**VOCABULARY LESSON PLAN**

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| **Level/Stream/Class** | Sec 2 Express |
| **Lesson No.** | 10 |
| **Unit/Topic** | Academic Writing |
| **Lesson Duration** | 90 minutes (3 Period Block) (10 minute buffer time) |
| **Lesson objectives:** | By the end of the lesson, students should be able to   1. Define and explain the use of at least 5 words from Academic Word List (Sub-list 1) with the use of examples 2. Use at least 8 words from the sub-list to improve their draft (expository writing) correctly. |

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| **Duration** | **Content/ Activity** | **Objective** | **Resources** |
| **Introduction**  **(10 mins)** | Revise and recap with students what they have done in the previous lesson of expository writing:   * Purpose of expository essays, its * Key features, and, * Basic structure     Students will retrieve their essay drafts from their thumbdrives. Teacher decribes agenda for the day – to improve the vocabulary of the draft.    **Introduction of Academic Word List (AWL)**   * Explain the importance of academic vocabulary (future studies) * Introduce the AWL to students, explaining how it is classified into sub-lists etc. * Illustrate to students how they can use it to help them in their academic writing with an example. |  *Trigger Prior Knowledge/ Activate Schema*     * To recap the need for academic vocab in expository writing and  introduce the Academic Word List (AWL). Link to *real-world context*. | 1. Computers, 2. Student’s thumbdrive 3. (Back up) Sample student essay |
| **Main Activity**  **(60 mins)** | Students will download & access the AWL here:  <http://www.victoria.ac.nz/lals/resources/academicwordlist/>    **Group Activity  – Identify, define & exemplify Sub-list 1 (10 min)**  Teacher draws focus to Sub-list 1 part 1 – 30 words.  Students get into groups of 6. There will be about 6 groups. Each group will get 5 words to match to their respective definitions and then come up with an example for its use together.    **Teacher’s Overview of Sub-list 1 (20 min)**  Teacher visits the following website and uses it to go through the answers of the activity together as a class. Teacher gets groups to share their examples as the words are gone over.   * http://quizlet.com/11889725/learn     **Individual Revision (10 min)**  Students then go back to their respective places and independently attempt the quiz found on the following website   * <http://www.englishvocabularyexercises.com/AWL/AWLSublist01-Ex1a.htm>   Students are to take screenshots of their results of the quiz and send it to the teacher.    **Editing of Expository Draft (20 min)**    ***Introduction – 5 min***  Students review their introduction and underline parts of it that are unclear or missing links.  They then look at the list of words from Sub-list 1 Part 1 and attempt to correct their essay using 1-2 words from it.    ***Body – 10 min***  Students will then revise the body segment of their expository drafts by:   * Underlining problematic words, phrases, or sentences of the body of the essay, * Checking if each paragraph’s topic sentence links to the explanation, elaboration and linking sentence, * Appropriate words are used to introduce and talk about counter arguments/alternative views, and, * Utilizing 4-5 of the words from Sub-list 1 to improve their writing.     ***Conclusion – 5 min***  Students review their conclusion and underline parts of it that are unclear or missing links.  They then look at the list of words from Sub-list 1 Part 1 and attempt to correct their essay using 1-2 words from it. | * Students are provided with a resource to enable *independent learning* in the future.      * *Collaborative Learning* to allow students to familiarise themselves with the meaning and collocative use of academic words in AWL Sub-list 1 * This part of the list was selected specifically because the words are most appropriate to the *expository genre* as well the Sec 2 level of English. * Examples are necessary since AWL’s limitation is that it lacks collocational usage or supplementary information, and takes learning out of context * Teacher provides *scaffolding* to aid in the acquisition of the vocabulary and support *cognitive apprenticeship* * To assess students’ understanding of the words from sub-list 1 part 1, using collocational examples in discourse use so they learn to apply the words better in writing * Assessment that directly addresses learning objective 1      * Students are *Learning by Doing* and through applying the new vocabulary knowledge, the first half of the lesson is reinforced.      * The task is broken up into parts so that:   + Students can focus their attention better on the bite sized tasks and feel more productive   + The structure of this expository genre is reinforced since students are forced to look at it in its segments.   + Facilitate the use of at least 6 words from  Sub-list 1 Part 1 in the expository draft, along with,   + Its even distribution in the text      * By identifying mistakes/problems before using the words, students also implicitly learn that the right vocabulary can remedy problems in coherence and cohesion for written discourse (explored in next lesson) | 1. Words from   <http://quizlet.com/11889725/awl-1a-flash-cards/>   1. Slips of words and definitions for matching 2. Handout for examples      1. Website:   http://quizlet.com/11889725/learn       1. Website: <http://www.englishvocabularyexercises.com/AWL/AWLSublist01-Ex1a.htm> 2. (Back up)   Printout of Question     1. Microsoft Word 2. List of 30 words |
| **Lesson Closure**  **(10 mins)** | **AWL Highlighter – 5 min**  Students are tasked to check the frequency and occurrence of the words using the *AWL highlighter*:   * http://www.nottingham.ac.uk/~alzsh3/acvocab/awlhighlighter.html     Students submit the edited draft to the teacher for assessment.    **Lesson Review – 5 min**  Teacher reiterates importance of using accurate academic vocabulary in essays especially those of genres like Expository essays  to achieve coherence and cohesion.  Explain that the links for AWL and AWL Highlighter will be helpful for their future essays. | * The AWL Highlighter is a tool which identifies core academic vocabulary according to the AWL sub-list selected * Students are exposed to yet another useful ICT tool easily available to improve their writing * Formal assessment of students ability to apply words learnt * To summarise what students have learnt for the lesson * Reinforce genre based learning * Link to next lesson’s objectives – coherence and cohesion * Encourage students to use the tools for independent learning | AWL Highlighter |

Other Resources:

<http://www.englishvocabularyexercises.com/AWL/AWLSublist01-Ex1a.htm>

<http://www.englishvocabularyexercises.com/AWL/AWLSublist01-Ex2a.htm>

<http://www.englishvocabularyexercises.com/AWL/AWLSublist01-Ex3a.htm>

<http://www.ugru.uaeu.ac.ae/concordance/index.html>