

Lesson plan

School Name:

Teacher' name:

Level: Absolute beginners / secondary school **Size:** **Boys:** **Girls:**

Learning situation n°1: At school

Objectives: All along and at the end of this learning situation, learners should be able to use appropriate vocabulary, language functions and structures, to write and talk about school

Starter Situation:

General objective: All along this activity, learners will have an overview of the learning situation. The teacher will be able to identify learners' needs in terms of vocabulary, language functions and structures.

Specific objectives:

- Learners should be able to name the things they see at school
- Pronounce the vocabulary words appropriately

Duration: 55 minutes

Disciplinary Competences: 1, 2 & 3

Materials: Printed copies of pictures / tablet, Chalk, chalkboard and duster

Techniques: Brainstorming, collective work

Reference books: The study programme of 6e , The Teaching guide of 6e

Implementation:

Stages	Teacher's instructions	Technique And duration	Students' reactions	Suggested answers	Teacher's note
Greeting and date writing	The teacher greets the class and teaches them how to respond to the greeting. The teacher says the date and asks the class to repeat. He then writes it on the board.	Lockstep: 5 minutes	They carefully listen to the teacher and repeat after him.	Today is ...	
Warm up	The teacher uses gestures to help the students act out these instructions: Stand up, Sit down, Stand up, Clap one, clap two stomp one, Stomp two, Sit down	Lockstep: 5 minutes	They look and listen to the teacher and act out the teacher's instructions.		

Lead-in	The teacher shows students a picture of a school and asks: What is this? Gestures should be used as much as possible with these beginners to help them understand the question. Students may give answers in French since this is their first contact with English. The teacher should correct them by giving them the right English word. Let students repeat chorally and then individually “It is a school”. The teacher then introduces the title of the learning situation “Today, we are going to start Learning Situation n°1: At school”. The teacher writes it on the board.	Collective work: 5 minutes	They listen to the teacher carefully and repeat “It is a school” “At school”	It is a school	
Starter Situation:	Activity 1: The teacher asks students this question: “What can you see at school”? Use gestures to help them understand the questions. If they give answers in	Collective work: 10 minutes	They answer the question orally.	At school, we can see classrooms, teachers, students, bags, trees, tables, chairs, benches, desks, girls, boys, etc.	

Note taking	French, correct them by giving the right English words. Activity 2: The teacher shows some pictures to students asking them to say what they can see in each picture. The teacher makes them repeat the name of each picture by making sentences.	Collective work: 15 minutes	They answer the questions orally. Some key words should be written on the board.	Picture 2: A classroom / It is a classroom Picture 3: Students/ Students are in the classroom. Picture 4: A teacher in the classroom Picture 5: A clock / It is a clock Picture 6: A boy Picture 7: A girl Picture 8: A tree Picture 9: A bicycle	
	Activity 3: The teacher cleans the board and shows the pictures to the students again, choosing students to give the name of the picture in English. Ask their peers to offer the right pronunciation of some words if mispronounced.	Collective work 10 minutes	The students who are designated by the teacher, stand up and give the answer out loud.		
	The teacher asks students to take note in their notebooks. The teacher walks around to supervise note taking and draw learners' attention on some mistakes of word spelling in their notebook if any.	05 minutes	They keep quiet and copy in their notebooks.		

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Picture 8



Picture 9



Sequence 1 : Greetings and introductions

Objectives : All along and at the end of this sequence, learners should be able to:

- Introduce themselves and greet one another using the right phrases, patterns, pronunciation and intonation
- Use the verb to be in the simple present appropriately (affirmative and negative forms)
- Identify and read alphabet letters correctly spelling some words
- Count from zero to twenty and write each number using figures and letters
- Ask for and give information about age
- Ask for and give information about their native origin

Function: Greetings and introductions

Duration: 55 minutes

Topic: Greetings and Introductions

Objective: By the end of the lesson, students will be able to use basic greetings and introduce themselves using simple phrases in English.

Materials: Flashcards, visual aids, name tags, board, markers, handouts

1. Warm-Up (5 minutes)

- **Activity :** Review of Previous Lesson
 - **Objective :** Revisit basic words and phrases of the starter situation
 - **Method :** Greet the class with "Hello" and prompt students to respond. Review previous vocabulary using flashcards, asking students to name the items shown
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2. Presentation (15 minutes)

- **Activity:** Introducing New Vocabulary and Phrases
 - **Target Phrases:** "Good morning," "Good afternoon," "Good evening", "How are you?", "I am fine," "What is your name?", "My name is..."
 - **Method:** Use visual aids for each phrase (e.g., images representing morning and afternoon). Model each phrase clearly and slowly, using gestures to convey meaning (e.g., smiling when saying "Good morning").
 - **Repetition:** Students repeat each phrase after you, practicing pronunciation and intonation. Use call-and-response to reinforce learning.
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3. Practice (15 minutes)

- **Activity 1:** Greeting Practice (7 minutes)
 - **Instructions:** Pair students to practice greetings and responses using target phrases (e.g., "Good morning! How are you?").
 - **Teacher's Role:** Circulate to monitor pairs, provide support, and model pronunciation as needed.
 - **Activity 2:** Name Exchange (8 minutes)
 - **Instructions:** With name tags, students introduce themselves to each other using "My name is [name]. What is your name?" and respond with "My name is [name]."
 - **Interaction:** Have students change partners frequently to practice with different classmates.
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4. Production (15 minutes)

- **Activity:** Greeting and Introduction Circle
 - **Instructions:** Arrange students in a circle. Each student greets the person next to them using the target phrases (e.g., "Good morning. My name is [name]. What is your name?"). The next person responds.
 - **Objective:** Reinforce the use of greetings and introductions in a supportive group setting.
 - **Teacher's Role:** Provide guidance and positive reinforcement, assist students who need help.
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5. Note-Taking, Wrap-Up & Homework (10 minutes)

- **Activity:** Note-Taking (5 minutes)
 - **Instructions:** Allow students to write down key phrases and example sentences from the lesson. Provide them with a handout where they can fill in phrases and copy key sentences.
 - **Guided Writing:** Encourage students to write one example of a greeting and one example of an introduction.
- **Activity:** Quick Review & Goodbye (5 minutes)

- **Instructions:** Review key phrases by holding up flashcards and asking students to say the phrases aloud. Conclude with a friendly "Goodbye!" and prompt students to respond with "Goodbye!"
 - **Homework:**
 - **Writing Practice:** Students write a short dialogue using the phrases "Hello," "My name is [name]," and "How are you?" Provide a handout with space for students to fill in the blanks and practice writing the phrases.
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Assessment:

- Observe students during practice and production activities to assess their ability to use the target phrases accurately. Provide feedback and support as needed. The homework will reinforce the written form of the phrases

Lesson Plan:**Sequence 1 : Greetings and introductions****Objectives : All along and at the end of this sequence, learners should be able to:**

- Introduce themselves and greet one another using the right phrases, patterns, pronunciation and intonation
- Use the verb to be in the simple present appropriately (affirmative and negative forms)
- Identify and read alphabet letters correctly spelling some words
- Count from zero to twenty and write each number using figures and letters
- Ask for and give information about age
- Ask for and give information about their native origin

Level: Absolute Beginner**Duration:** 55 minutes**Topic:** Greetings and Introductions**Objective:** By the end of the lesson, students will be able to use basic greetings and introduce themselves using simple phrases in English.**Materials:** Flashcards, visual aids, name tags, board, markers, handouts**1. Warm-Up (5 minutes)**

- **Activity :** Review of Previous Lesson
 - **Objective :** Revisit basic greetings and words from the previous lesson (e.g., "Hello," "My name is...").
 - **Method :** Greet the class with "Hello" and prompt students to respond. Review previous vocabulary using flashcards, asking students to name the items shown (e.g., pencil, book).

2. Presentation (15 minutes)

- **Activity:** Introducing New Vocabulary and Phrases
 - **Target Phrases:** "Good morning," "Good afternoon," "How are you?", "I am fine," "What is your name?", "My name is..."
 - **Method:** Use visual aids for each phrase (e.g., images representing morning and afternoon). Model each phrase clearly and slowly, using gestures to convey meaning (e.g., smiling when saying "Good morning").
 - **Repetition:** Students repeat each phrase after you, practicing pronunciation and intonation. Use call-and-response to reinforce learning.

3. Practice (15 minutes)

- **Activity 1:** Greeting Practice (7 minutes)
 - **Instructions:** Pair students to practice greetings and responses using target phrases (e.g., "Good morning! How are you?").
 - **Teacher's Role:** Circulate to monitor pairs, provide support, and model pronunciation as needed.
 - **Activity 2:** Name Exchange (8 minutes)
 - **Instructions:** With name tags, students introduce themselves to each other using "My name is [name]. What is your name?" and respond with "My name is [name]."
 - **Interaction:** Have students change partners frequently to practice with different classmates.
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4. Production (15 minutes)

- **Activity:** Greeting and Introduction Circle
 - **Instructions:** Arrange students in a circle. Each student greets the person next to them using the target phrases (e.g., "Good morning. My name is [name]. What is your name?"). The next person responds.
 - **Objective:** Reinforce the use of greetings and introductions in a supportive group setting.
 - **Teacher's Role:** Provide guidance and positive reinforcement, assist students who need help.
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5. Note-Taking, Wrap-Up & Homework (10 minutes)

- **Activity:** Note-Taking (5 minutes)
 - **Instructions:** Allow students to write down key phrases and example sentences from the lesson. Provide them with a handout where they can fill in phrases and copy key sentences.
 - **Guided Writing:** Encourage students to write one example of a greeting and one example of an introduction.
- **Activity:** Quick Review & Goodbye (5 minutes)

- **Instructions:** Review key phrases by holding up flashcards and asking students to say the phrases aloud. Conclude with a friendly "Goodbye!" and prompt students to respond with "Goodbye!"
 - **Homework:**
 - **Writing Practice:** Students write a short dialogue using the phrases "Hello," "My name is [name]," and "How are you?" Provide a handout with space for students to fill in the blanks and practice writing the phrases.
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Assessment:

- Observe students during practice and production activities to assess their ability to use the target phrases accurately. Provide feedback and support as needed. The homework will reinforce the written form of the phrases

Lesson Plan

Level: Absolute Beginner**Title:** Learning situation n°1: At school

Sequence 1: Greetings and introductions

Grammar: Simple Present of the Verb "To Be" (Affirmative)**Duration:** 55 minutes**Objective:** By the end of the lesson, students will be able to use the affirmative form of the verb "to be" in simple sentences related to school.

Materials: Flashcards, board, markers, worksheets, projector (optional)

1. Warm-Up (5 minutes)**Activity: Greeting & Quick Review**

- Begin the class by greeting students and reviewing the previous lesson on greetings and introductions. Encourage students to say, "Hello, I am [name]," to reinforce the use of "I am" in a familiar context.
 - Briefly introduce the day's topic: "Today, we will learn how to say 'I am,' 'You are,' and other forms of 'to be.'"
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2. Presentation (15 minutes)**Activity: Introducing the Affirmative Form of "To Be"**

- **Target Structure:**
 - I am (I'm)
 - You are (You're)
 - He is (He's)
 - She is (She's)
 - It is (It's)
 - We are (We're)
 - They are (They're)
- **Method:** Use visual aids (e.g., pictures of different people and objects in a school setting) to introduce the verb "to be" in its affirmative form. Write the full and contracted forms on the board for each subject pronoun (e.g., "I am (I'm)").
- **Example Sentences:**

- "I am a student."
 - "You are a teacher."
 - "He is in the classroom."
 - "She is a student."
 - "It is a book."
 - "We are friends."
 - "They are students."
- **Interaction:** Point to different people or objects in the classroom (or in images) and model sentences using the verb "to be." For example, point to yourself and say, "I am a teacher." Point to a student and say, "You are a student." Repeat with other examples.
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3. Practice (15 minutes)

Activity 1: Fill in the Blanks (7 minutes)

- **Materials:** Provide a worksheet with sentences where students must fill in the correct form of the verb "to be."
- **Instructions:** For example:
 - "I ____ a student."
 - "She ____ a teacher."
 - "They ____ in the classroom."
- **Checking:** Go over the answers together as a class, writing correct sentences on the board.

Activity 2: Sentence Matching (8 minutes)

- **Materials:** Cut-out strips of paper with subject pronouns on one set and sentences using the verb "to be" on another.
 - **Instructions:** In pairs, students match the subject pronouns to the correct sentences (e.g., matching "He" with "He is a teacher.").
 - **Objective:** Reinforce understanding of subject-verb agreement with "to be."
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4. Production (10 minutes)

Activity: Sentence Creation

- **Instructions:** Students will create their own sentences using the verb "to be" based on prompts related to the school setting.
 - **Prompts:**
 - "I am..." (e.g., "I am a student.")
 - "She is..." (e.g., "She is a teacher.")
 - "It is..." (e.g., "It is a book.")
 - **Pair Work:** Have students work in pairs to create and share their sentences. They should write them down and read them to their partner. The teacher can walk around and provide assistance as needed.
 - **Class Sharing:** Afterward, invite some students to share their sentences with the class. Offer feedback and praise for correct use of the structure.
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5. Wrap-Up, Note-Taking, & Homework (10 minutes)

Activity: Review & Note-Taking (5 minutes)

- **Instructions:** Review the key forms of "to be" on the board. Write the full and contracted forms again and allow time for students to copy them into their notebooks.
- **Guided Note-Taking:** Provide a brief summary of the lesson's key points for students to write down. This may include example sentences and tips for remembering the different forms of "to be."

Homework Assignment (5 minutes)

- **Worksheet:** Provide a worksheet with simple sentences where students need to complete the sentences using the correct form of "to be" (e.g., "We ____ friends.>").
 - **Writing Practice:** Ask students to write three sentences about themselves or their classmates using the verb "to be."
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Assessment:

- Monitor students' participation during the practice activities and check for correct use of the verb "to be" in both written and spoken form. Provide individual feedback and ensure that students are comfortable with the target structure.

Lesson Plan

Level: Absolute Beginner (form one)

Title : Learning situation n°1 : At school

Sequence 1: Greetings and introductions

Vocabulary: The English Alphabet

Duration : 55 minutes

Objective : By the end of the lesson, students will be able to recognize and say the letters of the English alphabet and associate them with common classroom objects.

Materials : Alphabet flashcards, board, markers, alphabet song audio, projector (optional), worksheets with alphabet exercises

1. Warm-Up (5 minutes)

Activity : Greeting & Review

- **Objective:** Review basic greetings and introductions from previous lessons (e.g., "Hello, I am [name]").
- **Method:** Start by greeting the class and asking students to greet each other. Briefly review any previously learned vocabulary related to the school, such as "pencil," "book," or "teacher."

Introduction to Topic:

- Say, "Today, we will learn the alphabet in English!" Write "The Alphabet" on the board and say the word aloud. Encourage students to repeat.
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2. Presentation (15 minutes)

Activity: Introducing the Alphabet

- **Target Vocabulary:** The 26 letters of the English alphabet (A-Z)
- **Method:**
 1. **Visual and Auditory Introduction:** Show flashcards of each letter (A-Z). For each letter, say the letter out loud and ask students to repeat after you (e.g., "A, A, A").
 2. **Letter-Sound Connection:** For some letters, provide a familiar word related to school that begins with the letter (e.g., "A is for apple," "B is for book"). Show pictures or objects to reinforce the connection.

3. **Alphabet Song:** Play the alphabet song for auditory reinforcement. Encourage students to sing along. If possible, project the lyrics with the letters displayed.
 - **Board Work:** Write the letters on the board in uppercase and lowercase. Point to each letter as you say it, then ask the class to say it together. Repeat several times to reinforce recognition.
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3. Practice (15 minutes)

Activity 1: Alphabet Flashcard Drills (7 minutes)

- **Materials:** Alphabet flashcards
- **Instructions:** Hold up a flashcard with a letter on it and ask the class to say the letter out loud. Start with individual letters, then gradually increase the speed to make it more engaging.
- **Pair Work:** Pair up students and give each pair a set of alphabet flashcards. One student shows a card, and the other says the letter aloud. After a few minutes, they switch roles.

Activity 2: Letter Hunt (8 minutes)

- **Materials:** Alphabet flashcards or letter cutouts hidden around the classroom
 - **Instructions:** Hide large cutout letters of the alphabet around the classroom. Students walk around the room to find a letter. Once they find one, they must say the letter out loud to the teacher (e.g., "This is B").
 - **Objective:** Reinforce letter recognition through a fun, interactive activity.
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4. Production (13 minutes)

Activity: Alphabet Bingo

- **Materials:** Bingo cards with letters of the alphabet, chips or markers
- **Instructions:** Give each student a Bingo card with letters of the alphabet randomly placed on it. The teacher calls out a letter (e.g., "B"), and students must find the letter on their

card and place a marker on it. The first student to get a line (horizontally, vertically, or diagonally) shouts "Bingo!" and wins the game.

- **Objective:** Reinforce students' ability to recognize and identify letters while creating a fun, competitive atmosphere.
 - **Variation:** If time allows, repeat the game with different cards or make the winning pattern more complex (e.g., a full card).
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5. Wrap-Up (5 minutes)

Activity: Alphabet Review

- **Instructions:** Review the alphabet one last time as a class. Point to letters on the board and have students say them aloud. Ask, "What letter is this?" and call on individual students to answer.
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6. Note-Taking (5 minutes)

Activity: Alphabet Writing Practice

- **Instructions:** Ask students to copy the alphabet from the board into their notebooks, both uppercase and lowercase letters. Encourage them to use their notes for review at home.
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7. Homework

- **Worksheet:** Provide a worksheet where students must trace letters of the alphabet and match letters with corresponding pictures of objects (e.g., A with an apple, B with a book).
 - **Optional:** Ask students to practice singing the alphabet song at home.
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Assessment:

- Monitor students' participation during practice activities and games. Ensure that students can recognize and say the letters of the alphabet with confidence. Offer individual feedback and support as needed. The homework assignment will further assess students' ability to write and recognize the letters

Lesson Plan

Level: Absolute Beginner (form one)**Title:** Learning situation n°1: At school**Sequence 1:** Greetings and introductions**Speaking:** Spelling First and Surname / Spelling**Duration:** 55 minutes**Objective:** By the end of the lesson, students will be able to use the words "first name" and "surname" and spell their surnames in English.**Materials:** Flashcards, board, markers, name tags, worksheets, projector (optional)

1. Warm-Up & Review (10 minutes)

- **Activity: Alphabet Review**
 - **Objective:** Reinforce students' recognition and pronunciation of the alphabet learned in the previous lesson.
 - **Method:** Write the alphabet on the board. Go through each letter, having students say them aloud as a group.
 - **Game:** Use alphabet flashcards for a quick speed drill. Hold up a letter, and the students should say the letter out loud. Increase the pace for more engagement.
 - **Transition:** Say, "Today, we will learn how to spell names using the alphabet!"
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2. Presentation (10 minutes)

- **Activity: Introducing "First Name" and "Surname"**
 - **Vocabulary Focus:**
 - **First Name:** Explain that this is their personal name (e.g., "John").
 - **Surname:** Explain that this is their family name or last name (e.g., "Smith").
 - **Example:** Write an example on the board: "My first name is John. My surname is Smith." Say the sentence and have students repeat after you.
 - **Flashcards:** Use flashcards or write the words "First Name" and "Surname" on the board. Point to each one and ask the class to say the words out loud.
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3. Practice (15 minutes)

- **Activity 1: Spelling Practice (7 minutes)**

- **Instructions:**

1. Write your own name on the board (e.g., "My first name is [Teacher's Name]. My surname is [Teacher's Surname]."). Spell out your surname letter by letter (e.g., "S-M-I-T-H").
2. Ask individual students to spell their surnames aloud. Help them with the alphabet if needed. Encourage them to use the sentence structure: "My surname is [Surname]. It is spelled [S-P-E-L-L]."

- **Pair Work:**

1. **Instructions:** In pairs, students will ask each other, "What is your first name?" and "What is your surname?" The other student will respond and spell their surname aloud.

2. **Example Dialogue:**

- **A:** "What is your first name?"
- **B:** "My first name is [Name]."
- **A:** "What is your surname?"
- **B:** "My surname is [Surname]. It is spelled [S-P-E-L-L]."

- **Activity 2: Name Tag Practice (8 minutes)**

- **Materials:** Provide students with blank name tags.
 - **Instructions:** Students will write their first name and surname on the name tag. They will then move around the classroom and ask their classmates, "What is your first name?" and "What is your surname?" They will also ask them to spell their surname.
 - **Objective:** Encourage as much speaking practice as possible. Students will repeat the dialogue with multiple partners, practicing spelling aloud.
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4. Production (15 minutes)

- **Activity:** Dialogue Practice

- **Instructions:** Write a simple dialogue on the board that includes asking for and spelling names:
 - **A:** "What is your first name?"
 - **B:** "My first name is [Name]. What is your surname?"
 - **A:** "My surname is [Surname]. It is spelled [S-P-E-L-L]."
- **Pair Work:** Students will practice this dialogue in pairs, taking turns asking and answering the questions.

- **Role Play:** After practicing, ask a few pairs to come to the front of the class and perform the dialogue in front of everyone. Provide positive feedback and correct any pronunciation or spelling errors.
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5. Note-Taking, Wrap-Up & Homework (10 minutes)

- **Activity:** Note-Taking (5 minutes)
 - **Instructions:** Allow students time to write down key vocabulary ("first name," "surname") and example sentences from the lesson (e.g., "My first name is... My surname is...").
 - **Guided Writing:** Encourage students to write down one or two sample dialogues they practiced during the lesson.
 - **Activity:** Review & Goodbye (5 minutes)
 - **Instructions:** Review the words "first name" and "surname" by asking a few students to share their names and spell their surnames aloud.
 - **Goodbye:** End the class by saying, "Goodbye! See you next time!"
 - **Homework:**
 - **Writing Practice:** Ask students to write a short dialogue using the words "first name" and "surname" and practice spelling their surname at home.
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Assessment:

- Monitor students' participation during the spelling practice and dialogue activities. Check for correct usage of the alphabet when spelling surnames. Provide individual feedback and ensure that students are confident in asking and answering questions about names.

Lesson Plan

Level: Absolute Beginner

Title : Learning situationn°1 : At school

Sequence 1: Greetings and introductions

Grammar: Negative form of "to be" (am not, is not, are not)

Duration: 55 minutes

Objective: By the end of the lesson, students will be able to use the negative form of "to be" in simple greetings and introductions (e.g., "I am not [name]. He is not from [place].").

Materials: Flashcards, board, markers, worksheets with exercises on the negative form of "to be"

1. Warm-Up (5 minutes)

Activity: Greeting & Review

- **Objective:** Review basic greetings and introductions from previous lessons (e.g., "Hello, I am [name].").
 - **Method:** Start by greeting the class and asking students to greet each other. Review the positive form of "to be" in simple sentences (e.g., "I am a student. He is from Spain.").
 - **Introduction to Topic:**
 - Say, "Today, we will learn how to say 'not' in English!" Write "Negative form of 'to be'" on the board and explain that this is used to say what someone is not. Encourage students to repeat after you.
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2. Presentation (15 minutes)

Activity: Introducing the Negative Form of "To Be"

- **Target Grammar:** Negative form of "to be" (am not, is not, are not)
- **Method:**
 - **Explanation:** Introduce the negative form of "to be" by writing three example sentences on the board:
 1. I am not a teacher. (am not)
 2. She is not from France. (is not)
 3. They are not students. (are not)
 - **Drill Practice:** Read each sentence out loud, and ask students to repeat. Emphasize the use of "not" and how it changes the meaning of the sentence.

- **Contextualization:** Relate the sentences to greetings and introductions. For example, instead of saying "I am from Japan," the negative form would be "I am not from Japan." Provide a few examples and ask students to repeat.
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3. Practice (15 minutes)

Activity 1: Fill in the Blanks (7 minutes)

- **Materials:** Worksheet with sentences containing blanks for the negative form of "to be."
- **Instructions:** Hand out worksheets where students must fill in the blanks with the correct negative form (e.g., "He _____ not a teacher."). Go over the first example together, then allow students to complete the rest individually.
- **Objective:** Practice the structure and use of the negative form in sentences.

Activity 2: Sentence Transformation (8 minutes)

- **Instructions:** Write a few positive sentences on the board (e.g., "She is a student.") and ask students to transform them into the negative form (e.g., "She is not a student."). Do this as a class, calling on different students to provide answers.
 - **Objective:** Reinforce the grammatical structure through active transformation of sentences.
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4. Production (10 minutes)

Activity: Role Play with Negative Sentences

- **Instructions:** Pair students up and ask them to create a short dialogue using both positive and negative forms of "to be." For example:
 - Student A: "Are you from Italy?"
 - Student B: "No, I am not from Italy. I am from Spain."
- **Interaction:** Each pair will present their dialogue to the class. Encourage students to use the negative form in different contexts (e.g., names, places, professions). Offer help as needed.

5. Wrap-Up, Note-Taking, & Homework (10 minutes)

Activity: Review & Note-Taking (5 minutes)

- **Instructions:** Review the negative form of "to be" one last time as a class. Write the key structures on the board (e.g., "am not," "is not," "are not") and ask students to copy them into their notebooks. Allow a few minutes for note-taking.

Homework Assignment (5 minutes)

- **Worksheet:** Provide a worksheet where students must write sentences using the negative form of "to be" (e.g., "I am not a teacher.").
 - **Optional:** Ask students to write five sentences about themselves using both the positive and negative forms (e.g., "I am a student. I am not a teacher.").
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Assessment:

- Monitor students' participation during practice activities and role plays. Ensure that students can use the negative form of "to be" confidently. Offer individual feedback and support as needed. The homework assignment will further assess students' ability to use the negative form correctly.

Lesson Plan

Level: Absolute Beginner (form one)**Title:** Learning situation n°1: At school**Sequence 1:** Greetings and introductions**Vocabulary:** Cardinal Numbers (0-20)**Duration :** 55 minutes**Objective:** By the end of the lesson, students will be able to recognize, say, and write the numbers from 0 to 20 and associate them with classroom furniture.**Materials:** Flashcards with numbers, visual aids with classroom furniture, board, markers, worksheets with number exercises

1. Warm-Up (5 minutes)**Activity: Greeting & Review**

- **Objective:** Review basic greetings and introductions from previous lessons (e.g., "Hello, I am [name]").
 - **Method:** Start by greeting the class and asking students to greet each other. Briefly review any previously learned classroom vocabulary (e.g., "desk," "chair," "board").
 - **Introduction to Topic:**
 - Say, "Today, we will learn numbers in English!" Write "Numbers 0-20" on the board and say the words aloud. Encourage students to repeat.
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2. Presentation (15 minutes)**Activity: Introducing Numbers 0-20**

- **Target Vocabulary:** Numbers from 0 to 20
- **Method:**
 1. **Visual and Auditory Introduction:** Show flashcards with numbers (0-20). For each number, say the number out loud and ask students to repeat after you (e.g., "Zero, Zero, Zero").
 2. **Number-Furniture Connection:** Associate numbers with classroom furniture. For example, say "one" and show a picture of one chair, say "two" and show two desks, etc. Use realia or images to support the connection.
 3. **Board Work:** Write the numbers on the board in sequence. Point to each number as you say it, then ask the class to say it together. Repeat several times to reinforce recognition.

3. Practice (15 minutes)

Activity 1: Number Matching (7 minutes)

- **Materials:** Number flashcards and images of classroom furniture
- **Instructions:** Place flashcards with numbers (0-20) on the board. Show images of classroom furniture in different quantities (e.g., five desks, three chairs), and ask students to match the number to the correct image.
- **Objective:** Reinforce number recognition and understanding through visual matching.

Activity 2: Number Drill (8 minutes)

- **Materials:** Number flashcards
 - **Instructions:** Hold up a flashcard with a number, and the class says the number out loud. Increase the speed gradually to make it more engaging.
 - **Pair Work:** Pair up students and give each pair a set of number flashcards. One student shows a card, and the other says the number aloud. After a few minutes, they switch roles.
-

4. Production (10 minutes)

Activity: Counting Objects in the Classroom

- **Instructions:** Ask students to count various objects in the classroom (e.g., "How many chairs are there?" "How many books are on the desk?"). Have students count out loud and write the corresponding number on the board.
 - **Interaction:** Encourage students to participate individually and in pairs. Call on different students to give answers and ensure everyone is involved.
-

5. Wrap-Up, Note-Taking, & Homework (10 minutes)

Activity: Review & Note-Taking (5 minutes)

- **Instructions:** Review the numbers from 0 to 20 as a class. Write the numbers on the board one last time and ask students to write them down in their notebooks. Allow a few minutes for note-taking.

Homework Assignment (5 minutes):

- **Worksheet:** Provide a worksheet where students must trace the numbers from 0 to 20 and match them with pictures of classroom furniture in corresponding quantities (e.g., trace the number 3 and match it with an image of three desks).
 - **Optional:** Ask students to practice counting objects at home (e.g., "How many chairs are in your living room?").
-

Assessment:

- Monitor students' participation during practice activities and counting exercises. Ensure that students can recognize, say, and write the numbers confidently. Offer individual feedback and support as needed. The homework assignment will further assess students' ability to write and associate numbers with objects.

Lesson Plan

Level: Absolute Beginner

Title : Learning situation 1 : At school

Sequence 1: Greetings and introductions

Speaking Focus: Cardinal Numbers & Saying Age

Duration: 55 minutes

Objective: By the end of the lesson, students will be able to say their age and ask others how old they are using cardinal numbers in English.

Materials: Flashcards with numbers 0-20, board, markers, name tags, age-related worksheets

1. Warm-Up & Review (10 minutes)

- **Activity:** Quick Review of Cardinal Numbers (0-20)
 - **Objective:** Reinforce recognition and pronunciation of cardinal numbers from the previous lesson.
 - **Method:**
 1. Write the numbers 0-20 on the board. Go through each number, having the class say them aloud together.
 2. Hold up number flashcards randomly and ask individual students to say the number out loud.
 3. Quick quiz: Call out numbers, and students point to or hold up the corresponding number of fingers.
 - **Transition:** Say, "Today, we will learn how to ask and say our age in English!"
-

2. Presentation (10 minutes)

- **Activity:** Introducing "How Old Are You?"
- **Target Vocabulary:**
 - **Question:** "How old are you?"
 - **Answer:** "I am [number] years old."
- **Method:**
 1. Write the question "How old are you?" on the board. Say it aloud and have students repeat after you.
 2. Write the response structure "I am [number] years old." on the board. Use your own age as an example (e.g., "I am [30] years old.").

3. Point to different numbers on the board and model the response: "I am [number] years old."
Encourage students to repeat after you.

- **Pronunciation Practice:** Focus on phrases "How old are you?" and "I am [number] years old." Repeat them as a class, emphasizing clear pronunciation.
-

3. Practice (20 minutes)

- **Activity 1:** Pair Work - Asking and Answering Age (10 minutes)
 - **Instructions:**
 1. In pairs, students will practice asking and answering the question "How old are you?"
 2. One student asks, "How old are you?" and the other responds with "I am [number] years old."
 3. Encourage students to use different numbers each time they ask and answer the question.
 - **Objective:** Practice conversational skills and reinforce the vocabulary of numbers and age.
 - **Activity 2:** Class Survey - How Old Is Everyone? (10 minutes)
 - **Materials:** Name tags and worksheets
 - **Instructions:**
 1. Students will move around the classroom asking their classmates "How old are you?" and recording their answers on a worksheet (e.g., name + age).
 2. After collecting answers from at least five classmates, students will return to their seats.
 3. Students will then share some of the answers with the class (e.g., "Christelle is 18 years old.").
 - **Objective:** Promote interaction and practice in real-life conversation settings.
-

4. Production (10 minutes)

- **Activity:** Role Play
 - **Instructions:**
 1. Write a simple dialogue on the board that involves asking about age.
 2. **A:** "How old are you?"
 3. **B:** "I am [number] years old. How old are you?"

4. **A:** "I am [number] years old."
 5. In pairs, students will practice the dialogue using different ages.
 6. Ask a few pairs to perform their dialogues in front of the class. Provide feedback on pronunciation and accuracy.
- **Extension:** If time allows, students can ask about the ages of imaginary characters or friends to continue practicing with new numbers (e.g., "How old is your friend?").
-

5. Note-Taking, Wrap-Up & Homework (5 minutes)

- **Activity:** Note-Taking (3 minutes)
 - **Instructions:** Allow students to write down the key phrases from the lesson. Provide them with a handout where they can fill in phrases and write their own sentences.
 - **Guided Writing:** Encourage students to note down the question "How old are you?" and the response "I am [number] years old." Additionally, have them write a few example sentences using different ages.
 - **Activity:** Quick Review & Goodbye (2 minutes)
 - **Instructions:** Review the question and response by asking a few students to demonstrate. Correct any mistakes and provide feedback.
 - **Goodbye:** End with a friendly "Goodbye!" and prompt students to respond in kind.
 - **Homework:**
 - **Writing Practice:** Provide a worksheet where students write sentences about their age and the age of two friends (e.g., "I am [number] years old. My friend is [number] years old."). Include a few fill-in-the-blank exercises with the question and response.
-

Assessment:

- Monitor students' participation in pair work, the class survey, and role-playing activities. Check for correct usage of the question "How old are you?" and the response "I am [number] years old." Offer feedback on pronunciation and sentence structure as needed

Lesson Plan

Level: Absolute Beginner

Duration: 55 minutes

Function Focus: Asking and Answering "Where Are You From?"

Grammar Focus: Revision of the Negative Form of "To Be"

Objective: By the end of the lesson, students will be able to ask and answer questions about where someone is from, using the phrase "Where are you from?" and responding with "I am from [place]."

Materials: Flashcards with village and city names, board, markers, worksheets, name tags

1. Warm-Up & Review (10 minutes)

- **Activity: Revision of the Negative Form of "To Be"**
 - **Objective:** Reinforce the use of the negative form of "to be" in preparation for the new function.
 - **Method:**
 1. Write a few sentences on the board using the negative form of "to be" (e.g., "I am not from [village].").
 2. Review the formation: "am not," "are not," "is not."
 3. Have students repeat these sentences aloud.
 4. Quick practice: Students create a negative sentence about their own location (e.g., "I am not from [another village].").
 - **Transition:** Say, "Today, we will learn how to ask and answer questions about where we are from."
-

2. Presentation (10 minutes)

- **Activity:** Introducing "Where Are You From?"
- **Target Phrases:**
 - **Question:** "Where are you from?"
 - **Answer:** "I am from [village/city]."
- **Method:**

1. Write the question "Where are you from?" on the board. Pronounce it clearly and have students repeat after you.
 2. Write the response structure "I am from [village/city]." on the board. Provide an example, such as "I am from [Name of a village]."
 3. Show a few examples using different villages or cities from within the same country.
 4. Emphasize the structure and pronunciation of both the question and response.
- **Pronunciation Practice:** Focus on correct pronunciation and intonation for the question and answer.
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3. Practice (20 minutes)

- **Activity 1: Pair Work - Asking and Answering (10 minutes)**

- **Instructions:**

1. Students work in pairs to practice asking and answering the question "Where are you from?"
2. Each student asks their partner, "Where are you from?" and responds with "I am from [village/city]."
3. Encourage students to use different villages or cities they are familiar with.

- **Objective:** Reinforce the use of the new phrases and practice conversational skills in pairs.

- **Activity 2: Class Activity - Village Map (10 minutes)**

- **Materials:** Large map of the country with different villages and cities labeled

- **Instructions:**

1. Show a large map of the country on the board or a projector.
 2. Call on students to come up and point to their village or city on the map.
 3. Each student will say, "I am from [village/city]."
 4. After everyone has pointed to their location, discuss the different places in the country, reinforcing the vocabulary.
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4. Production (10 minutes)

- **Activity: Mini Interviews**

- **Instructions:**

1. Each student will interview another student using the question "Where are you from?"
 2. After the interviews, students will introduce their partners to the class with the information they gathered.
 3. Example introduction: "This is [Name]. [He/She] is from [village/city]."
 4. Encourage students to use different phrases and be clear in their introductions.
-

5. Note-Taking, Wrap-Up & Homework (5 minutes)

- **Activity: Note-Taking (3 minutes)**
 - **Instructions:** Allow students to write down the key phrases from the lesson. Provide them with a handout where they can fill in phrases and write their own sentences.
 - **Guided Writing:** Encourage students to note down the question "Where are you from?" and the response "I am from [village/city]."
 - **Activity: Quick Review & Goodbye (2 minutes)**
 - **Instructions:** Review the question and response by asking a few students to demonstrate. Correct any mistakes and provide feedback.
 - **Goodbye:** End with a friendly "Goodbye!" and prompt students to respond in kind.
 - **Homework:**
 - **Worksheet:** Provide a worksheet where students write sentences about where they are from and where their classmates are from. Example prompts:
 - "I am from [village/city]."
 - "My classmate [Name] is from [village/city]."
 - Include a few fill-in-the-blank exercises with the question and response.
-

Assessment:

- Monitor students during pair work and mini interviews to check for correct usage of the question and response. Offer feedback on pronunciation, accuracy, and sentence structure.

Lesson plan

Level: Absolute Beginner

Title: learning situation n°1: At school

Sequence 2: Classroom furniture

Vocabulary: Classroom furniture

Objective: All along and at the end of this lesson, learners will be able to name various classroom furniture in English

Duration : 55 minutes

1. Presentation (15 minutes)

Objective: Introduce and practice vocabulary related to classroom furniture.

Materials: Flashcards with pictures and words, a classroom setup (if possible), board and markers.

Activity 1: Vocabulary Introduction

- **Instructions:**

1. **Show Flashcards:** Present flashcards with pictures and words for each piece of furniture. Show each flashcard and say the word clearly.
2. **Repeat After Me:** Have students repeat each word after you, focusing on pronunciation.
3. **Identify and Label:** Point to actual items in the classroom or use a classroom diagram, and label them with the vocabulary words.

- **Target Vocabulary:**

1. Window
2. Bench
3. Chair
4. Desk
5. Table
6. Door
7. Stool
8. Blackboard
9. Classroom

Activity 2: Pronunciation Practice

- **Instructions:**

1. **Listen and Repeat:** Pronounce each word slowly and clearly, and have students repeat after you.
 2. **Word Drill:** Have students say the words in unison, then in small groups, and finally individually if comfortable.
-

2. Practice (25 minutes)

Objective: Reinforce understanding and usage of the vocabulary through interactive activities.

Activity 1: Matching Exercise (10 minutes)

- **Materials:** Flashcards with words and separate flashcards with pictures.
- **Instructions:**
 1. **Distribute Flashcards:** Give each student or pair of students a set of picture and word flashcards.
 2. **Match Words to Pictures:** Students match the word flashcards to the correct picture flashcards.
 3. **Check Answers:** Review the matches with the class and correct any mistakes.

Activity 2: Classroom Scavenger Hunt (10 minutes)

- **Materials:** Vocabulary list or picture cards.
- **Instructions:**
 1. **Hide Vocabulary Cards:** Place the picture cards around the classroom.
 2. **Find and Identify:** Students find the cards and say the word associated with each item (e.g., “This is a chair.”).
 3. **Group Feedback:** Discuss what they found and reinforce correct vocabulary usage.

Activity 3: Fill-in-the-Blanks (5 minutes)

- **Materials:** Simple sentences with missing words related to classroom furniture.
- **Instructions:**
 1. **Distribute Sentences:** Hand out sentences with blanks for students to fill in with the correct vocabulary words (e.g., “The teacher writes on the ____.”).

2. **Complete and Review:** Students complete the sentences and review the answers as a class.
-

3. Production (10 minutes)

Objective: Apply vocabulary in a practical context through a role-play activity.

Activity: Classroom Role-Play

- **Instructions:**

1. **Set Up:** Create a simple role-play scenario where students describe their classroom to a partner or to the class.
 2. **Example Scenario:** “Imagine you are a tour guide showing someone around your classroom. Use the vocabulary words to describe what you see.”
 3. **Perform Role-Plays:** Students take turns presenting their descriptions using the vocabulary words.
 4. **Feedback:** Provide feedback on vocabulary usage and pronunciation.
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4. Wrap-Up, Note-Taking, & Homework (5 minutes)

Objective: Review vocabulary, allow time for note-taking, and assign practice tasks.

Activity:

- **Quick Review (2 minutes):** Ask students to name the vocabulary words they learned today. Provide brief explanations for each word if needed.
- **Note-Taking (2 minutes):** Write the vocabulary words and their definitions on the board. Allow students time to copy these into their notebooks.
- **Homework Assignment (1 minute):**
 - **Activity:** Draw a simple picture of a classroom and label each piece of furniture with the correct vocabulary word.
 - **Objective:** Reinforce vocabulary learned in class and practice spelling.

Assessment:

- **Observation:** Monitor student participation during activities and provide feedback on correct usage of vocabulary.
- **Corrections:** Address any pronunciation issues and incorrect word usage during the review and role-play sections.

Lesson Plan:

Level: Absolute Beginner EFL

Title: Learning situation n°1 : At school

Sequence 2: Classroom Furniture

Structure: Demonstratives (This, That, These, Those)

Objective: At the end of this lesson, learners will be able to demonstrate various objects using singular and plural demonstratives expectedly

Duration: 55 minutes

Learning Approach: Student-Centered

1. Warm-Up & Review (10 minutes)

Objective: Activate prior knowledge and introduce the topic.

Activity: Quick Review of Classroom Vocabulary

- **Instructions:**

1. **Show Flashcards:** Display flashcards of classroom furniture (e.g., chair, desk, table).
2. **Quick Recall:** Ask students to name each item as you show the flashcards.
3. **Discussion:** Briefly discuss where each item is usually found in the classroom (e.g., “Where is the chair?”).

Transition: Explain that today’s lesson will focus on how to talk about these items using words like “this,” “that,” “these,” and “those.”

2. Presentation (15 minutes)

Objective: Introduce and practice the use of demonstratives.

Activity 1: Demonstrative Introduction

- **Materials:** Flashcards with furniture, board, markers
- **Instructions:**
 1. **Introduce Demonstratives:** Write “this,” “that,” “these,” and “those” on the board. Explain that these words help us talk about things we see or are near us.
 2. **Explain Usage:**
 - **This** (singular, near): e.g., “This is a chair.”

- **That** (singular, far): e.g., “That is a desk.”
 - **These** (plural, near): e.g., “These are tables.”
 - **Those** (plural, far): e.g., “Those are windows.”
3. **Model Examples:** Show each flashcard and use the demonstratives in sentences. E.g., hold up a chair and say, “This is a chair.”

Activity 2: Guided Practice

- **Instructions:**
1. **Student Practice:** Have students repeat the sentences after you, using the correct demonstratives.
 2. **Interactive Practice:** Ask students to use flashcards to make sentences about the items, practicing “this,” “that,” “these,” and “those.”
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3. Practice (20 minutes)

Objective: Reinforce understanding through interactive activities.

Activity 1: Demonstrative Matching Game (10 minutes)

- **Materials:** Flashcards with classroom furniture and demonstrative words
 - **Instructions:**
1. **Divide Students:** Split the class into small groups and give each group a set of flashcards.
 2. **Match and Describe:** Students match furniture flashcards with the correct demonstrative word flashcards. They then describe the items using the demonstratives (e.g., “This is a stool,” “Those are windows”).

Activity 2: “Find and Describe” (10 minutes)

- **Materials:** Classroom furniture
 - **Instructions:**
1. **Find and Describe:** Have students walk around the classroom to find various furniture items. They should use demonstratives to describe what they find to a partner (e.g., “This is a table near the door,” “Those are chairs by the window”).
 2. **Swap Roles:** Students swap roles and repeat the activity.

4. Production (10 minutes)

Objective: Apply knowledge in a practical context.

Activity: “Classroom Tour” Role-Play

- **Instructions:**

1. **Set Up:** Students work in pairs or small groups. One student is the “tour guide” and the other(s) are “visitors.”
 2. **Role-Play:** The “tour guide” describes different furniture items in the classroom using the demonstratives (e.g., “This is the teacher’s desk,” “Those are the benches in the corner”).
 3. **Perform and Share:** Have a few pairs perform their role-plays in front of the class.
-

5. Note-Taking & Wrap-Up (5 minutes)

Objective: Review and consolidate learning.

Activity:

- **Note-Taking (3 minutes):**

- **Instructions:** Provide students with a handout for note-taking. The handout should include:
 - A list of demonstratives (“this,” “that,” “these,” “those”)
 - Sample sentences using each demonstrative
- **Guided Writing:** Encourage students to fill in the handout with their own sentences about classroom furniture using the demonstratives.

- **Quick Review (2 minutes):**

- **Instructions:** Summarize the use of “this,” “that,” “these,” and “those” with a few example sentences. Ask a few students to share one sentence using a demonstrative.

Homework Assignment

Ask learners to draw pictures of their own classroom and write sentences using demonstratives to describe the items in their drawing (e.g., “This is my desk,” “Those are the windows”).

Assessment:

- **Observation:** Monitor student participation during activities and role-plays. Check for correct use of demonstratives in context.
- **Feedback:** Provide immediate feedback and corrections as needed during practice and production activities

Level: Absolute Beginner

Title : learning situation n°1 : At school

Sequence 2: Classroom furniture

Structure: Regular PLurals

Objective: All along and at the end of this lesson, learners will be able to use singular and plural nouns accurately

Duration: 55 minutes

1. Warm-Up & Introduction (10 minutes)

Objective: Activate prior knowledge and introduce the concept of regular plurals.

Activity: Vocabulary Review and Introduction to Plurals

- **Materials:** Flashcards with singular classroom items (e.g., one chair, one desk)
- **Instructions:**
 1. **Show Flashcards:** Display flashcards with singular classroom items.
 2. **Identify Items:** Ask students to name the items on the flashcards.
 3. **Introduce Plural Form:** Write the plural forms of some items on the board (e.g., chairs, desks). Explain that to make most nouns plural, we add “-s” or “-es” to the singular form.
 4. **Model Examples:** Show the transformation from singular to plural (e.g., “one chair” becomes “two chairs”).

Transition: Explain that today’s lesson will focus on how to make regular plurals.

2. Presentation (15 minutes)

Objective: Introduce and practice the rules for forming regular plurals.

Activity 1: Rules for Regular Plurals

- **Materials:** Board, markers, flashcards with singular and plural forms
- **Instructions:**
 1. **Write Rules on the Board:**
 - **Add “-s”** to most singular nouns (e.g., chair → chairs).
 - **Add “-es”** to nouns ending in “-s,” “-x,” “-z,” “-sh,” or “-ch” (e.g., box → boxes, brush → brushes).

2. **Provide Examples:** Show examples of each rule with flashcards or pictures (e.g., “one book” becomes “two books” and “one box” becomes “three boxes”).
3. **Pronunciation Practice:** Emphasize the pronunciation differences between “-s” and “-es” endings.

Activity 2: Guided Practice

- **Instructions:**

1. **Interactive Exercise:** Write singular nouns on the board and have students help you form the plurals (e.g., “one table” → “two tables”).
 2. **Repeat and Practice:** Have students repeat the plural forms after you.
-

3. Practice (20 minutes)

Objective: Reinforce the formation of regular plurals through interactive activities.

Activity 1: Matching Exercise (10 minutes)

- **Materials:** Flashcards with singular and plural forms
- **Instructions:**
 1. **Distribute Flashcards:** Give each student a set of flashcards with singular nouns and another set with plural nouns.
 2. **Match and Explain:** Students match singular nouns with their plural forms. Once matched, they should say out loud the singular and plural forms.

Activity 2: Plural Bingo (10 minutes)

- **Materials:** Bingo cards with plural nouns, markers
- **Instructions:**
 1. **Distribute Bingo Cards:** Hand out bingo cards with pictures of plural forms and provide markers.
 2. **Call Out Singular Forms:** Call out singular forms (e.g., “desk”). Students mark the plural form on their bingo cards (e.g., “desks”).
 3. **Win and Review:** The first student to get a line of correct answers wins. Review the words with the class.

4. Production (7 minutes)

Objective: Apply understanding of regular plurals in a practical context.

Activity: “Classroom Objects” Role-Play

- **Instructions:**

1. **Set Up:** Divide students into pairs or small groups.
 2. **Describe the Classroom:** Each group describes their imaginary classroom using regular plurals (e.g., “There are three chairs and two desks”).
 3. **Share with Class:** Groups present their descriptions to the class, using the correct plural forms.
-

5. Note-Taking & Wrap-Up (10 minutes)

Objective: Review key points and allow time for students to take notes.

Activity:

- **Quick Review:** Summarize the key points about forming regular plurals. Write the rules and examples on the board.
 - **Note-Taking:** Give students a few minutes to copy the rules and examples into their notebooks.
 - **Homework Assignment:**
 - **Activity:** Provide a worksheet with singular nouns and ask students to write the plural form for each (e.g., “one notebook” → “two notebooks”).
 - **Objective:** Reinforce understanding of regular plurals through written practice.
-

Assessment:

- **Observation:** Monitor student participation during matching, bingo, and role-play activities. Check for correct use of plural forms.

- **Feedback:** Offer immediate corrections and guidance during activities to ensure understanding of the regular plural rules.

Lesson Plan:

Level: Absolute Beginner

Title: Learning situation n°1: At school

Sequence 2: Classroom furniture

Structure: The interrogative form of the verb “to be” in the simple present tense

Objective: At the end of this lesson, learners will be able to use the verb to in the simple present to ask questions

Duration: 55 minutes

1. Warm-Up & Revision (10 minutes)

Objective: Revise regular plurals to refresh students' memory and prepare for the new lesson.

Activity: Regular Plurals Review

- **Instructions:**

1. **Show Flashcards:** Display flashcards with singular nouns and their plural forms (e.g., chair → chairs, desk → desks).
2. **Quick Recall:** Ask students to match singular nouns with their plural forms and say them out loud.
3. **Class Drill:** Write a few singular nouns on the board and have students provide the plural forms (e.g., “one table” → “two tables”).

Transition: Explain that today’s lesson will focus on asking questions in English using the verb “to be.”

2. Presentation (15 minutes)

Objective: Introduce and practice the interrogative form of the verb "to be" in the simple present tense.

Activity 1: Introduction to Interrogative Form

- **Materials:** Board, markers

- **Instructions:**

1. **Write Examples on the Board:**

- **Affirmative Sentences:** “She is a teacher.” / “They are students.”

- **Interrogative Sentences:** “Is she a teacher?” / “Are they students?”
2. **Explain Structure:**
- For "is" (singular subjects): “Is + subject + [complement]?” (e.g., “Is this a desk?”)
 - For "are" (plural subjects): “Are + subject + [complement]?” (e.g., “Are these chairs?”)
3. **Model Examples:** Demonstrate the structure with additional examples and have students repeat after you.

Activity 2: Pronunciation Practice

- **Instructions:**
1. **Repeat Examples:** Say the questions aloud, emphasizing the intonation and structure.
 2. **Class Practice:** Have students repeat each question in unison and then individually if they feel confident.
-

3. Practice (20 minutes)

Objective: Reinforce understanding of the interrogative form through interactive activities.

Activity 1: Question Formation (10 minutes)

- **Materials:** Flashcards with images of classroom objects and people, board
 - **Instructions:**
1. **Form Questions:** Show flashcards with images of classroom items (e.g., desk, chair). Ask students to form questions about these items using “is” and “are” (e.g., “Is this a desk?” / “Are these chairs?”).
 2. **Student Practice:** Have students create their own questions with flashcards and practice asking them to a partner.

Activity 2: Interrogative Bingo (10 minutes)

- **Materials:** Bingo cards with images of classroom items, markers
 - **Instructions:**
1. **Distribute Bingo Cards:** Give each student a bingo card with images of classroom items.
 2. **Call Out Questions:** Call out questions about the items (e.g., “Is this a chair?”). Students mark the corresponding image on their bingo cards.

3. **Winning and Review:** The first student to complete a line of correct answers wins. Review the questions and answers with the class.
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4. Production (7 minutes)

Objective: Apply the interrogative form in a practical context.

Activity: “Classroom Q&A” Role-Play

- **Instructions:**

1. **Set Up:** Pair up students or have them work in small groups.
 2. **Role-Play:** Students ask and answer questions about classroom items or people using the interrogative form of “to be” (e.g., “Are these books?” / “Yes, they are.” / “No, they aren’t.”).
 3. **Perform and Share:** Have a few pairs perform their role-plays in front of the class.
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5. Note-Taking & Wrap-Up (5 minutes)

Objective: Review and consolidate learning.

Activity:

- **Note-Taking (3 minutes):**

- **Instructions:** Provide students with a handout for note-taking. The handout should include:
 - A summary of the interrogative form of the verb “to be” (with examples: “Is + subject + [complement]?” and “Are + subject + [complement]?”)
 - Sample questions and answers
- **Guided Writing:** Encourage students to fill in the handout with their own examples of questions and answers about classroom items.

- **Quick Review (2 minutes):**

- **Instructions:** Recap the interrogative form of the verb “to be” with a few example sentences. Ask a few students to share their examples from the note-taking activity.

Homework Assignment:

- **Activity:** Write Questions
 - **Instructions:** Provide a worksheet where students write questions using “is” and “are” about various classroom items (e.g., “(this / a pencil)?” → “Is this a pencil?”).
 - **Objective:** Reinforce understanding of forming interrogative sentences.
-

Assessment:

- **Observation:** Monitor student participation during practice and role-play activities. Check for correct usage of the interrogative form of “to be.”
- **Feedback:** Provide immediate corrections and guidance as needed during activities.

Lesson Plan:

Level: Absolute Beginner EFL

Title : Learning situation n°1 : At school

Sequence 2: Classroom Furniture

Structure: Demonstratives (This, That, These, Those)

Objective: At the end of this lesson, learners will be able to demonstrate various objects using singular and plural demonstratives expectedly

Duration: 55 minutes

Learning Approach: Student-Centered

1. Warm-Up & Review (10 minutes)

Objective: Activate prior knowledge and introduce the topic.

Activity: Quick Review of Classroom Vocabulary

- **Instructions:**

1. **Show Flashcards:** Display flashcards of classroom furniture (e.g., chair, desk, table).
2. **Quick Recall:** Ask students to name each item as you show the flashcards.
3. **Discussion:** Briefly discuss where each item is usually found in the classroom (e.g., “Where is the chair?”).

Transition: Explain that today’s lesson will focus on how to talk about these items using words like “this,” “that,” “these,” and “those.”

2. Presentation (15 minutes)

Objective: Introduce and practice the use of demonstratives.

Activity 1: Demonstrative Introduction

- **Materials:** Flashcards with furniture, board, markers
- **Instructions:**
 1. **Introduce Demonstratives:** Write “this,” “that,” “these,” and “those” on the board. Explain that these words help us talk about things we see or are near us.
 2. **Explain Usage:**
 - **This** (singular, near): e.g., “This is a chair.”

- **That** (singular, far): e.g., “That is a desk.”
 - **These** (plural, near): e.g., “These are tables.”
 - **Those** (plural, far): e.g., “Those are windows.”
3. **Model Examples:** Show each flashcard and use the demonstratives in sentences. E.g., hold up a chair and say, “This is a chair.”

Activity 2: Guided Practice

- **Instructions:**
1. **Student Practice:** Have students repeat the sentences after you, using the correct demonstratives.
 2. **Interactive Practice:** Ask students to use flashcards to make sentences about the items, practicing “this,” “that,” “these,” and “those.”
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3. Practice (20 minutes)

Objective: Reinforce understanding through interactive activities.

Activity 1: Demonstrative Matching Game (10 minutes)

- **Materials:** Flashcards with classroom furniture and demonstrative words
 - **Instructions:**
1. **Divide Students:** Split the class into small groups and give each group a set of flashcards.
 2. **Match and Describe:** Students match furniture flashcards with the correct demonstrative word flashcards. They then describe the items using the demonstratives (e.g., “This is a stool,” “Those are windows”).

Activity 2: “Find and Describe” (10 minutes)

- **Materials:** Classroom furniture
 - **Instructions:**
1. **Find and Describe:** Have students walk around the classroom to find various furniture items. They should use demonstratives to describe what they find to a partner (e.g., “This is a table near the door,” “Those are chairs by the window”).
 2. **Swap Roles:** Students swap roles and repeat the activity.

4. Production (10 minutes)

Objective: Apply knowledge in a practical context.

Activity: “Classroom Tour” Role-Play

- **Instructions:**

1. **Set Up:** Students work in pairs or small groups. One student is the “tour guide” and the other(s) are “visitors.”
 2. **Role-Play:** The “tour guide” describes different furniture items in the classroom using the demonstratives (e.g., “This is the teacher’s desk,” “Those are the benches in the corner”).
 3. **Perform and Share:** Have a few pairs perform their role-plays in front of the class.
-

5. Note-Taking & Wrap-Up (5 minutes)

Objective: Review and consolidate learning.

Activity:

- **Note-Taking (3 minutes):**

- **Instructions:** Provide students with a handout for note-taking. The handout should include:
 - A list of demonstratives (“this,” “that,” “these,” “those”)
 - Sample sentences using each demonstrative
- **Guided Writing:** Encourage students to fill in the handout with their own sentences about classroom furniture using the demonstratives.

- **Quick Review (2 minutes):**

- **Instructions:** Summarize the use of “this,” “that,” “these,” and “those” with a few example sentences. Ask a few students to share one sentence using a demonstrative.
-

Assessment:

- **Observation:** Monitor student participation during activities and role-plays. Check for correct use of demonstratives in context.
- **Feedback:** Provide immediate feedback and corrections as needed during practice and production activities

Lesson Plan

Level: Absolute beginners / form one

Title: Learning situation n°1: At school

Sequence 2: Classroom furniture

Vocabulary: Days of the week

Objective: At the end of this lesson, learners will be able to talk about their timetable using the days of the week appropriately.

Duration: 55 minutes

1. Warm-Up & Introduction (10 minutes)

Objective: Introduce and review the days of the week.

Activity: Days of the Week Flashcards

- **Materials:** Flashcards with each day of the week
- **Instructions:**
 1. **Display Flashcards:** Show flashcards with the days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday).
 2. **Class Repetition:** Pronounce each day and have the class repeat after you. Focus on correct pronunciation.
 3. **Class Activity :** Arrange the flashcards in order on the board and have students practice saying them aloud.

Transition : Explain that the lesson will focus on using these days of the week to talk about activities at school.

2. Presentation (10 minutes)

Objective : Teach the use of days of the week in context.

Activity : Daily School Schedule

- **Materials:** Board, markers
- **Instructions:**
 1. **Introduce Vocabulary:** Write the days of the week on the board and discuss briefly what happens on each day at school.

2. **Example Sentences:** Provide example sentences about school activities for each day. For example:
 - "On Monday, we have English class."
 - "On Wednesday, we have science."
3. **Repeat and Practice:** Have students repeat the sentences after you and practice with different days and activities.

Transition: Students will now practice saying and writing about their own weekly schedule.

3. Practice (20 minutes)

Objective: Practice speaking and writing using days of the week.

Activity 1: Speaking Practice

- **Materials:** Day of the week flashcards
- **Instructions:**
 1. **Pair Work:** In pairs, students take turns asking and answering questions about their weekly school schedule using the days of the week.
 - Student A: "What do you do on Monday?"
 - Student B: "On Monday, I have math class."
 2. **Switch Roles:** After practicing with one day, switch roles and use different days of the week.

Activity 2: Writing Practice

- **Materials:** Worksheets with a weekly schedule template
 - **Instructions:**
 1. **Worksheet Completion:** Hand out worksheets where students fill in their weekly school schedule. Each day should have a space for students to write an activity (e.g., "Monday: _____").
 2. **Share with Partner:** After completing the worksheet, students share their schedules with a partner using complete sentences.
-

4. Production (10 minutes)

Objective: Create and present a detailed weekly schedule.

Activity: My School Week Presentation

- **Materials:** Blank paper or worksheets
- **Instructions:**
 1. **Create Schedule:** Have students create a detailed weekly schedule on a blank sheet of paper, including school activities for each day of the week.
 2. **Present to Class:** Invite a few students to present their schedules to the class. Encourage them to use full sentences and clear pronunciation.

Extension: If time permits, ask students to describe a classmate's schedule using the days of the week.

5. Note-Taking & Wrap-Up (5 minutes)

Objective: Review the day's learning and assign practice tasks.

Activity:

- **Note-Taking (3 minutes):**
 - **Instructions:** Provide students with a handout for note-taking. The handout should include:
 - A list of the days of the week
 - Sample sentences about activities on each day
 - **Guided Writing:** Encourage students to fill in the handout with their own sentences about their weekly schedule.
- **Quick Review (2 minutes):**
 - **Instructions:** Summarize the days of the week and their usage in sentences. Ask a few students to share one thing they do on a specific day.
- **Homework Assignment:**
 - **Writing Task:** Provide a worksheet for homework where students write about their weekly school activities using the days of the week. For example, "On Tuesday, I have English class."

Assessment:

- **Observation:** Monitor students during speaking and writing activities. Check for correct usage of the days of the week in sentences.
- **Feedback:** Provide immediate feedback on pronunciation and sentence structure during practice and presentation.

Lesson plan**Title :** learning situation n°1 : At school**Sequence 2:** Classroom furniture**Structure:** Question Words**Objective:** All along and at the end of this lesson, learners will be able to answer and ask questions using the basic questions words: who, what, when, where, why, how many, how old**Duration:** 55 minutes**1. Warm-Up & Introduction (10 minutes)****Objective:** Introduce and activate prior knowledge of question words.**Activity:** Introduction to Question Words

- **Materials:** Flashcards with question words and example sentences
- **Instructions:**
 1. **Show Flashcards:** Display flashcards with the question words: who, what, when, where, why, how many.
 2. **Discuss Meanings:** Explain the meaning of each question word and provide a simple example for each (e.g., “Who is your teacher?” “What is this?”).
 3. **Repeat Together:** Have students repeat the question words and their meanings after you.

Transition: Explain that today’s lesson will help them use these question words to ask and answer questions in English.**2. Presentation (15 minutes)****Objective:** Teach the usage of each question word with examples and practice.**Activity 1: Presentation of Each Question Word**

- **Materials:** Board, markers, flashcards with pictures of school items and scenarios
- **Instructions:**
 1. **Write Each Question Word:** Write each question word on the board and its meaning (e.g., “Who” – asking about a person).
 2. **Examples:**
 - **Who:** “Who is the teacher?” / “Who is your friend?”

- **What:** “What is this?” / “What do you have?”
 - **When:** “When is the class?” / “When is lunch?”
 - **Where:** “Where is the book?” / “Where is the classroom?”
 - **Why:** “Why is the door closed?” / “Why do you like school?”
 - **How many:** “How many books are there?” / “How many students are in the class?”
3. **Provide Visuals:** Use pictures or flashcards to illustrate each question type. For example, show a classroom and ask, “Where is the desk?”

Activity 2: Pronunciation Practice

- **Instructions:**
 1. **Repeat Examples:** Pronounce each question word clearly, emphasizing the intonation.
 2. **Class Practice:** Have students repeat each question word after you, focusing on correct pronunciation.
-

3. Practice (20 minutes)

Objective: Reinforce understanding of question words through interactive activities.

Activity 1: Matching Questions (10 minutes)

- **Materials:** Cards with questions and answers, board
- **Instructions:**
 1. **Distribute Cards:** Hand out cards with questions and answers (e.g., “Who is your teacher?” with “My teacher is Mr. Smith”).
 2. **Match Questions and Answers:** Students work in pairs to match each question with its correct answer.
 3. **Review Answers:** Go through the answers as a class, correcting any mistakes and discussing the question word used.

Activity 2: Question Word Search (10 minutes)

- **Materials:** Worksheets with a word search containing question words and related vocabulary
- **Instructions:**

1. **Distribute Worksheets:** Give each student a word search worksheet with question words and some school-related vocabulary hidden in the grid.
 2. **Find and Circle Words:** Students find and circle each question word in the grid.
 3. **Share Findings:** Have a few students share the question words they found and use them in sentences.
-

4. Production (7 minutes)

Objective: Apply question words in a practical context through role-play.

Activity: “Ask and Answer” Role-Play

- **Instructions:**

1. **Set Up:** Pair students or have them work in small groups.
 2. **Role-Play:** Students take turns asking and answering questions using the question words (e.g., “Where is your desk?” / “My desk is near the window.”).
 3. **Perform and Share:** Have a few pairs perform their questions and answers in front of the class.
-

5. Note-Taking & Wrap-Up (3 minutes)

Objective: Review key points and consolidate learning.

Activity:

- **Note-Taking (2 minutes):**

- **Instructions:** Provide students with a handout for note-taking. The handout should include:
 - A summary of each question word with examples (e.g., “Who: used to ask about a person”)
 - Space for students to write their own examples and notes
- **Guided Writing:** Encourage students to fill in the handout with their examples and additional notes.

- **Quick Review (1 minute):**

- **Instructions:** Summarize the use of each question word. Ask a few students to use each question word in a new sentence.

Homework Assignment:

- **Activity:** Question Words Worksheet
 - **Instructions:** Provide a worksheet with fill-in-the-blank sentences and a few short answer questions where students need to use the correct question word (e.g., “___ is your favorite color?”).
 - **Objective:** Reinforce the usage of question words through written practice.
-

Assessment:

- **Observation:** Monitor student participation during matching, question word search, and role-play activities. Check for correct usage of question words in questions and answers.
- **Feedback:** Provide immediate corrections and guidance as needed during activities.

Level: Absolute Beginner

Title : learning situation n°1 : At school

Sequence 2: Classroom furniture

Reading Activity: Question Words

Objective: All along and at the end of this lesson, learners will be able to answer and ask questions using the basic questions words: who, what, when, where, why, how many, how old

Duration: 55 minutes

1. Warm-Up & Introduction (10 minutes)

Objective: Review and familiarize students with the question words.

Activity: Question Words Review

- **Materials:** Flashcards with question words and example sentences
- **Instructions:**
 1. **Display Flashcards:** Show flashcards with the question words: who, what, when, where, why, how many, how old.
 2. **Class Discussion:** Briefly discuss the meaning of each question word with examples related to school (e.g., “Who is your teacher?”).
 3. **Repeat:** Have students repeat the question words after you.

Transition: Explain that the lesson will involve reading a short text and using these question words to answer questions.

2. Reading Activity (20 minutes)

Objective: Practice reading comprehension using question words.

Activity: Reading and Answering Questions

- **Materials:** Short text (provided below), question prompts
- **Instructions:**
 1. **Distribute the Text:** Hand out copies of the following text to each student.

Text:

Sarah is a student. She is ten years old and is from Wansokou. Sarah goes to school on Monday. In her classroom, there are nineteen students. Mr. Balo is her English teacher. The teacher is angry with Sarah because she is late today.

2. **Read Aloud:** Read the text aloud to the class, then have students read it silently.

3. **Check Comprehension:** Ask students to answer the following questions based on the text:
4. **Who:** “Who is Sarah’s English teacher?”
5. **What:** “What is Sarah’s age?”
6. **When:** “When does Sarah go to school?”
7. **Where:** “Where is Sarah from?”
8. **Why:** “Why is the teacher angry with Sarah?”
9. **How many:** “How many students are in Sarah’s classroom?”
10. **How old:** “How old is Sarah?”

Activity:

- **Student Answers:** Have students write their answers to the questions on a piece of paper.
 - **Pair Checking:** Students compare their answers with a partner to check for accuracy.
-

3. Practice Activity (15 minutes)

Objective: Reinforce understanding by creating new questions and answers using the text.

Activity: Create Your Own Questions

- **Materials:** Board, markers
 - **Instructions:**
 1. **Model Question Creation:** Write one or two example questions on the board based on the text (e.g., “How old is Sarah?”).
 2. **Student Practice:** Have students work in pairs or small groups to create their own questions about the text using the question words. They should write down at least two questions and their answers.
 3. **Share with Class:** Ask a few pairs or groups to share their questions and answers with the class.
-

4. Production (7 minutes)

Objective: Apply question words in a new context through role-play.

Activity: “Ask and Answer” Role-Play

- **Instructions:**

1. **Set Up:** Pair students and assign them roles (e.g., Sarah and a friend).
 2. **Role-Play:** Each pair practices asking and answering questions about the text or about their own school experiences using the question words.
 3. **Perform and Share:** Have a few pairs perform their role-plays in front of the class.
-

5. Note-Taking & Wrap-Up (3 minutes)

Objective: Review key points and consolidate learning.

Activity:

- **Note-Taking (2 minutes):**

- **Instructions:** Provide students with a handout for note-taking. The handout should include:
 - A summary of each question word with examples (e.g., “Who: used to ask about a person”)
 - Space for students to write their own examples and notes
- **Guided Writing:** Encourage students to fill in the handout with their examples and additional notes.

- **Quick Review (1 minute):**

- **Instructions:** Summarize the use of each question word. Ask a few students to share sentences using each question word.

Homework Assignment:

- **Activity:** Question Words Worksheet

- **Instructions:** Provide a worksheet with fill-in-the-blank sentences and a few short answer questions where students need to use the correct question word (e.g., “___ is your favorite color?”).
 - **Objective:** Reinforce understanding of question words through written practice.
-

Assessment:

- **Observation:** Monitor student participation during reading, question creation, and role-play activities. Check for correct usage of question words in their answers.
- **Feedback:** Provide immediate corrections and guidance as needed during activities.

Lesson Plan

Level: Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Vocabulary:** School supplies**Objective:** By the end of the lesson, students will be able to:

- Recognize and name 14 school supplies.
- Identify these objects in the classroom and use them in simple sentences.

Duration: 55 minutes**Materials Needed:**

- Real school supplies or printed images
- Whiteboard and markers / Chalkboard and pieces of chalk
- Matching activity worksheet
- Paper bags (or imaginary bags)
- Handouts for note-taking (optional)

LESSON PROCEDURE**1. Warm-up (5 minutes)**

- **Classroom Observation:**

- Greet the students and ask them to look around the classroom.
- Ask, "What do you see in the classroom?" Encourage responses in their native language if needed to activate prior knowledge.
- Introduce the topic: "Today, we will learn the names of things we use in the classroom."

2. Presentation (15 minutes)

- **Visual Aid Introduction:**

- Show real objects or pictures of each school supply. Hold up each item one at a time.
- Clearly pronounce the word (e.g., "This is a pen") and have the students repeat after you.
- Place the items in different parts of the classroom (e.g., on desks, in the bag, etc.) to contextualize their usage.

- **Board Display:**

- Write the words on the board next to corresponding drawings or images.
- Point to the objects and the words on the board, using gestures to reinforce meaning (e.g., miming writing with a pen).

3. Practice (20 minutes)

- **Activity 1: Matching (10 minutes)**

- Distribute a worksheet with images of school supplies on one side and vocabulary words on the other.
- Students work in pairs to match pictures with the correct words by drawing lines.
- Walk around the class to assist as needed and check for understanding.
- **Activity 2: Classroom Scavenger Hunt (10 minutes)**
 - Prepare a list of the school supplies.
 - In small groups, students search the classroom to find each item on the list.
 - As they find an item, they should point to it, say the word aloud, and use it in a simple sentence (e.g., "I see a pencil."). Review findings together as a class.

4. Production (10 minutes)

- **Activity: What's in My Bag?**
 - Give each student a paper bag (or an imaginary bag).
 - Ask them to choose 3-4 items from the vocabulary list to "put" in their bag.
 - Students work in pairs to ask and answer questions like, "What's in your bag?" and respond using the target vocabulary (e.g., "I have a pen, a pencil, and a book.").
 - Rotate partners to give students more practice.

5. Wrap-up, Note-taking, and Assessment (5 minutes)

- **Quick Review:**
 - Review vocabulary by pointing to different objects in the classroom and asking students to say the word.
- **Note-taking (3 minutes):**
 - Provide students with a handout or ask them to use their notebooks to write down the names of the 14 school supplies and draw a small picture next to each word.
 - Encourage them to review and add any additional notes they find useful.
- **Assessment (2 minutes):**
 - Conduct a quick oral quiz: Show images of the school supplies, and ask individual students to name them. Alternatively, ask them to identify the items in the classroom by name.
 - Provide feedback and correction as needed.

Lesson Plan

Level: Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Vocabulary:** Cardinal numbers (From 20 to 100)**Objective:** By the end of the lesson, students will be able to:

- Recognize, say, and write cardinal numbers from 20 to 100.
- Use these numbers in basic classroom-related contexts.

Duration: 55 minutes**Materials Needed:**

- Whiteboard and markers / Chalkboard and pieces of chalk
- Number Bingo cards (with numbers from 20 to 100)
- Printable classroom items for counting (optional)
- Handouts for note-taking (optional)

Lesson structure**1. Warm-up & Review (10 minutes)**

- **Review Previous Lesson (School Supplies):**

- Start with a quick review of school supplies from the previous lesson. Use visual aids or real items to prompt responses (e.g., "What is this?" - "It's a pencil").
- Address any errors or difficulties from the last lesson.

- **Transition to Numbers:**

- Introduce the topic of numbers. Use a simple example, like counting items in a pencil case, to segue into today's lesson.

2. Presentation (15 minutes)

- **Introduce Cardinal Numbers (20-100):**

- Write numbers from 20, 30, 40, etc., up to 100 on the board. Pronounce each number clearly and have students repeat.

- **Demonstrate Counting Patterns:**

- Explain the pattern for numbers between 21-29, 31-39, etc. Write examples on the board to illustrate the pattern (e.g., twenty-one, twenty-two).

- **Real-life Context:**

- Connect numbers to classroom contexts. For instance, show a visual of classroom items and ask students to count them (e.g., "We have 25 chairs. How many chairs are there in total?").

3. Practice (20 minutes)

- **Activity 1: Number Bingo (10 minutes)**

- Hand out Bingo cards with numbers between 20 and 100. Call out numbers randomly. Students mark them on their cards. The first to complete a row shouts, "Bingo!" This reinforces recognition and listening.

- **Activity 2: Pair Counting Challenge (10 minutes)**

- Students pair up. One student says a number (e.g., 47), and the other writes it down. Students then switch roles. Walk around to assist with pronunciation and writing.

4. Production (10 minutes)

- **Activity: Classroom Inventory**

- Divide the class into small groups. Each group counts assigned classroom items (e.g., books, desks, windows) and presents their findings (e.g., "There are thirty desks in the classroom"). This integrates numbers into a practical context.

5. Wrap-up and Note-taking (10 minutes)

- **Quick Review (5 minutes):**

- Write a few numbers on the board (e.g., 35, 62, 88). Call on students to say the numbers aloud to check for accuracy.

- **Note-taking (5 minutes):**

- Distribute handouts or ask students to use their notebooks to write down key points from the lesson. This should include the numbers covered, patterns, and a few example sentences.
- Review the homework assignment: Writing out numbers from 20 to 100 in increments of 10 and selecting five random numbers to write in full.

Lesson Plan

Level: Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Vocabulary:** Prepositions of place**Objective:** By the end of the lesson, students will be able to:

- Identify and use prepositions of place in sentences.
- Describe the location of objects in a classroom setting using the target prepositions.

Duration: 55 minutes**Materials Needed:**

- Whiteboard and markers / Chalkboard and pieces of chalk
- Preposition and image cards for matching game
- Classroom layout diagrams or visual aids
- Handouts for note-taking (optional)
- Worksheets for homework

1. Warm-up & Review (10 minutes)

- **Introduction:**

- Start with a brief discussion about where objects are in the classroom (e.g., "Where is the clock?").
- Use simple phrases and gestures to describe locations (e.g., "The clock is on the wall.").

- **Transition to Prepositions:**

- Introduce the concept of prepositions of place by showing a few common classroom objects and describing their positions (e.g., "The book is on the desk").

2. Presentation (15 minutes)

- **Introduce Prepositions of Place:**

- Write the target prepositions on the board: on, in, under, in front of, behind, between, next to.
- Use a large teaching clock or classroom items to demonstrate each preposition:
 - **On:** "The book is on the desk."
 - **In:** "The pencil is in the pencil case."
 - **Under:** "The eraser is under the book."
 - **In front of:** "The chair is in front of the desk."
 - **Behind:** "The trash can is behind the desk."
 - **Between:** "The window is between the door and the blackboard."

- **Next to:** "The clock is next to the window."
- **Visual Aids:**
 - Use visual aids or a classroom layout diagram to show different positions and how the prepositions describe them.

3. Practice (20 minutes)

- **Activity 1: Matching Game (10 minutes)**
 - Prepare cards with prepositions and corresponding classroom images (e.g., a picture showing a book on a desk).
 - Have students match the prepositions with the correct images. They can work in pairs or small groups.
- **Activity 2: Prepositions Practice (10 minutes)**
 - Give students sentences with missing prepositions (e.g., "The notebook is ____ the desk"). Have them fill in the blanks with the correct prepositions.
 - Review answers as a class, correcting any mistakes.

4. Production (10 minutes)

- **Activity: Describe the Classroom**
 - Divide students into small groups and give each group a different classroom image (e.g., a layout showing various objects).
 - Each group describes the locations of objects using the target prepositions (e.g., "The chair is next to the desk. The book is in front of the chair").
 - Groups share their descriptions with the class.

5. Wrap-up and Note-taking (5 minutes)

- **Quick Review (3 minutes):**
 - Write a few sentences on the board using the prepositions of place and ask students to identify the prepositions in each sentence.
- **Note-taking (2 minutes):**
 - Provide students with a handout or ask them to use their notebooks to note down the prepositions of place and example sentences. Highlight the key phrases used in the lesson (e.g., "on the desk," "under the chair").
- **Homework:**

- Students will complete a worksheet where they match prepositions with pictures and fill in blanks in sentences similar to the practice activity.

Lesson Plan

Level: Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Reading skill:** “My classroom”**Objective:** By the end of the lesson, students will be able to:

- read and understand a short passage.
- answer simple comprehension questions about the text.
- identify key vocabulary related to classroom settings.

Duration: 55 minutes**Materials Needed:**

- Copies of the reading text
- Worksheets for sentence matching
- Classroom seating arrangement diagrams
- Whiteboard and markers / Chalkboard and pieces of chalk

Text:

I am Nèkima, a student in form one at Peporiyakou secondary school. In my classroom, there are forty-one students. The teacher copies the lesson on the board. In the classroom, I sit in front of Sahi and next to Ntcha. My friend Fifamè is behind Ntcha.

1. Warm-up (5 minutes)

- **Activate Prior Knowledge:**
 - Start with a brief discussion to get students thinking about their own classrooms. Ask questions like, “How many students are in your classroom?” and “Where do you sit in the classroom?”
 - Introduce the topic: "Today, we will read about a student in form one and her classroom."

2. Pre-Reading (10 minutes)

- **Introduce Key Vocabulary:**
 - Write the following words on the board: *student, classroom, teacher, board, sit, in front of, next to, behind.*
 - Have students repeat them each word after you
 - Discuss the meaning of each word with students
- **Set a Purpose for Reading:**

- Tell students: "We are going to read about Nèkima and her classroom. Let's find out where she sits and who her friends are."

3. Reading (15 minutes)

- **First Reading (Teacher-Led):**

- Read the text aloud to the students. Use clear, slow pronunciation. Have them follow along with their own copies of the text.

- **Second Reading (Choral Reading):**

- Read the text again, but this time have the students read along with you out loud, as a group.

- **Check for Understanding:**

- After reading, ask a few simple questions orally to check basic comprehension:
 - "Who is the student?"
 - "Where does the teacher copy the lesson?"
 - "Where does Nèkima sit?"

4. Practice (20 minutes)

- **Activity 1: Sentence Matching (10 minutes)**

- Prepare a worksheet with sentences from the text mixed up. Students work individually or in pairs to match the beginning and end of each sentence correctly.
 - Example: "I am... a student in form one."
- Go over the answers together as a class.

- **Activity 2: Classroom Seating Arrangement (10 minutes)**

- Give students a simple diagram of a classroom with desks. Ask them to label the positions of Nèkima, Sahi, Ntcha, and Fifamè based on the text (e.g., "Nèkima sits in front of Sahi and next to Ntcha").
- Students can work in pairs or small groups to complete this activity.

5. Review, Note-Taking, and Homework (5 minutes)

- **Quick Review (2 minutes):**

- Ask students to recall key details from the text, such as "How many students are in Nèkima's classroom?"

- **Note-Taking (2 minutes):**

- Write key points and new vocabulary on the board. For example:

- *Nèkima sits in front of Sahi.*
- *The teacher writes on the board.*
- Allow students time to copy these notes into their notebooks.
- **Homework (1 minute)**
- Students will write a few sentences describing their own classroom (e.g., “In my classroom, there are ____ students. I sit next to ____”).

Lesson Plan

Level: Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Function:** Telling the time (sharp hours only, using A.M. and P.M.)**Objective:** By the end of the lesson, students will be able to:

- Tell and ask for the time using sharp hours (e.g., 2:00 A.M., 3:00 P.M.)
- Differentiate between A.M. and P.M. in relation to school activities.

Duration: 55 minutes**Materials:**

- Flashcards with clock faces showing different sharp hours
 - A large teaching clock with adjustable hands
 - Dialogue strips (pre-prepared dialogues for role play)
 - Visual aids showing typical school activities at specific times (e.g., "8:00 am - School starts")
 - Whiteboard and markers / Chalkboard and pieces of white and coloured chalk
-

Lesson Structure**1. Warm-up (10 minutes)**

- **Activity:** Greet the class and engage students in a brief discussion about their school day.
 - Example questions: "What time do you wake up?" "What time do you come to school?"
 - Write the students' responses on the board and note the times they mention.
 - **Objective:** Activate prior knowledge related to time and introduce the idea of linking activities to specific times.
-

2. Presentation (15 minutes)

- **Activity 1: Introduce the concept of sharp hours using a large teaching clock.**
 - Explain that "sharp" means on the hour (e.g., 1:00, 2:00, 3:00) and introduce the terms "am" and "pm."
 - Give examples of times in the morning (am) and afternoon/evening (pm) using the clock:
 - "This is 8:00 am. We start school at 8:00 am."
 - "This is 3:00 pm. We finish school at 3:00 pm."
- **Activity 2: Use flashcards with clock faces (showing sharp hours) to help students recognize and say the time.**

- Hold up a card, and ask, "What time is it?" Encourage the whole class to respond with, "It's 2:00 pm," etc.
 - **Objective:** Familiarize students with the terms am/pm and the concept of sharp hours.
-

3. Practice (15 minutes)

- **Activity 1: Pair Practice: Give pairs of students dialogue strips with simple conversations about time.**
 - Example dialogue:
 - A: "What time is it?"
 - B: "It's 10:00 am."
 - A: "Thank you."
 - Have students practice reading the dialogues aloud, swapping roles after each turn.
 - **Activity 2: Role Play: Assign different times to pairs and have them role-play asking and answering about the time in front of the class.**
 - **Objective:** Provide controlled practice in using and responding to questions about time in real-world scenarios.
-

4. Production (10 minutes)

- **Activity:** Group Activity: Divide students into small groups. Each group receives visual aids showing school activities with missing times. They need to discuss and write the correct time for each activity.
 - Example: "School starts at ____." (Answer: 8:00 am)
 - Groups present their answers to the class, and the teacher corrects and reinforces the correct use of am/pm.
 - **Objective:** Encourage students to use the target language in a more creative and collaborative setting.
-

5. Review, Note-Taking & Homework (5 minutes)

- **Review (2 minutes):** Recap the key points by asking students to name a few times and categorize them as am or pm (e.g., "What time is it when we have lunch?").
- **Note-Taking (2 minutes):** Write key vocabulary and sample sentences on the board (e.g., "It's 8:00 am" and "It's 3:00 pm"). Allow students time to copy this information into their notebooks.
- **Homework (1 minute):**
 - **Activity:** Give students a simple worksheet with clock faces showing sharp hours. They should write the correct time under each clock, using am or pm as appropriate.
 - **Objective:** Reinforce the lesson content and encourage independent practice.

Lesson Plan

Level: Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Function:** Telling the time using “Past”**Objective:** By the end of the lesson, students will be able to:

- Read and say the time including minutes (from 1 to 30) using "past."
- Understand and relate these times to common school activities.

Duration: 55 minutes**Materials:**

- Large teaching clock with adjustable hands
 - Flashcards with times (e.g., "5 past 8," "half past 9")
 - Visual aids showing school activities with times (e.g., "10 past 9 - start of math class")
 - Whiteboard and markers / chalkboard and pieces of chalk
 - Worksheet for homework
-

Lesson Procedure:**1. Warm-up (10 minutes)**

- **Activity:** Engage students in a brief discussion about their morning routine.
 - Example questions: "What time do you come to school?" "What time does your first class start?"
 - Write their responses on the board using simple clock drawings to introduce the concept of minutes past the hour.
 - **Objective:** Activate prior knowledge and introduce the idea of minutes past the hour in a familiar context.
-

2. Presentation (15 minutes)

- **Activity 1:** Introduce the concept of minutes past the hour using the large teaching clock.
 - Move the clock hands to show "5 past 8" and say, "It's 5 past 8. We start school at 5 past 8."
 - Repeat with other times (e.g., "10 past 9," "quarter past 10," "half past 11").
 - Explain the use of "past" for times between the hour and half-past.

- **Activity 2:** Use flashcards with different times.
 - Hold up each flashcard and ask, "What time is it?" Students respond, "It's 10 past 9," etc.
 - Connect the times to school activities: "At 5 past 8, we have our first class."
 - **Objective:** Teach students to read and say the time using "past" for minutes up to half-past.
-

3. Practice (15 minutes)

- **Activity 1:** Pair Work - Time Dialogue Practice
 - Provide pairs with dialogues that include times using "past."
 - Example dialogue:
 - A: "What time is it?"
 - B: "It's quarter past 10."
 - After practicing, students switch roles.
 - **Activity 2:** Flashcard Drills
 - Show a flashcard with a time and ask, "What time is it?"
 - Have students respond together or individually.
 - **Objective:** Allow students to practice reading and saying the time using "past" in a controlled setting.
-

4. Production (10 minutes)

- **Activity:** Role Play - School Timetable
 - Provide visual aids with school activities and their times using "past" (e.g., "15 past 9 - math class starts," "half past 11 - break time").
 - Have students role-play discussing their school timetable: "At quarter past 10, we have English. At half past 11, we have a break."
 - **Objective:** Encourage students to use the target language in a real-world context related to their daily school routine.
-

5. Review, Note-Taking, and Homework (5 minutes)

- **Review (2 minutes):**

- Recap the key points by showing times on the teaching clock and having students respond with the correct time using "past."

- **Note-Taking (2 minutes):**

- Write key points on the board, including:
 - How to read and say times with "past" (e.g., "It's 15 past 9").
 - Examples of school activities related to these times.
- Allow students time to copy these notes into their notebooks.

- **Homework (1 minute):**

- Distribute a worksheet with clock faces showing times using minutes past the hour. Students will write the correct time under each clock (e.g., "5 past 8," "half past 9").
- **Objective:** Reinforce the lesson content through independent practice and provide students with a written reference for future use.

Lesson Plan

Level: Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Function:** Telling the time (Using “To”)**Objective:** By the end of the lesson, students will be able to:

- Read and say the time using minutes from 31 to 59 with "to."
- Relate these times to typical school activities.

Duration: 55 minutes**Materials:**

- Large teaching clock with adjustable hands
 - Flashcards with times (e.g., "20 to 9," "10 to 3")
 - Visual aids showing school activities with times (e.g., "15 to 10 - start of class")
 - Whiteboard and markers / chalkboard and pieces of chalk
 - Worksheet for homework
-

Lesson Procedure:**1. Warm-up (10 minutes)**

- **Activity:** Discuss students' daily school schedule, focusing on activities happening before the hour (e.g., "When do you prepare for the next class?").
 - Write their responses on the board.
 - Use simple clock drawings to introduce the concept of minutes "to" the next hour.
 - **Objective:** Activate students' prior knowledge of time and prepare them to understand minutes "to" the hour.
-

2. Presentation (15 minutes)

- **Activity 1:** Introduce the concept of using "to" for times between 31 and 59 minutes past the hour.
 - Use the large teaching clock to demonstrate examples:
 - "It's 20 to 9. We get ready for class at 20 to 9."
 - "It's 10 to 3. We go home at 10 to 3."
 - Explain that we count the minutes left until the next hour (e.g., 40 minutes past 8 becomes "20 to 9").
- **Activity 2:** Use flashcards with various times.

- Hold up each flashcard and ask, "What time is it?" Students respond, "It's 25 to 10," etc.
 - Connect the times to school activities: "At 15 to 10, we go to class."
 - **Objective:** Teach students to read and say the time using "to" for minutes between 31 and 59.
-

3. Practice (15 minutes)

- **Activity 1:** Pair Work - Time Dialogue Practice
 - Provide pairs with dialogues that include times using "to."
 - Example dialogue:
 - A: "What time is it?"
 - B: "It's 20 to 12."
 - After practicing, students switch roles.
 - **Activity 2:** Flashcard Drills
 - Show a flashcard with a time and ask, "What time is it?"
 - Have students respond together or individually.
 - **Objective:** Provide controlled practice to reinforce reading and saying the time using "to."
-

4. Production (10 minutes)

- **Activity:** Role Play - School Timetable
 - Provide visual aids showing school activities and their times using "to" (e.g., "20 to 9 - prepare for class," "10 to 2 - get ready to go home").
 - Have students role-play discussing their school routine: "At 20 to 12, we prepare for lunch. At 10 to 3, we finish school."
 - **Objective:** Encourage students to use the target language in a real-world context related to their daily school activities.
-

5. Review, Note-Taking, and Homework (5 minutes)

- **Review (2 minutes):**

- Recap the key points by showing times on the teaching clock and having students respond with the correct time using "to."
- **Note-Taking (2 minutes):**
 - Write key points on the board, including:
 - How to read and say times with "to" (e.g., "It's 25 to 7").
 - Examples of school activities related to these times.
 - Allow students time to copy these notes into their notebooks.
- **Homework (1 minute):**
 - Distribute a worksheet with clock faces showing times using minutes from 31 to 59. Students will write the correct time under each clock (e.g., "25 to 7," "10 to 4").
- **Objective:** Reinforce the lesson content through independent practice and provide students with a written reference for future use.

Lesson Plan

Level: Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Structure:** Possessive adjectives**Objective:** By the end of the lesson, students will be able to:

- Use possessive adjectives to indicate ownership (e.g., my book, his pen).
- Relate possessive adjectives to school-related vocabulary and personal items.

Duration: 55 minutes**Materials:**

- Flashcards with school items (e.g., pen, book, bag)
- Pictures of people (to represent different pronouns)
- Whiteboard and markers

Worksheet for homework

Lesson Procedure:**1. Warm-up & Review of Previous Lesson (10 minutes)**

- **Activity: Review the previous lesson (e.g., telling the time using "to").**
 - Show different times on the clock and ask students, "What time is it?" focusing on minutes using "to."
 - Reinforce any key vocabulary or phrases related to time.
- **Objective:** Reinforce prior learning and smoothly transition into the new lesson.

2. Presentation (15 minutes)

- **Activity 1: Introduce possessive adjectives using visuals.**
 - Write the possessive adjectives on the board (my, your, his, her, its, our, their).
 - Use pictures of people to explain how possessive adjectives correspond to different pronouns:
 - "This is John. This is his book."
 - "This is Sarah. This is her pen."
 - "This is a cat. This is its toy."
 - Emphasize the connection between the subject (John, Sarah, etc.) and the possessive adjective (his, her, etc.).

- **Activity 2: Show flashcards with school items and demonstrate possessive adjectives.**
 - Example: "This is my bag. That is your pen."
 - **Objective:** Teach students to use possessive adjectives correctly with school-related vocabulary.
-

3. Practice (15 minutes)

- **Activity 1: Pair Work - Possessive Adjectives Practice**
 - Have students work in pairs. Each student should ask, "Whose (item) is this?" and their partner responds with the correct possessive adjective.
 - Example:
 - A: "Whose pen is this?"
 - B: "It's his pen."
 - **Activity 2: Flashcard Drills**
 - Hold up flashcards with pictures of people and school items. Ask, "Whose (item) is this?" Students respond as a group or individually with the correct possessive adjective.
 - **Objective:** Provide controlled practice to reinforce the use of possessive adjectives.
-

4. Production (10 minutes)

- **Activity:** Role Play - At School
 - Set up a simple role-play scenario where students talk about their school items using possessive adjectives.
 - Example: "This is my book. That is her bag. These are our pens."
 - Encourage students to talk about their real items if possible.
 - **Objective:** Encourage students to use possessive adjectives in a communicative and real-life context.
-

5. Review, Note-Taking, and Homework (5 minutes)

- **Review (2 minutes):**

- Recap the key possessive adjectives. Write example sentences on the board and have students identify the possessive adjectives.
- **Note-Taking (2 minutes):**
 - Write key points and example sentences on the board.
 - Allow students time to copy these notes into their notebooks.
- **Homework (1 minute):**
 - Provide a worksheet where students complete sentences using the correct possessive adjective (e.g., "This is ____ book," with options for "my," "your," "his," etc.).
- **Objective:** Reinforce the lesson content and encourage independent practice.

Lesson Plan**Level:** Absolute Beginner**Title :** learning situation n°1 : At school**Sequence 3:** School supplies**Vocabulary:** The months of the year**Objective:** By the end of the lesson, students will be able to:

- Recognize and pronounce the months of the year.
- Use the months of the year to talk about events or activities at school.

Duration: 55 minutes**Materials Needed:**

- Flashcards with the months of the year (one per card)
 - Large calendar with months and a few highlighted events
 - Whiteboard and markers
 - Worksheet for homework
 - Handouts for note-taking (optional)
-

Lesson Procedure:**1. Warm-up & Review of Previous Lesson (10 minutes)**

- **Activity:** Review possessive adjectives from the previous lesson.
 - Write sentences on the board with missing possessive adjectives (e.g., "This is ____ book.") and ask students to fill in the blanks.
 - Show flashcards with school items and ask students to use possessive adjectives (e.g., "Whose pen is this? It's his pen.").
 - **Objective:** Reinforce the use of possessive adjectives and transition smoothly to the new vocabulary lesson.
-

2. Presentation (15 minutes)

- **Activity 1:** Introduce the months of the year using flashcards.
 - Display each flashcard one at a time, pronouncing the month clearly and having students repeat after you.
 - Arrange the flashcards in order on the board and point to each one while saying the month.
- **Activity 2:** Use the large calendar to show the months of the year.
 - Highlight each month on the calendar and relate it to school activities or events. For example, "In September, we start school. In December, we have a holiday break."
 - Ask students to identify the current month or a specific month on the calendar.

- **Objective:** Familiarize students with the names of the months and how they relate to school events.
-

3. Practice (15 minutes)

- **Activity 1:** Flashcard Matching Game
 - Divide students into small groups and give each group a set of month flashcards.
 - Call out a month, and students must find and hold up the correct flashcard as quickly as possible.
 - **Activity 2:** Monthly Activities Discussion
 - Have students work in pairs to discuss what they do in different months at school (e.g., "In June, we have exams. In November, we have a school play.").
 - Encourage students to use complete sentences and the names of the months.
 - **Objective:** Practice recognizing and using the months of the year in context.
-

4. Production (10 minutes)

- **Activity:** Role Play - School Calendar
 - Create a role-play activity where students talk about their school calendar using the months of the year.
 - Provide prompts such as, "When is the school vacation?" or "In which month is the school festival?"
 - Students can use a large calendar or flashcards to assist with their role-play.
 - **Objective:** Encourage students to use the months of the year in practical, communicative contexts.
-

5. Wrap-up, Note-taking, and Assessment (5 minutes)

- **Review (2 minutes):**
 - Quickly review the months of the year by pointing to flashcards or the calendar and asking students to say the month aloud.

- **Note-taking (2 minutes):**

- Provide students with handouts or ask them to use their notebooks to write down the names of the 12 months of the year. Include a space for them to draw a small calendar and label it with the months.
- Encourage students to add any notes or observations they find helpful.

- **Assessment (1 minute):**

- Conduct a quick oral assessment by asking a few students to name specific months based on prompts (e.g., "What month comes after April?" or "In which month do we have a holiday?").
- Provide immediate feedback and correct pronunciation as needed.

- **Homework:**

- Distribute a worksheet where students match months of the year with corresponding activities or fill in blanks with the correct month (e.g., "In ____, we have summer vacation.").
- **Objective:** Reinforce the lesson content and provide practice for independent learning.

Lesson Plan

Level: Absolute Beginner

Title : learning situation n°1 : At school

Sequence 3: School supplies

Structure: The simple present of “to have” in the affirmative form

Objective: By the end of the lesson, students will be able to:

- Use the simple present tense of "to have" to describe possessions in a school context.
- Construct affirmative sentences with "to have."

Duration: 55 minutes

Materials:

- Flashcards with pictures of school items and their corresponding names
 - Whiteboard and markers / Chalkboard and white and coloured pieces of chalk
 - Simple present tense charts
 - Example sentences on handouts
 - Worksheets for practice
-

Lesson Structure

1. Presentation (15 minutes)

Objective: Introduce and practice the affirmative form of "to have" in the simple present tense.

Activity 1: Introduction of Grammar Concept

- **Instructions:**

1. **Explain the Concept:** Introduce the structure of the affirmative form of "to have" in the simple present tense:
 - I have
 - You have
 - He/She/It has
 - We/They have
2. **Provide Examples:** Write example sentences on the board related to school items:
 - "I have a pencil."
 - "She has a book."
3. **Highlight Differences:** Point out the differences between "have" and "has" and explain their usage.

Activity 2: Visual Aids

- **Instructions:**

1. **Show Flashcards:** Use flashcards with pictures of school items and corresponding names (e.g., pencil, book, eraser).
2. **Form Sentences:** Create sentences using these flashcards, such as "He has a notebook" or "They have a ruler."

Objective: Ensure students understand the structure and usage of the simple present tense of "to have."

2. Practice (25 minutes)

Activity 1: Guided Practice (10 minutes)

- **Instructions:**

1. **Sentence Completion:** Provide students with incomplete sentences that they need to complete using the correct form of "to have" and school items (e.g., "She ____ a notebook").
2. **Check Answers:** Review the completed sentences with the class and correct any errors.

Activity 2: Pair Practice (10 minutes)

- **Instructions:**

1. **Role Play:** Students work in pairs to create dialogues about what they and their classmates have. For example:
 - Student A: "What do you have?"
 - Student B: "I have a pencil."
2. **Practice and Swap:** Students practice their dialogues and then switch partners to practice with different classmates.

Activity 3: Fill-in-the-Blanks (5 minutes)

- **Materials:** Handout with sentences missing the word "have" or "has" and school items.

- **Instructions:**

1. **Complete Sentences:** Students fill in the blanks with the correct form of "to have" and the appropriate school item.
2. **Review:** Go over the answers with the class and provide feedback.

Objective: Reinforce the use of "to have" in sentences and ensure correct application.

3. Production (10 minutes)

Activity: Sentence Creation and Sharing

- **Instructions:**

1. **Create Sentences:** Students write their own sentences using "to have" and school items (e.g., "I have a book.").
2. **Share Sentences:** Students share their sentences with a partner or in small groups.
3. **Feedback:** Teacher provides feedback on sentence structure and usage.

Objective: Allow students to apply what they've learned in a creative and practical context.

4. Review, Note-Taking, and Homework (5 minutes)

Review (2 minutes):

- **Instructions:**

- Recap the key points of the lesson: the structure of "to have" in the simple present tense and examples related to school items.

Note-Taking (2 minutes):

- **Instructions:**

- Write key points on the board, including the structure of affirmative sentences with "to have."
- Allow students time to copy these notes into their notebooks.

Homework (1 minute):

- **Activity:**

- **Worksheet:** Provide a worksheet with sentences to complete using the correct form of "to have" and school items.

- **Objective:** Reinforce the lesson content and encourage independent practice.