**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** | 7 | **MAIN SKILL(S) FOCUS** | Reading |
| **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; phrases expressing likes and dislikes; phrases expressing opinion | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | | | |
| **Complementary Skill** | | | 2.3 Use appropriate communication strategies | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics | | | |
| **Complementary Skill** | | | 2.3.1 Confirm understanding in discourse-level exchanges by repeating back what a speaker has said | | | |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:   1. guess the meaning of unfamiliar words from clues (by other words and by context) 2. express ideas in a small group | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. identify the meaning of words in text correctly 2. present their ideas based on questions asked | | | | | | |
| **PRE-LESSON / STARTER** | 1. Ask pupils to give names of social media networks (Snapchat, TikTok, Pinterest, etc.) they have used or heard of.  2. Encourage them to tell the class some interesting facts/information and uses of these networks. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Tell pupils to read the text. 2. Ask pupils to pay attention to the words/phrases in bold as they read. 3. Then, tell pupils to match the meanings given with the highlighted words/phrases in the text.   **Activity B**   1. Divide pupils into groups. 2. Tell pupils to discuss the questions given. 3. Tell them to use the ideas given to help them get started. Encourage them to add their own ideas. 4. Group take turns to present their ideas in class. | | | | | | |
| **POST LESSON / PLENARY** | Give the meaning of other words/phrases found in the text and ask pupils to guess. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **UNIT** | 1 | | | **LESSON** | 2 & 8 | **MAIN SKILL(S) FOCUS** | Grammar (Language Awareness) |
| **THEME** | Science & Technology | | | **TOPIC** | Let’s Chat | **CROSS-**  **CURRICULAR ELEMENT(S)** | Information and Communications Technology |
| **LANGUAGE/**  **GRAMMAR FOCUS** | 1. Present simple vs present progressive/computer-based vocabulary  2. Past simple, ‘used to’, ‘be/get used to’; use of suffixes | | | | | | |
| **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. distinguish between present simple and present continuous 2. learn about stative verbs 3. learn how to make comparisons 4. learn how to use past simple; ‘used to’ and ‘be/get used to’ | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. write verbs in the present simple and present continuous forms correctly in sentences 2. write adjectives in the correct form in sentences 3. write verbs in the past simple forms correctly in sentences 4. join ‘used to’, ‘be used to’ & ‘get used to’ with verbs correctly | | | | | | |
| **PRE-LESSON / STARTER** | 1. Explain how each grammar item is used.  2. Ask pupils to refer to the notes and examples given. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A, B, C & D**  1. Pupils complete the practices.  2. Pupil exchange their workbooks with their partner and check their answers. | | | | | | |
| **POST LESSON / PLENARY** | Ask pupils to give examples of sentences using each grammar item. | | | | | | |
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| **UNIT** | 1 | | | **LESSON** | 3 & 9 | **MAIN SKILL(S) FOCUS** | Listening |
| **THEME** | Science & Technology | | | **TOPIC** | Let’s Chat | **CROSS-**  **CURRICULAR ELEMENT(S)** | Information and Communications Technology |
| **LANGUAGE/**  **GRAMMAR FOCUS** | 1. Computer-related vocabulary; words/phrases related to communication 2. Words/phrases related to free-time activities; words/phrases related to body language | | | | | | |
| **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. Understand independently the main ideas in extended texts on a wide range of familiar topics   1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics | | | |
| **Complementary Skill** | | | * + 1. Explain simple content on familiar topics from what they read and hear | | | |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:   1. identify main ideas in a listening text 2. identify specific information and details in a listening text | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. answer comprehension questions based on a telephone conversation heard 2. complete sentences with suitable words based on a radio programme heard | | | | | | |
| **PRE-LESSON / STARTER** | 1. Ask pupils if they have any social media account.  2. Encourage them to explain to the class how they created their account. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**  1. Ask pupils to read the questions first.  2. Then, tell them to listen to the telephone conversation carefully.  3. Pupils listen to the telephone conversation again. Then, they answer the comprehension questions.  **Activity B**  1. Ask pupils to read the sentences with the blanks.  2. Then, tell them to listen to the radio programme carefully.  3. Pupils listen to the radio programme again. Then, they complete the sentences with words they heard in the listening text. | | | | | | |
| **POST LESSON / PLENARY** | 1. Act out some common body language gestures/postures and ask pupils to guess what they mean. (Examples: crossing arms across the chest – the person is annoyed or angry; tapping your fingers – the person is impatient or nervous)  2. Divide pupils in groups. Each group act out a common body language gesture/posture and the other groups guess. | | | | | | |
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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 topics  4.1.5 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. discuss about individual and group activities, giving logical reasons 2. give opinions about individual and group activities 3. organize ideas and give advantages and disadvantages of laptops and tablets | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. discuss in groups about individual and group activities 2. talk about advantages and disadvantages, giving logical reasons 3. use suitable phrases to introduce advantages and disadvantages 4. express 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 use the questions to talk about the pictures. They can use the phrases given to help them. 3. Encourage pupils to give their ideas and explain in a logical and interesting way.   **Activity B**   1. Pupils remain in their groups. Tell them to listen to the questions teacher asks one by one. 2. Pupils in each group take turns to discuss and give their ideas to answer the questions.   **Activity C**  1. Divide pupils into pairs. Tell pupils to study the list of ideas for laptops and tablets.  2. Pupils identify the advantages and disadvantages of laptops and tablets and them to write them down in their notebooks.  **Activity D**  1. Each pair decide which gadget they prefer/want to talk about.  2. Tell them to use the text/example given to help them talk about the advantages and disadvantages of their chosen gadget. | | | | | | |
| **POST LESSON / PLENARY** | Pupils review suitable phrases to use when they want to introduce/present an advantage and disadvantage. | | | | | | |
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| **UNIT** | 1 | | | **LESSON** | 5 & 11 | **MAIN SKILL(S) FOCUS** | Writing |
| **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. 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** | | | 4.2 Communicate with appropriate language, form and style  3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 4.2.3 Produce an extended plan or draft and modify this appropriately in response to feedback or independently  4.2.4 Use formal and informal registers appropriate to the target audience in most familiar situations | | | |
| **Complementary Skill** | | | 4.2.2 Spell written work on a range of text types with reasonable accuracy  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. give descriptions about oneself based on categories 2. write informal emails 3. express enthusiasm, accept or decline an invitation, give news | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. write long sentences about oneself using suitable conjunctions on different categories in a webpage 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 text in the categories in a webpage. Tell pupils that there are two missing sentences in each category.  2. Pupils use the notes given to write long sentences. Tell them to use suitable conjunctions in their sentences.  3. Pupils write their sentences in the correct categories.  **Activity B**  1. Ask pupils to read the questions and sentences given for each paragraph. Tell them that the responses to the questions and sentences will help them write three complete paragraphs in the email.  2. Encourage pupils to add their own information to make their email interesting. Remind them to state clearly if they accept or decline the invitation. Tell them 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) | : |  | | | | |
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