



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# JSS

*Language*

# ARTS

JSS  
**1**

TERM  
**2**



## Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

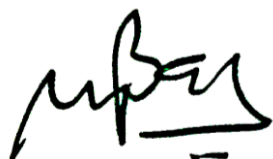
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology














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# Introduction to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
  - 2  Teachers can use other textbooks alongside or instead of these lesson plans.
  - 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
  - 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
  - 5  Quickly review what you taught last time before starting each lesson.
  - 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
  - 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
  - 8  Use the board and other visual aids as you teach.
  - 9  Interact with all students in the class – including the quiet ones.
  - 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.
-  Learning outcomes  
 Teaching aids  
 Preparation

<b>Lesson Title:</b> Composition Narrative Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-056	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a narrative essay on past activities/events.</li> <li>2. Use the simple past tense in essays.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story at the end of the lesson plan</li> <li>2. Table at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story at the end of the lesson plan on the board.</li> <li>2. Write the table at the end of the lesson plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** Can you remember an important event in your life? Listen to pupils' answers.
2. Today we are going to talk about important events and activities that happened in the past and write a narrative essay about them.

**Introduction to the New Material (10 minutes)**

1. **Say:** We are going to write a narrative essay. A narrative essay is a story written about someone's personal experience. If I write a narrative essay, I tell you about something that happened to me.
2. Point to the story on the board.
3. Read the story aloud to the class.
4. **Say:** Close your eyes and imagine the celebration. What kind of a party was it? Listen to pupils' answers.
5. Underline the simple past tense verbs in the sentence:

Last weekend we had a celebration for my aunt. It was her 75<sup>th</sup> birthday party. Family came from far away to celebrate her. My uncle flew from London. My sister drove from Liberia. We all sat around the table and ate her favourite food together. My mother baked a special cake for the occasion. We played music and danced all night. It was a great party.

6. **Say:** When we talk about important events that happened we use the simple past tense. We use the simple past tense because the events are finished. They happened at a specific time in the past and they are over now.

**Guided Practice (10 minutes)**

1. Point to the table on the board (found at the end of the lesson).
2. **Say:** We are going to practise asking questions using the simple past tense.
3. Review the table with pupils. Point to the table and **Say:** To form a question first I start with one of my question words (who, what, where, when, why). I need to select the subject. Who am I talking about? I also have to identify the verb. What did that person do?
4. Write an example sentence on the board: What did you eat at the celebration?
5. Ask pupils to copy the table and the example sentence in their exercise books.
6. Ask pupils to form 3 questions using the table.
7. Tell pupils to work in pairs to ask and answer their questions. Move around the classroom to make sure pupils understand and are doing the task.

8. Invite 2-3 pupils to share their questions with the class.

**Independent Practice** (10 minutes)

1. **Say:** Think of an important event in the past that you would like to write about. It could be a birthday, a trip or some exciting news.
2. Ask pupils to work in pairs and share their story ideas with each other.
3. **Say:** Ask your partner questions about the important event. You can use the table to help you.
4. When they finish, ask a few pupils to describe their important event to the rest of the class. Encourage other pupils to ask questions.
5. Ask pupils to write their story ideas in their exercise books.

**Closing** (3 minutes)

1. Ask a few pupils to share their story ideas with the class.
2. **Say:** Next lesson we are going to write a narrative essay about the important event you chose today.

[STORY]




Last weekend we had a celebration for my aunt. It was her 75<sup>th</sup> birthday party. Family came from far away to celebrate her. My uncle flew from London. My sister drove from Liberia. We all sat around the table and ate her favourite food together. My mother baked a special cake for the occasion. We played music and danced all night. It was a great party.

[TABLE]

What		you	eat	
Why		he	sing	
When	did	she	do	at the celebration?
Where		we	talk to	
Who		they	meet	



<b>Lesson Title:</b> Composition Narrative Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-057	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a narrative essay on past activities/events.</li> <li>2. Use the simple past tense in essays.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Ask pupils to open their exercise books to their story ideas for the narrative essay from the last lesson.
2. Invite pupils to share their story ideas with the class.
3. **Say:** Today we are going to use the simple past tense to write a narrative essay.

**Introduction to the New Material (10 minutes)**

1. Tell pupils they are going to practise writing a narrative essay.
2. Point to the text on the board (found at the end of the lesson plan). Read the narrative essay to pupils.
3. Ask pupils to summarise the text and help them with any vocabulary they do not understand.
4. Write these words on the board: introduction, body, conclusion.
5. **Say:** An essay has three parts: introduction, body, conclusion. The introduction is the first paragraph of the essay. It introduces what you will write about. The body is the main part of the essay. This is where you write what happened. The conclusion is the last part of the essay. It finishes the story.
6. Ask pupils to read the essay and identify the introduction, body and conclusion.

**Guided Practice (10 minutes)**

1. **Say:** Think about the important event you discussed yesterday. You already have the story idea for your narrative essay.
2. **Say:** Now we are going to organise and plan your essay.
3. **Say:** Write the 3 headings in your exercise book: introduction, body, conclusion. Write your ideas for the introduction, body and conclusion under each heading.
4. After 5 minutes, ask pupils to work in pairs. Tell them to share and compare their ideas with their partner. Move around the classroom to make sure that pupils understand and are doing the task.

**Independent Practice (10 minutes)**

1. Tell pupils to start writing their essay, using their notes to help them. Remind them to use simple past tense.
2. Move around the classroom to make sure that pupils understand and are doing the task.

**Closing** (2 minutes)

1. Ask pupils to take their narrative essays for homework. Tell them to check their essays for mistakes. If they have not finished writing, they can finish it at home.
2. Ask pupils to give you their essays at the beginning of the next lesson.




[TEXT]

Last month I went to my Aunt Lucy's birthday party. We had a lot of fun!

All our relatives were there and the room was very crowded. We ate all sorts of good food and felt completely full. Then, Uncle Gabriel presented Aunt Lucy with a cake and we all laughed. We said we could not eat another thing! But I surprised myself by eating a piece of cake. Where did I find the room for that?

We went home at 7 o'clock, feeling tired but happy.

<b>Lesson Title:</b> Punctuation and Intonation	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-058	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise punctuation marks.</li> <li>2. Use intonation (raised voices, quiet voices) while reading.</li> </ol>	 <p><b>Teaching Aids</b> Conversation at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the conversation at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Ask:** How many of you have been to a wedding recently? Invite 2-3 pupils to share their experiences and describe what happened.
2. Tell pupils that today we are going to read a conversation about a wedding and practise using correct intonation when we read aloud.

**Introduction to the New Material (10 minutes)**

1. **Say:** When we speak, we use intonation to show our feelings and emotions. When we write we use punctuation marks to show our feelings and emotions.
2. Tell pupils that the punctuation marks show us how to use our voices to show our feelings when we read aloud.
3. Write these examples on the board:
  - a) Did you go to school yesterday?
  - b) That's interesting!
  - c) How are you?
4. **Ask:** Which punctuation marks can you see here? (Answers: question marks, exclamation mark)
5. Model the sentences and draw arrows going up at the end of the first example and arrows going down at the end of the second example and the last example.
6. Tell pupils that their voices go up for questions with a 'yes' or 'no' answer and their voices go down for Wh – questions. Their voices also go down for exclamations.
7. Practise the sentences with the whole class 3 times. Make sure pupils copy the correct intonation.

**Guided Practice (10 minutes)**

1. Point to the conversation on the board (found at the end of the lesson plan).
2. Read the conversation aloud slowly and clearly. Use rising and falling intonation.
3. Write these questions on the board:
  - a) Who got married?
  - b) Was it a big wedding?
  - c) Does Fatmata like lamb and rice?
4. Give pupils time to read. Check answers with the class. (Answers: Musa's uncle, yes, yes)
5. Point to the arrows above the lines of conversation. Tell pupils that the arrows show us where their voices should go up or go down.
6. Divide the class in half. Tell one group that they are Fatmata. Tell the other group they are Musa.

7. Have both groups repeat the lines after you so that you can model correct intonation. Give each group the chance to read both Fatmata and Musa.
8. After pupils have repeated the conversation aloud after you, practise the conversation again. This time stay silent and listen to pupils do the task.

**Independent Practice** (10 minutes)

1. Tell pupils to work in pairs.
2. **Say:** Practise the conversation with your partner. Take turns being Musa and Fatmata.
3. After pairs have practised for a few minutes, rub out these words: uncle, big, 300, vegetables.
4. Tell pupils to practise the conversation again and add their own details in the gaps.
5. Invite 1 pair to come to the front to act their conversation in front of the class. Ask the rest of the class to identify the details they changed in the conversation.

**Closing** (3 minutes)

1. Ask pupils which two punctuation marks they practised today. (Answer: exclamation mark, question mark)
2. Ask pupils why we use punctuation marks and intonation. (Answer: to show feelings and emotions)

[CONVERSATION] When the arrow points up your voice rises. When the arrow points down your voice falls]

Fatmata: Hey Musa! How was your uncle's wedding last week?

Musa: It was fun. We had a big party on Ashobi night with a lot of guests.

Fatmata: Wow! How many people came?




Musa: Probably about 300.

Fatmata: Did you eat anything special?

Musa: Some really delicious things. Roast lamb, vegetables and mountains of rice.

Fatmata: My favourite food. It sounds like you had a great time!

<b>Lesson Title:</b> Present Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-059	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the parts of the present continuous tense.</li> <li>2. Conjugate verbs in the present continuous tense.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Present Continuous Tense table at the end of the lesson plan</li> <li>2. Radio Report at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Present Continuous Tense table at the end of the lesson plan on the board.</li> <li>2. Write the Radio Report at the end of the lesson plan on the board.</li> <li>3. Practise reading the text at the end of the lesson plan.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** What am I doing? (Example answer: You are teaching.)
2. **Ask:** What are you doing? (Example answers: We are learning. We are listening. We are studying.)
3. **Say:** Today we are going to talk about what we are doing now. We are going to practise the present continuous tense.

### Introduction to the New Material (15 minutes)

1. Ask pupils if they know anything about the Lantern Festival. Listen to pupils' answers.
2. Tell pupils they are going to listen to a radio programme about the Lantern Festival.
3. Read the Radio report.
4. Write 'Present Continuous Tense' on the board and write these example under the heading:
  - a) Lanterns are shining.
  - b) People are walking.
  - c) Children are looking.
  - d) Tourists are coming.
5. **Ask:** Did these actions happen in the past? (Answer: no) Are these actions happening at the same time that the reporter is speaking? (Answer: yes)
6. **Say:** The present continuous tense is used to talk about actions that are happening now.
7. Underline the verbs in the sentences on the board. (Answers: are shining, are walking, are looking, are coming)
8. Point to the table on the board (found at the end of the lesson plan).
9. Review the table with pupils. Tell pupils that we often use the shortened form of words when we are speaking or writing informally. Remind pupils that when they are in school they should be writing formally unless their teacher says otherwise.
10. Ask pupils to copy the table into their exercise books.
11. While pupils are copying the table, write the spelling rules on the board:
 

play – playing      (consonant + ing)  
 write – writing      (silent e is dropped + ing)  
 swim – swimming    (words of one syllable ending in a consonant = double the consonant + ing)
12. Review the spelling rules with pupils. Ask them to copy the rules into their exercise books.

### Guided Practice (5 minutes)

1. Mime following actions and after each action ask 'What am I doing?' Pupils should answer by saying 'You're ...+ing'.
  - a) eating
  - b) reading
  - c) running
  - d) writing
2. Invite pupils to come to the front of the class and do an action. Ask the class to identify what the pupils are doing. (Example: He is dancing. She is singing.)

### Independent Practice (10 minutes)

1. Ask pupils to think about what their friends and family members are doing now.
2. Write these phrases on the board:
  - a) My friend is...
  - b) My mother is...
  - c) My father is...
  - d) My grandmother is...
  - e) My uncle is...
3. **Say:** Copy these phrases into your exercise books. Write down what your friends and family members are doing now.
4. After a few minutes, ask pupils to work in pairs to share and compare their sentences. Move around the classroom to make sure pupils understand and are doing the task.

### Closing (2 minutes)

1. **Ask:** When do we use the present continuous tense? (Answer: to talk about something that is happening now)
2. **Ask:** How do we form the present continuous tense? (Answer: the verb 'be' + ...ing)




[TEXT] Radio report

Well, I'm here in Freetown at the start of the lantern festival and what a sight. It's beautiful. Lanterns are shining everywhere and they seem to be all shapes and sizes. Some people are walking along the streets and children are looking at the lanterns. Other people are dancing and enjoying the holiday atmosphere. Tourists are coming from all over the world to see this special event in our calendar. They're looking happy and relaxed.

[TABLE]

Present Continuous Tense	
Spoken form	Written form
I'm walking	I am walking
You're walking	You are walking
He/She/It's walking	He/She/It is walking
We're walking	We are walking
You're walking	You are walking
They're walking	They are walking

<b>Lesson Title:</b> Present Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-060	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write sentences using the present continuous tense.</li> <li>2. Identify the present continuous tense in writing.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sentences</li> <li>2. Present Continuous Tense table at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences at the end of the lesson plan on the board.</li> <li>2. Write the Present Continuous Tense table at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Invite 5 pupils to the front of the class.
2. Ask each pupil to mime an action. Ask the rest of the class to guess what the action is. Remind pupils to use present continuous tense.
3. **Say:** Today we are going to practise using the present continuous tense.

### Introduction to the New Material (10 minutes)

1. Write these examples on the board:
  - a) At the moment, I am teaching my lesson.
  - b) At the moment, my brother is working.
2. **Ask:** Where are the verbs in each sentence? (Answer: am teaching, is working)
3. **Ask:** What is the name of this tense? (Answer: present continuous tense)
4. **Ask:** When do we use this tense? (Answer: to talk about things that are happening now)
5. Tell pupils to look around the classroom. **Ask:** At the moment, what is happening in our classroom? Listen to pupils' answers.

### Guided Practice (10 minutes)

1. Point to the sentences on the board (found at the end of the lesson plan). Ask pupils to copy the sentences in their exercise books.
2. **Say:** These sentences are missing the verb 'be'.
3. Ask pupils to work in pairs to complete the sentences with 'am', 'is,' or 'are'.
4. After a few minutes, invite pupils to write the correct answers on the board. Have the rest of the class check their answers in their exercise books. (Answers: am, is, are, is, are)
5. **Say:** Close your eyes. Listen to the sounds you can hear in the classroom.
6. Give pupils a minute to listen with their eyes closed.
7. Write this sentence on the board: I can hear...
8. Tell pupils to work in pairs and make a list of all the things they can hear. (Example answer: the birds are singing, the wind is blowing in the trees)
9. Invite pupils to share their sentences with the class. Write 1-2 good example sentences on the board.

### Independent Practice (10 minutes)

1. Write these words on the board: put, dance, eat, have, listen, make, run, sit, wear.

2. Point to the table on the board (found at the end of the lesson plan). Ask pupils to copy the table in their exercise books.
3. Ask pupils to put the verbs in the correct column in the table.
4. Ask pupils to work in pairs to check their answers. While they are working, write the correct answers on the board. (Answers: 1. listening, wearing; 2. having, making; 3. running, sitting)
5. Ask pupils to write a sentence using each of the verbs in the present continuous tense.
6. Have pupils work in pairs to compare and share their sentences.

**Closing** (2 minutes)

1. Invite a few pupils to share sentences with the class.

[SENTENCES]




1. I \_\_\_\_\_ wearing my school uniform.
2. It \_\_\_\_\_ raining.
3. My friends and I \_\_\_\_\_ studying English.
4. My teacher \_\_\_\_\_ talking.
5. My mother and father \_\_\_\_\_ working.

[TABLE]

(1) + ing	(2) e + ing	(3) + ing
eating	dancing	putting



<b>Lesson Title:</b> Reading of Newspapers or Magazines	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-061	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Be introduced to other reading materials apart from text books.</li> <li>2. Learn to spell and pronounce new words.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Statements</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the 3 statements at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. Ask pupils to describe their classroom. Listen to pupils' answers.
2. **Ask:** What do you think your classroom will be like in the future? Listen to pupils' answers.
3. Invite pupils to share their opinions about what a future classroom would look like.
4. **Say:** Today we are going to read a newspaper article about classrooms in the future.

**Introduction to the New Material (10 minutes)**

1. **Say:** A newspaper article is a story that is printed in a newspaper. Most of the articles are true stories. They tell facts about events. Sometimes the articles are fiction. The writer is sharing his or her thoughts and ideas.
2. **Say:** First let's practice some new words that we will read in the newspaper article.
3. Write these words on the board: computer, laptop, tablet, solar energy, materials.
4. **Say:** Listen to the definitions. Can you figure out which word am I describing?
5. **Say:** This word means a machine for storing information and performing operations at very high speed. (Answer: computer)
6. **Say:** This word means a small computer that you can carry in a bag from place to place. (Answer: laptop)
7. **Say:** This word means a very small computer that has a screen for viewing information and no keyboard. (Answer: tablet)
8. **Say:** This word means making electricity from the sun. (Answer: solar energy)
9. **Say:** This word means texts, pictures or games for learning. (Answer: materials)
10. Tell pupils to think about how all these things might belong to a classroom of the future.
11. Give pupils time to think. Ask 2-3 pupils to share their thoughts with the whole class.

**Guided Practice (15 minutes)**

1. Tell pupils they are going to read a newspaper article about a classroom of the future.
2. Read the 3 statements on the board.
3. **Say:** Think about these 3 statements while we read the newspaper article. After we finish reading the article I want you to tell me which statement matches the idea in the article.
4. Read the newspaper article aloud to the class.
5. **Ask:** Which statement matches the idea in the newspaper article? (Answer: b)

6. Ask pupils to read the article silently and draw a picture of the future classroom in their exercise books.
7. **Say:** Work in pairs to share and compare your pictures of a future classroom. Explain to your partner what you think a classroom in the future will look like.

### **Independent Practice** (5 minutes)

1. Write these incomplete words on the board:
  - a) c \_ \_ p \_ \_ \_ r
  - b) \_ a \_ \_ o p
  - c) t a \_ \_ \_ t
  - d) \_ o w \_ r \_ d
  - e) \_ \_ l a \_ e \_ e \_ g y
  - f) m \_ \_ e \_ i \_ l s
2. **Say:** Copy these new words into your exercise books.
3. Ask pupils to fill in the missing letters.
4. Invite pupils to come to the board and fill in the missing letters. Have the rest of the class check their answers with the answers on the board.
5. Say each of the new words aloud. Underline the stressed syllable in each word:  
computer laptop tablet powered solar energy materials
6. Ask pupils to repeat the words after you.

### **Closing** (2 minutes)

1. **Ask:** What is a newspaper article? (Answer: a story printed in a newspaper)
2. **Ask:** Do you agree with the writer about classrooms in the future? Listen to pupils' answers.

[TEXT]

#### Schools of the future

What are your thoughts about schools of the future? How will you learn? What will you learn? What will your teachers do? These are some questions to think about.




We all know that computers are changing our lives more and more each day. In the future, pupils will not only use books and a board. They will also learn with a laptop or tablet. They will be small, cheap and powered by solar energy. You will be able to study all subjects and the materials will be interesting and fun.

Will you still need a teacher? Of course! Teachers will be there to guide you in your studies, to ask the right questions and help you find the answers. You will still study in a classroom but you will work with your friends in pairs and groups.

[STATEMENTS]

1. Pupils will study at home using a laptop or tablet.
2. Pupils will study in school using a laptop or tablet.
3. Pupils will study in school alone using a laptop or tablet.

<b>Lesson Title:</b> Reading of Newspapers or Magazines	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-062	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Be introduced to other reading materials apart from text books.</li> <li>2. Learn to spell and pronounce new words.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of lesson plan</li> <li>2. Statements</li> <li>3. Definitions</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the 3 statements at the end of the lesson plan on the board.</li> <li>3. Write the definitions in the Introduction to the New Material on the board.</li> </ol>
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### Opening (2 minutes)

1. **Say:** Last lesson we read a newspaper article about the future. Today we are going to read a magazine article about global warming.
2. **Ask:** Do you know about global warming? What do you think global warming could be? Listen to pupils' answers.

### Introduction to the New Material (10 minutes)

1. **Say:** A magazine is similar to a newspaper. It has stories and pictures that are interesting to the people who buy it. But magazines are usually focused on a topic, like sports or news or the environment. A magazine article is a story that is printed in a magazine.
2. **Say:** Today we are going to read a magazine article about global warming. Before we read the article, we are going to look at some new vocabulary words.
3. Write these words on the board: global, habitat, hibernate, suffering, melt, coastal.
4. Say each of the new words slowly and clearly. Have pupils repeat each word after you, focusing on pronouncing each word correctly.
5. Read these definitions on the board:
  - a) to sleep through the winter in a den or burrow to save energy
  - b) the natural environment of an animal or plant
  - c) to change from a solid to a liquid
  - d) related to the whole planet
  - e) near a coast
  - f) to be hurting in some way
6. Work as a class to match the vocabulary words and their definitions. Look at the entire sentence in the text to get clues about the meaning. (Answers: global-d, habitat-b, hibernate-a, suffering-f, melt-c, coastal-e)

### Guided Practice (10 minutes)

1. Tell pupils they are going to read a magazine article about global warming.
2. Read the 3 statements on the board (found at the end of the lesson plan).

3. **Say:** Think about these 3 statements while we read the article. After we finish reading the article I want you to tell me which statement matches the main idea in the article.
4. Read the magazine article aloud to the class. Read slowly and clearly with expression to make the article interesting.
5. **Ask:** Which statement matches the main idea in the magazine article? (Answer: c)
6. **Say:** Now I want you to read the article yourselves and think about the message. What is the main idea of the article?
7. Give pupils time to read the article.
8. **Ask:** Why is global warming dangerous? Listen to pupils' answers. (Answers: ice melts and sea level rises, animals lose their habitats, islands and coastal cities could go under water)

### **Independent Practice** (10 minutes)

1. Point to the words on the board: global, habitat, hibernate, suffering, melt, coastal.
2. Ask pupils to write a sentence for each of the new words in their exercise books.
3. Give pupils 5 minutes to write their sentences. Move around the classroom to make sure pupils understand and are doing the task.
4. Ask pupils to work in pairs to share and compare their sentences.
5. Invite 2-3 pupils to read a sentence to the class.

### **Closing** (3 minutes)

1. **Ask:** What is a magazine article? (Answer: a story printed in a magazine)
2. **Ask:** Magazines usually focus on a topic that is interesting to their readers. What type of magazine would you be interested in? Listen to pupils' answers.

### *[TEXT]*

#### Arctic Winters are Warming




It is wintertime in the north. In many places around the world this is the coldest time of the year. But, global temperatures are rising. The north is not as cold as it used to be. The Arctic ice is melting which means trouble for everyone. Animals in the north are losing their habitat. Some animals need ice. Polar bears hibernate in ice caves, but with warmer weather the ice caves are collapsing. This leaves polar bears with nowhere to go. Other animals like whales, caribou and seals are suffering too.

Melting ice is a problem everywhere, not just in the north. When the Arctic ice melts the sea level rises. Over the past 100 years the sea level has risen by 10-20cm around the world. This may be dangerous for people living on islands or by the ocean. Some scientists think that if enough ice melts then entire islands and coastal cities could disappear under the water.

### *[STATEMENTS]*

1. Global warming is a problem for people living in the north.
2. Global warming is a problem for people living on islands and along the coast.
3. Global warming is a problem for everyone.

<b>Lesson Title:</b> Simple Future Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-063	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the simple future tense.</li> <li>2. Recognise 'shall' and 'will' and the general rule for using them.</li> <li>3. Use the future tense in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Simple Future Tense table at the end of the lesson plan</li> <li>2. Predictions</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Simple Future Tense table at the end of the lesson plan on the board.</li> <li>2. Write the list of predictions at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. Read the following to pupils:
  - a) She will earn a lot of money.
  - b) They will travel far away.
  - c) You will meet many new people.
  - d) We shall read interesting stories.
2. **Ask:** Are these sentences talking about the present, the past or the future? (Answer: the future)
3. **Say:** Today we are going to talk about the future. We are going to study the future simple tense.

### Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to talk about the future simple tense. We use the future simple tense to talk about things that have not happened yet. We use 2 verbs, 'will' and 'shall' to talk about the future.
2. **Say:** Usually we say 'going to' to talk about things in the future that we are sure are going to happen. For example, 'I am going to teach now.' This is something that I am sure to do. I use 'will' or 'shall' to make a prediction about the future. This is something that is not certain.
3. **Say:** What is the difference between 'will' and 'shall'? We use 'will' with any subject. For example, 'He will study French.' We only use 'shall' with 'I' and 'we'. For example, 'We shall go to Nigeria one day.'
4. Discuss the table on the board with pupils. Identify how to write sentences and questions using 'will' and 'shall'.
5. Ask pupils to copy the table in their exercise books.
6. Write the following examples on the board:
  - a) I shall be busy next week.
  - b) You will be busy next week.
  - c) They will not play football tomorrow if it rains.
  - d) We shall not play football tomorrow if it rains.
7. **Ask:** Which verbs are in the simple future tense in these sentences?
8. Invite pupils to come to the board and underline the simple future tenses. (Answers: a-I shall be, b-You will be, c-They will not play, d-We shall not play)
9. Ask pupils to copy the examples into their exercise books and underline the simple future tenses.

### Guided Practice (10 minutes)

1. **Ask:** What will happen to our country in the future? Can you make predictions? Listen to pupils' answers and make sure they correctly use the simple future tense.
2. Write down pupils' ideas on the board.
3. Point to the list of predictions for Sierra Leone and the world on the board (found at the end of the lesson plan).
4. Read the predictions to pupils.
5. Tell pupils to copy the list of predictions into their exercise books.
6. Ask pupils to work in pairs. **Say:** I want you to write 2 more predictions for Sierra Leone and 2 more predictions for the world.
7. Move around the class to make sure pupils understand and are doing the task.
8. Invite a few pupils to read out their predictions for Sierra Leone and the world.

### Independent Practice (10 minutes)

1. Ask pupils to look at the first sentence: In Sierra Leone all children will go to school.
2. **Ask:** How can we make this into a question? (Answer: Will all children in Sierra Leone go to school?)
3. Ask pupils to work in pairs and change all of the predictions on the board into questions.
4. Tell pupils to write the questions in their exercise books and then discuss whether they think the predictions will come true in the future.
5. Move around the classroom to make sure pupils understand and are doing the task.

### Closing (2 minutes)

1. Ask pupils to make predictions about what they will do in JSS 2. Invite pupils to share their ideas with the class.

[TABLE]

Positive sentence using 'will'	subject + will + verb	He will graduate this year.
Negative sentence using 'will'	subject + will not + verb	They will not go to Ghana.
Positive sentence using 'shall'	subject + shall + verb	We shall visit you soon.
Negative sentence using 'shall'	subject + shall not + verb	I shall not find my watch.
Question using 'will'	Will + subject + verb?	Will it rain tonight?
Question using 'shall'	Shall + subject + verb?	Shall we share a taxi?

[TEXT: PREDICTIONS]




In Sierra Leone...

- 1) ...all children will go to school.
- 2) ...we shall all drive cars.
- 3) ...most energy will come from solar power.
- 4) ...
- 5) ...

In the world...

- 1) ...people will not be at war.
- 2) ...food will be more expensive.
- 3) ...scientists will discover life on other planets.
- 4) ...
- 5) ...

<b>Lesson Title:</b> Simple Future Tense (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-064	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use the future tense in sentences.</li> <li>2. Use the contracted forms of 'shall' and 'will' in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Contracted words tables at the end of the lesson plan.</p>	 <p><b>Preparation</b> Write the Contracted words tables at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Read out the following statements. Tell pupils to raise their hand if they agree and shake their head if they disagree:

In the future....

- a) ...life will be easier.
- b) ...people will be healthier.
- c) ...we shall not work so hard.
- d) ...more tourists will visit Sierra Leone.

2. **Ask:** What tense did I use in these statements? (Answer: simple future)
3. **Say:** Today we are going to learn more about using 'will' and 'shall' and the simple future tense.

**Introduction to the New Material (10 minutes)**

1. **Say:** Remember 'shall' is very formal. It is more formal than 'will'. We only use shall with 'I' and 'we'. We can use 'will' with any subject.
2. **Say:** Today we are going to practise using the contracted forms of 'will' and 'shall'. The contracted form is the short form. To make a contraction we combine words together.
3. Point to the tables on the board. **Say:** We can make a short form of 'will' in a positive sentence and a negative sentence.
4. **Say:** To make the short form in a positive sentence we add 'll to the subject. For example, 'She'll go to university'.
5. **Say:** To make the short form in a negative sentence we write the subject and then add 'won't'. For example, 'She won't go to university'.
6. **Say:** There is no short form of shall in a positive sentence. We always use the subject and the word shall. For example, 'We shall go to Lagos'.
7. **Say:** To make the short form in a negative sentence we write the subject and then add 'shan't'. For example, 'I shan't go to Lagos'.
8. Review the tables with pupils. Ask pupils to copy the tables in their exercise books.

**Guided Practice (10 minutes)**

1. Write the following phrases on the board:
  - a) Next year...
  - b) During term break...



- c) Next weekend...
- Say:** Let's write a sentence for each of these using the contracted forms of 'will' and 'shall'.
  - Demonstrate how to do the activity using the first example. Write these sentences on the board:
    - Next year, I'll study very hard.
    - Next year, he won't be lazy.
    - Next year, we shan't miss school.
  - Ask pupils to work in pairs to write sentences for the other 2 phrases. Remind pupils that they must write 3 sentences for each.
  - Give pupils time to write. Move around the classroom to make sure they understand and are doing the task.
  - Invite 2-3 pupils to share their sentences with the class.

**Independent Practice (10 minutes)**

- Write these phrases on the board:
  - Tonight...
  - Next weekend...
  - Next summer holiday...
  - After secondary school...
- Say:** Now I want you to finish these sentences on your own.
- Ask pupils to finish the sentences on the board. Tell pupils to make predictions about the future for themselves and others. Remind pupils to use the contracted forms of both 'will' and 'shall'.
- Ask pupils to work in pairs to share and compare their sentences. Move around the classroom to make sure pupils understand and are doing the task.
- Invite a few pupils to share their predictions with the class.

**Closing (2 minutes)**




- Ask:** How do we make the contracted form of 'will' in a positive sentence? (Answer: add 'll to the subject)
- Ask:** How do we make the contracted form of 'will' in a negative sentence? (Answer: subject + won't)
- Ask:** How do we make the contracted form of 'shall' in a positive sentence? (Answer: no contracted form of shall in a positive sentence)
- Ask:** How do we make the contracted form of 'shall' in a negative sentence? (Answer: subject + shan't)

*[TABLES]*

Positive Sentence		Negative Sentence	
long form	contracted form	long form	contracted form
I	I'll	I	I
he	he'll	he	he
she + will	she'll	she + will not	she + won't
it	it'll	it	it
we	we'll	we	we
they	they'll	they	they

Positive Sentence		Negative Sentence	
long form	contracted form	long form	contracted form
I shall		I shall not	I shan't
we shall	-	we shall not	we shan't

<b>Lesson Title:</b> Pronunciation: Consonant Sounds	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-065	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and produce consonant sounds, specifically 'b' and 'd' sounds.</li> <li>2. Differentiate between words with these two consonant sounds.</li> </ol>	 <p><b>Teaching Aids</b> Tongue twisters</p>	 <p><b>Preparation</b> Write the tongue twisters in the Guided Practice on the board.</p>
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### Opening (2 minutes)

1. Say or sing the alphabet with pupils.
2. **Ask:** What are the two types of letters in the English alphabet? (Answer: consonants and vowels)
3. **Say:** Today we are going to study two consonants, 'b' and 'd'.

### Introduction to the New Material (10 minutes)

1. **Say:** Consonant sounds are the sounds that consonants make when we say them. We can make consonant sounds by stopping the air coming from our mouths in different ways. We use our lips, our tongues and our teeth.
2. **Say:** Say 'b' as in 'boy'. Pause as pupils repeat the sound. **Say:** Press your lips together when you make the 'b' sound.
3. Now **Say:** 'd' as in 'dog'. Pause as pupils repeat the sound. **Say:** Feel your tongue on the back of your teeth when you make the 'd' sound.
4. Write 'b' and 'd' as headings on the board.
5. **Say:** Who can tell me some words that start with the letter 'b' or 'd'. Listen to pupils' answers and write them on the board.
6. Read the words written on the board. Read the words slowly emphasising the 'b' or 'd' sound.
7. Ask pupils to read the words on the board slowly with you. Tell them to pay attention to the way they pronounce the 'b' and 'd' sounds.

### Guided Practice (10 minutes)

1. **Say:** I am going to write 2 sentences on the board. These sentences are called 'tongue twisters'. A tongue twister is a sentence with sounds that are difficult to say together.
2. **Say:** Tongue twisters can help us with our pronunciation. These tongue twisters will help us with the 'b' and 'd' consonant sounds.
3. Read these tongue twisters on the board:
  - a) A big brown bat bit a big blue bug and made the big blue bug bleed.
  - b) Did Daniel dance while Dennis drummed or did Dennis dance while Daniel drummed?
4. Model the pronunciation of each tongue twister. Ask pupils to repeat the words after you. Tell them to copy the sentences into their exercise books.
5. Practise saying the tongue twisters together as a class.

6. Ask pupils to work in pairs. Ask pupils to practise saying the tongue twisters to each other. Tell pupils to say the tongue twisters slowly first and then try and say them faster and faster. Move around the classroom to make sure pupils understand and are doing the task.




**Independent Practice** (10 minutes)

1. Ask pupils what job they will do in the future. Listen to pupils' answers.
2. Write a list on the board of jobs beginning with 'b' and 'd' (Example answers: bank manager, builder, baker, barber, biology teacher, butcher, bus driver, doctor, dentist, dancer, decorator, detective, dressmaker, driver)
3. Model the pronunciation of each job. Ask pupils to repeat the words after you.
4. Ask pupils to work in pairs to create their own tongue twisters.
5. **Say:** I want you to make your own tongue twister about jobs using the 'b' and 'd' sounds. Here is my example, 'Bob the builder builds buildings.'
6. Remind pupils that there are many 'd' and 'b' words on the board that they can use.
7. Ask pupils to make 2 tongue twisters and practise them with their partner.

**Closing** (3 minutes)

1. Invite 1-2 pupils to share their tongue twister with the class.
2. Write the pupils' tongue twisters on the board and practise them as a class.

<b>Lesson Title:</b> Drama/Play	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-066	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine a Shakespearean text/play.</li> <li>2. Understand how plays are presented.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Plot summary in the lesson plan</li> <li>2. Quotes at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Plot summary, in the Introduction to the New Material, on the board.</li> <li>2. Write the quotes at the end of the lesson plan on the board.</li> <li>3. Practise reading the quotes at the end of the lesson plan.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** Have you ever seen a play? What happened? Who were the main characters? Listen to pupils' answers.
2. **Say:** Today we are going to learn about plays. We are going to study Hamlet, by a famous English writer called Shakespeare.

### Introduction to the New Material (10 minutes)

1. Write 'Hamlet' at the top of the board.
2. **Say:** A play is a story that is performed by actors in a theatre or public space. When we talk about plays there are some useful vocabulary words that help us understand how a play is organised and presented.
3. Write these words on the board: act, scene, actor, dialogue, audience.
4. **Say:** A play can have 3 or 4 acts, like chapters in a story. Each act will have several scenes, like paragraphs in a story. The actors are the people who perform the play. They play the roles of the characters in the play. The dialogue is the conversation that characters have with each other in the play. When characters are alone and speaking we call this a monologue. The audience is the people watching the play.
5. **Say:** Hamlet is a very famous play.
6. Read the plot summary aloud. Read slowly and clearly with expression.

Hamlet is the story of a Danish prince. His father, the King, was murdered by his uncle. Then his uncle married his mother, so now his uncle is the King. Hamlet feels sad and depressed. On one hand he must seek revenge, but he feels so depressed that he cannot decide what to do.

7. **Say:** I am going to read you the summary again. Pay attention and let's see if you can answer my questions after.
8. Read the plot summary to pupils again. Read slowly and clearly with expression.
9. **Ask:** Who is the main character in the play? (Answer: Hamlet)
10. **Ask:** Who killed Hamlet's father? (Answer: his uncle)
11. **Ask:** What happened after his father died? (Answer: Hamlet's uncle married his mother and became the king.)
12. **Ask:** How does Hamlet feel? (Answer: sad and depressed)

13. **Say:** Hamlet also wants to seek revenge. Revenge is when you do something bad to someone who has hurt you.
14. **Ask:** How would you feel if you were Hamlet? What would you do? Listen to pupils' answers.

#### **Guided Practice** (10 minutes)

1. **Say:** We are going to read some famous lines from 'Hamlet'. These are words that the characters say in the play. Point to the quotes on the board.
2. **Say:** This play was written a very long time ago. It was written more than 400 years ago! The English in Shakespeare is very different from the English we use today, so some of it is difficult to understand.
3. Read the quotes aloud to pupils. Read slowly and clearly.
4. Tell pupils to pay attention to the way that the lines are written. **Say:** Plays are not prose. They are not written like everyday writing. Plays have a special format. They look more like poetry.
5. Ask pupils to copy the 3 quotes in their exercise books.
6. When pupils have finished writing, ask them to practise reading the lines in pairs. Move around the classroom to make sure pupils understand and are doing the task.

#### **Independent Practice** (10 minutes)

1. **Say:** I will explain each character's lines. Listen and tell me which one quote from the play I am talking about.
2. **Say:** In this quote a father is giving advice to his son. He tells his son to be honest and true. He tells his son that if he is true to himself first, he will then be honest with other people. Then he says goodbye and wishes his son well.
3. Ask pupils to work in pairs to decide which quote you are describing. (Answer: 2)
4. **Say:** In this quote an officer of the palace complains that the country is corrupt. Many men are behaving badly and there is no order.
5. Ask pupils to work in pairs to decide which quote you are describing. (Answer: 1)
6. **Say:** In this quote the main character is very unhappy. He is asking, is it better to live or to die? Is it better to be alive and to suffer, or is it better to end the suffering? He thinks that dying is like sleeping, but he is worried that even if he is dead he will have bad dreams.
7. Ask pupils to work in pairs to decide which quote you are describing. (Answer: 3)
8. **Ask:** What quote do you like the best? Why? Listen to pupils' answers.
9. Invite a few pupils to share their opinions with the class.

#### **Closing** (2 minutes)

1. Ask pupils why Shakespeare's plays are difficult to understand. (Example answers: They were written a long time ago. The English is different than modern English.)
2. **Ask:** Do you know any other plays by Shakespeare? (Example answers: Romeo and Juliet, Othello, Macbeth)

#### [QUOTES]

1. **Marcellus:**  
Something is rotten in the state of Denmark. (Act I, Scene IV)




2. **Polonius:**

This above all: to thine own self be true,  
And it must follow, as the night the day,  
Thou canst not then be false to any man.  
Farewell, my blessing season this in thee! (Act I, Scene III)

3. **Hamlet:**

To be, or not to be, that is the question:  
Whether 'tis nobler in the mind to suffer....  
Or to die—to sleep,  
..... and by a sleep to say we end  
The heart-ache.....  
To die, to sleep;  
To sleep, perchance to dream—ay, there's the rub:  
For in that sleep of death what dreams may come. (Act III, Scene I)

<b>Lesson Title:</b> Drama/Play	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-067	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine a Shakespearean text/play.</li> <li>2. Explain how plays are presented.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Plot summaries in the lesson plan</li> <li>2. Vocabulary activity at the end of the lesson plan</li> <li>3. Dialogue at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Plot summaries, in the Introduction to the New Material, and Guided Practice, on the board.</li> <li>2. Write the vocabulary activity at the end of the lesson plan on the board.</li> <li>3. Write the dialogue at the end of the lesson plan on the board.</li> <li>4. Practise reading the dialogue.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** Last lesson we talked about the famous Shakespeare play, *Hamlet*.
2. **Ask:** What is the play about? Who can tell us a summary? Listen to pupils' answers.

**Introduction to the New Material (10 minutes)**

1. Write 'Hamlet' at the top of the board.
2. **Say:** Last lesson we talked about the way that plays are presented. We used some new vocabulary words to talk about play.
3. Point to the matching exercise on the board (found at the end of the lesson plan).
4. Ask pupils to help you to match the words to their definitions. (Answers: 1. b, 2.d, 3.a, 4.e, 5.c)
5. **Say:** Now we are going to talk about the plot of Hamlet. The plot is what happens in a story or play.
6. Read the plot summary. Read slowly and clearly with expression to make the text interesting to pupils.

Hamlet is the story of a Danish prince. His father was murdered by his uncle. Then his uncle married his mother, so now his uncle is the King. Hamlet feels sad and depressed. On one hand he must seek revenge, but he feels so depressed that he cannot decide what to do.

7. **Say:** We know that Hamlet's uncle killed his father and married his mother. Now Hamlet is upset but he does not know what to do.
8. **Say:** Sometimes when we have a difficult decision to make it is hard to decide what we should do. I want you to work in pairs and discuss what you think Hamlet should do. Then discuss what you think Hamlet will do. Remember should and will are different. For example, this weekend when I am feeling lazy I should do my homework but instead I will play with my friends.
9. **Say:** Tell your partner what you think Hamlet should do. Do you think he will do that? Or will he do something else?
10. Move around the classroom to check pupils understand and are doing the task.
11. Invite 2-3 pupils to share their ideas with the class.



### **Guided Practice** (10 minutes)

1. **Say:** Now that you have made your predictions let's find out what Hamlet does next. I am going to read you a more detailed summary of the play. Remember Hamlet is a tragedy so there will not be a happy ending.
2. Read the plot summary to pupils. Read slowly and clearly with expression to make the text interesting to pupils.

After Hamlet's father dies his uncle, Claudius, marries his mother, Gertrude. Then Claudius crowns himself King of Denmark. Hamlet returns to Denmark for his father's funeral and meets his father's ghost. The ghost tells Hamlet that he cannot rest, because he was murdered. Hamlet feels sad and depressed. On one hand he must seek revenge, but he feels so depressed that he cannot decide what to do. Hamlet discovers that his uncle Claudius killed his father and decides to kill his uncle to get revenge. Hamlet accidentally kills Polonius instead. In the end all of the main characters die including Hamlet, Claudius and Gertrude.

2. **Say:** I am going to read the summary again. I want you to take notes of the most important details.
3. Read plot summary to pupils again. Give pupils time to write.
4. Ask pupils to work in pairs to identify the most important events in the play. Remind pupils that events are actions, not a character's thoughts or feelings. (Example answer: the King dies, his brother Claudius marries his wife Gertrude, Hamlet returns to Denmark for the funeral, Hamlet meets his father's ghost, Hamlet discovers that Claudius killed his father, Hamlet kills Polonius, everyone dies)
5. Invite pupils to share their summary of events with the class. As a class identify the most important events.

### **Independent Practice** (10 minutes)

1. **Say:** Remember a play is performed by actors in a theatre or a public space. Today we are going to perform a part of Hamlet.
2. Point to the dialogue on the board (found at the end of the lesson plan).
3. **Say:** This is part of a dialogue between Hamlet and his mother, Gertrude. It is pieces of their conversation, not the whole dialogue.
4. **Say:** Hamlet has just returned to Denmark and is very sad. Gertrude tells Hamlet not to be so depressed. He is always thinking about his father's death. She says that everyone dies. Hamlet says that his sadness is real. It is not something that he has put on or pretended. He is not acting like some people may; his sadness is real.
5. Read the dialogue to pupils. Read each character's lines aloud, paying attention to the punctuation and intonation. If there is a comma at the end of a line then pause. If there's no comma then join the 2 lines together.
6. Ask pupils to repeat the dialogue after you.
7. Help pupils with any words that they find difficult to pronounce.
8. Ask pupils to work in pairs.
9. **Say:** I want you to practise reading the dialogue with your partner. One pupil will read Gertrude and the other will read Hamlet. After you have finished reading the dialogue I want you to read it again and trade roles.
10. Move around the classroom to make sure pupils understand and are doing the task.

