



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

JSS

Language

ARTS

JSS
3

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.

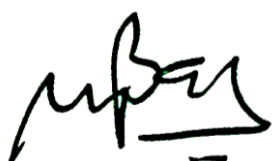
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

Lesson Title: Speech Writing	Theme: Listening, Speaking and Writing	
Lesson Number: L-09-056	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to plan and write a speech for an appropriate occasion (introducing a Chairman).	 Teaching Aids Outline for the introduction of a Chairman at the end of the lesson plan	 Preparation None
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Opening (3 minutes)

1. **Say:** Last term, we learned how to make oral presentations, to stand up and speak in public or in front of a group of people.
2. **Ask:** Who can tell the class something we learned about making oral presentations? Have pupils raise their hand to answer. (Example answers: be bold; speak loudly; speak clearly in simple language; be fluent; express yourself well in proper English)
3. **Say:** Today, we are going to build on this and learn how to plan and write a speech.

Introduction to the New Material (10 minutes)

1. **Say:** At wedding receptions, birthday parties and prize-giving ceremonies, we usually see and hear people deliver speeches.
2. **Say:** Speeches made at these occasions are often introductions of chairpersons or guest speakers, welcome addresses, toasts to birthday celebrants or husbands and wives and votes of thanks.
3. **Say:** Learning how to plan and write a speech is important because at one time or the other in our lives, we may be called upon to make a speech. If we know how to plan, write and deliver a speech it will be easy for us.
4. **Ask:** What is a speech? How is it different from other types of writing? Listen to pupils' answers.
5. **Say:** A speech is a formal talk that a person gives to an audience. Remember, an audience is a group of people listening to someone speak.
6. Write the definition of a speech on the board.
7. **Say:** When writing a speech, organise your ideas in paragraphs. The first paragraph is the introductory paragraph and it starts with vocatives.
8. **Say:** A vocative is a noun or an adjective used to address a person. Some examples of vocatives are: Mr Chairman, Distinguished Guests, and Ladies and Gentlemen.
9. Write the definition of a vocative and examples on the board.
10. **Say:** Usually, the person speaking addresses the most important people in the audience by their titles. For example, if the President, a Minister, Chairman of the Board of Directors or Principal is present, you address them by their titles: Mr President, Honourable Minister of Education, Chairman, Board of Directors, Madame Principal, etc.
11. Write the additional example vocatives on the board under the definition.
12. **Say:** After the vocative, the speaker usually states his purpose. The purpose is the reason why he or she is delivering the speech. For example, 'I stand here this evening to introduce the Chairman for tonight's occasion to you', or 'It is an honour and a pleasure for me to introduce the Chairman for tonight's occasion to you'. This is your introductory paragraph.

13. **Say:** In the paragraph(s) that follow, you can talk about and develop the main topic of the speech, depending on what you have been asked to write about.
14. **Say:** You end the speech by thanking the audience for their attention.
15. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (10 minutes)

1. **Say:** Imagine your elder sister or brother is getting married. You are to introduce the Chairman for the wedding reception.
2. Write this outline on the board. Ask pupils to copy it into their exercise books as you write.
 - a. family background
 - b. educational background
 - c. career/profession
 - d. status in society
 - e. name of Chairman
3. **Ask:** If you were to write a speech introducing the Chairman, what would you say? How would you plan and write out your speech? Listen to pupils' answers.
4. **Say:** Let me read you an example.
5. Read the outline for introducing the Chairman to pupils (see end of lesson plan).
6. **Say:** Now I want you to use the outline on the board to develop your own ideas. Don't write the speech now; just make note of some ideas. Use your imagination. You have 4 minutes.
7. Move around the classroom to make sure pupils understand and are doing the task. Invite struggling pupils to work in pairs.
8. Ask pupils to work in pairs to share and compare their speech outlines.
9. Invite 2-3 pupils to share their outline with the class.

Independent Practice (10 minutes)

1. **Say:** Now that you have written your outline, it is time to write your speech. Write a speech introducing the Chairman for your sister or brother's wedding reception ceremony. Remember to use your outline and follow the outline on the board. You have 8 minutes.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. Invite as many pupils as possible to stand up and read their speech to the class.

Closing (2 minutes)




1. **Ask:** What have you learned about speeches? (Example answers: A speech is a formal talk made in front of an audience. A speech starts with vocatives in the introductory paragraph. Learning to write a speech is important in life because you can be called upon to make one.)
2. **Say:** Next lesson, we will practise delivering the speeches we have written.

[OUTLINE FOR THE INTRODUCTION OF A CHAIRMAN]

1. Family background – Example: 'The Chairman for tonight's occasion was born some 50 years ago in the eastern part of Sierra Leone to a wealthy farmer.'

2. Educational background – Example: ‘He attended Kings and Queens Primary School, the Methodist Boys Secondary School and later proceeded to Njala University College. He graduated with a Bachelor of Science Degree in 1993. He now holds a Master’s Degree in Biochemistry.’
3. Career/profession – Example: ‘Our Chairman currently works at the Ministry of Marine Resources as a Biochemist. He has written many articles on marine biology and he has a wealth of experience.’
4. Status in society – Example: ‘He is a respected gentleman in society. He is well-known for his humour and charm. He is happily married with 3 beautiful children.’
5. Name of Chairman - ‘Ladies and Gentlemen, I present to you, Mr Momodu Conteh.’

Lesson Title: Oral Presentation	Theme: Listening and Speaking	
Lesson Number: L-09-057	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to speak fluently when delivering speeches.	 Teaching Aids Speeches from L-09-056	 Preparation None
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Opening (3 minutes)

1. **Say:** Last lesson, we planned and wrote out a speech introducing the Chairman for our sister or brother's wedding reception.
2. **Ask:** What did we learn about speeches? Have pupils raise their hand to answer. (Example answers: A speech is a formal talk made in front of an audience. A speech starts with vocatives in the introductory paragraph. Learning to write a speech is important in life because you can be called upon to make one.)
3. **Say:** Today, we are going to learn how to deliver speeches and practise delivering them.

Introduction to the New Material (10 minutes)

1. **Say:** When you stand in front of a group of people to deliver your speech, everyone will be looking at you, so you might feel nervous or fearful.
2. **Say:** But you must be bold and confident. Think positive. Tell yourself that the group of people or the audience is going to enjoy what you are going to say to them and that they are going to learn something.
3. **Say:** Try to look at the audience, not at the floor or at the ceiling. If you are feeling uneasy, look at the top of the heads of your audience members.
4. **Say:** Speak loudly and clearly so that everyone can hear you.
5. **Say:** Pronounce your words well; be fluent and express yourself well in proper English.
6. **Say:** Take out your exercise books and turn to the speeches you wrote last lesson. Take 3 minutes to read what you wrote, quietly to yourselves. Check and make sure you have all of the parts of a speech we discussed in the last lesson.
7. **Ask:** What did I ask you to include in your speech? (Answer: family background, educational background, career/profession, status in society, name of Chairman)
8. **Say:** Once you have read your speech, make any improvements needed.

Guided Practice (10 minutes)

1. **Say:** Now listen to me read my own speech to you. I want you to listen and pay attention to what information I included in my speech and how I say it.
2. Read the speech to pupils. Read boldly and confidently for the class to model how it should be done.

Ladies and Gentlemen, the Chairman for tonight's occasion was born some 50 years ago in the eastern part of Sierra Leone to a wealthy farmer. He attended Kings and Queens Primary School, the Methodist Boys Secondary School and later proceeded to Njala University College. He graduated with a Bachelor of Science Degree in 1993. He now holds a Master's

Degree in Biochemistry. Our Chairman currently works at Ministry of Marine Resources as a Biochemist. He has written many articles on marine biology and he has a wealth of experience. He is a respected gentleman in society. He is well-known for his humour and charm. He is happily married with 3 beautiful children. Ladies and Gentlemen, I present to you, Mr. Momodu Conteh.

3. **Say:** Look at your speech. Do you have all of the information that I included in mine? Did you remember to begin with a vocative? Take a minute to finalise your speech.
4. Give pupils a minute to finalise their speeches.
5. Ask pupils to work in pairs. **Say:** I want you to work with a partner. Read the speech you have prepared quietly to them. Try reading it the way I did. Speak clearly and be confident.
6. **Say:** While listening, check each other's work to make sure it follows the outline.
7. Give pupils 4 minutes to practise reading their speeches to each other.
8. Move around the classroom to make sure pupils understand and are doing the task. Correct mistakes that you hear.
9. Ask pupils to give each other feedback. **Say:** I want you to tell your partner one positive thing about their speech and make one suggestion for improvement.
10. Give pupils time to give each other feedback.




Independent Practice (10 minutes)

1. Invite 10 volunteers from different parts of the classroom to deliver their speeches to the class.
2. Ask each volunteer to come to the front of the class to read their speech. Remind them to look at the audiences and speak loudly, clearly and confidently.
3. Ask the class to act as the audience and listen attentively to the speeches their classmates are delivering.
4. **Say:** While your classmates are delivering their speeches, I want you to take note of whether or not they followed the outline.
5. Give each speaker feedback after they have finished giving their speech. Always say something positive first, then make a suggestion for improvement.

Closing (2 minutes)

1. Ask each pupil to do a quick write in their exercise books about how to deliver speeches. (Example answers: see below)
 - Write your speech well.
 - Begin your speech with vocatives in the introductory paragraph.
 - Be bold and speak confidently.
 - Speak fluently in simple clear language.
 - Pronounce your words well.
 - End your speech by thanking the audience for their attention.

