

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 6

Week Ending:	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: Listening Comprehension
Content Standard: B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	Indicator: B9.1.2.1.2 Initiate and participate in meaningful and collaborative discussions using texts and related materials, building on others' ideas and expressing their own clearly and persuasively	Lesson: 1 of 1
Performance Indicator: Learners can practice listening to various types of level-appropriate texts and identify key issues, such as arguments, news elements, and main ideas.		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 73		
New words: Critical Listening, Key Issues, Main Ideas, Argumentative Texts, News Elements		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of active listening.</p> <p>Ask learners to share their thoughts on what makes a good listener.</p> <p>Introduce the concept of critical listening, explaining that it involves not just hearing the words but understanding the underlying message and identifying key issues.</p> <p>Show a short video clip, play an audio excerpt, or read a brief passage aloud. Discuss the initial impressions and encourage learners to jot down any key points they identify.</p>	
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the challenges of listening and comprehending different types of content, such as arguments, news, and presentations.</p> <p>Discuss the importance of identifying key issues for better understanding and critical analysis. Introduce key terms such as critical listening, main ideas, and key issues.</p> <p>Play an argumentative speech or debate. Instruct learners to identify the main arguments presented.</p> <p>Facilitate a class discussion on their observations and interpretations.</p>	Audio-visual content (short video, podcast, or audio clip)

	<p>Play a news segment or read a news article aloud. Ask learners to identify key elements, such as main events, key players, and overall themes.</p> <p>Discuss as a class and compare interpretations.</p> <p>Show a presentation video or play an audio clip of a speaker.</p> <p>Instruct learners to identify the main ideas and key points presented.</p> <p>Discuss the effectiveness of the presentation and the clarity of key messages.</p> <p>Divide learners into small groups. Provide each group with a scenario (e.g., a debate, a news report, or a presentation).</p> <p>Instruct them to actively listen and identify key issues. Each group will report their findings, promoting discussion and collaboration.</p> <p>Assign learners a level-appropriate text, speech, or dialogue to listen to individually.</p> <p>Instruct them to identify key issues, main ideas, and any supporting details.</p> <p>Learners can submit a brief reflection on their analysis.</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>	

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Reading	
Class: B9	Class Size:	Sub Strand: Summarizing	
Content Standard: B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, determining the central idea of a text and provide an objective summary		Indicator: B9.2.2.1.1 Analyze critically a given text in entirety and provide an objective summary	Lesson: 1 of 1
Performance Indicator: Learners can critically analyze a given text in its entirety and develop the skill of creating an objective summary based on their critical analysis.		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 81			
Keywords: Critical Analysis, Objective Summary, Interpretation, Subjectivity, Objectivity			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by introducing the concept of critical analysis.</p> <p>Display a short excerpt from a text on the board or screen.</p> <p>Ask learners to read it carefully and jot down any initial thoughts or questions that come to mind.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of critical analysis and how it contributes to a deeper understanding of a text.</p> <p>Introduce key terms such as critical thinking, interpretation, and analysis.</p> <p>Discuss the difference between subjective and objective perspectives in reading and analyzing texts.</p> <p>Choose a short text or passage that is rich in content and complexity.</p> <p>Lead the class in a guided analysis, focusing on elements such as themes, characters, setting, and tone.</p> <p>Encourage learners to ask questions and share their interpretations.</p> <p>Provide another text, preferably a different genre or style.</p> <p>Instruct learners to independently analyze the entire text, taking notes on key elements and their interpretations.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>Circulate around the class to offer guidance and support.</p> <p>Organize learners into small groups to discuss their individual analyses.</p> <p>Encourage them to compare interpretations, identify common themes, and explore different perspectives.</p> <p>Each group should choose a spokesperson to share notable insights with the class.</p> <p>Teach learners the process of creating an objective summary.</p> <p>Highlight the importance of distilling the main ideas without introducing personal opinions.</p> <p>Provide a structured template for summarization.</p> <p>Assign a longer text or article for learners to read. Instruct them to critically analyze the text and then create an objective summary.</p> <p>Circulate around the class to provide feedback and guidance.</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>	

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Conditional Sentences	
Content Standard: B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		Indicator: B9.3.1.2.1 Use conditional sentences in communication to indicate an impossible condition in the past and its probable result	Lesson: 1 of 1
Performance Indicator: Learners can understand and use Type 3 conditional sentences to express impossible conditions in the past and their probable results.		Core Competencies: Communication and Collaboration, Personal	
New words	Type 3, Unreal Conditions, Probable Results, Past Actions		
References: English Language Curriculum Pg. 86			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with a brief review of basic conditional sentences (Type 1 and Type 2) to activate prior knowledge.</p> <p>Display a simple Type 2 conditional sentence on the board (e.g., "If I had a car, I would drive to school").</p> <p>Discuss the structure and meaning with the class. Then, introduce the concept of Type 3 conditional sentences using examples like "If I had studied harder, I would have aced the test."</p> <p>Ask learners to reflect on the difference between Type 2 and Type 3 and share their observations.</p>		
PHASE 2: NEW LEARNING	<p>Engage the class in a discussion about the importance of conditional sentences in expressing hypothetical or unreal situations.</p> <p>Discuss real-life scenarios where these types of sentences might be used and their impact on communication. Introduce key terms such as unreal conditions, probable results, and past actions.</p> <p>Provide guided examples of Type 3 conditional sentences on the board.</p> <p>Walk the learners through the structure and meaning. Ask them to identify the unreal condition and the probable result.</p> <p>Divide the class into small groups. Provide each group with a set of unreal conditions.</p>	Short reading passages featuring engaging use of phrasal verbs	

