

SCHEME OF WORK ON ALL THE SUBJECTS IN SS1

COMPULSORY SUBJECTS

ENGLISH STUDIES SS 1 FIRST TERM

| WEEK | UNIT | TOPIC | CONTENT | ACTIVITIES |
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| 1 | Speech | Selected consonant sound /j/, /z/, /ʒ/ | /j/ view, yam, beauty /z/ beds, goes, buzz /ʒ/ vision, television occasion. Kitchen utensils, furniture, uncle, aunt, nephew, father-in-law. | Teacher: gives model pronunciation Student: repeat after the teacher. Use the words in sentence. Teacher: encourages students to name things and people found in their. |
| | Vocabulary | Vocabulary associated with home and family | Revision of common nouns Use of capital letters in proper nouns. | |
| | Structures | Nouns – Types of nouns | Short prose passage on home life. | |
| | Comprehension | Reading to comprehend main or story line. | | |
| | Writing | Narrative composition | 1. Topics a. My first day at school b. A day I will never forget. | 1. The teacher explains the narrative composition. 2. Focuses on choice of words and tense forms |

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| | | | <p>c. The day I met an AID patient.</p> <p>d. A kidnapping incident I witnessed.</p> <p>e. The day Chukwu was sentenced to prison for stealing a car.</p> <p>2. Tense forms for narrative essays.</p> <p>3. Developing topic sentences.</p> <p>4. Appropriate sentences.</p> <p>Types – simple, complex, and compound sentences</p> | <p>for narrative essays.</p> <p>3. Explains the importance of well punctuated essays for effective communication.</p> <p>4. Leads students to generate topic sentences for different paragraphs.</p> <p>5. Leads the students to develop logical, flowing narratives.</p> |
| 2 | Speech | /z/, /θ/ | <p>/z/ seen in words like – mother, brother, broader, weather, than</p> <p>/θ/ - thin, thick, author, bath, mouth, wealth, wreath, cloth.</p> | <p>1. Show pictures of some of the items and real objects as well as pronounce them</p> <p>2. Use the words contextually in sentences e.g.</p> <p>a. He has a big brother</p> <p>b. Her mother is pretty.</p> <p>c. He has a big mouth.</p> <p>d. Ojo thinks of his parents all the time.</p> |
| | Vocabulary Development | Vocabulary associated | 1. <u>Crops</u> : grains, seeds, | 1. Teacher explains briefly |

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| | | with Agriculture | <p>seedlings, tubers, cassava, onions etc.</p> <p>2. <u>Farming activities:</u> bush-clearing, planting season, ridge making, staking, weeding, pruning, manure, fertilizer etc.</p> <p>3. <u>Implements:</u> tractors, hoe, axe, cutlass, silo-barn, bulldozer, harvester, wicker etc.</p> <p>4. other related words bumper harvest, famine, crop-rotation, a good harvest, a bad harvest etc.</p> | <p>the importance of farming while students listen and state importance of farming.</p> <p>2. The teacher leads the students to identify common crops and words associated with using real objects, charts, diagrams. Students may also be taken on a visit to a farm. Students list crops they know and how they are planted. They identify some farming activities that they have taken part in or are familiar with.</p> <p>3. The teacher using chart, leads students to identify farming implements. The teacher leads the students to identify other words related to crops and crop farming.</p> |
| | Comprehension | Reading to comprehend | Use: 1. Short prose passages | 1. The teacher operates and directs the use |

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| | | main ideas or story line. | <p>2. Recorded, but short prose passages.</p> <p>3. Short discussion on topical issues.</p> <p>4. Dialogue to bring out main points/themes, key points in all of the above listening and discursion session.</p> <p>Use passages on:</p> <ol style="list-style-type: none"> 1. Corruption 2. Environmental 3. Pollution 4. HIV/AIDS etc. | <p>of various aids.</p> <p>2. Leads the students to recognize and identify the key/main points in the discourse.</p> <p>3. Corrects students where necessary. Students participate actively in listening and discussions.</p> |
| | Structure | Nouns | <ol style="list-style-type: none"> 1. Revision of noun. 2. The definite article and its function with the noun. 3. Exception to the use of indefinite article with the noun. Note- use passages and sentences to revise nouns e.g. flu, malaria, cancer (no definite article) | <p>Uses short passages to revise nouns.</p> <ol style="list-style-type: none"> a. <u>Nigeria</u> is a big country b. <u>People</u> love to watch the game of football. c. <u>The boy</u> kicked the <u>ball</u> <p>Students identify nouns in short passages and sentences.</p> |
| | Writing | Writing for effective communication – revising continuous writing (in given length) | <p>Expository composition reflecting current issues e.g.</p> <ol style="list-style-type: none"> 1. Describe how external | <ol style="list-style-type: none"> 1. The teacher explains expository composition while students listen. |

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| | | | <p>examinations are conducted in the country. This should not be more than 400 words.</p> <p>2. Elections in the country- Nigeria.</p> <p>3. Loss of lives through plane crash.</p> <p>4. Excursion to Abuja.</p> <p>5. Drugs Abuse</p> <p>6. Corruption in the society.</p> | <p>2. Teachers focuses on choice of words and tenses and students pick relevant tenses for expository essays.</p> <p>3. The teacher explains the importance of correct punctuation for effective communication. Students learn to punctuate a short passage.</p> <p>4. Teacher leads the students to discuss and generate topic sentences for different paragraphs while students white a good essay.</p> |
| | Vocabulary Development | Vocabulary associated with Fishing and Animal Husbandry- Fishing | <p>1. Meaning of fishing.</p> <p>2. Words associated with fishing- hook, fish-trap, line and sinker, fish pond, fish season, fish dam, fish equipment.</p> | <p>1. The teacher leads students to explain the meaning of fishing using diagrams, charts, and stories while students listen.</p> <p>2. Teacher leads the students to identify words associated with fishing.</p> |

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| | | | | <p>3. Explain meaning of selected words to students while students tell the meaning of some words listed on the diagrams.</p> <p>4. Teacher makes sentences with some words and examples for students to emulate.</p> <p>5. Students make sentences with selected words by the teacher.</p> |
| 3 | Speech | Consonants followed by /w/ | Words like twist, sweep, sweat, twig, twine | <p>1. Teacher shows strips of cardboard with pre written words showing the sound.</p> <p>2. Teacher pronounces them and uses them in sentences. Students imitate the teacher's pronunciation</p> <p>3. Writes the sentences on the chalkboard.</p> <p>4. Students make sentences with the words on the chalkboard</p> |

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| | Structure | Noun Phrases | <p>The use of noun plus the definite article as <u>the noun phrase</u>.</p> <p>The use noun plus an indefinite article as the noun phrase.</p> | <p>Teacher uses short passages and sentences to revise and teach noun phrases e.g.</p> <p>a. <u>The game</u> was watched by a great crowd.</p> <p>b. <u>The boy</u> kicked <u>the ball</u></p> <p>Students identify noun phrases in the sentences.</p> <p>Note- "A boy" in <u>A boy</u> is here to see you. – is a noun phrase as well</p> |
| | Comprehension | Reading to comprehend supporting details | <p>Use:</p> <ol style="list-style-type: none"> 1. Tape recorded passages 2. Short prose passages. 3. Newspaper/magazine clippings 4. Students reading texts. | <p>Teacher explains to the students the points that are supporting main points. Students listen attentively and participate actively in the exercises. Students identify supporting details in the passages. Use dictionary where necessary.</p> |
| | Writing | Mechanics in writing i.e. paragraphing, punctuation spelling. | <ol style="list-style-type: none"> 1. Paragraphing define. 2. Punctuation – full stop, comma, | <ol style="list-style-type: none"> 1. Teacher defines paragraphing students listen attentively. |

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| | | | <p>Question mark.</p> <p>3. Spelling – words familiar to students e.g. desk, pencil, hoe, farm, water, food, foot, chicken, goat.</p> <p>4. Doubling of consonants – spelling, befitting, beginning, announce, occasion, pudding</p> | <p>2. Teacher uses a short passage for full stop and comma exercises. Students insert question marks appropriately in questions with a short passage.</p> <p>3. Exercises on spellings.</p> |
| 4 | Speech | Consonants followed by /j/ | <p>Words such as curious, cure endure, human, humour, future</p> <p>a. He is a curious boy</p> <p>b. Should endure the pain</p> | <p>1. Shows strips of cardboard with pre-written words showing the sound.</p> <p>2. pronounce them correctly and use them in sentences.</p> <p>3. Students repeat after the teacher.</p> |
| | Summary | Introduction to summary through identifying key words. | <p>1. Key words that aid summary of speeches lectures.</p> <p>a. in addition.</p> <p>b. as well as</p> <p>c. first;</p> <p>second; third etc</p> <p>d. also</p> <p>e. furthermore</p> <p>f. despite etc.</p> <p>2. Passages, speeches on current issues in which these</p> | <p>1. The teacher presents the speech. Lecture or passage to the pupils.</p> <p>2. Explains the significance of the words group of words in summarizing materials. The Students list the relevant words as identified from the</p> |

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| | | | <p>words can be found e.g.</p> <ul style="list-style-type: none"> a. Right to peaceful association b. Right of a child c. security issues in Nigeria d. Service | <p>presentation and list the key words already identified.</p> <p>3. Teacher leads students to identify the relevant topic sentences signalled by these words. Students also make a summary of the presentation by putting the sentences together.</p> |
| | Structure | Countable and uncountable nouns | <ul style="list-style-type: none"> 1. Revision of lesson on nouns 2. Explanation of countable and uncountable nouns 3. Nouns are both countable and uncountable depending on the structure e.g. water – a cup of water, sugar – two cubs of sugar. 4. Uncountable nouns that are used in singular forms e.g. news, advice, trousers, scissors, binoculars, information. | <ul style="list-style-type: none"> 1. Selected sentences and passages from students' texts, newspapers and magazine clippings. 2. Use these to teach the various aspects under content. 3. Students ask questions for clarity of points and write ten nouns that could be used both as countable and uncountables sentences. Students pick out countable and uncountable nouns from a |

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| | | | | given passage. |
| | Writing | Popular articles for various reading audiences | <ol style="list-style-type: none"> 1. A list of features of typical newspaper article differentiating them from features of a letter or a speech. 2. Articles on issues of current interest like <ol style="list-style-type: none"> a. Bribery of public officers b. Fraudulent acquisition of properties. c. The importance of good quality life. | <p>The teacher leads students to list the feature of a newspaper article. He/she displays a sample article. Teacher leads students to discuss feature including language and style. Students write a short article for the school magazine. They identify/list differences between an article and a speech or letter.</p> |
| 5 | Speech | Syllabic Consonants /l/ | <ol style="list-style-type: none"> 1. Syllabic in words such as little, bottle, kettle, rattle, novel, simple. <ol style="list-style-type: none"> a. Little by little says a thoughtful boy. b. The bottle is on the table. c. The novel is interesting. | <ol style="list-style-type: none"> 1. Pronounces the words with syllabic /l/ 2. Teacher uses them in sentences. 3. Uses flash cards and real objects to drill the students. 4. The students imitate the teacher's pronunciation , repeating the sentences. Note. Use flash cards or real objects. |

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| | Comprehension | Reading to comprehend main ideas or story line. | <ol style="list-style-type: none"> 1. Use short prose passage 2. Literature text. 3. Recorded short passages. 4. Short discussion on topical issues | <ol style="list-style-type: none"> 1. Students participate actively in the discursions. 2. Teacher corrects students where necessary. <p>Note:</p> <ol style="list-style-type: none"> a) use tape recorded materials/prose b) Short passages c) Picture charts. |
| | Structure | Introducing nominalization of objectives and verbs | <ol style="list-style-type: none"> 1. Process of nominalization 2. Functions of nominalized words. 3. Form classes (parts of speech) to be nominalized e.g. adjectives <ol style="list-style-type: none"> a. wise – wisdom white – witness long – length strong – strength Verbs – <ol style="list-style-type: none"> conquer – conquest Dance – Dancing Write – The writing | <ol style="list-style-type: none"> 1. Explains the process of nominalization . 2. Teaches the nominalized words. 3, Makes a list of words and nominalized words. 4. Use them in contextual sentences. 5. Students build the table of objectives and verbs and nominalize them. <p>Note:</p> <p>Materials includes:</p> <ol style="list-style-type: none"> a. list of selected words students text 3. Dictionary. |

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| | Summary | Introduction to summary continued. Listening attentively to follow directions effectively | The teacher presents words that indicate direction. 1. Left turn 2. right turn 3. straight ahead 4. round about 5. specific sign posts 6. land marks (buildings, trees) | 1. Teacher presents a list for students to follow. 2. Presents them in the context of the passage 3. leads the students to follow the directions 4. Leads students to identify the key directional terms 5. Leads students to describe to other students how to get to given destinations e.g. their Mosque, Church, Market, Stadium etc. Students are presented with speeches/pas sages containing directions for identification of directional terms/list marks and sign posts. |
| 6 | Speech | Syllabic consonants /n/ | Syllabic /n/ in such words as soften, sudden, ripen, certain a. Theme was a <u>sudden</u> knock on the door | 1. Teacher pronounces words with syllabic /n/ 2. Use them in sentences 3. Uses flesh cards and real objects to drill |

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| | | | <p>b. It is <u>certain</u> that she will visit.</p> | <p>the students in the pronunciation s. 4. Students imitate the teacher's pronunciation s, repeating the sentences</p> |
| | Structure | Pronoun | <p>1. Features The relative pronouns are – whom, whose, which, that, who 2. Functions a. who, whose, whom are used for human beings. b. which and that are used to describe inanimate objects and animals. However, that can also be used for a person. c. position Relative pronouns are placed close to the words to which they relate. They take the place of a noun and also join two parts of a sentence.</p> | <p>1. Teacher explains the features of a relative pronoun. 2. Leads students in explaining their functions and positions in sentences. 3. Identify them in sentences. 4. Use relative pronoun in sentences. Note: Materials for use here include real objects, sentence strips and passages.</p> |
| | Writing | Letter writing Informal letter | <p>1. Meaning of an informal letter 2. Format a. address b. salutation</p> | <p>1. Teacher explains what an informal letter is. 2. Teacher displays an</p> |

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| | | | <p>c. body d. closing (subscript) 3. Language and tone of an informal letter (relaxed, flexible, not many rules, slang used, and colloquial usages)</p> | <p>informal letter sample. 3. Teacher calls students attention to address, date, salutation 4. Body 5. Teacher leads students to closing statements. 6. Students participate actively 7. Students write their own closing to the informal letter.</p> |
| | Vocabulary Development | Words associated with animal husbandry. | <p>1. The meaning of animal husbandry 2. Meaning of poultry and piggery 3. Words associated with dairy farming – open cages milking time, chicken disease, Vet. Doctor, farm hand, rooster, day and chicks, broiler, fresh milk. 4. Other related words cattle, ranch, herdsmen, poultry etc</p> | <p>1. Take students on a visit to a dairy farm 2. Get the farm hands in the farm to supply the words for some of the equipment and activities. 3. Students list the equipment 4. Listen and write the names of activities on the farm, also write the products of animal husbandry Note: Aids includes – charts, diagrams, dairy farm, selecte reading text.</p> |

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| 7 | Speech | Words of two syllables stressed on the 2 nd syllable | <p>1. Words of two syllables with stress on the 2nd syllable.</p> <p>2. Words such as enjoy, impound, engulf, inform, incite, employ, invite, welcome, excite, divide etc.</p> | <p>1. Teacher: pronounces words, uses them in correct contextual sentences e.g.</p> <p>a) We enjoy listening to Mr. Fisher.</p> <p>b) I will invite all my classmates.</p> <p>c). It is not good to incite people against others.</p> <p>2. Teacher uses – cardboards, strips containing words and sentences, picture chart.</p> <p>3. Students repeat after the teacher the words stressed on the 2nd syllable</p> <p>4. Students show correct stress on the words.</p> |
| | Structure | Possessive Pronoun | <p>1. Features. The possessive pronouns are His, Mine, Hers, Theirs, Ours, Its, Yours</p> <p>2. Functions: They replace nouns (human beings)</p> | <p>1. Teacher explains possessive pronoun.</p> <p>2. Leads students in explaining their functions and positions.</p> <p>3. Guides students to identify possessive</p> |

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| | | | <p>'Its' replace an animate thing or animal.</p> <p>3. position – at the beginning of a sentence or at the end.</p> | <p>pronoun in sentences.</p> <p>4. Leads students to make sentences with them.</p> <p>5. Students use these pronouns in sentences of their own.</p> <p>6. Teacher uses sentence strips and real objects.</p> |
| | Comprehension | Reading to comprehend word meaning through context | <p>Use</p> <p>1. Dictionary for initial word meaning and other levels meaning of some words.</p> <p>2. selected passage to identify certain words and other contextual meanings</p> <p>3. Newspaper and magazine clippings with certain words underlined for identification of contextual usage.</p> | <p>1. Teacher explains contextual word meaning as approach to surface or dictionary meaning.</p> <p>2. Express illustrate the explanation practically in a text or sentences.</p> <p>3. Students listen attentively using passages for their differences.</p> <p>4. Uses various materials such as recorded text. Student's text etc. Newspaper clippings, Dictionary.</p> |
| | Summary | Reading to assign a title | 1. Selected prose | 1. Teacher explains what |

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| | | <p>or heading relevant to context.</p> | <p>passages on tropical or current issues e.g. patriotism, kidnapping, corruption.</p> <p>2. Recorded passages of suitable levels in either narrative or descriptive form</p> | <p>summary is – reduction of original prose work.</p> <p>2. Teacher revises with students the work on main and supporting ideas.</p> <p>3. Students recall how to identify main and supporting details.</p> <p>4. Teacher assigns title and students do same in similar ways at paragraphs levels.</p> <p>5. Teacher emphasizes on props such as – for example, further more similarly, first, second.</p> <p>6. Tapes, student’s texts, chalkboard are used.</p> |
| 8 | Speech | <p>Words of two syllables with stress on the 2nd syllable continued.</p> | <p>1. Words of two syllabus with stress on the second syllable.</p> <p>2. Words such as enjoy, impound, engulf, inform, invite, incite, endure, ensure, belong, extend,</p> | <p>1. Pronounce them correctly while students repeat.</p> <p>2. Teacher uses them in correct contextual sentences. E.g. a) We enjoy listening to our teacher</p> |

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| | | | backbite, resolve, device, locate | b) I will invite all my classmates. c) It is not good to incite people against others. Use chalkboard, cardboard, picture, chart, strips containing words. |
| | Vocabulary Development | Words associated with Religion – Traditional Religion | 1. The definition of traditional religion – shrine, cult, diviner, oracle, divination, charm, amulet, sacrifice, ritual etc. | 1. Teacher expresses traditional religion to students 2. Teacher assists all students to list words associated with traditional religion. 3. Students read out a passage reflecting traditional religion practices. 4. Students write their observations on the words e.g. shrine, amulet, sacrifice. Use real objects, charts, drawings, a visit to shrine. |
| | Structure | Regular and Irregular Verbs | 1. Revision of previous | 1. Revise with the students the previous |

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| | | | <p>lesson on verbs</p> <p>2. What are regular/irregular verbs</p> <p>3. The four forms of irregular verbs.</p> <p>4. Selected sentences for identifying the verbs under study.</p> | <p>lesson on verbs</p> <p>2. Teacher explains step by step what is contained in the content. Use the dictionary, students' texts, printed list of regular/irregular verbs.</p> |
| | Reading Comprehension | Reading to make notes | <p>Use the following:-</p> <p>1. Clippings from newspapers, magazines</p> <p>2. Students texts</p> <p>3. Taped materials on:</p> <p>a) Honestly as a guiding principle</p> <p>b) Dignity in labour</p> <p>c) Exam malpractice</p> <p>d) Injustice.</p> | <p>1. Teacher teaches pupils the need for note taking from reading or listening session.</p> <p>2. Skills such as</p> <p>a) listening</p> <p>b) reading with concentration</p> <p>c) identifying key words</p> <p>d) Identifying main, secondary points</p> <p>e) Students apply the skills under the guidance of the teacher.</p> |
| 9 | Speech | Listening to tell the meaning of words in context | <p>1. A listening selection</p> <p>a) passage</p> <p>b) story</p> <p>c) poem</p> <p>d) drama</p> <p>2. Select current national issues e.g.</p> | <p>1. Teacher reads selected passages to the students while they listen.</p> <p>2. Students list important words they hear.</p> |

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| | | | <p>a) The Nigerian Constitution</p> <p>b) Duties of a Citizen</p> <p>c) Self control</p> | <p>3. Teacher leads students to explain the words in context. Use interesting passages, stories, poems, word cards, sentence strips.</p> |
| | Structure | Complex Tense Forms | <p>1. Simple tense I come, you come, he/she comes, we come.</p> <p>2. More complex forms as in – I am coming I have come I have been coming I may have been deceived.</p> <p>3. use more examples for understanding</p> | <p>1. Reverse previous lesson on verbs e.g. - continuous tense – verb + ing - simple present – verb + s</p> <p>2. Teacher goes through other forms a. Have + v + en b. Be verb + en c. Be + verb + ing d. Going to + verb e. Shell + verb</p> <p>3. Creates activities and games</p> |
| | Continuous Writing | Descriptive Essay/Composition | <p>1. Descriptive composition using various topics – a. My school b. The petrol station in times of fuel scarcity</p> | <p>1. Teacher identifies appropriate topics. 2. Discusses the appropriate kinds of words and sentences.</p> |

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| | | | <p>c. The Principals house</p> <p>d. A fire incident in my street</p> <p>e. The aftermath of students' riot in a school/town</p> <p>f. A funeral ceremony</p> <p>g. A flood disaster caused by blocked drains etc.</p> <p>2. Tense forms (present, past) necessary for descriptive essay.</p> <p>3. Sample paragraphs on descriptive essay.</p> <p>4. Short well punctuated sentences.</p> <p>5. Choice of words – adjs, verbs</p> | <p>3. Using a paragraph, discusses the punctuation for descriptive writing.</p> <p>4. Teacher leads students to analyse the sample paragraph for all the characteristics of a descriptive essay.</p> <p>5. Students develop a descriptive paragraph following the teacher's prompting.</p> |
| | Comprehension | Reading to identify writers mood, tone and purpose. | <p>Use selected passages from</p> <p>1. Students' text</p> <p>2. Newspaper</p> <p>3. Radio/TV extracts</p> <p>4. Recorded materials</p> <p>5. Questions based on the selected materials for identification of mood, tone,</p> | <p>1. Teacher explains what purpose; tone, mood are. Use the dictionary for definitions.</p> <p>2. Through actions mood affects tone and tone affects meaning and purpose. Use dictionary, selected</p> |

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| | | | purpose and meaning. | prose, passages, recorded tapes and chalkboard. |
| 10 | Speech | Consonant sounds followed by k + w | Words such as: Quench, quiet, quarter, equality, quality, question, equal. E.g. a) Everybody was quiet because of no noise sign. b) He has the answer to the question. c) My friend lives in the junior staff quarters. | 1. Pronounces words correctly. 2. Uses them in contextual sentences. 3. Demonstrates some of the words 4. Students imitate the teacher's pronunciation. 5. Students read through the sentences. Use chalkboard, flash cards, picture, charts. |
| | Structure | Demonstrative Pronouns | 1. Features: The demonstrative pronouns are that, those, these, this. 2. Functions: They function by replacing nouns. The nouns can be living or non living things. 3. Position: They can start a sentence or end it. They can appear in the middle of a sentence. E.g. a. This is unacceptable. | 1. The teacher explains demonstrative pronoun. 2. Teacher leads students to explain their functions and positions. 3. Students use them in sentences of their own. The teacher uses flash cards, sentence strips, chalkboard and real objects. |

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| | | | <p>b. He prefers those.</p> <p>c. These belong to the school.</p> <p>d. The school bought that for use at the sent forth ceremony.</p> | |
| | Vocabulary Development | Words associated with Religion | <ol style="list-style-type: none"> 1. The definition of Islam and Christian religion. 2. Words associated with Islam and Christian religion – The Glorious Qur’an, Holy Bible, One God, Clergy, Sheik, Pope, Bishop, Mallam, Catechist, Pew, Aisle, Monk, Num, Holy Communion, Deacon, Pastor, Ustaz, Reverend Father, Elder, Evangelist, Repentance, Prayer, Fasting, Convert, Deaconess etc. | <ol style="list-style-type: none"> 1. The teacher speaks about religion 2. Supplies some words associated with religion Islam and Christianity. 3. Students list more words 4. Teacher reads a passage on Islam and Christianity to the students 5. Teacher leads students to visit Mosque and a Church. 6. Make sentences with these words. Use The Glorious Qur’an and the Bible, real objects, pictures, charts, diagram, sentence strips. |
| | Continuous Writing | Formal Letter | 1. Meaning of an informal letter. | 1. Teacher explains what |

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| | | | <p>2. Format</p> <ol style="list-style-type: none"> a. address and date b. salutation c. body d. closing (subscript). <p>3. Language tone of a formal letter, formal respectful, no colloquial language, no slangs.</p> | <p>is formal letter is.</p> <ol style="list-style-type: none"> 2. Teacher displays a formal letter sample 3. Call students' attention to address, date, salutation. 4. Body. 5. Teacher leads students to closing statements. 6. Students write their own closing to the formal letter. Use textbooks, charts, sample of letters (formal) |
| 11 | Speech | Listening to identify a Speakers style | <ol style="list-style-type: none"> 1. Listening to selections of different styles. 2. Expository materials 3. Narrative materials 4. Descriptive materials 5. Argumentative materials | <ol style="list-style-type: none"> 1. Teacher leads students to appropriate different styles. 2. Teacher leads students to identify characteristics of the different styles. 3. Ask questions on style. 4. Teacher leads students to develop paragraphs in different materials Use materials on issues of current interest. |

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| | Continuous Writing | Semi Formal Letter | <ol style="list-style-type: none"> 1. The meaning of semi formal letter. 2. The format of a semi formal letter. <ol style="list-style-type: none"> a. address, date b. salutation c. heading d. body. e. closing 3. Language and tone semi formal 4. The differences between informal/semi formal letter. 5. The person we write semi formal letter to. | <ol style="list-style-type: none"> 1. Teacher explains semi formal letter. 2. Displays sample of semi formal letter. 3. Calls students attention to the characteristics of formal letter. 4. Examines the body and language of semi formal letter. 5. Leads students to examine the complimentary close and the signature as used in semi formal letter. Use chart, class text, sample letter. |
| | Structure | Differences between a phrase and a clause | <ol style="list-style-type: none"> 1. Definition of a phrase. 2. Definition of a clause. 3. Differences between a phrase and a clause. 4. Sentences indicating phrases e.g. The book, around the Church, at the market. 5. Sentences indicating clauses e.g. The students were punished | <ol style="list-style-type: none"> 1. The teacher defines phrase and clause. 2. The teacher lists the differences between a phrase and a clause. 3. Sample sentences are presented by the teacher in phrases and clauses. 4. Students listen attentively and participate in writing sample |

