

Ways of Conveying Meaning

Task 4: Meaning can be conveyed in many different ways. Here are just some examples. Tick the ones you've used in your classes before.

- Visuals (photos, diagrams, drawings, etc.) ✓
- Realia (the real object), models or props
- Mimes or gestures ✓
- Definitions or descriptions (give a definition and then elicit/give the word)
- Through examples (e.g. radius, ulna and humerus are all types of...) ✓
- Dictionaries ✓
- Synonyms/partial synonyms (it's the same as...it's like....) and clines ✓ *← escale.*
- Antonyms (opposites) ✓
- Through context ✓
- Word families/word building e.g. "French, Spanish, Italian are.....nationalities. What's the adjective to describe someone who believes their nation should be independent and important? Nationalistic."
- Translation

- Discuss with your partner the benefits and drawbacks of some of the above methods.

Decoding Vocabulary

IDEA DE INTRODUCIR UNA LENGUA NUEVA.

Task 5: Look at the task below. Are there any words you don't understand? What do you think they might mean?

1. I went to the pub last night le mo chairde. Ól muid some really nice whiskey but it was quite daor. *with my friends*
expensive. *we drink.*
2. Is maith liom travelling, music agus bia na Fraince. Ni maith liom football, Donald Trump agus an aimsir i mBaile Atha Cliath. *and French food*
the weather *I don't like* *and*
3. Tháinig na vikings go hÉirinn i 795AD. *The arrived*

- How were you able to make out meaning? Which sentences were particularly difficult?

Decoding through word formation can be a more difficult process for learners, but it is good for raising students' awareness of word formation and patterns in English. Look at the procedure below:

1. Carry out an understanding for gist activity to introduce the text to your learners.
2. Learners work in pairs and underline all the words in the text that one or both of them already know.
3. Learners use a pink highlighter pen to mark all the words which look like words from their first language.