

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	2-3	Date:	May 19-30, 2025 Duration: 2 class periods (55 min x 2)
Program:	EC	Level:	M1	Subject:	English	Unit #:	1	Topic:	Making Friends
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
<ul style="list-style-type: none">Greet and introduce themselves to othersShare personal information (age, hobbies, pets, where they live)Use “be” and “have” verbs correctlyRetell a simple story about someone’s first day at schoolBuild confidence through role-playing and conversation					<ul style="list-style-type: none">be verbs (am, is, are), have/hasStress in numbers		<ul style="list-style-type: none">Unit 1 textbook pages (Topmost Book 1)Audio files for dialoguesWhiteboard and markersPDF FileIpadSpeaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Teacher Script: “Good morning, class! Today we’re going to talk about <i>friends</i> and how we <i>make friends</i> . Let me ask you: how do you say hello to your classmates and say your name? Yes, we say ‘Hello, I’m ____!’ Let’s all practice. Say, ‘Hello, I’m ____!’ to your partner.” <i>Students greet one another in pairs.</i>							5 minutes		
Concept/Vocab Presentation Strat:							Time		
Activity: Word Matching + Audio Dialogue Teacher Script: "These are our six new words today. Repeat after me: chat, introduce, meet, teenagers, friendly, friends. Now match them with the correct pictures." <i>Teacher will play the textbook audio dialogue and have students repeat lines.</i>							5 minutes		
Other Activities/Games:							Time		
1. Speaking Practice (Self-Intro) <i>Get into a group of three. Tell your partners about a friend.</i> <ul style="list-style-type: none">Students pair up and practice.Students will say ____ is my friend. He is ____ years old. He likes ____. 2. Listening Comprehension <i>Play audio passage of teens introducing themselves.</i> <ul style="list-style-type: none">Students listen and circle correct pictures. Teacher Script: "Listen carefully. Then choose the picture that matches what you hear." 3. Grammar Focus: Be Verbs and Have Guide students through the yellow grammar box. Teacher Script: “Let’s read the examples in the box together. Repeat after me: ‘I am Marcus Williams.’ ‘She is Shirly Lau.’ ‘We are from Mexico.’ ‘I have two brothers.’ ‘He has a tablet.’ The be verbs are am, is, are . The verb have can also change: have or has .							5 minutes		
							5 minutes		
							10 minutes		

<p>Let's practice! I'll say a sentence and you tell me if it uses be or have.</p> <p>I have a dog. (have)</p> <p>She is my friend. (be)</p> <p>They are students. (be)</p> <p>He has a bike. (have)</p> <p>Activity: 5 Truths and 1 Lie</p> <p>Students write 6 sentences: 5 true, 1 false.</p> <p>Use "I am," "I have," "I'm not," or "I don't have."</p> <p>Partners guess the false sentence.</p> <p>Teacher Script: "Now, write six statements about yourself. Five should be true, and one should be false. Use sentences like:</p> <p>I am a student.</p> <p>I'm not from Thailand.</p> <p>I have a pet cat.</p> <p>I don't have a brother.</p> <p>When you finish, read them to your partner. Your partner will guess which one is not true!"</p> <p>Pair Activity: Complete Sentences Together</p> <p>Use the sentence frames:</p> <p>We both are _____. We both have _____.</p> <p>Teacher Script: "Now find a new partner. Talk and complete these sentences together:</p> <p>We both are _____. We both have _____.</p> <p>For example: 'We both are girls.' 'We both have long hair.'"</p> <p>4. Pronunciation Practice: Stress in Numbers</p> <p>Introduce the stress rule.</p> <p>Read numbers aloud and ask students to underline the stressed syllable.</p> <p>Teacher Script: "Let's talk about how we say numbers.</p> <p>When we say numbers like 13, 14, 15—we stress the second syllable.</p> <p>Like: thirTEEN, fifTEEN.</p> <p>But for tens like 30, 40, 50—we stress the first part:</p> <p>THIRty, FIFTy.</p> <p>Repeat after me:</p> <p>thirTEEN THIRty eightTEEN EIGHty</p> <p>Now, listen to the numbers and underline the part you hear more strongly.</p> <p>5. Practice: Speech Bubbles</p> <p>Point to the first pair of pictures (the man and the woman).</p> <p>Teacher says:</p> <p>"Let's complete the dialogues using the phrases. What do you think he says first?"</p> <p>Guide students to fill in:</p> <p>Man: "Hi. What's your name?"</p> <p>Woman: "I'm Lucy."</p> <p>Point to the second pair of pictures (the woman and the man).</p> <p>Woman: "Hello, I'm Betty. What's your name?"</p> <p>Man: "Hi, Betty. I'm Charles."</p> <p>Students will work with a partner and choose two pictures/names and make a similar dialogue.</p> <p>Belinda Chuck Jane Russ</p> <p>6. Role Play: Meeting Someone New</p> <p>Teacher says: "Now, let's read a conversation between two new friends."</p> <p>Read the dialogue from the book aloud:</p>	<p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>20 minutes</p>
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<p>A: Hi, I'm Simon.</p> <p>B: Oh, hello. I'm Nancy. Nice to meet you, Simon.</p> <p>A: Nice to meet you too. Are you new at this school?</p> <p>B: Yes, I am. What about you?</p> <p>Teacher points to blue words and says:</p> <p>"These words can be changed. Let's try it with new names!"</p> <p>Pair Activity:</p> <p>Students pair up and practice the role play. They must:</p> <p>Change the names (e.g., "Hi, I'm Jake. / I'm Lily.")</p> <p>Add two more sentences (e.g., "Where are you from?" or "Do you like this school?")</p> <p>Walk around and support as needed.</p> <p>7. Class Survey: Asking About Age</p> <p>Teacher says: "Now, let's learn how to ask someone's age."</p> <p>Point to the speech bubbles:</p> <p>Read each character's line:</p> <p>"I am 11 years old."</p> <p>"I am 12 years old."</p> <p>"I am 13 years old."</p> <p>"I am 14 years old."</p> <p>"I am 15 years old."</p> <p>Activity Instructions:</p> <p>"Ask five classmates: 'How old are you?'</p> <p>When they answer, put a ✓ tick in the right box."</p> <p>Example:</p> <p>Student A: "How old are you?" Student B: "I am 13 years old."</p> <p>Student A ticks the box under "13 years old."</p> <p>Let students walk around and talk to five classmates.</p> <p>8. Picture Matching Activity</p> <p>Teacher says: "There are six pictures. Let's read the sentences A–F and match them to the pictures."</p> <p>Read each sentence from the yellow box:</p> <p>A. It's the first day of school.</p> <p>B. "Hi Mel. I'm George."</p> <p>C. He doesn't know anyone.</p> <p>D. George goes to school.</p> <p>E. He enters the school.</p> <p>F. "Hi, I'm Mel."</p> <p>Teacher asks: "Which picture is number 1? Let's match it." (Guide them: Picture 1 = D: George goes to school)</p> <p>Students continue matching in pairs or small groups.</p> <p>Answers:</p> <p>Picture 1 → D</p> <p>Picture 2 → A</p> <p>Picture 3 → E</p> <p>Picture 4 → C</p> <p>Picture 5 → F</p> <p>Picture 6 → B</p> <p>Check answers together.</p> <p>Story Retelling</p> <p>Teacher says: "Now let's use the pictures to retell the story in the present tense."</p>	<p>5 minutes</p> <p>5 minutes</p> <p>5 minutes</p>
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<p>“This was George. He went to school. It was the first day of school. He entered the school. He didn’t know anyone. He met Mel. She said, “Hi, I’m Mel.” George said, “Hi Mel. I’m George.”</p> <p>9. Group Formation & Setup</p> <p>Teacher says: “Work in groups of three. Each group will write a short role play using the example in the book.”</p> <p>Divide students into groups of 3. Distribute books or printed pages.</p> <p>Writing the Dialogue</p> <p>Teacher says: “You need to add 2 to 4 sentences before and 2 to 4 sentences after this part:”</p> <p>A: How old are you?</p> <p>B: I am 13 years old.</p> <p>A: _____</p> <p>B: _____</p> <p>Students create their full role play.</p> <p>Monitor groups and assist with grammar and vocabulary.</p> <p>Practice & Rehearsal</p> <p>Teacher says: “Now practice your role play together. Read your lines and try to speak clearly. You can act it out!”</p> <p>Walk around and listen. Offer pronunciation support.</p> <p>Performance</p> <p>Teacher says: “Let’s hear your role plays! Each group will come to the front and perform.”</p> <p>Applaud each group. Give light feedback:</p> <p>“Great speaking!” “Nice clear voice.” “Good teamwork!”</p> <p>Sentence Sharing & Story Creation (Optional Group Extension)</p> <p>Teacher says: “Now, choose 2 sentences from your role play. Join another group to make a group of 6.”</p> <p>Combine 2 sentences from each group to create a new 4-sentence story. Add more ideas to make it longer!</p> <p>10. Reflection</p> <p>Guide students to the Self-Reflection Box:</p> <p>Teacher says:</p> <p>“Let’s check what you learned today.</p> <p>Can you now:</p> <ul style="list-style-type: none">• say words about making friends?• introduce yourself?• describe yourself using be and have?” <p>Let students answer: “Yes, I can!”</p>	15 minutes
Assessment Strategy:	Time
<p>Speaking Task: Self-introduction and question-answer with a partner</p> <p>Listening Task: Choose the correct response from the audio</p> <p>Written Task: Fill-in-the-blanks using be/have verbs</p>	

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	4-5	Date:	June 02-13, 2025 Duration: 2 class periods (55 min x 2)
Program:	EC	Level:	M1	Subject:	English	Unit #:	2	Topic:	Social Media Profiles
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
<ul style="list-style-type: none">Describe themselves and their routines using simple present tense.Express likes and dislikes using “like to” and “don’t like to”.Use short forms of "be" (I’m, he’s, she’s) in speech and writing.Retell a short story about online chatting using correct sequencing.Ask and answer personal questions about hobbies and preferences.					<ul style="list-style-type: none">like to / don’t like to; short forms of “be” verbsContractions (I’m, you’re, she’s, etc.)		<ul style="list-style-type: none">Unit 2 textbook pages (Topmost Book 1)Audio files for dialoguesWhiteboard and markersPDF FileIpadSpeaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
“Today we’ll talk about ourselves—what we like, what we do, and more. Let's start! What do you like to do in your free time?” Students answer using the prompt: “In my free time, I like to ____.” Pair sharing.							5 minutes		
Concept/Vocab Presentation Strat:							Time		
Activity: Word and picture matching. Teacher Script: “Let’s learn our new words: sports, online, age, hobbies, free time, interests. Repeat after me.” Then match vocabulary with pictures in the textbook.							5 minutes		
Other Activities/Games:							Time		
1. Speaking Practice Teacher Script: “Use these sentence starters: I have... / I don’t have... / I am... / I like... / I never...” Activity: Partner speaking using words from Extension Box (page 18): <ul style="list-style-type: none">I play games online.I like watching videos.I don’t like doing homework.							10 minutes		
2. Listening Comprehension Activity: “About You” listening task (page 19) Students listen and tick what they hear: age, hobbies, location, etc. Teacher Script: “Listen to the audio. What do they say about themselves?” Activity: Students substitute the green words with these from Expansion Box (page 19): <ul style="list-style-type: none">chat with my friendsplay tennisgo swimmingpaint							10 minutes		
3. Grammar Focus: Like to / Don’t like to Teacher Script: “We use ‘like to’ when we talk about things we enjoy. For example: I like to swim.” Guide through examples and complete activity on page 20. Activity: Sentence completion using “like to” and “don’t like to” (Carlos, Masako, etc.)							10 minutes		

<p>4. Pronunciation Practice Focus: Contractions “I am → I’m. He is → He’s. She is → She’s.” Activity: Listen and circle contractions in the audio. Practice aloud in pairs. Teacher Script: “Now you try: I’m from Thailand. She’s 13. He’s my classmate.”</p> <p>5. Dialogue Practice Use page 22–23: Fill in speech bubbles and complete the dialogues. Activity: Partner work: create a short dialogue using the vocabulary and grammar. Teacher Script: “Choose two activities from the pictures. Talk about yourself using them.”</p> <p>6. Role Play Activity Instructions: 1. Read and act out the dialogue on page 23. 2. Change the names and interests. 3. Add two original sentences.</p> <p>7. Class Survey Instructions: Students ask 5 classmates: • “How old are you?” • “What do you like to do in your free time?” Complete chart on page 23 and share answers aloud.</p> <p>8. Story Retelling: Communication Activity Instructions: • Use story pictures on page 24. • Listen and fill in the blanks. • Retell story in pairs using past tense: “She went online. She talked to Jill...” Extension: Create a similar story with 4–5 differences and tell a new partner.</p> <p>9. Project Activity Instructions: 1. Use “About You” diagram (page 25). 2. Interview your partner: name, age, likes/dislikes. 3. Retell about your partner to another student.</p> <p>10. Reflection Teacher Script: “Let’s look back. Can you describe yourself? Can you say what you like or don’t like? Yes? Great work!” Use the “I Can” checklist on page 25.</p>	<p>15 minutes</p> <p>5 minutes</p> <p>15 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>15 minutes</p>
Assessment Strategy:	
<p>Speaking Task: Describe yourself using the vocabulary and “like to” / “don’t like to”</p> <p>Listening Task: Tick correct answers after listening to “About You” dialogue</p> <p>Writing Task: Fill-in-the-blanks and short answers using correct grammar.</p>	

