**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 relationships and communication |
| **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. identify key points and specific information from a text
2. analyse and synthesize information to answer comprehension questions
3. complete a summary
 |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:1. accurately answer specific questions about the text
2. complete the summary using appropriate words from the text
 |
| **PRE-LESSON / STARTER** | 1. T ask pupils to think about what makes a healthy family relationship. Have them share their ideas in pairs for 3-4 minutes.
2. Introduce key vocabulary from the text (e.g., communication, respect, support, apology). Write these on the board and provide definitions.
 |
| **LESSON DEVELOPMENT** | 1. Pupils are given 3 minutes to scan and read through the text.
2. T ask pupils to read the text aloud, pausing after each section (A-F) to discuss the main ideas and answer any vocabulary questions.
3. T ask pupils to work in pairs to answer questions 1 to 4, matching the statements with the correct paragraphs.
4. T reviews the answers as a class.
5. T asks pupils to fill in the blanks using words from the text individually.
6. Pupils checks the answers in pairs.
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| **POST LESSON / PLENARY** | 1. Pupils discuss in small groups how they can apply the principles from the text in their own families.
2. Each group shares one key point from their discussion with the class.
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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 family traditions and household chores |
| **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. understand and respond to spoken English related to family traditions and chores.
2. analyse and interpret spoken information to answer comprehension questions
3. discuss and reflect on their own family traditions and chores
 |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:1. answer specific questions about the listening texts
2. match speakers with their statements
3. participate in a discussion about family traditions and chores
 |
| **PRE-LESSON / STARTER** | 1. T asks pupils about their own family traditions and chores. 2. Have them share their experiences in pairs for 3-4 minutes. |
| **LESSON DEVELOPMENT** | 3. T plays the conversation between Linda and Emily. T asks pupils to listen and answer the questions.4. Play the recording again for pupils to verify their answers.5. Pupils compare their answers with a partner. 6. Review the answers as a class.7. T plays the five short extracts about the benefits of doing chores.8. Pupils match each speaker to their statement individually.9. Play the recording again for pupils to verify their answers.10. Review the answers as a class. Asks pupils to justify their answers. |
| **POST LESSON / PLENARY** | 11. T asks pupils to discuss in groups which new family tradition they would like to start or which chore they think is most beneficial and why.12. T asks each group to share their main findings. |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **UNIT** | 1 | **LESSON** | 4 & 10 | **MAIN SKILL(S) FOCUS** | Speaking  |
| **THEME** | People and Culture | **TOPIC** | It’s Personal | **CROSS-****CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | 1. Words/phrases related to personality traits; phrases expressing likes and dislikes; phrases expressing opinion
2. Expressing likes and dislikes
 |
| **CONTENT STANDARD** | **Main Skill** | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics |
| **Complementary Skill** |  |
| **LEARNING STANDARD** | **Main Skill** | 2.1.2 Ask about and explain advantages and disadvantages of ideas, plans, arrangements |
| **Complementary Skill** |  |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:1. give ideas and information
2. give opinions and express likes and dislikes
 |
| **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/present a personality trait
3. express your opinions with reasons using the correct/suitable language
 |
| **PRE-LESSON / STARTER** | Ask pupils to talk about which character traits do they think are important for a person to have |
| **LESSON DEVELOPMENT** | **Activity A**1. Divide pupils in pairs.
2. Each pair discuss about the importance of having a personality trait
3. Encourage pupils to give their ideas and explain in a logical and interesting way.

**Activity B**1. Divides pupils in groups. They study the notes given.
2. Pupils identify appropriate behaviours for young adults.
3. They discuss how to instil good behaviour among young adults.
4. Each group present their takes on how to instil good behaviour among young adults.
 |
| **POST LESSON / PLENARY** | Pupils review suitable phrases for introducing or presenting a personality trait. |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **UNIT** | 1 | **LESSON** | 11 | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | People & Culture | **TOPIC** | Let’s Chat  | **CROSS-****CURRICULAR ELEMENT(S)** | Values |
| **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** | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics |
| **LEARNING STANDARD** | **Main Skill** | 4.2.3 Produce a plan or draft and modify this appropriately independently |
| **Complementary Skill** | 2.1.2 Ask about and explain advantages and disadvantages of ideas, plans, arrangements |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:1. write formal and informal emails
2. express enthusiasm, willing to lend helps/giving advices
 |
| **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 reply to a friend asking for advice.
 |
| **PRE-LESSON / STARTER** | Ask pupils to think of polite ways to give advice/help |
| **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 clearly state ways to make friends. 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. |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |