**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** |  | **MAIN SKILL(S) FOCUS** | Speaking |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases/expressions related to people and culture | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics. | | | |
| **Complementary Skill** | | | 2.3 Use appropriate communication strategies. | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 2.1.1 Ask about and give detailed information about themselves and others. | | | |
| **Complementary Skill** | | | 2.1.4 Explain and give reasons for simple advice. | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. identify the appropriate words/ phrases to give advice 2. discuss what activities they like and explain the reasons. 3. make enquiries 4. talk about advantages of taking up a hobby. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. identify at least 5 out of the 8 activities in the picture given. 2. talk about the activities using at least 3 adjectives given. 3. give at least 3 advantages of the hobby of their choice. | | | | | | |
| **PRE-LESSON / STARTER** | 1. Pupils talk about hobbies. 2. Teacher brainstorms for suitable adjectives that go with hobbies. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils work in groups of 4. 2. Pupils talked about the hobbies in the picture. 3. Pupils talked about their hobbies   Activity B  In the same group, pupils describe the activities with suitable adjectives.  Activity C  Pupils say what they prefer using the sentence structure given.  Activity D  Pupils practise the dialogue with their partners.  Activity E  Pupils take turns to make enquiries based on the model given.  Activity F  Pupils take turns to talk about the advantages of taking up a hobby. | | | | | | |
| **POST LESSON / PLENARY** | Pupils carry out the suggested PAK-21 Activity. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **DURATION** | Choose an item. | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** | Choose an item. | **MAIN SKILL(S) FOCUS** | Reading |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases/expressions related to people and culture | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | | | |
| **Complementary Skill** | | | 3.2 Explore and expand ideas for personal development by reading independently and widely | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 3.1.1 Understand the main points in simple longer texts | | | |
| **Complementary Skill** | | | 3.1.4 Use with some support familiar print and digital resources to check meaning | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. Read and share information on movies   ii.Talk about the development of movies | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:  i. Complete at least 6/8 questions correctly. | | | | | | |
| **PRE-LESSON / STARTER** | Pupils talk about their own experiences during the pandemic. | | | | | | |
| **LESSON DEVELOPMENT** | 1. Pupils work in groups of 4. 2. Pupils take turns the summarise the main ideas in each paragraph. 3. They discuss complete the exercise given. 4. Pupils share answer the answer with the class and the teacher facilitates. | | | | | | |
| **POST LESSON / PLENARY** | Review pupils’ learning in this lesson with ‘tell me three things…   * you have learnt today * you have done well * your talk partner has done well | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **DURATION** | Choose an item. | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** | Choose an item. | **MAIN SKILL(S) FOCUS** | Language Awareness |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/**  **GRAMMAR FOCUS** | 1.Simple Present Tense  2.Present Continuous Tense | | | | | | |
| **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 the lesson, pupils will be able to:   1. understand how and when to use the simple present tense 2. understand how and when to use the present continuous tense 3. complete a dialogue with the correct tense of the verbs given. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. identify at least 3 out of the 5 grammatically correct sentences. 2. complete correctly at least 15 out of the 20 verbs in the dialogue. | | | | | | |
| **PRE-LESSON / STARTER** | 1. Pupils revise the rules of the grammar. 2. Pupils write sentences using the correct tense. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils work in groups of 4. 2. Pupils are shown the rules of the two different tenses. 3. Pupils are given some time to do question A. 4. Pupils share their answers with the class with the teacher as facilitator.   **Activity B**   1. Pupils discuss the answers. 2. Teacher facilitates by explaining the correct use of tense. | | | | | | |
| **POST LESSON / PLENARY** | 1. Each pupil write two sentences, one in the simple present tense and another in the present continuous tense. 2. Pupils swap the sentences with their partner. 3. Pupils check and correct the sentences. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **SUBJECT** | English Language | | | **CLASS** |  | | |
| **WEEK** | Choose an item. | | | **DAY** | Choose an item. | **DATE** | Click here to enter a date. |
| **DURATION** | 30 minutes | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** | Choose an item. | **MAIN SKILL(S) FOCUS** | Listening |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Recognising words and phrases related to people and culture | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 1.1 Understand meaning in a variety of familiar contexts | | | |
| **Complementary Skill** | | | 1.2 Use appropriate listening strategies in a variety of contexts | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics | | | |
| **Complementary Skill** | | | 1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. listen and complete a text on Azizulhasni Awang. 2. Listen to a text on hobby and answer the objective questions given. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. Identify at least 5 / 8 missing words and expressions in the text correctly. 2. Listen to a text and answer at least 3/5 objective questions correctly. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils listen to the audio and complete the text. 2. Pupils listen again to check the answer. 3. Pupils check their answers with their partners.   **Activity B**   1. Pupils listen to the audio and choose the best answer. 2. Pupils discuss the answers with the friends and teacher. | | | | | | |
| **POST LESSON / PLENARY** | 1. Pupils talk about Azizulhasni Awang’s achievement. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **DURATION** | Choose an item. | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** | Choose an item. | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Using words and phrases related to people and culture | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 4.1 Communicate intelligibly through print and digital media on familiar topics | | | |
| **Complementary Skill** | | | 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 4.1.1 Give detailed information about themselves and others | | | |
| **Complementary Skill** | | | 3.1.2 Understand specific details and information in simple longer texts | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. write an introductory essay on themselves. 2. give detailed description and find formation about their friends. 3. write about a friend. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. write a three-paragraph essay about themselves. 2. write a three-paragraph essay to describe a friend. | | | | | | |
| **PRE-LESSON / STARTER** | Teacher begins by writing down a sentence on how youth can help the community during a pandemic.  Pupils brainstorm for other examples. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. A pupil read out the article about Suria. 2. Pupils take note on how the essay is organized.   **Activity B**  Pupils write essays individually.  **Activity C**   1. Pupils work in groups of 4. 2. Pupils complete the essay on Sonia with suitable words and expressions.   **Activity D**  Pupils complete a quiz on how well they know their friends.  Activity E  Pupils describe their friends with the adjectives given.  Activity E  Pupils write about their friends. | | | | | | |
| **POST LESSON / PLENARY** | Review pupils’ learning in this lesson with ‘tell me three things…   * you have learnt today * you have done well * your partner has done well | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |