

# Lesson Plan Note

**Book : S G 5**

**Date**

**Class**

**Unit: 1**

**Unit Title: Lifestyles**

**Lesson : [ 1 ]**

**Lesson Title : Listen and Discuss**

**pp. : 2&3**

**Performance Objectives**

**SWBAT:**

- Listen about daily activities and routines.
- Analyse information to talk about lifestyles.
- Apply knowledge on speaking about daily activities.
- Identify new vocabulary about routine activities.
- Express themselves through choosing the activities they like.
- Discuss habits and routines.

**Reinforce citizenship & Islamic Value**

- **The role of youth in community development**
- **Work is worship**

**Link with other subjects**

**Science**

**Teaching Aids**

- |                                     |                                       |   |                                       |
|-------------------------------------|---------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> worksheets | <input type="checkbox"/> The internet | <input type="checkbox"/> A map          | <input type="checkbox"/> Flash cards  |
| <input type="checkbox"/> ppt        | <input type="checkbox"/> A wall chart | <input type="checkbox"/> newspapers     | <input type="checkbox"/> Student Book |
| <input type="checkbox"/> pictures   | <input type="checkbox"/> Real Objects | <input type="checkbox"/> Coloured marks | <input type="checkbox"/> Workbook     |

**Warm up**

**Strategy : Speak from experience warm- up strategy**

I'll ask Ss look at pictures on p.2 and I'll ask them what the activities they usually do. How many hours they spend on these activities. **(5 minutes)**

**Procedures ( Lesson Steps)**

**Skills & Strategies:**

- Discussion
- Brain storming
- Mind plan
- Think , pair &share
- Group work
- Pair work
- Critical thinking
- Creative thinking
- miming
- Role-play
- drills

**Strategy : Integrated methods**

- I'll ask Ss questions about the pictures they discussed before. Then, I'll play the audio and I'll have Ss listen as they read along. **(10 minutes)**

**Strategy : Numbered heads**

- I'll answer questions Ss may have about vocabulary or content. I'll have Ss' comprehension by naming each of the people in the pictures and having Ss say something about each person's lifestyle. **(10 minutes)**

**Strategy : Think- Pair- Share**

- I'll direct Ss' attention to the survey. I'll give Ss a minute or two to answer the questions. Then, I'll have them ask and answer the questions in pairs. **(10 minutes)**

**Assessment**

**Strategy : Classroom discussion**

What activities do you do every day? **(5 minutes)**

**Homework**

WB p. 1 Ex. A

**Closure**

**Strategy : Engagement**

Underline words and expressions that tell about frequency (how often). **(5 minutes)**

**Ways of Encouraging Learner Autonomy**

**Ask open-ended questions while accepting all sorts of answers equally. Encourage students to make connections, think critically, and explore different possibilities.**

# Lesson Plan Note

**Book : S G 5**

**Date**

**Class**

**Unit: 1**

**Unit Title: Lifestyles**

**Lesson : [ 2 ]**

**Lesson Title : Quick Check & Pair Work**

**p. : 3**

**Performance Objectives**

**SWBAT:**

- Practice talking about lifestyles.
- Role play about people in the pictures.
- Check understanding of new vocabulary about routine activities.
- clarify new vocabulary about lifestyles.
- Confirm understanding through answering the questions.
- Make inferences through role- playing a conversation.

**Reinforce citizenship & Islamic Value**

- **Strengthening our identity is one way or reinforcing people's confidence and sense of citizenship and well-being.**
- **Truthfulness is the spring of the heart.**

**Link with other subjects**

**Science**

**Teaching Aids**

- |                                     |                                       |   |                                       |
|-------------------------------------|---------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> worksheets | <input type="checkbox"/> The internet | <input type="checkbox"/> A map          | <input type="checkbox"/> Flash cards  |
| <input type="checkbox"/> ppt        | <input type="checkbox"/> A wall chart | <input type="checkbox"/> newspapers     | <input type="checkbox"/> Student Book |
| <input type="checkbox"/> pictures   | <input type="checkbox"/> Real Objects | <input type="checkbox"/> Coloured marks | <input type="checkbox"/> Workbook     |

**Warm up**

**Strategy : Likert Scale Line Up**

- I'll ask Ss to scan the readings on p.2&3. I'll ask Ss to what extent their activities are important? I'll ask them who agree and who disagree?  
**(5 minutes)**

**Procedures ( Lesson Steps)**

**Skills & Strategies:**

- Discussion
- Brain storming
- Mind plan
- Think , pair & share
- Group work
- Pair work
- Critical thinking
- Creative thinking
- miming
- Role-play
- drills

**Strategy : Vocabulary self- selection**

- I'll write the word "frequency" on the board. I'll discuss about frequency with Ss. I'll have Ss underline other frequency words and expressions and then I'll check answers in pairs. I'll have Ss call out the answers in EX.A. I'll elicit the rules for the position of frequency adverbs (before the verb) and expressions of frequency (at the end of the sentence).  
**(10 minutes)**

**Strategy : Concept cartoons**

- I'll have Ss name the people in the pictures. I'll have a volunteer read aloud the first question in EX.B. I'll elicit the answer. I'll have Ss complete the task individually and then I'll check answers in pairs.  
**(10 minutes)**

**Strategy : Interpersonal activities**

- I'll play the audio of the sample conversations in EX.2A. I'll ask Ss listen and repeat. I'll model the task by role playing the people in the article. I'll ask Ss to ask and answer the questions.  
**(5 minutes)**
- I'll have Ss ask each other's questions about the activities in the article. Finally, I'll have Ss report about their partners to the class.  
**(5 minutes)**

**Assessment**

**Strategy: Group Activities**

- I'll ask Ss to write other comprehension questions about the people in the pictures.  
**(5 minutes)**

**Homework**

WB p. 1 Ex. B

**Closure**

**Strategy : Group Activities**

- I'll ask Ss to ask and answer questions they prepared before of other groups. The group with the most correct answers wins. **(5 minutes)**

**Ways of Encouraging Learner Autonomy**

**Students' prior knowledge can also help us to choose contexts and topics that they may find meaningful.**