

## CLIL: Vocabulary

4. Learners use a green highlighter to mark all the words which contain affixes that they know (-un, -im, -tion, -able).
5. Learners use a blue highlighter to mark any words which contain Latin or Greek roots.
6. Learners use a yellow highlighter to mark other words in the text which are new, but they think they could guess the meaning.
7. Learners draw a line with a pencil through any remaining words they think they need to know to understand the text. Can they understand the text without these words?
8. How many of the remaining words do the learners think they should look up?

Depending on your learners and the text, you don't need to follow all the steps from the above activity (it might be a bit overwhelming!) so just choose the ones which are relevant for your class.

## Meaning, Form and Pronunciation

**Task 6:** When students are learning new vocabulary, they need to know the meaning, the form and the pronunciation. What activities can we use to practise these?

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See Appendix 3

## Learner Training and Involving Learners

Look at the quote below. What do you think it means? Check with your partner.

*I read, and I forgot  
I saw, and I believed  
I did, and I understood.*

Learner training involves helping learners find out how they learn most effectively. It means encouraging learners to take responsibility for learning and helping them to develop **learning strategies** and study skills. Most importantly, it asks learners to reflect on how they are learning. The aim of learner training is to produce effective, independent language learners.

### Example

Learners think about what time of day they are most productive and then produce a diagram showing their peaks and troughs. Together they discuss how to plan study with this in mind.

### In the classroom

Areas often discussed include ways of recording new vocabulary, different learning styles and preferences, finding opportunities to use English outside the class, reflecting on strengths and weaknesses, and study skills.