

LESSON PLAN

1st Semester

English (E20201)

Mathayom Suksa 1

Submitted by:

Teacher Franczeska Jessan Zara De Chavez

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez	School:	Strisuksa School	Week #:	2-3	Date:	May 18-29, 2026		
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		
• Greet and introduce themselves to others	• Share personal information (age, hobbies, pets, where they live)			• Vocabulary: chat, introduce, meet, teenagers, friendly, friends			<ul style="list-style-type: none"> • Unit 1 textbook pages (Topmost Book 1) • Audio files for dialogues • Whiteboard and markers • Student notebooks 		
• Use “be” and “have” verbs correctly	• Retell a simple story about someone’s first day at school			• Grammar: be verbs (am, is, are), have/has					
• Build confidence through role-playing and conversation				• Speaking expressions: "Hello, I’m ___",					
				• Pronunciation: Stress in numbers (e.g., FIFTy vs. fifTEEN)					
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 _____. 							5 minutes		
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."							5 minutes		
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.’							10 minutes		

<p>The be verbs are am, is, are.</p> <p>The verb have can also change: have or has.</p> <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>10 minutes</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>10 minutes</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: THIRTy, FIFTy.</p> <p>Repeat after me: thirTEEN THIRty eighTEEN EIGHTy</p> <p>Now, listen to the numbers and underline the part you hear more strongly.</p>	<p>10 minutes</p>
<p>5. Practice: Speech Bubbles</p> <p>Point to the first pair of pictures (the man and the woman).</p> <p>Teacher says: "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>5 minutes</p>
<p>6. Role Play: Meeting Someone New</p> <p>Teacher says: "Now, let's read a conversation between two new friends."</p>	<p>20 minutes</p>

Read the dialogue from the book aloud:

A: Hi, I'm Simon.

B: Oh, hello. I'm Nancy. Nice to meet you, Simon.

A: Nice to meet you too. Are you new at this school?

B: Yes, I am. What about you?

Teacher points to blue words and says:

"These words can be changed. Let's try it with new names!"

Pair Activity:

Students pair up and practice the role play. They must:

Change the names (e.g., "Hi, I'm Jake. / I'm Lily.")

Add two more sentences (e.g., "Where are you from?" or "Do you like this school?")

Walk around and support as needed.

7. Class Survey: Asking About Age

Teacher says: "Now, let's learn how to ask someone's age."

Point to the speech bubbles:

Read each character's line:

"I am 11 years old."

"I am 12 years old."

"I am 13 years old."

"I am 14 years old."

"I am 15 years old."

Activity Instructions:

"Ask five classmates: 'How old are you?'"

When they answer, put a ✓ tick in the right box."

Example:

Student A: "How old are you?" Student B: "I am 13 years old."

Student A ticks the box under "13 years old."

Let students walk around and talk to five classmates.

8. Picture Matching Activity

Teacher says: "There are six pictures. Let's read the sentences A–F and match them to the pictures."

Read each sentence from the yellow box:

A. It's the first day of school.

B. "Hi Mel. I'm George."

C. He doesn't know anyone.

D. George goes to school.

E. He enters the school.

F. "Hi, I'm Mel."

Teacher asks: "Which picture is number 1? Let's match it." (Guide them: Picture 1 = D: George goes to school)

Students continue matching in pairs or small groups.

Answers:

Picture 1 → D

Picture 2 → A

Picture 3 → E

Picture 4 → C

Picture 5 → F

Picture 6 → B

Check answers together.

5 minutes

5 minutes

<p>Story Retelling Teacher says: “Now let’s use the pictures to retell the story in the present tense.” “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 Teacher says: “Work in groups of three. Each group will write a short role play using the example in the book.” Divide students into groups of 3. Distribute books or printed pages.</p> <p>Writing the Dialogue Teacher says: “You need to add 2 to 4 sentences before and 2 to 4 sentences after this part:” A: How old are you? B: I am 13 years old. A: _____ B: _____ Students create their full role play. Monitor groups and assist with grammar and vocabulary.</p> <p>Practice & Rehearsal Teacher says: “Now practice your role play together. Read your lines and try to speak clearly. You can act it out!” The teacher will walk around and listen. Offer pronunciation support.</p> <p>Performance Teacher says: “Let’s hear your role plays! Each group will come to the front and perform.” Applaud each group. Give light feedback: “Great speaking!” “Nice clear voice.” “Good teamwork!”</p> <p>Sentence Sharing & Story Creation (Optional Group Extension) Teacher says: “Now, choose 2 sentences from your role play. Join another group to make a group of 6.” Combine 2 sentences from each group to create a new 4-sentence story. Add more ideas to make it longer!</p> <p>10. Reflection Guide students to the Self-Reflection Box: Teacher says: “Let’s check what you learned today. Can you now: <ul style="list-style-type: none"> • say words about making friends? • introduce yourself? • describe yourself using be and have?” Let students answer: “Yes, I can!”</p>	<p style="text-align: center;">5 minutes</p> <p style="text-align: center;">15 minutes</p>
Assessment Strategy:	<p style="text-align: center;">Time</p>
<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 01-12, 2026		
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"> Vocabulary: sports, online, age, hobbies, free time, interests Grammar: like to / don’t like to; short forms of “be” verbs Speaking Expressions: I like to ___ / I don’t like to ___ / I am ___ Pronunciation: Contractions (I’m, you’re, she’s, etc.) 			<ul style="list-style-type: none"> Unit 2 textbook pages (Topmost Book 1) Audio files for dialogues Whiteboard and markers Student notebooks 		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
<p>“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?”</p> <p>Students answer using the prompt: “In my free time, I like to ____.” Pair sharing.</p>							5 minutes		
Concept/Vocab Presentation Strat:							Time		
<p>Activity: Word and picture matching.</p> <p>Teacher Script:</p> <p>“Let’s learn our new words: sports, online, age, hobbies, free time, interests. Repeat after me.”</p> <p>Then match vocabulary with pictures in the textbook.</p>							5 minutes		
Other Activities/Games:							Time		
<p>1. Speaking Practice</p> <p>Teacher Script: “Use these sentence starters: I have... / I don’t have... / I am... / I like... / I never...”</p> <p>Activity: Partner speaking using words from Extension Box (page 18):</p> <ul style="list-style-type: none"> I play games online. I like watching videos. I don’t like doing homework. 							10 minutes		
<p>2. Listening Comprehension</p> <p>Activity: “About You” listening task (page 19)</p> <p>Students listen and tick what they hear: age, hobbies, location, etc.</p> <p>Teacher Script: “Listen to the audio. What do they say about themselves?”</p> <p>Activity: Students substitute the green words with these from Expansion Box (page 19):</p> <ul style="list-style-type: none"> chat with my friends play tennis go swimming paint 							10 minutes		

<p>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.)</p>	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>	15 minutes
<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>	5 minutes
<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>	15 minutes
<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>	10 minutes
<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..."</p> <p>Extension: Create a similar story with 4–5 differences and tell a new partner.</p>	10 minutes
<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>	15 minutes
<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>Assessment Strategy:</p>	
<p>Speaking Task: Describe yourself using the vocabulary and "like to" / "don't like to" Listening Task: Tick correct answers after listening to "About You" dialogue 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 15-26, 2026		
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"> Vocabulary: often, sometimes, never, always, usually, chat, message, watch videos, scroll Grammar: Adverbs of frequency + present simple (e.g., "I usually watch videos online.") Speaking Expressions: "I always ___ online." / "She never ___." / "Do you usually ___?" Pronunciation Focus: Final -s sounds (e.g., chats, likes, scrolls) 			<ul style="list-style-type: none"> Unit 2 textbook pages (Topmost Book 1) Audio files for dialogues Whiteboard and markers Student notebooks 		
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?"							10 minutes		

