



SAMPLE LESSON NOTES-WEEK 8
BASIC SIX

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 8

BASIC SIX

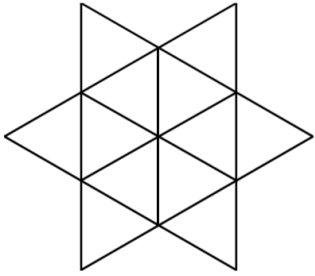
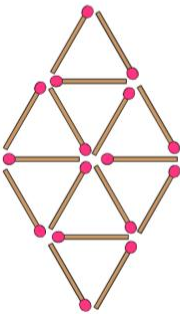
Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.10.1.2 B6.2.5.1.1 B6.3.5.1.2 B6.4.6.1.2 B6.5.6.1.1. B6.6.1.1.1	
Performance Indicator		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can orally produce three-syllable words by blending sounds including consonant blends.</p> <p>C. Learners can use different types of verbs</p> <p>D. Learners can use key words, phrases or clauses to introduce the main idea in the paragraph.</p> <p>E. Learners can use adverbs to express degree and reason</p> <p>F. Learners can read and critique a variety of age- and level appropriate books</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p>	<p>A. ORAL LANGUAGE <i>(Presentation)</i> Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What's your name? B: Esi.</p> <p>Let learners identify these features in their readers, story books, etc.</p> <p>Let them engage in pairs and group dialogue on given topics.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>WE SHALL HAMMER</u> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same.</p>	<p>B. READING <i>(Blends and Consonant Clusters)</i> Revise consonant blends and clusters using several spelling patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr.</p> <p>Drill the pronunciation of the consonant blends and clusters in isolation and in words.</p> <p>Learners work in groups to identify and list words having the blends and clusters.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Write the blends on a series of small cards, one on each card. Call learners in turns to pick and make the sounds and form word with it.</p>

	(continue to any desired number)	Have learners read the words in isolation and in context.	
Wednesday	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>C. GRAMMAR (Verbs)</p> <p>Have learners identify verbs in sentences and use them in their own sentences.</p> <p>– Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).</p> <p>Choose a text (story) and have the learners work in groups to identify the main verbs.</p> <p>Assessment: Let each group select five of the verbs and use them in sentences.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Give learners class/ home task to underline verbs in given sentences in their workbooks</p>
Thursday	<p>Engage learners in the “Change your style” game</p> <p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.</p> <p>After a while teacher speeds up the tempo.</p> <p>For example: jumping, jumping, crazy dance, heading a ball etc.</p>	<p>D. WRITING (Paragraph Development)</p> <p>Display a Model Paragraph.</p> <p>Put learners into groups to read the paragraph and identify what the passage is about or the main idea.</p> <p>Have them identify the sentence that contains the main idea.</p> <p>Let the group identify the supporting ideas and what each sentence says about the main idea.</p> <p>Ask each group choose a given topic and write five sentences about the topic</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>
Friday	<p>Have learners sing songs and recite familiar rhymes</p> <p>TEDDY BEAR, TEDDY BEAR. Teddy bear, teddy bear, turn around. Teddy bear, teddy bear, touch the ground Teddy bear, teddy bear, jump up high Teddy bear, teddy bear, touch the sky. Teddy bear, teddy bear, take my hand. Teddy bear, teddy bear, you’re my friend!</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Adverbs Pg.216)</p> <p>An Adverb is a word that describes a verb, an adjective, or another adverb.</p> <p>Revise adverbs of time and manner in context: Adverbs can tell; How: <i>We did our homework carefully-(manner)</i></p> <p>When: <i>They often play together-(time)</i></p> <p>Assessment: Have learners listen to and read several sentences</p>	<p>Give learners individual or home task to underline the adverbs</p> <ul style="list-style-type: none"> • <i>When he was called on, peter read his speech <u>loudly</u>.</i> • <i>He spoke <u>clearly</u>.</i> • <i>He arrived here very <u>late</u>.</i> • <i>Henry thought he did a very <u>good</u> job after all</i> <p>Ask learners talk about what was interesting about the lesson.</p>

	<p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>containing adverbs of time and manner</p> <p><u>F.EXTENSIVE READING</u></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Encourage them to visit the local library to read and borrow books</p>
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Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.1.3.1.3
Performance Indicator	Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction
Strand	Number
Sub strand	Fractions Ratio & Proportion
Teaching/ Learning Resources	Paper strips, cut out cards
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

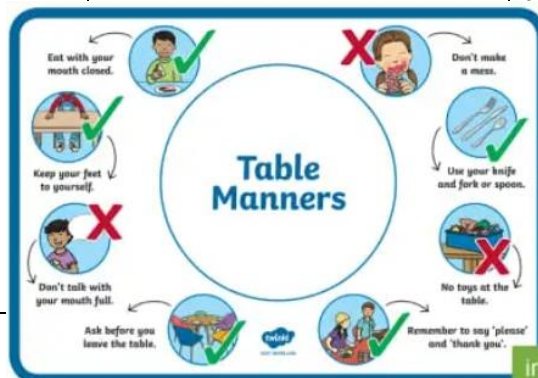
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>How many triangles can you see in this picture?</p> 	<p>Guide learners to multiply a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3 \frac{2}{3}$</p> <p>To multiply a whole number by a mixed fraction (e.g. $3 \times 2 \frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply;</p> <p>i.e. $3 \times 2 \frac{2}{3} = (3 \times 2) + (3 \times \frac{2}{3})$ $= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6 + \frac{6}{3} = \frac{24}{3} = 8$</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Tuesday	<p>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</p> 	<p>To multiply a whole number by a fraction (e.g. $3 \times 2 \frac{2}{3}$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p> <p>i.e. $3 \times 2 \frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}$ $= \frac{24}{3} = 8$</p> <p>Assessment: Have learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>

<p>Wednesday</p>	<p>Start at the bottom left square and move up, down, left or right until you reach the finish.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>4</td><td>9</td><td>7</td><td>7</td><td style="background-color: red;">4</td> </tr> <tr> <td>8</td><td>9</td><td>4</td><td>5</td><td>7</td> </tr> <tr> <td>6</td><td>6</td><td>4</td><td>9</td><td>9</td> </tr> <tr> <td>7</td><td>8</td><td>8</td><td>8</td><td>6</td> </tr> <tr> <td style="background-color: red;">5</td><td>5</td><td>6</td><td>5</td><td>5</td> </tr> </tbody> </table> <p style="text-align: right;">Start ◊ ◊ Finish</p> <p>Add the numbers as you go. Can you make exactly 53?</p>	4	9	7	7	4	8	9	4	5	7	6	6	4	9	9	7	8	8	8	6	5	5	6	5	5	<p>To multiply a fraction (i.e. common or mixed) by a whole number e.g. $4\frac{4}{5} \times 5$ first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5 \times 1} = \frac{120}{5} = \frac{24}{1} = 24.$</p> <p>Assessment: Have learners practice with several examples</p>	
4	9	7	7	4																								
8	9	4	5	7																								
6	6	4	9	9																								
7	8	8	8	6																								
5	5	6	5	5																								
<p>Thursday</p>	<p>Which number should go in the empty triangle?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div>	<p>Use mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios. Example:</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> </div> <p>The mapping diagram shows that the ratio of number of hens to number of eggs are equal, hence the number of hens is proportional to the number of eggs.</p> <p>Assessment: Give learners mappings to identify those that are proportional and those that are not</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>																									

Week Ending			
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 36		
Learning Indicator(s)	B6.2.1.3.1		
Performance Indicator	Know the functions of carbon within the environment		
Strand	Cycle		
Sub strand	Earth Science		
Teaching/ Learning Resources			
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Let learners sing songs to stimulate their interest</p> <p>Use questions and answers to review what they learnt in the previous lessons</p>	<p>Review previous lesson on the functions of carbon dioxide with learners.</p> <p>Learners are assisted to discuss the following questions: <i>(1) materials in the environment that contain carbon;</i> <i>(2) the role of carbon in those materials.</i></p> <p>Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Review previous lesson on the functions of carbon dioxide with learners.</p> <p>Learners are assisted to discuss the following questions: <i>(1) materials in the environment that contain carbon;</i> <i>(2) the role of carbon in those materials.</i></p> <p>Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

Week Ending	
Class	Six
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 49
Learning Indicator(s)	B6.1.4.1.1.
Performance Indicator	Identify ways of promoting food safely
Strand	All About Us
Sub strand	Home And School
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Learners discuss ways of ensuring food safety e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot</p> <p>Learners demonstrate how to cook and serve hot food safely.</p> 	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Engage learners to identify safety food practices.</p> <p><i>Food safety practices include preparing food in a safe manner, serving food in safe manner and cleaning up.</i></p> <p>Learners mention some table manners.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>



Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 48		
Learning Indicator(s)	B6 1.2.1.2:		
Performance Indicator	Explain the religious and moral lessons in preserving the environment.		
Strand	God's Creation And Attributes		
Sub strand	The Environment		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Guide learners to talk about the religious and moral lessons in preserving the environment: <ul style="list-style-type: none"> - <i>humankind must account for his or her stewardship of the environment,</i> - <i>to promote healthy life,</i> - <i>to respect other creatures' right to survival,</i> - <i>it is a command from God, etc.</i> <p>Through questions and answers, let learners show how they can preserve the environment:</p> <ul style="list-style-type: none"> - <i>Afforestation,</i> - <i>proper methods of fishing and hunting,</i> - <i>proper disposal of refuse,</i> - <i>legal methods of mining,</i> - <i>avoiding indiscriminate bush-burning,</i> - <i>proper ways of sand-winning, etc.</i> 	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson


Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page 41
Learning Indicator(s)	B6.4.4.1.1
Performance Indicator	Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.
Strand	Colonization & Development
Sub strand	Political Development
Teaching/ Learning Resources	
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Explain the concepts of 'Indirect' rule <i>Indirect rule is a system of administration used by the british colonial government to govern the people through the use of traditional rulers and traditional political institutions. It was thought to be the best system of administration because it helped to solve the problem of language barrier.</i> Guide learners to discuss the features of 'Indirect' rule. i. it has one Governor ii. it has regional commissioners iii. it has district commissioners iv. there are native authorities v. there is a native treasury	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to begin the lesson. Ask learners questions to review their understanding in the previous lesson	Discuss the advantages and disadvantages of direct rule Advantages i. there is no interference in decision making ii. all people are equal before the law iii. everyone gets a fair trial for a crime committed. Disadvantages i. traditional rulers had no official role in governance ii. The native people do not take part in decision making.	Ask learners questions to review their understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 122,256		
Learning Indicator(s)	B6 1.4.6.1 B6 1.4.7.1		
Performance Indicator	Analyze and appreciate own or others' artworks.		
Strand	Performing Arts		
Sub strand	Appreciating and Appraising(Performing Arts)		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
Core Competencies:	Decision Making Creativity, Innovation Communication Collaboration Digital Literacy		
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to review the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist.</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability 	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>
	<p>Call learners to recall some history facts about Bob Marley</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. creating and performing music excerpts from Bob Marley.</p> <p>Put learners into groups and let them create and perform music excerpts from Bob Marley as others observe.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.6.3.1.4-6		
Performance Indicator	Learners can answer factual and inferential questions from passages read.		
Strand	Extensive Reading/Children Literature/Library		
Sub strand	Reading Texts, Poems, Narrative And Short Stories		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Let learners find the rhyming pairs for these words. First unscramble the words 1. RBAE & HREAS 2. WNRODED & UTRHNDE 3. TUGHAT & HBTUGO 4. ODULC & ODOG Answers: Bare & Share Wonder & Thunder Taught & Bought Could & Good	Read a passage or text aloud for learners to listen. Let learners mention unfamiliar words and write them on the board. Allow learners to find the meaning of unfamiliar words from the dictionary and context.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to play the “What letter am I writing” game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written	Ask questions based on the text read. Allow learners to answer factual and inferential questions from the text read.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Tell learners a few jokes to get their attention. Call two learners to share their jokes as well	Revise the topic on how to do summary with learners. Let learners summarize a paragraph from the text read. Listen to some of the ideas from the learners on the paragraph summary. Read a text aloud for learners to listen and allow learners to read on their own. Allow learners to write a summary of the text read.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 75		
Learning Indicator(s)	B6.2.2.2.2:		
Performance Indicator	Learners can identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Dynamics		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Personal and communication skills such as speaking, listening. Communication, Collaboration and Critical Thinking Skills			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners go through general and specific warm-ups.	To get started, one needs to learn four basic strokes: The forehand drive, the forehand push, the backhand drive and the backhand push. Once the learners mastered these strokes, the teacher can go on to more complex techniques that will raise the level of their game. Have learners to perform the activities of forehand stroke and a backhand stroke	Learners to practice individually and in groups. Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson

Week Ending			
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 17		
Learning Indicator(s)	B5.1.3.1.7.		
Performance Indicator	Demonstrate sending and sharing information		
Strand	Internet And Social Media		
Sub strand	Data, Sources And Usage		
Teaching/ Learning Resources	Photographs, audio recordings, video recordings, letters and diaries		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to review the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to send messages to each other via SMS, email. etc.</p>  <p>This is to help the learner with fundamental principle of problem solving skills and creativity in computing and computer science.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>