

Weekly planner

Week- 15

Name of the faculty: Afroza Akter Labonno

Subject: English Language

Grade: 6

<p>Day: 1-4 Date: 5.5.24-9.5.24</p>	<p>Learning objective & outcome: By the end of this lesson, students will be able to-</p> <ul style="list-style-type: none"> ● describe a travel experience using appropriate vocabulary and language structures ● discuss and make decisions about potential travel destinations using appropriate vocabulary and language structures ● plan and describe their dream holiday using appropriate vocabulary and language structures 	
<p>Chapter & topic/concept</p>	<p>Learning engagements:</p>	<p>Tools & Resources</p>
<p>Unit: 9 Lesson: 2-3 Communication</p>	<p>Day 1</p> <p>Ice-breaker (10 minutes):</p> <ul style="list-style-type: none"> ● ask students to share their favorite travel destination or a memorable travel experience they've had. This activity helps to create a lively atmosphere and sets the stage for the lesson on travelers' tales. 	<ul style="list-style-type: none"> ● Cambridge Global English Learner's Book (Unit 9, Lesson 1- 4) ● Cambridge Global English Activity Book (Unit 8, Lesson 1-4) ● Whiteboard and markers ● Flashcards with communication-related vocabulary ● Audio player for listening activities ● Flashcards

Introduction (5 minutes):

- Introducing the topic of the lesson: travelers' tales. Explain to students that they will be learning how to describe their travel experiences in English using descriptive language and storytelling techniques.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to travel and storytelling. Write down and explain any new or unfamiliar words that students might encounter during the lesson.

Guided Practice (10 minutes):

- Use the materials from Unit 9 Lesson 1 of the Cambridge Global English Learner's and Activity Book.
- Guide students through the speaking activity provided in the book. You can pair students up or divide them into small groups. Encourage them to discuss and share their own travel experiences, focusing on important details such as the destination, transportation used, activities done, and memorable moments.
- Circulate around the classroom to provide assistance, correct any errors, and offer feedback on their storytelling skills.

Activity (8 minutes):

- Worksheets

- In pairs or small groups, students will choose one of their travel experiences to create a short written narrative.
- Encourage them to include descriptive language, sensory details, and sequencing words to make their stories engaging and coherent.
- Remind students to use the vocabulary and language structures they've learned during the lesson.

Wrap-up (2 minutes):

- Bring the class back together and allow a few students to share their travel narratives with the rest of the class.
- Encourage questions and discussion after each presentation.
- Summarize the key points covered in the lesson and emphasize the importance of storytelling in describing travel experiences.

Day 2

Ice-breaker (10 minutes):

- Begin the class with an ice-breaking activity related to travel preferences. For example, you can ask students to share their dream travel destination or one place they would love to visit in the future. This activity helps to create a lively atmosphere and sets the stage for the lesson on making decisions about travel destinations.

Introduction (5 minutes):

- Introduce the topic of the lesson: making decisions about travel destinations. Explain to students that they will be learning how to discuss and choose potential travel destinations in English using persuasive language and critical thinking skills.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to travel destinations and decision-making. Write down and explain any new or unfamiliar words that students might encounter during the lesson.

Guided Practice (10 minutes):

- Use the materials from Unit 9 Lesson 2 of the Cambridge Global English Learner's and Activity Book.
- Guide students through the speaking activity provided in the book. You can pair students up or divide them into small groups. Encourage them to discuss and compare different travel destinations, considering factors such as climate, attractions, activities, and cultural experiences.
- Circulate around the classroom to provide assistance, correct any errors, and offer feedback on their decision-making skills.

Activity (8 minutes):

- In pairs or small groups, students will choose one travel destination from the options provided in the

book or come up with their own.

- Encourage them to present arguments and reasons why their chosen destination is the best option, using persuasive language and supporting evidence.
- Remind students to consider the preferences and interests of their hypothetical travel companions when making their decisions.

Wrap-up (2 minutes):

- Bring the class back together and allow a few groups to share their chosen travel destinations and the reasons behind their decisions.
- Encourage questions and discussion after each presentation.
- Summarize the key points covered in the lesson and emphasize the importance of considering various factors when making decisions about travel destinations.

Day 3

Ice-breaker (10 minutes):

- Begin the class with an ice-breaking activity related to favorite places. For example, you can ask students to share their favorite place in their hometown or a place they would love to visit. This activity helps to create a positive atmosphere and sets the stage for the lesson on describing a special place.

Introduction (5 minutes):

- Introduce the topic of the lesson: describing a special place. Explain to students that they will be learning how to use descriptive language to paint a vivid picture of a place they hold dear.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to describing places and emotions. Write down and explain any new or unfamiliar words that students might encounter during the lesson.

Guided Practice (10 minutes):

- Use the materials from Unit 9 Lesson 3 of the Cambridge Global English Learner's and Activity Book.
- Guide students through the speaking activity provided in the book. You can pair students up or divide them into small groups. Encourage them to describe a special place to their partner/group, focusing on sensory details, emotions, and personal experiences.
- Circulate around the classroom to provide assistance, correct any errors, and offer feedback on their descriptive language.

Activity (8 minutes):

- In pairs or small groups, students will choose a special place that is meaningful to them.
- Encourage them to create a mind map or outline of

their description, including key details such as location, appearance, sounds, smells, and feelings associated with the place.

- Remind students to use vivid language and sensory imagery to make their descriptions come alive.

Wrap-up (2 minutes):

- Bring the class back together and allow a few pairs/groups to share their descriptions of their special places with the rest of the class.
- Encourage questions and discussion after each presentation.
- Summarize the key points covered in the lesson and emphasize the importance of using descriptive language to create engaging descriptions.

Ice-breaker (10 minutes):

- Begin the class with an ice-breaking activity related to dream vacations. For example, you can ask students to share their dream holiday destination or one activity they would love to do on their dream vacation. This activity helps to create a positive atmosphere and sets the stage for the lesson on planning a dream holiday.

Introduction (5 minutes):

- Introducing the topic of the lesson: planning a dream holiday. Explain to students that they will be learning how to plan and describe their ideal vacation using descriptive language and

vocabulary related to travel.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to travel and vacation activities. Write down and explain any new or unfamiliar words that students might encounter during the lesson.

Guided Practice (10 minutes):

- Use the materials from Unit 9 Lesson 4 of the Cambridge Global English Learner's and Activity Book.
- Guide students through the speaking activity provided in the book. You can pair students up or divide them into small groups. Encourage them to discuss and plan their dream holiday, considering factors such as destination, activities, accommodation, and transportation.
- Circulate around the classroom to provide assistance, correct any errors, and offer feedback on their planning skills.

Activity (8 minutes):

- In pairs or small groups, students will create a dream holiday itinerary for their chosen destination.
- Encourage them to include details such as day-to-day activities, sightseeing attractions, dining experiences, and leisure time.
- Remind students to use descriptive language

	<p>and persuasive writing techniques to make their itineraries engaging and convincing.</p> <p>Wrap-up (2 minutes):</p> <ul style="list-style-type: none"> ● Bring the class back together and allow a few pairs/groups to share their dream holiday itineraries with the rest of the class. ● Encourage questions and discussion after each presentation. ● Summarize the key points covered in the lesson and emphasize the importance of planning and describing a dream holiday effectively. 	
<p>Differentiation: By <u>content/ process/ product</u></p>	<p>Homework:</p> <p>revise their travel narratives based on the feedback received and submit the final version in the next class</p> <ul style="list-style-type: none"> ● research and write a persuasive essay or presentation advocating for their chosen travel destination, incorporating the vocabulary and language structures learned in the lesson ● write a short essay or presentation about their dream holiday, incorporating the vocabulary and language structures learned in the lesson 	<p>Assessment:</p> <p>Anecdotal record</p> <ul style="list-style-type: none"> ● Informally assess students' speaking and writing skills during the guided practice and activity. ● Evaluate their ability to describe travel experiences effectively, their use of descriptive language and storytelling techniques, and their overall engagement in the lesson ● Informally assess students' speaking skills during the guided practice and activity. ● Evaluate their ability to discuss and make decisions about travel destinations effectively, their use of persuasive language and supporting evidence, and their overall

		<p>engagement in the lesson</p> <ul style="list-style-type: none">● Informally assess students' speaking and planning skills during the guided practice and activity.● Evaluate their ability to plan and describe a dream holiday effectively, their use of descriptive language and persuasive writing techniques, and their overall engagement in the lesson.
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