Lesson plan components	
class profile	
timetable fit	
main aims	
subsidiary aims	
Stage aims	
Personal aims	
Assumptions	
Anticipated problems	
Possible solutions	
Teaching aids, materials, equipment	
procedures	
timing	
interaction patterns	

1. What do we think learners already know or can already do related to the aims?
2. What is the purpose of each stage of the lesson?
3. What length of time do we need for each stage?
4. In which way will learners work at different stages, i.e. individually, in pairs, in groups, as a whole class?
5. What do we want learners to learn or to be able to do by the end of the lesson?
6. Who are we planning the lesson for?
7. How is the lesson connected to the last lesson and/or the next one?
8. What else do learners need to be able to do during the lesson to enable them to achieve the main aim?
9. What action will we take to deal with the anticipated problems?
10. What should we remember to take to the lesson?
11. What aspect of our old teaching do you want to develop or improve?
12. What may learners find difficult during the lesson? What they may not be used to doing? What may they not feel confident about?
13. What are the tasks and activities for each stage?

LIVEWORKSHEETS