



## Teacher's notes

# Manage your language

## Summary

<b>Language level</b>	B1 and above
<b>Age</b>	Secondary, adult
<b>Length of lesson</b>	Set-up lesson: 30–45 minutes Follow-up lesson: 20 minutes Revision activities: 10–15 minutes

<b>Language objectives</b>	– to regularly revise vocabulary – to focus on spelling and pronunciation
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<b>Additional objectives</b>	– to develop categorisation skills – to develop learner autonomy
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## Rationale

Effective use of digital tools can help manage time and tasks more efficiently, which can include making learning more efficient. With a computer and projector in your classroom, you can use different tools to help manage your vocabulary revision activities. If learners and parents can also access those tools at home, this can extend learning outside the classroom.

## Materials

- Computer and projector
- Internet access
- Tool or service for organising vocabulary (see *Procedure: Set-up lesson step 6*)
- Student's handout: *Manage your language*



## Procedure

### Set-up lesson

1. Give your class a quick vocabulary test: words, phrases or chunks of language from recent lessons. Make it challenging.
2. Give a copy of the student's handout *Manage your language* to each learner and ask them to discuss Question 1 in pairs. Do some quick whole-class feedback. Don't develop the discussion on digital tools yet, as you'll return to that later.

1. Discuss these questions in pairs.

- a) How do you record and organise the language you learn?
- b) Do you use any digital tools to help you?

3. Ask learners to look at Question 2. Check understanding of any new words or phrases.

2. Organise this language into categories.

I'm just going to make a call | fire engine | elbow | to have a break

ferry | incredible | unbelievable | hang on a moment | slowly

the end of the world | to get tired | What do you reckon? | huge

4. Ask learners to report back to the class on how they categorised the language. Accept any useful suggestions and be ready to give more ideas. Remind learners that organising language can help them review and remember it. It doesn't have to be in traditional categories or topics (sport, travel, food). It could be organised by function: talking on the phone; giving an opinion; or any way that they find useful. Encourage them to experiment. Tell learners this is a bit like tagging online content: the category is a tag. As with tags, the words, phrases and chunks can have more than one category. For example:  
talking on the phone: *I'm just going to make a call, hang on a moment*  
verb phrases: *to get tired, to have a break, to hang on a moment*



5. Ask learners to look at Question 3. Tell them to read and answer the questions individually and then compare their answers in groups of three or four. When they have finished, elicit some general feedback from the whole class.

3. Answer these questions as honestly as possible.

- a) How often do you revise new language?
- b) How do you revise?
- c) When do you revise?
- d) Do you set reminders on your phone so that you don't forget?
- e) Do you use anything to help you?
- f) Which of these could be helpful for you?
  - a vocabulary notebook
  - an app with cards for new words, like Quizlet
  - an organising app like Evernote

6. Show the class some digital tools such as [Quizlet](#) or [Evernote](#); ask for ideas from the class, too. Elicit ways of using the tools, for example recording the word, phrase or chunk with a translation and example sentence.
7. As an ongoing homework task, ask them to choose a new tool and try it for an agreed period of time, such as one month. During that time, be sure to check with them individually that they are using the tool they chose to record and review new language.
8. Don't forget, if your learners aren't adults, you'll need parental permission for them to sign up for some apps. Check your school's guidelines and be sure to check with parents if you have any doubts.

### Follow-up lesson

1. A few weeks later, put learners in groups to discuss how they've used their apps or other digital tools.
2. If some learners are using the same app, such as Evernote, ask them to consider sharing their notebooks. If one app is overwhelmingly popular, or if you ask the whole class to use it, then you can encourage everyone to share content.



3. You can access the content during lessons for revision activities. Here are some ideas.

#### Backs to the board

Ask one learner in the class (or one learner in a pair) to sit with their back to the board. The other learners try to make them guess the word you show on the screen, without using any of the words in its example sentence or definition.

#### Remember the sentence

Show the word or phrase without the definition or example sentence. Put learners in teams and ask them to write down, or say, the example sentence for each word or phrase you show.

#### Topic brainstorm

In teams, groups think of all the words or phrases for a topic. Challenge them to try to remember and write down every single one. This works well with Evernote, where you can tag notes by topic.

#### Spelling test

Say 10 words or phrases, or play the learners' own recording of them. Learners write down their answers. Show the answers and get learners to check their answers individually, or swap with a partner to mark the test.

#### Pronunciation test

This works better with younger learners if you have audio recordings. Show the word or phrase and ask learners to either record it (perhaps on a mobile phone) or say it. Then compare their pronunciation to the audio you have.