

SMK DPHA GAPOR, STAMPIN
DAILY LESSON PLAN
English Language Form 1

Class : Form 1 ____ Time : _____ Duration : mins
Date : _____ Day : Mon / Tue / Wed / Thu / Fri / Sat

1 **THEME** Social Issues

2 **TOPIC** Unit 5 Money Matters

3 **LEARNING OUTCOMES/OBJECTIVES**

1. To activate students' background knowledge on why money is important in their lives
2. To talk about the uses of money
3. To talk about savings and why it is important to save

4 **ACTIVITIES**

Activity 1 What's in the Title?

1. Guide all students to talk about the title, "Money Matters".
2. Ask the following questions:
 - o What does the title, "Money Matters" mean?
 - o Can you tell me why money is important?

Activity 2 Money!Money!Money!

1. Draw all students' attention to the pictures.
2. Teacher asks the following questions:
 - What do you see on this page?
 - If you have money, what can you do with it?

Suggested answers:

 - What do you see on this page?
RM5, RM10, RM50, RM100 / saving money in the bank / saving money in a coin bank / a boy buying things / a shopkeeper / a lady buying vegetables / a grocery shop
 - If you have money, what can you do with it?
Buy things / go on a holiday / save money / watch movies / eat out with friends
(Accept all possible answers)

5 **TEACHING AIDS**

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

Resources:

Page 25 : Stimulus on Money Matters
Pages 60 - 61 : 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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3 **LEARNING OUTCOMES/OBJECTIVES**

1. To name and say aloud items on sale
2. To build vocabulary
3. To pronounce the targeted vocabulary

4 **ACTIVITIES**

Activity 1 Items on Sale!

1. Get students to look at the pictures.
2. Ask students to say the items on sale in the picture.

Suggested questions:

- What are the items on sale?
- How much does each item cost?

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 picture to allow all students to internalise the targeted vocabulary.
3. Ensure that all students participate actively. Replay if necessary.

Activity 3 Your Say

1. Get students to work in pairs.
2. Ask them to look at the items on sale in the picture.
3. Get students to respond to these questions:
 - If you have RM100.00, which item(s) will you buy? Why?
 - Which item would you like as a gift? Tell your friend why.

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

Resources:

Page 26 : Building Blocks (Money Matters)

Pages 62 – 63 : Creative Notes for Teachers

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Rationality		Appreciation		Respect			
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Moderation		Independence		Civic awareness			

7 **REMARK/REFERENCE/MATERIALS**

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- ▲ Creative Notes for Teachers

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3 **LEARNING OUTCOMES/OBJECTIVES**

1. To learn the sentence patterns used for purchasing an item and asking questions on the price of the item
2. To practise using the sentence patterns used for purchasing an item and asking questions on the price of the item.

4 **ACTIVITIES**

Activity 1 Listen Up!

1. Draw students' attention to the pictures.
2. Get all students to talk about the pictures and predict what the video is about by asking the following questions:
 - What do you see on this page?
 - 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 (B3DL2E1)

1. Play the audio-video DVD and pause at the following sentence patterns:
 - ▲ I want to buy ...
 - ▲ I would like to buy ...
 - ▲ How much is ...?
 - ▲ How much are ...?
 - ▲ How much does ... cost?
 - ▲ How much do ... cost?
 - ▲ I'll take ...
2. At every pause, teacher initiates discussion to help students be aware of the sentence patterns used for buying and selling.
3. Get students to respond or retell the situations in the video at the pauses selected to encourage the use of the sentence patterns.
For example, pause at:
 - ▲ *I want to buy a present for my best friend (from Tapescript 1)*
Ask the following question:
Teacher: What would you like to buy for your best friend?
Student: I would like to ...
4. Ensure that all students participate actively. Replay and pause if necessary.

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Resources:

Page 27 : Language in Action (Money Matters)
Pages 64 – 65 : Creative Notes for Teachers

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1. To role play a conversation between a customer and a sales assistant in a shop
2. To practise the vocabulary learned
3. To practise the pronunciation of the vocabulary
4. To practise the sentence patterns used for buying and selling

4 **ACTIVITIES**

Activity 1 Talk about it

1. Draw students' attention to the pictures.
2. Ask the following questions:
 - What do you see in the pictures?
 - What is the boy doing?
 - What is the girl doing?

Activity 2 Let's Try It Out (B4DL3E1)

1. Get students to work in pairs.
2. Guide students to role play one of the scenes.
 - Student A plays the role of the sales person.
 - Student B plays the role of the customer.
3. Suggested script for role play.
Sales person: Excuse me, how may I help you?
Customer: I would like to buy a gift.
Sales person: What do you have in mind?
: What would you like to buy?
Customer: I am looking for a T-shirt.
Sales person: Who is it for?
Customer: It's for my father.
Sales person: What colour T-shirt does your father like?
Customer: He likes blue.
Sales person: Here's a nice blue T-shirt.
Customer: I'll take it. How much is it?
Sales person: It's RM50.

Other suggested activities:

- ▲ Buying and selling at a bookstore
- ▲ Buying and selling at the school canteen

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

Resources:

Page 28 : Language in Use (Money Matters)
Pages 68 – 69 : Creative Notes for Teachers

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1. To share and talk about buying and selling using the items they have brought
2. To practise the vocabulary learned
3. To practise the pronunciation of the vocabulary
4. To practise sentence patterns related to buying and selling

4 **ACTIVITIES**

Activity 1 Trigger your senses

1. Draw students' attention to picture.
2. Ask the following question:
 - o What do you see in the picture?
 - o What are the students talking about?

Activity 2 My Plan For Canteen Day

1. Inform students that they are going to discuss what they would like to sell for Canteen Day to raise money for their class fund.
2. Get students to work in groups of five.
3. Each member in the group draws or cuts a picture of a food item he or she wants to sell during Canteen Day from the magazines or newspapers.
4. Each member decides on the price of his or her item.
5. Get each member of the group to present the item for sale.
6. Encourage other students within the group to ask the following questions during this activity.
 - What are you going to sell?
 - How many items are you going to sell?
 - How much does each item cost?

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Resources:

Page 29 : Having Fun
Pages 70 - 71 : Creative Notes for Teachers

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- ▲ Materials by students

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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 the sentence patterns related to buying and selling

4 **ACTIVITIES**

Activity 1 Let's Organise!

1. Get each group to organise the stall, food items for sale, labels for the food items and price tags.
2. Each group will also make paper money to be used during the activity.
3. Group members decide who will be the sales assistants and customers.

Activity 2 Canteen Day

1. The sales assistants in each group will be standing by their stalls ready to sell their items to the customers.
2. The customers from all groups will move around the stalls and are free to buy food items that are on sale. (Allocate 45 minutes for this activity)
3. Encourage the use of sentence patterns related to buying and selling. The use of sentence patterns during the sales interaction will contribute to the total sales and be used to determine the winning team.
4. Teacher monitors the activity and scores the group that uses the sentence patterns learned during the selling and buying activity.
5. At the end of the sale, each group will total up their sales.
6. Each group will report the total sales for the group. Teacher also reports the group that uses the highest frequency of sentence patterns learned during the task. This criteria is also taken into consideration in determining the winning group.

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Resources:

Page 30 : Fun in Sharing
 Pages 72 - 73 : Creative Notes for Teachers

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