Teach with digital: using digital tools to enrich your learners’ vocabulary

David Brightwell & Tom Booth
Who are you?

A. I’m a teacher.
B. I’m a co-ordinator/director of studies.
C. I’m a learner.
D. I’m a parent.
Teach with digital: using digital tools to enrich your learners’ vocabulary

David Brightwell & Tom Booth

Cambridge English
Using digital tools to enrich your learners’ vocabulary

1. What is vocabulary?
2. What do learners need to know about vocabulary?
3. What vocabulary do learners need at different levels?
4. How can digital tools help learners focus on vocabulary?
5. How can learners personalise and memorise vocabulary?
6. How can learners collaborate in vocabulary learning?
7. How can digital tools help with learning outside the classroom?
8. How can you get started with using digital tools?

Cambridge English
Digital tools and vocabulary learning and development
Using digital tools to enrich your learners’ vocabulary

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7. How can digital tools help with learning outside the classroom?
8. How can you get started with using digital tools?
What do you think learners need to know about vocabulary?
What do learners need to know about vocabulary?

1. Meaning
2. Pronunciation
3. Spelling
4. Form, e.g. plurals, countable/uncountable, prepositions
5. Usage, e.g. collocation, formality, connotation
6. Frequency and level
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Cambridge English
Cambridge English

VOCABULARY LIST

Cambridge English: Preliminary
Cambridge English: Preliminary for Schools
# Word list: Cambridge English: Preliminary (B1 level)

## A
- **a/an** (det)
- **ability** (n)
- **able** (adj)
- *be able to*
- about (adv & prep)
- *about 500 students* (adv)
- *The film is about a small boy.* (prep)
- **above** (adj, adv & prep)
- abroad (adv)
- absent (adj)
- absolutely (adv)
- *The movie was absolutely awful.*
- accent(n)
- *She has a beautiful French accent.*
- accept (v)
- access (n)
- *disabled access*
- *internet access*
- **accident** (n)
- accommodation (n)
- accompany (v)
- according to (prep phr)
- account (n)
- accountant (n)
- accurate (adj)
- activity (n)
- actor (n)
- actress (n)
- actually (adv)
- *She seems a bit strict at first, but she's actually very nice.*
- *Are you actually going to take the job?*
- **ad** (advertisement) (n)
- add (v)
- addition (n)
- *in addition*
- **address** (n)
- admire (v)
- admission (n)
- **charges/cost/price**
- admit (v)
- adult (adj & n)
- advance (n)
- *book in advance*
- advanced (adj)
- advantage (n)
- **adventure** (n)
- advert (n)
- advertise (v)
- advertisement (n)
- advice (n)
- advise (v)
- **agency** (n)
- ago (adv)
- agree (v)
- ahead (adv)
- **air** (n & v)
- **air conditioning** (n)
- **air force** (n)
- **airline** (n)
- airport (n)
- alarm (n)
- alarm clock (n)
- album (n)
- alike (adv)
- alive (adj)
- all (adj, adv, det & pron)
- all right/alright (adj, adv & exclam)
- allow (v)
- almost (adv)
- alone (adv & adj)
- along (adv & prep)
- aloud (adv)
- alphabet (n)
- already (adv)
- also (adv)
- although (conj)
- altogether (adv)
- always (adv)

## Y
- **yard** (n)
- **yes** (exclam)
- yoga (n)
- **your** (det)
- **yoghurt** (n)
- **yours** (pron)
- **yellow** (adj)
- **you** (pron)
- **yourself** (pron)
- yes (adv)
- you know (exclam)
- youth (n)

## Z
- **zebra** (n)
- **zero** (n)
- **zone** (n)

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*Cambridge English*
# B1 word list by topic: The Natural World

<table>
<thead>
<tr>
<th>The Natural World</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>air</strong></td>
<td><strong>explore(r)</strong></td>
<td><strong>lion</strong></td>
<td><strong>spring</strong></td>
<td></td>
</tr>
<tr>
<td><strong>animal</strong></td>
<td><strong>fall (Am Eng)</strong></td>
<td><strong>monkey</strong></td>
<td><strong>star</strong></td>
<td></td>
</tr>
<tr>
<td><strong>autumn</strong></td>
<td><strong>farmland</strong></td>
<td><strong>moon</strong></td>
<td><strong>stone</strong></td>
<td></td>
</tr>
<tr>
<td><strong>beach</strong></td>
<td><strong>field</strong></td>
<td><strong>mosquito</strong></td>
<td><strong>sun</strong></td>
<td></td>
</tr>
<tr>
<td><strong>bee</strong></td>
<td><strong>fire</strong></td>
<td><strong>mountain</strong></td>
<td><strong>summer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>bird</strong></td>
<td><strong>fish</strong></td>
<td><strong>mouse/mice</strong></td>
<td><strong>sunrise</strong></td>
<td></td>
</tr>
<tr>
<td><strong>branch</strong></td>
<td><strong>flood</strong></td>
<td><strong>nature</strong></td>
<td><strong>sunset</strong></td>
<td></td>
</tr>
<tr>
<td><strong>bush</strong></td>
<td><strong>flower</strong></td>
<td><strong>north</strong></td>
<td><strong>sunshine</strong></td>
<td></td>
</tr>
<tr>
<td><strong>butterfly</strong></td>
<td><strong>forest</strong></td>
<td><strong>parrot</strong></td>
<td><strong>tiger</strong></td>
<td></td>
</tr>
<tr>
<td><strong>cave</strong></td>
<td><strong>freeze</strong></td>
<td><strong>planet</strong></td>
<td><strong>tree</strong></td>
<td></td>
</tr>
<tr>
<td><strong>cliff</strong></td>
<td><strong>frog</strong></td>
<td><strong>plant</strong></td>
<td><strong>valley</strong></td>
<td></td>
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<tr>
<td><strong>climate</strong></td>
<td><strong>fur</strong></td>
<td><strong>pollution</strong></td>
<td><strong>water</strong></td>
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</tr>
<tr>
<td><strong>coast</strong></td>
<td><strong>giraffe</strong></td>
<td><strong>pollution</strong></td>
<td><strong>waterfall</strong></td>
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<tr>
<td><strong>continent</strong></td>
<td><strong>grass</strong></td>
<td><strong>rabbit</strong></td>
<td><strong>waves</strong></td>
<td></td>
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<tr>
<td><strong>country</strong></td>
<td><strong>grow</strong></td>
<td><strong>rainforest</strong></td>
<td><strong>west</strong></td>
<td></td>
</tr>
<tr>
<td><strong>countryside</strong></td>
<td><strong>hill</strong></td>
<td><strong>range</strong></td>
<td><strong>wild</strong></td>
<td></td>
</tr>
<tr>
<td><strong>desert</strong></td>
<td><strong>hot</strong></td>
<td><strong>river</strong></td>
<td><strong>wildlife</strong></td>
<td></td>
</tr>
<tr>
<td><strong>dolphin</strong></td>
<td><strong>ice</strong></td>
<td><strong>rock</strong></td>
<td><strong>winter</strong></td>
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</tr>
<tr>
<td><strong>donkey</strong></td>
<td><strong>island</strong></td>
<td><strong>sand</strong></td>
<td><strong>wood</strong></td>
<td></td>
</tr>
<tr>
<td><strong>duck</strong></td>
<td><strong>jungle</strong></td>
<td><strong>sea</strong></td>
<td><strong>wool</strong></td>
<td></td>
</tr>
<tr>
<td><strong>earth</strong></td>
<td><strong>kangaroo</strong></td>
<td><strong>shark</strong></td>
<td><strong>world</strong></td>
<td></td>
</tr>
<tr>
<td><strong>east</strong></td>
<td><strong>kangaroo</strong></td>
<td><strong>shark</strong></td>
<td><strong>zebra</strong></td>
<td></td>
</tr>
<tr>
<td><strong>elephant</strong></td>
<td><strong>lake</strong></td>
<td><strong>sky</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>environment</strong></td>
<td><strong>land</strong></td>
<td><strong>south</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>environmental</strong></td>
<td><strong>leaf</strong></td>
<td><strong>space</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td><strong>afternoon</strong></td>
<td><strong>evening</strong></td>
<td><strong>monthly</strong></td>
<td><strong>today</strong></td>
</tr>
<tr>
<td><strong>a.m. / p.m.</strong></td>
<td><strong>half (past)</strong></td>
<td><strong>morning</strong></td>
<td><strong>night</strong></td>
<td><strong>tonight</strong></td>
</tr>
<tr>
<td><strong>appointment</strong></td>
<td><strong>holidays</strong></td>
<td><strong>noon</strong></td>
<td><strong>week</strong></td>
<td></td>
</tr>
<tr>
<td><strong>autumn</strong></td>
<td><strong>hour</strong></td>
<td><strong>noon</strong></td>
<td></td>
<td><strong>weekend</strong></td>
</tr>
<tr>
<td><strong>birthday</strong></td>
<td><strong>January - December</strong></td>
<td><strong>o'clock</strong></td>
<td><strong>past</strong></td>
<td><strong>weekday</strong></td>
</tr>
<tr>
<td><strong>century</strong></td>
<td><strong>meeting</strong></td>
<td><strong>quarter (past / to)</strong></td>
<td><strong>past</strong></td>
<td><strong>weekly</strong></td>
</tr>
<tr>
<td><strong>clock</strong></td>
<td><strong>midnight</strong></td>
<td><strong>second</strong></td>
<td><strong>quarter (past / to)</strong></td>
<td><strong>winter</strong></td>
</tr>
<tr>
<td><strong>daily</strong></td>
<td><strong>minute</strong></td>
<td><strong>spring</strong></td>
<td><strong>spring</strong></td>
<td><strong>working hours</strong></td>
</tr>
<tr>
<td><strong>date</strong></td>
<td><strong>moment</strong></td>
<td><strong>summer</strong></td>
<td><strong>summer</strong></td>
<td></td>
</tr>
<tr>
<td><strong>day</strong></td>
<td><strong>Monday - Sunday</strong></td>
<td><strong>summer</strong></td>
<td><strong>year</strong></td>
<td></td>
</tr>
</tbody>
</table>
Have you ever used a word list to prepare learners for an exam?
What level are these words?

