**DAILY LESSON PLAN [UNIT 1]**

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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** | 1 hour | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** | 1 (R1) | **MAIN SKILL(S) FOCUS** | Reading |
| **THEME** | People & Culture | **TOPIC** | It's Personal! | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words/ phrases related to family structures and household chores |
| **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 3.1.2 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. read an article
2. describe a household chore
3. talk about a household chore
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:1. scan the text for keywords
2. present a bubble map to describe a household chore
3. demonstrate a specific household chore
 |
| **21ST CENTURY LEARNING SKILLS** | [x] Communication | [x] Collaboration | [x] Cooperation | [x] Critical  Thinking | [x] Creativity |
| [ ] Autonomous  Learning | [ ] ICT Literacy | [x]  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 | [x] Textbook | [ ] Workbook | [ ] Handouts |
| [ ] Slides  | [ ] White board & marker pen | [ ] Mahjong paper & masking tape | [x] Computer, LCD, CD  |
| **EVALUATION / ASSESSMENT** | [ ] Oral Interaction (Q&A) | [x] Oral Presentation | [ ] Observation | [ ] Checklist |
| [x] Written Assignment | [ ] Task Sheet | [ ]  Project | [ ] Quiz |
| **PRE-LESSON / STARTER****[xxx MINUTES]** | 1. Teacher introduces the terms of different family structures: adoptive family, blended family, extended family, single-parent family and traditional family.
2. Pupils discuss in pairs what they think these terms mean.
3. When ready, pupils share their ideas with the class.
4. Teacher explains the terms in PowerPoint slides.
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| **LESSON DEVELOPMENT****[xxx MINUTES]** | 1. In groups, pupils read a text about household chores (p6-7).
2. They draw a bubble map to describe the household chores.
3. They present the bubble map in front of the class.
4. They fill in the missing sentences in the paragraphs.
5. Teacher discusses the answers with students.
6. In groups, pupils select a household chore they do at home.
7. Pupils demonstrate the action for the household chore they have selected and the others guess it.
 |
| **POST LESSON / PLENARY****[xxx MINUTES]** | 1. Teacher asks the questions:
* Do you enjoy doing household chores?
* Do you feel it is your duty to help your parents with household chores? Why/Why not?
1. Pupils explain how they feel about doing household chores.
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| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **DURATION** | 1 hour | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** | 3 (LA1) | **MAIN SKILL(S) FOCUS** | Language Awareness |
| **THEME** | People & Culture | **TOPIC** | It's Personal! | **CROSS-CURRICULAR ELEMENT(S)** | Language |
| **LANGUAGE/****GRAMMAR FOCUS** | Present simple, Present Continuous, Stative verbs, Relative clauses |
| **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. understand the different uses of grammar items
2. complete the sentences using the correct grammar items
3. circle the correct words in a text
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:1. understand the different uses of Present simple, Present Continuous, Stative verbs, Relative clauses
2. complete the sentences using the correct Present simple, Present Continuous tenses and Stative verbs
3. circle the correct words for relative clause in a text
 |
| **21ST CENTURY LEARNING SKILLS** | [x] Communication | [x] Collaboration | [x] Cooperation | [ ] Critical  Thinking | [ ] Creativity |
| [ ] Autonomous  Learning | [ ] ICT Literacy | [ ]  Personal and Social  Responsibility  | [ ]  Intercultural  Awareness | [x]  Values &  Ethics |
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| **EVALUATION / ASSESSMENT** | [ ] Oral Interaction (Q&A) | [ ] Oral Presentation | [ ] Observation | [ ] Checklist |
| [ ] Written Assignment | [x] Task Sheet | [ ]  Project | [x] Quiz |
| **PRE-LESSON / STARTER** | 1. Teacher writes on the board the following sentences:
	* I live with my adoptive family. (Present simple)
	* Nanny is becoming more and more mature. (Present Continuous)
	* I love drinking coffee. (Stative verbs)
	* I’ve read the book series which was written by J.K. Rowling. (Relative clause)
2. Teacher explains the different uses of the grammar items in PowerPoint slides.
3. In pairs, pupils discuss what other examples are.
4. When ready, pupils share their ideas with the class.
 |
| **LESSON DEVELOPMENT****[xxx MINUTES]** | 1. Pupils complete the sentences (p9, p11) using the correct grammar items.
2. In groups, pupils check and discuss their answers.
3. When ready, pupils share their ideas with the class.
4. Teacher discusses the answers with the pupils.
 |
| **POST LESSON / PLENARY****[xxx MINUTES]** | 1. Teacher reviews the grammar items using a quiz.
2. In pairs, pupils discuss the answers.
3. When ready, pupils share their answers with the class.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **DURATION** | 1 hour | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** | 4 (L1) | **MAIN SKILL(S) FOCUS** | Listening |
| **THEME** | People & Culture | **TOPIC** | It's Personal! | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words and phrases related to the qualities of a good friend |
| **CONTENT STANDARD** | **Main Skill** | Listening 1.1 Understand meaning in a variety of familiar contexts |
| **Complementary Skill** | Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics |
| **LEARNING STANDARD** | **Main Skill** | Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics |
| **Complementary Skill** | Speaking 2.1.4 Explain and justify the point of view of classmates or others |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to: 1. talk about a topic
2. listen to short extracts
3. discuss a topic
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:1. explain the qualities in an admired person and match the phrases with similar meaning in an admired person
2. listen to five short extracts about qualities the speaker admires in the person
3. discuss about the qualities admired in a friend
 |
| **21ST CENTURY LEARNING SKILLS** | [x] Communication | [x] Collaboration | [x] Cooperation | [ ] Critical  Thinking | [ ] Creativity |
| [ ] Autonomous  Learning | [ ] ICT Literacy | [ ]  Personal and Social  Responsibility  | [ ]  Intercultural  Awareness | [x]  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****[xxx MINUTES]** | 1. Pupils read and match the phrases with similar meaning.
2. In pairs, pupils select two phrases and write sentences based on them.
3. When ready, pupils share their ideas with the class.
 |
| **LESSON DEVELOPMENT****[xxx MINUTES]** | 1. Pupils tick on the qualities that are admirable on a given list.
2. In pairs, pupils explain the admired qualities to their friend.
3. Pupils find a new partner, then explain to their new partner which qualities their previous partner found admirable and why.
4. Pupils listen to five short extracts in which people are talking about the person they most admire.
5. Pupils match the listening text to the correct descriptions.
6. When ready, pupils share their answers with the class.
 |
| **POST LESSON / PLENARY****[xxx MINUTES]** | 1. Teacher asks the questions:
* Which of the listed qualities do you find most admirable and why?
* Are there any other qualities you think are admirable which are not listed?
* What qualities do you admire most in your friends? If you could be given any one quality, what would it be?
1. In pairs, pupils discuss the questions.
2. When ready, pupils share their ideas with the class.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **SUBJECT** | English Language | **CLASS** | Choose an item. | **CLASS SIZE** | xxx |
| **WEEK** | Choose an item. | **DAY** | Choose an item. | **DATE** | 20 January 2021 |
| **DURATION** | 1 hour | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** | 5 (S1) | **MAIN SKILL(S) FOCUS** | Speaking |
| **THEME** | People & Culture | **TOPIC** | It's Personal! | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words/phrases related to good qualities in a friend |
| **CONTENT STANDARD** | **Main Skill** | Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics |
| **Complementary Skill** | Choose an item. |
| **LEARNING STANDARD** | **Main Skill** | Speaking 2.1.2 Ask about and explain advantages and disadvantages of ideas, plans or arrangements |
| **Complementary Skill** | Speaking 2.1.4 Explain and justify the point of view of classmates or others |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to: 1. answer orally the questions given by teachers
2. discuss the situations in the pictures
3. explain the meaning of words
4. justify one’s opinions based on the words
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:1. answer orally about a friend they admire most
2. discuss a problem and solutions based on the pictures
3. explain the meaning of a proverb
4. justify one’s point of view based on the proverb
 |
| **21ST CENTURY LEARNING SKILLS** | [x] Communication | [x] Collaboration | [x] Cooperation | [x] Critical  Thinking | [ ] Creativity |
| [ ] Autonomous  Learning | [ ] ICT Literacy | [ ]  Personal and Social  Responsibility  | [ ]  Intercultural  Awareness | [x]  Values &  Ethics |
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| **EVALUATION / ASSESSMENT** | [x] Oral Interaction (Q&A) | [x] Oral Presentation | [ ] Observation | [ ] Checklist |
| [ ] Written Assignment | [ ] Task Sheet | [ ]  Project | [ ] Quiz |
| **PRE-LESSON / STARTER****[xxx MINUTES]** | 1. Teacher asks pupils these questions:
* Which friend do you admire most? Are they in school or in other places?
