

Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School	Week #:	1-3	Date:	May 18, 2026 – June 5, 2026		
Program:	EC	Level:	M2	Subject:	English	Unit #:	1	Topic:	Sleep
1 st Semester									
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:			Materials Resources		
1.	Improve listening comprehension from a dialogue.			Vocabulary <ul style="list-style-type: none"> - wake up - go to bed, - brush teeth - take a shower - feel tired - sleep late ✓ Present tense – do, don't, has, have ✓ Past tense – didn't, went, woke			Materials: <ul style="list-style-type: none"> • Images of routines • Audio recording about a daily routine • Books • PowerPoint presentations • Self-assessment checklist 		
2.	Use vocabulary about daily routines and sleep habits.								
3.	Work in pairs to write and present healthy sleep habit advice.								
4.	Use present and past simple tenses to talk about habits and routines.								
Methods:									
Warm-up Activity/ Expectations to Clarify:				Time			Post Class Notes		
Attendance will be taken at the beginning of the lesson.				5 minutes					
Greeting and Warm-Up:									
<ul style="list-style-type: none"> ▪ Ask: "What time do you sleep? What happens if you sleep too late?" Students share. T lists ideas on board. 									
Concept/Vocab Presentation Strat:				Time			Post Class Notes		
Vocabulary Review				15 minutes					
<ul style="list-style-type: none"> ▪ Present target vocab using images and model pronunciation. ▪ Students repeat and match actions to routine categories (morning vs. night). ▪ Use flashcards or realia to show key actions: wake up, brush teeth, etc. ▪ Teacher writes verbs on the board in both present and past form (e.g., sleep/slept, go/went). 									
Other Activities/Games:				Time			Post Class Notes		

<p>Activity 1:</p> <ul style="list-style-type: none"> - Sort daily actions into “Before Bed” / “Morning Routine.” (Pairs) <p>Activity 2:</p> <ul style="list-style-type: none"> - Grammar introduction – cause and effect. “If you sleep late, you will feel tired.” Students complete 3 cause-effect sentences. Brief review of present vs. past simple using example: "I sleep early" vs. "I slept early." <p>Activity 3:</p> <ul style="list-style-type: none"> - Listening comprehension: play short dialogue; students complete T/F + gap-fill. <p>Activity 4 (Session 2):</p> <ul style="list-style-type: none"> - Dialogue creation using prompts. <p>Example: A: “What do you do before bed?”B: “I take a shower.”A: “What happens if you don’t?”B: “I feel dirty!”</p> <p>Activity 5:</p> <ul style="list-style-type: none"> - Read short passage about daily routine. Students identify verbs in present and past tenses. Answer comprehension questions and retell. 	<p>25 minutes</p>	
<p>Assessment Strategy:</p>	<p>Time</p>	<p>Post Class Notes</p>
<p>Exit ticket:</p> <ul style="list-style-type: none"> ▪ Write 1 cause-effect sentence using either present or past tense ▪ Evaluate listening worksheet accuracy ▪ Observe partner dialogue and group presentation ▪ Review self-assessment checklist completion ▪ Record their scores 	<p>10 minutes</p>	

Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School	Week #:	4-5	Date:	June 8, 2026 – June 19, 2026		
Program:	EC	Level:	M2	Subject:	English	Unit #:	2	Topic:	Online Addictions
1 st Semester									
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:			Materials Resources		
1. Use vocabulary related to internet habits and screen time	<ol style="list-style-type: none"> 2. Talk about ability in the past using could / couldn't 3. Give personal opinions and reflect on phone/internet habits 4. Name words about common free-time activities. 			Vocabulary <ul style="list-style-type: none"> - Addicted - social media - screen time - focus - habit - relax - bored - unhealthy - problem - control <p>✓ Grammar: could / couldn't, because, present simple, past</p>			Materials: <ul style="list-style-type: none"> • Books • PowerPoint presentations • Self-assessment checklist • Video or short dialogue (teen talking about phone use) • Worksheets: matching, sentence building, gap-fill 		
2. Talk about ability in the past using could / couldn't									
3. Give personal opinions and reflect on phone/internet habits									
4. Name words about common free-time activities.									
Methods:									
Warm-up Activity/ Expectations to Clarify:				Time			Post Class Notes		
Attendance will be taken at the beginning of the lesson.				5 minutes					
Greeting and Warm-Up:									
<ul style="list-style-type: none"> ▪ Ask: Ask students: "What apps do you use every day?" "How many hours do you use your phone?" Create a quick class graph or visual based on answers. 									
Concept/Vocab Presentation Strat:				Time			Post Class Notes		
Vocabulary Review				15 minutes					
Introduce vocabulary using short definitions, pictures, and actions:									
<ul style="list-style-type: none"> ▪ "Addicted – can't stop doing something" ▪ "Focus – pay attention to one thing" ▪ Students repeat words. Write model sentences: ▪ "I couldn't sleep last night because I was on TikTok." 									

<ul style="list-style-type: none"> ▪ “Before, I could stop after 30 minutes, but now I can’t.” 		
Other Activities/Games:	Time	Post Class Notes
<p>Activity 1: Match vocabulary to meanings or pictures. Group into “Good habits” vs. “Bad habits.”</p> <p>Activity 2: Teach and practice could / couldn’t with real examples:</p> <ul style="list-style-type: none"> - “Before phones, we couldn’t chat with friends at night.” - “Last year, I could stop after 1 hour. Now I can’t.” <p>Activity 3: Listen to or watch a short story or audio:</p> <ul style="list-style-type: none"> - “A day without my phone.” Fill in worksheet using could/couldn’t and because. <p>Activity 4 (Session 2): Pair work: one student explains a situation, the other reacts using could / couldn’t.</p> <ul style="list-style-type: none"> - A: “I stayed up until 2 a.m.” - B: “Oh no! You couldn’t focus in class, right?” <p>Activity 5: Class survey: “What could/couldn’t you do last week because of your phone?” Record responses and share with the group.</p>	25 minutes	
Assessment Strategy:	Time	Post Class Notes
<p>Exit ticket:</p> <ul style="list-style-type: none"> ▪ Write a sentence using could or couldn’t + “because” ▪ Listen for correct use of grammar in pair work ▪ Check worksheet accuracy (listening + gap-fill) ▪ Students complete self-check: “I can use ‘could/couldn’t’ to talk about phone use.” 	10 minutes	

Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School	Week #:	6-8	Date:	June 22, 2026 – July 10, 2026		
Program:	EC	Level:	M2	Subject:	English	Unit #:	3	Topic:	Online Addictions
1 st Semester									
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:			Materials Resources		
1.	Understand and use vocabulary related to school rules and behavior			Vocabulary <ul style="list-style-type: none"> - rule - uniform - permission - quiet - behavior - respect - follow - allowed ✓ Grammar: should, must, mustn't, can't			Materials: <ul style="list-style-type: none"> • Books • PowerPoint presentations • Audio or video about classroom rules • Self-assessment checklist 		
2.	Use should, must, mustn't, can't to express rules and obligations								
3.	Talk about classroom behavior using the present simple tense								
4.	Read and tell a short story about odd school rules.								
Methods:									
Warm-up Activity/ Expectations to Clarify:				Time			Post Class Notes		
Attendance will be taken at the beginning of the lesson. Greeting and Warm-Up: <ul style="list-style-type: none"> ▪ Ask: "What rules do you have in school?" "What happens if you don't follow them?" List student answers on the board. ▪ Write: must = it's important; mustn't = not allowed 				5 minutes					
Concept/Vocab Presentation Strat:				Time			Post Class Notes		
Vocabulary Review <ul style="list-style-type: none"> • Use classroom images and flashcards to introduce vocabulary (e.g., raising hand, wearing uniform). Model: <ul style="list-style-type: none"> - "You must wear a uniform." - "You mustn't use your phone in class." <ul style="list-style-type: none"> • Students repeat and sort into "Allowed" vs. 				15 minutes					

"Not allowed."		
Other Activities/Games:	Time	Post Class Notes
<p>Activity 1: Match rules to actions. Example: "Don't talk in class" → "You must be quiet."</p> <p>Activity 2: Listening task: Audio clip about school rules in another country. Students complete T/F or gap-fill worksheet.</p> <p>Activity 3: Grammar practice: Complete sentences using must/mustn't. Group race – each team completes 5 rule sentences correctly.</p> <p>Activity 4 (Session 2): Pair-work role play:</p> <ul style="list-style-type: none"> - A: "Can I eat in the classroom?" - B: "No, you mustn't." - A: "What must I do?" - B: "You must clean your desk." <p>Activity 5: Short writing task – "3 Rules I Like / Don't Like at School and Why." Use because for explanation.</p>	25 minutes	
Assessment Strategy:	Time	Post Class Notes
<p>Exit ticket:</p> <ul style="list-style-type: none"> ▪ Write 1 sentence using should, must, and can't ▪ Check worksheets for accuracy ▪ Observe fluency and understanding in role-plays ▪ Self-assessment: "I can talk about school rules using 'must' and 'mustn't.'" 	10 minutes	

Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School	Week #:	9	Date:	July 13, 2026 – July 17, 2026
Program:	EC	Level:	M2	Subject:	English	Unit #:	1-3
1st Semester							
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:		Materials Resources	
1. Recall and use key vocabulary from Units 1–3	<ol style="list-style-type: none"> 2. Apply present and past simple, could / couldn't, must / mustn't in context 3. Answer comprehension questions from short readings or dialogues 4. Collaborate in group review games 5. Reflect on their learning progress through self-assessment 			Grammar <ul style="list-style-type: none"> - Present Tense - Past Simple Tense - Could / couldn't (ability in the past) - Must / mustn't - Should - Can't 		Materials: <ul style="list-style-type: none"> • Grammar game slides (e.g., Kahoot / Wordwall) • Review worksheets (T/F, fill in the blanks, short writing) • Role-play cards • Group quiz board template 	
2. Apply present and past simple, could / couldn't, must / mustn't in context							
3. Answer comprehension questions from short readings or dialogues							
4. Collaborate in group review games							
5. Reflect on their learning progress through self-assessment							
Methods:							
Warm-up Activity/ Expectations to Clarify:				Time		Post Class Notes	
Attendance will be taken at the beginning of the lesson.				5 minutes			
Greeting and Warm-Up:							
<ul style="list-style-type: none"> • Quick vocabulary recall game – “Charades” or “Pictionary” using words from Units 1–3. 							
Concept/Vocab Presentation Strat:				Time		Post Class Notes	
Vocabulary Review				15 minutes			
Display a review chart with grammar structures and key example sentences: <ul style="list-style-type: none"> • “I slept late last night.” • “I couldn't focus because I used my phone too long.” • “You must wear your uniform to school.” • Students repeat and fill in missing parts on the board (e.g., sentence scramble). 							
Other Activities/Games:				Time		Post Class Notes	

<p>Activity 1: Group vocab relay – match words to definitions across the 3 units</p> <p>Activity 2: Grammar stations – rotate through 3 tasks:</p> <ul style="list-style-type: none"> ▪ Station 1: Fill in the blanks (past/present simple) ▪ Station 2: Could/Couldn't sentence challenge ▪ Station 3: Must/Mustn't classroom rule sort <p>Activity 3: Short reading: Students read a paragraph about a school day, answer 5 comprehension questions (includes grammar/vocab review).</p> <p>Activity 4 (Session 2): Role-play challenge – pairs draw cards and act out a scene using language from any unit (e.g., "You're tired from sleeping late. Give advice.").</p> <p>Activity 5: Team quiz (Jeopardy-style or board game): Categories include Grammar, Vocabulary, Situations, and Dialogue Building.</p>	25 minutes	
Assessment Strategy:	Time	Post Class Notes
<p>Exit ticket:</p> <ul style="list-style-type: none"> ▪ Collect grammar and reading worksheet for review ▪ Observe student use of language in speaking activities <p>Team quiz score used as participation grade</p> <p>Students complete a reflection checklist:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> "I can talk about sleep habits" <input checked="" type="checkbox"/> "I can talk about school rules" <input checked="" type="checkbox"/> "I can use could/couldn't and must/mustn't" 	10 minutes	

Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School	Week #:	12-13	Date:	August 3, 2026 – August 14, 2026
Program:	EC	Level:	M2	Subject:	English	Unit #:	4
						Topic:	Pets
1 st Semester							
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:		Materials Resources	
1. Name words related to pets and their abilities.	2. Pronounce and differentiate short i vs. long ee. 3. Use simple present tense to talk about pet care 4. Identify and use still, already, yet in conversations to describe actions or situations.			Vocabulary - dog - cat - parrot - hamster - turtle - fish - feed - walk - clean - play - friendly - fluffy <i>✓ Grammar:</i> Can / Can't for abilities still, already, yet for actions and situations Pronunciation: short i (sit, fish) vs. long ee (see, sheep)		Materials: <ul style="list-style-type: none"> • Flashcards (pets, actions) • Audio clip (pet-related story/dialogue) • Worksheet (gap-fill, T/F, matching) • Story text about pet tricks • Poster paper & markers • Self-assessment checklist 	
Methods:							
Warm-up Activity/ Expectations to Clarify:				Time		Post Class Notes	
Attendance will be taken at the beginning of the lesson.				5 minutes			
Greeting and Warm-Up:							
<ul style="list-style-type: none"> ▪ Teacher shows pictures of pets. Ask: “Do you have a pet? What pet do you want?” ▪ Students give short answers: “I have a cat.” / “I want a dog.” 							
Concept/Vocab Presentation Strat:				Time		Post Class Notes	

