**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** |  | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Speaking |
| **THEME** | Health & Environment | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/****GRAMMAR FOCUS** | Words/phrases/expressions related to environment |
| **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** | 2.1.2 Ask for and respond appropriately to simple suggestions |
| **Complementary Skill** | 2.3.1 Keep interaction going in longer exchanges by checking understanding of what the speaker is saying |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:1. appreciate the importance of keeping the environment clean for health reasons
2. discuss the best ways to teach about the importance of keeping the environment clean among younger generations
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. understand environmental health
2. understand the significance and importance of World Environment Day
 |
| **PRE-LESSON / STARTER** | 1. Pupils to talk about environment and the changes from the past 50 years until now.
2. Teacher brainstorms for suitable situations that can affect the environment positively or negatively.
 |
| **LESSON DEVELOPMENT** | Activity A1. Pair a few pupils to read the conversation.
2. Ask each pair the questions provided.

Activity B1. Pupils to fill in the blanks with their own ideas.
2. Teacher to discuss with the class.

Activity C1. Pupils are divided in a group of four.
2. Pupils to discuss an environmental campaign for each situation.
3. Pupils to discuss the benefits of environmental campaign.

Activity D1. In the same group, pupils to discuss about the posters.
2. Pupils to talk about World Environment Day
 |
| **POST LESSON / PLENARY** | Pupils to watch a documentary about climate change and talk about it in class. |
| **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** | 1 hour | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Reading |
| **THEME** | People & Culture | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/****GRAMMAR FOCUS** | Words/phrases/expressions related to health and environment |
| **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** | 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics |
| **Complementary Skill** | 2.1.1 Ask about and explain key information from simple texts |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:1. understand the food they should take
2. actions to take on a blazing hot day
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. learn the effects of a heatwave
2. understand the importance of ‘green’-ing living space to cool the air
 |
| **PRE-LESSON / STARTER** | 1. Ask about and explain key information from simple text.
2. Check on the dos and don’ts on a hot day.
 |
| **LESSON DEVELOPMENT** | 1. Learn more on weather conditions like heatwave and extreme hot weather
2. Discuss about the ways to beat extreme heat
3. Learn words or increase vocabulary on weather-related words
 |
| **POST LESSON / PLENARY** | Pupils to pick an article about climate change and draw a mind map based on the idea of the article. |
| **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** | 1 | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Grammar |
| **THEME** | People & Culture | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/****GRAMMAR FOCUS** | Future Times expression + will |
| **CONTENT STANDARD** | **Main Skill** |  |
| **Complementary Skill** |  |
| **LEARNING STANDARD** | **Main Skill** |  |
| **Complementary Skill** |  |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:1. understand and use Future Time expressions + will, time + will.
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. use the grammar item appropriately
2. make predictions about friends and oneself with appropriate options
3. check error in sentences
 |
| **PRE-LESSON / STARTER** | 1. Teacher introduces time expression to pupils.
2. Teacher teaches students on how to use ‘will’
 |
| **LESSON DEVELOPMENT** | 1. Complete sentences with appropriate time expressions.
2. Understand time expression + will, when + will.
 |
| **POST LESSON / PLENARY** | Teacher to play sentence quizzes with pupils using time expressions. |
| **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** | 6 April 2022 |
| **DURATION** | 1 hour | **TIME** | Choose an item.  |
| **UNIT** | 1 | **LESSON** |  | **MAIN SKILL(S) FOCUS** | Listening |
| **THEME** | People & Culture | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words/phrases/expressions related to health and environment |
| **CONTENT STANDARD** | **Main Skill** | Listening 1.1 Understand meaning in a variety of familiar contexts |
| **Complementary Skill** |  |
| **LEARNING STANDARD** | **Main Skill** | Listening 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics |
| **Complementary Skill** |  |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:1. fill in the blanks based on audio they have listened
2. understand World Environment Day
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. practise the 3Rs
2. understand rivers as a natural source
3. appreciate features of World Environment Day
 |
| **PRE-LESSON / STARTER** | 1. Teacher asks pupils what they know about 3R
2. Teacher asks pupils their knowledge on how to keep the earth clean
 |
| **LESSON DEVELOPMENT** | **Activity A**1. Teacher to play Track 1 twice.
2. Pupils to complete the description based on the audio.

**Activity B**1. Teacher to play Track 1 twice.
2. Pupils to listen and marks each statement with ‘True’ or ‘False’.

**Activity C**1. Teacher to play Track 2 twice.
2. Pupils to complete the graphic organiser.
3. Teacher to discuss Activity A, B and C with class.
 |
| **POST LESSON / PLENARY** | Pupils to carry out the suggested PAK-21 Activity – Round Table. |
| **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** |  | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | People & Culture | **TOPIC** | Waste Not Want Not | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/****GRAMMAR FOCUS** | Words/phrases/expressions related to health and environment |
| **CONTENT STANDARD** | **Main Skill** | 4.2 Communicate with appropriate language, form and style |
| **Complementary Skill** |  |
| **LEARNING STANDARD** | **Main Skill** | 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently |
| **Complementary Skill** |  |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:1. understand what is green campaign
2. write an informal letter
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. understand steps to write an informal letter
2. identify the situation and format
3. write an informal letter
 |
| **PRE-LESSON / STARTER** | 1. Teacher talks about green campaign with pupils.
2. Teacher asks pupils to list 3 green campaign in Malaysia and worldwide.
3. Teacher discuss the objectives and activities of green campaigns.
4. Pupils discuss the impact of green campaign towards the environment.
 |
| **LESSON DEVELOPMENT** | 1. Teacher discuss the notes provided and the format of an informal letter.
2. Teacher asks pupils to write a guided essay in the form of an informal letter.
3. Teacher to check pupils answers.
 |
| **POST LESSON / PLENARY** |  |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |