



ENGLISH LANGUAGE

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	(a) Structure: Abbreviations and Acronyms	By the end of the lesson, pupils should be able to: (i) identify the features of abbreviated forms of words; (ii) differentiate between abbreviations and acronyms; ii.) apply standard English conventions in abbreviations of common words. iii) compose the different forms of short letters/texts	i. Students brainstorm about when they have written or read a text or any other kind of message with short form of words to derive the meaning of abbreviations and acronyms. ii. Pupils, in small groups, write down and read out some common abbreviations or acronyms they come across daily. Pupils discuss the differences between acronyms and	i. Communication and collaboration. ii. Critical thinking and Problem Solving. Digital Literacy.	Audio Visual Resources (i) Cell phone; (ii) Computer System/Projector (iii) Videos: Web Resources i. https://www.google.com/search?source=univ&form=isch&q=how+to+teach+features+of+telegram&client=firefox-b&sa=X&ved=2ahUKEwQ0r7FyObrAhWWhUJHb0NBpEQsAR6BAgFEAE&biw=1352&bih=634 ii. https://study.com/academy/lesson/telegraph-lesson-plan.html iii. https://websitebuilders.com/how-to/lesson-plans/how-email-works/
	(b) Structure: Review of reported speech (command)	By the end of the lesson, pupils should be able to: i) mention the rules guiding the reported speech; ii) form command sentence; iii) convert direct command sentence to reported command iv) demonstrate the use of direct and reported commands in class	i. Pupils, as a class, watch a short clip lesson on reported speech, therefore decode and list the rules guiding direct and indirect speech ii. Pupils, in small groups, construct ten command sentences and share with class; iii Pupils, in small groups, convert their constructed direct commands to reported commands; iv. Pupils, in pairs, stand at the center of class, conversing to demonstrate the use of reported command https://www.englisch-hilfen.de/en/grammar/reported-aufforderung.htm	(I) Communication and Collaboration (ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES i) Charts/Flashcards ii) Video clip (ii) Games on tenses WEB RESOURCES: https://www.pinterest.com/pin/552324341795144603/
	(c) Comprehension and Vocabulary Development Reading to comprehend	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. iv) construct sentences with the new words	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. (iv) Each pupil constructs sentences with the new words and show their teachers	(i) Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES i. https://reitsonline-tests.com ii. https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension

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	(d) Writing: Letter Writing Responding to a Formal Invitation e.g. weddings, chieftaincy etc.	By the end of the lesson, pupils should be able to: i. make a list of occasions for formal invitation; ii. give reasons for formal invitation iii. identify the features of formal invitations; write responses to formal invitations	i. Pupils, as class, brainstorm to list occasions that require formal invitations. ii. Pupils, as groups, state reasons for formal invitations e.g. important dignitaries need invitation as evidence, for description, and reminder. iii. Class discusses the format for responding to a formal invitation. iv. Pupils, in small groups, study the sample cards provided by teacher; v. Pupils, in pairs, draft responses formal invitations of their own with teacher guiding them and share with the whole class.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii. Creativity and Imagination	AUDIO VISUAL RESOURCES (i) Charts on the features of invitation (ii) Sample of formal invitation cards WEB RESOURCES https://www.google.com/search?source=univ&tbm=isch&q=materials+to+teach+response+to+in+invitation+letter&client=firefox-b&sa=X&ved=2ahUKEwICy-CkyubrAhXDZxUIHcPvCEcQsAR6BAgKEAE&biw=1352&bih=634
	(f) Dictations for the Week	Learners are to be guided to master the spellings and meanings of the following words: Resident, electoral, emergency, experience, imprisonment, convicted, transmit, statistics, libration, diplomatic	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: Oral Composition talking about myself, family and environment	By the end of the lesson, pupils should be able to: i. say out loud/pronounce relevant words on the topic. ii. Compose sentences sequentially on the topic; iii. develop ability to speak fluently about family	i. Pupils, as a class, mention words related to self, family, environment and pronounce the words clearly and distinctively; ii. Pupils, in small groups, use words on family in sentences iii. Each pupil describes key features of their family iv. Pupils, in pairs, discuss about 'myself and my family' fluently.	(I) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and Imagination	AUDIO VISUAL RESOURCES i. Charts/Flashcards ii. Audio player iii. Smiley face game iii. Pronouncing Dictionary by Daniel Jones WEB RESOURCES https://www.pbslearningmedia.org/subjects/health-and-physical-education/self-family-environment-and-society/#.X15NmKLVvIU
	(b) Structure: Word Bank and Sentence Building	By the end of the lesson, students should be able to: i. make many new words from a given words define and provide examples of modal auxiliaries (must, ought to, will, have to, shall, can, must etc.) ii. complete phrases with sentences; iii. summarise a long sentence;	i. Pupils, in small groups, brainstorm to provide many new words or compound words from the first given word. Examples:(custom) - customs; customer; customary, customs house; custom-made; custom-built etc. another group to find the synonyms of a given word (e.g. cold), chilly; cold; icy; frosty; arctic; snowy; wintry; frozen etc. ii. Pupils, in small groups, complete a phrase on the board by adding extra words to make it into a longer sentence; e.g. (the dog), I killed the dog; I killed the dog yesterday; I felt sad when I killed the dog yesterday etc. iii. Pupils, in pairs, remove words and phrases from a long sentence and end that it remains as a sentence. Read further through this link: https://waylink-english.co.uk/teaching/building-sentences	i. Communication and Collaboration ii. Critical Thinking and Problem Solving iii. Leadership and Personal Development iv. Imagination and creativity	AUDIO VISUAL RESOURCES (i) Charts/Flashcards (ii)Word/ Sentence Building Games (iii) Drilling Game WEB RESOURCES https://www.google.com/search?source=univ&tbm=isch&q=material+to+teach+word+bank+and+sentence+building&client=firefox-b&sa=X&ved=2ahUKEwiU4vamzObrAhWlaRUIHZhzCIUQsAR6BAgKEAE&biw=1352&bih=634

<p>(c) Comprehension and Vocabulary: Law and Order</p>	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> i) identify words related to law and order 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 law and iv) derive answers from the passage to the given questions 	<ol style="list-style-type: none"> i. Pupils collectively identify words associated with law and order in a video clip and a given passage after they have read the passage silently ii. Pupils, in small groups, write the meaning of the identified words and use them in other meaningful sentences. (iii) Pupils pair up to demonstrate the words and sentences associated with law and order. iv) Pupils, in each group, compare their answers with another groups, through their group leaders. <p>Visit this site to read further on the topic: http://www.cubictalk.com/cubicboard/matials/Living-in-English/law-&-order.pdf</p>
<p>(d) Writing: Formal Invitation as Opposed to Letter Writing</p>	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> (i) recall and describe formal invitations and letter writing (ii) contrast the features of formal invitation and letter writing; (iii) write a formal invitation and a formal letter. 	<ol style="list-style-type: none"> i.) Pupils, in small groups, based on their previous lessons, describe a formal invitation and a formal letter; ii.) Pupils, in pairs, study sample of formal invitations and formal letters to contrast their features. They share these features with the class. (iii) Following the samples, pupils, as individuals, write a formal invitation and a formal letter. <p>Read further here: https://www.google.com/search?source=univ&tbm=isch&q=material+s+to+teach+formal+invitation+and+informal+invitation&client=firefox-b&sa=X&ved=2ahUKEwiK682-zubrAhWpQhUIHYQRDUYQsAR6BAglEAE&biw=1352&bih=634</p>
<p>(e) Dictation for the week</p>	<p>Learners are to be guided to learn the following words: Superintend, extraordinaire, entrepreneur, official, saboteur, journalism, supersede, guarantee, isolationism, evolutionary</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>(a) Speech work Dialogue on the experience of national Issues</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> (i) identify proper ethics of discussion; (ii) demonstrate good mastery of words pronunciation, stress placement on word and intonations in sentences (iii) express their thoughts on the given topic fluently; 	<ol style="list-style-type: none"> (i) The class is divided into two groups. Each group has two discussants; the groups are guided to study the ethics of conversations. (ii) Each group has a brainstorming session for a few minutes; demonstrate among themselves on proper pronunciation of some words and stress/ intonation placements. (iii) The two discussants presented by each group articulate the position of their group on a given topical issue, while the teacher acts as a moderator.

