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A Framework for Prep-free Lessons 4

Integrated Lessons Focused on Vocabulary

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Methods and activities for more effective teaching with less preparation

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Introduction

A Framework for Prep-free Lessons 4 is the most recent of a series of experiments with lesson frameworks that allow teachers to deliver effective lessons with little or no planning or preparation. *A Framework for Prep-free Lessons 1* uses emergent language from students' conversations as the linguistic focus of the lessons. *A Framework for Prep-free Lessons 2* focused on emergent language from the teacher, while *A Framework for Prep-free Lessons 3* uses language from a text. This version is similar to *A Framework for Prep-free Lessons 3* in that it focuses on vocabulary derived from texts but differs in that it is purely a vocabulary-based lesson while its predecessor was essentially a standard reading skills lesson with stages for developing reading comprehension which were followed by a language analysis stage. *A Framework for Prep-free Lessons 4* does not require comprehension of the text and thus leaves students completely free to focus on the meaning and use of the vocabulary contained within it. From a practical perspective, an important advantage of *A Framework for Prep-free Lessons 4* over *A Framework for Prep-free Lessons 3* is that it does not require that the students have dictionaries in the classroom.

Lesson Aims

The main aim of the lesson is that the students learn new vocabulary, and that they learn it in a context. However, the lesson framework is designed to include most of the four skills. Even though reading comprehension is not an aim or a feature of this framework, students will receive significant practice in the reading skill of scanning for specific information. This skill is first practiced in the warmer and after that students practice scanning texts to find words that they are unfamiliar with. This is done to select the target language for the lesson. Once meaning, form, usage and pronunciation of the target language has been dealt with, students will get writing practice where they will have to use the new vocabulary in context. The writing stage also supplies the material students will use for a controlled speaking stage where the vocabulary will be used in context for questions and responses. Lastly, students will participate in a free-practice stage with a focus on fluency where they will have to work the target language into a conversation.

Teacher's Preparation

Selecting a text

The first thing you'll need to do is to select a text. This will depend on the level of your students. Since comprehension of the text is not required, any text containing unknown words can be used in class. However, some consideration needs to be given to the level of the students. Since it will be the students who select the target language from the text, the unknown words in the text should be those which are appropriate for their level. The teacher does have some control over the selection process as ultimately

As illustrated below, the inclusion of the words before and after the key word will often provide at least the beginning of a teachable context. To make room for examples of context, the words that the students wrote on the right side of the board now need to be erased. Then, to the right of each of the key word phrases, some context should be provided to indicate to the students how the word is used. In some cases, the context provided with the 3-word phrase can be altered to provide a more useful or frequent use of the key word (see “gloomy” and “flashed” below). Words may also be altered such as “snoozed” to “snooze” or “frantic” to “frantically” to show other uses

I sipped a	I sipped a Mojito on the beach. to <u>take a sip</u>
I snoozed until	I <u>snoozed for</u> an hour. Snooze alarm
I sneaked out	I <u>sneaked out of</u> class.
a shame to	<u>It would be a shame to</u> miss the party. <u>It's a shame that...</u>
to confess that	He <u>confessed that he</u> took the money.
kept grinning at	He kept <u>grinning at me</u> . He was <u>grinning ear to ear</u> .
in gloomy England	It was a <u>gloomy day</u> .
in anticipation	He <u>waited in anticipation of</u> bad news. She anticipated...
probably frantic with	She <u>was frantic with</u> worry. She <u>frantically</u> looked for ...
beaches flashed through	Images <u>flashed through his mind</u> .

Sample board for an intermediate class based on “I Flew to Brazil by Accident” in *New First Certificate Masterclass*, OUP

6. Controlled practice: Writing

This stage gets students writing to test their ability to use the new vocabulary in a sentence. At the same time, they will be preparing material for the next stage. In the next stage, they will asking questions of other students to test their ability to remember and use the target language.

Hand a strip of paper to each student and tell them to choose one of the key words from the board (it can be a variation of the key word, if it was brought up in class). After choosing a word, they go to the board and put a check mark beside the word on the left side of the board, so each student ends up with a different word. Then tell them to write a question on the strip of paper that they can ask another student. The question must include the key word but they should insert a blank rather than write the key word. Ideally the question should either be one that can be answered with more than one word or it should be followed by a follow-up question to elicit more information. For example, “What drink do you like to sip?” could be followed

Sample score sheet

	1 st Judge	2 nd Judge	Totals
sipped			5
snoozed			3
sneaked			3
shame			3
confess			5
grin			2
gloomy			3
anticipate			4
frantic	- 5		-3
flashed			3
		Total	28

Recommended Books

How to Teach Vocabulary Scott Thornbury Pearson Longman
Teaching Unplugged Luke Meddings/Scott Thornbury Delta
A Framework for Prep-Free Lessons 1 www.kenlackman.com
A Framework for Prep-Free Lessons 2 www.kenlackman.com
A Framework for Prep-Free Lessons 3 www.kenlackman.com