Lesson Title: Revision of Direct and Indirect Speech	Theme: Grammar	
Lesson Number: L-09-058	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcome By the end of the lesson, pupils will be able to change direct speech into indirect speech.</p>		<p>Teaching Aids Sentences at the end of the lesson plan</p>		<p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening: (4 minutes)

1. **Say:** In term one, you learned about direct and indirect speech.
2. **Ask:** What were some of the things you learned about direct speech? Have pupils raise their hand to answer. (Example answers: see below)
 - Direct speech is the exact words said by a speaker.
 - In direct speech, what the speaker says is written within inverted commas.
 - In reporting direct speech or changing direct speech to indirect speech, the tense of the verb usually changes.
3. **Ask:** What can you remember about indirect speech? (Example answers: see below)
 - Indirect speech is when the words of the speaker are reported.
 - It is also called reported speech.
 - Indirect speech talks about a time in the past, so the verbs have to be in the past too.
4. **Say:** Today we will continue talking about direct and indirect speech and practise changing direct speech to indirect speech.

Introduction to the New Material (15 minutes)

1. **Say:** Let's recall the changes we make when changing direct to indirect speech.
2. Write the following examples on the board. Revise the examples with pupils and ask them to copy the examples into their exercise books.

Verb change:

Direct speech

Lamin said, 'I like eating cassava'.
Mike asked, 'Whom are you staying with?'

Indirect speech

Lamin said that he liked eating cassava.
Mike asked whom I was staying with.

Pronoun change:

Direct speech

I changes to
You changes to

Indirect speech

he/she
I/we me

Other changes with time:

Direct speech

Yesterday changes to

Indirect speech

the day before/the previous day

Tomorrow changes to the next day/the following day

3. **Say:** Today, we are going to look at some other changes that take place when changing direct speech to indirect speech.
4. **Say:** When changing a direct speech command to indirect speech, the most common way is to add the word 'to' in front of the verb.
5. Write the following example on the board. Revise the example with pupils and ask them to copy the example into their exercise books.

Commands, orders and requests:

Direct Speech

'Fetch me a bucket of water', said Mother.

Indirect Speech

Mother told me to fetch her a bucket of water.

6. **Say:** 'Told' is often used in reporting commands, orders or requests, but there are other verbs which can be used as well. For example: ordered, commanded, requested, begged, demanded.
7. **Say:** We can also report questions. In indirect speech, the statement order subject + verb is used, not the interrogative order verb + subject.
8. Write the following examples on the board. Revise the examples with pupils and ask them to copy the examples into their exercise books.

Direct speech

'Have you read this book?' the teacher asked Flora.

Indirect Speech

The teacher asked if/whether Flora had read that book.

9. **Say:** Let's look at how to change the question from direct speech into indirect speech.

'Have you read this book?' the teacher asked Flora.

↓ ↓
Verb Subject

The teacher asked if/whether Flora had read that book.

↓ ↓
Subject Verb

10. **Say:** The words 'if' or 'whether' are used in reporting questions without interrogative words like 'who', 'how', 'what' and 'which'.

Guided Practice (5 minutes)

1. Read the sentences to pupils. Ask pupils to change the sentences from direct speech to indirect speech. Tell pupils to raise their hand to answer.

- a. Isatu said, 'I lost the watch that dad bought for me'. (Example answer: Isatu said that she had lost the watch that her dad had bought for her.)
 - b. 'Have you done your homework?', the teacher asked the class. (Example answer: The teacher asked the class if/whether we had done our homework.)
 - c. 'The pen Marie is writing with is mine', Festina claimed. (Example answer: Festina claimed that the pen Marie was writing with was hers.)
 - d. 'Go clean your room!' Mother ordered. (Example answer: Mother ordered me to go clean my room.)
2. Clap for those who change the sentences to indirect speech correctly. Make corrections where pupils go wrong.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to rewrite the sentences, changing them from direct to indirect speech. Remember the different rules we have discussed. You have 5 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After 5 minutes ask pupils to work in pairs to share and compare their sentences.
5. Check answers as a class. (Answers: a. Kadiatu asked if I was going home then. b. Patricia said that she hated beans. c. John asked whether Uncle Tom was travelling the next day. d. Tommy said that Aminata had eaten her lunch. e. The teacher ordered us to go home then. f. The captain said that their school team would win the match.)
6. Write the correct answers on the board. Ask pupils to compare their sentences with the ones on the board and correct any mistakes.




Closing (1 minute)

1. Ask pupils to do to the corrections in their exercise books.
2. **Say:** You have been given a lot of rules that can help you in changing direct speech to indirect speech. Revise them so that you can improve your reading and writing for BECE.

[SENTENCES]

- a. Kadiatu asked, 'Are you going home now?'
- b. 'I hate beans', said Patricia.
- c. John asked, 'Is Uncle Tom travelling tomorrow?'
- d. 'Aminata has eaten her lunch', said Tommy.
- e. 'Go home now', ordered the teacher.
- f. 'Our school team will win the match', said the captain.

Lesson Title: How to Use Wh- Questions	Theme: Reading	
Lesson Number: L-09-059	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Answer Wh- questions. 2. Use Wh- questions in writing. 		<p>Teaching Aids Passages at the end of the lesson plan</p>		<p>Preparation Write Passage 2 at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What is meant by Wh- questions? Have pupils raise their hand to answer. (Answer: They are questions that begin with the letters W and H).
2. **Say:** If I ask you 'When did you come to school today? Why do you come to school?' I am asking you Wh- questions, because both questions begin with 'Wh-'.

Introduction to the New Material (13 minutes)

1. Write the definition on the board: Wh- questions are questions that ask for specific information using the words Whom, Who, Whose, Which, What, Why, When, Where and How.
2. **Say:** 'How' does not begin with 'wh', but it is still considered a Wh- question.
3. **Say:** Wh- questions are open-ended questions; you cannot answer them by simply saying yes or no.
4. **Say:** I am going to read a passage to you. I want you to listen carefully. Afterwards I will ask you some Wh- questions about the passage.
5. Read Passage 1 to pupils (see end of lesson plan).
6. Read the passage slowly, clearly and with expression to make it interesting. Put emphasis on the question in the text.
7. Write 'How' on the board.
8. **Say:** 'How' questions ask the manner in which something is done.
9. **Ask:** For example, 'How was Saffiatu able to go across the crocodile-infested river without being eaten by a crocodile?' (Answer: She swam across with the help of Momoh who shot and killed the crocodile that wanted to eat her.)
10. Write 'Why' on the board.
11. **Say:** A question beginning with 'why' asks for what reason something happened.
12. **Ask:** For example, 'Why did Saffiatu risk her life crossing the river?' (Answer: She did it because she was desperate to see her ailing mother.)
13. Write 'Where' on the board.
14. **Say:** 'Where' requires you to give information about a place where something happened.
15. **Ask:** For example, 'Where is the crocodile-infested river situated?' (Answer: It is situated between Baama Konta and Gaindaymah.)
16. Write 'Who/Whom' on the board.
17. **Say:** These questions require you to identify a person.
18. **Ask:** For example, 'Who is the passage about?' (Answer: Saffiatu)
19. Write 'When' on the board.
20. **Say:** 'When' questions ask the time that something took place.

21. **Ask:** For example, 'When did Saffiatu receive message of her mother's illness?' (Answer: It was at 3 o'clock in the afternoon)

Guided Practice (9 minutes)

1. Point to Passage 2 on the board (see end of lesson plan).
2. Read Passage 2 to pupils.
3. Read the passage slowly, clearly and with expression to make it interesting.
4. Ask pupils to read the passage silently.
5. **Say:** Now that you have read the passage I am going to ask you some Wh- questions. Raise your hand to answer.
6. **Ask:** Where does the driver get his passengers? (Answer: He gets his passengers from the tollgate on his way to Freetown.)
7. **Ask:** Why does he take passengers? (Answer: He takes passengers because he does not want to travel alone.)
8. **Ask:** Whom does he prefer as passengers? (Answer: He prefers policemen and well-dressed ladies.)
9. **Ask:** When does he travel from Moyamba to Freetown? (Answer: He travels every Monday morning to work.)
10. **Ask:** How do we know the driver is careful about his safety? (Answer: He always travels in the company of passengers to ensure his safety on his trips.)

Independent Practice (9 minutes)

1. Go around the class and ask pupils questions beginning with when, how, where, why, who and whom. Invite pupils to volunteer to answer. (Example questions: see below)
 - When do you come to school?
 - How do you come to school?
 - Where do you live?
 - Why do you come to school?
 - Who pays your school fees?
 - Whom do you hope to help in their old age?
2. **Say:** I want you to write 3 Wh- questions about the text on the board or the text you heard earlier. You have 2 minutes.
3. Give pupils time to write.
4. Ask pupils to work in pairs. **Say:** Ask your partner the Wh- questions you wrote. After your partner has answered your questions then you will answer your partners' questions.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (2 minutes)

1. **Ask:** What are Wh- questions? (Answer: They are questions beginning with a Wh- word. 'How' is also considered a Wh- question.)
2. **Ask:** What are the Wh- words we use to ask questions? (Answer: whom, who, whose, which, what, why, when, where and how)

[PASSAGE 1: SAVED JUST IN TIME – LISTENING TEXT]

Once upon a time, there lived a girl called Saffiatu. She was the only daughter of Pa Sovula and his wife Baindu. Both of them were over 70 years of age. Saffiatu came into their life at a time when the couple had already given up hope of ever having a child. But they kept on praying and hoping for their dreams to be realised. Allah, the All Merciful God, heard their prayers. Saffiatu was born when her mother was exactly 50 years old.

Baindu and Pa Sovula decided to send their only child to school in Boajibu, a town on the other side of River Sewa to give her a better chance in life. Saffiatu was getting ready to sit her Selective Entrance Examination to enter secondary school when she received a message that her mother was seriously ill. She decided to travel to Baama Konta where her parents lived. It was 3 o'clock in the afternoon when she got the message.




She decided to leave at once for her village. She boarded a vehicle and arrived at Gaindaymah where she would have to cross River Sewa by ferry to Baama Konta. Unfortunately that day, the only ferry had broken down. How was Saffiatu to get across to the other side of the river? Standing on the bank of the river, she could see people fishing on the other side of this very river which was heavily infested with crocodiles.

Saffiatu was desperate to see her parents, especially her ailing mother. Without a second thought, she plunged into the river. She had miscalculated the distance between the 2 shores. By the time she had swum half the distance, a crocodile that had been basking in the sun plunged into the river hoping to get a good meal before sunset. Fortunately a young hunter called Momoh saw what had happened. He immediately jumped into a canoe and paddled after the girl before the crocodile could meet her. He had a rifle. When he was close enough to the crocodile, he took aim, shot and killed the beast. Meanwhile Saffiatu swam to safety on the other side of the river.

[PASSAGE 2 – WRITE ON THE BOARD]

On my trips to Freetown, it was my practise to take a passenger at the tollgate as company. This was to ensure that I was not alone during the trips. Every Monday morning, I would leave my family in Moyamba to work in Freetown and then return on Friday evening. Policemen were my favourite passengers and I soon realised that their presence in my car gave me confidence on the road. Next in preference were well-dressed ladies whom I regarded as less likely to pull a fast one on me during the trips. Whichever passengers I took, I enjoyed engaging them in lively conversation.

Lesson Title: Listening to Local or International Radio Programmes in English	Theme: Listening Comprehension	
Lesson Number: L-09-060	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Listen to and retell the main points in a radio programme. 2. Discuss issues or events they have listened to over the radio. 	 <p>Teaching Aids Pre-recorded radio programme (If a radio set or radio programme is not available, listen to a radio programme at home, write down the content and read the content to pupils in the lesson)</p>	 <p>Preparation Bring along a radio set or recorded programme. This lesson will be best taught with a pre-recorded radio programme 2-3 minutes long.</p>
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Opening (5 minutes)

1. Today, we are going to listen to and retell the main points in a radio programme.
2. **Ask:** Do you have radio sets at home? (Answer: Yes or No)
3. **Ask:** How many different programmes do you listen to? Have pupils raise their hand to answer.
4. **Ask:** Can you name some radio programmes that you know or listen to? (Example answers: Good Morning Salone on F.M. 98.1; Radio Teaching on F.M. 99.9; Focus on Africa on BBC World Service; Fambul Tok on BBC Media)
5. **Say:** Today, we will learn to listen and retell the main points in radio programmes.

Introduction to the New Material (6 minutes)

1. **Say:** Radio listening brings pupils and listeners closer to the everyday happenings in the world. Radio listening informs, educates and entertains listeners on current issues.
2. **Say:** Listening to radio programmes gives us a lot of new information. For example, scholarship adverts, birthdays and bereavement announcements.
3. Discuss any educational and entertaining programmes pupils can listen to on your local radio. For example:
 - the school teaching programme on core subjects from 10:00 a.m. to 1:00 p.m.
 - environmental issues that affect their community

Guided Practice (10 minutes)

1. Play the pre-recorded programme for pupils.
2. Ask pupils to pay close attention as they listen to the content of the programme.
3. Play the programme twice to ensure that pupils have heard and understood the content.
4. Ask pupils to work in pairs. **Say:** With your partner, discuss one issue or event you learned about in the programme on the radio.
5. Move around the classroom to make sure pupils understand and are doing the task. Monitor the discussion and help struggling pupils
6. Invite volunteers to tell the class one new thing they learned on the radio programme.

Independent Practice (13 minutes)




1. **Say:** When we listen to a radio programme we want to be able to retell and summarise the main points.

2. **Say:** I am going to play the programme for you again. I want you to write notes of the most important information. I will play the programme 2 times.
3. Play the radio programme 2 times for pupils.
4. Ask pupils to write a brief summary of the main ideas of the radio programme.
5. Give pupils time to write.
6. Ask pupils to work in pairs to share and compare their summaries.
7. Invite different pupils to retell the main points from the programme to the class.
8. Read the following questions to pupils. Ask them to answer the questions in their exercise books.
 - a. Why do we listen to the radio?
 - b. When do you want the school teaching programme to be broadcast? Why?
 - c. What would you like included in the programme?
9. Discuss answers as a class. (Example answers: a. It educates, informs and entertains listeners. b. I want the school teaching programme to be broadcast during the afterschool session so that I can listen to it without distractions. c. I want the inter-school debate competition to be included.)
10. Ask different pupils to talk about their likes or dislikes of different radio programmes.

Closing (1 minute)

1. Ask pupils to listen to local or international programmes at home.

Lesson Title: Formal Letters	Theme: Writing	
Lesson Number: L-09-061	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify and write the features of a formal letter.</p>		<p>Teaching Aids Sample formal letter at the end of the lesson plan</p>		<p>Preparation Write the sample formal letter at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** I know you have written letters before. **Ask:** Whom did you write these letters to? Have pupils raise their hand to answer. (Example answers: to our friends, teachers, parents, etc.)
2. **Ask:** What did you write about? Listen to pupils' answers.
3. **Say:** These letters are called informal, semi-formal or friendly letters.
4. **Say:** Today, we are going to talk about formal letters.

Introduction to the New Material (12 minutes)

1. **Say:** Formal letters are official letters written to people in authority. They are written to people like:
 - Chairman, Board of Governors
 - Managers, Directors of institutions
 - Councilors, Mayors, Chiefs, Ministers, Parliamentarians etc.
2. **Say:** Formal letters are written to do things such as make a complaint, apply for a job or to say thank you. Formal letters include: letters of complaint, letters of request, business letters and application letters.
3. Write the different types of formal letters and people they are written to on the board.
4. **Say:** One of the things that make a formal letter different from informal and semi-formal letters is that it has formal features.
5. **Say:** A formal letter has 6 features:
 - address of the writer
 - address of the recipient
 - salutation or greeting
 - heading
 - body of the letter – including the introduction and conclusion
 - subscript
6. Write the 6 features of a formal letter on the board and ask pupils to copy them into their exercise books as you write.
7. Point to the sample formal letter on the board (see end of lesson plan).
8. **Say:** I am going to read the letter to you. I want you to listen and follow along.
9. Read the letter slowly and clearly and with expression to make it interesting. Pause between the different features of the letter.
10. **Say:** Let's revise the features of a formal letter together.
11. As you discuss the features of a formal letter, point to the corresponding section of the letter on the board.

12. **Say:** Instead of one address, a formal letter has 2 addresses. The writer's address is in the top right-hand corner of the page, just like it is in the informal letter.
13. Point to the address in the top right-hand corner of the letter on the board.
14. **Say:** The date should be written below the writer's address, not below the recipient's address.
15. Point to the date below the writer's address in the letter on the board.
16. Remind pupils that punctuation marks can be used or omitted.
17. **Say:** The recipient's address comes on the line after the date in the left-hand corner.
18. **Say:** If the writer's address is not punctuated, the recipient's address should also not be punctuated.
19. Point to the recipient's address on the top left of the letter on the board.
20. **Say:** The recipient is the person to whom the letter is written.
21. **Say:** The salutation comes below the recipient's address. We also call the salutation the greeting.
22. **Say:** The salutation is either 'Dear Sir' or 'Dear Madam'.
23. Point to the salutation below the recipient's address in the letter on the board.
24. **Say:** 'Dear Sir/Madam' is not acceptable. If you are not sure whether the recipient is male or female, you should write 'Dear Sir'.
25. **Say:** The comma (,) after the salutation is required.
26. Point to the comma after the salutation in the letter on the board.
27. **Say:** Every formal letter has a title.
28. Point to the title of the letter on the board.
29. **Say:** The title comes below the salutation and can be in upper case or lower case letters.
30. **Say:** If the title is all in upper case letters, it should not be underlined, but if it is in lower case letters, it should be underlined.
31. Write these 2 example heading on the board:

Lack of Clean Drinking Water in Kolanda Section

LACK OF CLEAN DRINKING WATER IN KOLANDA SECTION

32. **Say:** Next you will write the body of the letter. The body of the letter can be divided into at least 3 paragraphs.
33. Point to the body of the letter on the board.
34. **Say:** The body must start with the introductory paragraph and end with the concluding paragraph.
35. Point to the introductory paragraph and the concluding paragraph in the letter on the board.
36. **Say:** Only one type of closing or subscript is accepted in a formal letter, and that is 'Yours faithfully'.
37. Point to the subscript in the letter on the board.
38. **Say:** Do not put an apostrophe before or after the 's' in yours. This is an important point many pupils miss on the exams. We say 'Yours faithfully,' not 'Your is faithfully'.
39. **Say:** Write your signature below 'Yours faithfully,'.
40. **Say:** The letter closes with the writer's full name followed by a full stop.

Guided Practice (8 minutes)

1. **Say:** Copy the letter on the board into your exercise books.

2. **Say:** After you have copied the letter, identify the different features of a formal letter. Label the different features in the letter in your exercise book.
3. Give pupils time to write.
4. Move around the classroom to make sure pupils understand and are doing the task. Invite struggling pupils to work in pairs.
5. Ask pupils to identify the different features of a formal letter. Label them on the board as pupils identify them.

Independent Practice (10 minutes)

1. **Say:** Imagine that you are writing a letter to the Managing Director of Water Resources to complain about the lack of clean drinking water in your community.
2. **Say:** I want you to write the features of that letter in their correct positions in your exercise books. You are not writing the letter yet; you are only identifying where the different features of the letter go.
3. Give pupils time to write.
4. Move around the classroom to make sure pupils understand and are doing the task. Invite struggling pupils to work in pairs.
5. **Say:** Now that you have identified the features. I want you to write the addresses, date, salutation, heading and subscript.
6. Give pupils time to write.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. Invite 2-3 pupils to read aloud what they have written.
9. Write the sample answer on the board for corrections. Ask pupils to check that the format of their letter matches yours.

	My address today's date
<p>The Managing Director Water Resources Address</p> <p>Dear Sir,</p> <p><u>Lack of Clean Drinking Water in Kolanda Section</u></p> <p>Body of letter</p> <p>Yours faithfully, (Signature) my name.</p>	

Closing (2 minutes)

1. **Ask:** What type of letter is a letter of complaint? (Answer: a formal letter)
2. **Ask:** How many addresses does a formal letter have? (Answer: 2 addresses – the sender's and the recipient's)
3. **Ask:** How do we sign off in formal letters? (Answer: Yours faithfully + signature + name and full stop)

[EXAMPLE FORMAL LETTER]

10 John Street,
Freetown
3 October, 2016

The Managing Director
EDSA
Electricity House
Freetown

Dear Sir,

Poor Electricity Supply in Dwarzak




I am writing to complain about the poor electricity supply in the Dwarzak community. We have gone without electricity for over one month.

We, the pupils, are not able to study because there is no light in the evenings. This will negatively affect our exam scores as we do not have enough time to revise and prepare.

We need your help if we are to be successful. We shall be grateful if you can help to restore light in the Dwarzak community.

Yours faithfully,
(Signature)
Florence Kuyembeh.

Lesson Title: Formal Letter	Theme: Writing	
Lesson Number: L-09-062	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to outline and develop a formal letter.</p>		<p>Teaching Aids 1. A copy of a sample letter used last lesson (L-09-061) 2. Pupils' letter outlines from the last lesson (L-09-061)</p>		<p>Preparation None</p>
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Opening (3 minutes)

1. **Say:** In the last lesson, you learned about the features of a formal letter.
2. **Ask:** What is the difference between the language in a formal and informal letter? (Answer: In a formal letter the writing style is formal. Jargon and slang are not allowed. The tone of the letter must always be respectful.)
3. **Ask:** What is the difference between the features of a formal letter and an informal letter? (Answer: A formal letter includes the recipient's address and a heading. An informal letter does not.)
4. **Say:** Today we are going to outline and develop the body of a formal letter.

Introduction to the New Material (8 minutes)

1. **Say:** Let's do a quick recap of the last lesson.
2. **Ask:** Who are formal letters written to? (Answer: people in authority in our communities, towns, districts, cities or country.)
3. **Ask:** What are some examples of people in authority? (Example answers: local chiefs, councillors, mayors, parliamentarians, heads of institutions)
4. **Ask:** What are some examples of formal letters? (Example answers: letters of complaint, letters of request, business letters, application letters)
5. **Say:** A formal letter has 6 main parts:
 - a. The address of the writer – This is written at the top right-hand corner of the page, followed by the date.
 - b. The recipient's address – This is written on the left-hand corner, close to the margin, but without the date.
 - c. The salutation – This must be formal since you are writing to the person not in his or her personal capacity, but in an official capacity. The salutation is always written as: 'Dear Sir' or 'Dear Madam', followed by a comma. If you do not know if the recipient is male or female, write 'Dear Sir'.
 - d. A heading – This is a summary of what the letter is about. For example: 'Poor Electricity Supply in my Area'. If the heading is written in upper case letters, then it should not be underlined, but if not, then it must be underlined in order to make it stand out clearly.
 - e. The body of the letter – This is written in paragraphs. The first paragraph is the introductory paragraph, which must clearly state the purpose of your writing in simple, straightforward language. The other paragraphs discuss the topic, and the last paragraph is the concluding paragraph.

- f. The subscript – This is written at the bottom right-hand corner of the page. The subscript of formal letters is always ‘Yours faithfully,’ followed by a comma. The signature of the writer is on the next line, followed by the full name of the writer on the next line.
- g. Write the example on the board:

Yours faithfully,
(signature)
 James Lamboi,
 Class Prefect,
 JSS 3^B.

- h. After your full name, you can indicate your position as in the example. Write a comma after the name, another comma after your position as class prefect and the class, and put a full stop after JSS 3^B.

Guided Practice (10 minutes)

1. **Say:** The body of the letter is written in paragraphs. The introductory paragraph states the purpose of the letter. It must be direct and go straight to the point. It must not contain pleasantries that we use in informal letters, such as ‘How are you today? I hope you are fine’.
2. **Say:** The next paragraph begins to address the main ideas or details of the letter. One idea is discussed in each paragraph.
3. **Say:** After discussing the issues in one to 3 paragraphs, the last paragraph is the concluding one. Here, you can summarise the main points of the letter, or you can emphasise the reason for writing the letter.
4. **Say:** In the last lesson, you wrote the outline of the letter to the Managing Director of Water Resources to complain about the lack of clean drinking water in your community.
5. **Say:** Today we are going to develop the paragraphs of that letter.
6. Ask pupils to work in pairs. **Say:** With your partner, think about this topic and discuss what you will write in each paragraph of the letter. You will write 5 body paragraphs: an introductory paragraph, 3 paragraphs discussing the issues and a concluding paragraph.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. Invite pupils to tell the class about a paragraph they will write. Write some of their ideas on the board. (Example answers: see below)
 Paragraph 1: introductory paragraph – the purpose of writing the letter
 Paragraph 2: the causes of this problem – why there is a lack of clean drinking water in your area
 Paragraph 3: the effects of this problem – what happens as a result of this problem
 Paragraph 4: suggestions – what you would like the Managing Director to do for your community
 Paragraph 5: concluding paragraph – thank the Managing Director, hoping for his prompt response




Independent Practice (10 minutes)

1. **Say:** Last lesson you wrote some of the features of this letter. Now you are going to write the body paragraphs. Think about the ideas we just shared. Write your body paragraphs.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (4 minutes)

1. Invite as many pupils as possible to read their body paragraphs to the class.
2. **Say:** If you have not yet completed your letter, finish it for homework.
3. Ask pupils to bring their letters to the next lesson.

Lesson Title: Parts of Speech	Theme: Grammar	
Lesson Number: L-09-063	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcome By the end of the lesson, pupils will be able to identify the parts of speech from a selected passage.</p>	 <p>Teaching Aids 1. Sentences at the end of the lesson plan 2. Passage at the end of the lesson plan</p>	 <p>Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the short passage at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** We have learned that all the words in English belong to a big family.
2. **Ask:** Who can tell us the name of this family? Have pupils raise their hand to answer. (Answer: parts of speech)
3. **Ask:** What are the 8 parts of speech? (Answer: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections)
4. **Say:** Today, we shall identify figures of speech from a given passage.

Introduction to the New Material (12 minutes)

1. **Say:** Each of the 8 parts of speech plays a role in a sentence. In order to identify them, we need to revise the role they play and look at their functions in sentences.
2. **Ask:** What do nouns do in sentences? (Answer: They name people, places and things.)
3. Ask 2 pupils to give 1 example each. (Example answers: teacher, James, woman, house, country)
4. Write the definition and examples on the board.
5. **Ask:** What do pronouns do in sentences? (Answer: They replace nouns.)
6. Ask 2 pupils to give 1 example each. (Example answers: he, she, my, our)
7. Write the definition and examples on the board.
8. **Ask:** What do adjectives do in sentences? (Answer: They describe nouns and pronouns.)
9. Ask 2 pupils to give 1 example each. (Example answers: small, beautiful, clever)
10. Write the definition and examples on the board.
11. **Ask:** What do verbs do in sentences? (Answer: They show action or a state of being.)
12. Ask 2 pupils to give 1 example each. (Example answers: ran, playing, dance)
13. Write the definition and examples on the board.
14. **Ask:** What do adverbs do in sentences? (Answer: They describe verbs, adjectives and other adverbs.)
15. Ask 2 pupils to give 1 example each. (Example answers: quickly, later, often)
16. Write the definition and examples on the board.
17. **Ask:** What do conjunctions do in sentences? (Answer: They join words, phrases and sentences.)
18. Ask 2 pupils to give 1 example each. (Example answers: and, so, but)
19. Write the definition and examples on the board.
20. **Ask:** What do prepositions do in sentences? (Answer: They show the relationship between words.)
21. Ask 2 pupils to give 1 example each. (Example answers: to, with, between)

22. Write the definition and examples on the board.
23. **Ask:** What do interjections do in sentences? (Answer: They express sudden emotion.)
24. Ask 2 pupils to give 1 example each. (Example answers: Wow! That's wonderful! I was terrified!)
25. Write the definition and examples on the board.
26. Ask pupils to copy the definitions and examples on the board into their exercise books.

