

Academic Vocab Partner Log

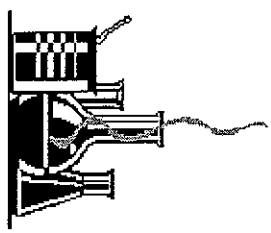
Find a *different* partner for each category. Keep this sheet use throughout our presentation
My name is _____

Infer



Partner's Name:

Solution



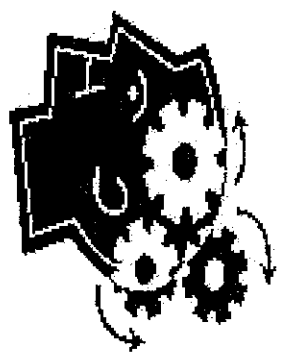
Partner's Name:

Evidence



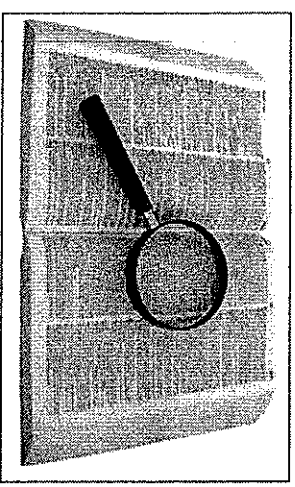
Partner's Name:

Synthesis



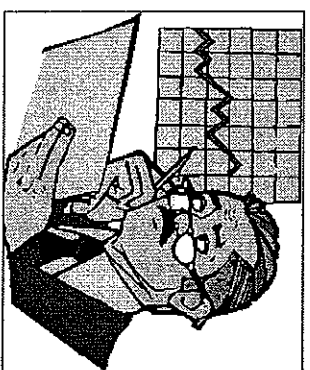
Partner's Name:

Cite



Partner's Name:

Analyze



Partner's Name:

Name: _____

Knowledge Rating Scale

Word	Know It Well	Have Heard/Seen It	No Clue	Recognizable Parts/Related	Predicted Definition	Actual Definition
semantics						
expressive						
receptive						
morphology						
acquisition						
processing						
incremental						

Vocabulary Activities

What I do now

New Ideas

The Academic Word List (Averil Coxhead, 2000):
 a list of 570 high-incidence and high-utility academic word families
 for Secondary School, Higher Education, Career

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The *Academic Word List*, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like *analyze* falls into Sublist 1, which contains the most frequent words, while the word *adjacent* falls into Sublist 10 which includes the least frequent (amongst this list of high incidence and high utility words). The following ten sublists contain the headwords of the families in the *Academic Word List*. In other words, the ten sublists contain the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword *analyze* would also include *analyst*, *analytic*, *analytical* and *analytically* in the word family.

The *Academic Word List* is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high utility academic word list does not contain technical words likely to appear in only one, specialized field of study such as *amortization*, *petroglyph*, *onomatopoeia*, or *cartilage*. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high incidence and high utility academic words in English can significantly boost a student's comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.

Sources: Coxhead, Averil. (2000). A new academic word list. *TESOL Quarterly*, 34, 213-238.
 Averil Coxhead's website: <http://language.massey.ac.nz/staff/awl/index.shtml>

1. analyze approach area assess assume
 authority available benefit concept consist
 context constitute contract data define
 derive distribute economy environment
 establish estimate evident factor finance
 formula function income indicate individual
 interpret involve issue labor legal legislate
 major method occur percent period
 principle proceed process policy require
 research respond role section sector
 significant similar source specific
 structure theory vary

2. achieve acquire administrate affect
 appropriate aspect assist category chapter
 commission community complex compute
 conclude conduct consequent construct
 consume credit culture design distinct
 equate element evaluate feature final
 focus impact injure institute invest item
 journal maintain normal obtain participate

perceive positive potential previous primary
 purchase range region regulate relevant
 reside resource restrict secure seek
 select site strategy survey text tradition
 transfer

3. alternative circumstance comment
 compensate component consent
 considerable constant constrain contribute
 convene coordinate core corporate
 correspond criteria deduce demonstrate
 document dominate emphasis ensure
 exclude fund framework illustrate
 immigrate imply initial instance interact
 justify layer link locate maximize minor
 negate outcome partner philosophy physical
 proportion publish react register rely
 remove scheme sequence sex shift specify
 sufficient task technical technique
 technology valid volume

(Kinsella, San Francisco State University, 8/03)

4. access adequacy annual apparent
approximate attitude attribute civil code
commit communicate concentrate confer
contrast cycle debate despite dimension
domestic emerge error ethnic goal grant
hence hypothesis implement implicate
impose integrate internal investigate job
label mechanism obvious occupy option
output overall parallel parameter phase
predict prior principal professional project
promote regime resolve retain series
statistic status stress subsequent sum
summary undertake

5. academy adjust alter amend aware
capacity challenge clause compound conflict
consult contact decline discrete draft
enable energy enforce entity equivalent
evolve expand expose external facilitate
fundamental generate generation image
liberal license logic margin mental medical
modify monitor network notion objective
orient perspective precise prime psychology
pursue ratio reject revenue stable style
substitute sustain symbol target transit
trend version welfare whereas

6. abstract acknowledge accuracy
aggregate allocate assign attach author
bond brief capable cite cooperate
discriminate display diverse domain edit
enhance estate exceed expert explicit
federal fee flexible furthermore gender
ignorance incentive incorporate incidence
index inhibit initiate input instruct
intelligence interval lecture migrate
minimum ministry motive neutral
nevertheless overseas precede presume
rational recover reveal scope subsidy tape
trace transform transport underlie utilize

7. adapt adult advocate aid channel
chemical classic comprehensive comprise
confirm contrary convert couple decade
definite deny differentiate dispose
dynamic equip eliminate empirical extract
file finite foundation globe grade
guarantee hierarchy identical ideology
infer innovate insert intervene isolate

media mode paradigm phenomenon priority
prohibit publication quote release reverse
simulate sole somewhat submit successor
survive thesis topic transmit ultimate
unique visible voluntary

8. abandon accompany accumulate
ambiguous appendix appreciate arbitrary
automate bias chart clarify commodity
complement conform contemporary
contradict crucial currency denote detect
deviate displace drama eventual exhibit
exploit fluctuate guideline highlight implicit
induce inevitable infrastructure inspect
intense manipulate minimize nuclear offset
paragraph plus practitioner predominant
prospect radical random reinforce restore
revise schedule tense terminate theme
thereby uniform vehicle via virtual visual
widespread

9. accommodate analogy anticipate assure
attain behalf cease coherent coincide
commence compatible concurrent confine
controversy converse device devote
diminish distort duration erode ethic
found format inherent insight integral
intermediate manual mature mediate
medium military minimal mutual norm
overlap passive portion preliminary protocol
qualitative refine relax restrain revolution
rigid route scenario sphere subordinate
supplement suspend team temporary
trigger unify violate vision

10. adjacent albeit assemble collapse
colleague compile conceive convince
depress encounter enormous forthcoming
incline integrity intrinsic invoke levy
likewise nonetheless notwithstanding odd
ongoing panel persist pose reluctance
so-called straightforward undergo whereby

So try this...

“Somites are blocks of dorsal mesodermal cells adjacent to the notochord during vertebrate organogenesis.”

- What is the purpose of this statement?

- What is necessary to understand this definition?

JUST FOR FUN...

Pseudopseudohypoparathyroidism is...

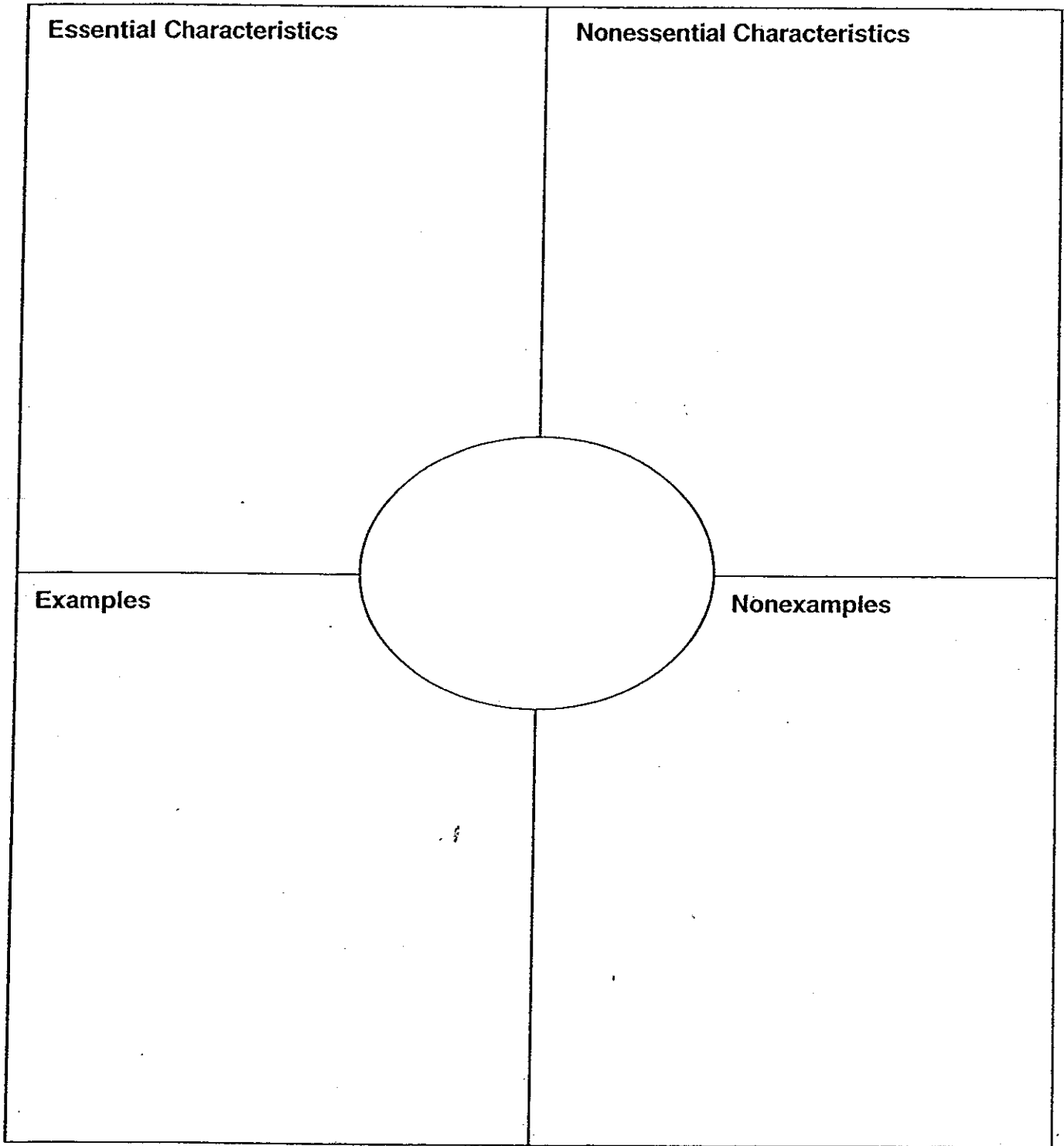
How would you try to determine the meaning of this term?

Vocabulary Thinking Chart Name: _____

Directions: Copy each word from the word list. Summarize the definitions as best you can in your own words. Then draw a picture or a symbol to help you visually remember the word or phrase.

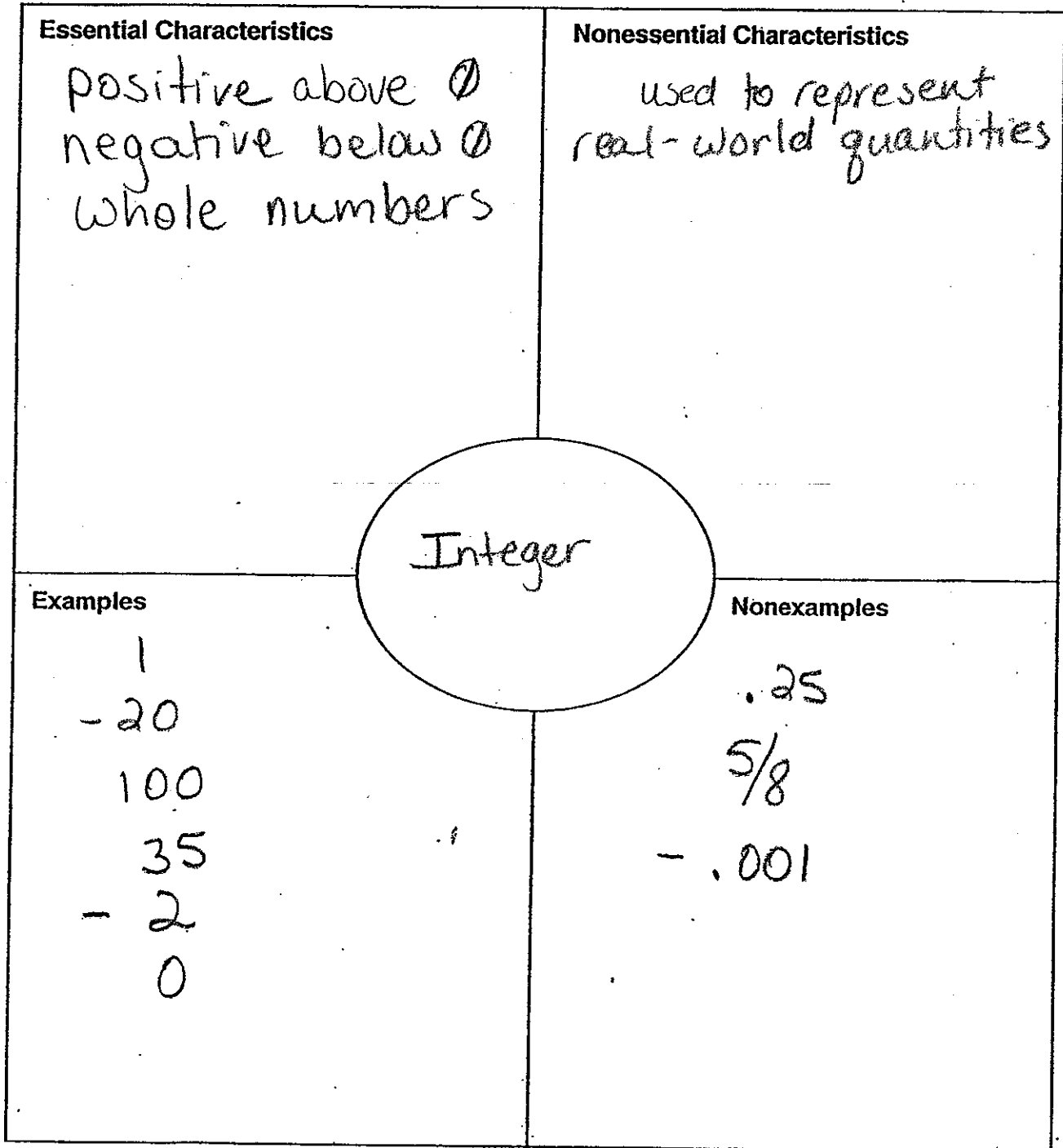
Word	Definition (in your own words)	Picture or Symbol
1.		
2.		

Frayer Model



(Frayer, Frederick, & Klausmeier, 1969)

Frayer Model



(Frayer, Frederick, & Klausmeier, 1969)

Possible Sentences For: _____

Key Terms —

Possible Sentences

Use the terms above, two at a time, to write sentences you think may appear in your reading. Use the space below...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Now, read the assigned sections and evaluate your sentences using the following codes:

T = true based on the reading

F = false based on the reading, needs to be rewritten

DK = Don't know; not mentioned in the reading

Possible Sentences For: Art**Key Terms —****Tint****Shade****Intensity****Contrast****Texture****Pattern****Rhythm****Repetition****Symmetrical****Asymmetrical****Abstract****Emphasis****Possible Sentences**

Use the terms above, at least two at a time, to write sentences that demonstrate how these terms might be related. Use the space below...

1.

2.

3.

4.

5.

6.

As you participate in today's lesson, evaluate your sentences using the following codes:

T = true based on the lesson

F = false based on the lesson, needs to be rewritten

DK = Don't know; not mentioned in the lesson

Semantic Feature Analysis Grid

Category:	Features												

(Johnson & Pearson, 1984)

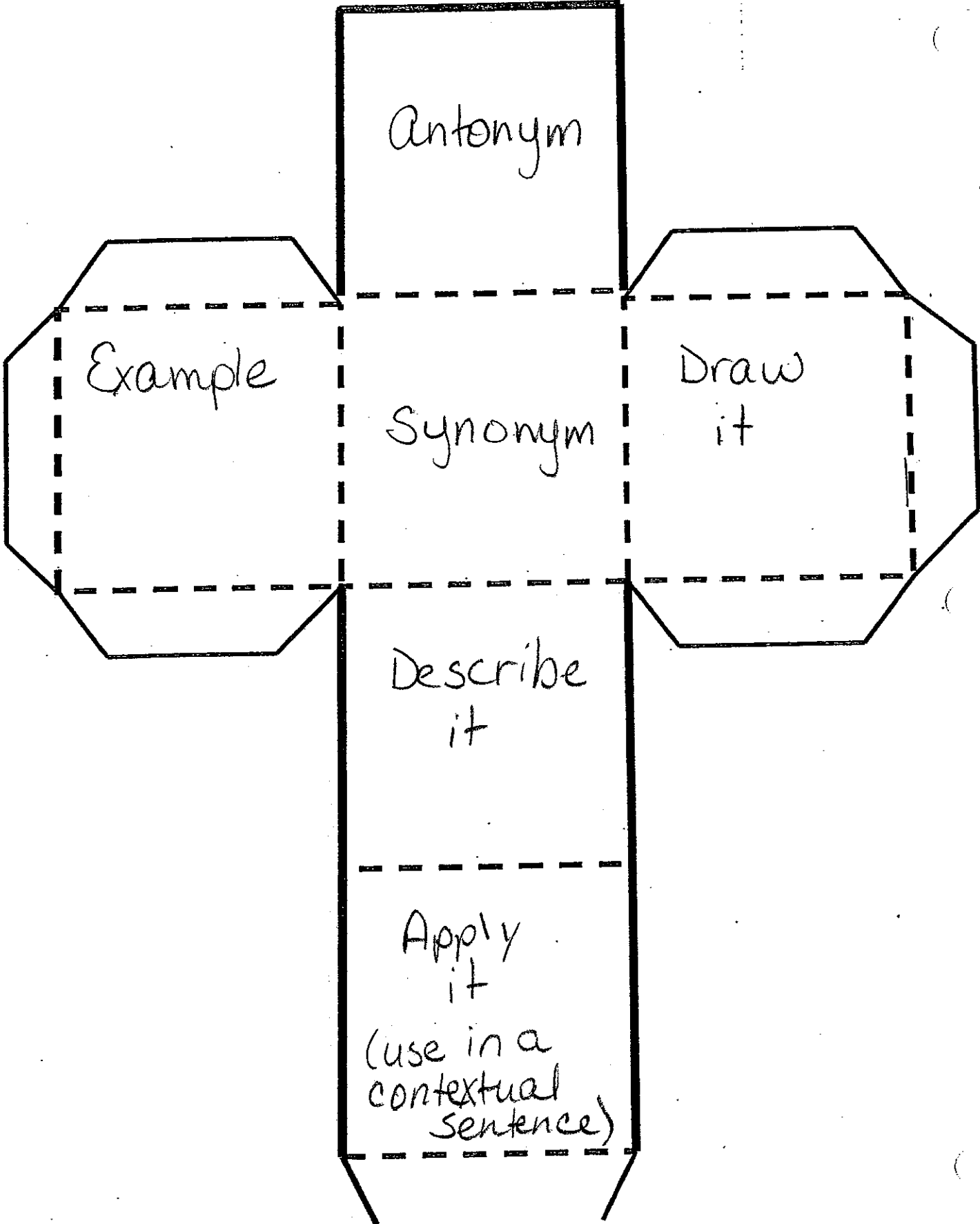
Classroom Strategies for Interactive Learning, 2nd Ed., by Doug Buehl ©2001, Newark, DE: International Reading Association.
May be copied for classroom use.

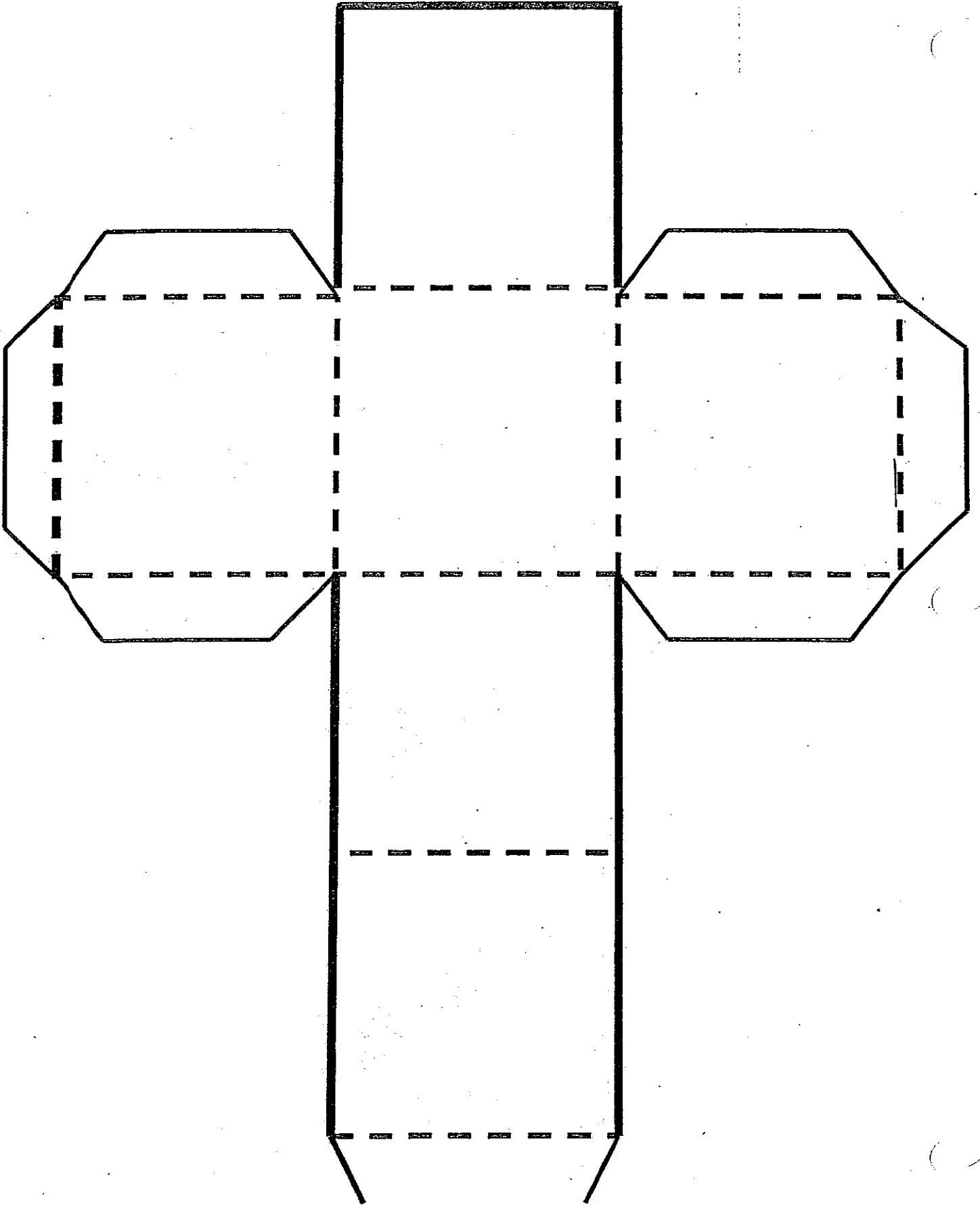
Periodic Table of Elements

Semantic Feature Analysis

DIRECTIONS: After reading the section in your book, complete the chart below by indicating with a + or a - sign whether the characteristics listed across the top apply to the elements listed on the left.

CHARACTERISTICS → ELEMENT ↓	Solid	Liquid	Gas	Metal	Metalloid	Nonmetal	Non-reactive	Highly reactive
Copper	+	-	-	+	-	-	-	-
Hydrogen	-	-	+	-	-	+	-	+
Sulfur	+	-	-	-	-	+	-	-
Radon	-	-	+	-	-	+	+	-
Potassium	+	-	-	+	-	-	-	+
Silver	+	-	-	+	-	-	-	-
Neon	-	-	+	-	-	+	+	-
Sodium	+	-	-	+	-	-	-	+
Iron	+	-	-	+	-	-	-	-
Mercury	-	+	-	+	-	-	-	-
Oxygen	-	-	+	-	-	+	-	-
Bromine	-	+	-	-	-	+	-	-
Krypton	-	-	+	-	-	+	+	-
Calcium	+	-	-	+	-	-	-	-
Arsenic	+	-	-	-	+	-	-	-





Name: _____

Knowledge Rating Scale

Word	Know It Well	Have Heard/Seen It	No Clue	Recognizable Parts/Related Words	Predicted Definition

Name: _____

Knowledge Rating Scale

Word	Know It Well	Have Heard/Seen It	No Clue	Recognizable Parts/Related Words	Actual Definition

Copy Cat Words Directions

1. Create a list of 10-16 vocabulary words broken into two columns. Project this list on a screen for students. Cover both sets of words.
2. Break students into pairs – they should sit facing each other (one person facing the screen/board and the other facing away)
3. The task is this: the student facing the screen/board will have 1-1 1/2 minutes to get his/her partner to guess the words shown on the screen (teacher reveals only 1 set of words per round). They do this by describing each word to their partner: defining it, giving a synonym or an example of it, doing a fill-in-the-blank statement, etc. They **MAY NOT** use letters of the alphabet, rhyming or sounds-like words, or any part of the word in their descriptions.
4. As the pair correctly guesses each word, they write it on a scratch sheet of paper. (They do not need to go in order)
5. The first pair to get all words correct, or the pair who gets the most correct, wins.
6. Partners switch places and repeat the process with second set of words for round 2.

***After each round, ask the students which word was the most difficult to get their partner to guess and which was the easiest, then have students share how they got their partner to guess these words.

