**DAILY LESSON PLAN [UNIT 1]**

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| **SUBJECT** | English Language | **CLASS** |  |
| **WEEK** | Choose an item. | **DAY** | Choose an item. | **DATE** | Click here to enter a date. |
| **DURATION** | Choose an item. | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** | 1 (R1) | **MAIN SKILL(S) FOCUS** | Reading |
| **THEME** | People & Culture | **TOPIC** | It's Personal! | **CROSS-****CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words/ phrases related to family structures and household chores |
| **CONTENT STANDARD** | **Main Skill** | 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning |
| **Complementary Skill** | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics |
| **LEARNING STANDARD** | **Main Skill** | 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics |
| **Complementary Skill** | 2.1.5 Explain and justify own feelings or those of others  |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:1. read an article
2. describe a household chore
3. talk about a household chore
 |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:1. scan the text for keywords
2. present a bubble map to describe a household chore
3. demonstrate a specific household chore
 |
| **PRE-LESSON / STARTER** | 1. T shows 2 pictures of a clean and dirty house.
2. Pupils compare the differences between the 2 pictures (to expose them with the text they will read later)
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| **LESSON DEVELOPMENT** | 1. Pupils are given 5 minutes to read the text.
2. While reading, pupils highlight the words they do not know the meaning (T facilitates e.g., asking the pupils to find the words in dictionary/ discussing in class etc.)
3. Pupils will find a partner and identify the main points in each of the paragraphs.
4. Pupils do the tasks in pairs. Then, T checks the answers as a class.
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| **POST LESSON / PLENARY** | 1. In pairs, pupils discuss the benefits of doing household chores.
2. Pupils share their findings and give the reasons through an oral presentation
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| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **UNIT** | 1 | **LESSON** | 3 (LA1) | **MAIN SKILL(S) FOCUS** | Grammar (Language Awareness) |
| **THEME** | People & Culture | **TOPIC** | It's Personal! | **CROSS-****CURRICULAR ELEMENT(S)** | Language |
| **LANGUAGE/****GRAMMAR FOCUS** | Present simple, Present Continuous, Stative verbs, Relative clauses |
| **CONTENT STANDARD** | **Main Skill** | This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered. |
| **Complementary Skill** | This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered. |
| **LEARNING STANDARD** | **Main Skill** | This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered. |
| **Complementary Skill** | This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered. |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:1. understand the different uses of grammar items
2. complete the sentences using the correct grammar items
3. circle the correct words in a text
 |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:1. understand the different uses of Present simple, Present Continuous, Stative verbs, Relative clauses
2. complete the sentences using the correct Present simple, Present Continuous tenses and Stative verbs
3. circle the correct words for relative clause in a text
 |
| **PRE-LESSON / STARTER** | * 1. Teacher writes on the board the following sentences:
* I live with my adoptive family. (Present simple)
* Nanny is becoming more and more mature. (Present Continuous)
* I love drinking coffee. (Stative verbs)
* I’ve read the book series which was written by J.K. Rowling. (Relative clause)
1. Teacher explains the different uses of the grammar items in PowerPoint slides.
2. In pairs, pupils discuss what other examples are.
3. When ready, pupils share their ideas with the class.
 |
| **LESSON DEVELOPMENT** | 1. Pupils complete the sentences using the correct grammar items.
2. In groups, pupils check and discuss their answers.
3. When ready, pupils share their ideas with the class.
4. Teacher discusses the answers with the pupils.
 |
| **POST LESSON / PLENARY** | 1. Teacher reviews the grammar items using a quiz.
2. In pairs, pupils discuss the answers.
3. When ready, pupils share their answers with the class.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **UNIT** | 1 | **LESSON** | 4 (L1) | **MAIN SKILL(S) FOCUS** | Listening  |
| **THEME** | People & Culture | **TOPIC** | It's Personal! | **CROSS-****CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words and phrases related to the qualities of a good friend |
| **CONTENT STANDARD** | **Main Skill** | 1.1 Understand meaning in a variety of familiar contexts |
| **Complementary Skill** | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics |
| **LEARNING STANDARD** | **Main Skill** | 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics |
| **Complementary Skill** | 2.1.4 Explain and justify the point of view of classmates or others |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:1. talk about a topic
2. listen to short extracts
3. discuss a topic
 |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:1. explain the qualities in an admired person and match the phrases with similar meaning in an admired

 person1. listen to five short extracts about qualities the speaker admires in the person
2. discuss about the qualities admired in a friend
 |
| **PRE-LESSON / STARTER** | 1. T asks pupils about good qualities about an admired person.2. Pupils respond orally. |
| **LESSON DEVELOPMENT** | 3. Pupils match the meaning of the words to the words in pairs.4. Ask pupils which is the best quality for a person to have and share it with a partner.5. T asks pupils to listen to an interview and ask them to fill in the blanks.6. Pupils listen to the interview again and check their answers. |
| **POST LESSON / PLENARY** | 7. Discussion on the answers (T will apply Spin N Think to choose the pupils to answer)1. Spelling game. T will say some words and the pupils will spell them.
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| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **UNIT** | 1 | **LESSON** | 4 & 10 | **MAIN SKILL(S) FOCUS** | Speaking  |
| **THEME** | Science & Technology | **TOPIC** | Let’s Chat | **CROSS-****CURRICULAR ELEMENT(S)** | Information and Communications Technology |
| **LANGUAGE/****GRAMMAR FOCUS** | 1. Words/phrases related to free-time activities; phrases expressing likes and dislikes; phrases expressing opinion
2. Expressing advantages and disadvantages
 |
| **CONTENT STANDARD** | **Main Skill** | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics |
| **Complementary Skill** | * 1. Understand meaning in a variety of familiar contexts

4.1 Communicate intelligibly through print and digital media on familiar topics |
| **LEARNING STANDARD** | **Main Skill** | * + 1. Explain simple content on familiar topics from what they read and hear

2.1.3 Explain advantages and disadvantages of plans and ambitions |
| **Complementary Skill** | 1.1.5 Understand independently more complex questions on a wide range of familiar topics4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:1. give ideas and information
2. give opinions and express advantages and disadvantages
 |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:1. talk about likes and dislikes and give reasons
2. use suitable phrases to introduce advantages and disadvantages
3. express your opinions with reasons using the correct format
 |
| **PRE-LESSON / STARTER** | Ask pupils to talk about their favourite indoor/outdoor activity/sport and give reasons for their choice. |
| **LESSON DEVELOPMENT** | **Activity A**1. Divide pupils in groups.
2. Each group looks at the pictures and talks about an activity they like to do. Pupils can use the phrases to help them.
3. Encourage pupils to give their ideas and explain in a logical and interesting way.

**Activity B**1. Divides pupils in pairs. They study the notes given.
2. Pupils identify the advantages and disadvantages of laptops and tablets.
3. They decide which gadget they prefer/want to talk about.
4. Each pair talks about what they like or dislike about their chosen gadget.
 |
| **POST LESSON / PLENARY** | Pupils review suitable phrases to use when they want to introduce/present an advantage and disadvantage. |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
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| **UNIT** | 1 | **LESSON** | 11 | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | Science & Technology | **TOPIC** | Let’s Chat  | **CROSS-****CURRICULAR ELEMENT(S)** | Information and Communications Technology |
| **LANGUAGE/****GRAMMAR FOCUS** | Words/phrases related to free-time activities; words/phrases/language used in informal letters and emails |
| **CONTENT STANDARD** | **Main Skill** | 4.2 Communicate with appropriate language, form and style |
| **Complementary Skill** | 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning |
| **LEARNING STANDARD** | **Main Skill** | 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar situations |
| **Complementary Skill** | 3.1.5 Recognise with little or no support the attitude or opinion of the writer in extended texts on a wide range of familiar topics |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:1. write formal and informal emails
2. express enthusiasm, accept or decline an invitation, give news
 |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:1. complete an informal email using suitable phrases/sentences/language
2. write an informal email; sequencing ideas and using suitable language to reply to a birthday party invitation
 |
| **PRE-LESSON / STARTER** | Ask pupils to think of polite ways to accept or declined an invitation. |
| **LESSON DEVELOPMENT** | **Activity A**1. Ask pupils to read the email, sentences and questions given.2. Pupils fill in the blanks with the correct sentence or question.**Activity B**1. Pupils write a reply to the email in A.2. Encourage pupils to add their own information. Remind them to state clearly if they accept or decline the invitation. Remind them also to write in the correct format.  |
| **POST LESSON / PLENARY** | Ask pupils to give informal and formal greetings and closing for emails. Write down their answers in lists on the board. |
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| Weakness(es) | : |  |
| Suggestion(s) | : |  |