CAMBRIDGE

1.9 A

PPP vs TBL

Exam Link: Module 1 Part 3

Lesson A
Aim: to review, introduce and practise items in the lexical set 'holiday clothes and accessories'
Approach: _____

Procedure	Aim
1.	Provide a context
Teacher invites students to guess what items are in the suitcase. For every correct guess (e.g. sunglasses, swimsuit), the teacher praises the students and pulls the item out of the suitcase.	Revise previously studied language
2.	Provide written and spoken form of new vocabulary
Teacher conducts a choral and individual drill with the new vocabulary. Teacher holds up each item from the suitcase in turn and says the word. The class repeats.	Accuracy of pronunciation
3.	Concept check new vocabulary
4.	Model controlled practice activity
Teacher puts students into pairs and gives each pair a set of flashcards. Partners take it in turns to take on teacher role from previous stage and respond to their partner's sentences with 'yes' or 'no'.	Controlled practice activity
5.	Freer practice activity

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LIVEWORKSHEETS

1.9 B

PPP vs TBL

Lesson B
Aim: to create lists of items to take on different holidays
Approach: _____

Procedure	Aim
6.	Discussion on the topic
Students sit in new groups according to their preferred holiday (4 or 5 groups).	Vehicle for meaningful task
7.	Gives the students a task to do
Teacher monitors and feeds in vocabulary and pronunciation needed. Compiles word list in a lexis column on the right-hand side of the board.	Feed in and compile the language needed for task completion
8.	Content feedback
Students now put away flashcards and look at the list of words. Teacher asks about pronunciation and meaning. Teacher asks some concept questions: 'Which item would you NOT need on the beach?'	Language feedback
9.	Practice with the new vocabulary

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LIVEWORKSHEETS

1.9 C

PPP vs TBL

Procedure cards

A Teacher picks up a beach flashcard (from a pile of flashcards showing different types of holiday). He or she says: 'On a beach holiday, I take ...' and names 3 items from the list of items on the board. Sometimes, one of the items is not appropriate for that type of holiday. Students listen and respond 'yes' or 'no'.

B Teacher shows a small empty suitcase and asks each group to make a packing list for their trip to their chosen destination. Everything they choose to take must fit into the suitcase. For every item on the packing list, students make a picture flashcard.

C Students get into four groups. Each group chooses a holiday destination from picture cards. The group talk together and compile a packing list including items presented in class and their own ideas. Teacher feeds in other new vocabulary where necessary.

D Teacher discusses favourite past and future holiday destinations and activities with the class. Students choose what type of holiday they would most like to go on next summer, if they could do anything (for example beach, mountains, adventure, jungle, safari, cruise, resort).

E Teacher holds up an item, e.g. the swimsuit, and says a simple sentence, e.g. This is a beach ball. If the sentence is correct, the students repeat it. If there is a mistake, they call out: 'No! It's a swimsuit!' Choral and individual practice. Teacher also invites some students to lead this activity.

F Teacher models correct form of any mispronounced vocabulary and provides English form of L1 guesses, writing them on the board. Teacher then introduces the few additional items which class did not guess.

G Teacher brings a suitcase into class and tells the class he or she is going on holiday soon.

H Groups present their packing lists to the rest of the class using pictures and words. Other groups decide if all items are necessary for the destination and whether they will fit into the suitcase.

I Students spread all the groups' flashcards out on the classroom floor for all to see. Students work in pairs or individually to make a 'holiday suitcase' word search with written clues: 'They are long and wide and you put them on your feet when you want to swim quickly underwater.' (answer: flippers)

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