

SECOND TERM LESSON NOTES
ENGLISH LANGUAGE – B7
WEEK 1

Date: 13 TH MAY, 2022	DAY:	Subject: English Language	
Duration: 50MINS		Strand: Oral Language	
Class: B7	Class Size:	Sub Strand: Conversation/Everyday Discourse	
Content Standard: B7.1.1.1: Demonstrate use of appropriate language orally in specific situations		Indicator: B7.1.1.1.4. Listen to and give accurate directions to familiar places	Lesson: 1 OF 1
Performance Indicator: Learners can give and respond to commands, instructions and directions accurately.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 3			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage Learners in a warm up-directions. On the board, draw a rough map of the neighborhood, just a few streets and the school. Ask “where is the school?” Have learners to come to the map in turns and point it out. Ask learners to locate other landmarks on the map. Share the performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Revise the concept of giving commands and making requests. In pairs, have learners role-play giving and obeying or following commands/instructions. Model giving simple directions to places in the school and important places in the community or environment. • Provide situations for learners to practice giving directions. E.g. "A stranger meets you at the school gate. Direct him or her to the chief's palace, Central Mosque etc. Learners work in groups to give directions. <u>Assessment</u> Have Learners sketch and give the direction to the nearest police station.	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

Date: 13 TH MAY,2022		DAY:	Subject: English Language
Duration: 50mins		Strand: Grammar	
Class: B7	Class Size:	Sub Strand: Conjunctions	
Content Standard: B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.		Indicator: B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse	Lesson: 1 of 2
Performance Indicator: Learners can use conjunctions accurately to link ideas in everyday discourse		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 14			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to identify adverbs in sentences.</p> <p>Learners give more examples of adverbs and use them in context.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Through discussion, explain to learners what conjunctions are and the purpose they serve.</p> <p>List a few conjunctions on the board, being sure to include some coordinating and subordinating conjunctions.</p> <p>Lead a classroom discussion in which learners are asked to identify which conjunctions on the board are coordinating and subordinating conjunctions.</p> <p>Make a conjunction word wall, and have learners sit in groups and write all the words they can think of that are conjunctions on the blackboard.</p> <p>Guide learners to explore sentences using coordinating conjunctions. E.g. for, and, nor, but, or, yet, and so.</p> <p>Learners construct sentences using correlative conjunctions. E.g. either... or, neither... nor, and not only... but also.</p> <p>Learners use subordinating conjunctions to link ideas. E.g. because, since, as, although, though, while, and whereas.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Have learners use adverbs that function as conjunctions in sentences. E.g. until, after, or before.</p> <p><u>Assessment</u> Complete the following sentences by adding 'and', 'but' or 'or'.</p> <ol style="list-style-type: none"> 1. Mrs. Taylor is tall slim. 2. Learning geography is hard interesting. 3. I don't like football soccer. 4. Do you pull the handle push it? 5. These tools are old still useful. 6. We visited lots of castles palaces in England. 7. The classes are quite difficult I'm doing well. 8. I didn't know whether to turn left right. 	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 13 th MAY, 2022		DAY:	Subject: English Language
Duration: 50MINS		Strand: Writing	
Class: B7	Class Size:	Sub Strand: Letter Writing	
Content Standard: B7.4.2.2: Apply writing skills to specific life situations		Indicator: Compose informal letters on varied topics using appropriate format	Lesson:
Performance Indicator: Learners can compose informal letters on varied topics using appropriate format		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 29			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Revise with learners to identify features of informal letters (writer's address, date, salutation, body, subscription, name).</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to remember, an informal letter is a letter that you write to a relative, family member or friend. You might write to them to describe something, ask for advice or share information. An informal letter uses informal language.</p> <p>The following are the features of an informal letter:</p> <ul style="list-style-type: none"> • <i>address</i> • <i>date</i> • <i>greeting</i> • <i>introduction</i> • <i>body</i> • <i>ending</i> • <i>closing</i> • <i>name</i> <p>When you write an informal letter, it will have three main paragraphs: the introduction, the body and the ending.</p> <p>In the introduction you can ask about the well-being of the person you are writing to, give updates on your own life and explain why you are writing.</p> <p>Example sentences:</p> <ul style="list-style-type: none"> • <i>I received your letter last week, and I was happy to read it.</i> • <i>Everyone is well at home, and father is feeling much better.</i> • <i>I am writing to ask your advice on something at school.</i> 	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>The body should explain a bit more about why you are writing the letter. It includes the main content and your reason for writing the letter.</p> <p>It can be one or more paragraphs. The ideas should be well connected in paragraphs. Example sentences:</p> <ul style="list-style-type: none"> • <i>I recently found out that my friend might be stealing from other classmates.</i> • <i>He told me last week that he did not have enough money.</i> • <i>Now he has new books and new pens while other classmates say that their money has been stolen.</i> <p>The ending is usually a line or two lines telling your friend to reply or wishing them well. Example sentences:</p> <ul style="list-style-type: none"> • <i>I must go now. I'm looking forward to your reply.</i> • <i>Please give me your advice on how to handle this problem.</i> <p><u>Assessment</u> Write a letter to your friend inviting him/her for your birthday party.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 13 th MAY, 2022	DAY:	Subject: English Language	
Duration: 50MINS		Strand: Reading	
Class: B7	Class Size:	Sub Strand: Summarizing	
Content Standard: B7.2.2.2: Demonstrate understanding of textual evidence that supports a writing piece		Indicator: B7.2.2.2.1. Determine and analyze central and supporting ideas of texts	Lesson: 1 of 1
Performance Indicator: Learners can analyze central and supporting ideas of texts read.		Core Competencies: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving	
References: English Language Curriculum Pg. 11			

