concerning, dealing, dwelling, earning, ending, exceeding, feeling, flooring, following, going, regarding, roofing, unthinking, unwilling.

MENT
1. agreement, amazement, amendment, amusement, appointment, arrangement, astonishment, banishment, development, disappointment, employment, engagement, entertainment, establishment, excitement, government, improvement, management, measurement, movement, pavement, payment, punishment, refreshment.
2. accomplishment, achievement, adjustment, adornment, advancement, advertisement, chastisement, commandment, commencement, concealment, contentment, deportment, enchantment, encouragement, enjoyment, enlargement, enrollment, equipment, inducement, installment, investment, nourishment, preferment, refinement.

LESS
1. blameless, bottomless, boundless, breathless, careless, causeless, ceaseless, cheerless, childless, comfortless, countless, doubtless, endless, fearless, guiltless, harmless, helpless, joyless, needless, restless, useless, worthless.
2. dauntless, deathless, defenseless, faithless, fatherless, faultless, fruitless, headless, homeless, lawless, leafless, lifeless, luckless, matchless, motionless, nameless, noiseless, numberless, peerless, powerless, reckless, regardless, senseless.

AL
1. accidental, additional, comical, conditional, continental, critical, medical, musical, national, occasional, optical, original, personal, political, postal.

2. economical, electrical, exceptional, incidental, magical, mechanical, monumental, occidental, oriental, pastoral, philosophical, poetical, professional, rational, renewal, sensational, sentimental, triumphal, tropical.

ABLE
1. allowable, available, changeable, considerable, detestable, disagreeable, fashionable, favorable, honorable, lamentable, noticeable, obtainable, payable, peaceable, portable, profitable, reasonable, remarkable, respectable, seasonable, serviceable, suitable, uncomfortable, unconquerable.

FUL
1. careful, cheerful, delightful, doubtful, dreadful, faithful, fearful, fruitful, graceful, handful, hateful, healthful, helpful, hopeful, joyful, lawful, mournful, needful, painful, peaceful, powerful, respectful, scornful, shameful.

2. blissful, changeful, deceitful, disdainful, disgraceful, doleful, fretful, frightful, glassful, hurtful, manful, mindful, mouthful, playful, restful, rightful, sinful, slothful, truthful, tuneful, unfruitful, unhealthful, unlawful, unskillful.

Y
1. airy, bloody, cloudy, dusty, flowery, frosty, gloomy, guilty, hearty, lucky, lusty, mighty, rainy, rocky, sandy, scanty, sleepy, stormy, unworthy, watery, wealthy, worthy.

2. chilly, creamy, faulty, flinty, frisky, glassy, glossy, grassy, hairy, handy, hilly, leafy, marshy, milky, moldy, moody, mossy, needy, roomy, savory, shadowy, silvery, sinewy, stealthy.

ANCE
1. acceptance, accordance, acquaintance, allowance, annoyance, appearance, assistance, attendance, disturbance, forbearance, inheritance, repentance, resistance, utterance.
NESS

1. blindness, brightness, darkness, forgiveness, gentleness, gladness, goodness, greatness, highness, kindness, likeness, madness, nakedness, sadness, sickness, stillness, sweetness, tenderness, thickness, weakness, wickedness.

2. bitterness, blackness, blessedness, boldness, calmness, cheerfulness, consciousness, earnestness, faithfulness, fierceness, fitness, fondness, foolishness, forgetfulness, hardness, harshness, lightness, meekness, neatness, nervousness.

LY

1. brotherly, costly, deadly, finally, friendly, heavenly, kindly, kindly, likely, lively, lovely, manly, monthly, namely, partly, weekly, worldly, yearly.

2. consequently, contentedly, decidedly, expressly, ghostly, hourly, knightly, lowly, nightly, presently, princely, rascally, saintly, seemingly, seemly, sickly, timely, unfriendly, ungodly, insightly, untimely.

OUS

1. covetous, dangerous, humorous, joyous, marvelous, mountainous, murderous, odorous, perilous, poisonous, pompous, ponderous, prosperous, rigorous, riotous, ruinous, slanderous, venomous, vigorous, villainous.

These drill activities should be regularly followed by oral reading in which the child is required to develop independent word recognition by applying in context the skills he develops by drill.¹(65)

¹ Kottmeyer, op. cit., pp. 92-97.
The following suggestion is to help students practice using prefixes and suffixes:

1. Study the meanings for the prefixes and suffixes given below.
2. List as many examples of each as you can. Your dictionary will help you.
3. Notice any change in the spelling of the prefix or suffix when added to the root.
4. Inspect the pages of this book to locate examples of these prefixes and suffixes.
5. Be resourceful in attacking the meaning of unfamiliar words by noticing the prefix or suffix and the context in which it is used.¹(15)

A list of prefixes and suffixes is given on pages 253-258 of Broening’s (15) book.

Derivative or Etymological Grouping of Words

Often if you know the derivation of a word it takes on a thrill of life and you use it with more pleasure and exactness. It is as if a mere acquaintance suddenly became an intimate friend...²(64)

A study of the etymology and derivation of words is another means of building vocabulary. This has already been referred to under the use of dictionaries.³ Thousands of words are added to the passive vocabulary; and, if time is taken for review, they may be transferred to the active vocabulary. It also serves as an excellent review of words studied, and

2. Ketchum and Greene, op. cit., p. 98.
3. See above, pp. 102-103.
it serves to bind them together effectively.\(^1\) The student naturally remembers words that are bound together more easily than isolated words, and the meaning of unknown words is suggested by their evident relationship to one or more known words.\(^2\)

For the study of derivatives the following suggestions may be of value: (1) help may be obtained by observing the relations of the words to words in another language derived from them, example Spanish *introducir* becomes the English *introduce*, thus determining immediately the meaning of the word; (2) frequently when the derivation cannot be traced directly from the foreign to the English word, it can be traced from the foreign word to the Latin and thence to the English; (3) if a student has a knowledge of the principal prefixes, suffixes and root stems of words, he can with little difficulty figure out meanings of words never seen before; and (4) knowledge of the two separate parts combined into one word may be used to interpret the word.\(^3\)

The steps for teaching derivative groups to pupils who already have some command of the foreign language are: (1) an explanation of how they came to be; (2) asking the class to give words related to a certain word; (3) spending a short time every day for several days choosing words found in the texts at hand; and (4) in developing a reading lesson, asking the class to give new words from a study of their basic elements which may be familiar. The teacher must not tell the meanings of the words but must keep giving suggestions until all resources

are exhausted; if the meaning cannot be guessed, then the word may be defined in the foreign language or its equivalent may be used in a sentence in the foreign language. In many cases where words are not easily interpreted by means of their derivatives, they must be learned by more direct methods. 1

A study of foreign words that have been accepted and are being used in the English language is interesting. This may be a study of place names which use words that have come into the language directly. Kaulfers (62) describes a unit on "Footprints of Spain and Spanish-America in the United States," using place names in California. In this unit are grouped words which have come into our language directly from Spain or by way of her former colonies in the new world, words as Agua Sola meaning "Lonely Water," and San Felipe meaning "Saint Phillip." There are observation questions and suggested activities to go with such a unit, based on what we owe to the Spanish-speaking people as revealed in the words which we have borrowed from them. 2

Another suggestion is that every day a word history may be put on a corner of the blackboard to attract the attention of the students. Books used may be H. L. Menken's The American Language, Eric Partridge's Dictionary of Slang and Unconventional English, and the Oxford Dictionary. The G. & C. Merriam Company, publishers of Webster's Dictionaries (Springfield, Massachusetts), will provide without charge (other than express charges for transportation) a series of hand-colored slides graphically illustrating


2. For further details on carrying on such a unit refer to Kaulfers, op. cit., p. 160.
the past histories of interesting words.\textsuperscript{1}(55)

**Stems and Affixes**

Vocabulary may be extended by recombining familiar stems and affixes. A few minutes may be allowed at the beginning of each period for discussing and recording in the notebooks words found. To check comprehension, a test may be given in which the pupil writes the meaning of a given word-clue and then lists one or more words in which it appears; for example, *aqua, water, aquatic, aqueduct.*\textsuperscript{2}(55)

**Roots**

In a sense a word is like a tree. There is a root, or main part; and there are branches that spread out. Though the branches look different from the root, they depend upon it for support...\textsuperscript{3}(61)

Familiarity with the roots of English words will help in vocabulary building; for making use of it, in combination with a knowledge of prefixes and suffixes, will help the students to infer the meanings of many words. The roots that are selected should be those that occur commonly in English and those that can be illustrated without using words that are too difficult for the students.

A list of common roots that may be used for study are given in Broening (15), pages 258-259.

The following suggestions are helpful for understanding root meanings:

\textsuperscript{1} Hovious, *op. cit.*, p. 44.

\textsuperscript{2} Hovious, *ibid.*, p. 43.

\textsuperscript{3} Ketchum and Greene, *op. cit.*, p. 106.
1. Study the meaning of the roots given below...

2. List all the words which you know that have grown from each root.

3. Glance over the pages of this book, and especially the lists of selected words to discover words containing these roots.

4. As you use your dictionary to verify the meaning of words you guess at from the context, notice what root meaning each word has.

5. Make a list in your notebook of words you will wish to use in your speaking and writing vocabulary.¹(15)

**Songs and Music**

In the elementary school oral command may be built up by songs for it helps the students to get "the ring of the idiom in their ears."²(41) Learning songs in the foreign language helps to build vocabulary and affords drill in using words already learned. However, they are effective as vocabulary building materials only to the extent to which the individual words have meaning for the students. Then they are useful for vocabulary building, for getting good pronunciation, and for establishing a feeling for the idiom being learned. Songs should be used wherever the condition arises for they are pleasant ways of memorizing material and the rhythmic form aids retention.³(62)

In teaching a song, it must first be developed by an explanation of the words. The following procedure may be used: (1) teach the song orally; (2) have the class read it; (3) sing it; (4) memorize it; and (5)

---

¹. Broening, op. cit., p. 258.


recite it.\textsuperscript{1(47)} With younger children who are just learning English all of these steps may not be followed.

"The words of any song can become an integral part of every pupil's active or passive vocabulary if the singing is not allowed to become a mere vocalization of nonsense syllables in a musical setting."\textsuperscript{2(62)} To avoid this a unit should be given which provides for semi-conversational types of activity involving the vocabulary of the songs and a few other items relating to music. In this way the vocabulary learning will be provided for through its use in an audience situation after the song itself has been learned and enjoyed for its own sake.\textsuperscript{3}

In learning songs, phonograph records in English are a useful aid, for then the learner may be sure of the correct intonation and pronunciation of the words. The radio is useful, too. Using the phonograph or the radio gives the students an opportunity to hear varied kinds of English spoken.

Proverbs

Proverbs are excellent materials for vocabulary building: (1) they include familiar words of the language; (2) the "catchy" form is easily retained and recalled; and (3) a study of them enables one to express himself colloquially. Knowing the meaning and getting the point of proverbs is just as important as knowing the meaning of the individual words.

3. Ibid.
They illustrate the phraseology and idiomatic expressions of the foreign language.\(^1\)\(^{(31)}\)

In studying proverbs, a list of them may be kept in the student's notebook; but this should not be a formal exercise for there must be oral practice and the use of the expressions collected.\(^2\)

The following proverbs are some of the more familiar ones used in English, but others may be substituted for this suggested list:

**Some Everyday Proverbs**

1. A bird in the hand is worth two in the bush.
2. Actions speak louder than words.
3. A friend in need is a friend indeed.
4. All is not gold that glitters.
5. A rolling stone gathers no moss.
6. A stitch in time saves nine.
7. Better late than never.
8. Early to bed, early to rise,
   Makes a man healthy, wealthy, and wise.
9. Empty vessels make most sound.
10. He laughs best who laughs last.
11. Honesty is the best policy.
12. Let sleeping dogs lie.
13. Look before you leap.

\(^1\) Crawford and Leitzell, *op. cit.*, p. 71.

\(^2\) Ibid.
14. One good turn deserves another.
15. People who live in glass houses shouldn't throw stones.
16. Prevention is better than cure.
17. Second thoughts are best.
18. Speech is silver, silence is golden.
19. Take care of the pennies and the pounds will take care of themselves.
20. Too many cooks spoil the broth.¹(35)

Idioms

"It behooves every student to make a definite purposeful study of the idiomatic expressions in order to master this most important phase of vocabulary."²(31) Idioms are more troublesome to learn than single words, since there is no way of guessing their meanings from the context, and even this is frequently unreliable. The learner has accordingly only the foreign-language-English equivalents to rely on in learning idioms.³(18)

To help students in learning idioms, a list of them may be kept in the notebooks. The teacher might, if there is time, keep on using the foreign idiom until the learner gets the proper associations formed through hearing and practice. This apparently is what the child does in his native tongue. Naturally this method is to be used where oral use is the aim of the language study; however, if reading is the objective, the teacher may resort to defining the idiom in the foreign language or to its use in a foreign sentence.⁴

Following is a list of Spanish-English idioms for use:

2. Crawford and Leitzell, op. cit., p. 72.
4. Ibid.
SPANISH-ENGLISH IDIOMS

Below are listed idiomatic expressions often misused by people whose native language is Spanish. There are given also Spanish idioms frequently mistranslated, and troublesome prepositional expressions.

1. ABOUT

   Anxious about (ansioso, preocupado)
   Bring about (efectuar, resultar en)
   Dream about or of (soñar con)
   Enthusiastic about (entusiasmado con)
   Think about (pensar en)
   Know something about (saber algo de)
   Worry about (preocuparse por)

3. ACABAR

   Acabar de must be translated by the perfect tense and the adverb just when the verb is in the present or imperfect tense.

   Do not translate acabó de or acababa de by finish.

   Acabar de in the preterite is finished.

   Acabar con means to put an end to, to destroy, to use up.

4. AFTER

   Day after day (día tras día)
   Day after tomorrow (pasado mañana)
   Name after, call after (nombrar como)

5. AGREE WITH

   Agree with often means to be suited to.

6. ALL

   All the same means nevertheless, notwithstanding (sín así, con todo, no obstante)
All along means the whole time (todo el tiempo)

At all, accompanied by a negative such as not, never, nothing, emphasizes (de ningún modo, nada)

All the better (tanto mejor) all the worse (tanto peor)

As

The expression tales como should be translated by such as, never by as alone.

At

At least (por lo menos), at most (a lo sumo, a lo más)

At leisure (desocupado, despacio, con comodidad)

At night (de noche, por la noche)

At once (en seguida)

At peace, at war (en paz, en guerra)

At present, at the present time (al presente, en el presente)

At sea (en el mar)

At this (that) moment (en este [ese] momento)

At that time (en aquel tiempo)

Arrive at (llegar a)

Astonished at (asombrado de)

Glance at (mirar de, or al, soslayo; referirse a)

Look at (mirar)

Be surprised at (asombrarse de)

Smile at, laugh at (sonreírse or reírse de)

Throw something at (tirar a) implies that the person throwing wishes to hit the person or thing he is throwing at. Throw something to implies that the thrower wishes the other person to catch what is being thrown.
10. ATTENTION

Llamar la atención is translated call one's attention to only when the subject is a person, because the verb call implies the use of the vocal organs and speech. However, the expression attract one's attention may have as subject either a person or something inanimate...

Llamar la atención also means to scold.

Prestar atención means to pay attention.

11. BATH, BATHE

Bath and take a bath (bañarse) are used in speaking of bathing for cleanliness and medicinal purposes. Bañarse also means to go swimming, go bathing, go for a swim.

12. BEST

At best or at the best means to take the most favorable view possible (a lo sumo, a lo mejor)

Do one's best (hacer cuanto posible, hacer lo mejor posible)

Make the best of (soportar, resignarse a)

Best man (padrino de boda)

Padrino when referring to baptism, is godfather; when referring to confirmation is sponsor; when referring to a duel is second; in other instances, it is patron or protector.

Madrina, when referring to baptism, is godmother; when referring to confirmation is sponsor; when referring to a regiment, mascot; when referring to a wedding, maid of honor, if the madrina is single, and matron of honor if she is married.

13. BREAK

Break down means to lose control over one's feelings (desconcertarse), to fail in health (perder la salud). It may also be used in regard to a motor of any kind (romperse). As a transitive verb, it means to cause to collapse (derrumbar).

Break in may mean to train (enseñar); to tame or domesticate (domar) a wild animal

Break in, or into, followed by a noun, may mean to interrupt.
Break in, or into, may mean to enter by force or surreptitiously
(penetrar, escalar, forzar).

Break the law (infringir la ley)

Break loose (zafarse, desatarse)

Break the news means to give important, exciting news, good or bad.

Break off means to cease to have communication with, or to renounce
the acquaintance of, to terminate the friendship; also, to separate by force.

Break open (forzar, romper, descerrajar)

Break out (estallar)

Break through (abrirse camino or paso)

Break up (separarse, levantarse una sesión, terminar, disolver)

14. BY

By all means (de todos modos)

By no means (de ningún modo)

By day (de día)

By heart (de memoria)

By night (de noche)

By oneself (solo, por sí solo, uno mismo)

By the way (de paso, entre paréntesis, a propósito)

Accompanied by (acompañado de) a person

Day by day (día tras día)

15. CALL

Call for (procurar, buscar)

Call on (visitar, llamar, solicitar)

Call off (suspender)

Call up (llamar por teléfono, telefonear)
16. **COMMIT**

Commit suicide (suicidarse)

The Spanish expression *cometer un error* is to make a mistake or to commit an error.

17. **DAR**

*Dar una (la) lección* is to give a lesson to a pupil or class; to take a lesson from a teacher.

*Darse cuenta* is to realize.

*Darse de baja* (to drop, to dismiss)

*Dar lo mismo* (all the same, the same)

18. **DO**

To do something for a person means to do it in behalf of, or in favor of, or for the benefit of that person.

Do something to a person means to do it against him, to harm him.

Do away with (*eliminar, acabar con*)

Do one's best

Do one's duty (*cumplir con su deber*)

Do over (*hacer de nuevo, otra vez*)

Do without (*pasar sin*)

Have anything, or something, to do with, (*tener que ver con*) means to be interested in, to have business with, to be connected with.

Will do (*hacer, servir*)

19. **FALL**

Fall asleep (*dormirse, quedarse dormido*)

Fall in love with (*enamorarse de*)

20. **FAULT**

At fault means to blame (*culpable*)

Find fault with means to criticize, to be displeased with (*criticar*)
21. FOR

For this (that) reason (por esta [esa] razón)
Blame for (la culpa de, culpar por)
Care for (desear, gustar)
Consideration for (consideración para)
Convenient for (conveniente)
Depart for, leave for (partir para, irse para)
Desire for (deseo de, aspiración a)
Fondness for (cariño, afición) (however, we say fond of)
In exchange for (en cambio de)
Love for (amor a, cariño a or por)
Pay for (pagar)
Respect for (respeto a)
Responsible for (responsable de); responsibility for (responsabilidad de)
Wait for (esperar, guardar) Notice that wait is not followed by any preposition

22. FROM

From memory (de memoria)
From then on (desde entonces en adelante)
Buy from (comprar a)
Cease from (desistir de, cesar de)
Conceal from (ocultar a, esconder a)
Defend from (defender de)
Differ from; different from (diferente a, distinto a)
Free from (libre de, independiente de)
Graduate from, to be graduated from (graduarse de)
Part from (separarse de, despedirse de)
Prevent from (evitar que, impedir)
Prohibit from (prohibir, impedir)

23. GET

Get along, get on means to prosper, to succeed, (prosperar, adelantar, progresar)
Get along with, get on with (llevarse con uno)
Get over, get through (terminar, acabar con)
Get over may be used in regard to a sickness or sorrow or shock (recuperar)
Get rid of (zafarse de, librarse de, deshacerse de)

24. GIVE

Give away means to distribute gratis, to make a present of something of your own (dar, regalar)
Give back means to return (devolver)
Give in (used only with a personal subject) means to yield, to succumb (ceder, darse por vencido)
Give up means to abandon, to part with (renunciar, dejar)
Give way means to yield, and may have as a subject either a person or something inanimate. (ceder, retroceder)

25. GO

Go ahead, go on (continuar, proseguir)
Go along with (acompañar a)
Go back on one's word (faltar a la palabra)
Go for a ride in a car, go for a walk in the country (dar un paseo)
Go in for means to give one's attention to, to apply oneself to, to be interested in (dedicarse)
Go on a trip, a voyage, a picnic (hacer un viaje, ir a una jira)
Go over (revisar)
Go through with (realizarse, llevar a cabo)
Go without (pasar sin)
Go wrong (salir mal)

On the go means never quiet, always going somewhere and doing something (no estar quieto, en movimiento)

27. GUSTAR

Gustar means to please. The Spanish construction cannot be translated literally because the object of the Spanish verb is the subject of the English verb. In translating gustar, we must use the verb like.

28. HACER

Hacer calor, frío, sol, viento, fresco (to be warm or hot, cold, sunny, windy, cool)
Hacer buen or mal tiempo (to be fine or bad weather)
Hacer caso is to pay attention, to mind, to obey, to respect.
Hacer un chiste is to tell a joke.
Hacer falta is to be needed, to be missed. In expressing this idiom in English, the sentence is inverted.
Hacer juego con is to match.
Hacer mal or daño is to harm, to hurt.
Hacer malicias is to play tricks or jokes on.
Hacer el papel is to play the part, to play the fool, to make a fool of oneself.
Hacer una pregunta is to ask a question.
Hacer un viaje is to take, or go on, a trip or voyage, to make a journey.

29. HABIT

Acquire or form a habit, make a habit of, make it a habit to
31. HAND

Hand in (entregar)

Handy (an adjective)... (a la mano; diestro, hábil)

Change hands (cambiar de dueño)

First hand or at first hand means directly... (de buena tinta, directamente)

Hands full (muy ocupado)

Off hand means at first thought... (a primera vista)

On hand means in present possession (disponible, a la mano) in stock (en existencia)

Shake hands (darse la mano)

32. HOUSE

Keep house (atender la casa)

Housekeeper (ama de llaves, ama de casa)

Housewife (ama de casa, señora de la casa)

Housework (trabajo doméstico)

33. IN

IN is used in expressions of time as follows:

In the morning (por la mañana)

In the afternoon (por la tarde)

In the daytime (de día, durante el día)

In the evening (por la tarde)

In the nighttime (de noche, por la noche, durante la noche)

IN is used with expressions of measurement:

In height (de alto) in length (de largo) in width (de ancho)

Other idioms:

In all probability (con toda probabilidad)
In anger (con ira, con enojo)

In full dress (de etiqueta) in evening dress (en traje de baile) in street dress, in afternoon dress, in business suit or suit (en traje de calle)

In my opinion (en mi opinión)

In good spirits or in good humor (de buen ánimo o humor)

In style or in fashion (a la moda)

In this (that) case or instance (en este (eso) caso)

In this (that) way or manner (en este (eso) caso)

In time for (a tiempo para)

Consist in (consistir en)

Tune in (sintonizar)

37. INTO

Admit into (admitir a)

Divide into (dividir en, partir en)

Enter into (entrar en) means to form a part of, to take part in.

Put into practice (poner en práctica)

Take into consideration (tomar en consideración)

Translate into (traducir a)

40. LIFE; LIVING

Live a life (llevar una vida)

Earn one’s living (ganar la vida)

For life (toda la vida)

42. LO QUE

Lo que should be translated what. Todo lo que should be translated all or all that.
43. **LOOK**

Look at (mirar a)
Look after (cuidar, atender)
Look for (buscar)
Look into (examinar cuidadosamente, investigar); look through (examinar); look over (examinar someramente, hojear)
Look out (tener cuidado)
Look out of (asomarse a)
Look up (buscari)
Look forward to (esperar con placer)

44. **MAKE**

Make believe (simular, fingir, hacerse, pasar por)
Make a difference; make no difference (importar, tener importancia; no importar)
Make friends (hacer amistades)
Make good (tener éxito, indemnizar, responder)
Make good one's word (cumplir su palabra)
Make love to (hacer el amor, enamorar)
Make a mistake (equivocarse, cometer un error)
Make money (ganar dinero)
Make the most of (aprovecharlo todo, sacar todas las ventajas posibles)
Make sense means to be comprehensible, logical.
Make up (maquillarse, pintarse, completar, contentarse, reconciliarse)
Make up one's mind (resolver)

45. **MISS**

Miss (echar de menos; dejar de hacer; perder)
47. OF

Asprove of (aprobar)
Ashamed of (avergonzado de)
Ask a question of (hacer una pregunta a); ask a favor of (pedir un favor a)
Capable of (capaz de)
Careful of (tener cuidado con)
Composed of (compuesto de)
Consist of (constar de)
Criticism of (crítica de)
Deprive of (privar de, quitar)
Desirous of (deseoso)
Die of (morir de)

Friend of mine, yours, etc. (amigo mío, tuyo, etc.)

Habit of (costumbre de, hábito de)
In search of (en busca de)
Independent of (independiente de)
Knowledge of (conocimientos de)
Love of (amor por) used for things; love for used for persons

Out of (fuera de)

Out of humor means in bad humor (de mal humor)

48. OFF

Turn off the gas, the light, the radio (apagar la luz, el gas, la radio)

Turn off the water (cerrar la pluma, or la llave, del agua, desconecta)

Better off (en mejores condiciones)
Worse off (en peores condiciones)
Well off (acomodado)
Off duty (libre)

49. **ON**

On arriving (al llegar), on leaving (al salir), on returning (al regresar)

On the contrary (al contrario)

On each side, on every side (por cada lado, por todos lados)

On a, or the, farm (en una o la finca)

On foot (a pie)

On horseback (a caballo)

On my part (de or por mi parte)

On my responsibility (bajo mi responsabilidad)

On this (that, any, every) occasion (en esta (esa, alguna, cada) ocasión)

On the air is the radio idiom meaning broadcasting by radio.

On fire (ardiendo)

On the one hand (de un lado), on the other hand (por otro lado)

On this page, on page 12 (en esta página, en la página 12)

On this (that) condition (con esta (esa) condición)

On time (a tiempo)

Agree on (ponerse de acuerdo, entenderse, concordar)

Base on (basar, establecer)

Bet on (apostar a)

Count on, depend on, rely on (contar con, depender de, confiar de)

Differ on (dissentir en)

Impose on (imponer a, abusar de)

Insist on (insistir en)
Levy taxes on (imponer contribuciones a)

Make war on (hacer la guerra a)

Turn on the radio, the gas, the light, the water (poner la radio, el gas, la luz; abrir la llave, del agua)

50. OTRO

El otro día may be translated the other day.

Al otro día may be translated the next day.

51. PIECE

Sometimes piece is not expressed in Spanish:

- a piece of advice, un consejo
- a piece of candy, un dulce, un bombón
- a piece of news, una noticia

55. PUT

Put is not always a translation of poner. Notice the following expressions.

Poner un cablegrama (telegrafo) (to send a cable (telegram))

Ponerse colorado (to blush)

Ponerse en contacto con (to come or get in touch with)

Poner en duda (to doubt or question)

Ponerse flaco (to get or become thin)

Poner un huevo (to lay an egg)

Poner la mesa (to set the table)

Ponerse sucio (to get dirty)

Poner el sol (to expose to the sun)

Al ponerse el sol (at sunset)

Put away (guardar)

Put down (apriminar, ahogar, sofocar)

Put off (posponer, diferir, aplazar)
Put on (ponerse)

Put on the light (encender, poner, prender la luz)

Put out the fire or light (apagar el fuego o la luz)

Put up with (tolerar, aguantar)

56. QUEDAR

Quedarse admirado, asombrado, asustado, desilusionado is translated to be surprised, astonished, frightened, disappointed.

Quedar en is to agree to.

Quedarse con means to keep.

Quedar means to have left.

59. TAKE

Take advantage of (aprovechar)

Take after (parecerse a, salir a)

Take away (quitar, llevarse)

Take down (apuntar, escribir)

Take back (retractar)

Take for granted (dar por sentado)

Take it easy (tromarlo con calma)

Take leave of (despedirse de)

Take notice (observar)

Take off (quitar, elevarse)

Take pains to (esmerarse en)

Take place (suceder, tener efecto)

Take up (empezar a estudiar, empezar a considerar, considerar)

60. TENER

Tener with the following nouns, is translated to be: calor, celos, frio, hambre, miedo, razón, sed, sueño, vergüenza.
Tener afición a means to be fond of.

Tener cuidado means to be careful.

Tener la culpa means to be to blame for, to be guilty of.

Tener deseos de is sometimes translated to feel like, to wish, to want.

Tener la obligación means to be obliged, to be one's duty.

61. TIME

Today (hoy)

This afternoon (esta tarde, hoy por la tarde)

This morning (esta mañana, hoy por la mañana)

Tonight (esta noche)

This evening (esta tarde or noche)

Nowadays (hoy día)

Yesterday (ayer)

Yesterday morning (ayer por la mañana)

Yesterday afternoon (ayer por la tarde)

Last night (anoche)

Last evening (anoche, ayer por la tarde)

The day before yesterday (antes de ayer, anteayer)

The night before last (antes de anoche, anteanoche)

Last week, month, year (la semana pasada, el mes pasado, el año pasado)

Tomorrow (mañana)

Tomorrow morning (mañana por la mañana)

Tomorrow afternoon, evening, night (mañana por la tarde, mañana por la noche)

The day after tomorrow (pasado mañana)

Tomorrow and the next day (mañana y pasado)
Tomorrow and the day after (mañana y pasado)

Next week, month, year (la semana que viene or la semana próxima, el mes que viene, el año que viene)

At dawn, at daybreak (al amanecer, a la madruga)

At sunrise (al salir el sol)

In the morning (por la mañana)

At noon (a mediodía)

In the afternoon or evening (por la tarde)

At night (de noche, por la noche)

In the night (de noche, por la noche, durante la noche)

At dusk or twilight (al anochecer)

At sunset (al ponerse el sol)

By day, in the daytime (de día)

At midnight (a medianoche)

Before dawn (en la madrugada)

From day to day (de día en día)

Every day (todos los días)

Every other day (un día si y otro no, cada los días)

From time to time (de vez en cuando)

At any time (a cualquier hora)

On time (a tiempo, puntual)

Behind time, slow (atrasado, retrasado)

Ahead of time, fast (adelantado)

Accustomed to (acostumbrado a) followed by a gerund.

Attend to (atender a) means to pay attention to.
Convenient to (conveniente a, cerca a)
Correspond to (corresponder a)
In debt to (obligado a, debe favores a, en duda con)
Look to your right or left (mirar a la derecha o izquierda)
Related to (emparentado con, relacionado con)
Speak to, talk to (hablar a)
Throw something to (tirar algo a)

65. VALER
Mas vale (it is better, it would be better)
Vale la pena (to be worth while, to be worth the trouble)

66. WITH
Accompany with is applied to things.
Agree with or disagree with a person (estar o no estar de acuerdo con)
Correspond with (escribirse)
Deal with (tratar de or con)

67. YA
Ya lo creo may be translated yes indeed, I should say so.
Ya se ve may be translated of course, it is evident.
Ya voy may be translated I'm coming. 1(11)

1. A complete list of these Spanish-English idioms is found, with explanations and exercises, in the book by Margaret Nance de Besosa, English Composition for Spanish-Speaking Students, New York, 1945, pp. 157-203.
Words Confused

Another step in helping pupils to learn English as a foreign language is to help them with words confused in meaning because their Spanish cognates have different meanings from English expressions, or because of mispronunciation or of difference in grammatical usage.

These, too, may be taught by direct methods.

