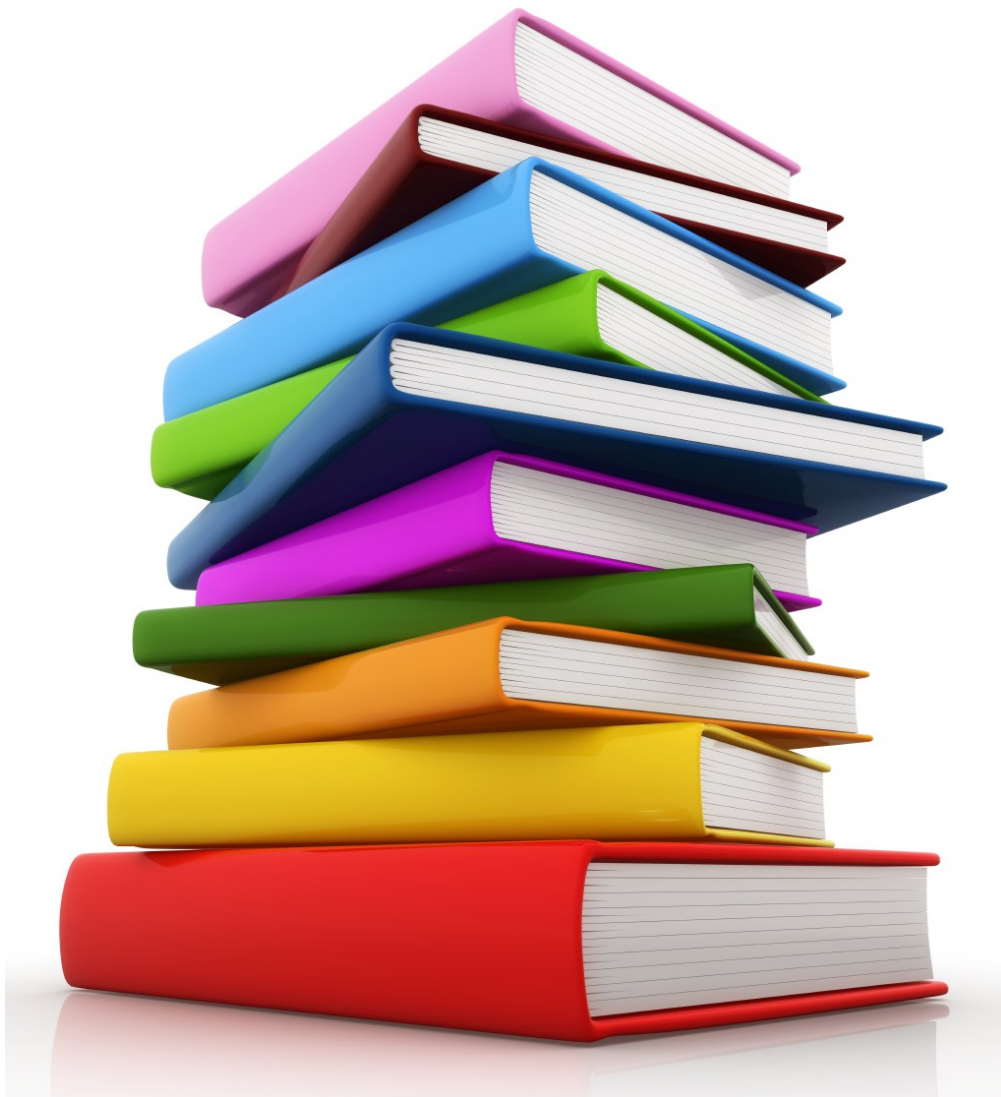


GARSTANG COMMUNITY ACADEMY



REVISION MANUAL



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GARSTANG COMMUNITY ACADEMY

Revision Manual

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Learning Style Questionnaire

Give yourself a mark from 1 to 5 for each question. Give a 5 if the sentence describes something that is always true for you, a 4 if it is usually true, a 3 if it is occasionally true, a 2 for something that isn't often true and 1 for something hardly ever true.

Section A

1. If you have to listen to a teacher talking for a long time, do you get bored?
2. Do you find it difficult to remember lists of instructions?
3. When learning about something new, would you rather watch a video than listen to a speaker?
4. Do you like to watch and think in lessons, rather than talk and act?
5. Do you find it hard to remember jokes?
6. Do you doodle and draw during lessons?
7. Do you have a problem paying attention in class?
8. Would you rather be shown how to do something than told how to do it?
9. Is your handwriting clear and neat?
10. Do charts and diagrams help your understanding?

Total number of points =

Section B

1. Do you find it difficult to sit still for a long time?
2. Do you like to make things?
3. Do you move your hands about when you talk?
4. Can spelling accurately be a problem for you?
5. Do you like games with action and noise?
6. Do you forget the names of things and call them 'thingamajigs'?
7. Are you outgoing and sociable?
8. Do you like to work in an active, practical way rather than talking or writing?
9. Do you feel irritated when you have to sit still and listen for long periods?

Total number of points =

Section C

1. Do you enjoy talk and discussion?
2. Do you find it easy to remember instructions?
3. Do you like listening to music more than looking at art?
4. Do you like to work in a quiet place?
5. Do you enjoy crosswords and word puzzles?
6. Do you enjoy working in a group?
7. Do you remember things that you have heard rather more than things you have seen?
8. Do you like to listen to the radio/your iPod?
9. Do you enjoy riddles and jokes?
10. Do you hum and sing to yourself?

Total number of points =

Section A = A visual learning style preference Score =

Section B = A kinaesthetic learning style preference Score =

Section C = An auditory learning style preference Score =

**In which section was your
highest score?**

Styles

Everyone learns in a different way. Look at the advice for the different learning styles listed below. Is there anything suggested that you already do? Is there something new that you could try?

a) Try these approaches if you are a **Kinaesthetic Learner**.

- ◆ 37% of people have a kinaesthetic learning preference. They learn best when they are doing things and working in an active, practical way.
- ◆ When you read a textbook, look at the pictures, diagrams, summaries and headings first: this will help you to understand how the information fits together.
- ◆ If you need to fidget in class, cross your legs and bounce the foot that is off the floor, so that you don't disturb anyone else.
- ◆ Walk around when you are trying to learn something. Chant verb endings aloud as you walk up and down the stairs.
- ◆ Think of practical applications or everyday examples of the information to help your understanding.
- ◆ If you find it difficult to study at home at a desk, lie on your bed or on the floor.
- ◆ When working, take regular breaks and move about.



b) Try these approaches if you are a **Visual Learner**:



- ◆ 29% of the population have a visual learning preference. They will learn best when they see information.
- ◆ Write information down using different handwriting styles.
- ◆ Most visual learners learn best when working by themselves in a quiet place.
- ◆ Use coloured pens, coloured paper and highlighters to make your notes look more interesting.
- ◆ Change information into mind maps, diagrams and charts. This will help you to 'see' the information.
- ◆ Highlight important facts in your own books or on photocopied pages from school textbooks.
- ◆ You may find video clips and films about topics useful. They will give you background to the topic and stimulate your curiosity.
- ◆ Try to sit away from visual distractions in the classroom: windows, doors and amusing friends.
- ◆ Use computers to support your learning: educational games and encyclopaedic or revision programs.

c) Try these approaches if you are an **Auditory Learner**:

- ◆ 34% of the population are auditory learners. They prefer to learn in an auditory way by listening and talking about information.
- ◆ Talking about the topic with others will help you to organise your ideas and remember the facts.
- ◆ Teach the information to someone else. This works particularly well if the person is unfamiliar with the topic and you have to explain it carefully.
- ◆ Use mnemonics, rhythm and music to aid memory.
- ◆ Read texts and notes aloud. Read then in different voices.
- ◆ If you are working by yourself, it will be easier to work in a quiet place
- ◆ Write out questions and answers onto cards and ask your friends or family to test you.
- ◆ Use audio CDs to support and extend your learning.



Try out as many ways of working as you can. Then you will be able to use a range of learning approaches.

Reading

- Reading is an essential part of any purposeful revision. Remember to use different types of reading. It would waste time to read all of a sports page just to see if your team had won their match. Why read all one hundred pages of a book if all the information you want is on page forty?
- We skim read to get an overview. You would briefly skim over the section on rainforests in Wikipedia to see if the information was relevant for your project. To skim read means to get the general idea. Look over the first and last paragraphs of chapters to give you an idea of their content.
- We scan to look for specific information: through a calendar to find the date of an appointment. To scan means to look for key words. Before you use a book, look at the chapter headings, the index and any pictures to see if it is going to be useful.
- We need to read closely to check information thoroughly: a question in a test needs to be read carefully to make sure you give the right answer. This is focussed reading where you are continually checking your understanding.

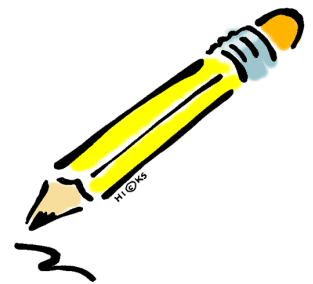
Reading speed

- In secondary school, you will be expected to read more texts so it is useful to be able to read quickly. You will be able to build up reading speed with practice, although this will be harder with some texts than others because the words will be more difficult.
- To practise reading quickly, start with a book that you can read and understand easily. Start at the beginning of a chapter and read for a minute. Count the number of words on any four separate lines that you have read and divide the total number of words by four. This will give you an average number of words per line. Multiply this number by the total number of lines that you read in one minute. This will give you a reading rate per minute. Record this score and use it as your starting point.
- The following evening, read another passage from the same book for a minute and record your reading rate again. Try to read as quickly as you can but still follow the meaning of the passage. If you do this every evening for two weeks, you will find that your reading speed will increase.
- Try to take in three or four words at once rather than each word.
- Do not allow yourself to go back and check on words. Keep your eyes moving forwards. Your brain will fill in any gaps.
- If you get headaches when reading for long periods, it may be worth having your eyes checked.



Comprehension

- Look closely at any diagrams or pictures in books; they often show how facts are linked.
- When reading, try to sum up the information in your own words.
- Write out brief notes as if you were texting a friend.
- Ask other pupils to explain any information you find hard to understand. They may be able to put a difficult idea into everyday words.
- Pretend that you are teaching someone else the information.
- Read difficult passages aloud, paragraph by paragraph. Pause at the end of each paragraph and think about what you have read.
- Watch DVD's, internet clips, television programmes or read fiction linked to the topic. This will add to your background knowledge and help with understanding.
- Many English novels you will be reading in school are popular as EAL (English as an Additional Language) texts. Libraries and bookshops will stock these series. The texts are simplified versions of the books; they will give you an overview of the plot and characters. Some of the texts also have tapes that you can listen to while you read the book.
- Keep a dictionary or thesaurus handy to look up the meanings of any words you are not sure of.



Note Taking

- Get into the habit of dating all your work.
- Listen for your teacher giving verbal clues: 'Now this is really important'. Whatever he/she says next will be a key point.
- Look at the person who is talking.
- Listen to other students. They may be asking questions that you would like to ask.
- Use your own shorthand: number key points, highlight names, underline place names and use abbreviations: e.g., etc., =, +, &. Take notes as if you were writing at text message.
- Experiment with making notes in different styles: mind mapping, listing key points or diagrams.
- Put a question mark in the margin against information you are not clear about and ask the teacher or a friend to explain after the lesson.
- Keep a set of file cards with subject specific vocabulary and definitions in the front of each file to check on the meanings of any words you are not sure about.
- If you know that you are going to miss a lesson, ask a friend if you can photocopy their notes when you are back. Then make sure that you do.
- If you are making notes from a book, read the passage and then write it out in your own words. It will be easier to understand information written in your own words when you come back to it later.

Memory

We tend to remember what interests us. It is easy to remember a friend's phone number but harder to recall a scientific formula.

Your memory will work best when what you are trying to remember is organised and linked to what you know already.

Try different methods to see which ones suit you most.

- We remember items from the beginning or the end of a memory session, so take regular breaks to make lots of new beginnings and endings.
- It is easier to remember unusual and peculiar information, so make up your own funny mnemonics. A mnemonic is a memory trigger. A popular way to make up a mnemonic is to take the first letter of a group of words that you need to memorise and put them into a sentence. For example, to recall the musical scale EGBDF, we use the sentence Every Good Boy Deserves Fun.
- Make up short stories about facts or words to link them together.
- Use rhythmic poems.
- Some individuals have photographic memories; they can look at information, take a 'photograph' of it in their heads and then recall the image later.
- Make a determined effort to visualise a sequence of events as if you were creating your own personal video. This could be to remember a historical event or scenes from an English book. Run through your video several times across your revision period.
- Over-learning and repetition is vital. Chant the facts as you walk up and down the stairs, read them aloud over and over again, test yourself or ask friends to test you on facts written out on file cards.
- Scientists think that we only truly remember something after we have refreshed it through using it again two more times after originally coming across it – the more times you do something the more programmed your brain becomes to doing it without too much thought. It is advisable to revise something once then go over it again at least another two times, possibly adding extra facts to it to enhance the learning, during that year to fully embed it in your memory. You could possibly think about creating a yearly plan to roughly highlight when such consolidation visits would take place.
- Your memory will not work well when you are tired, trying to learn too much or working for too long without a break, so look after yourself: take regular breaks, eat well, drink plenty of water, exercise and make sure that you get enough sleep.



Concentration

- You have to make an effort to concentrate. For example, you cannot listen in class if you are talking.
- In school, if other pupils in your class distract you, try not to sit near them.
- Sit away from doors, noisy radiators, rattling blinds and windows.
- Open a window. You are more likely to stay alert if there is a good supply of fresh air.
- Take a break as you listen: stretch your legs out under the desk, wriggle your fingers, lift and hold your feet off the floor to the count of ten.
- In school, participate actively in the lesson. Think of questions to ask and join in any discussions. Even if the teacher doesn't ask you a question, think of how you would have answered questions he/she asks other pupils.
- Use a lot of different approaches to add novelty.
- Be aware of what time in the day you work best. Try to save any really difficult work for then: as soon as you get home, Sunday mornings or in the evening after you have eaten.
- Make sure you have everything you need before you start work: open the window, have a drink nearby and shut the door.
- If you suddenly remember something else you have to do, make a note of it and then go back to what you were doing.
- If your mind starts to wander, say aloud to yourself 'Stop. You must think about this'.
- Make activities short and focussed. Use a stopwatch to time yourself. It is easier to concentrate if you know you are only spending twenty minutes on a piece of work. Everyone finds it hard to work with total concentration for long periods.



Revision planning

- Identify ‘no go’ areas – i.e. when you do other things which CANNOT be moved – e.g. Music Lessons
- Identify ‘try not to go’ areas – the things you like doing but which could be ditched if necessary.
- Put them into the structure below.
- Then add in a ‘reasonable’ number of sessions in the time remaining. This should build from about 2 sessions/night & 3 sessions/day at weekends of revision and/or course-work now (before Easter) to 3/night and 4 or 5/day over Easter and weekends closer to the exams (after Easter).
- Allocate the time based on the amount of content which needs revising – you can use the number of hours/week you have the subjects to do this. Try not to base the amount of revision time on how hard or easy you find a subject.
- Each ‘session’ should comprise of approximately 40 minutes revision (by whichever method—see ‘How to Revise’) followed by a 10 minute test of learning – either by doing a past paper question or ‘teaching’ it to another family member or the dog or simply writing down a summary of learning or doing a summary mind-map.
- Remember—there is no substitute for hard work—there are no quick fixes.

	4:00 - 5:00pm	5:00pm - 6:00pm	6:00pm - 7:00pm	7:00pm - 8:00pm	8:00pm - 9:00pm
Monday	Music lesson	Maths	PE	TV break	Science
Tuesday	Maths	Swimming	Eat/Science	English	TV break
Wednesday	English	Geography	Food break	PE	Social break
Thursday	Basketball	Science	English	Food/TV break	French
Friday	French	Food break	Geography	Maths	Out with friends

- Items in Bold cannot be changed. At weekends do the same, but try to add in an extra hour or two to the program this time spread across the whole day.

Planning and Exam Prep

Draw up a revision plan

- Start now!
- Divide time for each subject based on the units in the syllabus (GCSE).
- Allow about 2 hours per night on days when you are in school and at least 3 hours on days when you are not in school before Easter and 3 hours weekdays and 4-5 weekends/holidays over and after Easter.
- Break the time into 40 minute revision slots plus 10 minute reinforcement.
- Get your notes and revision guides organised.
- Short bursts of revision (40 minutes + 5/10 minutes reinforcement) are most effective. Your concentration will lapse so take a short break (10 minutes) between sessions.

Make a space to revise in.

- Find a quiet place to revise, with a hard surface for writing, where you won't be distracted.
- Tell parents, brothers and sisters that you are revising and not to be distracted.
- Keep the space tidy and distraction free.
- Avoid distractions - Don't have any access to social network sites when you are revising – these are very distracting.
- Play quiet music if you find it helpful – it can help to block out external noises.
- Don't spend all the sessions fiddling with ipods/phones changing the music – stick with an album/playlist.

Use varying techniques

- Re-write notes, read (out loud?), cover and learn.
- Make your own mind maps.
- Use post-it notes to write key words on.
- Create flash cards/key cards.
- Ask friends and family to be available at set times for you to teach them short (10 minute) lessons followed by questions.
- Use highlighter pens to mark important points.
- Chant or make up a rap.
- Reinforce for 10 minutes using a different technique

PRACTICE

Do as many past exam papers or revision tests as are available. Initially do one section at a time and progress to doing an entire paper against the clock (GCSE).

GET HELP

If you are stuck or unsure or just need some extra information/confidence, make sure you get it – from online sites like bitesize, from friends (be careful who!) or come and ask your teacher.

DON'T COMPARE YOURSELF

Don't ask other people what they've revised, how much they've done – it won't help and (believe it or not) they might not tell you honestly!
Try not to compare answers after exams – you will tend to focus on what you couldn't do.

STAY POSITIVE

Stay positive, stay healthy - Always try to be positive and up-beat when going into exams – when you walk through the door of the exam room all you can do is your best.

Avoid diuretics (coffee/alcohol) during revision and exam periods – these make you wee and dehydrate you. Keeping hydrated is really important for concentration so drink plenty of water.

RELAX

Learn some simple relaxation techniques – even just taking deep breaths can help. There's lots of good information on the internet.
Relax between and after revision sessions – go for a long walk and get plenty of fresh air.

Try to relax before exams – walk to school (or at least the last half mile)
if you can

ORGANISE

- Keep exam timetables in several places: your desk, your schoolbag and on your bedroom door.
- Clearly label your files for each subject so that you always pick up the correct one even if you are in a hurry.
- If you use the computer, get into the habit of backing up all your work. There is nothing worse than spending an hour on a document and then losing it.
- Spend a few minutes each day tidying and sorting out your desk, workspace at home and your bag.
- Organise and pack your school bag the previous evening. You will then have time to find your hockey socks, borrow your brother's calculator or ask your parents to fill in permission slips.
- Keep friends' phone numbers to hand in case you have questions about homework.
- Allow yourself rewards. If I write these notes for twenty minutes, I can watch



Revision Techniques

We all learn in different ways. You may not use the same revision methods as your friends, your teacher or family. Work in the way that you prefer. Revision methods are most effective when they are active and your brain is made to think about them. Use the one(s) which feels most useful. They should be:

- ⇒ The most appropriate to the task.
- ⇒ A combination to keep it fresh.

1. Little and Often

- Most people can only concentrate on a task for 20 minutes. There is no point trying to revise if you are not concentrating. Build regular breaks and variety into your revision sessions.
- If you really get stuck on something, leave it and come back to it later. Sometimes your brain will solve the problem while you are busy doing something else.
- Energetic activities provide the best breaks.

2. Organisation

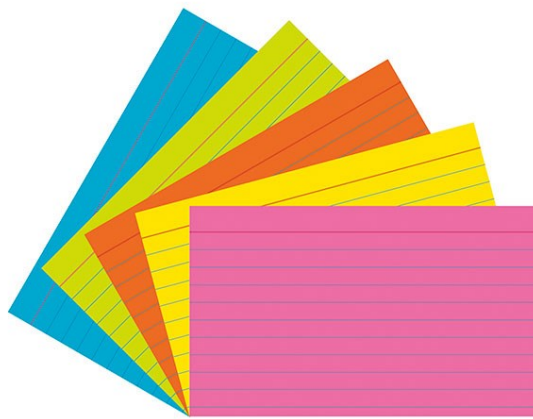
- Revision will be easier if your files are well ordered and up to date.
- Use coloured dividers and A4 pockets to keep work tidy.
- Use colour to make the work look more interesting.
- Mix sessions revising easy topics with sessions spent working on those topics that you find harder.
- Keep your workspace stocked with spare equipment: pens, paper, rulers, rubbers and highlighters.
- Make sure that the area is at a comfortable temperature and well lit.

3. Senses

- Use all of your senses. It is said that most people remember 20% of what they read, 30% of what they hear, 40% of what they see, 50% of what they say, 60% of what they do, but if they were to combine all of their senses, they would remember 90% of what they read, hear, see, say and do.
- **Visual** – make notes with coloured pens on coloured paper, use highlighters and change your notes into cartoons, flow charts and diagrams.
- **Auditory** – revise with friends or family. Ask your friends to test you, discuss topics with your family members. Read your notes aloud. Explain what you have learnt to yourself. Record yourself reading information and listen to yourself on the bus or while you are in the bath.
- **Kinaesthetic** – write out keywords or scribble your notes out over and over again. Walk around the room reading your notes aloud in time with your steps.
- Write out key points on post-it notes and stick them on your bedroom wall. Move the post-its around to make different links between the facts.

4. File Cards

- A popular way to revise is to make your notes in brief summaries written out onto file cards. Use different coloured cards.
- Cards are a way of chunking revision sessions: you could re-write five cards before your evening meal, read four cards in the bath or make a mind map from a card before you go to bed.
- Use numbers, different writing styles, drawings, lists, different coloured pens and highlighters to make the cards look interesting.
- Ask a friend to test you on the cards, read them aloud, turn them over and re-write or recite the information from memory or make new cards from old ones. Do anything to make you think about the information.



5. Mnemonics

- Mnemonics are memory triggers: funny sentences, poems or letter prompts. For example, to remember the planets in their order from the sun, take the first letter of each word from this sentence: My very educated mother just served us nice pizzas and you have Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Make up your own mnemonics: the more personal the mnemonic is to you, the easier it will be to remember.

6. Understanding

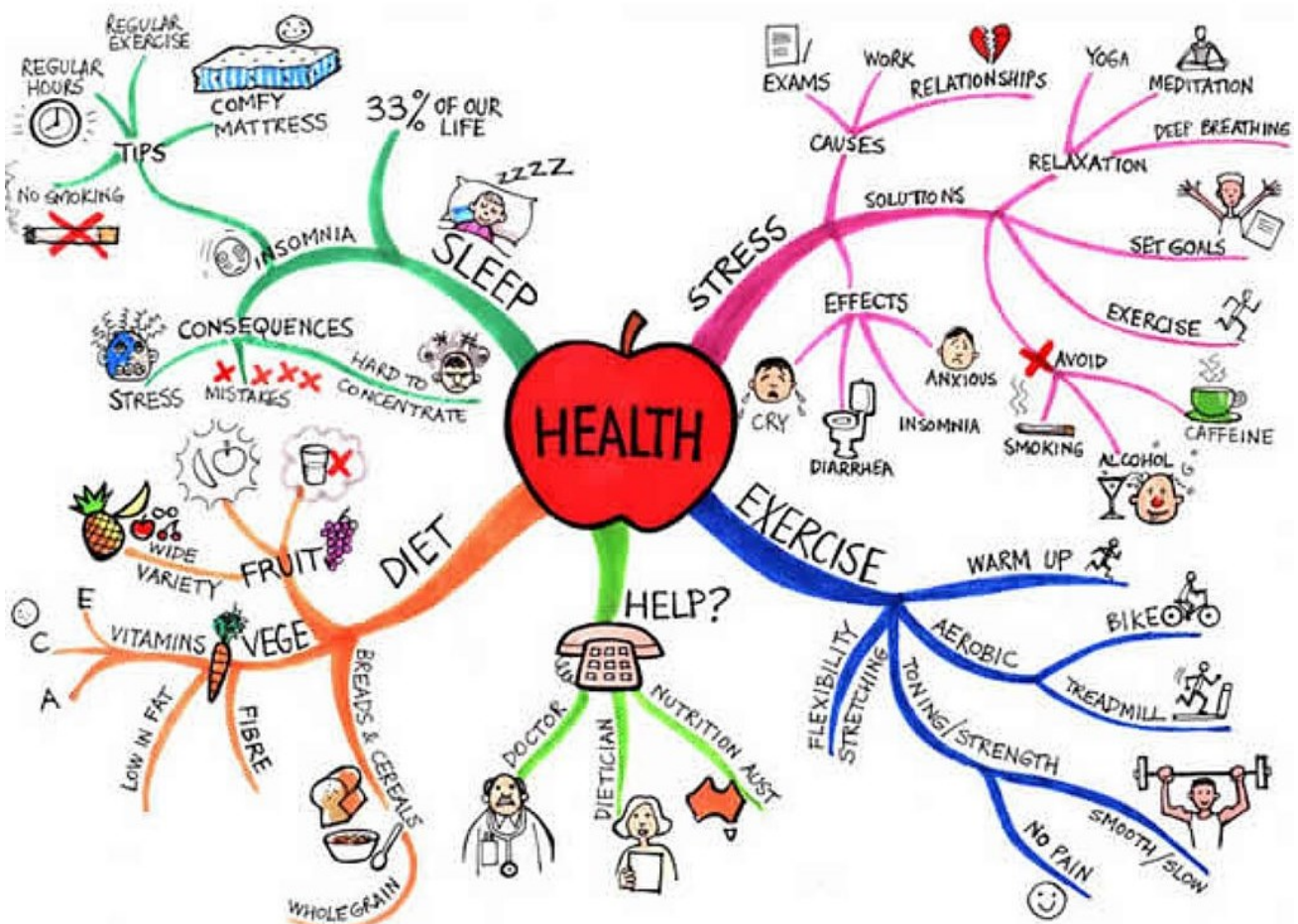
- The more you understand, the less you have to learn by rote, so try to understand as much as you can. If you have not understood a topic, politely ask if your teacher could explain it again.
- Other students may understand any confusion more than your teachers, so ask your friends if they can explain information to you. They may be able to explain something difficult in everyday language.

7. Mind Maps

The aim of a mind map is to convert written text or information into a diagram using a few key words and pictures.

How to create a mind map

- ⇒ Select the text.
- ⇒ Take a sheet of paper and turn it sideways into a landscape position.
- ⇒ Highlight keywords in the text.
- ⇒ Group these words into sets.
- ⇒ Write the title of the text or draw a picture to represent the title in the middle of the page.
- ⇒ Draw one line coming out of the central picture or title for each set of keywords.
- ⇒ Use different colours for each line.
- ⇒ Write the most important word at the end of each line.
- ⇒ Write other related keywords on other lines radiating from each important keyword.
- ⇒ Use lots of space to keep the mind map clear.
- ⇒ Add sketches and illustrations to be as visual as possible. Remember that mind maps do not have to be artistic or neat.
- ⇒ Use capital letters, different colours pens, highlighting and underlining to make points stand out.



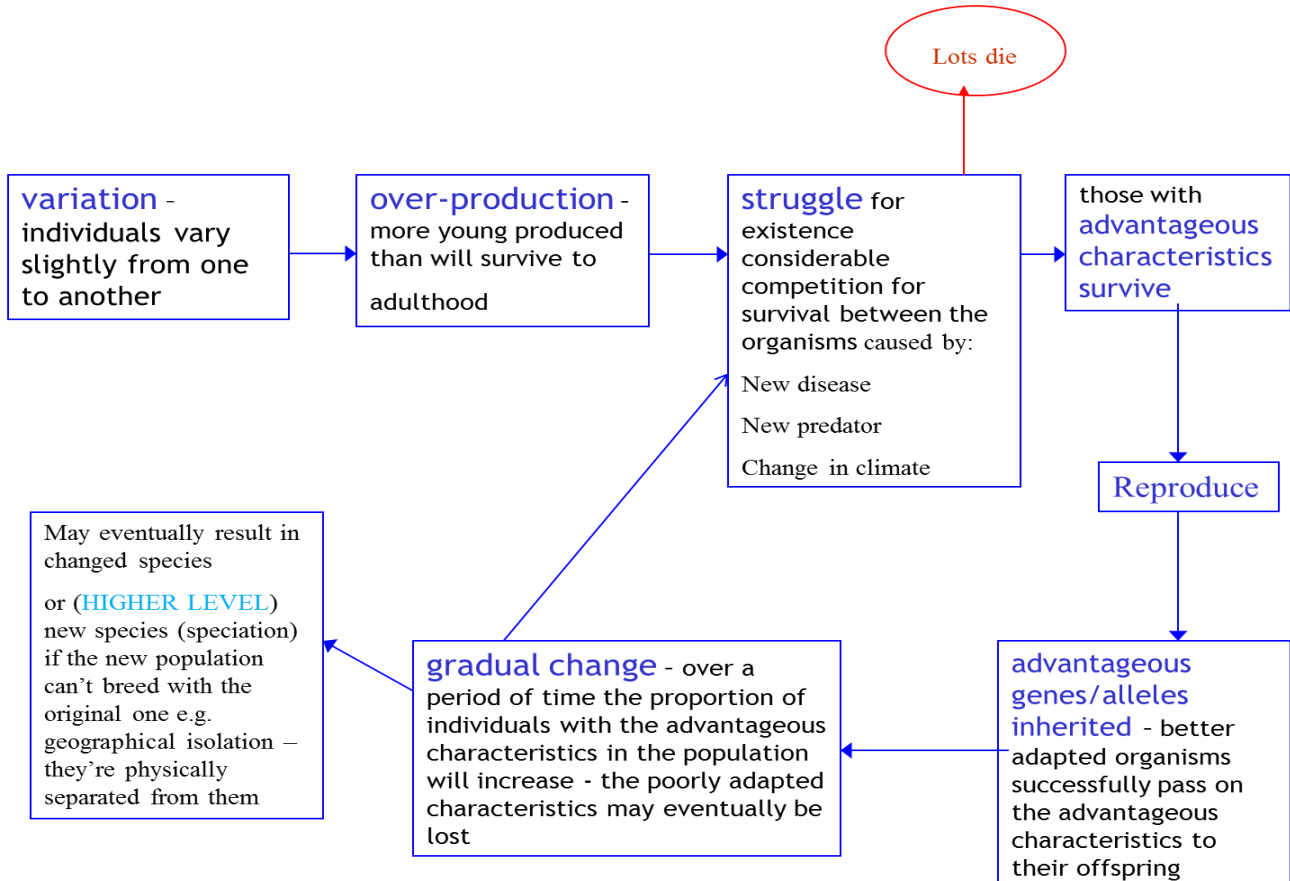
Mind Maps should:

- Summarise all the information from a topic into one mind map. Study the mind map before you go to sleep and you will remember the overall pattern of the notes and the keywords within that pattern.
- If you create a mind map for each topic throughout the year, you will have a really useful collection for end of year exams.

8. Group Revision

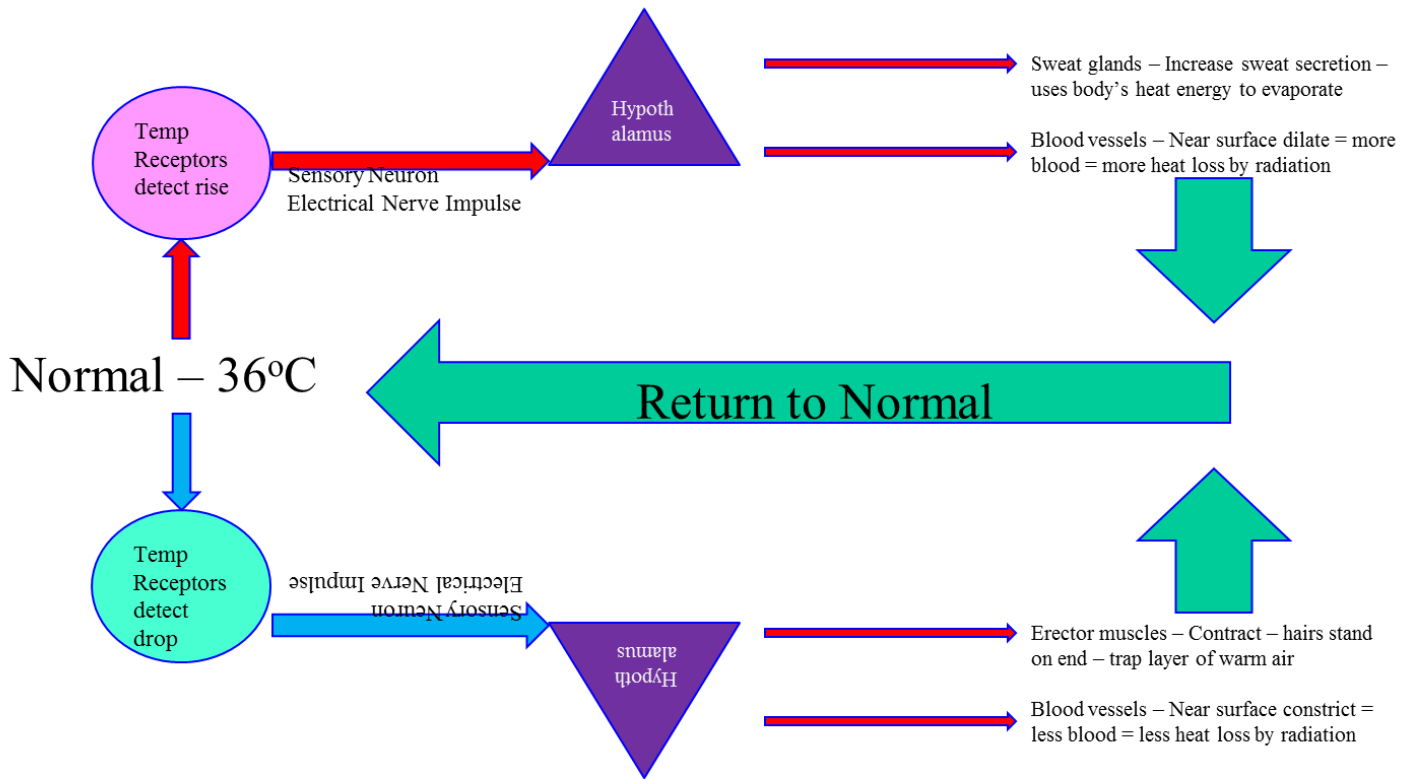
- Take it in turns to teach topics to each other. If you restrict the amount of time that each person is allowed, they will be forced to identify the main points and issues: 'Tell us everything you know about photosynthesis in two minutes'.
- You can revise with others while you go for a walk or bike ride. You do not have to sit indoors.
- When working with others draw up a timetable and stick to it: 10 minutes talking about one topic, 5 minutes for a break, test each other on vocabulary for 10 minutes and then make a mind map on the first topic.

9. Logical Flow Chart



Similar to mind-mapping but the summaries of key ideas are interlinked in logical sequential sets of data in flow charts above or for the more visual learners with colour coded links and symbols in the visual flow chart below.

Thermoregulation



Writing an Essay / Proof reading / Spelling

- When writing an essay make sure that you understand the task - exactly what are you being asked to write about?
- Write out the title on a separate piece of paper and leave it in front of you as you write to help you make sure you keep to the point.
- Get together everything that you need.
- Collect together your notes and any books or articles you want to use.
- Make your plan and first draft.
- This would be in the form of a list of notes or a mind map. Brainstorm all of your ideas then cut up your notes into sections and rearrange them into a more logical order or use the cut and paste facility on a computer to organise the sequence of the essay.
- Write the essay.
- The first paragraph tells the reader what you are writing about.
- The next part will be a paragraph for each of the main points.
- In the conclusion you summarise your main points.
- Read the essay aloud to check that it makes sense.
- Word-processing can make the organisation of an essay easier because you can cut and paste your writing. You can get all of your ideas down and correct spelling and grammar, add examples or expand points later.
- Read through your teacher's comments on previous pieces of work. You may be making the same mistakes over and over again.
- When proof reading your work:
- Try to separate your writing from your proof reading. Get your ideas down first without worrying about spelling or grammar. Come back to the work later to check it. Read it aloud first to check the grammar and flow. Then look through it again to check for spelling errors.
- If your work is word-processed it will be easier to spell check and read through. This helps the teacher as well as you. If work is easier to read, it is easier to mark. Be careful of American spellings on some packages!
- We tend to read what we hoped we write, so leave your work until the following day before checking it and you will be more likely to spot mistakes.



Writing an Essay / Proof reading / Spelling (cont)

- Use mnemonics. A spelling mnemonic is a rhyme or phrase that acts as a memory trick to remind you how to spell a word. There is a rat in separate. A secretary can keep a secret. I am in Parliament. A committee has as many members as possible: two 'm's, two 't's and two 'e's.
- Try to learn about suffixes and prefixes. These are the beginnings and endings that we add to words: appoint, disappoint, disappointed, disappointment, disappointing.
- Count the number of syllables in the word to make sure that you don't shorten the spelling, for example, choc/o/late rather than choc/late.
- Pronounce words carefully: environment rather than enviroment, Arctic as opposed to Artic.
- Look for patterns in words: nudge, bridge, sludge, fudge, badge and dodge. Fright, slight, bright, might, knight and midnight.
- Make sure that you can spell every day words, for example: when, but, have, they, said. Thirty of these small words amount for a third of everything that we write.
- Say the word as you write it and exaggerate the pronunciation in your head: Wed-nes-day, Feb-ru-ary, E-G-Y-P-T.
- Look at a word carefully and then make a photograph of it in your mind. Imagine the word written in different colours on different coloured backgrounds.
- Learn a few basic spelling rules, for example: 'I' before 'E' except after 'C', or when sounding 'A' as in neighbour and weigh.
- Try to use cursive or joined up writing. This will help you to remember the 'feel' of the spelling in the same way that you remember how to write your name.
- Use the spellchecker on the computer.
- Set yourself the challenge of learning five new spellings each week. Choose useful words that you need to know.



How to learn Foreign Language Vocabulary

- Every individual will have different ways to learn vocabulary. Try several approaches and see what works best for you. To save time, target the tricky words that you really need to know.
- Write out 6-10 words in large letters on a sheet of paper, draw illustrations next to the words and blu-tack the paper on the wall or ceiling of your bedroom. Underline unusual parts of the word that might act as a memory prompt. Study the pictures when you are in bed, close your eyes and try to remember them. Write out another set of words the following week.
- Record words, their spellings and their meanings and then listen to the recordings.
- Write out the word over and over again in different writing styles: slanting forwards or backwards, in bubble writing, upright or in capitals. Use different coloured and sized pens and pencils. Say the letter in the word as you write it. Shut your eyes and write it. Write the word in the air. Write the word with your left and then your right hand.
- Make flashcards. Write the English word on one side with a picture and the foreign word on the other side. Test yourself or ask family or friends to test you.
- School libraries, public libraries and bookshops stock attractively presented books designed for younger children. You can use these for revision. They are useful because they explain language and spellings in ways that will be easier to understand.
- Make little cards with foreign words and pictures on and blu-tack them around your house: on your door, the phone, a mirror, where you hang your jacket or on top of the TV. Every time that you see the card you will have a visual reminder of the word. The location of the card will help to prompt your recall: if you need to remind yourself of the verb 'wash', shut your eyes and imagine that you are standing in front of the prompt card on the mirror in the bathroom. Look for associations and links between foreign and English words, for examples, avoir = to 'ave.
- Make up your own dictionary with vocabulary grouped under appropriate headings. Rewrite the lists, rearrange their order and draw pictures or annotated cartoons. The more you sort and re-sort the material, the more familiar it will become.
- You may be able to make up mnemonics as we do in order to remember English spellings. 'I 'will be your friend to the end' = friend. 'Big Elephants Can Always Understand Small Elephants' = because.