<p>Teacher Script: "Instead of 'watch videos,' say 'play mobile games.' Try using different adverbs."</p> <p>3. Expansion Practice: Substitution Drill Use the expansion box (pg. 29) to replace green words.</p> <ul style="list-style-type: none"> • post pictures • play mobile games • video chat • comment on photos <p>4. Grammar Focus: Adverbs of Frequency 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> <p>5. Pronunciation Practice 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> <p>6. Dialogue Practice 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> <p>7. Role Play Activity Instructions: Use a given dialogue and add your own online interests. Change the characters, interests, and add two more lines.</p> <p>8. Class Survey 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> <p>9. Story Retelling: Communication Activity 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> <p>10. Project Activity 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> <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>	<p>10 minutes</p> <p>15 minutes</p> <p>5 minutes</p> <p>5 minutes</p> <p>15 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>15 minutes</p>
<p>Assessment Strategy:</p>	
<p>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.</p>	

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez	School:	Strisuksa School	Week #:	8-10	Date:	June 29, 2026 – July 17, 2026		
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		
<ul style="list-style-type: none"> Use be and have verbs correctly in simple sentences. Express likes and dislikes using “like to” and “don’t like to.” Talk about online habits using basic adverbs of frequency (always, sometimes, never). Demonstrate their understanding through simple speaking, listening, and game-based activities. Build confidence communicating with classmates in English. 				Grammar: Be Verbs: am, is, are → <i>I am 13. / She is my classmate. / We are friends.</i> Have Verbs: have, has → <i>I have a dog. / He has a tablet.</i> Like to / Don’t like to: → <i>I like to swim. / She doesn’t like to clean her room.</i> How Often (Adverbs): always, usually, sometimes, never → <i>I always watch videos. / He never plays tennis.</i> Vocabulary: About You: name, age, pets, hobbies Hobbies/Activities: swimming, playing games, painting, chatting online Online Words: scroll, chat, video call, post, message Likes/Dislikes: like, don’t like			<ul style="list-style-type: none"> Unit 1-3 textbook pages (Topmost Book 1) Audio files for dialogues Whiteboard and markers Student notebooks 		
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.							10 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.” 							10 minutes		

Other Activities/Games:	Time
<p>Game 1: “Stand or Sit” – <i>Be & Have Verbs</i> Objective: Practice using <i>am / is / are / have / has</i> How to Play:</p> <ol style="list-style-type: none"> 1. Teacher reads a sentence. 2. If the sentence is correct, students stand up. 3. If the sentence is wrong, students stay seated. <p>Examples:</p> <ul style="list-style-type: none"> • I am a student. ✓(stand) • She have a dog. ✗(sit) • He is 13. ✓ • They has a tablet. ✗ <p>Game 2: “Like or Don’t Like?” – <i>Likes and Dislikes</i> Objective: Use “like to / don’t like to” in a fun way. How to Play:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ○ “I like to do homework.” ○ “I don’t like to do homework.” <p>Examples to use:</p> <ul style="list-style-type: none"> • play games online • eat vegetables • go swimming • clean my room <p>Game 3: “Always or Never?” – <i>Adverbs of Frequency</i> Objective: Understand “always” and “never” How to Play:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ○ “I always eat candy.” ○ “I never eat candy.” <p>Use simple visuals or emojis on the signs to help understanding.</p> <p>Game 4: “Ask and Answer” – <i>Speaking Practice</i> Objective: Practice basic questions and answers using all grammar targets. How to Play:</p> <ol style="list-style-type: none"> 1. Give students a mini card or prompt with one question: <ul style="list-style-type: none"> ○ “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. 	<p>40 minutes</p>
<p>Quizzes Part A: Be and Have Verbs (5 points) Instructions: Fill in the blanks with the correct form of <i>am, is, are, have, or has</i>.</p> <ol style="list-style-type: none"> 1. I _____ 12 years old. 2. She _____ two cats. 3. They _____ my classmates. 4. He _____ a new phone. 	<p>40 minutes</p>

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:

Speaking Task: Interview a classmate and share their info with the group.

Listening Task: Identify correct info from audio clips.

