

Tag (Day) 2

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| 1) gut aussehend = <i>good looking</i> | 8) sportlich = <i>athletic</i> |
| 2) schön = <i>pretty</i> | 9) schüchtern = <i>shy</i> |
| 3) nett = <i>nice</i> | 10) offen = <i>outgoing</i> |
| 4) lustig = <i>funny</i> | 11) faul = <i>lazy</i> |
| 5) gemein / böse = <i>mean; evil</i> | 12) fleißig = <i>hard-working; industrious</i> |
| 6) ernsthaft = <i>serious</i> | 13) klug = <i>smart</i> |
| 7) glücklich = <i>happy</i> | 14) *zwei / zwölf / *zwanzig = <i>2 / 12 / 20</i> |

Students have 12-14 assigned vocabulary words to study for every class such as you see above. Students are responsible for knowing the vocabulary (German → English as well as English → German), including being able to spell the words accurately. I have found that, in general, studying by just looking at the words or by using flashcards is not effective. It may help a student 'recognize' a word, but it does not ensure that they **know the word and can spell it. Students have been taught to follow these steps to prepare for quizzes.

- STEP 1: On a scratch piece of paper, number the paper #1 – however many words are assigned for the next class. (Using the words at the top as an example, the student would #1-14.)
- STEP 2: In a random order (different than the order on the list), copy down the ENGLISH definition(s) for the assigned words. Using the words from above, you might copy down similar to this:
1. hard-working; industrious =
 2. 2 / 12 / 20 =
 3. mean / evil =
 4. good looking =
etc., etc.
- STEP 3: Put this piece of paper aside where it cannot be seen. Take the # of words assigned (in this case 14) and take ½ of that number. That is how long the student should study the assigned vocabulary on their list. (In this example it would be 7 minutes). Will the student know them all in 7 minutes – most likely not, but that is fine. The student should study as much as they can – focusing on spelling; capitalization, etc.
- STEP 4: After that study time has ended, the student will get the sheet of paper with the English words and put away their vocabulary list where they cannot see it. The sheet they copied earlier is now their practice quiz. They will write the German definitions for as many as they can.
- STEP 5: Once they have done what they can, the student will compare their answers to what is on the vocab list. If what they wrote matches what is on the list 100% (including all spelling; capitalization, etc.), then they will put a dot next to that word on their vocab list. That tells them they got that word correct. They may not mark it correct if there is even a capitalization or slight spelling error.
- STEP 6: THIS WOULD BE A GOOD TIME TO TAKE A BREAK – WORK ON SOMETHING ELSE – GET A SNACK
- STEP 7: Repeat Steps #1 & 3 on a new, clean scratch sheet of paper. Except this time, students will write (still in random order) the English words ONLY for words they did **NOT** get 100% correct the first time. (Do NOT include ones they got correct!). Determine how many words the student has yet to test out of (ex.: if they originally had 14 words, but tested out of 10, they study for half that number – in this example that would be 5 minutes). The student will put the practice quiz away and study their vocab list for that # of minutes.
- STEP 8: Keep repeating these steps, taking a break after each 'self-quiz'. The student should draw an asterisk or little star next to the 3-4 words that they tested out of last. Those are the words they had the most difficulty learning. These are the words they should concentrate on studying & reviewing when they get to class, just before they take the quiz. (NOTE: if the student does this several days before the quiz, he/she should repeat this process once more the day before the quiz)