**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** | 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) | : |  | | | | |

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| **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 tenses  ii. 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) | : |  | | | | |

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| **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) | : |  | | | | |

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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** | 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) | : |  | | | | |

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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** | 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) | : |  | | | | |