

|  |                                                                                                          |
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|  | the vocabulary, grammatical structures and functions learners need to study specific curricular subjects |
|  | the less formal, more everyday language learners need for studying curricular subjects                   |
|  | the language needed for particular curriculum subjects                                                   |
|  | a group of words which are used together in different ways                                               |
|  | the most often used vocabulary in general English and also used in curriculum subjects                   |
|  | words which are regularly used together, the relation between the words may be grammatical or lexical    |
|  | a verb form used for a possible or imagined situation.                                                   |
|  | verbs such as <i>tell, advise, suggest</i>                                                               |
|  | a verb used with other verbs to show ideas such as ability or obligation or possibility.                 |
|  | a group of words that make up a phrase<br>a noun phrase or<br>a verb phrase                              |
|  | when words, phrases and forms from the first language are produced in the CLIL target language.          |

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|----------------------------------|----------------------------------------|------------------------------------|-----------------------|----------------------------|------------------------------------|
| <i>modal verb</i>                | <i>high and medium frequency words</i> | <i>collocation</i>                 | <i>structure</i>      | <i>Conditional (forms)</i> | <i>L1 transfer</i>                 |
| <i>subject-specific language</i> |                                        | <i>content-obligatory language</i> | <i>reporting verb</i> | <i>chunk</i>               | <i>content-compatible language</i> |