



UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS

ENGLISH LANGUAGE

PRIMARY 5 FIRST TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	(a) Speech work: Intonation patterns, stress and rhyme	By the end of the lesson, pupils should be able to: (i) identify rising and falling tone; (ii) use the tones and stress in songs; (iii) compare the rhythmic pattern of each song with one another. (iv) compose the different rhymes	i. Pupils, in pairs, identify the difference between rising tone and falling tone. ii. Pupils, in small groups, use the rising intonation and falling intonation in with stress indication on the given songs. iii. Pupils, as a class, compare the rhythmic pattern of each song with one another line by line.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii) imagination and creativity.	Audio Visual Resources (i) Tape Recorder; (ii) Books with different songs (iii) Videos: Web Resources https://www.tefl.net/elf/ideas/pronunciation/top-fun-pronunciation-games/
	(b) Structure: Review of tenses	By the end of the lesson, pupils should be able to: i) list the types of tense ii) use the tenses in sentences, iii) interpret actions in pictures in accordance to time (tenses) iv) classify the tenses of sentences used in a given passage.	i. Pupils, as a class, list the three major types of tenses: a.) past tense b.) present tense, c.) future tense ii. Pupils, in small groups, use the tenses in sentences. iii Pupils, in small groups, interpret the actions in the given pictures according to tenses iii. Pupils, in pairs, study a short passage with a view to classifying sentences in it into tenses.	(i) Communication and Collaboration (ii) Creativity and Imagination (iii) Critical Thinking and Problem Solving (iv) Leadership and Personal Development	AUDIO VISUAL RESOURCES (i) Charts/Flashcards /Pictures on tenses (ii) Games on tenses WEB RESOURCES: i. https://www.fluentu.com/blog/educator-english/esl-verb-tense-games/ ii. https://www.pinterest.com/amp/pin/38421403052479594
	© Comprehension: (Reading Skill) Reading to comprehend main ideas	By the end of the lesson, pupils should be able to: (i) identify the topic sentence in each paragraph; (ii) establish the relationship between the topic sentence(s) and the main idea in a given passage; (iii) attach contextual meanings to new words found in a given passage.	i. Pupils listen to the teacher read the passage with a view to identifying new words and getting their appropriate pronunciation. (ii) Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. (iii) Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage.	(i) Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES i. https://reltsonlinetests.com ii. https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension
	(d) Vocabulary development: Words associated with family relationships	By the end of the lesson, pupils should be able to: i) list minimum of fifteen related words for family relationship, (ii) explain the following terms: marriage, birth, siblings, couple, kinship, lineage, uncle, aunt, nephew, niece, cousin, brother-in-law, grandfather/mother, distant relatives iii) use the words in sentences iv) compose short compositions on the family.	i. Pupils, as a class, list words related to family relationship. ii. Pupils, in small groups, sort out words associated with family relationships from a given jigsaw puzzle. (ii) Each group leader takes turn to present their group work to the whole class for evaluation.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii.) Creativity and Imagination	AUDIO VISUAL RESOURCES (i) Charts/Pictures (ii) Recommended texts WEB RESOURCES i. https://www.relatedwords.org/relatedto/family%20Relationship ii. https://www.thoughtco.com/vocabulary-relating-to-family-4018887 iii. https://magoosh.com/elts/elts-vocabulary/magoosh-conversation-vocabulary-family/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	e. Writing: Essay Writing on "How I spent my Last Holiday".	By the end of the lesson, pupils should be able to: i. identify the features of a narrative essay ii. discuss their experiences on the previous holiday iii. write an essay on how they spent their last holiday	i. Pupils, in groups, study a sample of narrative essay and identify its introduction, body, conclusion, not only that but also its past tense, logical and captivating presentation, etc. ii. Pupils, in pairs, share the experiences they had during the holiday. iii. Each pupil writes an essay on "How I spent my Last holiday"	(i) Communication and Collaboration (ii) Leadership and Personal Development iii. Creativity and Imagination	AUDIO VISUAL RESOURCES (i) Charts on the features of narrative essay (ii)a sample of a Narrative Essay WEB RESOURCES i. https://www.literacyideas.com/narratives ii. https://study.com/academy/lesson/narrative-essay-lesson-for-kids.html
	(f) Dictations for the Week	Learners are to be guided to master the spellings and meanings of the following words: excited, terminus, rapidly, whizzing, numerous, famous, unique, thoroughly, invitation, recklessly.	For home study, pupils, as individuals, i.) look up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	(i) Communication and Collaboration (ii) Leadership and Personal Development	(i) Hard copy dictionary (ii) Online dictionary
2	(a) Speech work: vowel sounds / æ/ and /a: /	By the end of the lesson, pupils should be able to: i.) identify and distinctively pronounce the vowel sounds / æ/ and /a: /. (ii) draw the contrast between the sounds when used in words (iii) use each word in sentence.	i. Pupils, as a class, study a chart, identify and pronounce each sound appropriately ii. Each pupil mimics the mouth positioning model to pronounce both sounds. iii. Pupils, in small groups, draw contrast between the long and short sounds by producing the words consisting of the sounds iv. Pupils, in pairs, construct sentences with the pairs of sounds bring out the contrast. v. Pupils visit the site below for further studies: https://www.google.com/search?source=univ&tbm=isch&q=learning+of+sound+/a:/+and+/%C3%A6/+in+primary+5+school&client=firefox-b&sa=X&ved=2ahUKEwimz-D4mNfrAhX_QkEAHZjDANAQ7Al6BAgJEB4&biw=1366&bih=657	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and Imagination	AUDIO VISUAL RESOURCES i. Charts/Flashcards ii) Audio player iii) Recommended English textbooks (iv) Pronouncing Dictionary by Daniel Jones WEB RESOURCES i. https://www.google.com/search?source=univ&tbm=isch&q=learning+of+sound+/a:/+and+/%C3%A6/+in+primary+5+school&client=firefox-b&sa=X&ved=2ahUKEwimz-D4mNfrAhX_QkEAHZjDANAQ7Al6BAgJEB4&biw=1366&bih=657 ii. https://busyteacher.org/8168-top-10-ways-teach-vowel-pronunciation-in-english.html ii. https://www.youtube.com/watch?v=WvSmBgZ7ohM&list=PLACkdWgxF_sEcE1cWdDyof5AGutWZ28ht&index=422
	(b) Structure: Making Sentences with Modal Auxiliaries	By the end of the lesson, students should be able to: i. explain and provide examples of modal auxiliaries (must, ought to, will, have to, shall, can, must etc.) ii. use the modal auxiliaries in sentences ii. infer the functions of modal auxiliaries in each sentence (such as futurity, possibility, certainty, willingness, unwillingness, obligation, permission, request) iv. compare using of modal auxiliaries for making polite requests with casual requests.	i. Pupils, in class, brainstorm to define and cite examples of modal auxiliaries. ii. Pupils, in small groups, use the modals in sentences iii. Pupils, in pairs, infer the functions of each modal auxiliary verb in the sentences. iv. Pupils, in small groups, compare using of modal auxiliary verbs for polite and casual requests with the group leader presenting their work to the class. https://www.tesol-direct.com/tesol-resources/english-grammar-guide/modal-auxiliary-verbs/ ii. http://guidetogrammar.org/grammar/auxiliary.htm	i. Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development Citizenship	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) Games (iii) Drilling WEB RESOURCES i. https://www.teflcourse.net/blog/7-activities-for-teaching-modal-auxiliary-verbs-in-the-esl-classroom-ittt-tefl-blog/

VKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary: Health and Safety	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> i) identify words related to health and safety in a given passage ii) write the meaning of the identified words and use them in another meaningful sentence. iii) demonstrate how each word is applicable to health and safety iv) derive answers from the passage to the given questions 	<ul style="list-style-type: none"> i. Pupils collectively identify words associated with safety and health in a video clip and a given passage after they have read the passage silently ii. Pupils, in small groups, write the meanings of the identified words and use them in another meaningful sentences. (iii) Pupils pair up to demonstrate the words and sentences associated with health and safety. iv. Pupils, in each group, compare their answers with another groups through their group leaders 	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and Imagination iv) Citizenship v) Digital Literacy 	<p>English Language</p> <p>AUDIO VISUAL RESOURCES Flash cards Pictures Video clips English textbook</p> <p>WEB RESOURCES https://www.phoenixisland.co.uk/blog/glossary-of-health-and-safety-terms.html https://www.enchantinglearning.com/wordlist/drafting.shtml https://www.google.com/search?client=firefox-b&ei=IGZVX4q5LHwO1NA-PyICmsAk&q=words+associated+with+health&oeq=words+associated+with+health&gs_lcp=CgZwc2kyWlQA1AAWABgyIhAAHAAeAGAAQCIAQCSAQCYAQSQAQdnd3Mld2R8&sent=psy-ab&ved=0ahUKEwIK0A4wdfrAhYWRxUIHUqpCZYQ4dUDCAw&uact=5</p>
	(d) Writing: Letter writing Guided Informal Letter	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) identify informal letters; (ii) discuss the features of an informal letter; (iii) write a letter to a close relative or a friend in another town. 	<ul style="list-style-type: none"> i.) Pupils, in small groups, brainstorm to identify and describe informal letters. ii.) Pupils, in small groups, study two sample informal letters in order to observe their common features. The group leaders share these features with the class. (iii) Following the samples, pupils write letters to friends or close relatives on their planning for next holiday. 	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES (i) Charts (ii) Sample letters</p> <p>WEB RESOURCES https://youtu.be/f6h5MGG66hs</p>
	(e) Dictation for the week	Learners are to be guided to learn the following words: Monogamy, polygamy, dormitory, habitation, apartment, orphanage, surgery, infirmary, dispensary, hospice	For home study, each pupil looks up the meanings, word classes, and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	<ul style="list-style-type: none"> (i) Communication and Collaboration (i) Digital Literacy 	<ul style="list-style-type: none"> (i) Hard copy dictionary (ii) Online dictionary
3	(a) Speech work:	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) identify and pronounce vowel sounds /i/, /i/ and /i:/ correctly (ii) write the words containing the sounds. construct sentences with the pairs of sounds 	<ul style="list-style-type: none"> i. Pupils, in small groups, recognize the sounds on a given chart and pronounce the sounds for one another ii. Pupils, in small groups, study a short comprehension passage, and write out words that contain the sounds. iii. Pupils, in pairs, construct sentences with the words containing the sounds; each member of the group take turns to present the sentences and pronounces the words distinctively for the whole class. Check the website to learning on the sounds: https://www.onestopenglish.com/support-for-teaching-speaking/pronunciation-skills-long-and-short-sounds-/-/-/-and-///555290.article 	<ul style="list-style-type: none"> (i) Communication and Collaboration (iii) Leadership and Personal Development (iv) Critical thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES (i) Chart/Flashcards (ii) Audio player (MP3) (iii) Pronouncing Dictionary by Daniel Jones https://nigerianscholars.com/tutorials/english-test-of-orals/%CA%8C-vowel-sound/ https://teflpedia.com/Pronunciation-exercises-%CA%8C-vs-%C9%92/</p>

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	(b) Structure: Active voice and Passive Voice	<p>By the end of the lesson, students should be able to:</p> <p>(I) identify active and passive sentences</p> <p>ii) change active sentences to passive sentences;</p> <p>iii) change passive sentences to active sentences;</p> <p>iv) analyze the features of active voice and passive voice</p>	<p>i) Pupils, in small groups, study a given chart and a video clip and identify the feature pattern of active and passive sentences.</p> <p>ii) Pupils, as a class, study an active sentence and a passive sentence to analyze the structure of active and passive sentences.</p> <p>ii) Pupils, in pairs, transform active voice to passive voice</p> <p>iii) Pupils, in pairs, change passive to active sentences</p> <p>iv) The leaders of each group analyze the transformational features of both active and passive sentences for the class.</p>	<p>(i) Communication and Collaboration</p> <p>(ii) Digital Literacy</p> <p>(iii) Leadership and Personal Development</p> <p>(iv) Critical Thinking and Problem Solving</p>	<p>AUDIO VIDEO RESOURCES</p> <p>(i) Chart/Flashcards</p> <p>(ii) Real objects</p> <p>WEB RESOURCES</p> <p>https://busyteacher.org/19104-how-to-teach-passive-voice-5-simple-steps.html</p>
	(c) Comprehension and Vocabulary: Consumer Rights.	<p>By the end of the lesson, pupils should be able to:</p> <p>i) differentiate between main ideas and supporting ideas in each paragraph;</p> <p>ii) recognize the unfamiliar words in a given passage</p> <p>iii) Construct sentences with the new words</p> <p>(iv) establish the relationships between the main ideas and connecting ideas using evidence from the</p>	<p>(I) Pupils, in small groups, deduce main ideas from supporting idea in a given text.</p> <p>(ii) Pupils pair up to highlight the unfamiliar words in a given text and check for their meanings in dictionary/online.</p> <p>(iii) Pupils, in small groups, use the identified words in sentences.</p> <p>(iv) The group leaders present their answers to the class for discussion</p>	<p>(i) Communication and Collaboration</p> <p>(ii) Leadership and Personal development</p> <p>iii) Creativity and imagination</p> <p>iv) Critical Thinking and Problem Solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Flash cards</p> <p>English textbook</p> <p>WEB RESOURCES</p> <p>https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension</p> <p>https://www.thoughtco.com/reading-comprehension-strategies-7952</p>
	d) Supplementary Reading: Story Book	<p>By the end of the lesson, pupils should be able to:</p> <p>i share with other pupils the story read;</p> <p>ii discuss lessons learnt from the book;</p> <p>iii relate events in the story to their personal lives.</p>	<p>i. Each pupil reads a recommended storybook/play/poem from Lagos State approved book list.</p> <p>ii. Each pupil discusses the main idea of the story.</p> <p>iii. Pupils, in small groups, share information from the story.</p> <p>iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage.</p> <p>v. Each pupil discusses the lessons/values learnt from the story.</p>	<p>(i) Communication and Collaboration</p> <p>(ii) Leadership and Personal Development</p> <p>iii.) Citizenship</p> <p>iv.) Critical Thinking and Problem Solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Flash cards</p> <p>ii. Lagos State Recommended Literature Text</p> <p>WEB RESOURCES</p>
	(e) Dictation for the week:	<p>Learners are to be guided to learn the following words:</p> <p>Ablaze, institution, sachet, national, measurement, rhetoric, academics, fashion, village, transaction</p>	<p>For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.</p>	<p>(i) Communication and Collaboration</p> <p>(I) Digital Literacy</p>	<p>(I) Hard copy dictionary</p> <p>(ii) Online dictionary</p>

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4	(a) Speech work: Vowel sounds /u/ and /u:/	(i) identify and pronounce vowel sounds /u/ and /u:/ correctly (ii) write the words containing the sounds. (iii) draw the contrast between sounds when used in words (iv) construct sentences with the pairs of sounds	i. Pupils, as a class, identify the sounds in a given vowel chart and pronounce them in accordance to the position of mouth shape drawn on the chart. ii. Pupils, in small groups, write down ten words containing the sounds. iii. Pupils study a given set of words with their examples draw the contrast between the sounds and present to the class iv. Pupils, in pairs, generate sentences that have the pairs of sounds and share with the class.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development (iv) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) pronouncing dictionary by Daniel Jones (iii) Audio CD WEB RESOURCES ii. https://www.espresso-english.net/english-pronunciation-mistake-long-and-short-u/
	(b) Structure: Using Adjectives in speaking and writing:	By the end of the lesson, students should be able to: i. describe adjectives with adequate examples ii. use adjectives for comparison (positive, comparative and superlative) iii. compose different sentences using adjectives infer functions of adjectives in sentences	i. Pupils, as a class, describe adjectives with examples. ii. Pupils, in small groups, study a given passage, and identify, and use the adjectives for comparison. iii. Pupils, in pairs, compose different sentences using adjectives and share with the class. iv. Pupils, as a class, infer functions of adjectives in sentences.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts/Flashcards WEB RESOURCES Check these websites for details: i https://courses.lumenlearning.com/suny-styleguide/chapter/functions-of-adjectives/ ii https://www.google.com/search?q=adjectives+and+comparison&client=firefox-b&tbm=isch&source=un&sa=X&ved=252CtJQ8rvDw3seghM%252C%26vet=1&usq=A4-kROA7XKj3NjtbqZ5kafBpsqJGKCw&aa=X&ved=ahUKEwIFr9mdNrrAhVgVwKHYZhBAEQ_h16BAQ:QEAU//imgc=nPKZGkclY8A1KM
	(c) Comprehension: Paragraphs from children's novels	By the end of the lesson, students should be able to: (i) read and analyze simple selected children's novels. (ii) identify key words/ sentences that signal main ideas; (iii) put the key word in sentences iv. derive factual information from selected texts (i) establish relationships between supporting ideas using evidence from the passage infer implied meanings of ideas in the passage	i. Pupils, in small groups, read and analyze the selected texts (ii) Pupils, in pairs, point out the key words/sentences related to the main idea and share with the class. (iii) Pupils are guided to use the key words in different sentences. (iv) Each pupil describes factual information from selected texts. i. Pupils, in pairs, describe the relationship between ideas in the passage using evidence from the passage. ii. Pupils, in small groups, analyse and discuss the meaning of implied ideas in the passage.	(i) Communication and collaboration (ii) Leadership and Personal Development	AUDIO VISUAL RESOURCES Charts/flashcards on new words in the passage WEB RESOURCES i. https://blog.medol.com/7-steps-to-build-reading-comprehension-in-school-children/
	(d) Writing: Descriptive	By the end of the lesson, pupils should be able to: (i) mention and explain each feature of descriptive essay (ii) describe their best friends; (iii) write a descriptive essay on "My Favorite Friend"	(i) Pupils, as a class, study a given sample of descriptive essay, (ii) identify and explain features of descriptive essay. (iii) Pupils, in pairs, describe their best friends to each other. (iv) Each pupil mentions some adjectives that best describe their favourite friends. (v) Each pupil composes their essays using various adjectives to describe their favourite friends.	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and imagination	AUDIO VISUAL RESOURCES Charts depicting types of essays WEB RESOURCES i https://www.readingresources.org/strategies/descriptive-writing ii https://www.theclassroom.com/descriptive-writing-elementary-school-students-2196788.html iii https://byjus.com/class-4/my-best-friend-essay/ iv https://www.toppr.com/des/essays/essay-on-my-best-friend/

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	(e) Dictations for the week	Learners are to be guided to learn the following words: dialect, rhythm, transformation, seizure, psychology, unprecedented, gymnastics, aesthetics, accommodation, occasion	For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	(I) Communication and Collaboration (ii) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
5	(a) Speech work: Minimal Pairs Vowel sounds /e/ and /i:/	By the end of the lesson, pupils should be able to: (i) recognize and pronounce the sounds /e/ and /i:/ correctly (ii) generate ten words containing the sounds (iii) contrast between the sounds when used in words construct sentences with the pairs of sounds.	i.) Pupils, as a class, identify the sounds from a given chart and pronounce them distinctively as pronounced from an available audio MP3 player. ii) Pupils, in small groups, come up with at least ten words on each of the sounds. iii) Pupils, in small groups, contrast the production of both sounds in words (e.g. bed, bird) iv) Pupils, in pairs, generate sentence using words that are containing the sounds Pupils visit the sites below for further learning on sounds: https://www.theschoolrun.com/honics-teaching-step-by-step	(i) Critical Thinking and Problem Solving (ii) Communication and Collaboration (iii) Digital Literacy	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES: i. https://www.google.com/search?source=univ&tbm=isch&q=/e/+and+%E1%B4%A3:/+in+primary+schools&client=firefox-b&sa=X&ved=2ahUKEwiQkqrL1trAhVVA2MBHZyiB_UQsAR6BAgKEAE&biw=1366&bih=657
	(b) Structure: Adverbs	By the end of the lesson, students should be able to: i. describe adverbs with adequate examples ii. use adverbs for comparison (positive, comparative and superlative) iii. compose different sentences using adverbs iv. infer functions of adverbs in sentences	i. Pupils, as a class, brainstorm about words that give more information about an action e.g. "walk slowly" and describe adverbs with examples. ii. Pupils, in small groups, study a given passage, and identify and use the adverbs for comparison. iii. Pupils, in pairs, compose different sentences using adverbs in different positions (initial, middle and end) and share with the class. iv. Pupils, as a class, infer functions and types of adverbs in sentences share them with the class through the group leaders.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving iii. Leadership and personal Development	AUDIO VISUAL RESOURCES Charts/flashcards Video clips on adverbs WEB RESOURCES i https://www.youtube.com/watch?v=ajL80Y3IKvk ii https://www.google.com/search?source=univ&tbm=isch&q=teaching+adverbs+in+middle+class&client=firefox-b&sa=X&ved=2ahUKEwje8Jbc2trAhUK-hQKHxQ9BFYQsAR6BAgNEAE&biw=1352&bih=632
	(c) Comprehension: emphasis on supporting details, tone, mood and purpose	By the end of the lesson, pupils should be able to: i) identify the main idea in a text; ii) analyze a text to bring out its mood and purpose; iii) relate the issue raised in the text to their real life experiences iv) describe the supporting details using evidence from the passage	i. Pupils, as a class, identify the main idea of a given text. ii. Pupils, in small groups, critique a text to identify mood and purpose. iii Pupils, in pairs, share life experiences related to the text. iv. Each pupil identifies the supporting details in the text using evidence from the passage.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Critical Thinking and Problem Solving iv) Citizenship	AUDIO VISUAL RESOURCES i) Newspaper clippings of an article ii) English textbook WEB RESOURCES https://www.centergrove.k12.in.us/cms/lib/IN01000850/Centricity/Domain/490/Tone-and-Purpose.pdf

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	(d) Writing: Guided Formal Letter Writing	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> list and describe the features of formal letters analyze the style and pattern of sentence structure used for official/formal letters. write formal letters 	<ol style="list-style-type: none"> Pupils, in pairs, study a sample of formal letter presented to them and identify its two addresses, date, salutation/greetings, heading/title, body, subscription/complimentary close. Pupils, in small groups, study the sentences pattern of the given formal letter. Following the features, each pupil write letter to the head teacher or Local Government Chairman. 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Critical Thinking and Problem Solving Creativity and imagination 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Chart on the features of formal letters A sample of a formal letter <p>WEB RESOURCES</p> <p>https://www.google.com/search?source=univ&tbm=isch&q=guided+formal+letter+writing+for+primary+5&client=firefox-b&sa=X&ved=2ahUKEwUituiydfraH0QhUjHRa1COKQsAR6BAgKEAE&w=1366&bih=657</p>
	(e) Dictation for the week	<p>Learners are to be guided to learn the following words:</p> <p>fallacy, mismanagement, implicate, Privilege, indigent, magnanimous, machine, escorter, information, ridiculous</p>	<p>For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in the dictionary, and use each word in, at least, a sentence.</p>	<ol style="list-style-type: none"> Communication and Collaboration Digital Literacy 	<ol style="list-style-type: none"> Hard copy dictionary Online dictionary
6	(a) Speech work: Making Polite Requests	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> recognize a situation where need to politely request something; make a polite request; differentiate between polite and rude requests/ answers; carry on a polite and respectful conversation 	<ol style="list-style-type: none"> Pupils, as a class, watch video clips on conversations between father and child, teacher and students, boss and subordinate etc., identifying where and how requests are made Pupils, in small groups, use modal verbs- 'could' 'would', 'may', 'might' to make polite requests; Each pupil differentiates formal and informal requests in a different context; Pupils pair up to have dialogues /conversations on real life situation, making use of polite and respectful requests; 	<ol style="list-style-type: none"> Critical Thinking and Problem Solving Communication and Collaboration Digital Literacy Citizenship 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Charts/Flashcards Pronouncing Dictionary by Daniel Jones <p>WEB RESOURCES:</p> <ol style="list-style-type: none"> https://www.anglomaniacy.pl/expressions-20-requests-lesson.htm https://study.com/academy/lesson/polite-requests-lesson-plan-for-esl-students.html
	(b) Structure: Using direct and indirect speech	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify sentences reported speech; change direct speech to reported speech and vice versa criticize ten different sentences to discover the basic rules guiding change of direct speech to reported speech 	<ol style="list-style-type: none"> Pupils, as a class, study the given sentences on direct speech and reported speech. Pupils, in small groups, change their conversations in the group to reported speech and vice versa. Pupils pair up to criticize the given sentences (direct and reported speech) and discover the rules guiding the transformation of sentences and share with class. <p>Read further on this site: https://www.ef.com/ca/english-resources/english-grammar/direct-and-indirect-speech/</p>	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Critical thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> chart video clip on type of clauses <p>WEB RESOURCES</p> <p>https://www.google.com/search?source=univ&tbm=isch&q=direct+speech+and+indirect+speech&client=firefox-b&sa=X&ved=2ahUKEwUituiydfraH0QhUjHRa1COKQsAR6BAgKEAE&w=1366&bih=657</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary Development: National Social Service Institutions, eg CPC, FRSC, ICPC, NAFDAC, NDLEA, NEMA	By the end of the lesson, pupils should be able to: i) read to draw out meanings from the selected passage; ii) differentiate between main ideas and supporting ideas in a given passage; iii recognize the key words and the easily confused words in the given passage, and use them in different contexts correctly. iv answer factual and other questions from the selected text.	i.) Pupils, as a class, read silently to draw out meanings from the given passage. ii) Pupils pair up to highlight the main ideas of the passage. i) Pupils, in smalls groups, analyse the connection between the main idea and supporting ideas using evidence from the passage. iv) Pupils, in small groups, while reading the passage stop midway to pick out key words and confused words in the passage and use them in different contexts correctly and share with the class. v. Pupils, in each group, compare their answers with another groups ,through their group leaders	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Citizenship iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards/posters Textbook WEB RESOURCES https://examples.yourdictionary.com/social-institutions-examples.html https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension
	(d) Writing- descriptive Guided Composition on Bicycle/ Automobile	By the end of the lesson, pupils should be able to: i) highlight the features of a descriptive essay; ii) describe the features of an object; iii) develop outlines for a descriptive essay; iv) write a descriptive essay on either of the following: Bicycle or Automobile.	i. Pupils, in small groups, observe, think, and reflect on what constitutes the features of a descriptive essay based on the sample provided. ii. Pupils in pairs discuss and outline the features of an object e.g. automobile. iii. Pupils, in pairs, generate an outlines for a descriptive essay and share with the class for review. iv. Individual pupils compose simple essays on a given topic.	(i) Communication and collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts (ii) Pictures WEB RESOURCES https://www.readingrockets.org/strategies/descriptive_writing#:~:text=Good%20descriptive%20writing%20includes%20many,thing%20invokes%2 https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html
	e) Supplementary Reading: Play	By the end of the lesson, pupils should be able to: i share with other pupils the drama book read; ii discuss lessons learnt from the book; iii relate events in the story to their personal lives.	i. Each pupil reads a recommended storybook/play/poem from Lagos State approved book list. ii. Each pupil discusses the main idea of the story. iii. Pupils, in small groups, share information from the story. iv. Pupils, in pairs, establish relationships between ideas using evidence from the passage. v. Each pupil discusses the lessons/values learnt from the story.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Citizenship iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards ii. Lagos State Recommended Literature Text WEB RESOURCES
	(f) Dictation for the week	Learners are to be guided to learn the following words: Trial, tramway, aircraft, balloon, barrow, truck, delivery, diesel truck, elevator,	Pupils, as individuals or in small groups, look up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	(i) Communication and collaboration (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
7	A. Mid-term tests				
	B. Open day				
	C. Mid-term break				
	D. Homework	Learners are to be guided to learn the following words: analysis, foreigner, fetter, conflagration, concede, Perplex, lucid, aggravate, ambiguous, camouflage.	For home study, Each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	(i) Communication and collaboration (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