**Closing (3 minutes)**

1. Invite 1-2 pairs of pupils to come to the front of the classroom and perform the dialogue.

*[VOCABULARY ACTIVITY]*

- |             |  |
|-------------|--|
| 1. act      | a. people watching a play                          |
| 2. scene    | b. divisions in a play, like chapters in a book    |
| 3. audience | c. the conversations characters have in a play     |
| 4. actors   | d. divisions in a play, like paragraphs in a story |
| 5. dialogue | e. the people who act out a play                   |




*[DIALOGUE]*

Queen Gertrude: Good Hamlet, cast thy nighted colour off,  
And let thine eye look like a friend on Denmark.  
Do not forever with thy veiled lids  
Seek for thy noble father in the dust:  
Thou know'st 'tis common; all that lives must die,  
Passing through nature to eternity.

Hamlet: 'Tis not alone my inky cloak, good mother,  
Nor customary suits of solemn black,  
Nor windy suspiration of forced breath,  
No, nor the fruitful river in the eye,  
Nor the dejected 'havior of the visage,  
Together with all forms, moods, shapes of grief,  
That can denote me truly: these indeed seem,  
For they are actions that a man might play:  
But I have that within which passeth show;  
These but the trappings and the suits of woe.

(Act I, Scene II)

<b>Lesson Title:</b> Future Tense (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-068	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the contracted forms of 'shall' and 'will'.</li> <li>2. Use the contracted negative forms of 'shall' and 'will' in sentences; e.g. I shan't, she won't.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Contracted words tables at the end of the lesson plan</li> <li>2. Texts at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Contracted words tables at the end of the lesson plan on the board.</li> <li>2. Write the texts at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Ask pupils the following questions:
  - a) How will you celebrate your birthday this year?
  - b) Shall we go to Freetown for a class trip?
2. **Ask:** What tense did I use in these questions? (Answer: simple future)
3. **Say:** Today we are going to continue using 'will' and 'shall' and the simple future tense.

### Introduction to the New Material (5 minutes)

1. Tell pupils that they are going to practise using the simple future tense.
2. Point to the tables on the board.
3. **Ask:** How do we make the contracted form of 'will' in a positive sentence? (Answer: add 'll to the subject)
4. **Ask:** How do we make the contracted form of 'will' in a negative sentence? (Answer: subject + won't)
5. **Ask:** How do we make the contracted form of 'shall' in a positive sentence? (Answer: no contracted form of shall in a positive sentence)
6. **Ask:** How do we make the contracted form of 'shall' in a negative sentence? (Answer: subject + shan't)
7. On the left-hand side of the board write: I will, she will, I shall not, we shall not, he will not.
8. On the right-hand side of the board write: he won't, I shan't, I'll, she'll, we shan't.
9. Ask pupils to match the long form with the contracted form. (Answers: I will = I'll/she will = she'll/I shall not = I shan't/we shall not = we shan't/he will not = he won't)

### Guided Practice (10 minutes)

1. Point to the text on the board (found at the end of the lesson). Read the text aloud to pupils.
2. **Ask:** Is this text in the present, past or future tense? (Answer: present)
3. Ask pupils to copy the text in their exercise books.
4. Give pupils time to write.
5. Ask pupils work in pairs. **Say:** I want you to change the text to the simple future tense. Use the contracted form as much as possible.
6. **Say:** Let's do the first sentence together.
7. Read the sentence: It is a long day.

8. Write the sentence on the board in the simple future tense. (It'll be a long day.)
9. Tell pupils to change the rest of the text to the simple future tense. Move around the classroom to make sure pupils understand and are doing the task.
10. Ask 1-2 to read the new text. Write the new text on the board correctly (found at the end of the lesson plan).

**Independent Practice (10 minutes)**

1. Write these phrases on the board:
  - She'll... + verb
  - He'll... + verb
  - He won't + verb
  - They won't... + verb
  - We shan't... + verb
2. **Say:** I want to tell you about something that is happening today. They are opening a new supermarket in the centre of town. Many people will come to see it. Can you make predictions about what will happen in town today?
3. **Say:** I want you to write sentences about the future. I want you to make predictions about what different people will do in town today at the new supermarket. Use the phrases on the board to help you.
4. Move around the class to make sure pupils understand and are doing the task.
5. Invite 2-3 pupils to share their predictions with the rest of the class.

**Closing (2 minutes)**

1. **Ask:** What will you do this weekend? Listen to pupils' answers.

*[TABLES]*

Positive Sentence		Negative Sentence	
long form	contracted form	long form	contracted form
I	I'll	I	I
he	she'll	he	he
she + will	he'll	she + will not	she + won't
it	it'll	it	it
we	we'll	we	we
they	they'll	they	they

Positive Sentence		Negative Sentence	
long form	contracted form	long form	contracted form
I shall		I shall not	I shan't
we shall	-	we shall not	we shan't




*[TEXT]*

It is a long day. The pupils have to study for their exams. They have exams in English and maths. The exams are difficult. Do you remember all of the material? What are you studying? Are you ready?

*[TEXT: FUTURE TENSE]*

It'll be a long day. The pupils will study for their exams. They'll have exams in English and maths. The exams will be difficult. Will you remember all of the material? What will you study? Will you be ready?

<b>Lesson Title:</b> Informal Letters	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-069	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Recall the features of informal letters.</li> <li>2. Write an apology letter to a friend/relative.</li> </ol>	 <p><b>Teaching Aids</b> Letter at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the letter at the end of the lesson plan on the board.</p>
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**Opening** (2 minutes)

1. **Ask:** How can we communicate with our friends? (Example answers: face-to-face, by telephone or sms, by letter, by email, on Facebook)
2. **Ask:** Who has written a letter to a friend recently? What did you write about? Listen to pupils' answers.

**Introduction to the New Material** (10 minutes)

1. Write 'Informal Letters' at the top of the board.
2. Tell pupils that they are going to practise writing an informal letter to a friend.
3. **Say:** First we are going to look at an example of an informal letter and answer some questions.
4. Point to the informal letter from Mity to Bintu on the board.
5. Read the letter aloud to the class.
6. Ask these questions:
  - a) Has Mity been busy?
  - b) What is happening next Saturday in town?
  - c) What does Mity invite Bintu to do?
7. Check the answers together as a class. (Answers: a. yes b. actors are going to perform Hamlet c. to go and see the play together)
8. Remind pupils of the different parts of an informal letter (address, date, greeting, introduction, body, closing, name).
9. Ask pupils to identify the different parts of an informal letter in the letter on the board.
10. Ask pupils to copy the title and the letter into their exercise books.

**Guided Practice** (5 minutes)

1. **Say:** Imagine you are Bintu. You are going to write a reply to Mity. You are writing an apology letter. Unfortunately you are busy next Saturday so you cannot come to see 'Hamlet'.
2. Write the following model on the board:

	Date	Address
Greeting		
<i>Hi Mity,</i>		
Introduction		
<i>Thanks for your letter. I'm...</i>		
Apology		
<i>I'm sorry to say that...</i>		
Closing		
<i>Let's.....</i>		
Name		
<i>Bintu</i>		

3. Ask pupils to copy the model in their exercise books.

**Independent Practice** (10 minutes)

1. Ask pupils to write their own response to Mity. They should follow the model on the board. They should use informal language such as contractions (e.g. I'm, you're, I don't) because they are writing to a friend.
2. **Say:** Work by yourself. Write your letter of apology in your exercise book. Use the model on the board to help you.
3. Move around the classroom to make sure pupils understand and are doing the task.
4. Ask pupils to work in pairs. Have pupils exchange their letters with their partner. They should share and compare their letters.
5. Give pupils time to read each other's letters and give suggestions for improvement.

**Closing** (3 minutes)

1. Invite 1-2 pupils to read their letters to the class.

[LETTER]

*112 Liberation Avenue,  
Freetown  
June 12<sup>th</sup> 2016*

*Hi Bintu!*

*How are you? Have you been busy at school? I've had loads to do but now I'm looking forward to the summer holidays!*

*Do you know that a group of actors is going to perform 'Hamlet' in town next Saturday? Would you*




*like to see it with me?*

*If you're free then let's go together. It would be fun.*

*Love from,  
Mity*



<b>Lesson Title:</b> Dictation and Spelling	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-070	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Listen with attention and write what they hear.</li> <li>2. Spell words both in isolation and in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Dictation text at the end of the lesson plan</p>	 <p><b>Preparation</b> Practise reading the dictation text at the end of the lesson plan.</p>
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### Opening (3 minutes)

1. **Ask:** Who was Hamlet? What do you remember about the play? Listen to pupils' answers.
2. **Say:** Today we are going to use the play to help us practise our listening and spelling. It is important to listen carefully to what the teacher is saying.
3. **Say:** I am going to read a text to you and you will write down what you hear. This is called a dictation. I want you to pay careful attention to your spelling.

### Introduction to the New Material (8 minutes)

1. Write these words on the board: Danish, revenge, murder, depressed.
2. **Say:** These words are from Hamlet, the play we studied.
3. **Say:** The words on the board will be in the dictation. First we need to check that we understand their meaning.
4. **Ask:** Which word means to kill someone? (Answer: murder)
5. **Ask:** Which word means to feel very, very sad? (Answer: depressed)
6. **Ask:** Which word describes a person from Denmark? (Answer: Danish)
7. **Ask:** Which word means to punish someone because they hurt you? (Answer: revenge)
8. Erase the words from the board.

### Guided Practice (5 minutes)

1. **Say:** Before I read you the text, let's practise a dictation with some vocabulary words.
2. Read the following words to pupils. Tell pupils to write the words in their exercise books:
  - a) Danish
  - b) revenge
  - c) depressed
  - d) murder
  - e) servant
  - f) dagger
  - g) spoil
  - h) state
  - i) rotten
  - j) dictation
3. Read the words again to pupils. Read slowly and clearly, focusing on correct pronunciation.
4. Write the words on the board. Ask pupils compare their answers with the words on the board. Remind them to check their spelling carefully.

### **Independent Practice** (15 minutes)

1. **Say:** We are going to practise our spelling and listening skills with a dictation.
2. **Say:** I am going to read a text to you. As you listen, write down the words that you hear. Leave gaps on your page if you miss some words. You can write them later when you hear the dictation again.
3. **Say:** Are you ready? Listen and write down what I say. Don't worry! I will read it more than once.
4. Read the dictation sentence by sentence. Remember to make your reading match the punctuation.
5. Pupils listen and write down what they hear.
6. Read the text a second time. Pupils listen and write down what they hear.
7. Ask pupils to work in pairs to share and compare what they have written.
8. Read the dictation one last time.
9. Write the text on the board. Ask pupils compare their answers with the text on the board. Remind them to check their spelling and punctuation carefully.




### **Closing** (3 minutes)

1. Invite pupils to make sentences using the 4 vocabulary words.

#### [DICTATION TEXT]

Hamlet is the story of a Danish prince. His father was murdered by his uncle. Then his uncle married his mother, so now his uncle is the King. Hamlet feels sad and depressed. On one hand he must seek revenge, but he feels so depressed that he cannot decide what to do.

<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening	
<b>Lesson Number:</b> L-07-071	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read a story silently and understand the main points.</li> <li>2. Define and use new words from the story.</li> <li>3. Infer information from the story using textual clues.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story at the end of the lesson plan</li> <li>2. Questions</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story at the end of the lesson plan on the board.</li> <li>2. Write the questions at the end of the lesson plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** What is a millionaire? (Answer: someone with more than a million dollars)
2. **Ask:** What would you do if you were a millionaire? Listen to pupils' answers.
3. **Say:** Today we are going to read a story about a millionaire.

**Introduction to the New Material (5 minutes)**

1. Write these words in a circle on the board: old millionaire, village, test, 3 sons, gift, village elder.
2. **Ask:** Can you predict what this story is about from these words? Listen to pupils' answers.
3. Read the story to the class. Ask pupils to follow along.

**Guided Practice (10 minutes)**

1. Tell pupils that they are going to read the story again and answer some questions. These will help them to understand the story better.
2. Point to the questions on the board. Read the questions to pupils.
3. **Say:** I want you to read the story silently and write down the answers in your exercise book.
4. Ask pupils to work in pairs to share and compare their answers.
5. Check the answers as a whole class. (Answers: 1. Francis; 2. to find his heir, 3. to take a gift to the father's home village, 4. Samuel, 5. Samuel showed respect for his elders, 6. the people in the village/the village elder)

**Independent Practice (15 minutes)**

1. Write these phrases (a-e) on the board:
  - a) a very rich man
  - b) a person who receives the property and money of another person who dies
  - c) arrive (at)
  - d) express approval and admiration
  - e) consider and appreciate someone's knowledge, age and experience
2. Ask pupils to work in pairs to find words in the story that mean the same as a-e.
3. After 5 minutes, check answers as a class.
4. Underline the words in the story on the board. (Answers: a. millionaire, b. heir, c. reach, d. praise, e. respect elders)
5. Ask pupils to write one sentence for each of the new words. When they finish, invite different pupils to read their sentences to the class.

**Closing (3 minutes)**

1. **Say:** The story is not finished. How do you think the story will end? Listen to pupils' answers.

*[STORY: THE MILLIONAIRE'S HEIR]*

There once lived a millionaire named Edward. He lived in a big house in the city with his three sons called Francis, Michael and Samuel. Francis was the eldest son, Michael the second son and Samuel the youngest.

One day the millionaire told his sons that he was getting old and could no longer travel the long distance to his home village. He said he wanted to send a gift to his home village. He said, 'I want you to take a gift to my home village. The son who takes the best gift to the village will become my heir! The people in the village will choose the best gift.'




Francis travelled for hours to reach the village with a car full of sweets for the village children. When he arrived in the village, all the children ran to receive the gift. Michael travelled for hours to reach the village with a car full of delicious food. When he arrived, he invited the whole village to spend the day eating, singing and dancing. Samuel travelled for hours to reach the village with a car full of books for the local school. When he arrived, he immediately found the village elder and gave the books to him. He said, 'Please accept these books for the village school as a gift from my father.'

Which gift do you think the village chose? Yes, Samuel's gift. The millionaire praised his son for remembering to always respect elders. He decided that Samuel would be his heir. The other two brothers were angry. After a few years...

*[QUESTIONS]*

1. What's the name of the eldest son?
2. Why did the old millionaire want to test his sons?
3. What was the test?
4. Who passed the test?
5. Why did he pass the test?
6. Who really decided the millionaire's heir?

<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening	
<b>Lesson Number:</b> L-07-072	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Listen for the main information in a story.</li> <li>2. Retell a story using pictures.</li> <li>3. Practise new words.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story 'The Millionaire;s Heir' at the end of the lesson plan.</li> <li>2. Sentences</li> </ol>	 <p><b>Preparation</b> Write the sentences at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. **Ask:** What can you remember about the story we read last lesson, The Millionaire’s Heir? Listen to pupils’ answers.
2. **Say:** Today we are going to continue studying the story.

**Introduction to the New Material (10 minutes)**

1. Tell pupils they are going to listen to the story again.
2. Ask pupils to take notes about the most important information in the story while they are listening.
3. Read the story slowly, clearly and with expression to make it interesting for pupils.
4. Ask pupils to draw simple pictures in their exercise books to show the most important parts of the story. Remind pupils that they should draw the pictures in order. Move around the classroom to make sure pupils understand and are doing the task.

**Guided Practice (5 minutes)**

1. Ask pupils to work in pairs.
2. Tell pupils to use the pictures they drew to retell the story in their own words. Move around the classroom to make sure pupils understand and are doing the task.
3. Invite 1-2 pupils to use the pictures they drew to retell the story in their own words to the class.

**Independent Practice (15 minutes)**

1. **Say:** Let’s practise the new words from the story that we learnt yesterday. **Ask:** Do you remember what they were? (Answers: praise, reach, respect, millionaire, elders)
2. Ask pupils to look at the sentences on the board.
3. **Say:** Copy the sentences into your exercise books. Then fill in the gaps in the sentences with the new words.
4. Check answers as a class. (Answers: a. millionaire, b. reach, c. praise, d. elders, e. respect)
5. Ask pupils to write their own sentences using the new words.
6. Ask pupils to work in pairs to compare and share their sentences. Move around the classroom to make sure pupils understand and are doing the task.

**Closing (2 minutes)**

1. Say the new words and clap on the stressed syllables:  
millionaire heir reach praise respect elders
2. Ask pupils to repeat the words after you and clap on the stressed syllables.

[STORY: THE MILLIONAIRE'S HEIR]

There once lived a millionaire named Edward. He lived in a big house in the city with his three sons called Francis, Michael and Samuel. Francis was the eldest son, Michael the second son and Samuel the youngest.




One day the millionaire told his sons that he was getting old and could no longer travel the long distance to his home village. He said he wanted to send a gift to his home village. He said, 'I want you to take a gift to my home village. The son who takes the best gift to the village will become my heir! The people in the village will choose the best gift.'

Francis travelled for hours to reach the village with a car full of sweets for the village children. When he arrived in the village, all the children ran to receive the gift. Michael travelled for hours to reach the village with a car full of delicious food. When he arrived, he invited the whole village to spend the day eating, singing and dancing. Samuel travelled for hours to reach the village with a car full of books for the local school. When he arrived, he immediately found the village elder and gave the books to him. He said, 'Please accept these books for the village school as a gift from my father.' Which gift do you think the village chose? Yes, Samuel's gift. The millionaire praised his son for remembering to always respect elders. He decided that Samuel would be his heir. The other two brothers were angry. After a few years...

[SENTENCES]

1. He's a very rich man. In fact he's a \_\_\_\_\_.
2. What time will we \_\_\_\_\_ Freetown?
3. The teacher likes to \_\_\_\_\_ his pupils.
4. I can learn a lot from my \_\_\_\_\_.
5. We must \_\_\_\_\_ everybody and be polite at all times.

<b>Lesson Title:</b> Possessive Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-073	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify possessive forms of singular and plural nouns.</li> <li>2. Make possessive forms of singular and plural nouns.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Family tree at the end of the lesson plan</li> <li>2. True/False statements at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw the family tree at the end of the lesson plan on the board.</li> <li>2. Write the True/False statements at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Tell pupils they are going to talk about family members in this lesson.
2. Give pupils 3 minutes to write a list of as many of their family members as they can.

### Introduction to the New Material (10 minutes)

1. Point to Favour's family tree on the board.
2. Tell pupils that 'Grandad' and 'Grandma' are informal names for Grandfather and Grandmother.
3. **Ask:** Do you know the informal name for 'Mother'? (Answer: Mum) **Ask:** What is the informal name for father? (Answer: Dad)
4. **Say:** Find these members of Favour's family on her family tree: mother, father, brother, grandma, granddad, aunts. Raise your hand once you have found them.
5. Check answers as a class. (Answers: mother – Lucy, father – Francis, brother – Barrie, grandma – Georgieta, granddad – Edward, aunts – Marie and Doris)
6. Write 'Possessive Nouns' on the board.
7. Write these examples on the board
  - a) He is Dad's father.
  - b) She is Dad's mother
  - c) She is Dad's sister.
  - d) He is Dad's brother.
8. Circle 'Dad's father'. **Say:** We use the apostrophe 's' to show possession. If we want to show that he is the father of my Dad we can say, 'My Dad's father.'
9. Circle the other examples and explain possession in the same way.
10. Write this example on the board: She is my aunts' mother.
11. Circle 'aunts' mother' and explain to pupils that the apostrophe 's' has now changed.
12. **Ask:** How many aunts do I have? (Answer: 2)
13. **Say:** To show possession with plural nouns the position of the apostrophe moves to after the 's'. For example, to show that she is the mother of my aunts we can say, 'My aunts' mother.'
14. Ask pupils to copy the examples in their exercise books.

### Guided Practice (10 minutes)

1. Ask pupils to look at the family tree again.
2. **Say:** I am Favour. Who is Marie? (Answer: She is your aunt.)

3. Ask pupils to work in pairs, Pupil A and Pupil B. Tell pupils to take turns pretending to be Favour and asking questions about her family. For example, Pupils A is Favour and Pupil B is asking questions. Pupils should begin each question with 'Who is.....?'
4. Move around the classroom to make sure pupils understand and are doing the task.

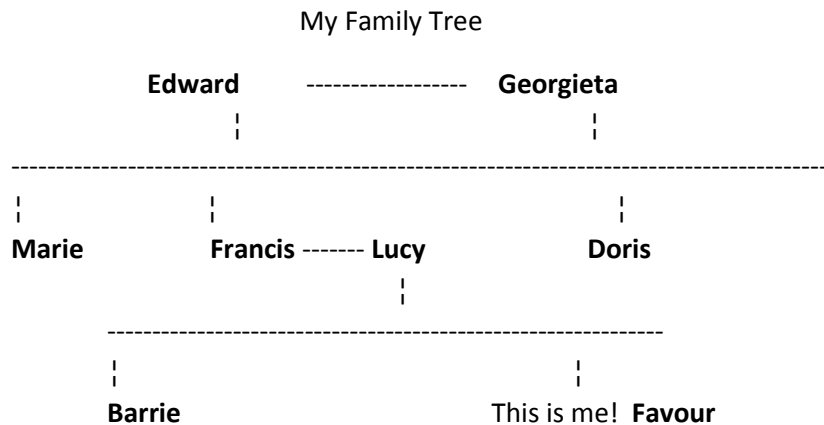
**Independent Practice (10 minutes)**

1. Point to the true/false statements on the board.
2. Ask pupils to read the statements and decide if they are true or false.
3. Check the answers with the whole class. (Answers: 1. True, 2. False - he's their father, 3. True; 4. True, 5. False - she's Favour's aunt)
4. Ask pupils to work in pairs to practise talking about their own family.
5. Tell pupils to look at their list of family members from the beginning of the lesson and ask different questions like:
  - a) What's the name of your father's sister?
  - b) What's the name of your mother's brother?
  - c) What's the name of your father's father?
  - d) What's the name of your mother's mother?

**Closing (2 minutes)**

1. **Ask:** How do we make the possessive form of singular nouns? (Answer: add apostrophe 's')
2. **Ask:** How do we make the possessive form of plural nouns? (Answer: add apostrophe, no 's')

[FAMILY TREE]






[TRUE/FALSE]

1. Doris is my Dad's sister.
2. Edward is my aunts' grandad.
3. Francis is my grandad's son.
4. Francis is my aunts' brother.
5. Marie is my mother's aunt.



