Lesson Plan Module 9 Week 1

Components		
	E-Reading Scholar (ERS)	30 Mins
	Intelligent Vocabulary Builder (IVB)	30 Mins
	Eloquent Speaker (ES)	30 Mins

Instructional Strategies

e-Prep

Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
IVB	i. Students to independently go through the list of words	15 mins	e-Prep	

Classroom

Component 1	ERS			
Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer

Component 2	IVB			
Listen & Click	i. Click on a number and listen to the word ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any error.	5 mins	Multimedia (Slides 3-5)	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking the words into syllables ii. Students identify the number of syllables in given	10 mins	Multimedia (Slides 7-36)	

	words. iii. Click on the words to check for answer. iv. **Feed Franky the Frog! Activity:** Click on the 🔊 button and listen to the word. Then, students spell the word by clicking on the flies. iv. Students choose the correct letters to fill in the blanks of the words.			
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling/dragging the words that best fits the sentences. iii. Discussion of answers.	10 mins	Multimedia (Slides 38-45)	*Activity can be conducted individually or in a group.
Component 3			ES	
Click and Listen	i. Play the multimedia and introduce the topic. ii. Asks the students to click on each vehicle and say its names.	5 mins	Multimedia (Slides 3)	*Maximize verbal interaction by asking the students about their experiences with the vehicles.
Questions and Answers	i. Teacher conducts Q & A session with the students and use the questions as prompts. ii. Teacher clicks on the ⓘ button to reveal the answer.	15 minutes	Multimedia (repeat for slides car, motorcycle, aeroplane & ship)	
Time to Share!	I. Teacher asks students to share about a transport they know. It could be the transports that they have learnt or the transports provided in the slide. ii. Teacher can ask the students to use the prompts to share about their transports.	10 minutes	Multimedia (slide 11)	*Maximize verbal interaction by asking the students about their experiences with the vehicles.
e-Revision				
E-revision (compulsory)	ERS – Worksheet 9.1.1 IVB – Worksheet 9.1.1			

E-revision (optional)	
Additional Remarks:	

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 9 Week 2		
Components	E-Reading Scholar (ERS)	30 Mins
	School of Grammar (SOG)	30 Mins
	School of Grammar (SOG)	30 Mins

Instructional Strategies

e-Prep

Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	
SOG	i. Students independently go through the video and activity.	15 mins		Yes-No Question

Classroom

Component 1	ERS			
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer

Component 2	SOG			
Learning Objective:	**Upon completion, students will:** • Recognise and identify the questions words used in wh-questions • Recognise the forms of wh-question			
Teaching	1. Play multimedia on question words and wh-question.	25 mins	Multimedia	

	2. Students complete sections A to C. A → Students match question words to functions/paired statements B → Students complete statements with question word (Indicators in answer statement given) C → Students complete statements with question word (Indicators not provided)			*For section B where students pick the question words, clues are given in the answer statement. Point out to the student and prompt by asking if the answer statement is referring to a person, object/action, place, time, reason or manner/quantity*
	3. Review the lesson before proceeding to activity.			Place emphasis on how **helping verbs follow after the use of question words.**
Reinforcement Activity 1	1. Remind students once again that in wh-questions, a helping verb is needed to make the statement grammatically correct. 2. You may do the first two questions with the students to help them familiarise themselves with the activity. Prompt the students to first identify the question word, then the helping verb. Once the two words (question word, helping verb) have been identified, the follow up statements should come naturally.	10 mins	Activity 1	It is understandable if students require more time to go through the questions. The point of the activity is to get them used to the forms of wh-questions. Provide help if needed.
e-Game				
e-Revision				
E-revision (compulsory)	ERS – Worksheet 9.2.1 SOG – Worksheets 9.1.1, 9.1.2, 9.1.3 & 9.1.4			

E-revision (optional)	SOG Worksheets 9.1.5
Additional Remarks:	SOG Note for lesson 1 provided.

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 9 Week 3

Components	E-Reading Scholar (ERS)	30 Mins
	Write Right Composer (WRC)	30 Mins
	Write Right Composer (WRC)	30 Mins

Instructional Strategies

e-Prep

Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	

Classroom

Component 1	ERS			

Activities	Procedures	Duration	Material Resources	Note
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon ☊ to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.			*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins		*Ensure all students get opportunity to answer

Component 2	WRC			

Learning Objective:	**Upon completion, students will:** • **Be able to write simple thank you, apology, questioning and informing notes** • **Be able to write notes according to the format**			
Teaching	i. Introduce the purpose of writing notes. ii. Briefly state the format of note writing.	30 mins	Multimedia	Encourage all students to respond Writing activity in students'

	iii. Read the example note. Click on the 'Click' button to show the parts of the format in the note. iv. Explain the greeting, body, closing and signature while referring to the example note. Click on the 'Click' button for the labels to appear. Ask students promptly after the explanation (eg. Q: Who do we greet 'Dear' or 'Dearest' in note writing? A: Family members or good friends). v. For Part A: • Students to write the answers in their notebooks based on the options given. • Click on the lines for answers. • Choose students to share their answers by reading aloud. Give explanation for any mistakes. vi. For Part B: • Students to write the suitable greetings and closings for the incomplete notes shown based on the questions (ie. who the notes are for). Options are given. • Students may have their own choices for the recipient's names. • Click on the lines for answers.			notebooks.

	• Pick students to individually share their answers by reading aloud the complete notes. Rectify any errors. vii. For Part C: • Students to rearrange words into correct sentences. Then, ask them to write the sentences into complete notes. • Click on the lines for answers. • Choose students to share their written answers verbally. Correct and explain for any mistakes.			
Reinforcement Activity 1	i. Students to read the sentences and rearrange them into the proper order to make sensible notes. ii. Ask students to write the answers in their notebooks. iii. Click on the lines for answers. iv. Discuss the answers with the class.	15 mins	Activity 1	Writing activity in students' notebooks.
Reinforcement Activity 2	i. Students to write notes based on the questions, referring to the pictures and words given. ii. Click on the lines for answers.	15 mins	Activity 2	Writing activity in students' notebooks.

	iii. Discussion session. Correct any mistakes detected.			
e-Revision				
E-revision (compulsory)	ERS – Worksheet 9.3.1 WRC – Worksheet 9.1.1 & 9.1.2			
E-revision (optional)	WRC – Worksheet 9.1.3 & 9.1.4			
Additional Remarks:	WRC Module 9 Lesson 1 Notes are included for students' references.			

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 9 Week 4		
Components	Intelligent Vocabulary Builder (IVB)	30 Mins
	Intelligent Vocabulary Builder (IVB)	30 Mins
	Write Right Composer (WRC)	30 Mins

Instructional Strategies

e-Prep

Activities	Procedures	Duration	Material Resources	Note
IVB Activity	i. Students to independently go through the list of words	15 mins	e-Prep	

Classroom

Component 1	IVB			
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
Listen & Click	i. Click on a number and listen to the words Ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any error.	5 mins	Multimedia	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking the words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer. iv. **Feed Franky the Frog! Activity:** Click on the 🔊 button and listen to the word. Then, students spell the word by clicking on the flies. iv. Students choose the correct letters to fill in the blanks of the words.	10 mins	Multimedia	*Maximize verbal interaction and ensure students get equal chance to do the activity.

Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling the words that best fits the sentences iii. Discussion of answers.	10 mins	Multimedia	
Idioms of the Day	i. Click on the 🔊 button to listen to the idioms. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idioms. iv. Students annotate by dragging the words correctly to form the idiom. v. Students annotate by choosing the correct idiom to be used in the sentence.	10 mins	Multimedia	*Maximize verbal interaction with the students by relating the idiom with their experiences.
Spell it Right	i. Choose the word with the correct spelling ii. Unscramble the letters to form a word iii. Discussion of answers.	10 minutes	Revision (Part 1)	
Read and Drag	I. Teacher asks the students to read the sentences. ii. Students annotate by choosing the correct words to fill in the blanks. iii. Discussion of answers	3 minutes	Revision (Part 2)	
Read and Tick	i. Students choose the correct sentence with the correct word.	5 minutes	Revision (Part 2)	
Read and Choose	i. Students choose the correct word to be used in the sentences given.	5 minutes	Revision (Part 2)	
e-Game (Dig the Dino!)	I. Students need to dig the bones of the dinosaurs by clicking on the correct word to fill in the blank of the sentence. ii. Discussion of answers.	7 minutes	e-Game	
Component 2	WRC			