**WORDS CONFUSED BY SPANISH-SPEAKING PEOPLE**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ability, disposition</td>
</tr>
<tr>
<td>2.</td>
<td>Actually, at present, presently</td>
</tr>
<tr>
<td>3.</td>
<td>After, afterwards</td>
</tr>
<tr>
<td>4.</td>
<td>All, every</td>
</tr>
<tr>
<td>5.</td>
<td>Ambitious</td>
</tr>
<tr>
<td>6.</td>
<td>Among, between</td>
</tr>
<tr>
<td>7.</td>
<td>Amount, number</td>
</tr>
<tr>
<td>8.</td>
<td>Amuse, entertain</td>
</tr>
<tr>
<td>9.</td>
<td>Ancient, old, old-fashioned</td>
</tr>
<tr>
<td>10.</td>
<td>Announce, advertise</td>
</tr>
<tr>
<td>11.</td>
<td>Any, some</td>
</tr>
<tr>
<td>12.</td>
<td>Approve</td>
</tr>
<tr>
<td>13.</td>
<td>Artist, actor, actress</td>
</tr>
<tr>
<td>14.</td>
<td>As, like,</td>
</tr>
<tr>
<td>15.</td>
<td>Assist, attend, attend to</td>
</tr>
<tr>
<td>16.</td>
<td>Base, basis</td>
</tr>
<tr>
<td>17.</td>
<td>Brothers, sons, fathers, parents</td>
</tr>
<tr>
<td>18.</td>
<td>Candy, sweets, dessert</td>
</tr>
<tr>
<td>19.</td>
<td>Career, profession</td>
</tr>
<tr>
<td>20.</td>
<td>Carry, take</td>
</tr>
<tr>
<td>21.</td>
<td>Celebrate</td>
</tr>
<tr>
<td>22.</td>
<td>Cloth, clothes, dress, suit</td>
</tr>
<tr>
<td>23.</td>
<td>Collect, recollect</td>
</tr>
<tr>
<td>24.</td>
<td>College, school</td>
</tr>
<tr>
<td>25.</td>
<td>Comic, comical</td>
</tr>
<tr>
<td>26.</td>
<td>Commerce, business</td>
</tr>
<tr>
<td>27.</td>
<td>Commodity, comfort</td>
</tr>
<tr>
<td>28.</td>
<td>Confidence</td>
</tr>
<tr>
<td>29.</td>
<td>Conform, be satisfied or resigned</td>
</tr>
<tr>
<td>30.</td>
<td>Conscious, conscientious</td>
</tr>
<tr>
<td>31.</td>
<td>Contributions, taxes, tariff</td>
</tr>
<tr>
<td>32.</td>
<td>Correspond</td>
</tr>
<tr>
<td>33.</td>
<td>Costume, custom</td>
</tr>
<tr>
<td>34.</td>
<td>Country</td>
</tr>
<tr>
<td>35.</td>
<td>Couple, pair</td>
</tr>
<tr>
<td>36.</td>
<td>Cure, heal, treat</td>
</tr>
<tr>
<td>37.</td>
<td>Decorate</td>
</tr>
<tr>
<td>38.</td>
<td>Dedicate, devote</td>
</tr>
<tr>
<td>39.</td>
<td>Deny, refuse</td>
</tr>
<tr>
<td>40.</td>
<td>Destiny, destination</td>
</tr>
<tr>
<td>41.</td>
<td>Dictate</td>
</tr>
<tr>
<td>42.</td>
<td>Disgrace, misfortune, disaster</td>
</tr>
<tr>
<td>43.</td>
<td>Disgust, displease</td>
</tr>
<tr>
<td>44.</td>
<td>Disinterested, uninterested</td>
</tr>
<tr>
<td>45.</td>
<td>Distinct, different, indistinct, indifferent</td>
</tr>
<tr>
<td>46.</td>
<td>Due to, because of, for</td>
</tr>
<tr>
<td>47.</td>
<td>Escape</td>
</tr>
<tr>
<td>48.</td>
<td>Economic, economical</td>
</tr>
<tr>
<td>49.</td>
<td>Educated, well-bred, courteous</td>
</tr>
<tr>
<td>50.</td>
<td>Equal, same, himself</td>
</tr>
<tr>
<td>51.</td>
<td>Exit, success</td>
</tr>
<tr>
<td>52.</td>
<td>Expect, hope, wait for</td>
</tr>
<tr>
<td>53.</td>
<td>Expose, explain</td>
</tr>
<tr>
<td>54.</td>
<td>To experiment, to experience</td>
</tr>
<tr>
<td>55.</td>
<td>Fabric, factory</td>
</tr>
<tr>
<td>56.</td>
<td>Face, phase</td>
</tr>
<tr>
<td>57.</td>
<td>Facts, features</td>
</tr>
<tr>
<td>58.</td>
<td>Familiar, familiarity</td>
</tr>
<tr>
<td></td>
<td>familiarize, acquainted</td>
</tr>
<tr>
<td>59.</td>
<td>Feast, party, dance, festival</td>
</tr>
<tr>
<td>60.</td>
<td>Feel, fill, felt, fell</td>
</tr>
<tr>
<td>61.</td>
<td>Few, a few, quite a few</td>
</tr>
<tr>
<td>62.</td>
<td>Find, find out</td>
</tr>
<tr>
<td>63.</td>
<td>Fly, flow, flee</td>
</tr>
<tr>
<td>64.</td>
<td>Fond, fun, fund</td>
</tr>
<tr>
<td>Number</td>
<td>Word or Phrase</td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
</tr>
<tr>
<td>65.</td>
<td>Formal, informal</td>
</tr>
<tr>
<td>66.</td>
<td>Gain, earn, win, beat</td>
</tr>
<tr>
<td>67.</td>
<td>Healthful, healthy</td>
</tr>
<tr>
<td>68.</td>
<td>Hear, listen to</td>
</tr>
<tr>
<td>69.</td>
<td>Ignore, be ignorant of</td>
</tr>
<tr>
<td>70.</td>
<td>Illustrated, illustrious</td>
</tr>
<tr>
<td>71.</td>
<td>Inform, report, denounce</td>
</tr>
<tr>
<td>72.</td>
<td>Interested, interesting</td>
</tr>
<tr>
<td>73.</td>
<td>Invert, invest</td>
</tr>
<tr>
<td>74.</td>
<td>Keep, put away, save</td>
</tr>
<tr>
<td>75.</td>
<td>Know, meet, find out</td>
</tr>
<tr>
<td>76.</td>
<td>Laborious</td>
</tr>
<tr>
<td>77.</td>
<td>Last, latest</td>
</tr>
<tr>
<td>78.</td>
<td>Lay, lie</td>
</tr>
<tr>
<td>79.</td>
<td>Lecture, conference</td>
</tr>
<tr>
<td>80.</td>
<td>Lend, borrow</td>
</tr>
<tr>
<td>81.</td>
<td>Less, fewer</td>
</tr>
<tr>
<td>82.</td>
<td>Let, leave</td>
</tr>
<tr>
<td>83.</td>
<td>License</td>
</tr>
<tr>
<td>84.</td>
<td>Likeness, liking</td>
</tr>
<tr>
<td>85.</td>
<td>Look, see</td>
</tr>
<tr>
<td>86.</td>
<td>Loose, lose, lost, loss</td>
</tr>
<tr>
<td>87.</td>
<td>Lover</td>
</tr>
<tr>
<td>88.</td>
<td>Make, do</td>
</tr>
<tr>
<td>89.</td>
<td>Mayor, major</td>
</tr>
<tr>
<td>90.</td>
<td>Molest, bother, annoy</td>
</tr>
<tr>
<td>91.</td>
<td>Most, must</td>
</tr>
<tr>
<td>92.</td>
<td>Much, many</td>
</tr>
<tr>
<td>93.</td>
<td>Name, appoint, nominate</td>
</tr>
<tr>
<td>94.</td>
<td>Necessity, need</td>
</tr>
<tr>
<td>95.</td>
<td>Noted, notorious, famous</td>
</tr>
<tr>
<td>96.</td>
<td>Officer, official</td>
</tr>
<tr>
<td>97.</td>
<td>Older, elder</td>
</tr>
<tr>
<td>98.</td>
<td>Outside, outdoors, away from</td>
</tr>
<tr>
<td>99.</td>
<td>Part, place</td>
</tr>
<tr>
<td>101.</td>
<td>Persecute, pursue</td>
</tr>
</tbody>
</table>

¹ Explanations of differences in meanings are not given here; but one may refer to the book for an explanation of them. Besosa, op. cit., pp. 110-156.
Summary of Suggested Devices for the Systematic Enlargement of Vocabulary

1. The context method is the most effective way of learning words; but ample review is necessary. Extensive reading is best for this purpose; and in carrying on extensive reading different types of inference must be made use of. Students need help in learning to draw inferences from the context. This help must be supplied by the teacher, and then practice must be provided for the students, using texts in the foreign language. Extensive reading must be accompanied by systematic word study.

2. Context in speaking is another method that may be used for building vocabulary. It is valuable for it avoids difficulties encountered in learning words through the use of books and dictionaries.

3. Vocabulary notebooks and cards help students increase their vocabulary when well-organized according to a logical and definite plan.

4. The habit of noticing cognates is of great assistance in building vocabulary. Difficulty in the recognition of cognates may be obviated by giving the students a list of the common corresponding spellings, and by a study of the high frequency and range of the cognate words in both languages.

5. Deceptive cognates give trouble; but some of the trouble can be taken care of by giving students a list of the corresponding spellings and changes. Students must obtain practice in using the context to see whether or not the supposed cognate makes sense.

6. Another association which can be used in learning word meanings consists in connecting a word with its synonym, antonym, or homonym, for then the one will call up the other. New words must be introduced sparingly by this method, for continual review is needed for their fixation.

7. The use of a one-language dictionary to learn words through definitions is a very common method of increasing the vocabulary. In the study of the etymology of words, the dictionary is an indispensable aid.

8. The dictionary is better used to verify the definitions of words guessed at from the context, or when words are extremely difficult to dramatize or represent visually, and may be interpreted only with a great amount of difficulty by means of the context.

9. A knowledge of the meaning of prefixes and suffixes will aid students in an immediate recognition of unfamiliar material in the reading matter. It appears best to introduce prefixes in situations in which the root or the stem of the word in undoubtedly known. They can be introduced on word wheels.
10. Word associations may be established by pointing out derivations from words already familiar. A knowledge of prefixes, suffixes, and roots of words will facilitate this work. Studying foreign words accepted into the English language makes this study enjoyable.

11. Drill on recombining stems and affixes will help to extend the vocabulary.

12. A knowledge of the roots of words, to be made use of in combination with a knowledge of prefixes, suffixes, will help in vocabulary building.

13. Learning foreign songs helps to build vocabulary and gives practice in using words already learned. It is more effective if semi-conversational types of activities are provided in which the vocabulary learned in the singing is involved. Using the phonograph and the radio in connection with song learning helps insure correct pronunciation, intonation, and in giving practice in listening to different kinds of English.

14. The study of proverbs is excellent material for vocabulary study. Knowing the meaning and getting the point of verbs is just as important as knowing the meaning of the individual words. Studying them helps in understanding the idioms of the English language.

15. The study of idioms is an important phase of vocabulary study. If oral use of English is the aim, time must be taken for continued drill and practice with idioms until they are mastered; if reading is the objective, the idioms may be defined by the use of other words in the foreign language or by using them in a sentence in the foreign language.

16. Words confused due to mispronunciation, differences in grammatical usage, and differences in meaning from the English expressions need direct study to make them part of the vocabulary.
CHAPTER IV

SUGGESTED DEVICES FOR THE PERMANENT RETENTION
OF VOCABULARY

Vocabulary teaching rests in the largest measure in repetition. The
new vocabulary must be used in order to be retained by the memory; each
time a student uses a word it tends to become more firmly fixed in the
memory and the feeling of naturalness in using it is built up.

"Drill is fundamental, but drill without interest is deadly; while
drill based on interest is the art of teaching and distinguishes the best
teacher."¹(40) Any form of drill used must take into consideration the
law of exercise, the law of use, the law of readiness, and the law of
effect.²(23) In using drills, nothing must be drilled on that has not been
taught; and drill should not be used without a definite purpose in terms of
the mastery of the particular skills on the part of the pupil.³(21) Drills
must be purposive, spaced over various class hours rather than massed into
one, and varied in content and technique.⁴ A good drill exercise is brief,

¹. Freeman, op. cit., 35.
³. Cobb, op. cit., p. 58.
⁴. Ibid., p. 60.
has the fact to be drilled clearly indicated, is based on words suitable to the experience of the class, is interesting because of its possible or immediate use, is frequently used or needed in non-class activities, keeps variable elements confined to the drill material, and reduces to a minimum possibilities of distraction from the non-drill elements of the exercise.¹

**Flash Cards**

Flash cards may be used as a mechanical device for learning the vocabulary of a foreign language. Their use has been criticized because the words are not drilled in context; but if students profit from drills with flash cards, they may be used.

The teacher may make her own flash cards which are inexpensive and may be easily made to suit individual classes. The phrases that are to be used for drill are printed on strips of cardboard in letters large enough to be seen by the pupils at their seats. Rubber stamps may be used for the printing.²

The students may make their own flash cards by following these directions:

**MAKING FLASH-CARDS**

First: get a sheet of paper about 8 by 11 inches.

Second: look at the first illustration below so that you may be able to follow the directions which come next.

Third: draw a line down the middle of your sheet, and lines across one inch apart.


Fourth: near the right-hand side of each box that you have made with your lines, write, print, or type the phrases...

Fifth: cut along the lines so that you have phrase slips.

Sixth: clip them together as shown in the picture on the next page.

Seventh: use a heavier sheet of paper for the cover.

Now you have a flash-card drill... You can hold it in your hand about as far away from your eyes as you hold your book, and the letters are about the same size as those in your book. You can take out slips when you are through with them, and you can add more.

You or your helper may be able to make up phrases which contain your troublesome words. These may be made into other flash-card drills. When you are through with them, you may like to leave them for others to use.

If you like, you can write or print your troublesome words on strips of colored paper. Study these words carefully until you master them.\(^1\)\(^{(112)}\)

---

1. Wilkinson and Brown, op. cit., p. 137.
<table>
<thead>
<tr>
<th>a child</th>
<th>from a dirty home</th>
</tr>
</thead>
<tbody>
<tr>
<td>was taught</td>
<td>at school</td>
</tr>
<tr>
<td>to wash his face</td>
<td>he went home</td>
</tr>
<tr>
<td>so sweet and clean</td>
<td>his mother</td>
</tr>
</tbody>
</table>

1. Ibid., p. 138.
Flash cards for drilling words and phrases are available. The enclosed sample is one of the series of Embeco PHONETIC DRILL CARDS which drills on words and helps in word-building. The values of these cards may be seen from the following descriptive material which accompanies the set of cards:

EMBECO PHONETIC DRILL CARDS

(May Be Used With Any System of Reading)

These cards are designed to assist the teacher by providing material for drill, necessary to fix the common phonograms in the pupil's mind.

It is a recognized pedagogical fact that nothing stimulates a pupil's ambition more than a sense of accomplishment, and these cards are so arranged that the pupil may see at a glance the progress made by a knowledge of a few simple phonograms.

The narrow strips which fold over are marked in such a manner that the teacher may cut them if desired and thus show one word at a time.¹

To overcome the dullness of flash cards ingenious devices may be used:

1. Find a joke, the point of which lies in two or three words. These words, preferably should be the last words of the joke, although they need not necessarily be. Tell the joke to the class, using the flash cards to complete it.

2. Give directions for some part of the day's work with flash cards. For example, OPEN YOUR BOOKS, and the like. Other directions, such as RAISE YOUR HAND, take the form of a game.

¹ Milton Bradley Company, Springfield 2, Massachusetts.
Sample of Embeco PHONETIC DRILL CARD

<table>
<thead>
<tr>
<th>drear</th>
<th>y ear</th>
</tr>
</thead>
<tbody>
<tr>
<td>spear</td>
<td>gear</td>
</tr>
</tbody>
</table>
3. Tell a continued story, replacing the oral telling at crucial spots with previously prepared flash cards. For example, say "Johnnie stuck his head into a dark cave and to his horror he saw..."; pause and display a flash card with the words A BIG BLACK BEAR. If necessary, expose the card several times, but do not say the words aloud.¹(55)

Films and Slides

Belinger (10) attempted to determine whether groups of adults could be taught oral expressions in English most effectively by the aid of pictures than by ordinary methods of instruction. The evidence showed the use of stereographs to be of great advantage.

If a slide machine is available, it is possible to prepare slides for projecting purposes. They have an advantage over flash cards in that the time and the angle of exposure can be more carefully controlled.

There are two methods for preparing slides:

1. Slide machine companies offer slides on which teachers may write directly with colored pencils. Parts of the words may be emphasized by using different colors for emphasizing parts. (The glass may be cleaned and reused.)

2. It is possible to secure cellophane mats to insert between clear glass slides. Place the cellophane between a specially prepared folded carbon sheet and type (with the ribbon off) or write (with a stylus) the desired words. Remove the cellophane sheet and insert it between two pieces of glass (cut to fit the projection machine). The two pieces of glass can be easily hinged together with adhesive tape. It will be necessary to cover the lens until such time as the teacher wishes to expose the slide. Use a piece of cardboard or the regular cover that goes over the lens when the machine is not in use.²

². Ibid., p. 31.
The Tachistoscope

Children can get the habit of phrase reading quite effectively by means of a hand tachistoscope which exposes phrases for quick recognition. Phrases may be selected from easy reading material from any source. The phrases may then be typed or printed on strips of paper or on a strip of oaktag which fits the tachistoscope. After these phrases have been exposed several times, slowly and then gradually faster, the original material may be given to the child to be read orally. If the words are still read one by one instead of in phrases, the drill with the tachistoscope may be carried on again.

Teachers and pupils can make their own tachistoscopes. Directions and samples of two different types that may be constructed follow.
Diagram for Phrase Tachistoscope. After the parts have been made from oaktag according to the specifications shown, the phrase sheet should be inserted into the tachistoscope with about one-half inch of the sheet exposed beyond the top of the tachistoscope. Mark lightly with pencil the rectangular spaces where the phrases should appear so the phrases may be typewritten in the proper places. When each rectangle is drawn, mark a place for the numbers as shown on the sheet, close to the top of the tachistoscope. When the phrase sheet is being pulled through the tachistoscope, the number will indicate whether or not the phrase is in place at the aperture.

Note: For diagram see Durrell, Donald, Improvement of Basic Reading Abilities, pp. 177-78.

The tachistoscope sleeve can be handled more easily if the length is reduced from 12.5 inches to about 6 inches as shown in the diagram.¹(65)

¹. Kottmeyer, op. cit., p. 103.
A Tachistoscope

Phrase Sheet

1

Kothmeyer, R. 102
MAKING A FLASH-CARD DRILL OR TACHISTOSCOPE

First: take a Manila folder or a piece of cardboard such as the stiff back of a pad of paper and another lighter piece of cardboard of about the same size.

Second: cut an opening with a shutter, in the lighter piece or the upper side of the folder, about two inches from the top. You can do this by drawing a rectangle about 3/4 by 3 inches and cutting on three sides of it. See below.

Third: cut a small opening about 3/4 inch square, without a shutter, beside the larger opening as seen in the picture.

Fourth: if you have used two separate sheets paste them firmly together at the sides and bottom. Now you have a tachistoscope.

Fifth: cut another sheet of paper the length of the tachistoscope but narrow enough to slide in and out between the two parts. Put a tab on it so that it will be easy to pull.

Sixth: print or type the most troublesome phrases in...on the narrower sheet. Begin two inches from the top and put them one under the other with about one inch between the lines.

Seventh: slip your phrase paper down into your tachistoscope as far as it will go. Lift the shutter and then pull the phrase paper up again slowly until a phrase paper appears. Then put an X in the little window without the shutter. Do this with the other phrases.

Eighth: put your phrase slip back in again as far as it will go and close the shutter.

Ninth: pull up the phrase slip until you see an X in the side window. Then open the shutter quickly and tell what phrase you saw. Open again and see if you were right. Continue until all the X's have been exposed.

It is better to have several of these speed drills made by a group of girls and boys. Each may make two phrase slips at first, and more later. If these are slipped into the tachistoscopes, and the tachistoscopes exchanged, each pupil will be reading phrases without having previously seen them. If you cannot see the phrase at first glance in the tachistoscope, tell what letters you have seen and glance again.1(112)

MAKING A TACHISTOSCOPE
(Pupil-Made)

A Tachistoscope
Phonic Drill Cards

Phonic drill cards may be used by the students to drill on phonograms, or for drill on prefixes and suffixes. 1

The following directions on "How to Make a Phonic Drill Card" are for use by the student.

First: draw on a stiff piece of paper a circle with a radius of five inches.

Second: draw on another stiff piece of paper another circle with a radius of four inches.

Third: draw a rectangle, two inches by two inches, on the smaller circle. It should begin about one inch from the edge.

Fourth: cut out the rectangle.

Fifth: fasten the two circles together at the center, with the smaller circle on top.

Sixth: between the center of the small circle and the window made by cutting out the rectangle, print the letters SH. At the right of the opening, print the ending ED or some other ending. Within the window, print the letters OPP.

Seventh: turn the upper circle around until the OPP disappears. Then print the letters IPP in the window. Other letters that might be used in the window are: ar av ear ell ift in ingl iver ock out ovel ow redd riek rugg.

Do you know any others?

Now see if your Phonic Drill Card looks like the picture. 2

1. Refer to page 90 for the "Word Wheel Device" for prefixes and suffixes, and to page 91 for a sample of such a wheel. On pages 92-97 lists of words that may be used for the wheels are given.

2. Wilkinson and Brown, op. cit., p. 244.
HOW TO MAKE A PHONIC DRILL CARD

1. Wilkinson and Brown, op. cit., p. 335
"Verb Pads"

"Verb Pads" which are available from several modern language publishers may be used to drill on verbs. These pads contain blank-space exercises on verbs, and they are of use depending on the teaching objectives sought. They, like many other devices, drill the words in isolation rather than in context.¹(143)

Verb Wheels

"The Cuthbertson English Verb Wheel" is a handy device for drilling on verbs even though they are drilled on isolation. Further practice in using them can be given by exercises in which the verbs are used in sentences.

A sample of the "Cuthbertson Verb Wheel" which may be obtained from the D. C. Heath Company, Boston, Massachusetts, is given on the following page.

---

¹ Handschin, Modern Language Teaching, p. 183.
Conversational Drills

To acquire a conversational vocabulary words must be used in conversational drills for much repetition. Oral language lessons about the child's experiences, what he has seen or what he has done, will add to his oral vocabulary and give him greater facility with the use of words in sentences. This type of work may be used in connection with the taking of excursions and trips. Telling what is going on in the classroom is another way of helping the child acquire a conversational vocabulary.

Many of the language games which may be played will make use of conversation.

Telling stories and anecdotes in rotation about the class is useful. Materials found in journals and books laid out by the teacher for this purpose may be used, or matter overheard in conversation, or from experience may be used. Writing may be done along with the oral work in some classes by having students write on the board what is related. One of the copies may be corrected with the aid of the class while the students at the board correct their own work. Key words may be written, and from the key words another may be asked to reconstruct the story.¹

Reviewing a Text by Categories

An elementary text may be reviewed by categories. The teacher may ask questions like these:

What is long, young, short, strong?

¹ Handschin, Methods of Teaching Modern Languages, p. 139.
Of what are the following parts: the window, hand, letter?

How is: the chalk, floor, book, window, (to bring out adjectives)?

What does one do with the pen, chair, board, hat?

Who or what bites, studies, works, runs, barks?

Where is the table, chair, window, head, or ship?

Bereading a Book to Clinch the Vocabulary

A book may be reread after some time has elapsed for then there will be more interest because some of the plot and the finer details will have been forgotten. The review may be rapid and need not be irksome if a little is done each day.2(98)

Completion Exercises

Completion exercises are helpful if they are carried out in the foreign language. They may be used to enlarge the vocabulary and to give drill for the retention of words.

Example:

"An apple is________."

Add words as "red," "large," "round," "good," "sweet," "a fruit," etc.

"A dog can________."

Insert words appropriate for a dog.3(31)

1. Ibid., p. 141.


Foreign Newspapers and Magazines

Students profit by reading newspapers and magazines in the foreign language. This reading may be followed by any type of conversational drill or written work.

The Foreign Language Club

The foreign language club may be organized with groups of students. For advanced students the club can be carried on completely in the foreign language, and with students who have little knowledge of the foreign language simple activities can be made use of.

Plus the opportunity to use realia, the activities that may be carried on in the club are stimulating to vocabulary growth and give practice in the use of the vocabulary that the student possesses. Vocabulary may be used in selecting a name for the club, singing songs, giving readings, staging simple plays, learning the proceedings for initiating new members, listing expressions that may be used, and in playing conversational games.¹(23)

The conversation must be planned by someone who is competent to do so, and the periods must be short. Progressive conversations are best, conversations in which each student speaks a few minutes to a partner and then passes on to a new partner. The subjects of the conversation must be easy. Telling anecdotes, or a getting acquainted conversation may be used. The students may tell about the home, parents' occupations, the school and the church, summer work or recreation, studies pursued at

¹ Cole, op. cit., p. 229.
Correspondence with Foreign Students

In carrying on correspondence, students gain practice in using the vocabulary which they have learned in the writing of original sentences; it also gives them an opportunity to see English as written by English-speaking people. It may be made a motivating force for study.

Other Forms of Vocabulary Drill

1. Drills based upon general association: (a) serial fashion which is easily used for numbers, days of the week, and the names of the months; (b) common roots which are particularly good in distinguishing between adjectives and adverbs, but can be used to associate nouns and verbs with their common roots; (c) classification areas in which three to six general words head columns and a list of assorted words is prepared which will link themselves naturally with the words heading the respective columns to be placed in the proper columns by the students; (d) synonyms and antonyms; (e) pairing, for example, by arranging two columns of words with the left-hand one as the master column against each word of which an appropriate word from the second column may be matched; (f) matching names and other factual items against descriptive tables; and (g) column-paragraph matching in which new words are introduced into a paragraph and the new words are written in a column beside the paragraph, and the student has to find the word in the body of the paragraph.

2. Direct, single-fact questions.

3. Completion, missing word or words, drills.

4. Definitions and illustrations - having the words to be drilled in a column for the students to make out informal definitions or to use the words in sentences.

5. Multiple choice with each item presenting three to five choices.

1. Handschin, Methods of Teaching Modern Languages, p. 229.
6. Sense discrimination drills by arranging a series of items on a line all of which excepting one or two are naturally associated. The student has to pick out the items that are out of place.

7. Area completion drills in which a general word or title is written on the board and the class has to supply all the words which they know that can be associated with the lead word.

8. Chain substitution designed to build associations between synonyms or closely related words, and it is fulfilled by replacing underlined words.¹(21)

Materials Published by Dictionary Companies

Various dictionary companies provide useful materials that may be used in connection with word study. The G. & C. Merriam Company, Springfield, Massachusetts, will provide without charge (other than express costs for transportation) a series of hand-colored slides graphically illustrating the past histories of interesting words.²(55)

Enclosed are some materials that were obtained through the courtesy of the G. & C. Merriam Company. These materials are useful in connection with the use of the dictionary.

Choral Reading

Choral reading may be used, not only for pronunciation, but also for reviewing words. Two books which may be used for this purpose because they not only offer suggestions for carrying out this activity but provide ample material to be used in choral reading are:

¹. For further explanation and for many examples of each of the above vocabulary drills, reference may be made to Cobb, op. cit., pp. 92-94.

². Referred to in Hovious, op. cit., p. 111.
Material for Dictionary Study


The latter also offers many plays and poems that would be useful in classroom teaching, especially for work in the enlargement and permanent retention of the vocabulary.

Games

Language games as a means of learning a vocabulary are part of almost every teacher's "bag of tricks"; for their utility as an entertaining form of practice has long been recognized.1 (62)

Properly organized games aid, not only in vocabulary building, but more so in giving practice in the use of words for the better retention of them.

They should be played entirely in the foreign language; but many times it will be necessary for the teacher to give the directions in the vernacular, especially when there are many words that are not part of the student's vocabulary. After directions have been clearly given, the actual playing of the games may be done in the foreign language.

Crossword puzzles may be used as an aid in acquiring vocabulary, and also as a means of making use of the knowledge of synonyms and the vocabulary already studied.

Riddles may also be used. A book that teachers may find helpful is: George L. Carlson, 1001 Riddles for Children. The Platt and Munck Company, 1949.

Jokes are helpful for they frequently play on words having a double meaning, and they lend themselves well to retelling.\(^1\)(98)

In the Appendix is found a collection of games that may be of help to teachers of English as a foreign language.

Summary of Suggested Devices for the Permanent Retention of Vocabulary

1. Vocabulary teaching rests in the largest measure on repetition; the new vocabulary must be used to be retained by the memory. In addition to the devices in Chapter III which help in enlarging and in aiding in the permanent retention of the vocabulary, there are other suggested devices which help.

2. Flash cards, made by the teacher, purchased, or made by the pupils, may be used as a mechanical device for drilling on the vocabulary of the foreign language.

3. Films and slides may be made of use for drilling vocabulary, either those that come ready-made or ones that the teacher makes. Their advantages over flash cards are in that the time and the angle of exposure can be more readily controlled.

4. The hand tachistoscope is of value in drilling on words or on phrase reading. They may be bought or they may be made by the teacher or by the pupils.

5. Phonic drill cards, also called "word wheels" are helpful in drilling on phonograms or prefixes and suffixes.

6. "Verb Pads" containing blank-space exercises on verbs are of use depending on the teaching objectives sought.

7. Another device that may be used for drill on verbs is the "Cuthbertson English Verb Wheel." The drill period may be followed by further practice using the verbs in context.

8. Oral conversational lessons will add to the child's oral vocabulary and give him greater facility in the use of words in sentences.

9. With elementary pupils reviewing a text by categories is helpful. The teacher asks questions to guide the work.

10. Completion exercises carried on in the foreign language may be used to enlarge the vocabulary and to drill on words that have been learned.

11. Reading foreign newspapers and magazines may be made use of for enlarging and giving practice on vocabulary learned. The reading period may be followed by conversational exercises or written practice.

12. The foreign language club, carefully planned and conducted, affords the students an excellent opportunity to use the foreign language in conversational activities, in the playing of games, in carrying on club practices, and in making use of a large amount of realien.
13. Carrying on correspondence with foreign students gives practice in writing the foreign language being studied and in seeing how others express themselves in the language.

14. Dictionary companies provide materials that may be used in word study, especially in connection with the use of the dictionary.

15. Practice in pronunciation and in reviewing and using words may be obtained by using choral reading as a means of drill.

16. Properly organized games give practice, not only in vocabulary building, but also in the use of words for the better retention of them. The foreign language being studied should be used in playing them so that pupils may profit through their use. Many types of games may be used: those connected with the use of objects, those that help in word building, those that make use of the dictionary, and many that give practice in the use of words in conversation, in spelling, and in sentence work.
APPENDICES
APPENDIX I

GAMES FOR USE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

In this section the games are grouped according to the different phases of vocabulary building, or according to the particular aspect of word building that is emphasized. The following groupings may be found: (1) games using objects, such as those of the classroom, people, animals, birds, furniture, etc.; (2) games for dramatization; (3) games for word building; (4) games making use of definitions, pronunciation, spelling, and meanings of words; (5) games using words in composing stories, in questions and answers, in conversation, in using adjectives, in word recognition, and in using words related to the content subjects; (6) proverbs and quotations; (7) guessing riddles; and (8) games in the solving of crossword puzzles.

The games are not graded because many times students in a grade may use simpler or more difficult games according to the degree of knowledge had in the foreign language. The teacher may select those games that are most appropriate for her particular group.

Many times a particular game may be better adapted to teaching by changing the vocabulary of it to meet the specific need.
GAMES USING OBJECTS

I
(Classroom objects)

Have one student leave the room while the others decide on some object in the room which can be seen from the front. The pupil then returns and begins to ask questions about the object. He may ask any questions he wishes as long as it can be answered by "yes" or "no". He will ask such questions as, is it in the front of the room? on the wall? is it made of wood, metal, paper, cloth? is it red, white, etc.? He asks each of the class in order a question and the one on whom he finally guesses the answer decides who will have to leave the room next.

Variations:

1. Class may be divided into two groups, each group selecting an object. Then they may ask each other the questions and the first side to guess the object of the other wins a point.

2. Instead of choosing an object in the classroom, the class may choose an animal, something to eat, a piece of furniture, etc., and have the student first guess what "family" it belongs to before guessing the object.¹(19)

II
(People)

The above game may be played having the class think of some person who is known to the pupil outside the room. The person may be anybody from Adam of the Bible to some person of the class.²

III
(People)

A second variation: Have a list of names written on separate slips of paper if the group is not too large. A name is pinned on the back of each person in the group. Each one asks different members of the class questions about the person whose name is on the back. When he finally guesses it he has a new name pinned on his back.³

² Ibid., 94.
³ Ibid.
IV
(Classroom objects)
Another variation: have a student think of an object in the room or a name and let members of the class take turns asking him questions. The one finally guessing it then thinks of an object or name.1

V
About the easiest game played and one of the best in a beginning class is to have the student say, "My ship is coming from New York (Cadiz, Bordeaux, etc.) laden with...," calling the name of a letter and pointing to a student. This student must name a word beginning with the letter called for before the student counts 10; otherwise he must go to the front and take the place of the first student.2

VI
(Fruits)
An old reliable game frequently played in modern language classes with great success is "Fruit Basket." This may be played in various ways, but one of the most common is to have each student select the name of some fruit. The leader begins the story which will involve a large number of different kinds of fruit. When the name is called the person who has selected this fruit must stand and call the name of the tree that the fruit grows on before the leader has continued five words further in the narration. Failure to do this means that he must take the place of the leader.3

VII
(Fruits, animals, birds, furniture)
The leader stands in front of the class, points to a member of the class and calls out "a fruit," "an animal," "a bird," "a piece of furniture," "a color," "a country," or any other class in which an object may be named. The person designated must name an object in the class mentioned before the leader counts 10 or take the place of the leader.4

1. Ibid.
2. Ibid.
3. Ibid.
4. Ibid.
At the beginning of the game the leader announces to the class that they are going to take a trip. He asks each person to name some article that he is going to take on the trip. For example, the first one will say that he is going to take a suitcase, the second a new hat, the third a golf suit, etc. Then starting with the first each must tell what he is going to do with this article. Passing around the class all must do the same thing with their articles that the first one does with his. The first one will say, "I am going to put my clothes in my suitcase." The second must say, "I am going to put my clothes in my new hat." The third, "I am going to put my clothes in my golf suit," etc. The second time around start with the second person who will probably say that he is going to wear his hat on his head. Then the others must all do the same thing with their articles.¹

This game is one of the most difficult and at the same time one of the most instructive that I know. It is designed to learn the parts of the body. The leader points to a certain part of the body and addressing a member of the class he calls it some other part of the body. The person addressed must point to the part of the body the leader called and call what the leader pointed to. For example: the leader will point to his ear and say, "This is my elbow." Then the person addressed must point to his elbow and say, "This is my ear." before the leader counts 10, or he must take the place of the leader.²

Another old game that may be used in modern language classes with interest and profit is, "The House that Jack built." The leader hands a book or some other object to the first member of the class, saying, "This is the house that Jack built." He passes it on to the second repeating what the leader said, who in turn passes it on to the third, and so on around the class. The second time around another phrase is added such as "This is the rat that lived in the house that Jack built," and next time another, such as, "This is the cat that caught the rat that lived in the house that Jack built." The interest will grow more intense after it has been around several times and the formula is difficult to remember.³

---

¹ Chambers, op. cit., 95.
² Ibid.
³ Chambers, ibid., p. 95.
XII
(Objects in Classroom)
This is one of the most amusing games. The leader leaves the room while the class decides on some object in the room. The leader returns and asks, "In what way does this object resemble me?" The members of the class answer in turn—for example, if the class decided on the teacher's desk, when the leader asks how it resembles him, one may say, "It is square like your head"; another, "It is large like your feet," and so on with whatever remarks the class may think of. When the leader finally guesses the object, the pupil who made the last comparison takes his place.1

XIII
Have a large number of common articles in a basket or on a desk and show them to the class for a certain length of time (two or three minutes). Remove them and see which pupil can write the names of the largest number of objects seen. He must not begin writing, of course, until the objects are removed from view.2

Writing Words Pertaining to a Given Subject
(Word Groups)
An interesting group contest is that of announcing a given topic, such as farm animals, pieces of furniture, or French authors, and allowing a certain period for writing the names of objects or persons pertaining to the general category given. The winning side is the one which writes the largest number of correct responses. If desired, each error may count off double as a penalty. This not only makes a very interesting game, but is a good test and review of vocabulary.3

Treasure Hunt Relay
(Word Groups)
Today we are going on a treasure hunt without moving from our seats. Around us in this room are many things made of glass. When our turn comes, each one of us must name something made of glass that has not been named by anyone before. We will play on teams, each row being a team. We will call first on those in the front seats, one at a time, then those in the second row, and so on. There may not be enough different kinds of things made of glass for everyone to name one. We will play until someone must say, "I can't find anything that has not been mentioned." If any other child in the room, whether it is his turn or not, can correctly name something that is made of glass that has not been mentioned before, he raises his hand, and when he is called upon may give the answer. If the

1. Ibid., p. 96.
2. Ibid., p. 97.
answer is correct it will give a point to his team. Then the person whose turn it is next is called upon. If he can name no new things, the teacher may ask any child who has his hand raised. When no one can name anything new, the treasure hunt from the next child on will change from a hunt for articles made of glass to something made of metal.

Scoring: For every correct answer, a player receives a point for his team.

Note to Teacher: Other questions may be used: Something made of wood, cotton, metal, paper, wool. Or something that was manufactured from something that grew: such as wool sweaters from a sheep, wooden desk from a tree, etc.¹(76)

Identifying Objects by Descriptions

One member of the group may be assigned the task of describing a number of different objects in the foreign language, while the members of the class listen and try to identify them. Typical objects for such a purpose may be the language textbook, the blackboard, the mayor of the town, etc. The descriptions are assigned numbers, and the members of the club write after each number the name of what is described. The person who succeeds in getting the largest number correct wins the prize, or other form of recognition. This may be varied by dividing into two sides and counting up the total number of correct answers for the group.²(31)

A-Shopping We Will Go

Today we are going on a shopping tour of all kinds of stores. But instead of carrying our packages home in a basket or shopping bag, we will carry them home in our minds! That is, we must remember not only what we bought but what everyone else who has a turn ahead of us bought. That means we must listen carefully to what everyone says and try to remember.

The game works like this. The first player, for example, says, "I'm going shopping today and I'm going to buy a bicycle." The second player says: "I'm going shopping today and I'm going to buy a bicycle and a trombone." Each time each player must name what has been named before and add his own purchase. Today we will start at the back of the room and give the last row first turns. We will go across the back of the room and then take the second last row. Because it gets harder to remember the longer the game runs, we will keep score like this: The first person will receive one point for his team, the second person two points, the third person three

points. That will give our team many points. At the end of the game we will add up the scores, to determine which team is first, which second, etc.\(^1\)\(\text{(76)}\)

**Things and Parts**

*(Word groups)*

This is a blackboard word game that we need our thinking caps for. At the signal, the first player on each team will walk quickly to the blackboard and write the name of something, for example, "chair." When they return to their seats, the second player goes to the board and writes a word below the first word that is part of the thing named in the first word. A part of the "chair" could be "leg." The next player in his turn tries to name another part of "chair," such as "seat." This goes on until a player cannot think of another part to name. He may then start a new list under the first by naming a new thing.

Here is a list as an example, and how it is scored:

- **chair**, 1 point
- **leg**, 2 points
- **seat**, 3 points
- **back**, 4 points
- **rung**, 5 points
- **table**, 1 point
- **leg**, 2 points
- **top**, 3 points
- **leaf**, 4 points

**Total, 25 points**

You can see where the sixth player couldn't think of a part of a chair and had to start a new list with the word "table." The longer the list before you have to make a change, the higher the score. As you can see, the first word in the list counts one, the second two...When you start a new list the scores start all over again with one, whereas if the player had been able to add one more word to the first list, his word would have counted six points instead of one. Your first words can be anything. Try to think of a word that will be easy for the other players on your team to add parts to. Teacher will give you a second or two to think of a good word before she gives the signal to begin.

Note to Teacher: Suggested words for classifications to be given only if child has difficulty: any piece of furniture, as chairs, tables, davenport, sofa, buffet, cupboard. Any toy, such as automobile, bicycle, airplane. A kind of store, as grocery, bakery, market.

Variation of game: Play the game in the same way except that the first word in a list is a color, and children name things that are often or usually that color; such as, green apple, auto, tree.\(^2\)\(\text{(76)}\)

2. Ibid.
Classifying Word Puzzle

(Word groups)
The teacher directs the pupils to draw perpendicular lines dividing their papers into three equal sections. She then tells them to write certain headings at the top of each space, for example:

<table>
<thead>
<tr>
<th>Greenhouse</th>
<th>Automobile</th>
<th>Meat Market</th>
</tr>
</thead>
</table>

After the headings are written, the teacher places on the board mixed lists of words, each one of which belongs to some one of the three headings. For instance:

- veal
- violet
- radiator
- sausage
- seat
- wheel
- rose
- tank
- beef
- carnation
- brake
- ham
- tire
- daffodil
- lily
- bacon
- sweet pea
- pork

The pupils select from these lists the words which belong in each column and write them under the appropriate headings. If desired, the usual scoring activity may be employed.

After having a few exercises of this type, children will enjoy making up lists themselves and giving them to each other for organization.

1

**Headings - Garden**

**Words** - cake, lions, bread, lettuce, beans, tigers, pies, peas, onions, cookies, carrots, elephants, cabbage, giraffes.

2

**Headings - Living Room**

**Words** - buffet, piano, dresser, bed, china cabinet, dishes, davenport, dressing table, library table, dining table, chiffonier, serving table.

3

**Headings - Dish Cupboard**

**Words** - cups, saucers, pens, dresses, plates, ink, coats, paper, bowls, waists, skirts, envelopes, pitchers, erasers, hats, trousers, tumblers, pencils, jars, shoes, stamps, platter, sweaters.
Headings - Hardware Store  Dry Goods Store  Grocery Store

Words - sugar, ribbon, nails, silk, thread, soda, hammer, tea, cloth, salt, vinegar, wire, soap, saw, yarn, butter, handkerchief, wash boiler, molasses, stockings, tacks.

Headings - Schoolroom  Fruit Store  Barn Yard

Words - bananas, cow, blackboard, map, oranges, apples, horses, turkeys, lemons, desks, bookcase, sheep, pears, peaches, pigs, chickens, chalk, lamb, erasers, grapes, books, geese.1

1. Mila B. Smith, One Hundred Ways of Teaching Silent Reading, New York, p. 133, 1932.
CATEGORIES

Write in each rectangle the name of an object mentioned at the top and begin it with the letter given in the left-hand column (first line is an illustration). There are three games, play one at a time.

SCORING. Mark the score after each game is played. Each player reads out loud the words he has filled in. He scores 1 point for each correct word and 5 points for every word that no one else has.

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>ANIMALS</th>
<th>CITIES</th>
<th>AUTOMOBILES</th>
<th>GAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Currant</td>
<td>Camel</td>
<td>Chicago</td>
<td>Chevrolet</td>
</tr>
<tr>
<td>L</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TREES</th>
<th>FISH</th>
<th>COUNTRIES</th>
<th>FLOWERS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIRDS</th>
<th>AUTHORS</th>
<th>DOGS</th>
<th>VEGETABLES</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oldtimers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Published by FREDERICK H. BEACH
200 Fifth Ave., New York 10, N. Y.
REMEMBER?

There are twenty different objects in the above picture. Study the picture for three minutes. Then list as many as you can remember either on the back of this sheet or on a separate paper. No peeking!

Note: Exercises of this type can be built from pictures of objects clipped from magazines.
Making a Picture Checkerboard

The teacher writes upon the board a list of 16 names that have occurred in recent lessons. The words should be numbered in order, for instance: 1. automobiles; 2. kite; 3. table; 4. ball; 5. window; 6. pumpkin; etc.

The children fold a sheet of drawing paper into 16 squares and number the rows of squares in order from left to right across the sheet. Then draw the picture of the word numbered one in the square numbered one, and so on until all of the squares are filled with pictures.

At the end of the period the papers are exchanged and scored, and the team having the largest number of correct checkerboards is acclaimed the winner.

Further use may be made of these checkerboards. The children may print or write the appropriate names under the pictures and cut them apart. These pictures and words may then be used in playing a variety of matching and racing games...

Additional words for use in preparing checkerboards are listed below:

- rabbit
- hen
- door
- tree
- cat
- bird
- cow
- chair
- nest
- apple
- house
- window
- book
- box
- bear
- egg
- dress
- bread
- table
- train
- hill
- heart
- bed
- shoe
- basket
- hat
- top
- sun
- leaves
- flowers

Treasure Box

Children may cut attractive pictures of toys, clothing, animals, etc., from magazines. All these pictures are then placed in a large box labelled TREASURE BOX.

In playing the game, the teacher flashes cards upon which are written directions for getting the pictures out of the box, as "Get the Christmas tree." (if she prefers to use the blackboard, she may rapidly write the directions in each case, then quickly erase them.) After exposing each card for an instant, she calls upon some pupil to perform the action indicated in the directions. He gets the picture from the box and shows it to the class, who tell him whether or not he is right. If he is right, he is permitted to keep the picture; if not, he must put it back. All children should be given the same number of turns.

The object of the game is to see which pupil will get the largest number of pictures.

1. Ibid., p. 25.
Playing Postman  
(Identifying Objects)

The teacher prepares cards on which she writes the names of various objects in the room, such as table, desk, window, clock, door, wall, floor, chair, board, pencil, book.

After all the pupils have been given one of these cards, each one has a turn at playing he is postman, who delivers his "letter" to the appropriate "house." For example, a child having the word "chair," runs over to the chair and lays a card upon it. If a pupil delivers his "letter" to the wrong "house," someone else is given a chance to deliver it for him. Then the card is given to the first pupil so that he may have another turn at delivering it later.

Matching Names of Objects with Their Colors

The teacher selects names of objects from the reading lesson and writes them in lists on the blackboard. The pupils copy the lists and opposite each word they draw an oblong and color it according to the object represented. For instance, if the word is "banana," they make a yellow oblong opposite it; if the word is "frog," they make a green oblong, and so on. The results may be checked and scored for the purpose of ascertaining the winners.

<table>
<thead>
<tr>
<th>Lower Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>pumpkin</td>
</tr>
<tr>
<td>grass</td>
</tr>
<tr>
<td>gold</td>
</tr>
<tr>
<td>star</td>
</tr>
<tr>
<td>lettuce</td>
</tr>
<tr>
<td>leaves</td>
</tr>
<tr>
<td>sky</td>
</tr>
<tr>
<td>orange</td>
</tr>
<tr>
<td>cricket</td>
</tr>
<tr>
<td>mouse</td>
</tr>
</tbody>
</table>

1. Ibid., p. 54.
In more advanced grades objects which may be any one of three or four different colors are listed, and pupils draw oblongs of several colors opposite each word.

### Intermediate Grades

<table>
<thead>
<tr>
<th>roses</th>
<th>Apples</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow</td>
<td>green</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td>yellow</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td>red</td>
<td></td>
</tr>
<tr>
<td>horses</td>
<td>eyes</td>
<td></td>
</tr>
<tr>
<td>black</td>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>white</td>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td>gray</td>
<td></td>
</tr>
<tr>
<td>tan</td>
<td>black</td>
<td></td>
</tr>
<tr>
<td>bricks</td>
<td>radishes</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td>white</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td>red</td>
<td></td>
</tr>
</tbody>
</table>

Drawing and Matching Pictures and Word Groups

Provide each pupil with an envelope containing word groups printed on little cards in type about the same size as that in a primer. The children illustrate each word group with crayons and place the proper card under each picture. The teacher should check the work carefully at the close of the period, helping the child to see his mistakes. When a pupil scores 100, and should contain different word groups.

Examples of word groups are:

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a big doll</td>
<td>a box of candy</td>
</tr>
<tr>
<td>a little doll</td>
<td>a brown nest</td>
</tr>
<tr>
<td>a tall tree</td>
<td>a black dog</td>
</tr>
<tr>
<td>a blue egg</td>
<td>an old man</td>
</tr>
<tr>
<td>a girl's hat</td>
<td>a baby bird</td>
</tr>
<tr>
<td>a squirrel sleeping</td>
<td></td>
</tr>
<tr>
<td>a kitten playing</td>
<td></td>
</tr>
<tr>
<td>a man running</td>
<td></td>
</tr>
<tr>
<td>a baby crying</td>
<td></td>
</tr>
<tr>
<td>a bird flying</td>
<td></td>
</tr>
<tr>
<td>a girl drinking</td>
<td></td>
</tr>
<tr>
<td>a boy eating</td>
<td></td>
</tr>
</tbody>
</table>

Pinning on the Donkey's Tail

(Logical word groups)

Children derive a great deal of enjoyment from an adaptation of the old game of Pinning on the Donkey's Tail.

The teacher may prepare for the development of this activity by cutting from a magazine a picture of a donkey or of a horse, and pasting it on the blackboard. (It will be better if she can draw a fairly large picture of the animal.) She then cuts slips of paper, upon each of which she writes the name of the part of the animal, as ears, tail, nose, foot, etc.

In playing the game, she holds one of the names up in front of the class and chooses a pupil to place the slip on the front of the animal which corresponds to the word written on it. If a pupil places the word "nose" on the horse's back, great merriment will be evinced from the group. In such a case, the pupil who fails in his response should be called on to place the same word again. It is likely he will not make the mistake a second time.

After one or two blackboard exercises of this kind, the children will have the idea well enough so that they can prepare individual sets of puzzles of the same type. They may search through magazines for pictures, each of which consists of several parts. In the upper grades each pupil may write on slips the names of the parts in his picture. In the lower grades it will be necessary for the teacher to write the slips accompanying the pictures.

Each picture together with its corresponding slips, may be put into a manila envelope, the complete set of pictures serving for several lessons...

In the lower grades these subjects may be used:

<table>
<thead>
<tr>
<th>Pictures</th>
<th>Slips</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>door</td>
</tr>
<tr>
<td></td>
<td>window</td>
</tr>
<tr>
<td></td>
<td>roof</td>
</tr>
<tr>
<td></td>
<td>chimney</td>
</tr>
<tr>
<td></td>
<td>porch</td>
</tr>
<tr>
<td></td>
<td>wall</td>
</tr>
<tr>
<td>automobile</td>
<td>seat</td>
</tr>
<tr>
<td></td>
<td>windshield</td>
</tr>
<tr>
<td></td>
<td>wheel</td>
</tr>
<tr>
<td></td>
<td>tail light</td>
</tr>
</tbody>
</table>
In more advanced grades the exercise may be correlated with the geography work by letting the children place the names of states, rivers, products, etc., upon an outline map. 1

Phrase Card Game

The teacher prints in large red letters at the top of cards the names of certain objects which consist of, or contain, several parts, as house, Christmas tree, desk, etc. Under each of these headings she prints groups of words representing objects which may be found in them. For example:

House
- a set of dishes
- a dining room table
- some rocking chairs
- a bedroom suite
- a kitchen stove

Christmas tree
- a rocking horse
- pop-corn balls
- a big doll
- Christmas candles
- a red sled

After cutting apart the headings and all the word groups, the teacher places the cards in manila envelopes, two sets in each envelope.

When the envelopes have been passed out, each pupil draws pictures to represent his two words in large red letters. He then sorts out the groups and places inside of each picture all the word cards which represent objects that might be found in the place represented in the picture.

Another way of carrying out this exercise is to let pupils draw the large object, appropriately placing in it, or on it, drawings of smaller objects which are represented by the phrases.

Lover Grades

Fruit Store
- a red apple
- a yellow peach
- a blue plum
- a green pear
- a yellow banana

Desk
- an ink tablet
- a lead pencil
- a reading book
- an eraser
- a box of crayons

1. Ibid., p. 46.
Grocery Store
a bunch of bananas
a basket of grapes
a bushel of potatoes
a box of soap
a can of corn
a bag of nuts

Hardware
a frying pan
an electric toaster
a big round dishpan
a brass teakettle
a lawn mower
a carving set

Intermediate Grades

Clothes Closet
some black overshoes
a red muffler
a blue stocking-cap
a heavy brown overcoat
some black leather gloves

An Automobile
a warm robe
a lunch basket
some colored goggles
a thermos bottle
a spare tire

An Ocean
some seaweed
an ocean liner
a large whale
some sailboats
some sea gulls
an excursion steamer

A Forest
some huge trees
some trailing vines
some wild flowers
some beautiful birds
some wild animals
a few insects

The Crossing-Out Puzzle
(Words of a class)
The teacher writes on the blackboard or on individual cards some lists of words, each list consisting of words of the same class, together with one word that does not belong to that class. The children copy the lists, crossing out the word which is out of place in each list. Papers may be exchanged and scored for the purpose of finding the winners.

Below are given illustrations for such lists.

Lower Grades

cow  apple  bed  ball  dress
horse banana chair kite shoes
dog pear dresser doll hat

Ibid., p. 124.
The teacher writes on the board or on cards several numbered lists of words. Each list consists of two words bearing a certain relationship to each other (as milk, bottle), followed by a series of words in parenthesis, among which are two other words having the same relationship as the first two.

1. Ibid., p. 128.
The children copy all the words and underline the two in parenthesis which bear the same relationship to each other as the first two in the line.

The usual scoring process may be used if desired.

**Lower and Intermediate Grades**

1. Carpenter, house (farmer, grocer, dressmaker, butcher, dress).
2. Automobile, wheels (trunk, bicycle, wagon, handlebars, tractor).
3. Milk, bottle (candy, butter, plate, sugar, box).
4. Wind, blows (frost, snow, heat, falls, cold).
5. Dogs, bark (hens, pigs, kittens, horses, cows, meow).
6. Coal, ground (sponges, gold, nails, diamonds, granite, sea).
7. Robin, worm (sparrow, dove, horse, cat, hay, squirrel).
8. Tree, cherries, (Melons, apples, figs, wines, oranges, bush).

**Upper Grades**

2. Thermometer, temperature (electric light, motometer, speedometer, barometer, miles).
3. Airplane, flight (submarine, automobile, sail, balloon, trip).
4. Cat, prowls (dog, snail, snake, frog, glides).
5. Longfellow, Hiawatha (Dickens, Raleigh, Irving, Daffodils, Rip Van Winkle).
6. United States, Michigan (Maine, Alberta, Scotland, Canada, Brazil, China).
7. Orchestra, conductor (pianist, football team, song, tune, coach).

**Increasing List Puzzle**

The teacher writes upon the board five or six lists of classified words, leaving space in each list for the addition of several more words of the same class. For example:

1. Maple, oak, beech, willow, _____
2. Dress, hat, coat, tie, _____
3. Hand, legs, eyes, hair, _____
4. Robin, wren, crow, sparrow, _____
5. Desks, seats, map, table, _____

The children copy these words and see who in the class can increase all lists to the greatest extent.

---

After a little practice of this type, pupils will enjoy making up lists of their own, which they may exchange with each other for the purpose of having the lists increased.

Third and Fourth Grades

1. Apple, pear, cherry, ______ ________.
2. Potato, carrot, cabbage, ______ ________.
3. Pansy, poppy, rose, ______ ________.
4. Cow, horse, pig, ______ ________.
5. Red, blue, purple, ______ ________.
6. Automobiles, bicycles, wagons, ______ ________.
7. Chairs, pianos, beds, ______ ________.
8. Almonds, butternut, pecan, ______ ________.
9. Bees, ants, crickets, ______ ________.
10. Cup, saucer, plate, ______ ________.
11. Tiger, lion, deer, ______ ________.
12. Top, doll, balloon, ______ ________.
13. Cookies, buns, tarts, ______ ________.
14. Gumdrops, chocolates, peppermints, ______ ________.
15. Milk, water, lemonade, ______ ________.
16. Veal, mutton, bacon, ______ ________.
17. Hallowe'en, New Year's, Valentine's Day, ______ ________.
18. Farmers, carpenters, bakers, ______ ________.
19. Beads, rings, brooches, ______ ________.
20. Japanese, Chinese, English, ______ ________.

Intermediate and Upper Grades

1. Physician, librarian, ______ ________.
2. Football, hockey, ______ ________.
3. Chickens, guinea fowl, ______ ________.
4. Carriage, airplane, ______ ________.
5. Copper, iron, ______ ________.
6. Circle, triangle, ______ ________.
7. Sparrow, thrush, ______ ________.
8. Strawberries, huckleberries, ______ ________.
9. Violin, cornet, ______ ________.
10. Poplar, basswood, ______ ________.
11. Diamond, topaz, ______ ________.
12. Roosevelt, Coolidge, ______ ________.
13. Mississippi, Hudson, ______ ________.
14. Lake Superior, Lake Huron, ______ ________.
15. Manufacturing, lumbering, ______ ________.

1. Ibid., p. 131.
Color Game  
(Using Adjectives)

The children are given slips of paper of different colors, each child receiving the same number of slips. As the teacher writes the name of the color on the board, all children having a slip of that color run to the chalk ledge and place the slip under the word on the board. If any child who has a slip of the specified color fails to run up to the ledge with it, he must retain his slip, and is also given another slip. The object of the game is to see who can first get rid of all the slips.

If the teacher has no colored paper, the pupils may color their own slips with crayons during a seat work period.¹

Selecting Descriptive Slips

The teacher writes upon cards such adjectives as:

- round
- white
- long
- sweet
- sour
- smooth
- soft
- tall
- wooden
- glass
- square
- hard
- brown
- heart-shaped
- gold
- pretty
- black
- yellow
- blue
- bright
- orange

The class is divided into two sections. The teacher places the slips on the chalk ledge, and writes upon the board the name of something that can be described by some of the adjectives. She then asks the pupils to select all the slips descriptive of the specified noun and hold them up so that the class may check results. For instance, if the teacher wrote the word "blackboard," the pupil called upon would select the adjectives "smooth," "hard," and "black" as the words which best describe it. After the class criticizes or approves of the words, the cards are again placed on the chalk ledge.²

If the chosen pupil makes the correct response, a score of one is given to his side and the teacher calls on a pupil on the other side to select adjectives for a noun. In case a pupil fails to select the right adjective, someone from the opposing side is given a turn at finding the descriptive words for the same noun.

¹. Ibid., p. 108.
². Ibid.
Suggestive nouns to be used in this exercise are:

- orange
- plate
- violet
- globe
- cupboard
- picture
- hill
- ring
- book
- candy box
- lilac leaf
- bricks
- electric light
- ceiling
- waste basket

For seat work the teacher might write four or five nouns on the board and ask the pupils to copy them on their papers as headings, and list the appropriate adjectives under each noun. If desired, the completed papers may be exchanged and results scored to ascertain the winning side.

Making a Picture Book

The teacher writes or prints on the board the names of several objects. The children bring old magazines from home and search in them for pictures representing the words on the board. Upon finding an appropriate picture, they paste it on a sheet of paper and print or write its name underneath. When this has been done for the entire list of words, the sheets may be tied together to make little books.

The pictures for any book should be organized about some central topic, appropriate to the grade in which it is made and the subjects studied. For instance, if a first grade were studying the family unit, these words might be put on the board: mother, father, boy, girl, baby. If a fourth grade were studying physical features in geography, the words put on the board might be hill, valley, river, plain, island, lake.

Making Word-Picture Books

Pupils may make booklets by folding together 9 x 12 inch sheets of drawing paper and tying them with ribbon or string.

The teacher prints upon the board a list of nouns which have occurred in recent lessons, such as tree, baby, house. The pupils then find word cards which correspond to the words in the teacher's list, and paste the cards in their books, leaving a goodly space above each. (If the teacher does not provide word cards the children may print or write the words in their books.) The next step is to search through catalogues and magazines, finding pictures which represent these words. The pictures are cut out and pasted in their books above the appropriate words.

1. Ibid., p. 108.
2. Ibid., p. 107.
If the words are arranged alphabetically, this is an especially instructive activity.¹

GAMES FOR DRAMATIZATIONS

Pantomine Games

Numbers of interesting games may be played which hinge upon the ability to recognize foreign words and commands. The familiar game of "Simon Says" is an illustration. For example, the leader says in a foreign language, "Simon says, thumbs up," upon which the students who recognize the meaning turn their thumbs up, and so on with numerous other gestures.

Another form of pantomine game is that in which words are given out as in a regular spelling match, and the students respond by some gesture or action which evidences recognition of the word's meaning, instead of spelling the word or signifying its meaning in English.²

Dramatizing Moods of People

Each person...must have a partner and the list of words. Two play together. When called upon, one of the partners dramatizes a word in the list, the others guess, then the other partner gives the word in a sentence to show the guessers whether or not they are correct.

Every time the word is guessed correctly, the partners and the guessers score one point each. Every time a correct sentence is given, the partners gain another point.

terrified

disturbed

solemn

relieved

patient

grieved

miserable

jealous

industrious

cruel

merry

dishonest

discouraged

ill

hopeless

hurried

genorous

dignified

selfish

thirsty

greedy

unconcerned

downhearted

grewe

cheerful

3 (112)


3. Wilkinson and Brown, op. cit., p. 78.
Dramatizing Moods of People

The way a person feels is said to be his mood. If a person feels down-hearted, he may be said to be in a discouraged mood.

Here are various ways in which a person may act or feel. Be prepared to dramatize the words to show how a person would look or act if he felt in one of the moods mentioned below.

If some of the words are too hard for you, pick out easier ones, then gradually learn to do the others.

sad  mirthful  thoughtful  thrifty  proud  polite  unpleasant  cowardly  restless
envious  impatient  radiant  friendly  horrified  studious  angry  independent  disappointed

embarrassed  lazy  shy  energetic  gay  frightened  hungry  brave  untidy

Acting Out Words

Acting is sometimes called dramatizing. Dramatizing words is another way to make yourself sure of words.

If you do not know the meaning of any of the following words, look them up in your dictionary. If you cannot work with the dictionary by yourself, ask someone to help you. When you are called upon in class, or alone with your helper, to explain a word, you may illustrate it by dramatizing it or acting it out. Show or demonstrate by your expression or your actions what the word is. Your helper or your classmate will try to guess what word you are dramatizing. For example, if you wish to explain the word "mirthful," you will think of a way to show that you are merry. You may do it by laughing or singing happily.

If these words are too hard for you, you may have just as much fun with easier ones which you may pick out of books; words such as sad, tired, smiling. You and your helper may make another game like this.

If you think that you can play this game now, you may begin with these words:

1. Wilkinson and Brown, op. cit., p. 77.
cold, busy, flatter, exhausted, rage, interested, occupied, encourage, funny, appreciate

cold, busy, flatter, exhausted, rage, interested, occupied, encourage, funny, appreciate

Hidden Card Game

The teacher writes or prints on cards some directions which can be dramatized, such as

Hop over a book. Run to the table.

In playing the game, the children blindfold their eyes while the teacher hides the cards in various places about the room. A pupil is then chosen to search for a card. When he finds one, he reads it silently, then acts it out, while the rest of the class guess what his card said. One of the pupils who guesses correctly is then given an opportunity to search for a card, and so on.

When all cards are found, some pupils may be chosen to hide them again. 1 (97)

Actor's Game

The teacher prepares flash cards upon which she writes words and sentences which can be acted. As she flashed a card, the children play they are actors and dramatize the word. The best actor in each case is determined by vote of the class. Each row, in turn, should do the acting while the others look on and vote.

The following illustrative exercises are arranged according to difficulty.

First and Second Grades

In the lower grades it is better to flash phrases which command pupils to play they are doing certain things, as: Drink some water. Eat an apple. Blow a horn. Go to sleep. Catch a bird. Fly a kite. Ring a bell, etc.

1. Wilkinson and Brown, op. cit., p. 76.

Third, Fourth and Fifth Grades

Call someone on the telephone...Sweep the floor with a broom...Climb up into a tall tree...etc.

Intermediate and Upper Grades

happy  excited  interested
sad    amused  bored
angry  surprised  drowsy, etc. 1

Guessing What Someone Did

The teacher writes on the board a list of action words, such as jump, skip, run, walk, hop, sing, read, talk, laugh, etc.

A pupil is selected to run to a corner of the room and blindfold himself. The teacher points to one of the words on the board and the class reads it silently. Someone is selected to come to the front of the room and perform the action indicated by the word. The blindfolded pupil then uncovers his eyes, runs to the board, and points to the word which he guesses is the name of the action heard performed. 2

Carrying out Directions

I. Individual commands.

The class is divided into two sections. The teacher writes a command on the board and quickly erases it; or she may flash it from a card. She then calls upon some pupil to perform the action. If he carries out the direction correctly, he is given a score of one, which contributes to the total score for his side.

Such commands as the following can be used for purpose:

First and Second Grades

Run to the door. Get the reading book on my table.
Get under the table. Stand up. Sit down, etc.

Third and Fourth Grades

Get a piece of chalk, and draw a circle on the blackboard. Put both hands high above your head.

1. Ibid., p. 34.
2. Ibid., p. 54.
Intermediate and Upper Grades

Pick up a scrap of paper which you can see on the floor, and put it into the basket, etc.

II. Group Commands

Another set of directions may be prepared for use as an exercise in which the class as a whole makes the response.

Examples for lower grades are: Take out your reader. Stand beside your desk, etc.

Upper grades have harder directions.  

1. Ibid., p. 29.
WORD BUILDING

I

The leader puts a letter on the board to see who can first name a word beginning with that letter. No word may be used a second time. After the game has been played for some time, it may be varied by having the class name a noun or verb, or another part of speech beginning with the letter. The pupil having the largest number of words to his credit at the end wins.1(19)

II

Another interesting contest is to place a long word or a short sentence on the board to see who can form the largest number of short words from the letters. No letter may be used in any word more times than it appears in the word given. This may be played both with and without a dictionary.2

Alphabet Shopping

Today, for the fun of it, we are going shopping, not with money as we usually have to, but with the letters of the alphabet. The letters are printed on the board where you can see them. We will play in teams as usual, each player will receive a point for his team when he gives a correct answer. Teacher will call first on the players in the last row, going from player to player in turn until the players on each team have had a turn. Then she will pick another row and the game will go on until every player has had a turn.

Teacher will ask each player, in turn, what he could buy in a grocery store that begins with the letter of the alphabet to which she is pointing at the moment. The player will have to answer as quickly as he can.

III

Make a Word

This is a blackboard make-a-word game. Rows will play as teams and each player will have two turns. The first player of each team will walk fast, not run, to the blackboard and write one letter. He then walks back to his seat and touches off the second player, who adds a letter to the first, trying to make a word. If the first two players have made a word,

2. Ibid., p. 97.
the third player starts a new word under the first one. For example, the first player might write "11d" and the second "11o" thereby making the word "11do." The third player can then start another word, and the fourth adds his letter to that new word. Some words will have three or four letters or maybe more if you aren't careful which letters you add, so think a moment as you take your turn at the blackboard. Since each player will have two turns per game, the last player touches off the first player and the game continues until the last player has his second turn.

Scoring: The first team finished receives five points, plus one point for each correctly spelled and completed word. The other teams receive one point per word correctly spelled.

Variation: Players attempt to make words as long as possible. The longer words give higher scores. Score by counting the number of letters in each correctly spelled word, giving one point for each letter. When one word is finished the next player starts a new word.¹

If he answers quickly and correctly, he will win a point for his team. If he does not answer quickly or correctly, Teacher will ask the next player in that row, and use the same letter until she gets the correct answer. For example, Teacher will point to the letter "m." The player whose turn it is answers "macaroni," a correct answer. Teacher will jump from one letter to another and not take them in order, so you will not know what letter will be the one for your turn. It will be just like a supermarket, you turn the corner and never know whether you will find soap or fish. When all have had a turn in the grocery store, we can play again, taking a trip through the department store or dime store.²

IV

Completing Words

The first pupil on one side writes a single letter on the blackboard, the first one on the other side adds a letter to it, and so back and forth until the word is completed. The object of the game is to make a word which will end with the letter contributed by one's side, since the winning side is the one which writes the last letter. The game may continue for twenty or thirty words, or as many as may be desired, and the score may be computed in terms of the number of words finished by each side.³

¹ Mulac and Holmes, op. cit., p. 112.
² Mulac and Holmes, ibid., p. 116.
³ Crawford and Leitzell, op. cit., p. 232.
Making Several Words Out of One

A rather long word may be written on the blackboard, and a limited time is allowed for students to write on paper as many smaller and shorter words as they can construct, using only the letters contained in the original long word. The individual or the side having written the largest number of correct words wins.¹(31)

Unscrambling Eggs

A pair of sentences is devised, using vocabulary of equivalent difficulty and grammatical constructions which are equally complex. The words in these sentences are then disarranged and thoroughly scrambled, after which they are written on the blackboard in list form and covered up until the game is ready to begin. A student from each side goes to the board picks out a word with which to begin the sentence, and writes it down. The next one on his side writes a second word, and so on until the original sentence is restored in proper order. If errors are made they may be corrected by later players, but only one word may be corrected at a time, and all words which were written after the error was made must be erased and replaced one at a time. The game is won by the side which makes the smallest number of trips to the blackboard.²

Word Hunt

We're going treasure hunting today on the blackboard believe it or not. Teacher will put a list of letters on the blackboard for each team. The letters will be the same for each team and will be written one under the other. If you are good treasure hunters, you will find a word for each letter. But that word must be the name of something you can find or see in this room. Each team has its own piece of chalk and a row of letters. At the signal to go, the first player on each team will walk fast, not run, to the blackboard and make a word by adding the other necessary letters to any letter in the list. The first player does not have to take the first letter if he can think of something or a word that fits another letter faster. As soon as he has written his word, he lays his chalk in the tray and walks quickly back to his seat and touches off the second player, who fills in his word for another letter. You may use the names of people in the room as well as names of objects. The first team finished wins five points, plus two points for every correctly spelled word and one point for a good but incorrectly spelled word; thus, for every misspelled word take off one point. The other teams will get two points for every correct word they have finished. The words can be names

¹. Crawford and Leitzell, op. cit., p. 233.
². Ibid., p. 231.
of classmates, colors, names of things, parts of you, parts of your clothing, or things in your desk.

Note to Teacher: For younger children let them just fill in any word that begins with the letters in the list to make it as easy a spelling game as possible.

