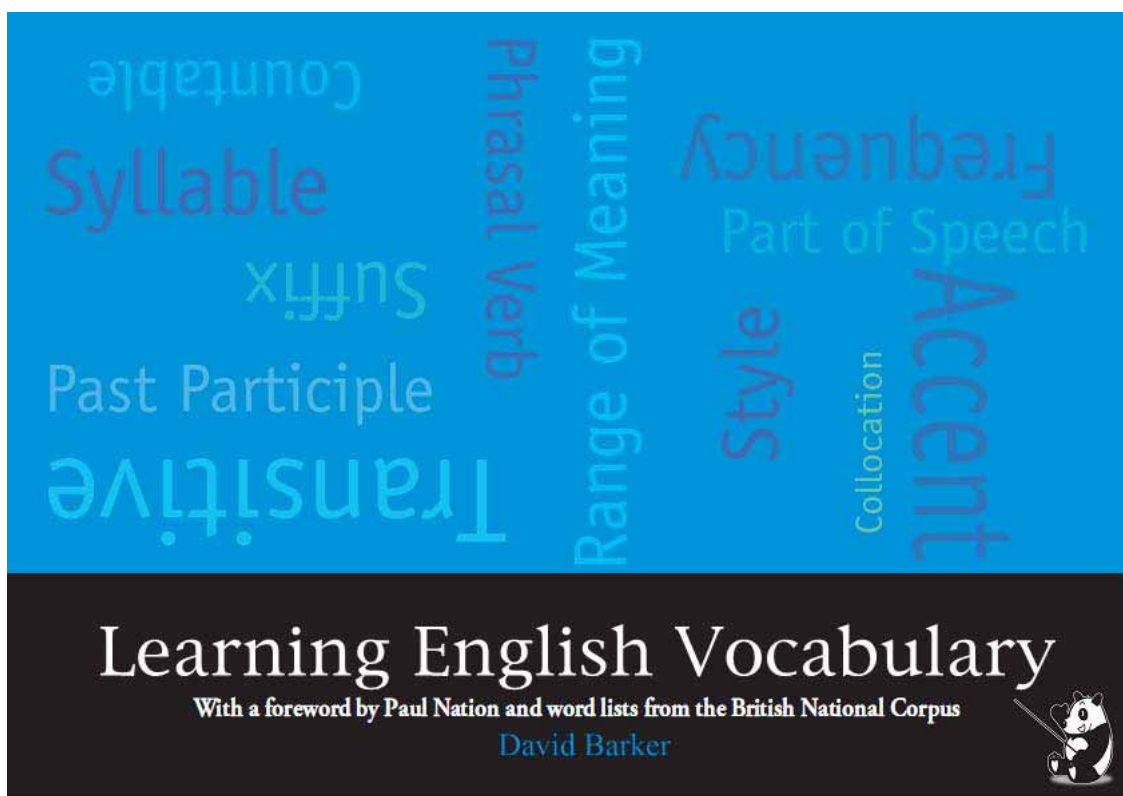


# *Learning English Vocabulary*

*With a foreword by Paul Nation and Word Lists  
from the British National Corpus*

## **Teacher's Guide**



## Introduction

A lot has been written about the teaching of the reading skill, but the most fundamental issue is really quite simple: you cannot understand a text if you do not know the words. There is very little point in embarking on a programme of teaching reading skills and strategies to learners who do not know enough English words, do not know enough about the words they have studied in the past, and do not know how to go about learning new ones. *Learning English Vocabulary* is therefore based on the premise that students need (a) structured input of English vocabulary, and (b) explicit training in how to learn it. The book has four main sections:

1. fourteen units, each consisting of a reading text and exercises
2. a comprehensive list of the 2000 most frequent words in the British National Corpus along with the most common translations of those words and other important information that learners need to know about them
3. an alphabetical index of the top 3000 words in the British National Corpus
4. a *My Vocabulary Notebook* section for students to keep a record of words they learn that are not in the top 2000

The *2000-Word List* is designed to give students basic information about the 2000 most frequent words in the British National Corpus (BNC) without overloading them with the level of detail given in dictionaries—a kind of “dictionary-lite.” The units introduce students to the basic concepts they need to know in order to understand the information given in the *2000-Word List*, and they explain why that information is important. The exercises check students’ understanding of the unit and get them looking at how different kinds of information are presented in the dictionaries they normally use. Students read a new unit each week, and they also learn words from the *2000-Word List* at a rate decided by the teacher. Teachers give weekly tests to check how well the students have learnt the words, and there is a final test to make sure that students keep reviewing words they have learned.

This guide is organized as a list of responses to questions I have been asked by colleagues and other teachers using the book. Please feel free to jump to the topics that interest you, and email David Barker at <[info@btbpress.com](mailto:info@btbpress.com)> if you have any other questions, comments, or suggestions as to how future versions of the book could be improved.

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### *Are these really the most important words for students to learn?*

Despite decades of concerted effort, researchers still cannot agree on a definitive list of the most important words for learners of English. The General Service List (GSL) (1953) is still extensively used today, mainly because no one has been able to come up with anything that gives a significantly higher percentage coverage of corpus data. One drawback of the GSL is that several of the words now seem dated (e.g., shilling). More importantly, however, words in the GSL are not separated into different parts of speech. Consequently, it can be argued that the list is not really 2000 words at all, but actually a much higher number. For example, *fast* is counted as one word in the GSL even though the verb *to fast* has a completely different meaning from its adjective and adverb forms.

You may be familiar with the idea that learners who know the most frequent 2000 words of English will be able to understand 85% of any general English text. What this actually means is that learners will be able to understand that much if they know all the meanings of all the parts of speech of all of those 2000 words and all of their close family members. In the *2000-Word List in Learning English Vocabulary*, different parts of speech are counted as different words. For example, in the GSL, the sequence of letters *w-o-r-k* is one word. In the BNC list, however, *work* (v) and *work* (n) are counted as different words. This means that the GSL top 2000 actually contains more 'words' than the BNC top 2000. The advantage of treating different parts of speech as separate words is, of course, that it makes the task of learning them more manageable for students.

The data for the *2000-Word List in Learning English Vocabulary* was adapted from Leech, Rayson, and Wilson's 2001 study of the British National Corpus. The list is downloadable in its raw form from <http://ucrel.lancs.ac.uk/bncfreq/flists.html>.

Unfortunately, the debate about which words students need to learn and the order they should learn them in will probably not be settled in the foreseeable future, if ever. This leaves teachers with a choice between (a) telling students that identifying the most important words is a hopeless task and they will just have to learn words as they meet them, or (b) providing students with lists of high-frequency words that give them a solid foundation on which to build their future vocabulary learning. I know which approach I would prefer if I were learning English.

In summary, no claims are made that the lists in this book are either definitive or exhaustive. The message to students is simply that they need to start learning more about English words than they have been accustomed to doing, and that the top 2000 words from the BNC are a useful and convenient vehicle for demonstrating the kinds of information we want them to learn.

### ***Why are there 2000 words in the list but 3000 words in the index?***

The additional 1000 words in the index are included as a resource for students who want to go beyond simply learning enough words to pass the tests. Some teachers expressed frustration with the pilot version of the book because when a word that they had expected to find in the top 2000 was not in the index, they had no way of knowing whether it was only just outside that range, or whether they had been completely mistaken in their estimation of its frequency.

Students using *Learning English Vocabulary* should get used to thinking of every new English word they meet as belonging to one of four categories. What they do with the word will depend on which category it is in.

	<b>TYPE OF WORD</b>	<b>ACTION TO BE TAKEN</b>
1	Word is in the 2000-Word List and one of the meanings given matches the use of the word in the context of the text you are reading.	If the word is one that you have studied already but could not remember, make a card for it and set a schedule to review it. If it is one that you have not studied yet, mark it to show that you have looked it up. This will help you to remember it when you have to learn it later on.
2	Word is in the 2000-Word List but is being used with a different meaning to the ones given.	Look up the word in your dictionary and add the new meaning to the "Translations" column in the list.
3	Word is in the 3000-Word Index, but not in the 2000-Word List.	Look up the word in the dictionary, and write an entry for it in <i>My Vocabulary Notebook</i> . Mark it in the index to show that you have done so.
4	Word is not in the 3000-Word Index.	Look up the word in a dictionary, and make a decision about whether you want to learn it now or not. Remember that it does not have a high frequency in general English.

### ***Wouldn't it be better to ask students to find all the information themselves?***

For several years, I provided students in my reading classes with lists of words and told them to find the translations and other relevant information for themselves. This system had three major drawbacks:

- a. Students ended up spending all their time hunting around in dictionaries, leaving very little time for actually learning the words.
- b. Students were overwhelmed by the huge amount of information they found in their dictionaries, and they had no idea where to begin.
- c. Different dictionaries give different translations of words, and they give them in different orders. This made it impossible to do class tests unless all the students were using the same dictionary.

*Learning English Vocabulary* was written to solve these problems. Students using this book are told what information they need to learn so they can devote all of their time to learning it. Having all the students working from the same list means that testing becomes possible.

### ***How do I use this book with a class?***

As explained in the introduction, the basic idea of *Learning English Vocabulary* is that students learn a set number of words from the book every week and are tested on those words at the beginning of the class. When the tests have been marked, students read a unit and do the exercises that follow it.

*Learning English Vocabulary* is designed to supplement other reading course books and/or materials, not replace them. Higher level students will get through the test and one unit in approximately 45 minutes, leaving the rest of the lesson for you to do whatever you would normally do in a reading class. However, with low-level students, doing a test and then reading one unit and going through the exercises will generally take up a whole 90-minute class, so the book can be used as the sole textbook for these kinds of students for one semester.

Of course, it is possible to skip the units altogether and use the book purely as a word list. However, this is not recommended. Unless students have a basic understanding of all of the points covered in the units, the information given in the *2000-Word List* (and most of the information given in regular dictionaries) will be of little use to them. Also, the fact that the information is conveyed through reading texts means that teachers of reading classes can provide students with practice of the reading skill at the same time as teaching them key concepts of vocabulary learning. (Note that each unit builds upon previous ones, so it is preferable to do them in the same order as they are in the book.)

When all the units have been finished, the book can still be used as the students move on to learning the words from the next level of the 2000-Word List whilst doing more reading of other kinds of texts.

### ***Learnt the hard way...***

If you are teaching students who are not particularly motivated to read about learning English vocabulary, telling them that they will have a test on the topics covered in the units at the end of the semester will encourage them to pay attention during the class.

### ***Can students use this book as a dictionary?***

*Learning English Vocabulary* is not designed to be used as a dictionary because the information it gives about each word is not sufficiently comprehensive. However, it can and should be used as an additional resource for students to refer to when they are reading, since the electronic dictionaries that most students use do not give information about word frequency.

When students come across a word they do not know in a reading text, they should check the *3000-Word Index* to see if the word is (a) one they have studied before but forgotten, (b) one that they are going to have to learn later on, (c) one that is not in the top 2000 but still has a relatively high frequency, or (d) one that does not have a high frequency. If the word is one of the top 2000 that the student has not yet studied, they should mark it to remind themselves that they have looked it up. If the word is one that they have studied, but they find that it is being used with a different meaning to the ones given in the list, they should

look it up in their dictionaries and add the new meaning to the "Translations" column. If the word falls in the 2001-3000 range, they should find its meaning in their dictionary and make an entry for it in the *My Vocabulary Notebook* section of the book. If the word is not in the index, they will need to make a decision about whether they want to learn it or not. A system for making such decisions is outlined in Unit 13.

### ***How can I test whether students have learnt the words?***

Weekly vocabulary tests give learners short-term goals, and they allow teachers to make concrete assessments of how much students are learning. They are also surprisingly popular, although that response generally comes at the end of the semester when all the tests are finished. The team who piloted this book worked at a rate of 50 words per week over 10 weeks to give a total of five hundred words per semester, but the pace of learning can be adjusted to suit any class. The test record sheet at the back of the book provides space for students to write the results of up to 80 tests.

The simplest system for testing is for the teacher to read out 10 words and ask the students to write the word they hear along with one of the translations given on the list. Note that you will need to say the part of speech as well because some pages contain the same word as two different parts of speech. Getting the students accustomed to thinking about the part of speech when they translate words is also an important aim of this testing system. Points should not be given if a student's translation does not match the part of speech read out by the teacher. (If you prefer to give a written test, you can use the automated "Test maker" on the web page.)

When students have written the translation, ask them for one other piece of "extra information" about the word. This might involve giving them instructions like "Write the syllable pattern," "Write the past tense," "Write a collocation for the word," or "Write another word from the same family." If one point is awarded for the spelling, one for the correct translation, and one for the extra information, the total score for a weekly test will be 30 points. After students finish the test, the teacher collects the papers and redistributes them randomly for other students to mark. (For obvious reasons, it is not a good idea to get students to simply swap with friends sitting nearby). The teacher then writes on the board the words he or she has read out. Students use their own books to check the translations and other information. When they have finished checking a paper, students write a final score in pen, sign their name, and return the test to its owner for double-checking. When all papers have been double-checked, the teacher collects all the papers and makes a note of the scores. This whole process generally takes about 15 to 20 minutes once students get used to it.

In selecting the ten words for each test, the pilot team found it useful to include two or three words from previous weeks in order to make sure that students keep reviewing. If you do this, it will save time if you write the numbers of those words on the board so that students can quickly find the information they need to check them when they are marking the papers. It is also important to have a final test covering all 500 words to make sure that students continue to review all the words they have learnt throughout the semester (see following section). Detailed guidelines for doing weekly vocabulary tests (along with a template for the tests) are provided as appendices to this guide.

At <[www.btbpress.com](http://www.btbpress.com)>, students can listen to or download recordings of all the words in the *2000-Word List* being pronounced by a speaker of British English and a speaker of American English. Students may find that these help them to prepare for the tests, but if your pronunciation is significantly different from the recorded examples, you may want to take the time in each class to read out the words from the next week's list so that your students can hear how you pronounce them. There is also an online testing system that allows students to enter the range of words they want to be tested on and choose whether they want to be shown the English word, shown the Japanese word, or just want hear the word being pronounced and fill in both the Japanese and English themselves. There are also apps for both iPhone and Android. Search for the title of the book on the relevant market. The iPhone version is only available through iTunes Japan.

### ***What about students who miss tests?***

It is inevitable that some students will miss one or two tests because of absences. We have got around this by doing a special "make-up" test after the 10 weekly tests are finished. If you test the first week's list in week 2 of your classes and do the tenth week's list in week 11, the make-up tests will come in week 12. As long as you have a record of who missed which test, you can put all the students who need to do make-ups at the front of the class and go through the necessary tests again. Students who did not miss any tests can use this time to revise for the final test. Alternatively, of course, you can simply tell students that there are no make-up tests. Students who are absent for genuine reasons can be given an average of all their scores up to that point as the score for the test they missed.

### ***How do I make a final test?***

It is vital to have a final test to back up the weekly tests. If you do not have a final test for the course, you will be treated to a demonstration of Japanese students' supreme ability (honed over many years in high school and *juku*) to stuff their heads full of knowledge in a short time and then delete it all the second the test is over. Final tests should cover all words the students have studied up to that point, not just the ones they have studied in the current semester. A simple way of making a final test is to have 4 sections with 25 questions in each.

#### **Section 1: Translations**

Either give students the English and ask them to write the Japanese, or write the Japanese and ask them to give you the English. The second option is obviously easier to mark if you do not read Japanese, but checking Japanese answers is not difficult if you insist that students write exactly the same translation as the one given in the book.

#### **Section 2: Syllable patterns**

Ask students to write the syllable patterns (as written in the book) for 25 words.

#### **Section 3: Collocations**

Ask students to write one collocation for each of 25 words.

#### **Section 4: Family**

Ask students to give another word from the same family for 25 words.



### ***How do I combine scores from the weekly tests and the final test?***

The biggest problem of doing weekly tests is striking a balance between being strict enough to make sure that students study, and being flexible enough to give weaker students the time they need to work out how to study effectively. When I first started using weekly vocabulary tests, I used a 'three strikes' rule. Any student who scored less than seven on three of the tests automatically failed the course. Unfortunately, this resulted in the exclusion of some weaker students very early on in the course.

The system I recommend now is the adding or deducting of points from the final test depending on the aggregate score of the weekly tests. For example, a total score of 250 points or more from the weekly tests (an average of 25 points or more from each test) means that a student will have a bonus 15 points added to their final test. An example of such a system is outlined below, but individual teachers may need to adjust this to fit their teaching situations.

>269 points: +15	211-230 points: no change
251-268 points: +10	190-210 points: -5
231-250 points: +5	170-189 points: -10
<170 points: not eligible to take the final test	

Using a system like this means that even students who start off poorly will have an incentive to work harder, and that no one will be excluded until it becomes mathematically impossible for them to reach a score of 170 points. The "Test Record Sheet" in the back of the book has two lines for each test result. This is so that students can record their test score on the top line and their running aggregate score below it.

### ***Are students supposed to learn all the information in the lists?***

This is really a matter for individual teachers (and/or their students) to decide. In the piloting phase of the 2000-Word List, the students were required to learn the following:

- a. the English word and its spelling
- b. any irregular forms, such as past tenses of verbs or plurals of nouns
- c. all the listed translations
- d. the syllable pattern
- e. one collocation (or example of usage)
- f. one word from the family and its part of speech.

Of course, varying the amount of information that students are expected to learn is one way of adjusting the tests to suit the level of the students.

**NOTE:** The "Family" and "Collocations" columns in the *2000-Word List* contain some words that are not in the top 2000 of the BNC. In the case of collocations, most of the words are from the top 3000, and other words are only included when they represent a particularly useful collocation, or when it is difficult to provide a meaningful collocation without using them. If students do not understand the meaning of a collocation, tell them to try to find it in their dictionaries. This will encourage them to look more closely at the kind of detailed

information that dictionaries provide, but which most students generally ignore. Although most words in the "Family" column have high frequencies, there are some that may strike teachers as being quite unusual. These have been included because they are formed using a regular pattern that students should be familiar with. If students are not sure about the meaning of a family member, tell them to check it in their dictionaries. Again, this will require them to use their dictionaries in a more focused way than they are used to.

### ***How can I make sure the words are recycled?***

Because the words in the 2000-Word List are those which have the highest frequencies in general English, it is reasonable to assume that a great deal of recycling will occur naturally as students read general English texts. In addition, the book recycles words in three main ways:

1. Deliberate recycling of the more difficult words from the 2000-Word List in the units.
2. Recycling of words from the list in the "Collocations" column.
3. Recycling of words from the list in the "Family" column.

As a result of this recycling, students will meet most of the words they learn in the *2000-Word List* at least two or three times as they progress through the book. If they combine their vocabulary learning with extensive reading, this figure will increase considerably.

### ***What level of students is this book aimed at?***

With the exception of extremely high-level classes, this book can be used with any level of students. The degree of difficulty can easily be varied by changing (a) the number of words students have to learn every week, and/or (b) the amount of information they are required to learn about the words. For example, teachers of very low-level students may choose to test only 25 words a week (or even fewer) and restrict "other information" to one collocation and one other family member (or even ignore collocations altogether). Teachers of higher level students might require that they learn 100 words a week, and also expect them to know all of the family members and all of the vocabulary given in the collocations column. For these students, "Write another word from the same family" can then be replaced by something more challenging, such as "Write the adjective form of this word."

Some teachers may feel that their students' level is too high for them to be working on the first 1000 words. However, even advanced students often have significant gaps in their knowledge of high-frequency words, so starting from the 1000-word level is probably not a good idea. During the proof-reading of the manuscript, several Japanese speakers who have very high levels of English proficiency (TOEIC scores of 900 and above) commented that although they knew the meanings of all of the words, a lot of the information in the "Collocations" and "Families" columns was new to them. If you are not sure whether the book would be appropriate for your students or not, please email us to ask for an inspection copy and show the lists to your students.

## ***Is there any web-based support for users of this book?***

### **Recordings**

At <[www.btbpress.com](http://www.btbpress.com)>, you will find a downloadable version of this guide, a downloadable form of the word lists, and, for those who are interested in the nuts and bolts of word lists, a rationale document explaining how the data was edited. There are also recordings of native speakers of both British and American English reading the words from the 2000-Word Lists.

The files are in the MP3 format, so students can either listen to them on their computers or download them and listen to them on their portable music players.

### **Computer-based practice testing system**

The 'Practice Tests' button on the menu allows students to specify the range of words they want to be tested on, and choose to display either the English or the Japanese translation. They also have the option of just hearing the words and filling in both the English and the Japanese themselves. This is an extremely effective way of practising for both weekly and final tests, so it is worth showing students how to use it in the very first class.

### **Test Maker**

The automated Test Maker allows you to generate and print tests of words generated randomly from a specified range.

### **Vocabulary Profiler**

The Vocabulary Profiler enables teachers and students to see at a glance which words in a text are covered in Learning English Vocabulary and which are not.

## ***What should students do with the vocabulary notebook section?***

One of the greatest weaknesses of language learners is that they are not systematic about recording new vocabulary. In my experience, Japanese university students (the keener ones, that is!) tend to scribble notes about words on any piece of paper that happens to be at hand, only for it to vanish into the black hole of other pieces of scrap paper that appears to account for 80-90% of the space in their bags. Furthermore, even when they do write new words down, they rarely seem to go beyond writing the English word and a very simplistic translation. One of the main goals of the *2000-Word List* in the book is to get students accustomed to learning more about words than just simple translations. *My Vocabulary Notebook* gives them a place to record words in a useful format so that they can easily be found again. This also makes the book a one-stop resource where students can store all the English words they have learnt.

A simple way of ensuring that students use this part of the book is to require that a certain number of words be added by the end of the semester. You can then inspect books regularly to check that students are (a) doing it, and (b) doing it correctly. Of course, there will be students who will only do this under duress, but teachers who have forced their students to use the notebook section can be confident that if the student ever decides to take up English study more seriously in the future, he or she will at least know how to go about recording vocabulary.

## Lesson Plan for the First Class

I like to give students a basic orientation to the course by using a reading text. After my self-introduction, I include the following message. Feel free to copy, edit, or borrow from it.

*Our job this year is to develop your ability to read English. One of the most important things we need to do in this class is work on learning English vocabulary because you cannot read English texts if you do not know enough words. Many Japanese students learn English words for university entrance exams, but for most students, this means just memorizing the English word and one Japanese translation. Also, most people forget a lot of the words they learned as soon as the exams are over.*

*To develop a really good English vocabulary, you will need to know much more about words than just their translations. In this class, we will be using a vocabulary book that has lists of words for you to learn. The words in these lists are ones that are used a lot by native speakers of English, so they are words that you need to know. Every week, you will have a set number of words to learn, and in the next class, you will be tested on those words. You will need to learn one or two Japanese translations for all the words. You will also need to learn other information about the words. Many of the translations will be easy for you, but a lot of the extra information may be new.*

*In order to understand how these lists are organized, you will need to read Unit 1 of the textbook. Read this by yourself, and when you have finished, check your understanding by discussing what you read with a partner. You can do this in English or Japanese. Do not use a dictionary when you are reading. If you find something you do not understand, ask your partner, "Do you understand this?" If neither you nor your partner understands, please raise your hand and say, "Excuse me, we don't understand this part." When you have finished all the exercises, look at the Key for the 2000-Word Lists on page 36 (English) and page 37 (Japanese). Check your understanding with one of your classmates. When everyone has finished, we are going to do a practice test. This is not a real test, so you can look at the book when you write your answers.*

When students have finished reading Unit 1, doing the exercises, and checking the *Key for the 2000-Word List*, hand out copies of the test template and tell them that you are going to demonstrate how the weekly tests will be done. Read out a word, repeat it, and say its part of speech in full. Ask students to write down the word they think you are saying. Let them work in pairs with their books open at this point. Show them where to write the part of speech. Now tell them to write the Japanese translation in the 'Japanese' column. When you are doing the tests, you will need to decide how strict you want to be with translations. If you are not Japanese, it will be very difficult to know what to do when a student writes something that is slightly different from the translation given in the 2000-Word Lists if they claim that it means the same thing. There are basically two ways of dealing with this:

- a. Take a zero-tolerance approach: if students do not write exactly the same translation as the one given in the book, they do not get the point. Students generally understand this if you explain that you have to do it because you are unable to make judgements about the accuracy of different translations and you want to make sure every student gets fair treatment.
- b. Leave the decision to the student who is marking the paper. That student can use their own dictionary to help them to decide.

Note also that it is not unusual for students to make mistakes with *kanji*, so you will need to tell them at the beginning what the rule for this is going to be.

### **Learnt the hard way...**

You will save yourself a lot of hard work and grief if you insist that students produce exactly what is written in the book for the tests.

When students have written the translations, ask them to write the syllable pattern in the “Extra Information” box. Repeat the phrase “syllable pattern” so that they will know what you are saying when you do the test for real. If they cannot understand you, point to the appropriate column in the book or write the pattern on the board. Repeat this process for nine more words from the list you are going to ask them to learn. For each word, change the “extra information” you ask for so that students get used to hearing you say all the variations. The basic patterns are listed below.

- Write the syllable pattern.
- Write the past tense.
- Write the past participle.
- Write the plural.
- Write one collocation.
- Write one word from the same family and its part of speech.

For more advanced students:

- Write an adjective (adverb, noun, etc.) from the same family.

All of this will probably take up most of the first lesson. When you do the first vocabulary test the following week, it will probably take a while, but once students get the hang of doing it, the tests generally take about 15-20 minutes depending on the class.

## **Manual for Weekly Vocabulary Tests**

1. Give out blank test papers. Tell students to write their name, student number, the date, and the word range of the test.
2. Say the first word and its part of speech in full—i.e. ‘verb’, not ‘v’. Pause, and repeat the word.
3. Give students time to write the translation. (Either is acceptable if there are two.)
4. Tell them what you want them to write in the ‘Extra Information column.’ Use one of the following instructions:
  - Write the syllable pattern.
  - Write one collocation.
  - Write the other translation.
  - Write another word from the same family and its part of speech.

(Note that this last part is crucial because some students will just write the word again and hope that it has another part of speech. They should not be given the point

unless they have the correct part of speech for the other family member they have written.) After students have read Unit 7 of the book, you can expand this to include:

- Write the past tense.
- Write the past participle.
- Write the 3rd person singular form.
- Write the plural form.
- Write the comparative form.
- Write the superlative form.

If you give students the same mix of “extra information” every week (for example, 3 collocations, 3 family words, and 4 syllable patterns) the less motivated ones will soon figure out that even if they ignore collocations altogether, the most they will lose is 3 or 4 points a week, which most will consider to be an acceptable trade-off. We have found two ways for teachers who want their students to learn collocations to combat this. The first is to focus heavily on one type of “extra information” every week, but keep changing it. For example, one week you might ask for 8 or nine collocations, and then the next you might ask for eight or nine syllable 9, and so on. Doing the tests this way means students who do not learn all the information run the risk of losing up to a third of the points on any given week.

5. When you have finished reading all 10 words, say *If you would like me to say any of the words again, please say the number of the word you want me to repeat.* (With big classes, it is more efficient to simply read each word again one more time and then refuse to repeat them beyond that.)
6. When students have finished writing (give them approximately one minute after you finish repeating the words), ask them to pass their papers to the front of the classroom. Collect the papers, and redistribute them randomly. Tell students to write their names on the “Checked by” line, and then mark the paper.
7. Write the words you read out and their parts of speech on the board. Note that in every test from week 2 onwards, items 8, 9, and 10 should be from previous lists. If you continue using the book for a third and fourth semester, expand this so that words 6 and 7 are from previous tests from this semester, and words 9 and 10 are from previous semester(s). You will need to write the rank frequency numbers of words from previous weeks and semesters on the board so that students can find them quickly.
8. Tell students to ask you if there is anything they are not sure how to mark. For collocations, partial versions of the collocations given in the book may be acceptable, but any collocation must match the translation of the word that the student has written. Answers that are not in the book should not be accepted. (If you allow collocations that are not in the book, students will not bother learning them at all. Instead, they will simply try to make something up by writing a noun after an adjective, a verb before an adverb, and so on. In many cases, you will find it very difficult to judge whether something really constitutes a collocation or not.)
9. Check that everyone has finished, and tell students to return the tests to the writer. Remind checkers to sign the papers before returning them. When papers have been

returned to their original owners, give everyone a few minutes to double check the marking. If your students are ones who are likely to make mistakes or cheat when marking tests, add a rule that mistakes found later by the teacher will mean a deduction of 3 points from the scores of both the checker and the write for that week. Just glancing over the spellings of words from the first couple of weeks and picking out a couple of mistakes will be enough to persuade students that you are serious about this.

10. Tell the students to record their score on their record sheets at the back of the book, and collect in the papers.
11. (Optional) read through the next week's list to give students a chance to hear how you pronounce all the words.

# WEEKLY VOCABULARY TEST

Name (romaji) \_\_\_\_\_

Student number \_\_\_\_\_

Date of test \_\_\_\_\_

Words \_\_\_\_\_ - \_\_\_\_\_

Word	PoS	Japanese	Extra Information
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Checked by: \_\_\_\_\_

Score

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## EXAMPLE OF TEST MASTER

Example is for when you have consecutive classes. '1' is for the first period, and '2' for the second.

Date of test June 18th Words 1051 – 1100

Word	PoS	Japanese	Extra Information
1. influence 1. solution	n n		Syllable pattern Syllable pattern
2. bear 2. bear	v v		Past tense Past participle
3. requirement 3. district	n n		Collocation Collocation
4. option 4. quarter.	n n		Family Family
5. opposition 5. eventually	n adv		Syllable pattern Syllable pattern
6. occasion 6. arrangement	n n		Collocation Collocation
7. considerable (1030) 7. arise (1032)	adj v		Family Past participle
8. define (1044) 8. survey (1014)	v n		Collocation Family
9. discussion (860) 9. industrial (863)	n adj		Collocation Collocation
10. necessary (561) 10. necessary (561)	adj adj		Syllable pattern Syllable pattern

- It will save you a lot of stress if you make all the masters at the beginning of the semester.
- If each teacher makes his or her own master, you can swap for make-up tests or for next year.
- Mark words you have used for tests in your own copy of the book to help you make final tests.
- Give the two classes similar words on some weeks, and completely different ones on others.

## Suggested Further Reading

1. Bahrick, H. P. (1984). Semantic memory content in permastore: fifty years of memory for Spanish learned in school. *Journal of Experimental Psychology: General* 113: 1-37.
2. Bahrick, H. P. & E. Phelps (1987). Retention of Spanish vocabulary over 8 years. *Journal of Experimental Psychology: Learning, Memory and Cognition* 13: 344-9.
3. Beaton, A., M. Gruneberg & N. Ellis (1995). Retention of foreign vocabulary using the keyword method: a ten-year follow-up. *Second Language Research* 11: 112-20.
4. Carter, R. (1987). Vocabulary and second / foreign language teaching. *Language Teaching* 20: 3-16.
5. Carter, R. & M. McCarthy (1988). *Vocabulary and language teaching*. London: Longman.
6. Clipperton, R. (1994). Explicit vocabulary instruction in French immersion. *The Canadian Modern Language Review* 50: 736-49.
7. Folse, K. S. (2004). *Vocabulary Myths*. Michigan: The University of Michigan Press.
8. Laufer, B. & K. Shmueli (1997). Memorizing new words: does teaching have anything to do with it? *RELC Journal* 28: 89-108.
9. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
10. Prince, P. (1995). Second language vocabulary learning: The role of context versus translations as a function of proficiency. *The Modern Language Journal* 80: 478-93.
11. Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics* 11: 129-58.
12. West, M. (1953). *A general service list of English words*. London: Longman.

