



Purpose:

The foundation of learning a foreign language is increasing vocabulary in the target language. To acquire a larger vocabulary, students need to learn how to memorize new words and expressions. They also need to learn how to use them. The purpose of learning the vocabulary is communication with others in a different language. By learning vocabulary and structures for a foreign language, students will

- increase their English vocabulary
- improve their English grammar skills
- see patterns in languages that can lead to educated guesses about meaning

Memorization is a life skill that can be useful beyond the language class.

Description of Activity:

At the start of the school year, the language teachers will demonstrate how

- to make a vocabulary fan
- to use flash cards
- to use a dictionary in order to understand word etymology
- to organize their lists and materials
- to use as many senses as possible to learn (color, songs, oral repetition)
- to use mnemonic devices
- to use on-line resources

Teachers will guide students through these study techniques and provide handout that explain each process. They will remind students that these study tools are only valuable if they are accurate, encouraging students to double-check their work against their textbook and class notes.

In addition, students will work with vocabulary in a meaningful context , through reading, writing, speaking, and listening assignments.

Checking for Understanding:

Teachers will check to make sure student are creating quality study tools by checking them and comparing them to the work the students produce in class (homework, writing, quiz, test).

Teachers will follow-up in class with comprehension checks to make sure students have learned both the meaning and use of new expressions. Teachers will give students feedback to correct any misconceptions.

Reflection:

Our ultimate goal is to encourage students to continually expand their vocabulary throughout their life time. As entering freshmen, students come with a great variety of skills. Some will already know how to learning new vocabulary and others will need more guidance. We encourage students to share with their peers the techniques that work for them. Our goal is to provide students with ways to incorporate new words into their vocabulary.

Adaptation for Different Levels:

Students in 2, 3, or 9-level courses will be encouraged to use these tools for the first quarter of the school year. Teachers will differentiate the tools as need be. For example, if writing is difficult for some students, the teacher may modify the tool by encouraging the student to type a vocabulary list. Teachers may also create guides by arranging the words in ways that the students will learn patterns and functions (parts of speech). Teachers may limit the number of words presented to a manageable number. After the first quarter of the school year, each student can determine the usefulness of these study strategies for their personal learning needs.

Students in 4-level courses will be taught these tools at the beginning of the school year. They will be asked to try each tool once. Thereafter, they can determine the usefulness of these study strategies for their personal learning needs.

Incorporating Study Skills into the Curriculum across Disciplines

Memory Strategies:

Testing for Spelling of Vocabulary

- Vocabulary fan
- Vocabulary lists reorganized by “word families”, topic, spelling irregularities, gender etc.
- Original sentences
- Use of multiple senses (color, pronunciation, singing, listening to CDs)
- Mnemonic devices (e.g., avoir faim – to be hungry; I’m **famished**, **F**oods aren’t in **m**outh so *I’m hungry*)
- White boards

Testing for Recognition of Vocabulary

- Flashcards
- Flyswatter game
- Picture ID/Overhead transparency

Testing for Key Words (Fill-in the Blank Tests)

- Teacher-generated review sheets that mirror assessment
- Teacher-generated review tests on Blackboard with self-check
- Teacher and/or student designed Jeopardy games.
- Student-designed study guides based on list of topics provided by teacher
- Student “cheat-sheets” on ‘4 x 6’ index cards
- Outlining
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Testing for Grammar Comprehension/Application

- Student as teacher
- Recognition of examples in original sources
- Review of worksheets and homework assignments
- White boards

Testing for Culture Comprehension

- Flashcards
- Fly-swatter game
- White boards

Testing for Synthesis and Application (Essay Tests)

- Teacher-generated list of main themes
- Teacher-generated list of possible assessment questions
- Student predictions of possible assessment questions

Oral Assessment

- Practice in class or with a friend
- Repeat key words using online computer model

FLASH CARD – FRONT

DOCEO, DOCERE (2)
(LATIN WORD)

FLASH CARD – BACK

PART OF SPEECH - VERB

TO TEACH
(MEANING OF LATIN WORD)

DOCILE
(ENGLISH DERIVATIVE)

**EASILY TAUGHT; SUBMISSIVE IN
TRAINING OR MANAGEMENT**
(MEANING OF ENGLISH
DERIVATIVE)

Chapter 6 Vocabulary Review

	V	I	N	C	O
1	ancilla / ancillae	omnis / omnes	curat / curant	mox	neque
2	adiuvare	docet / docent	tamen	and..not	however
3	slave- woman / slave women	Guess again!	per villam	every (sg.) / all (pl.)	nondum
4	pater / patres	to help	soon	Surgit / Surgunt	(he/she) rises / they rise
5	(he/she) looks after, (they) look after	(he/She) teaches, (they) teach	not yet	father / fathers	through the country house

Write out the Latin vocabulary words and the English meaning twice in separate columns. Then fold the page in half so that you can only see the Latin vocabulary or English meaning. **Test yourself with these lists until you can spell each Latin vocabulary word and correctly give its English meaning (s).** Remember that you should be able to provide derivatives for Latin words too. –
PLEASE INCLUDE DERIVATIVES AND THEIR MEANINGS!

LATIN	ENGLISH/ <i>DERIVATIVES</i>	LATIN	ENGLISH/ <i>DERIVATIVES</i>
NOUNS:		NOUNS:	
ADJECTIVES:		ADJECTIVES:	
VERBS:		VERBS:	
ADVERBS:		ADVERBS:	
WORDS AND PHRASES:		WORDS AND PHRASES:	



UN EVENTAIL DE VOCABULAIRE

This is a useful technique for perfecting the spelling of new vocabulary. You would use this technique to test yourself *after* you have studied the vocabulary. Using this technique, you can test yourself 4 times before the quiz. Completing a Vocabulary Fan is time-consuming but effective! To begin, fold a piece of paper lengthwise into **four** columns.

Front Side

Back

Column 2 French	Column 1 English	Column 4 French	Column 3 French	Column 5 French
<p>Test yourself. Do you know the MEANING, SPELLING, & PRONUNCIATION of each word? Check your work with the book. Correct mistakes in another color.</p> <p>Once completed, fold back this column. Retest later using column 3.</p>	<p>Start here. List your vocabulary words in English. Use the "Résumé de vocabulaire" at the end of each chapter (e.g., Ch 1 p. 37) to begin your list. Be sure to add any additional vocabulary assigned (R8-R21)</p>	<p>Work towards even greater accuracy.</p> <p>Before the quiz, retest one last time using column 5. To do this, fold back column 2. Open up the right-hand side and fold your sheet forward to meet column 1.</p>	<p>Work towards greater accuracy.</p> <p>Be sure to check your work carefully!</p> <p>Once completed, fold back columns 2 & 3 and retest later using column 4.</p>	<p>If you are still having difficulty, start another fan of problematic words.</p>