	<p>Instruct them to construct Type 3 conditional sentences and share their sentences with the class.</p> <p>Assign pairs of learners specific real-life scenarios. Instruct them to create Type 3 conditional sentences related to those scenarios.</p> <p>Organize a role-play activity where learners act out scenarios using Type 3 conditional sentences.</p> <p>Encourage them to focus on clear pronunciation and effective communication.</p> <p>Rotate roles to give all learners an opportunity to practice.</p> <p>Provide a set of scenarios for individual writing. Ask learners to write short paragraphs or stories using Type 3 conditional sentences.</p> <p>Encourage them to pay attention to correct grammar and coherent storytelling.</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>	

Week Ending:	Day:	Subject: English Language	
Duration: 60mins		Strand: Writing	
Class: B9	Class Size:	Sub Strand: Report Writing	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.1 Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format	Lesson: 1 of 1
Performance Indicator: Learners can understand the structure and purpose of formal reports and compose clear and effective reports.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 94			
Keywords: Report Writing, Introduction, Methodology, Findings, Conclusion, Recommendations			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by discussing the purpose of reports and their significance in academic and professional settings.</p> <p>Present examples of different types of reports, such as research reports, scientific reports, and business reports.</p> <p>Ask learners to share their understanding of what makes a report effective. Prompt them to think about the key components they expect to find in a well-structured report.</p>		
PHASE 2: NEW LEARNING	<p>Lead a class discussion on the key elements of effective reports.</p> <p>Discuss the importance of clarity, organization, and objectivity in report writing. Introduce key terms such as introduction, methodology, findings, conclusion, and recommendations.</p> <p>Emphasize the importance of tailoring the report structure to its purpose and audience.</p> <p>Provide learners with samples of different types of reports.</p> <p>In small groups, have learners analyze the structure and content of the reports.</p> <p>Discuss their findings as a class, emphasizing the importance of each section and its role in conveying information.</p> <p>Discuss the role of the introduction and how it sets the tone for the entire report.</p> <p>Engage learners in an activity where they create a compelling introduction for a sample report topic.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Share and discuss the introductions as a class, focusing on the clarity and relevance to the report's purpose.</p> <p>Provide a specific report topic or scenario.</p> <p>Guide learners through the process of drafting a report, focusing on the introduction, methodology, findings, conclusion, and recommendations.</p> <p>Encourage learners to share their drafts with a partner for peer feedback.</p> <p>Organize a peer editing session where learners exchange their draft reports.</p> <p>Encourage constructive feedback on clarity, organization, and the strength of each section.</p> <p>Allow time for learners to revise their drafts based on peer suggestions.</p> <p><u>Assessment</u> Assign different roles or scenarios to pairs of learners (e.g., researcher presenting findings to a team).</p> <p>Have learners perform a role-play where they present key points from their reports to their "audience."</p> <p>Encourage them to focus on effective communication and responding to potential questions.</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>	

Week Ending:	DAY:	Subject: English Language	
Duration: 50MINS		Strand: Literature	
Class: B9	Class Size:	Sub Strand: Literature	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.14. Use literary devices (imagery) in texts	Lesson: 1 of 1
Performance Indicator: Learners can create and apply imagery in their writing using personification, simile, metaphors, and idiomatic expressions.		Core Competencies: Communication and Collaboration, Personal	
Key words	Characterization, Dialogue, Inference, Narrative		
References: English Language Curriculum Pg. 99			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson with an engaging short story or poem that is rich in figurative language.</p> <p>Select a piece that prominently features personification, simile, metaphor, and idiomatic expressions.</p> <p>As a class, discuss the emotions and imagery evoked by these elements. Prompt learners to identify instances of figurative language in the text.</p> <p>Share performance indicators with learners and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Initiate a discussion about the role of figurative language in writing. Define personification, simile, metaphor, and idiomatic expressions.</p> <p>Emphasize the power of these tools in creating vivid and imaginative imagery, and their ability to convey emotions and ideas in a more compelling manner.</p> <p>Provide examples of personification and discuss how it brings inanimate objects or concepts to life.</p> <p>Have learners choose an object from the classroom and write a short paragraph personifying it. Encourage them to share their creations with the class.</p> <p>Differentiate between similes and metaphors, providing examples for each.</p> <p>Distribute a list of common objects or feelings and ask learners to create both a simile and a metaphor for each.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Facilitate a class discussion to share and compare their creations.</p> <p>Introduce idiomatic expressions and discuss their cultural nuances.</p> <p>Provide a list of idioms and ask learners to create short stories or sentences that incorporate these expressions.</p> <p>Provide a writing prompt that encourages the use of multiple forms of figurative language.</p> <p>Instruct learners to create a short story, poem, or descriptive paragraph where they deliberately use personification, simile, metaphor, and idiomatic expressions.</p> <p>Allow time for learners to share their work in pairs or small groups.</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>	