Writing Task: Complete mini quiz (fill in be/have, write "like to" or adverb sentences).

Game-Based Review: Track participation and correctness during review activities.

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez	School:	Strisuksa School	Week #:	11-12	Date:	July 27 – August 07, 2026		
Program:	EC	Level:	M1	Subject:	English	Unit #:	4	Program:	Food
1 st Semester									
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:			Materials Resources		
• Name popular international food items.				Speaking Expressions: "What's your favorite food?" "I don't like ____." / "I love ____." Pronunciation Focus: L-Sound			• Unit 4 textbook pages (Topmost Book 1) • Audio files for dialogues • Whiteboard and markers • Student notebooks		
• Talk about food preferences.									
• Describe preferences using like/don't like + noun.									
• Read and tell a story about food.									
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Teacher Script: "Let's talk about food! What is your favorite food? Do you eat rice every day? What do you usually drink at breakfast?" Instructions: Students pair up and share answers.							5 minutes		
Concept/Vocab Presentation Strat:							Time		
Teacher Script: "Look at these pictures. Can you name these foods? Let's say them together: rice, chicken, fish..." Instructions: Show flashcards or pictures and drill pronunciation as a class.							5 minutes		
Other Activities/Games:							Time		
1. Vocabulary Introduction Teacher Script: "Look at these foods. Match the correct word to each picture in your book." "Match the pictures with the food and drink words." <ul style="list-style-type: none"> • Spaghetti • Pizza • Sushi • Restaurant • Tacos • Pad Thai 							10 minutes		
2. Speaking Practice Students will classify the given words as fruit or vegetables. Then, they will work with a partner and compare their answers.							5 minutes		
3. Listen for Details Teacher Script: "We'll listen to the same conversation again. This time, read the five sentences in your book. Decide if each one is true or false . Write T for true or F for false." (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		
4. Focus on Meaning Teacher Script: "Based on the passage, what is the main idea? Check the box for the							10 minutes		

<p>correct answer.”</p> <p>Also, the students are expected to listen to audio with the guidance of the teacher for the activities in More Practice, Focus on Language, and the prompts to make questions in Focus on Communication.</p> <p>5. Grammar Teacher Script: “Look at the table in your book. It shows what different people like and don’t like. Find a partner and complete the table with some food items you both know. Find what foods your partner likes, loves, and doesn’t like. Circle the ones that are the same.”</p> <p>6. Pronunciation Teacher Script: “We pronounce the L-sound in English. It can come in the beginning, middle, or end of a word, such as like, love, play, and ball. For the activity, the students will listen to the words with the L-sound. They will circle the beginning, middle, or end to show where the L sound is in the words.</p> <p>7. Speaking The students are expected to listen to audio with the guidance of the teacher for the activities in Language in Use: talking about favorite foods.</p> <p>8. Role-Playing The students are expected to complete the dialogue on Page 43 and practice with a partner. For the additional task, they need to complete the Class Survey and Communication Activity.</p> <p>9. Project Activity The students will work in groups and perform the activity on page 45. The teacher will provide guidance all throughout the activity.</p> <p>Reflection Teacher Script: “Let’s look back. Can you describe yourself? Can you tell what foods you like or don’t like? Yes? Great work!” Use the “I Can” checklist on page 45.</p>	<p>10 minutes</p> <p>10 minutes</p> <p>15 minutes</p> <p>15 minutes</p> <p>15 minutes</p>
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Assessment Strategy:

- Speaking Task:** Ask and answer about food preferences.
- 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 #:	13-14	Date:	August 10 - 21, 2026		
Program:	EC	Level:	M1	Subject:	English	Unit #:	5	Program:	Pets
1 st Semester									
Objectives	At the end of the lesson, students will be able to:			Key concepts/target vocabs:		Materials Resources			
• Name pets and animal body parts.				Vocabulary: Pet names Grammar Focus: use it is/it has Pronunciation: Final -S sound as Z		<ul style="list-style-type: none"> • Unit 5 textbook pages (Topmost Book 1) • Audio files for dialogues • Whiteboard and markers • Student notebooks 			
• Describe pets using It is/It has.									
• Ask and answer about pets.									
• Read and tell a story about a new pet.									
Methods:									
Warm-up Activity/ Expectations to Clarify:						Time			
Teacher Script: "Let's talk about pets! Do you have a pet? What kind? What is its name?" Instructions: Students pair up to talk about their own or dream pets.						5 minutes			
Concept/Vocab Presentation Strat:						Time			
Teacher Script: "Look at these animals. What are they called? Let's say them together: dog, cat, rabbit..." Show flashcards or real-life images. Practice pronunciation.						5 minutes			
Other Activities/Games:						Time			
1. Vocabulary Matching Activity Teacher Script: "Look at the cat. Write in the missing letters for the words on page 48.						5 minutes			
2. Speaking Practice Students will work with a partner and together think of one pet that each word below describes. <ul style="list-style-type: none"> • Big • Flies • Friendly • Noisy • Scary • Small • Strong • Swims 						10 minutes			
3. Listen for Details Teacher Script: "We'll listen to the same conversation. This time, read the five sentences in your book. Decide if which is true and tick the boxes." (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			
4. Focus on Meaning Teacher Script: "Based on the passage, what is the main idea? Check the box for the correct answer."						10 minutes			

<p>Also, the students are expected to listen to audio with the guidance of the teacher for the activities in More Practice, Focus on Language, and the prompts to make questions in Focus on Communication.</p> <p>5. Grammar The teacher will discuss how to use it is and it has properly. After the discussion, the students are expected to analyze the picture and tick the sentences as true or false. The teacher will provide assistance when necessary.</p> <p>6. Pronunciation Teacher Script: "The final -S sound is pronounced like Z at the end of words if the last letter is a vowel or b, d, g, l, m, n, ng, r, v, such as years, iguanas, claws, and eyes. After the discussion, the students will listen and say the words below by pronouncing the final S sound correctly.</p> <ul style="list-style-type: none"> • Comes • Shoes • Pens • Sings • Falls • Sisters • Fans • Words <p>7. Speaking The students are expected to listen to audio with the guidance of the teacher for the activities in Language in Use: talking about favorite pets.</p> <p>8. Role-Playing The students are expected to complete the dialogue on Page 53 and practice with a partner. For the additional task, they need to complete the Class Survey and Communication Activity.</p> <p>9. Project Activity The students will work with a partner and write the activity on page 55. The teacher will provide guidance all throughout the activity.</p> <p>Reflection Teacher Script: "Let's look back. Can you describe your pet? Can you tell what it looks like? Yes? Great work!" Use the "I Can" checklist on page 55.</p>	<p>10 minutes</p> <p>10 minutes</p> <p>15 minutes</p> <p>15 minutes</p> <p>15 minutes</p>
<p>Assessment Strategy:</p>	
<p>Speaking Task: Ask and answer about pets.</p> <p>Listening Task: Complete a checklist based on listening to peers or audio.</p> <p>Writing Task: 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 #:	15-16	Date:	August 24 - September 04, 2026		
Program:	EC	Level:	M1	Subject:	English	Unit #:	6	Program:	School
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"> Name places at school. 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 			Vocabulary: School locations Grammar Focus: Prepositions of place Pronunciation: Introduction to stress in sentences			<ul style="list-style-type: none"> Unit 6 textbook pages (Topmost Book 1) Audio files for dialogues Whiteboard and markers Student notebooks 		
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: "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		
1. Vocabulary Matching Activity Teacher Script: "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		
2. Speaking Practice Students will answer the following questions: <ul style="list-style-type: none"> What school subject do you like the most? What school subject do you like the least? 							10 minutes		
3. Listen for Details Teacher Script: "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		
4. Focus on Meaning Teacher Script: "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 More Practice, Focus on Language , and the prompts to make questions in Focus on Communication .							10 minutes		
5. Grammar The teacher will discuss the prepositions of place.							10 minutes		

- To the right
- In front of
- To the left
- Behind
- Through
- On
- In
- Between
- Near

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.

