An interactive language activity should have three parts or stages:

1. **Activity Set-up:**
Teachers often neglect to spend enough time setting-up an activity because they want to go directly to the activity itself. However, an activity won't go well if enough preparation has not taken place:
   - Review/Practice:
     The teacher should prepare an adequate foundation for the activity. This means that the target vocabulary and language structures should be taught and practiced so that the students can use them. This part of the activity may be teacher-centered as the instructor gives the students comprehensible input.
   - Model Activity:
     It is also important for teachers to model the activity for their students. Too often teachers use English to explain an activity. Instead, teachers should stay in the target language and model the activity, perhaps with another student or teacher's aide.

2. **Activity Practice:**
   - Circulate:
     The teacher should circulate among the students in order to monitor the students' language use and give help and suggestions when necessary. During this time it will be possible for the teacher to informally assess their students' language proficiency. The teacher should write down any errors, particularly common errors.

3. **Activity Wrap-up:**
The activity wrap-up is another stage that is often overlooked, and oftentimes a teacher will shift instruction or activities without adequately finishing this important step:
   - This is the time for the teacher to call attention to any errors that he/she may have noticed as she circulated during the activity implementation. Have the students correct the errors. "I heard… What's wrong with…?"
   - Demonstrate:
     Students are more motivated to do an activity if they know that their teacher will keep them accountable. This means that teachers should ask students to display or report some of the activity by presenting their conversations to the class. Alternatively, the teacher could ask students in the class about their partner's answers.
   - Review:
     This is also the time for teachers to review the language structures that have been taught. A review need not take a lot of time and can act as an informal assessment. This is also the time when teachers can transition into other activities or into further homework assignments.