

# TLT RESOURCES MY SHARE

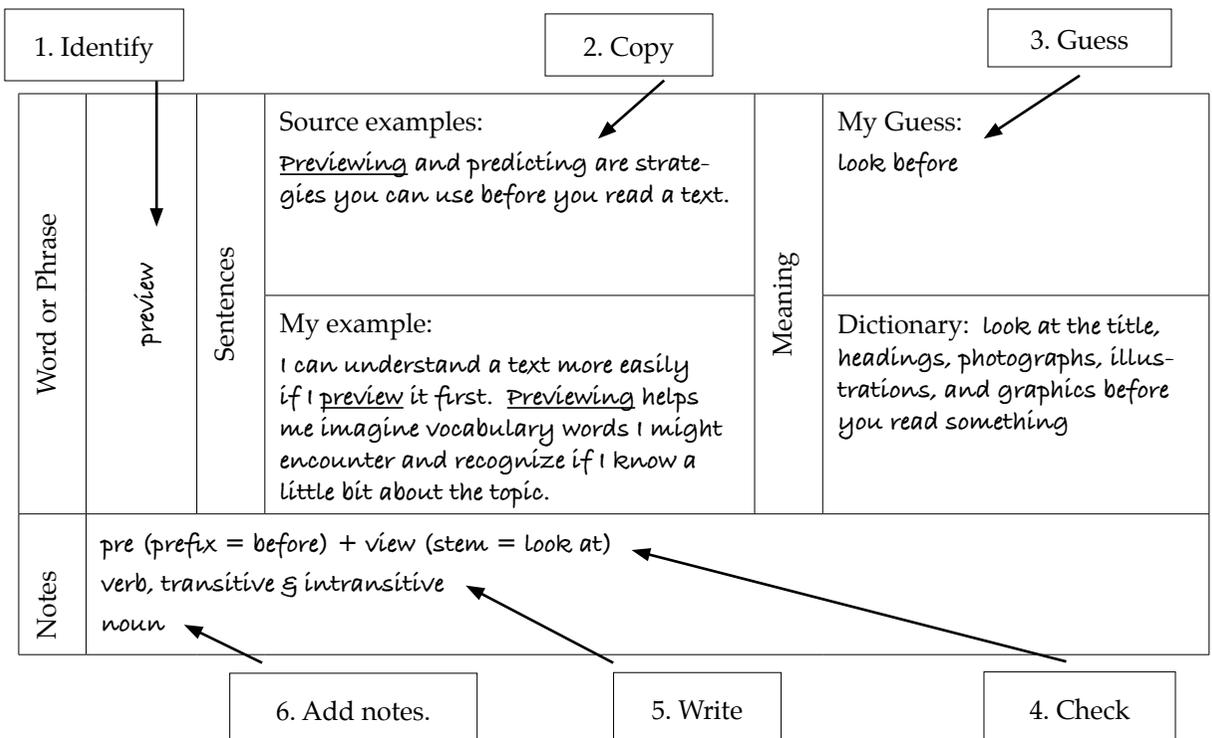
## A multi-pronged approach to vocabulary

Jennifer Altman, University of Washington

### Appendix

#### Weekly Vocabulary Worksheet Directions

Use the attached worksheet to make a list of new words from your textbook. To make this a useful tool, concentrate on words that **you** think **you** will want to be able to use in speaking or writing, or that **you** think **you** are likely to see again in English. Each Tuesday for the rest of the quarter, please turn in one sheet (8 new words) for my comments and feedback. Here is how to use the worksheet. Please do **the six steps** in order – 1, 2, 3, 4, 5, and 6.



### **The Six Steps**

1. **Identify** a useful new word or phrase.
2. **Copy** down the source sentence, underlining the new word or phrase.
3. **Guess** the meaning from the context (the paragraph, the article).
4. **Check** the dictionary to see how accurate your guess is; write down the appropriate dictionary definition – be sure to look at all meanings of the word to make sure you have the right one!!! If the definition includes a word you don't know, look that one up too.
5. **Write** a new sentence in your own words and try out your new word. (It's okay to use a different form of the word if you are careful to use it correctly.) Your sentence does not have to be perfect. When I evaluate your paper, I will only check that you completed the form. Grammar is not part of the grade, so enjoy experimenting with your new words! In fact, I will award bonus points to students who experiment and boldly make mistakes.
6. **Add notes** about how to use the word (about the part of speech, whether it's singular or plural, which form of the word is most common, other word forms, and collocations). In addition, you can ask me a question here!

### **Biweekly Vocabulary Quiz Procedure**

1. Bring your vocabulary worksheet to class every day, especially on quiz day.
2. Before the quiz, choose 1 ~ 3 words to teach your classmates. Choose words that you think will be useful for them.
3. Read the source sentence and your sentences to your classmates. Have your classmates **guess the meaning** from the context.
4. If they are guessing incorrectly, guide them towards the correct meaning. You can say, "No. Please try again." Give them some hints, like an example of the word or an example of a situation when you might use it. Then, tell them the correct meaning.
5. Together write a paragraph using as many of the words as suits the content of your paragraph.
6. Hand in your paragraph with your brainstorm and editing (cross out changes). You will be evaluated on topic development, fluency, coherence, team work, vocabulary (for meaning and usage), grammar, and intelligibility.

**\*\*We're going to do all of this in one class period, so you need to act quickly!\*\***