Suggested letters and words for game follow:

D, for door, desk, Dorothy, Dan, dress.
W, for window, writing (on blackboard or anywhere in room), Will, Winifred, water (in aquarium), walls.
P, for pencil, pen, pane, Pat, Paul, Peter, paper, penny, pin.
N, for nose, nails, nickel, numbers, notebook.
S, for Sam, seat, shoe, sock, sandal, Sally, shirt, sweater, scissors.
T, for tales, teeth, tongue, Tillie, Tom, toe.
B, for book, Bill, Barbara, basket, blackboard, ball.
M, for music, mouth, money, mirror, Margaret, Mike.
C, for crayon, coat, cap.
E, for red, reader.

Making Words

How many words can you form by combining, or putting together, some of the sounds given below? Use only the sounds you find in this list.

For example: sm and ell form smell

THE YOUNG APPRENTICE

The following 24 words represent objects in the picture. How many can you unscramble?

1. SPNIHAD
2. EATUFC
3. WEOTL
4. CEETIPM
5. DLIHC
6. ERLOWF
7. FLESH
8. SEENSIDPR
9. CHINE
10. EROLDH
11. NEATCIB
12. ROBADUCP
13. LAHEND
14. GLINTI
15. DROBER
16. NILPANGE
17. WEARDR
18. RETIPS
19. RAPNO
20. YRCKROCE
21. ELEVES
22. RANJUCT
23. ATWRE
24. GOSIPT

SERIES No. 2 — Published by FREDERICK H. BEACH, 200 Fifth Avenue, New York 10, N. Y.
GAME No. 3
ANSWERS TO "THE YOUNG APPRENTICE"

1. DISHPAN
2. FAUCET
3. TOWEL
4. TIMEPIECE
5. CHILD
6. FLOWER
7. SHELF
8. DISPENSER
9. NICHE
10. HOLLER
11. CABINET
12. CUPBOARD
13. HANDLE
14. TILING
15. BORDER
16. PANELING
17. DRAWER
18. STRIPE
19. APRON
20. CROCKERY
21. SLEEVE
22. CURTAIN
23. WATER
24. SPIGOT

Note: This type of exercise can be built from any magazine picture that has objects that pupils recognize.
Finding Little Words in Big Words

(Word Analysis)

A silent reading exercise which aids also in word analysis is that of letting children find "little words in big words."

The teacher writes several words upon the board and lets the pupils copy them, drawing circles or squares around all the little words which they can find inside the big ones. The goal of the game is to see who can find the most little words.

Below is given a list of words to use for this purpose. They are marked as children would mark them in carrying out the activity.

<table>
<thead>
<tr>
<th>candy</th>
<th>farm</th>
<th>ladder</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>letter</td>
<td>has</td>
</tr>
<tr>
<td>seeds</td>
<td>prince</td>
<td>chair</td>
</tr>
<tr>
<td>man</td>
<td>slipper</td>
<td>cage</td>
</tr>
<tr>
<td>tall</td>
<td>many</td>
<td>cat</td>
</tr>
<tr>
<td>gold</td>
<td>seat</td>
<td>nice</td>
</tr>
<tr>
<td>dear</td>
<td>skate</td>
<td>sand</td>
</tr>
<tr>
<td>drink</td>
<td>turkey</td>
<td>asleep</td>
</tr>
<tr>
<td>firemen</td>
<td>orange</td>
<td>away</td>
</tr>
<tr>
<td>farmer</td>
<td>pumpkin</td>
<td>date</td>
</tr>
<tr>
<td>became</td>
<td>around</td>
<td>meat</td>
</tr>
<tr>
<td>bedroom</td>
<td>tonight</td>
<td>spinning</td>
</tr>
</tbody>
</table>

1. Smith, op. cit., p. 120.
GAMES FOR PRONUNCIATION, DEFINITION, SPELLING
OR MEANING

I
Baseball Game
(Definition, spelling, Meaning)

Have the class divided into two groups. Designate four places in
the room for the home plate, first, second, and third bases. The
side going to bat first will be seated in order of their appearance
at bat, with the captain first. A word is given to the batter to
be defined in the foreign language, or spelled, or the meaning
given, as the teacher sees fit. If the pupil gets it right he goes
to first base where he must wait until another batter reaches first
when he goes to second. It is also possible to give idioms with
two, three, or four words and allow the pupil as many bases as there
are words in the idiom, if he gets it right. If he gets the word
wrong however, he is out. Scores are counted as in baseball by
the number of people reaching home plate. When three are out on a
side, the other side goes to bat...

II

Baseball Spell or Vocabulary Match
(Foreign Equivalent)

The well-known game of baseball may be carried out with the use of
foreign words instead of English words. The batter goes to first
base if he can spell or give the foreign equivalent of the word,
and is out if he misses it, provided the catcher does not miss it,
and so on. Many varieties of rules are available, patterned after
the rules of regular baseball, and the particular plan that is used
will be chosen according to the local needs and desires. Thus
three outs cause the other side to be called to bat, and a run is
made when later players at the bat succeed and advance the player
who is already on base.

A Definition Match

A lot of words may be prepared beforehand and time allowed for studying them. The first word is given to the first student on one side, who attempts to define it in terms of other words in the foreign language. Thus the word "student" would be defined in some such foreign form as "a boy who goes to school and studies." If the word is missed the other side gets a chance at it, and so on back and forth as in the ordinary spelling match.1(31)

A Relay Spelling Race

The leader prepares as many slips of paper as there are students in the room, and writes an English word on each. These are divided into two piles, one pile for each side in the contest. The piles are placed at opposite ends of a table, face downward. At the signal to go the first student on each side picks up the first slip on his pile, reads the English word, and writes the foreign word upon the blackboard as quickly as possible. He returns his slip to the table, placing it face up beside the original pile, when the second member of his side is permitted to pick up the second slip and go to the board. The side that finishes first wins. In case a student does not know the foreign word he simply copies the English word on the blackboard. The score is computed in terms of the number of slips on the loser's pile when the winner's last slip has been returned to the table. Deductions are made for the number of words not known, and those which are not spelled correctly.2

2. Ibid., p. 228.
DICTIONARY GAMES

1. A dictionary is placed on the first desk of each row. The teacher writes about ten words on the blackboard. At a given signal, the first pupil in each row looks up the first word. When he finds it, he jots down the page number and passes the dictionary to the person behind him who does the same thing for the second word, etc. The first row finished is the winner. If a mistake is made in the page number, the second row finished is the winner.

2. The same game may be played with definitions or pronunciations.

3. The same game is played with mythological characters.

4. Each student brings to class a sentence containing a difficult word. A dictionary is placed on each student's desk and the class is divided into two teams. A pupil reads his sentence and states the word he wants defined. The opposing team is given approximately a half minute to look up the word in the dictionary. At a signal from the teacher, dictionaries are closed and the one who presented the sentence calls a pupil from the opposing team to define the word. If the pupil misses, he is eliminated and another one is called. The game is continued until all of one team has been eliminated.¹(64)

Spelling Relay

You've picked a game today that will exercise your thinker as well as your feet. We will use our teams and play each other as usual. Each team will have a set of alphabet cards. The letters will be in order but will be spread out on the desk at the head of each row. Each team will stand to the right of their desks. Teacher will then announce the numbers of the letters in the word to be spelled out with the alphabet cards. If the word has four letters, the first four players in each team get ready to move. Then she will announce the word. The first four players then walk, not run, to the front desk in their row, pick out the four letters that spell the word, and line up in the correct spelling order in front of their row facing their team. The first team to spell out the word correctly gets five points; the second team to finish, three points, the third, two points, the last team, one point.

The letters are returned to the pile, the players go to the end of their line, the others move forward. The game is played again with a different word.

Note to Teacher: It is better, at first, to avoid words with double letters, but later those words can be used. The player holding the letter that appears twice indicates this by changing his position in the word line, from the place where the letter first appears in the word to the place where it again appears in the word. Or he can stand in the place where it first appears and then move the letter by reaching out his arm and placing it in the proper position in the lineup.

With younger children simple words may be used, but more difficult words can be used as the spelling capacity of the groups increase. A spelling list will be helpful. Suggested list:

<table>
<thead>
<tr>
<th>For Young Children</th>
<th>For Older Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat rat</td>
<td>word children</td>
</tr>
<tr>
<td>must the</td>
<td>their</td>
</tr>
<tr>
<td>mouse said</td>
<td>laugh snake</td>
</tr>
<tr>
<td></td>
<td>bread wheat</td>
</tr>
<tr>
<td></td>
<td>whose</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preparation: Take 3 x 5 inch filing cards or similar pieces of cardboard. Have children print large letters, one only to a card. Each row must have a complete set of alphabet cards.\(^1\)(76)

**Playing Vocabulary Baseball**

Baseball is America's favorite game. Have you ever been to any of the Big League Games? Perhaps you have heard the band playing music to these words:

"Take me out to the ball game-
Take me out to the crowd;
Buy me some peanuts and cracker-jack
I don't care if I never get back."

If you did perhaps the people in the grandstand began to sing that popular song.

Today we are going to play "vocabulary baseball." If you will look at the words below, you will see that they are arranged in groups of nine. Each time that your team or you make a perfect score on a group of words we shall call it a "home run" and credit one point to your team. To make a perfect score, it will be necessary for you or your team (1) to pronounce the words correctly, (2) to use them in sentences, (3) to tell what they mean. This is another interesting thing to do with words so that you will know them when you read them in books. See how many points your team can win. You may use your dictionary to look up the meanings of the words before the game. Ask someone to help you if you need help.

1st inning: ability abrupt actual acquire additional
adopt agreeable ample anxiety

2nd inning: appearance arrest astronomy attitude
authority benefit boast circumference
suspicious

3rd inning: common compliment concerning consequence
considerable cordial critical dignity
disguise.

\(^1\) Mulac and Holmes, *op. cit.*, p. 114.
4th inning: display dispute exert extreme grasp humor incident indicate precaution

5th inning: indifference indignant individual inform information influence injure injury isthmus

6th inning: maintain necessity objection observe ordinary panic precede previous probable

7th inning: prospect reluctance renew responsibility restore restrain resume retire secure

8th inning: slight startle submit suspicion thorough uncertain uncertainty uncommon

9th inning: displeasing vanish reckless likely opinion prosper powerful beneath yield

You can play the game with other troublesome words. Make innings with words that you keep forgetting, and with words that slow you up in reading.-(112)

FILL IN THE MISSING LETTERS

1. SACR__L__GIOUS
2. LAB__R__NTH
3. PICC__LO
4. OSTR__I__E
5. LIQU__FY
6. CONSCIEN__E
7. OX_DIZE
8. CON__ISE
9. REC__VE
10. ANAL__ZE
11. VETER__N__RY
12. UK__LELE
13. DIAB__T__S
14. DEF__CIT
15. KIMON__
16. BEN__F__CENCE
17. ES__EN__E
18. EXTRAN__OUS
19. EL__GY
20. DESIR__BLE
21. STAT__STICIAN
22. DEBAT__BLE
23. RAR__FY
24. SAT__RIC__L
25. JUSTIF__ABLE
26. ADMISSION__BLE
27. R__DIC__LUS
28. R__NSING
29. DES__CRATE
30. CRU__IFY

The correct spellings of these words are given in the answer sheet. If you get 25 or more correct you are very good; 20 or more is good; 15 or more is fair; less than 15 and your friends will find a word for it.

Oldtimers

Published by FREDERICK H. BEACH                  200 Fifth Ave., New York 10, N. Y.
ANSWERS TO "SPELLING BEE"

1. SACRILEGIOUS
2. LABYRINTH
3. PICCOLO
4. OSTRACISE OR OSTRACIZE
5. LIQUEFY
6. CONSCIENCE
7. OXIDIZE
8. CONCISE
9. RECEIVE
10. ANALYZE
11. VETERINARY
12. UKULELE
13. DIABETES
14. DEFICIT
15. KIMONO
16. BENEFICENCE
17. ESSENCE
18. EXTRANEOUS
19. ELEGY
20. DESIRABLE
21. STATISTICIAN
22. DEBATABLE
23. RAREFY
24. SATIRICAL
25. JUSTIFIABLE
26. ADMISSIBLE
27. RIDICULOUS
28. RIVETING
29. DESECRATE
30. CRUCIFY
COLLECTING LONG WORD FAMILIES

A Game for Explorers

Explorers collect specimens of the rocks, the trees, the plants, and other things which they find on their expeditions.

You may be a collector of long word families. It is fun to work with partners. Four explorers may begin. The two that collect and read correctly the largest number of words in any family win. You may hunt in your books or the dictionary.

In this exercise are some families with which to begin. Choose any one of these for a start; but be sure to begin and stop together.

George Burns and his friend Frank began as partners in a game like this. They played against Helen Taylor and her friend Marie. We shall not tell who won. Here are a few of the families they used. Every word in each family had three syllables or more.

1. The "tion" family.
   The first word was addition.

2. The "sion" family.
   The first word was confession.

3. The "ous" family.
   The first word was serious.

4. The "ful" family.
   The first word was wonderful.

5. The "able" family.
   The first word was readable.\(^1\)(112)

---

PUZZLE OF OPPOSITES
(Antonyms)

The teacher writes upon the board a numbered list of words. Opposite each of these words she writes, in parenthesis, four or five other words, among which is the opposite of the first word in the line. For example:

Fast (long, safe, slow, brave)

The children copy the word lists and in each case underline the word which means the opposite of the first word in the line.

This exercise may be conducted as a game in which the results of opposing sides are scored and totaled.

Intermediate Grades

1. Happy (strong, pale, bright, sad)
2. Little (tiny, quick, big, small)
3. Tall (large, short, square, huge)
4. Foolish (smart, silly, wise, funny)
5. Dangerous (wild, reckless, bad, sage)
6. Hot (warm, soft, cold)
7. Laugh (sing, talk, cry)
8. Work (study, play, sleep)
9. Rude (kind, good, polite)
10. Ugly (mean, beautiful, clever)
11. Friend (person, classmate, enemy)
12. Fine (little, coarse, small)
13. Fat (big, huge, thin)
14. Up (under, over, down)
15. Quiet (silent, noisy, still)
16. Good (nice, bad, dreadful)
17. Old (big, large, young)
18. Top (middle, end, bottom)
19. Huge (tiny, big, small)
20. Bright (small, dull, twinkling)

Upper Grades

1. Generous (liberal, kind, penurious, munificent)
2. Important (weighty, urgent, insignificant, weak)
3. Ambitious (desirous, eager, slow, lazy)
4. Attentive (mindful, uninterested, heedful, courteous)
5. Numerous (several, exceedingly, few, countless)
6. Youthful (young, old, healthy, juvenile)
7. Positive (explicit, definite, doubtful, sure)
8. Discouraged (sad, hopeful, distressed, miserable)
9. Conceal (hide, secure, keep, expose)
10. Meager (destitute, gaunt, plentiful, lean)
11. Contrary (opposed, adverse, agreeable, happy)
12. Awkward (beautiful, graceful, clumsy, quick)
13. Absurd (inconsistent, irrational, sensible, distinct)
14. Distress (sorrow, comfort, anger)
15. Previous (prior, before, now, after)
16. Ancient (old, aged, antique, modern)
17. Reduce (lessen, diminish, expand, minimise)
18. Beautiful (handsome, lovely, fair, ugly)
19. Pacify (appease, aggravate, soothe, allay)
20. Attractive (alluring, charming, repulsive, enticing)

Substituting Words
(Synonyms)

This exercise is a helpful one to use in increasing the pupils' vocabulary, as well as giving him practice in comprehensive silent reading.

The teacher selects sentences from the reading lesson and writes them on the blackboard, underlining certain words for which the children are to find substitutes. The pupils copy the sentences, writing the substitute under the underlined word in each case, as:

John had a big piece of pie.
large

In the upper grades children may be asked to supply two or three synonyms, thus calling a dictionary into use. For example:

He was a very indolent person.
lazy
inactive
slothful
idle

In order to motivate the exercise, the class may be divided into competing teams and the papers may be scored to ascertain the winning side.

Lower Grades

1. I ate a little apple.
2. The girls gathered some flowers.

3. The old man was **good** to everyone.
4. Harry will **fetch** a pail of water.
5. Jack raised **several** kinds of flowers.

**Upper Grades**

1. Mary was a very *affectionate* girl.
2. He was a *generous* giver.
3. The temple was a *magnificent* structure.
4. He had a *boisterous* manner.
5. The new idea was **casually** introduced into their midst.
6. The entire organization was in a state of *chaos*.
7. She adopted every new *fad*.
8. The cavaliers of old were very *genteel*.
9. The cloth was soaked with vinegar.

---

USING WORDS: COMPOSING A STORY, QUESTIONS AND ANSWERS, CONVERSATIONS, ETC.

