

Strisuksa School
English Communication Lesson Plan

Name:	Antioniette Adanza	School:	Strisuksa School			Week #:	8-9	Date:	June 30, 2025 – July 11, 2025
Program:	EC	Level:	M2	Subject:	English	Unit #:	1-3	Topic:	Midterm 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. Recall and use key vocabulary from Units 1–3					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 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).					15 minutes				
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"> ✓ "I can talk about sleep habits" ✓ "I can talk about school rules" ✓ "I can use could/couldn't and must/mustn't" 	10 minutes	

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Name:	Antioniette Adanza	School:	Strisuksa School			Week #:	4-5	Date:	June 2, 2025 – June 13, 2025
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					Vocabulary - Addicted - social media - screen time - focus - habit - relax - bored - unhealthy - problem - control ✓ Grammar: could / couldn't, because, present simple, past		Materials: • 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. Greeting and Warm-Up: ▪ 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.					5 minutes				
Concept/Vocab Presentation Strat:					Time		Post Class Notes		
Vocabulary Review Introduce vocabulary using short definitions, pictures, and actions: ▪ “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.”					15 minutes				

<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	

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Name:	Antioniette Adanza	School:	Strisuksa School			Week #:	6-7	Date:	June 16, 2025 – June 27, 2025
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 - rule - uniform - permission - quiet - behavior - respect - follow - allowed ✓ Grammar: should, must, mustn't, can't		Materials: • 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: ▪ 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 • Use classroom images and flashcards to introduce vocabulary (e.g., raising hand, wearing uniform). Model: - “You must wear a uniform.” - “You mustn’t use your phone in class.”					15 minutes				

<ul style="list-style-type: none"> Students repeat and sort into “Allowed” vs. “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
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Name:	Antioniette Adanza	School:	Strisuksa School		Week #:	2-3	Date:	May 19, 2025 – May 30, 2025	
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 - 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 <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).					15 minutes				
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>	
Assessment Strategy:	Time	Post Class Notes
<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>	