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ABSTRACT
          Specific teaching techniques and examples for
vocabulary development are presented in this paper. The categories
presented for vocabulary development include "Etymological Approach,"
"Wide Reading," "Prepared Word List," "Word Derivation Method,"
"Contextual methods for Familiar Words," "Contextual Methods for
Unfamiliar Words," "Theme Studies," "Content Class Strategy,"
"Teacher Teaming," "Dictionary Method," "Word Manipulation," "From
Context and Class Development," "Finding Difference in Similar
Words," and "Getting at the Common Element(s) from an Analysis of
Contextual Uses." Also included is "Recommended References on
Vocabulary Development." (WR)

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1. Etymological Approach

Look up and study the history and derivations of the following words: sincere, sarcastic, bandbox, andiron. Word etymologies are found between the brackets following a word in the dictionary. See the example below:

> Sincere - [L. Sine - without, caries-decay,
>
> rotteness; without + base of caries; hence, orig.,
>
> undecayed] 1. Without deceit 2. Not mixed or
>
> adulterated.

2. Wide Reading

(A) "Note the meaning of the following words in your readings: . . . "

(B) "How many new adjectives can you find in this short story?"

(C) "Be conscious of new and stimulating words in your reading. Make a record of those words which are of greatest interest to you.
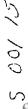
3. Prepared Word List

Lists of words are taken from various tests, courses of study, glossaries, etc. Students are directed to study a small number each night. There are frequent quizzes.

4. Word Derivation Method

(A) Identify the parts of the following word and show how its meaning is derived. impugn - v.t. - [L. in-, on, against, and pugnare, to fight] to fight against, to oppose; call in question. Syn. - deny

(B) Contrast <u>impugn</u> with <u>impunity</u>.

impunity - N. - [Fr. in - without + poena, punishment] freedom from punishment. **Syn**. - exemption.

a Contextual Methods for Familiar Words

Try to write a definition of the new implied meanings of the familiar under-

lined words from <u>Silas Marner</u>.

> ". . . there might be seen, in districts far away
> among the <u>lanes</u>, or deep in the <u>bosom</u> of the hills,
> certain pallid, undersized men who, by the side
> of the brawny country-folk, looked like the <u>remnants</u>
> of a <u>disinherited</u> race."

> "Even people whose lives have been made <u>various</u>
> by learning . . ."

5b. Contextual Methods for Unfamiliar Words

Study the context in which the underlined word appears. Can you suggest

its meaning? Try to inject an appropriate synonym.

> "It is difficult to imagine a <u>surfeit</u> of talent
> in one individual, yet Leonard Bernstein simply
> does not have time to make complete use of his
> talents as conductor, performer, writer and
> lecturer."

6. Theme Studies

(A) Thought themes: How to talk about various speech habits. Note the

similarities and differences in meaning of the following:

taciturn	verbose
laconic	voluble
inarticulate	cogent
garrulous	vociferous

(B) The class explores a <u>common content theme</u>. Readings and ideas are explored extensively and in depth. An appropriate vocabulary (technical) is developed. Examples of themes:

"What We Learn From Our Families"; "Politcal Revolution"; "The Role of Light in Sustaining Life."

7. <u>Content Class Strategy</u>

The teacher introduces those <u>words</u> which are most significantly related to the <u>concepts</u> to be developed in the days lesson and/or in a reading assignment. A discussion of their meaning(s) is developed from the students past experiences with those and related words. By examing the context and the ideas in which the words are found, the class attempts to verify or modify its impressions of a words possible meaning(s). A final check with a dictionary is good practice.

8. <u>Teacher Teaming</u>

Teachers of several different subjects develop a common vocabulary list. Common usage of these words is expected in the classroom. The children are encouraged to use them in class discussions and in their writing.

<u>Examples:</u>   reify, nebulous, sagacious

9. <u>Dictionary Method</u>

Each time a pertinent word (as judged by the teacher) is encountered, the class analyzes the dictionary definition(s) and the contexts in which the word appears. They jointly attempt to deduce the common element(s) of meaning.

The same procedure is followed in small groups with students submitting

words from their reading, etc.

10. Word Manipulation

2. Word manipulation exercises can accompany study guides, preceede or

follow class discussions, be given for homework (depending upon the exercise),

or can be used regularly as part of English class, in study hall, or for groupwork.

Word Exercises (Samples)

(A) 1. The queue was orderly and unusually straight. Normally

when many people gather to buy movie tickets, they push

and shove...

a) waiting line   b) dock   c) geometric figure   d) entrance

(a) 2. There are many criteria that must be considered ...

_____

(B) Word Associations (analogies)

quickly: slowly - strenuously: _____

(choices may be offered)

_____

(C) Categorization of Words

Negro	red	nigger	knife
house	patriotism	pours	Hitler
door knob	you	Balogna	fence
dove	me	stove	home

A	B	C
Mainly Denotative	Connotative	Highly Connotative

(d) <u>Recognizing Common Elements:</u>

Circle thw word in each list of four words that does not belong.

Then on the line above each group of words, write the word or

phrase that tells the category to which the other <u>three</u> words

belong.

The first one is done for you.

1. <u>Fakers</u>　　　　2. _____

　　charlatan　　　　　　overbearing

　　quack　　　　　　　arrogant

　　doctor　　　　　　　snooty

　　imposter　　　　　　corpulent

_____

(E) <u>From Context and Class Development</u>

When the charter of the Second National Bank <u>expired</u> in 1836,

the bank went out of existence.

a. retire　　b. run away　　c. receive money from　　d. withdraw

(F) <u>Finding difference　in Similar Words</u>

Study your dictionary to find the distinctive feature of each of the

following words:

　　Secede:

　　resign:

　　retire:

(G) <u>G·tting at the common Element(s) from an Analysis of</u>

<u>Contextual uses</u>

Examine each of these typical usages. Determine the various

meanings of the underlined word suggested by the examples given

and then write a definition for that word as it might appear in a

dictionary. Remember that a synonym alone probably will not

clarify meaning.

> <u>panic</u>: the boy fleeing in <u>panic</u> on Halloween night
> the <u>Panic</u> of 1847; he <u>panicked</u> at the thought of all
> he head to do; the comedian <u>panicked</u> his audience
> with his funny jokes.

Panic: _____ _____

_____

_____

(H) <u>Directions</u>: A paragraph is given below. Some of the words of

the paragraph have been replaced by blanks. From the list of words

which follows the paragraph select the word or phrase which best

fills each blank.

In the first half of the 1800's democracy spread throughout

the United States. When South Carolina _____ the tariff law

of 1832 and threatened to _____ from the United States,

President Jackson reacted firmly. Finally, a _____ tariff was

agreed upon by both sides. Jackson distrusted the second National

Bank and was determined to destroy it. When the bank's charter

_____ in 1836 the battle was won and the bank ceased to

exist. Elections became more democratic during this period.

In early times, the members of Congress nominated the candidates

for the Presidency. By 1840, these candidates were selected by

the parties at meetings called _____. At the same time,

_____ sought to improve conditions throughout the country.

_____ insisted that slavery be done away with; _____

were formed to teach people the evils of alcohol; opportunities for

education were expanded. The prosperity of the period ended finally

in the _____ of 1837.

tariff	secede	temperance societies
Panic	reformers	compromise
nullified	expired	abolitionists
seminaries	conventions	speculators

(NOTE: This could readily be an exercise assigned to individuals. The group

structure would provide the opportunity for poor readers to benefit from the

oral reading of the paragraph by better readers.)

(I) <u>Word Puzzle</u>

Directions: To solve the following puzzle look at the definitions

below. Think of a word which fits a defintion and has the same

number of spaces provided in the corresponding line. It also must

have an <u>i</u> in it in the same position that it has in the line. Write the

word on the line. Do this for each definition. The first one is done

for you.

1.   i   __ __ __ __ __ __ __ __ __

2.   __ i __ __ __ __ __ __ __

3. __ __ i __ __ __ __

4. __ __ __ i __ __ __ __ __

5. __ __ __ __ i __ __ __

6. __ __ __ __ i __ __ __   __ __ __ __ __

7. __ __ __ __ __ __ i __ __

8. __ __ __ __ __ __ __ i __ __

9. __ __ __ __ __ __ __ __ __ i __ __

1. covering an electric wire with a nonconductor

2. a unit of frequency, equal to 1000 cycles

3. measure of gravitational pull on a body

4. an instrument used to measure altitude

5. a light silver-white metal

6. the force which tends to draw a body away from the point around
   which it is revolving (two words)

7. an object revolving about another larger object in space

operated by air pressure

(J) Directions: Twenty-five words are listed below. Among them are three words that are compound words and seven that have homonyms. You are to identify these ten words, write them in the spaces provided, and then alphabetize the original word list. Write the homonyms along with the words that have the homonyms.

COMPOUND WORDS

1. _____ 2. _____ 3. _____

HOMONYMS

1. _____ 4. _____ 6. _____

2. _____ 5. _____ 7. _____

3. _____

1. fulcrum	10. infection	18. argon
2. combustion	11. airplane	19. earthquake
3. eye	12. refraction	20. energy
4. horsepower	13. sound	21. steel
5. reflection	14. carburetor	22. cell
6. dew	15. veins	23. microscope
7. pressure	16. bacteria	24. compounds
8. compression	17. hail	25. proteins
9. wood		

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Vocabulary Development

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