

Teacher Benjamin L Chatham

M/5

★ UNIT 9 — “How Is the Concert?”

Lesson 1: Speaking & Oral Introduction

A gentle overture of questions, follow-ups, and everyday rhythms.

Objective

Students will:

- Understand and practice the three question forms: **How...?**, **How was...?**, **Did you...?**
- Answer simple follow-up questions.
- Use key vocabulary for daily activities.
- Conduct short, improvised dialogues.

Key Vocabulary (Daily Actions)

playing basketball, taking out the garbage, watering the plants, watching TV, doing laundry, cleaning the bathtub, making coffee, feeding the dog, going to the movies, studying, doing the dishes, making dinner, working, vacuuming.

Key Grammar Targets

1. **How is...?**
How is the concert? — It's great!
2. **How was...?**
How was your weekend? — It was good.
3. **Did you...?**
Did you do the laundry? — Yes, I did. / No, I didn't.

☑ Part A — Warm-Up (5 mins)

A friendly call-and-response—rhythm like a quiet drumbeat.

Teacher: *How was your weekend?*

Students: *Good!*

Teacher: *What did you do?*

Students choose: *Played basketball / Studied / Went to the movies...*

Teacher: (Follow-up) *With your friends from school?*

Students: *Yes / No... from work.*

It's simple, but oh, it breathes. Let them smile, let them warm up.

✓ **Part B — Introducing the Three Question Types (8–10 mins)**

Write on the board:

| Question Type | Example | Answer |
|--------------------|------------------------|------------------------------------|
| How is...? | How is the concert? | It's fun / boring / loud / amazing |
| How was...? | How was your weekend? | It was good / bad / okay |
| Did you...? | Did you do the dishes? | Yes, I did / No, I didn't |

Give 3–4 sample scenarios for each.

Have students repeat chorally—short, confident, rhythmic.

✓ **Part C — Mini-Dialogue Demo (Teacher → Student) (5 mins)**

You model first:

Teacher: How was your weekend?

Student: Good.

Teacher: What did you do?

Student: I studied.

Teacher: Alone? Or with friends?

Student: With friends from school.

Teacher: Nice! Did you make dinner after?

Student: Yes, I did.

Friendly. Natural. Nothing forced.

✓ **Part D — Pair Practice (10–15 mins)**

Students work in pairs with **prompt cards**:

Prompts include:

- weekend
- concert
- movie
- homework
- daily chore
- sports activity

Each pair must create:

1. A **How was...?** question
2. A **Did you...?** follow-up
3. A final “extra” follow-up question (yes/no or detail)

Example student dialogue:

A: *How was the movie?*

B: *It was exciting.*

A: *Did you go alone?*

B: *No, I didn't. I went with my sister.*

A: *Did you buy popcorn?*

B: *Yes, I did!*

✓ **Part E — Spotlight Speaking (5–8 mins)**

Choose 2–3 pairs to perform their best mini-dialogue.

Applause encouraged.

We're building confidence, not grammar robots.

✓ **Part F — Wrap-Up (2–3 mins)**

Quick exit ticket:

Each student answers out loud in one sentence:

“How was your morning today?”

Lesson 2 — Writing: Captions

A softer, reflective second movement—turning spoken rhythm into written clarity.

Objective

Students will:

- Write brief captions describing daily-life actions.
- Use the structures: **How is...?** / **How was...?** / **Did you...?**
- Use vocabulary from the lesson to build meaningful short captions under pictures.

Part A — Review of Lesson 1 (5 mins)

Quick oral check:

Teacher asks 3 questions:

- How was your weekend?
- Did you study yesterday?
- How is your day today?

Students answer naturally.

Part B — Caption Writing Introduction (5 mins)

Show 3–4 pictures (concert, daily chores, studying, eating with friends).

Under each picture, demonstrate:

Picture: A girl washing dishes

Caption: *She is doing the dishes. How is it? It looks tiring.*

Picture: A boy at a concert

Caption: *He went to a concert. How was it? It was loud and exciting.*

Explain that captions can be:

- Descriptive
- Simple

- Not full paragraphs
 - Small thoughts paired with an image
-

✓ **Part C — Student Caption Writing (15 mins)**

Give students 4 pictures (from the textbook or your selection).

Students must write:

1. A basic description (present or past action)
2. A **How is/How was** sentence
3. A **Did you/I** sentence

Example Format:

1. *She is watering the plants.*
 2. *How is the weather? It's hot.*
 3. *Did she water the plants yesterday? Yes, she did.*
-

✓ **Part D — Peer Review (5–7 mins)**

Students exchange notebooks.

They must check:

- Does it have all 3 required elements?
 - Is the caption clear?
 - Is the vocabulary correct?
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✓ **Part E — Final Share (5 mins)**

2–3 students read their captions.

Teacher gives warm, encouraging feedback.



UNIT 9 — Week Two Lesson

Writing & Reading Extension: “How Was the Concert?” + Friendship Focus

Objective

Students will:

- Read a short model paragraph (teacher-provided).
 - Answer **three open-ended 100-word questions** using the grammar structures from last week.
 - Use **How was...? / Did you...? / What did you...?** in longer reflective writing.
 - Explore the theme of **friendship and reconnecting after the weekend**.
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✓ Part A — Short Reading Warm-Up (Teacher Model)

Something light, friendly, easy for them to imitate.

You may read something like:

“How was your weekend?” my friend asked me when I walked into school on Monday morning. I told him it was great. I went to a small concert with two friends from my old neighborhood. The music was loud but exciting, and afterward we ate noodles together. We talked about work, school, and silly things that happened last week. When I saw my friends again on Monday, I felt happy. We laughed, shared stories, and asked each other, ‘Did you have fun?’ It reminded me that weekends end, but friendship keeps going through the whole week.”

Short. Sweet. Imitable.

✓ Part B — Writing Assignment (300 words total)

The heart of the lesson.

Each question invites students to expand beyond the simple “How was it?” while still using the familiar patterns.

Below are your **three open-ended writing questions**.

Question 1 — “How was your weekend with your friends, and what made it special?”

Students should include:

- one **How was...?** sentence
- one **What did you do...?** description
- details about emotions, moments, or conversations
- one small follow-up detail (food, place, time, weather, etc.)

This gives them plenty of room to expand naturally to 100 words.

Question 2 — “Did you meet anyone on Monday morning, and what did you talk about when the new week began?”

Students should include:

- at least one **Did you...?** question in their writing
- use Monday morning as the setting
- describe conversations
- talk about feelings (happy, tired, excited, bored)
- add one extra detail (school, work, class, coffee, waiting for the bus)

Again—open enough to stretch.

Question 3 — “How does spending time with friends on the weekend help you feel connected during the week?”

Students should include:

- one **How does / How do...?** pattern (a nice extension of “How is...?”)

- reflections on friendship, connection, support
- examples (walking, eating, talking, studying)
- mention of weekend → weekday transition
- one small personal memory if possible

This third question leans slightly more reflective—excellent for 100 words.

Part C — Optional Reading Check (for comprehension)

Before writing, you may give 3–4 simple questions about your short reading model:

- *How was the writer's weekend?*
- *Did the writer go to the concert alone?*
- *What did they do after the concert?*

Just enough to warm the engines.

Part D — Writing Time (30–40 mins)

Students write three mini-essays, about 100 words each.

Encourage them to use:

- past tense
- “how” questions
- “did you” questions
- soft details about feelings and friendship

Let them wander a bit. Let them be poetic if they can.

The 300 total words should feel like storytelling, not punishment.

Part E — Sharing & Feedback (5–10 mins)

If time allows, students read one paragraph aloud.
Celebrate the effort.
Every writer blooms more in the sun than in the shade.

UNIT 9 — GROUP PROJECT (Regular Students)

“Monday Morning Reunion” Video Project

Objective

Create a **1-minute group video** showing a natural conversation between friends meeting **the day after an event**—a concert, a festival, a weekend outing, or anything they did separately or together.

Students must use:

- **How was...?**
- **What did you...?**
- **Did you...?**
- Follow-up questions
- At least 4 vocabulary words from daily activities (watching TV, studying, doing laundry, feeding the dog, going to the movies, etc.)

Group Requirements

- Groups of **4 students**
- Roles:
 - **Script Writer** (writes and edits the dialogue)
 - **Videographer** (records and manages video)
 - **Actors** (2 or 3 students performing in the video)
- Video length: **1 minute minimum** (max 90 seconds)
- Setting: anywhere school-appropriate (hallway, classroom corner, courtyard).

Content Requirements

The video should show two (or three) friends meeting after not seeing each other over the weekend.

The dialogue must include:

1. **A greeting**
("Hey! How was your weekend?")
 2. **A main question**
("How was the concert?" / "How was the festival?")
 3. **A follow-up question**
("Who did you go with?" / "Did you buy anything?")
 4. **A daily-life action**
("I did the dishes..." / "I studied..." / "I made dinner...")
 5. **A recommendation**
("You should try it next time." / "Don't go late—it gets crowded.")
 6. **A closing / goodbye**
("See you in class." / "Let's hang out later.")
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Suggested Script Template (Regular Students)

A: Hey! How was your weekend?
B: It was great. How was yours?
A: Not bad. What did you do?
B: I went to a concert with my sister. It was really fun.
A: Nice! Did you buy anything there?
B: Yeah, I got a T-shirt.
A: Cool. I just stayed home and did laundry.
B: Sometimes that's nice.
A: True. Anyway, see you in class!
B: See you!

Short, sweet, doable in one minute.

Assessment Criteria

- Clear use of required grammar structures
- Natural flow and teamwork
- Clear audio and understandable speech

- All team members contribute
- Creativity always earns bonus smiles

Now the Gifted Program Version

A little richer... a little more reflective... a touch more anime sparkle.

GIFTED PROGRAM — GROUP VIDEO PROJECT

“After the Concert / After the Festival / Monday Morning Meetup – Anime Edition”

Objective

Produce a **1–1.5 minute video** exploring friendship, school life, and post-weekend reconnections.

The dialogue should feel like something straight out of a slice-of-life anime—light, warm, slightly sentimental, and centered on the bonds of classmates.

Students must use:

- **How was...?**
 - **What did you...?**
 - **Did you...?**
 - One comparison to a scene or relationship from a school-themed anime
 - One reflection about friendship or shared experiences
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Group Requirements

- Groups of **4 students**
- Roles:
 - **Script Writer** (creative lead)
 - **Videographer/Editor** (cinema magic)
 - **Actors** (2–3 students)
- Video length: **1–1.5 minutes**

Content Requirements (Gifted Program)

Your script must include:

1. A Monday morning reunion

Walking into class, meeting at the gate, bumping into each other by the shoe lockers—however you want.

2. Three question types

- *“How was the concert?”*
- *“What did you do after?”*
- *“Did you study at all?”*

3. A moment that feels like an anime scene

Dialogue such as:

- “This feels like that episode in **K-On!** when they all talk about the weekend.”
- “You sound like **Horimiya** when he comes back after the festival.”
- “This is just like **Your Lie in April**, minus the tragedy.”

4. A friendship reflection

Something soft and meaningful:

- “I realized it’s easier to start the week when I see you guys.”
- “Even if the weekend is busy, Monday becomes better when we talk again.”

5. Daily-life vocabulary

Studying, cooking, laundry, going to the movies, feeding the dog, etc.

Suggested Script Template (Gifted Program)

A: Morning! How was the festival yesterday?
B: Amazing. The fireworks were huge. How was your weekend?
A: Pretty good. I studied a little... then watched anime.
B: Did you finish the homework?
A: Not really. I did laundry instead.
B: (laughs) Classic.
A: You know, this feels like that scene in *Kimi ni Todoke* when they meet after the summer festival.
B: Yeah... like everything goes back to normal once we see our friends again.
A: True. Anyway, let's go. Class is starting.
B: Let's make this week a good one.



Assessment Criteria (Gifted Program)

- Creative scriptwriting
- Anime reference integrated naturally
- Clear use of three grammar forms
- Emotional or reflective element about friendship
- Smooth performance & teamwork
- Video quality acceptable (no need for Spielberg)



Anthology Opening Scene Project (Groups of 4)

Theme: Friendship, Monday Morning, and the Return to School

Objective

Students will create the **opening scene** of our class anthology.
Their work must introduce:

- **Two main characters**, both students
- A **Monday morning reunion** after the weekend
- A **dialogue about their weekend** using Unit 9 grammar
- A sense of **friendship, personality, and relationship dynamics**

Students may choose one of **three creative formats**:

1. **Comic Strip (3–6 panels)**

2. **Short Dialogue** (≤ 250 words)
 3. **AI-Generated Video or Live-Action Video** (≤ 1 minute)
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✓ **General Requirements (for ALL formats)**

Your scene must include:

✓ **1. A natural greeting and reunion**

- “Hey! How was your weekend?”
- “Morning! Long time no see!”

✓ **2. Unit Grammar Must Appear**

- **How was...?**
- **What did you...?**
- **Did you...?**

(At least one of each.)

✓ **3. Weekend activities (daily life vocabulary)**

Examples: studying, making dinner, going to the movies, doing laundry, watching TV, feeding the dog, going to a festival, etc.

✓ **4. Relationship-building details**

Tell us who these two characters *are*:

- Classmates? Neighbors? Study partners?
- Funny vs. serious personalities?
- A supportive friendship? A playful one?

✓ **5. The “First Scene Energy”**

This is the opening moment of the anthology.

It should feel like page one of a manga, the first scene of a slice-of-life anime, or the quiet beginning of a short film.

★ OPTION 1 — COMIC STRIP

“Monday Morning Moments”

✓ Requirements:

- **3–6 panels**
- Hand-drawn or digitally created
- Each panel must have:
 - Clear dialogue bubbles
 - Visual storytelling (expressions, setting)
- Must include all general requirements above
- Characters must be clearly introduced (names, personalities)

✓ Suggested Panel Structure:

Panel 1: One friend arrives at school (entrance, lockers, classroom).

Panel 2: Reunion + “How was your weekend?”

Panel 3: Weekend description + follow-up question (“Did you...?”)

Panel 4: Second friend’s response with daily-life vocabulary

Panel 5: Small personality detail (funny moment, reflection, recommendation)

Panel 6 (optional): Ending beat (“See you in class.”)

★ OPTION 2 — SHORT DIALOGUE (≤ 250 words)

“First Bell Conversations”

✓ Requirements:

- Maximum **250 words**
- Pure dialogue or dialogue + short narration
- Must introduce both characters clearly
- Must use all grammar types once
- Should read like the opening page of a light novel, VN, or anime script

✓ Suggested Structure:

1. Opening greeting
2. How was your weekend?
3. Follow-up: What did you do?
4. Did you...? question
5. Emotional detail or personality quirk
6. Ending line

✓ **Style Encouraged:**

Slice-of-life, warm, friendly, slightly anime-esque but grounded.

✱ **OPTION 3 — VIDEO (Live or AI-Generated)**

“A One-Minute Monday”

✓ **Requirements:**

- **1 minute maximum**
- Group roles:
 - **Writer**
 - **Director/Videographer**
 - **Actors (2–3 students)**
- If AI-generated:
 - Must use original script
 - Characters should look like high school or college students
- If live-action:
 - Simple school setting recommended

✓ **Required Dialogue Elements:**

- “How was your weekend?”
- “What did you do?”
- One **Did you...?** question
- One personality or friendship detail

✓ **Extra Encouragement:**

Make it feel like the opening scene of a school anime episode—warm, soft, expressive without being dramatic.

Assessment Criteria (All Formats)

Content (40%)

- Clear story opening
- Includes required grammar and vocabulary
- Strong sense of character introduction

Creativity (30%)

- Unique visuals or dialogue
- Personal style of storytelling

Teamwork (20%)

- All members participated and contributed

Presentation (10%)

- Clear, understandable work
- Organized final submission

Teacher Notes / Tone Suggestions

Encourage students to:

- Think cinematically (“What does the camera see?”)
- Think emotionally (“How do the characters feel about each other?”)
- Think rhythmically (“Does the dialogue feel smooth and natural?”)

Tell them this is the *first chapter of a larger anthology*, so they should set the tone gently, warmly—like the very first morning of a new school year.

ESL Unit 10 – “I’m Looking for the Museum”

Oral Communication Lesson: Giving Directions

I. Target Language (Commands & Prepositions)

Students must practice and orally use:

Prepositions & Position Words:

- on
- around
- next to
- beside
- between
- to the right
- to the left
- across
- straight ahead

Movement Commands:

- forward
- back
- stop
- take a left
- take a right

II. Place Vocabulary (Locations)

Students must use:

- real estate agency
 - convenience store
 - bakery
 - bookstore
 - drugstore
 - grocery shop
 - coffee shop
 - gas station
 - shoe shop
 - parlor (hair parlor / barber shop)
 - art gallery
-

III. Warm-Up (Teacher → Students)

Teacher models the question:

☞ *“Excuse me, I’m looking for the **museum**. Can you help me?”*

Students answer with:

☞ *“Yes, go straight ahead...”* etc.

Teacher repeats with **museum**, **coffee shop**, **drugstore**, etc.

IV. Core Activity: 5 Direction Questions

Each question includes a **student-model answer**.

You can display these and then have students create their own versions.

Question 1

Q1: *“How do I get to the **bookstore** from the real estate agency?”*

Model Answer:

“Go **straight ahead**, then **take a right**. The bookstore is **between** the **coffee shop** and the **bakery**.”

Question 2

Q2: *“Where is the **drugstore**?”*

Model Answer:

“It’s **across** from the **convenience store**, **next to** the **grocery shop**, and **to the left** of the **gas station**.”

Question 3

Q3: *“Is the **art gallery** near here?”*

Model Answer:

“Yes, walk **forward** and then **stop** at the corner. The art gallery is **on** your right, **beside** the parlor.”

Question 4

Q4: “How do I get to the *coffee shop*?”

Model Answer:

“Go **straight ahead**, **take a left**, then walk **around** the **shoe shop**. The coffee shop is **next to** the **bakery**.”

Question 5

Q5: “Where is the *grocery shop* from the gas station?”

Model Answer:

“Go **back** one block and **take a right**. The grocery shop is **between** the **drugstore** and the **bookstore**.”

V. Pair Work Task (Main Speaking Practice)

Students must give directions to a partner.

Task A: “Tell me how to get to your house.”

Students follow the format:

1. Start at school.
2. Use at least **five** commands/prepositions from the Unit 10 list.
3. Include at least **three** vocabulary buildings (e.g., bakery, shoe shop, bookstore).

Example Student Model:

“Go **straight ahead** from school. **Take a left** at the **grocery shop**. Go **forward** past the **bookstore**. My house is **across from** the **coffee shop**, **to the right** of the **gas station**.”

Task B: “Tell me how to get to a place in your book map.”

Students choose one place (bakery, art gallery, etc.) and explain how to get there.

Requirements:

- Use at least **five** directional words
 - Use clear **start** → **path** → **end** structure
 - Partner must repeat the directions back
-

VI. Controlled Practice (Teacher Calls Commands)

Teacher says:

- “Walk forward.”
- “Stop.”
- “Take a right.”
- “Go around the bakery.”
- “Stand beside the convenience store.”

Students follow physically or point on a map.

VII. Final Assessment (Short Oral Check)

Teacher picks any building and asks:

1. “How do I get to the _____?”
2. “Where is the _____?”
3. “Is it next to / between / across from something?”
4. “What is to the left of the _____?”
5. “What is between the _____ and the _____?”

Students answer using the correct vocabulary and directional language.

VIII. Optional Extension

Students draw a small **5×5 block map** and then trade with a partner.
Each student must give directions to reach:

- the art gallery
- the coffee shop
- the gas station

- the bookstore
- the parlor

Lesson Plan: "Three Questions → Notebook Draft → AI-Enhanced Revision" (Unit 10 Writing Sequence)

Lesson Title

Three-Stage Scaffolded Writing: Handwritten Journal Drafts, AI-Assisted Revision, and Polished Submission

Grade / Level

Junior High ESL — adaptable across levels (provide simplified prompts for lower levels or extended tasks for advanced students)

Time Frame

3–4 class sessions + independent revision time (teacher marking turnaround)

Intent & Learning Outcomes

Intent: Students will produce a 300-word essay composed of three 100-word handwritten responses to scaffolded questions. They will experience the full writing cycle: draft by hand, receive feedback (teacher & AI), revise, reflect, and submit a polished typed essay.

Outcomes (Students will be able to):

- Compose coherent 100-word responses to focused prompts using past tense and descriptive language.
- Use at least 6 target vocabulary items (from Unit 10 and supplementary lists) across their essay.
- Apply feedback to revise grammar, cohesion, and clarity in a digital draft.
- Articulate changes they made and why, demonstrating metacognitive awareness of writing decisions.
- Demonstrate academic integrity by submitting evidence of original handwritten drafts and AI interaction logs.

Theoretical Rationale (Why this sequence?)

This lesson is designed as an integrated, theory-informed sequence. It intentionally blends classical and contemporary theories of learning to make the process both rigorous and humane.

1. John Dewey — Learning by Doing

Dewey's pragmatism teaches that learning is an active, experiential process. Writing by hand encourages deliberation and embodied cognition: thinking with the hand slows thought, revealing gaps and generative details that typing often hides. By physically drafting first, students enact Dewey's principle of learning through doing — they experience composition as an exploratory, real-world act.

2. Lev Vygotsky — Zone of Proximal Development (ZPD)

The three-question scaffold functions as a carefully staged ZPD. Each 100-word block is a reachable stretch: demanding enough to provoke growth, but scaffolded through modeling, shared examples, and teacher prompts. The AI-editor and peer interactions act as "more knowledgeable others" who support learners across the ZPD without doing the work for them.

3. Bloom's Taxonomy — Cognitive Progression

The sequence intentionally maps to Bloom's levels:

- **Remember/Understand:** Recall weekend events and simple facts.
- **Apply:** Use grammar structures and vocabulary to narrate.
- **Analyze/Evaluate:** Compare different drafts and evaluate AI suggestions.
- **Create:** Produce a coherent 300-word essay that synthesizes three responses.

This alignment ensures the tasks are not merely mechanical but push students toward higher-order thinking and reflective judgment.

4. Whole Language & Identity Construction

Whole language theory emphasizes language as meaningful, contextual, and culturally embedded. By asking students to write about personal experiences and friendships, we honor voice and identity. The hand-to-AI workflow is framed so that the student's voice remains central—the AI functions only to enhance correctness and clarity, not to replace personal expression.

5. Metacognition & Critical Digital Literacy

Students are explicitly taught to interrogate AI output: accept, reject, or adapt suggestions. This cultivates critical literacy and ethical use of technology — students learn *how* to use AI as a tool, not a crutch.

Ethical & Integrity Framework (Airtight Procedures)

To prevent ambiguity and ensure academic honesty, the workflow requires three artifacts for submission:

1. **Handwritten Notebook Pages (Original Draft)**
 - Student writes three 100-word responses by hand in the designated notebook or journal.
 - Teacher collects/notates and returns them with brief feedback (content & structure).
2. **AI Revision Evidence (Chat Log or Screenshot)**
 - Students input their handwritten answers (typed or photographed + OCR/transcribed) into the AI tool.
 - They must save and submit the chat log showing the original text, the AI's suggestions, and their own typed response with tracked changes or notes.
3. **Final Polished Essay (Typed Document)**
 - A 300-word essay in a word processor (Times New Roman 12 / 1.5 spacing) that incorporates revisions.
 - Include a one-paragraph reflection (50–100 words) describing what changed, which AI suggestions were accepted, and why.

Teacher checks:

- Verify handwriting matches student's returned draft.
- Confirm the chat log timestamps and entries correspond sequentially to the draft and final version.
- Use the reflection paragraph to judge authenticity and the student's grasp of edits.

This triple-evidence workflow makes the process auditable and transparent — no plausible deniability for missing steps.

Lesson Sequence & Classroom Steps (Practical)

Session 1: Introduce, Model, and Draft (60 minutes)

1. Warm-up: Brief speaking activity (5–10 minutes) using prompts to prime language.
2. Explain the

Unit 10 Writing Prompt – Giving Directions (ESL)

Total: 3 Questions • Minimum: 3 sentences each • Focus: clarity, commands, short distances

Your task is to write **three short sets of directions**.
Each answer must use:

- **Simple command vocabulary** (go straight, turn left, take a right, go past, etc.)
- **Clear locations or landmarks**
- **At least three complete sentences**
- **Easy-to-follow steps from point A to point B**

Write your answers in your notebook using careful handwriting.
Make each set of directions clear enough that a visitor who has never been in Roi Et could follow them without getting lost.

Question 1 – Directions to Roi Et Tower (Walking)

Write simple, clear directions that explain how to walk from **Strixar School** to **Roi Et Tower**.
Use short commands and describe the path step-by-step until the person reaches the tower.

Question 2 – Directions to Robinson (By Car)

Write directions that explain how to drive from **Strixar School** to **Robinson**.
Use road commands, turns, and at least one distance or landmark to help guide the driver.

Question 3 – Directions to the Constellational Observatory (Nearby Town)

Write directions from **Strixar School** to the **solar observatory** in the nearby town.
Use simple driving commands, at least one landmark, and clear steps so a person can follow the route safely.

Instructions for All Three Answers

Please remember:

- Use **command words**
(*go straight, turn left, turn right, go past, continue until, etc.*)
- Use **clear markers**
(*a bridge, a school, a market, a big statue, an intersection, etc.*)
- Keep your sentences simple and correctly structured
- Be clear, not long
- Minimum **3 sentences per question**

Advanced Writing Prompt – How-To Process Essay (300–400 Words)

Unit 10 – ESL Gifted Program

Skill Focus: Sequencing, clarity, descriptive commands, process writing, self-generated structure

Assignment Overview

For this assignment, you will write a **three-part process essay** explaining **how to do something you are good at**. You will teach the reader a skill, activity, or personal talent by breaking it into **three clear steps**.

This is *your* skill — something you can do confidently.

Some examples include:

- how to cook a simple dish
- how to repair something
- how to play a basic piece of music
- how to practice a sport move
- how to complete a craft or hobby
- how to care for a pet

- how to organize, clean, or prepare something
- how to make a food or drink (see example below)

Choose **any personal skill** you feel comfortable teaching.

Your Task

You must create:

1. Three self-written guiding questions

These will form the outline of your essay.

Each question should focus on one main step in your process.

For example, if someone were teaching “How to Make American Coffee,” their three guiding questions *might* be:

1. What equipment and ingredients do I need?
2. How do I prepare the machine and the coffee grounds?
3. How do I add the water and finish the brewing process?

(Do NOT copy these. They are only to help you understand the format.)

2. Three written answers (100–150 words each)

Each answer must:

- Be written in **complete paragraphs**
- Use **clear command language** (add, place, turn on, mix, pour, prepare, etc.)
- Explain the step in detail
- Include simple measurements or amounts when useful
- Use transition words (first, next, after that, finally, when you finish...)

Your total essay should be **300–400 words**.

Model Example (For Understanding Only)

This is a sample *topic* only. Do not copy the wording.

Topic: *How to Make American Coffee*

A writer might describe:

- The coffee maker's two compartments
- How to insert the filter and measure ground coffee
- How much water to add and how to use the water-level indicator
- How to close the lid, plug in the machine, and begin brewing
- The final result: a pot of fresh black coffee after a few minutes

This example shows the *level of detail* and *sequence* expected.

Your job is to do the same for your own skill.

Submission Steps

1. Write your three guiding questions.
2. Write your three paragraphs in your notebook (this is your rough draft).
3. Take a clear photo or type your answers into ChatGPT to check grammar and structure.
4. Submit the corrected digital version (your AI “edit history”).
5. Submit your final typed essay as a Word or Google document.

UNIT 11 – “So, How Was Your Trip?”

Travel Experiences • Past Tenses • Requesting Help in Problem Situations

I. Lesson Objectives

By the end of this unit, students will be able to:

1. Describe past travel experiences using **past simple**, **past continuous**, and **past perfect**.
 2. Use vocabulary related to **smooth trips** and **problem trips** (delays, lost property, missed flights, etc.).
 3. Request information politely in different travel situations.
 4. Ask for assistance when something goes wrong.
 5. Report lost items clearly and calmly.
 6. Role-play realistic survival situations in different countries.
-

II. Key Travel Vocabulary

A. Positive Travel Vocabulary

| Situation | Example Vocabulary |
|-----------------|--|
| Good flight | smooth flight, comfortable flight, no delays |
| Good trip | everything went well, easy trip, relaxing vacation |
| Good experience | worth seeing, beautiful views, great service |

B. Neutral / Standard Vocabulary

waiting in line
making reservations
hotel lobby
concierge
information counter
ticket office
arrival gate
baggage claim
train platform
bus terminal
subway station
tourist information center
hotel reception
post office
police station
help center
customs / immigration
airport security
lost-and-found desk
station master
conductor
flight attendant
airline service counter

C. Problem / Mishap Vocabulary

lost my wallet
lost my passport
lost my phone
got lost

missed my train
missed my flight
arrived late
arrived too early
no vacancy
no reservations
traffic jam
the concert was sold out
blackout
delayed flight
canceled flight
overbooked hotel
my luggage didn't arrive
stolen bag
credit card didn't work
wrong platform
wrong direction
locked out of my room

III. Core Speaking Activity: Requests for Help

Below are **three sets** of short dialogues—each with **three sentences**—designed to introduce functional language.

Set 1 – Request for Information (Because I Am Lost)

Student → Information Staff

1. *Excuse me, I'm lost. Could you help me find this place?*
2. *I was trying to go to the museum, but I think I took the wrong train.*
3. *Can you tell me which direction I should go?*

Information Staff → Student

1. *Sure, no problem. Where are you trying to go?*
 2. *You need to take the next train on Platform 2.*
 3. *Go straight ahead, then turn left at the exit.*
-

Set 2 – Request for Rescheduling (Hotel or Flight Issue)

Student → Service Desk

1. *Hello, I arrived late and missed my flight. Can I reschedule?*
2. *My hotel reservation disappeared. Do you have any rooms available?*
3. *My train was delayed. Can I change my ticket to a later time?*

Service Desk → Student

1. *Let me check for the next available flight.*
 2. *We have one room left. Would you like to book it?*
 3. *Yes, you can exchange your ticket at no extra charge.*
-

Set 3 – Report of Lost Property

Student → Lost & Found

1. *Excuse me, I lost my wallet. Can you help me?*
2. *I think I left it on the train about 20 minutes ago.*
3. *It's black, leather, and has my ID inside.*

Lost & Found Staff → Student

1. *Okay, please fill out this report form.*
 2. *We will check with the train staff right away.*
 3. *If we find it, we will contact you immediately.*
-

IV. Role-Play Survival Situations (Different Global Cities)

Students choose a scenario + location and perform a short dialogue.

1. London, England

- Missed the last Underground train
- Lost Oyster Card
- Hotel says “no vacancy”
- Asking for directions to Buckingham Palace

2. Paris, France

- Lost passport at the Louvre
- Train strike delays
- Misunderstood a reservation time
- Asking for help at a police station (police = “la police”)

3. New York City, USA

- Taxi didn’t stop / got lost on the subway
- Wallet stolen in Times Square
- Hotel overbooked
- Asking for help from a transit worker

4. San Francisco, USA

- Missed ferry to Alcatraz
- Luggage stuck at SFO
- Cable car was full / long waiting line
- Asking for directions to Fisherman’s Wharf

5. Tokyo, Japan

- Got lost in Shinjuku Station
- Missed Shinkansen connection
- Lost bag on the Yamanote Line
- Asking for help at a station information counter

6. Beijing, China

- Taxi dropped student at wrong gate of the Forbidden City
- Difficulties reading signs
- Phone battery died
- Asking for assistance at a tourist information center

V. Vocabulary for “Where to Get Help” (Survival List)

Information Places

information counter

tourist information center

hotel concierge desk
hotel reception
airport service desk
lost-and-found office
station master's office
embassy / consulate

Emergency / Official Places

police station
train station office
airport security
immigration office
customs office

Transportation Helpers

flight attendant
airline counter staff
train conductor
station staff
bus driver
taxi stand attendant
ferry terminal staff

VI. Student Practice Tasks

Task 1 – “What Went Wrong?”

Students receive cards with problems (lost passport, missed flight, sold-out concert, blackout in hotel).

They describe what happened using **past tenses**.

Task 2 – “Ask for Help” Dialogue

Pairs act out:

- One student = traveler in trouble
- One student = staff at a service desk

Use vocabulary lists + sentence models.

Task 3 – “Travel Story Mini-Presentation”

Students share a short story:

- *Where did you go?*
- *What happened?*
- *How did you solve the problem?*

Encourage past tense verbs:

- *I was traveling...*
 - *I had lost...*
 - *I was waiting when...*
 - *The flight had already left...*
-

VII. Optional Cultural Notes

- Many countries expect polite, direct language (“Excuse me,” “Could you help me?”).
- In London & Tokyo, people often queue (wait in line) very politely.
- In New York, staff speak quickly—students practice listening to fast English.
- In France, greetings are important before asking for help (“Bonjour, excusez-moi...”).
- In China & Japan, showing a photo/map is very helpful.
- In the U.S., service desks are used to tourists asking questions—students can practice being direct and calm.

UNIT 11 – Group Project (Regular Program)

Travel Problems & Asking for Help – One-Minute Video Role-Play

1. Project Overview

In this project, groups of four students will create a short **one-minute video** showing a real-life travel problem and how to ask for help politely in English.

The video must include:

- **One person** asking for help
- **One person** working at an information desk (airport, hotel, station, etc.)
- A **clear problem situation** (lost wallet, missed flight, no vacancy, etc.)
- A **solution** or helpful response
- Correct use of **past tense** and **polite requests**
- Simple, clear English that junior students can perform

2. Group Roles (4 Students)

Each group must assign these roles:

1. **Script Writer**
 - Writes the dialogue (6–10 lines total)
 - Checks spelling and simple grammar
 - Makes sure the conversation includes the required phrases
2. **Traveler (Actor 1)**
 - Acts as the traveler with a problem
 - Uses polite expressions:
“Excuse me...” “Could you help me?” “I lost...” “I missed...”
3. **Information Staff (Actor 2)**
 - Plays the role of airport staff, hotel staff, police desk, train conductor, etc.
 - Provides calm, clear solutions
 - Uses expressions:
“Let me check...” “You can...” “Please go to...”
4. **Camera/Director**
 - Records the one-minute video
 - Ensures voices are loud and clear
 - Helps the group practice pronunciation
 - Helps video stay under 1 minute

3. Step-by-Step Instructions

Step 1 – Choose a Problem Situation

Groups choose **1 travel problem** from the list or make their own:

- I lost my wallet/passport/phone.
- I missed my flight/train/bus.
- I can’t find my hotel.
- The hotel has no vacancy.
- My luggage didn’t arrive.
- The concert was sold out.
- I got lost in the city.

Step 2 – Write a Short Script (6–10 lines)

Must include:

Traveler

- Greeting
- Polite request
- Explanation of the problem (past tense)
- Clarification question (if possible)

Staff

- Greeting
- Asking for information
- Giving instructions or advice
- Offering helpful options

Example (very short)

Traveler: *Excuse me, I'm lost. Could you help me? I was trying to go to my hotel, but I took the wrong train.*

Staff: *Sure. Where are you staying? You need to get off at Central Station and walk straight ahead.*

Step 3 – Practice the Dialogue

- Practice pronunciation
- Speak slowly and clearly
- Actors must not read from paper during the video
- Practice at least 2 times before recording

Step 4 – Record the Video

- Camera/Director films the scene
- 45–60 seconds total
- Clear audio (not too noisy)
- Actors must face the camera and speak loudly
- Can record anywhere: hallway, outside the classroom, empty room, etc.

Step 5 – Submit the Video

- Submit via **LINE** or **Discord**, same as your usual system

- Include group number + student names
-

4. Requirements Checklist

Each group must have:

- 4 students with the correct roles
 - A clear travel problem
 - Polite requests for help
 - Past tense used correctly at least once
 - A solution or helpful advice
 - 1-minute video (45–60 sec)
 - Clear voices
 - Simple, understandable English
-

5. Evaluation (Simple Rubric for Regular Program)

Total: 10 points

UNIT 11 – Writing Assignment

“So, How Was Your Trip?” – Personal Experience Writing

Write three short essays. Answer all three questions.

For each question:

- Write **9–11 sentences**
- About **150 words**
- Use **past tense**
- Use simple, clear English

Total: ~450 words

Question 1 – Describe a Moment of Bad Luck

Write about a time when something unlucky happened to you during a trip.

This can be a real experience anywhere in Thailand or another country, or it can be something imaginary if you have never traveled.

Describe **what happened**, **where it happened**, and **why it was a bad situation**.

Examples: you lost something, you got lost, you missed a bus, you arrived late, it rained heavily, you had a problem at a hotel, etc.

Question 2 – Explain How You Handled the Situation

In this section, explain how you reacted and what you did.

Describe the **who, what, where, when, and why** of how you tried to solve the problem.

Tell me how you felt and what actions you took to fix the issue.

Did you ask for help? Did someone help you? Did you talk to a worker or a friend?

Use past tense to explain each step.

Question 3 – Tell How the Problem Was Resolved

Finally, write about how everything ended.

Did the situation improve? Did you find your wallet or catch another bus? Did someone help you solve the problem?

Explain whether the problem was solved quickly or slowly.

Describe what you learned from the experience and how you felt after everything was finished.

Use past tense to tell the ending of your story.