**…………………………… SECONDARY SCHOOL**

**DAILY ENGLISH LESSON PLAN**

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| **GRADE** | **7th Grade** |
| **DATE** | **31.Week 05-09 MAY ……/…..2025** |
| **DURATION** | 40 (+40) |
| **FOCUS** | Unit 9 |
| **THEME** | ENVIRONMENT |
| **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** | \* Students will be able to understand phrases and the highest frequency vocabulary about the environment. **\*** Students will be able to follow how a simple process is described in clear oral texts. \* Students will be able to talk about obligations. \* Students will be able to give simple instructions for a specific process. |
| **FUNCTIONS & USEFUL LANGUAGE** | **Describing simple processes**First, get the seeds. Then, plant and water them.Expressing obligationWhat should we do for ourenvironment?—We have to start using publictransportation. |
| **SUGGESTED CONTEXT & TASKS** | **Contexts**Advertisements, Blogs, Diaries/Journal Entries, E-mails, Illustrations, Magazines, News, Reports, Podcasts, Posters, Questionnaires, Stories, Tables, Videos, Websites**Tasks/Activities**Drama (Role Play, Simulation, Pantomime), Games, Guessing, Information/Opinion Gap, Information Transfer ,Labeling, Matching, Questions and AnswersReordering, Storytelling, True/False/No information |
| **ASSIGNMENT & EVALUATION** | Students prepare a poster showing the ways of protecting our environment. |

 **APPROVED**

 **Mahir BARUT ……./……../2025**

 **English Teacher ……………………**

 **Principle**