

# SECOND TERM LESSON NOTES

## ENGLISH LANGUAGE – B7

### WEEK 2

<b>Date:</b> 20 <sup>th</sup> MAY, 2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b>			<b>Strand:</b> Oral Language
<b>Class:</b> B7	<b>Class Size:</b>		<b>Sub Strand:</b> Listening Comprehension
<b>Content Standard:</b> B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information		<b>Indicator:</b> B7.1.2.1.2. Listen to, discuss ideas and share opinions from a level-appropriate text	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can share opinions from a level-appropriate text.			<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 6-7			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
PHASE 2: <b>NEW LEARNING</b>	Have learners listen to teacher-read texts or video/audio recording on familiar topics.  Model the visualization strategy to make meaning from texts heard and guide learners to Identify key points: o intent or purpose of the message (e.g. to inform, persuade, instruct); o the speaker’s enthusiasm and passion for the topic; o main idea (s) and supporting points.  Encourage learners to practice constructing meaning from the texts or play  In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.  Put learners into groups to express personal opinions about details of texts.  <u>Assessment</u>		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>The practice of wearing rings is a very ancient one. Throughout history, people in many lands have decorated their bodies by wearing rings on their fingers, ears, lips, necks, noses, ankles, and wrists. In some cultures, a married woman wore a ring on the big toe of her left foot; a man might have put rings on his second and third toes. Today, the practice of wearing rings in some cases includes multiple facial rings, as well as rings in many other areas of the body.</p> <ol style="list-style-type: none"> <li>1. What is the paragraph mainly about?</li> <li>2. In about two to three sentences, summarize the text.</li> </ol>	
<p>PHASE 3: <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>Date:</b> 20 <sup>TH</sup> MAY,2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50mins			<b>Strand:</b> Grammar
<b>Class:</b> B7	<b>Class Size:</b>		<b>Sub Strand:</b> Conjunctions
<b>Content Standard:</b> B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.		<b>Indicator:</b> B7.3.1.1.6. Use conjunctions accurately to link ideas in everyday discourse	<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can use conjunctions accurately to link ideas in everyday discourse			<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 14			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Introduce the topic through a short story.  Elicit prior knowledge and engage interest in the topic of the story by asking learners questions such as: What do you know about....? Have you ever...? How would you feel if...?  Share performance indicators and introduce the lesson.		
PHASE 2: <b>NEW LEARNING</b>	Learners read the story aloud in pairs/groups, taking turns, a sentence each. Move around monitoring the reading to gain information on how well learners are reading.  Ask learners questions on their opinions of the story, who does what and how, what is happening, etc.  Ask learners what Conjunction is. If learners do not know, write a sentence from the story on the board and underline the Conjunctions.  Ask learners to say what job the Conjunction does in the sentence. ( <i>Conjunctions are words used to link words, phrases or clauses.</i> )  Use more examples, if necessary, to ensure that all learners have understood.  Guide learners to explore the use of the types of conjunctions in speech and writing. Example: Conjunctions of time – before, after, since, while, etc. Conjunction of place – where, wherever. Conjunction of reason – because, since, as, in case.		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>Conjunction of purpose – so, so that, in order to.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Let's write down the address ..... we don't forget it.</li> <li>2. I sat down ..... I was feeling tired.</li> <li>3. .... the road is narrow, big trucks can't get through.</li> <li>4. Take an umbrella ..... it rains.</li> <li>5. Mom switched off the TV ..... it was past my bedtime.</li> <li>6. I took an apple ..... it was the only fruit in the bowl.</li> <li>7. The dog follows Andrew ..... he goes.</li> <li>8. We went inside ..... it started to rain.</li> <li>9. .... I went to bed, I heard a strange noise downstairs.</li> <li>10. .... the rice is cooked, we can't eat dinner.</li> </ol>	
<p>PHASE 3: <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>Date:</b> 20 <sup>th</sup> MAY, 2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50MINS			<b>Strand:</b> Writing
<b>Class:</b> B7	<b>Class Size:</b>		<b>Sub Strand:</b> Letter Writing
<b>Content Standard:</b> B7.4.2.2: Apply writing skills to specific life situations		<b>Indicator:</b> Compose informal letters on varied topics using appropriate format	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can compose informal letters on varied topics using appropriate format			<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 29			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Revise with learners to identify features of informal letters (writer’s address, date, salutation, body, subscription, name).  Share performance indicators and introduce the lesson.		
PHASE 2: <b>NEW LEARNING</b>	Revise by discussing the features of informal letters with learners.  Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters.  Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic.  Learners identify purpose and audience and make a mind map to guide the writing.  Each group writes an informal letter and edits it. The letters are passed round the groups for editing.		Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: <b>REFLECTION</b>	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.		

<b>Date:</b> 20 <sup>th</sup> MAY, 2022		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 50mins			<b>Strand:</b> Reading
<b>Class:</b> B7	<b>Class Size:</b>		<b>Sub Strand:</b> Comprehension
<b>Content Standard:</b> B7.2.1.2: Read, comprehend and interpret texts		<b>Indicator:</b> B7.2.1.2.1. Identify the main text features of a non-literary texts	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the main text features of a non-literary texts			<b>Core Competencies:</b> Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem-Solving
<b>References:</b> English Language Curriculum Pg. 9			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Revise with learners on the previous lesson.  Share performance indicators with learners and introduce the lesson.		
PHASE 2: <b>NEW LEARNING</b>	Select level-appropriate texts for learners.  Based on background knowledge and other factors, have learners predict what the text will be about and actively adjust comprehension while reading/viewing or listening.  Discuss how the text features aid in the comprehension of a text. E.g. o A title indicates the topic, subject matter or the main idea of an entire text. o Bold print signals important vocabulary and/or a phrase that is integral to understanding the content of a text.  Learners connect their background knowledge to help them make meaning of the text as they read. Assist learners with a variety of questions to make meaning during and after reading the text.  Lay emphasis on the need to use the environment of a word to get its meaning.  <u>Assessment</u> I'll admit the list is long. I broke Mom's favorite blue vase playing baseball in the house. It was a home run, but that didn't count much with Mom. I broke the		Word cards, sentence cards, letter cards, handwriting on a manila card

	<p>back window. I didn't think I could break a window by shoving my hip against a door. It must have been bad glass. I ruined the living room carpet by leaving a red spot the size of a basketball. I know the rule—no drinking in the living room—but I wasn't really drinking. I didn't even get a sip before I dropped the glass.</p> <p>I guess "Trouble" is my middle name. At least that's what Mom says. So you won't be surprised when I tell you I'm in trouble once again.</p> <p>1. What is the main problem in the story? 2. What do you think happens next in the story?</p>	
PHASE 3: <b>REFLECTION</b>	<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>	