**DAILY LESSON PLAN [UNIT 2]**

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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** | | 14 | | | **MAIN SKILL(S) FOCUS** | | Reading | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Ready for Anything | | | **CROSS-**  **CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words / phrases related to charity / doing unusual or dangerous activities to raise money | | | | | | | | | | | | | |
| **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** | | | | 3.1.1 Understand the main points in extended texts on a wide range of familiar topics | | | | | | | | | |
| **Complementary Skill** | | | | 2.1.4 Explain and justify own point of view | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:   1. read texts about extreme activities and taking risks 2. learn to understand meaning in context | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. understand a text and able to transfer information in a table 2. identify the meaning of 4/7 words found in the text | | | | | | | | | | | | | |
| **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]** | Give the meaning of the word ‘charity’. Ask pupils to talk about events people organise to raise money: sporting tournaments, walks, runs, marathons, food fair, etc. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | **Activity A**  Ask pupils to read the text. Tell pupils to pay attention to the words in bold.  **Activity B**  Pupils complete the table using information from the texts in A.  **Activity C**  Pupils read the meanings given. Teacher asks students to refer to the texts to choose the words that matches the meanings. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. To help pupils expand their vocabulary, ask pupils to look for synonyms of the answers in B (words in bold). 2. Encourage pupils to refer to a thesaurus and write the synonyms in their exercise book. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | | xxx | | |
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| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | 2 | | | | **LESSON** | | 21 | | | **MAIN SKILL(S) FOCUS** | | Grammar (Language Awareness) | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Ready for Anything | | | **CROSS-**  **CURRICULAR ELEMENT(S)** | | Language | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Past simple vs. past continuous | | | | | | | | | | | | | |
| **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 this lesson, pupils will be able to:   1. learn how to use defining and non-defining relative clauses 2. Learn how to use past simple and past continuous together | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. write the correct relative pronoun to complete 3/5 sentences with defining and non-defining clauses 2. use the past simple and past continuous forms of verbs in 3/6 sentences correctly | | | | | | | | | | | | | |
| **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. Teacher explains how each grammar item is used. Ask pupils to refer to the notes and examples given.  2. Ask pupils to give examples of sentences with the grammar items taught. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | **Activity A & B**   1. Pupils complete the practices. 2. Pupils exchange their workbooks with their partners and check their answers. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | Ask pupils to take turns to say a sentence that uses verbs both in the past simple and past continuous. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **SUBJECT** | English Language | | | | **CLASS** | |  | | | **CLASS SIZE** | | xxx | | |
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| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | 2 | | | | **LESSON** | | 16 & 21 | | | **MAIN SKILL(S) FOCUS** | | Listening | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Ready for Anything | | | **CROSS-**  **CURRICULAR ELEMENT(S)** | | Information and Communications Technology, Language | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | 1. Words / phrases describing plot / setting / characters; words / phrases describing preference  2. Past simple vs. past continuous | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | * 1. Understand meaning in a variety of familiar contexts   This is a grammarfocused lesson so listening, speaking, reading and writing skills are not explicitly covered. | | | | | | | | | |
| **Complementary Skill** | | | | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered. | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | * + 1. Understand independently specific information and details in extended texts on a wide range of familiar topics   This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered. | | | | | | | | | |
| **Complementary Skill** | | | | 2.1.1 Explain simple content on familiar topics from what they read and hear  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered. | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:   1. learn words/phrases describing plot/setting/characters 2. learn words/phrases describing a crime | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. listen and determine the correct phrasal verbs to complete 3/6 sentences 2. understand a listening text and choose the meaning in context for 2/4 questions | | | | | | | | | | | | | |
| **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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| **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. Explain to pupils what phrasal verbs are; a phrase with a verb + adverb/preposition. 2. Teacher gives examples: verb + adverb (sit down, burn down,apply for, care for) and verb + preposition (depend on, look at, break in, move over) | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | **Activity A**  Teacher reads the sentences and omit the phrasal verbs. Pupils listen carefully and choose the correct phrasal verbs from the options given.  **Activity B**  1. Pupils read the questions first and look at the pictorial options.  2. Teacher reads the witness account and pupils listen carefully. Teachers read the text again if necessary.  3. Pupils answer the comprehension questions. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | Ask pupils to give examples of phrasal verbs they know. Encourage them to use them in a sentence. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **DURATION** | Choose an item. | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | 2 | | | | **LESSON** | | 17 | | | **MAIN SKILL(S) FOCUS** | | Speaking | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Ready for Anything | | | **CROSS-**  **CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words / phrases describing people’s characteristics / expressing an opinion / supporting a point of view | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | | | | | | | | | |
| **Complementary Skill** | | | | 1.1 Understand meaning in a variety of familiar contexts | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | 2.1.4 Explain and justify own point of view | | | | | | | | | |
| **Complementary Skill** | | | | 1.1.5 Understand independently more complex questions on a wide range of familiar topics | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:   1. learn how to describe people’s characteristics 2. learn to express an opinion and supporting a view | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. list ideal characteristics of a nurse 2. prepare a text to describe the characteristics of a nurse and give reasons to support your 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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| ☐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. Ask pupils to think of characteristics that they think a nurse should have to do a good job.  2. Teacher writes the words they give on the board. Ask them to give reasons for their choice of characteristics. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | 1. Pupils read the characteristics in the box and choose the most suitable characteristics that nurses should possess. Pupils write five suitable characteristics in the bubble map. 2. Tell pupils to use the format given to talk about all the characteristics of nurses. Encourage pupils to use describing words, to express their opinions and explain their views. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | Ask pupils to name a profession they like and give a reason for their choice. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |

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| **UNIT** | 2 | | | | **LESSON** | | 18 | | | **MAIN SKILL(S) FOCUS** | | Writing | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Ready for Anything | | | **CROSS-**  **CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words / phrases describing people’s characteristics | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | 4.2 Communicate with appropriate language, form and style | | | | | | | | | |
| **Complementary Skill** | | | | 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | 4.2.3 Produce an extended plan or draft and modify this appropriately in response to feedback or independently | | | | | | | | | |
| **Complementary Skill** | | | | 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of this lesson, pupils will be able to:   1. learn how to describe a person 2. learn how to use words/phrases to describe people’s characteristics | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of this lesson, pupils will be able to:   1. identify the plan to write an essay describing a person 2. sequence your ideas correctly 3. give reasons to support your opinions | | | | | | | | | | | | | |
| **21ST CENTURY LEARNING SKILLS** | ☐Communication | | ☐Collaboration | | | | | ☐Cooperation | | | ☐Critical  Thinking | | | ☐Creativity |
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| ☐Written Assignment | | | | | ☐Task Sheet | | | ☐ Project | | | | ☑Quiz | |
| **PRE-LESSON / STARTER**  **[xxx MINUTES]** | Ask pupils to name a person they admire. Encourage them to give a reason why they admire them. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | **Activity A**  1. Teacher asks pupils to read the notes given. Tell pupils to put these notes in the brace map correctly. Explain to pupils that this is the plan to write an essay to describe a person.  2. Pupils read the notes. Use the plan to help them match the notes with the correct paragraphs.  **Activity B**  Pupils use the notes given in the A to complete the essay. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. Ask pupils to take turns to describe either their father or mother’s profession; duties and responsibilities. Don’t mention the name of the profession. 2. Other pupils guess the profession. | | | | | | | | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : | |  | | | | | | | | | | |
| Weakness(es) | : | |  | | | | | | | | | | |
| Suggestion(s) | : | |  | | | | | | | | | | |