word  memory  repetition  understand

tell  write  definition

read  teacher  talk
What level are these words?

word  memory  repetition  understand

tell  write  definition

read  teacher  talk

Cambridge English
Digital tools:
English Vocabulary Profile

Cambridge English
About the English Vocabulary Profile

Welcome to the pilot version of the full six-level English Vocabulary Profile. This version (CEFR) for British and American English.

If you have any comments, questions or requests, the EVP team would love to hear from you.

- What is the English Vocabulary Profile (EVP)?
- Why is the EVP important to me?
- How has the EVP been created?
- What does an EVP entry include?
- How can I work with the EVP?

What is the EVP?

The EVP shows, in both British and American English, which words and phrases lean Rather than providing a syllabus of the vocabulary that learners should know, the EVP assigned not just to the words themselves, but to each individual meaning of these sense TEMPERATURE, B1 for QUALIFICATION, B2 for AMOUNT and C2 for the phrase.

navigate longer entries, and phrases are listed separately within an entry.

Find out more about the CEFR.

Cambridge English
repetition  /ˌrep.iˈtɪʃən/  

Word family:
Nouns: repetition
Verbs: repeat
Adjectives: repeated, repetitive
Adverbs: repeatedly

► NOUN [C or U]
C2 when something is repeated
Digital tools:
Cambridge Online Dictionary

Memrise
Quizlet
Padlet

English Vocabulary Profile
Cambridge Dictionary

Wordwall

Cambridge English
memory

noun • UK /ˈmɛmər.i/ US /ˈmemər.i/

memory noun (ABILITY TO REMEMBER)

🌟 B1 [C or U] the ability to remember information, experiences, and people:

a good/bad memory

After the accident he suffered from loss of memory/memory loss.

She has an excellent memory for names (= she can remember names easily).

memory noun (EVENT REMEMBERED)

🌟 B1 [C] something that you remember from the past:

I have vivid memories of that evening.

That tune really brings back memories (= makes me remember past events).

School is just a dim/distant memory for me now (= something I cannot remember very well).
memory noun (OF COMPUTER)

[A2] [C usually singular, U] the part of a computer in which information or programs are stored either permanently or temporarily, or the amount of space available on it for storing information:

*My computer has a gigabyte of memory.*
What do learners need to know about vocabulary?

1. Meaning
2. Pronunciation
3. Spelling
4. Form, e.g. plurals, countable/uncountable, prepositions
5. Usage, e.g. collocation, formality, connotation
6. Frequency and level
memory noun (ABILITY TO REMEMBER)

*B1 [C or U]* the ability to remember information, experiences, and people:

- a **good/bad** memory

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She has **an excellent memory** for names (= she can remember names easily).
memory

noun • UK /ˈmem.r.i/ US /ˈmem.r.i/

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*My computer has a gigabyte of memory.*

[+ Thesaurus: synonyms and related words]

**Idiom(s)**

- from memory
- have a memory like an elephant
- in memory of sb
- **take a stroll/trip/walk down memory lane**
- within your memory
memory noun (EVENT REMEMBERED)

B1 [C] something that you remember from the past:
I have vivid memories of that evening.
That tune really brings back memories (= makes me remember past events).
School is just a dim/distant memory for me now (= something I cannot remember very well).

+ More examples
+ Thesaurus: synonyms and related words
What do you find most useful about online dictionaries?
Using an online dictionary in your teaching

• To prepare lessons
• To help analyse vocabulary
Using an online dictionary in your teaching

• To prepare lessons
• To help analyse vocabulary
• To prepare pre-listening or pre-reading activities
Using an online dictionary in your teaching

- To prepare lessons
- To help analyse vocabulary
- To prepare pre-listening or pre-reading activities
- In class, e.g. to listen to pronunciation, read examples together
Using an online dictionary in your teaching

• To prepare lessons
• To help analyse vocabulary
• To prepare pre-listening or pre-reading activities
• In class, e.g. to listen to pronunciation, read examples together
• Independent learning activities, e.g. on phones/tablets
Using an online dictionary in your teaching

• To prepare lessons
• To help analyse vocabulary
• To prepare pre-listening or pre-reading activities
• In class, e.g. to listen to pronunciation, read examples together
• Independent learning activities, e.g. on phones/tablets
• Vocabulary extension tasks for quick finishers
Using an online dictionary in your teaching

• To prepare lessons
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• To prepare pre-listening or pre-reading activities
• In class, e.g. to listen to pronunciation, read examples together
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• Vocabulary extension tasks for quick finishers
• Team games
Using digital tools to enrich your learners’ vocabulary

1. What is vocabulary?
2. What do learners need to know about vocabulary?
3. What vocabulary do learners need at different levels?
4. How can digital tools help learners focus on vocabulary?
5. How can learners personalise and memorise vocabulary?
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7. How can digital tools help with learning outside the classroom?
8. How can you get started with using digital tools?

Cambridge English
Digital tools: Quizlet
Teaching sets of vocabulary with Quizlet

red  yellow
blue  black
brown  orange
green  purple
pink  grey
What do learners need to know about vocabulary?

1. Meaning
2. Pronunciation
3. Spelling
4. Form, e.g. plurals, countable/uncountable, prepositions
5. Usage, e.g. collocation, formality, connotation
6. Frequency and level

Cambridge English
What do learners need to know about vocabulary?

1. Meaning
2. Pronunciation
3. Spelling
4. Form, e.g. plurals, countable/uncountable, prepositions
5. Usage, e.g. collocation, formality, connotation
6. Frequency and level
Pronunciation

Which words do you think will be difficult for your pre-A1 learners to pronounce?

<table>
<thead>
<tr>
<th>red</th>
<th>yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
<td>black</td>
</tr>
<tr>
<td>brown</td>
<td>orange</td>
</tr>
<tr>
<td>green</td>
<td>purple</td>
</tr>
<tr>
<td>pink</td>
<td>grey</td>
</tr>
</tbody>
</table>
Spelling
Which words do you think will be difficult for your pre-A1 learners to spell?

red yellow
blue black
brown orange
green purple
pink grey

© Jojie
Cambridge English
Using a digital flashcard tool: Quizlet
Using Quizlet for learning vocabulary sets
Using Quizlet for learning vocabulary sets
Using Quizlet for learning vocabulary sets

Cambridge English
Using Quizlet for learning vocabulary sets

![Quizlet interface for YLE Starters - Colours](image)
Using Quizlet for learning vocabulary sets
Quizlet app for smartphone/tablet
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Using digital tools for vocabulary development

%! Personalise
Make it relevant to the individual learner

%! Memorise
Begin to remember and be able to use vocabulary
Using digital tools for vocabulary development

**Personalise**
Make it relevant to the individual learner

- translation
- personalised definition
- pictures
- individual context

**Memorise**
Begin to remember and be able to use vocabulary
Using Quizlet for personalised definitions

clueless

I was clueless about how to use phrasal verbs until I bought a book about it in London
Using digital tools for vocabulary development

Personalise
Make it relevant to the individual learner

• translation
• personalised definition
• pictures
• individual context

Memorise
Begin to remember and be able to use vocabulary
Digital tools: Memrise

Memrise

Quizlet

Padlet

English Vocabulary Profile

Cambridge Dictionary

Wordwall

Cambridge English
Using Memrise for memorising vocabulary
Using Memrise for memorising vocabulary

B1 Travel and Transport - Cambridge English
Travel and Transport Vocabulary at B1 level

4 / 8 words in long term memory
0 ignored

Cambridge English
Travel and transport vocabulary

backpack         visa

exchange rate    accommodation

ferry             sightseeing

cabin             border
Using Memrise for B1 vocabulary – travel and transport
Using Memrise for smartphone or tablet
Memrise: creating a course
Using Memrise to create a course
Using Memrise to create a course
Using Memrise to create a course
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Digital tools: Wordwall
Using Wordwall for collaboration activities

Make an interactive teaching resource in one minute
Enter just a few words and with a couple of clicks, make a resource that would have been impossible with traditional presentation software.

Find out about our 38 templates

Quiz  Seating plan  Random wheel  Match up  Airplane
Whack-a-mole  Higher or lower  Conveyor belt  Wordsearch  Spider diagram
Rating scale  Find the match  Fridge magnets  Crossword  Group sort
Maths tiles  Order of preference  Brainstorm  Labelled diagram  Word finder

Cambridge English
Using Wordwall for collaboration activities

Students join at: goWordwall.com
Pin code: 876567

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Digital tools: Padlet
Shared online work boards: Padlet
Shared online work boards: Padlet

The Padlet you already love with the privacy and control your school needs
Shared online work boards: Padlet
Shared online work boards: Padlet
Using digital tools to enrich your learners’ vocabulary

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Cambridge English
Using tools inside and outside the classroom
Using tools inside and outside the classroom

1 Introduce ideas in class, e.g. environmental problems
Using tools inside and outside the classroom

1. Introduce ideas in class, e.g. environmental problems

2. Use class time to show students how to use tools, e.g. how to post to the Padlet wall
Using tools inside and outside the classroom

1. Introduce ideas in class, e.g. environmental problems

2. Use class time to show students how to use tools, e.g. how to post to the Padlet wall

3. Give students opportunities to contribute out of class, e.g. find relevant photos and research topic-related vocabulary
Using tools inside and outside the classroom

1. Introduce ideas in class, e.g. environmental problems
2. Use class time to show students how to use tools, e.g. how to post to the Padlet wall
3. Give students opportunities to contribute out of class, e.g. find relevant photos and research topic-related vocabulary
4. Encourage students to collaborate outside class, e.g. post to the wall and comment on others’ posts
Using tools inside and outside the classroom

1. Introduce ideas in class, e.g. environmental problems

2. Use class time to show students how to use tools, e.g. how to post to the Padlet wall

3. Give students opportunities to contribute out of class, e.g. find relevant photos and research topic-related vocabulary

4. Encourage students to collaborate outside class, e.g. post to the wall and comment on others’ posts

5. Check activities in class, e.g. give feedback on what learners have added to the wall
Using tools inside and outside the classroom

1. Introduce ideas in class, e.g. environmental problems

2. Use class time to show students how to use tools, e.g. how to post to the Padlet wall

3. Give students opportunities to contribute out of class, e.g. find relevant photos and research topic-related vocabulary

4. Encourage students to collaborate outside class, e.g. post to the wall and comment on others’ posts

5. Check activities in class, e.g. give feedback on what learners have added to the wall

6. Make the most of recycling opportunities, e.g. by saving the Padlet wall and using it as a recycling resource
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Cambridge English
Getting started with digital tools for vocabulary

1. Start with easy ideas and activities
Getting started with digital tools for vocabulary

1. Start with easy ideas and activities

2. Don’t allow technology to dominate
Getting started with digital tools for vocabulary

1. Start with easy ideas and activities
2. Don’t allow technology to dominate
3. Stick to free content
Getting started with digital tools for vocabulary

1. Start with easy ideas and activities
2. Don’t allow technology to dominate
3. Stick to free content
4. Get students to use the tools by themselves
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6. Get feedback from students
Further information
Word Fun World – Young Learners app
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