I

(Composing a Story)

Have the pupils compose a story, the first starting it, the next one adding a sentence, and so on around the class. For example, the first one may say, "Once there was a boy." The second, "He was very poor." The third, "His parents were dead." The next, "He lived in a large city," and so on until the story is closed. Nothing may be added which contradicts what has been previously said by some other student.¹(19)

II

(Questions and answers)

The leader leaves the room while the class decides on some common word. He returns and begins asking questions of members of the class on any subject he chooses. The pupil answering must use his word in a sentence. When it is guessed, the person who used it last has to go out. To add diversion to this game, if the leader thinks he knows what it is and guesses wrong, the class in unison begins calling out "greenie" or some other appropriate word in the language that they are studying.²

Dance Conversations

A program may be arranged similar to that of a dance, in which boys and girls act as partners and carry on foreign language conversations during the period they act as partners. A definite topic of conversation is announced for each period. The first may be limited to the weather, the next to sports, etc. Any couple found to be silent or talking in the vernacular, or talking about another subject than the one announced, must pay a forfeit.³

¹. Chambers, op. cit., p. 96.
². Ibid., p. 97.
³. Crawford and Leitzell, op. cit., p. 231.
The Doctor's Cat

(Using adjectives)

This is a very old game. Two or more people may play it. Here are the rules:

The first player may say, "The doctor's cat is an angry cat," or, "The doctor's cat is an amiable cat." He may describe the cat using a word beginning with a. The second player may say, "The doctor's cat is a bad cat," or "The doctor's cat is a beautiful cat." This time the cat is described by a word beginning with b. The next time a c word must be used. The game goes on in this way, through the alphabet. The person, who can always think of a word beginning with the proper letter when his turn comes, is the winner. Sometimes there is a tie.

II

After you have finished your game, write or tell as many of the words which were used to describe the doctor's cat as you can remember. Keep your record of the number of words remembered until you have tried the following exercises.

Read the words in the lines below just once. Then write them, or tell them to someone from memory. Keep count of the number of words mentioned.

able rare tired nice idle cute easy valuable
queer keen milk great zealous shy ugly old
bright dear fluffy weary Japanese lazy happy
pretty yellow

Compare the number of words remembered after playing the game with those remembered after reading.¹(112)

The Wordo Game

(Recognizing Words)

This game should be made and played like Bingo by a group of children. All should follow these directions:

First: each child takes two pieces of stiff cardboard about five inches square.
Second: lines are drawn on each card so that there are twenty-five spaces as in the picture.
Third: print, in the spaces on one card, twelve pairs of words that look much alike. Copy them from any page of a book. Do not put any of the pairs close together. Leave the center square blank. Each player should have the same words.
Fourth: print the same words in the spaces on the second piece of cardboard. Then cut along the lines so that you will have word slips.
Fifth: put these words into an envelope and paste the envelope on the back of the first piece of cardboard that has been cut.
Sixth: play the game in this way:

The players take their slips out of the envelopes on the back of the cards, and put them together in a pile on a desk or table.

The teacher or helper then quickly draws out the cards from his pile, one at a time, calling out the words. The players try to find these words on their cards as they are called. They cover these words with the cards having the same words. As soon as someone has covered either a vertical, a horizontal, or a diagonal line on his cardboard, he calls, "Wordo." The center square need not be covered. The leader has kept the word slips which were called and so can check to see if the right words are covered and properly matched.

Some of you may think of other ways to play this game.
Front of Wordo Game

<table>
<thead>
<tr>
<th>had</th>
<th>though</th>
<th>how</th>
<th>miss</th>
<th>drown</th>
</tr>
</thead>
<tbody>
<tr>
<td>heard</td>
<td>every</td>
<td>thought</td>
<td>very</td>
<td>place</td>
</tr>
<tr>
<td>want</td>
<td>quiet</td>
<td>Mrs.</td>
<td>bought</td>
<td>brown</td>
</tr>
<tr>
<td>although</td>
<td>Mr.</td>
<td>now</td>
<td>bought</td>
<td>brown</td>
</tr>
<tr>
<td>went</td>
<td>quite</td>
<td>ought</td>
<td>through</td>
<td>palace</td>
</tr>
</tbody>
</table>

Back of Wordo Game

Envelope for Word Slips

1. Wilkinson and Brown, *op. cit.*, p. 188.
USING WORDS RELATED TO CONTENT SUBJECTS

Cities and States

(Geography word game)

This game you'll need your thinking caps for. Teacher will call on players, one at a time, starting with the first row. The first player will name a city and the state in which it is located; for example, New York City, New York. The next player must name a city beginning with the last letter of the city named by the previous player, in this example one beginning with Y. It could be York, Pennsylvania. The next player must name a city beginning with Y, the last letter in York.

Once a city has been named, it may not be used again, so you will have to listen very hard. You may use the same city twice if there are two cities of the same name in different states, such as Pittsburg, Pennsylvania, and Pittsburg, California.

Scoring: If you answer correctly you will receive points for your team. Since the game becomes harder for each row, the first row players receive only one point for a correct answer; the second row players receive two points; the third row players, three points, and so on.¹

¹ Mulac and Holmes, op. cit., p. 105.
Question and Answer Game

The teacher prepares two sets of cards upon one of which she prints questions and upon the other their corresponding answers. For example:

<table>
<thead>
<tr>
<th>Set 1, Question</th>
<th>Set 2, Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who sells sugar?</td>
<td>grocer</td>
</tr>
<tr>
<td>What gives milk?</td>
<td>cow</td>
</tr>
<tr>
<td>How many fingers have you?</td>
<td>ten</td>
</tr>
</tbody>
</table>

The class is divided into two teams, and the answer cards are distributed among the pupils. The teacher quickly flashes a question card, then places it face downward. The pupil having the appropriate answer card runs to the front of the room, and exposes the answer to the rest of the class. If he is right, his team receives a score. The pupil exchanges his answer card with someone else, and the game continues. (97)

WORD HUNT

(Word Recognition)

The teacher writes or prints on the board a list of words occurring in the reading lesson. The children search through a newspaper or magazine for these words, drawing circles of a certain color around words of the same kind. For instance, they may draw a red circle around every "the," a blue circle around every "in," etc.

The game is to see who has drawn the most circles by the end of the period.

If only one word is used, the game may be varied by letting the children put a pin-prick through each one they find.

Still another way of playing this game is to let the children cut out the sought-for word every time they find it, in an attempt to see who will have the most cut-outs at the end of the period.

1. Ibid., p. 105.
GAMES TO HELP PUPILS IN WORD RECOGNITION

1. For the pupil who has difficulty with special consonants, compose tongue-twisters emphasizing letters with which he has trouble. Thus, for the pupil who confuses $b$ and $d$, "Betty Botta bought a bit of butter to make her batter better" will be both amusing and instructive. The student can have fun making his own tongue-twisters. When $b$ is firmly established as an initial letter, try it in medial and final positions, as in tub, rabbit, hubbub, etc. Use a similar technique for the other letters.

2. Read aloud to the pupil a short and interesting sentence. Let him follow as you read. Then have him read aloud as you write it from dictation. Reverse, letting the pupil write from dictation. Discuss words that cause trouble, stopping to emphasize difficult letters.

3. Play rhyme games. Provide a series like "late, mate, fate, skate, __." The pupil is to find the "Lost Rhyme," or the word that should fit in the blank to complete the series, a word like "rate" or "hate." At first, he may merely select the correct rhyme word from a list already provided him. Later he may think of his own rhyme word.

4. Write jingles using a series of rhyme words like those suggested for the "Lost Rhyme" game. At first, pupils may write a communal rhyme... Later each may compose his own jingle.

5. Vowel sounds often cause difficulty... But short sounds are less often known. Work on one sound at a time... Use games similar to the rhyme or jingle games.

6. When pupils are thoroughly accustomed to the sound of long and short vowels, it is worth while to give them a few principles by which the sound of a vowel can be determined through its position. For example, teach that fat (with short $a$) becomes fate (with long $a$) by the addition of the final $e$. For a game, write a series of words like fat, all of which can be made into different words with a long vowel by the mere addition of the final $e$... Let pupils go to the board, add the final $e$, and pronounce the word.
7. Let pupils make a small book of cards... On each card have pupils print in large letters the common consonants of the alphabet (omitting q, z, x, etc.) Then provide printed phonograms like eat. The pupil leafs through his book of consonants, trying each one in combination with the phonogram. Thus he forms words like, beat, feat, heat, etc.

8. Play "Word Rummy." Have pupils construct a "deck" of 52 cards. Divide cards into thirteen books of four cards each. The four cards in a book should be rhyming words such as late, hate, fate, slate. (In later stages, the words may be more difficult, involving various spellings of the same sound, as in weight, wait, fate, straight.) Pupils shuffle deck, deal cards, seven to a person. The idea is to draw cards that rhyme, making books of two or more cards. Winner is the first pupil to do so.

9. Play "Steal-a-Word." The deck this time consists of cards on which a single letter has been printed. There should be four or five cards for each letter, with double that number for the vowels and the commoner consonants. Each pupil is dealt five cards. The remaining cards are placed face down in the center of the table. When his turn comes, each player draws a card from the stack at the center. He cannot lay down a card unless he can form it into a word with some other cards in his hand. As soon as he can combine cards into a word, he lays that word down on the table in front of him. He may add cards to the words already on the table... Winner is the first player to lay down all his cards (that is, form them all into words on the table). A player's score is one point for each card formed into a word on the table in front of him, minus the number of cards held in his hand at the end of the game.

10. Break words into familiar pieces... For a game, provide a series of such words. Prize goes to the pupil who can find the greatest number of such small words within the larger one.

11. Have pupils build words by adding prefixes and suffixes...

12. Practice dividing words into syllables... Syllable practice helps pupils see central portions of words.1(55)

---

PROVERBS AND QUOTATIONS

I

This game is played if the class has a knowledge of proverbs or quotations in the foreign language studied. The leader leaves the room while the class decides which proverb is to be used. When he returns he begins asking questions of the class, taking them in order. Each person in his reply must use a word in his answer that is in the proverb. No word may be used a second time. The pupil on whom the leader guesses the proverb must go out next.¹(19)

II

Write on a separate sheet of paper a number of proverbs or quotations in the language studied. Then cut them up and mix them up on a table or desk. Let the groups assemble the parts of the proverbs and see who can assemble the largest number by the end of the time set.²

¹. Chambers, op. cit., p. 96.
². Ibid.
PROVERBS

FILL IN THE MISSING WORDS

1. ____ hay _______ _______ sbines.
2. ____ _______ bird _______ ______ worm.
3. _______ glitters _______ _______
4. _______ rains _______ _______
5. Curiosity _______ _______
6. Faint _______ _______ _______ lady.
7. _______ cooks _______ _______
8. _______ _______ _______
9. _______ _______ _______ sufficient.
10. _______ barking _______ _______
11. Brevity _______ _______
12. Many a _______ word _______ _______ jest.
13. _______ _______ _______ war.
14. _______ _______ _______ _______ quarrel.
15. Man _______ _______ God _______ _______
16. Marry _______ _______ _______ _______ leisure.
17. It's a _______ father _______ _______ own _______.
18. If _______ _______ horses, _______ _______ _______ ride.
19. The road _______ _______ is _______ _______ with _______ _______ _______.
20. Uneasy _______ _______ _______ that _______ _______ crown.
21. _______ _______ Rome _______ _______
22. Two _______ _______ not _______ _______ right.
23. _______ _______ _______ _______ fast.
24. Fine _______ _______ _______ not _______ _______ birds.
25. Out _______ _______ _______ _______

Correct answers are given in the answer sheet. If you get all of them right you are Solomon himself; 20 or more and you are good; 15 or more and you are just fair; less than 15, well,—a word to the wise is sufficient.
ANSWERS TO "PROVERBS"

1. Make hay while the sun shines.
2. The early bird catches the worm.
3. All that glitters is not gold.
4. It never rains but it pours.
5. Curiosity killed the cat.
6. Faint heart ne'er won fair lady.
7. Too many cooks spoil the broth.
8. A stitch in time saves nine.
9. A word to the wise is sufficient.
10. A barking dog never bites.
11. Brevity is the soul of wit.
12. Many a true word is spoken in jest.
13. All's fair in love and war.
14. It takes two to make a quarrel.
15. Man proposes, God disposes.
17. It's a wise father who knows his child.
18. If wishes were horses, beggars would ride.
19. The road to Hell is paved with good intentions.
20. Uneasy lies the head that wears a crown.
21. When in Rome do as the Romans do.
22. Two wrongs do not make a right.
23. Bad news travels fast.
24. Fine feathers do not make fine birds.
25. Out of sight, out of mind.
GUESSING RIDDLES

Read each verse. Then choose one of the words in the list at the bottom of the page, and write it on the blank opposite the verse which you think it suggests.

1. Tinkle, tinkle, drop by drop, Over roof and chimney top: __________

2. Rosy tints and flowers and trees, Winds that wake the birds and bees. __________

3. Now the bare black bushes All look snowy white, Every twig is laden, What a pretty sight. __________

4. O you that are so strong and cold O Flower are you young or old? __________

5. When the glorious sun is set, When the grass with dew is wet, Then you show your little light; Twinkle, twinkle, all the night. __________

6. Its stalk was bent, it hung its head, As if to hide from view. __________

7. With cities and gardens, and cliffs and isles, And people upon you for thousands of miles. __________

8. Our thrushes now are silent Our swallows flown away. __________

   autumn morning
   violet the world
   rain snowfall
   wind star l

---

Guessing Riddles

You will not find the answers to these riddles in the print. You will have to explore your own mind as well as the author's to find them. We call this, "reading between the lines."

Read the riddles to yourself, asking for as little help as possible, then write or tell the answers.

I

My castle has a lot of doors,
Each one is numbered, too,
No matter which you open first,
Two pages wait on you.

-L. J. Bridgeman

II

To squeeze through little narrow slits,
Is what they have to do,
And holes are made in people's clothes
To let them peek-a-boo.

-L. J. Bridgeman

III

Old Mother Twitchett had but one eye,
And a long tail which she let fly;
And every time that she went through a gap,
A bit of the tail she left in the trap.

-Old Rhyme

IV

Although he has a splendid back,
He hasn't any head,
And though his arms are very strong,
He never has been fed.

His legs are strong, yet never have
I seen him run and play.
You sit upon his lap, I think,
For hours every day.

-L. J. Bridgeman

Across

6. Young girl (slang) 38. Four-footed creatures 10. Marshy plants
12. Copy 41. Greets 15. Part of toe
21. First woman 22. Marks made by a speech
22. Marks made by folding 23. Knock
25. Steered 24. Tune
29. Handy person 25. Writers of Poetry
33. Number 26. Lawful
34. Frozen water 27. Faith
35. River (sp.) 28. Circular plates

From The Daily Express

Down

1. Buckets 6. French coin
2. Imbecile 7. Limb
3. Make a speech 8. Apart
4. Used by fishermen 9. Orchard fruit
5. Simmers 10. Marshy plants
11. Retreats creatures 12. Assembly
13. Assembly 14. Four-footed
15. Part of toe 16. Lion (Latin)
17. Victory 18. Assembly
21. First woman 22. Marks made by a speech
22. Marks made by folding 23. Knock
25. Steered 24. Tune
29. Handy person 25. Writers of Poetry
33. Number 26. Lawful
34. Frozen water 27. Faith
35. River (sp.) 28. Circular plates

Across

1. Beetle
6. Consideration
9. 20 cwt.
10. Kingly
11. Male child
12. Musical composition
14. Male sheep
15. Piece of wood
16. Coarse files
20. Kind of ox
21. Fish
23. Speed
25. Girl's name
27. Whether
28. Head covering
29. Seize
33. Honey maker
34. Exists
35. Forward
37. Beat out grain
39. Vessels
41. Dresses
44. Plate
45. To long for
46. Haste
47. Withers

2. Slightly cold
3. Teases
4. Skill
5. Animal
6. Another animal
7. Confuse with shame
8. Skip about
13. Precious stone
14. trial of speed
16. Shell fish
17. Placed in order
18. Finishes
19. Lean
22. Upon
24. At a distance
26. An artist
Down (Cont'd)

30. Receptacle for liquids
31. Excluded
32. Shout of welcome
33. Exclamation of contempt
36. To go by
38. Place for bus
39. A flower holder
40. Looks
42. Hit lightly
43. Crimson

From The News Chronicle (adapted)¹ (36)

¹ Eckersley, op. cit., p. 236.
Across
1. Desire to get ahead
8. A preposition
10. No
11. An alphabetical listing
12. Doctor (abbr.)
13. One time
14. Within
15. Upper part of a leg (pl.)
17. Lodging place
18. Country in South America
20. To mimic or imitate
21. Personal pronoun
22. Possessive pronoun
26. Pry about in a sneaking manner
27. Conflict
29. Movement of a horse
31. Printer's unit of measure
32. Amber liquor (pl.)
33. In reference to
35. French words meaning as
36. Measure of weight
37. Musical note
38. Familiar birds

Down
1. Conjunction
2. Girl's name
3. Near
4. Color slightly
5. Measure of distance
6. Musical poems
7. Compass point
9. Humorous
13. One who oils
14. Inside
16. Upper part of thigh
19. Liquid measure (pl.)
21. Personal pronoun
23. Digit of foot
24. Grief
25. Become bloated
26. Scuff
28. Form of verb be
29. Collection of tents
30. mater
34. Med. Lat. word meaning a thing.
36. Toward 1(64)

1. Ketchum and Green, op. cit., p. 96.
APPENDIX II

BIBLIOGRAPHY


69. Lovell, George D., "Interrelations of Vocabulary Skills: Commonest Versus Multiple Meanings," *Journal of Educational Psychology*, XXXII.


