



Student name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_



## Practice

- 1** You are going to read a text and use the context and other clues to understand unknown vocabulary.
- 2**  You will be working in groups of three, and you need to nominate yourselves as students A, B and C.
- 3**  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.


### Young people and the environment

Everyone who drives a bus, car or **van** is an adult. They are the ones who can do something to save the environment by driving less or by driving **environmentally friendly** cars such as electric **vehicles**. But will they? Probably not, because it's too difficult for them to change their routines.

So, the future of the environment is probably in the hands of younger people, but are they interested in **green** issues? Maybe older people are less interested in the environment, but teenagers are more likely to be **eco warriors**. We need to get young people involved in local projects as well as **global initiatives** about the environment. If people feel something is important to them locally, they are more likely to act.

- 4**  In your groups, discuss with the observer how you used the context to find out the meaning of the words.
- 5**  Work as a class and see if you all have approximately the same idea for the meanings of the unknown words.

## Reflect

- 6**  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.