

Strisuksa School
English Communication Lesson Plan

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|--|---|---------|------------------|--|--|---|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 1 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Course Introduction & Getting to Know Each Other | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | |
| 1. Introduce themselves in English using basic personal information. | | | | Self-introduction phrases: My name is... / I'm from... / I like... Classroom English: Can you repeat that? What does ... mean? How do you spell that? Course overview & expectations | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book ● Whiteboard and markers ● Name tags | |
| 2. Understand the course structure, rules, and expectations for the semester. | | | | | | | |
| 3. Demonstrate basic conversational skills through a getting-to-know-you activity. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Name Game: Students stand in a circle. Each student says their name and one interesting fact about themselves. The next student repeats the previous student's name and fact before adding their own. Example: "My name is Pun, and I like basketball." Continue around the circle, building the chain. | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Introduce key Classroom English phrases: <ul style="list-style-type: none"> ● "Can you say that again?" ● "How do you spell that?" ● "What does ... mean?" ● "I don't understand." ● "Can you please speak more slowly?" Write phrases on the board. Model pronunciation. Pair Practice: Students use the phrases to ask about each other's names, hobbies, and interests. | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| 1. Two Truths and a Lie: Students write 3 sentences about themselves (2 true, 1 false). Partners guess which is the lie. 2. Course Overview: Walk through the textbook (Communication Spotlight 2). Show the table of contents, explain the unit structure: Warming-Up → Listening → Memory → Speaking. 3. Class Rules Discussion: Brainstorm class expectations together. Agree on 5 class rules. Write them on the board. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Observe students during the Name Game and Two Truths and a Lie. Note students' comfort level with English speaking. Check comprehension of Classroom English phrases through a quick oral drill. Exit Ticket: Each student writes one sentence about what they expect to learn this semester. | | | | | | 10 min | |

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|---|---|---------|------------------|---|--|---|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 2 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 1: I usually get up at six (Part 1) — Daily Routines & Telling Time | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | |
| 1. Tell the time using various English expressions (half past, quarter to/past, etc.). | | | | Time expressions: half past, quarter to/past, five to, twenty past, o'clock Daily routine verbs: get up, have breakfast, go to school, take a break, go home Present simple for routines: I usually... / I always... | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 6–7) ● Whiteboard and markers ● Speakers (Tracks 1–2) | |
| 2. Describe their daily routines using present simple tense. | | | | | | | |
| 3. Interview classmates about daily schedules and report findings. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Pair Work (Warming-Up 01, p.6): Students work in pairs to list at least 10 common daily activities (e.g., brush my teeth, eat lunch, do homework). Elicit answers and write them on the board. Discuss which activities students do every day vs. sometimes. | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Time Expressions (Warming-Up 02, p.6): Write clock times on the board. Introduce expressions: • five to six • half past four • ten past three • quarter past six • quarter to ten • twenty-five to five • twenty past twelve • five o'clock Students look at clocks in the textbook and write the correct time from the box. Extension: Introduce "after" as an alternative to "past." Students read times to a partner; partner draws a clock. | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Interview Activity (Warming-Up 03–05, p.6): Students ask 3 classmates: "What time do you usually get up / have breakfast / go to school / take a break / go home?" Write answers in the table provided. Compare answers and complete sentences: "___ gets up quite early." "___ should try to get more sleep." Have students come up with 2 more questions to ask their partners. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Check completed interview tables for accurate use of time expressions. Listen to student pairs practicing time-telling. Quick oral check: Teacher says a time, students write it in words. | | | | | | 10 min | |
| Homework: Write a paragraph about your daily routine using at least 5 time expressions. | | | | | | | |

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| Name: | Sergei Berdyshev | | School: | Strisuksa School | | Week #: | 3 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 1: I usually get up at six (Part 2) — Sentence Stress & Paraphrasing | | | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | | | |
| 1. Identify the main idea and specific details from a listening passage about daily schedules. | | | | Sentence stress: Content words (nouns, verbs, adj.) = stressed Function words (articles, prep.) = unstressed Paraphrasing: Restating information in different words | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 7–10) ● Whiteboard and markers ● Speakers (Tracks 3–5) | | | |
| 2. Recognize and produce sentence stress patterns in English. | | | | | | | | | |
| 3. Practice paraphrasing daily routine information in their own words. | | | | | | | | | |
| Methods: | | | | | | | | | |
| Warm-up / Review Activity | | | | | | | | Time | |
| Review: Quick quiz on time expressions from last lesson. Teacher says times aloud, students write them. Students share daily routine homework paragraphs with a partner. Briefly review key daily routine vocabulary on the board. | | | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | | | Time | |
| Spotlight on Listening — Sentence Stress (Section 06, p.7): 1. Have students read the example sentences. 2. Write examples on the board. Play Track 3. 3. Point out stressed words vs. unstressed words: "How do you GET to WORK in the MORNING?" "I TAKE a BUS and a TRAIN." 4. Students practice identifying stressed words in new sentences. 5. Use It!: Fill in the missing unstressed words: "How ___ you get ___ work ___ the morning?" "I take ___ bus ___ train." | | | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | | | Time | |
| 1. Getting the Basic Idea (Section 03, p.7): Listen to "Life in the big city." Circle True/False for 6 statements. 2. Getting Details (Section 04, p.7): Match activities with times (gets up 5:30am, shower 5:45am, starts work 6:15am, finishes 4:00pm). 3. Spotlight on Memory (Section 07, Track 4, p.8): Listen and reproduce dialogue in pairs. Spotlight on Speaking — Paraphrasing (Section 08, p.8): Model: "I usually go to work at six fifteen" → "You go to work at quarter past six?" Students practice paraphrasing their partner's daily routine. | | | | | | | | 22 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | | | Time | |
| Check listening comprehension answers as a class. Monitor pair work during paraphrasing. Using What You've Learned (Section 10): Part 1: Tell partner about daily routines, partner takes notes. Part 2: Change partners and retell. Homework: At Home (Section 12) — Track 5 (Chris's schedule). | | | | | | | | 10 min | |

