

**Weekly planner**  
**Week-14**

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**Subject: English as a Second Language**  
**Grade: 8**

<p>Day: Wednesday-Thursday Date: 28.4.24-2.5.24</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 adjectives and adverbs</li> <li>● write an autobiography using appropriate language and structure</li> <li>● understand and discuss the causes and effects of drought in East Africa and brainstorm possible solutions</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 100 (IEG)  Unit 15 Lesson 2 Autobiography</p>	<p>Day 1</p> <p>Ice-breaker (5 minutes):</p> <ul style="list-style-type: none"> <li>● Hand out index cards with descriptive words written on them to each student as they enter the classroom. Encourage students to find classmates with cards that match theirs (e.g., if one student has "funny," they must find another student with "serious"). Once students find their matches, they can introduce themselves and discuss why they think the words on their cards are similar.</li> </ul> <p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> <li>● Begin the lesson by asking students to define adjectives and adverbs. Write down their responses</li> </ul>	<ul style="list-style-type: none"> <li>● Intermediate English Grammar</li> <li>● Cambridge Global English Course Book and Workbook Unit 14 Lesson 4 materials</li> <li>● Whiteboard and markers</li> <li>● Timer</li> <li>● Paper and pens for students</li> <li>● Ice-breaking activity materials (dependent on the chosen activity)</li> </ul>

on the whiteboard.

- Explain that adjectives are words that describe or modify nouns (people, places, things, or ideas), while adverbs are words that describe or modify verbs, adjectives, or other adverbs.

Explanation and Examples (10 minutes):

- Provide clear definitions of adjectives and adverbs, using examples for each.
- Write example sentences on the board and underline the adjectives and adverbs. Discuss how they modify or describe other words in the sentence.
- Examples:
  - "The tall tree swayed gently in the wind."  
(Adjectives: tall; Adverbs: gently)
  - "She quickly ran to catch the bus." (Adjectives: none; Adverbs: quickly)
- Discuss the different types of adverbs, such as adverbs of manner, time, place, frequency, etc.

Guided Practice (10 minutes):

- Distribute worksheets or exercises on adjectives and adverbs.
- Have students work individually or in pairs to complete the exercises, identifying and circling adjectives and adverbs in sentences or rewriting sentences to include appropriate adjectives or adverbs.
- Circulate around the classroom to provide assistance and feedback as students work.

Activity (5 minutes):

- Divide the class into small groups and give each group a set of sentence strips or flashcards containing sentences with missing adjectives or adverbs.
- Have students take turns drawing a sentence strip or flashcard and filling in the missing adjectives or adverbs.
- Encourage students to discuss their choices within their groups and explain why they chose a particular word.

Wrap-up (5 minutes):

- Review the key concepts covered in the lesson: adjectives and adverbs.
- Ask students to provide examples of adjectives and adverbs they encountered during the activities.
- Summarize the differences between adjectives and adverbs.
- Assign homework, if applicable, such as completing additional exercises or writing sentences using adjectives and adverbs.

Assessment:

- Monitor students' participation and engagement during the lesson activities.
- Review completed worksheets or exercises to assess students' understanding of adjectives and adverbs.
- Provide feedback on students' responses during

group activities and discussions.

Extension:

- For advanced students, introduce comparative and superlative forms of adjectives and adverbs and provide additional practice exercises.
- Encourage students to create their own sentences using adjectives and adverbs and share them with the class.

Day 2

Ice-breaker (10 minutes):

- Begin the class with an ice-breaking activity related to personal experiences. For example, you can ask students to share one memorable moment from their life so far or one significant event that has influenced them. This activity helps to create a positive atmosphere and sets the stage for the lesson on writing an autobiography.

Introduction (5 minutes):

- Introduce the topic of the lesson: writing an autobiography. Explain to students that they will be learning how to reflect on and write about their own life experiences in an autobiographical format.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to autobiographies and personal narratives. 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 14 Lesson 4 of the Cambridge Global English Course Book and Workbook.
- Guide students through the writing activity provided in the book. You can model the process of writing an autobiography on the whiteboard or overhead projector, highlighting the structure and language used.
- Encourage students to brainstorm and outline key events and experiences in their lives that they want to include in their autobiography.
- Circulate around the classroom to provide assistance, correct any errors, and offer feedback on their writing.

Activity (8 minutes):

- In pairs or small groups, students will share their outlines and provide feedback to each other. Encourage them to offer suggestions for improving clarity, coherence, and organization in their autobiographies.
- Remind students to use descriptive language and vivid details to make their autobiographies engaging and meaningful.

Wrap-up (2 minutes):

- Bring the class back together and allow a few students to share excerpts from their autobiographies 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 reflecting on one's own life experiences when writing an autobiography.

Day 3

Ice-breaker (10 minutes):

- ask students to share their thoughts on one environmental problem facing the world today or one action they have taken to help the environment. This activity helps to create awareness and set the stage for the lesson on drought in East Africa.

Introduction (5 minutes):

- Introduce the topic of the lesson: drought in East Africa. Explain to students that they will be learning about the causes and effects of drought in this region and discussing possible solutions to address the issue.

Vocabulary Preview (5 minutes):

- Review key vocabulary related to drought and

environmental issues. 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 15 of the Cambridge Global English Course Book and Workbook.
- Guide students through the reading activity provided in the book. You can read aloud or have students take turns reading paragraphs. Pause to discuss key points, ask comprehension questions, and clarify any misunderstandings.
- Encourage students to take notes on the causes, effects, and possible solutions to the drought in East Africa.

Activity (8 minutes):

- In pairs or small groups, students will brainstorm possible solutions to address the drought in East Africa. Encourage them to consider both short-term and long-term strategies, as well as the involvement of local communities, governments, and international organizations.
- Remind students to think creatively and critically about the challenges and opportunities in addressing the issue.

Wrap-up (2 minutes):

- Bring the class back together and allow a few groups to share their ideas for solutions to the drought in East Africa.

	<ul style="list-style-type: none"> <li>● Encourage questions and discussion after each presentation.</li> <li>● Summarize the key points covered in the lesson and emphasize the importance of taking action to address environmental challenges.</li> </ul>	
<p><b>Differentiation:</b> By <u>content</u>/ <u>process</u>/ <u>product</u>/environment</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>● assign students to continue working on their autobiographies and complete the writing task for homework</li> <li>● a short essay or presentation on one solution to the drought in East Africa, incorporating the vocabulary and language structures learned in the lesson</li> </ul>	<p><b>Assessment tools &amp; strategies:</b> Anecdotal record</p> <ul style="list-style-type: none"> <li>● Informally assess students' comprehension and critical thinking skills during the guided practice and activity.</li> <li>● Evaluate their ability to understand and discuss the causes and effects of drought in East Africa, brainstorm possible solutions, and engage in collaborative problem-solv</li> </ul> <p><b>Reflection (if any):</b></p>