



LESSON PLANNING CHULETA



Teaching
English

long version

A guide to help you plan your classes

See more ideas at
maxenglishcorner.com

'Chuleta' is a Spanish word meaning 'cheat sheet', but it can also be used as a reference or guide, like your own notes on how to send a fax on the new office photocopier. Here are a few practical notes and ideas that might come in handy for you when you are preparing your classes using the PPP model.



GENERAL ADVICE REMINDERS

OBJECTIVES

This is the general formula for writing your objective:

By the end of the class the students will be able to use TARGET LANGUAGE while THEME.

The target language is the vocabulary or grammar point you want to focus on. Ex: Past continuous

The theme is the general background setting you want running through your class. Ex: holidays

You want to be a little more specific so your objective could look like this:

By the end of the class the students will be able to use the past continuous while (in the context of) speaking about what they did on their last holiday.

You should clearly decide on what your objective (target language used in some context) is before developing the rest of your lesson plan. This objective is to be demonstrated in the final Production activity and is what you are building the class towards.



GENERAL ADVICE REMINDERS

CONTEXT

POSSIBLE ACTIVITIES

- Do not introduce the target language here
- Establish the theme that will run through your class such as climate change or fun new technology
- Get the students engaged and speaking about the theme
- Keep the activity short and moving
- Try and get all the students involved

- Show pictures and students describe or speculate about them
- Show realia and students describe or interact with them
- Give a topic for brief discussion
- Play a quick game that is related to the theme
- Ask students directly if they have ever experienced X or what they think of X.



GENERAL ADVICE REMINDERS

INTRODUCTION (OPTIONAL)

POSSIBLE ACTIVITIES

- Sometimes this is used to bridge the gap or make a smoother transition from the Context to the Input.
- It can also be used to better prepare the students for the coming input (reading, listening or video). Perhaps the vocabulary is difficult, the presentation is difficult to follow or some of the concepts might be new to the students (perhaps specialized to a particular profession or culture).
- The students should be actively participating in this activity, not being lectured to.
- This activity should also be short.

- Pre-teach some vocabulary that will appear in the Input (listening, reading or video)
- Get students talking about one or more concepts that will appear in the Input
- Show some pictures that relate to the text in some way and create a task to help in the orientation (ex: place in order, matching, description)



GENERAL ADVICE REMINDERS

INPUT 1: GIST

POSSIBLE ACTIVITIES

- Give the task (instructions and questions) BEFORE the students start to read or listen to the text. They should start and complete the text with that task in mind.
- The Gist task should be kept short and simple.
- It's usually better to give the students options with the task such as choosing which title or situation best suits the text. This keeps the task focused and moving on. If you ask students to create a title, it will take longer and involve other skills.
- It's usually better NOT to ask the students for a summary as this requires skills more than simply reading or listening for gist and will make the students read or listen in a different way.
- You simply want them to get the general drift of the text, nothing more.

- Choose the most appropriate title from 3 or 4 options you provide them with (Give them the titles before they start the reading or listening)
- Students predict what the text (reading, listening or video) will be about based on the last activity (or two). If necessary you could introduce it in some way, such as saying, "We were talking about different kinds of holidays. Here is a picture of Kim. What kind of holiday might Kim choose?"
- Give the title & ask students to predict what the text might be about
- Give the students some pictures and they select one that best represents the input text.
- If the focus is on general events and not so much on particular details (although some details will have an influence), you could give the students a few pictures and they have to put them in the order that happened in the text
- Ask about the genre of the text (documentary, sci-fi, romantic comedy)
- Ask about mood of text (person was angry, happy, sad or if formal, semi-formal, informal)



GENERAL ADVICE REMINDERS

LOOKING FOR SPECIFIC INFORMATION (DETAILS)

POSSIBLE ACTIVITIES

- Questions gone over BEFORE students start reading or listening
- Task should be short and simple.
- The details should be reasonably easy to find as they scan the reading text or listen to the audio / watch the video for that specific information.
- The answers to the question are short answers
- Questions should be about the theme and contents of the text, still not on the target language

- Short answer questions (one or a few words only)
- Multiple choice answers
- True or false
- Correct the statements that are not true
- Fill in a chart or form
- Match picture, name or category to details
- Circle the options that you hear



GENERAL ADVICE REMINDERS

PRESENTATION

POSSIBLE ACTIVITIES

- This is the first time you officially introduce the target language.
- The language focus is typically grammar or vocab
- This stage is dedicated to making students aware of everything you want them to know about the target language.
- Do not simply lecture the students.
- Present in a way that is student-friendly (helps their assimilation of the information) which includes presenting in a clear and organized fashion, and gets the students involved by exploring the language with you.
- Elicit as much as you can from them, and guide the students in their discovering more about the language
- Ask comprehension check questions during and at the end of your presentation to see how much the students are getting.

- Present boardwork that clearly focuses students' attention on key points. Leave space for extra examples and addressing students' questions.
- Give handout with clearly presented info for referencing and with activities/exercises that help lead students through certain points
- Get students involved by asking them comprehension questions and to explore elements, either individually or in pairs/small groups.
- Have the students look at real examples of the target language used in the text from the reading or the script from the listening or video.
- Test the students' understanding and get them to participate by getting them to give you examples or to complete/explore certain ideas
- Make a summary of key points brought up in the Presentation before moving on to the Practice stage. Better yet, get the students to do it as much as possible.



GENERAL ADVICE REMINDERS

PRACTICE

POSSIBLE ACTIVITIES

- This is the part of the class where students begin to practice what was shown to them in the Presentation.
- Try to include the theme (established in Context) into some of the Practice activities.
- Do several activities, beginning with more controlled practice of the form, basic concepts and when to use them appropriately.
- Correct and guide the students, and use elicitation and comprehension checks
- Later Practice activities are freer, incorporating the target language in speaking
- Design activities which prepare students for the Production activity

- Exercises to recognize examples and usage in text
- Match form to function (which situation), or match word to definition or synonym
- Gap-fill exercises (sentences or mini-text)
- Make changes, converting present to past, singular to plural or formal to informal, for example
- Students correct sentences
- Students place items into appropriate categories
- Write sentences using target language
- Prepare for speaking activity by organizing thoughts / what want to say by writing out ideas and sentences
- Pair-work question & answer routines (ex: interview)
- Role-plays and conversations with teacher guidance
- Dress rehearsal for Production activity



GENERAL ADVICE REMINDERS

PRODUCTION

POSSIBLE ACTIVITIES

- Production could be writing or speaking, but more typical focus is on speaking.
- Students speak without the aid of the teacher. This means no participation, corrections or guidance from teacher.
- Students speak in a dynamic ongoing way that allows spontaneous interaction
- Students speak following the theme introduced in Context.
- Encourage the use of the target language only in the instructions for the task, not while the students are speaking.
- Teacher monitors and makes notes to give in Feedback session or to help in planning future classes

- Conversation about a certain theme like family, sports or comparing experiences
- Discussion to explore a certain topic like politics or pros & cons about something
- Collaborative task (students work together in evaluating different items, finding a solution to a problem, making plans together, or making a collective decision about something)
- Role-play (ex: hotel manager & angry guests)
- Interview (one-on-one or several interviewing one)



GENERAL ADVICE REMINDERS

FEEDBACK

Teacher goes over some points that came up in the final Production activity as well as others during the class. As much as possible the teacher should include the students in this section as well, eliciting what they know, asking for their perspectives and getting them to participate and contribute. Here are some possible areas to focus on:

- Error correction. Focus on the target language and perhaps on one or two other themes. Don't correct everything.
- What went well
- Advice on how to improve
- Comments about students' ideas & contributions (ex: "Wow. You guys sure do a lot in one evening!")
- Offer and seek suggestions for future activities and areas of focus

- Comments on overall progress
- Review or summarize key points in today's class
- Go over new vocabulary that came up
- Go over pronunciation of words that need addressing
- Invite feedback, comments & questions from students
- Close the class (saying that's enough for today and we'll be doing more in the following classes)
- Give homework and remind students of coming test

START TO FINISH



THE PPP MODEL

1) Think of what you want to do. And jot it down.

- What do you want your students to work on next class? (Grammar, pronunciation, work on speaking skills, interactions?)
- Define your objectives as clearly as possible. (specify details)
- Decide on the theme for your class.

2) Think of how you are going to do it (in general). Outline it.

Possible order in sketching out lesson plan:

- (a) Start with defining objective, target language and theme.
- (b) Presentation – what to include & how to present it
- (c) Production – what activity to reflect objective in speaking
- (d) Practice activities – in continuum, form to fluency
- (e) Input – Find reading, listening or video & create tasks
- (f) Context – activity to introduce theme & engage students

3) Get everything ready you need to carry out your lesson plan.

– links, worksheets, readings or listenings

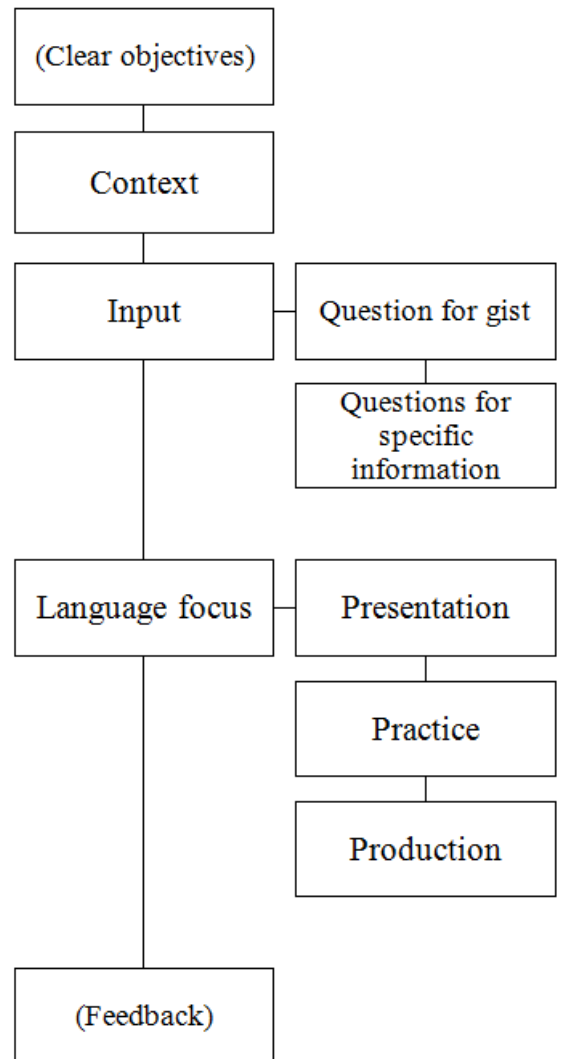
- What do your students need? (handouts? chart for presentation?)
- What do you need? (answer key? special notes or info?)

4) Go through the logistics of your plan. Imagine class happening

- Is the flow logical and smooth so that the students can get to the Production stage easily? (Think of Presentation & Practice activities)
- Make time estimates for each activity
- Are handouts / books & space in room well-used? Enough copies?

5) Final check. Run through it, anticipating problems.

- Timing estimates may be off (finish early? need additional help?)
- Original objectives still good or have they changed?
- Other priorities (other considerations? your personal aims for class?)
- Your personalized lesson plan – friendly for you to use



WAYS TO CHANGE PROVIDED MATERIAL

Ex: when you don't like what is offered in the students' book

- Add more** (more questions, themes to talk about, points to cover if there is a presentation of some language).
- Eliminate** parts that you don't find interesting or useful.
- Re-write** some parts to make it more appropriate (maybe grading the language to make it more understandable or so it includes some key elements that you'd like the students to investigate).
- Re-order** some of the activities. Perhaps in the course book there is some important vocabulary taught before the reading but you prefer the students have a look at that vocabulary after the reading to see if they can work out the meaning from the context.
- Re-think** how you want to deal with the material. Maybe you like the text but want the students to make summaries or to change it themselves in certain ways that reflect different objectives than those set out in the book. Maybe you can make the grammar exercise into some kind of game or a speaking activity.
- Replace** one or more parts with something you like more (the actual reading or listening, or maybe one or more exercises or speaking activities).

GENERAL TIPS

- Leave space in each lesson plan to write things in margins & tick off what is done.
- Plan the next class during or immediately after the current one, or as soon as you can.
- Add to your lesson plan some objectives for you as a teacher. Experiment a little.
- If stumped, first try to work it out on your own, maybe identify problem. Then ask others for help or suggestions.
- Share & exchange support, ideas and materials freely with other teachers
- Set realistic standards & time limits when completing lesson plans.
- Enjoy your classes. It's good to create a positive learning environment for your students, but include yourself in that situation. You will feel better about your classes, and the students will pick up on that as well.