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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | | xxx | | |
| **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** | Health & Environment | | | | **TOPIC** | | Waste Not Want Not | | | **CROSS-CURRICULAR ELEMENT(S)** | | Environmental Sustainability | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Future Time Expressions and Will  Phrasal Verbs | | | | | | | | | | | | | |
| **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** | | | | 2.1.2 Ask for and respond appropriately to simple suggestions | | | | | | | | | |
| **Complementary Skill** | | | | 2.3.1 Keep interaction going in longer exchanges by checking understanding of what the speaker is saying | | | | | | | | | |
| **LEARNING OBJECTIVES** | Teacher will ask pupils to   * ask and respond appropriately * keep interaction going in longer exchanges | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   * List three criteria of environmental sustainability * Give definition of at least three highlighted words in the passage given. | | | | | | | | | | | | | |
| **21ST CENTURY LEARNING SKILLS** | Communication | | Collaboration | | | | | Cooperation | | | Critical  Thinking | | | Creativity |
| Autonomous  Learning | | ICT Literacy | | | | | Personal and Social  Responsibility | | | Intercultural  Awareness | | | Values &  Ethics |
| **KBAT / iTHINK** | 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**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | | xxx | | |
| **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** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Reading | | |
| **THEME** | Health & Environment | | | | **TOPIC** | | Waste Not Want Not | | | **CROSS-CURRICULAR ELEMENT(S)** | | Global Sustainability | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Guess the meaning of unfamiliar words – dictionary skills | | | | | | | | | | | | | |
| **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** | | | | 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics | | | | | | | | | |
| **Complementary Skill** | | | | 2.1.1 Ask about and explain key information from simple texts | | | | | | | | | |
| **LEARNING OBJECTIVES** | Pupils will:   * guess the meaning of unfamiliar words * ask and explain key information | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson pupils will be able to   * understand the term ‘carbon footprint’ * relate the Dos and Don’ts to their daily activities and note whether they practise them * evaluate properly the questions that requires their own answer | | | | | | | | | | | | | |
| **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**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | | xxx | | |
| **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** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Language Awareness | | |
| **THEME** | Health & Environment | | | | **TOPIC** | | Waste Not Want Not | | | **CROSS-CURRICULAR ELEMENT(S)** | | Language | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Future Time Expressions and Will,  When + will  Time clause : present simple  Main clause : future | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | Understand the grammar item | | | | | | | | | |
| **Complementary Skill** | | | | Use the grammar item in sentences and making predictions in writing text. | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | Pupils will be able to:  ask and respond appropriately to grammar item future time expressions and will | | | | | | | | | |
| **Complementary Skill** | | | | Pupils will be able to:  keep interaction going in longer exchanges with grammar item future time expressions and will | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to   * Write sentences with appropriate options – time expressions * Read and correct errors in sentences based on the grammar item | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   * use and locate time expressions correctly in sentences. * complete sentences and passages with appropriate time expressions * locate time expressions in sentences and texts * write at least 5 / 10 sentences with time expressions correctly. | | | | | | | | | | | | | |
| **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**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | | xxx | | |
| **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** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Listening | | |
| **THEME** | Health & Environment | | | | **TOPIC** | | Waste Not Want Not | | | **CROSS-CURRICULAR ELEMENT(S)** | | Environmental Sustainability | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Vocabulary for description of pictures | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | Listening 1.1 Understand meaning in a variety of familiar contexts | | | | | | | | | |
| **Complementary Skill** | | | | Listening 1.2 Use appropriate listening strategies in a variety of contexts | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | Listening 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics | | | | | | | | | |
| **Complementary Skill** | | | | Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   * Identify the keywords by listening to the phrases spoken. * Understand main ideas * Comprehend the importance and significance of international events | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   * identify keywords in the description of pictures correctly. * listen to an audio on the importance of internationally recognised days/events * in groups, discuss and design a poster for the celebration of World Environment Day with emphasis on objectives and environment problems | | | | | | | | | | | | | |
| **21ST CENTURY LEARNING SKILLS** | Communication | | Collaboration | | | | | Cooperation | | | Critical  Thinking | | | Cretivity |
| Autonomous  Learning | | ICT Literacy | | | | | Personal and Social  Responsibility | | | Intercultural  Awareness | | | Values &  Ethics |
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| **PRE-LESSON / STARTER**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | | xxx | | |
| **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** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Writing | | |
| **THEME** | Health & Environment | | | | **TOPIC** | | Waste Not Want Not | | | **CROSS-CURRICULAR ELEMENT(S)** | | Creativity & Innovation | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Recognise words and phrases connected with informal letter writing and projects | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | 4.1 Give detailed information about themselves and others | | | | | | | | | |
| **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** | | | | 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently | | | | | | | | | |
| **LEARNING OBJECTIVES** | Pupils will:   * produce and modify a plan or draft of two paragraphs or more of topics | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   * understand the requirements of the question * know the format of an informal letter * prepare a draft of the answer and to check with the instructions and information provided * check and double check to make sure they have fully answered the question | | | | | | | | | | | | | |
| **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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| **PRE-LESSON / STARTER**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** |  | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |