



Teacher's name	YOUR NAME
Date of lesson	INSERT THE DATE YOU ARE SUBMITTING THE PLAN
Time and length of lesson	AS PER THE PLAN YOU ARE DOING EG 9AM -10AM, ONE HOUR
Level of class (eg Beginner)	AS PER THE INFORMATION IN YOUR CHOSEN SCENARIO
Number of students	AS PER THE INFORMATION IN YOUR CHOSEN SCENARIO
Make-up of the class (eg age, strength / weaknesses, nationalities, mixed abilities)	<i>Spend some time here thinking about what strengths and weaknesses different age and linguistic groups can have in learning English.</i>
Aims of the lesson	<i>This will be the aim you are working on from the choice in the scenario.</i>
Secondary aims of the lesson	<i>Most lessons will have a secondary (or sub) aim and this can range from a review of prior language learned, in conjunction with the primary aim, to work on any skills area. It should however, be linked to the primary aim in some way – even if just through practising prior vocabulary.</i>
Anticipated difficulties	<i>This stage of the lesson plan ensures that you think carefully about the challenges your students will face and can range from linguistic challenges to personal – ie one member of the group may be shy at speaking. The more thought you put into this section the easier it often is in dealing with challenges as and when they arise.</i>



Strategies to overcome difficulties	<i>List ideas / actions for how you will help overcome the difficulties you anticipate – whether this be spending a little more time with a particular student to help them with a known challenge or being prepared to spend more time than planned reviewing prior material / presenting new areas. You may also wish to include references to back up activities should one of your planned activities not work as planned.</i>
Materials to be used	<i>List out all the materials you plan to use and include copies of any flashcards, worksheets or supplementary materials. This section should also include any classroom facilities you are planning to use – ie whiteboard, tape recorder, DVD player etc.</i>

Timing	Stage / Procedure	Interaction	Reason for doing the activity
<p><i>Note the start time of each activity and how long it will go on for</i></p>	<p><i>Note the stage of the lesson (for example 'warmer') and exactly what you will do in the activity</i></p>	<p><i>Remember the different symbols we use: T-SS (for teacher to the class), T-S (for teacher to individual student), S-S (indicating student to student), S-SS (student to the rest of the class), SS-T (group to teacher) and S-T (individual student to teacher)</i></p>	<p><i>Note the reasons and rationale of the activity here. For example:</i></p> <ul style="list-style-type: none"> • <i>introduction of new vocabulary</i> • <i>opportunity to practise grammatical structure</i> • <i>ensuring correct pronunciation is modelled and taught</i>