<b>Lesson Title:</b> Possessive Nouns (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-074	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use possessive forms to describe their families.</li> <li>2. Write sentences using the possessive form of singular and plural nouns.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. A bag made of plastic or cloth</li> <li>2. Blank family tree at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Bring a bag.</li> <li>2. Draw the blank family tree at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Show pupils your bag.
2. Ask 3-4 pupils to give you something small from their pencil case or their school bag. For example, a rubber, a pencil, a purse.
3. Put each object in the bag and name the object as you do.
4. Stand at the front of the class. Take out an object. **Say:** Who does this belong to?
5. Invite pupils to answer using the possessive apostrophe 's'. For example, 'That is Bintu's pencil.'
6. Take out the other objects. For each, **Say:** Whom does this belong to? Listen to pupils' answers.

### Introduction to the New Material (10 minutes)

1. **Say:** Do you remember Favour's family tree from the last lesson? Today we are going to draw our own family tree.  
Point to the empty family tree on the board. Tell them they can use this model to draw their own family tree.
2. **Say:** I want you to add your family members to this family tree.
3. **Say:** If you have many brothers and sisters or aunts and uncles then they may not all fit on this family tree. You can choose 3 to put on your family tree or you can make the tree bigger.
4. Move around the class to make sure pupils understand and are doing the task.

### Guided Practice (10 minutes)

1. Ask pupils to work in pairs to discuss their family tree.
2. **Say:** Tell your partner about your family tree. For example, 'This is Solomon. He's my uncle. He is my mother's brother.'
3. Move around the classroom to make sure pupils understand and are doing the task.
4. Invite selected pupils to tell the class about 1-2 members of their family.

### Independent Practice (10 minutes)

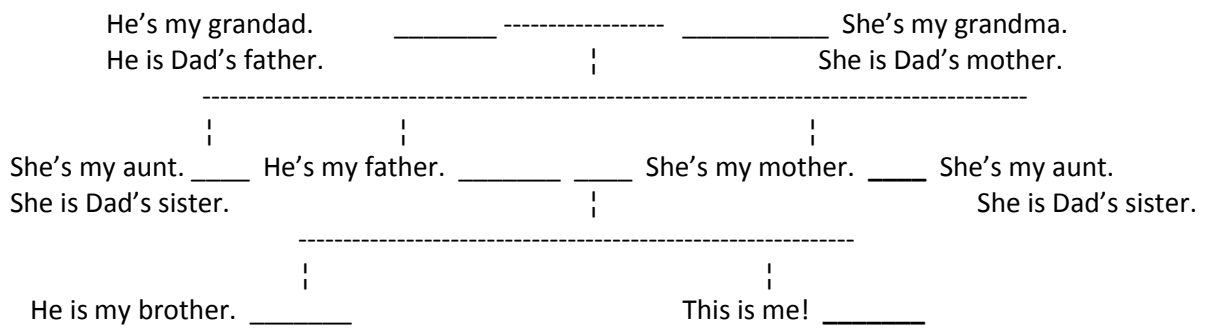
1. Ask pupils to write a short description of their family.
2. **Say:** Write 5 sentences that describe your family. Use the possessive forms of singular and plural nouns.
3. Move around the class to make sure pupils understand and are doing the task.
4. When pupils have finished writing, ask pupils to work in pairs.
5. **Say:** Show your family tree to your partner. Read your description of your family. Your partner should be able to see to the family member you are describing on your family tree.

**Closing** (2 minutes)




1. Invite 2-3 pupils to describe their family to the class.

[FAMILY TREE]

My Family Tree



<b>Lesson Title:</b> Pronunciation: Long and Short 'u' Sounds	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-75	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and produce the long and short vowel sounds for 'u'.</li> <li>2. Differentiate between words with these sounds.</li> </ol>	 <p><b>Teaching Aids</b> Rhyme at the end of the lesson plan.</p>	 <p><b>Preparation</b> Write the rhyme at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. Write these words on the board:  

sun	put
boot	tube
2. Ask pupils to think about what these pairs of words have in common. Listen to pupils' answers.
3. **Say:** Each pair of words has the same sound. One sound is short and the other sound is long.
4. **Say:** Today we are going to study long and short 'u' sounds.

**Introduction to the New Material (10 minutes)**

1. Write the heading 'Long and Short Vowel Sounds: U' on the board.
2. Tell pupils that they are going to practise the sounds 'u' (as in put) and 'u:' (as in tube).
3. Show pupils how to make the short 'u' sound by saying 'u' 'u' 'u' while quickly bringing your hand to your mouth each time. This shows pupils that 'u' is a short vowel sound.
4. Show pupils how to make the long 'u:' sound by saying 'u:' 'u:' 'u:' while slowly taking your hand away from your mouth as if you were pulling chewing gum!
5. Point to the rhyme on the board (found at the end of the lesson plan).
6. Say the rhyme twice. Ask pupil to listen for the short 'u' and long 'u:' sounds.
7. Underline the short 'u' sounds in the rhyme. (Answers: cook, book, took)
8. Circle the long 'u:' sounds in the rhyme. (Answers: Lucy, huge, blue, school, who)
9. Ask pupils to say the rhyme together.
10. **Say:** Copy this rhyme into your exercise books. Underline the short 'u' sounds and circle the long 'u:' sounds.

**Guided Practice (5 minutes)**

1. Write these words on the board: look, pool, fool, full, Luke, pull.
2. **Say:** I am going to say some of these words. Please listen and tell me if the sound is long or short.
3. Say the words: look, pool, fool, full, Luke, pull.
4. After each word, ask the class to say if the sound is long or short.
5. Write the answers on the board:

long	short
fool	full
Luke	look
pool	pull

### **Independent Practice** (15 minutes)

1. Write 2 headings on the board: long/short.
2. Write these words on the board: boot, good, put, fruit, food, look, book, shoot.
3. Ask pupils to look at the first word, boot. **Ask:** Is the sound long or short? (Answer: long)
4. Tell pupils to copy the words on the board into their exercise books under the correct heading.
5. Point to the word 'long'. Ask pupils to write the words with the long sound here.
6. Point to the word 'short'. Ask pupils to write the words with the short sound here.
7. Check the answers as a whole class. (Answers: long – boot, fruit, food, shoot; short – good, put, look, book)
8. Say the words and ask pupils to repeat the words after you.
9. **Say:** I want you to write a tongue twister. Write one funny sentence in your exercise book that includes as many of these 'u' sounds as possible. For example, Lucy said, 'Look! Luke is a fool because he's sitting in a pool.'

### **Closing** (2 minutes)

1. Invite pupils to read out their funny sentences to the class.
2. Check their pronunciation of the long and short vowel sounds.

[RHYME]




Lucy had a great cook book.

She made a huge blue cake.

She took it to her friends at school,

Who all got stomachache.

<b>Lesson Title:</b> Guided Writing Summary	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-076	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the main points in a reading comprehension passage.</li> <li>2. Write a summary of one paragraph for a reading comprehension passage.</li> </ol>	 <p><b>Teaching Aids</b> Story and summary writing guide at the end of the lesson plan.</p>	 <p><b>Preparation</b> Write the summary writing guide at the end of the lesson on the board.</p>
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**Opening (2 minutes)**

1. Ask pupils to name the characters in the story, *The Millionaire's Heir*, which they read last week. (Answer: Edward, Francis, Michael and Samuel)
2. **Say:** Today we are going to practise writing a summary. We are going to use *The Millionaire's Heir* to help us.

**Introduction to the New Material (10 minutes)**

1. Write 'Summary Writing' at the top of the board.
2. **Say:** When we read a story or an article it is useful to write a summary of the text.
3. **Ask:** How is a summary different from the original story? (Answer: it is shorter, only includes the main points)
4. Tell pupils that they are going to practise writing a summary of the story they read, *The Millionaire's Heir*.
5. Point to the Summary Writing Guide on the board (found at the end of the lesson plan).
6. Explain the guide to pupils. Tell pupils they can use this guide to help them write their summary.
7. Read the story to pupils (found at the end of the lesson plan).
8. Ask the following questions:
  - a) Who is the story about? (Answer: the old millionaire and his 3 sons)
  - b) What did the main character want? (Answer: to decide who would be his heir)
  - c) What was the problem? (Answer: the millionaire set a test for his sons to decide who would be his heir)
  - d) What did the characters do to solve the problem? (Answer: they did the test)
  - e) How did the story end? (Answer: the youngest son passed the test)

**Guided Practice (10 minutes)**

1. Read the story again to pupils. Tell pupils to make notes about the most important parts of the story as you read.
2. Write this outline on the board:
  - In this story....
  - First...
  - Then...
  - Next...
  - After that...

Finally...

3. **Say:** These are sequencing words. They help us understand the order of events. Tell pupils these words will help them write their summary.
4. Ask pupils to work in pairs to share and compare their notes.
5. Move around the class to make sure pupils understand and are doing the task.

#### **Independent Practice** (10 minutes)

1. Tell pupils to copy the title 'Summary Writing' into their exercise book.
2. **Say:** Write a short 1-paragraph summary of the story. Use the outline on the board to help you.
3. Move around the classroom to make sure pupils understand and are doing the task.
4. Ask pupils to work in pairs. **Say:** Read your summary to your partner. Then your partner will read his/her summary to you. Make sure you got all the main points of the story in your summary.

#### **Closing** (3 minutes)

1. Invite different pupils to read their summaries to the class.
2. **Say:** Well done! Now you know how to write a summary.

#### *[SUMMARY WRITING GUIDE]*

1. Somebody... (Who is the story about?)
2. Wanted... (What did the main character(s) want?)
3. But... (What was the problem?)
4. Then... (What did the character(s) do to solve the problem?)
5. So... (How did the story end?)

#### *[STORY: THE MILLIONAIRE'S HEIR]*




There once lived a millionaire named Edward. He lived a big house in the city with his three sons called Francis, Michael and Samuel. Francis was the eldest son, Michael the second son and Samuel the youngest.

One day the millionaire told his sons that he was getting old and could no longer travel the long distance to his home village. He said he wanted to send his home village a gift. He said, 'I want you to take a gift to my home village. The son who takes the best gift to the village will become my heir! The people in the village will choose the best gift.'

Francis travelled for hours to reach the village with a car full of sweets for the village children. When he arrived in the village, all the children ran to receive the gift. Michael travelled for hours to reach the village with a car full of delicious food. When he arrived, he invited the whole village to spend the day eating, singing and dancing. Samuel travelled for hours to reach the village with a car full of books for the local school. When he arrived, he immediately found the village elder and gave the books to him. He said, 'Please accept these books for the village school as a gift from my father.'

Which gift do you think the village chose? Yes, Samuel's gift. The millionaire praised his son for remembering to always respect elders. He decided that Samuel would be his heir. The other two brothers were angry. After a few years...

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-77	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to differentiate between African and English poems.		<b>Teaching Aids</b> Poems at the end of the lesson plan		<b>Preparation</b> Write the poems at the end of the lesson plan on the board.
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**Opening (3 minutes)**

1. Write the names of these 2 poets on the board: Robert Frost, Segun Rasaki.
2. **Say:** Look at the 2 names on the board. Tell me which name is African and which name is American. (Answer: Segun Rasaki is African. Robert Frost is American.)
3. Tell pupils that today we are going to discuss some of the differences between English/American and African poems.

**Introduction to the New Material (10 minutes)**

1. Ask pupils to look at the American poem. Explain that the poem is about nature.
2. **Say:** The main idea of this poem is that the beauty of nature only lasts for a short time.
3. Now ask pupils to look at the African poem.
4. **Ask:** What is the main idea of this poem?
5. **Say:** The poem repeats the word Africa. The main idea is that Africa is beautiful and blessed even with all of its problems.
6. **Ask:** How do you think the African poem is different to the American poem? Listen to pupils' answers.
7. **Say:** We can find many poems written a long time ago by American and English poets. Finding African poetry from a long time ago is difficult. **Ask:** Why do you think that is? Listen to pupils' answers.
8. **Say:** A lot of old English and American poetry is in written form but a lot of old African poetry was spoken and not written. Africa has a long history of telling poems and stories. This is a part of our oral tradition. Today we can find a lot of African poetry that is written.
9. Write these themes on the board: traditions and folklore; nature; the effect of slavery and colonisation; liberation; migration; exile; love; religion; politics.
10. Write the table below on the board. **Say:** Which of the themes (traditions and folklore; nature; the effect of slavery and colonisation; liberation; migration; exile; love; religion; politics) do you think are more common in African poetry and which are more general, universal themes common in both African and English poetry? (see answers at the end of the lesson plan)

African poetry	Universal

**Guided Practice (10 minutes)**

1. **Say:** Apart from themes, there are other common features of African poetry.
2. Write these words on the board: emotion, rhyme, personification, rhythm.



3. Read the sentences (a-e) to pupils and ask them to help you to fill in the gaps with the correct words.
  - a) Many African poems come from songs and oral traditions. This means there is a lot of \_\_\_\_\_ in African poetry.
  - b) African poems are often translated from African languages into English. This means \_\_\_\_\_ is not common.
  - c) \_\_\_\_\_ is often a feature of African poetry. Human qualities are often attributed to the African continent. For example, 'Africa, Your children ...' from Segun Rasaki's 'Africa'.
  - d) Many African poems express great \_\_\_\_\_ and feeling for Africa. For example, Segun Rasaki's poem 'Africa'.
    - a. (Answers: a-rhythm, b-rhyme, c-Personification, d-emotion)
4. Read the sentences to the class.
5. Ask pupils if they can give you any examples of lines from African poems.

### **Independent Practice** (10 minutes)

1. Ask pupils to read the lines from the poem by Robert Frost. Explain that the poem is about how the most beautiful things in nature and life only live for a short time. Give pupils time to read.
2. **Ask:** What would be different if this poem was written by an African poet? Listen to pupils' answers.
3. Ask pupils to work in pairs and try to make the poem more African.
4. Invite different groups to read their African versions of Robert Frost's poem.

### **Closing** (2 minutes)

1. **Say:** Modern African poetry is becoming very popular and famous in the world. Ask pupils to find some African poems outside of class. Ask them to bring their poems to class to read.

### [POEMS]

Nothing Gold can Stay – by Robert Frost

Nature's first green is gold,  
 Her hardest hue to hold.  
 Her early leaf's a flower;  
 But only so an hour.  
 Then leaf subsides to leaf.  
 So Eden sank to grief,  
 So dawn goes down to day.  
 Nothing gold can stay.

Africa – by Segun Rasaki




Africa, Beautiful yet unappreciated  
 Africa, Sahara to the Atlantic  
 Africa, From Zulu Land to Yoruba Land  
 Africa, From Nile River to River Niger  
 Africa, Rain and Sunshine round the year,

Africa, With her greenery lustre  
Africa, With Coolness, Calmness, a Serenity unequal  
Africa, Your hospitality and warmth taken for granted  
Africa, Raped and left desolate, yet richly blessed  
Africa, Your Children scattered all over the World crying for you  
Africa, You are simply mine Africa.

[TABLE ANSWERS]

<b>African poetry</b>	<b>Universal</b>
traditions and folklore; the effect of slavery; colonisation; liberation, migration; exile	nature; love; religion; politics

<b>Lesson Title:</b> Poems	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-078	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the details of a poem.</li> <li>2. Identify literary terms in the selected poems.</li> </ol>		<p><b>Teaching Aids</b> Poems at the end of the lesson plan</p>		<p><b>Preparation</b> Write the poems at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Write Segun Rasaki and Robert Frost on the board.
2. Write 'a poem about Africa' and 'a poem about nature' on the board.
3. **Say:** Can you match the poet with the poem? (Answer: Segun Rasaki - Africa, Robert Frost – nature)

### Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to look at how the poets use different techniques or literary terms to make their poems interesting.
2. Write this line from Segun Rasaki's poem, *Africa*, on the board: 'Africa, Your children scattered all over the world...' **Ask:** What does the poet compare Africa to? (Answer: a mother - people not continents have children)
3. **Say:** This is an example of personification. Personification is when we give human qualities to something that is not human, for example an animal, an object or a country. (Write this definition of personification on the board.)
4. **Ask:** Can you find more examples of personification of Africa in the poem? (Answers: with coolness, calmness, a serenity unequal; your hospitality and warmth taken for granted; raped and left desolate, yet richly blessed)
5. **Ask:** What is the message that the poet wants to share? What does he think about Africa? (Example answers: he loves and admires Africa, people do not value Africa)
6. **Say:** Look at the second poem. Write this line from Robert Frost's poem, *Nothing Gold can Stay*, on the board: 'Nature's first green is gold, Her hardest hue to hold.'
7. Write 'gold' and 'hold' on the board. **Say:** gold – hold, gold – hold, gold – hold. **Ask:** What can you tell me about the sound of these words? (Answer: they have the same sound)
8. Ask pupils to repeat the words 3-4 times. **Say:** We call these words rhyming words. These are words with the same sound. We use rhyming words to make a poem sound like music.
9. **Ask:** Can you find more examples of rhyming words in the poem? (Answers: flower - hour, leaf - grief, day - stay) Check answers and get pupils to repeat the words 2-3 times.

### Guided Practice (5 minutes)

1. **Ask:** What was the word we use when we give human qualities to non-human things? (Answer: personification)
2. **Say:** Very good. We use personification in poems to create a better picture of the thing we are describing.

3. Write 'people' on the board. **Say:** Work in pairs. Think of words we use to talk about people. You have 2 minutes.
4. Invite pupils to share their ideas with the class. Write the words on the board as pupils call them out.
5. Write 'Sierra Leone' on the board.
6. **Say:** Look at the words on the board we use to talk about people. Can you use any of these words to talk about Sierra Leone? I want you to work in pairs and write a personification of Sierra Leone.
7. Move around the classroom to make sure pupils understand and are doing the task. When pupils have finished, invite 2-3 pairs to read their example of personification.

**Independent Practice** (15 minutes)

1. Write the following phrases on the board:  
Sierra Leone with her...  
Sierra Leone, your....  
Sierra Leone, you are...
2. Ask pupils to work in pairs.
3. **Say:** Think about Segun Rasaki's poem, *Africa*. You are going to write a short poem about Sierra Leone. You can start with your personification of Sierra Leone. You can use these phrases with your own ideas. You may also use rhyming words.
4. Move around the classroom to make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Ask 1-2 pairs of pupils to share their poems with the class.

[POEMS]

Nothing Gold can Stay – by Robert Frost




Nature's first green is gold,  
Her hardest hue to hold.  
Her early leaf's a flower;  
But only so an hour.  
Then leaf subsides to leaf.  
So Eden sank to grief,  
So dawn goes down to day.  
Nothing gold can stay.

Africa – by Segun Rasaki

Africa, Beautiful yet unappreciated  
Africa, Sahara to the Atlantic  
Africa, From Zulu Land to Yoruba Land  
Africa, From Nile River to River Niger  
Africa, Rain and Sunshine round the year,

Africa, With her greenery lustre  
Africa, With Coolness, Calmness, a Serenity unequal  
Africa, Your hospitality and warmth taken for granted  
Africa, Raped and left desolate, yet richly blessed  
Africa, Your Children scattered all over the World crying for you  
Africa, You are simply mine Africa.

<b>Lesson Title:</b> Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-079	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define adjectives.</li> <li>2. Give examples of adjectives.</li> </ol>	 <p><b>Teaching Aids</b> Phrases and jumbled sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the phrases and jumbled sentences at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Ask pupils to give examples of words to describe people. (Example answers: tall, friendly, funny, smart, handsome)
2. **Say:** The words that we use to describe people are called adjectives. Today we will learn more about adjectives and how to use them.

### Introduction to the New Material (5 minutes)

1. Write 'Adjectives' at the top of the board.
2. **Say:** We use adjectives to describe nouns. Remember a noun is a person, place or thing.
3. Ask pupils to imagine a city. **Ask:** What words can we use to describe the city? Listen to pupils' answers. Write some answers on the board.
4. Ask pupils to imagine their grandmother. **Ask:** What words can we use to describe a grandmother? Listen to pupils' answers. Write some answers on the board.
5. Ask pupils to imagine a motorcycle. **Ask:** What words can we use to describe the motorcycle? Listen to pupils' answers. Write some answers on the board.
6. **Say:** We can use adjectives in different ways. I can say, 'I have a red bicycle' or I can say, 'My bicycle is red'.

### Guided Practice (10 minutes)

1. Point to the phrases on the board (found at the end of the lesson plan). Ask pupils to identify the adjectives in the phrases.
2. **Say:** I want you to find the adjectives. Let me show you how to do the first one. **Say:** A tall boy. Tall is the adjective. It describes the boy (underline the word tall on the board).
3. As a class, identify the adjectives in all of the phrases. Underline the adjectives when pupils identify them.
4. Tell pupils they are going to practise using adjectives in sentences.
5. Point to the mixed up sentences on the board (found at the end of the lesson plan).
6. Ask pupils to work in pairs.
7. Tell pupils to organise the words to make sentences and write them in their exercise book. Remind them to use a full stop at the end of each sentence.
8. Check answers as a class. (Answers: 1. She has a noisy baby. 2. They have a thin dog. 3. We have a clean car. 4. She has a dirty t-shirt.)
9. Ask pupils to look at the sentences and underline the adjectives. (Answers: noisy, thin, clean, dirty)

### **Independent Practice** (15 minutes)

1. Write 4 headings on the board: me, my home, bus, lion.
2. Ask pupils to copy the headings and write as many adjectives as they can to describe each of the nouns.
3. Give pupils 2 minutes for each word then tell them to stop and move on to the next noun. Move around the classroom to make sure pupils understand and are doing the task.
4. After pupils have finished writing ask them to work in pairs to share and compare their adjectives.
5. Ask pupils to write descriptive sentences for the different nouns using the adjectives they wrote down.