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	(b)Structure: Making and Responding Requests (Sentence Building)	By the end of the lesson, students should be able to: (i) identify differences between making requests and responding to offers (ii) classify the appropriate words that are for polite and casual request making (iii) form examples of request making with their responses	i) Pupils, in small groups, study a given chart identify the differences between the styles of making and responding to requests. ii) Pupils, in pairs, are guided to classify words for polite and casual requests e.g. politeness: 'Could you open the window for me, please?' 'Would you mind opening the window for me, please?' Casual request: 'Can you open the window for me, please?' iii) Pupils, in small groups, construct sentences on making and responding requests and share with the class through the group leaders. E.g. 'Can I help you?' 'Yes, please, I want to buy an orange'. Or 'No thanks, I'm just looking'.	(i) Communication and Collaboration (ii) Digital Literacy (iii) Leadership and Personal Development (iv) Critical Thinking and Problem Solving	AUDIO VIDEO RESOURCES (i) Chart/Flashcards (ii) Real objects WEB RESOURCES www.english-at-home.com
	(c)Comprehension and Vocabulary: 'Children's Novel'	By the end of the lesson, pupils should be able to: i) differentiate between main ideas and supporting ideas in each paragraph; ii) recognize the unfamiliar words in a selected passage iii) Construct sentences with the words (iv) Infer implied meanings of ideas in the passage	(i) Pupils, in small groups, deduce main ideas from supporting idea in a given text. (ii) Pupils pair up to highlight the unfamiliar words in a given text and check for their meanings in Dictionary/online. (iii) Pupils, in groups, use the identified words in sentences. iv) Pupils, in small groups, analyze the passage to derive the meanings of implied ideas.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards English textbook WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension
	(d) Writing: Letter writing Informal Letter	By the end of the lesson, pupils should be able to: (i) explain the features of an informal letter; (ii) read a comprehension passage written in an informal letter form; write letters to friends in another schools about their school's activities.	i. Pupils, as a class, recall and explain features of an informal letter; ii. Pupils, in small groups, read a comprehension passage presented inform of an informal letter in order to observe its formats. The group leaders share the formats with the class. iii. Following the samples, pupils write letters to their friends	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i) Charts (ii) Sample letters WEB RESOURCES https://www.successcds.net/learn-english/writing-skills/informal-letter-format-examples-topics.html https://youtu.be/f6hSMGGB6hs
	e) Supplementary Reading: Story Book	By the end of the lesson, pupils should be able to: i share with other pupils the story 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

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	(f) Dictation for the week	Learners are to be guided to learn the following words: Exhaust, cashmere, champagne, schedule, fascism, controversial, chassis, gestation.	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
4	(a) Speech work Discussion on Roles of Individual Members of the Family	By the end of the lesson, pupils should be able to: i mention words associated with family; ii use the family related words for sentence building; iii act roles of family members with adequate discussion; iv compose poems on family.	i Pupils, as a class, mention and distinctively pronounce words related to family. ii Pupils, in small groups, use family related words in oral sentence building. iii Pupils, in small groups, demonstrate the roles of individual members of family with appropriate words usage in their discussions. iv Pupils, in pairs, compose poems 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 on family ii. Video clips on family roles iii. pronouncing dictionary by Daniel Jones (iv) Audio CD WEB RESOURCES: https://www.pubs.ext.vt.edu/350/350-093/350-093.html ii. https://www.pinterest.com/pin/469711436125757704/
	(b) Comprehension and Vocabulary Development: children's poems	By the end of the lesson, students should be able to: (i) read selected children's poems rhythmically, (ii) identify key words/lines that signal main ideas; (iii) construct sentences/ poems with the words in another context; (iv) answer questions from the poems.	i. Pupils, in small groups, read the selected rhymes rhythmically. (ii) Pupils, in pairs, point out the key words/lines 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 answers questions from selected poems. Read further on this site: https://www.google.com/search?source=univ&tbm=isch&q=materials+to+teach+children%27s+poem&client=firefox-b&sa=X&ved=2ahUKEwixhbf0ObrAhWBQRUIHdUAA5gQsAR6BAQJEA&biw=1352&bih=634	(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.medel.com/7-steps-to-build-reading-comprehension-in-school-children/ ii. https://www.readingrockets.org/article/top-10-resources-poetry
	(c) Writing: Acknowledging Receipt of letters of Congratulations and Sympathy	By the end of the lesson, pupils should be able to: (i) explain the features of acknowledgment letters (ii) describe the style of such letter (iii) compose/write an acknowledgement letter with appropriate register.	(i) Pupils, as a class, study a given sample of acknowledgement letter thereafter, explain features of acknowledgement letters; (ii) Pupils, in pairs, describe the style of acknowledgement letters. (iii) Each pupil composes acknowledgement letters on 'Congratulations or sympathy'. Read further on this site: https://www.thoughtco.com/business-letter-writing-letters-of-acknowledgment-1210167	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and imagination	AUDIO VISUAL RESOURCES Sample of acknowledgement letters WEB RESOURCES https://www.google.com/search?source=univ&tbm=isch&q=materials+to+teach+acknowledging+receipt+of+congratulatory+letter&client=firefox-b&sa=X&ved=2ahUKEwixhbf0ObrAhWBQRUIHdUAA5gQsAR6BAQJEA&biw=1352&bih=634

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	(d) Dictations for the week	Learners are to be guided to learn the following words: Allusion, elation, treasure, thistle, chamois, confer, mortgage, abattoir, nightingale, colonel.	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
5	(a) Speech work Consonant Contrast /s/ and /z/	By the end of the lesson, pupils should be able to: i. recognize and pronounce the sounds /s/ and /z/ correctly ii. generate tens words containing the sounds. iii. draw the contrast between the sounds when used in words 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 MP3 player. ii. Pupils as a class, mimic the mouth positioning model to pronounce both sounds. 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 (e.g. grace, graze-tense, tense, -course, cause, -face, phase, -dense, dens, -niece, knees, -police, -please, fierce, fears etc.) v) Pupils, in pairs, generate sentence using words that are containing the sounds (vi) Pupils visit the site below : https://www.theschoolrun.com/phonics-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 ii https://rachelsenglish.com/english-pronounce-s-z-consonants/
	(b) Structure: Types of Clause: Independent and Dependent Clause.	By the end of the lesson, pupils should be able to: i. explain the meaning of the term "clause"; ii. differentiate between independent and dependent clauses; iii. identify independent and dependent clauses in sentences.	i. Pupils, as a class, brainstorm on the meaning of clauses. ii. Pupils, in pair, differentiate between independent and dependent clauses iii. Pupils, in small groups, study a short passage to bring out both the independent and dependent clauses.	(i) Critical Thinking and Problem Solving (ii) Communication and Collaboration	AUDIO VISUAL RESOURCES Charts/flashcards Passages Sentence Games
	(c) Comprehension and Vocabulary Development Emphasis on new Words and Meaning/Purpose	By the end of the lesson, pupils should be able to: i. Identify new words in a selected passage and use them in another context; ii. analyze the passage to bring out the main idea and purpose; iii. answer questions from the selected passage.	i. Pupils, in pairs, identify new words from a given passage and use them in another context; ii. Pupils, in small groups, criticize the passage to bring out denotative and connotative meaning; iii. Pupils, in each group, answer questions from the passage and compare their answers with another groups ,through their group leaders	(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 WEB RESOURCES https://www.centergrove.k12.in.us/cms/lib/IN01000850/Centricity/Domain/490/Tone-and-Purpose.pdf

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	(c) Writing: Letter Asking for Special Favours	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> explain the features of letter; of request analyze the style and tone of request letter; write a letter of request 	<ol style="list-style-type: none"> Pupils, in pairs, study a given sample of request letter and identify its features. Pupils, in small groups, study the style and tone of given two forms of letters of request. Following the features, each pupil writes a letter of request to a community head or a constituted authority asking for his support on provision of necessary social amenities into the community. <p>Read further on this site: https://www.letterspro.com/letters/to-mentors/12075-request-a-favor-sample-letter</p>	<ol style="list-style-type: none"> Communication and Collaboration Citizenship Creativity and imagination 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Charts on the features, tone and style of request letter Sample of request letters <p>WEB RESOURCES https://www.google.com/search?source=univ&tbm=isch&q=materials+to+teach+Letter+Asking+for+Special+Favours&client=firefox-b&sa=X&ved=2ahUKEwRyd281ObrAhVaQhUjH26gAOcQsAR6BAGKEAE&biw=1352&bih=634#m=grc=I90aJ2QYpO9MDM</p>
	(e) Dictation for the week	<p>Learners are to be guided to learn the following words: Confidential, conspicuous, apostrophe, courtesy, simultaneous, trivialize, busyness, terrestrial, erosion, suspicion</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>	<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: A Folktale on Reward and Punishment	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> describe the features of folktales; explain the purpose of folktales; present folktales; deduce/infer lessons from the folktales. 	<ol style="list-style-type: none"> Pupils, in pairs, read a given passage to study the features of folktales, share the description of features with the class orally. Pupils, in small groups, watch a video clip on a folktale and discuss its purpose to the class; Pupils, in small groups, from their experiences share folktales with the class. Pupils, in pairs, say the lessons on reward and punishment they can derive from the folktales. Each pupil relates the lessons or morals of the story to their everyday lives. 	<ol style="list-style-type: none"> Communication and Collaboration Critical Thinking and Problem Solving Leadership and Personal Development Creativity and imagination 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Charts/Pictures on objects like tortoise, snails, frog etc Video clips on folktales Article/ cartoon on folktales <p>WEB RESOURCES: http://folktalesread.blogspot.com/2016/05/ir-eward-and-punishment.html</p>
	(b) Structure: Comparing Objects and People Using "same as"	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> recognize the use of comparison in any given passage mention situation in which same as could be used generate sentences with the use of "same as" 	<ol style="list-style-type: none"> Pupils, as a class, study a given passage to identify the use of comparison of object and people with the use of "same as" Pupils, in small groups, explain situation in which "same as" could be used; Pupils, in pairs, play comparison games to generate sentences with the use of "same as" and share with the class. E.g. "Your book is the same as mine", "The robot was moving the same as human being" 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Creativity and imagination Critical Thinking and Problem Solving 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Comparisons games Charts/Flashcards <p>WEB RESOURCES https://www.langust.ru/unit_co/unit026c.shtml</p>

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	(c) Comprehension and Vocabulary Development: Emphasis on New words and Meaning, simile and metaphor.	By the end of the lesson, pupils should be able to: i) read to draw out simile and metaphor 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) Infer implied meanings of ideas in the passage	i.) Pupils, as a class, read silently to draw out simile and metaphor from the given passage. ii) Pupils pair up to deduce the main ideas leaving out supporting ideas in a given text. iii) 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. iv) Pupils, in small groups, analyze the passage to derive the meanings of implied ideas.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Flash cards/posters Textbook WEB RESOURCES https://examples.yourdictionary.com/social-institutions-examples.html ii. https://www.edupointa.org/article/5-ways-support-students-who-struggle-reading-comprehension
	(d) Writing- Letter of Absence from School	By the end of the lesson, pupils should be able to: i) explain the features of letter of permission ii) describe the style of such letter iii) compose/write a letter of absence from school with appropriate register.	(i) Pupils, as a class, study a given sample of letter of permission thereafter, explain its features; (ii) Pupils, in pairs, describe style of the letter. (iii) Each pupil compose a letter of absence from school Visit this site for details: https://www.google.com/search?source=univ&tbn=isch&q=sample+of+letter+of+absence+from+school&client=firefox-b&sa=X&ved=2ahUKEwiLrPm24ebrAhU3TBUIHTP0BdoQsAR6BAGMEAE&biw=1352&bih=634	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and imagination	AUDIO VISUAL RESOURCES Sample of letter of absence WEB RESOURCES https://www.docformats.com/apology-letter-for-absence-from-school-due-to-illness/
	e) Supplementary Reading: Play	By the end of the lesson, pupils should be able to: i share with other pupils the drama text 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 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: Devastate, surcharge, indictment, confiscate, demonstrate, revenue, jersey, promulgate, demonstrator, collaboration	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	OBJECTIVES	ACTIVITIES	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: Refinery, defensible, interference, disputation, presidency, defensible, politician, impossible, meditative, valedictory.	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: Expressing Function of Object	By the end of the lesson, pupils should be able to: (i) describe functions of 'object' and mention its types (ii) distinguish objects from other items in sentences (iii) complete sentences with objects. (iv) generate five sentences and mention objects there	i) Pupils, as a class, identify 3 types of objects (direct, indirect, prepositional objects) in a given chart of sentences and describe their functions ii) Pupils, in small groups, distinguish an object from other items in a sentence: It can be a pronoun, noun, noun phrase or noun clause, which comes after a main verb (it is called a receiver of action in active sentence). iii) Pupils, in small group, complete sentences with objects. Eg (a.) 'what do we sit on? - chair' (b.) 'what do we wash with? - soap. (C.) 'Can you think of something for cutting?'- scissors Linking verbs to objects: iv Pupils, in pairs, generate	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving AUDIO VISUAL RESOURCES (i) Charts (ii) Game: Language builder Noun2 Audio player (iii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES i. https://blog.stageslearning.com/blog/functions-lesson-plan?topic=autism-preschool-lesson-plans ii. https://speechtwasio.uk.com/teaching-function-object/
	(b) Structure: Expressing Consequences or Cause and Effect with Use of "So...that"	By the end of the lesson, pupils should be able to: (I) identify the use of "so...that" in given sentences; (ii) discuss ways of joining simple sentences to form longer ones iii) construct sentences by using 'so that' to express cause and effect, result, purpose, consequence	i Pupils, as a class, study the sentences provided to identify the use of "so...that" ii. Pupils, in small groups, discuss ways of joining simple sentence to form longer ones. iii. Pupils, in pairs, construct different sentences to express the following: a. cause and effect; e.g. 'James speaks so slowly that Faizah interest in what he is saying b. result: e.g. 'She is so lazy that she cannot wash her school uniform' c. purpose: e.g. 'She reads harder so that she can pass her final year examinations consequence: e.g., 'He drove so fast that he lost control at the junction'	(I) Communication and Collaboration ii) Critical Thinking and Problem Solving (iii) Leadership and Personal Development (i) Chart (ii) Website: https://www.theenglishisland.com/lessons/expressing-cause-and-effect-contrast-and-condition-with-connectives-part-one/
	(c) Comprehension and Vocabulary Development: Deriving New Words and Meaning	By the end of the lesson, pupils should be able to: 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) provide answers to the questions that follow the passage.	i) Pupils, at least 4 of them, read the passage (a paragraph per student) and draw inferences from 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) Pupils, in small groups, reflect on the passage analyzing it in order to provide answers to the questions that follow the passage.	(i) Communication and Collaboration (ii) Leadership and Personal development iii) Creativity and imagination iv) Critical Thinking and Problem Solving AUDIO VISUAL RESOURCES Flash cards 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: Writing formal and informal invitation letter	By the end of the lesson, pupils should be able to: (i) distinguish the contents or styles of a formal and informal invitation letters; (ii) differentiate between the features of a formal invitation to an informal invitation. (iii) write a formal and an informal invitation on any occasion	i.) Pupils, as a class, study two samples of invitation letters and, 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 write a reply to invitation letter on birthday party.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES WEB RESOURCES Sample of invitation letters https://www.toppr.com/guides/english/writing/essay/ https://thewritepractice.com/writing-an-essay/ https://youtu.be/2Uku7edfeUM
	e) Supplementary Reading: Poems	By the end of the lesson, pupils should be able to: i share with other pupils the poems read; ii discuss lessons learnt from the poems; 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. Each pupil discusses the lessons/values learnt from the story.theme in the poems with real life situation.	(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: gubernatorial, controversial, contemporaneous, editorial, herbaceous, negotiation, experimental, electrician humanitarian, electrician	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.	(l) Communication and Collaboration (i) Digital Literacy	(i) Hard copy dictionary (ii) Online dictionary
9	(a) Speech work: Intonation Practice passage	By the end of the lesson, pupils should be able to: i) read aloud, as a drill, to master the intonation patterns in a given script; ii.) draw out the intonation patterns in a given recorded dialogues; iii) create dialogue to generate intonation in commands.	(i) Pupils, as a class, listen to short recordings of everyday dialogues and then 'shadow read' the script or read it along with the tape using the same stress and intonation as the speakers. Pupils can repeat this exercise until their voices sound similar to voice on the recording. (ii) Pupils, in small groups, note down or record some examples of intonation of the speakers in the dialogues (iii) Pupils pair up to create a dialogue to form intonation in commands and share with the class. (e.g. "Put that down!", "Go over there!")—falling tone. Visit this site for more information on the topic https://www.fluentu.com/blog/educator-english/intonation-activities-teaching-english/	(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.learn-english-today.com/pronunciation-stress/intonation.html ii. https://www.tefl.net/elf.ideas/pronunciation/top-fun-pronunciation-games/

WRA	TEACHER	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Language LEARNING RESOURCES
		<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> Give examples of definite and indefinite articles. Distinguish between definite and indefinite articles. Use definite and indefinite articles in sentences. 	<ol style="list-style-type: none"> Pupils, in small groups, study a short text and identify definite and indefinite articles. Pupils, as a class, specify the uses of articles having reflected on how they are used in an assigned text. Pupils pair up with their peers to use both indefinite and definite articles in sentences. 	<ol style="list-style-type: none"> Communication and Collaboration Critical thinking and Problem Solving Leadership and Personal Development 	<p>AUDIO VISUAL RESOURCES Flash cards and charts</p> <p>WEB RESOURCES https://busyteacher.org/16028-definite-indefinite-article-confusion-3-rules.html https://youtu.be/zZau_dhRY</p>
