

**Weekly planner**  
**Week-13**

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**Subject: English as a Second Language**

**Grade: 8**

<p>Day: Wednesday-Thursday Date: 21.4.24-25.4.24</p>	<p><b>Learning objective &amp; outcome:</b> By the end of the lesson, students will be able-</p> <ul style="list-style-type: none"> <li>● understand and discuss the psychology behind consumer behavior in shopping scenarios.</li> <li>● discuss and evaluate different types of gifts and their suitability for various occasions.</li> <li>● discuss and describe their most treasured possessions, emphasizing the emotional significance attached to them.</li> </ul>	
<p><b>Chapter &amp; topic/concept</b></p>	<p><b>Learning engagements:</b></p>	<p><b>Tools &amp; Resources</b></p>
<p>Unit: 13 Shops and Services</p> <p>Lesson: 2 The psychology of shopping</p> <p>Lesson 3 The Best Present</p> <p>Unit 14 Lesson 1 Treasured Possessions</p>	<p><b>Day 1-4</b></p> <p>Ice breaking:</p> <ul style="list-style-type: none"> <li>● Start the lesson by asking students about their experiences with shopping.</li> <li>● Introduce the topic of "The Psychology of Shopping" and explain that we will explore why people make certain choices when shopping.</li> </ul> <p>Development activities:</p> <ul style="list-style-type: none"> <li>● Present key concepts related to the psychology of</li> </ul>	<ul style="list-style-type: none"> <li>● Cambridge Global English Coursebook (Unit 13, Lesson 2)</li> <li>● Cambridge Global English Workbook 8 (Unit 13, Lesson 2)</li> <li>● Whiteboard and markers</li> <li>● Visual aids (images or diagrams related to shopping psychology)</li> </ul> <ul style="list-style-type: none"> <li>● Cambridge Global English Coursebook (Unit 13, Lesson 3)</li> <li>● Cambridge Global English Workbook 8 (Unit 13, Lesson 3)</li> </ul>

	<p>shopping from the Cambridge Global English Coursebook.</p> <ul style="list-style-type: none"> <li>● Discuss factors such as marketing strategies, consumer preferences, and the influence of emotions on buying decisions.</li> <li>● Use real-life examples or case studies to illustrate these concepts and engage students in discussion.</li> </ul> <p>Activity - Group Discussion (10 minutes):</p> <ul style="list-style-type: none"> <li>● Divide the class into small groups.</li> <li>● Provide each group with a set of discussion questions or scenarios related to shopping psychology.</li> <li>● Encourage students to discuss and analyze the given situations, considering factors like advertising, product placement, and consumer behavior.</li> <li>● Circulate among the groups to facilitate discussions and provide guidance as needed.</li> </ul> <p>Workbook Exercise (5 minutes):</p> <ul style="list-style-type: none"> <li>● Have students complete an exercise from the Cambridge Global English Workbook 8 that reinforces the key concepts covered in the lesson.</li> <li>● This could involve answering comprehension questions, completing sentences, or discussing scenarios related to shopping psychology.</li> <li>● Review the answers together as a class and provide feedback.</li> </ul> <p>Wrap-Up (5 minutes):</p> <ul style="list-style-type: none"> <li>● Summarize the main points discussed during the</li> </ul>	<ul style="list-style-type: none"> <li>● Whiteboard and markers</li> <li>● Visual aids (images or examples of different gifts)</li> <li>● Handouts with discussion questions or scenarios</li> <li>● Audio player for listening activities</li> </ul> <ul style="list-style-type: none"> <li>● Cambridge Global English Coursebook (Unit 14, Lesson 1)</li> <li>● Cambridge Global English Workbook 8 (Unit 14, Lesson 1)</li> <li>● Whiteboard and markers</li> <li>● Visual aids (pictures or examples of treasured possessions)</li> </ul>
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lesson, emphasizing the influence of psychology on shopping behavior.

- Ask students to reflect on what they have learned and how it may change their own approach to shopping in the future.
- Encourage students to continue exploring this topic outside of the classroom and to pay attention to the marketing strategies and psychological tactics used in advertisements and stores.

Ice-breaking(5 minutes):

- Begin by asking students about their experiences with giving and receiving gifts.
- Introduce the topic of "The Best Present" and explain that we will be discussing what makes a gift special.

