**…………………………… HIGH SCHOOL**

**DAILY ENGLISH LESSON PLAN**

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| **GRADE** | **11th Grade** |
| **DATE** | **19.Week 03-07 FEBURARY ……/…..2025** |
| **DURATION** | 40 + 40 |
| **FOCUS** | Unit 6 |
| **THEME** | **OPEN YOUR HEART** |
| **TOPIC** | Deductions |
| **Warm-up** | 5 min - Asking students to share their ideas. |
| **Introduction** | 5 min - Explaining the key concept(s) of the lesson. |
| **Guided Practice** | 10 min - Group or Pair Work |
| **Independent Practice** | 10 min- Encourage students to apply what they’ve learned. |
| **Sharing and Feedback** | 7 min - Peer Review or Class Sharing |
| **Wrap-Up and Reflection** | 3 min- Quick Recap and Exit Ticket |
| **LANGUAGE SKILLS AND LEARNING OUTCOMES** | E11.6.L1. Students will be able to find out the speakers’ moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video.  E11.6.P1. Students will be able to practice the pronunciation of “contraction in past modals”. Eg. could have – could’ve |
| **FUNCTIONS & USEFUL LANGUAGE** | **Expressing degrees of certainty in the past**  He must have sent the letter to a wrong address.  She might have gone to downtown.  I could have been hurt more badly, thank God I wasn’t. |
| **SUGGESTED CONTEXT & TASKS** | Posters Age-appropriate literature such as myths, stories, rhymes ,English Monolingual Dictionaries,Roleplay Conversations Surveys Survey Reports Interviews  Communicative Games Information Gap Activities Songs, Idioms/proverbs of the week  Discussion time tech pack, E -portfolio, Entry video, Blog entry |
| **ASSIGNMENT & EVALUATION** | Questions (Oral and written) |

**APPROVED**

**Mahir BARUT ……./……../2025**

**English Teacher ……………………**

**Principle**