

ENGLISH LANGUAGE – BASIC 9
THIRD TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRANDS	INDICATORS	RESOURCES
I	Oral language	English Sounds <ul style="list-style-type: none"> B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.1 Produce /r/ and // sounds in different positions in word	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension <ul style="list-style-type: none"> B9.2.1.2: Read, comprehend, and analyze varieties of texts 	B9.2.1.2.5 Read silently and answer more complex comprehension questions on texts /passages	
	Grammar	Vocabulary <ul style="list-style-type: none"> B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication 	B9.3.3.1.1 Interpret vocabulary appropriately in more complex texts	
	Writing	Article Writing <ul style="list-style-type: none"> B9.4.2.2: Apply writing skills to specific life situations 	B9.4.2.2.3 Write articles (short reports, letters and case studies) on given issues for publication	
	Literature	Literature <ul style="list-style-type: none"> B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts	

2	Oral language	English Sounds <ul style="list-style-type: none"> ● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.1 Produce /r/ and // sounds in different positions in word	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension <ul style="list-style-type: none"> ● B9.2.1.2: Read, comprehend, and analyze varieties of texts 	B9.2.1.2.5 Read silently and answer more complex comprehension questions on texts /passages	
	Grammar	Vocabulary <ul style="list-style-type: none"> ● B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication 	B9.3.3.1.1 Interpret vocabulary appropriately in more complex texts	
	Writing	Article Writing <ul style="list-style-type: none"> ● B9.4.2.2: Apply writing skills to specific life situations 	B9.4.2.2.3 Write articles (short reports, letters and case studies) on given issues for publication	
	Literature	Literature <ul style="list-style-type: none"> ● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts	
3	Oral language	English Sounds <ul style="list-style-type: none"> ● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.1 Produce /r/ and // sounds in different positions in word	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Summarizing <ul style="list-style-type: none"> ● B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, 	B9.2.2.1.1 Analyse critically a given text in entirety and provide an objective summary	

		determining the central idea of a text and provide an objective summary		
	Grammar	Sentences <ul style="list-style-type: none"> B9.3.1.3: Demonstrate command of structural and functional use of sentences 	B9.3.1.3.1 Identify and use subject and predicate in texts	
	Writing	Speech Writing <ul style="list-style-type: none"> B9.4.2.2: Apply writing skills to specific life situations 	B9.4.2.2.4 Compose speeches for different purposes and occasions.	
	Literature	Literature <ul style="list-style-type: none"> B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	B9.5.1.1.2. Create monologues and dialogues narratives in play scripts	
4	Oral language	English Sounds <ul style="list-style-type: none"> B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.2. Produce consonant clusters in context	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension <ul style="list-style-type: none"> B9.2.1.2: Read, comprehend, and analyze varieties of texts 	B9.2.1.2.6. Show the effect a text has on the reader	
	Grammar	Sentences <ul style="list-style-type: none"> B9.3.1.3: Demonstrate command of structural and functional use of sentences 	B9.3.1.3.1 Identify and use subject and predicate in texts	
	Writing	Speech Writing	B9.4.2.2.4	

		<ul style="list-style-type: none"> ● B9.4.2.2: Apply writing skills to specific life situations 	Compose speeches for different purposes and occasions.	
	Literature	<p>Literature</p> <ul style="list-style-type: none"> ● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	<p>B9.5.1.1.3.</p> <p>Analyze the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama l</p>	
5	Oral language	<p>English Sounds</p> <ul style="list-style-type: none"> ● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	<p>B9.1.3.1.2.</p> <p>Produce consonant clusters in context</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	<p>Comprehension</p> <ul style="list-style-type: none"> ● B9.2.1.2: Read, comprehend, and analyze varieties of texts 	<p>B9.2.1.2.6.</p> <p>Show the effect a text has on the reader</p>	
	Grammar	<p>Sentences</p> <ul style="list-style-type: none"> ● B9.3.1.3: Demonstrate command of structural and functional use of sentences 	<p>B9.3.1.3.1</p> <p>Identify and use subject and predicate in texts</p>	
	Writing	<p>Research Writing</p> <ul style="list-style-type: none"> ● B9.4.3.1: Research to build and present knowledge 	<p>B9.4.3.1.1</p> <p>Conduct short research projects based on focused questions, and present key findings in writing</p>	
	Literature	<p>Literature</p> <ul style="list-style-type: none"> ● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	<p>B9.5.1.1.3.</p> <p>Analyze the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama l</p>	

6	Oral language	English Sounds <ul style="list-style-type: none"> B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.2. Produce consonant clusters in context	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension <ul style="list-style-type: none"> B9.2.1.2: Read, comprehend, and analyze varieties of texts 	B9.2.1.2.7. Interpret use of words/ phases (figurative, symbolic, sensory) in complex texts	
	Grammar	Active and Passive sentences <ul style="list-style-type: none"> B9.3.1.4: Demonstrate mastery of the use of active and passive voice 	B9.3.1.4.1 Use passive forms appropriately in speech and in writing	
	Writing	Research Writing <ul style="list-style-type: none"> B9.4.3.1: Research to build and present knowledge 	B9.4.3.1.1 Conduct short research projects based on focused questions, and present key findings in writing	
	Literature	Literature <ul style="list-style-type: none"> B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	B9.5.1.1.3. Analyze the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama l	
7	Oral language	English Sounds <ul style="list-style-type: none"> B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Summarizing <ul style="list-style-type: none"> B9.2.2.1: Cite the textual evidence that supports an analysis of what the text says, 	B9.2.2.1.1 Analyse critically a given text in entirety and provide an objective summary	

		determining the central idea of a text and provide an objective summary		
	Grammar	Active and Passive sentences <ul style="list-style-type: none"> ● B9.3.1.4: Demonstrate mastery of the use of active and passive voice 	B9.3.1.4.1 Use passive forms appropriately in speech and in writing	
	Writing	Research Writing <ul style="list-style-type: none"> ● B9.4.3.1: Research to build and present knowledge 	B9.4.3.1.1 Conduct short research projects based on focused questions, and present key findings in writing	
	Literature	Literature <ul style="list-style-type: none"> ● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	B9.5.1.1.3. Analyse the sequence of events across texts (descriptive, auto-biography, biography, narrative and play script/ drama l	
8	Oral language	English Sounds <ul style="list-style-type: none"> ● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Summarizing <ul style="list-style-type: none"> ● 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 	B9.2.2.1.1 Analyse critically a given text in entirety and provide an objective summary	
	Grammar	Reported Speech <ul style="list-style-type: none"> ● B9.3.1.4: Demonstrate mastery of the use of active and passive voice 	B9.3.1.4.2 Demonstrate command of the use of reported speech	

	Writing	Research Writing <ul style="list-style-type: none"> ● B9.4.3.1: Research to build and present knowledge 	B9.4.3.1.1 Conduct short research projects based on focused questions, and present key findings in writing	
	Literature	Literature <ul style="list-style-type: none"> ● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	B9.5.1.1.4. Use literary devices (imagery) in texts	
9	Oral language	English Sounds <ul style="list-style-type: none"> ● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension <ul style="list-style-type: none"> ● B9.2.1.2: Read, comprehend, and analyze varieties of texts 	B9.2.1.2.8. Demonstrate conceptual understanding of academic, domain-specific, and technical vocabulary in varied context	
	Grammar	Reported Speech <ul style="list-style-type: none"> ● B9.3.1.4: Demonstrate mastery of the use of active and passive voice 	B9.3.1.4.2 Demonstrate command of the use of reported speech	
	Writing	Formal Writing <ul style="list-style-type: none"> ● B9.4.2.2: Apply writing skills to specific life situations 	B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format	
	Literature	Literature <ul style="list-style-type: none"> ● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	B9.5.1.1.5. Analyze common themes in texts	

10	Oral language	English Sounds <ul style="list-style-type: none"> ● B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking 	B9.1.3.1.3. Produce mono-syllabic and di-syllabic words with accurate stress in speech	Word cards, sentence cards, letter cards, handwriting on a manila card
	Reading	Comprehension <ul style="list-style-type: none"> ● B9.2.1.2: Read, comprehend, and analyze varieties of texts 	B9.2.1.2.9 Make conceptual connections between known and unknown words/phrases and analyze nuances of words/ phrases in texts	
	Grammar	Reported Speech <ul style="list-style-type: none"> ● B9.3.1.4: Demonstrate mastery of the use of active and passive voice 	B9.3.1.4.2 Demonstrate command of the use of reported speech	
	Writing	Formal Writing <ul style="list-style-type: none"> ● B9.4.2. 2: Apply writing skills to specific life situations 	B9.4.2.2.1. Compose formal writing (business letters, email, minutes, programme agenda reports) on given topics using appropriate format	
	Literature	Literature <ul style="list-style-type: none"> ● B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning 	B9.5.1.1.5. Analyze common themes in texts.	

THIRD TERM

WEEKLY LESSON NOTES – B9

WEEK I

Week Ending:	Day:	Subject: English Language
Duration: 60mins		Strand: Oral Language
Class: B9	Class Size:	Sub Strand: English Sounds
Content Standard: B9.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking	Indicator: B9.1.3.1.1. Produce /r/ and // sounds in different positions in word	Lesson: 1 of 1
Performance Indicator: Learners can distinguish between the sounds /r/ and // and reproduce them accurately in speech, focusing on the beginning, middle, and end positions in words		Core Competencies: Communication and Collaboration, Personal Development and Leadership
Reference : English Language Pg. 73		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by discussing the importance of clear pronunciation in communication</p> <p>Introduce the /r/ and // sounds by pronouncing words containing these sounds clearly, emphasizing their positions in the words (beginning, middle, end).</p> <p>Ask learners if they know any words that start, contain, or end with /r/ or // sounds</p>	
PHASE 2: NEW LEARNING	<p>Show pictures or flashcards of words with /r/ and // sounds.</p> <p>Ask learners to identify and categorize the words based on whether they start with /r/ or //, have the sounds in the middle, or end with the sounds.</p> <p>Practice pronouncing these words together as a class</p>	<p>Pictures or flashcards of words with /r/ and // sounds</p> <p>Audio recordings of words with /r/ and // sounds</p>

	<p>Play audio recordings of words with /r/ and // sounds in different positions.</p> <p>Have learners repeat the words after listening, focusing on accurate pronunciation</p> <p>Provide individual practice time and give feedback on pronunciation</p> <p>Write a few words on the board that contain /r/ and // sounds in different positions (e.g., "rabbit," "apple," "girl," "turtle").</p> <p>Ask learners to identify the positions of the sounds in each word and pronounce them aloud</p> <p>Encourage learners to create their own words with /r/ and // sounds and share them with the class.</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: Comprehension	
Content Standard: B9.2.1.2: Read, comprehend, and analyze varieties of texts		Indicator: B9.2.1.2.5. Read silently and answer more complex comprehension questions on texts /passages	Lesson: 1 of 1
Performance Indicator: Learners can read silently, answer complex comprehension questions and skim for details		Core Competencies: Communication and Collaboration, Personal Development and Leadership	
Reference : English Language Pg. 78			
Keywords: analyze, infer, summarize, evaluate			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by asking learners what they understand by "reading comprehension."</p> <p>Discuss the importance of reading comprehension skills in daily life, such as understanding instructions, studying, and enjoying literature.</p> <p>Introduce the four key words for the lesson (e.g., analyze, infer, summarize, evaluate) and briefly explain their meanings.</p>		
PHASE 2: NEW LEARNING	<p>Distribute the text passages to learners.</p> <p>Instruct them to read silently and underline any unfamiliar words or phrases.</p> <p>Explain the difference between skimming (getting an overview) and scanning (finding specific information).</p> <p>Provide a short passage and ask learners to skim for the main idea and scan for specific details.</p> <p>Give learners a set of complex comprehension questions related to the passage they read silently.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	Encourage them to use the four key words in their answers.	
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.	

Week Ending:	DAY:	Subject: English Language	
Duration: 60mins		Strand: Grammar	
Class: B9	Class Size:	Sub Strand: Vocabulary	
Content Standard: B9.3.3.1: Demonstrate appropriate use of vocabulary and spelling conventions in communication		Indicator: B9.3.3.1.1 Interpret vocabulary appropriately in more complex texts	Lesson: 1 of 1
Performance Indicator: Learners can interpret vocabulary appropriately in complex texts and demonstrate the appropriate use of vocabulary in context.		Core Competencies: Communication and Collaboration, Personal	
New words	interpret, demonstrate, appropriate use, context		
References: English Language Curriculum Pg. 88			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Introduce the concept of interpreting vocabulary in context and using it appropriately in writing.</p> <p>Discuss the importance of using precise and varied vocabulary to enhance communication.</p> <p>Introduce the four key words for the lesson (interpret, demonstrate, appropriate use, context) and explain their meanings briefly.</p>		
PHASE 2: NEW LEARNING	<p>Provide grade-appropriate complex texts with challenging vocabulary.</p> <p>Instruct learners to identify unfamiliar words/phrases and look up their meanings.</p>		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Guide learners in interpreting the meaning of unfamiliar words/phrases based on context clues in the text.</p> <p>Discuss strategies for understanding and inferring the meanings of complex vocabulary.</p> <p>Have learners write sentences or short paragraphs using the newly learned vocabulary in context.</p> <p>Encourage them to demonstrate the appropriate use of vocabulary to convey precise meaning.</p> <p>Pair learners up to review and discuss each other's sentences/paragraphs for accuracy and appropriateness of vocabulary use.</p> <p>Facilitate a brief class discussion on effective vocabulary use in context.</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: Article Writing	
Content Standard: B9.4.2.2: Apply writing skills to specific life situations		Indicator: B9.4.2.2.3 Write articles (short reports, letters and case studies) on given issues for publication	Lesson: 1 of 1
Performance Indicator: Learners can write short reports, case studies, and letters to the Editor on given issues for publication in various formats.		Core Competencies: Communication and Collaboration, Personal Development and Leadership,	
Reference : English Language Pg. 97			
Keywords: publication, formats, audience, purpose			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Introduce the concept of writing articles for publication in various formats.</p> <p>Discuss the purpose and audience of different publication formats (self-publication, Letters to the Editor, newspapers, magazines, scholarly journals, webzines).</p> <p>Introduce the four key words for the lesson (publication, formats, audience, purpose) and explain their meanings briefly.</p>		
PHASE 2: NEW LEARNING	<p>Present examples of articles from different formats and discuss their characteristics (e.g., tone, style, audience).</p> <p>Explain the differences between self-publication, Letters to the Editor, newspapers, magazines, scholarly journals, and webzines.</p> <p>Provide writing prompts related to different publication formats (e.g., a local issue for a newspaper, a personal experience for a magazine, research finding for a scholarly journal).</p> <p>Ask learners to choose a format and brainstorm ideas for their articles.</p>	<p>Word cards, sentence cards, letter cards, handwriting on a manila card</p>	

	<p>Guide learners in writing short reports, case studies, or letters to the Editor based on their chosen format and writing prompts.</p> <p>Encourage them to focus on clarity, organization, and relevance to the chosen publication format.</p> <p>Pair learners up to review and provide feedback on each other's articles.</p> <p>Facilitate a class discussion on the strengths and areas for improvement in the articles.</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: Prose	
Content Standard: B9.5.1.1: Demonstrate understanding of how various elements of literary genres contribute to meaning		Indicator: B9.5.1.1.5. Analyse common themes in texts	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. 100			
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: Ripples 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. <u>Assessment</u> 1. in which general setting does the story take place? 2. “Not once did she see a smile on Amina’s face. “Mama Adamu said this of the dead Amina. Such an expression could be said to be what figure of speech?	Word cards, sentence cards, letter cards, handwriting on a manila card	

	<p>3. Mama Adamu had decided to give Abi ‘the special gift’. Considering what really that “gift” was, the word special could be said to be</p> <p>4. the image created of Amina in the story is one of</p> <p><u>Read the following extract and answer questions</u> <i>The three wives had met afterwards and agreed to approve of their husband’s intention as custom demanded. A husband’s decision was scared and not subject to change, period. It was obvious Mama Adamu was indifferent to the news. Could she even call a fourth marriage by the wealthy Sayibu news?</i></p> <p>5. why was Mama Adamu indifferent (unaffected by) to the news?</p> <p>6. could she even call a fourth marriage by the wealthy Sayibu news? This question in the story did not require an answer. So what kind of question was that?</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>	