**…………………………… SECONDARY SCHOOL**

**DAILY ENGLISH LESSON PLAN**

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| **GRADE** | **8th Grade** |
| **DATE** | **26. Week 24-28 MARCH …../……2025** |
| **DURATION** | 40 + 40 |
| **FOCUS** | Unit 7 |
| **THEME** | TOURISM |
| **TOPIC** | Preferences |
| **Warm-up** | 5 min - Asking students to share their ideas. |
| **Introduction** | 5 min - Explaining the key concept(s) of the lesson. |
| **Guided Practice** | 10 min - Group or Pair Work |
| **Independent Practice** | 10 min- Encourage students to apply what they’ve learned. |
| **Sharing and Feedback** | 7 min - Peer Review or Class Sharing |
| **Wrap-Up and Reflection** | 3 min- Quick Recap and Exit Ticket |
| **LANGUAGE SKILLS AND LEARNING OUTCOMES** | **E8.7.SI2.** Students will be able to talk about their favorite tourist attractions by giving details.  **E8.7.SP1.** Students will be able to express their preferences for particular tourist attractions and  give reasons |
| **FUNCTIONS & USEFUL LANGUAGE** | **Describing places**  What do you think about Rome?  Did you enjoy your trip?  —I’d rather visit historic sites because they  are usually more interesting. |
| **SUGGESTED CONTEXT & TASKS** | **Tasks/Activities**  Drama (Role Play, Simulation, Pantomime), Find Someone Who…  Games, Guessing, Information/Opinion Gap,Information Transfer, Labeling  Matching, Questions and Answers, Reordering, Storytelling, True/False/No information |
| **ASSIGNMENT & EVALUATION** | **Assignments**  • Students keep expanding their visual dictionary by  including new vocabulary items.  • Students interview with the peers about their holiday preferences, and then they prepare a travel plan using maps and pictures to compare each destination. |

**APPROVED**

**Mahir BARUT ……./……../2025**

**English Teacher ……………………**

**Principle**