



UNIFIED SCHEMES OF WORK
PRIMARY SCHOOLS

ENGLISH LANGUAGE

PRIMARY 6 SECOND TERM

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	Speech work: Revision-Aural discrimination of diphthongs, for instant /ou/and/au/as in 'know' and 'cow' /ei/ and /e:/ as in 'been' and 'bare' /i:/ and /e:/ as in 'here' and 'hair'	By the end of this lesson, pupils should be able to: i. distinguish between the sounds; ii. draw contrast between the duo sounds when used in words; construct reasonable sentences using the words to bring out their meaning.	i. Pupils, as a class, pronounce the words having each of the sound aloud ii. Pupils, in small groups, produce more words having the duo sounds on each flash cards iii. Pupils, in pairs, generate more words using the sounds iv. Pupils, in small groups, construct reasonable sentences using the words containing the sounds v. Pupils, in pairs, generate more sentences, each leader of the group present their group activities.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination Leadership and personal development	i. Audio visual Resources ii. Flash cards iii. Recommended English textbook iv. Chart v. Web resources: https://www.englishlanguageclub.com.uk
	Reading: passage on use of vocabulary for example, passage on modern medicine, moral qualification	By the end of the lesson, pupils should be able to: i. read and comprehend the passage; ii. recognize new words from the passage; iii. inaugurate the liaison between the topic sentence and the main ideas in a given passage ; iv. affix contextual meaning to new words generate. from the given passage demonstrate how each word is applicable to modern medicine, moral, qualities etc.	i. Pupils, as a class, identify the main idea of a given passage after reading silently ii. Pupils pair up to highlight the main idea leaving the supporting ideas. iii. Pupils, in small groups, use the identified words in sentences. iv. Pupils pair up to answer questions raised from the given passage, each groups leaders present their answers to the whole class for criticism.	i. Communication and collaboration ii. Leadership and personal development III. Critical thinking and problem solving	i. Audio Visual Resources ii. Charts iii. Pictures from web iv. Recommended English textbook v. Web resources:
	Structures: Word formation- Adjective from nouns(revision) E.g. courage-courageous Tragedy-tragic Storm-stormy	By the end of the lesson pupils should be able to: i. revise the meaning of adjectives and nouns; ii. formulate adjectives from noun correctly; iii. use the formulated adjectives and nouns adequately in sentences; iv. infer functions of adjectives; explain the method of formulating adjectives from noun.	i. Pupils as a class, brainstorm and state the meaning of adjectives and nouns with their examples. ii. Pupils in small groups, should study a given passage, and identify the nouns and use them to form adjectives. iii. Pupils in pairs, compose different sentence using the adjectives in different position (i.e. initial middle and end) and share with the class. iv. Pupils, as a class, infer functions of adjectives in sentences, share them with the class through the group leaders.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development	Audio visual Resources I. Chart/flash cards ii. Video clips on adjectives iii. Web resources

