LESSON PLAN

2nd Semester

ENGLISH (E20201)

Mathayom Suksa 1



Submitted by:

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Zara De Chavez



School Year 2025-2026

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	1-2	Date:	October 26 – November 6, 2026
Program:	EC	Level:	M1	Subject:	English	Unit #:	7	Program:	Tourism

2nd 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. • Ask and answer questions about tourist sites. • Describe places using adverbs of degree. • Read and tell a short story about visiting a tourist place.	**Vocabulary**: Tourist sites **Grammar Focus:** adverbs of degree (quite, very, really, pretty, fairly) **Pronunciation:** /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

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 **More Practice, Focus on Language,** and the prompts to make questions in **Focus on Communication.**	10 minutes
5. Grammar **Teacher Script:** "We use *quite*, *very*, *really*, *pretty*, and *fairly* to show degree. Example: The pyramids are *really* big." Students practice describing four tourist sites using adverbs of degree. The teacher will provide assistance when necessary.	10 minutes

6. Pronunciation 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.	15 minutes
7. Speaking 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.	10 minutes
8. Role-Paying Students complete dialogues and perform conversations about visiting tourist places. **Teacher Script:** “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.	15 minutes
9. Project Activity **Teacher Script:** “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).	15 minutes
Reflection **Teacher Script:** “Let’s look back. Can you name some tourist places? Can you use adverbs like *very* or *quite* to describe them? Great work!” Students complete the *I Can* checklist on page 75.	

Assessment Strategy:

- **Speaking Task:** Role-play about visiting tourist sites.
- **Listening Task:** Correct mistakes in the listening activity.
- **Writing Task:** Describe a tourist place using adverbs of degree.
- **Reading Task:** Identify the main idea of a passage about tourism.

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	3-4	Date:	November 09 - 20, 2026
Program:	EC	Level:	M1	Subject:	English	Unit #:	8	Program:	Pandemics
2nd 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. • Give advice using *You should…* • Make suggestions using *should*. • Listen to and respond to someone making suggestions. • Read and tell a short story about caring for a sick family member	**Vocabulary**: Pandemics **Grammar Focus:** *should* for suggestions and advice) **Pronunciation:** rising and falling intonation in *should* questions	• Unit 8 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 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
Teacher Script: ""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
1. Vocabulary Activity **Teacher Script:** "Complete phrases with the words in the box on page 68."	5 minutes
2. Speaking Practice Students will work with a partner and choose an illness below and tell their partner how to treat it. • Headache • Toothache • A cold • A sore throat	10 minutes
3. Listen for Details **Teacher Script:** "Listen carefully and answer the questions. Write *yes* or *no*." Play the *Listen for Details* 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
4. Focus on Meaning **Teacher Script:** "Look at the passages. What is the main idea? Check 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 **More Practice, Focus on Language,** and the prompts to make	10 minutes

questions in **Focus on Communication.** **5. Grammar** **Teacher Script:** "**Teacher Script:** "We use *should* to give advice or make suggestions. For example: *You should wear a mask.* We use *shouldn't* to tell what is not a good idea: *You shouldn't get too close to others.*" 6. **Pronunciation** Teacher Script: Practice pronunciation of intonation (rising in questions, falling in statements). Students practice short exchanges: • "Should I wash my hands?" • "Yes, you should." The teacher will provide assistance when necessary. 7. **Speaking** The students are expected to listen to audio with the guidance of the teacher for the activities in Language in Use: giving advise **8. Role-Paying** **Teacher Script:** "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. 9. **Project Activity** **Teacher Script:** "Form a group of 3–5. Choose a topic—*Covid-19, flu, good health, seeing a doctor,* or *going to the hospital.* 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. **Reflection** **Teacher Script:** "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 Can* checklist from page 85.	10 minutes 15 minutes 10 minutes 15 minutes 15 minutes
Assessment Strategy:	
• **Speaking Task:** Role-play about giving advice during a pandemic. • **Listening Task:** Answer yes/no questions from the Listen for Details section. • **Writing Task:** Write sentences using You should / shouldn't to give advice. • **Reading Task:** Retell the story about a sick family member using key verbs and nouns.	

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	5-6	Date:	November 23 - December 04, 2026
Program:	EC	Level:	M1	Subject:	English	Unit #:	9	Program:	Chores
2nd Semester									

Objectives	At the end of the lesson, students will be able to:	Key concepts/target vocabs:	Materials Resources
• Use phrases about chores. • Talk about activities using *How often do you…?* • 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.		**Vocabulary**: Chores **Grammar Focus:** Adverbs of frequency (*always, usually, often, sometimes, rarely, never*) Time expressions (*once a week, twice a month, every day, on weekends*) **Pronunciation:** Weak forms in present simple questions (e.g. *Do you speak English?* → /djə/)	• Unit 9 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 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**
Teacher Script: "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. Vocabulary Matching Activity **Teacher Script:** Students rewrite and correct the spellings of jumbled chore words on page 88 (e.g. *thtbetaesle* → *set the table*). Teacher checks pronunciation and spelling.	5 minutes
2. Speaking Practice Students will work with a partner and talk about their chores and fill in the chart on page 88.	10 minutes
3. Listen for Details **Teacher Script:** "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. Focus on Meaning **Teacher Script:** "Look at the passages. What is the main idea? Complete the sentence. Students identify main ideas and write their answer. Also, the students are expected to listen to audio with the guidance of the teacher for	10 minutes

the activities in **More Practice, Focus on Language,** and the prompts to make questions in **Focus on Communication.**	
5. Grammar **Teacher Script:** "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 *always, usually, sometimes, rarely,* and *never.*	10 minutes
6. **Pronunciation** Teacher Script: "Listen and repeat. Do you like doing chores? — Do you like helping your parents?" Students underline linked words and practice weak forms.	15 minutes
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 doing frequent activities	10 minutes
8. Role-Paying 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?" For the additional task, they need to complete the Class Survey and Communication Activity.	15 minutes
9. **Project Activity** **Teacher Script:** "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. **Reflection** **Teacher Script:** "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 Can* checklist on page 95.	15 minutes

Assessment Strategy:

- **Speaking Task:** Role-play about doing chores using *How often…?*
- **Listening Task:** Fill-in-the-blanks activity.
- **Reading Task:** Identify the main idea and summarize the passage.
- **Writing Task:** Write 3–5 sentences about their chores and how often they do them.

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	7-8	Date:	December 07 - 25, 2026
Program:	EC	Level:	M1	Subject:	English	Unit #:	7, 8, 9	Program:	Review Unit 7, 8, 9 for the Midterm test
2nd Semester									
This combined review covers the three lessons in your uploaded lesson plan: 1. Unit 7 – Tourism: Tourist places, adverbs of degree, describing tourist attractions, and /r/ pronunciation. 2. Unit 8 – Pandemics: Health and safety vocabulary, should/shouldn't, giving advice, and intonation. 3. Unit 9 – Chores: Household chores, adverbs of frequency, time expressions, and How often questions. The activities below combine vocabulary, grammar, reading, listening, speaking, pronunciation, writing, and group collaboration. They are designed for M1 students using simple English and interactive classroom tasks.									
Lesson/Activities/Games:								Time	

Coverage:

- Unit 7: Tourism
- Unit 8: Pandemics
- Unit 9: Chores

1. Vocabulary Challenge (10 minutes)

Instructions: Divide students into 3–4 groups. Show pictures or read clues. Students identify the correct word.

Clue	Answer
A place where tourists see historical objects.	Museum
A place of worship.	Temple
Something worn over the nose and mouth.	Mask
A product used to clean hands.	Sanitizer
Pain in your head.	Headache
Clean the floor using a broom.	Sweep the floor
Clean plates and cups.	Wash the dishes
Give food to a pet.	Feed the cat

2. Grammar Relay Race (15 minutes)

Instructions: Students work in teams. Choose the correct answer.

A. Tourism – Adverbs of Degree

1. The temple is _____ beautiful.

- A. very
- B. should
- C. never

2. The river is _____ long.

- A. always
- B. quite
- C. shouldn't

B. Pandemics – Should / Shouldn't

3. You _____ wash your hands.

- A. should
- B. shouldn't
- C. never

4. You _____ ignore your health.

- A. should
- B. shouldn't
- C. very

C. Chores – Adverbs of Frequency

5. I _____ make my bed every morning.

- A. always
- B. should
- C. very

6. How _____ do you wash the dishes?

- A. much
- B. often
- C. many

3. Correct the Mistake (10 minutes)

Instructions: Rewrite the sentences correctly.

1. The temple is very beauty.
2. You should washing your hands.
3. You shouldn't to ignore your health.
4. I always washes the dishes.
5. How often you clean your room?

Answers:

1. The temple is very beautiful.
2. You should wash your hands.
3. You shouldn't ignore your health.
4. I always wash the dishes.
5. How often do you clean your room?

4. Find Someone Who... (10 minutes)

Instructions: Students walk around and interview classmates.

Question	Name
How often do you make your bed?	
How often do you wash the dishes?	
How often do you sweep the floor?	
Have you visited a temple?	
What should you do when you are sick?	

Students report their answers:

- Anna always makes her bed.
- Mark sometimes washes the dishes.
- Peter visits temples with his family.

5. Role-Play Challenge (15 minutes)

Instructions: Pair students and assign one situation.

Situation A: Tourism

A: What tourist attraction do you recommend?

B: You should visit the temple.

A: Is it beautiful?

B: Yes! It is really beautiful.

Situation B: Pandemics

A: I have a headache.

B: You should get some rest.

A: Should I drink water?

B: Yes, you should.

Situation C: Chores

A: What chores do you do at home?

B: I wash the dishes.

A: How often do you wash them?

B: Every day.

6. Group Poster Presentation (15–20 minutes)

Divide students into three groups.

Group 1: Tourism

Create a tourist attraction poster with 3 places and 3 descriptive sentences.

Group 2: Pandemics

Create a health and safety poster using 3 should/shouldn't sentences.

Group 3: Chores

Create a daily chores chart using 5 chores and adverbs of frequency.

7. Quick Individual Quiz (10 points)

Choose the correct answer.

1. A place of worship is a _____.

- A. Temple
- B. River
- C. Market

2. The beach is _____ beautiful.

- A. should
- B. very
- C. never

3. You _____ wash your hands.

- A. should
- B. shouldn't
- C. rarely

4. You _____ ignore your health.

- A. should
- B. shouldn't
- C. always

5. I _____ make my bed every morning.

- A. always
- B. should
- C. quite

6. How _____ do you clean your room?

- A. much
- B. often

- C. many

7. Pain in your head is called _____.

- A. Flu
- B. Headache
- C. Toothache

8. We use a broom to _____.

- A. wash dishes
- B. sweep the floor
- C. feed the cat

9. Which word means not very often?

- A. Always
- B. Rarely
- C. Usually

10. She should _____ enough water.

- A. drinks
- B. drinking
- C. drink

Answer key: 1-A, 2-B, 3-A, 4-B, 5-A, 6-B, 7-B, 8-B, 9-B, 10-C.

Suggested 60-minute review schedule

Activity	Time
Vocabulary Challenge	10 min
Grammar Relay Race	10 min
Correct the Mistake	10 min
Find Someone Who	10 min
Role-Play Challenge	10 min
Quick Individual Quiz	10 min
Total	60 min

Teacher's closing script:

"Today, we reviewed Tourism, Pandemics, and Chores. Remember to describe places, give advice using should and shouldn't, and talk about your daily routines using always, usually, and sometimes. Excellent work, everyone!"

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez	School:	Strisuksa School		Week #:	9-10	Date:	January 04 – 15, 2027
Program:	EC	Level: M1	Subject:	English	Unit #:	10	Program:	Gadgets

2nd Semester

Objectives	At the end of the lesson, students will be able to:	Key concepts/target vocabs:	Materials Resources
	• Name words related to gadgets (eg, smartphone, power bank, robot). • Describe gadgets and their functions. • Explain how to use something using the patterns: *I use (object) to + V* and *I use it as a...* . • Share personal experiences using gadgets in daily life.	**Vocabulary**: gadgets **Grammar Focus:** I use to+V., I use it as a… **Pronunciation:** Long vowels (eg, green, sheep, food, keys).	• Unit 10 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 on page 97. What gadgets do you see? Let's name them together." Use the unit opener to identify objects like tablets or ipads.	5 minutes
Concept/Vocab Presentation Strat:	**Time**
Teacher Script: "Repeat after me: power bank, remote control, alarm clock..." The teacher will use the grid on page 105 to practice pronunciation.	5 minutes
Other Activities/Games:	**Time**
1. **Vocabulary Matching Activity** **Teacher Script:** "Match the pictures to the correct names on page 98. Listen and tick the correct pictures you hear".	5 minutes
2. **Speaking Practice** Students will list five gadgets and choose one and describe it. • They will use the phrases: • I use it to find information. • I use it to take photos • I use it to… • I use it to communicate. • I use it to watch videos.	10 minutes
3. **Listen for Details** **Teacher Script:** ""Listen to the audio and fill in the blanks on page 99. How does the person use their gadget?". (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:** "Identify the main idea of the passages on page 100. Write the passage number next to the correct picture". 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 "*I use (object) to + V* and *I use it as a...*" Explain: "We use *to + verb* for purpose (I use a camera **to take** photos) and *as a* for roles (I use my phone **as a** calculator)". 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.	15 minutes
6. **Pronunciation** The teacher will discuss Long Vowels. "Listen and repeat the words. Focus on the long vowel sounds in *teeth*, *heart*, and *keys* ".	10 minutes
7. **Speaking** The students will use the sentences in the box at page 102 to complete the speech bubbles. They will also work with a partner and choose two pictures on page 102 and ask: 'What do you use your (gadget) for?'".	10 minutes
8. **Role-Paying** The students need to complete the dialogue on page 103. For the additional task, they need to complete the Class Survey and Communication Activity.	15 minutes
9. **Project Activity** The students will play the activity on page 105. The teacher will provide guidance all throughout the activity. **Reflection** Teacher Script: ""Can you name five gadgets? Can you tell me what you use a laptop for? Yes? Great work!" Use the "I Can" checklist on page 105.	15 minutes
Assessment Strategy:	
Speaking Task: Role-play describing gadgets and conducting the Class Survey. **Listening Task:** Complete the fill-in-the-blank sentences and picture ticking on pages 98-99. **Writing Task:** Explain the use of 5 different gadgets using the grammar focus on page 101.	

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	11-12	Date:	January 22- 29, 2027
Program:	EC	Level:	M1	Subject:	English	Unit #:	11	Program:	Fashion

2nd Semester

Objectives	At the end of the lesson, students will be able to:	Key concepts/target vocabs:	Materials Resources
	• Name items of clothing and sewing materials (e.g., zipper, patch, shirt, skirt). • Describe clothes using adjectives and size/style details. • Use the past simple tense to describe actions that started and ended in the past. • Listen to and respond to people talking about making their own clothes. • Read and retell a short story about getting ready for school.	**Vocabulary**: Items of clothing **Grammar Focus:** Past Simple tense (regular verbs ending in *-ed* and irregular verbs like *made, taught, gave*).**Pronunciation:** Short vowels (eg, apple, net, fish, pot, sun).	• Unit 11 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 your classmates. Who is wearing something blue? Who is wearing shoes with laces? Stand up if you are wearing a watch!" This activity introduces clothing vocabulary and descriptions in a fun, active way before opening the book to page 107.	5 minutes
Concept/Vocab Presentation Strat:	**Time**
Teacher Script: "Look at these pairs of words: trousers and shorts. How are they similar? How are they different?" Students discuss in pairs.	5 minutes
Other Activities/Games:	**Time**
1. Vocabulary Matching Activity **Teacher Script:** "Let's find six clothing words in the word search that match these pictures. Repeat after me: zipper, buttons, patch...".	5 minutes
2. Speaking Practice **Teacher Script:** "Name a clothing item you love. Describe its size, color, and how it feels." Students use the *Extension Box* prompts.	10 minutes
3. Listen for Details **Teacher Script:** "Listen to Linda, Nancy, and Jane. Match each speaker with the picture they are talking about". (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:** "Read the passage and choose the main topic. Is it buying, making, or mending clothes?" Match pictures 1-3 to the text. 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	10 minutes

questions in **Focus on Communication.**	
5. Grammar **Teacher Script:** "We use Past Simple for finished actions. Some are regular like *showed* , others are irregular like *made* or *taught* ." Complete the fill-in-the-blanks.	10 minutes
6. Pronunciation The teacher will discuss Short Vowels. **Teacher Script:** "Listen and circle the words with a short vowel. For example, *pet* vs. *feet* ." Focus on /a/, /e/, /i/, /o/, /u/ sounds.	10 minutes
7. Speaking: **Language in Use** **Teacher Script:** "Practice the dialogue about what you bought at the mall. Use words like *black* , *shirt* , or *dress* to fill the gaps".	10 minutes
8. Role-Paying The students need to do the dialogue on page 113. For the additional task, they need to complete the Class Survey.	15 minutes
9. Communication Activity **Teacher Script:** "Read the story about getting up late. Choose the correct past tense words in brackets (eg, wake or woke?). Then tell your own version".	10 minutes
10. Project Activity The students will play the activity on page 105. The teacher will provide guidance all throughout the activity.	10 minutes
Reflection Teacher Script: "What clothing items can you name? Can you use the past simple? Check your progress with the 'I Can' list on page 115".	
Assessment Strategy:	
Speaking Task: Perform a 1-minute role play using clothing vocabulary and past simple phrases. **Listening Task:** Correct matching of speakers to clothing images and audio comprehension check. **Writing Task:** Completing the Class Survey chart and writing 5 sentences/questions from the role play. **Reading Task:** Correct identification of main ideas in the "Focus on Meaning" section.	

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	13-14	Date:	February 01-12, 2027
Program:	EC	Level:	M1	Subject:	English	Unit #:	12	Program:	Homes

2nd Semester

Objectives	At the end of the lesson, students will be able to:	Key concepts/target vocabs:	Materials Resources
	• Name the different parts of a home and common furniture. • Use prepositions of place to describe where items are located. • Use "There is / There are" to describe their living space. • Use "It has" and "It doesn't have" to describe the features of a house. • Explain the function of different rooms using *I use the (room) to + V* .	**Vocabulary**: Rooms (living room, kitchen, bedroom, bathroom, garage, attic) and furniture (sofa, wardrobe, stove, sink) **Grammar Focus:** There is / There are", "It has" and "It doesn't have", prepositions of place **Pronunciation:** Linking sounds in descriptions (eg, "There is a" → /ðɛərɪzə/).	• Unit 12 textbook pages (Topmost Book 1) • Audio files for dialogues • Whiteboard and markers • Student notebooks

Methods:

Warm-up Activity/ Expectations to Clarify:	Time
Teacher Script "I am thinking of a room where you cook food. What is it? (Kitchen!). I am thinking of a room with a bed... (Bedroom!)." Quick-fire guessing game to activate prior knowledge.	5 minutes
Concept/Vocab Presentation Strat:	**Time**
Teacher Script: "Look at this house diagram. Repeat after me: chimney, balcony, basement." Show a cross-section image of a house to label the parts.	5 minutes
Other Activities/Games:	**Time**
1. Vocabulary **Teacher Script:** "Look at the pictures on page 118. Read the sentences and fill in the blanks."	5 minutes
2. Speaking Practice **Teacher Script:** "Work with a partner. Describe your home. Find five things similar about your home." Students will use the *Extension Box* prompts. • My home has a… • There is a … in my home. • There are … in my home.	10 minutes
3. Listen for Details **Teacher Script:** "Listen to the description of Tom's house. Draw a line from the furniture to the correct room mentioned in the audio." (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:** "Read the short passages on page 120. Write the number of the passage next to the topic. Not all topics will have a number."	10 minutes

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.**	
5. Grammar **Teacher Script:** "Use 'There is' for one thing and 'There are' for many. Example: *There is a sofa next to the window. "* Draw a simple room layout on the board. "When we talk about a house, we use 'It has' for things that are there and 'It doesn't have' for things that are missing. Example: • My house is big. It has three bedrooms. • My house is small. It doesn't have a garage. Remember, we use 'have' after 'doesn't'!"	10 minutes
6. **Pronunciation** The teacher will discuss weak forms of the and a **Teacher Script:** "The and a can both be pronounces in their strong form or weak form. The weak form is more common and is pronounces with a schwa sound.	10 minutes
7. **Speaking**: **Language in Use** **Teacher Script:** "Use the words in the box to complete the sentences in page 122. Practice the dialogue with a partner.	10 minutes
11. Role-Paying The students need to do the dialogue on page 123 For the additional task, they need to complete the Class Survey.	10 minutes
12. Communication Activity **Teacher Script:** "Answer and read the story on page 124. Choose the correct words in the box. Then tell your own version".	15 minutes
13. Project Activity **Teacher Script:** "Draw your 'Dream Room'. Label 5 items and write 3 sentences describing where they are. Present your dream room to the class."	10 minutes
Reflection "Can you name four parts of a house? Can you tell me where your bag is? Great job! Check your progress on page 125."	
Assessment Strategy:	
Speaking Task: Give a short "House Tour" presentation using correct prepositions. **Listening Task:** Complete a room layout drawing based on an audio description. **Writing Task:** Write 5 sentences describing their "Dream Room" using *There is/There are* and prepositions.	

Strisuksa School
English Communication Lesson Plan

Name:	Franczeska Jessan Zara De Chavez		School:	Strisuksa School		Week #:	15-16	Date:	February 15-26, 2027
Program:	EC	Level:	M1	Subject:	English	Unit #:	10-12	Program:	Review Unit 10, 11, 12 for the Final test
2nd Semester									
This s									
Lesson/Activities/Games:								Time	

Mattayom 1
English Communication

Coverage:

- Unit 10 – Gadgets
- Unit 11 – Fashion
- Unit 12 – Homes

1. Vocabulary Challenge (10 minutes)

Instructions: Divide students into 3–4 groups. Give clues and let students identify the correct word.

Clue	Answer
Used to call people and take pictures.	Smartphone
Used to charge electronic devices.	Power bank
Used to control a television.	Remote control
Clothing worn on the upper body.	Shirt
Used to close clothes or bags.	Zipper
Clothing worn by girls or women.	Skirt
A room where people cook.	Kitchen
A room where people sleep.	Bedroom
A piece of furniture for sitting.	Sofa

2. Grammar Relay Race (10 minutes)

Instructions: Students work in teams and choose the correct answer.

A. Gadgets – I use it to + verb / I use it as a...

1. I use my phone _____ take pictures.

- A. to
- B. as
- C. is

2. I use my phone _____ a calculator.

- A. to
- B. as
- C. are

B. Fashion – Past Simple

3. Yesterday, I _____ a new shirt.

- A. buy
- B. bought
- C. buying

4. She _____ a beautiful dress.

- A. made
- B. make
- C. making

C. Homes – There is / There are

5. _____ a sofa in the living room.

- A. There are
- B. There is
- C. They are

6. _____ two bedrooms in my house.

- A. There is
- B. There are
- C. It is

3. Correct the Mistake (10 minutes)

Instructions: Rewrite each sentence correctly.

1. I use my phone for take pictures.
2. I use my laptop as study.
3. Yesterday, I buy a new shirt.
4. She make a beautiful dress yesterday.
5. There are a sofa in the living room.
6. There is two bedrooms in my house.

Answer key:

1. I use my phone to take pictures.
2. I use my laptop to study.
3. Yesterday, I bought a new shirt.
4. She made a beautiful dress yesterday.
5. There is a sofa in the living room.
6. There are two bedrooms in my house.

4. Guess the Object! (10 minutes)

Instructions: One student describes an object without saying its name. Classmates guess.

Examples:

- "I use it to call people and take photos." – Smartphone
- "I wear it with my uniform." – Shirt
- "You can find it in the bedroom. You sleep on it." – Bed
- "I use it to change the TV channel." – Remote control
- "You can find it in the kitchen. You use it to wash dishes." – Sink

5. Pair Interview – Ask Your Classmate (10 minutes)

Instructions: Students work in pairs and ask the following questions.

Topic	Questions
Gadgets	What gadget do you use every day?
Gadgets	What do you use your phone for?
Fashion	What clothes did you wear yesterday?
Fashion	Did you buy new clothes last month?
Homes	How many bedrooms are there in your house?
Homes	What furniture is in your bedroom?

Students report their partner's answers to the class.

6. Role-Play Challenge (15 minutes)

Instructions: Pair students and assign one situation.

Situation A – Gadgets

A: What do you use your smartphone for?

B: I use it to take pictures and watch videos.

A: What do you use it as?

B: I use it as a calculator.

Situation B – Fashion

A: What did you buy yesterday?

B: I bought a new shirt.

A: What color was it?

B: It was blue.

Situation C – Homes

A: Can you describe your house?

B: There are three bedrooms.

A: Is there a sofa in the living room?

B: Yes, there is.

7. Group Project – My Dream Life (15–20 minutes)

Divide students into three groups.

Group 1: My Favorite Gadgets

Draw or list 5 gadgets and write 3 sentences explaining their uses.

Group 2: My Fashion Style

Draw an outfit and describe its color, size, and style. Write 3 past-simple sentences about clothes.

Group 3: My Dream House

Draw a house, label 5 rooms or furniture items, and write 3 sentences using There is/There are.

8. Quick Individual Quiz (10 points)

Choose the correct answer.

1. I use my phone _____ take pictures.

- A. to
- B. as
- C. is

2. I use my tablet _____ a book reader.

- A. to
- B. as
- C. are

3. Yesterday, I _____ a new dress.

- A. buy
- B. bought
- C. buying

4. She _____ a beautiful shirt yesterday.

- A. made
- B. make
- C. makes

5. What do you use to control a television?

- A. Power bank
- B. Remote control
- C. Zipper

6. Where do you sleep?

- A. Kitchen
- B. Garage
- C. Bedroom

7. _____ a sofa in the living room.

- A. There is
- B. There are
- C. They are

8. _____ three chairs in the kitchen.

- A. There is
- B. There are
- C. It is

9. My house _____ two bathrooms.

- A. have
- B. has
- C. having

10. My house doesn't _____ a garage.

- A. has
- B. having
- C. have

Answer key: 1-A, 2-B, 3-B, 4-A, 5-B, 6-C, 7-A, 8-B, 9-B, 10-C.

Suggested 60-minute review schedule

Activity	Time
Vocabulary Challenge	10 min
Grammar Relay Race	10 min
Correct the Mistake	10 min
Guess the Object	5 min
Pair Interview	5 min
Role-Play Challenge	10 min
Quick Individual Quiz	10 min
Total	60 min

Teacher's closing script:

"Great job, everyone! Today, we reviewed gadgets, fashion, and homes. Remember to explain what you use gadgets for, talk about things you did in the past, and describe your house using There is and There are. Keep practicing your English!"