* Why do you admire him/her?
1. When ready, pupils share their answers with the class.
 |
| **LESSON DEVELOPMENT****[xxx MINUTES]** | 1. In pairs, pupils look at the three pictures.
2. Pupil A asks the following questions:
	* What is the problem?
	* What are some possible solutions?
	* What are the advantages and disadvantages of each solution?
3. Pupil B answer the questions based on the pictures.
4. Then, teacher writes a popular proverb “Blood is thicker than water” on the board.
5. In pairs, pupils discuss its meaning and give their opinions.
6. Pupils write their opinions by using a tree map in a mahjong paper.
7. Selected pupils are called to present their discussion in front of the class.
8. Pupils explain the proverb and justify their opinions.
 |
| **POST LESSON / PLENARY****[xxx MINUTES]** | 1. Teacher distributes an exit card to each pupil and asks: What were you able to do well in the activities? And What do you find particularly challenging about the activities?
2. Pupils write their responses in the exit card.
3. Teacher collects all the exit cards.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

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| **DURATION** | 30 minutes | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** | 7 (W1) | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | People & Culture | **TOPIC** | It's Personal! | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Using words and phrases to link paragraphs and sentences  |
| **CONTENT STANDARD** | **Main Skill** | Writing 4.2 Communicate with appropriate language, form and style |
| **Complementary Skill** | Writing 4.1 Communicate intelligibly through print and digital media on familiar topics |
| **LEARNING STANDARD** | **Main Skill** | Writing 4.2.3 Produce a plan or draft and modify this appropriately independently |
| **Complementary Skill** | Writing 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to: 1. draft a plan
2. check and correct grammatical or spelling errors in the draft
3. write an email
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:1. draft a plan for an informal email
2. check and correct grammatical or spelling errors in the draft
3. write an informal email using linking words
 |
| **21ST CENTURY LEARNING SKILLS** | [x] Communication | [x] Collaboration | [x] Cooperation | [x] Critical  Thinking | [ ] Creativity |
| [x] Autonomous  Learning | [ ] ICT Literacy | [ ]  Personal and Social  Responsibility  | [ ]  Intercultural  Awareness | [x]  Values &  Ethics |
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| **EVALUATION / ASSESSMENT** | [ ] Oral Interaction (Q&A) | [ ] Oral Presentation | [ ] Observation | [ ] Checklist |
| [x] Written Assignment | [x] Task Sheet | [ ]  Project | [ ] Quiz |
| **PRE-LESSON / STARTER****[xxx MINUTES]** | 1. In groups, pupils discuss their normal family routine at home.
2. They describe the meals, housework, and leisure time at home.
3. When ready, pupils share their ideas with the class.
 |
| **LESSON DEVELOPMENT****[xxx MINUTES]** | 1. Teacher explains the format of an informal email in PowerPoint slides.
2. Pupils organise the ideas by using linking words.
3. Pupils draft the informal email based on the information in Pre-lesson activity.
4. In pairs, pupils check and correct grammatical or spelling errors in each other’s draft.
5. Pupils discuss the errors found in the draft.
6. Pupils write the final draft of the informal email.
 |
| **POST LESSON / PLENARY****[xxx MINUTES]** | 1. Teacher asks pupils the question:
* What is the easiest and most challenging part of creating a plan?
1. In groups, pupils discuss the answers.
2. When ready, pupils share their answers with the class.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |