

Strisuksa School

Foreign Language Department

Teacher: Lunica Logronio

M3 – S.Y. 2025 – 2026 Term 2

UNIT 5 – TECHNOLOGY

Page 46 | Grammar: will vs. going to | Pronunciation: Short E vs Long A (gem/make)

WEEK 1 (50 minutes)

Section	Details
Objectives	<ol style="list-style-type: none">1. Identify and understand technology and cybercrime vocabulary.2. Correctly use <i>will</i> and <i>going to</i> for predictions and plans.3. Participate in structured conversations about technology.
Vocabulary	technology, robot, cybercrime, computer, password, future, internet, smartphone
Materials	Canva slides (Unit 5), Student Book p.46, audio track, flashcards, whiteboard, markers
Warm-Up (5 min)	Teacher displays images of technology (smartphone, robot, computer). Students guess what it is, then share which ones they use daily. Prompt discussion: “Why do we use this technology?”
Vocabulary Teaching (10 min)	<ul style="list-style-type: none">• Introduce words with flashcards and pronunciation focus.• Students repeat words chorally and individually.• Play <i>Guess the Picture</i>: students describe a flashcard without saying the word; others guess.
Grammar Introduction (10 min)	<ul style="list-style-type: none">• will = decisions, promises, predictions made at the moment• going to = plans or predictions made earlier• Examples:<ul style="list-style-type: none">– I will open the door.– I’m going to play games later.• Activity: Teacher reads sentences, students hold up “WILL” or “GOING TO” cards.
Guided Practice (10 min)	<ul style="list-style-type: none">• Sentence strips activity: students sort sentences under <i>will</i> or <i>going to</i>.• Pair work: each student writes 2 sentences (1 will / 1 going to) about their plans.
Conversation Activities (10 min)	<p>Bubble 1: A: What are you going to do after school? B: I’m going to play on my tablet. A: What game will you play?</p> <p>Bubble 2: A: Will we have flying cars in the future? B: Yes, I think we will!</p> <p>Bubble 3: A: Is cybercrime dangerous? B: Yes! We need strong passwords.</p>

Listening Activity (10 min)	Audio clip: Cybercrime safety tips. Tasks: Circle words heard (internet, password, danger), answer 3 comprehension questions, draw one safe internet rule.
Assessment	<ul style="list-style-type: none"> • Vocabulary matching worksheet. • Small-group oral check (students create sentences using <i>will</i>/<i>going to</i>). • Exit ticket: Write 1 sentence with <i>will</i> and 1 with <i>going to</i>.

WEEK 2 (50 minutes)

Section	Details
Review (10 min)	Quick review game: “Will or Going To?” relay. Pronunciation focus: <i>gem</i> / <i>make</i> .
Main Task (25 min)	Future Technology Poster Project: Students draw a future invention and write: <ul style="list-style-type: none"> – Sentence using <i>will</i> – Sentence using <i>going to</i>
Pair Presentation (10 min)	Students present invention to the class: “This robot will...” / “We’re going to use it to...”
Assessment (5 min)	Poster rubric: grammar, creativity, presentation skills.

UNIT 6 – RURAL AREAS

Page 56 | Grammar: from...to, until, since, for | Pronunciation: Short A, E, U

WEEK 1 (50 minutes)

Section	Details
Objectives	<ol style="list-style-type: none"> 1. Describe natural surroundings in rural areas. 2. Use prepositions of time accurately. 3. Practice simple conversational exchanges about rural areas.
Vocabulary	forest, river, mountains, fields, farm, animals, nature, village
Materials	Canva slides, Student Book p.56, photos of rural areas, audio about national parks, markers
Warm-Up (5 min)	Show photos of rural areas; ask: “Have you visited a forest or farm before?” Students share experiences.
Vocabulary Teaching (10 min)	Flashcards and interactive games: <ul style="list-style-type: none"> • Students point to the picture when the teacher says the word. • Categorize words: Places vs. Animals.
Grammar Introduction (10 min)	Prepositions of time: <ul style="list-style-type: none"> • from...to = duration → “I stayed from Monday to Wednesday.” • until = up to a point → “I waited until 5 o’clock.”

	<ul style="list-style-type: none"> • since = starting point → “I have lived here since January.” • for = length of time → “I studied for 2 hours.” Practice: Complete sentences orally.
Conversation Activities (10 min)	Bubble 1: A: Where did you go? B: I went to the mountains. A: What did you see? B: Many trees. Bubble 2: A: How long did you stay? B: I stayed from Monday to Wednesday. Bubble 3: A: Do you like rural areas? B: Yes, they are quiet and beautiful.
Listening Activity (10 min)	Audio: National park description. Tasks: Tick items heard (birds, river, animals), sequence events.
Assessment	<ul style="list-style-type: none"> • Draw and label a rural scene. • Grammar fill-in-the-blank sheet. • Listening comprehension checklist.

WEEK 2 (50 minutes)

Section	Details
Writing Task (15 min)	Students write 4 sentences about a rural area using from...to, until, since, for.
Story (20 min)	Teacher reads <i>The Angry Wolf</i> . Students discuss characters, setting, and moral.
Group Activity (10 min)	Share and compare sentences about their rural experience.
Assessment (5 min)	Check accuracy of sentences, participation in discussion.

UNIT 7 – EDUCATION

Page 66 | Grammar: Comparative Adjectives | Pronunciation: better, harder, biggest

WEEK 1 (50 minutes)

Section	Details
Objectives	1. Use comparative adjectives to compare school subjects and routines. 2. Recognize education-related vocabulary. 3. Discuss past vs present school experiences.
Vocabulary	subject, teacher, classroom, homework, easy, hard, study, test
Materials	Canva slides, Student Book p.66, audio clip, comparison charts, markers

Warm-Up (5 min)	Show old vs modern classroom pictures. Ask: “Which is better? Why?”
Vocabulary Teaching (10 min)	<ul style="list-style-type: none"> • Categorize words: subjects vs objects • “Find the Word” interactive game
Grammar Introduction (10 min)	Comparative rules: <ul style="list-style-type: none"> • big → bigger • smart → smarter • good → better • fun → more fun Practice: Compare 2 subjects using pictures.
Conversation Activities (10 min)	Bubble 1: Math is harder than English. Bubble 2: Which class is more fun? PE is more fun than Science. Bubble 3: Was school easier before? Yes, I think so.
Listening Activity (10 min)	Audio about students’ study routines. Students answer T/F questions.
Assessment	Worksheet: comparative adjectives, pair speaking rubric, 5-item quiz.

WEEK 2 (50 minutes)

Section	Details
Writing Activity (15 min)	Students write 3 comparative sentences about subjects and routines.
Story (15 min)	Read: <i>Let’s Get to It</i> . Comprehension and discussion.
Mini-Project (15 min)	“All About Schools and Learning” poster: past vs present comparisons.
Assessment (5 min)	Check sentences, project completion, and oral participation.

UNIT 8 – TRAVEL

Page 76 | Grammar: Superlatives | Pronunciation: isn’t, wasn’t, can’t

WEEK 1 (50 minutes)

Section	Details
Objectives	1. Use superlative adjectives to compare places. 2. Learn travel and safety vocabulary. 3. Give simple warnings and prohibitions.
Vocabulary	travel, airport, safest, longest, best, bring, danger, warning
Materials	Canva slides, Student Book p.76, travel audio, flashcards

Warm-Up (5 min)	Ask: “Where is the best place you have visited?” Students discuss.
Vocabulary Teaching (10 min)	Match words to pictures, “Pack Your Bag” game.
Grammar Introduction (10 min)	Superlatives: <ul style="list-style-type: none"> • big → biggest • easy → easiest • good → best • interesting → most interesting Practice comparing 3 locations.
Conversation Activities (10 min)	Bubble 1: What is the safest way to travel? Train is the safest. Bubble 2: What is the best place to visit? The beach is the best. Bubble 3: You can’t run at the airport. Okay, I won’t run.
Listening Activity (10 min)	Audio: Travel tips. Students complete checklist: passport, safety, no running.
Assessment	Worksheet, oral warning activity, exit ticket: 1 warning + 1 superlative sentence.

WEEK 2 (50 minutes)

Section	Details
Review (10 min)	Superlative bingo game
Story (15 min)	Read: <i>Good Times in Hawaii</i> . Students discuss favorite parts.
Role-Play (20 min)	“At the Airport”: students practice role-play using props (passport, luggage).
Assessment (5 min)	Observe role-play accuracy and listening comprehension; correct use of superlatives.