8	(a) Speech work Contrasting Consonant Sounds <i>/p/ and /f/</i>	By the end of the lesson, pupils should be able to: (i) recognize and pronounce the sounds /p/ and /f/ correctly (ii) generate ten words containing the sounds (iii) draw the contrast between the sounds when used in words e.g. pill, fill (iv) construct sentences with the pairs of sounds.	i.) Pupils, as a class, identify the sounds from a given chart and pronounce them distinctively as pronounced from an available audio player. ii.) Each pupil mimics the position of the mouth as demonstrated by the teacher or video. iii) Pupils, in small groups, come up with at least ten words on each of the sounds. iv) Pupils, in small groups, contrast the production of both sounds in words	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Audio player (iii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES https://www.google.com/search?source=univ&tbm=isch&q=contrast+sounds+/p/+and+/f/+for+middle+class&client=firefox-b&sa=X&ved=2ahUKEwj6_lf12trAhVUXsAKHZzCCs8QsAR6BAgPEAE&biw=1352&bih=634
	(b) Structure: Making Reported Commands and Reported Questions,	By the end of the lesson, pupils should be able to: (i) identify and use command and interrogative statements; (ii) change direct commands and questions to reported commands and questions iii) analyze sentences structure of direct and reported commands and questions respectively.	i Pupils, as a class, identify command and questioning expressions in a selected text. They are guided to use command and interrogative statements on immediate situation in the class. ii. Pupils, in small group, change direct commands and direct questions to reported commands and reported questions vice versa. iii. Pupils, in pairs, analyze the tenses, punctuations, adverbs, pronouns changes while converting direct commands and direct questions to reported commands and reported questions.	(i) Communication and Collaboration ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development imagination	(i) Chart (ii) Website: a) https://www.english-4u.de/en/grammar-exercises/reported-speech8.htm b) https://www.google.com/search?source=univ&tbm=isch&q=teaching+reported+commands+and+questions+for+primary+schools&client=firefox-b&sa=X&ved=2ahUKEwi9hMaf5trAhXJYcAKHcGWBM8QsAR6BAgOEAE&biw=1352&bih=634
	(c) Comprehension : Reading on Education (such as Moral, Value etc.)	By the end of the lesson, pupils should be able to: (ii) differentiate between main ideas and supporting ideas in a given passage; (iii) construct sentences with the key words and unfamiliar words derived from the passage, (iv) infer implied meanings of ideas in the passage	ii) Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. iii) Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage. iv) Each pupil identifies the main idea of the passage. v) Pupils, in small groups, reflect on the relationship between the main idea and supporting ideas of the passage.	iii) Creativity and imagination iv) Critical Thinking and Problem Solving	WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Descriptive Essay. Describe your House or School.	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) describe the key features of their house or school; (ii) develop outlines for either 'My House' or 'My School'; (iii) write a descriptive essay on any of the topics 	<ul style="list-style-type: none"> i. Pupils, in small groups, observe, think, and reflect on what constitutes a house or a school. ii. Each pupil identifies the key features of their school or house. iii. Pupils, in pairs, generate an outline for the essays and share with the class for review. iv. Individual pupils are guided to compose simple essays on either of the topics. 	<ul style="list-style-type: none"> (i) Communication and collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination 	<p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> (i) Charts (ii) Pictures <p>WEB RESOURCES</p> <p>https://www.readingrockets.org/strategies/descriptive_writing#:~:text=Good%20descriptive%20writing%20includes%20many,thing%20invokes%2</p> <p>https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html</p>
	e) Supplementary Reading: Poems	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i share with other pupils the poems read; ii. discuss the main idea of the poem iii. discuss lessons learnt from the poems; iv. relate events in the poem to their personal lives. 	<ul style="list-style-type: none"> i Each pupil read a recommended text from LS approved booklist. ii. Each pupil discusses the main idea of the poem. iii. Pupils, in pairs, share moral lessons derived from the poems with each other. iv. Pupil, in small groups, match theme in the poems with real life situation. 	<ul style="list-style-type: none"> (I) Communication and Collaboration (ii) Leadership and Personal Development iii.) Citizenship iv.) Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> Flash cards ii. Lagos State Recommended Literature Text <p>WEB RESOURCES</p>
	(d) Dictation for the week	<p>Learners are to be guided to learn the following words:</p> <p>publication, insurance, management, economical, lightning, flight, midnight, python, nylon, thigh</p>	<p>For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.</p>	<ul style="list-style-type: none"> (i) Communication and Collaboration (I) Digital Literacy 	<ul style="list-style-type: none"> (i) Hard copy dictionary (ii) Online dictionary
9	(a) Speech work Contrast sounds /S/ and /tS/	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> i. recognize and pronounce the sounds /S/ and /tS/ ii. cite examples of words containing the sounds iii. contrast the pairs with ten words each 	<ul style="list-style-type: none"> i. Pupils, as a class, listen to the production of the sounds thorough MP3 player or audio player. ii. Pupils, as a class, pronounce the words 'soap' and 'chart' to distinguish the two sounds. iii. Pupils, as a class, mimic the mouth positioning model to pronounce both sounds. iv. Pupils, in pairs, distinguish between the two sounds by giving examples. v. Pupils in small groups, list out words with the sounds. i. Each pupil contrasts the two sounds by providing words containing both sounds. ii. Pupils, in small groups, make simple sentences containing words with the sounds /s/ and /ts/. 	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> (i) Charts (ii) Pronouncing Dictionary by Daniel Jones iii)Tape recorder <p>WEB RESOURCES</p> <p>https://www.speechactive.com/english-consonants-ipa-international-phonetic-alphabet/</p>

KS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Structure: Sentence Building	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> (i) define and identify sentences with examples ii) analyse simple sentence constituent iii) construct different forms of simple sentence iv) create brief stories in simple sentences 	<ul style="list-style-type: none"> i. Pupils, as a class, brainstorm on the meaning of a sentence and cite its examples from their textbooks. ii. Pupils, in pairs, classify sentences into constituent (subject verb, object, complement, adjunct) or (subject, predicate) iii Pupils, in small groups, are guided to construct sentences in this form: SV, SVO, SVC, SVA, SVOO, SVOA etc. iv Pupils, in small groups, write stories in simple sentences and share with the class through each group leader. 	<ul style="list-style-type: none"> (I) Communication and Collaboration ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development 	<ul style="list-style-type: none"> (i) Chart (ii) Website: <ul style="list-style-type: none"> (a)https://www.learngrammar.net/english-grammar/sentence-definition-n-types (b)https://youtu.be/5jxktfms
	(c)Comprehension and Vocabulary Development: Reading on Information Communication Technology	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) draw inferences from passages after reading; (ii) differentiate between main ideas and supporting ideas in a given passage; (iii) construct sentences with the key words and unfamiliar words derived from the passage, (iv) infer implied meanings of ideas in the passage 	<ul style="list-style-type: none"> i) Pupils, at least 4 of them, read the passage (a paragraph per student) and draw meaning from it. ii) Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. iii) Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage, iv) Pupils, in small groups, analyze the passage to derive the meanings of implied ideas. 	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES Flash cards</p> <p>WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension</p>
	(d)Writing: Comparison of Formal and Informal Letters	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) distinguish between formal and informal letters; (ii) state the features and format of a formal letter; (iii) write a letter of invitation 	<ul style="list-style-type: none"> i. Pupil, as a class, are supplied different samples of letters (both formal and informal) for them to classify and differentiate. ii. Pupils, in small groups, highlight the feature and layout of a formal letter. iii. Individual students write letters inviting their class teacher to their birthday parties. 	<ul style="list-style-type: none"> (I) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES (i) Chart</p> <p>WEB RESOURCES https://www.wikihow.com/Teach-Letter-Writing</p> <p>https://www.readingkeys.org/article/introduction-letter-writing</p>
	(e)Dictation for the week	<p>Learners are to be guided to learn the following words: Campaign , hypocrisy, financial, secretariat, apparatus, commitment, purchase, privilege, maintenance, endurance</p>	<p>For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.</p>	<ul style="list-style-type: none"> (I) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and Imagination iv.) Critical Thinking and Problem Solving 	<ul style="list-style-type: none"> (I) Hard copy dictionary (ii) Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(a) Speech work: Intonation Practice in Statements, Questions, Commands and Request	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) identify intonation symbols and mention the types of intonation patterns (such as falling, rising, falling-rising, rising-falling intonations)</p> <p>(ii) explain intonation patterns in statements,</p> <p>iii construct sentences (e.g. statements, questions, commands, requests) and indicate their intonation patterns</p> <p>iv) act a short play using the intonation patterns for communication</p>	<p>i. Pupils, as a class, study the intonation symbols with their names/indicators showing on a given chart</p> <p>ii. Pupils, in small groups, study the samples of placement of intonation patterns in varieties of sentences, thereafter challenged to come up with their explanations on the use of intonations.</p> <p>iii. Pupils, as groups, construct sentences on statements, questions, commands and request, and indicate their intonation patterns.</p> <p>iv. Each group leader takes a turn to present their group work to the whole class for a critique.</p> <p>v. Pupils, in small groups, demonstrate the real ways of using intonation patterns in a short play.</p> <p>Read further on intonation patterns on this site: https://www.learn-english.com/pronunciation-stress/intonation.html</p>	<p>(I) Communication and Collaboration</p> <p>(ii) Leadership and Personal Development</p> <p>iii.) Creativity and imagination</p> <p>iv.) Critical Thinking and Problem Solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Video clips of poems Clippings from editorials</p> <p>i Charts/Flashcards</p> <p>ii Samples of Sentences</p> <p>WEB RESOURCES</p> <p>https://www.fluentu.com/blog/educator-english/intonation-activities-teaching-english/</p>
	(b) Structure: Present Perfect Tense	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) explain the present perfect tense</p> <p>(ii) give examples of present perfect tense</p> <p>(iii) convert present tense to present perfect tense with examples</p>	<p>i. Whole Class brainstorms about an action that started in the past and progressed into the present to generate the meaning of present perfect tense.</p> <p>ii. Pupils, as a class, consider five relevant sentences given and manipulate games to explain the present perfect tense.</p> <p>iii. Pupils, in small groups, identify examples of present perfect tense in a given passage and each group leader takes turns to present their findings to the class.</p> <p>iv. Pupils pair up to change ten given present tense (sentences) to the present perfect tense.</p>	<p>(I) Communication and Collaboration</p> <p>(ii) Leadership and Personal Development</p> <p>iii.) Creativity and imagination</p> <p>iv.) Critical Thinking and Problem Solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>i Charts/Flashcards</p> <p>ii Truth or Lie Games</p> <p>WEB RESOURCES</p> <p>https://www.pinterest.com/pin/626704104377644017/</p>