### **Closing** (2 minute)

1. Invite different pupils to share their sentences with the class.




#### [PHRASES]

- |                   |                     |
|-------------------|---------------------|
| 1. a tall boy     | 7. a fast motorbike |
| 2. a thin woman   | 8. a noisy baby     |
| 3. a short man    | 9. a clean car      |
| 4. an old man     | 10. a slow bus      |
| 5. a young child  | 11. a dirty car     |
| 6. a quiet corner | 12. a fat dog       |

#### [SENTENCES]

1. a/She/has/baby/noisy
2. thin/a/dog/They/have
3. clean/a/We/car/have
4. t-shirt/dirty/She/has/a

<b>Lesson Title:</b> Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-080	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define adjectives.</li> <li>2. Identify adjectives and use them in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Ask pupils if they live in a city, town or village.
2. Tell pupils that in this lesson we are going to practise using adjectives to describe where we live.

### Introduction to the New Material (10 minutes)

1. **Ask:** What is an adjective? (Answer: a word that describes a noun)
2. Write the name of your village or town in the middle of the board.
3. **Say:** We are going to make a list of adjectives to describe where we live.
4. Write this sentence on the board: My village is near Bo. It is a beautiful village.
5. Ask pupils to tell you which word is an adjective. (Answer: beautiful) Underline the word 'beautiful'.
6. Ask pupils to tell you adjective that describes your village/town.
7. Write the adjectives on the board around the name of your village/town. (Example answers: big, small, crowded, clean, busy, beautiful, friendly, clean, lively, hilly, flat, modern)
8. If there are any difficult words, explain their meaning to pupils.
9. Ask pupils to copy the list into their exercise book.

### Guided Practice (10 minutes)

1. **Say:** The leaders of our town/village would like more visitors to come here. They have asked you to write a description in English to encourage visitors.
2. **Ask:** What makes where we live special? Why would visitors like to come here? Listen to pupils' answers.
3. Write 'Come to \_\_\_\_\_!' (Name of your town/village)
4. Ask pupils to work in pairs.
5. **Say:** Think of 2 reasons why where we live is different from other places.
6. Invite pupils to share their ideas with the class. Write their ideas on the board.

### Independent Practice (10 minutes)

1. Write 'Come to \_\_\_\_\_!' (Name of your town/village)
2. Point to the text on the board (found at the end of the lesson plan).
3. Ask pupils to copy the text in their exercise books.
4. **Say:** Complete this description in your exercise book. Remember to use lots of adjectives to make where you live sound exciting.
5. After 5 minutes, ask pupils to work in pairs.
6. Ask pupils to read their descriptions to each other to share and compare their work.
7. Invite 3-4 pupils to read their descriptions to the class.



**Closing** (2 minutes)

1. Write this sentence on the board: My big, beautiful, clean, green village.
2. Ask pupils to tell you which words are adjectives. (Answer: big, beautiful, clean, green)
3. **Ask:** What does an adjective do? (Answer: it describes a noun)

[TEXT]

(name of your village) is.....




It has..... and.....

It is .....

The people in my village are.....

If you visit you will feel.....because.....

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-081	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write short poems on their own.</li> <li>2. Use ideas and thoughts in writing out a short poem.</li> </ol>	 <p><b>Teaching Aids</b> Diamond poem at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the diamond poem example at the end of the lesson on the board.</li> <li>2. Write the diamond poem outline at the end of the lesson on the board.</li> </ol>
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**Opening (2 minutes)**

1. Ask pupils to listen to two descriptions. Tell them they have to guess the food you are describing.
2. Describe 2 different types of food using adjectives and nouns:  
It's yellow, it's long, it's sweet, it grows on trees. (Answer: bananas)  
It's made of vegetables and meat, it's tasty, it's hot, it's served in a bowl. (Answer: soup)
3. **Say:** Today we are going to write a poem about our favourite food.

**Introduction to the New Material (10 minutes)**

1. **Ask:** What is your favourite food? Why? Listen to pupils' answers.
2. Write some pupils' ideas on the board.
3. Point to the example of the diamond poem on the board (found at the end of the lesson plan).
4. **Say:** Why do you think this is called a diamond poem? (Answer: because the shape of the poem is like a diamond)
5. Ask pupils to read the poem. Explain the meaning of any difficult words.
6. Ask pupils to identify the adjectives. Underline the adjectives when pupils say them. (Answers: yellow, soft, fragrant, delicious)
7. Ask pupils to identify the nouns. Underline the nouns when pupils say them. (Answers: mango, skin, flesh, stone, smell)
8. Ask pupils to identify the verbs. Underline the verbs when pupils say them. (Answers: peeling, slicing, chopping, licking, laughing, eating)

**Guided Practice (10 minutes)**

1. **Say:** You're going to write your own diamond poems about your favourite food.
2. **Say:** This is about food, so it must be a noun.
3. **Say:** For example, my favourite food is pineapple.
4. **Ask:** What can I say about pineapple? (Example answers: yellow and green, spiky, hard on the outside and juicy on the inside, sweet, delicious) **Ask:** What verbs can I use when I talk about pineapple? (Example answers: peel, cut slice, cube, cook, stew, bake, eat, drink, chew)
5. **Say:** Write the name of your favourite food at the top of the page in your exercise books.
6. Tell pupils to write a list of adjectives that describe the food. Then ask pupils to write a list of verbs in the present continuous tense (+ing form) in their exercise books that are connected with their favourite food.

**Independent Practice** (10 minutes)

1. Show pupils the diamond poem outline on the board.
2. **Say:** The first noun at the top of your poem is your favourite food. The noun at the end of your poem is the same.
3. **Say:** The words in the middle of your poem are connected to your favourite food.
4. Tell pupils to use the diamond poem example on the board to explain the outline.
5. Tell pupils to write their diamond poem in their exercise books. Move around the classroom to make sure pupils understand and are doing the task.
6. Ask pupils to work in pairs to share and compare their poems.

**Closing** (3 minutes)

1. Invite 3-4 pupils to read their diamond poems to the class.

[POEMS]




Diamond poem example:

Mango  
Yellow, soft  
Peeling, slicing, chopping  
Skin, flesh, stone, smell  
Licking, laughing, eating  
Fragrant, delicious  
Mango

Diamond poem outline:

Noun  
Adjective, Adjective  
Verb, Verb, Verb  
Noun, Noun, Noun, Noun  
Verb, Verb, Verb  
Adjective, Adjective  
Noun

<b>Lesson Title:</b> Adjectives: Adjectives of Quality	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-082	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define adjectives of quality.</li> <li>2. Identify adjectives of quality.</li> <li>3. Differentiate between 'how much' and 'how many'.</li> </ol>	 <p><b>Teaching Aids</b> Rhyme at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Practise the listening text at the end of the lesson plan.</li> <li>2. Write the rhyme at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. Ask pupils what food they like and dislike. Listen to pupils' answers.
2. Tell pupils that they are going to listen to someone talking about food that she likes and dislikes and learn more about adjectives.

### Introduction to the New Material (10 minutes)

1. Ask pupils to open their exercise books to a new page.
2. **Say:** I am going to read you a text about food I like and dislike. As you listen, write down the adjectives you hear. For example, delicious, green.
3. Read the text to pupils. Read slowly, clearly and with expression to make the text interesting for pupils.
4. Read the text a second time. After reading, ask pupils to compare their answers in pairs.
5. Check answers as a class. (Answers: delicious, red, soft, wonderful, sweet, spicy, sweet, bitter)
6. **Say:** These are adjective of quality. Adjectives of quality describe things like the appearance of a noun.
7. Write these questions on the board:
  - a) How much beef do you need for beef stew?
  - b) How many tomatoes do you need for egusi soup?
8. **Say:** I wonder why we say 'how much' chicken but 'how many' tomatoes?
9. Write these rules on the board:
 

How much....? is used for uncountable nouns e.g. beef, air, water, furniture, paper

How many....? is used for countable nouns e.g. teachers, eggs, apples, rooms, pupils
10. Ask pupils to copy the rules into their exercise books.

### Guided Practice (10 minutes)

1. Point to the 'How much...? How many...?' rhyme on the board.
2. **Say:** We need to fill in the missing words in this rhyme. We will put 'how much' or 'how many'.
3. **Ask:** What kinds of words use 'how much'? (Answer: uncountable nouns)
4. **Ask:** What kinds of words use 'how many'? (Answer: countable nouns)
5. **Say:** Let's do the first line together. Read the line: How \_\_\_ birds in the sky? **Say:** Birds are countable so I should ask, 'How many birds in the sky?'
6. **Say:** Work in pairs. Fill in the gaps with either 'much' or 'many'.
7. Check answers as a class. (Answers: How many....potatoes, pupils, boats, mangoes. How much....fish, sugar, milk)

8. Ask pupils to listen to the rhyme as you say it.

**Independent Practice** (10 minutes)

1. Say the rhyme and ask pupils to repeat it together after you. Do this twice.
2. Ask pupils to work in pairs to practise the rhyme.
3. After pupils have had the chance to practise the rhyme, ask them to write 2 more lines for the rhyme.
4. Move around the classroom to make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Invite 2-3 pupils to present the rhyme with the extra lines they have added to it.

[LISTENING TEXT]

My Favourite Food

I love cooking.....And I love eating! There are lots of things that I enjoy. My favourite food is probably chicken stew. I love the delicious red tomato sauce and the soft pieces of chicken in it. Mmmmm. Then there's egusi soup, with its wonderful mix of slightly sweet pumpkin seeds and spicy chili pepper. I have my own recipe that my mother gave me and the whole family always says how good it is. There are things I don't like of course...I'm not a fan of cakes and biscuits as I find them too sweet. Oh and garden eggs, I like them cooked but not raw. They're too bitter for me!

[RHYME]

How much....? How many....?

How \_\_\_\_\_ birds are there in the sky?

How \_\_\_\_\_ potatoes in a delicious pie?

How \_\_\_\_\_ pupils are there in a group?

How \_\_\_\_\_ fish in a tasty fish soup?




How \_\_\_\_\_ boats are there on the sea?

How \_\_\_\_\_ sugar in this very sweet tea?

How \_\_\_\_\_ milk in your cup of coffee?

How \_\_\_\_\_ mangoes on your grandma's tree?

<b>Lesson Title:</b> Adjectives: Adjectives of Quality	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-083	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Put adjectives of quality in blank spaces.</li> <li>2. Use adjectives of quality in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Dialogue at the end of the lesson plan.</p>	 <p><b>Preparation</b> Write the dialogue at the end of the lesson plan on the board.</p>
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**Opening** (2 minutes)

1. Tell pupils that they are going to plan a celebration.
2. **Ask:** What food would you like to have at your celebration? Listen to pupils' answers.
3. **Say:** Today we are going to practise using adjectives of quality to describe things we need for our party.

**Introduction to the New Material** (10 minutes)

1. Tell pupils that they are going to listen to a conversation between a market stallholder and a customer.
2. Point to the dialogue on the board.
3. **Say:** As you listen, I want you to fill in the missing words.
4. Read the dialogue 2-3 times. Try to use different voices for the market stallholder and the customer.
5. Ask pupils to check their answers in pairs.
6. Check the answers as a class. (Answers: 1. lovely, 2. juicy, 3. large, 4. fresh, 5. green)
7. **Ask:** What kind of words these are? (Answer: adjectives) **Say:** Why do we use adjectives here? (Answer: to describe the fruit, to talk about the quality of the fruit)
8. **Say:** These are adjectives of quality.

**Guided Practice** (5 minutes)

1. Ask pupils to work in pairs.
2. Ask pupils to practise the dialogue. One pupil will be the stallholder and the other the customer. Remind pupils to pay attention to the intonation of questions and exclamations.
3. Once pupils have finished reading the dialogue once they should change roles and practise the dialogue again.
4. Move around the classroom to make sure pupils understand and are doing the task.

**Independent Practice** (15 minutes)

1. Ask pupils to work in pairs.
2. **Say:** You're going to write a short dialogue between a customer and a stallholder.
3. Tell pupils that they do not have to buy fruit and vegetables. They can buy anything in the market.
4. **Say:** Please include at least 3 adjectives in your dialogue.

5. Ask pupils to practise their dialogue with their partner. Tell them to pay attention to the intonation of questions and exclamations.
6. Move around the classroom to make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Invite 1-2 pairs to come to the front and act out their dialogue.

[DIALOGUE]

Customer: Good morning. How are you?

Stallholder: Good, thanks. How can I help you?

Customer: Have you got some of those \_\_\_(1)\_\_\_, \_\_\_(2)\_\_\_ grapes I bought last week?

Stallholder: Yes, here you are.

Customer: Thanks. And I need 6 \_\_\_(3)\_\_\_ eggs – only the \_\_\_(4)\_\_\_ ones please.

Stallholder: Of course! There you go.

Customer: Do you have any \_\_\_(5)\_\_\_ mangoes left?

Stallholder: Sorry, sold out.

Customer: Ok, no problem. How much is all that please?

[DIALOGUE WITH ANSWERS]

Customer: Good morning. How are you?

Stallholder: Good, thanks. How can I help you?

Customer: Have you got some of those lovely, juicy grapes I bought last week?

Stallholder: Yes, here you are.

Customer: Thanks. And I need 6 large eggs – only the fresh ones please.




Stallholder: Of course! There you go.

Customer: Do you have any green mangoes left?

Stallholder: Sorry, sold out.

Customer: OK, no problem. How much is all that please?

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-084	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read aloud with fluency.</li> <li>2. Highlight important points or facts from the reading text.</li> </ol>	 <p><b>Teaching Aids</b> Jumbled recipe at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw pictures on the board of meat, onions, tomatoes, aubergines, salt.</li> <li>2. Write the jumbled recipe at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Ask:** Do you cook at home? What do you like to cook? Listen to pupils' answers.
2. Point to the pictures of meat, onions, tomatoes, aubergines and salt on the board and check that pupils know the English name for each ingredient.
3. Tell pupils that they are going to read a recipe today and practise their reading fluency.

**Introduction to the New Material (10 minutes)**

1. Write 'Following a Recipe' at the top of the board.
2. **Say:** Sometimes when we cook we follow a recipe. A recipe is a set of instructions for preparing a dish.
3. **Say:** Today we are going to follow a recipe for cooking meat stew.
4. Tell pupils there are some verbs that are often used in recipes. Write these on the board: cut, add, stir, chop, simmer, blend, mix.
5. Make sure pupils understand the meaning of these verbs.
6. Point to the mixed up recipe on the board.
7. **Say:** This recipe is not in order. We are going to organise the steps of the recipe in the correct order. Words like 'first,' 'next,' and 'finally' give us clues.
8. **Ask:** What step goes first? (Answer: step c) How do we know? (Answer: begins with the word first)
9. Ask pupils to work with in pairs to finish putting the recipe in order.
10. Check answers as a class. (Answer: c, a, e, f, b, g, d)
11. Ask pupils to copy the recipe in the correct order into their exercise books.

**Guided Practice (10 minutes)**

1. Ask pupils to look at the recipe and answer these questions:
  - a) What are the ingredients in the recipe? (Answer: meat, onions, tomatoes, aubergines, salt and pepper)
  - b) How long do you boil the meat? (Answer: 5-8 minutes)
2. Tell pupils they are going to practise reading the recipe aloud.
3. Write these phrases on the board:
 

cut the meat	put in a pot	add the aubergines
chop the onion	allow to simmer	mix with water
4. **Say:** Where are the main stressed syllables in these phrases? The stressed syllables are in the same place in each phrase.



5. Underline the stressed syllables on the board:  
Cut the meat                      put in a pot                      add the aubergines  
chop the onion                      allow to simmer                      mix with water
6. Model reading the phrases and ask pupils to repeat each one after you. Tell them to pay attention to the stressed syllables.
7. Read the recipe aloud. Tell pupils to follow along.

**Independent Practice** (10 minutes)

1. Ask pupils to work in pairs. First Pupil A reads the recipe aloud. Pupil B listens and acts out the instructions. For example, when one pupil says, 'Cut the meat' the other should mime cutting meat.
2. After pupils have practised the dialogue they should switch roles. Now Pupil B reads the recipe and Pupil A listens and mimes the instructions.
3. Move around the classroom to make sure that pupils understand and are doing the task.

**Closing** (2 minutes)

1. Invite a pupil to come to the front of the class and read the recipe.
2. Ask the rest of the class to mime the instructions as he/she speaks.

[RECIPE]




Jumbled recipe for meat stew

- a. Add water, some salt, and boil for about 5-8 minutes, stirring occasionally.
- b. After that, chop the onion and tomatoes into small pieces. Add these to the stew. Allow to simmer.
- c. First cut the meat into small pieces and put in a pot.
- d. Finally return the vegetables to the soup and add the tomato puree. Allow the soup to simmer on low heat until the meat is tender.
- e. Next add the aubergines and pepper.
- f. Then cook on a low heat until vegetables are tender.
- g. Remove and blend the cooked vegetables, then mix with water and strain.

Recipe for meat stew (correct order)

1. First cut the meat into small pieces and put in a pot.
2. Add water, some salt, and boil for about 5-8 minutes, stirring occasionally.
3. Next add the aubergines and pepper.
4. Then cook on a low heat until vegetables are tender.
5. After that, chop the onion and tomatoes into small pieces. Add these to the soup. Allow to simmer.
6. Remove and blend the cooked vegetables, then mix with water and strain.
7. Finally return the vegetables to the soup and add the tomato puree. Allow the soup to simmer on low heat until the meat is tender.

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-085	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read aloud with fluency.</li> <li>2. Highlight important points or facts from the reading.</li> </ol>	 <p><b>Teaching Aids</b> Word search puzzle and dialogue at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw the word search puzzle at the end of the lesson plan on the board.</li> <li>2. Write the dialogue at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. **Say:** Let's remember some of the verbs we learnt when we read recipes.
2. Show the Word Search Puzzle on the board.
3. Tell pupils they have 1 minute to find 5 verbs in the puzzle. The words are written down and across in the puzzle. (Answers: blend, chop, cut, mix, add)
4. **Say:** We are going to read a recipe today and practise our reading fluency.

### Introduction to the New Material (10 minutes)

1. **Ask:** Do you like Binch Akara? Do you know how to make it?
2. Point to the conversation between Tamba and Mamie on the board (found at the end of the lesson plan).
3. Read the conversation. Read slowly and clearly using correct intonation. Try to use different voices for Tamba and Mamie.
4. Ask pupils to work in pairs. **Say:** Choose the correct word for each of the gaps.
5. Check the answers as a whole class. (Answers: 1. many, 2. many, 3. much, 4. blend, 5. strain, 6. mix, 7. add)
6. Tell pupils to copy the dialogue into their exercise books.

### Guided Practice (10 minutes)

1. Tell pupils they are going to practise the dialogue.
2. Draw arrows on the dialogue at the end of Tamba's questions to show the correct intonation patterns (found at the end of the lesson plan).
3. Ask pupils to work in pairs.
4. **Say:** Pupil A will read Tamba and Pupil B will read Mamie.
5. **Say:** Practise the dialogue and pay attention to the intonation of Tamba's questions.
6. After pupils have finished practicing the dialogue, ask pupils to change roles. Tell pupils to practise the dialogue a second time.
7. Move around the classroom to make sure pupils understand and are doing the task.

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** I want you to write a short dialogue about cooking. You can write about shopping for ingredients or how to prepare a dish. I want you to include questions in your dialogue.
3. Tell pupils to practise reading their dialogue with their partner.
4. Invite a pair to come to the front of the class and perform their dialogue.

**Closing (2 minutes)**

1. Ask pupils these questions:


- a) Who knows how to make the Binch Akara? (Answer: Mamie)
- b) What kind of information does Tamba want to know? (Answer: how much of the different ingredients go into the recipe)

[PUZZLE]


b	x	p	m	a
l	r	t	l	d
e	o	y	x	d
n	c	h	o	p
d	z	c	u	t

[DIALOGUE]


Making Binch Akara

Tamba: How \_\_\_(1)\_\_\_ (much/many) black-eyed beans do I need for Binch Akara? 


Mamie: You need a pound.

Tamba: And how \_\_\_(2)\_\_\_ (much/many) onions do I need? 

Mamie: 1 small one. 




Tamba: What about salt? How \_\_\_(3)\_\_\_ (much/many) do I need? 

Mamie: 2 teaspoonfuls.

Tamba: Thanks! What do I have to do after that? 

Mamie: \_\_\_(4)\_\_\_ (Blend/Add) the beans with water. \_\_\_(5)\_\_\_ (Cut/Strain) the beans then \_\_\_(6)\_\_\_ (add/mix) with the onion. \_\_\_(7)\_\_\_ (Chop/Add) some salt then cook in hot oil until brown. Delicious!

<b>Lesson Title:</b> Adjectives: Demonstrative Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-086	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define demonstrative adjectives.</li> <li>2. Identify and use demonstrative adjectives in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Dialogue and sentences at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the dialogue at the end of the lesson plan on the board.</li> <li>2. Write the true/false statements and the incorrect sentences at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** Do you like music? What kind of music do you like? Listen to pupils' answers.
2. **Say:** We're going to listen to Fatmata and Mustapha talk about the Ballanta Music Festival. Their conversation will help us learn about demonstrative adjectives.

### Introduction to the New Material (10 minutes)

1. **Say:** Fatmata and Mustapha are talking about the Ballanta Music Festival.
2. **Ask:** Do you know anything about this festival? Listen to pupils' answers.
3. Point to the true/false statements on the board.
4. **Say:** As you listen to the dialogue, decide if these statements are true or false.
5. Read the dialogue. Try to use different voices for Fatmata and Mustapha.
6. Read the dialogue again to give pupils time to check all 4 statements.
7. Check the statements as a class. (Answers: 1. False – Fatmata's friend is interested, 2. False – Mustapha says he doesn't know much, 3. True, 4. False)
8. Ask pupils to look at the dialogue. Underline 'this festival' and 'these visitors'.
9. **Say:** We use words like 'this and 'these' to point out particular people or things. We call these words demonstrative adjectives.

### Guided Practice (15 minutes)

1. Write 'Demonstrative Adjectives' at the top of the board
2. Hold a pencil in your hand. **Say:** This is a pencil.
3. Point out of the window at a tree. **Say:** That is a tree.
4. **Say:** 'This' is used to point out something near to you. 'That' is used to point out something far away.
5. Hold 3 pencils in your hand. **Say:** These are pencils.
6. Point out of the window at some trees. **Say:** Those are trees.
7. **Say:** 'These' is used to point out things that are near to you. 'Those' is used to point out things far away.
8. Point to things inside and outside the classroom. Ask pupils to make sentences using 'this,' 'that,' 'these' or 'those'.
9. Draw the table on the board.