C) Comprehension and Vocabulary Development	Teaching New Words and Meaning	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> recognize simile and metaphor used in the passage; identify key information from the passage; differentiate between main ideas and supporting ideas in a given passage; construct sentences with these key words and unfamiliar words derived from the passage. 	<ol style="list-style-type: none"> Pupils, as a class, read and recognize the use of simile and metaphor in the given passage; Pupils pair up to discuss the implied messages and the meanings of new words in the context of the passage. Pupils, in small groups, form new sentences with the key words and unfamiliar words derived from the passage; Pupils, in small groups, identify actual information using evidence from the passage. 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal development Creativity and imagination 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>
Writing Letter of Congratulation		<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> Describe the features of a letter of congratulation. Describe the style of a letter of congratulation. Write a letter of congratulation to an individual, a new couple or an organization on 	<ol style="list-style-type: none"> Pupils, as a class, study a given sample of letter of congratulation thereafter, explain its features; Pupils, in pairs, describe style of the letter. Each pupil composes a letter of congratulation to an individual, a new couple or an organization on 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Creativity and imagination 	<p>AUDIO VISUAL RESOURCES Sample of letter of congratulation</p> <p>WEB RESOURCES https://www.google.com/search?source=univ&tbn=isch&q=material+s+to+teach+Letter+of+Congratulation+in+primary+5&client=firefox-b&sa=X&ved=2ahUKEwjmncm93ObrAhWUUhUIHXLXAJoQsAR6BhAgKEAE&biw=1352&bih=634</p>
		<p>By the end of the lesson, pupils should be guided to do the following:</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>	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Creativity and imagination Critical Thinking and Problem Solving 	<ol style="list-style-type: none"> Hard copy dictionary Online dictionary

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
10	(a) Speech work: Children's Novel	By the end of the lesson, pupils should be able to: i. read the text audibly and pronounce the new words correctly. ii. construct sentences with the identified new words orally. iii. discuss orally the meanings and lessons they can derive from the text. iv. answer questions follow the passage orally.	i. Pupils, as a class, read the selected text in turns and pay attention to their audibility and pronunciations. ii. Pupils, as groups, form sentences orally/ dialogues with the identified new words. iii. Pupils, in pair, discuss the meaning and lessons derived from the text in the class. iv. Pupils, in small groups, answer questions follow the passage and share with the class through the group leaders. Read further on this site: https://www.pinterest.com/goodellalmich/phonics-printable-bookword-family-ideasgames/	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES Video clips of poems Clippings from editorials i. Charts/Flashcards ii. Novel WEB RESOURCES https://www.google.co.uk/search?source=unilv&btn=next&material=to+teach+)++Phonics+Children%E2%8
	(b) Structure: Construction with the Past Tense, then Past Perfect Tense	By the end of the lesson, pupils should be able to: (i) explain the past perfect tense (ii) give examples of past perfect tense (iii) covert past tense to past perfect tense with examples	i. Pupils brainstorm about a sentence which articulate an event that started at an earlier point in the past and was concluded at a later time in the past to derive the meaning of past perfect tense. ii. Pupils, as a class, consider five relevant sentences given and manipulate games to explain the past perfect tense. iii. Pupils in groups identify examples of past perfect tense in a given passage, and each group leader takes a turn to present their findings to the class. iv. Pupils pair up to change ten given past tense (sentences) to past perfect tense.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES i. Charts/Flashcards ii. Truth or Lie Games WEB RESOURCES i. ii. https://www.pinterest.com/pin/626704104377644017/
