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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** | 2 | | | | **LESSON** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Speaking | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Live and Let Live | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** |  | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | | | | | | | | | |
| **Complementary Skill** | | | | 2.1.2 Ask for and respond appropriately to simple suggestions | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | 2.1.1 Ask about and explain key information from simple texts | | | | | | | | | |
| **Complementary Skill** | | | | 2.1.5 Express opinions or feelings about character and personality | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson pupils will:   * ask and explain key information * express opinions or feelings | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will:   * understand the activity of hitchhiking * be aware of the need to be need to be alert when hitchhiking * understand parents’ need to know about children’s hitchhiking activities | | | | | | | | | | | | | |
| **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** | 2 | | | | **LESSON** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Reading | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Live and Let Live | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Present Perfect Tense – been and gone | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | | | | | | | | | |
| **Complementary Skill** | | | |  | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | 3.1.1 Understand specific details and information in simple longer texts on a range of familiar topics | | | | | | | | | |
| **Complementary Skill** | | | |  | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will:   * understand details and information in simple longer texts | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will:   * understand details and information in simple longer texts * respects another’s lifestyle | | | | | | | | | | | | | |
| **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** | 2 | | | | **LESSON** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Language Awareness | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Live and Let Live | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | The Present Perfect Tense – ‘been’ and ‘gone’  Used in different contexts   * “gone” – completed in the immediate past / used with ‘just’. * ‘been’ describes past actions - time not definite. | | | | | | | | | | | | | |
| **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 the present perfect tense | | | | | | | | | |
| **Complementary Skill** | | | | Pupils will be able to:  keep interaction going in longer exchanges with grammar item the present perfect tense | | | | | | | | | |
| **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 the present perfect tense correctly in sentences. * complete sentences and passages with appropriate present perfect tense * locate the present perfect tense in sentences and texts   write sentences with the present perfect tense ‘been and ‘gone’ 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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| **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** | 2 | | | | **LESSON** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Listening | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Live and Let Live | | | **CROSS-CURRICULAR ELEMENT(S)** | | Creativity & Innovation | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Antonyms and adjectives | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | 1.1 Understand meaning in a variety of familiar contexts | | | | | | | | | |
| **Complementary Skill** | | | |  | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | 1.1.5 Understanding with little or no support more complex questions | | | | | | | | | |
| **Complementary Skill** | | | | 1.1.6 Understanding with little or no support longer simple narratives on a wide range of familiar topics | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to   * understand simple narratives on many topics * understand more complex questions | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to   * discuss and describe the time management of curricular and extra-curricular activities you and their friends practise * discuss the importance of balance and the effects of not following the saying ‘variety is the spice of life; | | | | | | | | | | | | | |
| **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) | : | |  | | | | | | | | | | |

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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** | 2 | | | | **LESSON** | | Choose an item. | | | **MAIN SKILL(S) FOCUS** | | Writing | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Live and Let Live | | | **CROSS-CURRICULAR ELEMENT(S)** | | Choose an item. | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** |  | | | | | | | | | | | | | |
| **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** | | | | 4.1.5 Organise and sequence ideas within short texts on familiar topics  4.2.2 Spell written work with moderate accuracy | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will :   * explain simple content * organise and sequence ideas * spell written work with moderate accuracy | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will :   * produce and modify a plan or draft of two paragraphs or more of topics * explain simple content * organise and sequence ideas * spell written work with moderate accuracy | | | | | | | | | | | | | |
| **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) | : | |  | | | | | | | | | | |