

## The aim of this leaflet

The aim of this leaflet is to introduce you to materials that you may find useful if you want to learn common parts of words (e.g. *re-*, *bio-* etc.) so that you can improve your ability to guess the meaning of new words.

## Useful materials in the Language Commons

### Vocabulary textbooks

- Try *English Vocabulary in Use* (section on ‘Word formation’) on the *Vocabulary* shelf.

## Learning tips

Here are some tips for learning vocabulary for speaking or writing that you may find useful:

- Find lots of examples of how the words you want to use are used in context (dictionaries, concordancers etc.)
- Make cards for each word. Write the word on the front of the card; on the back, you can put its meaning, with any

other information that you like, e.g. the sentence it came from, other example sentences from a dictionary, its pronunciation, other meanings of the word, other grammatical forms (e.g. *-ly*, *-ness* etc.), collocations, synonyms etc.

- If you make a vocabulary list or learn from cards, try changing the order of the words when you learn them each time, so that you don’t just remember them in a fixed order. Writing out the words as a wordprocessed file can help — it’s then easy to sort the words in different ways.
- If you are not sure which words you should spend your time on, see the Advice Sheet **Deciding Which Words are Worth Learning (V2)**.
- For techniques about planning your learning so that you don’t become overloaded, see the Advice Sheet **Organizing your Vocabulary Learning (V3)**.
- For techniques about remembering words that you have learned, see the Advice Sheet **Remembering Vocabulary (V4)**.

## Evaluating your progress

Here are some methods for checking on your progress that you may like to try:

- Test yourself (or ask a friend to test you) on your knowledge of a set of words over a period of time (e.g. one or two months) — how well do you know the words now?
- Do a ‘before’ and ‘after’ test: at the beginning and end of a period of learning (e.g. when you start and a couple of months later) do the same test, hold a conversation or write a report on the same topic etc. — this is a good way to see if you have progressed.
- Make an appointment to see an adviser for advice about evaluation.
- For more information, especially on checking your vocabulary size, see the Advice Sheet **Evaluating your Vocabulary Learning (V5)**.

## And now...

If you would like any help or advice, or just a chat about your progress, please get in touch - **we are here to support your independent learning!** To contact us:

- Make an appointment to see an adviser. For details of advisers and their availability, please go to <https://ilang.cle.ust.hk/language-adviser-timetable/>.

- E-mail your questions to **iLANG** ([lcilang@ust.hk](mailto:lcilang@ust.hk)).
- Ask at the reception counter of the Language Commons — if the receptionist cannot help you directly, s/he will pass your query on to one of the advisers.

- Browse the many physical (<https://ilang.cle.ust.hk/language-commons/#resources>) and online materials (<https://ilang.cle.ust.hk/resources-vocabulary/>) for Vocabulary.
- Join a Vocabulary activity or short course (<http://ilang.cle.ust.hk/vocabulary/>).

## What else can you do?

## Glossary

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|-------------------------|--|
| <b>Collocation</b>      | When two words often go together (i.e one follows the other in speech or writing), they are said to collocate with each other. For example, an adjective that often collocates with <i>rain</i> is <i>heavy</i> . <i>Heavy rain</i> , therefore, is a collocation. |
| <b>Concordancer</b>     | A computer program that searches through a large collection of texts and then lists all the examples of a particular word in context.  |
| <b>Connected speech</b> | Fast, conversational spoken English — i.e. the speaker does not stop to pronounce each word separately, but produces a ‘stream’ of sounds joined together.   |
| <b>Synonym</b>          | A word similar in meaning to another word.   |
| <b>Tapescript</b>       | The text (written words) of a spoken audio or video recording. Tapescripts are available for most audiotapes in the Language Commons: ask at the Language Commons Reception if you can’t find one for the tape you are using.                                      |

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