

BASIC 4 ENGLISH LANGUAGE FOR FIRST TERM

WEEK: One

CLASS: Basic Four

SUBJECT: English Language

TOPIC: Revision of Last term's work

BEHAVIOURAL OBJECTIVES: At the end of the lesson, pupils should be able to remember and understand the previous term's work

BUILDING A BACKGROUND: Pupils are familiar with the revised topics

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English Book 4

CONTENT:

REVISION

Underline the action words in each of the following sentences.

1. The cats ran towards the rusty door
2. She drove the car to see her grandparents.
3. Mother and i prepared beans and yam last night.
4. Audu collected some pictures from the headmaster's office
5. We saw the tallest building in Nigeria.

WEEK: Two

CLASS: Basic Four

SUBJECT: English Language

TOPIC: Expressing Possibilities and Permission

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

- i. Express possibilities using 'Can', 'Cannot', 'May', 'May not'
- ii. Read and comprehend the passage and learn new words
- iii. Write a guided composition

BUILDING A BACKGROUND: Pupils are familiar with expressing possibilities and passage reading

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English Book 4

CONTENT:

GRAMMAR

EXPRESSING POSSIBILITIES AND PERMISSION

If you are not sure you will do something but it is likely you do it, that is a **possibility**.

If you want to go out of the class when your teacher is with you you must ask the teacher to allow you to go out, that is **permission**.

Both possibility and permission can be expressed in negative forms using 'cannot' and 'may not'.

Study the following examples:

- i. I am willing to come to you birthday but i will be going to Lagos that day. I **may not** come. (possibility)
- ii. May i use the ladies please? (permission)

READING

Uche and Mahmud's Families

Read the comprehension passage and study the following words

Monogamous, Polygamous, party, photograph,
immediate, step mother, classmates

COMPOSITION

Topic: How i spent my last holiday

EVALUATION: Pupils are evaluated thus:

What are the following sentences expressing? Write 'A' for possibility and 'B' for permission.

1. It may not rain this month.
2. You may go out if you wish to.

3. A judge can be jailed
4. May i open the door?
5. The woman may not show up in the market today.

WEEK: Three

CLASS: Basic Four

SUBJECT: English Language

TOPIC: Dialogue further practices in excusing, Possibility, obligation and permission

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

- i. Read and comprehend the given passage
- ii. Express obligations in a sentence
- iii. Write a poem on 'My Home' / 'My Family'

BUILDING A BACKGROUND: Pupils are familiar with their obligations

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English Book 4

CONTENT:

READING:

MY HOME, MY FAMILY

Read the passage carefully and answer the questions that follows

GRAMMAR

EXPRESSING OBLIGATIONS ('Must', 'Have To', 'Ought To')

Obligations are those things that you have to do. They are your responsibilities. We can express our responsibilities by using the words 'Must', 'Have To', and 'Ought to'.

Examples:

1. We must be in school before 9 'o' clock.
2. I ought to help him carry some of those bags.
3. You ought not to move near petrol.

EVALUATION: Pupils are evaluated thus:

1. Make four(4) sentences that expresses obligations
2. Compose a poem on 'My Family'

WEEK: Four

CLASS: Basic Four

SUBJECT: English Language

TOPIC: Reading: Teaching of new words meaning and Comprehension; Writing: How I spent my last holiday; Dictation: Selected words from the passage read

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

- i. Read and comprehend the passage
- ii. Write a composition on the topic 'My Last Holiday'
- iii. Write a dictation on selected words from the passage

BUILDING A BACKGROUND: Pupils are familiar with comprehension and composition writing

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English. Book 4

CONTENT:

READING

The importance of washing your hands Washing your hands properly is the most effective thing you can do to protect yourself against a number of contagious diseases such as influenza, common cold, and ebola. Not only will it help keep you healthy, it will also help prevent the spread of contagious diseases to others.

Even if your hands appear to be clean, they may carry germs. Hands pick up micro-organisms (germs) in a number of ways. When people who are sick sneeze or cough, the germs that make them sick are released into the air in tiny droplets. If these droplets get onto your hands and then you touch your mouth, eyes, or nose without washing away the germs, you may contract the infection. You can also get sick if you don't wash your hands before or after preparing food, after handling raw meat, and after using the toilet. Washing your hands not only helps prevent you from getting sick, but it also reduces the risk of infecting others. If you don't wash your hands properly before coming into contact with others, you can infect them with the germs on your hands. People can also get sick from the germs that unwashed hands leave on shared objects like doorknobs, keyboards, or other equipment in the home or workplace. Hand-to-hand contact can spread mild conditions such as the common cold, but also more severe or life threatening diseases. Infectious diseases are a particular risk to the very young, the elderly, and people with a compromised immune system such as those with HIV or AIDS. Although hand washing might seem to be a simple task, you should follow these steps to thoroughly rid your hands of germs:

- 1 Wash your hands continuously with soap and water for at least 20 seconds.
- 2 Wash the front and back of your hands, as well as between your fingers and under your nails.
- 3 Rinse your hands well under warm running water using a rubbing motion.
- 4 Wipe and dry your hands gently with a clean towel.

Adults and older children should teach younger children how to wash their hands properly and supervise them while they are washing their hands.

EXERCISE ANSWER THESE QUESTIONS.

- 1 What is the most effective way to prevent contagious diseases?
- 2 Give two examples of contagious diseases.
- 3 Give two reasons why hand washing is important.
- 4 Name two ways by which someone can get sick from other people.
- 5 Which people get contagious diseases more easily from other sick people?

DICTATION

When people who are sick sneeze or cough, the germs that make them sick are released into the air in tiny droplets. If these droplets get onto your hands and then you touch your mouth, eyes, or nose without washing away the germs, you may contract the infection. You can also get sick if you don't wash your hands before or after preparing food, after handling raw meat, and after using the toilet.

EVALUATION: Pupils are evaluated thus:

1. Read the passage and answer the following questions
2. Write a composition on the topic 'My Last Holiday'

WEEK: Five

CLASS: Basic Four

SUBJECT: English Language

TOPIC: Structure: Complete sentences with Can or May; Grammar: Making sentences from the tables Writing: A poem

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

- i. Complete sentences with 'Can' or 'May'
- ii. Make sentences from tables
- iii. Write a poem

BUILDING A BACKGROUND: Pupils are familiar with completing sentences with words and sentence formation

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English. Book 4

CONTENT:

STRUCTURE

EXCUSING POSSIBILITIES

CAN VS MAY

The key difference between MAY vs CAN is that "can" talks about ability and "may" talks about permission.

CAN

Can is an auxiliary verb. It is used in two cases:

- To talk about ability.

- I can finish my homework at 5 pm.
- Can you finish your homework tonight?
- Can you do the salsa?
- Can you play basketball?

- To ask or give permission informally.

- Can I use your pen?
- You can use my pen.
- Can I ask you a question?



MAY

May is also an auxiliary verb. It is generally used to give or ask permission formally.

- Let us take a situation between a student and a teacher.

- - "May I drink water?"
- - Teacher: "Yes, you may".

- Let us take a situation between two strangers.

- - "May I borrow your pen?"
- - "Yes, you may".

GRAMMAR

Substitution table

This	is	my	pen
		his	pencil
That	is not	her	book
		your	bag
It		Siva's	bottle

EVALUATION: Pupils are evaluated thus:

1. Make ten (10) sentences from the above table
2. Make five (5) sentences each for 'Can' and 'May'.
3. Compose a poem on 'My Mother'

WEEK: Six

CLASS: Basic Four

SUBJECT: English Language

TOPIC: Structure: Further practice in the use of tenses ; Writing: Oral composition / Narrative
An Interesting experience; Grammar: Aural/ Discrimination

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

- i. Correctly use their tenses
- ii. Narrate an interesting experience
- iii. Compare and contrast vowel sounds

BUILDING A BACKGROUND: Pupils are familiar with tenses and story telling

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English Book 4

CONTENT:

STRUCTURE

TENSES

Present simple – Repeated actions that happen in the present. – Actions that happen in general in the present – Set events that will happen in the near future – Current facts	Past perfect – An action that happened before another action in the past – For duration before something that finished in the past – For specific times in the past that happened before another action
Past simple – Completed actions that happened in the past – A series of completed actions – A duration of time in the past – Habits in the past – Past facts or generalizations	Future perfect – Completed action happening before something in the future – For duration before something in the future
Future simple – A specific action in the future – A voluntary action – A promise – A plan – A prediction	Present continuous – An action that is happening (or not happening) now – A continuous action currently in progress – An action happening in the near future – Repetition and irritation
Present perfect – Actions that happened at an unspecific time in the past – Actions that started in the past and continue to the present – Change over time – Past experiences (at an unspecific time)	Past continuous – An interrupted action in the past – Parallel actions in the past – An 'atmosphere' in the past – Repetition and irritation in the past
	Future continuous – An interrupted action in the future – Parallel actions in the future – An 'atmosphere' in the future

GRAMMAR

THE VOWEL SOUNDS /æ/ AND /a:/

Description of the vowel sound /æ/ /æ/ is a short sound. To say /æ/, you open your mouth wide, while your jaw and the back of your tongue are down.

Usual spelling variant of /æ/

a mat cat sat fat factory manager capture Saturday

ai plait plaid

usual spelling variant of /a:/

a father path after heart ask answer aunt pass dance sergeant

ar part cart hard arm dart bar

al calm palm psalm half

EVALUATION: Pupils are evaluated thus:

A. Complete each of the sentences with one /æ/ word and one /ɑ:/ word from the box.

hand sat Paris bag dark pass palm bar far back

- 1 Try and get back before it gets _____.
- 2 He held the stone in the _____ of his _____.
- 3 Can you _____ me that _____?
- 4 He _____ at the _____ all night.
- 5 How _____ is _____?

B.

Complete these sentences in the negative form, using 'do not' or 'does not' plus the verbs in the brackets.

- 1 Kofo _____ do her homework at home. (don't/doesn't)
- 2 I _____ every day. (sleeps/sleep)
- 3 He _____ movies daily. (watch/watches)
- 4 They _____ the grass every Saturday. (cut/cuts)
- 5 She _____ her newspaper every morning. (read/reads) 6 Her day _____ at 6.30 in the morning. (start/starts)

WEEK: Seven

CLASS: Basic Four

SUBJECT: English Language

TOPIC: Speech work: Reading descriptive passage Means of transportation in Nigeria;
Grammar: Study the words and use them to Make sentences

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

- i. Read and comprehend a descriptive passage
- ii. Learn new words and use them to make sentences

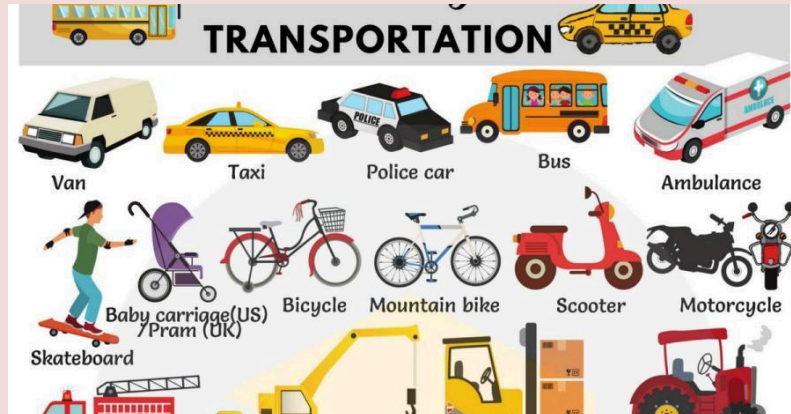
BUILDING A BACKGROUND: Pupils are familiar with reading and sentence formation

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English. Book 4

CONTENT:

SPEECH WORK



GRAMMAR

NEW WORDS

FITTED, URGED, POSSIBILITIES, PEDESTRIAN, PENALTY, ONCOMING, OVERHEAD, SECURELY

EVALUATION: Pupils are evaluated thus:

Match the word from the passage with its meaning.

fitted	the action of two or more vehicles hitting each other
urged	people travelling on foot
possibility	highest in degree or distance
crash	directly above something or somebody
restraint	fixed to a device or piece of equipment
extreme	advised strongly
securely	placed safely
oncoming	something that is possible
pedestrians	approaching something or someone
overhead	punishment for an offence
penalty	a device that holds back Fire

SUBJECT: English Language

TOPIC: Speech Work: Aural Discrimination; Structure: Further practice in the use of tenses, The present, past present perfect and past Continuous; Writing: Descriptive passage on good morals

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

- i. Compare and contrast sound /t/ and sound /θ/
- ii. Use their tenses correctly
- iii. Write a descriptive passage on respect

BUILDING A BACKGROUND: Pupils are familiar with sounds /t/ and /θ/ and tenses

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English. Book 4

CONTENT:

SPEECH WORK

Sound /t/ and sound /θ/



4 Pronunciation :

t / v / θ /

tree	three
tin	thin
bat	bath
tent	tenth

th / th / th /

GRAMMAR

TENSES

Present simple – Repeated actions that happen in the present. – Actions that happen in general in the present – Set events that will happen in the near future – Current facts	Past perfect – An action that happened before another action in the past – For duration before something that finished in the past – For specific times in the past that happened before another action
Past simple – Completed actions that happened in the past – A series of completed actions – A duration of time in the past – Habits in the past – Past facts or generalizations	Future perfect – Completed action happening before something in the future – For duration before something in the future
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	Future continuous – An interrupted action in the future – Parallel actions in the future – An 'atmosphere' in the future

EVALUATION: Pupils are evaluated thus:

GRAMMAR REVISION

PRESENT TENSES

1. What time _____ (the meeting/end)?
2. Tomorrow I _____ (visit) my aunt, Sally.
3. Molly _____ (speak) French but right now she _____ (speak) Spanish.
4. We _____ (not/finish) our history project yet. The deadline is set for Monday.
5. Kim _____ (never/be) abroad. She'd love to visit other countries.
6. I'm exhausted. I _____ (train) my stomach muscles all morning.
7. What _____ (usually/you/do) in your free time?
8. A: Look! Your mum's in the vegetable garden.
_____ (she/water) the tomatoes?
B: I guess, she _____.



PAST TENSES

1. My sister and I _____ (prepare) a gala dinner to celebrate our parents' silver anniversary.
2. Where _____ (you/sit) when the light _____ (go) off?
3. Liz _____ (pain) the bathroom for two hours before Luke _____ (offer) her his help.
4. When Vanda _____ (be) on holiday last summer she _____ (ride) a bike every day.
5. The kids _____ (play) at the beach when they _____ (hear) the roar of the ocean.
6. Sam _____ (vacuum) the carpets before she _____ (settle) down with a book.
7. Mike _____ (chop) the onions while Lucy _____ (blend) the eggs and cream.
8. Last year I _____ (not/save) any money.

FUTURE TENSES

1. A: Remember that it's a secret. B: I know. I _____ (not/tell) anyone, I promise.
2. Sue has bought some chocolates because she _____ (visit) her grandpa in hospital.
3. I haven't finished my essay yet but I _____ (write) it by tomorrow.
4. At this time next week Brenda _____ (sunbathe) on the Caribbean beach. I envy her.
5. We expect Tom _____ (recover) soon.
6. What _____ (you/do) tonight? Can we meet at 7? I need to talk to you.
7. Look at Greg. He _____ (jump) into the swimming pool.
8. _____ (you/stop) making so much noise, please? Anna is studying for Maths exam.



QUESTIONS

1. _____ rock band do you like best?
2. _____ did Katie spend last Christmas?
3. _____ don't you join us?
4. _____ did you pay for your new fur coat?
5. _____ keys are these? I think they're Bob's.
6. _____ does Harry go sailing? Once a month.
7. _____ brothers have you got? Just one.
8. _____ do they usually go to bed? At 11.30.
9. _____ do we get there? By bus or by train.
10. _____ is your cousin? She's 9.
11. _____ will grandma visit us? On Friday.
12. _____ likes pizza? Everyone.
13. _____ is Paris from Madrid? About 1200 km.
14. _____ was your trip? Long and tiring.

MODAL VERBS

1. Zoe _____ read and write when she was six.
2. Remember, you _____ talk to the driver. It's forbidden.
3. _____ your mum speak any foreign languages?
4. You _____ go to bed early if you don't feel very well.
5. Mrs. Gillian _____ open the window last night because the handle was broken.
6. The teacher _____ get annoyed if you don't do your homework again.
7. Stella _____ be at home. I think she's not feeling very well today.
8. You _____ eat the dessert if you don't want to.
9. Rick _____ walk yet. He's only seven months old.
10. You _____ watch this film. It's hilarious.

PRONOUNS

1. Has Fred done it _____ or has anyone helped him?
2. Megan and Lea are twins. _____ are like two peas in a pod.
3. I need to buy a new printer. Could you lend _____ some money?
4. Fiona recommends this beauty salon although she has never been there _____.
5. George and I are good listeners. You can always talk to _____ and _____ will help you if we can.
6. We both have a sister, but _____ is older than _____.
7. _____ shoes are too expensive for me. I cannot afford to buy _____.
8. Does _____ know the correct answer?
9. We tried to get tickets, but there were _____ left.

WEEK: Nine

CLASS: Basic Four

SUBJECT: English Language

TOPIC: Writing: Composition about my family; Structure: Fill in the gaps; Spelling

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

- I. Write a composition about 'My Family'
- II. Fill in the gaps
- III. Learn new words

BUILDING A BACKGROUND: Pupils are familiar with compositions and filling in missing words.

INSTRUCTIONAL MATERIAL: Pictures, charts and textbook

REFERENCE MATERIAL: Macmillan Brilliant Primary English Book 4

CONTENT:

WRITING

COMPOSITION – MY FAMILY

My Family

I have a small family. My father is the head of the family.

My father is the person I admire most. He is very hardworking and comes home late every day. He is funny and makes me laugh all the time. He spends a lot of time with my mother and me on holidays. We go for picnics and long drives in his car. He helps me with my math homework when he has the time. He never shouts at me. I have never seen him get angry. He is the kindest man I know. He is my hero.

NEW WORDS
Housewife, hardworking, funny, holidays, long, angry, kindest, business, beautiful, laugh

All the green highlighted words are describing words or adjectives

STRUCTURE

EVALUATION: Pupils are evaluated thus:

Fill in the blank with the correct sight word.

Sight words:

had from has give giving

1. Peter is coming back home _____ school.

2. _____ this letter to Cindy.

3. Nate is _____ out invitations for his party.

4. I _____ cereal for breakfast.

5. Luke _____ to go to school.