

EFL LESSON PLAN GUIDE

School Year 2026–2027

TEACHER:		SCHOOL:	
CLASS:		CEFR LEVEL:	
DATE:		No OF LEARNERS:	

THEME / UNIT / TOPIC: _____

LESSON DURATION: _____ mins

CEFR DESCRIPTOR(S) / CAN-DO STATEMENT(S)

Select the relevant CEFR descriptor(s)

- 1.
- 2.
- ...

LESSON ATTAINMENT TARGET(S)

What should learners be able to do by the end of the lesson?

Use observable action verbs (e.g. identify, describe, compare, explain, ask, answer, interact, produce, mediate).

- 1.
- 2.
- ...

TEACHING TARGETS / CONTENT

What language, concepts, skills, strategies, values etc. will support achievement of the attainment target(s)?

- 1.
- 2.
- ...

LEARNER CONTEXT & PRIOR LEARNING

Learner context: age, readiness level, cultural diversity, etc.

Learners already know / can:

Relevant language / skills:

PROCEDURE

Plan the lesson as a coherent sequence of learning stages leading towards the attainment target(s). Each stage may include one or more purposeful learning task(s). Add or remove development stages as appropriate.

STAGE & TIME (mins)	• DESCRIPTION OF TASKS / teacher & learner actions • ORGANISATION (<i>W = whole class; P = pairs; G = groups; I = individual</i>) • DIFFERENTIATION: differentiation and support (<i>where applicable</i>) • ASSESSMENT / EVIDENCE OF LEARNING (<i>Formative, Summative</i>)
INTRODUCTION / WARM-UP (mins)	• e.g. activating prior learning; establishing context / purpose; engaging learners; introducing / revisiting learning intentions • (W, P, G, I) • e.g. material / content, process, product(s) etc. • What will show that learners are ready to move on?
DEVELOPMENT – STAGE 1 (mins)	• e.g. exploring input / model; noticing / identifying; understanding / processing • (W, P, G, I) • e.g. material / content, process, product(s) etc. • What will show progress towards the attainment target(s)?
DEVELOPMENT – STAGE 2 (mins)	• e.g. guided practice; applying / using language or strategies; interacting / collaborating • (W, P, G, I) • e.g. material / content, process, product(s) etc. • What will progress towards the attainment target(s)?
DEVELOPMENT – STAGE 3 (mins)	• e.g. purposeful communicative task; problem-solving; increasingly independent application; production / interaction / mediation • (W, P, G, I) • e.g. material / content, process, product(s) etc. • What will show progress towards the attainment target(s)?
CLOSURE / REVIEW (mins)	• e.g. assessment of learning through learner reflection / self-assessment; revisiting target(s); identifying next steps • (W, P, G, I) • e.g. material / content, process, product(s) etc. • What have learners demonstrated / learnt?
HOMEWORK / FOLLOW-UP LEARNING (optional)	
e.g.: independent consolidation, extension task, preparation for the next lesson, project work, reading, writing, reflective learning etc.	
RESOURCES / MATERIALS	