6. Pronunciation

Teacher Script: "Most sentences have two types of words:

- **Keywords** which are very important and show the meaning of the sentence;
- **Grammar words** that make the grammar correct but don't add much meaning to the sentence.

When saying sentences, we usually stress the keywords.

For example, Excuse me. Maybe you can help me. I can't find the science labs."

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.

7. Speaking

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.

8. Role-Playing

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.

9. Project Activity

The students will play the activity on page 65. The teacher will provide guidance all throughout the activity.

Reflection

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.

15 minutes

10 minutes

15 minutes

15 minutes

Assessment Strategy:

Speaking Task: Ask and answer about school.

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 #:	17-19	Date:	September 14 – 25, 2026		
Program:	EC	Level:	M1	Subject:	English	Unit #:	4-6	Program:	Review (Unit 4-6)
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"> Name and classify popular food items, pets, and school locations confidently. Use descriptive language including likes/dislikes for food, It is / It has for pets, and prepositions of place for school locations Apply correct pronunciation rules for the L-sound, final -S (pronounced as /z/), and sentence stress patterns. Demonstrate collective understanding of Units 4–6 through interactive, game-based activities and speaking pairs. Complete a comprehensive review quiz targeting vocabulary, grammar, and pronunciation rules from Units 4–6. 				Grammar: Unit 4 (Food): Spaghetti, Pizza, Sushi, Restaurant, Tacos, Pad Thai, fruit, vegetables. <i>Grammar:</i> like / don't like / love + noun. <i>Pronunciation:</i> L-sound. Unit 5 (Pets): Dog, cat, rabbit, iguana, animal body parts (claws, eyes, shoes, pens). <i>Grammar:</i> It is / It has. <i>Pronunciation:</i> Final -S sound as /z/. Unit 6 (School): Classroom, canteen, library, playground, science lab. <i>Grammar:</i> Prepositions of place (In front of, behind, between, near, to the right/left). <i>Pronunciation:</i> Sentence stress (keywords vs. grammar words).			<ul style="list-style-type: none"> Unit 4-6 textbook pages (Topmost Book 1) Audio files for dialogues Whiteboard and markers Student notebooks 		
Methods:									
Warm-up Activity/ Expectations to Clarify:							Time		
Warm-up Game: ""Category Speed-Run" <i>Teacher Script: "Good morning, everyone! We are going to review Units 4, 5, and 6 today. Let's warm up! I will shout a unit theme: Food, Pets, or School. If I say 'Food', the first row must quickly call out one food item! Row two, a pet! Row three, a school place! Let's see how fast we can go without repeating words!"</i>							10 minutes		
Concept/Vocab Presentation Strat:							Time		
Concept Review: "Flashcard Sorting Relay" Instruction: Divide the classroom into two teams. Shuffle flashcards containing mixed images of foods, pets, and school locations. Teacher Script: "I have a mixed deck of cards here. When I say go, the first person from each team runs up, grabs a card, sticks it under the correct category header on the whiteboard (Food, Pets, or School), and states one quick fact about it. For example, 'Pizza is an international food!' Go!"							10 minutes		
Other Activities/Games:							Time		
Game 1: "Food Preferences: Thumbs Up, Thumbs Down, Heart Hands" – Unit 4 Focus Objective: Practice using <i>like</i> , <i>love</i> , and <i>don't like</i> fluently with food items. How to Play: The teacher names a food item. Students must immediately show their preference using physical gestures:							40 minutes		

Thumbs Up : Like
Heart Hands : Love
Thumbs Down : Don't like

Teacher calls on individual students to transform their gesture into a complete sentence.

Examples:

- Teacher: "Pad Thai!" Student: "I love Pad Thai!"
- Teacher: "Vegetables!" Student: "I don't like vegetables."
- Teacher: "Spaghetti!" Student: "I like spaghetti."

Game 2: "Stand or Sit: It Is vs. It Has" – Unit 5 Focus

Objective: Differentiate between descriptions using It is (adjectives/identities) and It has (possessions/body parts).

