**UNIT 2**

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| **SUBJECT** | English Language | **CLASS** | Choose an item. | **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** | 11, 12(R 3 & 4) | **MAIN SKILL(S) FOCUS** | Reading |
| **THEME** | People & Culture | **TOPIC** | Food, Food, Food | **CROSS-CURRICULAR ELEMENT(S)** | Global Sustainability |
| **LANGUAGE/****GRAMMAR FOCUS** | Words related to food and taste. |
| **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** | Reading 3.2 Explore and expand ideas for personal development by reading independently and widely |
| **LEARNING STANDARD** | **Main Skill** | Reading 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics |
| **Complementary Skill** | Speaking 2.1.5 Explain and justify own feelings or those of others  |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to: 1. talk about three different types of food unique to South Korea, Philippines and Iceland.
2. answer questions based on the info read
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. answer the questions asked.
2. give their own opinions based on the infographic
 |
| **21ST CENTURY LEARNING SKILLS** | [x] Communication | [x] Collaboration | [ ] Cooperation | [x] Critical  Thinking | [ ] Creativity |
| [ ] Autonomous  Learning | [ ] ICT Literacy | [ ]  Personal and Social  Responsibility  | [x]  Intercultural  Awareness | [x]  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 | [x] Workbook | [ ] Handouts |
| [ ] Slides  | [x] White board & marker pen | [ ] Mahjong paper & masking tape | [x] Computer, LCD, CD  |
| **EVALUATION / ASSESSMENT** | [x] Oral Interaction (Q&A) | [ ] Oral Presentation | [ ] Observation | [ ] Checklist |
| [ ] Written Assignment | [x] Task Sheet | [ ]  Project | [x] Quiz |
| **PRE-LESSON / STARTER****[xxx MINUTES]** | 1. Pupils to come up with a suitable title for the infographic after skimming through the article *OR* teacher can show pictures of unusual food around the world and get pupils to identify them,
 |
| **LESSON DEVELOPMENT****[xxx MINUTES]** | **Activity A** (Whole Class – Warm Up)1. Pupils talk about their favourite food and why they like them.

**Activity B** (Reading)1. Pupils read the infographic.
2. Pupils refer to the word bank to help them understand certain words.
3. Pupils answer the questions given individually.

**Activity C** (Discussion)1. Teacher briefly goes through the TRUE/FALSE questions.
2. Teacher asks pupils to present their answers for question 3.
 |
| **POST LESSON / PLENARY****[xxx MINUTES]** | Teacher asks students to come up with an brace map about other unsual food around the world. |
| **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. |
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| **UNIT** | 2 | **LESSON** | 13 (LA2) | **MAIN SKILL(S) FOCUS** | Language Awareness |
| **THEME** | People & Culture | **TOPIC** | Food, food, food! | **CROSS-CURRICULAR ELEMENT(S)** | Global Sustainability |
| **LANGUAGE/****GRAMMAR FOCUS** | Simple past tensePast continuous tense |
| **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 verbs in the simple past and past continuous
2. use the tenses appropriately in sentences
3. know the difference between ‘used to’ and ‘get used to’
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. fill in the blanks with the correct tenses
2. differentiate ‘used to’ and ‘get used to’ by completing sentences using these two grammar items.
 |
| **21ST CENTURY LEARNING SKILLS** | [x] Communication | [ ] Collaboration | [ ] Cooperation | [x] Critical  Thinking | [ ] Creativity |
| [x] Autonomous  Learning | [ ] ICT Literacy | [ ]  Personal and Social  Responsibility  | [ ]  Intercultural  Awareness | [ ]  Values &  Ethics |
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| **EVALUATION / ASSESSMENT** | [x] Oral Interaction (Q&A) | [ ] Oral Presentation | [ ] Observation | [ ] Checklist |
| [ ] Written Assignment | [ ] Task Sheet | [ ]  Project | [ ] Quiz |
| **PRE-LESSON / STARTER** | 1. Teacher writes two sentences on the board – one in simple past and one in past continuous
2. Pupils explain and point out the grammatical differences between the two sentences.
 |
| **LESSON DEVELOPMENT****[xxx MINUTES]** |  **Activity A** (Whole class)1. Teacher explains grammar items and the rules.
2. Teacher gives examples.

**Activity B**1. Students do exercise A, B and C.
2. Teacher goes through the answers with the pupils.
 |
| **POST LESSON / PLENARY****[xxx MINUTES]** | 1. Teacher asks students to come up with sentences with ’used to’ and ’get used to’ to test understanding.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **UNIT** | 2 | **LESSON** | 18, 19(W 3 & 4) | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | People & Culture | **TOPIC** | Food, Food, Food! | **CROSS-CURRICULAR ELEMENT(S)** | Global Sustainability |
| **LANGUAGE/****GRAMMAR FOCUS** | Using words and phrases to link paragraphs and sentences. |
| **CONTENT STANDARD** | **Main Skill** | Writing 4.1 Communicate intelligibly through print and digital media on familiar topics |
| **Complementary Skill** | Writing 4.2 Communicate with appropriate language, form and style |
| **LEARNING STANDARD** | **Main Skill** | Writing 4.1.1 Explain and evaluate visual, or read and/or heard information |
| **Complementary Skill** | Writing 4.2.3 Produce a plan or draft and modify this appropriately independently |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to: 1. identify key features of a review
2. write a short review of a restaurant
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. write a restaurant review.
2. write their opinions about ambience, food, quality of food, pricing and service.
 |
| **21ST CENTURY LEARNING SKILLS** | [ ] Communication | [ ] Collaboration | [ ] Cooperation | [x] Critical  Thinking | [x] Creativity |
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| [x] Written Assignment | [ ] Task Sheet | [ ]  Project | [ ] Quiz |
| **PRE-LESSON / STARTER****[xxx MINUTES]** | 1. Teacher shows slides of actual restaurant reviews
2. Pupils read through and identify good and bad reviews.
 |
| **LESSON DEVELOPMENT****[xxx MINUTES]** | **Activity A (Brainstorming)**1. Teacher asks pupils about their experiences dining out. (Did they enjoy them? What did they like/dislike? etc.)
2. Pupils give their opinions.

**Activity B (Restaurant Review Checklist)**1. Students look at the checklist and try to fill it up using their past experiences dining out.

**Activity C** 1. Students write a restaurant review based on the checklist and notes given.
 |
| **POST LESSON / PLENARY****[xxx MINUTES]** | 1. Teacher asks students to state two reasons why they would go back to a restaurant and another two reasons why they would not.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |