**DAILY LESSON PLAN [UNIT 1]**

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | 1, 2 | **MAIN SKILL(S) FOCUS** | Reading |
| **THEME** | People & Culture | **TOPIC** | Family Ties | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words / phrases related with celebration |
| **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 longer texts on an increased range of familiar topics. |
| **Complementary Skill** | 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics. |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to:1. sequence sentences correctly.
2. complete the news article.
3. identify and correct the errors in the passage(s) given.
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. understand the questions and provide suitable answers.
2. complete the news article by themselves from the given options.
3. identify and correct the errors in the reading passage(s) given.
 |
| **PRE-LESSON / STARTER** | 1. Pupils have discussion about celebrating festivals away from families.
2. Pupils talk about how they feel if they were to celebrate a festival away from their families.
 |
| **LESSON DEVELOPMENT** | Activity:1)* Try to guess the topic of the news article by skimming through it.
* Pupils read the article and try to complete it.
* Check the answer as a class.

2)* Teacher explains that the exercise is about error correction.
* Pupils read the passage and look at the underlined errors.
* Pupils try to correct the errors
* Check answers as a class.

3) * Students to read the passage in Activity C.
* This time, they try to look for the errors in the sentences.
* They try to correct the errors.
* Work to be handed in for marking.
 |
| **POST LESSON / PLENARY** | • Ask volunteers to share how they would reply the letter in task B.• Teachers discusses the answers with the class. |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | 3 (LA1) | **MAIN SKILL(S) FOCUS** | Language Awareness |
| **THEME** | People & Culture | **TOPIC** | Family Ties | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | * Simple present and present continuous tense
* Countable and uncountable nouns
 |
| **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. know how to form simple present and present continuous tenses
2. use the tenses appropriately in sentences
3. know what are countable and uncountable nouns.
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:i. fill in the blanks with the correct tensesii. know the difference between countable and uncountable nouns and use them correctly in sentences. |
| **PRE-LESSON / STARTER** | 1. Pupils brainstorm on the sentences given and try to see the different in tense. |
| **LESSON DEVELOPMENT** | Activity A (Whole class - Warm up):1. Pupils try to come up with a list of countable and uncountable nouns (sentences are written on the board)

Activity B: 1. Teacher explains the grammar rules.
2. Teacher checks for understanding by asking students to make sentences based on the grammar items taught.

Activity C: 1. Pupils attempt doing Exercise A and B in the workbook.
2. Answers are discussed in class.
 |
| **POST LESSON / PLENARY** | 1. Teacher gives pupils some sentences with errors.
2. Pupils try to correct them in pairs.
3. Selected students try to explain their answers.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUBJECT** | English Language | **CLASS** |  | **CLASS SIZE** |  |
| **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** | Lesson 4, 5 (L1 & 2) | **MAIN SKILL(S) FOCUS** | Listening |
| **THEME** | People & Culture | **TOPIC** | Family Ties | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words / phrases related with health |
| **CONTENT STANDARD** | **Main Skill** | 1.1 Understand meaning in a variety of familiar contexts |
| **Complementary Skill** | 1.1 Understand meaning in a variety of familiar contexts |
| **LEARNING STANDARD** | **Main Skill** | 1.1.1 Understand independently the main ideas in simple longer texts on an increased range of familiar topics. |
| **Complementary Skill** | 1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics. |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to: 1. listen to and understand the recorded text
2. answer the MCQ questions
3. identify the correct information from the audio.
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. answer the MCQ questions based on the recorded text
2. identify and write down the correct information
 |
| **PRE-LESSON / STARTER** | 1. Pupils brainstorm on the phrase ’developmental disability in children’.
2. Teachers give hints by mentioning words like ‘ADHD’, ‘autism’, ‘cerebral palsy’.
3. Pupils discuss about these disabilities.
 |
| **LESSON DEVELOPMENT** | 1)* Pupils look at the exercise in A prior to listening to the audio.
* Pupils listen to the audio and try to answer the questions.

2)* Pupils listen to the audio again.
* This time, they need to look out for information to fill in the brace map.
* Answers are discussed in class.
 |
| **POST LESSON / PLENARY** | 1. Pupils talk about other problems a family with may face.
2. Discuss what they can do.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | Speaking |
| **THEME** | People & Culture | **TOPIC** | Family Ties | **CROSS-CURRICULAR ELEMENT(S)** | Values |
| **LANGUAGE/****GRAMMAR FOCUS** | Words / phrases related with family |
| **CONTENT STANDARD** | **Main Skill** | 2.2 Use register appropriately  |
| **Complementary Skill** | 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics |
| **LEARNING STANDARD** | **Main Skill** | 2.2.1 Use formal and informal registers appropriately in some familiar contexts. |
| **Complementary Skill** | 2.1.4 Explain own point of view. |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to: 1. talk about problems faced by families in their everyday lives.
2. identify ways to strengthen a family bond.
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. list problems faced by families.
2. know how to strengthen the family unit.
 |
| **PRE-LESSON / STARTER** | 1. Teacher asks pupils about the problems they face with their parents or siblings.
2. Teacher asks pupils how they overcome the problems.
 |
| **LESSON DEVELOPMENT** | 1)* Pupils look at the three pictures and try to identify the scenario.
* Pupils discuss what happens if these scenarios take control of their lives.
* Discussion of findings as a class.

2)* Pupils to think of a suitable title for the circle map.
* Pupils to brainstorm on as many ways as they can to strengthen the family bond.
 |
| **POST LESSON / PLENARY** | 1. Teacher ends the lesson by discussing the ‘Questions to ponder’ section.
2. Pupils relate their experiences to the questions.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | Choose an item. | **MAIN SKILL(S) FOCUS** | Writing |
| **THEME** | People & Culture | **TOPIC** | Family Ties | **CROSS-CURRICULAR ELEMENT(S)** | Choose an item. |
| **LANGUAGE/****GRAMMAR FOCUS** | Words / phrases related with festival |
| **CONTENT STANDARD** | **Main Skill** | 4.2 Communicate with appropriate language form and style |
| **Complementary Skill** | 3.2 Explore and expand ideas for personal development by reading independently and widely  |
| **LEARNING STANDARD** | **Main Skill** | 4.2.1 Punctuate written work on a range of text types with reasonable accuracy |
| **Complementary Skill** | 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics. |
| **LEARNING OBJECTIVES** | By the end of the lesson, pupils will be able to: 1. write about a festival he or she celebrates.
 |
| **SUCCESS CRITERIA** | By the end of the lesson, pupils will be able to:1. use the notes given and expand appropriately.
2. write about a festival he or she celebrates.
 |
| **PRE-LESSON / STARTER** | • Teacher talks about the festivals celebrated in Malaysia.• Teachers ask pupils to describe their experiences. |
| **LESSON DEVELOPMENT** | * Teacher asks pupils to look at the notes in the writing section.
* Teacher asks pupils to write a draft of the essay.
* Teacher asks pupils to volunteer to talk about their experiences.
* Teacher asks pupils to write the final draft of the essay.
* Essay to be handed in for marking.
 |
| **POST LESSON / PLENARY** | * Teacher show pupils the advert (YouTube) clip about the true meaning of family.
* Pupils give their reaction to the advert.
 |
| **TEACHER’S REFLECTION**  | Strength(s) | : |  |
| Weakness(es) | : |  |
| Suggestion(s) | : |  |