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	Dictation for the week	Pupils are to be guided to learn the following words: Critique, indigenous, disc, virus, proclaim, antics, hilarious, fantasy, bare, magnanimous	For the take home, pupils as individuals look up to the meanings, word classes and pronunciation of the given words in the dictionary, and use each word in at least a sentence.	<ul style="list-style-type: none"> i. Communication and collaboration ii. Digital literacy 	<ul style="list-style-type: none"> (i) Hard copy dictionary (ii) Online dictionary
	Writing: Informal letter on the last holiday	By the end of the lesson, pupils should be able to: <ul style="list-style-type: none"> i. cite and describe the features of an informal letter; ii. survey the style and pattern of sentence structure; write an informal letter on the given topic. 	<ul style="list-style-type: none"> i. Pupils, in pairs, study a sample of an informal letter presented to them and infer the writers address, date, salutation, body of the letter and complimentary close. ii. Pupils, in small groups, study the sentence pattern of the given informal letter. iii. Following the features, pupils as individuals write letter to friends on how 	<ul style="list-style-type: none"> i. Communication and collaboration. ii. Critical thinking and problem solving. iii. Creativity and imagination. 	<ul style="list-style-type: none"> i. Recommended English textbook Web Resources:
	Writing technical manuals- keeping a diary	By the end of the lesson pupils should be able to: <ul style="list-style-type: none"> i. recognize a diary and state its purpose, ii. identify the features of a diary entry, iii write a daily diary entry for one week 	<ul style="list-style-type: none"> i. Pupils, as a class, recognize a diary(sample) and state its purpose. ii. Pupils, in pairs, list the features of a diary entry. iii. Pupils, in small groups, write daily diary entries for one week while each group leader reads aloud what is there in whole class. 	<ul style="list-style-type: none"> i. Communication and collaboration ii. Creating and imagination iii. Critical thinking and problem solving iv. Leadership and personal development 	Audio visual resources <ul style="list-style-type: none"> i. Sample diaries Recommended English textbook
2	Speech Work: Pronunciation of mono and bi-syllable words For example: 'cat', 'dog', 'car', 'sky' (mono-syllabic) 'Ho-tel', 'po-em', 'cho-rus'k	By the end of this lesson, pupils should be able to: <ul style="list-style-type: none"> i. recognize mono and bi-syllabic words; ii. particularize the differences between mono and bi-syllabic words; iii. pronounce words having mono and bi-syllabic words respectively. 	<ul style="list-style-type: none"> i) Pupils, as a class, spell and pronounce the mono and bi-syllable words on gallery ii) Pupils, in small groups, particularize the differences between mono and bi-syllable words. iii) Pupils, in pairs, formulate words with mono and bi-syllable words respectively. iv) Pupils, in each group generate mono and bi-syllabic words, each group leader pronounce loudly to the hearing of the whole class. 	<ul style="list-style-type: none"> i) Gallery walk ii) Communication and collaboration iii) Think pair share iv) Leadership and personal development 	Audio visual resources: Gallery Flash cards Recommended English text book Web resources
	Reading :A Play.	By the end of the lesson, pupils should be able to: Read a drama passage/piece Role play the characters in the drama passage Identify some features of drama Bring out the moral lesson from the drama passage.	<ul style="list-style-type: none"> i) Pupils, as a class read the drama passage ii) Pupils, in pairs, generate same features of drama from the passage read. iii) Pupils, in small groups, take the role of each character in the passage (acting). iv) Pupils, in small groups, cite the moral lessons from the drama, each leader of the groups read out their moral lesson discover. 	<ul style="list-style-type: none"> i) Communication and collaboration ii) Play role iii) Think pair share iv) Critical thinking and problem solving v) Leadership and personal development 	Audio visual Resources: Recommended English text book Flash cards i. Web resources https://www.itsmyschoollibrary.wordpress.com

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English Learning Resources
	Structure: Word formation- Nouns from adjectives. For examples: holiness-holy Dizziness-dizzy Smartness-smart	By the end of the lesson pupils should be able to: i. create nouns from adjectives ii. recognize the suffix required to change adjectives to nouns; iii. make reasonable sentences with the nouns generate from the adjectives.	i) Pupils, as a class, brainstorm and state the meaning of adjectives and nouns respectively. ii) Pupils, in small groups, study a given passage, and identify the adjectives and generate nouns from each of them iii) Pupils, in pairs, compose different sentences using the nouns generate from the adjectives iv) Pupils, in small groups, infer functions of nouns in sentences, share them with the class through the group leaders.	i) Communication and collaboration ii) Critical thinking and problem solving iii) Think pair and share iv) Leadership and personal development	Audio Visual Resources: Flash cards Video clips on adjectives Recommended book Web resources: https://www.youtube.com/watch?v=80Y3lkvk
	Dictation for the week	i) Pupils are to be guided to learn the following words: Rebel Investigate Argue Pollute Incubator Dazzle Mentor Odor Maggot	For take home, pupils as individuals, look up the meaning, word classes and pronunciation of the given in a dictionary, and use each word, in at least, a sentence	i. Communication and collaboration ii. Digital literacy	Audio visual resources Hard copy dictionary Web resources: Online dictionary
	Writing : A Play.	By the end of the lesson, pupils should be able to: i) identify the features of a play, for example: characterization, dialogue, plot, setting and so forth. ii) write a play on their own of not less than three characters on any interesting theme (topic) of their choice.	i) Pupils, as a class, read aloud the features of a play. ii) Pupils, in small groups, infer the meaning of each features and share with the whole class through their leaders. iii) Pupils, as individuals, compose a play of not more than three characters with theme of their choice.	i) Communication and collaboration ii) Critical thinking and problem solving iii) Think pair share	Audio Visual Resources: Flash cards Video clips on adjectives Recommended text book Web resources
	Speech Work: participating in a short play.	By the end of the lesson, pupils should be able to: i) memorize parts of drama presentation; ii) play roles assigned to them; iii) act short plays effectively.	i) Pupils, as a class, read through the play aloud. ii) Pupils, in small groups, discuss the play. Work out exactly what happens and who did or said what and why. Focus should be on what the message or moral of the play is. iii) Pupils, as a class, come together to look at the cast list-the character in the play-and decide who should play which part. iv) Pupils, as individuals, perform the play in front of an audience assigned to them.	i) Communication and collaboration ii) Creativity and imagination iii) Leadership and personal development	Audio visual resources: Class room podium Pupils in the class Recommended English text book

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	Structure Work: homonyms- for example: table advice—guidance Advise – recommended Ail – to suffer poor health Ale – a beverage.	By the end of the lesson, pupil should be able to: i) explain what homonyms are; ii) compute examples of homonyms; iii) use the homonyms in sentences to bring out their meaning.	i) Pupils, in small groups, of 4 members each pick twenty pairs of cards with homophones written on each card. ii) Pupils play a game of homophone members, take turns to search through the pack of cards their group choose and shout "homophone" as soon as they find words that sound alike. iii) Pupils in small groups write out the list of homophones they find and present it to the class for evaluation. iv) Pupils make sentences with the homophones the class find.	i) Communication and collaboration ii) Critical and personal development iii) Creativity and imagination iv) Leadership and personal development.	Audio visual resources: Flash cards Sentence strips Recommended English text book Web resources: https://www.google.com/search?q=homonyms+&aqs=chrome/
	Reaching: A passage on an argumentative essay topic (Democratic or military rule, The teacher and the learner, Village or town school).	By the end of the lesson, pupils should be able to: i) read the given passage with understanding ii) recognize the key points in the passage; iii) answer questions on the passage correctly.	i) Pupils, as a class, read the pass aloud ii) Pupils, in pairs, discuss the questions attached to the passage and key points embedded. iii) Pupils, as individuals, read the passage again and answer the attached questions.	i) Critical thinking and problem solving ii) Communication and collaboration iii) Creativity and imagination	Audio Visual Recommended English text book. Pictures
	Dictation for the week	Pupils should be guided to learn the following words conflict, dispute, personality altercation, unity, harmony, situation, exchange, pitch, pleasant	For home study, pupils as individuals, look up the meanings, word classes and pronunciation of the given words in a dictionary and use each word in meaningful sentences.	i) Communication and collaboration ii) Digital literacy	Hard copy dictionary Online dictionary.
	Writing: Argumentative Essay, for example: science does more harm to humanity than good	By the end of this lesson, student should be able to: i) define argumentative essay ii) develop an outline for an argumentative essay introductory paragraph body paragraph conclusion iii) write in favor of or against any given argumentative topic iv) Present an argument verbally.	i) Pupils, in small groups, review argumentative compositions provided. ii) Pupils, in small groups, break into sub teams to develop an impromptu debate on the topic: "Corporal punishment does more harm than good" iii) Pupils, as individuals, prepare a written arguments for or against any given topic. iv) For further studies, pupils should visit the site below https://owkation.com/academia/how-to-write-an-argument-essay .	i. Leadership personal development ii) Creativity and imagination iii) Communication and collaboration iv) Citizenship	Audio Visual Resources: i) Samples of argumentative essay ii) Charts explains structure and outline of argumentative essay iv) Projector Web Resources: https://owkation.com/academia/how-to-write-an-argument-essay .
	Supplementary Reading.	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) Pupils, as individuals, read a recommended story book is approved booklist. ii) Pupils, in pairs, share moral lessons derived from the book with each other. iii) Pupils, in small groups, match themes in the story with real life situations.	i) Communication and collaboration ii) Leadership and personal development iii) Citizenship	Recommended book from LS approved book list.

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4	Speech Work: pronunciation of polysyllabic words with the appropriate stress and intonation, for example: Re-gis-tra-tion Sa-tu-a-tion Dup-li-ca-tion	By the end of the lesson, pupils should be able to: i) recognize poly syllabic words; ii) put stress on the right syllable; iii) recognize the stressed and unstressed syllable in polysyllabic words; pronounce poly syllabic words correctly.	i) Pupils, as a class, recognize the polysyllabic words on each flash cards. ii) Pupils, as an individual, place stress on the right syllable respectively. iii) Pupils, in small groups, identify the stressed and unstressed syllables in polysyllabic words. iv) Pupils, as individuals, in different small groups pronounces polysyllabic words to the whole class. v) For further studies, pupils visit the site below: https://www.twinkl.com.ng	i. Communication and collaboration ii) Critical thinking and problem solving creativity and imagination iii) Leadership and personal development	Audio Visual Resources: i) flashcards ii) Recommended English textbooks iii) Video clip Web Resources: https://www.twinkl.com.ng
5	Reaching: A newspaper (recognizing the features of a newspaper such as headlines, captions, key words, graphics, pictures and so on).	By the end of the lesson, pupils should be able to: i) read newspaper articles with understanding; ii) scan and skim newspaper on obtain useful information or get general ideas; iii) share information from news paper read; iv) answer questions correctly on article read.	i) Pupils, as individuals, read the news articles silently. ii) Pupils, in small groups, scan and skin newspaper to obtain useful information or general ideas about the article. iii) Pupils, in small groups, discuss and share information from newspaper, they read; each group leader reads to the whole class for a critique. iv) Pupils, as individuals, answer questions correctly on article read.	i. Citizenship ii. Critical thinking and problem solving iii. Leadership and personal development	Audio visual Newspaper clipping Projector Pictures Charts Course book
	Structure:- Similes	By the end of the lesson, pupils should be able to: i. define simile ii. compare things in respect for what they share in common iii. identify similes in sentences use similes correctly	i. Pupils, in small groups, make a list of similes from an assortment of items provided and discuss their similarities ii. Pupils discuss the meaning of simile in their groups and present the final definition of simile to the class. iii. Pupils identify simile in sentences given. iv. Pupils use similes in sentences v. Further study, pupils should visit https://www.englishclub.com/vocabulary/figures-similes-list-htm .	i. Communication and collaboration ii. Critical thinking Leadership and personal development	Audio visual Common items in class Chart containing similes Web resources https://www.englishclub.com/vocabulary/figures-similes-list-htm
	Dictation for the week	Pupils are to be guided to learn the following words Bulletin, diary, gazette, period, magazine, community, press, paper, ledger, review.	Pupils, as individuals, fill up the words in the dictionary for meanings, word classes and pronunciation. Pupils, as individuals, use each word in at least one sentence.	i. Leadership and personal development ii. Critical thinking and problem solving iii. Digital literacy	(i) Hard copy dictionary (ii) Online dictionary

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	Writing: Technical Manuals Keeping a diary	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> recognize a diary and state its purpose; identify the features of a diary entry; write a daily diary entry for one week. 	<p>Pupils as a class recognize a diary (sample) and state its purpose</p> <p>Pupils, in pairs, list the features of a diary entry</p> <p>Pupils, in small groups, write a daily diary entry for one week while group leader reads aloud what is there in to the whole class.</p>	<ol style="list-style-type: none"> Communication and collaboration Creativity and imagination Critical thinking and problem solving leadership and personal development 	<p>Audio Visual Resources</p> <p>Samples diaries</p> <p>Recommended English textbook.</p>
	Writing an expository essay. Composition(strategies for safe water, water audits uses)	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> develop good expository composition on given topic use finding from their re-search to support the points they are making, express themselves clearly to share information 	<ol style="list-style-type: none"> Pupils, in pairs, study a given example of an expository essay to develop their own on a given topic. Pupil, as groups, discuss the topic using their findings from research to support the points they are making. Pupils, in their groups, express themselves clearly to share information gathered from their various groups to the class. 	<ol style="list-style-type: none"> Communication and collaboration Leadership and personal development Creativity and imagination Citizenship 	<p>Audio visual Resources</p> <ol style="list-style-type: none"> Recommended English textbook Supplementary readers Extract from magazines Findings from research <p>Web resources: https://study.com/academy/lesson/writing-the-expository-essay-first-technique-explanation.html.</p>
6	Speech Work: Guided speech Making in topics such as why we should recycle, how we can save water, what to do to protect our	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> use the appropriate format in making speeches on different occasions; use appropriate register for the occasion; make verbal speeches with clear pronunciation, correct stress and intonation. 	<ol style="list-style-type: none"> Pupils in small groups, observe, think, and reflect on what format is suitable for making speech on different occasion. Pupils, as individuals, generate the appropriate register for the occasion. Leaders of each small group make verbal speeches with clear pronunciation, correct stress and intonation using the appropriate register generated by their members. 	<ol style="list-style-type: none"> Communication and collaboration Critical thinking and problem solving Creativity and imagination Leadership and personal development. 	<p>Audio visual Resources</p> <p>1) Class room organization</p>
	Structure: Similes and Metaphors- She is as black as a cola (simile) she is a coal (metaphor)	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"> define simile and metaphor respectively construct sentences with simile and metaphor turn simile into metaphor 	<ol style="list-style-type: none"> Pupils as a whole class brain storm to give the definition of both simile and metaphor. Pupils, in small groups, construct meaningful sentences with simile and metaphor, each group Leader read aloud to the class. Pupils, as individuals, turn simile into metaphor in an acceptable manner. 	<ol style="list-style-type: none"> Communication and collaboration Critical thinking and problem solving Creativity and imagination Leadership and personal development. 	<p>Audio Visual Resources</p> <ol style="list-style-type: none"> Sentence strips Wall chart Recommended English textbook

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	Reading: Passage on important topics in nature	By the end of the lesson, pupils should be able to: i) read and obtain useful information from the passage.	1. Pupils, in small groups, read passage for information 2. Pupils, in small groups, discuss the information found in the passage, they also examine some other information carrying items to concretize the information read in the book 3. Pupils, as individuals, use all the information gathered to answer questions on the topic	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	Audio visual LS recommended English textbook Newspaper clipping Maps Globe Web resources Online dictionary
	Grammar: word formation: Verbs from adjectives for example : Glad-gladden Dark-darkness Wide-widen	By the end of the lesson, learners should be able to i.) form verbs from adjectives Recognize the suffix(es) used 'en', 'ness' ii.) use the formed verb and the adjective in sentence to show their meaning and uses	1.) Pupils, in small groups, revise the meaning of adjectives and verbs 2.) Pupils in small groups, study a given passage and find the verbs formed from adjectives and identify the suffix(es) used 3.) Pupils, in pairs, compose different sentences with the verbs they form from the passage. For further studies pupils should visit https://www.study.com	i. Communication and collaboration critical ii. thinking and problem solving iii. Leadership and personal development	Audio visual Resources Charts/flash card Video clips on forming verbs from adjectives Web resources: https://www.study.com
	Dictation for the week	Pupils are to be guided to learn the following words; gratitude, truth, mood, chance, deed, toward, ability bosom, slight, annoying	For take home, pupil as individuals, look up their meanings, word classes and pronunciation of the given words in the dictionary, and use each word in at least, one sentence.	i. Communication and collaboration ii. Digital literacy	Audio visual Hard copy dictionary Web resources Online dictionary
	Writing: Technical manuals- completing an application form	By the of the lesson learners should be able to: i. identify an application form and its features (a) Bio-data (b) Personal information; ii. state the purpose of the form; iii. fill a model form appropriately.	1. Pupils, as a class, identify from a group of forms and documents an application form 2. Pupils, in pairs, list the features of the forms found. 3. Pupils in pairs fill sample forms with information provided by one member of the group.	i. Communication and collaboration ii. Leadership and personal development iii. Creativity and imagination iv. Critical thinking and problem solving	Audio visual Sample application form Charts showing features of a form Web resources
	Audio visual Sample application form Charts showing features of a form Web resources	By the end of the lesson, pupils should be able to: i. share with other pupils the story they read ii. discuss lesson learnt from the book iii. relate events in the story to their personal lives	Pupils, as individuals, read a recommended story book(play) poem from LS approved booklist	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	Recommended text from LS book list

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9	Speech Work: Intonation practice on dialogue and conversation	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) use intonation stress and pronounce sentences correctly; ii) engage in the give and take dialogue; iii) recognize variation of the noun to suggest understanding; iv) identify and summarize the main points. 	<ol style="list-style-type: none"> 1. Pupils, as a class, study the intonation stress symbols with their names/indicators showing on a given chart and pronounce sentences correctly. 2. Pupils, in small groups, engage in the give and take dialogue using the correct Intonation stress on a passage provided. 3. Pupils, in pairs, recognize variation of the noun to suggest understanding in the given passage. 4. Pupils, in small groups, summarize the main points in the given passage. 	<p>Embedded Core Skills</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.
	Structure: Use of Idiomatic expressions	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) recognize the difference between the literal use and idiomatic use of language; ii) list some idiomatic expression and their meanings; iii) use some idiomatic expression in sentences. 	<ol style="list-style-type: none"> 1. Pupils, as individuals, recognize the differences between the literal use and idiomatic use of language. 2. Pupils, as individuals in in small groups list some idiomatic expressions and their meanings. 3. Pupils, in pairs, use some idiomatic expressions generated in their various groups in sentences. <p>For further studies, pupils should visit the site below: https://www.google.com/search?of=activitiesinteaching+idiomatic+expression&client=ms-android</p>	<ol style="list-style-type: none"> i. Communication and collaboration ii. Critical thinking and problem solving Think pair and share iii. Leadership and personal development
	A reading passage on a dialogue (A telephone conversation)	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) read passage with understanding; ii) role play the characteristics in the passage iii) explain the behavior of characters in the passage and predict their future. 	<ul style="list-style-type: none"> i) Pupils, as individuals, read the given passage with understanding silently. ii) Pupils, in small groups, role play the characters in the passage using a real object (telephone) ii) Pupils, in small groups, explain the behavior of characters in the passage and predict their future. 	<ol style="list-style-type: none"> i. Communication and collaboration ii. Critical thinking and problem solving iii Think pair and share iv. Leadership and personal development
	Dictation for the week	<p>Pupils are to be guided to learn the following words: Contrast, suitable, Width, tape, lullaby, approve, survey, incubator, bereave, savage, locate.</p>	<ul style="list-style-type: none"> i) Pupils, as a class, recognizing the format of a dialogue and write them in their exercise books. ii) Pupils, as individuals, write a dialogue, taking note of the give and take (talk and response) pattern involved. iii) Pupils, in small groups, role play the characters in the dialogue directed by each group leaders. 	<ol style="list-style-type: none"> i. Communication and collaboration ii. Critical thinking and problem solving iii Think pair and share iv. Leadership and personal development.

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	Writing: Dialogue	By the end of the lesson, pupils should be able to: i. recognize the format of a dialogue; ii. write a dialogue taking note of the give and take (talk and response) pattern involved; role play the character in the dialogue.	i. Pupils as a whole class recognize the format of a dialogue and write them in their exercise books. ii. Pupils as individuals, write a dialogue, taking note of the give and take (talk and response) pattern involved. iii. Pupils in small group role play the characters in the dialogue directly by each group leaders.	i. Communication and collaboration ii. Critical thinking and imagination iii. Creativity and Imagination iv. Leadership and personal development	Audio visual resources i. Supplementary reader Recommended English textbook
10	Speech Work: Pronunciation practice with shifting stresses. For example: History/Historical Science/Scientific Electric/Electrical Botany/Botanical	By the end of the lesson, pupils should be able to: i) pronounce given words using the correct stress; ii) recognize the stressed and unstressed syllables. iii) generate more words having stressed and unstressed syllables.	i) Pupils, as a class, pronounce given words using the correct stresses. ii) Pupils, as small group, recognize the stressed and unstressed syllables in words on flash cards. iii) Pupils, in pairs, generate more words having stressed and unstressed syllables.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Creativity and imagination	Audio Visual Resources: Recommended English text book Chart Flash cards Web Resources https://www.education.com/
	Structure: Adverbs	By the end of the lesson learners should be able to: i) develop a definition of the role/function of adverbs; ii) recognize adverbs in sentences and distinguish them from other parts of speech; iii) recognize type of adverbs and the questions they answer; iv) construct sentences correctly with given adverbs.	i) Pupils, as a class, examine a list of sentences and label parts of speech they find in the sentences. ii) Pupils, as class, examine the position of the adverbs and the verbs they modify. iii) Pupils in small groups deliberate on these adverbs, they come up with a suitable definition for it. iv) Pupils examine a given list of adverbs and from at least 10 correct sentences from the adverbs on the list.	i. Creativity and imagination ii. Communication and collaboration iii. Leadership and personal development.	A chart showing types of adverbs Flash cards (adverbs) Web Resources; https://www.gingersoftware.com/content/grammar-rules/adverbs
	Reading: Passage on records or observable study of a particular animal, thing and so on.	By the end of the lesson, pupils should be able to: i) read and understand the passage; ii) recognize the subject matter of the passage; iii) extract the necessary information from the passage; iv) answer questions on the passage correctly.	i) Pupils as individuals, read the passage silently. ii) Pupils, in small groups, come together to deduce the subject matter of the passage. iii) Pupils, in small groups, extract all necessary information from the passage. iv) Pupils, as individuals, answer correctly, questions given.	i. Communication and collaboration ii. Creativity and imagination iii. Citizenship iv. Critical thinking and problem solving	LS recommended English text book.
	Dictation for the week	Pupils are guided to learn the following words; Aware, notice, concern, regard, watch, thought, attention, adhere, happen, change.	For take home, pupils as individuals, look up the meaning word classes and pronunciation of the given words in a dictionary and use each word in at least one sentences	i. Communication and collaboration ii. Digital literacy	Audio Visual Hard copy dictionary Web Resources; Online dictionary.

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	English LEARN RESOUR
	Writing Recording observations	<p>By the end of the lesson, pupils should be able to:</p> <ul style="list-style-type: none"> i) observe a process (an animal, insect, object, food) using all senses; ii) take notes of what they observe; iii) write down their notes into well organized paragraph with a labeled drawing. 	<ul style="list-style-type: none"> i) Pupils, in small groups, choose from an array, one observation task. Can animal give birth, food preparation, insects feeding and interaction, flowers blooming etc). ii) Pupils, as individuals, members of a group, take notes of what they have observed. iii) Pupils, in small groups, present a well paragraphed report for evaluation by the whole class. 	<ul style="list-style-type: none"> i. Critical thinking and problem solving ii. Communication and collaboration iii. Leadership and personal development. 	<p>A project or video clips Some items to observed.</p>