# LESSON PLAN #6

**USING THE PPP MODEL**

Teaching English

level: elementary to intermediate
theme: experiences in high school

6

language focus: vocabulary: idiomatic expressions
    ex: to put something off, my bad, to have a crush on someone
input: listening (song)

## 1 | OBJECTIVES

By the end of the class, students will have learned a few colloquial expressions and will try to use them in a speaking activity about a theme brought out in a song. To give a concrete example, imagine these are the expressions which appeared in the song: to put something off // to screw something up // my bad // to have a crush on someone

And the theme will depend on the song as well, so let's imagine it was about *High School Days*.

## 2 | CONTEXT

Some activity related to the theme of the song. Describe some pictures individually and how they might be related to or are different from one another.

## 3 | INTRODUCTION

The vocabulary (new words, meaning and pronunciation) is likely to be difficult. Before introducing the song, you might want to pre-teach some vocabulary, at least some to help with the understanding. If we are following the PPP model, you don't teach the target language in the Context, Introduction, or even in the Input Tasks. But sometimes questions come up or one of the vocabulary items you've chosen for your Presentation becomes important to deal with earlier. It's good to follow the model, but if you are not being tested on how closely or how purely you follow it, then definitely be flexible in making decisions on how to make your lesson plan most appropriate for your students and how you want to teach that class.

Let's say there are 4 words that would be helpful for the students to know before listening to the song, and they are not the target language.

1- Write the four words on the board, go over the pronunciation and ask the students if they know what they mean.

    For example: detention, bully, jocks, prom night

2- What the students don't know, you can explain, but if they are on the right track, try guiding them to figure out the meaning on their own, perhaps by eliciting synonyms / opposites, or by getting them to extract the meaning from an example you give them.

3- Now get the students to explain the meaning to you in some way (through examples, definitions, synonyms, etc)

4- Give the students a handout with gap-fill sentences (not many, perhaps 4-6 sentences) and the students try to put the appropriate words in the blanks.

 (Students do it individually // compare answers in pairs // go over the answers as a class

| 4 | INPUT TASK 1:  LISTENING FOR GIST |
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Tell the students that they are going to hear a song with those words in it.  Ask them to guess what the theme of the song might be.  You write their predictions on the board.  Play the song and the students vote which, if any prediction was right (or close).

| 5 | INPUT TASK 2:  LISTENING FOR SPECIFIC INFORMATION |
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1- Selection of which words to focus on in the gap-fill

You are going to play the song again, but first you give them the lyrics with certain words missing.  (These words don't necessarily correspond to the four you went over in the Introduction, but some could.)  The missing words are chosen because they are possible for the students at that level to determine and they are part of sentences or ideas that are relevant to the theme or directions of the song.  For a low level such missing words could be numbers, colours, verbs, etc.  If you think it will still be too difficult, then give them multiple-choice options, one of which will be heard in the song.  And remember that these words are not the target language selected for Presentation.

If the song is a bit long, you just might want to create the exercise to cover only the first few verses along with the chorus.  If it's reasonably short, you could do the gap-fill for the song as a whole, or do it in sections, and deal with them directly as they come up.  Keep in mind that the song is not the big part of the class.  You want to keep this and the previous activities quite short so you have more time for the Presentation, Practice and Production stages.

2- Preparing the students for the task

Before the song begins you could have them read the lyrics and in pairs, try to see if they can imagine what the words might be.  This could make the song a little more doable.  Also, tell them not to worry about all the unknown words, just those relevant to the exercise.

3- The listening

Listen to the song, or that part of the song once or twice.  When going over the answers, you can help them a little with those that are difficult, such as narrowing it down to the kind of word (noun, verb or adjective, for example), or if it's a verb, is it in the present or past?  If you are on schedule (and not falling behind, time-wise), you could play the song again so the students can hear the correct answers as they are being sung.  Maybe even have the students sing along.

4- Quick discussion

This is optional because of the time constraints, and is another activity which could follow Listening for Specific Information.  If you are on top of the class, and can get them involved for a few minutes, it might be worthwhile to have a brief discussion about the song.  You could get the class to comment on their feelings toward what the song was saying.  This usually works best if you prepare the task clearly beforehand, such as writing a question on the board that would be possible for them to respond to.

This quick discussion closes the song (input) stage.  It is not part of the Listening for Specific Information activity, but helps round out the stage and understanding of the song because it gives the students an opportunity to react to the song and to use some of the new vocabulary they have just learned.

Now it is time to look at those four colloquial expressions which make up the target language.

(to put something off // to screw something up // my bad // to have a crush on someone

Explain that these expressions can't be understood if the students know the meaning of each of the words that comprise it. These words taken as a whole have a special meaning.

Either on the board or in a handout, list the expressions and say each one with the intonation and connected speech patterns that would be normally associated with it. In other words, say it a 'normal' way.

Ask the students to guess what those expressions might mean.

Explain what they don't know, but try to get them to figure it out. Basically the same procedure as the first three steps in the Introduction.

| 7 | PRACTICE |

You want to approach this stage from more than one way to help the student's understanding, to help the memory, and to familiarize the students with using the target language while speaking.

**PRACTICE 1**
Give the students a list of 4 or more sentences using the target language, each of which has at least one mistake. For example:
  -- I had three big crush in high school.
  -- She put her decision on for a long time until it was almost too late.

The students have to correct them individually. Then they compare answers with other students and you go over the exercise with the class.

**PRACTICE 2**

Have four mini-dialogues written on a handout which include synonyms or other ways of saying the expressions. The students have to rewrite those highlighted sentences, using the appropriate expression, and in the right way (which could include the tense of the verb, use of pronouns, etc). Here are two examples:

Hey! I'm really angry with you! I waited for you for an hour last night!

I'm sorry. **It was my fault**.        *It was my bad.*

I thought my presentation was going to be good, **but I made a lot of mistakes and it was a disaster.**

*but I really screwed it up*

(Students do it individually // compare answers in pairs // go over the answers as a class)

**PRACTICE 3**

Have 8 cards or slips of paper with one expression written on each one (each expression is written on two cards), all face down. Get two students to help you model what you want them to do. Each student picks two cards. Then you pick two, and describe a situation you had or saw in high school (true or invented), using one of those expressions during your description. For example,

"*I always got nervous at school, especially when we had to make presentations. I always screwed them up.*" After a student uses it (correctly), s/he can discard that expression. The objective is to get rid of their cards while

speaking.  Once you get the conversation going, the other students participate, asking questions, making comments, or bringing in stories of their own.  The idea is to develop the conversation further while incorporating those expressions.  The conversation doesn't stop until the teacher says it's time.  If all the cards are used, then they can continue speaking but any further use of those expressions is optional (not necessary).  Any doubts about their usage, they can call the teacher over to ask for clarification or help.

Model long enough to show the students what they have to do.

Assign students into groups of three or four and give 8 cards to each group.  The students carry out the activity and you monitor, helping, correcting, prompting etc as needed.

After the speaking activity is done, give some feedback by going over some corrections, and pointing out things they were doing well, and things they should focus on or practice a bit more

| 8 | PRODUCTION |
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Tell the students that they are now going to do a similar speaking activity, but without the cards.  They are to imagine they are having a conversation with their friends about their high school experiences.  It is recommended to use the expressions and you can elicit what those four are.  This time, however, you will not be participating, so they can't ask you questions or look to you for help.

Assign new groups of three or four and have them talk about the theme.  Monitor them, but discreetly so it doesn't interfere with their speaking.  When they are done, give them feedback as you did in the previous activity.

| 9 | FEEDBACK |
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●As always, try to save some time at the end of the class to go over what was done.  Here are some ideas of what you could do (choose one or many):

●Randomly ask different students comprehension check questions about various key points of what was being studied in today's class.

●Correct some mistakes that you heard during the Production activity.

●Ask the students to correct some mistakes that you brought to their attention in activities before Production.

●If you keep a list of new words on the board that come up during the class, elicit their meaning.

●If you keep a list of words on the board that are difficult to pronounce, elicit their pronunciation.

●Give some suggestions on how they could approach the last or other activities better.

●Tell the students what they did well during the Production activity and the class as a whole.  Encourage them to both continue doing so and where appropriate, explore it even further.

●Get the students to tell you their perspectives on particular aspects of the class (like if they found a certain activity helpful, if they feel they have made some progress in today's class and in what way, suggestions for future activities / classes).