

virginia · bēowulf
english: studies

PPP & TTT

lesson frameworks



Lesson types

virginia · bēowulf
english: studies

1. Skills lessons

- listening
- reading
- writing
- speaking

2. Systems lessons

- grammar
- vocabulary
- functional language

PPP / TTT

A dark, modern interior scene featuring a blue sofa with yellow and red cushions, a floor lamp, and a coffee table. The text 'ppp' is overlaid in the center in a white, serif font.

ppp



Presentation*

incl. warm-up & lead-in

Practice

Production

Lead-in

When you are sick, what do you do to get better?

getting
sick as
an adult



getting
sick
as a kid



Lead-in

When you are sick, what do you do to get better?

I eat chicken soup

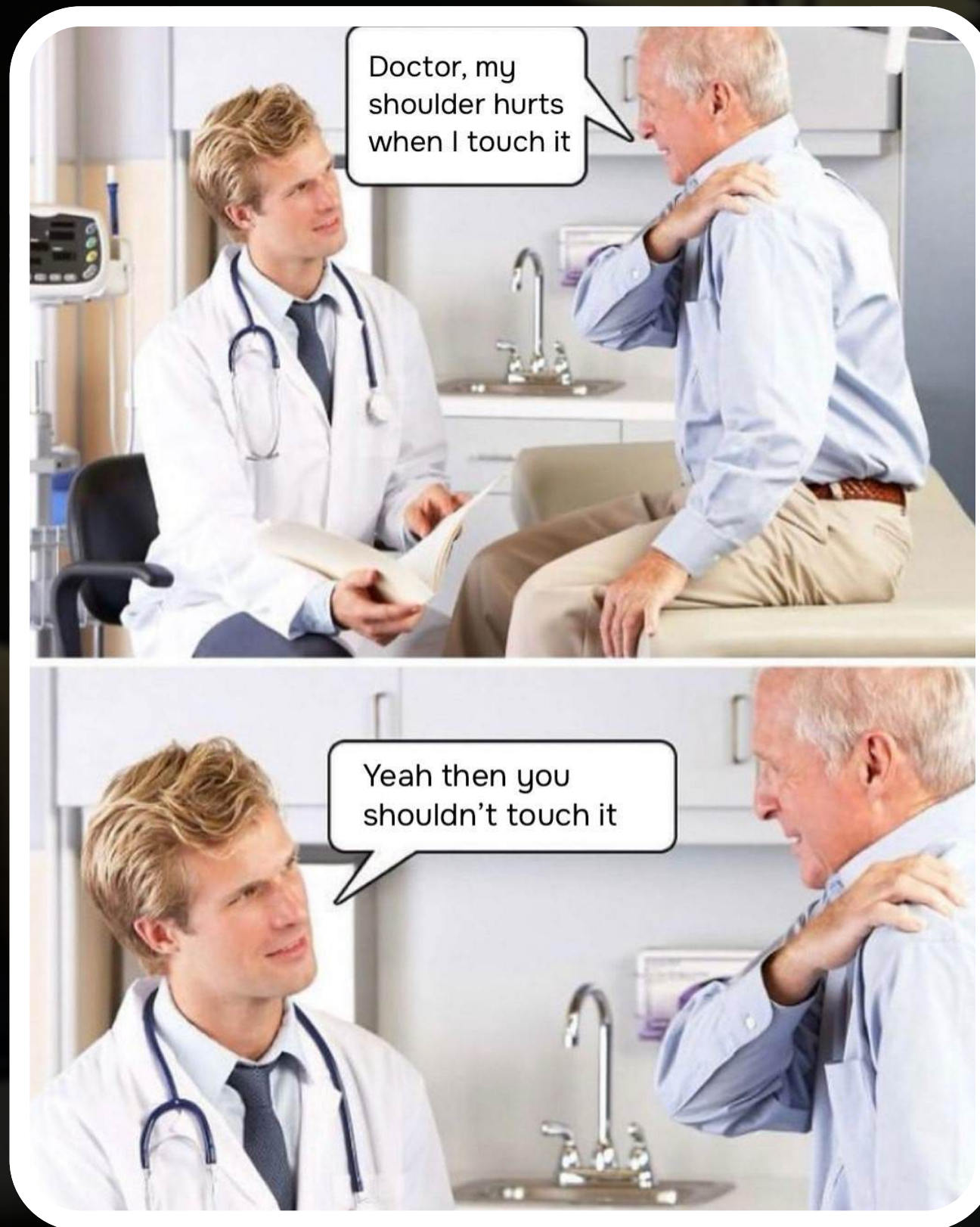
I lie in bed

I drink tea

I go to the doctor



Meaning + Form + Use



You **should** drink some tea with lemon
You **should** have some chicken soup
You **should** stay in bed today

You **shouldn't** go to work today
You **shouldn't** drink alcohol
You **shouldn't** stay up late

Say it with me

Concept Checking Questions (CCQ)

Which one is correct?

- She shoulds stay in bed
- She should stays in bed
- She should stay in bed

Concept Checking Questions (CCQ)

Which one is correct?

- She should^s stay in bed
- She should stays^s in bed
- She should stay in bed

Concept Checking Questions (CCQ)

Should she stay in bed?

Should she go running?



Concept Checking Questions (CCQ)



Should she stay in bed?

– Yes, **she should**

Should she go running?

– No, **she shouldn't**

Presentation

- Adequate context
- Meaning + Form + Use
- Positive + Negative + Question
- Check understanding with CCQ's
- Accuracy > Fluency





Presentation

Practice*

controlled & semi-controlled

Production

CONTROLLED PRACTICE

7 Complete the sentences with *should* or *shouldn't*.

- 1 A: That cough sounds terrible. Maybe you _____ stop smoking.
B: I know, but that's easy for you to say!
- 2 A: You _____ carry that if you have a bad back.
Let me take it.
B: Oh, thanks.
- 3 A: You _____ sit in the sun. You can burn easily.
B: It's fine. I've put on some sun cream.
- 4 A: That's a bad cough.
B: I know. I _____ go to the doctor's.
- 5 A: He looks really tired.
B: I know. He _____ work so hard.
A: Yeah. He _____ take a holiday.

Source: *Speakout A2 (3rd ed.)*

PRACTICE

- 1 Complete the conversation with *should* or *shouldn't* and the words in the box.

bring go (x2) spend

Ask the TravelWizard ...

Wolfe37:

We want to travel to Japan in January.
1 _____ we 2 _____ warm clothes?

TravelWizard:

Yes, you 3 _____. It's cold then.

Wolfe37:

Oh, so maybe we 4 _____ go in January.

TravelWizard:

No, you 5 _____. You should 6 _____ in spring.

Wolfe37:

OK. 7 _____ we 8 _____ to Kyoto?

TravelWizard:

Yes, you 9 _____. It's a beautiful city.

Wolfe37:

How many days 10 _____ we 11 _____ there?

TravelWizard:

Two or three. You 12 _____ go for only one day.
There's a lot to see.

Instruction Checking Question (ICQ):

- What do you need to do with the verbs in this box?
- What else do you need to use?

SEMI-CONTROLLED PRACTICE

Instruction Checking Questions (ICQ):

- Where do we write the sentences? (in the chat)
- How much time do we have for this? (7 minutes)

Pro tip: demo an answer

16 Question Strips

SHOULD



- I want to improve my English grammar. What **should** I do?
- I want to improve my English vocabulary. What **should** I do?
- I'm afraid of cats. What **should** I do?
- I think I saw a ghost last night. What **should** I do?
- I want to become rich. What **should** I do?
- I want to become famous. What **should** I do?
- I often get lost. What **should** I do?
- I'm sick. I have a cold. What **should** I do?
- I want to have more friends. What **should** I do?
- I want to quit smoking, but it's difficult. What **should** I do?
- I want to live a very long time. What **should** I do?
- I often argue with people. What **should** I do?
- I can't find my pet dog. What **should** I do?
- I'm often late for class. What **should** I do?



Source: *All Things Grammar*

Practice

Controlled (one correct answer):

- fill in the gaps
- open the brackets
- choose the best option
- put the words in the correct order
- match words to pictures
- match sentence halves
- crosswords

Semi-controlled (a bit more freedom):

- answer the questions
- make examples around prompts
- finish the sentences with your ideas
- choose an option that fits you best and explain why

Practice

- Moving from closed-ended towards open-ended tasks
- Using ICQ's to check instructions
- Accuracy > Fluency





Presentation

Practice

Production*

incl. personalization

Production

SPEAKING

talk about a good time to visit

5A  **4.08** | Listen to someone talking about a good time to visit Lake Balaton in Hungary. Answer the questions.

- 1** When should I visit?
- 2** What can I do there?
- 3** What clothes should I bring?

- 6A** Choose a place that you know. Make notes to answer the questions in Ex 5A.
- B** Work in pairs. Take turns to ask and answer the questions in Ex 5A. Then ask one more question.

Production

WRITING

write an email about the best time to visit

7 A Read the emails. When does Vicente say is the best month to travel? Why?

Hi Vicente,



How are you? I'm fine and work is good.

Can you help me? I want to come to Chile next year, for two weeks. When is the best time to come?

What are some good things to do? What clothes should I bring?

Best wishes,

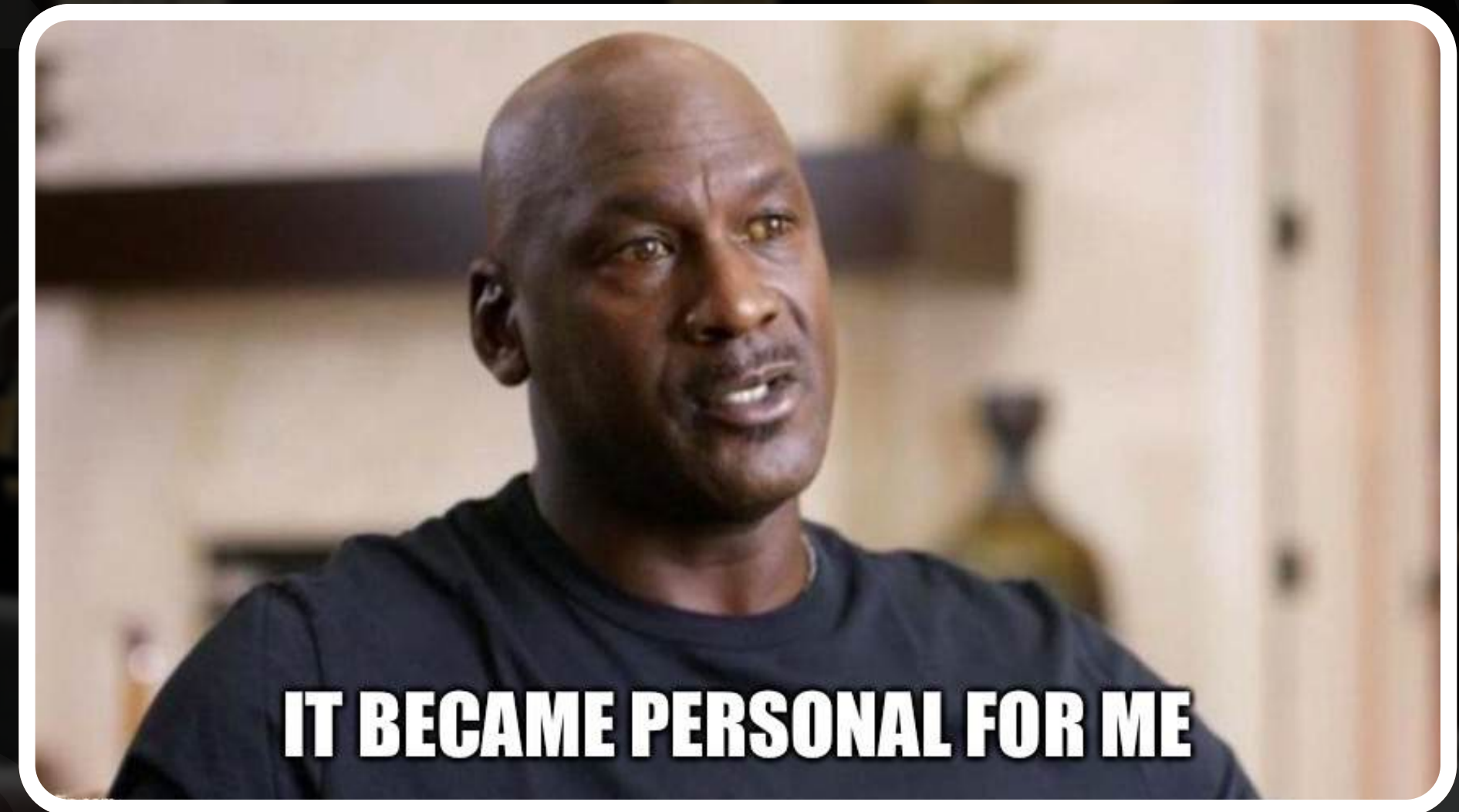
Matt

B Write a reply to the questions in Matt's email about your city or region.

C Read other students' replies. What advice do you think is really useful?

Production

- Freer practice with the TL
- Communication
- Personalization
- Fluency > Accuracy



Production

- Games
- Question lists
- Roleplay
- Debates
- Discussions
- Interviews



let's test in production

PPP: recap

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What are some important things to remember about each stage of PPP?

Reflection



ttt

Lesson planning: TTT

1. Test

- Assess Ss's knowledge of TL through a task / discussion

2. Teach

- Fill the knowledge gaps discovered in step 1

3. Test

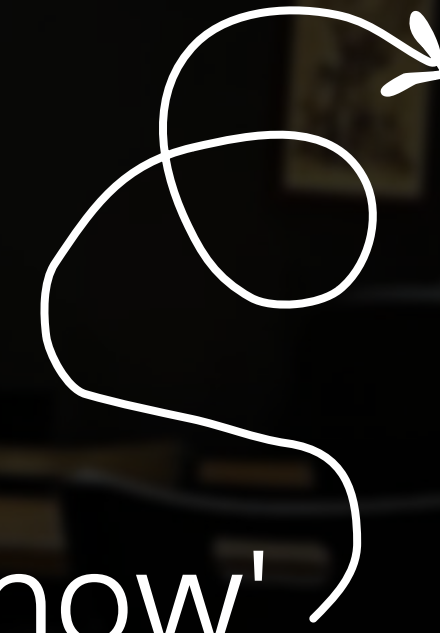
- Assess the learning outcomes (see step 1)

Lesson planning: TTT

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Ways of testing

1. Roleplays (e.g. for functional language)
2. Grouping words by categories
3. Grouping words by 'use/understand/don't know'
4. Matching with pics / definitions / examples
5. Putting verbs in the correct tense or form



Lesson planning: TTT + PPP

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1. Test

2. PPP

3. Test



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Thanks!