Presentation (10 minutes):

- Present key vocabulary related to gifts and occasions from the Cambridge Global English Coursebook.
- Discuss different types of gifts (e.g., practical gifts, sentimental gifts, experiences) and their significance.
- Use visual aids or examples to illustrate different types of gifts and engage students in discussion about their preferences.

Activity - Group Discussion (10 minutes):

- Divide the class into small groups.
- Provide each group with a set of discussion questions or scenarios related to gift-giving.

- Encourage students to discuss and debate the qualities of the "best present" based on different occasions and recipients.
- Circulate among the groups to facilitate discussions and provide guidance as needed.

Listening Activity (5 minutes):

- Play an audio clip or video segment related to gift-giving and receiving (if available).
- Ask students to listen/watch carefully and note down key points or interesting insights.
- Conduct a brief discussion about the content of the audio/video, focusing on how it relates to the concepts discussed earlier.

Workbook Exercise (5 minutes):

- Have students complete an exercise from the Cambridge Global English Workbook 8 that reinforces the key concepts covered in the lesson.
- This could involve answering comprehension questions, completing sentences, or discussing scenarios related to gift-giving.
- Review the answers together as a class and provide feedback.

Wrap-Up (5 minutes):

- Summarize the main points discussed during the lesson, emphasizing the importance of considering the recipient and the occasion when selecting a gift.
- Ask students to reflect on what they have learned and to think about the best present they have ever

received or given.

- Encourage students to continue thinking creatively about gift-giving and to consider the personal preferences and interests of the recipient.

Introduction (5 minutes):

- Begin by asking students about their favorite possessions or items they hold dear.
- Introduce the topic of "Treasured Possessions" and explain that we will be discussing the emotional value of certain objects.

Presentation (10 minutes):

- Present key vocabulary related to possessions and emotions from the Cambridge Global English Coursebook.
- Discuss the concept of treasured possessions and why certain items hold sentimental value for people.
- Use visual aids or personal anecdotes to illustrate the idea of treasured possessions and engage students in discussion about their own experiences.

Activity - Pair Share (10 minutes):

- Pair up the students and provide each pair with a set of discussion questions or prompts related to treasured possessions.
- Encourage students to take turns sharing and describing their most treasured possession to their partner.
- Instruct them to discuss why the possession is important to them and any memories or emotions

associated with it.

- Circulate among the pairs to monitor their conversations and provide assistance as needed.

Listening Activity (5 minutes):

- Play an audio clip or video segment featuring people talking about their treasured possessions (if available).
- Ask students to listen/watch carefully and note down key points or interesting insights.
- Conduct a brief discussion about the content of the audio/video, focusing on the emotional connections people have with their treasured possessions.

Workbook Exercise (5 minutes):

- Have students complete an exercise from the Cambridge Global English Workbook 8 that reinforces the key concepts covered in the lesson.
- This could involve answering comprehension questions, completing sentences, or discussing scenarios related to treasured possessions.
- Review the answers together as a class and provide feedback.

Wrap-Up (5 minutes):

- Summarize the main points discussed during the lesson, emphasizing the emotional significance of treasured possessions.
- Ask students to reflect on what they have learned and to think about their own treasured possessions.
- Encourage students to continue exploring the

	<p>emotional connections they have with their belongings and to appreciate the memories and feelings associated with them.</p>	
<p><b>Differentiation:</b> By <u>content/</u> <u>process/</u> product/environment</p>	<p><b>Home work:</b></p> <ul style="list-style-type: none"> <li>● Assign a writing task for students to reflect on their own shopping experiences and analyze how psychological factors may have influenced their decisions. Encourage them to provide examples and insights based on the concepts discussed in class.</li> <li>● Assign a writing task for students to write a short paragraph describing their most treasured possession, explaining why it is important to them and what memories or emotions are attached to it.</li> <li>● Assign a writing task for students to write a short paragraph describing the best present they have ever received or given, explaining why it was special. Encourage them to reflect on the qualities that made the gift memorable.</li> </ul>	<p><b>Assessment tools &amp; strategies:</b> Anecdotal record</p> <p><b>Reflection (if any):</b></p>