

Strisuksa School, Roi Et
English Communication Lesson Plan

Teacher: Alexey Tretyakov
Grade: M4
Week 2 & 3 (May 19 – June 1, 2025)

Unit 1: Describing family
Speaking

Goal: by the end of this lesson students will be able to name various family members and provide basic information about them.

Stage	Time	Activities
Warmer	5 min	Ball game
Experience	10 min	<p>Teacher asks students a few questions about their families, writes them on WB and takes notes of the students' answers, then lists a few terms for family members.</p> <p>Students complete their lists of as many family members as they can think of. Use exercise 1 from unit 1 as help.</p> <p>Teacher assists with grammar and vocabulary.</p>
Practice	10 min	In pairs, students work on questions regarding their families.
Synthesize	10 min	Students draw their families as a diagram, write who their family members are to them and to other members, plus provide info on what they do.
Use	20 min	Mingle activity: using their diagrams, students interview each other on their family members, their occupations, hobbies, etc. Once completed, selected students present the information they acquired to the entire class. The listeners may ask additional questions in case any information is missing. After presentations students may have a little discussion on whose family is bigger.

Listening

Goal: by the end of this lesson students will be able to distinguish and understand new words related to family, plus to sort out correct information.

Stage	Time	Activities
Warmer	5 min	Drawing game (based on family members).
Pre	10 min	Students are reminded of what they have learned about family members. Teacher asks a few questions to verify knowledge of vocabulary and / or grammar of the unit.
During	30 min	Students listen to audio tracks from unit 1. Teacher asks a few related questions to make sure students understand. Students complete exercises on listening from unit 1 and compare answers.
Post	10 min	A little class discussion: Is it good or bad to have a big family?

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Week 4 & 5 (June 2 – June 15, 2025)

Unit 2: Describing daily routines

Speaking

Goal: by the end of this lesson students will be able to talk about their daily routines, tell time, arrange events in a sequence, use adverbs of frequency.

Stage	Time	Activities
Warmer	5 min	Guess what s/he is doing: Selected students perform an action in front of the class. The rest guesses.
Experience	10 min	Teacher tells students about his daily routine, emphasizing time and actions, writes core vocabulary (including adverbs of frequency) on WB. Then he asks students what he is talking about. Exercise 1 page 11, exercise 9 page 14 Teacher assists with grammar and vocabulary.
Practice	8 min	In groups, students work on their daily routines: write down time and action.
Synthesize	7 min	In groups, students come up with questions regarding daily routines, using adverbs of frequency. Use exercise 2 page 11 as help.
Use	25 min	Performance / role play activity: in groups, students decide how to present and then perform their daily routine in a wrong sequence. Use up to 5 actions. Other groups guess and put the routine in the right sequence. If there is any time left, students interview each other on their daily routines.

Listening

Goal: by the end of this lesson students will be able to distinguish and understand new words related to daily routine, plus to sort out correct information.

Stage	Time	Activities
Warmer	5 min	True or false game (on daily routine and adverbs of frequency).
Pre	10 min	Students are reminded of what they have learned about daily routines. Teacher asks a few questions to verify knowledge of vocabulary and / or grammar of the unit.
During	30 min	Students listen to audio tracks from unit 2. Teacher asks a few related questions to make sure students understand. Students complete exercises on listening from unit 2 and compare answers.
Post	10 min	A little class discussion on good and bad habits that affect our daily routines.

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Week 6 & 7 (June 16 – June 29, 2025)

Unit 3: Talking about favorite subjects at school

Speaking

Goal: by the end of this lesson students will be able to describe what subjects they have at school, which ones they like the most, plus express their opinions.

Stage	Time	Activities
Warmer	5 min	Sing a simple song in English
Experience	10 min	<p>Teacher tells a little story about his school years and what he liked / disliked. Then lists a few favorite subjects plus core vocabulary on WB. Teacher asks a few students about their favorite subjects in primary as well as in high school.</p> <p>In groups, students list as many subjects as they can remember plus an adjective that describes them (e.g. interesting, boring etc). Use exercise 1 from unit 3 as reference.</p> <p>Teacher assists with grammar and vocabulary.</p>
Practice	10 min	Students think about and ask each other questions about their subjects in school, whether or not they like them, and the reason why. Write down answers.
Synthesize	10 min	Students draw maximum 4 flash cards on various subjects to use in the following activity.
Use	20 min	Mingle activity: students offer their partners to pull out 1 of their cards. Partners guess what subject is drawn on the card, then talk about their experience in it. Additional questions may be asked. Once done, students may have a little discussion on what subjects are better.

Listening

Goal: by the end of this lesson students will be able to distinguish and understand new words related to school, subjects, personal opinions, plus to sort out correct information.

Stage	Time	Activities
Warmer	5 min	Dance game.
Pre	10 min	Students are reminded of what they did in the previous lesson. Teacher asks a few questions to verify knowledge of vocabulary and / or grammar of the unit.
During	30 min	Students listen to audio tracks from unit 3. Teacher asks a few related questions to make sure students understand. Students complete exercises on listening from unit 3 and compare answers.
Post	10 min	A little class discussion: what could be changed in order to make school more interesting.

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Week 8 & 9 (June 30 – July 13, 2025)

Unit 4: Asking for information

Speaking

Goal: by the end of this lesson students will be able to ask for and provide with information.

Stage	Time	Activities
Warmer	5 min	"Ask the teacher" game.
Experience	10 min	<p>Students look at posters in exercise 1 page 21. Teacher solicits the words INFORMATION, ASK FOR, PROVIDE from students.</p> <p>With teacher's assistance, students come up with as many questions they would like to ask in order to get clarifications as possible. Write them in notebooks.</p> <p>Teacher assists with grammar and vocabulary.</p>
Practice	10 min	Students look at exercise 10 page 25 to get more ideas, think about questions they would like to ask to get more info, and write them in notebooks.
Synthesize	10 min	In pairs, students draw a poster advertising any sort of event. Provide only the minimum required information. Prepare to talk about it in the following activity.
Use	20 min	<p>Mingle activity:</p> <ul style="list-style-type: none">- students hang their posters around classroom;- student N. 1 walks around classroom and asks questions to find out more information about events, while student N. 2 stands at the own poster and answers questions;- students switch roles within pairs.

Listening

Goal: by the end of this lesson students will be able to distinguish and understand phrases related to asking for and sharing information.

Stage	Time	Activities
Warmer	5 min	Ball game.
Pre	10 min	Students are reminded of what they did in the previous lesson. Teacher asks a few questions to verify knowledge of vocabulary and / or grammar of the unit.
During	30 min	Students listen to audio tracks from unit 4. Teacher asks a few related questions to make sure students understand. Students complete exercises on listening from unit 4 and compare answers.
Post	10 min	A little class discussion on satisfaction with the way we get information nowadays.