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| | | | <ul style="list-style-type: none"> - because they came late - I could not locate the street. - He arrived. | <p>phrases and clauses. Use the dictionary, chalk board, flash cards, strips of sentences.</p> |
| | Summary | Writing a summary of a passage in a specified number of sentences | <ol style="list-style-type: none"> 1. Definition of a summary. 2. Listed characteristics of a summary. 3. Sentences as sample of summarized paragraphs. 4. Keywords in summary, first, second, furthermore. | <ol style="list-style-type: none"> 1. The teacher defines a summary. 2. Gives the characteristics of a summary. 3. Gives sample sentences of summarized paragraphs. 4. Strips of summaries of passages. |
| 12 | Revision | Revision of consonant sounds, Revision of nouns types. Revision of paragraphing, comma, spelling. Revision on summary | <ol style="list-style-type: none"> 1. A list of consonants on a chart. 2. Noun listed on a board. 3. Definition of paragraph, comma. 4. Sample paragraph and punctuated passage using comma. 5. Definition of a summary. | <ol style="list-style-type: none"> 1. Teacher lists consonants on the chalk board. 2. List nouns in a chart. 3. Presents the definition of paragraph and comma. 4. Teacher gives a sample paragraph and a punctuated passage. 5. Teacher leads the students to punctuate a short passage. Use students text, chalk board, summary, |

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| | | | | flash cards for punctuation marks. |
| 13 | Revision | Revision | Revision | Revision |
| 14 | Examination | Examination | Examination | Examination |

**ENGLISH LANGUAGE
SS 1 SECOND TERM**

| WEEK | UNIT | TOPIC | CONTENT | ACTIVITIES |
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| 1 | Speech | Words of three syllables, stressed on the second syllable | <p>1. Words of three syllables, stressed on the 2nd syllable</p> <p>2. Words such as academy, frustration construction, collation, badminton, starvation, addition, convulsion, conversion, depletion</p> | <p>1. Pronounce the words correctly</p> <p>2. Teacher uses them in contextual sentences e.g.</p> <p>a. I own a soccer academy</p> <p>b. The frustration in the job is too much</p> <p>c. The people in overalls are construction workers</p> <p>d. She is at the venue for collation of results etc.</p> |
| | Structure | Phrases – Types | <p>1. Definition of a phrase - a group of words that do not contain a finite verb; it cannot stand on its own to make meaning</p> <p>2. List of types of phrases - Noun Ph - Adverbial Ph - Adjectival Ph - Prepositional Ph</p> <p>3. Examples of these phrases Noun Ph – The book, a clever boy, a school Adv Ph – quickly, stoutly built Adj Ph – beautiful house</p> | <p>1. Defines the phrase</p> <p>2. Lists different phrases with examples</p> <p>3. Students participate actively</p> <p>4. Students give their own examples of these phrases</p> |

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| | | | <ul style="list-style-type: none"> - Clever boy - Pre Ph – at the door, beside the river | |
| | Comprehension | Reading to answer questions | <ol style="list-style-type: none"> 1. An appropriate passage 2. A list of key words 3. Sample sentences 4. Sample questions 5. Sample answers 6. The use of dictionary to define these words | <ol style="list-style-type: none"> 1. Teacher selects appropriate passage 2. Lists key words 3. Teacher leads students to locate these words in the dictionary 4. Writes sample sentences/questions 5. Writes sample answer for students to learn |
| | Continuous writing | Debates | <ol style="list-style-type: none"> 1. Definition of a debate 2. A sample topic(s) as selected by the teacher e.g. 1. Science has done more Harm than Good to Nigerian society. 2. Farmer is better than a Teacher in our Society. 3. Boarding school is better than a Day school etc. | <ol style="list-style-type: none"> 1. Teacher selects appropriate title/topic for debate 2. Teacher leads students to give points for and against a topic 3. Students participate actively 4. Students write points for a month topic proposing or opposing the topic |
| 2 | Speech | Words of three syllables, stressed on the 1 st or 2 nd syllable | <ol style="list-style-type: none"> 1. Words of three syllables, stressed on the 1st or 2nd syllable 2. Words such as ‘concube, ‘rhetorics, ‘beautiful, proportion acceptance’ <p>2nd syllable stress – condition, reality, engagement, resumption</p> | <ol style="list-style-type: none"> 1. Teacher pronounce the words correctly 2. Teacher uses them in contextual sentences e.g. a. The man has many concubines b. These are all rhetorics c. His silence meant acceptance of what you said <p>2nd syllable stress e.g. a. No condition is permanent b. No resumption date has been fixed for the students.</p> |

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| | Vocabulary Devt. | Words associated with Religion – Islam | <ol style="list-style-type: none"> 1. Islamic religion defined 2. Words associated with Islamic religion (Koran, mosque, hajj, pilgrimage, ablution, jumaat, Sheik, Ummra, hadith, sunnaanbiya (prophet) Quliya (saint) Muslim festival – saleh, idel Maulud, id el kabir, id el fitri, others – kettle, praying mat etc. | <ol style="list-style-type: none"> 1. Teacher explains Islamic religion 2. Teacher lists some words associated with the religion 3. Teacher asks students to list other words 4. Makes sample sentences with the listed words 5. Students participate actively |
| | Structure | Introduction to phrasal verbs I | <p>Explain the process of this relationship</p> <ol style="list-style-type: none"> a. Come + across, away, in by forward, off, out, up, round, to, on, through b. Go + back, down, after, through, under, up c. Call + off, out, in | <ol style="list-style-type: none"> 1. Explains the process to students 2. Uses examples to illustrate points/process 3. Brings out their meanings |
| | Continuous writing | Creative writing introduced | <ol style="list-style-type: none"> 1. Features of a short play plot, character, style, setting, theme, characterization 2. Features of a poem – high, concise language, verses used, imageries etc. | <ol style="list-style-type: none"> 1. Teacher leads students to identify play, poem, story 2. Teacher guides students to write their own short stories, poems, plays |
| 3 | Speech | Listening to grasp main points in a poem | <ul style="list-style-type: none"> - Tape recorded speech, conversation - Radio broad cast - Materials of varying lengths | <ol style="list-style-type: none"> 1. Teacher reads the poem correctly 2. Teacher identifies main points 3. Teacher lists main/key sentences 4. Teacher guides students to identify other main points 5. Teacher selects sample poems, passages, play, story on current issues |

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| | Structure | Introduction to phrasal verbs continued (phrasal verb II) | <ol style="list-style-type: none"> 1. Definition of phrasal verb 2. Explain the process of this relationship 3. Give + up, in, back, off, away, put + off, up away, on, into Bring + back, about, up in, out Take + away, off, up, in | Goes through the same process as phrasal verb I |
| | Continuous writing | Writing of reports (features of different types of reports) | <ol style="list-style-type: none"> 1. A report of any technical or scientific issue e.g. a laboratory or research report – a report of an experiment carried out by the students 2. Features of a scientific report | <p>Teacher explains the format of a technical/scientific report</p> <p>Leads students to identify main and supporting detail e.g. – Introduction – date of the experiment</p> <ul style="list-style-type: none"> - purpose - the outcome/result - conclusion <p>* Students write in a logical manner their own reports.</p> |
| | Summary | Summarizing a passage in a specified number of sentences continued | <ol style="list-style-type: none"> 1. The characteristics of a summary 2. Key sentences as summary of paragraphs 3. Key words under – lined as indicators of important sentences 4. Sample passages (students texts) 5. Selected passages, speeches, discussions. | <p>Teacher gives the characteristics of a summary as a reminder to the previous lesson</p> <ul style="list-style-type: none"> - Gives sample sentences - Students write their own sentences as they participate in exercises. |
| 4 | Speech | Words of four (4) syllables which are stressed on the 1 st , 2 nd and 3 rd syllables | <ol style="list-style-type: none"> 1. Words of four syllables, stressed on the 1st, 2nd, and 3rd syllables 2. Words such as discrimination education | <ol style="list-style-type: none"> 1. Teacher pronounces the words correctly 2. Teacher uses them in correct contexts |

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| | | | <p><u>Locomotion</u> <u>Modulation</u> <u>Television</u> These are stressed on the 3rd syllable 3. <u>Individual</u> <u>Ingratitude</u> These are stressed on the 1st syllable 4. <u>Encumbrances</u> <u>Discriminate</u> <u>Topography</u> These are stressed on the 2nd syllable.</p> | |
| | Structure | Adjunct of place, time | <p>1. Adjuncts are adverbials 2. They modify verbs, prepositional phrases, indefinite pronouns and noun phrases e.g. he was <u>in the house</u> prepositional phrase of place. He came <u>quickly</u> adjunct of manner They came <u>for their launch</u> Adjunct of reason.</p> | <p>1. Reverse lesson on adverbs 2. Use adjuncts in sentences 3. Introduce games involving adjuncts</p> |
| | Comprehension | Reading to identify speaker's mood and tone continued | <p>1. Carefully selected passages, recorded material, speech 2. Main points in conversation, speech 3. Materials of varying length dealing with life situations.</p> | <p>1. Teacher plays recorded material 2. Students identify speaker's main points 3. Teacher asks questions on the speech 4. Students list points of secondary importance</p> |
| | Continuous writing | Informal letters continued | <p>1. Definition of an informal letter 2. Features of an informal letter 3. Sample informal letter</p> | <p>1. Teacher defines an informal letter 2. Writes a sample informal letter 3. Teacher guides students to list points 4. Students write their own letters with correct</p> |

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| | | | <p>4. List points appropriate for the receiver of the letter</p> <p>5. Development of the points into a good length.</p> | <p>address, date, salutation, introduction, body and conclusion</p> |
| 5 | Speech | Listening to grasp main points/ideas | <p>1. Reading of carefully selected passages, recorded material</p> <p>2. Listing of main points</p> | <p>- Discuss some specific speech, recorded topics</p> <p>- Teacher leads students to identify main points</p> <p>- Students participate actively in locating main points.</p> |
| | Continuous writing | Expository essay | <p>1. Definition of expository essay</p> <p>2. Sample of expository essay</p> <p>3. Likely punctuations in an expository essay e.g. come, full stop, semi colon,</p> | <p>1. Teacher defines expository essay</p> <p>2. Lists punctuations in a sample essay</p> <p>3. Students write well punctuated expository essay</p> <p>4. Teacher lists processes to be exposed about possible topics</p> <p>- How to mend a tyre</p> <p>- How to cook my best soup</p> |
| | Vocabulary development | Words associated with medicine | <p>1. The definition of medicine</p> <p>2. List of items/activities in the hospital</p> <p>3. Personnel in the hospital</p> <p>4. Sentences with words associated with medicine</p> <p>- theatre, syringe, needle, operation, surgery, nurse, doctor, patient, outpatient, ward, X-ray, bandages, drugs, files, beds, etc.</p> | <p>1. The teacher lists items in the logical</p> <p>2. Teacher leads students to a visit to a hospital</p> <p>3. Students supply names of activities in the hospital</p> <p>4. Make sentences with words associated with medicine</p> |

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| | Structure | Phrasal verbs continued | 1. Explain the process of relationship of these phrasal verbs Sit + Up, down, in, back Close + up, in, by Ride + up, on | Goes through the same process as phrasal verbs I |
| 6 | Speech | Stress timing | 1. Appropriate passages are selected by the teacher 2. Newspaper passages 3. Magazine passages. | 1. Teacher leads students to read fluently 2. Timing – observing the information contained in every word |
| | Structure | Adjunct of manner and reason | 1. Adjuncts are adverbs 2. Manner Adjuncts mostly are words that end in – ly e.g. quickly, slowly, sluggishly, swiftly 3. Reason adjuncts use because. | Teacher leads the students to identify more – ly words |
| | Continuous writing | Recording keeping | 1. Records defined 2. Items used to keep records listed - diary - discs – books - files – logs 3. Purpose for keeping of records 4. Language of records – concise, accurate. | 1. Teacher discusses other ways of keeping records |
| | Vocabulary development | Synonyms as words: 1. with the same meaning 2. Nearly the same in meaning | 1. Define synonyms 2. Quick/fast Strong/powerful Busy/engaged enemy/foe fearless/bold 3. Nearly the same in meaning Security/safe Guest/visitor | Explains the meaning of synonyms to students Leads students to identify synonyms in passages |

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| | | | Adore/admire. | |
| 7 | Speech | Listening attentively to follow the directions effectively. | 1. Direction words - near, behind Around, next to | Teacher guides students to identify direction words in passages |
| | Comprehension | Reading to answer questions from a passage | 1. Short passages | Teacher guides students to read fluently 2. Students answer questions from the passage. |
| | Structure | Adjunct of reason | 1. Adjunct of reason use because e.g. a). The students were punished because they arrived late. | Teacher guides students to give more sentences of their own |
| | Vocabulary development | Antonyms – exactly opposite in meaning | Antonyms – Good/bad Friend/hostile Discipline/indiscipline Temporary/permanent | 1. Teacher leads students to read the passage 2. Teacher leads students to identify antonyms |
| 8 | Speech | Listening to grasp ideas in a debate | 1. Argue points out to favour them 2. Use persuasive words. | 1. Teacher leads students to argue points constructively |
| | Reading comprehension | Reading to answer questions | 1. An appropriate passage selected by the Teacher 2. key words 3. sample answers 4. use the dictionary to define words . | Teacher guides the students appropriately |
| | Structure | Adverbial clause | 1. The definition of an adverb 2. Sample sentences to show adverbs modifying verbs 3. Adverbs can modify other adverbs e.g | 1. Teacher defines adverb 2. Gives examples of sentences 3. Students give their own sentences |

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| | | | John walks very slowly. | |
| | Continuous writing | Writing of articles | 1. Features of a newspaper article 2. The differences between features of a newspaper article and a speech or letter e.g. Bribery of public officers Fraudulent acquisition of properties Cleanliness is next to Godliness. | |
| 9 | Speech | Dialogue | 1. Dialogue defined 2. Sample dialogue | 1. Teacher defines dialogue 2. A short passage of a dialogue between characters 3. Teacher leads students to dialogue between them on current issue 4. Teacher leads students to punctuate dialogue using question marks. |
| | Structure | Concord | | 1. Concord means agreement. It means agreement between the noun, noun phrase or pronoun and the verb e.g. the boy jumps the boys jump the boys ride bicycle to school 2. Compound subjects The staff are training in Sokoto Here compound subject takes a plural verb 'are' |
| | Continuous writing | Formal letter continued | | Note – The language should be forma, |

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| | | | | subscription yours faithfully signature Full names Ado Bayero. |
| | Vocabulary development | advertising | | <ol style="list-style-type: none"> 1. Teacher uses the words for students to see 2. Teacher leads students to read the passage 3. Drills the class 4. Could invite an advertising practitioner to speak. |
| 10 | Speech | Speaking to persuade | <p>Use the skills developed on oral composition to debate on topics such as</p> <p>Farmers are more important than doctors</p> <p>Women are better leaders</p> <p>Corruption destroys a nation.</p> | <ol style="list-style-type: none"> 1. Revise with the students the skills of oracy 2. Discuss time allocation panel of judges and time keeper |
| | Comprehension | Reading to extract main points | <ol style="list-style-type: none"> 1. Use newspaper clippings 2. Magazine clippings 3. Students text. | <ol style="list-style-type: none"> 1. Teacher guides the students |
| | Structure | Determiners (introduction) | <ol style="list-style-type: none"> 1. Determined 2. List of determiners are many, some, much, little, few, each and any 3. Use such in examples. | <ol style="list-style-type: none"> 1. The teacher gives sample sentences e.g. Any committee member can raise a motion |
| | Vocabulary | Stock exchange | <ol style="list-style-type: none"> 1. Meaning 2. Words such as Stock broker, shares, dividends, profit, speculator, margin bankruptcy, customer market. | |
| 11 | | General revision Debate | | |

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| | | Concord (agreement) Article/writing Stock exchange Formal letter Informal letter. | | |
| 12 | Revision | Revision | Revision | Revision |
| 13 | Examination | Examination | Examination | Examination |

**ENGLISH LANGUAGE
SS 1 THIRD TERM**

| WEEK | UNIT | TOPIC | CONTENT | ACTIVITIES |
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| 1 | Speech | Speech | Intonation patterns | Rising and falling tones in sentence stress contexts |
| | Vocabulary | Vocabulary | Words associated religion | Passages on religion are used to underline appropriate register on religion. |
| | Comprehension/ Summary | Comprehension/ Summary | Reading passage(s) for words' meaning in context | Text book passages apex studied by teacher and students to get contextual meaning. |
| | Structure | Structure | Types of sentences | Simple and compound sentences are illustrated with examples. |
| | Writing | Writing | Speech writing | Definition and features of a written speech. |
| 2 | Speech | Speech | Oral composition | Students narrate stories and answer teacher's questions on them. |
| | Vocabulary | Vocabulary | Words associated with advertising | Appropriate newspaper, magazine or textbook examples are studied as models. |
| | Comprehension/ Summary | Comprehension/ Summary | Summarising a given passage | The points to note in summary writing |
| | Structure | Structure | Types of sentences contd. | Examples of simple and compound students |

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| | | | | summarise a given passage. |
| 3 | Speech | Speech | Intonation patterns continued | Rising tone with questions, e.g. WH questions. Falling tones with statements. |
| | Vocabulary | Vocabulary | Words associated with the stock exchange | Passage on stock broking, the stock exchange and capital market, (see Newspaper). |
| | Comprehension/ Summary | Comprehension/ Summary | Reading a passage on investment/stock broking | Students read and answer comprehension questions |
| | Structure | Structure | Complex sentences | Introduction to subordinating conjunctions in complex sentence e.g. <u>that</u> , <u>which</u> , etc. |
| | Continuous writing | Continuous writing | Oral composition of a descriptive essay | Students describe orally first what they intend to write about. |
| 4 | Speech | Speech | Emphatic Stress | Use of simple sentences to illustrate shifts in meaning using emphatic stress. |
| | Vocabulary | Vocabulary | Synonyms of words | Students are given examples of words nearest in meaning to other words – quick/fast, close/near, brave/fearless, etc. |
| | Comprehension/ Summary | Comprehension/ Summary | Reading for summary | Students read and summarise a given passage. |
| | Structure | Structure | Clauses independent and dependent clauses | Students are led to discover the similarities between simple sentences and independent clauses |
| | Continuous writing | Continuous writing | Composition on articles | Students study an example of an article before writing their own |

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| 5 | Speech | Speech | Simple polite requests, simple greetings | Examples of polite requests, "May I, Could you? Excuse me, etc should be dramatized. |
| | Vocabulary | Vocabulary | Antonyms of words | Words that are opposites in meaning are taught e.g. little/small/famous/notorious/ancient/modern, etc. |
| | Comprehension/ Summary | Comprehension/ Summary | Listening to tell the meaning of words in sentence context | Students take turns to read aloud while their mates answer the teacher's questions. |
| | Structure | Structure | Noun clauses | Teacher gives the examples that distinguish noun clauses from other clauses. |
| | Continuous writing | Continuous writing | Writing articles contd. | Issues of current interest are discussed by Teacher and Students before the students write the articles. |
| 6 | Speech | Speech | Oral composition for expository essays | Discussions, debates and other interactions in speech. |
| | Vocabulary | Vocabulary | Words associated with investment | Like speculator, profit margin, bullish, bearish, dividends bankruptcy, etc. |
| | Comprehension/ Summary | Comprehension/ Summary | Reading to make notes | Students are guided by their teacher to make notes from passages read. |
| | Structure | Structure | Adjectival clauses | Complex sentences are studied to pick out adjectival clauses. |
| 7 | Speech | Speaking to persuade/convince continued | 1. The Skills Of Debate/Argument 2. The Two Sides To An Argument. Proposing And Opposing | 1. Teacher uses real clock to time participants 2. Teacher leads students to introduce themselves and their topics |

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| | | | <p>3. Issues Of Current Interest</p> <p>a. Corruption and the Nigerian state is endemic</p> <p>b. Women are better leaders.</p> | <p>3. Teaches students to use the dictionary to learn definition</p> <p>4. Gathering of points to convince</p> |
| | Structure | More on adjectival clauses | <p>1. Definition of objective</p> <p>2. Adjectival clauses qualifies a noun or pronoun in the sentence</p> <p>3. They are introduced by relative pronouns, who, whose, whom, and that</p> | <p>1. Teacher defines objective</p> <p>2. Students identify them</p> <p>3. Students make sentences with adjectival clauses e.g. the man <u>whose brother was sacked</u> has committed suicide</p> <p>The song <u>which Clara sang</u> was very melodious</p> |
| | Comprehension/ Summary | Reading to test speed and accuracy | <p>1. Mindful of question marks</p> <p>2. Mindful of full stops</p> <p>3. Mindful of pauses (coma, semi colon, colon)</p> | <p>1. Guides students to observe punctuation marks</p> <p>2. Frequent reading to increase speed</p> |
| | Vocabulary devt (register) | Politics | <p>1. Politics/politician defined</p> <p>2. Words such as party, opposition, power, democracy, campaign, election electorate, polls, both governor, poster, dividend, independence.</p> | <p>1. Teacher gives a story of a politician he/she knows</p> <p>2. Teacher invites politician to give a talk</p> <p>3. Use words in sentences and orally in discussions</p> |
| 7 | Continuous writing | Argumentative essay | <p>1. Use class to organize a debate/argument</p> <p>2. Skills of convincing another person</p> <p>points, figures,</p> | <p>1. Organize debate between two groups</p> <p>2. Select interesting topics</p> <p>3. Teach presentation of points</p> <p>4. Conclusion of essay</p> |

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| | | | illustrations, rhetorical questions | 5. Features salutation topic body, conclusion. |
| 8 | Speech | Description (orally) | 1. Use special words to bring out descriptions in discourse 2. Involve students participation of describing real objects, events. | 1. Teacher leads students to garnish stories with use of adjectives and adverbs 2. Describe friend, class, school, house, car etc |
| | Structure | Words commonly miss pelt | 1. Use of the dictionary 2. Words commonly miss pelt conceive, thief, chief, grateful, beginning decision, succeed, reference, accommodation, referred, across occasion, omission, recommend, admission, embarrass | 1. Guide students in activities 2. Introduce spelling games |
| | Comprehension | Reading for word meaning in context | 1. Connotative meaning is situational meaning 2. Denotative meaning is dictionary meaning 3. Select passage with implied meaning to bring out connotative meaning | 1. Teacher gives dictionary meaning and situational or contextual meaning |
| | Vocab. Devt. | Words associate with photography | 1. Types of cameras 2. Words associated with photography such as tripod, film, lenses, light meter, frame, exposure, negative, dark room, prints portraits, passports, enlarge | 1. Use real objects 2. Pictures 3. Students make sentences with words associated with photography |

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| 9 | Speech | Listening to identify a speaker's style | <ol style="list-style-type: none"> 1. Recorded material be handy here 2. Students can read and others identify the speaker's style. | <ol style="list-style-type: none"> 1. Teacher guides students to understand style 2. Instruct on figures of speech |
| | Structure | Introduction to Active and passive tense | <ol style="list-style-type: none"> 1. Define Active Sentence 2. Define Passive Sentence 3. Active Tense S + V + O Ojo killed a rat 4. Passive Tense O + V + S A Rat Was Killed By Ojo | <ol style="list-style-type: none"> 1. Teacher guide students to give more examples 2. Use chart, pictures chalkboard |
| | Comprehension | Reading to answer questions | <ol style="list-style-type: none"> 1. Select appropriate passages 2. Key words in the passage listed 3. Sample answer 4. Use the dictionary | <ol style="list-style-type: none"> 1. Teacher guides the students as they answer questions 2. Ensure students follow instructions on number of answers and time allowed |
| | Vocabulary development | British and American spellings of common words | <p>American 'Or' As In Color, Honor British 'Our' As In Colour, Honour</p> <p>American – Theater Center British - Theatre Centre</p> <p>American – Offense Defense British - Offence Defence</p> | <ol style="list-style-type: none"> 1. Teacher guides students appropriately 2. Differentiate between the two 3. Use American books 4. Use British books |
| 10 | Speech | Listening to grasp main points or ideas in a speech | <ol style="list-style-type: none"> 1. Tape recorded material 2. Main points in a lecture 3. Materials of varying length 4. Use real life situations speech, lecture, discussions | <ol style="list-style-type: none"> 1. Pre-recorded material 2. Teacher asks questions to elicit the main points 3. Teacher leads students to discuss the lecture, speech |

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| 11 | Speech | Revision on consonant sounds | <ol style="list-style-type: none"> 1. Pronounce the words correctly 2. The dictionary is a guide here | <ol style="list-style-type: none"> 1. Teacher leads the students to pronounce 2. Students use these consonants to write various words |
| | Structure | Synonyms | <ol style="list-style-type: none"> 1. Same in meaning imitation/mimic, busy/eventful, tasteless/insipid, dogmatic/rigid, timid/fearful fearless/bold/brave 2. Nearly the same in meaning Callous/reckless Hard/unfeeling/pitiless Treason/sedition Candid/true/sincere | <ol style="list-style-type: none"> 1. Students supply more words 2. Make sentences with them |
| | Summary | Reading for summary | <ol style="list-style-type: none"> 1. Selected passages 2. Issues on current happenings 3. Look for key words that indicate points. | <ol style="list-style-type: none"> 1. Teacher leads students to answer in number of sentences |
| | Continuous writing | Revision on Differences between informal and formal letters | <ol style="list-style-type: none"> 1. Formal letter – letters to people in official capacity 2. Informal – letters to known faces, friends 3. Formal letter <ul style="list-style-type: none"> - Writers address, date - receivers address - salutation - title - body - conclusion (subscript) full name after signature Informal letter <ul style="list-style-type: none"> - Writers address, date - Salutation - Introduction | <ol style="list-style-type: none"> 1. Teacher leads the students to recognize the differences between the formal and informal letters 2. Students write the letters until they are conversant with them |