

Vocabulary Enhancement – TSL 692/ Fall 2013/ Brewer

Maurer, J. (2006). *Focus on grammar 5: An integrated skills approach*. (3rd ed.). White Plains: New York.

Unit 4

Rationale: Isolated words. Decontextualized words help the learner focus on the form and meaning of the word. This is a form of receptive retrieval.

Teacher: We have already defined the words and have seen them in context in the story; *Asian parents differ on child-rearing*.

Student: Directions. There are 10 items in the left and four extra on the right column. Write the letter of the definition on the right next to the vocabulary in the left column.

Activity #1 –Matching

- | | |
|---------------------|------------------|
| 1. ____ illustrate | a. enjoyable |
| 2. ____ supposed | b. followed |
| 3. ____ pleasant | c. infrequently |
| 4. ____ continuous | d. memento |
| 5. ____ resulted | e. convince |
| 6. ____ souvenirs | f. supposition |
| 7. ____ worthless | g. elaborate |
| 8. ____ rarely | h. beliefs |
| 9. ____ course | i. uninterrupted |
| 10. ____ assumption | j. endanger |
| | k. obligated |
| | l. payment |
| | m. valueless |
| | n. progress |

Rationale: Productive retrieval of the vocabulary word. The learners must use the word and then produce the word in their own writing and speaking.

Teacher: From the story write the word that fits the definition

Student: Write the vocabulary word that is defined on the blank line

Activity #2 – Labeling

Write the vocabulary word that is defined

1. _____ decorate a book
2. _____ assumed to be true
3. _____ enjoyable, good natured
4. _____ uninterrupted
5. _____ end in a particular way
6. _____ object that recalls a certain place
7. _____ of no use or value
8. _____ not often
9. _____ onward movement in a particular direction
10. _____ the act of taking something for granted

The following list are the words but are not presented to the learner because as Nation (2001) notes true retrieval does not occur when form and meaning are presented simultaneously.

(illustrated, supposed, pleasant, continuous, resulted, souvenirs, worthless, rarely, course, assumption)

Rationale: Receptive retrieval. One word is not a synonym of the vocabulary word.

Teacher: The meanings of the synonyms were reviewed. There are multiple meanings of a word called synonyms. One word was not studied as a synonym of the vocabulary word.

Student: Circle the word that is different from the other three.

Activity #3 – Odd man out

- | | |
|-----------------|--|
| 1. persuade | convince, depict, sway, influence |
| 2. expectations | beliefs, hope, alleged, possibility |
| 3. tolerate | constant, permit, respect, endure |
| 4. bribe | payment, incentive, allurement, token |
| 5. threaten | endanger, jeopardize, lure, warn |
| 6. matched | compatible, required, exact, counterpart |
| 7. demanded | want, requirement, obligation, outcome |
| 8. shocked | despicable, outrage, offend, impact |
| 9. rarely | infrequently, seldom, hardly, petition |
| 10. assumption | conclusion, theory, premise, possibility |

Rationale: Creative or generative use of new words. (Nation, 2001) The learner will use the word in a way that is different from the original encounter. High (or innovative) creative or generative use requires retrieval.

Teacher: From the words we have studied write an original sentence. The sentence does not have to be used the same way as in the story.

Student: Write an original sentence that shows you know the meaning of the word.

Activity #4 – Original sentences

Directions: For each word write an original sentence that shows that you know the meaning of the word.

1. *illustrated* - _____

2. *pleasant* _____

3. *continuous* _____

4. *resulted* _____

5. *souvenirs* _____

6. *worthless* _____

7. *rarely*

8. *assumption*

9. *persuade*

10. *tolerate*

Rationale: Explicit teaching of vocabulary and drawing attention to vocabulary increases retention.

Activity #6 – Vocabulary Notebook

Teacher will instruct to make a vocabulary notebook, preferably the composition notebook where pages are not torn out.

Student will use word, and translation under the word on one half of the paper. Directly across from the word the student will place the translation in their own language. Under that, the student will write a collocation or a sample sentence.

Model:

Illustrated

ilustrado

elaborate, or decorate

He _____ the story for the child.

Use the words:

Illustrated, supposed, pleasant, continuous, resulted, souvenirs, worthless, rarely, course, assumption, persuade, expectations, tolerate, bribe, threaten, matched, demanded, shocked.