

<u>Warmer</u>	To engage the learners in the lesson and recap on their previously learned vocabulary.	10 minutes	S-S	Board relay: In the centre of the board, I will write five anagrams. The class will then be divided into three groups. Make each team line up behind one another while facing the board. Each team's first member must sprint up to the board and unscramble the first word by writing it correctly on their side of the board. They will then read the word and suggest a definition before Returning to their team and passing the pen to the next player, and the game continues. The team that correctly decodes all the anagrams first wins.	Students will be given a chance to recall previously learned vocabulary and its correct spelling.
				2. I will then briefly go over the words on board and spend a few minutes asking the whole class	

showcase that they understand the meaning of the word by placing it in the right context. Only 5 minutes were allocated for this task as students will be working individually and will only be filling in the blank.

★ The **PRODUCTION** stage is meant to allow students to practice the new vocabulary by using all the English they know. This means that students will get a chance to now construct their own contexts and scenarios around their assigned words, showcasing whether they clearly understand the meaning and way the word is meant to be used. This will not include any form of aid. Students will also be able to listen to the other learners' use of the word, helping them expand their own understanding of the word. 20 minutes was allocated for this to allow each student a minute and a half as they are only given a few words to talk about.

- The final step of the lesson is the cooler. The use of CCQs will allow students to track their progress. The cooler will also allow the teacher to track the progress of the class. The cooler will also inform the teacher regarding the next lesson's warmer regarding what parts of the new vocabulary to touch.

Potential problem:

1. students may need more than the allocated time for a section. For example, students may quickly understand the meaning and form of the word; however, pronunciation may prove to be difficult. As such, it would be unwise to move on from the word while students are unable and struggle to grasp the correct pronunciation of it. This means a little more time might be spent on this task, hence taking time away from another. The teacher will then have to move on quickly from stages that students are able to grasp quickly and accurately, hence allocating the extra time from those to the more difficult sections.

