



This reference bank contains strategies taken from the CALLA (Cognitive Academic Language Learning Approach) to cope with listening, reading, vocabulary, grammar, and communication. You can pick from this learning strategies reference bank all the strategies that can be useful to work during the three sessions.


READING STRATEGIES			
READING STRATEGIES	DEFINITION (WHAT)	STEPS (HOW)	JUSTIFICATION (WHY)
PREVIEWING	Get familiar with pictures, titles, and instructions before reading the text.	<ol style="list-style-type: none"> <li>1. Read the title</li> <li>2. Read headings</li> <li>3. Explore pictures</li> <li>4. Find names, dates, or numbers</li> <li>5. Identify the type of text (poster, article, poem, etc.)</li> <li>6. Understand instruction (s)</li> </ol>	It helps predict the topic of the text, see connections, and understand what to do with it.
SCANNING	Look through a text <i>quickly</i> without reading, to find specific information	<ol style="list-style-type: none"> <li>1. Use key words to find specific information.</li> <li>2. Do not read every word.</li> <li>3. Stop scanning when you find what you want.</li> </ol>	It helps find a very specific piece of information, and it saves time (you can use it when you take tests)
SKIMMING	Read the first lines of the paragraphs to get the general idea.	<ol style="list-style-type: none"> <li>1. Read the first sentences of each paragraph</li> <li>2. Do not read everything</li> <li>3. Figure out the main idea by making connections and deductions.</li> </ol>	To get the general idea about the topic. To confirm predictions.
PREDICTING	Use clues to guess what the reading is about.	<ol style="list-style-type: none"> <li>1. Get some clues form: pictures, tittles, or headings</li> <li>2. Think about what you already know</li> <li>3. Predict</li> <li>4. Check if your predictions are right</li> </ol>	It facilitates a better understanding of the text.
IDENTIFYING COHESION <i>We can use this strategy only in activities that refer to this specific grammar topic (personal, demonstrative,</i>	Understand the connection among sentences in the text.	<ol style="list-style-type: none"> <li>1. Look for words like <i>I, you, he, her, this, those</i>, etc.</li> <li>2. Find what they refer to by looking back in the sentence</li> <li>3. If necessary, look in previous sentences</li> <li>4. Don't look too far back</li> </ol>	It helps understand better the meaning of the text.

<i>possessive pronouns, etc.)</i>			
CATEGORIZING (MAIN & SUPPORTING IDEAS)	Identify the main and supporting ideas from a text.	<ol style="list-style-type: none"> <li>1. Read everything first</li> <li>2. Identify the main idea of each paragraph</li> <li>3. Find the supporting ideas that prove the main ideas: author's opinions, adjectives use, etc.</li> </ol>	<p>It helps identify intentions, points of view about the topic.</p> <p>It helps identify patterns for writing skills.</p>
CONTEXT CLUES	Guess the meaning of words you don't know by using information in the text, rather than a dictionary.	<ol style="list-style-type: none"> <li>1. Don't stop when you see a new word (circle, underline or highlight the new word) – finish the part you are reading</li> <li>2. Reread the parts before and after the unclear section to get the clues about the meaning of the word.</li> <li>3. Check if the context includes a definition within the text</li> <li>4. Try to find synonyms or any similar words that are connected to the concept.</li> <li>5. If the meaning is not clear, ask a classmate for the definition</li> <li>6. If the classmate doesn't know, use the dictionary, or ask the teacher.</li> </ol>	<p>It helps understand the text better without using a dictionary every single time you find a new word.</p>
OUTLINING (HIGHER LEVELS FROM C7/D7 TO ADVANCE LEVELS)  <i>This strategy should be used after recycling any pre-reading strategy so students can have an input before creating the outline.</i>	Create a "skeleton" of the text.	<ol style="list-style-type: none"> <li>1. Use pre-viewing or predicting to create the skeleton</li> <li>2. Start forming a mental picture</li> <li>3. Write down the skeleton of the outline of the article</li> <li>4. Read the text</li> <li>5. Substitute the predicted skeleton with the information from the text paying attention to main and supporting ideas</li> <li>6. Express the ideas in key phrases using complete sentences</li> <li>7. Compare your outlines to find commonalities and differences.</li> </ol>	<p>It helps understand how it is developed, the main ideas and the connections among the paragraphs.</p>
SUMMARIZING	Explain the most important ideas of the text.	<ol style="list-style-type: none"> <li>1. Scan key words</li> <li>2. Find the main ideas of each paragraph</li> <li>3. Do not include details or unimportant information</li> <li>4. Organize the material to be included in the summary</li> <li>5. Abbreviate the information</li> </ol>	<p>It improves reading comprehension, helps self-monitor understanding, and helps learn how to be an effective writer and reader</p>
RESTATING/ PARAPHRASING	Explain the ideas in your own words	<ol style="list-style-type: none"> <li>1. Get all the main ideas with the supporting ones</li> <li>2. Put these ideas in your own words</li> <li>3. Identify essential and non-essential one</li> <li>4. Compact the text orally or in written form</li> </ol>	<p>It helps understand and remember the text better.</p> <p>It expands vocabulary (synonyms)</p>

DRAWING CONCLUSIONS	Figure out something. Form opinions based on information you have read	<ol style="list-style-type: none"> <li>1. Synthesize and evaluate information based on prior knowledge</li> <li>2. Examine an author's conclusion and evaluate the support details</li> <li>3. Collect and Question details in order to draw or evaluate conclusions written by the author</li> </ol>	It helps activate prior knowledge and experience.
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## VOCABULARY STRATEGIES

VOCABULARY STRATEGIES	DEFINITION (WHAT)	STEPS (HOW)	JUSTIFICATION (WHY)	EXAMPLE	
USING THE DICTIONARY (ACCESSING INFORMATION SOURCES)	Looking up for new words in the dictionary. Find the part of speech (word type) definition, and pronunciation of new words.	<ol style="list-style-type: none"> <li>1. Identify the words you do not know.</li> <li>2. Find those words in the dictionary searching in alphabetical order.</li> <li>3. Read all the definitions and examples.</li> <li>4. Choose the appropriate word or meaning you need according to the context.</li> <li>5. Take notes on the important information you need: meaning, pronunciation, part of speech, or examples.</li> </ol>	To be independent when learning vocabulary. You can find information about unknown words without the help of the teacher or classmates.	<p><b>book</b> <sup>1</sup> /bʊk/ <i>sustantivo</i></p> <p>1. (printed work) libro <i>m</i>;  2. (exercise ~) cuaderno <i>m</i> (note~) libreta <i>f</i> or cuaderno <i>m</i> (de apuntes) (telephone ~) (colloq) guía <i>f</i>, directorio <i>m</i> (AmL exc CS)  3. (set — of samples) muestrario <i>m</i>;  (— of matches, stamps) librito <i>m</i></p> <p><b>book</b> <sup>2</sup> <i>verbo transitivo</i> 1. (room/seat/flight) reservar;  2. (appointment) concertar (conj. →);  <b>the hotel/flight is fully ~ed</b> el hotel/vuelo está completo;  <b>we're fully ~ed until June</b> hasta junio no nos queda nada;</p>	
GROUPING	Grouping is organizing vocabulary into groups or categories according to similar characteristics (meaning, spelling, use, pronunciation, etc.)	<ol style="list-style-type: none"> <li>1. Look at the words you want to learn.</li> <li>2. Find similarities among those words (meaning, spelling, use, pronunciation, etc.)</li> <li>3. Find a possible general word or category that would contain the others.</li> <li>4. Label the groups and introduce as many words into the group as possible.</li> </ol>	To learn how to organize information better. To memorize and remember words easily.	<div> <div>Past Regular verbs</div> <div> Wanted  Needed  Invited  Decided  Worked  Traveled  Answered </div> </div>	<div> <div>Past Irregular verbs</div> <div> Got  Went  Did  Had  Read  Wrote  Thought </div> </div>
MAPPING	Mapping is creating a graphic organizer that shows the connections or relationships between words you want to learn.	<ol style="list-style-type: none"> <li>1. Identify the words that you want to learn.</li> <li>2. Find the principal word that connects all the others.</li> <li>3. Discover relations among those words which would connect one to each other.</li> <li>4. Place the more general words at the top of your map and start building relations down.</li> </ol>	To understand the relationship between words. It facilitates organization of your ideas and memorization of vocabulary too.	<pre> graph TD     FOOD --&gt; Fruit     FOOD --&gt; Vegetables     Fruit --&gt; Apple     Fruit --&gt; Orange     Vegetables --&gt; Spinach </pre>	
USING IMAGERY	Using Imagery is using photos, images or pictures to understand the meaning of new vocabulary or the	<ol style="list-style-type: none"> <li>1. Look at the images around the vocabulary and see if they directly relate to the words.</li> <li>2. If not, identify the places, people and things in the images.</li> </ol>	To understand and memorize new vocabulary more easily by visualizing things in your mind instead of trying to	Daily activities	

	context where the words are used.	<ol style="list-style-type: none"> <li>Then think about the context, the situation that the image shows.</li> <li>Make sure you understand the relationship between the image and the vocabulary you are learning.</li> </ol>	memorize a long list of concepts.		
ELABORATING	Elaborating means relating new information about a word to information you already know.	<ol style="list-style-type: none"> <li>Think of the information you have already learned about a word or topic</li> <li>Identify the new related words or concepts and connect them to the information you had before.</li> <li>Draw conclusions about how the new things complement or contradict the previous knowledge.</li> </ol>	If you use what you already know about a word or a topic and relate new information, you will increase your vocabulary, memorize it, and understand things better.	<p>You know the meaning of the word '<i>information</i>'. Now, you elaborate new vocabulary:</p> <p><i>Verb: 'to inform'</i></p> <p><i>Adjective: 'informative'</i></p> <p><i>Person: 'an informant'</i></p>	
INFERRING	Inferring is using available information to predict or guess the meaning of new vocabulary.	<ol style="list-style-type: none"> <li>Identify the unknown words that are visible.</li> <li>Think of their possible meaning according to context in which they are presented.</li> <li>Use the title, images, topic, and ideas to guess the meaning of the new words.</li> <li>Draw conclusions about the meaning and implications of the new words in the given context.</li> </ol>	To discover information that is behind the message when people do not say some things explicitly.	<p>New word: "A football field is a large, <b>grassy</b> area for playing football".</p> <p>You know that you are reading about football, and you know that a field is a large area covered in grass. Then you can guess that <b>grassy</b> refers to <i>covered with grass</i>.</p>	
PERSONALIZING	When personalizing you associate new words to your experiences and write your own examples using new vocabulary.	<ol style="list-style-type: none"> <li>Think of a connection of new words and your own life.</li> <li>Say something about you by using these words.</li> <li>Write down your own sentence.</li> </ol>	To memorize and remember words better by associating new vocabulary to your own experiences and writing examples of your real life.	<p>New word: <b>Shellfish</b></p> <p>Personalization:</p> <p><i>I love eating <b>shellfish</b> but my brother is allergic to this seafood.</i></p>	
KEEPING YOUR OWN DICTIONARY / VOCABULARY NOTEBOOK	This means to write new vocabulary, especially difficult words, in a personal list of vocabulary that you can access easily in the future to remember information.	<ol style="list-style-type: none"> <li>Identify the words that are really hard for you to remember, to pronounce correctly or to use in your daily speech.</li> <li>Access information sources (dictionaries, imagery, texts, etc.) and look up for information about new vocabulary.</li> <li>Write the words down in your personal list.</li> <li>Include the words' definition, illustration, pronunciation, part of speech and a personal example.</li> </ol>	To learn words easier, use your own dictionary faster than a normal dictionary, and recycle information better when it is particular to you.	<p><b>Jogging</b></p> <p><u>jog</u> / <u>dʒɒg</u> /</p> <p>► <i>verb</i> (jogs, jogging, jogged)</p> <p><b>Meaning:</b> run at a steady, gentle pace, especially as a form of exercise.</p> <p><b>Example:</b> My dad goes jogging every morning.</p> 