

Weekly planner
Week-3

Name of the faculty: Afroza Akter Labonno

Subject: English as a Second Language

<p>Day: Sunday Date: 28 January 2024</p>	<p>Learning objective & outcome: By the end of the lesson, students will understand and use the passive voice with "be done," "been done," and "being done."</p>	
<p>Chapter & topic/concept</p>	<p>Learning engagements:</p>	<p>Tools & Resources</p>
<p>Unit 43 Passive 2</p>	<p>Day 1 Ice breaking:</p> <p>Discuss with students what they know about the passive voice and its purpose.</p> <p>Introduce the concept of "be done," "been done," and "being done" in the passive voice.</p> <p>Development activities:</p> <p>Explanation and Examples (10 minutes):</p> <p>Write examples on the board for each type of passive construction: "2 be done," "been done," and "being done."</p> <p>Explain the different forms and when each is used.</p> <p>Guided Practice (10 minutes):</p>	<p>Whiteboard and markers Examples of sentences in active and passive voice Exercises or sentences for practice</p>

	<p>Provide sentences in the active voice and ask students to convert them into the passive voice using "to be done," "been done," or "being done."</p> <p>Work through a few examples as a class.</p> <p>Pair/Group Activity (10 minutes):</p> <p>Divide the class into pairs or small groups.</p> <p>Distribute a set of sentences for practice.</p> <p>Instruct students to work together to convert the sentences from active to passive voice.</p> <p>Class Discussion and Review (5 minutes):</p> <p>Discuss the results of the pair/group activity.</p> <p>Review any challenges or common mistakes.</p> <p>Closing activities: Summarize the key points of the lesson and encourage students to practice using passive voice in their writing.</p>	
<p>Differentiation: By <u>content/</u> <u>process/</u> <u>product/environment</u></p>	<p>Home work: Assigning exercises from the textbook or creating additional sentences for homework to reinforce the concept.</p>	<p>Assessment tools & strategies:</p> <p>Reflection (if any):</p>

<p>Day: Tuesday Date: 30 January 2024</p>	<p>Learning objective & outcome: By the end of the lesson, students will be able to enhance their vocabulary through reading and engage in collaborative learning activities.</p>	
<p>Chapter & topic/concept</p>	<p>Learning engagements:</p>	<p>Tools & Resources</p>
<p>Unit 11 Personality types A teenage millionaire</p>	<p>Day 2 Ice breaking: eliciting questions if they have ever heard about the term "App-solutely Amazing" and what they think it might mean. Introduce the text by providing a brief overview of the content. Highlight the relevance of technology and apps in the modern world.</p> <p>Development activities:</p> <p>Reading and Vocabulary (10 minutes): Have students read the text individually. Discuss the meaning of any unfamiliar words or expressions as a class.</p> <p>Pair Work Activity: Matching (10 minutes): Divide the class into pairs. Provide each pair with a set of matching cards related to the text. One set should have the vocabulary words, and the other should have their definitions.</p> <p>Instruct students to work together to match the words with their correct</p>	<p>Cambridge Global English Coursebook 8 Whiteboard and markers Printed vocabulary cards Laptop or devices with internet access (optional)</p>

	<p>definitions.</p> <p>Encourage discussion and collaboration within pairs.</p> <p>Closing activities:</p> <p>Bring the class back together and discuss the answers as a whole group.</p> <p>Allow students to ask questions about the vocabulary or the content of the text.</p> <p>Emphasize the importance of understanding and using new vocabulary in context.</p>	
<p>Differentiation: By <u>content/</u> <u>process/</u> <u>product/environment</u></p>	<p>Home work: Assign a short writing task or discussion prompt related to the text as homework. This could involve students expressing their opinions on the use of technology or discussing their favorite apps.</p>	<p>Assessment tools & strategies:</p> <p>Reflection (if any):</p>
<p>Day: Wednesday Date: 31 January 2024</p>	<p>Learning objective & outcome: By the end of the lesson, Students will develop their listening and speaking skills through activities related to the world of soap opera.</p>	
<p>Chapter & topic/concept</p>	<p>Learning engagements:</p>	<p>Tools & Resources</p>
<p>Unit 11 Personality types</p>	<p>Day 1 Ice breaking: Begin by asking students if they are familiar with soap operas and what they know about this genre.</p>	<p>Cambridge Global English Coursebook 8 Audio clip or video clip of a soap opera episode Whiteboard and markers Prepared discussion questions</p>

	<p>Discuss the characteristics of soap operas, such as long-running storylines, dramatic plots, and recurring characters.</p> <p>Development activities:</p> <p>Listening Activity (10 minutes):</p> <p>Play an audio clip or show a short video clip from a soap opera episode. Ensure that the clip contains dialogues and key interactions.</p> <p>Ask students to listen carefully and take notes on the main events, characters, and any significant dialogues.</p> <p>After playing the clip, initiate a class discussion about what they observed. Encourage students to share their thoughts on the characters, plot twists, and any surprising elements.</p> <p>Vocabulary Expansion (10 minutes):</p> <p>Introduce a list of vocabulary related to soap operas on the whiteboard or through handouts.</p> <p>Discuss the meaning and usage of each word.</p> <p>Encourage students to incorporate the new vocabulary into their discussions and role-play activities.</p>	<p>Individual or group handouts with related vocabulary</p>
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	<p>Class Discussion (5 minutes):</p> <p>Initiate a class discussion about the role of soap operas in popular culture.</p> <p>Discuss how soap operas might reflect or influence society and individual perspectives.</p> <p>Speaking Activity: Role Play (20 minutes):</p> <p>Divide the class into small groups and assign each group a specific scene or scenario inspired by the soap opera theme.</p> <p>Provide the groups with character profiles, roles, or situations to act out.</p> <p>Instruct students to create and perform a short scene, incorporating elements characteristic of soap operas (drama, emotions, conflicts, etc.).</p> <p>After each performance, facilitate a brief discussion, allowing other groups to share their observations and feedback.</p> <p>Closing activities: Diary writing</p>	
<p>Differentiation: By <u>content/</u> <u>process/</u> <u>product/environment</u></p>	<p>Home work: Workbook 8 page: 58-61</p>	<p>Assessment tools & strategies:</p> <p>Reflection (if any):</p>