

SECOND TERM

WEEKLY LESSON NOTES – B8

WEEK 7

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| Week Ending: 19-05-2023 | Day: | Subject: English Language |
| Duration: 60mins | | Strand: Oral Language |
| Class: B8 | Class Size: | Sub Strand: Listening Comprehension |
| Content Standard: B8.1.2.1: Demonstrate the ability to listen to extended reading and identify key information | Indicator: B8.1.2.1.2. Listen to and discuss ideas and share opinions from a level-appropriate text. | Lesson: 1 of 1 |
| Performance Indicator: Learners can listen to and discuss ideas and share opinions from a level-appropriate text. | | Core Competencies: Communication and Collaboration, Personal Development and Leadership |
| Reference : English Language Pg. 41 | | |
| Keywords: | | |
| 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>Guide learners to select a topic of interest. Example can be climate change and social media and its impact on society.</p> <p>Let learners research on the following topics to get more information on it.</p> <p>Read the prepared text to learners. Learners in groups share their opinions and ideas on the topic.</p> <p>Let learners listen and write down key information from texts.</p> <p>Discuss the key information from texts and add opinions.</p> <p><u>Assessment</u> Climate Change is a global issue that affects us all and has a significant impact on the environment, economy, and society. Many experts believe that human activities, such as burning fossil fuels and deforestation, are contributing to global warming and other environmental changes that can have far-reaching consequences. Some people believe that climate</p> | <p>Word cards, sentence cards, letter cards, handwriting on a manila card</p> |

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| | <p>change is a hoax or exaggeration, while others argue that it is a real and pressing issue that requires immediate action.</p> <p>Discuss the above issue and share your ideas on it.</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> <p>Ask learners how the lesson will benefit them in their daily lives.</p> | |

| Week Ending: 19-05-2023 | Day: | Subject: English Language |
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| Duration: 60mins | Strand: Reading | |
| Class: B8 | Class Size: | Sub Strand: Comprehension |
| Content Standard: B8.2.1.2: Read, comprehend, interpret texts | Indicator: B8.2.1.2.4. Provide evidence and show mastery to support understanding of texts | Lesson: 1 of 1 |
| Performance Indicator: Learners can provide evidence and show mastery to support understanding of texts | | Core Competencies: Communication and Collaboration, Personal Development and Leadership |
| Reference : English Language Pg. 47 | | |
| Keywords: | | |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson. | |
| PHASE 2: NEW LEARNING | Guide learners to read a text closely for interpretation. Interpret the text, citing evidence to support ideas that help with implicit meaning. Generate relevant answers to questions. <u>Assessment</u> Climate change and social media are two topics that often spark discussions. Some people believe that human activities are contributing to global warming and that social media can have negative consequences such as the spread of fake news and cyberbullying. Debates surround both issues, including what actions should be taken to address climate change and the responsibility of social media companies for the content on their platforms. <ul style="list-style-type: none"> What are some of the negative consequences of social media on society, and who should be responsible for addressing them? What are some of the actions that can be taken to address climate change, and what role should governments and individuals play in these efforts? | 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. | |

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| Week Ending: 19-05-2023 | DAY: | Subject: English Language |
| Duration: 60mins | Strand: Grammar | |
| Class: B8 | Class Size: | Sub Strand: Reported Speech |
| Content Standard: B8.3.1.1: Apply the knowledge of word classes and their functions in Communication | Indicator: B8.3.1.1.7. Demonstrate command of the use of reported speech. | Lesson: 1 of 1 |
| Performance Indicator: Learners can demonstrate command of the use of reported speech. | | Core Competencies: Communication and Collaboration, Personal |
| References: English Language Curriculum Pg. 50 | | |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Call two learners to the front of the class. Ask one of them to whisper something into the ears of the other.</p> <p>Ask them to tell the class what they said.</p> <p>Share performance indicators with learners and introduce the lesson.</p> | |
| PHASE 2: NEW LEARNING | <p>Show a short video or audio clip of someone speaking in the present tense, for example, "I love chocolate cake."</p> <p>Ask learners to write down what the person said. Then, ask learners to imagine that they are telling someone else what the person said.</p> <p>Have them rewrite the sentence using reported speech, for example, "She said that she loves chocolate cake."</p> <p>Guide learners to explain what reported speech is and it's important. Provide examples of how reported speech is used in everyday conversation, such as when we tell someone what someone else said. Example: <i>Direct speech: Mary said, "I finished my homework."</i> <i>Reported speech: John told me that Mary had finished her homework.</i></p> <p>Make a list of verbs that are commonly used in reported speech, such as say, tell, ask, and explain.</p> <p>Learners give examples of how these verbs are used in reported speech, such as "He told me that he was going to the store" or "She explained that she had to leave early."</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |

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| | <u>Assessment</u> Change the following direct speech to reported speech. 1. Henry: "I love pizza." 2. Esther: "I'm going to the store." 3. Chantal: "Did you see the movie last night?" 4. Samuel: "I will be late for the meeting." 5. John: "I have never been to Japan." | |
| PHASE 3: REFLECTION | Have learners talk about their experiences during the lesson, what they have learnt, and questions they might still have. Teacher leads a discussion to provide responses to learners' questions. | |

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| Week Ending: 19-05-2023 | | Day: | Subject: English Language | |
| Duration: | | | Strand: Writing | |
| Class: B8 | | Class Size: | | Sub Strand: Formal Letters |
| Content Standard: B8.4.2. 2: Apply writing skills to specific life situations | | Indicator: B8.4.2.2.1 Compose formal writing (business letters, email) on given topics using the appropriate format | | Lesson: 1 of 1 |
| Performance Indicator: Learners can compose paragraphs that identify an issue, give details about it and suggest solutions | | | Core Competencies: Communication and Collaboration, Personal Development and Leadership, | |
| Reference : English Language Pg. 56 | | | | |
| Keywords: | | | | |
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| Phase/Duration | Learners Activities | | | Resources |
| PHASE 1: STARTER | Ask learners to mimic a popular TV or radio advert they know. Share performance indicators and introduce the lesson. | | | |
| PHASE 2: NEW LEARNING | Start by explaining to learners what a formal letter is and why it is important to know how to write one. Go over the basic format of a formal letter, including the heading, date, address, salutation, body, and closing. Provide learners with examples of different types of formal letters, such as business letters, cover letters, and letters of complaint. Point out the different elements of each letter and how they are organized. Guide learners to choose relevant and interesting topic to write about. Example: a letter to a local government official or a letter to a business owner. Have learners brainstorm ideas for their letter and create an outline of the main points they want to include. Encourage them to think about their audience, their purpose, and the tone they want to convey in their letter. Learners write a draft of their letter and then revise it for clarity, organization, and tone. Encourage them to use descriptive language, specific examples, and persuasive arguments to make their case. | | | Word cards, sentence cards, letter cards, handwriting on a manila card |

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| | <p>Learners in pairs exchange their work to edit and proofread for spelling, grammar, and punctuation error.</p> <p><u>Assessment</u> Write a letter to the principal of your school requesting permission to organize a Get-together event.</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> | |

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| Week Ending: 19-05-2023 | | DAY: | | Subject: English Language | |
| Duration: 50MINS | | | | Strand: Literature | |
| Class: B8 | | Class Size: | | Sub Strand: Prose | |
| Content Standard: B8.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning | | | Indicator: B8.5.1.1.5. read prose fluently and with understanding | | Lesson: 1 of 1 |
| Performance Indicator: Learners can read prose fluently and with understanding | | | | Core Competencies: Communication and Collaboration, Personal | |
| References: English Language Curriculum Pg. 67 | | | | | |
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| Phase/Duration | | Learners Activities | | | Resources |
| PHASE 1: STARTER | | Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson. | | | |
| PHASE 2: NEW LEARNING | | Learners take turns to read aloud parts of the prose. Example: Home Sweet Home Let learners note difficult words, phrases, figurative expressions and figures of speech to be explained in context with the help of the dictionary. Ensure learners use correct stress and intonation in reading. Learners read again, parts of the prose which were not well read. Learners read the story silently and answer questions posed by teacher. | | | 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. | | | |