

Stage Name	Description of stage	Timing	Procedure
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.		
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 question, once for specific information questions)		
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		

Clarify Meaning	Take some sentences from the model text, show them to students, and check their meaning using Concept Checking Questions		
Clarify Form	Take a sentence from the model text, display it on the board, and elicit the form from students.		
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.		
Controlled practice	Students have to complete a sentence using the target language. Teacher monitors, does on the spot correction, and microteaching as needed.		
Semi-Controlled practice	Students have to make full sentences using the target language. Teacher monitors, does on the spot correction, and		

	microteaching as needed.		
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.		