

SMK DPHA GAPOR, STAMPIN
DAILY LESSON PLAN
English Language Form 2

Class : Form 2 ____ Time : _____ Duration : 40 mins
 Date : _____ Day : Mon / Tue / Wed / Thu / Fri / Sat

1 **THEME** People

2 **TOPIC** Unit 1 Uniquely You

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To activate background knowledge on self, family and talents
2. To talk about self, family and talents

4 **ACTIVITIES**

Activity 1 What's in the Title?

1. Guide all students to talk about the title, "Uniquely You".
2. Ask the following questions:
 - o Have you heard of the word, 'unique'?
 - o What do you think the word 'unique' means?
 - o Can you name some things that are unique?
 - o Can you tell me some people whom you think are unique?
 - o What does it mean when someone says you are unique?

Activity 2 Everyone is unique

1. Draw all students' attention to the picture.
2. Teacher asks the following questions:
 - o What do you see in this picture?
 - o What is a talent contest?
 - o Who takes part in a talent contest?
 - o Can you tell me some talent contests that you know/have heard of?

Activity 3 Personal Response (Enrichment activity)

1. Get students to talk about people who are talented or unique.
2. Ask students the following questions:
 - o Can you tell me about a person whom you think is unique?
 - o Why do you say that he/she is unique?
 - o What is he/she good at?

5 **TEACHING AIDS**

Chalk & BB		Charts/Posters		Others:	
Computer & LCD Projector		Newspapers/Magazines			
OHP & Transparencies		Reference/Dictionary			
Printed materials/Handouts		Workbook/Textbook			

Resources:

Page 1 : Stimulus on Knowing me, Knowing you
 Pages 1- 4 : Creative Notes for Teachers

6 **MORAL VALUES**

Diligence		Cleanliness		Conscientiousness		Others:	
Co-operation		Responsibility		Open-mindedness			
Rationality		Appreciation		Respect			
Justice		Sensitivity		Public-spiritedness			
Moderation		Independence		Civic awareness			

7 **REMARK/REFERENCE/MATERIALS**

- Students' Handbook
- Creative Notes for Teachers

8 **REFLECTION**

9 **LIST OF STUDENTS WHO DID NOT ATTEND THE LESSON**

	FULL NAME	CLASS	REMARK	SIGNATURE
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Signature of Panel Head

Signature of Principal

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1 **THEME** People

2 **TOPIC** Unit 1 Uniquely You

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To say aloud the activities
2. To build vocabulary
3. To pronounce the targeted vocabulary

4 **ACTIVITIES**

Activity 1 What's in the picture?

1. Get students to look at the picture.
2. Ask students the following questions
 - o What do you see on this page?
 - o Who are the activities that you see on this page?

Activity 2 Listen and Say Aloud

1. Play the Audio-Video DVD to allow students to listen and practise saying aloud the targeted vocabulary.
2. Pause after each word to allow all students to internalise the targeted vocabulary.
3. Ensure that all students participate actively. Replay if necessary.

Activity 3 We are unique

1. Guide students to talk about their talents/abilities.
 Suggested dialogue:
 Student A : Hello, how are you? My name is _____.
 Student B : I'm fine, thank you. My name is _____.
 Student A : What are you good at? / What can you do?
 Student B : I'm good at singing. / I can sing. How about you?
 Student A : I'm good at playing guitar. / I can play guitar.
2. Students take turns to interview three friends. Teacher facilitates this session using the 'Three Step Interview' strategy.

Activity 4 We are unique (Enrichment activity)

1. Students may extend the introduction by including other details such as:
 - Age
 - Place of birth
 - Adjectives of manner (tall, medium, height, short, quiet, polite, hardworking, etc)
 - Adverbs of manner (sweetly, quickly, beautifully, gracefully, etc.)

5 **TEACHING AIDS**

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Resources:

Page 2 : Building Blocks (Uniquely you)
 Pages 5 - 6 : Creative Notes for Teachers

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7 **REMARK/REFERENCE/MATERIALS**

- Students' Handbook
- Audio-Video DVD
- Creative Notes for Teachers

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Class : Form 2 _____ Time : _____ Duration : 80 mins
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1 **THEME** People

2 **TOPIC** Unit 1 Uniquely You

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To learn sentence patterns used to talk about oneself and one's ability
2. To practise sentence patterns learned to talk about oneself and one's ability

4 **ACTIVITIES**

Activity 1 You are exceptional

1. Draw students' attention to the pictures.
2. Get students to talk about the pictures by asking the following questions.
 - o What do you see in the pictures?
 - o What do you think this video is about?
3. Play the audio-video DVD. Get students to watch the video and listen to the sentence patterns.

Activity 2 Pause and Practise

1. Play the audio-video DVD and pause at the following sentence patterns:
 - ... is my passion and I know I'm good at it.
 - I want to ... in the future.
 - I really want to ... to the rest of the world.
 - I love ...
 - I hope ...
2. At every pause, teacher will ask questions to help students be aware of the sentence patterns used for talking about oneself and one's ability.
3. Questions asked must allow students to use the sentence patterns in their answers:
 - What do you say when you want to tell your friend of your plans for the future?
 - What do you say when you really like something that you do?
 - How do you express your hope or wishes for the future?

Activity 3 Find someone who ... (Enrichment activity)

1. Each student will try to find other students who share his/her talent.
2. Get students to ask questions to elicit responses from their friends:
 - What are you good at? / What can you do?
 - Why do you like doing that?

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Resources:

Page 3 : Language in Action
 Pages 7 - 8: Creative Notes for Teachers

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7 **REMARK/REFERENCE/MATERIALS**

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1 **THEME** People

2 **TOPIC** Unit 1 Uniquely You

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To talk about oneself, friends and one's talent
2. To practise the vocabulary learned
3. To practise the pronunciation of the vocabulary
4. To practise sentence patterns learned

4 **ACTIVITIES**

Activity 1 Look and Share

1. Draw students' attention to the pictures.
2. Ask the following questions:
 - o What do you see in this pictures?
 - o Who are the people in the picture?
 - o Why do you think the singer is being interviewed?
 - o What do you think the interviewer is asking her?

Activity 2 Let's interview (B2DLIE1)

1. Get students to work in pairs. They will be interviewing their friends about their talents.
2. One student becomes the interviewer, and the other student, the interviewee.
3. Get the students to ask the following questions:
 - o How are you?
 - o What are you good at / What can you do?
 - o When did you discover your talent?
 - o Do you have a role model? Who is he/she?
 - o What do you want to do in the future?
4. Remind and encourage students to use the sentence patterns learned. Model the interview if necessary.
5. Invite students to share their findings with the class.

Activity 3 Unique individuals (Enrichment activity)

1. Get students to find out more about unique individuals that they would like to share with the class.
2. Invite students to share their findings with the class.

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OHP & Transparencies		Reference/Dictionary			
Printed materials/Handouts		Workbook/Textbook			

Resources:

Page 4 : Language in use (Uniquely you)
 Pages 10 - 11 : Creative Notes for Teachers

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1 **THEME** People

2 **TOPIC** Unit 1 Uniquely You

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To share and talk about oneself and one's ability
2. To practise the vocabulary learned
3. To practise the pronunciation of the vocabulary
4. To practise sentence patterns learned

4 **ACTIVITIES**

Activity 1 Trigger your senses

1. Draw students' attention to the pictures.
2. Ask the following questions:
 - o What do you see in this pictures?
 - o There's a boy standing in front of the group. What is he doing?

Activity 2 What's my talent?

1. Get students to talk about what they are good at.
2. Get students to work in groups of five. Each student introduces himself/herself, talk about his/her talent and demonstrates his/her talent to the group members.
3. Encourage other students to ask questions after each presentation. This is to ensure that all students are actively involved in the activity.

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Resources:

Page 5 : Having fun
 Pages 12 - 13 : Creative Notes for Teachers

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7 **REMARK/REFERENCE/MATERIALS**

- Students' Handbook
- Creative Notes for Teachers
- Materials by students

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3 **LEARNING OUTCOMES/OBJECTIVES**

1. To actively involve all students to use the language learned in this topic confidently
2. To practise the vocabulary learned
3. To practise the pronunciation of the vocabulary
4. To practise sentence patterns related to the topic

4 **ACTIVITIES**

Activity 1 Let's work together

1. Draw students' attention to the pictures.
2. Ask the following questions:
 - o What do you see in the picture?
 - o What are they doing?
3. Tell students that they are going to organise a talent show and they are going to promote the talent show to the class.
4. Get students to work in groups of five. Each group must prepare an advertisement to promote the talent show.
5. Each poster must include the following:
 - o A catchy title for their talent show
 - o Logo / any relevant illustrations
 - o Prizes
 - o Date, time and location

Activity 2 Showcase your talent

1. Invite each group to share their posters and promote their shows. Each member in the group must be given a chance to share.
2. The following are steps to help students to talk about their shows. Ensure that each student plays a role a promoting the show.
 - Greet the teacher and classmates.
 - Each member introduces himself/herself.
 - One member introduces the talent show.
 - One member talks about the title and the logo / illustrations.
 - One member talks about the prizes.
 - One member talks about the date, time and location.
3. Ensure all groups get the opportunity to promote their shows.
4. Display all the advertisements in the English Corner in the class.
5. Get students to vote on the best advertisement and give reasons for their choice.
6. Teacher models the sentence patterns for giving compliments with reasons to support the compliments.

Examples:

 - o I like your advertisement because it is interesting.
 - o Your advertisement is very informative because it has a lot of details.
 - o Your advertisement is attractive because you used a slogan and creative designs.

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Resources:

Page 6 : Fun in sharing
Pages 14 - 15 : Creative Notes for Teachers

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