

THE GAME
OF

LINGO
FRENCH

(TRADE MARK REGISTERED U. S. PAT. OFF.)

A GAME DEvised TO TEACH
CONVERSATIONAL FRENCH

FOR OLD AND YOUNG

EASY TO PLAY
EASY TO UNDERSTAND
EASY TO MASTER

PRICE 50c

Manufactured by
THE GENTAPHRASE SOCIETY
623 Heed Building, Philadelphia, Pa.

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FOREWORD

It is often said that Americans are the poorest linguists. If this is so, what are the reasons? In the first place let us examine the public school methods. One period a day, often of not more than forty minutes, is allotted for the study of a foreign language. The students are taking the work with the idea of getting credits and they learn their lessons for the sole purpose of getting through the course. They are not particularly interested in their studies and the classes are too large for the teacher to give them individual attention. In a class of thirty students, if the teacher is talking half of the time (and he usually has to talk more than that), each student would have *two-thirds* of a minute of practice each day in the use of the foreign language.

In our colleges the situation is still worse, because more ground is covered in less time and the classes are apt to have as many as forty or fifty students.

Private lessons are very expensive and take up a great deal of time. It is necessary to have at least two lessons a week to learn anything.

Conversational and "natural method" schools give fairly good practise in the foreign language, but the average American is so busy during the day and so tired at night that he does not feel that he can give the time to them.

After a long day's work it is necessary to have some recreation. The mind needs relaxation. That does not mean that we must think of nothing. It means that we must think of different things, and think of them in a different way. Most people are rested by playing a game, in which the sole object is to win points.

"LINGO" is a game in the playing of which it is impossible not to learn something, and it gives the players more practice in the use of a language than they would get in the same time in the classes of one of our Universities.

THE EDITOR.

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INSTRUCTIONS

The cards are first arranged in regular order, from No. 1 to No. 60. The Joker is held by the player to the right of the dealer.

They are then dealt out, one by one, face up so that the player to the left of the dealer receives card No. 1, the next player receives card No. 2, and so on until each player receives six cards.

The remaining cards are then placed in the center of the table, face up. The dealer cuts the cards and the player to the right slips the Joker into the pack.

Player No. 1, who holds card No. 1, then calls for card No. 2 by first calling the number of the card wanted and then reading aloud the question on No. 1 (Q¹) in French from the Phonograms and then the English.

Then:

Player holding card No. 2 answers question 1 (Q¹) by reading answer 1 (A¹) in French framed in box at top of card No. 2. Meanwhile the holder of card No. 1 can check on correctness of player No. 2's pronunciation by means of A¹ on card 1.

Then:

Player No. 2 asks (Q²) and player No. 3 answers (A²) and then asks (Q³), and so on until all players have answered and asked one question. Then comes "second time around."

SCORING UP:

Answer correctly **PRO-
NOUNCED**—10 Points.

Answer correctly **TRANS-
LATED**—10 Points.

SCORING DOWN:

A mistake of pronunciation
or translation—5 Points lost.

**KEEP SCORE ON SHEET
OF PAPER.**

SECOND TIME AROUND:

Same play as **FIRST TIME**
but using the next lowest
figure card in hand. **CON-
TINUE** this play until **ALL** the
cards have been used.

**SECOND PART OF GAME:
FIRST TIME AROUND**

Each player, starting with
No. 1 reads in French and
English the Word at the very
top of lowest figure card.

Then all Players turn down
their cards.

Now each one in turn
should repeat the word read
by each player.

SCORING UP:

Each Word correctly pro-
nounced and translated—
5 Points.

SCORING DOWN:

Each word not correctly
pronounced and translated—
5 Points.

Continue this play until all
cards have been used in rota-
tion, one by one.

THIRD PART OF GAME:

Same as Second Part but
use Grammar Comment.

For each perfect answer
add 10 points to score.

FOURTH PART OF GAME:

Same as Second Part but use Questions.

For each perfect answer consisting in correctly pronouncing and translating one or more Questions add 20 Points to Score.

Each word mispronounced—5 Points lost.

Each mistake in translation—5 Points lost.

FIFTH PART OF GAME:

Same as Fourth Part but use Answers.

Score same as above.

CARTOON TEST

Each player provides himself with a "window card" so as to hide entirely all printed matter and show only the Cartoon.

Now each one exposes the Cartoon, (as explained previously) of lowest figure card by laying card flat on table.

Each player in turn endeavors to pronounce correctly the question and answer pertaining to each Cartoon.

SCORING:

For each Cartoon properly interpreted add 25 points.

SECOND DEAL:

Lay aside all cards used in First Deal.

In same order as First Deal, each one draws in turn, one card from top of pack.

Player who draws Joker, takes one more card.

PLAY:

All same as First Deal.

Player holding Joker may at any time read one of the sentences to any one of the other players. If this one

fails to repeat correctly, he loses fifty points. This can be done but once.

REMARKS:

It can readily be seen from reading instructions that the game can be made to last as long as one wishes, by simply playing one or all the rounds; one or more deal until whole deck has been used.

First Deal may also start at card 13, 19, 25, 31, 36 and so on.

SCORING is of course optional, though we advise it for the sake of zest and interest.

LINGO not only familiarizes the players with a useful foreign language, but it is a game where keenness of wits and power of observation are important assets,—it sharpens and develops these valuable faculties.

REMEMBER:

—The first game will proceed slowly—because you are speaking a new language as you did when you began with English.

—There is no answer in English on the cards because most schools are banishing English while teaching a foreign language.

—Players are allowed to ask the meaning of the French word in the “word line” on the top of the card. This is optional with the players and should count an extra point if answered correctly.

—The grammar is to be studied at odd times and clears up some of the difficult points in the game.

—It is important to study the cartoons; they help to answer the questions.

—A few cards carried in the wallet for study during odd moments will enable you to master the game in less time.

—After you have mastered all the words in "LINGO" you have a vocabulary of over 350 words of a foreign language.

—"LINGO" is "Play with a purpose."

LINGO FRENCH

"The Game with a Purpose"

"LINGO" is designed to enable anyone to acquire some conversational knowledge of French within a few days' time.

"LINGO" is a game of sixty-one useful questions and sixty-one answers on sixty-one cards, size $2\frac{1}{2} \times 3\frac{1}{2}$, aggregating something over 350 words.

Each answer is illustrated by Hy. Gage, the celebrated cartoonist. In addition to the game and illustrations, we include on each card, a "word line" which gives some word which may be used at the dinner-table.

"LINGO" is designed to restore a foreign language to those who have lost it through disuse.

"LINGO" corrects the "deaf and dumb" method of studying languages by which many people know a language and can read it, *but cannot speak it.*

"LINGO" contains a "joker" card, which has a list of idioms, which are worthy of special study from the linguistic point of view.

"LINGO" is endorsed for school use.

In preparing the game of **"LINGO,"** we carried in mind a few important points that may need some explanation.

We are trying to prove that most any one can learn and should know a foreign language.

The illustrations are designed to answer each question so clearly that the meaning of the French is made clear.

The "word line" has no necessary connection with the game and is included especially for the purpose of increasing the players' vocabulary. Most of the words are in daily use in every family.

The "Grammar Comment" can be taken up after the player has made sufficient progress, but in the beginning it is more important to study the phrases and the pictures.

"LINGO" teaches you over a hundred phrases and over 350 words of a foreign language, that you did not know you could speak.

"It is Play with a purpose."

(Elihu Burrill, New Britain, Conn. (d.1879) worked ten hours a day at the anvil and forge and found time to learn seven languages.)

QUESTIONS AND ANSWERS

Questions in Light Face Type.

Answers in Bold Face Type.

1. At what time do you get up?
I get up at seven o'clock.
2. What are you doing at ten minutes after seven?
I am dressing at ten minutes after seven.
3. What are you doing at half past seven?
I am going downstairs at half-past seven.
4. What do you take for breakfast?
I take coffee, toast and eggs.
5. What time do you leave the house?
I leave the house at a quarter past eight.
6. Do you go down town on foot?
No, I go down town in the street car.
7. At what do you work?
I work in an office.
8. Until what time do you work?
I work until noon.
9. When you leave the office at noon, where do you go?
I go to the restaurant.
10. What do you eat at the restaurant?
I eat some meat, some potatoes, and a salad.

11. After having eaten at the restaurant,
what do you do?
I go back to the office.
12. At what time are you free for the day?
**I am free for the day at four
o'clock.**
13. Do you go directly from the office
to the house?
**No, I must make some purchases
before returning.**
14. What did you buy today?
I bought a suit of clothes.
15. Where did you buy your suit?
I bought it at the tailor's.
16. Did you also go to a dry-goods
store (haberdasher's)?
**Yes, I went to the dry-goods
store (haberdasher's).**
17. What did you buy at the dry-goods
store (haberdasher's)?
**I bought some collars, a shirt and
a cravat.**
18. Did you visit other stores?
Yes, I went to the book store.
19. Did you find any interesting books?
I bought two.
20. After having bought your books,
where did you go?
I got on the car to come home.
21. Having returned to the house,
what did you do?
I washed and I changed my coat.
22. Were there any guests for dinner?
No, I dined alone with my wife.

23. For dinner, what did you have?
**We had some chicken, string
beans, and other vegetables.**
24. And for dessert, what did you take?
**I took some ice cream and some
cakes.**
25. After dinner, did you go out?
**Yes, after dinner, we went to
the theatre.**
26. What did you see at the theatre?
We saw Mme. Rejane in Camille.
27. Did she play her part well?
She played her part very well.
28. Do you sometimes go to the moving
picture shows?
Yes, I go sometimes.
29. Do you study French?
I am studying it now.
30. Count up to twelve.
**One, two, three, four, five, six,
seven, eight, nine, ten,
eleven, twelve.**
31. Who are your favorite authors?
**I like Maeterlink and Rostand
very much.**
32. Do you read the French newspapers?
Yes, I read them sometimes.
33. What do you do on Sunday?
I get up late, and I go to church.
34. Do you go there alone?
No, my wife accompanies me.
35. What do you do in the afternoon?
We go for a walk in the park.

36. And if the weather is bad?
We stay at home and my wife plays the piano.
37. Do you sing?
I sing when my wife plays.
38. Do you receive guests in the evening?
We generally have guests on Sunday.
39. Do you invite them to supper?
Yes, we invite them to supper.
40. And after supper, what do you do?
After supper, we converse.
41. Of what did you converse last Sunday?
We talked of art and the painters.
42. Are you acquainted with the great galleries?
I know the Louvre.
43. Where is the Louvre?
The Louvre is the great Museum of Paris.
44. Where is the Pitti?
The Pitti is at Florence, in Italy.
45. How much time have you spent in Europe?
I passed three months there.
46. Have you visited Rome?
Yes, I passed two weeks there.
47. Did you enjoy yourself at Rome?
Yes, I enjoyed myself much at Rome.
48. Are there fine churches at Rome?
Yes, St. Peter's, the largest church in the world, is there.

49. What is there to see at Rome?
There are the ruins of the imperial city.
50. Is the modern city interesting?
Yes, it is very interesting.
51. How much time is necessary to go to Rome?
It takes ten days from New York by fast steamer.
52. Do you like the ocean?
I like the ocean when the weather is fair.
53. Do you suffer from sea-sickness?
I do not suffer from sea-sickness.
54. Are there amusements on board?
Yes, there are games to play.
55. Were you glad to return to the United States?
Yes, I was glad to return home.
56. Do you live in the city or in the country?
In winter, I live in the city.
57. In summer, do you live in the country?
Yes, in the summer, I live in the country.
58. Have you a farm?
Yes, I have a little farm.
59. Do you go to the city every day?
Yes, I go there to work every day.
60. Is your farm far from the city?
No, it is near the city.
61. "Joker" containing idioms.

PRONUNCIATION

Note:—Nasal vowels are italicized. In English it should be noted that the *a* of *can*, the *e* of *rent*, the *o* of *don't*, and the *ear* of *earn* are pronounced differently from the *a* of *cat*, the *e* of *let*, the *o* of *so*, and the *er* of *father*.

| | | | | |
|---|----|-----------|----|-------------------------------|
| a | as | <i>o</i> | in | hot. |
| ā | “ | <i>a</i> | “ | name. |
| a | “ | <i>au</i> | “ | taunt. |
| à | “ | <i>a</i> | “ | can. |
| b | “ | <i>b</i> | “ | be. |
| d | “ | <i>d</i> | “ | den. |
| ē | “ | <i>ee</i> | “ | seen. |
| ě | “ | <i>e</i> | “ | let. |
| è | “ | <i>e</i> | “ | rent. |
| ə | “ | <i>e</i> | “ | the man (pronounced rapidly). |
| f | “ | <i>f</i> | “ | fun. |
| g | “ | <i>g</i> | “ | go. |
| ī | “ | <i>i</i> | “ | fine. |
| k | “ | <i>c</i> | “ | cat. |

| | | | | |
|----|----------------------------|------------|----|------------------|
| l | as | <i>l</i> | in | <i>lame</i> . |
| m | “ | <i>m</i> | “ | <i>main</i> . |
| n | “ | <i>n</i> | “ | <i>neat</i> . |
| ñ | “ | <i>ny</i> | “ | <i>canyon</i> . |
| ō | “ | <i>o</i> | “ | <i>society</i> . |
| o | “ | <i>o</i> | “ | <i>don't</i> . |
| ö | “ | <i>er</i> | “ | <i>father</i> . |
| ō | “ | <i>ear</i> | “ | <i>earn</i> . |
| p | “ | <i>p</i> | “ | <i>paint</i> . |
| r | “ | <i>r</i> | “ | <i>rat</i> . |
| s | “ | <i>s</i> | “ | <i>sat</i> . |
| sh | “ | <i>sh</i> | “ | <i>lash</i> . |
| t | “ | <i>t</i> | “ | <i>to</i> . |
| ū | “ | <i>o</i> | “ | <i>to</i> . |
| ü | has no English equivalent. | | | |

It is nearly the same as the German ü, and is intermediate between ū and ē. Compare English *ea* in *near*.

| | | | | |
|---|----|----------|----|----------------|
| v | as | <i>v</i> | in | <i>van</i> . |
| w | “ | <i>w</i> | “ | <i>we</i> . |
| y | “ | <i>y</i> | “ | <i>yet</i> . |
| z | “ | <i>z</i> | “ | <i>zebra</i> . |
| z | “ | <i>z</i> | “ | <i>azure</i> . |

FRENCH—ENGLISH

À la mode, according to the style
À outrance, without mercy
Au fait, up to the mark
Au reste, besides
Au revoir, adieu until we meet again
Beau monde, the fashionable world
Bête noire, a pet aversion
Bonhomie, good nature
Bon jour, good morning
Bonne bouche, a delicate morsel
Bon soir, good evening
Chapeaux bas, hats off
Chef de cuisine, head cook
Contretemps, an awkward situation
De trop, out of place
Édition de luxe, a splendid edition
En déshabillé, in undress
Enfin, finally
En masse, in a body
En rapport, in harmony
En route, on the way

Entre nous, between ourselves
Esprit de corps, the animating spirit
of a collective body
Faux pas, a mistake
Hors de combat, down and out
Laissez faire, let things take their
natural course
Lèse-majesté, high treason
Ma chère, my dear
Ma foi, on my honor
Mal à propos, ill-timed
Mon ami, my friend
Noblesse oblige, rank imposes
obligations
On dit, they say
Par excellence, preëminently
Peu à peu, by degrees
Raison d'état, a reason of state
Robe de chambre, a morning gown
Sans souci, free from care
Tout ensemble, the general effect