

**BASIC 6 LESSON PLAN FOR FIRST TERM – ENGLISH LANGUAGE
WEEK**

: One

CLASS

: Basic six

SUBJECT

: English Language

TOPIC

: Revision

BEHAVIOURAL OBJECTIVES

: At the end of the lesson, pupils should be able to revise the previous topics

BUILDING A BACKGROUND:

Pupils are familiar with the revised topics

INSTRUCTIONAL MATERIAL

: Pictures, charts and textbook

REFERENCE MATERIAL:

Niger ia Primary English Pupils’ Book 6

CONTENT:

REVISION

Change each of the following to indirect speech.

‘Get out’, the teacher yell ed.

1.

2.

‘i have seen the new house’, said kanro

The woman said to her son, ‘kindly fetch me some firewood’

3.

4.

‘Have you seen my pencil?’ the woman asked

Write out the synonyms of the given words below.

1.

Concluded

2.

Discovered

3.

Present

4.

Calm

5.

Enemy

EVALUATION

: Pupils are evaluated thus:



WEEK
: Two
CLASS
: Basic six
SUBJECT
: English Language
TOPIC
: Further practice on report making; Grammar: Synonym Writing: Guided composition
BEHAVIOURAL OBJECTIVES
: At the end of the lesson, pupils should be able to:
i.
Make reports
ii.
figure out the synonyms of words
iii.
write a guided composition
BUILDING A BACKGROUND:
Pupils are familiar with report writing and synonyms
INSTRUCTIONAL MATERIAL
: Pictures, charts and textbook
REFERENCE MATERIAL:
Nigeria Primary English Pupils’ Book to
CONTENT:
STRUCTURE
MAKING REPORTS
GRAMMAR
SYNONYMS
Synonyms are words that are similar in meaning.
Examples:
Huge - Big
Ancient - old
Enemy - foe etc.

EVALUATION

: Pupils are evaluated thus:

1.

write a composition on the topic ‘My Class Teacher’

2.

Replace the underlined words in the following sentences with other words which means the same from the box. You may use your dictionary.

behave clinic healthy pierced unfortunately gradually hug abandoned be supportive be loving

1 The children should learn to act like smart pupils. (behave)

2 A healthcare facility for patients should have many doctors and nurses.

3 The man left behind the old car on the street.

4 The knife cut through the soldier’s flesh

5 Embrace me, please.

6 Good parents should be showing love and affection to their children.

7 We should be showing support or assistance to others in times of trouble.

8 The snake moved bit by bit towards its victim.

9 Unluckily it rained all day on Saturday.

10 Mr Olaolu’s physical condition showed that he was free from disease

WEEK

: Three

CLASS

: Basic six

SUBJECT

: English Language

TOPIC

: Reporting type of essay; Grammar: Noun: Definition and types; Writing: A report of an incident

BEHAVIOURAL OBJECTIVES

: At the end of the lesson, pupils should be able to:

i.

Explain a reporting type of essay

ii.

Define a noun and mention types

iii.

Write a report on an incident

BUILDING A BACKGROUND:

Pupils are familiar with nouns and oral form of report

INSTRUCTIONAL MATERIAL

: Pictures, charts and textbook

REFERENCE MATERIAL:

Nigeria Primary English Pupils' Book to

CONTENT:

STRUCTURE

REPORTING TYPE OF ESSAY

The purpose of a report is to convey specific information to provide the reader with information. The purpose of an essay is to show how well you have understood the question and are able to answer it.

A report usually contains a description of events/results of research.

GRAMMAR

NOUN

A noun is a naming word. It is the name of a person, idea, animal, place or things. E.g: Bose, farm, hospital, ant etc



EVALUATION

: Pupils are evaluated thus:

**1.
What is a noun?**

**2.
Mention the types of noun and give examples**

**3.
Write a report on a traditional festival you witnessed in your village.**

WEEK
: Four
CLASS
: Basic six
SUBJECT
: English Language
TOPIC

: Pronunciation, stress and intonation practice; Grammar: pronoun: Definition and types
Writing: Features of formal and informal letters

BEHAVIOURAL OBJECTIVES
: At the end of the lesson, pupils should be able to;

i.
Read with the correct intonation and stress pattern

ii.
Define pronouns and mention the types

iii.
State the features of formal and informal letters

BUILDING A BACKGROUND:
Pupils are familiar with intonation, pronouns and letters

INSTRUCTIONAL MATERIAL
: Pictures, charts and textbook

REFERENCE MATERIAL:
Nigeria Primary English Pupils’Book to

CONTENT:
PRONUNCIATION
STRESS AND INTONATION PRACTICE

Remember that stress is the force or loudness with which a part of a word is pronounced. Many words of two syllables come from one-syllable words For example, the word ‘singer’ comes from the word ‘sing’ and the word ‘enlarge’ comes from the word ‘large’ In these two-syllable words, the stress is on the syllable of the original word. In the examples below, O and/or capital letters can be used to show the stressed syllable and o the unstressed syllable.

Here are some more examples:

Nouns and adjectives (Oo)		Verbs (oO)
Boy	– BOY	hood
Own	– disOWN	
Star	– STAR	dom
Take	– reTAKE	
friend	– FRIEND	ship
miss	– dismiss	

Most two-syllable nouns and adjectives have stress on the first syllable, even if they are not formed from an original one-syllable word For example, ‘pastor’ is not formed from the original word ‘past’, but it still has the stress pattern Oo.



GRAMMAR

PRONOUNS AND TYPES

A pronoun is a word used instead of a noun. Examples are: he, she, they, my, their, our e.t.c

WRITING

FEATURES OF A FORMAL AND INFORMAL LETTER

FORMAL LETTER INFORMAL LETTER

EVALUATION

: Pupils are evaluated thus:

1.

State four features each of a formal letter and an informal letter

2.

What are pronouns? Mention four types with examples.

3.

Write a letter to your headmaster requesting for a new school uniform.

WEEK

: Five

CLASS

: Basic six

SUBJECT

: English Language

TOPIC

: Grammar: Verbs: Definition and types Structure: Mastering of passive voice Construction:

change active sentences into Passive voice writing: Argumentative essay: A teacher is more

Important than a farmer

BEHAVIOURAL OBJECTIVES

: At the end of the lesson, pupils should be able to:

i.

Define verbs and mention types

iii.

Change active sentences to passive voice

iii.

Write an argumentative essay

BUILDING A BACKGROUND:

Pupils are familiar with verbs and essays

INSTRUCTIONAL MATERIAL

: Pictures, charts and textbook

REFERENCE MATERIAL:

Nigeria Primary English Pupils’Book to

CONTENT:

GRAMMAR

VERBS AND TYPES

A verb is an action word or a doing word.

There are three types of verbs. They are:

1.

ACTION VERBS: action verbs do the action in a sentence. E.g: we

rode

our bikes to the

swimming pool; i

wish

i

knew

how to

play

the guitar.

2.

HELPING VERBS: they

help

the main verb in a sentence, e.g. Mum might

might

bake some

cookies; many kids

were

playing soccer during recese

3.

LINKING VERBS: they

link

the subject to a noun or adjective in a sentence. They help to

rename or describe. E.g. My dad

is

a truck driver; Ben

seems

unhappy

STRUCTURE

ACTIVE AND PASSIVE VOICE

When X (doer) does something to Y (receiver), there are usually two ways to talk about it “active

voice” and “passive voice” We use active verbs if we want X to be subject We use the passive verb if

we want Y to be the subject In the example below in the active construction, “ Osaro” is the doer and

it is also the subject of the sentence However, in passive sentence, “a car” is the receiver of the

action, but it is the subject of the sentence.

EXAMPLES:



Active voice	Passive voice
Titi sang a song.	A song was sung by Titi.
The pupil kicked the ball.	The ball was kicked by the pupil.
Did Musa write this letter?	Was this letter written by Musa?
Someone else did that.	That was done by someone else.

WRITING

EVALUATION

: Pupils are evaluated thus:

1.

Write these sentences in the passive using the verbs in brackets dd ‘by ’ only when necessary.

Example:

Chinua Achebe/Things Fall Apart (write) Answer: Things Fall Apart was written by Chinua Achebe.

1 Meeting/Dr Ayedun (chair)

2 The grave of the saint/over 1000 years ago (build)

3 This blue cloth/in Ibadan/last June (dye)

4 Mandela/the first black President of South Africa (elect)

2.

What are helping verbs? Give two examples

Write an argumentative essay on the topic ‘Teachers are better than farmers’

3.



WEEK
: Six

CLASS
: Basic six

SUBJECT
: English Language

TOPIC
: Structure: Selected poem based on the virtues of Kindness; Grammar: Adjectives: Meaning and types

BEHAVIOURAL OBJECTIVES
: At the end of the lesson, pupils should be able to:
i.
Read a poem based on the virtues of kindness
ii.
Define adjectives and state its meaning

BUILDING A BACKGROUND:
Pupils are familiar with the word ‘kindness’ and adjectives

INSTRUCTIONAL MATERIAL
: Pictures, charts and textbook

REFERENCE MATERIAL:
Nigeria Primary English Pupils’Book to

CONTENT:
GRAMMAR
POEM
Out there
Out there is a cry of anguish and of pain.
Out there someone’s suffering for someone else’s blame
Out there, there is someone who’s lost all sense of hope
Waiting for some kind of help without which he can’t cope
Out there lies a semblance of a once healthy being
Who’ll die a slow and painful death unless he gets some seeing
But out there stands a person who cares for animals, true.
Yes, someone who can make a change. That person could be you!
By Kenneth Cassar

EVALUATION

: Pupils are evaluated thus:

1.

What are adjectives?

2.

Mention the types of adjectives with examples

3.

Write out the rhyming words in the poem

4.

What is the poem talking about?



WEEK
: Seven

CLASS
: Basic six

SUBJECT
: English Language

TOPIC
: Grammar: Adverb: Meaning and types; Writing: Guide to good essay writing; comprehension

BEHAVIOURAL OBJECTIVES
: At the end of the lesson, pupils should be able to:

i.
Define adverbs and types

ii.
Write a good essay

iii.
Read and comprehend a passage

BUILDING A BACKGROUND:
Pupils are familiar with parts of speech and essay writing

INSTRUCTIONAL MATERIAL
: Pictures, charts and textbook

REFERENCE MATERIAL:
Nigeria Primary English Pupils’Book to

CONTENT:
GRAMMAR
STRUCTURE

READING

WHO WILL FINANCE MY EDUCATION NOW?

Elizabeth Fasoro is the 17-year-old daughter of the late Mrs Iyabo Deborah Fasoro. Her mother was the policewoman who was cut down on active duty during the bank robbery in Ikere Ekiti, Ekiti State on 25 November. Elizabeth says she still finds it hard

to believe that her mum is no more. The young girl is currently in Senior Secondary School 3 at Ansar-ud-deen Grammar School, Ikere Ekiti.

‘Mum was the best thing in my life She was a very caring and understanding woman, who played the role of both father and mother to me,’ she said

‘I just came back from school that day about 4 pm when I learned that robbers had invaded the bank and the police station Kn owing that she could be in danger as a policewoman, I prayed for my mum and then went on to do the domestic chores.

‘ fter a while, my boss at the tailoring shop where I learn tailoring after school hours came to announce to us in our house that robbers had killed two police officers, a man and a woman.

‘I quickly ran to the station It was there that I got to know that my mum was the policewoman that was killed ‘My mum had just lost her elder sister a few days before she was shot dead. She had discussed arrangements of the burial with me and even told me about her plans to settle in Ekiti State She had promised to give me my school fees the day she was killed But now, she can’t do that I don’t know who to turn to for help now.

‘My ambition is to become a journalist I’m appealing to the government to please intervene on the payment of my late mum’s entitlement from the police force and also to do something for me and my elder brother Tope Fasoro, who is just in his first year of study at the Ikere College of Education, Ikere Ekiti.

‘Since the sad incident, everyone has been in shock. The family has particularly monitored my movements because they know that I might do something bad to myself because I never imagined that my mum would die so young. She was very determined to sponsor me and my brother in school so that we wouldn’t have problems in future Now there is no one we can turn to I am appealing to the government to please sponsor our education ’ (dapted from The Sun, 11 December 2014)

Answer the following questions.

1 Who wrote this story?

2 Who cut down Mrs Fasoro’s?

3 What is the name of Elizabeth’s school?

4 What was she doing after school hours?

5 Where did she learn about her mother’s death?

6 Where was her mother killed?

7 What is Elizabeth’s ambition?

8 What does she hope the government will do for her and her brother?

EVALUATION

: Pupils are evaluated thus:

1.

What are adverbs?

2.

Mention the types of adverbs with examples.

3.

Read the comprehension passage and answer the following questions



WEEK
: Eight
CLASS
: Basic six
SUBJECT
: English Language
TOPIC
: Speech Work: Argumentative Essay; Structure: Instructions; Grammar: Preposition meaning and usage; Writing: Argumentative essay: Science does more harm to humanity than good
BEHAVIOURAL OBJECTIVES
: At the end of the lesson, pupils should be able to:
i.
Explain the concept of instruction
ii.
Argue on a debate topic
iii.
Define preposition and explain its usage
BUILDING A BACKGROUND:
Pupils are familiar with instructions and debates
INSTRUCTIONAL MATERIAL
: Pictures, charts and textbook
REFERENCE MATERIAL:
Nigeria Primary English Pupils’Book to
CONTENT:
STRUCTURE
INSTRUCTION
Instruction is a detailed information about how something should be done or operated. A set of instruction could be:
i.
How to solve a mathematical equation
ii.
How to prepare a dish
iii.
How to use an appliance e.g phone
iv.
How to make things e.g bags, shoes etc
Instructions are very important as they serve as a guide to achieve certain purposes.
GRAMMAR
PREPOSITION MEANING

SPEECH

ARGUMENTATIVE ESSAY- DEBATE

As you have already learned, a debate is a form of argument that is meant to be spoken. The purpose of a debate is to convince your listeners to agree with your own point of view. A debate has two sides. You either argue for or you argue against the topic For example, in the topic, ‘Children’s rights and responsibilities should be enforced’, the side supporting the topic should argue for it, while the opposing side argues that ‘children’s rights and responsibilities should not be enforced’ To convince your listeners to your own point of view, you must give adequate facts and details to support your opinion.

Let us briefly review the rules for debates as follows:

- 1 First a debater takes a side. Then a coin is tossed to decide who speaks first.
- 2 The pupils debating must present the speech within the stipulated time. Those supporting the chief speaker speak only for a short time after the chief speaker has delivered his/her speech.
- 3 The speaker must speak either for or against the motion. Do not speak on both sides of the argument.
- 4 Once it is time for you to stop, the timekeeper will ring the bell. Make sure you stop to avoid being disqualified or penalised.
- 5 The judges will decide the group or persons that win at the end of the debate.

EVALUATION

: Pupils are evaluated thus:

1.
What is an instruction?
2.
Give three examples of instruction
3.
State five rules of debate
4.
What are prepositions?
5.
Give five examples of preposition.

WEEK

: Nine

CLASS

: Basic six

SUBJECT

: English Language

TOPIC

: Speech Work: Direct and indirect speech; Grammar: Conjunction meaning and Identification;

Writing: Simple future questions and past tense

BEHAVIOURAL OBJECTIVES

: At the end of the lesson, pupils should be able to:

i.

Change sentences from direct speech to indirect speech

ii.

Explain the meaning of conjunction and identify them in sentences

iii.

Ask simple future questions

BUILDING A BACKGROUND:

Pupils are familiar with direct and indirect speech and parts of speech

INSTRUCTIONAL MATERIAL

: Pictures, charts and textbook

REFERENCE MATERIAL:

Nigeria Primary English Pupils’Book to

CONTENT:

SPEECH WORK

DIRECT AND INDIRECT SPEECH

When a speech contains the exact words of a speaker, we call it direct speech. When the speech is reported

by someone in his own words, it is called reported speech.

In reported speech, the present tense changes to

the past tense.

Example ‘It is late’, he said DIRECT SPEECH

He said that it was late. INDIRECT SPEECH

Makinde said, ‘I am going home ’ DIRECT SPEECH

Makinde said that he was going home. INDIRECT SPEECH

When we report things that happen regularly, the verbs may not change.

Examples:

1 The teacher says, ‘The sun rises in the east ’ The teacher said that the sun rises in the east

2 The girl says, ‘I sell bread every day ’ The girl said that she sells bread everyday



GRAMMAR

CONJUNCTIONS

A conjunction is a word which joins two words, phrases, clauses, or sentences together to complete their meaning. There are three major kinds of conjunctions: coordinating, subordinating, and correlative.

Coordinating conjunctions This conjunction is used to join two words, statements or clauses of equal status together. These conjunctions include: and, or, but .

Subordinating conjunctions This is a conjunction that is used to join two unequal statements, clauses, or phrases together. One parts depends on the other for its full meaning. Examples of subordinating conjunctions are: before, after, since, because, when, although, though, if, who, which.

Correlative conjunctions This conjunction is used in pairs Examples are either or, both and, neither nor, not only but also, whether or

EVALUATION

: Pupils are evaluated thus:

1.

What are the features of direct and indirect speech?

2.

Change each of the following direct statements to reported speech by answering the questions that follow them:

1 kin and Bode ‘We are going to a party ’ What did kin and Bode say?

2 mina ‘The soup is bad ’ What did mina say?

3 Opa and mina ‘We like the new teacher ’ What did Opa and mina say?

4 Mr Oputa ‘Sara got all the answers right ’ What did Mr Oputa say?

5 Luqman ‘I swept the compound alone ’ What did Luqman say?

3.

What are conjunctions?

4.

Mention three types of conjunctions