	(c) Comprehension and Vocabulary Development (Attribute of Truthfulness)	<p>By the end of the lesson, pupils should be able to:</p> <p>(i) identify and explain the key word in the passage:</p> <p>(ii) use the key words and unfamiliar words in sentences</p> <p>(iii) deduce the main ideas and supporting ideas from the given passage</p> <p>(iv) infer the appropriate answers from the given passage to questions;</p>	<p>i. Pupils, as a class, having read a given passage, identify and explain the key words in the passage</p> <p>ii. Pupils, in pairs, use the key words and unfamiliar words in sentences.</p> <p>iii Pupils in small groups differentiate between the main ideas and supporting ideas in the passage and share with the class</p> <p>iv. Pupils, in small groups, analyze the passage to derive the meanings of implied ideas.</p>	<p>(i) Communication and collaboration</p> <p>(ii) Critical thinking and Problem Solving</p> <p>(iii) Leadership and Personal Development</p> <p>iv) Citizenship</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Flash cards</p> <p>WEB RESOURCES</p> <p>https://bookpagez.com/blog/teacher-guide-comprehension-strategy-lesson-plans/</p>

VKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing:: Debate: "Corporal punishment should not be enforced in school"	By the end of the lesson, pupils should be able to: (i) describe characteristics of a debate ii) explain the registers of debate iii) demonstrate understanding of debate procedures	i. Pupils are presented with video clips of live debate competitions to guide them describing the characteristics/elements of debates. ii. Pupils in groups explain the registers of debate with reference to the video clips and their experiences on debates. iii. Pupils who agree with the statement move to one side of the room, and those who disagree move to the other side. Then they take turns explaining why they are standing on that position.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving iii.) Leadership and Personal Development iv) Citizenship v) Digital Literacy	AUDIO VISUAL RESOURCES i Charts ii Video Clips WEB RESOURCES https://www.cultofpedagogy.com/persuasive-writing/ https://www.edutopia.org/article/strategies-teaching-argument-writing
	(f) Dictation for the week	Learners are to be guided to learn the following words: disgusting, copious, publicize, disciplined, overcome, subordination, trafficking, fickle, jubilant, rhythmical	For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	(i) Hard copy dictionary (ii) Online dictionary
11	(a) Speech work: /p/ and /b/	By the end of the lesson, students should be able to: i. recognize and pronounce the sounds /p/ and /b/ ii. cite examples of words containing the sounds iii. contrast the pairs with ten words each	i. Pupils, as a class, listen to the production of the sounds on MP3 player or audio player. ii. Pupils, as a class, mimic the mouth positioning model to pronounce both sounds. iii. Pupils, in small groups, cite examples of words containing the sounds. iv. Pupils, in small groups, provide words consisting of sounds to contrast the sounds with each other. Each group leader takes a turn to present their group work to the whole class for a critique. For further studies, pupils visit the site below: https://www.speechactive.com/english-consonants-ipa-international-phonetic-alphabet/	(i) Communication and Collaboration; (ii) Leadership and Personal Development; iii.) Critical Thinking and Problem Solving.	AUDIO VISUAL RESOURCES (i) Charts (ii) Pronouncing Dictionary by Daniel Jones iii) Tape recorder WEB RESOURCES i. https://www.speechactive.com/english-consonants-ipa-international-phonetic-alphabet/ ii. https://youtu.be/jtsvo mse 4A
	(b) Comprehension and Vocabulary development: Reading a non-fiction passage	By the end of the lesson, pupils should be able to: (i) identify the topic sentence in each paragraph; (ii) establish the relationship between the topic sentence(s) and the main idea in a given passage; (iii) attach contextual meanings to new words found in a given passage.	i. Pupils listen to the teacher reading the passage with a view of identifying new words and getting their appropriate pronunciation. ii. Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. iii. Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage.	i. Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES i. https://reltsonlinetest.com ii. https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Writing: Reply to formal and informal invitations	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) distinguish the contents or styles of an invitation letter from a response(reply) to an invitation letter; (ii) differentiate between the features of a formal invitation to an informal invitation. (iii) write a reply to a birthday party invitation 	<ul style="list-style-type: none"> i.) Pupils, as a class, study two samples of an invitation letter and a reply to the letter, compare the contents or styles of both letters; discuss together their findings on the differences. ii.) Pupil, in small groups, critically examine two samples of invitation letters given to each group, bring out differences between formal and informal invitation letters. iii.) Each pupil writes either formal or informal invitation letters on birthday party. 	<ul style="list-style-type: none"> (i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development 	<p>AUDIO VISUAL RESOURCES sample of formal and informal invitation letters</p> <p>WEB RESOURCES https://www.toppr.com/guides/english/writing/essay/ https://thewritepractice.com/writing-an-essay/ https://youtu.be/2Uku7edfeUM</p>
	(d) Dictations for the week	<p>Learners are to be guided to learn the following words:</p> <p>vandalism, sausage, sanctuary, scapegoat, prejudice, rainforest, rebellion, spectacles, supreme, species</p>	<p>For home study, each pupil looks up the meanings, word classes and pronunciation of the given words in a dictionary, and use each word in, at least, a sentence.</p>	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Digital Literacy 	<ul style="list-style-type: none"> (i) Hard copy dictionary (ii) Online dictionary
12	Revision:	Revise	Use relevant teaching and learning materials		
13	EXAMINATION				
14	EXAMINATION				