**DAILY LESSON PLAN [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** | 1 hour | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | 2 | | | | **LESSON** | | 11 (R3) | | | **MAIN SKILL(S) FOCUS** | | Reading | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Life's Great Mysteries | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases related to mysteries | | | | | | | | | | | | | |
| **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 2.4 Communicate appropriately to a small or large group on familiar topics | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | Reading 3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics and some unfamiliar topics | | | | | | | | | |
| **Complementary Skill** | | | | Speaking 2.4.1 Explain the main points of an idea or argument | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. read an article 2. understand the words to construct meaning 3. talk about a topic in a small group | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:   1. scan the text for keywords 2. circle the correct words with the correct meaning in sentences 3. discuss the topic of ghost in a small group | | | | | | | | | | | | | |
| **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 shows pictures of Area 51, Teotihuacan and The Bermuda Triangle and asks if pupils know about these places. 2. Pupils respond orally. 3. Pupils complete activity 2, p17 by matching the photos to the descriptions. 4. Teacher reviews language and/or vocabulary in the activity. 5. Pupils jot down the meaning. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | 1. Pupils read an article. 2. In groups, pupils discuss the meaning of the article. 3. In pairs, pupils discuss the answers for comprehension questions. 4. Pupils check their answers before checking as a class. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. Teacher asks a questions:  * Do you believe the Winchester Mystery House was really haunted by spirits or was Sarah Winchester imagining ghosts? * Do you believe in ghosts? Why or why not?  1. In groups, pupils discuss the questions. 2. Selected pupils are called to give their opinions. | | | | | | | | | | | | | |
| **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** | | Click here to enter a date. | | |
| **DURATION** | 1 hour | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | 2 | | | | **LESSON** | | 13 (LA2) | | | **MAIN SKILL(S) FOCUS** | | Language Awareness | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Life's Great Mysteries | | | **CROSS-CURRICULAR ELEMENT(S)** | | Language | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | 1. The Past Simple and the Past Continuous 2. Used to, Would, Be/get used to | | | | | | | | | | | | | |
| **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 The Past Simple, the Past Continuous, Used to, Would, Be/get used to. 2. complete the sentences using the correct The Past Simple, the Past Continuous, Used to, Would, Be/get used to 3. circle the correct words for The Past Simple, the Past Continuous, Used to, Would, Be/get used to in a 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** | 1. Teacher writes on the board the following sentences:  * I read a book last night. (Past Simple) * John was reading a book at ten o’clock last night. (Past Continuous) * I used to travel before the pandemic. (Used to) * I am used to travel every school holiday. (Would, Be/get used to)  1. Teacher explains the different uses of the grammar items in PowerPoint slides. 2. In pairs, pupils discuss what other examples are. 3. When ready, pupils share their ideas with the class. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | 1. Pupils complete the sentences (p21, p23) 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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| **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** | 2 | | | | **LESSON** | | 14 (L2) | | | **MAIN SKILL(S) FOCUS** | | Listening | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Life's Great Mysteries | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases related to heroes/heroines | | | | | | | | | | | | | |
| **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 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics | | | | | | | | | |
| **Complementary Skill** | | | | Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context 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. listen to a speech 2. guess the meaning of words 3. complete the sentences | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:   1. listen to a speech about the legend of Robin Hood 2. guess the meaning of words by using contextual clues 3. complete the sentences with a word or short phrase | | | | | | | | | | | | | |
| **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 | |
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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. Teacher asks pupils to think of heroes/heroines from Malaysian legends/folk tales. 2. In groups, pupils list as many heroes/heroines as possible and decide who is the greatest hero/heroine from the list and why. 3. When ready, pupils share their ideas with the class. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | 1. Pupils listen to a part of a speech and circle the correct words. 2. Then, pupils listen to the whole speech and write down the correct words/phrases. 3. When ready, pupils share their answers with the class. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. Teacher plays the audio again and asks True/False questions based on the listening texts. 2. Pupils answer orally. | | | | | | | | | | | | | |
| **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** | 2 | | | | **LESSON** | | 15 (S3) | | | **MAIN SKILL(S) FOCUS** | | Speaking | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Life's Great Mysteries | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words and phrases to be used in an interview and debate | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | Speaking 2.3 Use appropriate communication strategies | | | | | | | | | |
| **Complementary Skill** | | | | Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | Speaking 2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately | | | | | | | | | |
| **Complementary Skill** | | | | Speaking 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals | | | | | | | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. talk about a topic 2. express one’s ideas on a topic 3. interact with one another | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:   1. talk about local mysteries 2. express one’s ideas about local mysteries 3. interact with one another by using comparative and superlative forms | | | | | | | | | | | | | |
| **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. Teacher asks a question: What do you think about mysteries? 2. In pairs, pupils discuss the question. 3. When ready, pupils share their ideas with the class. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | 1. Teacher explains the use of comparative and superlative forms when comparing ideas. 2. Pupils choose the correct comparative and superlative forms in the sentences. 3. Then, pupils work in pairs and discuss on a research project about a local mystery. 4. They talk to each other about the ideas and decide on two best ideas. 5. Then, pupils work in a new pair and use their rough drafts to help them come up with new ideas. 6. A few pairs of pupils are called to present their discussion in front of the class. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. Teacher asks the whole class on which idea is the best to research a local mystery. 2. Pupils decide on the best idea as a whole 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** | | Click here to enter a date. | | |
| **DURATION** | 30 minutes | | | | | | **TIME** | | | Choose an item. | | | | |
| **UNIT** | 2 | | | | **LESSON** | | 17 (W3) | | | **MAIN SKILL(S) FOCUS** | | Writing | | |
| **THEME** | People & Culture | | | | **TOPIC** | | Life's Great Mysteries | | | **CROSS-CURRICULAR ELEMENT(S)** | | Values | | |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words and phrases related to five senses | | | | | | | | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | | Writing 4.1 Communicate intelligibly through print and digital media on familiar topics | | | | | | | | | |
| **Complementary Skill** | | | | Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics | | | | | | | | | |
| **LEARNING STANDARD** | **Main Skill** | | | | Writing 4.1.4 Express and respond to real or imagined opinions and feelings | | | | | | | | | |
| **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. draft a plan 2. check and correct grammatical or spelling errors in the draft 3. write a story | | | | | | | | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils can:   1. draft a plan for a story 2. check and correct grammatical or spelling errors in the draft 3. write a story using words related to five senses | | | | | | | | | | | | | |
| **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. In pairs, pupils discuss the words used to describe the characters’ actions and feelings. 2. They complete the sentences with a suitable verb, adverb, and adjectives. 3. Selected pupils are called to share their answers. | | | | | | | | | | | | | |
| **LESSON DEVELOPMENT**  **[xxx MINUTES]** | 1. Teacher explains the format of a story in PowerPoint slides. 2. In pairs, pupils discuss a story by using some of the five senses (sight, hearing, smell, taste, touch). 3. Pupils organise the ideas by using linking words. 4. Pupils draft the story. 5. In pairs, pupils check and correct grammatical or spelling errors in each other’s draft. 6. Pupils discuss the errors found in the draft. 7. Pupils write the final draft of the story. | | | | | | | | | | | | | |
| **POST LESSON / PLENARY**  **[xxx MINUTES]** | 1. Teacher distribute an exit card to each pupil and asks: What went well in your writing? Your writing would have been even better if…? 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) | : | |  | | | | | | | | | | |