

### Materials Needed:

- \* Slideshow (on Google Slides)
- \* Handouts 1-8
- \* Whiteboard and markers
- \* Blu Tack

Stage Name	Stage Aim	Interaction and Timing	Procedure
Lead-in	To set context for the topic and generate interest in the topic	8-10 min (-110)  T-S          S-S          T-S	<p><b>Set-up:</b>            Display Slide 1:            Teacher: “Where are they?” (elicit: “at a restaurant”. Confirm by animation)            CCQs: “What do you do at a restaurant?” (eat food)            “Do you cook the food, or do you order the food?” (order the food)            “Do you have to pay money?” (yes)            Language input: Go through slides 2-20. Elicit from students when possible before showing them the useful language.            Advance to slide 21.            “Talk to your partner. What is your favorite restaurant? Why? Think of the last time you went to a restaurant. Where did you go? Who did you go with? What food did you have?”            Teacher briefly goes around the room and assigns partners.</p> <p><b>Task:</b>            Students talk with their partner for 3-4 minutes. Teacher monitors to make sure students are on task, and to determine who to nominate for open-class feedback.</p> <p><b>Feedback:</b>            Teacher nominates 2 students to share their answers with the rest of the class.</p>
Model Text Gist Reading	For students to understand the general meaning	5 min (-105) T-S	<p><b>Set-up:</b></p>

	of the text before they are asked to process it in more detail	<p>Work individually, Pair check</p> <p>T-S</p>	<p>Teacher chests Handout 1: “This is an email from someone who went to a restaurant. Did he have a good time, or a bad time? You have 2 minutes. Read quickly.”</p> <p>Teacher passes out handout 1, one copy per student</p> <p><b>Task:</b> Students read email quickly. Teacher monitors to make sure students are on task. After 2 minutes, teacher instructs a pair check. “Check your answers with a partner.” Students check with their partner.</p> <p><b>Feedback:</b> Teacher nominates 1 student to share their answer.</p>
Pre-Teach Vocabulary	For students to understand the vocabulary in the model text.	<p>10 min (-95) T-S</p> <p>Work individually, Pair check</p> <p>T-S</p>	<p><b>Set-up:</b> Teacher chests handout 2. “Read the definitions. Find these words in the email. Let’s do the first one together. Find a word that means not cooked enough.” (elicit from students “undercooked”). “Do the rest by yourself.” Teacher passes out handout 2, one per student.</p> <p><b>Task:</b> Students work individually on the vocabulary sheet. Teacher monitors to make sure they are on task. “Check your answers with a partner.”</p> <p><b>Feedback:</b> Teacher uses the slides confirm answers. Visuals are on the slide, and the teacher can also use CCQs to further check understanding.</p> <p>Undercooked: If something is undercooked, is it safe to eat? (no) What can happen if you eat something that’s undercooked? (get sick)</p>

			<p><b>Burnt:</b>          If something is burnt, has it been cooked too long? (yes)          If something is burnt, does it taste good? (no)</p> <p><b>Bitter:</b>          If something is bitter, does it taste good? (no)</p> <p><b>Stale:</b>          If the bread is stale, is it new bread or old bread? (old bread)          Is the stale bread hard or soft? (hard)</p> <p><b>Rancid:</b>          If something is rancid, does it smell good? (no)          Can you have rancid fish? (No, only oils, fats, or butter)</p> <p><b>Apologize:</b>          Is “apologize” something I say, or something I feel? (something you say)          And how do I feel if I apologize? (feel sorry/bad)          If I apologize, am I happy about what I did? (no)</p> <p><b>Spill:</b>          If I spill something, did I drop it? (yes)          Did I want to drop it? (No, it was an accident)          Can I spill coffee? (yes)          Can I spill water? (yes)          Can I spill coffee? (yes)          Can I spill books? (no, only liquid)</p> <p><b>Suspect:</b>          If I suspect something, do I think someone has done something bad? (yes)          Do I know that they have done something bad? (no)</p>
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			<p>On Purpose: If I did something on purpose, did I want to do it? (yes) Was it an accident? (no)</p> <p>Resolve: What kind of things get resolved? (problems) If a problem gets resolved, is it over? (yes)</p>
Detailed Comprehension Questions	For Students to understand the model text in more detail	<p>10 min (-85) T-S</p> <p>Work individually, Pair check</p> <p>T-S</p>	<p><b>Set-up:</b> Teacher chests handout 3: “Read the email again. Answer these questions. Work alone.” Teacher gives out handout 3, one per student</p> <p><b>Task:</b> Students complete the worksheet individually. Teacher monitors to make sure students are on task, and possibly micro-teach if needed. Teacher makes note of which students have the correct answer for nomination later. “Check your answers with your partner.”</p> <p><b>Feedback:</b> Teacher nominates individual students for feedback. Answers are confirmed on the slideshow.</p>
Personalization	For students to respond personally to the model text	<p>5 min (-80) T-S</p> <p>S-S</p>	<p><b>Set-up:</b> Teacher displays slide 45: “Talk to your partner. “What would you do if you had this experience at this restaurant? Would you ever go back to this restaurant? Why or why not?”</p> <p><b>Task:</b> Students talk together. Teacher monitors to ensure they are on task, and possibly to note who would be good to nominate in feedback.</p> <p><b>Feedback:</b></p>





		T-S	<b>Feedback:</b> Students call out ideas, and teacher writes them on the mindmap at the front of the classroom.
Personalization	For students to talk about their experience with some of the problems	5 min (-35) T-S  S-S  T-S	<b>Set-up:</b> “Talk to your partner. Which of these problems have you had when you went to a restaurant?”  <b>Task:</b> Students talk to their partner. Teacher monitors to make sure they are on task.  <b>Feedback:</b> Teacher nominates two students to share their experiences with the class.
Planning	For students to generate ideas before writing an email	10 min (-25) T-S  S-S	<b>Set-up:</b> “You are going to write an email complaining about a restaurant. With your partner, write down some ideas. You don’t need to write full sentences. Just write key words.” ICQs: “Do you work alone, or with a partner?” (With a partner) “Do you write full sentences?” (No, just key words) Teacher hands out handout 6 for planning  <b>Task:</b> Students work with a partner. Teacher monitors to make sure they are only writing down key words at this stage, and not writing the whole email. Teacher may need to prompt students with extra ideas, e.g. “Can you think of something even worse?” For some students, teacher may need to help supply ideas  No feedback for this stage, as this leads directly into the writing
Writing	For Students to write an email	15 min (-10) T-S	<b>Set-up:</b> Advance to slide 77. Chests handout 7. “With your partner, write the email. Use this structure. Use this useful language.”

		S-S	<p>Teacher passes out handout 7. Teacher can also supply pairs with handout 8 summarizing structure and useful language.</p> <p><b>Task:</b> Students write in pairs. Teacher monitors and micro-teachers to make sure that students are following format, using appropriate language, and following paragraphing strategies.</p> <p>Feedback is conducted in the following stage.</p>
Feedback on Writing	For students to read and give feedback on each other's writing	10 min (-0)	<p><b>Set-up:</b> As students finish writing their email, teacher hands out blu tack and encourages them to post it around the room. Or teacher can collect if from students and post it around the room. Once all the emails have been posted around the room, teacher instructs students: “Walk around the room. Read the emails. Find the email that you think is the most interesting.” ICQ: “What do you have to find?” (the email that is most interesting)</p> <p><b>Task:</b> Students walk around and read each other's emails</p> <p><b>Set-up:</b> Teacher: “Okay, sit down. Talk to your partner. Which email did you think was most interesting?”</p> <p><b>Task:</b> Students talk to their partner. Teacher monitors to make sure they are on task and to decide who would be good to nominate in open class feedback.</p> <p><b>Feedback:</b></p>



			Teacher nominates two students to share which email they thought was most interesting.
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