## Lesson plan

### Topic
Snack facts: recording vocabulary

### Aims
- To develop students’ awareness of vocabulary features (chunks, suffixes, etc.)
- To help students discover some ways to record vocabulary
- To encourage students to keep a record of new vocabulary
- To encourage students to work together on a collaborative task.

### Age group
Teenagers and young adults

### Level
A2, B1, B2

### Time
60 minutes +

### Materials
1. Snack Facts photocopiable texts A, B, C and D
2. Snack facts original texts (A, B, C and D)
3. [http://learnenglish.teens.britishcouncil.org/uk-now/read-uk/snack-culture](http://learnenglish.teens.britishcouncil.org/uk-now/read-uk/snack-culture)
4. Dictionaries

### Introduction
In this lesson students will discuss different ways of recording vocabulary. They will learn how to notice patterns in vocabulary and how to speculate about the meaning of new vocabulary based on suffixes and word-building patterns.

### Procedure

<table>
<thead>
<tr>
<th>1. Warmer (5-10 minutes)</th>
<th>Write this short text on the board:</th>
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<tbody>
<tr>
<td></td>
<td>My mum goes nuts when I eat snacks between meals, especially when I choose unhealthy things like biscuits. She coaxes me to replace them with</td>
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Put students in pairs or small groups. Ask them to copy the text and to underline any words or phrases they don’t know. Then give the students 5 minutes to work together, finding out the meaning of the unknown words or phrases. Encourage students to guess the meanings from the context, to ask each other and share their ideas, to use dictionaries or to look up words and phrases on the Internet.

When the time is up, underline these 8 sections of the text and write the list of 8 words and phrases below.

My mum goes nuts when I eat snacks between meals, especially when I choose unhealthy things like biscuits. She coaxes me to replace them with things like walnuts or apricots but I’m not very keen on things like that.

to go nuts snack unhealthy to coax to replace walnut apricot

to be keen on

Ask the students to look at the words and phrases and to discuss the best way of recording them in a vocabulary notebook.

Elicit the students’ ideas and write them on the board in a list. Add any other ideas to the list. By the end of the activity it should look something like this:

Ways of recording new vocabulary
1 Write a translation
2 Write a dictionary-style definition
3 Draw a picture
4 Write a synonym
5 Write a sentence with the vocabulary item in context
6 Use mind maps to record sets of topic-related vocabulary

2. Divide the class into 4 or more groups: A, B, C and D and give each member of each group a copy of their corresponding text: A, B, C or D.*
* For mixed ability classes, text A is shorter and a bit easier than the others. Texts B and D are longer and more challenging.

3.  
   - Ask the students to read their texts and work together in their groups to do these tasks:
   
   1. **Sections in bold**
      
      Write as many synonyms as possible
   
   2. **Underlined sections**
      
      Write the missing word(s)
   
   3. **Sections in italics**
      
      Brainstorm a list of words that collate with the first word. E.g. *Post office* = postcard, post box, post-it, etc.
   
   4. Make a note of any other unfamiliar words and find out what they mean.

   - Students read their original text on the LE teens website. They check the answers to (1) and (2) above. Then they use a dictionary to check their answers to (3) and (4).

   - Note: If you do not have Internet access, use the Snack Facts original texts provided.

   - Each group chooses 3 or 4 interesting or useful new words or phrases from their text to present to the other groups. They write the words and phrases on the board and explain what they mean by giving a definition or synonym, drawing a picture or using the new language in a sentence.

**Optional follow up tasks**

   - Students read the complete text online and record any interesting or useful new vocabulary that they find.

   - Students write a short text about their own snacking habits.

**Contributed by**

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