

VOCABULARY ACTIVITY JOURNAL

NAME		WEEK		UNIT	
------	--	------	--	------	--

WORD OF THE WEEK

WHERE ENCOUNTERED	WHY IMPORTANT

STEP 1: PLANNING

MY VOCABULARY SCHEDULE

	MON	TUE	WED	THU	FRI	SAT	SUN
Copy words on							
When, how long							
Number of words							
How							

MY VOCABULARY REVISION SCHEDULE

	MON	TUE	WED	THU	FRI	SAT	SUN
Learn new words							
When, how long							
Number of words							
How							
Revise old words							
When, how long							
Number of words							
Which old unit							
How							



As a rule, you should learn **new words** on **two or three different days** in the week and break down the whole number of words into smaller packets of **8-12 words per day**. With old words you can take more at a time because you have already learned them once and only need to reactivate your memory.

STEP 2: PREPARATION

BEFORE LEARNING THE WORDS, I HAVE ...	WHILE COPYING THE WORDS, I HAVE ...
<ul style="list-style-type: none"> <input type="checkbox"/> copied them into my exercise book (including the English word, an explanation or example sentence and the German translation) <input type="checkbox"/> created flashcards (digital or non-digital) (word or phrase on the front, explanation and translation on the back) <input type="checkbox"/> created picture flashcards (picture or pictures on the front, English word or phrase on the back, maybe German translation) <input type="checkbox"/> taken or created a picture and named things in it (for example, a picture showing a kitchen or a classroom) 	<ul style="list-style-type: none"> <input type="checkbox"/> used the English book or a dictionary to better understand the meaning of a word or phrase, or when and how it used You can look into the unit and the texts to see how a word is used in context. <input type="checkbox"/> used Google or a collocator to find out which words go together with the word I want to learn (e.g. Skell) <input type="checkbox"/> added drawings or pictures to better understand the meaning of a word or phrase, or when and how it used <input type="checkbox"/> used an online dictionary to better understand how a word or phrase is pronounced (e.g. Cambridge Online Dictionary)

STEP 3: REVISION

MY VOCABULARY REVISION REFLECTION

	MON	TUE	WED	THU	FRI	SAT	SUN
Learned new words							
When, how long							
Number of words							
Revised old words							
When, how long							
Number of words							
Which old unit							

IN ORDER TO REVISE OLD AND NEW WORDS, I HAVE USED THE FOLLOWING STRATEGY OR STRATEGIES

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> English book
<input type="checkbox"/> Vocabulary exercise book
<input type="checkbox"/> digital flashcards
<input type="checkbox"/> classic flashcards | <input type="checkbox"/> picture flashcards
<input type="checkbox"/> thematic pictures | <input type="checkbox"/> other: _____ |
|--|---|---------------------------------------|

IN ORDER TO WORK WITH AND USE THE OLD AND NEW WORD, I HAVE ...

- | | |
|--|---|
| <input type="checkbox"/> grouped words and phrases belonging together
<input type="checkbox"/> added similar or related words I know
<input type="checkbox"/> highlighted words I find very important or useful
<input type="checkbox"/> added alternative ways of expressing the words | <input type="checkbox"/> written down a typical context for the word or phrase (e.g. in a shop)
<input type="checkbox"/> written a short dialogue using the words (e.g. with fake iMessage or fake Tweets)
<input type="checkbox"/> written a short story using the words |
|--|---|

WORD(S) PARTICULARLY EASY OF DIFFICULT TO LEARN/REVISE

WHICH	WHY	WHAT I HAVE DONE TO MAKE IT

I HAVE PRACTISED PRONOUNCING THE WORDS

-
- yes
-
-
- no

I THINK MY VOCABULARY ACTIVITY THIS WEEK WAS...

-
- successful, because ...
-
-
- average, because ...
-
-
- unsuccessful, because ...

What can I change for next week?

ENGLISH AT SCHOOL

I HAVE ENCOUNTERED ENGLISH WORDS OR EXPRESSIONS IN OTHER CLASSES

WHICH	CONTEXT	MEANING	
I have looked up the meaning or asked someone for explanation.		<input type="checkbox"/> yes	<input type="checkbox"/> no
I have made an entry in my vocabulary exercise book or a flashcard		<input type="checkbox"/> yes	<input type="checkbox"/> no

LIFEWORLD ENGLISH

I HAVE ENCOUNTERED ENGLISH WORDS OR EXPRESSIONS OUTSIDE SCHOOL IN MY FREE TIME

WHICH	CONTEXT	MEANING	
I have looked up the meaning or asked someone for explanation.		<input type="checkbox"/> yes	<input type="checkbox"/> no
I have made an entry in my vocabulary exercise book or a flashcard		<input type="checkbox"/> yes	<input type="checkbox"/> no

I have come across English via ...

(more often = bigger circle)

