



LAGOS STATE GOVERNMENT
MINISTRY OF EDUCATION

UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS

ENGLISH LANGUAGE

PRIMARY 5 THIRD TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	(a) Speech work Intonation Practice passage (Request)	By the end of the lesson, pupils should be able to: i) read dialogues aloud repeatedly 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 request form.	(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 voice 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 requests and share with the class. (e.g. "Will you lend me your pen?" " Would you call him for me?")—rising 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/files/ideas/pronunciation-p-fun-pronunciation-games/
	(b) Structure: Linking Words: such as although, because, but, so... that etc.	By the end of the lesson, pupils should be able to: i) identify linking words; ii) classify linking words according to their functions; iii) form sentences and paragraphs with linking words.	i. Pupils, as a class, are introduced to linking words on charts and also guided to identify linking words' in a given passage. ii. Pupils, in small groups, classify the identified linking words based on their functions in sentences and share with class; e.g. a. cause/Effect (because, so...that) b. opposition (although, but) Contrast (but, whereas), d. Addition (and) etc iii Pupils, in pairs, use linking words in different sentences and share with the class.	(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:
	(c) Comprehension and Vocabulary Development Reading to comprehend main ideas and acquire new words main ideas and acquire new words	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 https://www.readingresources.org/article/seven-strategies-teach-students-text-comprehension

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Composition involving expression of personal opinion.	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. state qualities of expressing opinions; e.g. ii. identify common phrases for opinions iii. describe how people express their opinions e.g. They can agree or disagree with one another. iv. discuss the procedures for expressing personal or general opinions; e.g. formal or informal procedures v. compose/write an essay on a given topic to express one's opinion. 	<ul style="list-style-type: none"> i. Pupils, in pairs, dialogue with each other and embrace the following qualities in their conversations: Be brief, show empathy with other opinions, disagree politely, use appropriate words/register etc.; ii. Pupils, in small groups, identify common phrases for personal opinions e.g. "I think, I believe..., I feel..., In my honest opinion, etc. iii. Pupils, as groups, study samples of opinions writing, deduce procedures from the write up and discuss both with the whole class; iv. Each pupil writes their opinions on a given topic. http://learningenglish.yoanews.com/a/how-to-express-your-opinions-in-english/4755937.html 	<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 on the features of invitation (ii) Sample of formal invitation cards <p>WEB RESOURCES https://multimedia-english.com/grammar/expressing-opinions-57/</p>
	(e) Dictations for the Week	Learners are to be guided to learn the following words: merchandise, bribery, torture, corporal, immediately, opportunity, recognizes, vacuum, accidentally, ubiquitous.	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.	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Leadership and Personal Development 	<ul style="list-style-type: none"> (i) Hard copy dictionary (ii) Online dictionary
2	(a) Speech work: Expressing Congratulations	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i. identify congratulatory speech presentation ii. use appreciation words (like: Excellent! Well done! keep it up) to acknowledge the effort, dedication, or skill of someone; iii. discuss the qualities of a good congratulatory speech; iv. express good wishes for future success to improve English speaking skill 	<ul style="list-style-type: none"> i. Pupils, in small groups, read congratulatory cards to identify congratulatory speech presentation; ii. Pupils, in small groups, use congratulatory words or expressions for successful candidates in their class organized interview; iii. Pupils, in pairs, through the group presentations identify and discuss the qualities of congratulatory speech; iv. Pupils, as a class, use congratulatory speech for one another to improve their English speaking skill. 	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and Imagination iv) Citizenship 	<p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> i. Charts/Flashcards ii. Congratulatory cards iii. Pronouncing Dictionary by Daniel Jones <p>WEB RESOURCES https://hsisl.harmonytx.org/congratulations-to-our-students-and-teachers-on-their-achievements/</p>
	(b) Structure: Passage based on illustrating 'when' adverbial structure	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> i. identify adverbials in sentences'; ii. examine the use and function of 'when' in sentences; iii. construct long sentences with 'when'; 	<ul style="list-style-type: none"> i. Pupils, in small groups, study a given passage to identify all adverbials used in it; ii. Pupils, in pairs, examine the use and function of 'when' in sentences: eg. It is used as an adverbial of time, it introduces dependent clause, it is a linking word that join two clauses together (main and subordinate clauses). The man came when it was raining. iii. Pupils, in pairs, construct long sentences and paragraphs with 'when'. <p>Read further through this link: https://www.grammar-monster.com/glossary/adverbial-phrases.htm</p>	<ul style="list-style-type: none"> Communication and Collaboration Critical Thinking and Problem Solving Leadership and Personal Development Imagination and creativity 	<p>AUDIO VISUAL RESOURCES</p> <ul style="list-style-type: none"> (i) Charts/Flashcards (ii) Word/ Sentence Building Games (iii) Drilling Game <p>WEB RESOURCES https://www.wikihow.com/Teach-Adverbs ii. https://learningatthepriarypond.com/blog/5-fun-activities-for-teaching-adverbs-in-the-primary-grades/ iii. https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-time/</p>

<p>(c) Comprehension and Vocabulary Development Emphasis on new Words and Meaning/Purpose</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify new words in a selected passage and use them in another context; analyze the passage to bring out the main idea and purpose; answer questions from the selected passage. 	<ol style="list-style-type: none"> Pupils, in pairs, identify news from a given passage and use them in another context. Pupils, in small groups, criticize the passage to bring out denotative and connotative meaning. Pupils, in each group, answer questions from the passage and compare their answers with another groups, through their group leaders. 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Critical Thinking and Problem Solving Citizenship
<p>(d) Writing: Expository Essay: Basic Concept of Drug Abuse</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify and describe the features of an expository essay; discuss the topic orally; compose and write an essay on a drug abuse. 	<ol style="list-style-type: none"> Pupils, in pairs, study a given sample of expository essay; identify its features/style; describe the features for the class. Pupils, as groups, discuss the topic orally, paying attention on causes, effects, solutions to drug abuse; Each pupil writes a simple essay on the given topic. 	<ol style="list-style-type: none"> Communication and Collaboration Leadership and Personal Development Creativity and Imagination Citizenship
<p>(e) Dictation for the week</p>	<p>Learners are to be guided to learn the following words: Camouflage, demitasse, glucose, inexorable, occasionally, prescience, superintendent, department, embrace, eliminate</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
<p>(a) Speech work: Observing and reporting things, complete action</p>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify the features of report presentation; explain the style of report; present a report on an incident orally. 	<ol style="list-style-type: none"> Pupils, as a class, read/listen to a given sample of report of a case; identify the features of report presentation;(e.g. introduction, body, conclusion). Pupils, in small group, explain the style of report (e.g. concise detail, clarity/accuracy, logicity, using passive voice, past tense, objectivity, etc. A video clip on an incident (e.g. accident, fighting, protest etc.) is displayed to be watched by the class. Pupils pair up to present a report as eyewitness on the scene. Each pupil present report on their experiences on any incident/ scene etc. 	<ol style="list-style-type: none"> Communication and collaboration Critical thinking and Problem Solving Leadership and Personal Development Digital Literacy

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
(b) Structure: Passage Based on Conversation with 'that / which' Adjectival Clause	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> (i) identify the use of that/which adjectival clause in a given passage; (ii) insert 'that/ which' appropriately in a fill in the gap passage; (iii) match make/ connect noun phrases and clauses together with 'that/which' to form sentences (iv) form sentences and paragraphs with the use that/which; 	<ul style="list-style-type: none"> (i) Pupils, as a class, read/listen to a given passage and identify the use of 'that/ which' adjectival clause in a conversation. (ii) Pupils, in small groups, read a passage with some blank spaces and fill them with that/which; (iii) Pupils pair up to match mark some given noun phrases or main clauses with relative/adjectival clauses(that/which) to form complex sentences. (iv) Pupils, in small groups, present dialogue involving use of 'that/which' adjectival clause. 	<ul style="list-style-type: none"> (i) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development 	<p>AUDIO VISUAL Charts Passages Audio player</p> <p>WEB RESOURCES https://www.educationquizzes.com/us/middle-school-6th-7th-and-8th-grade/english-language-arts/adjectives-coordinate/ ii. https://getitwriteonline.com/articles/which-vs-that/</p>
(c)Comprehension and Vocabulary: Road Safety	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> 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) answer questions on the passage 	<ul style="list-style-type: none"> (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 small groups, use the identified words in sentences. (iv) The group leaders present their answers to the class for critique. <p>Visit this website for more information the topic</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 	<p>AUDIO VISUAL RESOURCES i. Flash cards ii. Passage from relevant materials e.g. Road Safety.</p> <p>WEB RESOURCES https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension https://www.thoughtco.com/reading-comprehension-strategies-7952</p>
(d) Writing: Descriptive (Elements of Soil)	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) classify the soil according to types (suitability different types of soil for plant growth; ii) state major characteristics of soil and its properties; write simple descriptive composition about soil. 	<ul style="list-style-type: none"> i. Pupils, as a class, study elements of soil on a chart and list its types: clay, loamy, sandy; ii) Pupils, in small groups, walk round the school premises to collect soil samples to discuss their major characteristics of soil and its properties in relation to land use potentials. (iii) Following the teacher's guidelines, iv)Each pupil writes descriptive essay on soil. 	<ul style="list-style-type: none"> (i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination 	<p>AUDIO VISUAL RESOURCES (i) Charts (ii) Soil Samples (iii) Water (iv)Seedling (v)Guided composition model</p> <p>WEB RESOURCES: i. https://www.soils4kids.org/about ii https://www.pennington.com/all-products/grass-seed/resources/how-to-take-an-accurate-soil-sample</p>
) Supplementary Reading: Story Book	<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 story read; ii discuss lessons learnt from the book; iii relate events in the story to their personal lives. 	<ul style="list-style-type: none"> 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. 	<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 I. Flash cards ii. Lagos State iii. Recommended Literature Text</p> <p>WEB RESOURCES</p>

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	(f) Dictation for the week	Learners are to be guided to learn the following words: ambulance, tornado, thoughtful, mammal, enjoyment, consequently, phantom, souvenir, questionnaire, fantastic.	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
4	(a) Speech work: Contrasting Diphthongs in Pairs /au/and /ʌ/, /i/ and /u/	By the end of the lesson, pupils should be able to: i recognize and pronounce the sounds /au/, /ʌ/ correctly ii generate ten 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, in small groups, come up with at least ten words on each of the sounds. iii) Pupils, in small groups, contrast the production of sounds in words: /au/, /ʌ/ (eg. Now-no, how-owe, pow-mow, cow-crow, owl-own, drown-drone)/i/ and /u/ (boy-bone, boil-boat, toy-tone, point-poll, moist-most etc.) iv Pupils, in pairs, generate sentence using words that are containing the sounds Pupils visit the website below to generate ten words on each of the listed sounds: https://usefulenglish.ru/phonetics/practice-vowel-contrast	(i) Critical Thinking and Problem Solving (ii) Communication and Collaboration (iii) Digital Literacy
	(b) Structure: Construction with the Past Tense, Past Perfect Tense	By the end of the lesson, pupils should be able to: (i) explain the past tense with examples; (ii) classify past tense and past perfect tense in a passage (iii) covert past tense to past perfect tense with examples	i Pupils, as a class, consider five relevant sentences given and manipulate games to explain the past tense. ii Pupils, in groups, identify and classify the examples of past tense and past perfect tense in a given passage, and each group leader takes a turn to present their findings to the class. iii 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
	(c) Comprehension and Vocabulary Development Emphasis on new Words, Tone, Mood and, Meaning/Purpose	By the end of the lesson, pupils should be able to: i) identify a speaker's/writer's tone 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	i. Pupils, as a class, discuss the meanings of tone, mood and purpose of a text or a passage. ii) Pupils, in small groups, critique a text to identify its tone, mood and purpose. iii) Pupils share life experiences related the text.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Critical Thinking and Problem Solving

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(d) Writing: Debate. 'A Farmer is more important than a teacher' Or any other topical topic.	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> describe characteristics of a debate; explain elements of debate; demonstrate understanding of debate presentation. 	<ol style="list-style-type: none"> Pupils are presented with the topic, 'A Farmer is more important than a teacher' 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. Pupils, as a class, discuss the characteristics and elements of a debate. Pupils, in small groups, work in a more structured manner to take a point of view on an assigned topic and generate reasons to support their views. 	<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> <p>WEB RESOURCES https://www.cultofpedagogy.com/persuasive-writing/ https://www.edutopia.org/article/strategies-teaching-argument-writing https://www.literacyideas.com/writing-an-essay-for-teachers-and-students</p>
	(e) Dictation for the week	<p>Learners are to be guided to learn the following words: significance, commentary, maximum, Participation, congregation, wheelchair, excitement, cowardice, Pentecostal, broadcasting</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
5	(a) Speech work: Contrasting Diphthongs in Pairs /ai/ and /au/, Contrasting monophthongs and diphthongs /e/ and /ei/ /a:/ and /ai/	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> recognize and pronounce the sounds /au/, /u/ correctly generate tens words containing the sounds draw the contrast between the sounds when used in words Construct sentences with the pairs of sounds. 	<ol style="list-style-type: none"> Pupils, as a class, identify the sounds from a given chart and pronounce them distinctively as pronounced from an available audio MP3 player. Each pupil mimics the mouth positioning model to pronounce both sounds. Pupils, in small groups, come up with at least ten words on each of the sounds. Pupils, in small groups, contrast the production of sounds in words: /ai/, /ei/ (eg. Buy-bay, pie-pay, lie-lay,)e/ and /ei/ (pen-pain, den-Dane, many-main, boil-boat, etc.), /a:/ and /ai/ (are-eye, bar-by, hard-hide, park-spark etc) Pupils, in pairs, generate sentence using words that are containing the sounds Pupils visit the sites below to generate ten words on each of the listed sounds: https://usefulelenglish.ru/phonetics/practice-vowel-contrast 	<ol style="list-style-type: none"> Critical Thinking and Problem Solving Communication and Collaboration Digital Literacy 	<p>AUDIO VISUAL RESOURCES</p> <ol style="list-style-type: none"> Charts/Flashcards Pronouncing Dictionary by Daniel Jones <p>WEB RESOURCES: https://usefulelenglish.ru/phonetics/practice-vowel-contrast</p>

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	(b)Structure: Construction with Prepositional Verbs vs. Phrasal Verbs: Position of the object	By the end of the lesson, students should be able to: i) describe the prepositional verbs and phrasal verbs (ii) differentiate between prepositional verbs and phrasal verbs; (iii) construct sentences showing position of the object of a phrasal verb and position of the of a prepositional verb.	i Pupils, in small groups, study ten sentences to identify and describe prepositional verbs and phrasal verbs: a.) Structurally, a phrasal verb can be made up of a verb +adverb (throw away) or a verb+ adverb + preposition (put up with). b) A prepositional verb is made up of a verb+ preposition (think for, wait for etc.) ii Pupils, as a class, are guided to distinguish prepositional verbs from phrasal verbs. (a.) With a phrasal verb, the object can be either between the verb and adverb or after the adverb; it must be in-between the verb and adverb if the object is a pronoun. 1. He took his school uniform off. 2. He took off his school uniform. (b.) The object is used the preposition alone in a prepositional verb.eg she waited for the man.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving iii. Leadership and personal Development	AUDIO VISUAL RESOURCES Charts/flashcards Passages Sentence Games WEB RESOURCES i. https://www.google.com/amp/s/speakspeak.com/resources/english-grammar-rules/various-grammar-rules/phrasal-verbs-structure-and-examples%3famp
	(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 news from a given passage and use them in another context; ii. Pupils, in small groups, critique 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 iii. https://youtu.be/pDpMCh5Tav0
	(d)Writing: Descriptive Essay. Write composition on "My School"	By the end of the lesson, pupils should be able to: (i) highlight the features of a descriptive essay; (ii) familiarise more with their immediate environment: school to form outlines on the topic; (iii) complete a guided essay on 'My School'; (iv) write a descriptive essay on " My Student".	i. Pupils, as a class, observe, think, and reflect on what constitutes the features of a descriptive essay based on the sample provided. ii. Pupils, in groups, form outlines on description of their school by considering name, location, year of establishment, physical outlook, human and material resources, achievements etc. of school; iii. Pupils pair up to complete a given guided essay on the topic and share with the class. iv. Each pupil composes essays on the given topic.	(i) Communication and collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts (ii) Samples of descriptive essay (iii)School WEB RESOURCES https://www.readingrockets.org/strategies/descriptive_writing#:~:text=Good%20descriptive%20writing%20include%20many,thing%20invokes%2 https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html

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	(e) Dictation for the week	Learners are to be guided to learn the following words: harmony, helicopter, gymnastics, haphazard, hurricane, imitate, immigrant, hijack, gnash, gravity.	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
6	(a) Speech work: Passages on National Values using correct Stress and Intonation.	By the end of the lesson, pupils should be able to: i. read, and pronounce stress and intonation patterns of, a given passage (discipline, commitment etc). ii. Use intonation in connected speech while discussing the main and supporting ideas of the passage iii. express their opinions on the topic through the use of different pitch heights, range, intonation patterns, pause, and tempo.	i.) Pupils, at least 4 of them, read the passage (a paragraph per pupil) audibly by paying attention to stress and intonation patterns. ii. Pupils, in small groups, use correct stress and intonation patterns while discussing the main and supporting ideas of the given to the class; iii. Pupils, in pairs, express their opinions with each other on the contents of the given passages and later share with the class audibly.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving iii) Leadership and Personal Development iv) Citizenship	AUDIO VISUAL RESOURCES i. Charts/Pictures on National Values ii. Passages or Video clips on National Values. WEB RESOURCES: https://speectimefun.com/mainideatips/ https://blog.brookespublishing.com/11-ways-to-improve-your-students-oral-language-skills/
	(b) Structure: Use of "That, Who, Which, and When" to produce Defining Relative Clauses	By the end of the lesson, pupils should be able to: i recall the relative pronouns ii. identify the use of relative pronouns in sentences. iii. explain defining clause with its features iv. construct defining relative clause with and without relative pronouns.	i. Pupils, as a class, are guided through flashcards to recall relative pronoun; ii. Pupils, in small groups, study a given passage to identify the use of relative pronouns in sentences; iii Pupils, in groups, study five given defining clauses as guides to explain and describe defining clause E.g. Commas or parentheses are not used to separate defining clause from the rest of the sentence etc.; iv Pupils pair up to construct sentences containing defining relative clauses. E.g. 'Here are some oranges which have been affected' then, they share their examples with the class.	(i) Communication and Collaboration (ii) Critical Thinking and Problem Solving iii. Leadership and personal Development	AUDIO VISUAL RESOURCES Charts/flashcards Passages Sentence Games WEB RESOURCES i. https://www.tefl.net/elt/ideas/games/relative-clause-games/ ii https://www.pinterest.com/michaelides0796/relative-clauses/
	(c) Comprehension and Vocabulary Development: Family Needs and Resources. 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 answer questions from the selected text.	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 each group, compare their answers with another groups ,through their group leaders	(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 I. https://examples.yourdictionary.com/social-institutions-examples.html ii. 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: Composition on 'Girls are more useful in the family'.	By the end of the lesson, pupils should be able to: (i) describe characteristics and elements of a debate; ii.) draw out points to support or oppose the motion; iii.) argue for or against the topic.	i Pupils, as a class, discuss the characteristics and elements of a debate; ii Pupils are presented with the topic, "Girls are more useful in the family" 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. iii) Pupils, in small groups, work in a more structured manner to take a point of view on an assigned topic and generate reasons to support their views.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving iii.) Leadership and Personal Development iv Creativity and Imagination	AUDIO VISUAL RESOURCES WEB RESOURCES https://www.cultofpedagogy.com/persuasive-writing/ https://www.edutopia.org/article/strategies-teaching-argument-writing https://www.literacyideas.com/writing-an-essay-for-teachers-and-students
	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 text 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: Burglar, compassion, decadent, destiny, energetic, famously, fragrant, generative, dessert, desert.	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
7	A. Mid-term tests				
	B. Open day				
	C. Mid-term break				
	D. Homework	Learners are to be guided to learn the following words: opaque, phenomenal, spontaneous, arbitrary, entrepreneur, deficit, heroism, aesthetics, jewelry, monumental.	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: Oral Composition(Talking about self and family)	By the end of the lesson, pupils should be able to: (i) introduce themselves; (ii) speak about the family; giving appropriate information; (iii) speak in correct intonation, stress and rhythm.	i) Pupils, as individuals, are guided to introduce themselves audibly. ii) Pupils, in small groups, are led to talk about their families. iii) Pupils pair up to critique each other spoken English on the topic.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i)Charts containing public speech and dialogue, (ii)Audio player (iii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES:

					English Language
WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b) Structure: Phrasal Verbs	By the end of the lesson, pupils should be able to: (i) describe phrasal verbs; (ii) learn the meaning of ten phrasal verbs; (iii) provide written and then speaking practice of the ten phrasal verbs; (iv) acquire more vocabularies.	i Pupils, as a class, are guided to recall meaning and structure of phrasal verbs. ii. Pupils, in small group, learn the meaning of ten phrasal verbs contextually. iii. Pupils, in pairs, construct ten different sentences with phrasal verbs. iv) Each pupil acquire more vocabulary for composition through practice.	(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 pupil) 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
	(d) Writing: Descriptive Essay. Write composition on "My Environment"	By the end of the lesson, pupils should be able to: (i) complete a guided essay on 'My Environment'; (ii) highlight the outlines steps/procedures of writing this essay; (iii) write a descriptive essay on " My Environment".	i. Pupils, in pairs, complete a guided essay on 'My Environment'. ii. Pupils, in small groups, form outlines on description of their environment: physical and social environment. iii. Each pupil compose essays on the given topic.	(i) Communication and collaboration (ii) Leadership and Personal Development iii.) Creativity and imagination	AUDIO VISUAL RESOURCES (i) Charts (ii) Samples of descriptive essay (iii) School WEB RESOURCES https://www.readingrockets.org/strategies/descriptive_writing#:~:text=Go%20descriptive%20writing%20includes%20many,thing%20invokes%2 https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html
	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 book; iii relate events in the story to their personal lives.	i Each pupil read a recommended text LS approved booklist. ii Pupils, in pairs, share moral lessons derived from the book with each other. iii Pupil, in small groups, match theme in the story 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

VKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED SKILLS	RESOURCES
	(f) Dictation for the week	Learners are to be guided to learn the following words: feudal, depiction, withdrawal, honorary, wrestling, toxicant, xylophone, vulture, vampire, shrewd.	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
9	Speech work: Exposition Basic Concept of Drug Abuse	By the end of the lesson, pupils should be able to: (i) master the correct pronunciation of words and sentence forms in a given dialogue; ii) identify the appropriate words (register) for the topic; iii) speak in correct intonation, stress and rhythm, about Drug Abuse; iv) discuss the appropriate information on drug abuse such as : causes, effects and solution	i) Pupils, as a class, listen to a dialogue on drug abuse through audio player; repeat the words and sentences after the speakers to master the correct pronunciation, stress and intonation patterns of the messages. ii) Pupils, in small groups, bring out key words from the dialogue and use those words in sentences. iii Pupils pair up to critique each other spoken English on the topic. iv Pupils, in groups, discuss extensively on causes, effects and solutions.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving	AUDIO VISUAL RESOURCES (i)Charts containing public speech and dialogue, (ii)Audio player (iii) Pronouncing Dictionary by Daniel Jones WEB RESOURCES: https://www.unodc.org/pdf/youthnet/handbook_school_english.pdf
	(b)Structure: Adjective and Adverb Puzzles	By the end of the lesson, pupils should be able to: (i) identify adjectives and adverbs in puzzle games; (ii) recognise the adjective and adverb in every sentence and match the puzzle pieces to check the answer. iii) consider comparative and superlative adjectives and adverbs game puzzles activity (iv) analyse the use of adjectives and adverbs in sentences	i.) Pupils, in small groups, study files contain ten adjectives and ten adverbs crossword puzzles; they name the adjectives and adverbs from clues provided, then enter these into matching squares in the numbered grid. ii) Pupils, in pairs, match the puzzle pieces to check the answer iii) Pupils pair up to work on comparative and superlative adjectives and adverbs game puzzles activity. iv) Pupils, in small groups, analyze the difference between the use of adjectives and adverbs in sentences	I) Communication and collaboration (ii) Critical thinking and Problem Solving (iii) Leadership and Personal Development	AUDIO VISUAL RESOURCES i Flash cards and chards ii Puzzle Games WEB RESOURCES i. https://www.teacherspayteachers.com/Browse/Search:adjectives%20and%20adverbs%20puzzles ii. https://www.pinterest.com/pin/503347695848982277/
	(c) Comprehension and Vocabulary Development: Teaching New Words and Meaning (Inter-house Sport Day)	By the end of the lesson, pupils should be able to: i) recognize simile and metaphor used in the passage; (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, as a class, read and recognize the use of simile and metaphor in the given 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: Composition on 'Town life is better than village life'.	By the end of the lesson, pupils should be able to: (i) describe characteristics and elements of a debate; ii.) draw out points to support or oppose the motion; iii.) argue for or against the topic.	i Pupils, as a class, discuss the characteristics and elements of a debate; ii Pupils are presented with the topic, "Town life is better than village life". 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. iii) Pupils, in small groups, work in a more structured manner to take a point of view on an assigned topic and generate reasons to support their views.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving iii.) Leadership and Personal Development iv Creativity and Imagination	AUDIO VISUAL RESOURCES WEB RESOURCES https://www.cultofpedagogy.com/persuasive-writing/ https://www.edutopia.org/article/strategies-teaching-argument-writing https://www.literacyideas.com/writing-an-essay-for-teachers-and-students
	(e) Dictation for the week Abbreviate, acrobatic, arrogance, bureaucracy, calibrate, impassive, impromptu, marathon, metamorphosis, miscellaneous	Learners are to be guided to learn the following words:	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) Leadership and Personal Development iii.) Creativity and imagination iv.) Critical Thinking and Problem Solving	(i) Hard copy dictionary (ii) Online dictionary
10	(a) Speech work: Managing Agriculture	By the end of the lesson, pupils should be able to: (i) read the selected passage audibly and pronounce the new words correctly, ii construct sentences with the identified new words orally; iii discuss orally the meanings and lesson they can derive from the passage; iv answer questions follow the passage orally.	i. Pupils, as a class, read the selected passage in turns and pay attention to their audibility and pronunciations; ii. Pupils, in small groups, form sentences orally/ dialogues with the identified new words. iii. Pupils, in pair, discuss the meaning and lessons derived from the passage and relate the information with their real life experience. iv Pupils, in small groups, answer questions follow the passage and share with the class through the group leaders.	(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 Audio player WEB RESOURCES https://www.aplustopper.com/speech-on-agriculture/ https://www.britannica.com/topic/farm-management http://www.fao.org/3/x5872e/x5872e0a.htm
	(b) Structure: Descriptive Adjective	By the end of the lesson, pupils should be able to: (i) identify basic adjectives (ii) use adjectives to describe themselves or objects; iii) differentiate between the use of opposing pairs of adjectives e.g. "tall and short", "hot and cold", expensive and cheap". iv) Construct sentences with descriptive adjectives.	i Pupils pair up to come up with as many adjectives as possible to describe a given noun or an item; and read their list aloud. Each pair gets one point for every adjective that the other teams did not list. The first team to get ten points wins. ii Pupils in groups brainstorm by using five adjectives given on the board or picked to describe themselves or objects; each group leader takes a turn to present their findings to the class. iii Pupils, in small groups, play cards: place all cards face down; take turns turning over two cards each; if two cards that are opposites picked, keep them; if not, the next player goes. Play until all cards are gone. Make sure all pupils are reading the cards as they turn them over. iv)Each pupil forms sentences with descriptive adjectives.	(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 https://m.busyteacher.org/18397-how-to-teach-adjectives-10-fun-ways.html

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(c) Comprehension and Vocabulary Development "Health-sickness, cures for human ailment"	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 provides answers to the questions that follow the passage.	(i) Communication and collaboration (ii) Critical thinking and Problem Solving (ii) Leadership and Personal Development iii.) Collaboration and Communication iv) Citizenship	AUDIO VISUAL RESOURCE Flash cards WEB RESOURCES https://bookp...m/blog/teache...comprehensio...strategy-lessor
	(b) Writing: Composition on "My Grandma"	By the end of the lesson, pupils should be able to: i identify the appropriate adjectives for descriptions of grandma; ii use the descriptive adjectives in simple sentences; iii write a descriptive essay on "My grandma".	i. Pupils, as a class, mention descriptive adjective related to attributes of grandma; ii. Pupils, in small groups, use the adjectives in simple sentences iii. Pupils, in pairs, write a descriptive essay on the topic following a guided related essay.	(i) Communication and Collaboration (ii) Leadership and Personal Development iii) Creativity and Imagination	AUDIO VISUAL RESOURCES vi. Charts/Flashcards ii) Sample of Guided Descriptive Essay WEB RESOURCES i. https://whatistheurl.c...m/my-grandmother/ ii https://www.essaywrit...ngart.com/2017/11/grandmother-essay-english.html
	(e) Dictation for the week	Learners are to be guided to learn the following words: Authoritatively, categorically, organisational, malady, outrageous, deficiency, ubiquitous, million, mammal, pioneer.	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: Using the Telephone	By the end of the lesson, students should be able to: i.) identify accepted structure employed in telephone conversations; ii) apply correct intonation and stress pattern in questions and statements; iii demonstrate clarity in speech and use very pleasing tones in class	i. Pupils, as a class, bring out from their experiences, some words, phrases and sentences commonly used for telephone conversations/ dialogues. ii. Pupils, in small groups, apply appropriate stress and intonation in oral drills iii. Pupils pair up to dramatize exchange phone calls: there are callers and receivers using cell phone (GSM) for conversations/ dialogues in the class. Visit this website for details: https://www.youtube.com/watch?v=gW0qA3pUaTk	(i) Communication and Collaboration (ii) Leadership and Personal Development iii.) Critical Thinking and Problem Solving iv) Citizenship	AUDIO VISUAL RESOURCES (i) Charts (ii) Pronouncing Dictionary by Daniel Jones iii)Tape recorder iv)Cellphone WEB RESOURCES I. https://www.learning-english-online.net/speaking/dialogues/talking-on-the-phone/ ii. https://www.thoughtco.com/telephone-practice-english-with-dialogues-1211307

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(b)Structure: 'Must ' 'have to'	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> explain use of 'Must and Have to' differentiate between the uses of 'Must and Have to' construct sentences on different ways of using 'Must and Have to'. 	<ol style="list-style-type: none"> Pupils, in small groups, study ten sentences containing 'Must 'and 'Have to' explaining their use in sentences: They are used to express obligation or necessity e.g. " You must come" (I require that you come) " You have to come"(There is a rule requiring to come); Pupils, in pairs, are guided to show the difference between "Must" and "Have to". Thus, "Must" expresses the speaker's feeling or specific obligation, whereas "Have to" expresses an impersonal idea or general obligation. Each pupil forms ten different sentences on the use of "Must" and "Have to". 	<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 chards</p> <p>WEB RESOURCES https://parentingpatch.com/verb-phrade-complement-english-grammar/</p>
	(C) Comprehension and Vocabulary development: Reading for further understanding of relationship between ideas	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> identify the topic sentence in each paragraph; establish the relationship between the topic sentence(s) and the main idea in a given passage; attach contextual meanings to new words found in a given passage. 	<ol style="list-style-type: none"> Pupils listen to the teacher read the passage with a view to identifying new words and getting their appropriate pronunciation. Pupils, in small groups, identify the topic sentence in each paragraph and relate it to the main idea in the passage. Pupils pair up to establish the relationship between their real life experiences and the main idea in the passage. 	<ol style="list-style-type: none"> Communication and Collaboration Critical Thinking and Problem Solving Leadership and Personal Development 	<p>AUDIO VISUAL RESOURCES Flash cards</p> <p>WEB RESOURCES i. https://reltsonlinetests.com ii. https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension</p>
	(d)Writing: Descriptive Essay. Write composition on "A Goat"	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> highlight the outlines steps/procedures of writing descriptive essay; complete a guided descriptive essay "; write a descriptive essay on 'A Goat'. <p>Visit these sites for further reading: i. https://www.teachingbanyan.com/10-lines/10-lines-on-goat/.</p>	<ol style="list-style-type: none"> Pupils, in groups, form outlines step of writing description Pupils, in pairs, complete a guided essay on 'A Goat'; Each pupil describes 'A Goat'. 	<ol style="list-style-type: none"> Communication and collaboration Leadership and Personal Development Creativity and imagination 	<p>AUDIO VISUAL RESOURCES (i) Charts/Pictures of Goats (ii) Samples of descriptive essay</p> <p>WEB RESOURCES i. https://www.readingrockets.org/strategies/descriptive_writing#:~:text=Good%20descriptive%20writing%20include%20many.thing%20invokes%2 ii. https://classroom.synonym.com/characteristics-descriptive-essay-8743983.html</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	(e) Dictations for the week	Learners are to be guided to learn the following words: Zealot, vandalism, vocation, therapeutic, negligence, jealousy, impertinent, alliance, absorption, alkaline	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
12	Revision:	Revise	Use relevant teaching and learning materials		
13	EXAMINATION				

ACHIEVEMENT STANDARDS

At the end of the session, Students should be able to;

- i. describe English sounds and pronounce English words accurately;
- ii. form sentences and paragraphs with appropriate linking words;
- iii. deduce lessons from texts;
- iv. distinguish between simile and metaphor;
- v. develop ability to debate on topics;
- vi. construct sentences grammatically;
- vii. convert past tense to past participle;
- viii. discuss relevant information on drug abuse.