

chair



1. **Put English labels or stickers with words on physical objects in your room**, it will help you to associate the word with its meaning.
2. **Paraphrase the word's meaning** – describe in your own words, e.g. Mother says *I need some soft paper to remove the ice-cream from my baby's face and wipe his nose* when she forgets or doesn't know the word *facial tissue*.
3. **Guess the meaning of a word from textual context in reading** - work out what it means (or have a good guess at least) from the words that are around it and from the topic of the paragraph, e.g. *It had been raining hard through the night so the ground was **saturated***. What does 'saturated' mean?
If it had been raining, it means the ground must be wet, probably very wet.
saturated = completely wet

(Source <http://www.ieltsbuddy.com/guessing-meaning-from-context.html>)

4. Make and use word cards or

If writing words on pieces of paper isn't for you, keep a word list on your computer or mobile phone. There are mobile apps available to help you improve your vocabulary. Check out MyWordBook. - See more at:

<http://learnenglishteens.britishcouncil.org/exams/exam-grammar-vocabulary/word-cards#sthash.n8Ks1Peu.dpuf>



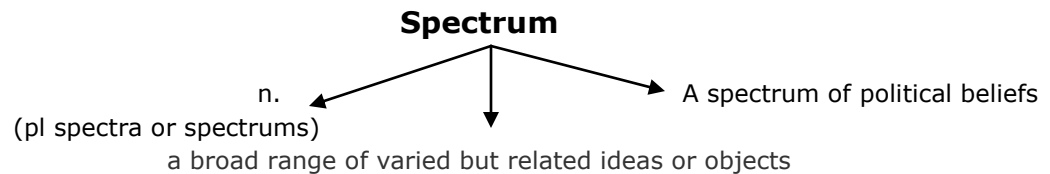
5. **Group words together to study them** – rather than learning the whole list of words, try to group them according to one common feature, e.g. words that sound alike (strength, length), words of the same part of speech (make a list of nouns; adjectives; verbs), words on the same topic (group all words denoting parts of the body, seasons, time, etc.).
6. **Connect a new word to already known words/ Connect the word to its synonyms and antonyms** – e.g. you have to learn the word *to abbreviate* – define it by adding the synonym that you already know, such as *to shorten*, and, of course, write an example "Abbreviate 'New York' and write 'NY'"
7. **Memorize the meaning of affix and roots** - Many of the words in the English language are derived from Latin or Greek roots. They either contain a "core" root (the primary component of the word) or use prefixes or suffixes that hold meaning. Analyse words to determine their roots and definitions.

When you are able to break down unfamiliar words into their prefixes, suffixes and roots you will begin to determine their meanings.

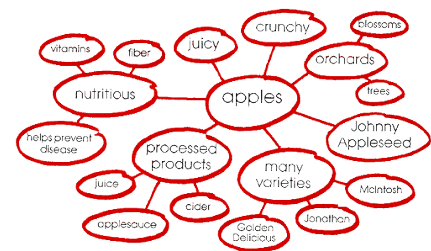
E.g. root **aug-, auct**; meaning in English: grow, increase; **Latin** *augēre, auctus* "to increase"; English example – to augment, augmentation, augmentative; E.g. **de** - from, away from, removing, down (Latin); English examples: deletion, decarbonise, desurfacing, dehumidifier.

- 8. Group words together with in a story line, how funny it may be – e.g.** you have to learn the following words: beam, prism, rainbow, triangular, prism, light, spectrum. You can start by creating a story: When a beam of sunlight passes through a *triangular prism*, an impressive *phenomenon* can be observed, a *rainbow*. Or a funny story: Once there was a beam who lived in the sky. One day he decided to ..."

- 9. Use a word map** - write the word you want to remember at the top or in the center of the vocabulary page, branch three categories off of the word: classification (what class or group does the word belong to), qualities (what is the word like) and examples



- 10. Use semantic maps** – graphic models representing words and how they relate to one another: the concept word, its categories and examples:



- 11. Use a keyword** - This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context (E.g. to remember the French word for *fall* (*tomber*) a student relates it to the English word *tomb* and creates a memorable image: a ghostly picture of a man falling slowly into a tomb. 😊)

- 12. Try to learn collocations rather than separate words** - This refers to words (often two or three) that are commonly placed together, e.g.

To **make** the bed / money / a noise
 To **catch** a cold / a bus / a fish
 To **come** late / on time / to a decision

To **do** homework / the shopping / nothing

Read about Collocations and do some Collocation Quizzes at:
<http://www.ieltsbuddy.com/collocation.html>

13. **Learn word families rather than separate words** – e.g. success-successful-successfully-to succeed; to analyse- analysis-analyses-analyser-analytic-analytical-analytically
14. **Keep a vocabulary notebook and revise it regularly. Put a plus (+) next to the known words, underline or highlights those that are difficult to remember** – write down the new word, its transcription (pronunciation), definition or description in your own words, synonyms, antonyms, collocations, phrases with this word, and only then its translation. It's very useful if you can write an example sentence where the word is used. Your own vocabulary notebook not only will provide you with the sense of achievement, but will create a system of your word stock.
15. **Vocabulary Learning Tip One: Read, Read, Read!** Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words.
http://www.sheppardsoftware.com/vocabulary_tips.htm
16. **Use mnemonics (memory tricks)** - ways that help to remember something that might otherwise be difficult to remember.



E. g. To remember the planets of our solar system in order from the sun – **M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune – you can remember the sentence: **M**y **v**ery **e**nergetic **m**other **j**ust **s**erved **u**s **n**oodles – as it has the same first letters as the planets.

or - If you put two clenched fists in front of us we can see a series of knuckles and the falls between the knuckles. If we start counting the months from the left, one for each rise and fall, all of the months which are on a knuckle have 31 days and the others have fewer than 31.



(Bilbrough, N. 2011. Memory Activities for Language Learning. CUP, p. 151.)