



LESSON PLANNING CHULETA

USING THE PPP MODEL



A guide to help you plan your classes

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short version

‘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.

OBJECTIVES

General Advice / Reminders

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.

CONTEXT

General Advice / Reminders

- 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 all students engaged and speaking about the theme
- Keep the activity short and moving

Possible Activities

- Show pictures & students describe or speculate
- 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 about their experiences or perspectives

INTRODUCTION

General Advice / Reminders

- This activity is **OPTIONAL** and links Context with Input
- It can help prepare students for vocab or concepts in Input
- Students should be actively participating in this activity (it isn't just the teacher lecturing)
- It should also be a short activity

Possible Activities

- Pre-teach vocab appearing in Input
- Get students thinking and talking about one or more concepts appearing in Input
- Orientating activity using pictures such as matching, put in order or describe

GIST

General Advice / Reminders

- Clear instructions given **BEFORE** students start task
- Gist task should be short and simple
- Give clear options to students to match text with. Don't ask students to create title or summary. They choose from provided list.
- Ask about the general understanding of the contents

Possible Activities

- Choose best of 3 or 4 titles
- Make prediction what text might be about based on title or last activity
- Choose which picture best matches text
- Put pictures in order based on general events in 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)

DETAILS

General Advice / Reminders

- Questions gone over **BEFORE** students start reading/listening
- Task is short and simple
- Students are to quickly scan text or listen for specific details
- Answers to questions are short answers
- Questions should be about the theme and contents of the text, still not on the target language

Possible Activities

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

PRESENTATION**General Advice / Reminders**

- This is first time target language is officially introduced
- Language focus is usually vocabulary or a grammar point
- Make a clear yet complete presentation of what you want them to know/learn
- Present in student-friendly way: clear, well-organized, and get the students involved by eliciting frequently
- Do not lecture to students. Involve them by asking questions, elicit info from them, guide their discovering the language
- Ask comprehension check questions during and at end of Presentation to see how well students understand key points

Possible Activities

- Boardwork clear & well-organized
- Handout with references & exercises
- Involve students through frequent eliciting, comprehension questions and activities or exercises where they have to explore certain points either individually or in small groups
- Students look for examples of target language in Input text
- Check comprehension during and end of Presentation
- You or students make summary of key points at end of Presentation

PRACTICE**General Advice / Reminders**

- First activities focus on controlled practice of correct form and function
- Later activities more fluency-orientated, incorporating target language into speaking and preparing students for Production
- Teacher guidance mixed with elicitation & comprehension checks
- Have some activities / exercises / examples include the theme which was introduced at the beginning of the class (example going on holidays or climate change)
- Monitor and check on students' progress. Be prepared to modify activities to better suit students' needs.

Possible Activities

- Recognize examples/usage in text
- Matching
- Gap-fill sentences or mini-text gap-fill
- Conversion (ex: present to past)
- Students correct sentences
- Students place items into appropriate categories
- Write sentences
- Write sentences to prepare for speaking
- Question-answer using target language in speaking
- Role-plays and conversations

PRODUCTION**General Advice / Reminders**

- Production could be writing, but normally is speaking activity
- Students do speaking task on own, without participation or aid of teacher.
- Teacher monitors and makes notes, but no corrections.
- Students speak in task which allows spontaneous interaction (not a controlled formula for speaking).
- Production activity follows theme introduced in Context.

Possible Activities

- Conversation about a certain theme
- Discussion to explore a certain topic
- 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
- Interview (one-on-one or a few 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