	(c) Comprehension and Vocabulary Development Health: Sickness and Cure for Human Ailments	By the end of the lesson, pupils should be able to: (i) identify and explain the key word in the passage: (ii) use the key words and unfamiliar words in sentences (iii) deduce the main ideas and supporting ideas from the given passage (iv) infer the appropriate answers from the given passage to questions;	i. Pupils, as a class, having read a given passage, identify and explain the key words in the passage ii. Pupils, in pairs, use the key words and unfamiliar words in sentences iii. Pupils, in small groups, differentiate between the main ideas and supporting ideas in the passage and share with the class iv. Each pupil provide answers to the questions that follow the passage. Read further through this link: https://www.pinterest.ca/natalierieger/illness-and-disease-activities/	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (ii) Leadership and Personal Development iii.) Collaboration and Communication iv) Citizenship	AUDIO VISUAL RESOURCES Flash cards WEB RESOURCES https://www.readingrockets.org/article/strategies-promote-comprehension https://bookpagez.com/blog/teacher-guide-comprehension-strategy-lesson-plans/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Writing Indicating Direction	By the end of the lesson, pupils should be able to: (I) identify the features of giving directions ii.) draw out a layout of directions iii.) write direction to a specific place.	i Pupils, in groups, study a given direction to identify its features; e.g. a.) use of imperative (or command) form of the verb (go left; turn right etc.) b.) Write/speak briefly, simply and accurately. C) present it orderly/chronologically, d.) give approximate distances etc. ii Pupils in groups, draw out a layout of directions and explain it in paragraphs with the appropriate registers, share with the whole class through the group leaders. iii Each pupil writes directions from their homes to school.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving iii Creativity and Imagination v) Citizenship	AUDIO VISUAL RESOURCES i Charts ii Sample of direction ii Video Clips WEB RESOURCES https://live.fundza.com/home/library/resources-education/fly-with-fundza-transactional-writing/introduction-to-writing-directions/
	(e) Dictation for the week	Learners are to be guided to learn the following words: Phoenix, bouquet, naught, rostrum, housemaid, autumn, string, hyperactive, forecastle, paradigmatic	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 Diphthongs Contrast /iʊ/ and /eɪ/	By the end of the lesson, students should be able to: i. recognize and pronounce the sounds /iʊ/ and /eɪ/ ii cite examples of words containing the sounds iii. contrast the pairs with ten words each	i. Pupils, as a class, identify the sounds on a displayed chart; listen to the production of the sounds on MP3 player or audio player. ii. Pupils 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 the sounds; contrast the sounds with each other. v. Each group leader takes a turn to present their group work to the whole class for a critique. Visit this site https://www.youtube.com/watch?v=5WGrSeXlj6Y	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination iv.) 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/
	(b) Structure: Verb Phrase as Verb Phrase Compliments (Using verbs phrase complement with adverb plus to (infinitive)	By the end of the lesson, students should be able to: i explain verb phrase complements in English Grammar ii describe two grammatical forms that can function as verb phrase complements; iii construct sentences on using phrase complement with adverbial plus to (infinitive).	i Pupils, in small groups, study ten sentences to explain verb phrase complements ii Pupil, as a class, are guided to classify verb phrase complement into two (a.) prepositional phrase (b.) verb phrase iii Students pair up with their peers to explain verb phrase and compose sentences with verb phrase complements. E.g. A verb phrase is a verb plus any infinitive markers, auxiliary verbs particles, modifiers, and complements. (a) He intends to buy a new car (b) She has to pass the examinations (c) The man happens to own the estate.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES Flash cards and chards WEB RESOURCES https://parentingpatch.com/verb-phrase-complement-english-grammar/

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary development: Reading for further understanding of relationship between 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 and identify new words. ii. Pupils pronounce the new words. iii. Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. iv. 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
	(d) Writing- Letter of Appreciation	By the end of the lesson, pupils should be able to: (i) explain the features of letter of appreciation (ii) describe the style of such letter (iii) compose/write a letter of appreciation with appropriate register.	(i) Pupils, as a class, study a given sample of letter of appreciation thereafter, explain its features. (ii) Pupils, in pairs, describe style of the letter. (iii) Each pupil composes a letter of appreciation to an individual, or an organization on. https://khengcheng.moe.edu.sg/letters-of-appreciation/	(i) Communication and Collaboration (ii) Leadership and Personal Development (iii) Creativity and imagination	AUDIO VISUAL RESOURCES Sample of letter of appreciation WEB RESOURCES https://www.toppr.com/guides/english/writing/essay/ https://thewritepractice.com/writing-an-essay/ https://youtu.be/2Uku7edfeUM
	(e) Dictations for the week	Learners are to be guided to learn the following words: stationary, stationery, monosyllabic, confusions, interdenominational, matriculation, typographical. inarticulate, distinctive, deception.	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
12	Revision:	Revise	Use relevant teaching and learning materials		
13	EXAMINATION				
14	EXAMINATION				