<p>Vocabulary Review</p> <ul style="list-style-type: none"> • Introduce pet vocabulary with flashcards. Model and drill pronunciation. • Present can/can't with actions: "A dog can bark. A fish can swim." • Teach still, already, yet using simple examples on the board: <ul style="list-style-type: none"> • "I am still at school." • "I already finished my homework." • "I haven't eaten yet." • Quick pronunciation drill: short i vs. long ee. Example words: sit/seat, ship/sheep, bit/beat. 	15 minutes	
<p>Other Activities/Games:</p>	<p>Time</p>	<p>Post Class Notes</p>
<p>Activity 1: Pet Sorting Game (Pairs) Students categorize animals: can swim / can fly / can walk.</p> <p>Activity 2: Can You Do It? (Class Survey) Students ask classmates: "Can you swim?" "Can you sing?" Record classmates' abilities in a table.</p> <p>Activity 3: Grammar Practice (Still/Already/Yet) Fill-in-the-blank sentences. Example: "My dog is ___ hungry." (still) "I have ___ fed the cat." (already) "I haven't walked the dog ___." (yet)</p> <p>Activity 4: Listening Comprehension Play an audio story about a pet trick. Students complete T/F and gap-fill worksheet.</p> <p>Activity 5: Story Retelling (Groups of 3–4) Students read a short story about a clever pet. Each group retells it with their own ending.</p>	25 minutes	
<p>Assessment Strategy:</p>	<p>Time</p>	<p>Post Class Notes</p>
<p>Exit ticket:</p> <ul style="list-style-type: none"> ▪ Exit ticket: write 1 sentence using can and 1 using still/already/yet. ▪ Observe participation in pair/group activities. ▪ Check listening worksheet accuracy. ▪ Evaluate story retelling and poster project (clarity, creativity, correct use of grammar). ▪ Review self-assessment checklist. 	10 minutes	

Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School	Week #:	14-15	Date:	August 17, 2026 – August 28, 2026		
Program:	EC	Level:	M2	Subject:	English	Unit #:	5	Topic:	Places in my Country
1st Semester									
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:			Materials Resources		
1.	Use go + gerund to talk about activities and sports.			Vocabulary <ul style="list-style-type: none"> - mountain, beach, temple, market, museum, waterfall, countryside, park, city, travel, sightseeing, hiking, swimming, shopping ✓ Grammar: <ul style="list-style-type: none"> - go + gerund → go swimming, go shopping, go hiking - because → giving reasons: “I want to visit the beach because I like swimming.” - contracted forms → I’m, don’t, can’t, didn’t Functions: asking and answering about places (Where did you go? What did you do?)			Materials: <ul style="list-style-type: none"> • Flashcards/pictures of places • Map of Thailand (or world map) • Audio dialogue about travel experiences • Worksheet (gap-fill, matching, T/F) • Story passage about visiting a place • Poster paper/markers 		
2.	Ask and answer questions about places they visited.								
3.	Give reasons for why they want to visit a place.								
4.	Recognize and use contracted forms (don’t, can’t, I’m, etc.) in conversation.								
5.	Read and retell a short story about visiting someone.								
Methods:									
Warm-up Activity/ Expectations to Clarify:				Time			Post Class Notes		
Attendance will be taken at the beginning of the lesson.				5 minutes					
Greeting and Warm-Up:									
<ul style="list-style-type: none"> ▪ Teacher asks: “Where do you want to go in Thailand? Why?” ▪ Students share short answers. Teacher lists answers on board (e.g., Chiang Mai, Pattaya, Ubon). 									

