

Stage Name	Description of stage	Procedure
Warmer	Allow for latecomers to come in without disrupting the class.	Blooket (for all the vocabulary studied in this level so far)
Review of language from previous lesson	Language from previous lesson will need to be reviewed or it will be forgotten	Backs to the Board (This includes the vocabulary from today's lesson, but also reviews pages 117 and 118). Put students into teams. One person from each team sits with their backs to the board. On the projector, display one of the vocabulary words. The team has to describe this word to the person sitting, without using the word itself. The first team to guess the word gets a point..
Lead-in	The lead-in is to the context of the model text (not the grammar point). Students are asked to discuss a question with their partner. The lead-in attempts to connect their knowledge/experience with some aspect of the model text.	Think of an old person that you know. Do they talk a lot about their memories? What kind of memories do they talk about?
Model Text	Done as either a reading or listening. Students process the model text for understanding. Possibly the students might encounter model text twice (once for gist	Prediction: show picture. Elicit from students what it is (old man on porch). Ask students what they think the old man is thinking about? Gist task: Listen to the story. Is the old man happy? Read out the model text (students listen). Specific information questions. Students listen again and answer

	question, once for specific information questions)	questions 1-5
Notice the Target Language	This can either be done as an activity (e.g. running dictation to reconstruct target language, fill in the gaps). Or it can be simply done by the teacher highlight the target language	Put students in pairs. Give them a copy of the model text with the target language blanked out . Place the completed model text outside of the room. Students have to reconstruct the text using a running dictation.
Clarify Meaning	Take some sentences from the model text, show them to students, and check their meaning using Concept Checking Questions	Students do a sorting activity with the adverbs of intensity . Confirm by displaying the answer sheet on the projector. Additional Clarification Activity: quizlet live
Clarify Form	Take a sentence from the model text, display it on the board, and elicit the form from students.	Using the model text, elicit from students that the adverb comes either before the verb or the adjective.
Clarify pronunciation	Remove the written form from the view of the students. Do choral drilling followed by individual drilling. Elicit the stress pattern from the students.	Remove screen from view of students, and drill pronunciation.

Controlled practice	Students have to complete a sentence using the target language. Teacher monitors, does on the spot correction, and microteaching as needed.	Kahoot Game
Semi-Controlled practice	Students have to make full sentences using the target language. Teacher monitors, does on the spot correction, and microteaching as needed.	Make Sentences
Freer-Practice	Students have to produce some sort of extended discourse (writing, conversation) using the target language. Teacher monitors, but does not do immediate correction. Errors are noted down for delayed correction after the activity finishes.	Write a description of someone
In Subsequent Lessons (The vocabulary will need to be reviewed in subsequent lessons, or it will be quickly forgotten).		
Review activities	• Kahoot	