


LESSON PLAN #8



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: intermediate up	8
theme: Is technology good or bad for us?	
language focus:	
functional language: agreeing & disagreeing ex: I agree with you up to a point; well, maybe	
functional language: introducing & emphasizing points ex: What I don't understand is....	
input: listening (2 people arguing about technology)	

1	OBJECTIVES
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By the end of the class the students will have learned different expressions used to express agreement and to emphasize a point they would like to make in the context of having a debate about technology (and whether it is ultimately good or bad for us).

2	CONTEXT
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Students placed into small groups and given different pictures depicting technology (some positive, some negative). Some possible examples of those images: ●scientists working in lab, ●person in hospital bed, hooked up to tubes and machines, ●atomic bomb being exploded, ●people working in front of computers in office, ●ATM machine, ●somebody using a taser gun on somebody else.

Have the students describe the pictures in pairs and make comments. Later those comments are shared with the whole class.

3	INTRODUCTION
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No Introduction activity in this lesson plan

4	INPUT TASK 1: LISTENING FOR GIST
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- Tell the students they are going to listen to two people arguing about technology
- Give the students 4 one-sentence descriptions that could correspond to that discussion.
Ex: The woman is more in favour of technology than the man.
The man is more in favour of technology than the woman.
Both think the benefits outweigh the drawbacks.
Both think the drawbacks outweigh the benefits.
- Go over the sentences and tell them to choose which of the four would be most appropriate after listening to that dialogue.
- Students listen, compare answers, go over in class – ask the students to justify their answers

- Give the students a handout with two columns, listing arguments for and against the use of technology. Pro sentences on one side, and con for the second column. Each argument is a simple sentence preceded by a box to tick.
 - Students read both columns and any questions of meaning are addressed
 - Tell the students that they are going to listen to the discussion again and they are to tick the boxes of the arguments they hear, both the pros and the cons.
- (I chose to design the exercise in this way because ticking boxes is simpler and faster, giving us more time to speak and explore the target language later. If the students had to write out what they heard, even in note form, it would take much longer and it wouldn't help in the directions I wanted to go. Furthermore, these were sentences which could be later used as models of how they could prepare their own arguments in the coming activities later in the class.)
- Students listen and tick the boxes. Be prepared to play one more time, either to give them a second opportunity to catch those items they missed, or to confirm what they guessed.
 - Answers are compared and later gone over.

- Tell the students to look at the sentences on that handout with the boxes to tick and find different examples of how to agree or disagree with someone.
- Elicit the sentences and write them in a more general form on the board, in a T-table format.

AGREE	PARTIALLY AGREE	DISAGREE
I entirely / completely agree (with you / with that). I see what you mean. I can accept that.	I sort of agree (with you / with that). I agree with you /with that up to a point. Well, maybe.	I don't agree. I entirely / completely disagree (with you / with that). I don't think so. Come off it. Do you really think so?

- Not all of these expressions were in the listening; just a few. Elicit the sentences that are possible and develop the remaining ones by adding them into the chart. Try not to lecture too much and do try to involve the students more. For example, perhaps in the handout there was only one or two sentences using 'agree' but you can add details like the inclusion of the adverbs (completely or entirely) or the use of the preposition 'with' followed by a person or an idea. Rather than just providing this information by writing it all on the board and lecturing, get the students more involved by asking questions. For example:

"We can say 'I agree with you'. Is it possible to say 'I agree with that'?"

"What does 'that' refer to?"

- Once you did the first 'agree' column, elicit what could be written in the third column and later do the second.
- Go over the pronunciation of each phrase as a unit, saying it with the intonation / connected speech that would accompany it when being spoken.
Ex: You say the complete phrase / sentence such as "Come off it" and the students as a class repeat it a couple of times.
- If you haven't already, you could point out that "Come off it" is not polite but could be used informally and with a little caution if you don't want to offend your friend.

PRACTICE 1-1

- Write a sentence on the board.

Ex: Nuclear research has helped us in many ways.

- Students have to write down different responses, all agreeing with the statement. (The students can't look at their notes.)

Ex: I completely agree with that.

- After allowing them a couple minutes to make their list, ask for responses from the class. This is a good opportunity to fine tune their understanding about when to use such responses. "I see what you mean." can imply agreement, but this expression is best used after some kind of justification or explanation. Or it can be used to recognize one person's view yet conveniently or diplomatically avoid committing to agreement or disagreement.

PRACTICE 1-2

- Use the same sentence, but now students have to respond in a way that they don't agree and write down as many different sentences as they can.

PRACTICE 1-3

- The students repeat the exercise, but now only partially agree.

PRACTICE 1-4

- Place students into pairs. Have a list of 10 – 12 sentences prepared and give the list to each pair. One student reads out the sentence and the other agrees, disagrees, or partially agrees. The responding student should try to use a variety of expressions. After all the sentences have been covered, they change roles. This is a quick exercise, without asking the students to justify why they agree or disagree.

- These are introductions in a sentence that could be used to highlight a point being made. Write a single sentence on the board with these different possible introductions:

<i>It cannot be denied that</i> (introduction ↑)	cancer has increased since the industrial revolution. (write one sentence to serve as a statement ↑)
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- Ask the students if they know any other ways to introduce that statement. If no ideas, prompt them with

What I think is....

And if still no ideas, provide them with the following:

What I don't understand is why (people think that)....

One thing to consider is....

I want to point out that....

What I want to point out is

- Go over the meaning and pronunciation of each introduction, getting the students to say them as a unit.

PRACTICE 2-1

●Students write two or three sentences (a viewpoint or a fact) saying something positive about how beneficial technology is. Each sentence is a new point; they don't have to write down examples or justification. These sentences are without the introduction. (Ex: Communication has improved with new technology.) The teacher monitors what the students are writing and helps out. Fast finishers can continue writing a few more sentences.

●Teacher asks for one student to say a sentence. Then asks the student to repeat it but with one of the introductions that has been presented.

For example: It cannot be denied that _____ (*student's sentence*) _____

●Ask for other students (if small class, ask each student) to contribute more positive sentences, but without repeating previous introduction phrases too much.

PRACTICE 2-2

●Ask the students to do the same thing they did in Practice 2-1 but now using arguments why technology has been harmful to us. This time students work in pairs, but both students write down their sentences, not just one student.

●Teacher monitors and helps out.

●Teacher asks for examples from each group, insisting on the use of the introduction phrases when the students say their sentences.

PRACTICE 2-3

●Place students into groups of 4 or 5.

●One student says a positive or negative sentence about technology with an introductory phrase and the other students try to respond to it but **they take an opposing view**.

For example: Student 1: "I think the technology shouldn't be used in planned obsolescence."

another Student: "I completely disagree with you. What I think is"

In other words, the formula for all the students except the first is

1) disagree (or partially agree) and 2) introduce their statement.

All but the first student engage in rebutting that first statement and the first student can try to defend him or herself as well. It's a good idea to model this first so the students have a clearer idea of what is expected of them.

●The students carry out the task as described for a time limit of 60 seconds. Then you yell out (or ring a bell) that it is time to change, and a different student chooses a new sentence (either positive or negative about technology) and the others attempt to refute it.

●Continue this activity until everybody has had at least one turn offering the opening sentence.

PRACTICE 3 - - A debate (dress rehearsal)

●Write an initial statement on the board. (For example: *Nuclear energy is the only way to go.*) Explain that there will be teams that defend the statement, and teams that are against it.

●Place students into groups of 4-6 students, with 2 or 3 students on one side and 2 or 3 students on the opposing side. Either arbitrarily assign which side which students will defend (pro or con), or have them decide who wants which role.

Get the students acquainted with the following rules. (Write them on the board in brief note form or provide them on a handout for quick and repeated reference.)

▶ Students have to take turns speaking (not just one representative for each side).

▶ The current speaker must speak at least 20 seconds up to a maximum of 60 seconds. They get 1 point for respecting that rule and 0 points if not (no negative points). **(one point)**

▶ The speaker must respond to what the previous opposing speaker said

and either

▪criticize it by giving examples or explanations why it is not a strong point, **(one point)**

&/or ▪make a new point

(This is all done in the 20 – 60 second turn.)

- ▶ If the speaker uses at least one of the expressions (agreement or introduction) that team gets 1 point **(one point)**
- ▶ Both teams keep a tally of points made for both sides. Just before starting their turn, the new team should call out the points granted to the previous team (maximum of 4 points -- 3 for the points described above, and one described below). They should consider it good etiquette to give the opponents the benefit of the doubt, but when there is a conflict they can't resolve, then the teacher can be called in and the previous team may have to say their arguments again.
- ▶ When their turn starts, students are allowed to confer and decide what their next speaker could say before the speaker begins speaking. If they do this in 2 minutes or less, they get **one point**. If more than 2 minutes but less than three, they get 0 points. If 3 minutes, then they forfeit their turn and the other team gets to continue but without conferring in that turn. (They can confer while the other team is conferring as well.)
- ▶ These points are simply there to provide direction. It doesn't really matter who wins or gets the most points. You can even tell them to try and get more than 20 points collectively (the total of both sides), if you like.

This is the suggested procedure:

- 1- Go over how the teams get points and tell them both teams are to keep points for both teams.
- 2- Model with a group of 4 students, enough so each side gets at least one turn.
- 3- Assign groups and allow them a couple of minutes to organize their team (who speaks first, what points they can bring up.)
- 4- Get them started, and you monitor, help when needed, make sure they are following the rules and participating enough
- 5- Give a two-minute warning before they are to stop
- 6- Give some feedback such as how well they used the target language, any corrections you want to address, good things they did and suggestions or advice.

10	PRODUCTION
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Change the groups so that there are new combinations. (This is optional – if you feel they are working well in their existing teams and don't really want to change them, then keep them as they are.)

Tell them they are going to do basically the same thing, but with a few changes:

- The initial statement is different. For example, *People would be happier and better off in general if we significantly slowed down the rate of technological progress.*
- The teacher is not going to participate, intervene or help.
- Once the students are assigned to teams and know who they are debating with, each team has 2 minutes to decide on the order of speakers and some arguments.
- Teams take turns as before (in the Practice 4 activity) and
 - a) they have one minute to confer (not 2 minutes as before) each time before their speaker starts
 - b) the speaker has 20-60 seconds to speak
 - c) the speaker has to address what the previous speaker mentioned and raise one new point (either against the opposing team or something supportive for their team), preferably including some of the target language

No points will be tallied in this activity.

Have the students begin and let them continue until each student has had one or two turns at being the speaker.

11	FEEDBACK
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Give some feedback such as how well they used the target language, any corrections you want to address, good things they did and suggestions or advice. This feedback is directly related to the Production activity, but also to the class as a whole and open to the students giving their feedback as well.