Concept/Vocab Presentation Strat:	Time	Post Class Notes
<p>Vocabulary Review</p> <ul style="list-style-type: none"> • Present places using images (beach, temple, market, etc.). • Drill pronunciation. Students repeat and guess activities related to each place. • Introduce go + gerund: • “I go swimming at the beach.” • “I go shopping at the market.” • “I go hiking in the mountains.” • Practice contracted forms in conversation: “I don’t like shopping.” “I can’t go hiking.” 	15 minutes	
Other Activities/Games:	Time	Post Class Notes
<p>Activity 1: Matching Game Students match pictures of places with correct activities (temple – pray, beach – swim, park – play football).</p> <p>Activity 2: Travel Interview (Pairs) Students ask and answer: A: “Where did you go?” B: “I went to Chiang Mai.” A: “What did you do there?” B: “I went hiking.”</p> <p>Activity 3: Listening Task Play audio of two friends talking about a trip. Students complete T/F and gap-fill worksheet.</p> <p>Activity 4: Giving Reasons (Group Work) Groups choose one place and make sentences: “We want to visit the beach because we like swimming.”</p> <p>Activity 5: Story Reading Short text: “Last weekend, I visited my grandparents in the countryside. We went fishing and shopping at the market.” Students underline go + gerund forms, then retell story in pairs.</p>	25 minutes	
Assessment Strategy:	Time	Post Class Notes
<p>Exit ticket:</p> <ul style="list-style-type: none"> ▪ Write 2 sentences using go + gerund and 1 sentence giving a reason (because...). 	10 minutes	

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| <ul style="list-style-type: none">▪ Check listening worksheet.▪ Observe travel interviews for correct Q&A.▪ Evaluate posters for grammar and creativity.▪ Self-checklist: "I can ask about places and say why I want to visit them." | | |
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Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School	Week #:	16-17	Date:	August 31, 2026 – September 11, 2026		
Program:	EC	Level:	M2	Subject:	English	Unit #:	6	Topic:	Trying Different Food
1 st Semester									
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:			Materials Resources		
1.	Use Do you like...? to ask and answer about food preferences.			Vocabulary - rice, noodles, pizza, hamburger, spicy, sweet, sour, salty, delicious, favorite, order, menu ✓ Grammar: - Do you like...? → Yes, I do. / No, I don't. - Would you like...? → Yes, please. / No, thank you. Functions: Asking about likes/dislikes Making and responding to invitations Using correct intonation in Yes/No and Wh-questions			Materials: <ul style="list-style-type: none"> • Flashcards/ pictures of food items • Menu template / restaurant role-play cards • Audio dialogue (ordering food at a restaurant) • Worksheet (matching, gap-fill, T/F) • Story passage about trying new food 		
2.	Use would for invitations (Would you like...?).								
3.	Understand and practice intonation of Yes/No and Wh-questions.								
4.	Read and retell a short story about ordering food.								
5.	Use food-related vocabulary to describe and compare foods.								
Methods:									
Warm-up Activity/ Expectations to Clarify:				Time			Post Class Notes		
Attendance will be taken at the beginning of the lesson.				5 minutes					
Greeting and Warm-Up:									
<ul style="list-style-type: none"> ▪ Teacher shows pictures of different foods. Ask: "Do you like pizza? Do you like spicy food?" ▪ Students answer by raising hands or saying Yes/No. ▪ Write answers on board (like/dislike categories). 									
Concept/Vocab Presentation Strat:				Time			Post Class Notes		

<p>Vocabulary Review</p> <ul style="list-style-type: none"> • Present vocabulary with flashcards/pictures. Students repeat and guess flavors: sweet, salty, sour, spicy. • Introduce Do you like...? with examples. • T: “Do you like noodles?” → Ss: “Yes, I do / No, I don’t.” • Introduce Would you like...? for polite offers. • Practice intonation: Yes/No question goes up: “Do you like pizza ↗ ?” • Wh-question goes down: “What food do you like ↘ ?” 	15 minutes	
<p>Other Activities/Games:</p>	<p>Time</p>	<p>Post Class Notes</p>
<p>Activity 1: Food Sorting Game Students categorize foods into sweet, spicy, salty, sour.</p> <p>Activity 2: Pair Dialogue (Likes/Dislikes) A: “Do you like hamburgers?” B: “Yes, I do / No, I don’t.” Switch roles.</p> <p>Activity 3: Invitation Practice (Role-Play) Students role-play in pairs: A: “Would you like some noodles?” B: “Yes, please / No, thank you.”</p> <p>Activity 4: Listening Task Play audio of two people ordering food. Students answer T/F questions and complete menu worksheet.</p> <p>Activity 5: Story Reading Short text: “Last weekend, I went to a restaurant. I ordered pizza and noodles. My friend ordered spicy curry. I didn’t like it, but my friend loved it!” Students identify Do you like...? and Would you like...? forms, then retell in pairs.</p>	25 minutes	
<p>Assessment Strategy:</p>	<p>Time</p>	<p>Post Class Notes</p>
<p>Exit ticket:</p> <ul style="list-style-type: none"> ▪ Exit ticket: Write 1 sentence with Do you like...? and 1 with Would you like...? ▪ Check listening worksheet answers. ▪ Observe restaurant role-play for fluency and correct usage. ▪ Self-checklist: “I can ask and answer about food likes. I can use would to invite.” Self-checklist: “I can ask about places and say why I want to visit them.” 	10 minutes	

Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School	Week #:	18	Date:	September 14, 2026 – September 18, 2026		
Program:	EC	Level:	M2	Subject:	English	Unit #:	4-6	Topic:	Final Test Review and Exam Coverage
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1.	Review and use vocabulary about pets, places, and food.				Vocabulary Pets/Abilities: dog, cat, bird, turtle, can fly, can swim, can climb Places/Activities: beach, mountain, temple, go swimming, go shopping, go hiking Foods/Expressions: rice, pizza, noodles, spicy, sweet, Do you like...?, Would you like...? Grammar: <ul style="list-style-type: none"> ▪ Abilities: can / could ▪ Expressions: still, already, yet ▪ Activities: go + gerund (go swimming, go hiking) ▪ Invitations: Would you like...? 		Materials: <ul style="list-style-type: none"> • Flashcards (pets, places, foods) • Worksheets (matching, fill-in-the-blanks, short dialogues) • Role-play cards (restaurant, travel agency, pet shop) • Poster paper/markers • Audio or short text passages 		
2.	Use can / could to talk about abilities.								
3.	Ask and answer about places and activities using go + gerund.								
4.	Use Do you like...? / Would you like...? for food conversations.								
5.	Work in groups to present dialogues that combine topics from Units 4–6.								
Methods:									
Warm-up Activity/ Expectations to Clarify:					Time		Post Class Notes		
Attendance will be taken at the beginning of the lesson.					5 minutes				
Greeting and Warm-Up:									
<ul style="list-style-type: none"> ▪ Quick “Brainstorm Race” – Students (in groups) list as many pets, places, and foods as they remember from the past units. ▪ Teacher writes answers on the board and praises vocabulary recall. 									
Concept/Vocab Presentation Strat:					Time		Post Class Notes		

<p>Vocabulary Review</p> <ul style="list-style-type: none"> • Teacher reviews grammar and key words with short examples: • My dog can swim. → Could your dog swim when it was small? • I've already eaten. / I haven't eaten yet. • I like to go hiking in the mountains. • Do you like pizza? Would you like some noodles? • Students repeat and make one example each. 	15 minutes	
<p>Other Activities/Games:</p>	<p>Time</p>	<p>Post Class Notes</p>
<p>Game 1: Pet Trick Challenge (Unit 4 Review) Students pick a pet flashcard and say a sentence with can/could.</p> <p>Example: A bird can fly. My dog could bark loudly when it was a puppy.</p> <p>Game 2: Travel Plan Matching (Unit 5 Review) Students receive cards: (Place + Activity).</p> <p>Example: "Beach – go swimming." They must find a partner with a matching pair and make a sentence: I want to go to the beach to go swimming.</p> <p>Game 3: Food Survey (Unit 6 Review) Students walk around asking: "Do you like ___?" / "Would you like ___?"</p> <p>Record classmates' answers on a simple survey chart.</p> <p>Integrated Role-Play Project (Units 4–6) Groups create a short dialogue combining all topics.</p> <p>Example: At a park, students talk about pets (My cat can climb trees), then about places (I want to go hiking in the mountains), and finally food (Would you like some noodles?).</p>	25 minutes	
<p>Assessment Strategy:</p>	<p>Time</p>	<p>Post Class Notes</p>
<p>Exit ticket:</p> <ul style="list-style-type: none"> ▪ Teacher checks group role-play for correct use of grammar and vocabulary. ▪ Exit ticket: Write 1 sentence for each: ▪ Pet ability (can/could) ▪ Place + go + gerund ▪ Food invitation (Would you like...?) ▪ Self-assessment checklist: "I can talk about 	10 minutes	

pets, places, and foods using English.”		
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