LESSON PLAN #1

USING THE PPP MODEL

This corresponds to the lesson plans offered on

Max's English Corner

This particular lesson plan is from an article showing how the PPP model works found in

The PPP Model Explained

This is an example of how lesson planning can be done, but without the accompanying materials.

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1 | OBJECTIVES

By the end of the class, the students will be able to use some new vocabulary related to activities while on holiday (see list below in Target Language) in a conversation about that theme.

TARGET LANGUAGE:	Vocabulary related to holidays organized into 3 groups: Verbs/verb expressions: pack, unpack, book a room or flight, go sightseeing, buy souvenirs Nouns: customs control, tour guide, entrance fee Adjectives: breathtaking, dirty, friendly, unfriendly, crowded, terrific, terrible

2 | CONTEXT

Theme: Holiday activities

●Show students 4 pictures of people doing different things on holidays

(sightseeing, relaxing somewhere, trekking, trying out new food)

●Get the students to describe what they see and to comment if these are activities they like to do while on their holiday

3 | INPUT TASK 1: LISTENING FOR GIST

A 4-minute dialogue of two friends comparing their last holiday

●Students decide which person had a good holiday and who didn't.

4 | INPUT TASK 2: LISTENING FOR SPECIFIC INFORMATION

●Students are given a list of actions and have to circle those items that each person did on holiday.

5 | PRESENTATION

●Make a table on the board for vocabulary related to holidays.

3 columns: verbs/verb expressions // nouns // adjectives   (leave space for other work)

●Write one example of each: go sightseeing // customs control // breathtaking

●Make sure students know the meaning and pronunciation

●Tell students to look at the second paragraph of the audioscript (the dialogue they heard written out) and find at least two more examples for each column.

●Students compare answers in pairs and later tell teacher. Teacher adds to list on board.

●Teacher elicits more vocabulary using mime/gestures (ex: for packing), synonyms and definitions (ex: explaining what a tour guide does), or describing the situation (ex: see if the students know the word 'crowded').

●Teacher goes over all the vocabulary, looking at meaning, word form (verb, noun or adjective; negative forms or opposites), and pronunciation

●Teacher asks a few students randomly about some of the vocabulary covered

ex: *What's the opposite of 'pack'? What can you book?*

6	PRACTICE

PRACTICE 1

●Give students a handout with a matching exercise (left column is the target language and the right has the descriptions, definitions and synonyms)
●Students do it individually, compare answers in pairs, then teacher goes over it with class

PRACTICE 2

●Reassign new partners to work in pairs. Student #1 can look at the handout from the previous exercise and communicates the meaning of the word. Student #2 has to say the word (but can't look at the handout).
●After one minute, change roles.

PRACTICE 3

●Students do a gap-fill in a two-paragraph text. There are 8 missing words, all from the target language list except one, which has to be taught. Students do the task and the answers are corrected.

PRACTICE 4
●Students are placed into groups of three or four. One person is in a 'hot seat' where the others ask her or him questions about her or his last holidays. Each line of questions must follow this pattern:

(NOTE: a line of questions is a number of questions focused on one theme such as 'the beach' or 'packing'.)

There are at least two questions from the questioners:
●1- The first question contains a word from the target language list
ex: Was the beach crowded?   Or   ex: What did you pack for your last holiday?
●2- The second question is a follow-up question that can be asked by another person
ex: How many people were there?   Or   ex: Do you normally pack a lot?
●3- Encourage the students to not only ask questions, but also to make comments (That's interesting. Wow. Really?) and to volunteer information about themselves while still speaking about crowded beaches, for example. In other words, start off with some questions but let it develop into a mini- or semi-conversation.
●4- When no more questions or comments can be made with that line of questions, continue asking the person in the hot seat more things about the theme (her or his last holiday), but with a new line of focus.
ex: If the person was previously asked about the beach, then a new line could be: What did you pack for your last holiday? (as before, the question contains a word from the target language list)
●5- Follow that question up with more (ex: Do you normally pack a lot?) and continue the sequence of #1-3.

●Write the prompts for this direction on the board using simplified language to help the students stay on task. For example:
1-Ask question with new vocabulary
2-Make follow-up questions
3-Make comments and more qüestions

●Model with one group before telling everyone to start.

7	**PRODUCTION**

●New groups of 3 or 4

●Tell students to imagine that they are meeting after class and are enjoying a coffee together and speaking about their best holiday. Encourage people to volunteer information, ask questions, and yes, sometimes include some of the target language if they remember to.

●Once they start speaking, teacher goes off to side of the room or casually monitors each group without intervening (no participation of any kind).

8	**FEEDBACK**

●Teacher makes a comment stating that she/he liked many of those holidays and perhaps asks a follow-up question or two to somebody.

●Teacher writes a few words on the board that came up in one group's conversation that might be interesting for all the class to know.

●Teacher refers to a few mistakes that were made (incorrect usage of vocabulary or a few minor grammar mistakes) and elicits the correct usage and perhaps why it is correct.

●Teacher writes on the board a few words that were mispronounced and gets the whole class to repeat them.

●Teacher ends the class by saying how well they are making progress in their speaking and reminds them that their composition is due next class.