Weekly planner
Week-4

Name of the faculty: Afroza Akter Labonno
Subject: English as a Second Language

Day: Sunday Date: 4 February 2024	**Learning objective & outcome:** By the end of the lesson, students will be able to use the passive voice with "be done," "been done," and "being done."	
Chapter & topic/concept	**Learning engagements:**	**Tools & Resources**
Unit 43 Passive 2	**Day 1** Ice breaking: (5 minutes) Revising the concept of "be done," "been done," and "being done" in the passive voice. Development activities: Guided Practice (10 minutes): Provide sentences in the active voice and ask students to convert them into the passive voice using "be done," "been done," or "being done." Work through a few examples as a class. Pair/Group Activity (10 minutes): Divide the class into pairs or small groups.	Whiteboard and markers Examples of sentences in active and passive voice Exercises or sentences for practice

	Distribute a set of sentences for practice. Instruct students to work together to convert the sentences from active to passive voice. Class Discussion and Review (5 minutes): Discuss the results of the pair/group activity. Review any challenges or common mistakes. Closing activities: Summarize the key points of the lesson and encourage students to practice using passive voice in their writing.	
Differentiation: By content/ process/ product/environment	**Home work:** **Assigning exercises from the textbook or creating additional sentences for homework to reinforce the concept.**	**Assessment tools & strategies:** anecdotal **Reflection (if any):**
Day: Tuesday Date: 6 February 2024	**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.	
Chapter & topic/concept	**Learning engagements:**	**Tools & Resources**
Unit 11 Personality types A teenage millionaire	**Day 2** Ice breaking: eliciting questions if they have ever heard about the term "App-solutely Amazing"	Cambridge Global English Coursebook 8

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.

Development activities:

Reading and Vocabulary (10 minutes):

Have students read the text individually.

Discuss the meaning of any unfamiliar words or expressions as a class.

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.

Instruct students to work together to match the words with their correct definitions.

Encourage discussion and collaboration within pairs.

Closing activities:

Bring the class back together and discuss the answers as a whole group.

Allow students to ask questions about the

Whiteboard and markers

Printed vocabulary cards

Laptop or devices with internet access (optional)

	vocabulary or the content of the text. Emphasize the importance of understanding and using new vocabulary in context.	
Differentiation: By <u>content</u>/ <u>process</u>/ product/environment	**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.	**Assessment tools & strategies:** **Reflection (if any):**
Day: Wednesday Date: 31 January 2024	**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.	
Chapter & topic/concept	**Learning engagements:**	**Tools & Resources**
Unit 11 Personality types The world of soap opera	**Day 1** Ice breaking: Begin by asking students if they are familiar with soap operas and what they know about this genre. Discuss the characteristics of soap operas, such as long-running storylines, dramatic plots, and recurring characters. Development activities: Listening Activity (10 minutes): Play an audio clip or show a short video clip from a soap opera episode. Ensure	Cambridge Global English Coursebook 8 Audio clip or video clip of a soap opera episode Whiteboard and markers Prepared discussion questions Individual or group handouts with related vocabulary

that the clip contains dialogues and key interactions.

Ask students to listen carefully and take notes on the main events, characters, and any significant dialogues.

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.

Vocabulary Expansion (10 minutes):

Introduce a list of vocabulary related to soap operas on the whiteboard or through handouts.

Discuss the meaning and usage of each word.

Encourage students to incorporate the new vocabulary into their discussions and role-play activities.

Class Discussion (5 minutes):

Initiate a class discussion about the role of soap operas in popular culture.

Discuss how soap operas might reflect or influence society and individual perspectives.

Speaking Activity: Role Play (20 minutes):

	Divide the class into small groups and assign each group a specific scene or scenario inspired by the soap opera theme. Provide the groups with character profiles, roles, or situations to act out. Instruct students to create and perform a short scene, incorporating elements characteristic of soap operas (drama, emotions, conflicts, etc.). After each performance, facilitate a brief discussion, allowing other groups to share their observations and feedback. Closing activities: Diary writing	
Differentiation: By <u>content</u>/ <u>process</u>/ <u>product</u>/environment	**Home work:** Workbook 8 page: 58-61	**Assessment tools & strategies:** **Reflection (if any):**