

Week: One

Class: Basic Four

Topic: Speech Work: Reading letters written to an old Classmate, mother, an old neighbor

Structure: comparing things according to weight, Size, height, distance, shape and quality

Reading: Teaching of new words comprehension

Grammar: Complete the following from the story that has just be read

Writing: Guided composition: a motor park

Dictation and spelling” Selected words from the Passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. To write a letter and read properly
2. Learn some new words and meaning
3. Know how to use some new words in a sentence
4. Write a good composition on some selected topics

Instructional material/Reference material:Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students know that there is difference in height, weight and size of objects hence the need for comparison.

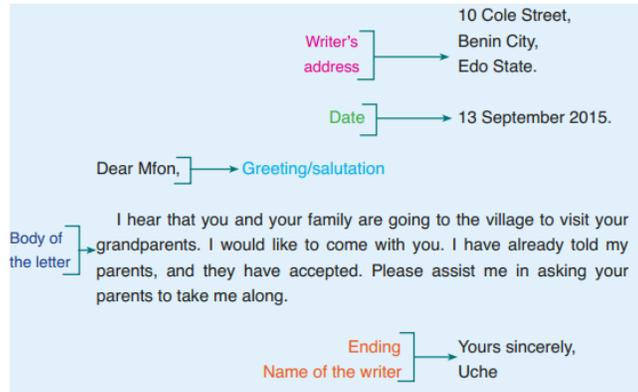
Content:

Letter writing

Writing

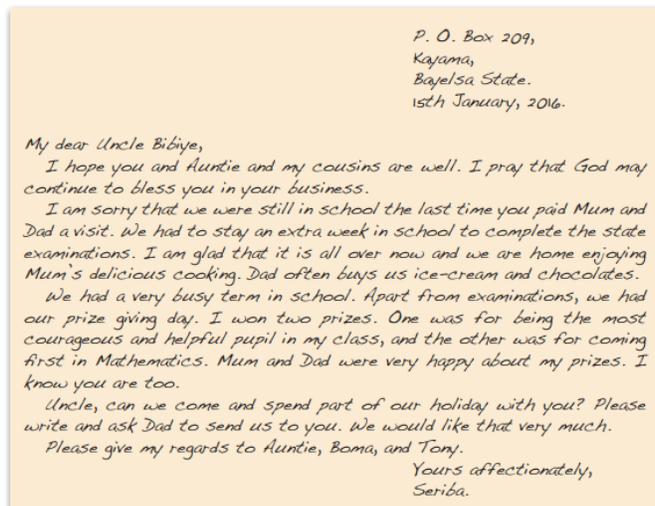
There are two types of letters: informal and formal letters. Letters to members of our families, friends, and well-wishers are informal letters. Such letters are usually longer than formal letters. Formal letters are business letters. They are usually shorter than informal letters.

Here is an example of a simple informal letter, its different parts, and how it looks on paper.



Here is an example of an informal letter written by Seriba to her uncle.

Informal letters



Evaluation:

1. Write a letter to you friend telling him or her about your last birthday party.
2. State the meaning of the following words:- weight, height, size, object, shape and quality
3. Visit a motor park around you and write a good composition about it

Week: Two

Class: Basic Four

Topic: Speech Work: Further practice in the use of Tense, Present, past present, perfect and past Continuous tense

Structure: Aural discrimination

Reading: Teaching of new words, oral and written Comprehension

Grammar: Further practice in the use of tense, Present, past present, perfect and past Continuous tense

Writing: Giving an account of visits to place of Interest e.g. local market, super market idanre Hills.

Dictation: Spelling, Selected words from the Passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Master the use of tense
2. Learn the meaning of some new words
3. Read the comprehension properly

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with tense and can identify a tense in a sentence

Content:

Comprehension:- Peju, the loving, obedient child.

Speech work: Practice on future, past present tense perfect and past continuous tense

Simple present tense

The simple present tense is used for various purposes, as shown below.

1. To talk about the present
 - a. Abuja is the capital of Nigeria.
 - b. Nosa owns a calculator.
 - c. My sister works in an art studio.
2. To talk about the future
 - a. I will phone you when I get home.
 - b. The plane arrives this evening.
 - c. They will plan a party.

3. To indicate habitual action

- a. She often reads in the library.
- b. He practises the piano for one hour every day.
- c. He goes to the gym every weekend.

4. To express a general truth

- a. The geography teacher said that the Earth is round.
- b. The Sun rises in the east and sets in the west.
- c. Japan is in the Asian continent.

Simple past tense

The simple past tense is mainly used to express actions or events that happened and ended in the past. However, it is also used to talk about situations that are imagined. and to be polite in some discussions.

Let us look at some examples.

1. To talk about past events

- a. He arrived late at school yesterday.
- b. She cooked the dinner very early.

2. To talk about situations that are imagined

- a. Suppose they cooked dinner.
- b. Suppose I saw her.

3. For politeness

- a. I was wondering if I could talk with you.
- b. I just believed you could go with me.

Vocabulary/Dictation

Vocabulary

Use the correct words from the box to fill in the gaps in this passage. You may use some words more than once.

elder, breakfast, slowly
Karimu, school, loves
work, waits, spoils.

Peju is Tessy's _____ sister. Their father's name is Mr _____ . He

_____ his two daughters very much but _____ the younger one. Peju

does all the _____ in the house. At 6.30 a.m. she prepares _____ and gets ready for _____. All this time, Tessy will still be eating her _____ very _____. No matter how much time Tessy spends eating breakfast, Peju always _____ for her. Peju never goes to _____ without Tessy.

Evaluation: 1. Write five examples of the following tense and use them in a sentence:- past tense, present tense, past continuous tense and perfect tense.

2. Visit a local market in your community and write a composition describing the activities taking place at the market.

Week: Three

Class: Basic Four

Topic:

Speech Work: Giving an account of visits to place Of interest e.g. tourist attraction, hospital, court of Law

Structure: Aural Discrimination /a: / and /ɔ:/

Reading: Teaching of new words, oral and

Written comprehension

Grammar: Punctuation mark

Writing: Composition a day I shall never forget

Dictation: Spellings, selected words. Words from the

Passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Define a punctuation mark
2. State the uses of some punctuation mark
3. Understand the meaning of some new words

4. Write examples of words with /a: / and /ɔ:/

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with some punctuation mark such as comma, full stop, question mark etc and their uses

Content:

Structure: Aural Discrimination /a: / and /ɔ:/

/a: / is a long vowel sound so also /ɔ:/ is a long vowel sound

Examples of words with /a: / and /ɔ:/ sound

/a: /	/ɔ:/
Father	Boy
Path	Cot
Class	Come
Star	Caught
Vase	Compile
Aunt	Contact
Farm	Confirm

Grammar: Punctuation mark

Punctuation marks: comma, question mark and full stop.

Comma (,)

The comma is an internal punctuation mark. It is used in the following ways:

To separate items in a series

Examples:

Democracy is the government of the people, by the people, and for the people.

Adeola brought a pencil, a ruler, an eraser, and a pen to the examination hall.

To separate two adjectives before a noun

Examples:

Our English teacher is a tall, beautiful woman.

Our classroom is a big, clean, classroom. Before 'and', 'but', 'yet', or 'nor', when they join two sentences together

Examples:

He is poor, but kind.

Read your book every day and you surely will pass.

Question mark (?)

A question mark is a punctuation mark used at the end of a sentence to show that it is a question.

Examples:

1 Where are you going?

2 Who did you see?

3 When are you going home?

4 What did you say?

5 Have you done your homework?

Full stop (.)

A full stop is a punctuation mark used at the end of a statement that is not a question or an exclamation.

The full stop asks the reader to pause for a longer while than for a comma.

Examples:

1 I am a boy.

2 She has written many poems.

3 She loves cooking.

Abbreviations that do not include the last letter of the word are also usually followed by full stops.

Examples:

Gen. = General

Jan. = January

W.H.O. = World Health Organisation

A.U. = African Union

Evaluation:

1. What are punctuation marks?
2. List five examples of punctuation and one of their uses each
3. Give an oral presentation on the local market visited
4. Write five examples of words with the /a:/ and /ɔ:/ sound

Week: Four

Class: Basic Four

Topic: A. Speech Work: Aural Discrimination distinguish between the sound /a: /: in lark and the sound /ɔ:/ In lock

Structure: Descriptive passage: My visit to Lagos University teaching hospital

Reading: Teaching of new words spellings [Comprehension]

Grammar: Write or copy their own composition from the substitution table, use punctuation Marks, use link word

Writing: Study the words and make sentences With them

Dictation: Selected words from the passage to read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Write a descriptive essay
2. Use some new words in a sentence
3. Correctly pronounce words with the /a: / and /ɔ:/ sound
4. Read the passage properly

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with the use of punctuation marks

Content:

/a: / and /ɔ:/ sound

/a: /	/ɔ:/
Father	Boy
Path	Cot
Class	Come
Star	Caught

Vase	Compile
Aunt	Contact
Farm	Confirm

Descriptive Essay

Descriptive/narrative essay

My school

My school is in Jos. It is called Victory Nursery and Primary School. It is an international school. We have children from other countries. There are some children from India, Ghana, and Lebanon. There are more Nigerian children in my school than children from other countries.

My school is built with red bricks. It is very clean and beautiful. All around the compound, there are flower beds, with roses, sunflowers, bougainvillea, and many other beautiful plants. We take care of them in our science lessons, but we are not allowed to pick the flowers.

Our classroom is full of pictures on the walls and there are many books. The nature corner is at the back of our classroom. Our teachers are always making bright teaching cards, and they show us how to make many interesting things with cards. We have a library in my school, so we do a lot of reading. There is also a computer room in my school.

There are 500 pupils in my school. Our headmistress is Mrs Boyo and my class teacher is Mrs Amu. I am in Primary Four. There are three Primary Four classes named Blue class, Yellow class, and Green class. I am in Yellow class. There are 20 pupils in my class.

When we celebrate our Founder's Day at school, we wear our national costumes for different cultural plays and dances. The Lebanese and Indian children always look very pretty in their costumes. We Nigerian children also look beautiful in our different costumes.

I like my school very much. We are the luckiest and happiest children in Jos.

Evaluation:

1. List five words that has the /a: / and /ɔ:/ sound
2. Write a composition about your visit to an Hospital
3. Examine the following sentence and add the appropriate punctuation mark where necessary:-
 - a. All the Students of Mabest International High School were present for the seminar except the senior prefects of the school that are being punished for their wrong doing
 - b. Either Michael or Beatrice is responsible for the action and should be rewarded accordingly
 - c. Were you at the party yesterday I thought you would come but you weren't around

d. It is high time we changed my school because I'm not learning any thing new again

e. My friends and I decided to visit the Fountain this weekend

Class: Basic Four

Adverb	Comparative	Superlative
beautifully	more beautifully	most beautifully
angrily	more angrily	most angrily
quickly	more quickly	most quickly
noisily	more noisily	most noisily
easily	more easily	most easily

Topic: Speech Work: Reading letters written to elder Sister's brother's father, teachers and friends

Structure: Aural Discrimination [Consonants]

Reading: Teaching of new words – meaning Comprehension

Grammar: Comparing things and persons According to weight, shape, size, height, distance

Writing: Comparative and superlative adjectives

Dictation; Selected sentences from the passage Read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Describe superlative and comparative adjective
2. List all the Consonant sound in English Language
3. Compare object and person according to weight etc
4. Learn some new words and their meaning

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students have been taught that English sound is divided into two :- Vowel sound and Constant sound which is basic knowledge needed for learning English Consonant sound

Content:

Aural discrimination:- English Consonant sound

There are twenty four consonant sound in English and these are

Writing:- Comparative and superlative adjectives

Adverbs of comparison

To form the comparatives (for two things) or superlatives (for more than two things) of many adverbs, we add 'more' or 'most' to the words respectively.

Examples:

Evaluation:

1. List all the constant sound in English with two examples each
2. Write three examples of comparative and superlative adjective
- 3.

Study this table and write down six sentences from it.

Mrs Adam	dressed		elegantly		Mrs Abubakar.
Muyiwa	spoke		gracefully		Ada.
Ejike	walked	more	beautifully	than	Uzezi.
The bus	sang		loudly		Aina.
	arrived		noisily		Kalimat.
			quickly		the train.

Week: Six

Class: Basic Four

Topic: Speech Work: Comparing things according to Weight, shape and quality

Structure: passage on visits to place of interest

Reading: Teaching of new words – oral and written Comprehension

Grammar: Care of people living with AIDS/HIV

Writing: Feature of informal letter

Dictation: Selected words from the passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Write the features of an informal letter
2. Describe how HIV/AIDS began
3. Learn new words and their meaning

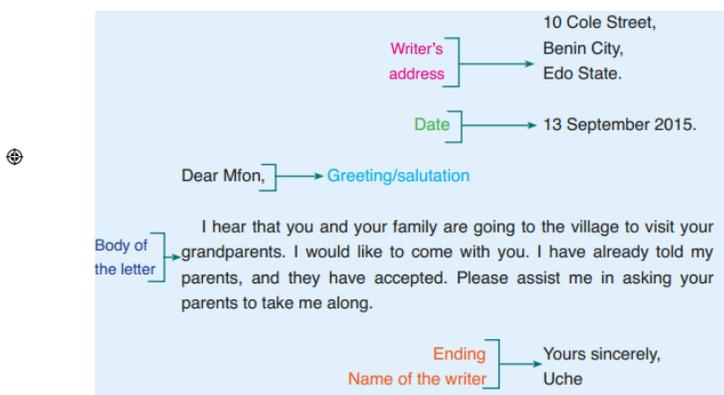
Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with informal letter and have written some letters to their friends and family Which are infromal letters

Content:

Writing: Features of an informal letter

This diagram shows all the features of an informal letter



Grammar: How AIDS/HIV began

How HIV/AIDS began
AIDS is caused by the human immunodeficiency virus (HIV),

which is said to have started from non-human primates (monkeys and gorillas) in Sub-Saharan Africa, and was transferred to humans during the late 19th or early 20th century.

Two types of HIV exist: HIV-1 and HIV-2. HIV-

1 is more dangerous, is more easily transmitted, and is the cause of the majority of HIV infections worldwide. HIV-1 is much like a virus found in the chimpanzees which live in the forests of Cameroon, Equatorial Guinea, Gabon, Congo, and Central Africa Republic. HIV-2 is less easily transmitted and is largely confined to West Africa.

HIV was transmitted from an ape or monkey to humans when a hunter was bitten while hunting the animal or a bushmeat vendor/handler had a cut while cutting up the meat. Some writers have suggested that HIV quickly spread as a result of the harsh conditions, forced labour, and unsafe injection and vaccination practices during the colonial era. The workers in plantations and on construction projects were supplied bushmeat, which would have contributed to an increase in hunting and, it follows, a higher exposure to SIV – a virus that turned to HIV.

Another writer, David Gisselquist, suggested that the mass injection campaigns to treat sleeping sickness in Central Africa were responsible for the emergence of HIV-1. Gisselquist argued that millions of unsafe injections administered during these campaigns were sufficient to spread HIV infections into an epidemic.

Some writers have suggested that HIV became epidemic through sexual transmission in the new colonial cities, helped by a high rate of genital ulcers.

Evaluation:

1. List all the features of an informal letter
2. Describe how HIV/AIDS began
3. Compare things according to size etc

Week: Seven

Class: Basic Four

Topic: Speech Work: Aural Discrimination [Consonants] tin Thin /t/ /θ/

Structure: Construct sentences with consonants

Reading: Teaching of new words – oral and written Comprehension

Grammar: Make ten sentences from this table

Writing: Filling in gaps with the words in the box

Dictation: Selected words from passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Construct sentence with consonant
2. List example of words with Friends sound /t/ and /θ/
3. Learn new words and their meaning
4. Write wonderful sentence with some new words learnt

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are conversant with writing of different sentence

Content: Writing: Filling in gaps with the words in the box

1. A goat is a _____ for a Lion
2. I am so sorry for what I did, kindly _____ me Sir
3. You shouldn't _____ the brightness of the sun with the beauty of the moon
4. The photographer _____ the bride's pictures brightly
5. All Christians _____ in Christ Jesus as their saviour

Evaluation:

1. Make ten sentence from this table

Beautiful	Abundantly	Indolent	Patient
Privege	Cluster	Fearful	Gullible
Awesome	Audacious	Arise	Fall

2. List five examples of words with the /t/ and /θ/ sound

Week: Eight

Class: Basic Four

Topic: Speech Work: Using adverbs of comparison

Structure: Use adverb to describe verbs

Reading: Teaching of new words – oral and written Comprehension

Grammar: Correct use of adverbs of comparison

Writing: Guided composition – My family, My School

Dictation: Selected words or sentences from the Passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Write a good composition about their school
2. Use adverbs to describe verbs.
3. Write examples of adverbs of comparison
4. Understand the meaning of some new words

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with

Content:

Grammar: Correct use of adverbs of comparison

Read the following passage and underline all adjectives of comparison in it.

Study these words and groups of words.

Adverb	Comparative	Superlative
quickly	more quickly	most quickly
loudly	more loudly	most loudly
carefully	more carefully	most carefully
carelessly	more carelessly	most carelessly
softly	more softly	most softly
quietly	more quietly	most quietly
noisily	more noisily	most noisily
slowly	more slowly	most slowly
angrily	more angrily	most angrily
happily	more happily	most happily

Jummai has three beautiful sisters Ladi–Laraba, and Binta. Ladi is beautiful, but Laraba is more beautiful than Ladi. Binta is the most beautiful of them all. One day, they all decided to go in for a beauty contest.

The organisers stated that the girl who would win must be intelligent and very beautiful. Now, though Ladi is not as beautiful as Binta, she is the most intelligent, othem all.

Binta is intelligent, but Laraba is more intelligent than Binta.

On the day of the competition, the three sisters each appeared before the judges. They were all elegantly dressed, but Binta's dress was the most elegant. They were all asked questions which they answered.

At the end, Binta won the competition. The judges said that apart from Binta being the most beautiful, she was the most elegantly dressed, and she gave the most honest answers to questions.

Evaluation:

1. Describe the following verbs using any adverb of your choice in sentences

a. Come b. Gave c. Cook d. Draw e. Grow

Week: Nine

Class: Basic Four

Topic:

Speech work: Demonstrative pronouns

Structure: Use structures with these determiners

Reading: Teaching of new words – Oral and Written comprehension

Grammar: Fill in the blank with words from the passage

Writing: Distributive determiners (Contd)

Dictation: Selected sentences from the passage Read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Explain the meaning of Demonstrative pronouns
2. State the uses of Demonstrative pronouns
3. Spell correctly some new words and explain their meaning

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with determiner

Content:

Speech work: Demonstrative pronouns

A demonstrative pronoun is a pronoun used to point to a specific person,

place or object. As the name goes, it demonstrates by pointing to what is being discussed. Examples of demonstrative pronouns include:- that, those, this, they etc

Example

That is the man

Evaluation:

1. What are Demonstrative pronouns
2. List three examples of Demonstrative pronouns
3. Fill in the gaps with the correct demonstrative pronouns.

1 _____ man is very kind.

2 _____ book is mine.

3 _____ is the house that Femi's uncle built.

4 _____ are my books.

5 _____ story books belong to Musa.

6 _____ are my new shirts.