Singular		Plural	
this (near)	This is a pencil.	these (near)	These are pencils.
that (far)	That is a tree.	those (far)	Those are trees.

10. Ask pupils to copy the table into their exercise book.
11. Ask pupils to write one sentence for each of the demonstrative adjectives: this, that, these, those in their exercise book.
12. Ask pupils to work in pairs to share and compare their sentences.
13. Invite pupils to share a sentence with the class.

### Independent Practice (5 minutes)

1. Point to the incorrect sentences on the board.
2. **Say:** Each of these sentences has a mistake with the words 'this,' 'that,' 'these' and 'those'. Can you find the mistakes?
3. Ask pupils to work in pairs to correct the sentences.
4. Move around the class to make sure pupils understand and are doing the task.
5. Check answers as a class. (Answers: 1. these shelves, 2. this is my friend, 3. this pen, 4. those shops, 5. that car)
6. Ask pupils to write the correct sentences in their exercise book.

### Closing (2 minutes)

1. **Ask:** When do we use 'this' and 'these'? (Answer: to talk about things that are near us)
2. **Ask:** When do we use 'that' and 'those'? (Answer: to talk about things that are far from us)

### [DIALOGUE]

- Fatmata: Hi Mustapha. My friend was asking me about the Ballanta Music Festival.
- Mustapha: Oh yeah?
- Fatmata: Do you know anything about this festival?
- Mustapha: Not much. It happens in March I think. In Freetown. Lots of visitors come and enjoy the music.
- Fatmata: These visitors.....where are they from?
- Mustapha: From our country and abroad.
- Fatmata: It sounds fun. I'd love to go one day!




### [TRUE/FALSE]

1. Fatmata is interested in the Ballanta Music Festival.
2. Mustapha knows a lot about this festival.
3. Visitors come from many different countries to the festival.
4. Fatmata doesn't want to go to the festival.

[SENTENCES]

1. Put the new English books on this shelves.
2. Hello Musa. That is my friend Mohamed.
3. Where did you buy these pen?
4. These shops are very far away.
5. This car over there is my father's.

<b>Lesson Title:</b> Adjectives: Demonstrative Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-87	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain the differences between singular and plural forms of demonstrative adjectives.</p>	 <p><b>Teaching Aids</b> 1. Dialogue and questions at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the dialogue at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

- Ask:** What is the difference between plural and singular nouns? (Answer: singular is one, plural is more than one)
- Ask pupils to identify different plural and singular nouns in the classroom. (Example answers: desks, pupils, exercise books, teacher, board)
- Say:** Last lesson we learned about demonstrative adjectives. Today we are going to practise using demonstrative adjectives to talk about things in our homes and in our classroom.

### Introduction to the New Material (10 minutes)

- Ask:** When do we use 'this' and 'these'? (Answer: to talk about things that are near us)
- Ask:** When do we use 'that' and 'those'? (Answer: to talk about things that are far from us)
- Ask:** When do we use 'this' and 'that'? (Answer: with singular nouns)
- Ask:** When do we use 'these' and 'those'? (Answer: with plural nouns)
- Ask:** What kind of words are they? (Answer: demonstrative adjectives)
- Say:** We are going to listen to Kumba and Hawanatu talking about Kumba's kitchen.
- Point to the questions on the board (found at the end of the lesson plan). Ask pupils to answer the questions as they listen to the dialogue (found at the end of the lesson plan).
- Read the dialogue slowly and clearly. Try to use different voices for Kumba and Hawanatu.
- Ask pupils to check their answers in pairs. Read the dialogue one more time.
- Check answers as a class. (Answers: 1. yes; 2. small; 3. pots, cups and saucers; 4. She has brought a cake to share)

### Guided Practice (10 minutes)

- Write these sentences on the board:
  - ..... shirt I am wearing is new.
  - Are ..... pineapples in Bintu's garden ready yet?
  - Where did I put ..... newspaper?
  - I have ..... maths questions to answer before I can go home.
- Ask pupils to fill in the blanks with the correct answer.
- Check answers as a class. (Answers: a. this; b. those; c. that; d. these)
- Say:** I am going to read the dialogue again. I want you to listen and write down any demonstrative adjectives you here – this, that, these, those and the nouns they describe.
- Read the dialogue again. Try to use different voices for Kumba and Hawanatu.

6. **Ask:** Did you hear any demonstrative adjectives?
7. Check answers as a class. (Answers: these cupboards, those plates, this cake)
8. Ask pupils to copy the dialogue in their exercise book. Ask them to underline the demonstrative adjectives in the dialogue.

**Independent Practice** (10 minutes)

1. Ask pupils to work in pairs.
2. Tell pupils that they are going to discuss the things they have in their classroom.
3. **Say:** Talk about things in your classroom. Remember to use demonstrative adjectives - this, that, these, those. Point to the things or hold them. For example, 'This is my favourite pencil. Those windows are dirty.'
4. Next, ask pupils to discuss things they have in their home.
5. **Say:** Pretend you are in your house. Talk about things in your home. Remember to use demonstrative adjectives - this, that, these, those. For example, 'That shelf has many books. These dishes need to be washed.'
6. Move around the classroom to make sure pupils understand and are doing the task.
7. Invite a few pupils to share their descriptions with the rest of the class.

**Closing** (2 minutes)

1. **Say:** Today we have studied demonstrative adjectives. **Ask:** What are the singular demonstrative adjectives we have studied? (Answer: this and that)
2. **Ask:** What are the plural demonstrative adjectives we have studied? (Answer: these and those)

[DIALOGUE]

What's in the kitchen?

Kumba: And this is the kitchen.

Hawanatu: Mmmm. It's very nice.

Kumba: Well, it's not very large, but there are some cupboards and a cooker.

Hawanatu: But what's in all these cupboards?

Kumba: Not that much! A few pots, some cups and saucers...

Hawanatu: What about plates?

Kumba: Yes, I think we've got some in there.




Hawanatu: Good. We can use those plates for this cake that I've brought!

[QUESTIONS]

1. Does Hawanatu like Kumba's kitchen?
2. Is the kitchen big or small?
3. What is in the cupboards?
4. Why does Hawanatu need a plate?



<b>Lesson Title:</b> Dictation and Spelling	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-088	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Listen attentively and write down what they hear.</li> <li>2. Spell words correctly.</li> </ol>		<p><b>Teaching Aids</b> Dictation at the end of the lesson plan</p>		<p><b>Preparation</b> 1. Read the dictation text at the end of the lesson plan.</p>
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### Opening (3 minutes)

1. **Ask:** what is the name of the music festival that we talked about the other day? (Answer: Ballanta Music Festival)
2. **Say:** This is not the only event in the year. **Ask:** Do you know any other important events that take place? (Example answers: New Year, Lantern Festival, Independence Day, Eid al-Fitr, Tangains Festival)
3. **Say:** Today we are going to practise our listening and spelling skills while we talk about different events that take place in Sierra Leone each year.

### Introduction to the New Material (5 minutes)

1. **Say:** What words can we use when we talk about important events? (Example answers: celebrate, holiday, party, festival, music, food, dance, culture)
2. Tell pupils that they are going to practise spelling some of these words.
3. Write these words on the board in 2 columns:

1	2
celebration	cellabrasion
patties	parties
lantun	lantern
culture	culchure
independence	independance
holliday	holiday
4. **Say:** Some of these words are spelt correctly and some of these words are spelt incorrectly.
5. Ask pupils to tell you which words are spelt incorrectly on the board. Erase the incorrect words from the board.
6. Ask pupils to copy the correct words into their exercise book.

### Guided Practice (10 minutes)

1. Point to the words on the board.
2. **Say:** Now I want us to use these words in sentences. **Ask:** Who can give me a sentence using the word 'holiday'? Listen to pupils' answers.
3. Select a good answer and write it on the board. Underline the word 'holiday'.
4. **Ask:** Who can give me a sentence using the word 'lantern'? Listen to pupils' answers.
5. Select a good answer and write it on the board. Underline the word 'lantern'.

6. Ask pupils to work in pairs to write sentences for the remaining words (culture, independence, celebration, parties). Remind pupils that we capitalise proper nouns like 'Lantern Festival' but we do not capitalise common nouns like 'lantern'.
7. Move around the classroom to make sure pupils understand and are doing the task.
8. Invite pupils to share their sentences with the class.

**Independent Practice** (15 minutes)

1. Tell pupils that they are going to do a dictation about events in Sierra Leone.
2. Write the heading on the board: Important Events in Sierra Leone
3. **Say:** Take out your exercise books and copy the heading into your exercise book at the top of the page.
4. **Say:** I am going to read a text to you. I want you to write down what you hear. Pay attention to punctuation and spelling. Don't worry! I will read the text more than once.
5. Read the dictation text 2-3 times to pupils. Read slowly and clearly and use proper intonation to show the punctuation in the sentences.
6. Ask pupils to exchange their exercise books to share and compare their writing.
7. While pupils are checking each other's work, write the text correctly on the board.
8. Ask pupils to compare their dictation text with the text on the board. If they still have mistakes they should correct them.




**Closing** (3 minutes)

1. **Ask:** Which event in Sierra Leone is the most interesting? Why?
2. Invite pupils to share their ideas with the whole class.

[DICTATION]

Sierra Leone has several celebrations each year, which many of us enjoy. New Year is a popular time for parties and fireworks. And what about the Lantern Festival or Tangains Festival? These events bring together music, craft, food and culture. April 27<sup>th</sup> is our Independence Day. This day is a public holiday, which means schools are closed. That's good news for pupils!

<b>Lesson Title:</b> Conversations	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-089	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about/describe occasions and special events.</li> <li>2. Discuss various topics from texts to be able to express themselves clearly.</li> </ol>	 <p><b>Teaching Aids</b> Table and listening text at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw the table at the end of the lesson plan on the board.</li> <li>2. Read the text at the end of the lesson plan.</li> </ol>
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**Opening (2 minutes)**

1. **Say:** Last lesson we talked about different events in Sierra Leone. **Ask:** Can you remember the names of any events? (Example answers: New Year, Lantern Festival or Tangains Festival, Independence Day)
2. **Say:** Today we are going to talk more about these events.

**Introduction to the New Material (15 minutes)**

1. Tell pupils they are going to listen to a radio programme where someone is talking about her favourite event in Sierra Leone.
2. Write 'My Favourite Event of the Year' at the top of the board. Ask pupils to copy this into their exercise book.
3. Point to the table on the board (found at the end of the lesson plan). Ask pupils to copy the table into their exercise book. Check that they understand the headings.
4. Ask pupils to listen to the text and answer this question: Which special day are they talking about? (Answer: Tangains Festival)
5. Read the text to pupils. Read slowly and clearly with expression to make the text interesting.
6. Ask pupils to look at the table in their exercise book and make notes under each heading while they listen to you read the text again.
7. Read the text to pupils. Read slowly and clearly with expression to make the text interesting.
8. Ask pupils to check their answers in pairs and add more information to their table.
9. Read the listening text one more time.
10. Check answers with the whole class. (Answers below)

Name of festival	Activities	Visitors from...
Tangains Festival	arts and craft drama and dancing football matches traditional games beauty contest games for children	Gambia Mali Ghana

**Guided Practice (10 minutes)**

1. **Ask:** Has anyone been to the Tangains Festival? If so, what did you do? Did you like it? Listen to pupils' answers.
2. Write the list of important events in Sierra Leone on the board. Ask pupils to suggest others and add these to the list.
  - New Year
  - Lantern Festival
  - Independence Day
  - Eid al-Fitr
3. Ask pupils to work in pairs to discuss the different events. They should talk about what happens at the event, why it is important and identify which even they think is the best and most important of the year.
4. Move around the classroom to make sure pupils understand and are doing the task.

**Independent Practice (5 minutes)**

1. Ask pupils to work with a new partner.
2. **Say:** We talked about events. Now I want you to talk about celebrations. Celebrations are when people come together to honor or celebrate something. For example, a birthday, a wedding or a religious holiday.
3. Ask pupils to talk to their new partner about their favourite birthday. They should talk about what they do to celebrate their birthday and why that birthday was their favourite.
4. Move around the classroom to make sure pupils understand and are doing the task.

**Closing (3 minutes)**

1. Invite 1-2 pupils to tell the class about their favourite event in Sierra Leone or their favourite birthday.
2. Tell pupils they will use this list in the next lesson so they should keep it safe.

[TABLE]

Name of festival	Activities	Visitors from...

[LISTENING TEXT]




Radio Interview - My Favourite Event of the Year

Interviewer: So, out of all the events in the Sierra Leonean calendar, which one is your favourite?  
Interviewee: My favourite event of the year has got to be the Tangains Festival. Why? Because everything about Sierra Leone is on display for the world to see! Arts and craft, drama and dancing, football matches, traditional games, a beauty contest and lots of games for children. I think this event is interesting for us and for visitors too.

People from Gambia, Mali and Ghana come to find out more about their neighbour.  
Is this festival your favourite as well?

Adapted from <http://awoko.org/2011/12/22/tangains-festival-opens-today/>

<b>Lesson Title:</b> Conversations	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-090	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about/describe occasions and special events.</li> <li>2. Engage effectively in a range of collaborative discussions on various grade JSS 1 topics, texts and issues building on others' ideas and expressing their own clearly.</li> </ol>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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### Opening (3 minutes)

1. Write 'special occasions' on the board. Ask pupils to think of as many words as they can about this topic.
2. Write the words on the board as the pupils call them out. (Example answers: New Year, celebrate, party, fun, cake, happy)
3. **Say:** Today we are going to talk more about special occasions and events.

### Introduction to the New Material (10 minutes)

1. Tell pupils that today we are going to learn how to use fillers. **Say:** When we speak we often use small words or noises to give us more time to think about what we are going to say next. These small words and noises are called fillers.
2. Write these on the board:  
Well...  
The thing is...  
You know...  
You see...  
Wow!
3. Tell pupils that you are going to read a conversation between a visitor and a taxi driver about the Lantern Festival (found at the end of the lesson plan).
4. Ask pupils to listen and write down any fillers you say.
5. Ask pupils which fillers they heard. Write the fillers on the board. (Answers: well, the thing is, wow, you know)

### Guided Practice (10 minutes)

1. Tell pupils that they are going to talk about the special event they chose in the last lesson.
2. **Say:** Work in pairs. Talk to your partner about your special event. You can use your notes to help you. Remember to use fillers. The fillers will give you more time to think before you speak.
3. **Say:** One person will speak and the other person will listen. The listener will write down any fillers they hear. When you have finished change roles.
4. Make sure pupils understand and are doing the task.
5. When the pairs have finished talking ask 1-2 pupils to tell you about their partner. **Ask:** What did your partner talk about? Listen to pupils' answers.

### **Independent Practice** (10 minutes)

1. Ask pupils to change partners. **Say:** Now you are going to do this activity one more time. Tell your new partner about your special occasion. This time you must try to remember the information about your special occasion. Use your notes and remember to use fillers. They will give you more time to think before you speak.
2. **Say:** One person will speak and the other person will listen. The listener will write down any fillers they hear. When you have finished change roles.
3. Make sure pupils understand and are doing the task.
4. When the pairs have finished talking ask 1-2 pupils to tell you about their partner. **Ask:** What did your partner talk about? Listen to pupils' answers.

### **Closing** (2 minutes)

1. **Ask:** Was it easy to use the fillers? Did they help you with your speaking? How?
2. Invite selected pupils to give their opinions.

### *[DIALOGUE]*




Taxi driver: Welcome to Sierra Leone! Have you visited here before?

Visitor: Yes I have, but well...that was 10 years ago.

Taxi driver: 10 years ago. Wow! That was a long time ago. Did you attend the Lantern Festival?

Visitor: The thing is...I was working last time I visited so I did not have the chance to attend. But, you know... I am really excited to attend this year!

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-091	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a short story about themselves/friends.</li> <li>2. Use ideas and thoughts in writing these stories.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. A coffee cup or drawing of a coffee cup</li> <li>2. Text at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Bring a coffee cup or draw a picture of a coffee cup on the board.</li> <li>2. Write the text at the end of the lesson plan on the board.</li> </ol>
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**Opening** (2 minutes)

2. Ask pupils if they have ever found anything. **Ask:** Have you ever found anything in the street?
3. **Say:** Today I am going to tell you the story of something I found in the street. Then you are going to write your own story.

**Introduction to the New Material** (10 minutes)

1. Tell pupils that they are going to hear a short story.
2. Write these words on the board:  

conclusion  
introduction                      main body
3. **Say:** Look at these 3 parts of a short story. The introduction is where we introduce the characters and what the story will be about. The main body is where we do most of writing. This is where the action happens. The conclusion is where we end our story.
4. **Ask:** What is their correct order in a story? (Answer: introduction, main body, conclusion)
5. Write the following words on the board: strange, coffee cup, pocket, treasure.
6. Tell pupils that these words are in the story.
7. Check that pupils understand the meaning of these words. If not, help them by drawing pictures, miming, translating or explaining the words.
8. Ask pupils to look at the example of a short story on the board.
9. Read the short story aloud. Tell pupils to follow along.
10. Ask pupils to help you match the parts of a short story with the 3 paragraphs. As a class, identify the introduction, main body and conclusion.

**Guided Practice** (10 minutes)

1. **Say:** Today you are going to write your own short story about something special. It can be an object you found, something that belongs to your family or even something that you would like to have.
2. Ask pupils to think of an object. **Say:** Draw your object in your exercise book.
3. **Say:** Now I want you to write notes about your object. I want you to describe your object and how you feel about it. Remember this is a story about you.
4. **Say:** Now I want you to think about a story that you could write. I told you me story about the coffee cup and I. **Ask:** What are you going to write about?



5. Remind pupils that they need to organise their ideas into an introduction, main body and conclusion.
6. Ask pupils to work in pairs to share and compare their story ideas. **Say:** Discuss your ideas and plan your introduction, main body and conclusion.
7. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

**Independent Practice** (10 minutes)

1. Ask pupils to write their stories in their exercise book. Remind them to follow the same organisation (introduction, main body, conclusion) as the story on the board.
2. Move around the classroom to make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Invite 1-2 pupils to share their stories with the class.




[TEXT]

One day as I was walking to school I saw a strange object at the side of the road. I looked more closely and saw... a coffee cup! What was a coffee cup doing here?

I picked it up and brushed off the dust. It was dark red and very pretty. I decided to keep it and put it in my pocket. Further down the road I found another cup. And then another one. I didn't have enough pockets for all these treasures!

I left them on the road and carried on walking to school. I still have that coffee cup to this day.

<b>Lesson Title:</b> Interrogative Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-092	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define interrogative adjectives.</li> <li>2. Identify interrogative adjectives in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. 3 pencils</li> <li>2. Dialogue at the end of the lesson plan.</li> </ol>	 <p><b>Preparation</b> Write the dialogue at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Write the following mixed up words on the board: hwcih hwta sehow
2. **Say:** All these words begin with -w. Can you find out what they are?
3. Invite selected pupils to say what the words are and write the answers on the board. (Answers: which, what, whose)
4. **Say:** Today we are going to learn more about these 3 words. We call them interrogative adjectives.

**Introduction to the New Material (10 minutes)**

1. Write 'Interrogative Adjectives' at the top of the board.
2. Ask 3 different pupils to give you a pencil.
3. Choose a pencil and **Ask:** Whose pencil is this? Ask a pupil to say the name of the pupil.
4. **Ask:** What book will you read tonight? Ask a pupil to say the name of a book.
5. **Ask:** Which school subject is your favourite? Ask a pupil to say his/her favourite subject.
6. **Say:** We are going to practise asking questions using 'Whose...?', 'What...?' and 'Which...?'
7. Write these questions on the board:
 

Whose pencil is this?  
What book will you read?  
Which subject is your favourite?
8. Write the following answers next to the questions on the board:
 

Question	Answer
Whose pencil case is this?	Gabriel's
What book will you read?	A short story book
Which school subject is your favourite?	English
9. **Say:** We use 'Whose.....?' to ask about a person.
10. **Say:** We use 'What...?' if the speaker doesn't know the choice of things available.
11. **Say:** We use 'Which...?' if the speaker knows there are many things to choose from.
12. Ask pupils to look at the 3 questions on the board and tell you which words are the interrogative adjectives. Underline the interrogative adjectives. (Answer: whose, what, which) Now ask pupils to tell you which words are the nouns. Circle the nouns. (Answer: pencil, book, subject).
13. **Ask:** Can an interrogative adjective be separated from the noun? (Answer: no)
14. **Say:** If we use 'whose', 'what' and 'which' alone then they are not interrogative adjectives.
15. Ask pupils to copy the questions and answers into their exercise books. Tell them to underline the interrogative adjectives and circle the nouns.

### Guided Practice (10 minutes)

1. **Say:** Look at the dialogue on the board. It's a conversation between Hussein and Osman. Fill in the gaps with the missing words, 'whose,' 'what' or 'which'. Remember to use a noun after the interrogative adjective.
2. Read the dialogue slowly and clearly. Try to use different voices for Hussein and Osman.
3. Ask pupils to check their answers in pairs then check the answers with the whole class (Answers: 1. Which team... 2. What time...? 3. Whose house...?)
4. Divide the class into two halves. The half on the right will be Hussein. The half on the left will be Osman.
5. Model the first line of the dialogue and ask 'Hussein' to repeat after you. Model the second line of the dialogue and ask 'Osman' to repeat after you. Continue to the end of the dialogue.
6. Ask pupils to copy the dialogue into their exercise books and underline the interrogative adjectives.

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs and practise the dialogue together. One pupil should be 'Hussein' and the other should be 'Osman'.
2. After pupils have practised the dialogue once, ask them to switch roles and practise again.
3. Move around the classroom to make sure pupils understand and are doing the task.
4. After 5 minutes, ask pupils to write questions using 'whose,' 'what' and 'which' in their exercise books.
5. Ask pupils to exchange exercise books to share and compare their questions.

### Closing (2 minutes)

1. **Ask:** When do we use 'whose'? (Answer: to ask about a person)
2. **Ask:** When do we use 'what'? (Answer: if the speaker doesn't know the choice of things available)
3. **Ask:** When do we use 'which'? (Answer: if the speaker knows there are many things to choose from)

### [DIALOGUE]

Hussein: Hey Osman! Are you going to watch the match tonight?

Osman: Yeah, definitely. Who's playing?




Hussein: Manchester United against Arsenal. It should be good!

Osman: \_\_\_\_\_(1)\_\_\_\_\_ do you support?

Hussein: Manchester United of course. \_\_\_\_\_(2)\_\_\_\_\_ is kick-off?

Osman: 7.30, I think. \_\_\_\_\_(3)\_\_\_\_\_ shall we watch it in – yours or mine?

<b>Lesson Title:</b> Interrogative Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-093	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use interrogative adjectives to ask questions.</p>		<p><b>Teaching Aids</b> Questions and answers at the end of the lesson plan</p>		<p><b>Preparation</b> Write the questions and answers at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

- Write these questions on the board:
  - Whose pen is this?
  - What are you doing tomorrow?
  - Which night are you watching the match?
  - Which of these is yours?
- Ask pupils to decide which 2 questions have interrogative adjectives. (Answers: Whose pen is that? Which night are you watching the match?)
- Ask:** How did you know they were interrogative adjectives? (Answer: there is a noun after the wh- word)
- Say:** Today we are going to practise asking questions using interrogative questions.

### Introduction to the New Material (10 minutes)

- Ask pupils to close their eyes and imagine they are in the local market.
- Invite pupils to tell you what they can see.
- Point to the questions and answers on the board.
- Ask:** Can you match the questions with the correct answers?
- Ask pupils to work in pairs.
- Check answers with the class. (Answers: 1. d; 2. c; 3, a; 4. b)
- Divide the class into two halves. Ask pupils at the front of the room to ask the questions and pupils at the back to answer. Then switch roles.
- Ask pupils to copy the questions and answers into their exercise books.

### Guided Practice (10 minutes)

- Tell pupils that they are going to write questions about the market using 'what', 'which' and 'whose'.
- Write these phrases on the board:
  - What kind of...
  - Which stallholder...
  - Whose stall...
- Say:** I want you to imagine that you are in the market and ask questions. For example, 'Whose carrots are the best?' or 'Which stallholder has the best prices?'
- Ask pupils to work in pairs and write 6 questions in their exercise books. They should write 2 questions for each, 'which,' 'what' and 'whose'.
- Move around the classroom to make sure pupils understand and are doing the task.

**Independent Practice** (10 minutes)

1. Ask pupils to work with a new partner.
2. **Say:** Each of you should ask your questions. Then your partner will answer.
3. After a few minutes ask pupils to change roles so that both pupils get a turn to ask and answer questions.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Invite 2-3 pupils to choose a question about the market to ask the class.




**Closing** (2 minutes)

1. **Say:** Today we practised using interrogative adjectives at the market. When else could we use interrogative adjectives? Listen to pupils' answers.

[QUESTIONS AND ANSWERS]

- |  |                                       |
|--|---------------------------------------|
| 1) Whose stall is near the road?         | a) sweet potatoes, okra and plantains |
| 2) Which stall is the biggest?           | b) Mohamed's Fruit Stall              |
| 3) What sort of vegetables are for sale? | c) the vegetable stall                |
| 4) Whose stall sells only fruit?         | d) Hassan's                           |

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-094	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the main events in a story.</li> <li>2. Describe the main characters in a story.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story summary at the end of the lesson plan</li> <li>2. Words and meanings at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story at the end of the lesson plan on the board.</li> <li>2. Write the new words and meanings at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** Have you ever seen a peach? What is a peach? Listen to pupils' answers. If they do not know what a peach is, explain that it is a type of fruit.
2. **Say:** Today we are going to read part of a story called *James and the Giant Peach*. Think about the title. What do you think the story could be about? Listen to pupils' answers.

### Introduction to the New Material (10 minutes)

1. Read the story aloud (found at the end of the lesson).
2. Read slowly and clearly with expression to make the text interesting.
3. Ask pupils to read the story silently to themselves. Give them time to read.
4. Write these sentences on the board:
  - a) James lived with his parents.
  - b) James's aunts were very nice.
  - c) The man gave James a bag of ordinary beans.
  - d) The peach was an ordinary peach.
5. **Ask:** Are these sentences correct or incorrect? (Answer: all incorrect)
6. **Ask:** How can we fix these sentences? Let's fix them together.
7. **Ask:** Did James live with his parents? (Answer: No) **Ask:** Whom did James live with? (Answer his aunts) Write the sentence correctly on the board.
8. Ask pupils to help you fix the rest of the sentences. (Answers: a. James lived with his aunts. b. James's aunts were not very nice. They were cruel. c. The man gave James a bag of magic beans. d. The peach was a giant magic peach.)

### Guided Practice (10 minutes)

1. Ask pupils to work in pairs.
2. Ask pupils to look at the vocabulary words on the board. **Say:** I want you to match the word from the story with its meaning.
3. Check answers as a class. (Answers: orphan - a child/someone with no parents; cruel - not kind; magic - with supernatural powers; giant - very, very big; secretly - without other people knowing; insects - very, very small animals, usually with lots of legs)
4. Ask pupils to copy the new words into their exercise books.
5. **Say:** Now I want you to work with your partner to write sentences using the new words. For example, 'The garden is full of giant insects.'
6. Move around the classroom to check pupils understand and are doing the task.

### Independent Practice (10 minutes)

1. Write these adjectives on the board: young, cruel, lonely, sad, kind, brave, old, friendly.
2. **Ask:** Who are the characters in the story? (Answer: James, the aunts, the man with the beans)
3. Write these characters on the board: James, the aunts, the man with the beans.
4. Ask pupils to copy the characters and adjectives in their exercise books.
5. **Say:** I want you to match the character with words that describe that person. For example, we know that James is brave.
6. Move around the classroom to check pupils understand and are doing the task.
7. Check the answers with the whole class. (Answers: James - young, lonely, sad, brave; the aunts - old, cruel, the man with the beans - kind, friendly)
8. **Ask:** What is the opposite of young? (Answer: old) What is the opposite of cruel? (Answer: kind) What is the opposite of sad? (Answer: happy) What is the opposite of afraid? (Answer: brave)
9. **Ask:** What adjectives does the writer use to describe the peach? (Answer: giant, magic, strange)

### Closing (2 minutes)

1. **Say:** The story is not complete. **Ask:** What do you think happened next? Listen to pupils' answers.




### [STORY: SUMMARY OF JAMES AND THE GIANT PEACH BY ROALD DAHL]

Once upon a time there was a young boy called James. He became an orphan when a rhinoceros ate his parents so he went to live with his two old aunts. They were very cruel to him and he was very lonely. One day a kind, friendly man appeared and gave James a bag of magic beans. He put them in the ground near a tree and very soon the beans produced a peach on the tree. The peach started to grow, and grow, and grow and didn't stop growing. His aunts told him to stay away from the strange giant peach but one night he secretly visited it. He saw a hole at the bottom of the peach and he climbed inside. It was a giant magic peach and inside it James met lots of giant magic insects but James was not afraid. He was very brave and ...

### [VOCABULARY]

orphan	very, very big
cruel	without other people knowing
magic	a child/someone with no parents
giant	with supernatural powers
secretly	not kind
insects	very, very small animals, usually with lots of legs

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-095	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the main events in the story.</li> <li>2. Summarise and take notes on the story content.</li> </ol>	 <p><b>Teaching Aids</b> Summary guide at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the summary guide at the end of the lesson plan on the board.</p>
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**Opening** (2 minutes)

1. **Ask:** Can you remember the name of the story we read last lesson? (Answer: James and the Giant Peach)
2. **Say:** Today we are going to continue studying the story.

**Introduction to the New Material** (10 minutes)

1. Read the story summary to pupils (found at the end of the lesson plan). Read slowly and clearly with expression to make the story interesting.
2. **Ask:** Who were the main characters in the story? (Answer: James, his aunts, the man with the magic beans)
3. **Ask:** What do we know about these characters? Listen to pupils' answers. (Answer: James - an orphan, young, sad, lonely, brave; his aunts - old, cruel; the man with the beans - kind, friendly)
4. **Ask:** What magical things do we find in the story? (Answer: the beans, the peach, the magic insects)

**Guided Practice** (5 minutes)

1. **Say:** You are going to write down the most important parts of the story. This is called a summary. You only choose the most important information.
2. **Say:** Look at the *Summary Writing Guide* on the board.
3. Discuss the guide with pupils. Ask pupils to read it and explain anything that is not clear.
4. Ask pupils to copy the guide in their exercise books. They can use this guide to help them write their summary.

**Independent Practice** (15 minutes)

1. Tell pupils to take out their exercise books. **Say:** Write the heading 'A Summary of The Story James and the Giant Peach' at the top of the page.
2. Ask pupils to work in pairs to discuss the most important parts of the story. Tell them to answer the questions in the *Summary Writing Guide*.
3. After 5 minutes, ask pupils to work independently to write their own summary.
4. **Say:** I want you to write about the James. Who was he? Who did he live with? What did the kind man give him? What happened? You have 6 minutes to write your summary with your partner.
5. Give pupils time to write in pairs.
6. Ask pupils to exchange exercise books to share and compare their summaries. Remind pupils to check each other's writing for mistakes in grammar and spelling.



**Closing** (3 minutes)

1. Invite 1-2 pupils to read their summaries.




[SUMMARY GUIDE]

1. Somebody ... (Who is the story about?)
2. Feeling ... (How did the main character(s) feel? Why?)
3. Met... (Who did the main character meet?)
4. Then... (What happened?)
5. Ending... (How did the story end? Remind pupils that the story is not complete and they can choose how the story ends.)

[STORY: SUMMARY OF JAMES AND THE GIANT PEACH BY ROALD DAHL]

Once upon a time there was a young boy called James. He became an orphan when a rhinoceros ate his parents so he went to live with his two old aunts. They were very cruel to him and he was very lonely. One day a kind, friendly man appeared and gave James a bag of magic beans. He put them in the ground near a tree and very soon the beans produced a peach on the tree. The peach started to grow, and grow, and grow and didn't stop growing. His aunts told him to stay away from the strange giant peach but one night he secretly visited it. He saw a hole at the bottom of the peach and he climbed inside. It was a giant magic peach and inside it James met lots of giant magic insects but James was not afraid. He was very brave and ...

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-096	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define prepositions.</li> <li>2. Identify and use them in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Ball</p>	 <p><b>Preparation</b> Bring a ball to class.</p>
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### Opening (3 minutes)

1. Ask pupils to look around the classroom. Invite pupils to tell you what they see.
2. **Say:** Today we are going to talk about where things are. We are going to learn about prepositions.

### Introduction to the New Material (15 minutes)

1. Write the heading 'Prepositions of Place' on the board.
2. **Say:** When we describe somewhere, for example a room, we use prepositions of place to show where things are. Write the definition on the board
3. Write the prepositions on the board under the heading. (Answers: in, on, under, in front of, behind)
4. Show the meaning of each preposition by placing the ball in different places around the classroom. For example, on the shelf, in a bag, under the desk.
5. **Say:** Look around the classroom. I want you to write 4 sentences about our classroom using some prepositions of place. I want you to tell me where things are. For example, 'There is a clock on the wall.'
6. **Say:** Begin each sentence with 'There is a/an....' / 'There are some...'
7. Make sure pupils understand and are doing the task.

### Guided Practice (15 minutes)

1. **Say:** I want you to draw a simple picture of a room in your house in your exercise book.
2. Ask pupils to work in pairs. Tell pupils not to look at each other's exercise books.
3. **Say:** I want you to describe your room using 'There's a/an... ' and 'There are some... ' to your partner. Your partner will draw the room using your description. When you have finished, compare your drawing with your partner's description.
4. After 5 minutes have pupils switch roles. Move around the classroom to make sure pupils understand and are doing the task.




### Independent Practice (5 minutes)

1. Ask pupils to write a paragraph describing their home using prepositions of place. Move around the classroom to make sure pupils understand and are doing the task.

### Closing (2 minutes)

1. Invite 2-3 pupils to read their paragraphs to the class.

<b>Lesson Title:</b> Prepositions (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-097	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use prepositions to describe the location of places in a village/town.</p>	 <p><b>Teaching Aids</b> 1. Ball 2. Simple map of your village or town 3. Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Hide a ball in the classroom. 2. Draw a simple map of your village or town on the board. 3. Write the sentences at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Tell pupils they are going to revise the prepositions of place they learnt yesterday.
2. **Say:** I have hidden a ball somewhere in this classroom. Ask me questions using prepositions of place and try to find it. For example, 'Is it under the desk? Is it behind the chair? Is it....?'
3. Give the pupil who gets the right answer a clap.

### Introduction to the New Material (10 minutes)

1. Write the heading 'Prepositions of Place' at the top of the board.
2. Show pupils the map of your village/town on the board.
3. **Ask:** Can you tell me the names of the places in our village/town? Label the picture with the places that pupils suggest. For example, market, mosque, bus stop/station, bank, church.
4. Remind pupils of the prepositions of place they learnt yesterday. (Answer: in, on, under, next to, in front of, behind).
5. **Say:** Here are 3 more prepositions of place that we can use to describe the location of something: next to, opposite and between.
6. Show the meaning of these prepositions with the ball by placing it in different positions around the classroom.
7. Write these example sentences on the board:
  - a) The church is next to the clinic.
  - b) The bank is between the supermarket and the bookshop.
  - c) The market is opposite the mosque.
8. Point to the sentences on the board. **Say:** Look at the map and complete these sentences in your exercise books.
9. Check answers as a class. (Answers will depend on your map)

### Guided Practice (10 minutes)

1. **Say:** I am going to describe a building in our village/town. Listen to the description and tell me which building I am describing. For example, 'It's next to the bank.'
2. Make sure that you describe the location of places in your village/town. Choose places that pupils are familiar with.
3. Ask pupils to work in pairs. One pupil describes the position of a building. The other pupil guesses which building he/she is describing. Then have pupils switch roles.
4. Move around the classroom to make sure pupils understand and are doing the task.

5. Invite 1-2 pupils to describe the position of a building for the whole class to guess.

**Independent Practice** (10 minutes)

1. **Say:** I want you to write 5 sentences in your exercise books about places in your village/town. Use the map on the board to help you. Remember to use prepositions of place. For example, 'The bank is near the market. My house is next to the school.'
2. Move around the classroom to make sure that pupils understand and are doing the task.
3. Ask pupils to work in pairs. Tell them to exchange exercise books and read the descriptions of their village/town. **Say:** Check grammar and spelling in your partner's sentences.




**Closing** (3 minutes)

1. Invite 1-2 pupils to read their sentences to the class.

[SENTENCES]

1. The market is next to the .....
2. The bank is opposite the .....
3. The mosque is near the.....
4. The church is between the..... and the .....
5. The bus stop is behind the.....
6. The petrol station is in front of the.....

<b>Lesson Title:</b> Narrative Composition	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-098	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to give and receive feedback on their narrative compositions.</p>	 <p><b>Teaching Aids</b> 1. Stories from a previous lesson 2. Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Tell pupils to bring their short stories from Lesson L-07-091 to class. This is the story they wrote about a special object. 2. Write the sentences at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Write this sentence on the board: The bank is opposite to the market.
2. Ask pupils if they can find the mistake in this sentence. (Answer: opposite the market)
3. **Say:** Making mistakes is part of learning a language. We need to practise how to check our work and other pupils' work.

### Introduction to the New Material (10 minutes)

1. **Say:** We can give feedback on our writing about different things: grammar, spelling, punctuation and vocabulary.
2. **Say:** We can also give feedback about the things that are good. This is very important!
3. **Say:** When we give feedback we try to first say something good about the work and then make a suggestion for improvement.
4. **Say:** Look at these sentences on the board. Each of these sentences has a mistake. Can you find the mistakes? Is it a grammar mistake, a spelling mistake, a punctuation mistake or a vocabulary mistake?
5. Give pupils time to identify the mistakes.
6. Ask pupils to work in pairs to check their answers.
7. Check the answers with the whole class. (Answers: a. grammar mistake - Yesterday I went to the market.; b. spelling mistake - Kiumi killed a terrible giant.; c. punctuation mistake - I played football yesterday.; d. vocabulary mistake - I don't like doing homework .)

### Guided Practice (10 minutes)

1. **Say:** Now we are going to practise reviewing another person's work and giving feedback.
2. **Say:** Open your exercise books and find your short story about a special object.
3. Ask pupils to work in pairs. Tell pupils to exchange their story with another pupil.
4. **Say:** Each pupil needs a sheet of paper. I want you to read your partner's story and write down any mistakes you find on your sheet of paper. I also want you to write down examples of good language on your paper.
5. Move around the class to make sure pupils understand and are doing the task. While you are checking pupils' work, make note of some common mistakes pupils made.

**Independent Practice** (10 minutes)

1. Choose some of the common mistakes and write them on the board. Write example sentences that show the mistakes.
2. Ask pupils to read the sentences and find the mistakes.
3. Ask pupils to correct the sentences on the board.
4. Check answers as a class.
5. Ask pupils to work with their partner to correct their own work.




**Closing** (3 minutes)

1. Write some examples of good sentences on the board.
2. Praise groups for their excellent work and say, 'Well done!'

[SENTENCES]

1. Yesterday I go to the market.
2. Kiumi killed a terrible giant.
3. i played football on Tuesday.
4. I don't like making homework.

<b>Lesson Title:</b> Shakespearean Text (Abridged Form)	<b>Theme:</b> Reading, Listening and Speaking	
<b>Lesson Number:</b> L-07-099	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read, dramatise and role play scenes from the play.</li> <li>2. Discuss details of the play.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Plot summary at the end of the lesson plan</li> <li>2. Kate's speech at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Read the plot summary at the end of the lesson plan.</li> <li>2. Read Kate's speech at the end of the lesson plan.</li> <li>3. Write Kate's speech at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. **Say:** Today we are going to look at another play by Shakespeare. It is about the relationship between a husband and a wife.
2. Write on the board: husband/wife. **Ask:** What is a good husband? How does he behave? What does he do? What is a good wife? How does she behave? What does she do?
3. Invite pupils to share their opinions.

### Introduction to the New Material (10 minutes)

1. Draw 5 stick people on the board: Kate and Bianca (sisters), Baptista (Kate and Bianca's father), Lucentio (a man who loves Bianca), Petruchio (who agrees to marry Kate).
2. Use the stick figures to introduce the characters.
3. Write the title of the play on the board: *The Taming of the Shrew*. Tell pupil that a shrew is a small animal like a mouse. It has a bad temper. This means that it gets angry very easily. At the beginning of the play Kate is like a shrew. She is also clever and strong. Her husband, Petruchio, tries to tame her. This means that he tries to make her obey him. At the end of the play she does what her husband tells her.
4. Read pupils the plot summary (found at the end of the lesson).
5. **Ask:** What do you think of this story? Does it remind you of anything you have seen or read before? Listen to pupils' answers.

### Guided Practice (10 minutes)

1. **Say:** We are going to read an extract from *The Taming of the Shrew*. It's a short speech by Kate from the end of the play. In the speech Kate tells the other characters that it is important to obey and respect your husband.
2. **Say:** Before we read, let's look at some of the descriptions from Kate's speech.
3. Write on the board:
  - a) An angry woman is like a dirty fountain. If you are angry no one will want you. If you are angry no one will marry you.
  - b) Your husband is like a king.
  - c) When you are angry, you do not look beautiful.
  - d) Do not frown or make ugly faces.

4. Give pupils time to read these sentences. If they do not understand the sentences, discuss the meaning as a class.
5. **Say:** Listen while I read. I want you to put these sentences in the correct order.
6. Read the Kate's speech, slowly and clearly with expression.
7. Ask pupils to check their order in pairs. Read the speech again if necessary.
8. Check the order with the class. (Answers: d, e, c, a)

**Independent Practice** (10 minutes)

1. **Say:** I want you to copy Kate's speech into your exercise books. Then read the speech silently. Make sure you understand the main ideas.
2. When pupils have finished reading the text silently, ask them to work in pairs.
3. **Say:** Practise reading Kate's speech to your partner. She is very passionate so remember to make your voice sound passionate and excited.
4. Give pupils time to practise reading in pairs.

**Closing** (2 minutes)

1. **Say:** At the end of the play Kate does everything her husband tells her to do. Should a woman do everything that her husband says? Why? Why not?
2. Invite pupils to share their ideas with the class.

[TEXT]

Plot summary: The Taming of the Shrew by Shakespeare

In Italy a young man called Lucentio wants to marry a beautiful woman called Bianca. Her father Baptista says no one can marry her until her older, bad-tempered sister Katherine is married. Petruchio wants to marry a rich woman and does not care about her character. He agrees to marry Katherine without seeing her. Katherine does not like him but Petruchio tells her father that she has agreed to marry him. Bianca marries Lucentio and Katherine becomes a happier woman who finally obeys her husband.

[SPEECH]




Kate's speech:

Girls, girls! Wipe those frowns off your faces and stop rolling your eyes. This disrespectful attitude toward the man who is your lord, your king, your governor spoils your beauty the way the frosts of winter spoil the land. It is bad for your reputations. It is not fitting or attractive. An angry woman is like an upset fountain—muddy, unpleasant, lacking in beauty. And in this condition, no one—however dry or thirsty he may be—will bend down to sip or touch one drop of it.

(Modern English version)



<b>Lesson Title:</b> Shakespearean Text (Abridged Form)	<b>Theme:</b> Reading, Listening and Speaking	
<b>Lesson Number:</b> L-07-100	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss details of the play.</li> <li>2. Read, dramatise and role play a scene from the play.</li> </ol>		<p><b>Teaching Aids</b> Text at the end of the lesson plan</p>		<p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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**Opening (5 minutes)**

1. Write these names on the board: Kate, Baptista, Bianca, Petruchio, Lucentio.
2. **Ask:** Who are these characters? Who can summarise, what we know about the play?
3. Invite pupils to share their ideas with the class. (Answers: Kate and Bianca are sisters. Baptista is their father. He wants them to get married. Lucentio loves Bianca but can't marry her until Kate is married. Petruchio offers to marry Kate even though she doesn't like him.)

**Introduction to the New Material (5 minutes)**

1. Ask pupils to look at Kate's speech on the board.
2. **Say:** We're going to practise reading the speech and working on our pronunciation.
3. Ask a pupil to come to the board and circle all the commas and full stops in the Kate's speech.
4. **Ask:** What do we do when we see a comma or full stop in a text? (Answer: pause)
5. **Say:** If there's no comma or full stop at the end of a line then you continue onto the next line.
6. Model each line of the speech and ask the class to repeat it after you.

**Guided Practice (5 minutes)**

1. **Ask:** What do we know about Kate's character? Think about the summary of the play and Kate's speech. (Example answers: clever, stubborn, opinionated, difficult, strong-willed, doesn't want to be told what to do)
2. **Ask:** What do we know about Petruchio's character? What kind of a man will marry someone he has never met? Listen to pupils' answers.

**Independent Practice (15 minutes)**

1. **Say:** Imagine the scene between Kate and Baptista where Baptista tells Kate she is to be married to Petruchio.
2. **Ask:** How do you think Kate felt about the marriage? What do you think she said to her father? How do you think he reacted?
3. Ask pupils to work in pairs and discuss the scene.
4. After pupils have discussed the scene tell them to write a dialogue between the 2 characters.
5. Ask pupils to practise the dialogue with their partner.
6. Invite pairs of pupils to perform their dialogue in front of the class.

**Closing (5 minutes)**

1. **Ask:** Why do you think Kate married Petruchio? Listen to pupils' answers.

2. **Ask:** Why do you think Kate changed her ways after she married? Listen to pupils' answers.




[TEXT]

Kate's speech:

Girls, girls! Wipe those frowns off your faces and stop rolling your eyes. This disrespectful attitude toward the man who is your lord, your king, your governor spoils your beauty the way the frosts of winter spoil the land. It is bad for your reputations. It is not fitting or attractive. An angry woman is like an upset fountain—muddy, unpleasant, lacking in beauty. And in this condition, no one—however dry or thirsty he may be—will bend down to sip or touch one drop of it.

(Modern English version)

<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening	
<b>Lesson Number:</b> L-07-101	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read the selected passage.</li> <li>2. Learn new words.</li> <li>3. Use the words in a sentence.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. True or false statements at the end of the lesson plan</li> <li>3. Vocabulary exercise at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw a picture of a lion on the board.</li> <li>2. Write the text at the end of the lesson plan on the board.</li> <li>3. Write the true or false statements at the end of the lesson plan on the board.</li> <li>4. Write the vocabulary exercise at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Show pupils the picture of the lion on the board.
2. **Ask:** Have you seen a lion? Where do they live? What do they eat? Listen to pupils' answers.
3. **Say:** Today we are going to read a text about the Maasai men in East Africa and how they kill a lion.

### Introduction to the New Material (10 minutes)

1. Ask pupils to look at the text on the board (found at the end of the lesson plan). **Say:** This text is about the Maasai men in East Africa and how they kill a lion.
2. **Say:** What do you want to find out about this topic? Before we read, I want you to write down 2 questions.
3. Give pupils time to think of questions.
4. Ask 2-3 pupils to share their questions with the class.
5. **Say:** I will read the text. Listen and see if you can find the answers to your questions.
6. Read the text slowly, clearly and with expression. If necessary read the text a second time.
7. When you finish, ask pupils if they found answers to their questions.

### Guided Practice (10 minutes)

1. **Say:** Look at the true or false statements on the board (found at the end of the lesson plan). Copy the sentences into your exercise books.
2. Give pupils time to copy the sentences.
3. Ask pupils to work in pairs. **Say:** I want you to decide if these sentences are true or false. For example, the first sentence is true because the Maasi people do live in Kenya and northern Tanzania.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Check answers with the class. (Answers: 1. True. They reside in Kenya and northern Tanzania.; 2. False. They hunted individually in the past and now they hunt in groups.; 3. True. Planning for the hunt takes a few days.; 4. True. The lion hunt starts at dawn.; 5. False. All the warriors move close to the lion.)

### **Independent Practice** (10 minutes)

1. Write these new words from the text on the board: reside, plenty of, renowned, warrior, declining, hunt, skills, dawn.
2. Ask pupils to work in pairs.
3. **Say:** Read the sentences on the board. Fill in the gaps with these new words and phrases.
4. Give pupils time to complete the activity. Move around the classroom to make sure pupils understand and are doing the task.
5. Check the answers as a whole class. (Answers: 1. reside, 2. warrior, 3. plenty of, 4. hunt, 5. dawn, 6. renowned, 7. skills, 8. declining)
6. Ask pupils to copy the correct sentences into their exercise books.

### **Closing** (2 minutes)

1. **Ask:** What would you do if you met a lion? Invite different pupils to share their ideas with the class.
2. **Say:** Good job today pupils for sharing your answers with the class.

### [TEXT]

The Maasai people of East Africa reside in Kenya and northern Tanzania. They are renowned for being tall and fierce warriors. This savanna region is also home to plenty of lions but unfortunately their numbers are declining. In the past the Maasai hunted lions individually, but now a new rule in the Maasai tribe encourages group hunting, called olamayio. There are many rules the Maasai follow as they understand the importance of the lion to protect the ecology and culture of the savanna. For the Maasai, hunting lions is a sign of bravery and warriors can demonstrate their skills when they track and hunt lions.

Planning the lion hunt takes a few days and is carried out by a warrior delegation called Empikas. On the day of the hunt, which starts at dawn when the elders, women and children are still sleeping, about twenty-five young Maasai track and find a lion and then come up to it from all sides. They move closer and closer until the lion leaps at the nearest warrior. He throws his spear and uses a shield to protect himself from the lion. When this happens the others throw their spears at the lion too and it is usually killed.




### [TRUE/FALSE]

1. People of the Maasai tribe live in two different countries in Africa.
2. The Maasai have always hunted lions in groups.
3. The Maasai prepare for the hunt.
4. The lion hunt starts very early in the morning.
5. Only one warrior moves close to the lion.

[VOCABULARY EXERCISE]

1. Many people \_\_\_\_\_ in cities and towns.
2. A brave soldier is called a \_\_\_\_\_.
3. There was \_\_\_\_\_ cake at my birthday party.
4. We watched the lions \_\_\_\_\_ the deer.
5. We got up at \_\_\_\_\_ and left before everyone woke up.
6. Africa is \_\_\_\_\_ for its wildlife.
7. Communication \_\_\_\_\_ are important to get a job.
8. The number of elephants is \_\_\_\_\_. There were many more before.

<b>Lesson Title:</b> Descriptive Composition	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-102	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a descriptive essay.</li> <li>2. Use the simple present tense in writing.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Gapped sentences at the end of the lesson plan</li> <li>2. Diagram in the lesson plan</li> </ol>	 <p><b>Preparation</b> Write the gapped sentences at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

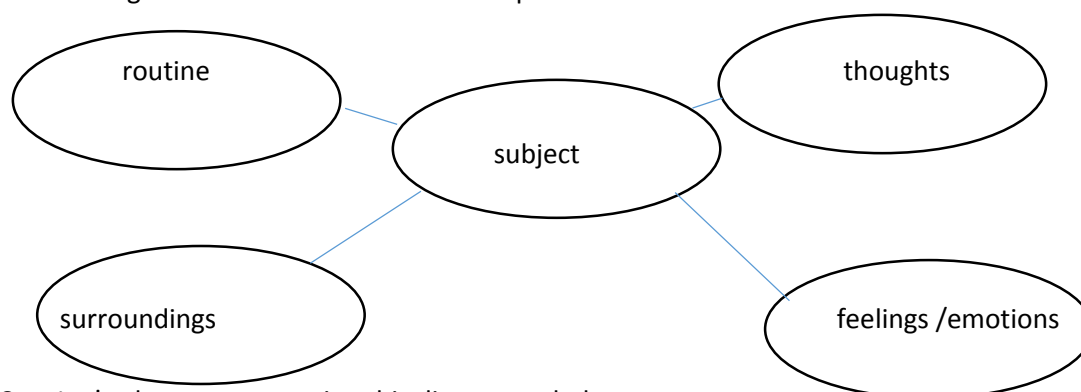
1. **Ask:** What is your daily routine? What do you do every day? Listen to pupils' answers.
2. **Ask:** How is your routine different on the weekend? Listen to pupils' answers.
3. **Say:** Today we are going to write a composition about daily routines.

**Introduction to the New Material (5 minutes)**

1. **Ask:** When do we use the simple present tense? (Answer: to talk about habits, routines, things we do every day)
2. Point to the gapped sentences (found at the end of the lesson plan) on the board. **Say:** Put the correct form of the verb in the gaps. Remember to use the simple present tense.
3. Check answers as a class. (Answers: gets up, have, comes, study)
4. **Say:** Now you're going to write a descriptive composition about someone's daily routine.

**Guided Practice (10 minutes)**

1. **Say:** A descriptive composition or essay is a composition that creates a picture of a person, place or thing.
2. Draw a diagram on the board like the example below:



3. **Say:** Let's plan our essay using this diagram to help us.
4. **Say:** Think of someone you would like to make the subject of your composition. For example, someone in your family, a friend, a neighbour, someone famous.
5. **Say:** In your exercise books draw a circle and write the name of your subject in the middle.
6. **Say:** Now think of what that person does every day as part of his or her routine. For example, when she gets up, what she has for breakfast, what she does during the day. Draw a circle on the left and write down his or her routine activities.
7. **Say:** What are your subject's thoughts as he or she does these activities? Draw a circle on the right and write down his or her thoughts.

8. **Say:** Where does your subject live? What can he or she see around them? Draw a circle on the left and describe his or her surroundings.
9. **Say:** What are his or her feelings or emotions during the day? Draw a circle on the right and write down things that make them happy, sad or angry.
10. **Say:** Now we are finished planning. You are ready to write your essays.

**Independent Practice** (15 minutes)

1. Tell pupils to write their descriptive composition in their exercise books using the ideas in their diagram to help them. Remind them to use the simple present tense.
2. Ask pupils to write 3 short paragraphs. Write on the board:
  - Paragraph 1 – Morning
  - Paragraph 2 – Afternoon
  - Paragraph 3 – Evening
3. Move around the classroom to make sure pupils understand and are doing the task.




**Closing** (3 minutes)

1. Ask pupils to work in pairs to share and compare their work so far. Tell them to correct any mistakes they can see in grammar and spelling.
2. Tell pupils to finish their descriptive compositions for homework.

[SENTENCES]

1. She \_\_\_\_\_ at 7 o'clock. (get up)
2. I \_\_\_\_\_ my breakfast at 7.30. (have)
3. My teacher \_\_\_\_\_ to school by 8 o'clock. (come)
4. We \_\_\_\_\_ until break time. (study)

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-103	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Continue reading the different chapters.</li> <li>2. Summarise chapters.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Questions and table at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write chapter 2 and chapter 3 of the text at the end of the lesson plan on the board.</li> <li>2. Write the questions at the end of the lesson plan on the board.</li> <li>3. Draw the table at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. Ask pupils if they know anything about London. Listen to pupils' answers.
2. **Say:** Today we are going to read a story about a girl who lives in London.

### Introduction to the New Material (10 minutes)

1. **Say:** Today you are going to read about a girl who is the same age as you. Her name is Hatty and she lives in the UK.
2. **Ask:** Can you guess what Hatty does every day?
3. Write down pupils' ideas on the board. (Example answers: She gets up at 7 o'clock. She goes to school. She does her homework in the evening.)
4. **Say:** I am going to read the first chapter to you. This chapter introduces Hatty. After I finish reading, I want you to summarise what we have learnt about Hatty.
5. Read the first chapter to pupils (found at the end of the lesson plan). Read slowly and clearly with expression to make the text interesting.
6. Read the chapter again and ask pupils to write notes about Hatty.
7. Ask pupils to work in pairs to share and compare their notes.
8. Discuss the answers as a class. (Example answers: lives in London, loves school, dad is a teacher, mum is a doctor, sister is called Mary, wears a school uniform that she hates, loves maths and chemistry, hates art, wants to be a doctor)

### Guided Practice (10 minutes)

1. Point to chapter 2 on the board. **Say:** Now we are going to read the second chapter of the story. I am going to read it to you and I want you to follow along.
2. Read chapter 2 to pupils. Read slowly and clearly with expression.
3. Ask pupils to read chapter 2 by themselves. Give pupils time to read.
4. After pupils have finished reading, ask pupils to work in pairs to answer the questions on the board about the story.
5. Check answers as a class. (Answers: 1. b, 2. a, 3. c, 4. c, 5. b, 6. b)

### Independent Practice (10 minutes)

1. Point to chapter 3 on the board. **Say:** Now I want you to read the third chapter by yourself.



2. Give pupils time to read. Move around the classroom to help struggling readers.
3. Ask pupils to work in pairs.
4. **Say:** We are going to use a table to help us summarise the story. Look at the table on the board. I want you to fill in the missing information in the table. Use the headings to help you. For example, what is Hatty's daily routine during the school term? She gets up, puts on her uniform and goes to school. What does she do every day during holidays?
5. Ask pupils to copy the table into their exercise books.
6. Move around the classroom to make sure that pupils understand and are doing the task.
7. Review the table as a class. Invite pupils to share what they have put in each part of the table. (Answers: Routine - gets up, puts on her uniform, goes to school, studies, plays sport or has music class, does her homework, has dinner, watches TV, goes to bed, at holiday plays in the park every day; People in Hatty's life - her father, her mother, her sister Mary, her friends Rachel and Gloria; Thoughts and feelings - loves school, loves maths and chemistry, hates art, would like to be a doctor, likes to be with her friends, wants to be important like her mother, feels free in the park, dreams of traveling and having adventures with her friends)

### **Closing** (3 minutes)

1. **Say:** Hatty wants to travel to faraway places with her friends and have adventures. **Ask:** Where do you think she would like to go? What kind of adventures would they have? Listen to pupils' answers.

[TEXT: CHAPTER 1 IS A LISTENING TEXT, WRITE CHAPTERS 2 & 3 ON THE BOARD]

### Chapter 1

Hatty loves school. Her father is a teacher at her school, so every day she puts on her uniform and they go to school together. Her older sister Mary goes with them as well. Hatty hates the uniform. Every day she gets up to put on her dark blue skirt, a white shirt and a blue and yellow tie. Her favourite subjects are maths and chemistry. She hates art. She would like to be a doctor like her mother when she gets older. Her mother works in a hospital in London. She is a very important doctor and people come from all over the UK to see her. Hatty wants to be a doctor too. She would like to be as important as her mother someday.

### Chapter 2

Hatty feels like every day is the same. Her routine never changes! She gets up at 7am, eats breakfast and goes to school. After school she plays sport or has music class. She does her homework at 5 o'clock. She usually has dinner at 7 o'clock and watches television in the evening with her family. She goes to bed at 9.30. Hatty cannot wait until the school holiday when life is a bit more exciting.

### Chapter 3

Every day during school holidays Hatty and her friends go to the park to play. Hatty and her friends love to play in the park because they live in London. London has too many people! More than 8.5 million people live in city and some days it feels very busy. When Hatty is in the park she feels free. She can relax and daydream. She dreams of traveling to faraway places and having incredible adventures with her two best friends, Rachel and Gloria.




*[QUESTIONS]*

1. Hatty lives in..... a. Liverpool b. London c. Luton
2. Her mother is a..... a. doctor b. nurse c. teacher
3. Hatty has..... a. 1 brother b. 2 sisters c. 1 sister
4. Her favourite subjects at school are... a. Maths and Art b. Chemistry and Art c. Maths and Chemistry.
5. She plays sport..... a. at school b. after school c. in the evening
6. At half past 9 she..... a. watches television b. goes to bed c. has dinner

*[TABLE]*

Routine	People in Hatty's life	Thoughts and feelings

<b>Lesson Title:</b> Prepositions of Time	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-104	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use more prepositions in sentences.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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### Opening (5 minutes)

1. Draw 4 clocks on the board.
2. Draw 4 different times on the face of each clock. For example, 7am, 10am, 5pm, 9pm.
3. **Ask:** What do you do at these times?
4. Invite 2-3 pupils to say what they do at each time. (Example answers: At 7am I have my breakfast. At 10am I study at school. At 5pm I play football. At 9pm I go to bed.)
5. **Say:** Today we are going to practise using prepositions to talk about time.

### Introduction to the New Material (13 minutes)

1. Write 'Prepositions of Time' at the top of the board.
2. Tell pupils that they are going to practise using prepositions of time.
3. **Say:** Prepositions of time are prepositions we use to talk about time.
4. Write these sentences on the board:
  - a) She does her homework at 5 o'clock.
  - b) He usually has dinner at 7 o'clock and then watches television in the evening.
  - c) We go to bed at 9.30.
5. Ask pupils to identify the prepositions of time in the sentences. Underline the prepositions of time. (Answers: at, at, in, at)
6. **Say:** We are going to practise 3 prepositions of time – in, at, on.
7. Point to the table on the board. Explain that there are rules for using prepositions of time and this table is useful for learning these rules.
8. Read the examples in the table and explain any difficult vocabulary.
9. Ask pupils to copy the table into their exercise books.

### Guided Practice (5 minutes)

1. Ask pupils to think of 1 question that begins with 'When'. (Example answers: When do you arrive at school? When is your birthday? When do you play football?) Write some of the questions on the board.
2. Ask pupils to work in pairs to ask and answer 'when' questions.
3. Move around the classroom to make sure pupils understand and are doing the task.

### Independent Practice (10 minutes)

1. Show pupils the gapped sentences on the board.
2. Do the first example together. (Answer: on Wednesday)

3. **Say:** Say now I want you to write the correct prepositions in the gaps.
4. Check answers as a class. (Answers: on Wednesday, in the summer holidays, at Christmas, in the past, at the weekend, on June 7th)
5. Ask pupils to write their own sentences using prepositions of time. Move around the classroom to make sure pupils understand and are doing the task.

**Closing** (2 minutes)

1. Invite 2-3 pupils to share their sentences with the class.




[TABLE]

in	on	at
Months: in January Seasons: in spring Years: in 2016 Times of day: in the morning Longer periods of time: in the past, in the holidays	Days of the week: on Monday Days + parts of days: on Tuesday afternoon Dates: on November 22nd Special days: on my birthday	Clock times: at 7.30am Festivals: at Christmas, at Eid Exceptions: at night, at the weekend

[SENTENCES]

1. I finish school early \_\_\_\_\_ Wednesdays.
2. Are you going to work \_\_\_\_\_ the summer holidays?
3. I only see my cousins \_\_\_\_\_ Christmas.
4. \_\_\_\_\_ the past you could not buy such a variety of different foods.
5. What shall we do \_\_\_\_\_ the weekend?
6. My exam is \_\_\_\_\_ June 7<sup>th</sup>.

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-105	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify adverbs and prepositions of time in a text.</li> <li>2. Use prepositions and adverbs of time to describe everyday actions.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sentences at the end of the lesson plan</li> <li>2. Text at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences at the end of the lesson plan on the board.</li> <li>2. Write the text at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. **Ask:** What did we study in our last lesson? (Answer: prepositions of time - in, on, at)
2. **Ask:** When do we use prepositions of time? (Answer: to talk about time in a sentence)
3. **Say:** Today we are going to learn more about prepositions and adverbs to talk about time.

### Introduction to the New Material (15 minutes)

1. **Say:** Let's practise using prepositions of time. I am going to read 6 sentences. Listen carefully and tell me which word is missing.
2. Read each of the sentences (found at the end of the lesson plan). Pause at the end of each sentence and ask pupils to tell you which word is missing. (Answers: 1. in, 2. on, 3. at, 4. in, 5. on, 6. in)
3. **Say:** Today we are going to listen to a girl talking about her normal routine at home.
4. Point to the text on the board (found at the end of the lesson plan). **Say:** Listen to me as I read the text. Write down the missing words in your exercise books.
5. Read the text slowly, clearly and with expression. Ask pupils to check their answers in pairs.
6. Read the text again.
7. Check the answers with the whole class (Answers: 1. early, 2. before, 3. after, 4. on, 5. late, 6. still, 7. at)
8. Explain the meanings of early, before, after, late and still if pupils do not already know.
9. **Say:** Some of these words are prepositions of time and others are adverbs of time. We use prepositions of time to show the relationship between things. For example, 'I slept at 11 o'clock.' At shows the connection between slept and the time. We use adverbs to describe an action. For example, 'I got up early.' Early describes when I got up.
10. **Ask:** Which of the words are adverbs of time? Which of these words are prepositions of time? (Answer: adverbs of time – early, before, after, late, still; prepositions of time – on, at)

### Guided Practice (5 minutes)

1. Ask pupils to copy the text into their exercise books.
2. Tell pupils to circle the adverbs of time and underline the prepositions of time.
3. While pupils are working, circle and underline the correct words in the text on the board.

### Independent Practice (10 minutes)

1. Write these words on the board: before, after, late, early, still, in, on, at.

2. Ask pupils to work in pairs.
3. **Say:** I want you to write a short dialogue between 2 friends about everyday activities using 5 of these words.
4. Move around the class to make sure pupils understand and are doing the task.
5. Tell pupils to practise their dialogue when they have finished.

**Closing** (3 minutes)

1. Invite pairs of pupils to perform their dialogues in front of the class.

[SENTENCES]

1. My birthday is \_\_\_\_ September.
2. My birthday is \_\_\_\_ September 23<sup>rd</sup>.
3. I like to ride my bicycle \_\_\_\_ the weekend.
4. I was born \_\_\_\_ 2005.
5. I am going to see my grandma \_\_\_\_ Saturday afternoon.
6. I play with my friends \_\_\_\_ the holidays.

[TEXT]

I get up \_\_\_(1)\_\_\_ because I have a lot of things to do in the morning. \_\_\_(2)\_\_\_ helping my mum get breakfast I have to help my brothers and sisters get dressed. \_\_\_(3)\_\_\_ breakfast I pack my school bag and leave our house. \_\_\_(4)\_\_\_ Fridays I am sometimes \_\_\_(5)\_\_\_ because I have other jobs to do at home. I \_\_\_(6)\_\_\_ try to get to school on time as I do not like to make our teacher angry! At least \_\_\_(7)\_\_\_ the weekend I can relax.































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