**DAILY LESSON PLAN [UNIT 1 ]**

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| **SUBJECT** | English Language | | | **CLASS** |  | | |
| **WEEK** | Choose an item. | | | **DAY** | Choose an item. | **DATE** | Click here to enter a date. |
| **DURATION** | Choose an item. | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Speaking |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases/expressions related to people and culture | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics. | | | |
| **Complementary Skill** | | | 2.3 Use appropriate communication strategies. | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 2.1.1 Ask about and give detailed information about themselves and others. | | | |
| **Complementary Skill** | | | 2.1.3 Ask about and describe future plans or events. | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. identify the appropriate words/ phrases to give advice 2. discuss the best ways to teach culture among the youngsters. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. list out at least three words/phrases used in giving advice. 2. mention at least two ways of teaching culture among youngsters. | | | | | | |
| **PRE-LESSON / STARTER** | 1. Pupils talk about hobbies. 2. Teacher brainstorms for suitable verbs that go with hobbies. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils are grouped into 4. 2. Pupils talked about the hobbies in the picture. 3. Pupils talked about their hobbies   Activity B   1. In the same group, pupils match the verbs with the hobbies.   Activity C   1. Pupils talk about their hobbies using the expressions given.   Activity D   1. Pupils take turns to make a sentence on when they carry out their hobbies.   Activity E   1. Pupils take turns to read the benefits in the pictures given. | | | | | | |
| **POST LESSON / PLENARY** | Pupils carry out the suggested PAK-21 Activity. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **DURATION** | Choose an item. | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** | Choose an item. | **MAIN SKILL(S) FOCUS** | Reading |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Words/phrases/expressions related to people and culture | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 3.1 Understand a variety of texts by using a range of appropriate reading strategies  to construct meaning | | | |
| **Complementary Skill** | | | 3.1 Understand a variety of texts by using a range of appropriate reading strategies  to construct meaning | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 3.1.1 Understand the main points in simple longer texts | | | |
| **Complementary Skill** | | | 3.1.2 Understand specific details information in simple longer texts | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. Read and share information on movies 2. Talk about the development of movies | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:  i. Complete at least 6/8 questions correctly. | | | | | | |
| **PRE-LESSON / STARTER** | Pupils talk about their own experiences during the pandemic. | | | | | | |
| **LESSON DEVELOPMENT** | 1. Pupils are grouped into 4. 2. Pupils take turns the summarise the main ideas in each paragraph. 3. They discuss complete the exercise given. 4. Pupils share answer the answer with the class and the teacher facilitates. | | | | | | |
| **POST LESSON / PLENARY** | Review pupils’ learning in this lesson with ‘tell me three things…   * you have learnt today * you have done well * your talk partner has done well | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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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** | 1 | | | **LESSON** | Choose an item. | **MAIN SKILL(S) FOCUS** | Language Awareness |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/**  **GRAMMAR FOCUS** | 1. Simple Present Tense  2. Positive Statements  3. Present 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. understand how and when to use simple present tense 2. understand how and when to use the present continuous tense | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. complete at least 6 / 12 questions correctly. 2. identify the correct tense for at least 6/ 12 sentences correctly. 3. correct the errors of at least 5 / 10 sentences. | | | | | | |
| **PRE-LESSON / STARTER** | 1. Pupils revise the rules of the grammar. 2. Pupils write sentences using the correct tense. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils are grouped into 4. 2. Pupils are shown the rules of the two different tenses. 3. Pupils are given some time to do question A. 4. Pupils share their answers with the class with the teacher as facilitator.   **Activity B**   1. Pupils discuss the answers. 2. Teacher facilitates by explaining the correct use of tense. | | | | | | |
| **POST LESSON / PLENARY** | 1. Each pupil write two sentences, one in the simple present tense and another in the present continuous tense. 2. Pupils swap the sentences with their partner. 3. Pupils check and correct the sentences. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **SUBJECT** | English Language | | | **CLASS** |  | | |
| **WEEK** | Choose an item. | | | **DAY** | Choose an item. | **DATE** | Click here to enter a date. |
| **DURATION** | 30 minutes | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** | Choose an item. | **MAIN SKILL(S) FOCUS** | Listening |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Recognising words and phrases related to people and culture | | | | | | |
| **CONTENT STANDARD** | **Main Skill** | | | 1.1 Understand meaning in a variety of familiar contexts | | | |
| **Complementary Skill** | | | 1.2 Use appropriate listening strategies in a variety of contexts | | | |
| **LEARNING STANDARD** | **Main Skill** | | | 1.1.1 Understand with little or no support the main ideas in simple longer texts  on a range of familiar topics | | | |
| **Complementary Skill** | | | 1.1.2 Understand with little or no support specific information and details in  simple longer texts on a range of familiar topics | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. repeat the words using the correct pronunciation and intonation 2. complete the dialogue. 3. answer the objective questions given. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. Identify at least 3 / 5 missing words in the dialogue correctly. 2. Listen to an interview and answer the comprehension questions for at least 2/3 correctly. | | | | | | |
| **PRE-LESSON / STARTER** | 1. Pupils share their knowledge on the words in exercise A 2. Read the text to have a general idea of the dialogue | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils listen and read aloud the words given.   **Activity B**   1. Pupils listen to the audio and complete the dialogue. 2. Pupils listen again to check the answer. 3. Pupils check their answers with their partners.   **Activity C**   1. Pupils listen to the audio and choose the best answer. 2. Pupils discuss the answers with the friends and teacher. | | | | | | |
| **POST LESSON / PLENARY** | 1. Pupils talk about Vincent’s hobbies and how it has helped the community. 2. Pupils brainstorm their hobbies and how they can be used to help the community. | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |

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| **DURATION** | Choose an item. | | | | **TIME** | Choose an item. | |
| **UNIT** | 1 | | | **LESSON** | Choose an item. | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | People & Culture | | | **TOPIC** | What Do You Like | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/**  **GRAMMAR FOCUS** | Using words and phrases related to people and culture | | | | | | |
| **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 a plan or a draft of two paragraphs or more and modify this  appropriately in response to feedback | | | |
| **Complementary Skill** | | | 3.1.2 Understand specific details and information in simple longer texts | | | |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:   1. know how to expand ideas. 2. write sentences based on the leading questions given in the writing task. | | | | | | |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:   1. list at least 3 ways in which youths are able to help the community during a pandemic. 2. write an essay by expanding on the sentences given. | | | | | | |
| **PRE-LESSON / STARTER** | Teacher begins by writing down a sentence on how youth can help the community during a pandemic.  Pupils brainstorm for other examples. | | | | | | |
| **LESSON DEVELOPMENT** | **Activity A**   1. Pupils discuss and write down the sentences in small groups. 2. Representative of groups present their answers in a bubble map. 3. Teacher facilitates and write out the answer on the board.   **Activity B**   1. A pupil read out the article on Anida. 2. Teacher brings pupils’ attention on the construction of the article on Anida.   **Activity C**   1. Pupils sit in groups of 4. 2. Pupils complete the information using a bubble map.   **Activity D**   1. Pupils sit in groups of 4. 2. Pupils discuss how to expand the essay based on the questions given. | | | | | | |
| **POST LESSON / PLENARY** | Review pupils’ learning in this lesson with ‘tell me three things…   * you have learnt today * you have done well * your partner has done well | | | | | | |
| **TEACHER’S REFLECTION** | Strength(s) | : |  | | | | |
| Weakness(es) | : |  | | | | |
| Suggestion(s) | : |  | | | | |