

| W K | P D | T O P I C | Sub / TOP | SKILLS | ASPE CT | CONTENT | COMPETENCES | METHODS | ACTIVITIES | IND. OF L.S.V | INST. MAT. | REF | RE M |
|--------|--------|-----------------------|--------------------|---|------------|--|--|---|--|--|---|--------------------------|---------|
| 1 | 1 | SAFETY ON THE ROAD | Safety on the road | Listening Speaking Reading Writing | Grammar | <u>Vocabulary</u> pedestrian, cyclist, motorist, taxi Grammar-Plurals of common nouns <u>Singular</u> <u>Plural</u> pedestrian pedestrians cyclist cyclists motorist motorists taxi taxis Structure and tense work Tense: Past Simple Tense Using:as soon as..... Examples 1. The pedestrian crossed the road as soon as it was clear. | The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Forms plurals of common nouns - Uses the structure | Brain storming Guided discovery Guided discussion | Pronoun cing words Reading words Spelling words Writing words | confide nce fluency articula tion accura cy Effectiv e comm. | Chalk board illustration Dictio nary | St. Ben book 6 page 9-10 | |

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| 1 | 2 | | SAFETY ON THE ROAD | Safety on the road | Listening Speaking Reading Writing | Grammar | <u>Vocabulary</u> bus, traffic, signal, helmet Grammar Plurals of common nouns <u>Singular</u> <u>Plural</u> bus buses traffic traffic signal signals helmet helmets Structure and tense work Tense: Past Simple Tense Using: As soon as..... Examples 1. As soon as the road was clear, the pedestrian crossed. 2. As soon as the traffic lights turned green, the motorists drove off. | The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Forms the plurals of common nouns - Uses the given structure correctly using the appropriate tense. | Brain storming Guided discovery Guided discussion | Pronoun cing words Reading words Writing words | confide nce fluency articula tion accura cy logical flow of ideas | Chalk boar d illustr ation Dictio nary | St. Ben book 6 page 9-10 | |
| 1 | 3 | | | | Listening Speaking Reading Writing | | <u>Vocabulary</u> zebra crossing, sign post, seatbelt, black spot Grammar-Plurals forms of common nouns | The learner; - reads, pronounces, spells and demonstrate meaning of words. | Brain storming Guided | Pronoun cing words | articula tion accura cy | Chalk boar d illustr ation | St. Ben book | |

CREATIVE PRINTERS

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| | | | | | <p>Using:should not.....</p> <p>Examples</p> <p>1. Motorists should not over take on the left.</p> <p>2. You should not speed on heavy traffic.</p> | <p>tense.</p> <p>-Forms the plurals of common nouns</p> <p>- Uses the given structure correctly</p> | and answer | <p>Writing words</p> <p>Constructing sentences</p> | fluency | | | |
| 2 | 2 | SAFETY ON THE ROAD | Safety on the road | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> | <p><u>Vocabulary</u></p> <p>traffic jam, rail crossing, first aid, road humps</p> <p>Grammar-Plurals forms of common nouns</p> <p><u>Singular</u> <u>Plural</u></p> <p>traffic jam traffic jam</p> <p>first aid first aid</p> <p>rail crossing rail crossing</p> <p>road hump road humps</p> <p>Structure and tense work</p> <p>Tense: Past perfect Tense</p> <p>Using:mustn't.....</p> <p>Examples</p> <p>1. You mustn't cross the road unless it is clear.</p> | <p>The learner;</p> <p>- pronounces, spells, reads, writes and demonstrate meaning of words.</p> <p>- Constructs sentences using the given vocabulary in the present simple tense.</p> <p>-Forms the plurals of common nouns</p> <p>- Uses the given structure correctly</p> | <p>Brain storming</p> <p>Guided discovery</p> <p>Guided discussion</p> <p>Question and answer</p> <p>Group work</p> | <p>Reading</p> <p>Pronouncing</p> <p>Spelling</p> <p>Writing</p> <p>Constructing sentences</p> | <p>accuracy</p> <p>logical flow of ideas</p> <p>articulation</p> <p>fluency</p> | <p>Text book use</p> <p>Chalk board illustration</p> | <p>St. Ben book</p> <p>6 page</p> | |

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|--|--|--|--|----------|---------|-------------------------------------|-----------------------|------------|----------|----------|----------|-------|--|
| | | | | Speaking | | light, traffic warden | spells, reads, writes | | words | e | nary | rd | |
| | | | | Reading | | Grammar | and demonstrate | Guided | | commu | Chalk | book | |
| | | | | Writing | Grammar | Plural forms of common nouns | meaning of words. | discovery | Reading | natio | board | 6 | |
| | | | | | | <u>Singular</u> <u>Plural</u> | - Constructs | | words | n | illustra | page | |
| | | | | | | traffic police traffic police | sentences using | Guided | | | | 28-29 | |
| | | | | | | traffic island traffic islands | the given | discussion | | Articula | | | |
| | | | | | | traffic light traffic lights | vocabulary in the | | Spelling | tion | | | |
| | | | | | | traffic warden traffic wardens | present simple | Group | words | | | | |
| | | | | | | Structure and tense work | tense. | work | | Confid | | | |
| | | | | | | Tense: Present Simple Tense | -Form the plurals | | Writing | ence | | | |
| | | | | | | Using:should always..... | of common nouns | | words | | | | |
| | | | | | | Examples | - Uses the given | | | | | | |
| | | | | | | 1. We should always respect the | structure correctly | | | | | | |
| | | | | | | traffic lights. | | | | | | | |
| | | | | | | 2. The traffic police should always | | | | | | | |
| | | | | | | be on the road. | | | | | | | |

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| 3 | 2 | SAFETY ON THE ROAD | Safety on the road | Listening Speaking Reading Writing | Grammar | <p><u>Vocabulary</u> junction, accident, careless, careful</p> <p>Grammar</p> <p>a) Plural forms of common nouns</p> <p><u>Singular</u> <u>Plural</u></p> <p>junction junctions accident accidents</p> <p>b) Opposites adjectives</p> <p>careless careful</p> <p>Structure and tense work</p> <p>Tense: Present Simple Tense</p> <p>Using: First...next...then.....</p> <p>Examples</p> <p>1. First look left, next look right, then left again before crossing the road.</p> | <p>The learner;</p> <p>- pronounces, spells, reads, writes and demonstrate meaning of words.</p> <p>- Constructs sentences using the given vocabulary in the present simple tense.</p> <p>- Forms the plurals of nouns</p> <p>- Gives the opposite of adjective.</p> <p>- Uses the given structure correctly</p> | <p>Guided discussion</p> <p>Brain storming</p> <p>LSH</p> <p>Group work</p> | <p>Pronouncing words</p> <p>Reading words</p> <p>Spelling words</p> <p>Writing words</p> | <p>Effective communication</p> <p>Articulation</p> <p>Confidence</p> | <p>Text book use</p> <p>Chalk board illustration</p> <p>Flash cards</p> <p>Dictionary</p> | <p>St. Bern</p> <p>page 29</p> | |
| 3 | 3 | DEBATING | Debating | Listening Speaking | | <p><u>Vocabulary</u> speaker, motion, oppose, proposer</p> <p>Grammar</p> <p>Plurals forms of common nouns</p> <p><u>Singular</u> <u>Plural</u></p> | <p>The learner;</p> <p>- pronounces, spells, reads, writes and demonstrate meaning of words.</p> | <p>Group work</p> <p>Brain storming</p> | <p>Pronouncing words</p> <p>Reading</p> | <p>Effective communication</p> | <p>Chalk board illustration</p> | <p>St. Bernard</p> <p>book 6</p> | |

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|---|---|----------|----------|---|---------|--|---|---|---|---|-------------------------------|----------------------------|--|
| | | | | Reading | Grammar | speaker speakers motion motions oppose opposers proposer proposers Structure and tense work Tense: Past Simple Tense Using: ... even though Examples 1. The opposers did not win the debate even though they gave many points. | - Constructs sentences using the given vocabulary in the present simple tense. Forms the plurals of common nouns - Uses the given structure correctly | LSU Group work | words Spelling words Writing words | n Articulation Confidence | Flash cards Dictionary | page 161 | |
| 4 | 1 | DEBATING | Debating | Listening Speaking Reading Writing | Grammar | <u>Vocabulary</u> opinion, role, chairperson, secretary Grammar Plurals forms of common nouns <u>Singular</u> <u>Plural</u> opinion opinions role roles chairperson chairpersons secretary secretaries Structure and tense work Tense: Past Simple Tense | The learner; - pronounces, spells, reads, writes and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. -Forms the plurals | Brain storming Guided discovery Guided discussion | Pronouncing words Reading words Spelling words Writing | Effective communication Articulation Confidence | Chalk board illustration | St. Bernard book 6 page 44 | |

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|---|---|----------|---|---------|--|--|---|--|---|--------------------------|-----------------------------|--|
| | | | | | Using: Even though..... Examples 1. Even though the opposers gave many points, they did not win the debate. | of common nouns - Uses the given structure correctly | | words | | | | |
| 4 | 2 | DEBATING | Debating Listening Speaking Reading Writing | Grammar | <u>Vocabulary</u> point of order, point of information, point of inquiry, timekeeper Plurals forms of common nouns Singular _____ Plural _____ point of order _____ points of order _____ point of information _____ point of inquiry _____ time keeper _____ time keepers _____ Structure and tense work Tense: Past Simple Tense Using:although..... Examples 1. The debaters did not observe the bell although the time keeper rang it. | The learner; - pronounces, spells, reads, writes and demonstrate meaning of words. - Constructs sentences using the given vocabulary -Forms the plurals of common nouns - Uses the given structure correctly | Brain storming Guided discovery Guided discussion | Pronoun cing words Reading words Spelling words Writing words | Effectiv e commu nicatio n Articula tion Confid ence Fluency Assertiv eness | Chalk board illustration | St. Berna rd book 6 page 45 | |

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| 4 | 3 | DEBATING | Debating | Listening Speaking Reading Writing | Grammar | <p><u>Vocabulary</u> argue, conclude, previous, current</p> <p><u>Grammar</u> a) Formation of nouns <u>verb</u> <u>noun</u> argue argument conclude conclusion</p> <p>b) Opposite of adjective previous current</p> <p>Structure and tense work Tense: Past Simple Tense Using: If.....were... .. Example: 1. If I were you, I would ask for more time to complete my argument. 2. If I were your chairperson, I would give five minutes to each speaker.</p> | <p>The learner; - pronounces, spells, reads, writes and demonstrate meaning of words. - Constructs sentences using the given vocabulary -Forms nouns from verbs - Gives the opposite of adjective - Uses the given structure correctly</p> | <p>Group discussion</p> <p>Brain storming</p> <p>Guided discovery</p> <p>Group work</p> | <p>Pronouncing words</p> <p>Reading words</p> <p>Spelling words</p> <p>Writing words</p> | <p>Effective communication</p> <p>Articulation</p> <p>Confidence</p> <p>Fluency</p> <p>Assertiveness</p> | <p>Chalk board illustration</p> <p>Dictionary</p> | <p>St. Bernard book 6 page 46-47</p> | |
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