PPP Lesson Plan
American Cutting Edge: Level 3. Module 13

The lesson plans presented here are more a sequence of lessons (4 or 5 lessons in a unit or module) than an isolated one or two-hour lesson plan. This explains the missing timing on the time column of the lesson plan format. The aim of these lesson plans is for teachers to identify the kind of procedures expected at each stage in the different models for language teaching.

As far as main objectives are concerned, teachers should notice how the TBL framework obliges us to state objectives in terms of functions and/or outcomes rather than in terms of linguistic input (as it is done in the PPP model).

According to TBL principles, the language to be focused on in the lesson would have to be identified *a posteriori*, after task performance. Therefore, objectives 2 (use of present perfect continuous to emphasize the duration of unfinished past actions) and 3 (difference between "How long . . .? and How long ago . . ?) in the PPP lesson plan should not be stated in TBL lesson plan. Note however, how several opportunities for "noticing" of these linguistic items are provided by teacher at other stages in this TBL framework.

LESSON PLAN

Teacher's Name: Ma Elena Solares
Date: April, 2005
Time: ?
Level: 3rd intermediate
Number of Students: 20
Motivation (circle): **high**   medium   low

Relevant Previous Knowledge: Sts know how to use present perfect with "for" and other time expressions: "ever, never, lately, recently, already, yet and just". Sts know the difference between Present Perfect and Simple Past.

Main Objectives:
1. Sts will be able to talk about personality and work experience of candidates for city mayors
2. Sts will identify the use of present perfect continuous to emphasize the duration of unfinished past actions
3. Sts will differentiate between *"How long . . ?* and *How long ago . . ?* to enquire about candidates for mayors

Type of activity code: LC (Listening Comprehension) RC (Reading Comprehension) W (Writing) OI (Oral interaction) LA (Language Awareness) **Class organization code:** TC (total class) SG (small groups) PR (pairs) I (individual)	**Monitoring code:** T (teacher) S (self) P (peer)

Evaluation Code: I – Informal   F - Formal

Specific Objective	Type of activity and class organization	Evaluation and monitoring	Material(s)	Procedure(s)	Time	Lesson Stage
1. Sts will be introduced to the topic of the lesson	OI (TC)	Informal (T-S)	Photos of Mexico City and of national politicians	- T will show sts photos of Mexico City and will elicit some of its characteristics: overpopulated, centralized, chaotic, etc. - T will ask sts if their town has a mayor and will elicit information about the mayor's duties and about the way they are elected. - T will promote discussion about the advantages and disadvantages of this job, and whether they would like to be a mayor or not.		C O N T E X T U A
2. Sts will recycle relevant vocabulary to describe people's personality	OI (TC)	Informal (T-S)	BB, markers	- T will lead class discussion to the topic "Important characteristics in a city mayor". - T will draw a circle on blackboard with the phrase "city mayor" and will invite sts to brainstorm characteristics they consider important in a city mayor: honest, charismatic, patient, sympathetic, well-qualified, good with people, etc. - Sts will be invited to justify their opinions - Characteristics will be written on BB and vocabulary will be clarified		L I Z A T I O N
3. Sts receive input on present perfect simple and continuous to talk about unfinished past actions	OI (TC)	Informal (T, P)	- TB pages 112-113 - Tape recorder - Tape	- Let sts know they are going to read and listen about elections for mayor in a city called Queenstown - Ask a student to read the text "Election for the mayor of		

	RC (I) LC (I)			Queenstown" out loud - Ask students to individually read the incomplete texts on textbook providing information about two candidates for mayors - Clarify meaning and pronunciation of unknown words - The recording about the two candidates will be played and sts will listen to complete the missing information in the texts. Tape will be played twice - Sts will compare answers in pairs before checking with the whole class - Once the listening comprehension exercise is done, the whole class will discuss positive and negative points about each candidate: age, experience in politics, relevant work experience, promises, image, etc.		
4. Sts will become aware of the use of present perfect continuous to emphasize the duration of unfinished past actions	LA (TC)	Informal (S, P, T)	- Texts: pages 112-113 - Tapescript - Color paper with "How long" and "How long ago"	- T will ask sts´ questions about the candidates in the texts they have just read: How long has Zelda been working on TV? How long has Max been a peanut farmer? How long has she / he been living in Queenstown? How long has she / he been working in politics? - Questions and answers will be written in an organized way on BB - Color cardboard for "*How long, How long ago, for, since*" could be used to allow for "noticing" - Additional sentences could be added to facilitate language awareness - Sts will be encouraged to analyze and find the difference in meaning and use of sentences on the blackboard. - Inductively sts will become aware of the difference in use between the Present Perfect Simple and the Present Perfect Continuous and the use of the latter to emphasize the duration of unfinished past actions - To check understanding sts will be invited to give their own examples.		P R E S E N T A T I
5. Sts will differentiate between How long..? and How long ago..? to enquire about unfinished and finished past actions	LA (TC)	Informal (T, S, P)		- Using examples from previous exercise T will ask questions using how long ago. - Questions and students´ answers will be written on the blackboard to be contrasted with previous questions with How long - T will encourage sts to analyze questions and elicit differences between How long and How long ago. - To check understanding sts will be invited to give their own examples		O N

6. Sts will have written controlled practice of Present Perfect Simple and Present Perfect Continuous to refer to unfinished past actions	LA, W (TC, I)	Informal (T, S, P)	WB pages 75-76	- Sts will answer exercises in WB pages 75-76 - Sts will check answers in pairs - Sts will check answers with whole class		P R A
7. Sts will have oral controlled practice of "How long and how long ago"	LC, OI (TC, I)	Informal (T, P, S)	WB pages 75-76	- T will prompt sts with sentences which provide context for them to ask questions with How long and How long ago - Exercises will be done orally with different sts taking turns to answer		C T I C E
8. Sts will be able to use new structures (PPS, PPC, How long and How long ago) in a free communicative activity	OI (PR)	Informal (P, S)	Handouts for sts A and B in resource pack page 165	- Sts will be organized in pairs: one old person and an interviewer in each pair. - T will explain instructions for activity: Century People (*cf. materials description in annexes*) - Sts will get some time to look at their roles and plan their questions and answers respectively - Sts will perform the interviews and T will monitor group work		P R O D U
9. If time allow it, Sts will reinforce previous linguistic knowledge and integrate skills in performing a problem solving task	Integration of skills (TC, SG, I)	Informal (T, S, P)	TASK: You are Mexican citizens leading different political parties. The mayor city elections are coming and you want to present a candidate. In a public meeting convince everybody that your candidate is the best	- T will tell sts about the task - Sts will be organized in small groups representing different political parties. Each group will choose its own name - Each small group will have to investigate about known or unknown characters that they consider good candidates and choose one to represent them - Groups will have to write a description about his/her candidate including personal characteristics, work experience, experience in politics and anything else they consider relevant - Available resources will be advised: newspapers, magazines, internet, dictionaries, grammars, etc.		C T I O N

SUCCES FROM ABROAD *(workbook exercise: SAMPLE)*

Thomas Eckhard

Thomas came to London from Germany almost four years ago. After taking a course in the theater costume design, he began working at the National Theatre in London a year ago. "I really enjoy designing clothes, and I've always loved the theater, so this job is absolutely perfect for me," he says. "I started work on a new production of *Romeo and Juliet* two weeks ago and I'm really excited about it".

- How long has Thomas been living in England?

  _____

- How long has he been at the National Theatre?

  _____

- How long has he been working on *Romeo and Juliet*?

  _____

CENTURY PEOLE *(resource pack exercise: SAMPLE)*

Interviewer role card

You are an interviewer for the TV program Century people, which every week looks at the life of someone who is over 100 years old. You are going to interview someone for next week's program. Look at the information below and write questions to ask him/her. Be careful of the tenses you use.

- How old?
- Where / live? How long / live there?
- Married? How long / be married?
- Children? grandchildren? great-grand children?
- Oldest friend? How long / know him / her?
- What do / spare time? How long / do that?
- Study anything now? What? How long / study it?
- What / oldest possession? How long / have it?
- What / be / the secret of a long life?

When you're finished, think of three or four more questions to ask.

Old person role card

You are over 100 years old! You a re going to be interviewed for a TV program called Century People. Before the interview, fill in the blanks in the information below. Use your imagination!

- You are _____ years old!
- You live in _____ (where?)
- You move thee in _____ (which year?)
- You got married in _____ (when?) to _____ (name?)
- He /She is _____ years old.
- You have _____ children, _____ grandchildren, and _____ great grand children (how many?)
- Your oldest friend is _____ (who?)
- You met him / her in _____ (when?)
- Your favorite hobby is _____ (what?)
- You started doing this in _____ (when?)
- You are studying _____ (what?) in the evenings.
- You started this _____ (when?)
- Your oldest possession is _____ (what?)
- You were given it in _____ (when?) by _____ (who?)
- What is the secret of a long life? _____

When you're finished, add more details to the topics above to talk about in the interview.