

PPP LESSON PLAN

Below is an example of a PPP lesson plan for both Top down and Bottom up approaches in the context of fast food.

Focus: Food and drink vocabulary

Level: A1, Elementary

Time: 1 hour

Main aim: By the end of the lesson, learners will be better able to use vocabulary for fast food to ask and answer questions about their food preferences, e.g. "Do you like French fries?" "No, I don't".

Sub-aim

Speaking: For learners to develop spoken fluency through carrying out a survey on fast food.

TOP DOWN

Top down approaches of language teaching typically focus on presenting the target language through a clear context, such as a text or audio track, from which it is extracted post-reading or listening.

Timing	Stage / Stage Aim	Procedure	Interaction
5 min	Set context To activate the schemata	The teacher shows a video with the sound muted of different people visiting different fast food outlets. Learners guess which fast food companies they are.	T-SS S-S
20 min	Present: vocabulary through reading For learners to read for gist. To raise awareness of how target language is used in context For learners to map word to concept for target lexis.	Learners read short texts about different people saying which fast food they like best. Learners answer a short question to check that they understand the gist. Learners complete a vocabulary activity where they match target words from the text (e.g. soda) to their pictures. The teacher goes through the answers with learners asking comprehension checking questions (for example, "Is it	S individual S-S T-SS



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	<p>To allow learners to experiment with pronouncing the language in a controlled context</p> <p>To raise awareness of the written form of target vocabulary</p>	<p>something you eat or drink?") and drilling the correct pronunciation.</p> <p>Words are recorded on the board.</p>	T-SS
15 min	<p>Restricted practice For learners to apply target language to sentence level constructions.</p> <p>Freer practice For learners to personalize target language.</p>	<p>The teacher shows a Powerpoint with different pictures of target words and carries out a substitution drill where learners ask their partner "Do you like soda / hamburgers etc?' and learners answer each other.</p> <p>Learners write 5 sentences about food that they like and 5 sentences about food that they don't like.</p>	<p>T-SS</p> <p>S-S</p> <p>S Individual</p>
20 min	<p>Produce For learners to apply target language to an authentic context.</p> <p>For learners to develop spoken fluency.</p>	<p>Learners prepare 5 questions to ask about their classmates' favourite foods and survey everyone in the class about their likes and dislikes, answering their classmates' questions at the same time.</p>	Ss-Ss

BOTTOM UP

Bottom up approaches of language teaching typically involve using smaller units of language such as individual words as the starting point of a language presentation as opposed to a text or audio with learners later building up to using them in a context.

Timing	Stage / Stage Aim	Procedure	Interaction
5 min	<p>Set context To activate the schemata</p>	<p>Teacher shows learners some logos of some well-known fast food companies and asks learners to discuss if they know</p>	<p>T-SS</p> <p>S-S</p>



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		them and what the theme of the lesson is (fast food).	
15 min	<p>Present For learners to map concepts to new vocabulary</p> <p>To allow learners to experiment with pronouncing the language in a controlled context</p> <p>To raise awareness of the written form of target vocabulary</p>	<p>The teacher uses flashcards to elicit the meaning of a set of target vocabulary.</p> <p>Teacher checks with CCQs, for example for 'Soda', "Do we eat it or drink it?"</p> <p>Teacher drills the target vocabulary and ensures that the pronunciation is correct.</p> <p>Teacher writes the written form of target vocabulary on the board</p>	<p>T-SS</p> <p>T-SS</p> <p>T-SS</p> <p>T-SS</p>
10 min	<p>Practice Restricted practice For learners to correctly identify and name target vocabulary</p>	Learners complete a matching activity where they match word to picture	S-S
10 min	<p>Free practice For learners to apply target vocabulary to sentence level structures. For learners to personalize target language.</p>	Learners write 5 sentences about food that they like and 5 sentences about food that they don't like.	S individual
20 min	<p>Produce For learners to apply target language to an authentic context.</p> <p>For learners to develop spoken fluency.</p>	Learners prepare 5 questions to ask about their classmates' favourite foods and survey everyone in the class about their likes and dislikes, answering their classmates' questions at the same time.	Ss-Ss