**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** | 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 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. | | |
| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **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 tense  Past 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** | 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 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. | | | | | | | | | | | | | |
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| 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) | : | |  | | | | | | | | | | |