

Strisuksa School  
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	1-2	Date:	November 03-14, 2025	
Program:	EC	Level:	M1	Subject:	English	Unit #:	6	Program:	School	
2 <sup>nd</sup> Semester										
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources			
• Name places at school.					<b>Vocabulary:</b> School locations <b>Grammar Focus:</b> Prepositions of place <b>Pronunciation:</b> Introduction to stress in sentences		• Unit 6 textbook pages (Topmost Book 1) • Audio files for dialogues • Whiteboard and markers • Student notebooks			
• Describe school locations using prepositions of place.										
• Ask and answer questions about school locations.										
• Read and tell a story about finding a place at school										
Methods:										
Warm-up Activity/ Expectations to Clarify:							Time			
<b>Teacher Script:</b> “Look at these pictures. What place is this? Let’s say them together: classroom, canteen, library, playground...” Show flashcards or textbook images and practice pronunciation with students.							5 minutes			
Concept/Vocab Presentation Strat:							Time			
<b>Teacher Script:</b> “Work with a partner. Choose one school place. Talk about what people do there. For example, ‘They read books in the library.’”							5 minutes			
Other Activities/Games:							Time			
<b>1. Vocabulary Matching Activity</b> <b>Teacher Script:</b> “Let’s do a matching activity. Match the pictures to the correct school place names. Use the words in your book on page 58.”							5 minutes			
<b>2. Speaking Practice</b> Students will answer the following questions: <ul style="list-style-type: none"><li>• What school subject do you like the most?</li><li>• What school subject do you like the least?</li></ul>							10 minutes			
<b>3. Listen for Details</b> <b>Teacher Script:</b> “Listen to the audio carefully and tick the place mentioned in each passage” (The teacher will play the audio again or read the dialogue aloud slowly.) Also, students are expected to substitute underlined words using the list in the Expansion Box.							10 minutes			
<b>4. Focus on Meaning</b> <b>Teacher Script:</b> “Based on the passage, what is the main idea? Check the box for the correct answer.” Also, the students are expected to listen to audio with the guidance of the teacher for the activities in <b>More Practice, Focus on Language</b> , and the prompts to make questions in <b>Focus on Communication</b> .							10 minutes			
<b>5. Grammar</b> The teacher will discuss the prepositions of place.							10 minutes			

<ul style="list-style-type: none"> <li>• To the right</li> <li>• In front of</li> <li>• To the left</li> <li>• Behind</li> <li>• Through</li> <li>• On</li> <li>• In</li> <li>• Between</li> <li>• Near</li> </ul> <p>After the discussion, the students are expected to work with a partner and choose a classroom object. Their partner will ask questions using prepositions. The teacher will provide assistance when necessary.</p> <p><b>6. Pronunciation</b>  Teacher Script: “Most sentences have two types of words:</p> <ul style="list-style-type: none"> <li>• <b>Keywords</b> which are very important and show the meaning of the sentence;</li> <li>• <b>Grammar words</b> that make the grammar correct but don't add much meaning to the sentence.</li> </ul> <p>When saying sentences, we usually stress the keywords.  For example, Excuse me. Maybe you can help me. I can't find the science labs.”</p> <p>After the discussion, the students are expected to listen to the audio and circle the pattern they hear. Stressed the words have large dots (▪) and unstressed words have small dots (•) in the sentences.</p> <p><b>7. Speaking</b>  The students are expected to listen to audio with the guidance of the teacher for the activities in Language in Use: describing locations at school.</p> <p><b>8. Role-Playing</b>  The students are expected to complete the dialogue on Page 63 and practice with a partner.  For the additional task, they need to complete the Class Survey and Communication Activity.</p> <p><b>9. Project Activity</b>  The students will play the activity on page 65. The teacher will provide guidance all throughout the activity.</p> <p><b>Reflection</b>  Teacher Script: “Let’s look back. Can you use prepositions of place to describe school? Can you give an example? Yes? Great work!”  Use the “I Can” checklist on page 65.</p>	<p>15 minutes</p> <p>10 minutes</p> <p>15 minutes</p> <p>15 minutes</p>
<p><b>Assessment Strategy:</b></p> <p><b>Speaking Task:</b> Ask and answer about school.</p> <p><b>Listening Task:</b> Complete a checklist based on listening to peers or audio.</p> <p><b>Writing Task:</b> Fill-in-the-blank and short answer using grammar focus correctly.</p>	

Strisuksa School  
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	3-4	Date:	November 17-28, 2025	
Program:	EC	Level:	M1	Subject:	English	Unit #:	7	Program:	Tourism	
2 <sup>nd</sup> Semester										
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources			
• Name words related to tourist places.				<b>Vocabulary:</b> Tourist sites <b>Grammar Focus:</b> adverbs of degree (quite, very, really, pretty, fairly) <b>Pronunciation:</b> /r/ sound in words (ruins, river, tourist, attraction, great)		• Unit 7 textbook pages (Topmost Book 1) • Audio files for dialogues • Whiteboard and markers • Student notebooks				
• Ask and answer questions about tourist sites.										
• Describe places using adverbs of degree.										
• Read and tell a short story about visiting a tourist place.										
Methods:										
Warm-up Activity/ Expectations to Clarify:							Time			
Teacher Script: “Look at these pictures. What place is this? Let’s say them together: classroom, canteen, library, playground...” Show flashcards or textbook images and practice pronunciation with students.							5 minutes			
Concept/Vocab Presentation Strat:							Time			
Teacher Script: “Let’s learn some words for tourist places. Repeat after me: museum, temple, palace, market...” Show pictures or flashcards. Practice pronunciation.							5 minutes			
Other Activities/Games:							Time			
1. Vocabulary Matching Activity Teacher Script: “Match the words with the pictures of tourist places on page 68.”							5 minutes			
2. Speaking Practice Students will work with a partner and name a place they have visited.							10 minutes			
3. Listen for Details Teacher Script: “Listen carefully and correct the mistakes in the statements about Kosal, Layla, Cambodia and Egypt.” Students listen and identify incorrect details. (The teacher will play the audio again or read the dialogue aloud slowly.) Also, students are expected to substitute green words using the list in the Expansion Box.							10 minutes			
4. Focus on Meaning Teacher Script: “Look at the passages. What is the main idea? Choose the correct answer.” Students identify main ideas and write passage numbers. Also, the students are expected to listen to audio with the guidance of the teacher for the activities in <b>More Practice, Focus on Language</b> , and the prompts to make questions in <b>Focus on Communication</b> .							10 minutes			
5. Grammar Teacher Script: “We use <i>quite, very, really, pretty, and fairly</i> to show degree. Example: The pyramids are <i>really</i> big.” Students practice describing four tourist sites using adverbs of degree.							10 minutes			

<p>The teacher will provide assistance when necessary.</p> <p><b>6. Pronunciation</b>  Teacher Script: “Let’s listen to some words with the /r/ sound — ruins, river, great, tourist. Where do you hear the sound?”  Students classify words by sound position.</p> <p><b>7. Speaking</b>  The students are expected to listen to audio with the guidance of the teacher for the activities in Language in Use: explaining why tourists like your city or country.</p> <p><b>8. Role-Playing</b>  Students complete dialogues and perform conversations about visiting tourist places.  <b>Teacher Script:</b> “Work in pairs. Choose a place—temple, palace, or river. Make a short dialogue.”  For the additional task, they need to complete the Class Survey and Communication Activity.</p> <p><b>9. Project Activity</b>  <b>Teacher Script:</b> “Let’s play a game! Choose a word from the box and talk about it in 2–4 sentences. Then check it off.”  Students create short presentations using 2–4 words (e.g., market, beach, river, mountain).</p> <p><b>Reflection</b>  <b>Teacher Script:</b> “Let’s look back. Can you name some tourist places? Can you use adverbs like <i>very</i> or <i>quite</i> to describe them? Great work!”  Students complete the <i>I Can</i> checklist on page 75.</p>	<p>15 minutes</p> <p>10 minutes</p> <p>15 minutes</p> <p>15 minutes</p>
<p><b>Assessment Strategy:</b></p> <ul style="list-style-type: none"> <li>• <b>Speaking Task:</b> Role-play about visiting tourist sites.</li> <li>• <b>Listening Task:</b> Correct mistakes in the listening activity.</li> <li>• <b>Writing Task:</b> Describe a tourist place using adverbs of degree.</li> <li>• <b>Reading Task:</b> Identify the main idea of a passage about tourism.</li> </ul>	

Strisuksa School  
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	5-6	Date:	December 01-12, 2025
Program:	EC	Level:	M1	Subject:	English	Unit #:	8	Program:	Pandemics
2 <sup>nd</sup> Semester									
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources		
• Use phrases about staying safe during pandemics.				<b>Vocabulary:</b> Pandemics <b>Grammar Focus:</b> <i>should</i> for suggestions and advice) <b>Pronunciation:</b> rising and falling intonation in <i>should</i> questions		• Unit 8 textbook pages (Topmost Book 1) • Audio files for dialogues • Whiteboard and markers • Student notebooks			
• Give advice using <i>You should...</i>									
• Make suggestions using <i>should</i> .									
• Listen to and respond to someone making suggestions.									
• Read and tell a short story about caring for a sick family member									
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
<b>Teacher Script:</b> ““Let’s talk about staying safe. What do you do when you are sick? What do you wear when you go outside during a pandemic?” Show pictures of masks, sanitizer, and hospitals. Ask students to share experiences.							5 minutes		
Concept/Vocab Presentation Strat:							Time		
<b>Teacher Script:</b> ““Let’s learn some words about staying safe during pandemics. Repeat after me: mask, sanitizer, vaccination, distance, flu.” Show pictures and have students repeat aloud.							5 minutes		
Other Activities/Games:							Time		
<b>1. Vocabulary Activity</b> <b>Teacher Script:</b> “Complete phrases with the words in the box on page 68.”							5 minutes		
<b>2. Speaking Practice</b> Students will work with a partner and choose an illness below and tell their partner how to treat it. <ul style="list-style-type: none"><li>Headache</li><li>Toothache</li><li>A cold</li><li>A sore throat</li></ul>							10 minutes		
<b>3. Listen for Details</b> <b>Teacher Script:</b> “Listen carefully and answer the questions. Write <i>yes</i> or <i>no</i> .” Play the <i>Listen for Details</i> audio from the textbook. (The teacher will play the audio again or read the dialogue aloud slowly.) Students will also play Pandemic Safety Bingo. Also, students are expected to substitute green words using the list in the Expansion Box.							10 minutes		
<b>4. Focus on Meaning</b> <b>Teacher Script:</b> “Look at the passages. What is the main idea? Check the correct answer.” Students identify main ideas and write passage numbers.							10 minutes		

<p>Also, the students are expected to listen to audio with the guidance of the teacher for the activities in <b>More Practice, Focus on Language</b>, and the prompts to make questions in <b>Focus on Communication</b>.</p>	
<p><b>5. Grammar</b>  <b>Teacher Script:</b> “Teacher Script:          “We use <i>should</i> to give advice or make suggestions.          For example: <i>You should wear a mask.</i>          We use <i>shouldn’t</i> to tell what is not a good idea: <i>You shouldn’t get too close to others.</i>”</p>	<p>10 minutes</p>
<p><b>6. Pronunciation</b>          Teacher Script: Practice pronunciation of intonation (rising in questions, falling in statements).          Students practice short exchanges:</p> <ul style="list-style-type: none"> <li>• “Should I wash my hands?”</li> <li>• “Yes, you should.”</li> </ul> <p>The teacher will provide assistance when necessary.</p>	<p>15 minutes</p>
<p><b>7. Speaking</b>          The students are expected to listen to audio with the guidance of the teacher for the activities in Language in Use: giving advice</p>	<p>10 minutes</p>
<p><b>8. Role-Playing</b>  <b>Teacher Script:</b> “Work with your partner. One of you is sick. The other gives advice.”          For the additional task, they need to complete the Class Survey and Communication Activity.</p>	<p>15 minutes</p>
<p><b>9. Project Activity</b>  <b>Teacher Script:</b> “Form a group of 3–5. Choose a topic—<i>Covid-19, flu, good health, seeing a doctor, or going to the hospital.</i>          Make a short presentation or poster using key words and pictures.”          Students write 3 phrases and 5 words from their topic and present to the class.</p>	<p>15 minutes</p>
<p><b>Reflection</b>  <b>Teacher Script:</b> “Let’s look back. What should you do to stay safe during a pandemic? Great! You should wash your hands, wear a mask, and keep distance.”          Students complete the <i>I Can</i> checklist from page 85.</p>	
<p><b>Assessment Strategy:</b></p>	
<ul style="list-style-type: none"> <li>• <b>Speaking Task:</b> Role-play about giving advice during a pandemic.</li> <li>• <b>Listening Task:</b> Answer yes/no questions from the Listen for Details section.</li> <li>• <b>Writing Task:</b> Write sentences using <i>You should / shouldn’t</i> to give advice.</li> <li>• <b>Reading Task:</b> Retell the story about a sick family member using key verbs and nouns.</li> </ul>	

Strisuksa School  
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	7-8	Date:	December 15-26, 2025	
Program:	EC	Level:	M1	Subject:	English	Unit #:	9	Program:	Chores	
2 <sup>nd</sup> Semester										
Objectives	At the end of the lesson, students will be able to:				Key concepts/target vocabs:		Materials Resources			
• Use phrases about chores.					<b>Vocabulary:</b> Chores <b>Grammar Focus:</b> Adverbs of frequency ( <i>always, usually, often, sometimes, rarely, never</i> ) Time expressions ( <i>once a week, twice a month, every day, on weekends</i> ) <b>Pronunciation:</b> Weak forms in present simple questions (e.g. <i>Do you speak English?</i> → /dʒə/)		• Unit 9 textbook pages (Topmost Book 1) • Audio files for dialogues • Whiteboard and markers • Student notebooks			
• Talk about activities using <i>How often do you...?</i>										
• Ask and answer questions about frequency using time expressions.										
• Listen to someone talking about doing chores.										
• Read and tell a short story about doing chores.										
Methods:										
Warm-up Activity/ Expectations to Clarify:							Time			
<b>Teacher Script:</b> “Let’s talk about what you do at home. Do you wash the dishes? Sweep the floor? Let’s look at these pictures and say the chores together!” Students name and identify chores using flashcards or textbook images.							5 minutes			
Concept/Vocab Presentation Strat:							Time			
<b>Teacher Script:</b> “Repeat after me: wash the dishes, sweep the floor, clean the bathroom...” Show pictures or flashcards of each chore and have students practice pronunciation.							5 minutes			
Other Activities/Games:							Time			
1. <b>Vocabulary Matching Activity</b> <b>Teacher Script:</b> Students rewrite and correct the spellings of jumbled chore words on page 88 (e.g. <i>thtbetaesle</i> → <i>set the table</i> ). Teacher checks pronunciation and spelling.							5 minutes			
2. <b>Speaking Practice</b> Students will work with a partner and talk about their chores and fill in the chart on page 88.							10 minutes			
3. <b>Listen for Details</b> <b>Teacher Script:</b> “Listen carefully to the conversation between Ming Tsai, Rosa Gomez, and Edmond Taylor. Fill in the blanks and answer the questions.” Students complete the listening task and check answers with a partner. (The teacher will play the audio again or read the dialogue aloud slowly.) Also, students are expected to substitute green words using the list in the Expansion Box.							10 minutes			
4. <b>Focus on Meaning</b> <b>Teacher Script:</b> “Look at the passages. What is the main idea? Complete the sentence.							10 minutes			

<p>Students identify main ideas and write their answer. Also, the students are expected to listen to audio with the guidance of the teacher for the activities in <b>More Practice, Focus on Language</b>, and the prompts to make questions in <b>Focus on Communication</b>.</p> <p><b>5. Grammar</b> <b>Teacher Script:</b> “We use adverbs of frequency to say how often we do something. For example: I always wash the dishes. I sometimes feed the cat.” Students make sentences using <i>always, usually, sometimes, rarely, and never</i>.</p> <p><b>6. Pronunciation</b> <b>Teacher Script:</b> “Listen and repeat. Do you like doing chores? — Do you like helping your parents?” Students underline linked words and practice weak forms.</p> <p><b>7. Speaking</b> The students are expected to listen to audio with the guidance of the teacher for the activities in Language in Use: talking about doing frequent activities</p> <p><b>8. Role-Playing</b> Students perform short dialogues: A: “What chores do you do at home?” B: “I wash the dishes. What about you?” A: “I feed the cat. How often do you do that?”</p> <p>For the additional task, they need to complete the Class Survey and Communication Activity.</p> <p><b>9. Project Activity</b> <b>Teacher Script:</b> “Let’s play a dice game! Roll the die and answer the question. You get one point for each correct or complete answer.” Students play in groups of 3 and practice spontaneous speaking.</p> <p><b>Reflection</b> <b>Teacher Script:</b> “Let’s look back. What chores do you do at home? How often do you help your parents? Great job today!” Students complete the <i>I Can</i> checklist on page 95.</p>	<p>10 minutes</p> <p>15 minutes</p> <p>10 minutes</p> <p>15 minutes</p> <p>15 minutes</p>
<p><b>Assessment Strategy:</b></p> <ul style="list-style-type: none"> <li>• <b>Speaking Task:</b> Role-play about doing chores using <i>How often...?</i></li> <li>• <b>Listening Task:</b> Fill-in-the-blanks activity.</li> <li>• <b>Reading Task:</b> Identify the main idea and summarize the passage.</li> <li>• <b>Writing Task:</b> Write 3–5 sentences about their chores and how often they do them.</li> </ul>	