

# TEACHER'S GUIDE

- Ideal for ESL and Spanish programs, grades 4-16.
- Supports curricula and provides supplemental experiences in the target language.
- A tool for differentiated learning.

---

For Use With:

*Instant Spanish Vocabulary Builder with Online Audio*  
*Inglés Instantáneo: Instant English Vocabulary Builder*  
*with Online Audio*

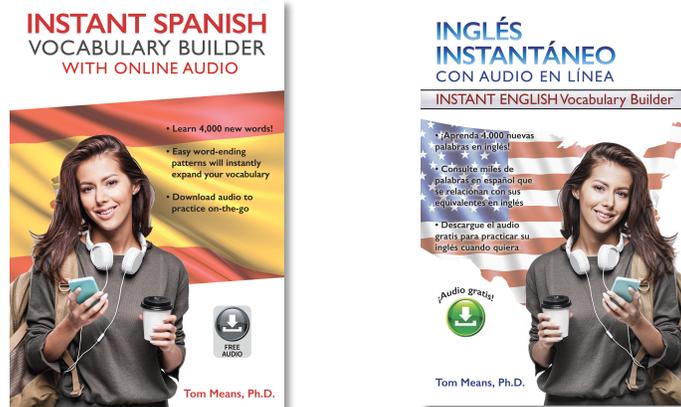
---

by Tom Means, Ph.D.

Hippocrene Books, 2018

## About the *Instant Vocabulary Builder Teacher's Guide*

This companion resource for teachers provides suggested presentations and exercises for both ESL and Spanish language classrooms.



Both books show how to systematically access over 4,000 ‘true cognates’ through 24 suffix patterns. Each book includes scores of vocabulary exercises, an answer key, and free online audio: 70 minutes of native speaker demonstrations of pronunciation and listening exercises.

### How to Access the Audio Component:

The audio files and track list are available for download on the Hippocrene Books website. You can also play the tracks using the page’s audio player in the classroom or library.

Spanish: <http://www.hippocrenebooks.com/instant-spanish-vocabulary-builder.html>

English: <http://www.hippocrenebooks.com/ingles-instantaneo-instant-english.html>

## Contents

1. Bringing the word-ending patterns into the classroom
2. Suggestions for presentations
3. End of Chapter Exercises
4. How to use the online audio in the classroom
5. Cultural lessons in the stories on the online audio
6. A tool for developing all four language skills
7. Fostering cross-linguistic awareness
8. How to 'softly' present their shared Latin derivation
9. A tool for increasing motivation and desire
10. A tool for teaching part of speech
11. Training your students to become independent vocabulary learners
12. Ideal supplemental texts:  
    Suggestions for 1-year and 1-semester foreign language programs
13. Increase students' depth of processing
14. How to sharpen students' intuitions
15. Treatment of false friends/false cognates

# 1. Bringing the word-ending patterns into the classroom

Most teachers will recognize several of these patterns as they have been mentioned in textbooks, for example:

“English words ending in –tion often change to -ción in Spanish” (Chapter 23)

“Muchas de las palabras que terminan en "-ancia" en español se corresponden con palabras que terminan en "-ance" en inglés” (Capítulo 2)

This series was written because of the curiosity and confidence that such patterns instill in students. Teachers will find tremendous success with the demonstration of these patterns. [This series identifies every English/Spanish word that follows them.]

The patterns are listed in an alphabetical order (alphabetized by the suffix), and the entries for each pattern are also alphabetized. Teachers will find the books’ format highly accessible for classroom use.

# 2. Suggestions for presentations

Suggestion #1: When presenting an individual pattern for the first time, one way is to do so is with an explicit demonstration. Draw a simple T-chart on the board, with the native language suffix on the left side of the chart, and the target language suffix on the right side of the chart. Once introduced, add to the chart as students provide examples that fit the pattern rule. Build meaning by utilizing each word in a sentence, or asking students to do the same.

<b>English</b>	<b>Spanish</b>	<b><u>Español</u></b>	<b><u>Inglés</u></b>
<u>-ence</u>	<u>-encia</u>	<u>-OSO</u>	<u>-OUS</u>
difference	diferencia	delicioso	delicious
intelligence	inteligencia	generoso	generous
patience	...	nervioso	...

This style of presentation will allow the students to feel a sense of growth with the patterns. They will feel their (Spanish/English) vocabulary coming to life, and feel a sense of empowerment, and most importantly they will be willing to take more risks!

Prior to building a T-chart with the students to deliver the pattern, teachers may engage students in a brainstorm, or mapping, of all the words (or a desired number) of words they know which end in a given suffix.

The format of the books and the easy-to-read layout of each chapter will make it **easy for the teacher to illustrate the most commonly used words in each pattern, for they are set in bold.**

Suggestion #2: Using an inquiry or discovery-based presentation.

For those teachers who would like to give the students themselves a keener sense of discovery, simply list 2-3 words from a given suffix pattern, and ask what the corresponding words would be in Spanish (or English).

For example:

What is the Spanish word for:

identity      celebrity      curiosity

This style of presentation should foster a deeper level of cross-language connection for the students, as they will need to build upon knowledge they already have about the target language and will be looking at the words from several perspectives: before, during and after the presentation.

Teachers may utilize an inquiry approach with students by presenting a paragraph orally in which several words with the targeted suffix pattern are embedded. A question (“What patterns or similarities among words do you notice? OR, What rule can you identify?”) can be presented prior to the reading. Teachers may use the chapter’s story or create one of their own which is appropriate and or meaningful to their class (example below). Collectively the group can compile a list and then the teacher can be more explicit with delivering the pattern rule, as necessary. Example paragraph (for ESL students):

The student was amazed at this *possibility!* Her curiosity about the theatre and topic of *identity* provided her the *opportunity* to star in the school drama. She was ready to showcase her *personality* and *ability* in a *quality* production.

### 3. End of Chapter Exercises

Every chapter in the *Instant Vocabulary Builder* series ends with exercises focused upon the

learned patterns. Exercises include simple matching of words to reinforce newly acquired vocabulary and a comprehension check based upon the chapter's story. Each chapter ends with a story following the escapades of two young travelers during their trip across a country of the target language.

Teachers can naturally differentiate and easily supplement End of Chapter Exercises, offering both collaborative and independent learning experiences for students. After presenting the suffix pattern for each chapter, the teacher can allot 10-15 minutes for students to practice the learned pattern and/or complete chapter's exercises.

#### Additional ideas for quick, End of Chapter exercises:

- Listen to the audio accompaniment for the chapter.
- Students write their own story using as many words as possible from the learned pattern.
- In partnerships, students create a dialogue inclusive of newly acquired vocabulary and present it to the class.
- Students design flash-cards or glossary of new vocabulary using illustrations, definitions, sentences.
- Practice using online tools (activities made by the teacher or students create; i.e. Quizlet, Brainscape)
- Using a voice recording tool, students practice their pronunciations.
- Partners can practice word lists with one partner reading the word in the known language and the second partner giving the word in the target language.

## 4. How to Use the Online Audio in the Classroom

Each book comes with free online audio at HippocreneBooks.com (see page 2 of Teacher's Guide and/or your book for URL). Every chapter has a corresponding audio track with the most commonly used words, expressions, and the entire story recorded by a native speaker. **Every word, expression, and story on the online audio is set in bold in the text to allow for easy following.**

The individual words and expressions are followed by a pause, it is important for the students to imitate the native speaker during that pause. In group work, students will feel welcome to imitate the Spanish/English word out loud because the other students' voices will take them out of the spotlight. Individual work with the online audio will allow the student close emulation of the native speaker; it is important to remind students to speak out loud even when studying alone.

**In accordance with current research in Second Language Acquisition (SLA), it is highly recommended to play each audio track for the first time with the students' books closed.** This will foster more attentive listening and a sharper sense of discovery when they listen again with the book open.

The stories will be more challenging as they are read by a native speaker at standard speed. Students are not expected to understand every word of each story, but it is important for language learners to hear new vocabulary words used in an authentic context by a native speaker.

The stories were deliberately created to be more challenging. The presentation of how the 'true' cognates correspond word-by-word is logical and clear, but it must be realized that words can sound somewhat different when spoken together. Listening to the stories will expose the students to the natural intonation that comes from speaking in connected speech. This is how they will hear the cognates in the real world, so it is important to give them this contact in the classroom.

Try these:

- As a class, or in small groups, listen to the presented word lists imitating each word when a pause is provided.
- Utilize the chapter story as part of a discovery-based or inquiry presentation.
- Read the story aloud to the class, read it chorally and/or invite students to read aloud to a partner.
- Encourage students to record themselves reading the story, or word lists aloud.

## 5. Cultural lessons in the stories (in text and online audio)

The stories take place in a country of the target language (Spain, and the USA, respectively). Each chapter follows the adventures of two young locals as they go from city to city. Beyond reinforcing the cognates the students have just learned, the stories also serve as introductions to the geography, cuisine, history, industry, etc. of each city. Each story is peppered with the local flavors and customs of the particular city visited in that chapter.

Teachers can make connections to curricula and educate students on the culture of the target language countries using the pairs' travel experiences as a jumping-off point. Students can extend learning of such through independent research (through reading, film, music, current events, travel) and share with the group at a later time.

## 6. A tool for developing all four language skills

Reading, writing, speaking, and listening skills are developed in every lesson of the series. For example:

Reading: The individual words (cognates) that make up each chapter are listed alphabetically, with useful expressions on every page. The paragraph-length stories contain idiomatic language, varied vocabulary, and assorted verb tenses. Students will be expected to read for both fluency and meaning.

Writing: Students are expected to write complete-sentence answers to every question in End of Chapter Exercises. There is an Answer Key in both books. Teachers can extend writing tailored to the students' levels and interests.

