



Teacher's Guide – 1-1 School rules

CEFR Level: B1

ELPA 21: Intermediate

CA ELD: Expanding

AZ: Int. - Low

WIDA Level: Developing

TELPAS: Intermediate

NY: Transitioning

Estimated Time: 65-75 minutes

Language Objectives

State classroom and school rules using appropriate vocabulary.

Give orders using the imperative form.

Describe consequences using the zero and first conditionals.

Explain rules and consequences to a peer.

Materials Needed

- Projected lesson slides
- Teacher notes
- Whiteboard or chart paper and marker
- Student worksheet with matching and fill-in tasks

Vocabulary

hallway, hall pass, a warning, a consequence, classwork, a rule, permission, detention, plagiarize, cut class, tardy

Language Prerequisites

Present simple tense (for if-clauses)

Future simple with 'will' (for result clauses)

Basic vocabulary for classroom objects and actions

Familiarity with simple imperatives (e.g., 'sit', 'listen')

Content Objectives

Match classroom rules to images and describe them.

Use imperatives to give classroom directions.

Identify and form zero and first conditional sentences about school behavior.

Create appropriate consequences for rule violations.

Related Lessons

Unit 1 Lesson 2 – Classroom procedures (recommended follow-up)



Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Warm-up	Speaking/ Listening	1 min	1	1. Show slide 1 and say: "Today we will learn about school rules and how to explain them."	1. Provide a one-sentence frame: "Today I will learn about ____." 2. Point to the picture and label: "students raise hands" before asking the prompt.	1. Ask advanced students to predict two language goals for the lesson and write them on the board. 2. Invite a student to briefly explain how rules differ at home and school.
Lead-in / Activating Schema	Speaking	2 min	2	1. Show slide 2 and read the questions aloud. Call on 3 volunteers. 2. Ask: "Who makes the school's rules? How do students know what the rules are? Why do you think it's important to have rules?" and facilitate a short whole-class discussion.	1. Provide a picture cue or two-word prompts (e.g., 'no phones', 'be on time') for students who need support. 2. Allow students to answer with one or two words or point to images.	1. Ask students to justify why a rule is important in one complete sentence (e.g., "We need rules so everyone is safe because..."). 2. Challenge students to compare rules at this school with rules in another country or school.
Practice (Matching)	Reading / Speaking	3-4 min	3	1. Show slide 3 and read instructions. 2. Ask pairs: "Which of these rules do you think is the most difficult to follow?" and call on 3 pairs to report. 3. Check answers together.	1. Allow students to match by pointing rather than writing if needed.	1. Ask advanced students to create a short sentence explaining why each image matches its rule (e.g., "Image A: Students are listening to the teacher, so they are listening attentively"). 2. Ask students to suggest one additional rule and draw a simple image for it.
Presentation (Grammar: Imperative)	Grammar / Speaking	4-5 min	4	1. Show slide 4 and read the instructions and examples. 2. Model tone: Say: "Put your cell phone away!" (firm) and then say: "Please put your cell phone away." (polite) and ask	1. Provide sentence frames for students to copy and complete: "____ your books." 2. Have students chorally repeat 3 model	1. Ask advanced students to convert an imperative into a negative imperative and a polite request (e.g., "Don't talk" → "Please don't talk"). 2. Have

				students to note the difference. 3. Say: "Note: We do not use a subject pronoun (he, she, you, it) with an imperative." and write a short example on the board. 4. Ask: "Can you think of any other imperatives that your teacher often uses?" and elicit 4–6 examples from students.	imperatives first.	students role-play a teacher and student using different tones.
Controlled Practice (Gap-fill)	Writing / Grammar	4-5 min	5	1. Show slide 5. Ask students to work individually for three minutes and fill in the blanks. 2. Ask students to compare answers with a partner. 3. Review answers as a class.	1. Provide the correct verbs on a separate strip for students who need it and ask them to place verbs next to numbered lines. 2. Allow extra time and let them work with a stronger partner.	1. Ask advanced students to make negative imperatives for two items (e.g., "Don't use your cell phone"). 2. Have them create two additional teacher demands using new verbs.
Practice (Speaking: Prediction)	Speaking	4-5 min	6	1. Show slide 6 and ask students to work in small groups and write one sentence per image using an imperative where appropriate." 2. Ask groups to say their sentences aloud; call on 4 groups to present (A–D). 3. Say example sentences if needed: "A. Stop talking. B. Go to the principal's office. C. Be on time. D. Put away your cell phone."	1. Provide sentence starters for each image: "(Image A)": "____ talking." 2. Allow students to point and say single-word imperatives if they can't form full sentences.	1. Ask advanced students to give the same message but using a polite request and a firm command to show difference in tone. 2. Ask them to add a short reason clause (e.g., "Stop talking — I can't teach when you talk").
Controlled Practice (Reading/ Writing)	Reading / Writing	3-4 min	7	1. Show slide 7 and read instructions. 2. Review answers and have students repeat the sentences after you.	1.. Read each sentence aloud several times and have students repeat in choral response.	1. Ask advanced students to write a short classroom expectation of their own and explain why it is important in one sentence. 2. Invite them to discuss which expectations

could be school-wide policies.

Presentation / Practice (Consequences)	Reading / Grammar	4-5 min	8	1. Show slide 8 and read the instructions. 2. Say: "Read the definitions for 'plagiarize' and 'cut class' and complete the sentences at the bottom." 3. Ask students to write answers and then compare with a partner. 4. Say answers and examples.	1. Provide highlighted keywords next to each action (plagiarize, cheat, cell phone) and the matching consequences in a separate list for students to pair. 2. Allow students to match using colored cards.	1. Ask advanced students to create two conditional sentences describing other consequences (e.g., "If you vandalize school property, you will be suspended and pay for repairs"). 2. Have them role-play an administrator explaining the reasoning behind a consequence.
Presentation (Grammar: First Conditional)	Grammar / Speaking	3 min	9	1. Show slide 9 and read the example. 2. Ask: Which tense is used in the if clause? Which tense is used in the result clause?" and elicit answers (present simple / will + verb). 3. Say the examples about lateness and discuss. 4. Ask students to give another example using the first conditional.	1. Provide the sentence frame: "If + present simple, will + verb" on the board and one worked example for copying. 2. Have students underline the verb forms in a sample sentence.	1. Ask advanced students to write a conditional sentence including an adverb of frequency or a time clause (e.g., "If you repeatedly arrive late, you will receive detention"). 2. Have them explain why the present simple is used after 'if'.
Practice (Controlled Writing)	Writing / Grammar	4-5 min	10	1. Show slide 10 and review the structure of the first conditional. 2. Ask students to complete the sentences with the correct verb forms. 3. Say answers aloud and elicit students to repeat.	1. Provide verb forms in present and future (e.g., disrespect / will get) to fill in directly for struggling students. 2. Allow students to work with a partner or use a bilingual glossary if available.	1. Ask advanced students to create follow-up conditional sentences (e.g., "If the principal receives two reports, he will call home and the student may be suspended"). 2. Have them convert one example into a negative conditional.
Practice (Vocabulary)	Reading / Speaking	4-5 min	11	1. Show slide 11 and read instructions. 2. Ask pairs to exchange answers with another pair to check.	1. Provide a vocabulary sheet with words and definitions separated for	1. Ask advanced students to use three vocabulary words in original conditional sentences. 2.

3. Say the correct matches and have students repeat each word and definition chorally.

cut-and-paste matching if students need tactile support. 2. Pre-teach or review pronunciation of difficult vocabulary prior to matching.

Have them explain subtle differences between similar words (e.g., consequence vs. punishment).

Practice (Reading/ Writing / Application)	Reading / Writing	4-5 min	12	1. Show slide 12 and discuss what it means to get in trouble. 2. Review the meaning of the words in the boxes. 3. Ask students to complete the sentences. 4. Read the model answers aloud.	1. Provide the target verbs in the correct tense on a separate strip to match each sentence for students who need support. 2. Allow them to use the picture clues or translate a key word into their home language.	1. Ask advanced students to write one short paragraph describing a consequence that followed an incident at school using three of the vocabulary words. 2. Invite them to create a short role-play where one student explains why they got in trouble.
Presentation (Grammar: Zero Conditional)	Grammar / Speaking	3 min	13	1. Show slide 13 and introduce the zero conditional. 2. Say example sentences aloud. Ask: "Which tense is used in the if clause? Which tense is used in the result clause?" and elicit 'present simple' and 'present or imperative'. 3. Provide a teacher example and ask students to produce one zero conditional sentence each.	1. Give a template: "If + present simple, present simple/imperative" and one completed example for copying. 2. Ask students to change one word in the example to make a new true statement.	1. Ask advanced students to contrast zero and first conditionals with examples and explain when to use each. 2. Have them write two complex conditionals with time adverbials.
Reading Comprehension / Discussion	Reading / Speaking	4-5 min	14	1. Show slide 14 and say: "Read the teacher's rule silently, then answer questions A–D." 2. Ask students to report their answers aloud; prompt with model answers if needed. 3. Ask: "Can you find any imperatives or	1. Provide the questions with sentence frames for answers (e.g., "The teacher feels __ because __"). 2. Let students underline key phrases in the passage	1. Ask advanced students to rewrite one paragraph of the passage as a short spoken announcement to the class including an imperative and a conditional. 2. Have them identify tone and register used

Practice (Picture-based Speaking)	Speaking	4-5 min	15	conditionals in her statement?" and elicit examples. 1. Show slide 15 and read the questions. 2. Ask each student to present their sentences. 4. Accept all suitable answers and correct gently if necessary.	before answering. 1. Provide sentence stems: "In picture A, the students are _____. The rule is _____." 2. Allow students to point to the picture and say one phrase rather than a full sentence if needed.	by the teacher. 1. Ask advanced students to justify whether the consequence fits the behavior and suggest an alternative consequence in a conditional sentence. 2. Have them lead a short peer-feedback session on language accuracy.
Productive Practice (Conditional Creation)	Speaking / Writing	4-5 min	16	1. Show slide 16 and explain how breaking rules can have consequences. 2. Say: "Work individually for five minutes to write 3–4 conditional sentences about the consequence of breaking each rule (first conditional preferred)." 3. Ask students to pair-check each other's sentences for grammar and appropriateness of consequence. 4. Invite 3 students to read one of their conditional sentences aloud.	1. Provide 3 starter rule prompts and pre-written consequence options for students to choose from (e.g., verbal warning, detention). 2. Allow students to write one conditional sentence and explain it in their first language if needed.	1. Ask advanced students to create a short rubric that matches levels of misbehavior to escalating consequences and present it. 2. Challenge them to write conditional sentences using modal verbs other than 'will' (e.g., 'may', 'might') and explain differences.
Assessment / Production	Speaking / Writing	6-8 min	17	1. Show slide 17 and read the task. 2. Pair students to take turns playing the new student and the native student; each explanation should be about 1 minute. 3. Circulate and listen, taking notes on language and content for assessment. 4. Ask two volunteers to present their explanations to the class.	1. Provide a checklist with required language (two imperatives + one conditional) for students to follow. 2. Allow students to read a prepared short script if speaking spontaneously is challenging.	1. Ask advanced students to include a short justification for each rule and propose an alternative consequence, using at least one complex sentence. 2. Have them peer-assess another pair using a simple rubric you provide.



Assessment ideas

Formative Assessment

1. Matching rules to images (Slide 3)

When: During matching practice (after Slide 3)

How: Collect or quickly check pairs' answers A–D; give immediate oral feedback and correct common errors.

2. Fill-in verbs & conditionals check (Slides 5 & 10)

When: After gap-fill activities

How: Circulate and mark correctness informally; ask students with errors to rephrase aloud to confirm understanding.

3. Picture descriptions (Slides 6 & 15)

When: During speaking practice

How: Listen to 3–4 student responses and give one specific corrective or reinforcing comment (e.g., pronunciation or grammar).

Summative Assessment

1. Explain the rules — speaking task (Slide 17)

When: End of the lesson (final 10 minutes)

How: Use a short rubric: clarity (0–2), use of two imperatives (0–2), one conditional (0–2), vocabulary accuracy (0–2), overall communicative effectiveness (0–2). Record scores and provide written feedback.

2. Written short quiz: vocabulary and conditionals

When: At the end of the lesson or as homework

How: Give a 10-minute written quiz with 4 matching vocabulary items and 3 sentence completions for zero/first conditional; grade for form and meaning.