

Learning Strategy of the Week:

Critical Vocabulary/Verbs



Learning Strategy of the Week: **Critical Vocabulary/Verbs**

Critical vocabulary/verbs are the key words and verbs that help us understand what is being asked...

THE CRITICAL VERBS!



Learning Strategy of the Week:

Critical Vocabulary/Verbs

**If we understand exactly
what we are being asked
to do, we can answer
more effectively and give
better, more focused
responses!**



Key Idea

Learning Strategy of the Week:

Critical Vocabulary/Verbs

- Why are verbs so critical?



VERBS ARE CRITICAL IN A SENTENCE!

- Every sentence has to have a verb!
 - You can get away with writing a sentence that contains no nouns:
 - Don't do that. It's dangerous and if you do it enough, it'll kill you!
 - He likes her, but I like him more than she does.
 - Listen closely to what I say and you'll learn to write right.
 - If I try to write a sentence without a verb, it's a fragment, not a sentence.
 - Yum. Good food. More cookies anywhere?

Learning Strategy of the Week:

Critical Vocabulary/Verbs



These are some of the most common critical verbs/vocabulary you will see every day

Learning Strategy of the Week: **Critical Vocab./Verbs: I'm still unclear...**

Put simply...

If I understand the words of the question exactly, I can understand the question and then I can give the best answer

Learning Strategy of the Week:

Critical Vocabulary/Verbs



- How to use it:
 1. Look closely at the question/task
 2. Underline the critical verb – the key verb e.g. describe/name/explain

Q: Explain how Romeo feels when he finds out that Juliet is a Capulet?

What does the word “explain” mean? Talk about in detail, give examples...

Learning Strategy of the Week:

Critical Vocabulary/Verbs

- **How to use it:**
 3. **Think about what exactly does that critical verb want you to do...be specific**
 4. **Thinking about what the critical verb is asking, answer the question**



Learning Strategy of the Week:

Critical Vocabulary/Verbs

Be Careful...

- **Sometimes we might think we understand what a word/questions means...be clear, ask your teacher!**



Learning Strategy of the Week: **Critical Vocabulary/Verbs**

The critical thing about critical vocabulary and verbs is to be **AWARE of them!**

Watch out and take note every time you meet a critical verb!



Think about the difference in these questions:



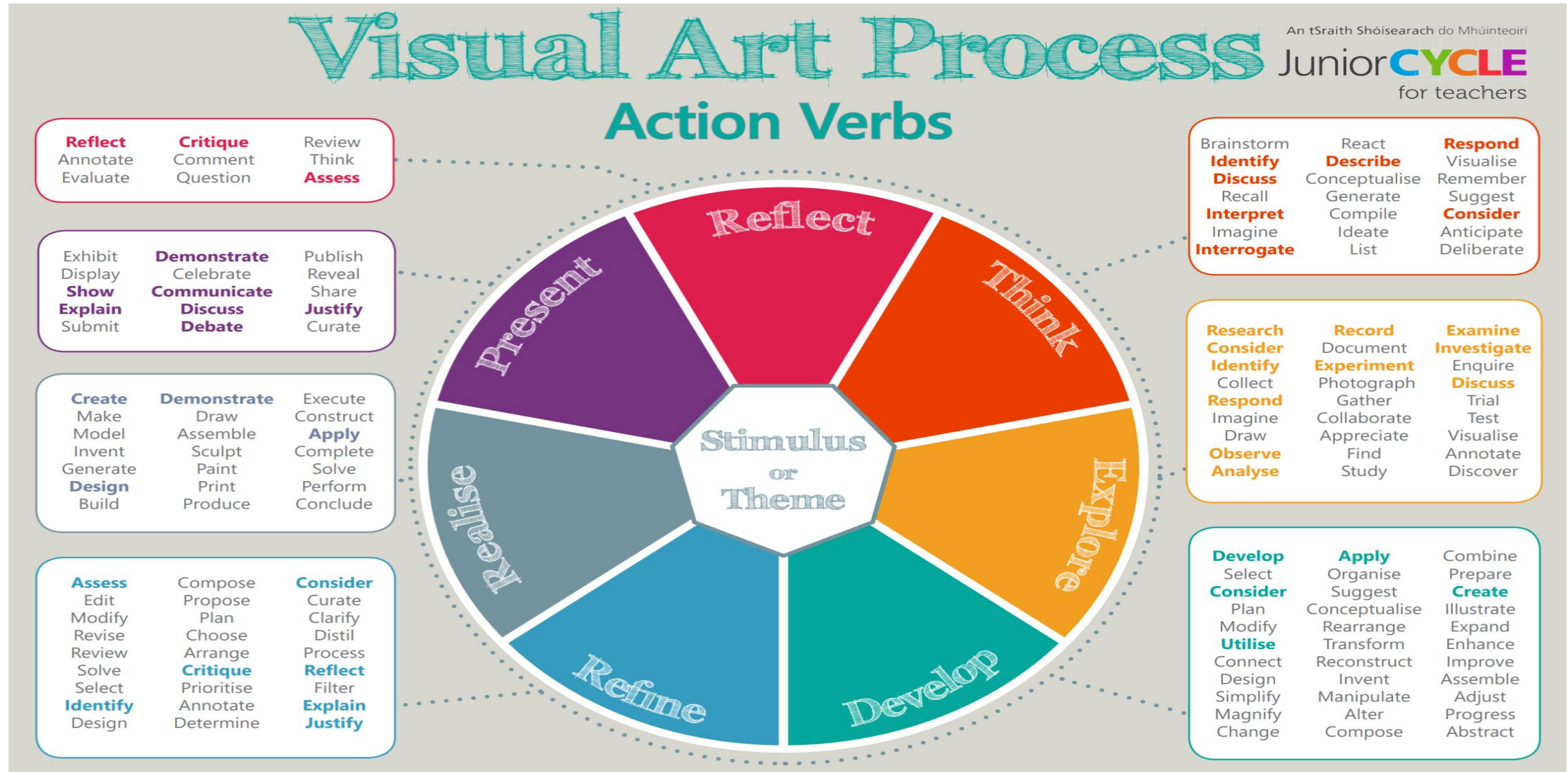
1. Name the parts of your uniform
2. Describe the parts of your uniform
3. Analyse the parts of your uniform



The different critical verb makes all the difference to the question and therefore, your answer!

Learning Strategy of the Week:

Critical Vocabulary/Verbs – Visual Art



Learning Strategy of the Week: Critical Vocabulary/Verbs: Junior Cycle Science

Action VERBS

Definitions + Related Learning Outcomes

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Junior CYCLE
for teachers

Analyse - Study or examine something in detail, break down something in order to bring out the essential elements or structure; identify parts and relationships, and interpret information to reach conclusions
NoS 4 PW 6

Apply - Select and use information and/or knowledge and understanding to explain a given situation or real circumstances
NoS 5

Appreciate - Recognise the meaning of; have a practical understanding of
NoS 1 NoS 10 BW 10

Calculate - Obtain a numerical answer, showing the relevant stages in the working
PW 2

Classify - Group things based on common characteristics
CW 4

Compare - Give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout
NoS 2 EaS 3

Conduct - To perform an activity
NoS 3 NoS 6 BW 5

Consider - Describe patterns in data; use knowledge and understanding to interpret patterns; make predictions and check reliability
CW 9

Demonstrate - Prove or make clear by reasoning or evidence; illustrating with examples or practical application
CW 2

Describe - Develop a detailed picture or image of, for example, a structure or a process; using words or diagrams where appropriate; produce a plan, simulation or model
EaS 1 EaS 4 EaS 5 CW 2
CW 3 PW 7 BW 2 BW 4 BW 7

Design - To conceive, create and execute according to plan
NoS 3 PW 5 PW 7

Develop - To evolve; to make apparent or expand in detail
EaS 4 CW 2

Discuss - Offer a considered, balanced review that includes a range of arguments, factors or hypotheses: opinions or conclusions should be presented clearly and supported by appropriate evidence
EaS 8 PW 4 PW 8 BW 9

Evaluate (data) - Collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods
NoS 2 NoS 6
NoS 8 EaS 7 CW 10 BW 6 BW 10

Evaluate (ethical judgement) - Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods
NoS 2 NoS 6
NoS 8 EaS 7 CW 10 BW 6 BW 10

Examine - Consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
EaS 8 BW 6

Explain - Give a detailed account including reasons or causes
NoS 3 PW 6
BW 3 BW 8 BW 9

Explore - Observe, study, in order to establish facts
EaS 2 BW 2

Formulate - Express the relevant concept(s) or argument(s) precisely and systematically
EaS 6

Identify - Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
NoS 4 PW 2

Illustrate - Use examples to describe something
EaS 2 EaS 7 CW 9

Interpret - Use knowledge and understanding to recognise trends and draw conclusions from given information
EaS 3

Investigate - Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
CW 1 CW 6 CW 7
CW 8 PW 3 BW 1 BW 5 BW 7

Justify - Give valid reasons or evidence to support an answer or conclusion
NoS 4

Measure - Quantify changes in systems by reading a measuring tool
PW 2

Model - Generate a mathematical representation (e.g., number, graph, equation, geometric figure); diagrams; physical replicas for real world or mathematical objects; properties; actions or relationships
EaS 2 EaS 4 CW 2 CW 3

Organise - To arrange; to systematise or methodise
NoS 7

Outline - To make a summary of the significant features of a subject
BW 3

Plan - To devise or project a method or a course of action
NoS 3

Produce - To bring into existence by intellectual or creative ability
NoS 4

Research - To inquire specifically, using involved and critical investigation
NoS 6 NoS 9 EaS 6 PW 4 PW 8 BW 5

Review - To re-examine deliberately or critically, usually with a view to approval or dissent; to analyse results for the purpose of giving an opinion
NoS 5

Recognise - Identify facts, characteristics or concepts that are critical (relevant / appropriate) to the understanding of a situation, event, process or phenomenon
NoS 2

Reflect - To consider in order to correct or improve
NoS 5

Use - Apply knowledge or rules to put theory into practice
EaS 4 CW 2 CW 5 CW 8 CW 9 PW 1

Understanding about Science	Building Blocks
Investigating in Science	System & Interactions
Communicating in Science	Energy
Science in Society	Sustainability

NoS = Nature of Science
EaS = Earth & Space
CW = Chemical World
PW = Physical World
BW = Biological World

Adapted from the Junior Cycle Science Curriculum Specification available at www.curriculumonline.ie

More science resources available at www.jct.ie/science/science.php

Learning Strategy of the Week:

Critical Vocabulary/Verbs – JC History

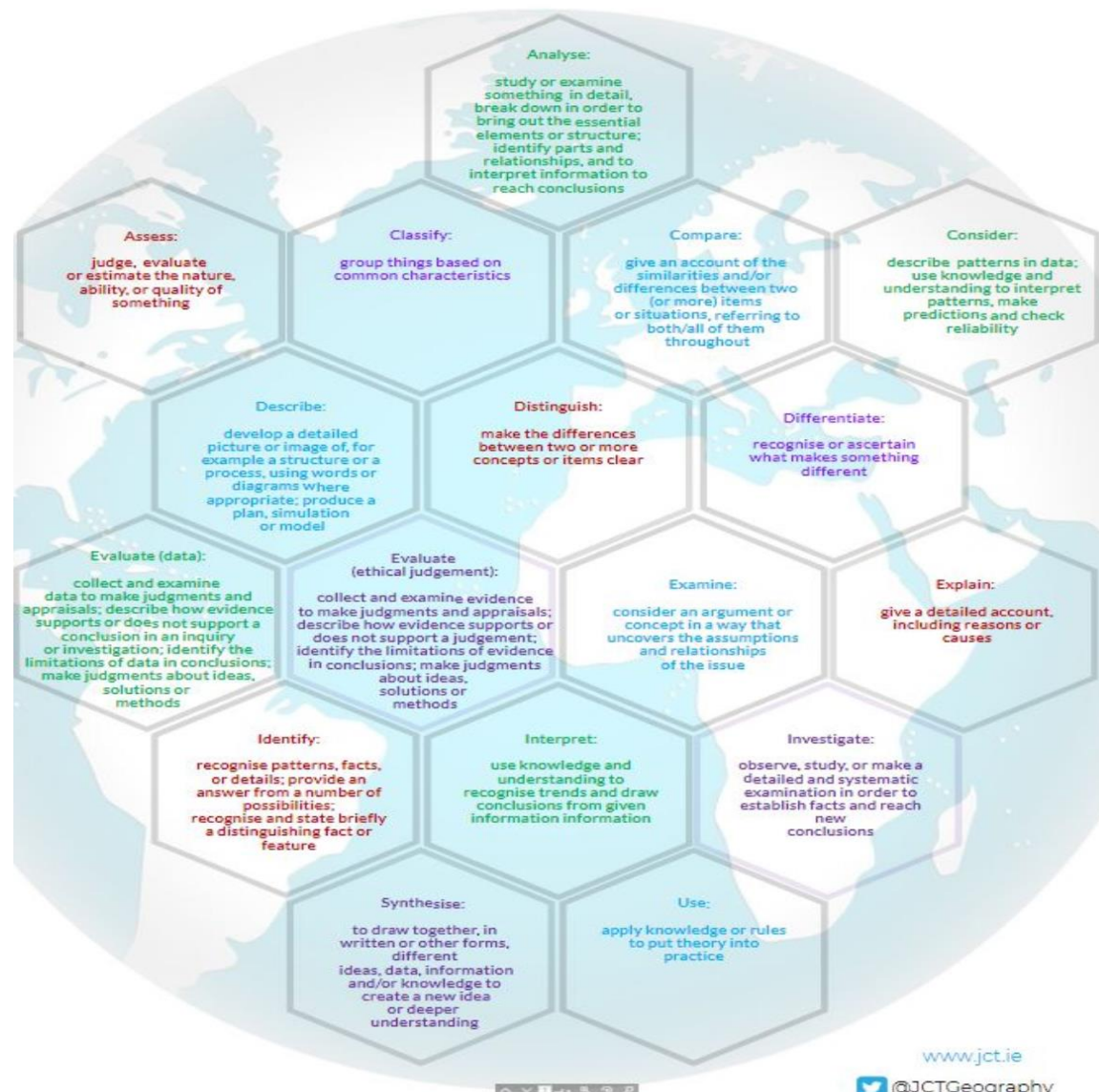
<p>An tSraith Shóisearach do Mhúinteoirí</p> <p>JuniorCYCLE for teachers</p> <p>Strand 1 The Nature of History Strand 2 The History of Ireland Strand 3 The History of Europe and the Wider World</p>		<p>History</p> <p>Action Verbs in Learning Outcomes</p>		<p>Identify- Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature 2.5</p>
<p>Analyse - Study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions 2.13</p>	<p>Describe - Tell or depict in written or spoken words; to represent or delineate by a picture or other figure 2.8</p>	<p>Evaluate-Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods 3.2 3.12</p>	<p>Illustrate - Use drawings or examples to describe something 3.14</p>	
<p>Appreciate - Acknowledge and reflect upon the value or merit of something 1.3 3.7</p>	<p>Develop - Bring to a later or more advanced stage; to elaborate or work out in detail 1.1 1.7</p>	<p>Examine- Consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction 2.4 2.10 3.3 3.9 3.11</p>	<p>Investigate - Analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions 1.5 1.8 2.2 2.7 3.1</p>	
<p>Consider - Reflect upon the significance of something 1.2 2.6 3.8</p>	<p>Demonstrate - Prove or make clear by reasoning or evidence, illustrating with examples or practical application 1.4 1.9 1.10</p>	<p>Explain - Give a detailed account including reasons or causes 2.9</p>	<p>Make connections - Identify links or points of similarity between people, issues, themes or events 1.11 2.11</p>	
<p>Debate - Argue viewpoint or opinion, supporting stance with evidence 1.6 2.12 3.13</p>	<p>Discuss - Offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence 3.4</p>	<p>Explore - Systematically look into something closely; to scrutinise or probe 2.3 3.6 3.10</p>	<p>Recognise- Identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon 2.1 3.5</p>	

Learning Strategy of the Week:

Critical Vocabulary/Verbs: Junior Cycle Geography

Junior Cycle Geography Action Verbs

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for teachers



www.jct.ie

[@JCTGeography](https://twitter.com/JCTGeography)

Learning Strategy of the Week: Critical Vocabulary/Verbs: Junior Cycle Business Studies

Business Studies

Action Verbs

Definitions and Associated

Learning Outcomes

An Urrath Shonrach do hEagartóir

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for teachers

Adapted from the Junior Cycle Business Studies Curriculum Specification available at: www.curriculum.ie

More Business Studies resources available at: <http://www.juniorbusinessstudies.com>

Analyse—study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

PP 1.1 PP 1.12 S 2.7 S 2.18

Apply—select and use information and/or knowledge and understanding to explain a given situation or real circumstances

S 2.8

Appreciate—recognise the meaning of, have a practical understanding of

PP 1.7 S 2.3 S 2.2

Assess—judge, evaluate or estimate the nature, ability, or quality of something

S 2.11 S 2.18 OS 6.11

Calculate—obtain a numerical answer

PP 1.12 PP 1.18

Classify—group things based on common characteristics

PP 1.2

Compare—give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout

PP 1.2 PP 1.8

Complete—finish making or doing; bring to a successful conclusion

S 2.10

Conduct—organise and carry out

S 2.7

Consider—describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability

PP 1.6

Construct—develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information

PP 1.8

Debate—argue about a subject, especially in a formal manner

PP 1.9 S 2.8 OS 6.7

Describe—develop a detailed picture or image of, for example, a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

S 2.2 S 2.8

Develop—progress or improve to become more mature, advanced, or elaborate

S 2.8

Devise—plan, create or formulate a procedure or system by careful thought

S 2.8

Determine—ascertain or establish exactly by research or calculation

PP 1.12 PP 1.18

Differentiate—recognise or ascertain what makes something different

S 2.8 OS 6.6

Discuss—offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

PP 1.10 S 2.8 OS 6.2 OS 6.10

Distinguish—make the differences between two or more concepts or items clear

PP 1.7 S 2.6

Evaluate (data)—collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

S 2.12 S 2.18 OS 6.8

Evaluate (ethical judgement)—collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

PP 1.2 PP 1.8 PP 1.10 OS 6.10

Explain—give a detailed account including reasons or causes

PP 1.4 OS 6.1 OS 6.2 OS 6.6 OS 6.8

Examine—consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

OS 6.5

Identify—recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

PP 1.2 PP 1.8 PP 1.3 PP 1.8 S 2.1 S 2.8

Investigate—observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

S 2.5 S 2.7

Interpret—use knowledge and understanding to recognise trends and draw conclusions from given information

PP 1.12 S 2.7 S 2.18

Justify—give valid reasons or evidence to support an answer or conclusion

OS 6.8

Monitor—observe and check the progress of something over a period of time; keep under systematic review

PP 1.18 S 2.12

Predict—give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information

OS 6.3

Prepare—make something ready for use or presentation

PP 1.12 S 2.11 S 2.12 S 2.18

Present—promote or propose an idea; deliver or illustrate evidence; show something for others to examine

PP 1.12 PP 1.18 OS 6.10

Propose—put forward a plan or suggestion for consideration

S 2.11

Recommend—put forward something with approval as being suitable for a particular purpose

PP 1.12 PP 1.18 S 2.12 S 2.18

Relate—associate, giving reasons

PP 1.3

Suggest—propose a solution, hypothesis or other possible answer

PP 1.8

Use—apply knowledge or rules to put theory into practice

OS 6.10

Assess Evaluate (Data)

Evaluate (Ethical Judgement)

Justify Relate Recommend

Predict Propose Appreciate

Consider Construct Develop

Devise Prepare Conduct

Analyse Monitor Classify

Compare Debate Determine

Identify Investigate

Present Apply Calculate

Suggest Complete Use

Differentiate Interpret

Discuss Distinguish Explain

Describe Examine

Higher Order Thinking
Lower Order Thinking

Strand 1 Personal Finance (PF)

Strand 2 Enterprise (E)

Strand 3 Our Economy (OE)

Learning Strategy of the Week: Critical Vocabulary/Verbs: Junior Cycle Music

Action VERBS

Definitions + Related Learning Outcomes

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for teachers

ADAPT 2.3 Make something suitable for new condition, use or purpose.	EVALUATE (information) 3.9 Collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods	INDICATE 1.4 1.12 To point out or point to; to direct attention to
ANALYSE 2.8 3.3 3.8 Study or examine something in detail, break down something in order to bring out the essential elements or structure; identify parts and relationships, and interpret information to reach conclusions	EVALUATE (ethical judgement) 2.11 Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods	INVESTIGATE 3.9 Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
ASSOCIATE 3.6 To connect or bring into relation; to fit together and cause to correspond	EXAMINE 3.2 Consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction	JUSTIFY 3.6 Give valid reasons or evidence to support an answer or conclusion
COMPARE 1.13 1.14 3.7 Give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout	EXPERIMENT 2.1 To try and test, in order to discover something new or to prove something	PRESENT 1.2 2.4 2.7 3.11 To bring, offer or give in a formal way; to bring before or introduce to a public forum
COMPOSE 1.1 3.4 Write or create a work of art, especially music or poetry	EXPLAIN 3.7 3.10 Give a detailed account including reasons or causes	PROPOSE 2.9 2.11 Offer or suggest for consideration, acceptance or action
CREATE 1.2 2.2 2.7 To bring something into existence; to cause something to happen as a result of one's actions	EXPLORE 3.11 Observe, study, in order to establish facts	REFINE 2.5 To improve by inserting finer distinctions or musical elements
DEMONSTRATE 1.9 Prove or make clear by reasoning or evidence; illustrating with examples or practical application	IDENTIFY 2.4 2.9 Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature	REHEARSE 1.8 2.4 2.5 Practise a play, piece of music, or other work for later public performance
DESCRIBE 3.3 3.7 Tell or depict in written or spoken words; to represent or delineate by a picture or other figure	ILLUSTRATE 1.11 2.7 Use drawings or examples to describe something	TRANSCRIBE 1.6 Put thoughts, speech, data, into written or printed form; write out what is heard into characters or sentences
DESIGN 1.3 2.6 Do or plan something with a specific purpose in mind	IMPROVISE 1.3 2.1 Create and perform music spontaneously or without prior preparation; to produce or make something from whatever is available	USE 1.9 2.10 3.7 Apply knowledge or rules to put them into practice
DEVELOP 2.10 Bring to a later or more advanced stage; to elaborate or work out in detail	INTERPRET 1.5 2.4 3.2 Use knowledge and understanding to recognise trends and draw conclusions from given information	
DEVISE 3.5 Plan, elaborate or invent something from existing principles or ideas		
DISCUSS 1.10 2.4 3.10 Offer a considered, balanced review that includes a range of arguments, factors or hypotheses: opinions or conclusions should be presented clearly and supported by appropriate evidence		

THREE STRANDS

- Procedural Knowledge
- Innovate & Ideate
- Culture & Context

Adapted from the Junior Cycle Music Curriculum Specification available at www.curriculumonline.ie

More music resources available at www.jct.ie/music/music

Learning Strategy of the Week: Critical Vocabulary/Verbs: Junior Cycle Home Economics

Junior Cycle Home Economics Action VERBS in Learning Outcomes

Apply

select and use information and/or knowledge and understanding to explain a given situation or real circumstances

Appreciate

recognise the meaning of, have a practical understanding of

Assess

judge, evaluate or estimate the nature, ability, or quality of something

Compare

give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout

Debate

argue about a subject, especially in a formal manner

Demonstrate

prove or make clear by reasoning or evidence, illustrating with examples or practical application

Describe

develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

Discuss

offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

Evaluate (data)

collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

Evaluate (ethical judgement)

collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

Examine

consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

Explain

give a detailed account including reasons or causes

Explore

systematically look into something closely; to scrutinise or probe

Identify

recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Interpret

use knowledge and understanding to recognise trends and draw conclusions from given information

Investigate

observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

Prepare

make something ready for use or presentation

Recognise

identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

Use

apply knowledge or rules to put theory into practice

Learning Strategy of the Week:

Critical Vocabulary/Verbs

- **Great to:**

- Better understand what each question.
- Create better answers When you understand the words, you can understand and ANSWER the question
- Feel comfortable with

answering

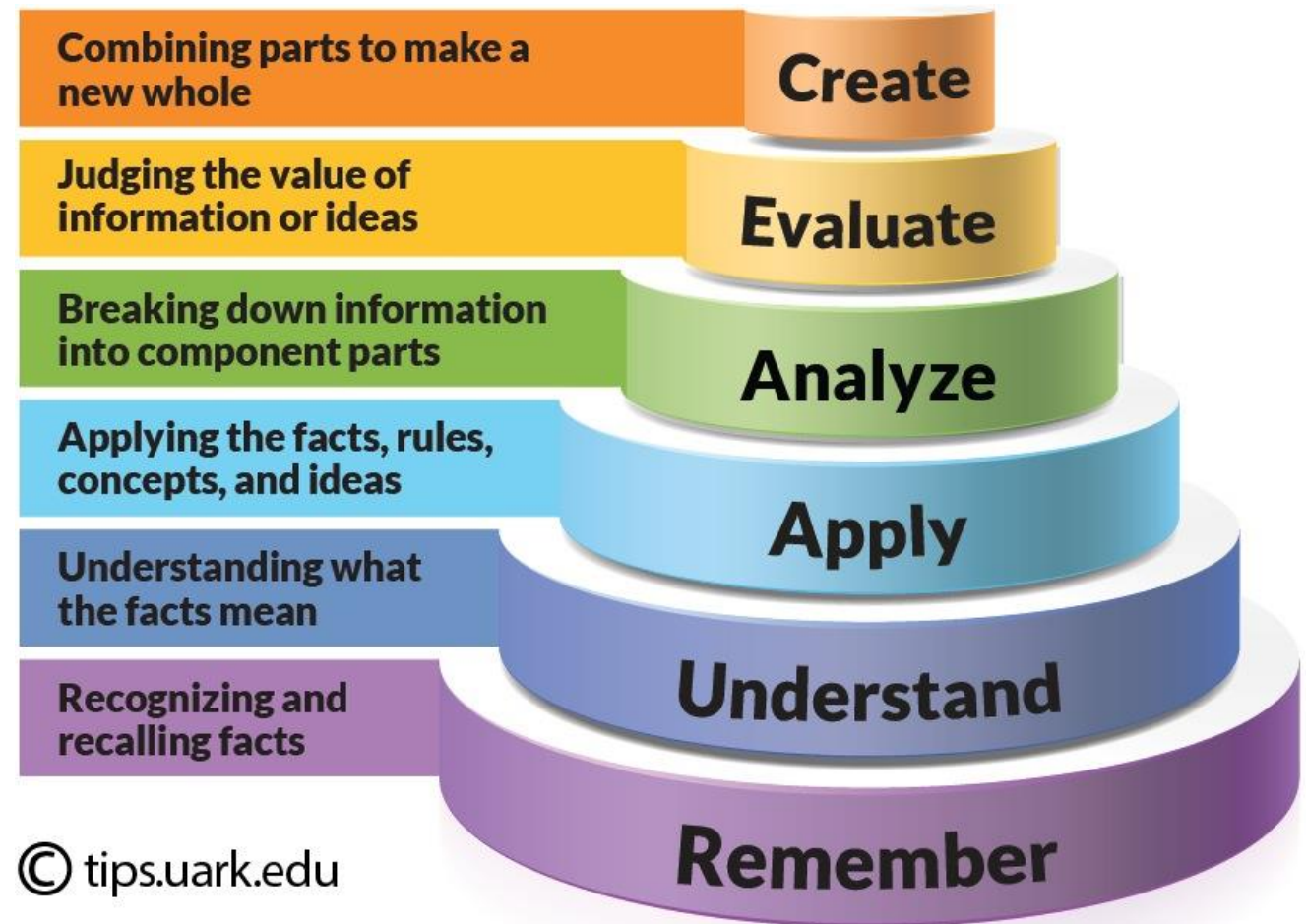
- Become familiar with words that require higher order thinking skills
- Relieve test worry
- Achieve better on tests

IT'S
EFFECTIVE
& IT
SAVES YOU TIME

Learning Strategy of the Week:

Critical Vocabulary/Verbs

**Critical
Vocabulary/Verbs
link to Bloom's
Taxonomy**



Learning Strategy of the Week:

Critical Vocabulary/Verbs

CRITICAL VERBS

START USING THEM TODAY!



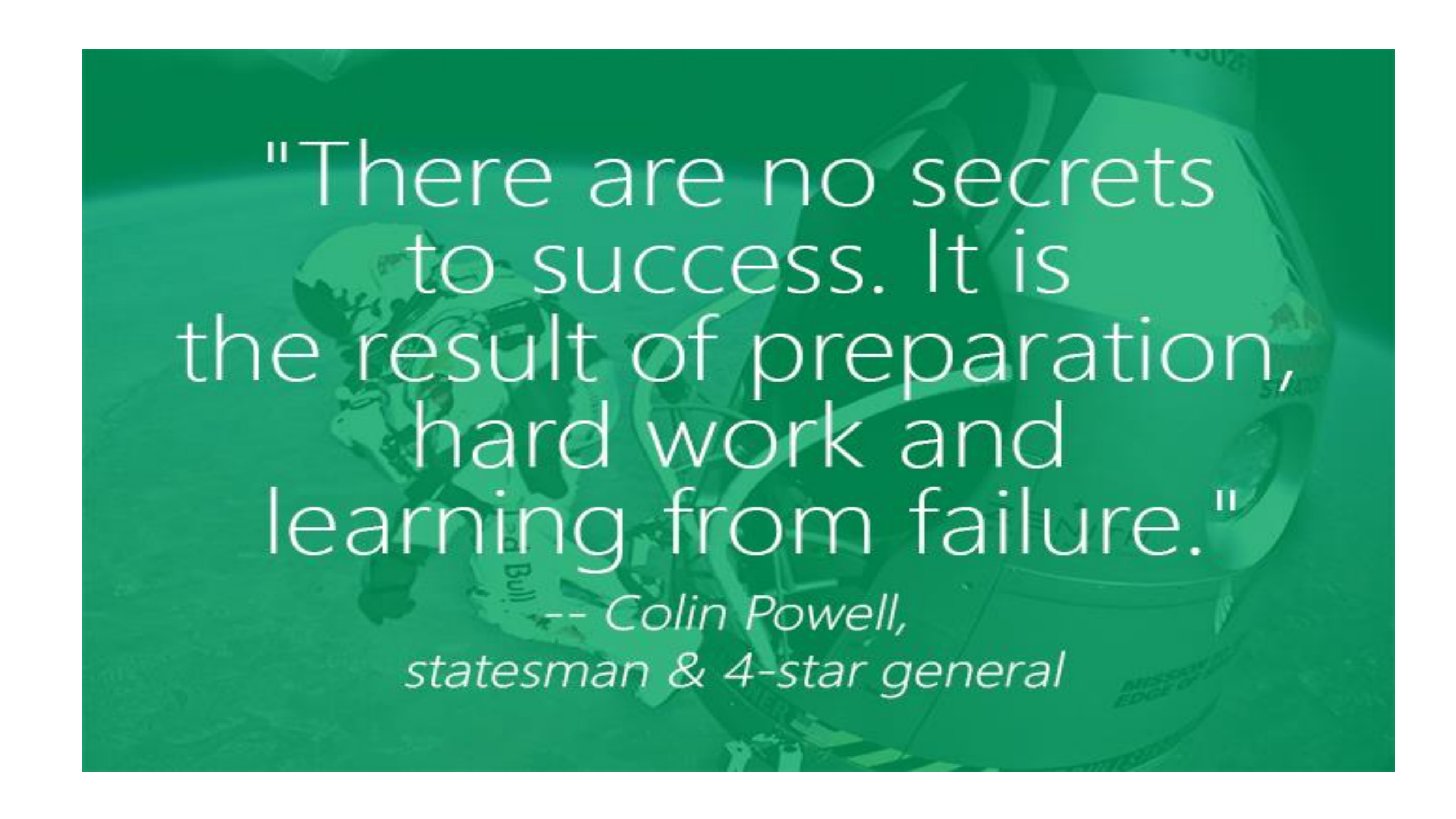


Deeper thinking,
Deeper learning



NEVER STOP
LEARNING,
BECAUSE LIFE
NEVER STOPS
TEACHING

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The background is a solid green color with a faint, semi-transparent image of a military helmet and a globe. The helmet is positioned on the right side, and the globe is on the left. The text is overlaid on this background.

"There are no secrets
to success. It is
the result of preparation,
hard work and
learning from failure."

-- Colin Powell,
statesman & 4-star general