



**LAGOS STATE GOVERNMENT  
MINISTRY OF EDUCATION**

**UNIFIED SCHEMES OF WORK  
PRIMARY SCHOOLS**

**ENGLISH LANGUAGE**

**PRIMARY 6 THIRD TERM**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<b>SPEECH WORK:</b> Review-pronunciation practice on bi and poly-syllabic words. For example: pilot, dentist, forest, building (bi-syllabic) and harmonica photography, democracy, miscible (poly-syllabic).	<b>By the end of the lesson, learners should be able to;</b> i) identify bi and poly-syllabic words ii) put stress on the right syllable; iii) identify the stressed and unstressed syllables; iv) pronounce the words correctly.	i) Pupils as a class, identify bi and poly-syllabic words on the flash cards. ii) Pupils, in pairs, put stress on the right syllable. iii) Pupils, in small groups, identify the stressed and unstressed syllables they formulate. iv) Pupils, as individuals, pronounce the words they formulate correctly. v) For further studies pupils visit the site below.	i) Critical thinking ii) Creativity and imagination iii) Communication and collaboration iv) Leadership and personal development.	Audio visual Resources: i) Charts ii) Projector iii) Flash cards Web Resources.
	Structure: Review of direct and indirect speech	<b>By the end of the lesson, pupils should be able to:</b> i) use direct and indirect speech orally and in writing. ii) change direct speech to indirect speech effectively iii) change indirect speech to direct speech effectively iv) recognize and explain the changes that take place.	i) Pupils, in pairs, converse. Each member reports what the other member says and then puts it in writing as a direct speech. ii) Pupils exchange notes and change the sentences from direct speech to indirect. iii) Pupils, as a class, examine some of these sentences and brainstorm on the changes they see. For further studies pupils should visit <a href="http://www.teachingenglish.org.uk/blogs">www.teachingenglish.org.uk/blogs</a>	i) Communication and collaboration ii) Imagination and creativity iii) Digital literacy Leadership and personal development	<b>Audio Visual</b> i) LS recommended English text book ii) Smart boards <b>Web resources</b> <a href="http://www.teachingenglish.org.uk/blogs">www.teachingenglish.org.uk/blogs</a>
	Comprehension: passage on UNICEF, NAFDAC or any other consumer protection agencies	<b>By the end of the lesson, learners should be able to:</b> i) read and understand the passage ii) extract information from the passage; a) full name of said agency b)function of said agency c)date of establishment of said agency and so on. answer comprehension questions on the passage.	i) Pupils, as individuals, read the passage silently. ii) Pupils, as individuals, write out important information about the passage read. iii) Pupils as individuals, answer the given questions. iv) Pupils as a whole class partake in evaluation of the answers.	i) Leadership and personal development ii) Critical thinking and problem solving iii) Citizenship iv) Communication and collaboration	Audio Visual LS English text book  Web resources Online dictionary
	Dictation for the week	Pupils should be guided to learn the following words: Rights, exploitation, law, awareness, package, present, consumer, act, share, assessing.	For home study, pupils, as individuals, look up the meanings word classes and pronunciation of the given words in the dictionary and use each word in at least a sentences.	i) Critical thinking and problem solving ii) Digital literacy iii) Leadership and personal development	<b>Audio visual</b> Hard copy dictionary  <b>Web resources</b> Online dictionary

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	Working: Pictures story (concept of points)	<b>By the end of the lesson, pupils should be able to:</b> i) identify the features/content of pictures or graphics; ii) locate the information from the pictures graphics; iii) write down the information in well-organized paragraphs.	i) Pupils, in small groups, pick two pairs of pictures to review. ii) Pupils, in small groups, brainstorm to find the central theme of the picture or graphic. iii) Pupils, in small groups, make a detailed outline of all the information deduced from the picture or graphic. iv) Pupils as individuals present well paragraph essay on the information collected from the picture for the class to evaluate.	i) Communication and collaboration ii) Digital literacy	<b>Audio visual</b> i) Printed pictures or graphics ii) Projector to display picture during individuals presentation
2	Speech work: Expressing wishes and supposition for example: I wish I was in Ibadan I wish I had bicycle I were rich, I would give every beggar some money	<b>By the end of the lesson, pupils should be able to:</b> i. express wishes and suppositions clearly and correctly; ii. use the correct speech rhythm for both; give as many examples as possible orally.	i. Pupils as individuals, make a wish and suppositions clearly and correctly in the classroom. ii. Pupils, in small groups, use the correct speech rhythm for wishes and suppositions. iii. Pupils, in various groups, give as many examples as they can orally.	i. Communication and collaboration creativity and imagination ii. Critical thinking and problem solving iii. Leadership and personal development	Audio visual resources i. Recommended English textbook Chart
	Structure: Further practice on comparison of Adverbs	<b>By the end of the lesson, pupils should be able to:</b> i. recognize the positive, comparative and superlative degrees of regular adverbs; ii. recognize the position, comparative and superlative degrees (forms) of the irregular adverbs; distinguish the two types of adverbs in comparison.	i. Pupils, as a class, look through a long list of adverbs at try to differentiate them into three groups: POSITIVE, COMPARATIVE, SUPERLATIVE ii. Pupils, in small groups, label adverbs as comparative, superlative in given sentences iii. Pupils, as individuals, organize a list of adverbs into regular and irregular For further studies learners should visit	i. Collaboration and communication ii. Creativity and imagination iii. Leadership and personal development	Audio visual i. Flashcard ii. Sentence strips iii. Chart of regular and irregular adverbs iv. Web resources:  <a href="https://www.gingersoftware.com/content/grammar-rules/adverbs/">https://www.gingersoftware.com/content/grammar-rules/adverbs/</a>
	Comprehension: A biography	<b>By the end of the lesson, pupils should be able to:</b> i. read the passage with understanding; ii. identify the features and organization of the passage; iii. locate information from the passage; provide answers to the questions attached to the passage.	i. Pupils, in small groups, study the passage. ii. Pupils, in small groups, identify the features and organization of the passage. iii. Pupils, in small groups, locate information from the passage iv. Pupils, as individuals, provide answers to the questions attached to the passage.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	Audio visual Recommended English text book
	Dictation of the week	Learners should be able to spell correctly the following words Groan, together, shoulder, view, squeeze, deflate, huge, draft, final, panic	For home study, pupils as individuals, look up the meaning word classes and pronunciation of the given word in the dictionary and use each word in at least a sentence.	i. Digital literacy ii. Leadership and personal development iii. Critical thinking and problem solving	Audio visual i. Hard copy dictionary ii. Web resources Online resources

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	Writing: A biography	<b>By the end of the lesson pupils should be able to:</b> i. explain what biography is; ii. describe a person or thing so that everybody will readily recognize him or it; write a well paragraphed biography on any given person or thing.	i. Pupils, as a class, brainstorm on the possible meaning of BIOGRAPHY. ii. Pupils, in small groups, come out one after the other to talk about a member of the group without mentioning the person's name, other member of the group try to mention which member is being talked about. iii. Pupils, as individuals, write a biography about any person they chose and bring the essay to the class for evaluation.	i. Communication and collaboration ii. Creativity and imagination iii. Critical thinking and problem solving iv. Leadership and personal development	Audio visual i. Audio tapes ii. Extracts from biographies iii. Web resources: <a href="https://www.writingbiography.ashford.edu/">https://www.writingbiography.ashford.edu/</a>
3	Speech work: Giving Formal speeches – valedictory speech	<b>By the end of the lesson, pupils should be able to</b> i. speak in public using the appropriate registers; ii. use the appropriate format in speech making; iii. express themselves orally using correct stress and intonation; demonstrate good speech habits to clear pronunciation.	i. Pupils in pairs give a valedictory speech in the classroom using the appropriate registers. ii. Pupils, in small groups, use the appropriate format in speech making. iii. Pupils, in small groups, express themselves orally using correct stress and intonation delivering the speech. iv. Representatives of each small groups demonstrate good speech habit to clear pronunciation while others listen kindly for critique.	i. Communication and collaboration ii. Creativity and imagination iii. Critical thinking and problems solving iv. Leadership and personal development	Audio visual resources i. Recommended English text book ii. Supplementary reader iii. Pictures
	Structure: Main clause with modal 'if' for example if I am lazy , my mother will be angry	<b>By the end of the lesson, pupils should be able to:</b> i. recognized the conditional clause with modal 'if' in sentences; ii. identify the main clause and subordinate (conditional) clause; give their own example of the clause using them in sentences.	i. Pupils as a whole class, recognize the conditional clause with modal 'if' in sentences. ii. Pupils, in pairs identify the main clause and the subordinate (conditional) clause in a given sentence. iii Pupils as individuals in small group, give their own examples of the clause in sentences respectively.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development iv. Creativity and imagination	<b>Audio visual Resources:</b> i. Sentence strip ii. Chart iii. Pictures iv. Recommended English textbook Flash cards
	<b>Comprehension:</b> Passage on Graduation/Prize Giving Day/Valedictory Day	<b>By the end of the lesson, pupils should be able to:</b> i. read the passage with understanding ; ii. obtain useful information from the passage; iii. share information with others; answer questions on the passage.	i. Pupils, as a class, read the given passage silently for better understanding. ii. Pupils, as individuals obtain useful information from the passage. iii. Pupils in small group share information they gathered with others. iv. Pupil sin small groups proper answers to the questions raised from the passage, each leader read their group answers aloud for critique.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Leadership and personal development iv. Creativity and imagination	<b>Audio visual resources</b> I. Recommended English textbook ii. Supplementary reader iii. Pictures iv. Dictionary



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	Reading: Autobiography	<b>By the end of the lesson, pupils should be able to:</b> Read the passage with understanding; i. identify the features and organization of the passage; ii. locate information from the passage; iii. provide answers to the questions raised from the passage.	i. Pupils collectively share ideas on their understanding about the passage given. ii. Pupils in small groups study the given passage and identify the features and organization of the passage. iii. Pupils, in small groups, locate information from the passage. iv. Pupils, in small groups, provide answers to the questions that follow the passage, each group leaders takes a turn to present their group work to the whole class for critique.	i. Communication and collaboration ii. Leadership and personal development iii. Critical thinking and problem solving	i. Audio visual ii. Resources iii. Hard copy iv. Dictionary v. Web resources Online dictionary
	Dictation for the week	Pupils are to be guided to learn the following words: Livestock, nursery, stream, shelter, harvest, implement, diagram substances, allocate, evidence	For the home study, pupils as individuals look up the meaning, word classes and pronunciation of the given words in the dictionary and use each word in at least a sentence.	i. Critical thinking ii. Leadership and personal development	<b>Audio visual resources</b> i. Recommended English textbook ii. A computer with internet facility iii. Mobile phones iv. Web resources Writing + email and 09=writing + email
	Writing: An auto-Biography	<b>By the end of the lesson, pupils are to be able to:</b> i. explain autobiography; ii. observe closely the structures and content of an auto-biography; iii. write their own life history.	i. Pupils, in small groups, discuss the meaning of auto-biography and come with a definition. ii. Pupils, in small groups, examine two auto-biographies each and observe the outline and structure. iii. Pupils, as individuals, write their own life story and bring to class for evaluation.	i. Leadership and personal development ii. Communication and collaboration iii. Critical thinking	Audio visual Newspaper clippings of auto-biography
5	Speech work: speaking at interview	<b>By the end of the lesson, pupils should be able to:</b> i) express themselves clearly during the stimulated interviews; ii) identify the important of good morals and behavior pattern at an interviews; iii) answer simple questions at stimulated interview fluently; iv) participate in class drama on interview.	i) Pupils, as individuals expresses themselves clearly during the stimulated interviews. ii) Pupils, as small group, identify the importance of good morals and behavior pattern at interview iii) Pupils within their answer simple questions at stimulated interview fluently. iv) Pupils, representing each small group, role play in class drama on interview.	i) Communication and collaboration ii) Critical thinking and problem solving ii) Creativity imagination iii) Leadership and personal development	Audio visual resources i) Forms filled by pupils before interview ii) Recommended English text book Web resources



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	Dictation for the week	Pupils are guided to learn the following words; Epidemic, obsession, bully, bungalow, steward, recall, select, reward, embrace, digital	For take home, pupils as individuals, look up the meaning, words 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	i. Audio visual ii. Resources iii. Hard copy iv. Dictionary v. Web resources Online dictionary
	Writing: E-mail and Text message	<b>By the end of the lesson, pupils should be able to:</b> i. identify what essential and non essential are; ii. prepare e-mail and text message; send e-mail and text message.	i. Pupils, as a classes, identify what essentials and non essentials are. ii. Pupils, in small groups, prepare e-mail and text messages, each group leaders, present theirs to the whole class. iii. Pupils, as small groups, use android phone to send email and text messages to their class teachers.	i. Communication and collaboration ii. Critical thinking and problem solving iii. Citizenship iv. Leadership and personal development	<b>Audio visual resources</b> i. Recommended English textbook ii. A computer with internet facility iii. Mobile phones iv. Web resources Writing + email and 09=writing + email
7	Midterm activity				
8-11	General Revision	General Revision			
12	Examination	Examination			

### ACHIEVEMENT STANDARDS.

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

- describe English sounds and pronounce English words accurately;
- i. apply appropriate stress and intonations on words and statement to convey meaningful messages;
- ii. discuss word formation in relation to synonyms and antonyms;
- v. use words associated with transportation in appropriate context;
- v. construct well developed paragraphs which includes main ideas and supporting idea;
- vi. convert direct speech to reported speech;
- vii. pronounced words distinctively by contrasting pairs of sounds in sentences;
- viii. increase their vocabulary capacities.