


LESSON PLAN #5



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

level: elementary to intermediate	5
theme: past accomplishments	
language focus: grammar: present perfect and past simple	
ex: I have done many things in my life. In 1995 I climbed....	
input: video (interview of celebrity)	

1 OBJECTIVES

By the end of the class, the students will be able to use the present perfect and past simple while speaking about past accomplishments.

2 CONTEXT

Students guess teacher's accomplishments

Teacher writes on the board 3 different things s/he has accomplished in her/his life (ex: got a master's degree in university, ran a marathon, wrote a short story). Students ask questions to later guess which one is not true.

3 INTRODUCTION

Students speak about what they know of Celebrity X

Ask the students to work in pairs and think of what accomplishments 'X' may have done. Later they report to class.

4 INPUT TASK 1: WATCHING VIDEO FOR GIST

Video interview of celebrity

Students are given a short list of areas of accomplishments (ex: community work, academic, professional, personal development) and they have to decide which area the celebrity achieved the most in. Watch and listen once, twice if necessary. Students say why they think one option is better or worse than the others.

5 INPUT TASK 2: WATCHING VIDEO FOR SPECIFIC INFORMATION

1- On a gap-fill handout, students have to complete six sentences with blanks (for 1 – 3 words) which highlight important information. Watch / listen twice. Students compare answers then go over them as a class.

2- Have a brief discussion about the celebrity and the things s/he has done.

1- Write on the board 2 sentences: *I have broken the record.* and *I broke the record.* Ask the students to tell you all they can about those two sentences. (No other writing on the board – just get a feel for what they know, and you can guide or fine-tune if you like, as well. You can play with the meaning of ‘record’ and definitely look at the verb tenses.)

2- Now elicit again, but this time in a organized manner. Make a T-chart on the board and elicit/write the following:

- a- the names of the 2 verb tenses (present perfect (simple) and the past simple)
- b- their functions – some key points of when to use them. (You can use a time line if you like to demonstrate the general past and a specific time in the past)
- c- the form of each – conjugation (she/he/it has vs we/they/you/I have and all subject pronouns with past simple)
 - negative forms
- d- examples of both forms in Yes/No questions and in WH questions
- e- any further information you feel is relevant, such as for this application of the present perfect, it is not correct to include a specific time in the past.

3- Randomly ask different students the key points (Comprehension Check Questions).

For example, “A, what is the negative of ‘I won’?”

“B, can you tell me present perfect form of that, both positive and negative?”

“C, is this correct: I have gone to Paris last weekend?”

PRACTICE 1

Students are given six sentences and have to determine which form is appropriate.

ex: She _____ (won / has won) many awards in her life.

(Students do it individually // compare answers in pairs // give and justify // explore answers as a class)

PRACTICE 2

Students are each given a block of 8 accomplishments represented by simple images (ex: a trophy). Some images have a red X on top and some have a date next to it (some occasion in the past). Students have to write sentences – two are given as examples. Elicit one more sentence from the class to model what they have to do. Then students do the remaining five. Ex: She graduated in 2015.

Ex: She has never won a trophy.

(Students do it individually // compare answers in pairs // give and justify // explore answers as a class)

PRACTICE 3

1- Assign students into pairs but don't have them interact yet. They have to prepare by writing questions to ask that partner later on.

2- They have to write at least 3 different Yes/No questions each, starting with, "Have you ever ...?"

3- Next to that question they have to write 1 or 2 follow-up questions (ex: "When did you...?" or "Who did you go with?")

(As students are writing their questions, teacher monitors and gives help as needed)

4- Students now together in pairs. Student A asks Student B questions only (no changing of roles) They are to find out as much information as they can by first asking a present perfect question, then at least one or two past simple follow-up questions. Encourage them to improvise a little if they like, so they can ask appropriate questions depending on how their partner answers. Before they start, have one pair of students try it out (model it). Prompt and give suggestions as needed.

5- Students do it and after a few minutes, tell them to change roles where Student B now does the asking.

6- Give some feedback (corrections, advice, and point out some good things the students were doing)

PRACTICE 4

1- Put students into groups of 4. One student is in the hot seat and the others ask him/her questions. They are to ask a mix of present perfect and past simple, and allow other verb tenses (like a future form) too if they come up. Model first with one group so students are clear on what to do.

(Teacher monitors but this time doesn't do much unless it's quite necessary, such as prompting, and giving advice & corrections)

2- Give some feedback (corrections, advice, and point out some good things the students were doing)

8	PRODUCTION
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Assign a new and different mix of students to groups of 3. Have two students interview the third. This is similar to the previous activity but the students are in a different group. It's more like an interview than a hot seat activity, and the teacher doesn't intervene.

9	FEEDBACK
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Give some feedback (corrections, advice, and point out some good things the students were doing) about the Production activity as well as some points that came up earlier in the class. These could be some areas of confusion, issues with the form or choice of the verb tenses, and the progress that has been made. You could also ask the students how they feel about the last activity or different elements about the class. And you could also elicit the meaning and/or pronunciation of any vocabulary that came up during the class, especially if it was written on one side of the board.