How to Play: The teacher speaks a sentence describing a pet.

- If the description requires **It is**, students **Stand Up**.
- If the description requires **It has**, students **Stay Seated**.

Examples:

- "...a small rabbit." **Stand Up** (It is a small rabbit.)
- "...long ears and blue eyes" **Stay Seated** (It has long ears and blue eyes.)
- "...very friendly and cute." **Stand Up** (It is very friendly and cute.)
- "...sharp claws." **Stay Seated** (It has sharp claws.)

Game 3: "Where is the Teacher?" – Unit 6 Focus

- **Objective:** Correctly use prepositions of place to describe relative locations.
- **How to Play:** The teacher moves to different spots around the classroom relative to classroom objects (the whiteboard, the door, a student's desk, between two chairs). Students raise their hands to say where the teacher is using an exact preposition phrase.

Examples:

- Teacher stands between the desk and the whiteboard - "You are between the desk and the whiteboard!"
- Teacher stands behind a student - "You are behind Somchai!"
- Teacher stands next to the door - "You are near the door!"

Game 4: "Secret Sound & Sentence Stress Collectors" – Pronunciation Review

- **Objective:** Review L-Sounds, Final -S as /z/, and sentence keyword stress.
- **How to Play:** The teacher displays sentences on the board. Students must find the target pronunciation feature.
 - **Task A:** Spot the words where final -S sounds like /z/ (e.g., *iguanas*, *pens*, *sisters*).
 - **Task B:** Clapping on keywords to show sentence stress.

Examples:

- Sentence: "My **sisters** love **cats**." (Students clap on 'sisters' and 'cats', buzz like a bee on the final -S of *sisters*).

Quizzes

Part A: Food, Pets, and School Vocabulary Classifications (5 points)

Instructions: Fill in the blanks with the correct category name or specific word from the box below.

[Box: library | Pad Thai | iguana | canteen | claws]

1. We can buy food and eat lunch with our friends at the school _____.
2. A cat uses its sharp _____ to climb up trees.

40 minutes

3. _____ is a highly popular, traditional noodle dish from Thailand.
4. Students go to the _____ to stay quiet and read books.
5. An _____ is a green, scaly reptile that people keep as an exotic pet.

Part B: Grammar Application

(It is / It has & Prepositions) (5 points)

Instructions: Choose the correct grammar item bracketed in the sentences below.

1. Look at that little puppy! [It is / It has] very friendly and small.
2. The science lab is located right [between / through] the library and the computer room.
3. My bird is colorful. [It is / It has] beautiful green feathers and yellow wings.
4. The playground is right [in front of / to the left] the school main building so we can see it clearly.
5. The teacher's desk sits [on / near] the classroom whiteboard.

Part C: Pronunciation Rule Check (5 points)

Instructions: Match the underlying phonetic rule to the word or sentence provided.

1. Which word has a final **-S** sound that is pronounced like a /z/? _____
 - A) Cats
 - B) Pens
 - C) Tacos
2. Where do you hear the **L-sound** in the word "play"? _____
 - A) Beginning
 - B) Middle
 - C) End
3. Identify the word with the primary **sentence stress** (keyword) in: "I can't find the **science lab**." _____
 - A) I
 - B) find
 - C) science
4. Which word features an **L-sound** situated at the very **end**? _____
 - A) Like
 - B) Ball
 - C) Place
5. Which of these words has a final **-S** that does **NOT** sound like a /z/? _____
 - A) Iguanas
 - B) Shoes
 - C) Books

Assessment Strategy:

Speaking Task: Pair up to run a 2-minute dialogue covering a favorite food, what kind of pet they have/want, and where they hang out at school.

Listening Task: Play select audio dialogues from Units 4–6; students mark true/false statements regarding preferences and layouts.

Writing Task: Execution of the 15-point review quiz assessing vocab groupings, prepositions, and structural frames.

Game-Based Review: Track active individual performance and phonetic accuracy during physical interactive drills.