Vocabulary Guidelines

(Reading classes)

1. ***What is the purpose of writing vocabulary?***

The purpose is for you to systematically make a record of new vocabulary and therefore learn these new vocabulary items well. In our class we will find many new words, and I want you to have an ongoing record as well as to develop the habit of learning new words well.

1. ***What should I include?***

Your choice, so everyone will probably have some different words. You may include single words, phrases, sentences—again, it’s your choice.

1. ***Do I only write the word, or should I write more?***

You **should** write at least

1. the word,
2. its context (the words around it),
3. the part of speech, and
4. its meaning in English.

You **may also** write

1. its meaning in Japanese,
2. a new sentence using the word,
3. examples of similar or opposite words,
4. its pronunciation, and
5. its etymology (origin).
6. ***How many words are required?***

Five words per week, please. Of course, you may write more!

1. ***How will these be graded?***

I will check these at the end of each term and grade them on two points: effort and consistency. If you are making a good effort, then you will receive a good score!

On the next page are two examples ☺

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1. **wage** (from Newsweek, October 27, 2004, p. 17)
2. How can anyone survive on such a low **wage**?
3. wage (noun)
4. money for work
5. 給料、月給
6. He works very long hours but his wages are not good.
7. synonym = salary
8. we:ʤ
9. of Germanic origin, via Old North French, then Middle English; akin to Gothic wadi, “pledge”

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1. **advance** (from Dr. Suzuki’s lecture)
2. The Japanese economy has **advanced** to the point that…
3. advance (noun), advance (verb)
4. to move forward, to go ahead, to progress; movement ahead
5. 前進する
6. The US army advanced toward the city during the night.
7. antonym = retreat, digress, move back
8. / ædvæn(t)s /
9. from Latin abante, “from before”