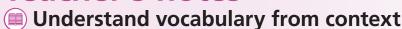
## READING SKILLS

# Teacher's notes





## Warm up

Tell students that learning how to understand the meaning of words from context is a way to make their reading easier and to make them feel more confident and less anxious about long texts.

### **Practice**

- 1 You are going to read a text and use the context and other clues to understand unknown vocabulary.
  - Tell students they are going to read a text and use the context to understand unknown vocabulary.
- - Put students in groups of three, and get them to nominate themselves as students A, B and C. Provide an example as needed.
- Students A and B will work together on the text to find out the meaning of the highlighted words. Student C will observe and write down which techniques students A and B used to understand the unknown words.
  - Demonstrate these two roles to students as needed.
- In your groups, discuss with the observer how you used the context to find out the meaning of the words.
  - You can add to students' ideas as you wish to in order to ensure all class members have an understanding of the techniques.
- Work as a class and see if you all have approximately the same idea for the meanings of the unknown words.
  - Elicit the answers and discuss them as a class. Use this as an opportunity to check understanding and provide clarifications.

#### Suggested answers

| Word                        | Meaning   | Technique  |
|-----------------------------|---|--|
| van                         | A kind of vehicle, used for carrying goods        | Using the comparison with cars and buses implied by or   |
| environmentally<br>friendly | Good for the environment                          | Identifying the use of this phrase as part of an example of how people can save the environment                                  |
| vehicles                    | Cars  | Identifying <i>electric vehicles</i> as an example of <i>environmentally friendly cars</i> (given by the phrase <i>such as</i> ) |
| green                       | Related to the environment                        | Using the equivalence with the future of the environment implied by but  |
| eco warriors                | People who take action to protect the environment | Using the contrast (implied by <i>but</i> ) with older people who are less interested in the environment                         |
| initiatives                 | Projects  | Using the comparison (implied by as well as) between local projects and global initiatives                                       |

# **READING SKILLS**





Work in new groups of three and repeat the process for Exercises 3, 4 and 5, using the text below.

### **Suggested answers**

| Word      | Meaning                   | Technique   |
|-----------|---------------------------|---|
| facing    | having to deal with       | Using with <i>problem</i> shows there is something to be addressed  |
| consuming | eating/drinking           | The context of food implies eating                                  |
| calories  | units of energy in food   | In addition shows that the subject is still connected with food     |
| vast      | huge, very large          | Used as an adjective to describe <i>majority</i> so linked to `big' |
| foodies   | people interested in food | Describing people who are health-conscious about food               |
| inroads   | noticeable effects        | The context is progress, and the use of <i>but</i> emphasizes this  |

### Reflect



Make some notes on what you have learnt about using context to understand the meaning of new words. Discuss your ideas with three other students and make a poster of your ideas. Put the poster on the wall and encourage other groups to look at it and discuss the ideas.

- Ask students to make some notes on what they have learnt.
- Ask them to make a poster of their ideas.
- Put the posters on the wall, look at each of them and provide feedback and advice as needed.