Chapter Seven

Vocabulary
Word Families

The word families are a group of words that share a common root or base word. Understanding word families helps children recognize patterns in spelling and pronunciation, which can improve their reading and writing skills. Here are some examples of word families:

- the word family for the base word "eat" includes words like "aet", "eat", "eated", and "eaten".
- the word family for the base word "cat" includes words like "catt", "cat", "caten", and "cater".
- the word family for the base word "run" includes words like "run", "rung", "runner", and "runway".

Example:

The words "run", "rung", and "runner" all come from the base word "run". This is a great example of a word family.

Multisound units

Word families are great for vocabulary, but what about synonyms?

Reflection

Before we move on to new words, let's review what we've learned.

What is vocabulary?
Learning from meaning-focused input

By now, the idea of the meaning-focused input should be clear. For those who are new to this approach, the key points are:

- **Purpose:** To understand and retain the text.
- **Method:** Use the context to build meaning.
- **Result:** Improved retention and understanding.

The technique involves reading the text aloud, allowing the mind to create a mental map of the concepts presented. This process helps in linking new information with existing knowledge, making it easier to remember.

**Example:**

> "The quick brown fox jumps over the lazy dog." (This sentence is often used as a memory test to demonstrate the ability to recall words in order.)

When reading, pause after each sentence to reflect on its meaning. This allows the reader to think about the implications and connections to other knowledge.

Reflection

1. Reflect on the reading.
2. Identify key ideas.
3. Consider how the ideas relate to your own experiences.
4. Articulate the main points.
5. Summarize the text.

**Example:**

> "The quick brown fox jumps over the lazy dog." (Reflect on the sentence's structure and meaning.)

Core meanings

- Immediate context
- Key terms
- Reciprocal teaching
- Vocabulary
- Content knowledge
- Reflection
1. Focus on the most useful vocabulary first.

Focused lessons. Coined vocabulary is taught with an accent on context. The focus on meaning first (context first) allows for the vocabulary to be embedded in sentences and used in context. This approach helps to build a better understanding of the vocabulary and its usage.

**Principles for Teaching Vocabulary**

- **Principle 1:** A meaningful context is needed to build a meaningful vocabulary. Meaning-focused oral lessons encourage the learner to build a meaningful context.

Vocabulary learning should not be confined to the classroom. It is essential to embed vocabulary into meaningful contexts outside of the classroom as well. This helps to reinforce the meaning and usage of the vocabulary in real-life situations.

**Learning from meaning-focused output**

- **Output from the learner:** What does the learner produce when they are learning a new word or phrase? How do they use it in context? This helps to reinforce the meaning and usage of the vocabulary.

**Deliberate Learning**

- **Deliberate learning** is when the learner intentionally practices or reviews the vocabulary in a meaningful context. This helps to reinforce the meaning and usage of the vocabulary, making it more effective for transfer to real-life situations.
Learning Objectives

At the end of this chapter, learners will be able to:

- Review the word frequency distribution of English
- Understand the importance of word frequency in language acquisition
- Develop strategies for improving vocabulary knowledge

Vocabulary

- How much vocabulary do you know?
- How many words do you use daily?
- How many words do you know that you use daily?
- How many words do you use in writing?
- How many words do you know that you use in writing?
- How many words do you use in speaking?
- How many words do you know that you use in speaking?
- How many words do you use in reading?
- How many words do you know that you use in reading?
- How many words do you use in listening?
- How many words do you know that you use in listening?
- How many words do you use in thinking?
- How many words do you know that you use in thinking?

Example

- The second grade used to listen to music every day.
- The second grade used to listen to music every day.
- The second grade used to listen to music every day.
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- The second grade used to listen to music every day.
3. Give attention to the high-frequency words across the text. Focus on the vocabulary used in the text. This will help you become more proficient and improve your reading skills.

- "Focus on the vocabulary in the most applicable way."
- "The use of high-frequency words is important for understanding and comprehending the text."
- "Vocabulary words are essential for successful reading and comprehension."
Classroom techniques and tasks

A focused, meditative task in the classroom can be very effective in teaching students to focus on their learning. This is particularly true when students are engaged in meaningful tasks that require attention and concentration. Here are some techniques that can be used:

1. **Visualization:** Encourage students to闭上眼睛, visualize what they are learning. This can help them retain information better.
2. **Discussion:** Engage students in discussions about the material. This can help them understand the concepts more deeply.
3. **Group Work:** Divide the class into small groups and assign them tasks. This can help them collaborate and learn from each other.
4. **Reflection:** Encourage students to reflect on what they have learned. This can help them consolidate their knowledge.

In summary, using a combination of these techniques can help students stay focused and engaged in their learning.
Reflection

Return interest in two minutes

Saw the second, different interest, but in three minutes, and then into a few.

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Focus on the vocabulary in the most appropriate way. 

- Highlight and write vocabulary in the following examples. 
- Write down new vocabulary words and review them daily. 
- Use vocabulary words in your own writing. 
- Practice writing sentences with the vocabulary words. 

In the classroom: 

- Use vocabulary cards or flashcards to review words. 
- Play vocabulary games. 
- Have students write a paragraph using as many vocabulary words as possible. 
- Use vocabulary words in class discussions. 

5. Vocabulary in the classroom.
Learning from images means you read an image just like you read a regular text. There are hundreds of categories and books written within a controlled and structured format.

Balance attention across your stand:

1. To do this, the meaning of subsequently here means...
2. What underlies?
3. What if she ...
4. What are the underlying meanings?
5. What do you think it is?
Growth and development are intertwined in the process of learning. You should never lose faith in the "normative" or "normal" development process. It is not something that you can change through sheer willpower, although you can improve your learning environment and the conditions in which you work. The experience you gain can be used to improve your overall development, but it is important to remember that this process is not linear and that there are many variables involved. The key is to focus on the process, not just the outcome.
Conclusion

2. The role of vocabulary in language learning.
3. Techniques for teaching vocabulary.
4. The importance of context in vocabulary acquisition.
5. Strategies for improving vocabulary retention.

Further Readings


Helpful Websites

- Vocabulary.com
- Cambridge Dictionary
- Merriam-Webster

References


Vocabulary List

- grammar
- vocabulary
- language
- learning
- teaching
- retention
- context
- strategies
- techniques