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| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 4 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 2: That's my cousin (Part 1) — Describing People | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | |
| 1. Use adjectives to describe people's personality and character. | | | | Personality adjectives: studious, organized, patient, tough, caring, effective, funny, polite, capable, hard-working, creative, careful Describing people: What's he/she like? He/She is... Family: cousin, aunt, uncle | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 11–12) ● Whiteboard and markers | |
| 2. Match descriptive adjectives to appropriate contexts and professions. | | | | | | | |
| 3. Ask and answer questions about people using new vocabulary. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Lead-in: Write adjectives on the board: studious, tough, organized, patient, caring, effective, funny, careful, polite, capable, hard-working, creative. Go over meanings with students. Write several famous people's names on the board (athletes, actors, scientists). Class suggests adjectives to describe them. | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Warming-Up 01 (p.11): Students look at 8 pictures of people. Choose words from the box and write them under each picture. Think of additional descriptive words. Discuss: What makes someone "studious" vs. "hard-working"? What's the difference between "careful" and "patient"? Can a person be both "funny" and "serious"? | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Warming-Up 02 (p.12): Work with a partner. Ask and answer: <ul style="list-style-type: none"> ● What words can describe a politician? ● What words can describe a scientist? And other questions in the list. Write partner's answers. Extension: Describe a family member or friend without saying who. Partner guesses the relationship. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Monitor pair discussions for correct adjective usage. Check written answers for Warming-Up activities. Exit activity: Each student writes 3 sentences describing someone they know using at least 3 new adjectives from the lesson. | | | | | | 10 min | |

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| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 5 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 2: That's my cousin (Part 2) — Blended Sounds & Follow-up Questions | | |
| Objectives | At the end of the lesson, students will be able to: | | Key concepts/ target vocabs: | | Materials/Resources | | |
| 1. Recognize blended sounds (/ch/ and /j/) in connected speech. | 2. Listen for specific details about family members in a conversation. | | Blended sounds: "that your" → /tha-chour/ "could you" → /ku-jew/ Follow-up questions: "How many cousins do you have?" "What do they do?" "What's she studying?" Showing interest and involvement | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 12–16) ● Whiteboard and markers ● Speakers (Tracks 6–10) | | |
| 3. Use follow-up questions to show involvement in a conversation. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Review adjectives from Unit 2 Part 1. Describe a classmate using 3 adjectives without naming them. Others guess. Pair activity: Tell your partner about one family member — what they look like and what they're like. | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Spotlight on Listening — Blended Sounds (Section 06): 1. Write on board: "Is that your aunt?" → /tha-chour/ "Could you give me a hand?" → /ku-jew/ 2. Play audio examples. Pause and point out blending. 3. Students circle /ch/ and /j/ sounds in sentences about "last year," "third year," "first year." 4. Use It!: Fill in missing words from sentences heard. 5. Practice saying blended phrases with a partner. | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Listening Practice (pp. 12–14): 1. Getting the Basic Idea (Section 03): True/False about cousins visiting. 2. Getting Details (Section 04): Cousin Jack (22, university student, studious/hard-working) and Jenny (18, funny, always gets everyone laughing). Parents live in Chicago. 3. Spotlight on Memory (Section 07, Track 9): Memorize and reproduce dialogue. Spotlight on Speaking — Follow-up Questions (Section 08): Practice: "How many cousins do you have?" / "What do they do?" / "What's she studying?" Pairs practice conversations about family with follow-up questions. | | | | | | 22 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Using What You've Learned (Section 10): Describe a family member to the group (who, where they live, what they look like, what they're like, why you respect them). Group members practice asking follow-up questions. Homework: At Home — Track 10 (grandparents conversation). Vocab check: blend, involve, recommend, cousin, aunt, organized, effective, patient, caring, capable. | | | | | | 10 min | |

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| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 6 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 3: What does your brother do? (Part 1) — Jobs & Occupations | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | |
| 1. Name and describe various occupations in English. | | | | bartender, journalist, clerk, janitor, waiter, cook, lawyer, tutor, carpenter, architect, pizza delivery person, fitness instructor Part-time vs. full-time work Describing what people do at work | | <ul style="list-style-type: none"> • Communication Spotlight 2 Student Book (pp. 17–18) • Whiteboard and markers | |
| 2. Distinguish between full-time and part-time jobs. | | | | | | | |
| 3. Ask and answer questions about jobs and work experiences. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Ask students to tell their partner about a job their parents have had. Write on board: <ul style="list-style-type: none"> • What was the job? • What did they have to do? • Did they like it? Why / Why not? Discuss: What are the best/worst jobs? Why? | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Warming-Up 01 (p.17): Look at the list of 12 jobs. Identify which are often part-time. Part-time jobs: janitor, tutor, cook, bartender, waiter. Discuss: Can any of these be both part-time and full-time? Warming-Up 02: Write descriptions of 5 jobs (what each person does at work). Compare sentences with a partner. | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Interview Activity (p.17, Section 02): Ask 2 classmates: <ol style="list-style-type: none"> 1. Do you have a part-time job now? What? 2. Have you had a part-time job? What? 3. What jobs do you think are interesting? 4. What jobs do you think are hard? 5. What jobs pay well? Write partner's answers. Job Description Game: Teacher describes a job without naming it. Students guess. Then students take turns describing jobs for the class. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Check interview answers. Monitor vocabulary usage during the job description game. Quick writing: Students write 3–4 sentences describing their dream job using vocabulary from the lesson. | | | | | | 10 min | |

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| Name: | Sergei Berdyshev | | School: | Strisuksa School | | Week #: | 7 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 3: What does your brother do? (Part 2) — Omitted Sounds & Circumlocution | | | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | | | |
| 1. Recognize omitted sounds and syllables in natural spoken English. | | | | Omitted sounds: "I don't know" → "dunno" Circumlocution: "How do you say...?" "What's the word?" "What do you call it?" "It's a kind of... / a person who..." | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 18–22) ● Whiteboard and markers ● Speakers (Tracks 11–15) | | | |
| 2. Use circumlocution strategies to describe words they don't know. | | | | | | | | | |
| 3. Listen for specific details about people's occupations in conversations. | | | | | | | | | |
| Methods: | | | | | | | | | |
| Warm-up / Review Activity | | | | | | | | Time | |
| Review: Students name 5 jobs from last lesson without looking at books. Partner describes what each job involves. Quick listening warm-up: Teacher says sentences with omitted sounds (casual speech). Students write what they hear. | | | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | | | Time | |
| Spotlight on Listening — Omitted Sounds (Section 06): 1. Write: "I don't know" → "dunno" (I and t disappear). 2. Play Audio. Students cross out sounds NOT pronounced. 3. Practice: "Is she a mail carrier?" / "So, is your brother going with you this summer?" / "What did he do last year?" 4. Use It!: Write sentences as heard — "Where did he go?" / "(Are) you coming?" / "Sorry, I don't know if he's coming." 5. Students practice reduced forms with a partner. | | | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | | | Time | |
| Listening (pp. 18–19): 1. Getting the Basic Idea (Section 03): Listen to 3 conversations, match to pictures (B, E, C). 2. Getting Details (Section 04): Conv 1 — sister/postal clerk; Conv 2 — brother/flagman; Conv 3 — son/grill cook. 3. Spotlight on Memory (Section 07, Track 14). Spotlight on Speaking — Talking Around Words (Section 08): Expressions: "How do you say?" / "What's the word?" / "What do you call it?" Example: Describing "tutor" → "a kind of teacher... a home teacher... she teaches young people." Practice: Describe jobs without naming them. Partners guess. | | | | | | | | 22 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | | | Time | |
| Role-play: Students describe an occupation using circumlocution. Partner guesses the job. Vocabulary check: tutor, lawyer, scientist, architect, fitness, janitor, tool, uniform, instructor, journalist. Homework: At Home — Track 15 (organic farm job). | | | | | | | | 10 min | |

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| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 8 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 4: How do you spell that? (Part 1) — School Schedules & Spelling | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | |
| 1. Read and understand a school schedule with various academic subjects. | | | | geography, calculus, applied physics, biology, anthropology, statistics, environmental studies, psychology, accounting, business ethics, basic computer skills Schedule vocabulary: period, term Spelling: How do you spell...? | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 22–23) ● Whiteboard and markers ● Speakers (Track 16) | |
| 2. Spell academic subject names correctly in English. | | | | | | | |
| 3. Ask and answer questions about class schedules. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Students write one activity they do regularly each day of the week. Example: Monday — part-time job, Tuesday — play tennis, Wednesday — English class, Thursday — watch TV, Friday — go out, Saturday — homework, Sunday — clean room. Compare activities with a partner. | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Warming-Up 01 (p.22): Study Rebecca's weekly schedule (13 subjects across 4 periods). True/False exercise (7 statements about the schedule). Go over subject names and pronunciation. Focus on spelling: geography, anthropology, environmental, psychology, statistics. | | | | | | 15 min | |
| Warming-Up 02: Student A closes book, Student B asks: "How do you spell 'geography'?" / "How do you spell 'applied'?" Then switch. | | | | | | | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Listening Practice (p.23): 1. Getting the Basic Idea (Section 03): Who is speaking? (three students) When? (start of class, start of term) Where? (in a classroom) 2. Getting Details (Section 04): Class: Advanced English / Grammar Language; Room: LC-321 / S-321; Teacher: Ms. Robbins / Ms. Reynolds. 3. Answer questions about own schedule with partner. Spelling Bee: Divide class into teams. Teacher says a subject name, teams compete to spell it correctly on the board. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Check True/False answers and listening comprehension. Monitor spelling accuracy during Spelling Bee. Quick written check: Students write their own school schedule for one day with correct spelling of all subjects. | | | | | | 10 min | |

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| Name: | Sergei Berdyshev | | School: | Strisuksa School | | Week #: | 9 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 4: How do you spell that? (Part 2) — Linking Sounds & Confirming Information | | | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | | | |
| 1. Recognize and produce linking sounds in connected English speech. | | | | Consonant ending + vowel beginning | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 24–26) ● Whiteboard and markers ● Speakers (Tracks 16–20) | | | |
| 2. Use classroom English expressions to confirm and clarify information. | | | | "This is" → "Thi-sis" | | | | | |
| 3. Practice dictation and note-taking with linked sounds. | | | | "Advanced English" → "advance-denglish" Confirming information: Excuse me / I beg your pardon Can you say that again? How do you spell that? Can you please speak more slowly? | | | | | |
| Methods: | | | | | | | | | |
| Warm-up / Review Activity | | | | | | | | Time | |
| Review: Pair quiz — Student A says a subject name, Student B spells it. Switch after 5 words. Quick review of school schedule vocabulary. | | | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | | | Time | |
| Spotlight on Listening — Linking Sounds (Section 06): 1. Write: "This is Advanced English Grammar" → "Thi-si-sadvance-denglish grammar" 2. Explain: Consonant ending + vowel beginning = link. 3. Play Audio. Students mark linked sounds. 4. Use It!: "She's an assistant instructor" / "The computer room is in another building" / "The pool is on the first floor" / "This isn't a hard course." 5. Practice with a partner. | | | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | | | Time | |
| Spotlight on Memory (Section 07, Track 19): Listen and reproduce dialogue. Spotlight on Speaking — Confirming Information (Section 08): Practice expressions: "Excuse me" / "I beg your pardon" / "Pardon" / "Can you please speak more slowly?" / "How do you spell that?" / "Can you say that again?" Role-play: Student A gives schedule information quickly. Student B uses confirming expressions. Using What You've Learned (Section 10): Write own weekly schedule. Interview 2 classmates using confirming expressions. Vocab: link, vowel, consonant, accounting, ethics, statistics, geography, tourism, poetry, literature. | | | | | | | | 22 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | | | Time | |
| Monitor use of confirming expressions during role-play. Check schedule accuracy. Homework: At Home — Track 20 (French teacher's name: Angevin Cholmondeley — "angel of wine"). | | | | | | | | 10 min | |

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|--|--|---------|------------------|---|----------------------------|--|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 10 | Date: | |
| Program: | EC | Level: | M5 | Topic: | MIDTERM REVIEW — Units 1–4 | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | |
| 1. Review and consolidate key vocabulary and concepts from Units 1–4. | 2. Demonstrate listening skills: sentence stress, blended sounds, omitted sounds, linking. | | | <ul style="list-style-type: none"> • Sentence stress (Unit 1) • Blended sounds /ch/, /j/ (Unit 2) • Omitted sounds/syllables (Unit 3) • Linking sounds (Unit 4) Speaking strategies review: <ul style="list-style-type: none"> • Paraphrasing (Unit 1) • Follow-up questions (Unit 2) • Talking around unknown words (Unit 3) • Confirming information (Unit 4) | | <ul style="list-style-type: none"> • Communication Spotlight 2 Student Book • Whiteboard and markers • Review handout • Speakers | |
| 3. Practice all speaking strategies: paraphrasing, follow-up questions, circumlocution, confirming info. | | | | | | | |
| | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Vocabulary Relay: Divide class into 4 teams (one per unit). Each team has 2 minutes to write as many vocabulary words as they can remember from their assigned unit. Rotate units. Team with the most correct words wins. Students share one thing they remember from each unit. | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Pronunciation Review Stations (3 min each, rotate in pairs): Station 1 — Sentence Stress: Identify stressed words in 5 sentences. Station 2 — Blended Sounds: Find /ch/ and /j/ sounds in phrases. Station 3 — Omitted Sounds: Write what you hear from casual speech. Station 4 — Linking Sounds: Mark links between consonant and vowel. | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Speaking Strategy Practice: 1. Paraphrasing: Student A describes daily routine → Student B paraphrases each sentence. 2. Follow-up Questions: Student A talks about a family member → Student B asks 3+ follow-up questions. 3. Circumlocution (Taboo-style): Describe vocabulary words without saying them. 4. Confirming Info: Teacher reads a passage quickly → students use confirming expressions. Mock Exam: Practice listening exercise (True/False + fill-in-the-blank) covering Units 1–4. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Review mock exam answers. Self-Assessment Checklist (rate 1–5): • Can I describe my daily routine? • Can I describe people using adjectives? • Can I describe jobs and occupations? • Can I talk about my school schedule? • Can I paraphrase / ask follow-up questions / talk around words / confirm information? Discuss common errors and areas to review before the Midterm Exam. | | | | | | 10 min | |

Strisuksa School
English Communication Lesson Plan

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|--|--|---------|---|---------|--|--------|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 11 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 5: When I was in school... (Part 1) — Past Experiences & School Subjects | | |
| Objectives | At the end of the lesson, students will be able to: | | Key concepts/ target vocabs: | | Materials/Resources | | |
| 1. Use the past tense to talk about school experiences. | 2. Categorize school subjects by educational level (ES, JHS, HS, Uni). 3. Ask and answer questions about past school experiences using correct tense. | | studied, liked, disliked, played, hated "I used to..." Elementary (ES), Junior High (JHS), High School (HS), University (Uni) biology, science, P.E., art, economics, music, home economics, chemistry, linguistics, geography, social studies | | <ul style="list-style-type: none"> Communication Spotlight 2 Student Book (pp. 27–28) Whiteboard and markers | | |
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| | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Create a word map on the board: <ul style="list-style-type: none"> "language" subjects "math" subjects "world knowledge" subjects "science" subjects "creative" subjects "practical" subjects Students work in pairs to add specific subjects to each category. | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Warming-Up 01 (p.27): Classify 12 school subjects by level (ES/JHS/HS/Uni): biology, science, industrial education, P.E., art, economics, home economics, chemistry, music, linguistics, geography, social studies. Compare answers with a partner. Discuss: What other subjects exist at each level? Call attention to past tense: "What subjects DID you study in elementary school?" | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Warming-Up 02 (p.27): Pair interview using past tense: 1. What subjects did you study in elementary school? 2. What subjects did you study in junior high school? 3. What subjects did you study in high school? Write partner's answers. Class Discussion: <ul style="list-style-type: none"> What was your favorite subject? Why? What subject was the hardest? Why? Did you like school? Best/worst thing about it? Practice using past tense consistently. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Monitor past tense usage during pair interviews. Check subject categorization. Quick writing: 5 sentences about school experience using past tense: "I studied... in elementary school." "I liked... because..." "... was hard for me." | | | | | | 10 min | |

Strisuksa School
English Communication Lesson Plan

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|--|---|---------|------------------|---|--|---|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 12 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 5: When I was in school... (Part 2) — Guessing Meaning Through Patterns | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | |
| 1. Use context and sentence patterns to guess the meaning of unfamiliar words. | | | | Guessing meaning: Use surrounding words and sentence patterns to understand unknown vocabulary School vocabulary: natural disasters, earthquakes, handout (= piece of paper with info), report, due date | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 28–30) ● Whiteboard and markers ● Speakers (Tracks 21–24) | |
| 2. Listen for specific details about school subjects and assignments. | | | | | | | |
| 3. Understand and use school-related vocabulary (handout, report, due date). | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Review: Students share 3 facts about their partner's school experience from the previous lesson. Pre-listening: Introduce vocabulary — natural disasters, earthquakes, handout. What do students know about natural disasters? | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Spotlight on Listening — Guessing Meaning Through Patterns (Section 06): 1. Explain: When you don't understand a word, use the words around it to guess. 2. Play Audio. Students guess missing words from context: • "I used ___ love P.E. in elementary school" (to) • "When do you have to hand it ___?" (in) • "What sports did ___ play in high school?" (you) 3. Discuss: How did you figure out the missing words? 4. Use It!: "Where did you go ___ school?" / "What was your ___?" / "When do you ___?" / "Who was your ___ teacher?" | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Listening Practice (pp. 28–29): 1. Getting the Basic Idea (Section 03): Look at pictures, listen, check correct picture (C). 2. Getting Details (Section 04): Subject = Science (earthquakes). Must write a report. Handout = piece of paper with information. Report due in 2 weeks (the 5th). 3. Spotlight on Memory (Section 07, Track 24). Context Guessing Game: Teacher writes 5 sentences with one unfamiliar word each. Pairs guess the meaning from context. | | | | | | 22 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Check listening comprehension answers. Monitor context-guessing strategies. Pair practice: Student A says a sentence with one word replaced by "beep." Student B guesses the word. | | | | | | 10 min | |

Strisuksa School
English Communication Lesson Plan

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|--|---|---------|------------------|--|--|--------|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 13 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 5: When I was in school... (Part 3) — Asking About Meaning & Group Discussion | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | Materials/Resources | | |
| 1. Paraphrase information about school experiences effectively. 2. Ask about meaning when encountering unfamiliar language. | | | | Asking about meaning: "What do you mean?" "What does that mean?" "Can you explain that?" "So, you mean...?" Paraphrasing: "So, you're studying about natural disasters?" Vocab: elementary school, social studies, artistic, biology, linguistics | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 30–31) ● Whiteboard and markers ● Speakers (Track 25) ● Dice (for extension game) | | |
| 3. Share and discuss school memories in groups using speaking strategies. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Review: Quick vocabulary quiz — define words from Unit 5 (natural disasters, handout, due date, report, etc.). Pair share: Tell partner one memory from elementary/junior high school using past tense. | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Spotlight on Speaking — Asking About Meaning & Paraphrasing (Section 08): 1. Model: "We're studying about famous floods and earthquakes" → "What do you mean? So, you're studying about natural disasters?" 2. Practice expressions: <ul style="list-style-type: none"> <li style="width: 50%;">● "What do you mean?" <li style="width: 50%;">● "Can you explain that?" <li style="width: 50%;">● "What does that mean?" <li style="width: 50%;">● "So, you mean...?" 3. Pairs: Student A says something about school using specific terms, Student B asks about meaning and paraphrases. | | | | | | 12 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Using What You've Learned (Section 10): Part 1: Fill in school experience chart (liked/disliked, easy/hard, sports, after school) for ES, JHS, HS. Part 2: Groups of 4 — one person talks about school, others paraphrase. Take turns. Extension — Dice Game (TG): 1 = happy school memory 4 = sad story 2 = scary experience 5 = ask about someone's past 3 = embarrassing memory 6 = throw again Students must use paraphrasing and follow-up questions. | | | | | | 25 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Monitor group discussions for paraphrasing and asking about meaning. Vocab check (Section 11): elementary school, social studies, artistic, biology, linguistics, industrial education, home economics, natural disasters, earthquakes, handout. Homework: At Home — Track 25 (piano lessons — teacher hit fingers with ruler, 3 years of torture). | | | | | | 10 min | |

Strisuksa School
English Communication Lesson Plan

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|--|---|---------|---|---------|--|-------------|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 14 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 6: When do classes start? (Part 1) — Asking for Information & Advertisements | | |
| Objectives | At the end of the lesson, students will be able to: | | Key concepts/ target vocabs: | | Materials/Resources | | |
| 1. Identify important information in advertisements for schools and courses. | | | Information-seeking vocabulary: tuition, register, self-access center, required, experience, opportunity Opinion expressions: I think... / In my opinion... / I agree/disagree Ad analysis: price, location, schedule, features | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 32–33) ● Whiteboard and markers | | |
| 2. Express and discuss opinions about educational services. | | | | | | | |
| 3. Form questions to ask for specific information about courses. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Lead-in (TG instruction): Two columns on the board: PROS and CONS. Discuss: What are the good and bad things about your school? Alternative: Bring a brochure for a school/hotel. Discuss: What would you want to know about this place? | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Pre-teach vocabulary: self-access center, idioms, experienced, register, opportunity, tuition, self-study, pronunciation, required. Warming-Up 01 (p.32): Look at 4 school advertisements. Circle 3 important points in each ad (positive or negative). Walk around asking students why they chose those points. | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Warming-Up 02 (p.33): Opinion survey — Agree/Disagree (1–5 scale): <ul style="list-style-type: none"> ● Important to have small classes? ● Important to have a quiet location? ● Important to have experienced teachers? ● Important to have a good library? ● Important to have a computer self-access center? Ask partner and compare opinions. Class discussion: What is MOST important for a good language school? Prepare 5 questions you would ask before enrolling in a new course. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Check opinion survey responses. Discuss as a class. Monitor question formation. | | | | | | 10 min | |
| Group discussion: Share top 3 priorities for choosing a school and explain why. | | | | | | | |

Strisuksa School
English Communication Lesson Plan

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|---|---|---------|--|---------|---|--------|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 15 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 6: When do classes start? (Part 2) — Listening for Course Information | | |
| Objectives | At the end of the lesson, students will be able to: | | Key concepts/ target vocabs: | | Materials/Resources | | |
| 1. Listen for specific course details (schedule, fees, requirements, location). | | | Course information: schedule, fees/tuition, registration, location, class size Guessing meaning through patterns (continued) Note-taking: filling in forms while listening | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 33–36) ● Whiteboard and markers ● Speakers (Tracks 26–27) | | |
| 2. Use context to guess meaning of unfamiliar words in a dialogue. | | | | | | | |
| 3. Complete course information forms based on listening passages. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Review: Share the 5 questions prepared last lesson. Compare with a partner. | | | | | | 8 min | |
| Pre-listening brainstorm: What information do you need before signing up for a course? Write on board: price, schedule, location, teacher, class size, etc. | | | | | | | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Spotlight on Listening — Try It! (Section 03): | | | | | | 15 min | |
| 1. Students look at incomplete dialogue about someone calling about an accounting course. | | | | | | | |
| 2. Guess missing parts BEFORE listening. | | | | | | | |
| 3. Play Audio. Compare guesses. | | | | | | | |
| 4. Answers: "Yes, it is. Can I help you?" / "Accounting? Okay" / "Yes we do. Um..." / "Yes that's right" / "You're welcome" / "Yes?" | | | | | | | |
| 5. Discuss: How close were your guesses? What helped you predict? | | | | | | | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Listening Practice (pp. 34–36): | | | | | | 22 min | |
| 1. Getting the Basic Idea (Section 04): Who's speaking? (future student & receptionist) What about? (business course, schedule, location, tuition) | | | | | | | |
| 2. Getting Details (Section 05): Course: Introduction to Accounting. Days: Tue & Thu. Length: 2 hours. Register: before the 15th. Distance: ~20 min by bus. | | | | | | | |
| 3. Spotlight on Listening II (Section 06): Listen again, check guesses. | | | | | | | |
| 4. Spotlight on Memory (Section 08, Track 27): Memorize and reproduce. | | | | | | | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Check listening answers as a class. Discuss difficulties with note-taking while listening. | | | | | | 10 min | |
| Pair practice: Student A is receptionist, Student B calls to ask about a course. Use the listening as a model. | | | | | | | |
| Preview: Next lesson — speaking strategies for asking questions. | | | | | | | |

Strisuksa School
English Communication Lesson Plan

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|--|---|---------|------------------|---|---|--|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 16 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 6: When do classes start? (Part 3) — Compensation Strategies & Role Play | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | | Materials/Resources | |
| 1. Use wh- and yes/no questions as compensation strategies in conversation. | | | | Compensation strategies: Using questions to fill gaps in understanding Question starters: How much...? What kind...? When...? What time...? How many...? Where...? Confirming: "Did you say...?" / "I see..." / "So it finishes at..." | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 36–38) ● Whiteboard and markers ● A4 paper for advertisements ● Speakers (Track 28) | |
| 2. Role-play asking for and providing information about courses and services. | | | | | | | |
| 3. Create and present a school advertisement to the class. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Review: Quick pair drill — Student A gives course information. Student B asks clarifying questions. Review confirming expressions from Unit 4: "Did you say...?" / "So..." / "I see." | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Spotlight on Speaking — Asking Questions (Section 09): | | | | | | 12 min | |
| 1. Practice confirming expressions: | | | | | | | |
| <ul style="list-style-type: none"> ● "Did you say twice a week?" ● "So it finishes at nine." ● "Two hours. I see..." ● "Of this month?" 2. Write question starters on board: How much, What kind, What, When, What time, How many people, Where, What do you need? 3. Students practice forming questions using each starter. | | | | | | | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Trying What You've Learned (Section 10): Role play: Student A asks about a school; Student B is receptionist. Use question starters. Switch roles. Using What You've Learned (Section 11): | | | | | | 25 min | |
| <ul style="list-style-type: none"> ● Class divides into school owners and customers. ● Owners create advertisements (name, courses, schedule, price, location, features). ● Customers prepare questions and visit different "schools." ● Swap roles. ● Vote for the most popular school! Vocab check: self-access center, idioms, experienced, register, opportunity, tuition, self-study, pronunciation, required, rescue. | | | | | | | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | | |
| Monitor role-play for question formation and compensation strategies. Each group presents their school ad to the class. Homework: At Home — Track 28 (scuba diving course: Open Water, \$299, 10 classes, Tue/Thu 6–8:30pm, ocean dives Sat/Sun). Fill in course info form. | | | | | | 10 min | |

Strisuksa School
English Communication Lesson Plan

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|--|---|---------|------------------|--|--|--------|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 17 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 7: It's next to the window (Part 1) — Location & Kitchen Vocabulary | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | Materials/Resources | | |
| 1. Name common kitchen items and household objects in English. | 2. Use prepositions of place to describe the location of objects. | | | Kitchen vocabulary: bowl, drawer, curtains, pot, kettle, knives, forks, sink, pan, cupboard, plates, carpet Prepositions of place: next to, on, in, under, above, beside, between, on the left/right Describing location: "The plates are in the cupboard." "It's next to the window." | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 39–40) ● Whiteboard and markers ● Pictures of kitchen items (optional: real items) | | |
| 3. Complete a pairwork dictation activity about objects and their locations. | | | | | | | |
| | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Lead-in (TG instruction): Show pictures of kitchen items (or use real items if possible). Students call out the names. Quick activity: How many kitchen items can students name in 2 minutes? Write them on the board. | | | | | | 10 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Warming-Up 01 (p.39): Students look at a list of 12 items: bowl, drawer, curtains, sink, kettle, knives, pot, pan, forks, cupboard, plates, carpet. Look at the kitchen picture. Circle YES or NO — is each item in the picture? Check answers with a partner. Prepositions Review: Draw a kitchen on the board. Place items and practice: "The pot is ON the stove." / "The knives are IN the drawer." / "The curtains are NEXT TO the window." | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Warming-Up 02 (p.39): Pairwork dictation (Student A p.93 / Student B p.116). Students dictate sentences about object locations to each other. Check sentences with partner. Look at illustration on p.39 — decide if each sentence is true or false. Location Description Practice: Teacher describes where an object is. Students point to it. Students take turns describing object locations for partners to identify. | | | | | | 20 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Check dictation accuracy. Monitor preposition usage. Quick oral quiz: "Where is the ___?" about items in the textbook picture. Students answer with complete sentences using prepositions. | | | | | | 10 min | |

Strisuksa School
English Communication Lesson Plan

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|---|---|---------|---|---------|---|--------|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 18 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 7: It's next to the window (Part 2) — Weak Vowels & Listening for Location | | |
| Objectives | At the end of the lesson, students will be able to: | | Key concepts/ target vocabs: | | Materials/Resources | | |
| 1. Recognize weak vowels (schwa /ə/) in connected speech. | 2. Listen for specific details about where objects are placed in a kitchen. | | Weak vowels / schwa /ə/: Most common vowel in spoken English "on," "and," "the" often have /ə/ Example: "forks on the left, knives in the middle and spoons on the right" Kitchen organization: shelf, cupboard, drawer, counter, colander (for draining water) | | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 40–43) ● Whiteboard and markers ● Speakers (Tracks 29–32) | | |
| 3. Understand and use vocabulary for kitchen organization (shelf, counter, colander). | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Quick vocabulary quiz — teacher describes an object's location, students name the object. Students describe 3 items in the classroom using prepositions. | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Spotlight on Listening — Weak Vowels (Section 06): 1. Write: "forks on the left, knives in the middle and spoons on the right" 2. Point out weak vowels on "on," "the," "in," "and" → these become /ə/. 3. Play Audio. Students circle weak vowels in sentences. 4. Use It!: Fill in with weak words: "The glasses are ___ the cupboard." (in) "The pots and pans are ___ the sink." (in) "The mugs are ___ the counter." (on) "The knives are ___ the drawer." (in) 5. Practice reading with natural schwa sounds. | | | | | | 15 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Listening Practice (pp. 40–41): 1. Getting the Basic Idea (Section 03): Listen, draw lines from objects A-D to locations in kitchen. Glasses → middle cupboard, top shelf. Soap dish → beside sink. Frying pan → lower cupboard. 2. Getting Details (Section 04): Plates → middle cupboard, lower shelf. Tea cups → middle shelf. Colander = used for draining water. Colander is yellow. 3. Practicing (Section 05): Write 6 sentences about the picture. Compare with partner. 4. Spotlight on Memory (Section 07, Track 32). Introduce "colander" and "draining" — colander = bowl with holes for draining water from food. | | | | | | 22 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |
| Check listening answers as a class. Discuss new vocabulary (colander, draining). Pair activity: Student A describes a kitchen layout. Student B draws it. Compare drawing to original. | | | | | | 10 min | |

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|---|---|---------|------------------|--|--|--------|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 19 | Date: | |
| Program: | EC | Level: | M5 | Topic: | Unit 7: It's next to the window (Part 3) — Circumlocution & Room Description | | |
| Objectives | At the end of the lesson, students will be able to: | | | Key concepts/ target vocabs: | Materials/Resources | | |
| 1. Use circumlocution to describe objects without knowing the exact name. | | | | Circumlocution: "It's used for..." / "It looks like..." "People sometimes put flowers here" → windowsill "It's a cup used for measuring stuff" → measuring cup Room description: Draw, describe, compare diagrams Vocab: weak, schwa, common, soap, coffee maker | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book (pp. 43–45) ● Whiteboard and markers ● Speakers (Track 33) ● Blank paper for drawing | | |
| 2. Describe a room layout in detail using prepositions and descriptive language. | | | | | | | |
| 3. Complete a spot-the-difference activity using location vocabulary. | | | | | | | |
| Methods: | | | | | | | |
| Warm-up / Review Activity | | | | | | Time | |
| Review: Identify weak vowels in 5 sentences. Read aloud with natural schwa sounds. Pair warm-up: Describe your bedroom to your partner. Partner asks follow-up questions. | | | | | | 8 min | |
| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | | | | | | Time | |
| Spotlight on Speaking — Talking Around Words (Section 08): 1. Match sentences to describe a "windowsill": "People sometimes put flowers here." "This is usually flat and made of wood." "It's the flat part right in front of or under a window." 2. Model: Describe a "measuring cup" without using its name. 3. Useful phrases: "It's a kind of..." / "It's used for..." / "It looks like..." / "You can find it in..." 4. Students describe 5 kitchen items without naming them. Partner guesses. | | | | | | 12 min | |
| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | | | | | | Time | |
| Spot-the-difference (Student A p.91 / Student B p.114). Set a time limit. Describe objects and locations to find differences. Using What You've Learned (Section 10): 1. Draw a room diagram (bedroom, kitchen, or living room). 2. Describe the room to partner WITHOUT showing the picture. 3. Partner draws the room based on description. 4. Compare diagrams — how accurate is the drawing? Vocab check (Section 11): weak, schwa, common, bowl, drawer, sink, kettle, cupboard, soap, coffee maker. Homework: At Home — Track 33 (putting away kitchen items: foil, German knives, knife sharpener stone). | | | | | | 25 min | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | | | | | | Time | |

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| Compare room diagrams. Assess descriptive accuracy and circumlocution usage. Final vocabulary quiz for Unit 7: Define 10 key words from the unit. | 10 min |
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Strisuksa School
English Communication Lesson Plan

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|----------|------------------|---------|------------------|---------|--|-------|--|
| Name: | Sergei Berdyshev | School: | Strisuksa School | Week #: | 20 | Date: | |
| Program: | EC | Level: | M5 | Topic: | FINAL EXAM REVIEW — Units 1–7 Comprehensive Review | | |

| Objectives | At the end of the lesson, students will be able to: | Key concepts/ target vocabs: | Materials/Resources |
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| 1. Review and consolidate all key vocabulary, grammar, and concepts from Units 1–7. | 2. Demonstrate mastery of all 6 pronunciation features studied during the course. | Pronunciation review: 1. Sentence stress (U1) 2. Blended sounds (U2) 3. Omitted sounds (U3) 4. Linking sounds (U4) 5. Guessing patterns (U5–6) 6. Weak vowels/schwa (U7) Speaking strategies: Paraphrasing, follow-up questions, circumlocution, confirming info, asking about meaning, compensation questions | <ul style="list-style-type: none"> ● Communication Spotlight 2 Student Book ● Whiteboard and markers ● Review handout ● Speakers |
| 3. Apply all speaking strategies in comprehensive communicative activities. | | | |

Methods:

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| Warm-up / Review Activity | Time |
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| Vocabulary Relay Race: Divide class into 7 teams (one per unit). Each team writes as many key words as they can in 90 seconds. Rotate through all 7 units. Winning team gets a prize. Students share their most memorable lesson/activity from the semester. | 10 min |
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| Concept/Vocabulary Presentation Strategy: (Write a strategy for the introduction of new words, concepts, and vocabulary drills.) | Time |
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| Pronunciation Feature Review: Play 7 audio clips (one per unit's focus). Students identify which feature is demonstrated. Review Grid on board: Unit 1 — Sentence stress → Paraphrasing Unit 2 — Blended sounds → Follow-up questions Unit 3 — Omitted sounds → Talking around words Unit 4 — Linking sounds → Confirming info Unit 5 — Guessing patterns → Asking about meaning Unit 6 — Guessing patterns → Compensation questions Unit 7 — Weak vowels → Talking around words Students copy the grid and add one example for each feature. | 15 min |
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| Other Activities/Games: (Write details of the activities and games that you are planning to use for the lesson.) | Time |
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| Comprehensive Speaking Activity — "The Interview": Students pair up. Student A = interviewer, B = answers. Round 1: Daily routine (U1) → use paraphrasing Round 2: Describe a family member (U2) → use follow-up questions Round 3: Describe a job (U3) → use circumlocution Round 4: School schedule (U4) → use confirming info (Switch roles) Round 5: School memories (U5) → asking about meaning Round 6: Ask about a course (U6) → compensation questions | 20 min |
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| Round 7: Describe a room (U7) → talking around words Mock Exam: Practice listening + speaking exercises covering all 7 units. | |
| Assessment Strategy: (Describe what you will do to check that the objectives are met.) | Time |
| Review mock exam answers. Final Self-Assessment (rate 1–5 for each unit): <ul style="list-style-type: none"> • Topics / Vocabulary • Pronunciation feature • Speaking strategy Identify strongest and weakest areas. Set personal goals for continued English practice. Teacher provides tips for the Final Exam format and focus areas. Good luck! | 10 min |