Learning Objective:	Upon completion, students will: • **Be able to understand the functions of an exclamation mark** • **Be able to apply exclamation marks in suitable phrases or sentences**			
Teaching	i. Explain the usage of exclamation marks with examples of sentences. ii. For Part A: • In their notebooks, students to write the correct phrases based on the pictures. Options are given. • Click on the 'Check' button for answers. • Students to share their answers verbally after all 7 questions are attempted. Discuss with the class if there are any errors. iii. For Part B: • Students to rewrite the sentences shown with the correct punctuation marks into a note form. • Click on the 'Sample Answer' button for answers. • Ask students to read and show their answers during discussion session.	30 mins	Multimedia	Encourage all students to respond. Writing activity in students' notebooks. For Activity B, some sentences may have more than one answer (eg. Let's go there after school. / Let's go there after school!). Accept sensible answers.
e-Revision				
E-revision (compulsory)	IVB – Worksheet 9.2.1 & 9.2.2 WRC – Worksheet 9.2.1 & 9.2.2			
E-revision (optional)	WRC – Worksheet 9.2.3 & 9.2.4			

Additional Remarks:	WRC Module 15 Lesson 2 Notes are included for students' references.

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 9 Week 5				
Components	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
	School of Grammar (SOG)	30 Mins		
Instructional Strategies				
e-Prep				
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
SOG	i. Students independently go through the video and activity.	15 mins		Wh-Questions
Classroom				
Component 1	**SOG**			
Learning Objective:	**Upon completion, students will:** • Recall 5Ws1H and distinguish the functions of each question word • Construct wh-question and answer statements			
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
Teaching	1. Play multimedia on question words and wh-question.	30 mins	Multimedia	
	2. Students complete sections A to C. A→ Students match question words to functions/paired statements B→ Students form wh-question based on given sentence. C→ Students provide answer statements to question statements.			*For **Section C (q. 7 onwards)**, students will have to provide answer statements based only on the picture. The given answer on the slide is only a sample. You may accept any logical answers from the student.*
	3. You may go through the lesson review before proceeding to activity or skip it if you think students are ready.			
Reinforcement Activity 1	1. Students identify the answer to the question statement (Choice of ABCD) 2. Students use the answer to form an answer statement.	20 mins	Activity 1	*Activity can be conducted individually or in a group.* *Students provide

Reinforcement Activity 2	1. Students choose a location from the map. 2. Depending on the questions in the location, student may have to: - form wh-question - form answer statement	25 mins	Activity 2	*answers verbally*
e-Revision				
E-revision (compulsory)	SOG – Worksheets 9.2.1, 9.2.2, 9.2.3 & 9.2.4			
E-revision (optional)	SOG – Worksheet 9.2.5			
Additional Remarks:	SOG Note for lesson 2 provided.			

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 9 Week 6

Components	E-Reading Scholar (ERS)	30 Mins
	Write Right Composer (WRC)	30 Mins
	Write Right Composer (WRC)	30 Mins

Instructional Strategies

e-Prep

Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	

Classroom

Component 1	ERS			
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon 🎧 to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.		Multimedia	*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins	Multimedia	*Ensure all students get opportunity to answer

Component 2	WRC			
Learning Objective:	Upon completion, students will: • **Be able to build suitable sentences for sharing experiences and requesting notes** • **Be able to write short notes to share experiences and make requests**			
Teaching	i. Recap briefly the four purposes to write notes from Lesson 1. ii. Introduce another two purposes. iii. For sharing experiences note: • Guide students to use WH-questions for the first	25 mins	Multimedia	Encourage all students to respond. Writing activity in students' notebooks.

	sentence by showing an example note.			Remind the students to use proper punctuation (full stops, capital letters, commas and exclamation marks).
	• For Part A, students to verbally join the WH-phrases into one sentence. Ask them to read the completed notes before clicking the lines for answers.			
	• Explain the guidance to write the second and third sentences.			
	• For Part B, students to complete the notes by writing the body using the words given. Pick a student to share the answer for each question. Click on the lines for answers. **Q1 – Q3 are compulsory			
	iv. For requesting note:			
	• Explain the guidance to form sentences for the note. Read the example.			
	• For the activity, students to construct sentences for the body using the words provided and complete the notes in their books. Click on the lines for answers during discussion. **Q1 – Q3 are compulsory			
Reinforcement Activity 1	i. Students to observe the pictures and fill in the WH-questions about them. Elicit verbal answers from the students. ii. Click on 'Sample Answer' button. iii. Students then are asked to write	15 mins	Activity 1	Writing activity in students' notebooks. Remind the students to use proper punctuation

	complete sharing experience notes related to the pictures. iv. Click on 'Sample Answer' button for answers during discussion session. Ask students to individually share their written notes.			(full stops, capital letters, commas and exclamation marks). Students may choose the names of the recipients on their own.
Reinforcement Activity 2	i. For Exercise A: • Students to look over the pictures and words given. • Ask them to write related requesting notes. **Q1 – Q3 are compulsory • Click on the 'Sample Answer' button for answers. • Students share their notes (verbal / show). Rectify any mistakes found. ii. For Exercise B: • Brainstorm the pictures with the students. Try to answer the three prompt questions (below the pictures) verbally. • Students need to write full notes according to the pictures and prompts. • Click on the 'Sample Answer' button for answers. • Discuss the answers.	20 mins	Activity 2	Writing activity in students' notebooks. Remind the students to use proper punctuation (full stops, capital letters, commas and exclamation marks). Students may choose the names of the recipients on their own.

e-Revision	
E-revision (compulsory)	ERS – Worksheet 9.4.1 WRC – Worksheet 9.3.1 & 9.3.2
E-revision (optional)	WRC – Worksheet 9.3.3 & 9.3.4
Additional Remarks:	WRC Module 9 Lesson 3 Notes are provided for students' references.

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 9 Week 7		
Components	E-Reading Scholar (ERS)	30 Mins
	School of Grammar (SOG)	30 Mins
	School of Grammar (SOG)	30 Mins

Instructional Strategies

e-Prep

Activities	Procedures	Duration	Material Resources	Note
ERS Reading	i. Students to independently watch and read the video.	15 mins	Multimedia	

Classroom

Component 1	ERS			
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
Reading	i. Conduct reading session page 1 ii. This reading session can be conducted as individual or group reading.	5 mins	Multimedia	*click on the icon to listen for the Voice Over
CROWN Questioning	i. Discuss e-glossary, word by word. ii. Ask CROWN questions. Students answer orally.		Multimedia	*refer to Answer Key
Reading	i. Repeat all the steps above until the last page.	20 mins	Multimedia	*Ensure all students get opportunity to answer

Component 2	SOG			
Learning Objective:	**Upon completion, students will:** • Recall modal verbs and its function • Choose and decide which modal verb to use in a given sentence			
Teaching	1. Play multimedia on modal verbs		Multimedia	
	2. Students will first go through questions on the modals: can and may. 3. Remind students that can is used for casual setting and may is used for formal setting when asking and giving permission.	30 mins		*Students answer verbally. Encourage all students to reply.

	4. Play multimedia on modal: must. 5. Students complete questions by choosing the verb and deciding on the use of: must or mustn't			
	5. Review the lesson before proceeding to activity.			
Reinforcement Activity 1	1. Students will need to decide which modal verb to complete the sentence. 2. Click on the modal verb to select the answer.	30 mins	Activity 1	*If there is extra time, you may ask students to verbally recall the modal verbs they have learned and the functions of the verbs
e-Game				
e-Revision				
E-revision (compulsory)	ERS – Worksheet 9.5.1 SOG – Worksheet 9.3.1, 9.3.2, 9.3.3 & 9.3.4			
E-revision (optional)	SOG – Worksheet 9.3.5			
Additional Remarks:	SOG Note for lesson 3 provided			

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 9 Week 8

Components	Intelligent Vocabulary Builder (IVB)	30 Mins
	Intelligent Vocabulary Builder (IVB)	30 Mins
	Eloquent Speaker (ES)	30 Mins

Instructional Strategies

e-Prep

Activities	Procedures	Duration	Material Resources	Note
IVB	i. Students to independently go through the list of words	15 mins	e-Prep	

Classroom

Component 1	IVB			
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
Listen & Click	i. Click on a number and listen to the word ii. Pronounce each word clicked. iii. Teacher corrects students' pronunciation if there are any error.	5 mins	Multimedia	
Learn to Spell	i. Teacher explains syllables and teach how to spell by breaking the words into syllables ii. Students identify the number of syllables in given words. iii. Click on the words to check for answer. iv. **Feed Franky the Frog! Activity:** Click on the 🔊 button and listen to the word. Then, students spell the word by clicking on the flies. iv. Students choose the correct letters to fill in the blanks of the words.	10 mins	Multimedia	
Read & Circle	i. Ask students to look at the pictures and read the sentences ii. Students annotate by circling/dragging the words	5 mins	Multimedia	

	that best fits the sentences. iii. Discussion of answers.			
Idioms of the day	i. Click on the 🔊 button to listen to the idioms. ii. Teacher asks the students to read the sentence. iii. Students annotate by choosing the correct meaning of the idioms. iv. Students annotate by dragging the words correctly to form the idiom. v. Students annotate by choosing the correct idiom to be used in the sentence.	10 mins	Multimedia	
Spell it Right	i. Choose the word with the correct spelling ii. Unscramble the letters to form a word iii. Discussion of answers.	10 mins	Revision (Part 1)	
Read and Drag	I. Students drag the names of each vehicle to match the pictures. ii. Students read the sentences and drag the words to fill in the blanks.	5 mins	Revision (Part 2)	
Read and Tick	i. Choose the correct sentence with the correct word.	10 mins	Revision (Part 2)	
Read and Choose	i. Choose the correct word to be used in the sentences given.	10 mins	Revision (Part 2)	
Read and Tick	i. Students choose the correct answer. ii. Discussion of answers.	5 mins	Revision (Part 3-idioms)	
e-Game (Jinx! Game)	I. Students click on each flashcard. ii. Students choose the correct spelling of the word on the back of the flashcards. iii. For every 3 words answered correctly, one JINX! card will light up.	10 mins	e-Game	

Component 2	ES			
Questions and Answers	i. Teacher continues previous lesson by conducting Q & A session of the other three transports (train, bicycle & train).	15 mins	Multimedia (Activity 1)	
Time to Share!	i. Students present about their favorite transport to the class. ii. Teacher helps students to present by using the language bank as a prompt.	15 mins	Multimedia (Activity 2)	
e-Revision				
E-revision (compulsory)	IVB – Worksheet 9. 8 .1			
E-revision (optional)				
Additional Remarks:				

** It is not compulsory to complete all questions in this section. You can get the students to answer verbally.

Lesson Plan Module 9 Week 9		
Components	School of Grammar (SOG)	30 Mins
	School of Grammar (SOG)	30 Mins
	School of Grammar (SOG)	30 Mins

Instructional Strategies

e-Prep

Activities	Procedures	Duration	Material Resources	Note
SOG	1. Students independently go through video and activity.	15 mins		Modal verbs

Classroom

Component 1	SOG

Learning Objective:	Upon completion, students will: • Recall and recognise the use of modal verbs (can, may, must) depending on the needs of a sentence • Write questions using modal verbs

Activities	Procedures	Duration	Material Resources	Note
Teaching	1. Play multimedia on modal verbs and question formation. 2. Students complete sections A to B. A→ Students rearrange words to form statements or questions. Remind students that a question mark is used for question statements. Ask students to identify the modal verbs. B→ Students change statements into questions. Remind students that question words are used **before** the modal verbs.	30 mins	Multimedia	*For section A, get the students to verbally read aloud before attempting the questions. * For section B, you may go through the example and question 1 with the students first. Students should write and show their answers for this section.*

Reinforcement Activity 1	1. Students choose the modal verbs to complete the sentence.	15 mins	Activity 1	*Students may answer verbally. *Ensure all students get opportunity to answer*
Revision	1. Students choose the answer from two given options to complete a cloze passage. 2. Questions are a mix of: • Prepositions (time) • Articles (a, an, the) • Conjunction (and, or) • Tenses • Modal Verbs	15 mins	Activity 2	

e-Revision				
E-revision (compulsory)	SOG – Worksheets 9.4.1, 9.4.2, 9.4.3 & 9.4.4			
E-revision (optional)	SOG – Worksheet 9.4.5			
Additional Remarks:				

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**

Lesson Plan Module 9 Week 10				
Components	Write Right Composer (WRC)	35 Mins		
	Write Right Composer (WRC)	35 Mins		
	ECLA	20 Mins		
Instructional Strategies				
e-Prep				
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
Classroom				
Component 1	**WRC**			
Learning Objective:	Upon completion, students will: • **Be able to match the proper responses to the notes** • **Be able to write suitable replies to different purposes of note writing**			
Activities	**Procedures**	**Duration**	**Material Resources**	**Note**
Teaching	i. Recall the six purposes of note writing. ii. Read the note sample. Introduce an example of its reply. Click on the 'Click' button for the reply note to appear. iii. Briefly go through the guidance to write a reply to thank you notes. iv. Click on the 'Click' button for the reply note to appear. Click again for the highlight of each sentence matching. v. For Part A(i), read the sentences in blue. Student to	60 minutes (10 minutes per note type)	Multimedia	Encourage all students to respond. Writing activity in students' notebooks. Remind students to write using suitable punctuation (full stops, capital letters, commas and exclamation marks).

| | select the best reply based on the options given (annotate / respond verbally). Click on the boxes for answers.

vi. For Part A(ii), students to write a reply note using the words given (refer to the example on Page 8). Pick a student to share their answer. Click on the lines and boxes for answers.

vii. **(Optional) For Part A(iii), students to read the questions and write their own replies to the notes. Ask a student to show and share their answers verbally with the class. Click on the 'Sample Answer' button.

viii. Repeat points (iii) to (vii) with replies to apology, questioning, informing, sharing experience and requesting notes. | | | |
|---|---|---|---|---|
| e-Game (Bamboozle) | i. Divide students into 2 to 5 groups.

ii. Members of each group takes turn to answer the questions (write and show).

iii. Points are given for the correct answers. | 10 minutes | e-Game | Write the suitable responses to the sentences.

10 seconds are given to write and show the |

	iv. The team with the highest score wins.			answers.
Component 2	**ECLA**			
e-Creative Learning Application (ECLA) Writing	i. Read the scenarios. ii. Students to observe the pictures shown and write notes about them. iii. Call out each student to read their answers aloud during discussion. iv. Click on the lines for sample answers.	20 minutes	Activity 1	Writing activity in students' notebooks. Remind the students to use proper punctuation (full stops, capital letters, commas and exclamation marks). Students may choose the names of the recipients on their own.
e-Revision				
E-revision (compulsory)	WRC – Worksheet 9.4.1 & 9.4.2			
E-revision (optional)	WRC – Worksheet 9.4.3 & 9.4.4			
Additional Remarks:	WRC Module 9 Lesson 4 Notes are included for students' references.			

** **It is not compulsory to complete all questions in this section. You can get the students to answer verbally.**