Phase/Duration	Learners Activities	Resources								
PHASE 1: STARTER	<p>Revise with learners on the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>									
PHASE 2: NEW LEARNING	<p>Have learners read a variety of texts for main ideas.</p> <p>Guide them to identify the main idea/topic sentence in the paragraphs.</p> <p>Learners to identify supporting details and how these relate to main details in texts.</p> <p>Guide learners to summarize main ideas of texts in own words and peer edit it.</p> <p>When you are reading, think about the following:</p> <ul style="list-style-type: none"> • What are the main ideas? • What are the crucial details necessary for supporting the ideas? • What information is irrelevant or unnecessary? <p>When you are reading a text, you will find words that you do not know or are unfamiliar to you. A word map is a helpful way to learn new words, practice using them in sentences and remember them.</p> <p>Below is an example word map.</p> <table border="1" data-bbox="483 1583 1135 1774"> <thead> <tr> <th>Word</th> <th>Definition</th> <th>Picture (optional)</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>laptop computer</td> <td>A laptop is a computer that is portable and good for travel.</td> <td></td> <td>The student took his laptop to university so that he could complete his assignment.</td> </tr> </tbody> </table> <p>Assessment</p>	Word	Definition	Picture (optional)	Example	laptop computer	A laptop is a computer that is portable and good for travel.		The student took his laptop to university so that he could complete his assignment.	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>
Word	Definition	Picture (optional)	Example							
laptop computer	A laptop is a computer that is portable and good for travel.		The student took his laptop to university so that he could complete his assignment.							

	<p>Read the following passage and make a word map of the words printed in bold.</p> <p><u>Machines Have Changed Our Lives</u></p> <p>Machines have become such an essential part of our life today that we cannot imagine living without them. Yet our ancestors lived on the earth for 500,000 years, or even longer in the view of some scientists, and for most of that time they had nothing to rely on beyond the power of their arms, the speed of their legs and, much later, the strength of the beasts they tamed and bred.</p> <p>The machines that have changed our lives so drastically are a very late arrival in our history. In fact, the steam engine, developed around 1770, remained unchallenged for about 100 years until the arrival of the petrol engine in 1875. Then there followed an astonishing amount of invention and improvement in every area of technology, and machines have grown more numerous and become more advanced.</p> <p>Machines have made us stronger by giving us a very large number of mechanical helpers. By around the middle of the 20th century, the machines of America were doing the work of nearly 25 million workers. Since there were about 62.5 million working people in America at that time, this meant that each worker had about 400 mechanical helpers. As a result, people could manufacture 400 times as much as they did in the past, when they worked with unaided hands. We are now able to make more products in less time than ever before.</p> <p>I. Write a 3–4 sentence summary of the text.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	