

Teacher's notes

Understand vocabulary from context

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.