

Strisuksa School
English Communication Lesson Plan

Name:	Antoniette Adanza	School:	Strisuksa School			Week #:	1-3	Date:	October 29, 2025 – November 14, 2025
Program:	EC	Level:	M2	Subject:	English	Unit #:	7	Topic:	Athletes
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1. Name vocabulary related to daily activities and sports.					Vocabulary - wake up, wash face, brush teeth, play football, play badminton, go swimming, do boxing, do homework, go to school, at, on, in, schedule, free time		Materials: • Flashcards • images of sports/activities • SH–CH word list • short story text • speaking task card worksheet (T/F + gap fill), poster paper		
2. Use prepositions of time (at / in / on) in sentences about routines.									
3. Talk about their routines and sports they do.									
4. Distinguish the pronunciation of SH vs CH sounds.									
5. Read and retell a short story about someone’s daily schedule									
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: Teacher says sports. Students stand if they like the sport (football, boxing, badminton, swimming, etc.) Teacher asks simple questions: - “Do you play football?” - “When do you play?” ▪ → Leads to today’s topic: Daily activities + sports routines					5 minutes				
Concept/Vocab Presentation Strat:					Time		Post Class Notes		
Vocabulary Review Teacher shows flashcards and models vocabulary. Students repeat, then categorize actions: <div><div>Morning wake up</div><div>Afternoon play sports</div><div>Evening do homework</div></div> Introduce prepositions of time with visual anchors: at 7:00 / at night					15 minutes				

<p>on Monday / on weekends</p> <p>in the morning / in February</p> <p>Quick check: Students hold up cards (AT / ON / IN) as teacher reads sentences.</p>		
Other Activities/Games:	Time	Post Class Notes
<p>Game 1: SH vs CH Pronunciation Race</p> <p>Students in pairs listen to words and write in the correct column.</p> <p>SH: shower, brush, fish CH: chair, lunch, beach</p> <p>Class repeats together.</p> <p>Game 2: Listening</p> <p>Listen to a short recording/story about someone's daily schedule (or teacher reads).</p> <p>Students complete gap-fill + True/False questions.</p> <p>Game 3: Speaking (Pair Work)</p> <p>Students ask and answer using their speaking cards:</p> <p>A: "What sports do you do?" B: "I play basketball." A: "When do you play?" B: "I play basketball on Saturday at 5 p.m."</p> <p>Activity 4 – Reading & Retelling</p> <p>Students read a short story titled: "James' Busy Schedule". Students highlight prepositions of time and sports.</p> <p>In pairs, students retell the story using timeline prompt.</p>	25 minutes	
Assessment Strategy:	Time	Post Class Notes
<p>Exit ticket:</p> <ul style="list-style-type: none"> Exit Ticket → 3 sentences using at / on / in Pronunciation check of SH vs CH Listening worksheet accuracy Observation of student participation in speaking & poster presentation Self-evaluation checklist: "I can talk about my routine & sports." 	10 minutes	

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Name:	Antoniette Adanza	School:	Strisuksa School			Week #:	4-6	Date:	November 17, 2025 – December 5, 2025
Program:	EC	Level:	M2	Subject:	English	Unit #:	8	Topic:	Extreme Weather
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
1. Name vocabulary related to weather					Vocabulary - sunny, rainy, cloudy, stormy, snowy, windy, hot, cold, weather forecast, warning, extreme weather, wind → windy, cloud → cloudy, storm → stormy, sun → sunny, silent R words (e.g., storm, warm, morning, tornado)		Materials: • Weather flashcards • sound clips/news audio report • short reading text • worksheet • speaking cards, chart paper & markers		
2. Describe different types of weather in spoken sentences									
3. Form adjectives by changing the ending of nouns (e.g., wind → windy, storm → stormy)									
4. Listen to weather reports and identify warnings and conditions									
5. Read and retell a story about a storm									
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: Teacher shows random weather pictures and asks: “How’s the weather?” Students answer using only one-word responses (sunny, rainy, windy, etc.) <ul style="list-style-type: none">Teacher introduces today’s topic: Weather & Storms					5 minutes				
Concept/Vocab Presentation Strat:					Time		Post Class Notes		
Vocabulary Review Teacher presents weather vocabulary with flashcards. Students categorize weather words into groups: Good Weather --- sunny Bad Weather --- rainy Extreme Weather --- stormy Adjective formation mini-lesson Teacher writes nouns → adjectives on board:					15 minutes				

<p>wind → windy sun → sunny storm → stormy</p> <p>Students repeat and complete 5 more examples.</p> <p>Pronunciation: Silent R</p> <p>Teacher models: storm, warm, morning, tornado. Students touch throat and repeat (no R sound).</p>					
Other Activities/Games:	Time	Post Class Notes			
<p>Activity 1 – Listening: Weather Report</p> <p>Students listen to a simple newscast about extreme weather. Students complete a table:</p> <table> <tr> <td>Place</td><td>Weather</td><td>Warning</td></tr> </table> <p>Teacher checks answers and highlights warning vocabulary: Stay inside / Don't go outside / Heavy rain expected.</p> <p>Activity 2 – Speaking (Partner Work)</p> <p>Students use conversation cards: A: "How's the weather today?" B: "It's windy." A: "What should we do?" B: "We should stay inside."</p> <p>Activity 3 – Reading & Retelling</p> <p>Students read story: "The Stormy Night" Students underline weather adjectives and silent R words. In pairs, they retell the story using a picture timeline.</p>	Place	Weather	Warning	25 minutes	
Place	Weather	Warning			
Assessment Strategy:	Time	Post Class Notes			
<p>Exit ticket:</p> <ul style="list-style-type: none"> Exit Ticket → Write 2 weather adjectives + 1 warning sentence Listening worksheet performance Observation of speaking responses Reading retell accuracy Poster content and teamwork 	10 minutes				

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Name:	Antoniette Adanza	School:	Strisuksa School			Week #:	7-9	Date:	December 8, 2025 – December 26, 2025
Program:	EC	Level:	M2	Subject:	English	Unit #:	9	Topic:	Languages
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocab:		Materials Resources		
1. Name vocabulary related to nationalities & languages.					Vocabulary nationality, language, local, foreign, endangered language, speaker, country, culture - Examples: Thai – Thailand; Japanese – Japan; Korean – Korea; American – USA; Filipino – the Philippines; Spanish – Spain; Chinese – China; French – France Grammar: Present Continuous (actions happening right now) Subject + am/is/are + verb + -ing - Examples: She is learning Spanish. / They are speaking Korean. / I am studying English now. Pronunciation Focus: - /R/ vs /L/ - Examples: rice–lice, road–load, right–light, Korean–Kolean, free–flee		Materials: • Nationality & language flashcards / flags • Video or audio about endangered languages • Story text: “A Boy Who Wanted to Learn Many Languages” • Worksheet (vocabulary + grammar) • Speaking role-play cards • Chart paper & markers		
2. Talk about actions happening right now using the present continuous tense.									
3. Pronounce the R vs L sounds correctly.									
4. Listen to someone speaking about endangered languages and identify key ideas.									
5. Read and retell a short story about learning a new language									

Methods:		
Warm-up Activity/ Expectations to Clarify:	Time	Post Class Notes
<p>Attendance will be taken at the beginning of the lesson.</p> <p>Greeting and Warm-Up: Teacher shows world map with flags</p> <p>Students answer: “What languages do you know?”</p> <ul style="list-style-type: none"> Teacher introduces lesson topic: Nationalities & Languages 	5 minutes	
Concept/Vocab Presentation Strat:	Time	Post Class Notes
<p>Vocabulary Review</p> <p>Teacher shows nationality and language flashcards. Students match country → nationality → language on the board.</p> <p>Example: Japan → Japanese → Japanese language Spain → Spanish → Spanish language</p> <p>Grammar – Present Continuous Teacher gives model sentences:</p> <p>I am learning English. She is speaking Japanese now. They are studying French right now.</p> <p>Guided practice: students convert simple verbs to present continuous.</p> <p>Pronunciation – R vs L Teacher models minimal pairs using hand-mirror technique: road–load / rice–lice / right–light</p> <p>Students repeat and say the correct word when teacher points.</p>	15 minutes	
Other Activities/Games:	Time	Post Class Notes
<p>Activity 1 – Listening (Endangered Languages)</p> <p>Students listen to a short audio/video describing endangered languages.</p> <p>Students complete a table:</p> <p> Country Language Problem Solution </p> <p>Teacher checks answers and elicits why protecting languages is important.</p>	25 minutes	

<p>Activity 2 – Speaking Role-play (Pair Work)</p> <p>Students receive speaking cards.</p> <p>Sample exchange: A: “What language are you learning right now?” B: “I’m learning Korean.” A: “Why?” B: “Because I love Korean culture/music.”</p> <p>Teacher observes pronunciation of R/L.</p> <p>Activity 3 – Reading & Retelling</p> <p>Students read story “A Boy Who Wanted to Learn Many Languages.”</p> <p>Tasks:</p> <p>Underline present continuous verbs</p> <p>Circle R / L pronunciation target words</p> <p>Students retell the story using a 3-picture timeline in pairs.</p>		
Assessment Strategy:	Time	Post Class Notes
<ul style="list-style-type: none"> ▪ Vocabulary & grammar worksheet score ▪ Listening table accuracy ▪ Speaking pronunciation and fluency ▪ Reading retell performance and teamwork <p>Differentiation / Support</p> <ul style="list-style-type: none"> ▪ Provide vocabulary list with Thai translations for struggling learners ▪ Provide extension task for fast learners: “Write 5 sentences about languages you want to learn and why.” 	10 minutes	

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Name:	Antoniette Adanza	School:	Strisuksa School			Week #:	10	Date:	December 29, 2025 – January 2, 2025
Program:	EC	Level:	M2	Subject:	English	Unit #:	7-9	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 vocabulary from Units 7–9 2. (Sports & routines / Weather / Nationalities & languages)					Vocabulary - Sports & daily routines / Prepositions of time (at–on–in) / SH vs CH - Weather & warnings / Forming weather adjectives (wind→windy) / Silent R - Nationalities & languages / Present continuous / R vs L		Materials: • Picture flashcards (sports / weather / countries) • Review worksheet (mixed vocabulary & grammar) • Listening clips (daily routine + weather + languages) • Speaking cards (review questions) • Whiteboards & markers		
3. Correctly use prepositions of time (at / on / in) and the present continuous in speaking and writing									
4. Demonstrate correct pronunciation of SH vs CH and R vs L									
5. Listen and identify key information from mixed review audio tasks									
6. Read and retell information collaboratively using group prompts									
Methods:									
Warm-up Activity/ Expectations to Clarify:					Time		Post Class Notes		
Attendance will be taken at the beginning of the lesson. Game: 5-Second Showdown Teacher calls a category → a student must answer in 5 seconds: ⚽ a sport • 🌧 a weather adjective • 🌐 a nationality ▪ Example: “Spanish!” “Windy!” “Swimming!”					5 minutes				
Concept/Vocab Presentation Strat:					Time		Post Class Notes		
Vocabulary Review Teams race to match flashcards to correct categories on board: Sports / Weather / Nationalities Grammar Quick Check Students write missing preposition: ____ Monday / ____ 6:00 / ____ the morning					15 minutes				

<p>Students change base verb to present continuous: (study → studying / play → playing / swim → swimming)</p> <p>Pronunciation Review (whole class repeat)</p> <p>SH vs CH: ship–chip / brush–lunch</p> <p>R vs L: rice–lice / right–light</p> <p>Teacher marks difficult words for later small-group practice.</p>		
Other Activities/Games:	Time	Post Class Notes
<p>Activity 1 – Speaking (Group Challenge)</p> <p>Each group selects a random speaking card with 3 mixed topics.</p> <p>Example card:</p> <ul style="list-style-type: none"> ● “Tell the weather today” ● “Talk about a sport you do using at/on/in” ● “Say what language you are learning right now using present continuous” <p>Groups earn points for vocabulary, grammar, and pronunciation.</p> <p>Activity 3 – Reading & Retelling</p> <p>Groups receive 3 short mixed paragraphs (routine / weather / languages). Students:</p> <p>Identify target vocabulary</p> <p>Highlight grammar</p> <p>Practice pronunciation words</p> <p>Retell all three paragraphs to another group</p>	25 minutes	
Assessment Strategy:	Time	Post Class Notes
<p>Exit Task (individual paper):</p> <ul style="list-style-type: none"> ▪ 4 vocabulary words (1 from each topic) ▪ 2 sentences using present continuous ▪ 2 sentences using at/on/in ▪ 2 pronunciation pairs marked L or R / SH or CH 	10 minutes	