

Put your title here

<b>Name</b> Put your name here	<b>Title or explanation</b> Put a title here (anything is fine!)	<b>Time</b> 40-60 minutes is a good class time
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<b>Level/Age</b> Approximate age and level (beginner/intermediate/advanced) of students
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<b>Language focus</b> Target language: Put some examples of keywords from the listening Specific language skill focus: Listening Culture: If you think there are any cultural issues with the material, you can explain that here.
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<b>Student learning objective and assessment activity ***SLO***</b> By the end of the lesson, SWBAT... <b>understand the article/clip/story/text</b> "[name of text]" <b>by</b> [write the last one or two activities in the During stage].
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### Info:

PDP is for a comprehension lesson, not a speaking lesson.

First, choose your listening material (this is called a "text").

A listening text can be 2~4 minutes. You can use a video clip or MP3 file.

A short story or a song (for young learners) are good choices for young learners.

Your text is your target language. You don't need to teach specific grammar and expressions in terms of speaking skills.

Think about comprehension activities, such as listen and choose, listen and match, listen and sequence, listen and summarize, listen and point, or read and order, read and underline, read and find, read and draw, read and complete a chart.

Here is a PDP "student learning objective" (SLO):

By the end of the lesson, students will be able to show comprehension of ...[name of text]... by [doing an activity that shows comprehension].

The final activity of the During stage is a comprehension activity. It could involve speaking or writing, but doing the activity needs to show that students understand the text.

Here are some good final activities for the lesson objective:

Summarizing (perhaps with a chart or drawing)

Evaluating (choosing or giving opinions)

Analyzing and comparing different parts of the text

Creating something based on the text (like a new ending)

Tip for choosing a good text:

Don't choose texts that have content (language) that is too vague and unclear. This will make it difficult to produce a good PDP lesson. There needs to be clear content for comprehension checking. For example, a clip from a film or a pop song is often not a good choice because they usually contain unclear and vague language.

Steps	Stage s	Time	Procedure
1	P	Appro x. time	In this first stage think about <b>generating student interest and introducing the topic.</b>
2	P		In the second or third stage, think about checking background knowledge, activating background knowledge (schema), or pre-teaching some difficult keywords.
3	P		2~3 Pre steps is enough.
4	D		<p>There should be at least 4 During stages.</p> <p>Remember: Give the task or questions each time before listening/reading, so you are checking comprehension not memory.</p>

Steps	Stage s	Time	Procedure
5	D		Listen and .....
6	D		Listen and .....
7	D		<p>The last During activity should have the students demonstrate the most comprehension.</p> <p>Include details of this in your SLO.</p>
8	P		<p>The Post stage can have 1~2 steps. This is when you have finished with the listening or reading material and you have moved onto another skill or similar topic.</p>