Speaking: There are ample opportunities to develop proper pronunciation skills and to foster production by highlighting the cross-linguistic similarities in each chapter. Additionally, students will want to imitate the native speaker as each story is read. Teachers will encourage students to practice and present to their peers during class, further increasing their engagement with the spoken language.

Listening: On the online audio, each chapter contains expressions and narrations that are recorded by a native speaker at standard speed. Students will have opportunities to listen to their classmates and teacher utilizing the newly acquired vocabulary.

## 7. Fostering cross-linguistic awareness

One of the most important things that any teacher can do for a language student is to empower them, and to get them on the road to becoming a self-learner. A great way to do this is by showing how English and Spanish are significantly related.

The illustration and application of these word-ending patterns will show students that English and Spanish are not always so different from one another. They will see that thousands of their native (English/Spanish) words are connected to their target language equivalent, and students will feel a sense of connection and encouragement because of it.

## 8. How to 'softly' present their shared Latin derivation

As students begin to appreciate the meaning that word-endings can give to a word, teachers will want to nurture a deeper understanding of suffix relationships in your students—this will inevitably make them more interested in word relationships, word histories, and word families.

One useful method to foster this is to show them a more systematic means of tracking the significance found in suffixes.

For example:

**-ist:** the suffix “-ist” means “one who” or “that which.” It often denotes a profession and it is usually a noun ending. E.g., *the artist, the pianist*.

**-ive:** the suffix “-ive” means “causing/making” or “performing/tending toward.” It is usually an adjective ending. E.g., *active, competitive, creative*.

**-ty:** the suffix “-ty” means “condition/degree” or “state of.” It is a common noun ending, e.g., *the possibility, the activity*.

## 9. A tool for increasing students' motivation and desire

At all ages and levels of experience, the presentation of these suffix bridges have done wonders for students' motivation and desire: their eyes light up, the 'foreignness' of the language decreases, and their risk-taking increases.

## 10. A tool for teaching part of speech

The four major categories of part of speech are: noun, verb, adjective, adverb. The majority of the suffix patterns in the *Instant Vocabulary Builder* series show bridges for nouns and adjectives, such as:

“Spanish words ending in *-dad* are usually feminine nouns” (Chapter 24)

“Las palabras en inglés que terminan en “-ty” suelen ser sustantivos. Por ejemplo, *the responsibility* = la responsabilidad” (Capítulo 9)

My suggestion to students is to group words according to their function whenever possible. SLA research generally concurs that teaching part of speech will facilitate the learning and storage of vocabulary.

## 11. Training your students to become independent language learners

SLA research has shown that teaching affixes is one of three major strategies that can help students become independent vocabulary learners (guessing from context and memory techniques are the other two) and therefore is worth explicit attention from the teacher.

Suffixes in particular will facilitate the learning of *word families*, i.e. how a student can see that from her knowledge of 2,000 words she really knows 4,000 words, and later how those 4,000 words relate to another 12,000 words.

## 12. Ideal Supplemental Texts: Suggestions for 1-semester and 1-year foreign language programs

The 24 chapters for *Instant Spanish* (23 capítulos en *Inglés Instantáneo*) can effectively be divided for one-year and one-semester language programs.

For 1-year programs, it is recommended to follow one chapter per week, including exercises and frequent review of the preceding chapters.

For 1-semester programs, it is recommended to follow two chapters per week, including exercises and comprehensive reviews of the preceding chapters.

## 13. Increase students' depth of processing

“Depth of processing” is a term borrowed from the field of psychology. In the language-classroom context it means that the more one manipulates, thinks about, and uses vocabulary, the more likely it is that one will retain that information because it will be processed on a deeper level.

With presentations of these word-ending patterns, we are having students manipulate at least the following aspects of a word:

meaning, morphology, part of speech, pronunciation, derivation.

The depth of processing hypothesis says that the more one engages with a word (deeper processing), the more likely the word will be remembered for later use. This can be achieved by combining different elements of a word in its presentation. For example:

“The suffix *-ancia* is usually a feminine noun.”

“Words ending in *-ancia* are usually pronounced, ...”

“The word-ending *-ancia* comes from the Latin suffix...”

## 14. How to sharpen students' intuitions

Language learners have intuitions about their target language. These intuitions can be sharpened by making learners more aware of similarities and differences between the native language and the target language.

The *Instant Vocabulary Builder* series illustrates how many words are related across languages, and it should encourage students to use them, and to hazard educated guesses for verbs and vocabulary.

## 15. Treatment of false friends/false cognates

Sometimes the English word and the Spanish word will look alike and sound alike, but have different meanings. These are often referred to as 'false friends' or 'false cognates.' When this is the case, a more accurate definition will be provided alongside the cognate, i.e.

From *Instant Spanish Vocabulary Builder*:

English

actual

Spanish

actual (meaning "current" or "present")

From *Inglés Instantáneo*:

Spanish

discusión

Inglés

discussion (significa "conversación")

## Conclusion

This series will increase your students' knowledge of vocabulary in the target language and their desire to communicate in the target language. I hope you find it useful.