**DAILY LESSON PLAN [STARTER]**

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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | |  | | |
| **WEEK** | Choose an item. | | | | **DAY** | | Choose an item. | | | **DATE** | | Click here to enter a date. | | |
| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | Starter | | | | **LESSON** | |  | | | **MAIN SKILL(S) FOCUS** | | Speaking | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Celebrating Life | | | **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** | | | | 2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. practise the dialogue given. 2. share information about the events in the stimulus. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. talk about the events celebrated in life. | | | | | | | | | | | | | |
| **21ST CENTURY LEARNING SKILLS** | Communication | | Collaboration | | | | | Cooperation | | | Critical  Thinking | | | Creativity |
| Autonomous  Learning | | ICT Literacy | | | | | Personal and Social  Responsibility | | | Intercultural  Awareness | | | Values &  Ethics |
| **KBAT / i-THINK** | Circle Map | | | | | Bubble Map | | | Double Bubble Map | | | | Tree Map | |
| Brace Map | | | | | Flow Map | | | Multi Flow Map | | | | Bridge Map | |
| **TEACHING AIDS** | Teacher’s Book | | | | | Textbook | | | Workbook | | | | Handouts | |
| Slides | | | | | White board & marker pen | | | Mahjong paper & masking tape | | | | Computer, LCD, CD | |
| **EVALUATION / ASSESSMENT** | Oral Interaction (Q&A) | | | | | Oral Presentation | | | Observation | | | | Checklist | |
| Written Assignment | | | | | Task Sheet | | | Project | | | | Quiz | |
| **PRE-LESSON / STARTER** | Teacher brainstorm on the events celebrated in the family. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils practise the dialogue.   **Activity B**   1. Pupils are grouped into 4 2. Pupils discuss the events in the stimulus. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY** | Pupils carry out the PAK 21 activity on page 1. Pupils present their discussion and findings on a chart to be displayed on the class notice board. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | |  | | |
| **WEEK** | Choose an item. | | | | **DAY** | | Choose an item. | | | **DATE** | | Click here to enter a date. | | |
| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | Starter | | | | **LESSON** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Reading | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Celebrating Life | | | **CROSS-CURRICULAR ELEMENT(S)** | | Patriotism | | |
| **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** | | | | 3.1.2 Understand specific details and information in simple longer texts | | | | | | | | | |
| **Complementary Skill** | | | | 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context. | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. complete the sentences with word/words from the text. 2. find words with corresponding meanings. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. complete at least 3/5 sentences with correct word/words from the text. 2. complete the table with at least 1/2 correct words. | | | | | | | | | | | | | |
| **21ST CENTURY LEARNING SKILLS** | Communication | | Collaboration | | | | | Cooperation | | | Critical  Thinking | | | Creativity |
| Autonomous  Learning | | ICT Literacy | | | | | Personal and Social  Responsibility | | | Intercultural  Awareness | | | Values &  Ethics |
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| **EVALUATION / ASSESSMENT** | Oral Interaction (Q&A) | | | | | Oral Presentation | | | Observation | | | | Checklist | |
| Written Assignment | | | | | Task Sheet | | | Project | | | | Quiz | |
| **PRE-LESSON / STARTER** | 1.Teacher brainstorms on events we celebrate life and the reasons why we should celebrate them. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT** | 1. Pupils are grouped into 4. 2. Pupils read the text and complete the exercise. 3. Pupils share answer with the class and the teacher facilitates. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY** | Pupils find pictures of events in life and describe the events. The chart is mounted on the class bulletin board. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **WEEK** | Choose an item. | | | | **DAY** | | Choose an item. | | | **DATE** | | Click here to enter a date. | | |
| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | Starter | | | | **LESSON** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Language Awareness | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Celebrating Life | | | **CROSS-CURRICULAR ELEMENT(S)** | | Patriotism | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Possessive Adjectives | | | | | | | | | | | | | |
| **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. use apostrophe after the nouns in the correct place. 2. use the correct possessive adjectives with reference to the pronouns used. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. write at least 6/8 sentences correctly. 2. use the correct possessive adjectives in at least 6/8 sentences. 3. complete the dialogue. | | | | | | | | | | | | | |
| **21ST CENTURY LEARNING SKILLS** | Communication | | Collaboration | | | | | Cooperation | | | Critical  Thinking | | | Creativity |
| Autonomous  Learning | | ICT Literacy | | | | | Personal and Social  Responsibility | | | Intercultural  Awareness | | | Values &  Ethics |
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| **EVALUATION / ASSESSMENT** | Oral Interaction (Q&A) | | | | | Oral Presentation | | | Observation | | | | Checklist | |
| Written Assignment | | | | | Task Sheet | | | Project | | | | Quiz | |
| **PRE-LESSON / STARTER** | 1. Pupils revise the rules of the grammar. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils are grouped into 4. 2. Pupils read the rules of the grammar. 3. Pupils are given some time to do exercise 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 grammar rules.   Activity C   1. Pupils complete the dialogue. 2. Pupils discuss the answers with the teacher as facilitator. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY** | 1. Pupils review what they have learnt. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **WEEK** | Choose an item. | | | | **DAY** | | Choose an item. | | | **DATE** | | Click here to enter a date. | | |
| **DURATION** |  | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | Starter | | | | **LESSON** | |  | | | **MAIN SKILL(S) FOCUS** | | Listening | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Celebrating Life | | | **CROSS-CURRICULAR ELEMENT(S)** | | Patriotism | | |
| **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 write the words. 2. listen to the text and tick the correct statements 3. listen to the text and complete the time line. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. listen to the text and write correctly at least 8/11 items shown. 2. tick at least 2/3 correct statements 3. listen and complete the time line | | | | | | | | | | | | | |
| **21ST CENTURY LEARNING SKILLS** | Communication | | Collaboration | | | | | Cooperation | | | Critical  Thinking | | | Creativity |
| Autonomous  Learning | | ICT Literacy | | | | | Personal and Social  Responsibility | | | Intercultural  Awareness | | | Values &  Ethics |
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| Written Assignment | | | | | Task Sheet | | | Project | | | | Quiz | |
| **PRE-LESSON / STARTER** | 1. Pupils share their own time line. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils listen to Tina and her story and tick the correct statements.   **Activity B**    1. Pupils listen to the text and complete the time line.  2. Pupils check their answers with 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 talk partner has done well | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
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| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | Starter | | | | **LESSON** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Writing | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Celebrating Life | | | **CROSS-CURRICULAR ELEMENT(S)** | | Patriotism | | |
| **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** | | | | 4.2 Communicate with appropriate language form and style | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | 4.1.1 Give detailed information about themselves and others | | | | | | | | | |
| **Complementary Skill** | | | | 4.2.1 Use capitals, full stops, commas in list, question marks, and speech marks appropriately at discourse level | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. greet people. 2. introduce self. 3. ask for someone’s name. 4. bid the friend goodbye. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. write a dialogue using the correct register in a conversation. 2. use *me too* and *me neither* in the correct context. 3. use the correct punctuation mark. | | | | | | | | | | | | | |
| **21ST CENTURY LEARNING SKILLS** | Communication | | Collaboration | | | | | Cooperation | | | Critical  Thinking | | | Creativity |
| Autonomous  Learning | | ICT Literacy | | | | | Personal and Social  Responsibility | | | Intercultural  Awareness | | | Values &  Ethics |
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| **EVALUATION / ASSESSMENT** | Oral Interaction (Q&A) | | | | | Oral Presentation | | | Observation | | | | Checklist | |
| Written Assignment | | | | | Task Sheet | | | Project | | | | Quiz | |
| **PRE-LESSON / STARTER** | Students brainstorm on the ways to strike up a conversation with a friend. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils work in groups. 2. Pupils discuss based on the guide given.   Activity B  1.Pupils list suitable vocabulary.  Activity C   1. Pupils write the dialogue   2.Pupils check for errors.   1. Teacher gives feedback on errors. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY** | 1.Pupils carry out the discussion as suggested in the Civic Lesson on page 6.  2. Pupils carry out the PAK 21 Activity as suggested on page 6. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |