

## 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.

## Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the **Factsheet** before the lesson, so they can read it at home and come to the lesson prepared to do the **Worksheet**. If you use this approach, start the lesson by checking that all students have read and understood the **Factsheet** and answer any questions.
- 2 Give students the **Factsheet** at the beginning of the lesson and start by working through it with students.
- 3 Focus on the **Worksheet** in the lesson, then give students the **Factsheet** at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

## Theory to practice




- Ask students to tell you their ideas about the meanings of the unknown words and the techniques they used. Clarify any questions and provide input and guidance as needed.

### Suggested answers

Word	Meaning	Technique
<i>emit</i>	Create; give off	Using the meaning of <i>poisonous gases</i>
<i>greenhouse gases</i>	A gas which contributes to global warming, such as carbon dioxide	Using the example given with <i>such as</i> ; using knowledge of the world
<i>traffic jams</i>	Large groups of cars	Using the definition given with <i>called</i>
<i>stationary</i>	Not moving	Using the comparison with slow-moving traffic given with <i>as well as</i>
<i>hydrogen</i>	A non-pollutant fuel	Using the contrast with pollutant fuels (petrol and diesel) implied by <i>on the other hand</i>

## Using the Worksheet

### 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.
- 2  You will be working in groups of three and you need to nominate yourselves as students A, B and C.
  - Put students in groups of three, and get them to nominate themselves as students A, B and C. Provide an example as needed.
- 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.
  - Demonstrate these two roles to students as needed.
- 4  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.


**5**  **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
<i>van</i>	A kind of vehicle, used for carrying goods	Using the comparison with cars and buses implied by <i>or</i>
<i>environmentally friendly</i>	Good for the environment	Identifying the use of this phrase as part of an example of how people can <i>save the environment</i>
<i>vehicles</i>	Cars	Identifying <i>electric vehicles</i> as an example of <i>environmentally friendly cars</i> (given by the phrase <i>such as</i> )
<i>green</i>	Related to the environment	Using the equivalence with the <i>future of the environment</i> implied by <i>but</i>
<i>eco warriors</i>	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
<i>initiatives</i>	Projects	Using the comparison (implied by <i>as well as</i> ) between <i>local projects</i> and <i>global initiatives</i>

## 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.**

- 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.

## Learning outcome

By the end of the lesson, students should be able to demonstrate some of the techniques that can help in understanding the meaning of unknown words in a text from the context.

## Ending the lesson

Ask students if they agree that younger people are more likely to be environmentally aware than older people.