

Stage Name	Description of stage	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.	Talk to a partner. Who is someone that you want to be like? Why do you want to be like them?
Model Text: Specific Information Questions	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)	<a href="#">Watch the video</a> . (0:33-3:56). Students answer the question <a href="#">on the worksheet</a> .
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	Hand out <a href="#">2nd page of worksheet</a> . Students try to fill in the blanks using the correct form of the word. Then play the video again, and students check their answers.

Clarify Meaning	Take some sentences from the model text, show them to students, and check their meaning using Concept Checking Questions	Display <a href="#">video at 0:42</a> "I wish I had a car like that" CCQs: Does he have a car like that? Does he want a car like that? Is it likely to change? Display <a href="#">video at 1:16</a> . "I wish I didn't have to take the bus." CCQs: Does he have to take the bus? Is he happy about it? Display <a href="#">video at 2:38</a> "I wish we had brought an umbrella." CCQs: Did they bring an umbrella? Do they want an umbrella?
Clarify Form	Take a sentence from the model text, display it on the board, and elicit the form from students.	Play <a href="#">video from 5:08</a> with the sound off. As it displays, elicit from students what the various forms are.
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.	<a href="#">Kahoot Game</a>
Semi-Controlled practice	Students have to make full sentences using the target language. Teacher monitors, does on the	<a href="#">Board Game</a>

	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.	<a href="#">Students write a story in which several people meet each other while walking around the town.</a> Each person wants to be like someone else that they see. (i.e. the same idea as the video) Stories are then posted around the room, and students choose the story that they like the best.
In Subsequent Lessons (The vocabulary will need to be reviewed in subsequent lessons, or it will be quickly forgotten).		
Review activities	<ul style="list-style-type: none"> <li>• <a href="#">Crossword puzzle</a> and <a href="#">answers</a></li> <li>• <a href="#">Scrambled sentences</a></li> </ul>	