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	6-7	Date:	June 16-27, 2025 Duration: 2 class periods (55 min x 2)
Program:	EC	Level:	M1	Subject:	English	Unit #:	3	Program:	Online Friends
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
<ul style="list-style-type: none">Talk about their online habits using adverbs of frequency.Describe themselves and others in terms of online activities.Ask and answer questions about routines and preferences online.Retell a short story about maintaining friendships through online platforms.					<ul style="list-style-type: none">Adverbs of frequency + present simpleFinal -s sounds		<ul style="list-style-type: none">Unit 2 textbook pages (Topmost Book 1)Audio files for dialoguesWhiteboard and markersPDF FileIpadSpeaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Teacher Script: “Let’s talk about what we do online! Do you use social media or watch videos? Say: ‘I often ____ online.’” Students share responses in pairs.							5 minutes		
Concept/Vocab Presentation Strat:							Time		
Activity: Word matching and frequency ladder Teacher Script: “These are words that tell how often we do something. Let’s learn: always, usually, often, sometimes, never. Match them to online activities in your book.”							5 minutes		
Other Activities/Games:							Time		
1. Speaking Practice Teacher Script: “Ask your partner: ‘How often do you ____ online?’ Use the adverbs we learned.” Use examples from the Extension Box: <ul style="list-style-type: none">I watch videos.I message friends.I never post photos.I scroll at night.							10 minutes		
2. Listening Comprehension Activity: Students listen to a recording and check what they hear: hobbies, frequency, platforms, etc. About You Box (pg. 29) Prompt: “Listen and circle the correct frequency: always, usually, sometimes, never.” Teacher Script: “Listen carefully. What do they do online and how often?” Teacher Script: “Instead of ‘watch videos,’ say ‘play mobile games.’ Try using different adverbs.”							10 minutes		
<ul style="list-style-type: none">Expansion Practice: Substitution Drill Use the expansion box (pg. 29) to replace green words. <ul style="list-style-type: none">post pictures							10 minutes		

<ul style="list-style-type: none"> • play mobile games • video chat • comment on photos 	
<ul style="list-style-type: none"> • Grammar Focus: Adverbs of Frequency <p>Activity: Fill in the blanks using adverbs of frequency and verbs. Teacher Script: "Look at the patterns: 'I always chat with my friends.' What about you? Do you always or sometimes do these?" Use the chart activity on page 30 to complete.</p>	15 minutes
<ul style="list-style-type: none"> • Pronunciation Practice <p>Focus: Final -S sound in words like scrolls, posts, watches Activity: Listen and repeat. Then, circle the words that end in the /s/, /z/, or /ɪz/ sound.</p>	5 minutes
<ul style="list-style-type: none"> • Dialogue Practice <p>Activity: Fill in the bubbles and practice with a partner (pg. 32). Teacher Script: "Create a conversation about your online habits. Use adverbs of frequency."</p>	5 minutes
<ul style="list-style-type: none"> • Role Play Activity <p>Instructions: Use a given dialogue and add your own online interests. Change the characters, interests, and add two more lines.</p>	15 minutes
<ul style="list-style-type: none"> • Class Survey <p>Ask 5 classmates:</p> <ul style="list-style-type: none"> • "How often do you chat online?" • "What online activities do you usually do?" <p>Students complete chart on pg. 33 and present to the class.</p>	5 minutes
<ul style="list-style-type: none"> • Story Retelling: Communication Activity <p>Story: "Keeping Up with Friends on Facebook" (pg. 34) Listen and fill in missing words, then retell using the past tense. Activity: Create a new version with different friends or platforms.</p>	10 minutes
<ul style="list-style-type: none"> • Project Activity <p>Use the "About You" mind map (pg. 35) to interview a partner. Include: name, age, favorite apps, frequency of use, likes/dislikes. Retell the information to another student using full sentences.</p>	15 minutes
<p>Reflection Teacher Script: "Let's look back. Can you describe yourself? Can you say what you like or don't like? Yes? Great work!" Use the "I Can" checklist on page 25.</p>	
Assessment Strategy:	
Speaking Task: Ask and answer about online habits using adverbs of frequency.	
Listening Task: Complete a checklist based on listening to peers or audio.	
Writing Task: Fill-in-the-blank and short answer using grammar focus correctly.	

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	8-9	Date:	June 30, 2025 – July 11, 2025 Duration: 2 class periods (55 min x 2)
Program:	EC	Level:	M1	Subject:	English	Unit #:	1-3	Program:	Review (Unit 1-3)
1 st Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
• Use be and have verbs correctly in simple sentences.					• be verbs (am, is, are), have/has		• Unit 1-3 textbook pages (Topmost Book 1)		
• Express likes and dislikes using “like to” and “don’t like to.”					• Stress in numbers		• Audio files for dialogues		
• Talk about online habits using basic adverbs of frequency (always, sometimes, never).					• like to / don’t like to; short forms of “be” verbs		• Whiteboard and markers		
• Demonstrate their understanding through simple speaking, listening, and game-based activities.					• Contractions (I’m, you’re, she’s, etc.)		• PDF File		
• Build confidence communicating with classmates in English.					• Adverbs of frequency + present simple		• Ipad		
					• Final -s sounds		• Speaker for Listening		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Warm-up Game: “Contraction Charades” Teacher Script: “Let’s start with a game! I’ll act out something and say a sentence like: ‘I am happy.’ What’s the contraction? Yes! I’m happy! Your turn!” Students act and give the correct contracted sentence.							5 minutes		
Concept/Vocab Presentation Strat:							Time		
Concept Review: Vocabulary Relay Divide students into two teams. Teacher says: “I’ll show a picture. You must run, grab the correct word card, and make a sentence.” Examples: <ul style="list-style-type: none">Picture of kids chatting → Sentence: “I chat with my friends.”Picture of a basketball → Sentence: “I like to play basketball.”							5 minutes		
Other Activities/Games:							Time		
Game 1: “Stand or Sit” – Be & Have Verbs Objective: Practice using <i>am / is / are / have / has</i> How to Play: <ol style="list-style-type: none">Teacher reads a sentence.If the sentence is correct, students stand up.If the sentence is wrong, students stay seated. Examples: <ul style="list-style-type: none">I am a student. ✓ (stand)She have a dog. ✗ (sit)He is 13. ✓They has a tablet. ✗							10 minutes		
Game 2: “Like or Don’t Like?” – Likes and Dislikes Objective: Use “like to / don’t like to” in a fun way. How to Play:									

1. Teacher says an activity (e.g., “do homework”).
2. Students show thumbs up (👍) if they like it, thumbs down (👎) if they don't.
3. Call on 1–2 students to make a sentence:
 - “I like to do homework.”
 - “I don't like to do homework.”

Examples to use:

- play games online
- eat vegetables
- go swimming
- clean my room

Game 3: “Always or Never?” – *Adverbs of Frequency*

Objective: Understand “always” and “never”

How to Play:

1. Teacher says an activity (e.g., “I eat candy”).
2. Show two signs: “Always” and “Never”.
3. Students walk and touch the sign that matches their answer.
4. Ask: “Do you always eat candy?” – Let them say:
 - “I always eat candy.”
 - “I never eat candy.”

Use simple visuals or emojis on the signs to help understanding.

Game 4: “Ask and Answer” – *Speaking Practice*

Objective: Practice basic questions and answers using all grammar targets.

How to Play:

1. Give students a mini card or prompt with one question:
 - “How old are you?”
 - “What do you like to do?”
 - “Do you watch videos online?”
2. They walk around, ask 1–2 classmates, then sit down.
3. Ask 2–3 students to share one answer.

Quizzes

Part A: Be and Have Verbs (5 points)

Instructions: Fill in the blanks with the correct form of *am*, *is*, *are*, *have*, or *has*.

1. I _____ 12 years old.
2. She _____ two cats.
3. They _____ my classmates.
4. He _____ a new phone.
5. We _____ from Thailand.

Part B: Like to / Don't like to (5 points)

Instructions: Complete the sentences with “like to” or “don't like to.”

6. I _____ play games online.
7. My sister _____ go swimming.
8. We _____ chat with friends.
9. He _____ do homework.
10. They _____ watch videos at night.

Part C: Adverbs of Frequency (5 points)

Instructions: Choose the correct adverb (always, usually, sometimes, never) to complete the sentences.

11. I _____ scroll on my phone before bed.
12. She _____ goes outside.
13. We _____ play mobile games.
14. He _____ chats with his friends.
15. I _____ eat lunch at school.

Assessment Strategy:
<p>Speaking Task: Interview a classmate and share their info with the group.</p> <p>Listening Task: Identify correct info from audio clips.</p> <p>Writing Task: Complete mini quiz (fill in be/have, write “like to” or adverb sentences).</p> <p>Game-Based Review: Track participation and correctness during review activities.</p>