



A SUMMARY OF THE PPP MODEL

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(Clear objectives)

If your objectives are clear, you are in a better position to make decisions in both your lesson planning and delivery.

- Ex: By the end of the class, students will be able to use *the past simple and past continuous* in the context of *speaking about last weekend*.

Introduce the theme for the class

The theme is not the language point you want to focus on.
 The theme is the topic that runs through your class such as climate change or long-term relationships or pets. You get the students orientated towards the theme by speaking a little about it. (The target language is introduced later in the lesson plan – not here.)
 Some example activities:

- Show pictures and students describe or speculate about them.
- Give a topic for discussion.

Input

Input is what you offer before the presentation, which takes the form of either a listening, video or reading. Its theme is the same as the previous activity and later can be used to provide examples of how the target language you want to focus on is used.

Question for gist

This is a question given prior to the input (before students look at the reading or hear the listening) to get the students loosely orientated to the reading or listening. When the students receive a reading to do the gist task, it is intended to be done quickly (ex: 1 or 2 minutes) and not have the student worry about understanding all the text or vocabulary, only the general tone or theme. Some example gist tasks (activities):

- Choose the most appropriate title from 3 or 4 options
- Predict what they will read/listen to based on prior Theme activity

Questions for specific information

Keep these questions simple and easy to understand/answer.
 ●Usually short answers (one or a few words ex: 'Wednesday'), multiple choice, true or false, correct the statements.

Language focus

Language focus is the target language you want to concentrate on, which typically is grammar or vocabulary, but could include other areas such as pronunciation.

Presentation

In the Presentation you show the students what you want them to learn. Get them involved as much as possible.

- Plan and use good boardwork or other references (such as the reading or listening text), eliciting, comprehension check questions, guiding students to discover the target language on their own.

Practice

Get the students to put what you presented into practice. Think of a continuum from recognition \leftarrow \longrightarrow production.

- This probably means a number and range of activities such as
- recognizing examples in the text to gap-fill or grammar exercises to simple & controlled speaking activities (ex: Q & A) to 'conversations' with the teacher helping, guiding and correcting.

Production

Production is the activity where students speak (and hopefully use the target language) without any aid from the teacher other than initially setting up the activity.

- For example, a discussion or role-play

The idea of Practice activities is to help the students become more familiar with the target language so they are (increasingly) prepared to use it on their own in the Production activity

(Feedback)

In feedback the teacher can go over some of the points that came up in the final Production activity

- ex: error correction, what went well, suggestions for future usage as well as possible reminders from other parts of the class. Also, students can provide the teacher with feedback from their perspectives.