

# SECOND TERM

## WEEKLY LESSON NOTES – B9

### WEEK 7

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Listening Comprehension
<b>Content Standard:</b> B9.1.2.1: Demonstrate the ability to listen to extended reading and identify key information	<b>Indicator:</b> 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	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can practice listening to various types of level-appropriate texts and identify key issues, such as arguments, news elements, and main ideas.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership
<b>Reference :</b> English Language Pg. 73		
<b>New words:</b> Critical Listening, Key Issues, Main Ideas, Argumentative Texts, News Elements		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<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>	
<b>PHASE 2: NEW LEARNING</b>	<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>	Audio-visual content (short video, podcast, or audio clip)

	<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> <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><b>PHASE 3:</b> <b>REFLECTION</b></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>	



<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Reading	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Comprehension	
<b>Content Standard:</b> B9.2.1.2: Read, comprehend, and analyze varieties of texts		<b>Indicator:</b> B9.2.1.2.3 Make generalizations from text and link to real life situations	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can make generalizations from text and connect them to real-life situations.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership	
<b>Reference :</b> English Language Pg. 81			
<b>Keywords:</b> Generalizations, Theme, Comprehension, Real-Life Application, Inference			

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with an intriguing short passage that contains specific details and examples.</p> <p>For example, a paragraph about a character facing a challenge in a story.</p> <p>Ask learners to individually jot down the general lessons or principles they can draw from this passage. Encourage them to think beyond the specific details and identify broader ideas.</p> <p>Facilitate a brief class discussion where learners share their generalizations.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Engage the class in a discussion about the importance of making generalizations in comprehension.</p> <p>Discuss how understanding broader themes can deepen their comprehension and help connect literature to real-life situations.</p> <p>Introduce key terms such as generalization, theme, and application to real life.</p> <p>Provide a short text or passage with specific details.</p> <p>Guide learners through the process of making generalizations by asking questions like "What broader</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>

	<p>idea can we extract from these details?" and "How does this relate to real life?"</p> <p>Divide the class into small groups. Assign each group a different text or passage with specific details.</p> <p>Instruct them to collectively make generalizations and discuss how the themes connect to real-life situations. Groups present their findings to the class.</p> <p>Pair up learners and provide them with a new text or passage.</p> <p>Instruct them to make generalizations and discuss how the themes or lessons could be applied to real-life scenarios.</p> <p>Assign a short reading passage for individual analysis. Instruct learners to make generalizations and write a short reflection on how the themes relate to their own lives or the world around them.</p> <p>Collect and review their written responses.</p> <p>Organize a gallery walk where learners display their written reflections.</p> <p>Learners move around, reading and providing feedback on their peers' insights.</p> <p>Conclude with a class discussion on the variety of generalizations and real-life connections made.</p>	
<p><b>PHASE 3: REFLECTION</b></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>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Conditional Sentences	
<b>Content Standard:</b> B9.3.1.2: Demonstrate understanding of the use of conditional tenses in communication.		<b>Indicator:</b> B9.3.1.2.1 Use conditional sentences in communication to indicate an impossible condition in the past and its probable result	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can understand and use Type 3 conditional sentences to express impossible conditions in the past and their probable results.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>New words</b>	Type 3, Unreal Conditions, Probable Results, Past Actions		
<b>References:</b> English Language Curriculum Pg. 86			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<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>		
<b>PHASE 2: NEW LEARNING</b>	<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>Short reading passages featuring engaging use of phrasal verbs</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> <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><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b>	<b>Day:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Report Writing	
<b>Content Standard:</b> B9.4.2.2: Apply writing skills to specific life situations		<b>Indicator:</b> B9.4.2.2.1 Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can understand the structure and purpose of formal reports and compose clear and effective reports.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership,	
<b>Reference :</b> English Language Pg. 94			
<b>Keywords:</b> Report Writing, Introduction, Methodology, Findings, Conclusion, Recommendations			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<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>		
<b>PHASE 2: NEW LEARNING</b>	<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. 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>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	



	<p>Engage learners in an activity where they create a compelling introduction for a sample report topic.</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. 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>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><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 50MINS		<b>Strand:</b> Literature	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Literature	
<b>Content Standard:</b> B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		<b>Indicator:</b> B9.5.1.14. Use literary devices (imagery) in texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create and apply imagery in their writing using personification, simile, metaphors, and idiomatic expressions.		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>Key words</b>	Characterization, Dialogue, Inference, Narrative		
<b>References:</b> English Language Curriculum Pg. 99			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<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>		
<b>PHASE 2: NEW LEARNING</b>	<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.</p> <p>Encourage them to share their creations with the class.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<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>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><b>PHASE 3:</b> <b>REFLECTION</b></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>	