

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** Environment

2 **TOPIC** Unit 4 Earth in Our Hands

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To activate background knowledge on environmental issues in Malaysia and around the world
2. To talk about pollution, global warming, deforestation and landfills.
3. To identify and talk about environmental issues in the picture.
4. To talk about ways to resolve the environmental issues see in the picture.

4 **ACTIVITIES**

Activity 1 What's in the Title?

1. Guide all students to talk about the title, 'Earth in Our Hands'.
2. Ask the following questions:
 - o What does the title, 'Earth in Our Hands' mean to you?
 - o What does it mean when we say that the earth is in our hands?

Activity 2 What's Happening?

1. Draw all students' attention to the environmental issues in the pictures. Elicit responses from the students by asking the following questions.
 - △ What do you see in the page?
 - △ What do you think is happening in the picture?
 - △ Why do you think this is happening?

Activity 3 How Can We Help?

1. Lead all students to discuss ways they can help to resolve some of the environmental issues. Ask the following questions:
 - o What can we do to help reduce pollution?
 - o What can we do to reduce rubbish?
 - o What should people do when they cut down trees?

5 **TEACHING AIDS**

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

Resources:

Page 13 : Stimulus on environmental issues - pollution, global warming and landfills
 Pages 34 - 36 : 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
1				
2				
3				
4				
5				

Signature of Panel Head

Signature of Principal

.....
Date:

.....
Date:

7 **REMARK/REFERENCE/MATERIALS**

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

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SMK DPHA GAPOR, STAMPIN
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English Language Form 2

Class : Form 2 _____ Time : _____ Duration : 80 mins
 Date : _____ Day : Mon / Tue / Wed / Thu / Fri / Sat

1 **THEME** Environment

2 **TOPIC** Unit 4 Earth in Our Hands

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To learn the sentence patterns with modals - in the past tense (would/could) to express necessity, uncertainty and ability.
2. To practise using the sentence pattern learned to talk about environmental issues.

4 **ACTIVITIES**

Activity 1 Waste Not, Want Not!

1. Draw students' attention to the page on Language in Action.
2. Get all students to predict what the video is about by asking the following questions:
 - o What do you see on this page?
 - o What do you think this video is about?
3. Play the audio-video DVD. Get students to watch the video.

Activity 2 Pause and Practise

1. Play the audio-video DVD and pause at the following sentence patterns:
 - ^ Paragraph 1, Line 2: They *would* go out each day to look for food and share it with one another.
 - ^ Paragraph 3, Lines 6 and 8: Line 6 - He *would* gather large quantities of food, more than he needed for the day and when he *could not* finish his food, he would simply throw them away.
Line 8: Quil was worried that they *would* run out of food.
2. At every pause, teacher initiates discussion by asking the following questions and to make students aware of the sentence patterns used to express necessity, uncertainty and ability.
 - What would you do to help Spike and Quil when they lost their home?
 - What advice would you give Spike when he began to waste food?
 - What would you do if you had a friend like Spike?
 - What could happen if Quil did not help Spike?
3. Get students to respond or retell the situation in the video at the pauses selected which encourage the use of the sentence patterns.
4. Ensure that all students participate actively. Replay and pause if necessary.

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Printed materials/Handouts		Workbook/Textbook			

Resources:

Page 21 : Language in Use
 Pages 55 - 57 : Creative Notes for Teachers

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7 **REMARK/REFERENCE/MATERIALS**

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- ^ Materials by students

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