

Don't lose it—use it!

Level: Intermediate

Age: Teenagers

Time needed: 30 minutes

Lesson aim: To demonstrate ways to organise and practise new vocabulary to aid memory.

Skills: Study skills, Speaking

Materials: Worksheet, Macmillan online dictionary

Have students pair words from the box to make a list of 3 pairs of synonyms and 2 pairs of antonyms. If students are not familiar with all the vocabulary, they should do the words they know first then guess the meaning of the other words.

Key:

synonyms	antonyms
book = reserve	clear ≠ overcast
weird = strange	keep ≠ get rid of
sensitive = touchy	

Recap by asking what the antonym or synonym is for a word in the activity (e.g. *weird*, *clear*, etc). Ask 2 or 3 questions and then get students to test each other in the same way.

Warmer

Ask the students if they have heard of the phrase "Use it or lose it" and what they think it means (If you don't use an ability or opportunity, you might lose it.).

Discuss the information at the top of the worksheet with the students and ask them how they organise and practise new vocabulary. Put their ideas up on the board.

Some possible ideas are:

- Write new vocabulary in a notebook, with a translation, example sentence, picture, etc. Carry the notebook with you and look at it as often as you can.
- Try to use the word as soon as possible.
- Add an image with your new words to the homescreen on your phone so you see the new words every time you see your phone.
- Use a flashcard site or app to create flashcards with the word on one side and a translation or definition on the other.
- Create a test for yourself, don't look at it for a week or two, then test yourself.

Activity 1

Ask your students to look at the examples of synonyms and antonyms given on the worksheet. Explain how by connecting new words with words you already know, you make it easier to learn vocabulary.

Activity 2

Ask your students to look at the words arranged along the scale on the worksheet. Explain that many words increase and decrease in amounts along a scale.

Direct students to arrange the words in the box along the two separate scales.

Key:

easier $\xrightarrow{\text{a piece of cake easy manageable tricky impossible}}$ more difficult
less $\xrightarrow{\text{peckish hungry starving ravenous}}$ more

Activity 3

Draw students' attention to the different categories of the mind map.

Ask them if they use mind maps or if they use colours and pictures to help them remember information.

Ask them to complete the map with the words from the box.

Key:

British money = pound, quid

Prices = costs a bomb, a bargain

Having a lot of money = loaded, wealthy

Having little money = hard up, broke

VOCABULARY BUILDERS

Activity 4

Remind students that by regularly using newly learnt words in speaking or writing, they will remember them more easily,

Ask them to ask and answer the questions. Encourage them to use the new words and to develop the conversations as much as possible. Students who have a good understanding of the words can be paired with students who are learning them for the first time in case definitions or explanations are necessary.