**UNIT 1**

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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** | | 1, 2  (R1 & 2) | | | **MAIN SKILL(S) FOCUS** | | Reading | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Family Ties | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words related to family. | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | | | | | | | | | |
| **Complementary Skill** | | | | Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | Reading 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics | | | | | | | | | |
| **Complementary Skill** | | | | Writing 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. Answer questions based on the article. 2. Sequence events correctly. 3. Understand and explain certain phrases in the article. 4. Write an email based on the topic given | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. Answer the questions correctly. 2. To use their own words to explain certain phrases. 3. Write an email. | | | | | | | | | | | | | |
| **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]** | 1. Pupils guess the meaning of the news article from certain words given by the teacher. 2. Pupils to identify feelings of the people in the article. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | **Activity A** (Whole Class – Warm Up)   1. Pupils to guess what the article is about based on words given.   **Activity B** (Reading)   1. Pupils read and try to understand the news article. 2. In pairs, pupils discuss the questions about the news article.   **Activity C** (Writing)   1. Write an email about being back in Malaysia after having spent two years away. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | Teacher chooses two or three students to read their emails to the class. | | | | | | | | | | | | | |
| **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** | 1 | | | | **LESSON** | | **3 (LA1)** | | | **MAIN SKILL(S) FOCUS** | | Language Awareness | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Family Ties | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | * Simple present and present continuous tense * Countable and uncountable nouns | | | | | | | | | | | | | |
| **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. know how to form simple present and present continuous tenses 2. use the tenses appropriately in sentences 3. know what are countable and uncountable nouns. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. fill in the blanks with the correct tenses 2. know the difference between countable and uncountable nouns and use them correctly in sentences. | | | | | | | | | | | | | |
| **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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| 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** | 1. Pupils brainstorm on the sentences given and try to see the different in tense. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | **Activity A** (Whole class - Warm up)   1. Pupils try to come up with a list of countable and uncountable nouns (sentences are written on the board)   **Activity B**   1. Teacher explains the grammar rules. 2. Teacher checks for understanding by asking students to make sentences based on the grammar items taught.   **Activity C**   1. Pupils attempt doing Exercise A and B in the workbook. 2. Answers are discussed in class. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. Teacher gives pupils some sentences with errors. 2. Pupils try to correct them in pairs. 3. Selected students try to explain their answers. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **UNIT** | 1 | | | | **LESSON** | | 4, 5  (L1 & 2) | | | **MAIN SKILL(S) FOCUS** | | Listening | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Family Ties | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Recognising words and phrases connected celebrations (wedding anniversaries). | | | | | | | | | | | | | |
| **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 1.1.6 Understand independently longer more complex narratives on a wide range of familiar topics and some unfamiliar topics | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. Understand the dialogue in the audio. 2. Identify main ideas in the dialogue. | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. Answer the MCQ questions given. | | | | | | | | | | | | | |
| **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]** | 1. Pupils brainstorm on the word - wedding anniversaries. 2. Teacher can drop hints by mentioning words like ‘wooden’, ‘silver’, ‘golden’ etc. to get the ball rolling. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | **Activity A**   1. Pupils listen to the audio for the first time. 2. Pupils try to write as many key words heard from the audio. 3. Pupils discuss what the audio is about.   **Activity B**   1. Pupils listen to the audio twice and answer the questions. 2. Pupils discuss their answers in class. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. Pupils talk their experiences about celebrating birthdays and anniversaries with family. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | 1 | | | | **LESSON** | | 6, 7  (S1 & 2) | | | **MAIN SKILL(S) FOCUS** | | Speaking | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Family Ties | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words that are linked with family and bonding. | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | | | | | | | | | |
| **Complementary Skill** | | | | Speaking 2.3 Use appropriate communication strategies | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | Speaking 2.4.1 Explain the main points of an idea or argument | | | | | | | | | |
| **Complementary Skill** | | | | Speaking 2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. identify activities that strengthen the family bond | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. list out at least three or more words/ phrases that is associated with family bonding time. | | | | | | | | | | | | | |
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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]** | 1. Teacher asks students to look at the picture in the circle map. 2. Pupils try to think of words associated with it using the tips given. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | **Activity A** (Pair work)   1. In pairs, pupils think of a suitable title for the circle map. 2. Pupils come up with as many verbs/adjectives to describe the picture.   **Activity B** (Class discussion)   1. Each pair present their discussion to the class. 2. Other pairs may accept or reject the ideas by giving their reasons. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. Teacher discusses the questions in the ‘Questions to ponder’ section. 2. Pupils to discuss and relate their experiences. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |