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| **Section** | **Details** |
| **Lesson Title** | Building Foundational Skills for A2 Key: Grammar, Vocabulary, and Test Familiarity |
| **Level** | A2 Foundation (Pre-Key for Schools Level) |
| **Duration** | 3 Hours |
| **Age Group** | 12–15 years |
| **Main Aims** | 1. Develop foundational grammar skills (Present Simple). |
| 2. Build vocabulary related to daily life (e.g., food, hobbies). |
| 3. Familiarize students with Key for Schools task types (listening, reading, writing). |
| **Secondary Aims** | 1. Build confidence in speaking activities. |
| 2. Encourage collaboration through pair and group tasks. |
| **Learning Outcomes** | By the end of the lesson, students will be able to: |
| 1. Use the Present Simple to describe routines and preferences. |
| 2. Recognize and use vocabulary for daily life topics. |
| 3. Complete basic reading and listening tasks with guidance. |

**Lesson Plan (3 Hours)**

| **Teacher Activity** | **Student Activity** | **Interaction** | **Stage and Stage Aim** | **Time Taken** | **Notes (Optional)** |
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| **Warm-Up**: Discuss favorite foods or hobbies. | Respond in pairs with simple phrases (e.g., "I like pizza"). | Teacher-Student, Student-Student | Engage Stage: Activate prior knowledge and build rapport. | 15 mins | Use visuals to prompt responses. |
| **Vocabulary Introduction**: Present vocabulary (e.g., food items, hobbies) using flashcards. | Match words to pictures or complete sentences on a worksheet. | Teacher-Student, Whole Class | Study Stage: Build vocabulary knowledge. | 20 mins | Include pronunciation practice if needed. |
| **Grammar Focus 1**: Explain Present Simple (affirmative, negative). Model with examples. | Complete gap-fill exercises for affirmatives/negatives; check with a partner. | Whole Class, Pair Work | Study Stage: Reinforce basic grammar structure. | 25 mins | Focus on clear examples for understanding. |
| **Listening Activity**: Play an audio clip about daily routines; explain listening task format. | Listen twice, take notes, and answer multiple-choice questions. | Teacher-Student, Individual | Listening Practice: Develop listening skills and task familiarity. | 25 mins | Use guided questions to direct attention. |
| **Break** | Relax and refresh. | N/A | Ensure focus for the next session. | 10 mins |  |
| **Grammar Focus 2**: Teach Present Simple question formation (e.g., "Do you like pizza?"). | Practice forming and answering questions in pairs. | Whole Class, Pair Work | Study Stage: Build confidence in asking/answering simple questions. | 25 mins | Reinforce with sentence starters if needed. |
| **Reading Activity**: Provide a short text on daily routines; explain skimming and scanning. | Read the text, underline key points, and answer comprehension questions. | Individual, Pair Work | Reading Practice: Improve reading strategies for Key for Schools tasks. | 25 mins | Review common pitfalls during feedback. |
| **Speaking Practice**: Model a short dialogue; provide prompts for role-plays. | Act out role-plays in pairs and present one to the class. | Pair Work, Whole Class | Speaking Practice: Build fluency and confidence in expressing preferences. | 20 mins | Encourage shy learners to participate with simpler dialogues. |
| **Writing Practice**: Introduce writing task (e.g., describe a hobby in 3–5 sentences). | Write sentences individually and exchange with a partner for peer feedback. | Individual, Pair Work | Writing Practice: Develop basic writing skills with a focus on structure and clarity. | 30 mins | Provide sentence starters and examples for clarity. |
| **Review and Feedback**: Recap vocabulary, grammar points, and address common errors. | Reflect on learning and ask questions. | Whole Class | Consolidation: Reinforce understanding and address confusion. | 15 mins | Ensure all students participate in the review. |

**Assessment Opportunities**

* **Vocabulary Matching**: Check comprehension during vocabulary activities.
* **Grammar Exercises**: Monitor student responses during gap-fill and question formation tasks.
* **Speaking and Writing Tasks**: Evaluate fluency, accuracy, and use of target language through role-play and written work.
* **Listening and Reading Comprehension**: Assess task accuracy and provide feedback on strategies used.