Guided Practice (5 minutes)

1. **Say:** We have discussed the roles that parts of speech play in sentences and given examples of each.
2. Point to the 3 sentences on the board (see end of lesson plan).
3. Ask pupils to work in pairs. **Say:** With your partner, I want you to identify the parts of speech of each of the underlined words. You have 2 minutes.
4. Check answers as a class. (Answers: a. slowly – adverb, into – preposition b. he – pronoun, big – adjective, and – conjunction c. Well done! – interjection, early – adverb, Father – noun)
5. Write the correct answers on the board.

Independent Practice (12 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. Ask pupils to copy the passage into their exercise books. Give them time to write.
3. **Say:** Look at the underlined words in the passage. I want you to identify what part of speech each underlined word is.
4. Give pupils 2 minutes to identify the parts of speech.
5. Check answers as a class. (Answers: man – noun, went – verb, him – pronoun, down – preposition, and – conjunction, suddenly – adverb, hard – adjective, hit – noun, Oh no! – interjection)
6. **Say:** Now I want you to write your own short paragraph. You can write about anything, but you must include all 8 parts of speech. Use the passage we just read as an example.
7. Give pupils 4 minutes to write the paragraph.
8. Move around the classroom to make sure pupils understand and are doing the task. Invite struggling pupils to work in pairs.
9. Ask pupils to work in pairs to share and compare their paragraphs.

Closing (3 minutes)

1. Invite as many pupils as possible to read their paragraph to the class.
2. Have the rest of the class identify the different parts of speech in the pupil's paragraph.




[SENTENCES]

- a. The boy walked slowly into the room.
- b. He laid the book on the big table and stood still.
- c. 'Well done! You are home early', said his father.

[PASSAGE]

A man went into a shop to buy medicine to cure his headache. The shopkeeper asked him to sit down and suddenly gave him a hard hit on the head. 'Oh no! Why did you do that?' he exclaimed.

Lesson Title: Parts of Speech	Theme: Grammar	
Lesson Number: L-09-064	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify nouns, verbs and adjectives according to their functions in sentences.</p>		<p>Teaching Aids Sentences at the end of the lesson plan</p>		<p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** In our last lesson, we reviewed the parts of speech.
2. **Ask:** How many parts of speech are there? (Answer: 8 parts of speech)
3. **Ask:** What are the 8 parts of speech? (Answer: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections)
4. **Say:** Today, we shall see how one word can belong to more than one word class or part of speech, depending on its role in sentences.

Introduction to the New Material (10 minutes)

1. **Say:** It is easier to say whether a word is a noun, a verb or an adjective when it functions with other words in a sentence.
2. Write these words on the board: rain, box.
3. **Say:** Look at the word 'rain'. I can use the word rain in different ways.
4. Under the word 'rain' write these sentences:
 - a. The rain is heavy today.
 - b. Did it rain yesterday?
 - c. I have rain boots.
5. **Say:** In sentence a, 'rain' is the name of a thing, so it is a noun.
6. Write 'noun' beside sentence a.
7. **Say:** In sentence b, rain shows an action, so it is a verb.
8. Write 'verb' beside sentence b.
9. **Say:** In sentence c, the word 'rain' describes the noun 'boots'.
10. **Say:** It tells you more about or describes the boots, so it is an adjective.
11. Write 'adjective' beside sentence c.
12. **Say:** Now let's look at the word 'box'.
13. Under the word 'box' write these sentences:
 - a. What is in that box?
 - b. You should not box your brother.
 - c. Take your things to the box room.
14. **Say:** In sentence a, 'box' is the name of a thing, so it is a noun.
15. Write noun beside sentence a.
16. **Say:** In sentence b, 'box' is an action, so it is a verb.
17. Write 'verb' beside sentence b.
18. **Say:** In sentence c, 'box' describes the noun 'room', so it is an adjective.
19. Write 'adjective' beside sentence c.

Guided Practice (10 minutes)

1. Write these words on the board: back, nail, best
2. Ask pupils to work in pairs. **Say:** Look the examples on the board carefully. With your partner, I want you to choose 2 of these words. Use each word in 3 sentences. In one sentence, use the word as a noun, in another as a verb and in the third as an adjective. You will write 6 sentences.
3. **Say:** For example, 'There is a clear sky. I will clear my schedule. She did not catch me; I am in the clear'. In the first sentence clear is an adjective, in the second it is a verb and in the third a noun.
4. Give pupils 6 minutes to write their sentences.
5. Invite different pupils to read their sentences to the class.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books. Give them time to write.
3. **Say:** Look at the underlined words in each sentence. I want you to identify the part of speech of each underlined word.
4. Give pupils 6 minutes for this exercise.
5. Ask pupils to exchange exercise books with a partner. Have pupils share and compare their answers.
6. Check answers as a class. (Answers: see end of lesson plan)
7. Write the correct answers on the board.

Closing (2 minutes)

1. **Say:** We often think that every word belongs to only one part of speech, but now we know that one word can function as a noun, verb and adjective.
2. **Say:** I advise that you revise the parts of speech at home so that you will be able to identify all 8 parts of speech if necessary at BECE.




[SENTENCES]

1. Did you watch the football match?
2. Musa bought me an expensive watch.
3. Hammer the nails into the wall.
4. Bring the hammer stand.
5. I need a hammer to do the job.
6. I don't listen to dance music.
7. Will you attend the dance tonight?
8. Do you like to dance?
9. Who will iron our uniforms?
10. Shut that iron gate.
11. The gate is made of iron.
12. I am going to study.

[ANSWERS]

1. verb
2. noun
3. verb
4. adjective
5. noun
6. adjective
7. noun
8. verb
9. verb
10. adjective
11. noun
12. verb

Lesson Title: Listening, Spelling and Dictation	Theme: Listening and Speaking	
Lesson Number: L-09-065	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Learn to spell new words. 2. Write out the passage dictated to them correctly. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. 'How to Spell New Words' at the end of the lesson plan 2. Word list at the end of the lesson plan 3. Dictation passage at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write 'How to Spell New Words' list at the end of the lesson plan on the board. 2. Write the word list at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Ask:** What rules do you know about spelling words? Have pupils raise their hand to answer. (Possible answers: 1. In spelling words with 'i' and 'e', 'i' comes before 'e' except after 'c'. 2. Some words double the last consonant before adding 'ed' or 'ing'. 3. Some words are not spelled according to how they are pronounced.)
2. Ask pupils to give examples of the rules identified. Listen to pupils' answers.
3. **Say:** Today you are going to learn how to spell new words and practise writing a dictated passage.

Introduction to the New Material (8 minutes)

1. **Say:** Each time we come across a new word when reading, we must first try to pronounce the word. Then we learn how to spell it and finally learn the meaning of that word. This helps us build our vocabulary and improve our reading and writing skills.
2. Point to the 'How to Spell New Words' list on the board (see end of lesson plan).
3. **Say:** Here is a list of common ways to study the spelling of new words.
4. Revise the list with pupils.
5. Ask pupils to copy the list into their exercise books. Give them time to write.

Guided Practice (7 minutes)

1. Point to the word list on the board (see end of lesson plan).
2. **Say:** Now, look at the words on the board.
3. Read the list of words aloud. Read slowly and clearly. Focus on pronunciation.
4. Read the words again and have pupils repeat after you.
5. Ask pupils to copy the words into their exercise books.
6. Ask pupils to work in pairs. **Say:** With your partner apply the steps for spelling new words to the words on the board.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Independent Practice (15 minutes)

1. Erase the word list from the board.
2. **Say:** I am going to dictate a passage for you to write. I want you to listen carefully to the passage I read.

3. **Say:** I will read the passage 3 times. The first time I want you to listen and understand it. Then during the second and third readings you will write down what you hear. Do not worry if you do not get all of the words the first time; you will listen to the passage 3 times.
4. Ask pupils to turn to a clean page in their exercise books to write the dictation.
5. Read the passage to pupils (see end of lesson plan).
6. Read slowly and clearly. Focus on correct pronunciation.
7. Read the passage again to pupils. Read slowly and clearly. Focus on correct pronunciation. Give pupils time to write.
8. Read the passage a third time to pupils. Read slowly and clearly. Focus on correct pronunciation. Give pupils time to write.
9. Write the passage on the board and ask pupils to correct any mistakes they made.

Closing (2 minutes)

1. Read out some of the words on the word list. Invite different pupils to tell you how to spell the words.

[HOW TO SPELL NEW WORDS]

- Look carefully at the word.
- Write the word down.
- Divide the word into syllables. Identify the difficult parts of the word and focus on them.
- See if the spelling rules you know apply, or do not apply, to the word.
- Find hints or clues in the word to help you remember its spelling.
- Say the word to yourself and then spell it.
- Close your eyes and try to picture the word in your mind.
- Test yourself by covering the word and trying to spell it.
- Then uncover the word to see if you are correct.
- Have someone test you on the words.

[WORD LIST]

- enormous
- whale
- generally
- approach
- weigh
- equipped
- occasionally
- drowned
- trapped
- sufficient




[DICTATION PASSAGE]

The largest animal that has ever lived on our planet is still alive today. This enormous creature is the blue whale.

Found in oceans all over the world, the blue whale is generally twenty to thirty feet long at birth. It usually grows to about ninety feet, although some blue whales approach one hundred feet in length. A fully grown blue whale may weigh 350,000 pounds.

Like all whales, the blue whale is a mammal. It is equipped with lungs and must occasionally surface for air. It can drown if it becomes trapped underwater without sufficient air.

Lesson Title: Vocabulary (Word substitution)	Theme: Reading	
Lesson Number: L-09-066	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Learn and use new words. 2. Substitute words in a given passage. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Rules for substituting words at the end of the lesson plan 2. Sentences at the end of the lesson plan 3. Passage and example answer at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the rules for substituting words at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board. 3. Write the passage at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** What is another word for beautiful? Have pupils raise their hand to answer.
2. **Ask:** If I say, 'The flowers look beautiful today,' how can I say the same sentence, substituting the word 'pretty' for 'beautiful'? (Answer: The flowers look pretty today.)
3. **Ask:** Have I changed the meaning of the sentence or made the sentence clumsy? (Answer: No)
4. **Say:** Today we are going to learn how to substitute a word or expression in a passage.

Introduction to the New Material (10 minutes)

1. **Say:** When we substitute something, it means we replace one thing with another. For example, maybe when you are cooking, your favourite recipe calls for goats' meat but you don't have any so you substitute it with chicken.
2. **Say:** We can also substitute words or expressions in a passage. Let's look at some examples.
3. Write the question on the board: What devil went into the man?
4. Write 'possessed' above 'went into' in the sentence on the board.
5. **Say:** 'Possessed' can replace 'went into' in the above sentence without either changing its meaning or reading clumsily in the sentence.
6. Write the question on the board: What devil possessed the man?
7. **Say:** Notice that 'went into' is a verb in the past tense; 'possessed' is also a verb in the past tense.
8. Point to the rules for substituting words on the board (see end of lesson plan).
9. Revise the rules with pupils.
10. Ask pupils to copy the rules into their exercise books.

Guided Practice (12 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books. Give them time to write.
3. **Say:** We are going to substitute the underlined words with words that share the same meaning. Each sentence has 4 words in parentheses at the end. We are going to select the correct word to substitute in the sentence.
4. **Say:** We are going to do the first 4 sentences together.

5. Read the first 4 sentences to pupils one-by-one. After each sentence, ask pupils to tell you which word should be substituted in the sentence. (Answers: a. expecting b. unlawful c. kindergarten d. thrifty)
6. Circle the correct answer on the board and invite a pupil to read the sentence using the new word or expression.
7. **Say:** In choosing the answers to the questions above, we obeyed the following rules of word substitution:
 - a. verb for verb – expecting
 - b. adjective for adjective – unlawful
 - c. noun for noun – kindergarten
 - d. adjective for adjective – thrifty
8. Point to the remaining sentences on the board (see end of lesson plan).
9. Ask pupils to work in pairs. **Say:** With your partner do the substitutions for the rest of the sentences.
10. Give pupils 4 minutes to do the activity.
11. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
12. Check answers as a class. (Answers: 5. noun for noun – tripod 6. adverb for adverb – noiselessly 7. adverb for adverb – nearby 8. past tense verb for past tense verb – defeated 9. noun for noun – botany 10. past tense verb for past tense verb – was destroyed)

Independent Practice (8 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. Read the passage to pupils. Read slowly, clearly and with expression to make it interesting.
3. **Say:** Look at the passage on the board. Some of the words are underlined. I want you to write the passage in your exercise books. Instead of writing the underlined words, make substitutions. You have 5 minutes.
4. Give pupils time to write the passage with substitutions.
5. Move around the classroom to make sure pupils understand and are doing the task. Invite struggling pupils to work in pairs.
6. Ask pupils to work in pairs to share and compare the revised passage.
7. Discuss the substituted words as a class. (Answer: see example at end of lesson plan)

Closing (3 minutes)

1. Invite 1-2 pupils to read their new passage with substituted words to the class.

[RULES FOR SUBSTITUTING WORDS]

- a. Noun for noun
Example: He studied the practice of spying. (noun)
Example: He studied espionage. (noun)
- b. Adjective for adjective
Example: He is careful not to talk about private matters. (adjective)
Example: He is thrifty. (adjective)

c. Verb for verb

Example: They are taught to express the main ideas in short form. (verb-infinitive)

Example: They are taught to summarise. (infinitive-verb)

d. Adverb for adverb

Example: The angry spectators rushed quickly into the playing field. (adverb)

Example: The angry spectators rushed swiftly into the playing field. (adverb)

[SENTENCES]

1. We are looking forward to more tourists this season. (expecting, spying, receiving, welcoming)
2. Child-kidnapping is not permitted by law in this country. (discouraged, happening, not practiced, unlawful)
3. My grandchildren are in a school for very small children. (primary school, junior school, kindergarten, university)
4. She is careful and wise in using her money. (cunning, sly, crabby, thrifty)
5. The photographer is using a 3-legged support for his camera. (supporter, ladder, tripod, telescope)
6. The soldiers walked into the enemy camp without making noise. (bravely, carefully, cunningly, noiselessly)
7. The cinema building is situated close at hand. (touchable, well-positioned, nearby, tall)
8. They triumphed over their enemies. (convinced, shouted, defeated, congratulated)
9. She says her interest is in the study of plants. (biology, botany, gardening, horticulture)
10. After the war, the beautiful city lay in ruins. (was destroyed, was built, was improved, was pulled down)




[PASSAGE]

Aunt Marie is nice. Whenever it is somebody's birthday she always puts together a celebration. Last year she bought me a present. It was a very special book about warm-blooded animals. She told me that the writer of the book is a well-known scientist.

[EXAMPLE ANSWER]

Aunt Marie is kind. Whenever it is somebody's birthday she always organises a party. Last year she bought me a gift. It was a very special book about mammals. She told me that the author of the book is a famous scientist.

Lesson Title: Adverbs (Position of adverbs)	Theme: Grammar	
Lesson Number: L-09-067	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to place adverbs in their correct position in sentences.</p>		<p>Teaching Aids Sentences at the end of the lesson plan</p>		<p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

- Ask:** What is an adverb? Have pupils raise their hand to answer. (Answer: An adverb modifies or gives more information about verbs, adjectives and other adverbs.)
- Say:** An adverb can take different positions in a sentence. The position it takes in a sentence can change the meaning of that sentence. It can give the sentence double meanings and create confusion. Therefore, it is important for us to learn how to position an adverb correctly in a sentence.
- Say:** Today we are going to learn about the different positions an adverb can take in a sentence.

Introduction to the New Material (15 minutes)

- Write on the board: The general rule when placing an adverb in a sentence is to place it before the word it modifies.
- Read the definition on the board. **Say:** Let's look at some examples.
- Write all of the examples on the board as you discuss them.
- Say:** When you have a verb and its object in a sentence, do not separate them by putting other words between them. For example, 'Sorlie likes very much mangoes'. This is incorrect and confusing. We want to say, 'Sorlie likes mangoes very much'.
Example: Sorlie likes mangoes very much.
 subject verb object adverb
- Say:** 'Likes' is a verb. Its object is 'mangoes'. After 'mangoes' is the adverb of manner 'very much'. Note this order: subject + verb + object + adverb.
- Say:** Let's look at another example.
Example: The teacher received his salary yesterday.
 subject verb object adverb
- Say:** 'The teacher' is the subject. 'Received' is the verb and 'his salary' is its object. The adverb of time 'yesterday' goes after. The order is: subject + verb + object + adverb.
- Say:** A verb and an adverb of a place (where) go together. The adverb of a place goes with the verb.
Example: Mariama goes to school in Makeni.
 subject verb adverb of a place
- Say:** But if the verb takes an object, place the object after the verb and put the adverb last.
Example: Hannah's mother took her to school.

subject verb object adverb

10. **Say:** Adverbs of time (how long, when, how often) normally go after adverbs of a place.

Example: Some pupils go to school very late.
Subject verb adverb of a place adverb of time

11. **Say:** It is also possible to place time words at the beginning of sentences.

Example: On Mondays, traffic is heavy in Freetown.
Time words (adverbs)

12. **Say:** Some time words (often, always, never, probably) go with the verb in the middle of a sentence.

Example: They often come to visit us.

13. **Say:** There are exceptions to the rule about time words with the verb in the middle of a sentence.

14. **Say:** If the verb is one word (such as a simple present and simple past tense), time words (also, always, often) go before the verb.

15. **Say:** The adverbs 'also', 'always' and 'often' go before the expression 'have to'.

Example: Customers at a bank always have to stand in a queue.
adverb verb

16. **Say:** Adverbs always go after the verb 'to be' (is/are were/was).

Examples: Dogs are always loyal.
They were never ungrateful.
She is always present.

17. **Say:** If a verb consists of 2 or more words (can go; does not drink), the adverb goes after the first part of the verb, followed by the second part of the verb.

Example: He will never learn to swim.
1st part of verb adverb 2nd part of verb

18. **Say:** The word 'probably' stands before a negative.

Example: They will probably not come today.

19. **Say:** One of the main functions of an adverb is to modify verbs. For this reason, it is usually positioned before or after the verb it modifies.

Examples:

Rain seldom falls in a desert. (before verb)
adverb verb

Mbalu runs fast. (after verb)
verb adverb

20. **Say:** The position of adverbs could create slight changes in the meaning of a sentence.

Example: Clearly, Musu read the letter.
Musu read the letter clearly.

21. **Say:** In the first sentence, 'clearly' means without any doubt. But in the second sentence, 'clearly' refers to the manner in which Musu read the letter, probably without making any mistakes.
22. Ask pupils to copy the examples you have written on the board.

Guided Practice (7 minutes)

1. **Say:** Now we are going to place adverbs in their correct positions in a sentence.
2. Write the following sentences on the board. Ask pupils to copy them into their exercise books as you write.
 - a. They are going home. (both)
 - b. They will learn to swim. (never)
 - c. Farmers have to work hard for their living. (often)
 - d. They will not accept the job. (probably)
3. **Say:** Look at the sentences. We are going to put the adverbs in parentheses in the correct position in the sentence.
4. Read the first sentence aloud. Ask pupils where the adverb 'both' goes in the sentence. (Answer: They are both going home.)
5. Read the second sentence aloud. Ask pupils where the adverb 'never' goes in the sentence. (Answer: They will never learn to swim.)
6. Read the third sentence aloud. Ask pupils where the adverb 'often' goes in the sentence. (Answer: Farmers often have to work hard for their living.)
7. Read the last sentence aloud. Ask pupils where the adverb 'probably' goes in the sentence. (Answer: They will probably not accept the job.)

Independent Practice (8 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** Now you are going to work on your own. Please do this exercise exactly as you and I have just done together. You are going to put the adverbs in parentheses in the correct position in the sentence.
3. Give pupils 4 minutes to write the sentences using the adverbs in parentheses.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. Check answers as a class. (Answers: a. You are all going to do the exercise. b. I am sure they will never come again. c. You have to quickly read the questions; You have to read the questions quickly. d. Monkeys like bananas very much. e. She seldom fails her exams. f. It will probably not rain today.)
6. Write the correct answers on the board. Ask pupils to check their work to make sure they have written the sentences correctly. If they made mistakes, they should correct them now.




Closing (3 minutes)

1. **Ask:** Why is it important for us to place an adverb in its correct position in a sentence? (Answer: to avoid creating double meanings in a sentence, which create confusion)
2. **Ask:** What is the usual function of an adverb? (Answer: It modifies or gives more information about verbs, adverbs and adjectives.)
3. **Say:** Today, we have learned to place an adverb in its correct position in a sentence.

[SENTENCES]

- a. You are going to do the exercise. (all)
- b. I am sure they will come again. (never)
- c. You have to read the questions. (quickly)
- d. Monkeys like bananas. (very much)
- e. She fails her exams. (seldom)
- f. It will not rain today. (probably)

Lesson Title: Idiomatic Expressions	Theme: Grammar	
Lesson Number: L-09-068	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Explain idioms and give the meanings of simple idiomatic expressions. 2. Use idiomatic expressions in writing. 	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** Today we are going to learn about expressions that are present in every language, including English. These expressions are called 'idioms'.
2. **Ask:** By a show of hands, how many of you have heard this word? Have pupils raise their hand to answer.
3. **Say:** Who can give us an example of an idiom? Listen to pupils' answers.

Introduction to the New Material (15 minutes)

1. **Say:** Idioms are present in all languages. We all have them in our different native languages, but today we are going to learn some idioms in English.
2. **Say:** 'Idiom' means the following:
 - a. A group of words whose meaning is different from the meanings of the individual words in the group.
 - b. It is the kind of language used by particular people at a particular time or place.
3. Write the definitions of idiom on the board. Have pupils copy the definitions into their exercise books.
4. **Say:** Let's look at some common idioms.
 - a. 'Let the cat out of the bag' is an idiom meaning to tell a secret by mistake.
 - b. 'Put one's foot down' means to be very strict in opposing what somebody wishes to do.
 - c. 'Second-hand' means not new, owned by somebody else before.
 - d. 'See eye-to-eye' means to agree with someone or have the same opinion about something.
5. Write the example idioms on the board and ask pupils to copy them into their exercise books as you write.
6. **Say:** An idiom means something different when you look at the group of words than the meaning of each word alone. For example, 'let the cat out of the bag' does not mean that a cat is physically taken out of a bag. It has a different meaning than the one stated.
7. Let's take a look at another idiom: 'A bird in the hand is worth 2 in the bush'.
8. **Say:** This idiom means it is better to keep something that you already have than to risk losing it by trying to get much more. It does not mean that somebody is holding a bird. It has a different meaning than the one stated.
9. **Say:** This idiom gives everybody a good piece of advice about life and how we should live in life.
10. **Say:** Idioms often say something about life. Some give wise advice to people. They do so in a light-hearted manner, in a way that makes people laugh.

11. **Say:** For example, to 'kick the bucket' means 'to die', not to physically kick a bucket.

Guided Practice (5 minutes)

1. Write these idioms on the board:
 - a. Out of the frying pan into the fire.
 - b. Look before you leap.
2. **Say:** Look at the idioms on the board.
3. Read the idioms aloud.
4. **Say:** Now, look at the first idiom and try to interpret its meaning.
5. **Say:** Remember that the meaning of the individual words will not give you the meaning of the entire group of words.
6. **Ask:** Let's take a look at the first idiom. Can anyone tell me what it means?
7. Invite a few pupils to guess the meaning.
8. **Say:** The first idiom means going from a bad situation to one that is worse. It does not mean something jumping out of the frying pan into the fire.
9. **Say:** Now look at the second idiom. Can anyone tell me what it means?
10. Invite a few pupils to guess the meaning.
11. **Say:** The second idiom means, think about the possible results or dangers of something before doing it.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books. Give them time to write.
3. **Say:** Look at the sentences on the board. All of the sentences have an idiom. The idiom is underlined.
4. Ask pupils to work in pairs. **Say:** With your partner, discuss the idioms and their possible meaning. Use the other words in the sentence to help you infer meaning. You have 4 minutes.
5. After 4 minutes, invite different pupils to explain the meaning of each idiom.
6. Write the answers on the board. Ask pupils to copy the answers as you write.
 - a. to feel under the weather
meaning: to feel sick or unwell
 - b. to cost an arm and a leg
meaning: to be very expensive
 - c. to bite the dust
meaning: to die
 - d. Break a leg
meaning: Good luck!
 - e. a piece of cake
meaning: easy to do
7. **Ask:** How did you do? Did you guess the meanings correctly?
8. **Say:** Now I want you to try to use the idioms in writing. Write your own sentences for the idioms we just discussed. Use the sentences on the board as examples to help you.
9. Give pupils 4 minutes to write their sentences.
10. Move around the classroom to make sure pupils understand and are doing the task.

11. Ask pupils to work in pairs to share and compare their sentences.




Closing (3 minutes)

1. Invite as many pupils as possible to read a sentence to the class.

[SENTENCES]

- a. I stayed in bed all day because I felt under the weather.
- b. She did not buy the dress because it cost an arm and a leg.
- c. I had a terrible dream that I fell into a dark hole and bit the dust.
- d. I told my sister to break a leg before her exams.
- e. The maths test was a piece of cake.

Lesson Title: Comprehension	Theme: Reading	
Lesson Number: L-09-069	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to answer objective-type questions on a comprehension passage.</p>	 <p>Teaching Aids 1. Passage at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the passage 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 (1 minute)

1. **Say:** Last term, we learned how to answer comprehension questions from the text.
2. **Say:** Today, we are going to answer more objective-type questions on a comprehension passage.

Introduction to the New Material (9 minutes)

1. **Say:** There are many different types of questions. Let's revise some examples.
 - a. true or false questions
Example: Is Mr. Cole the Principal of St. Edwards Secondary School?
 - b. short answer questions
Example: What is your name?
 - c. multiple choice questions
Example: Where do you live? a. Accra b. Freetown c. Johannesburg
 - d. subjective questions
Example: Who stole my book?
 - e. matching questions
Example: Match the items in Column A with those in Column B.

A	B
animal	table
person	dog
thing	Macfoy

2. **Say:** These types of questions are all answered in a different way. They have different answering techniques.
3. **Say:** At BECE, the requirements for comprehension answers are based on only one technique, which is the objective-type answer.
4. **Say:** You will be given a question with 4 answers to choose from.
5. **Say:** You are expected to choose the correct answer from the 4 choices from A to D.
6. **Say:** Only one answer is correct and the rest are incorrect.
7. **Say:** You will be given an answer sheet for BECE. Once you have decided on the correct answer, shade the correct answer on the answer sheet provided.
8. **Say:** Today we are going to practise reading a passage and answering comprehension questions on it, like we will have to do for BECE.
9. **Say:** It is important when you read a new passage that you read it 2 or 3 times to be familiar with it before answering the questions. You want to make sure you understand the passage first.

10. **Say:** Also, you should revise the questions once or twice and then refer to the passage for answers. Be careful when answering questions on the passage.

Guided Practice (10 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. **Say:** Look at the sample passage on the board. This is a sample passage from BECE.
3. **Say:** I am going to read the passage on the board to you. I want you to listen and follow along.
4. After you have finished reading, ask pupils to read the passage silently.
5. **Say:** Remember it is important to read a passage more than once before answering comprehension questions.
6. Give pupils time to read.
7. While pupils are reading, write the following questions on the board.
 - What does 'strange atmosphere' in the question mean?
 - a. tense
 - b. happy
 - c. warm
 - d. sad
 - What does 'chatting' mean in the passage?
 - a. formal discussion
 - b. informal discussion
 - c. talking to oneself
 - d. shouting
8. **Say:** Look at the questions I just wrote on the board. This is the same format as the questions you will answer for BECE. Notice that each question has 4 answers. Only one answer is correct.
9. Read the first question aloud. Have pupils raise their hand to answer. (Answer: a)
10. Read the second question aloud. Listen to pupils' answers. (Answer: b)

Independent Practice (13 minutes)

1. Ask pupils to copy the passage on the board into their exercise books.
2. Point to the questions on the board (see end of lesson plan).
3. Ask pupils to copy the questions as well and circle the correct answer.
4. Give pupils time to write.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. Check answers as a class. (Answers: 1. d 2. c. 3. c. 4. a. 5. b. 6. b. 7. a)

Closing (2 minutes)

1. **Ask:** How are questions presented on BECE? (Answer: A question with 4 answers to choose from. Only one is correct.)
2. **Ask:** What can you do to perform better when reading and answering comprehension questions? (Example answer: Read a passage 2-3 times before answering the questions.)

[PASSAGE: EXCERPT FROM BECE 2014]

There was tension in the village. People were whispering to one another, afraid to raise their voices. No one wanted to be caught explaining what happened. Someone, no one was sure who it was, had reported that he or she had seen Ya Marie's cat turn into a snake! Not only that, the snake then started chatting heartily with Ya Marie.

This was serious. But who would go to Ya Marie's house to confirm this? The village head man was confused and even his attendants were reluctant to visit Ya Marie. Some villagers felt strongly that Pastor Peter from the next village should be sent to solve the mystery.

As for Ya Marie, she wandered from place to place trying to know the reason for all the whispering. But no one would talk to her. In fact, people turned their faces whenever she appeared. In despair, she returned home.

A few brave young men followed her quietly and hid behind her window. Ya Marie called out to her visitor, a nephew from the city, and explained the strange atmosphere in the village to him. Then the brave young men realised that it was this visitor who had been chatting with Ya Marie, not a snake or a cat.

[QUESTIONS: EXCERPT FROM BECE 2014]

1. What caused the tension in the village?
 - a. Cats and snakes were chatting.
 - b. Ya Marie killed the cat.
 - c. Someone saw Ya Marie talking with a snake.
 - d. Someone claimed to have heard Ya Marie talking with a snake.

2. Why were the people in the village afraid to raise their voices?
 - a. They were afraid of the snake biting them.
 - b. They were afraid to die.
 - c. They did not want to be caught explaining what had happened.
 - d. They liked to remain silent.

3. Why was the village headman worried?
 - a. Everybody wanted to fight Ya Marie.
 - b. No one agreed to fight Ya Marie.
 - c. Everyone was afraid to find out from Ya Marie what had happened.
 - d. People were afraid of a snake bite.




4. Why were the villagers afraid to talk to Ya Marie?
 - a. They thought she had a snake.
 - b. They knew she had a snake.
 - c. She was going around with a snake.
 - d. Women should not make friends with a snake.

5. What is the name of the Pastor mentioned in the story?
 - a. Pastor Paul
 - b. Pastor Peter
 - c. Pastor Potash
 - d. Pastor Pete

6. Who was Ya Marie actually talking to?
 - a. her uncle from the village
 - b. her nephew from the city
 - c. her niece from the city
 - d. her friend from the city

7. What does 'strange atmosphere' in the passage mean?
 - a. The atmosphere was tense.
 - b. The atmosphere was happy.
 - c. The atmosphere was warm.
 - d. The atmosphere was sad.

Lesson Title: Composition	Theme: Writing	
Lesson Number: L-09-070	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use idiomatic expressions and direct speech in narrative composition.</p>	 <p>Teaching Aids 1. Idioms at the end of the lesson plan (taught in L-09-68) 2. Narrative at the end of the lesson plan</p>	 <p>Preparation 1. Write the idioms at the end of the lesson plan on the board. 2. Write the narrative at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What do you remember about idioms? Have pupils raise their hand to answer. (Example answers: Idioms are groups of words with special meanings. Idioms sometimes contain wise advice about life.)
2. **Ask:** What is direct speech? (Answer: the exact words a person says, written in inverted commas)
3. **Say:** Today we are going to learn how to include idioms in our writing or composition. We are also going to use direct speech in our compositions.

Introduction to the New Material (12 minutes)

1. **Say:** Today, we are going to practise writing narrative compositions. In life, we are always engaged in narrating or talking about events or happenings. We are going to learn to make our narratives more interesting by adding or including idioms and direct speech.
2. **Say:** First of all, let's revise some of the idioms we learned previously.
3. Point to the idioms on the board (see end of lesson plan).
4. Discuss 4-5 of the idioms with pupils.
5. **Say:** Now, let us think of possible events that we can narrate. For instance, let's take an event in our family, such as a wedding.
6. **Say:** We can use idiomatic expressions in our narrative to make our writing more interesting. For example:
 - Father put his foot down about keeping to the fixed date for the wedding.
 - The children were requesting brand new clothes and footwear and not second-hand items.
7. **Say:** In the same way, we can include direct speech in our narrative to make our writing more interesting.
8. **Say:** We are going to write about the same family event, a wedding.
9. **Say:** But we are now going to put words in the mouths of people and make them say these words in the narrative. For example, we can make mother say the following within our narrative: 'Wow, I think I omitted Mrs. Musa's name in the guest list', said mother as she went through the list of neighbours she had invited.
10. **Say:** When we include direct speech in our narrative, we make our story sound more interesting and convincing.

Guided Practice (5 minutes)

1. **Say:** Let's look at another example of how we can use idiomatic expression and direct speech in our narratives.
2. **Say:** For instance, 2 friends were chatting about events in their neighbourhood as follows: 'We seem to have jumped from the frying pan into the fire, by moving from the main road to the wharf area', said Agatha to her friend Massa as they walked to school.
3. **Ask:** What does Agatha mean by 'jumped from the frying pan into the fire'? (Answer: move from a bad situation to a worse one)
4. Ask pupils to work in pairs. **Say:** With your partner, discuss why you think Agatha said that. **Ask:** What could Massa say in response?
5. Give pupils 2 minutes to discuss. Move around the classroom and listen to pupils' discussions.

Independent Practice (13 minutes)

1. Point to the narrative on the board (see end of lesson plan).
2. **Say:** I am going to read the narrative to you. I want you to listen and follow along. Pay attention to the idioms and direct speech.
3. Read the narrative to pupils. Read slowly, clearly and with expression to make it interesting. Emphasise the direct speech and idioms.
4. **Say:** This is an example of what I expect you to write. You must use idioms and direct speech to make your narrative lively.
5. **Say:** Now I want you to write your own composition. You will write a short one-paragraph narrative composition using direct speech and idioms. Think of a situation that you want to write about. Look at the idioms on the board. I want you to select at least one idiom to include in your narrative. You have 8 minutes.
6. Move around the classroom to make sure pupils understand and are doing the task. Help pupils include direct speech and idioms in their narrative.
7. Ask pupils to work in pairs to share and compare their compositions.

Closing (3 minutes)

1. Invite as many pupils as possible to read their narrative to the class.

[IDIOMS]




- to let the cat out of the bag
- to put one's foot down
- second-hand
- a bird in the hand is worth 2 in the bush
- to kick the bucket
- out of the frying pan, into the fire
- to look before you leap
- to cost an arm and a leg
- to bite the dust
- break a leg
- a piece of cake

- to feel under the weather

[NARRATIVE]

It was in the middle of July. Peter and his friend Musa were returning home from school when Peter let the cat out of the bag. He burst out, 'My mother is having another baby!' Peter did not look happy about it. 'Oh really? Is your mother excited?' asked Musa. 'No, she says babies cost an arm and a leg these days', Peter replied.

Lesson Title: Revision of Question Tags	Theme: Grammar	
Lesson Number: L-09-071	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to discuss statements that take negative question tags and those that take positive question tags.</p>	 <p>Teaching Aids 1. List of positive and negative question tags at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the list of positive and negative question tags 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 (4 minutes)

- Say:** We have studied question tags and how they are formed.
- Ask:** What are question tags? Have pupils raise their hand to answer. (Answer: a group of words ending with a question; short questions usually added or attached to the end of a statement)
- Ask:** When do we use question tags? (Answer: We use question tags when we think we know the answer to something and are checking if we are right.)
- Ask:** What kind of answers do question tags require? (Answer: short answers beginning with yes or no)
- Say:** Today, we will revise question tags and discuss statements that take both positive and negative tags.

Introduction to the New Material (12 minutes)

- Say:** Question tags can be both negative and positive.
- Say:** Let's revise both positive and negative tags.
- Ask:** What kind of question tag goes with a negative statement? (Answer: positive question tag)
- Ask:** What kind of question tag goes with a positive statement? (Answer: negative question tag)
- Point to the list of positive and negative question tags on the board (see end of lesson plan).
- Revise the question tags with pupils.
- Write the full and contracted forms of negative question tags on the board. Ask pupils to copy them into their exercise book as you write.

Full form

Is not it?
Are not they?
Does not he?
Has not she?

Contracted form

Isn't it?
Aren't they?
Doesn't he?
Hasn't she?

- Revise the full and contracted forms of negative question tags with pupils. Remind pupils that contracted forms of verbs are always used in negative tags.
- Write these questions on the board:
 - They can be tiresome sometimes, can't they?
 - You do a lot of farm work, don't you?
 - She isn't satisfied with our performance, is she?
 - They aren't travelling tomorrow, are they?

10. Revise all the 4 statements and their tags, step-by-step with pupils. Ask pupils to identify the statements and the question tags. Underline the statements, then underline the tags.
11. **Say:** Let's look at these questions again. I want you to tell me if the statements and question tags are positive or negative. (Answers: below)
 - a. positive statement, negative question tag
 - b. positive statement, negative question tag
 - c. negative statement, positive question tag
 - d. negative statement, positive question tag

Guided Practice (7 minutes)

1. **Say:** Let's look at some examples of statements with positive and negative question tags. I am going to read the statement. I want you to raise your hand to tell me the question tag that goes with the statement.
 - a. Brima has gone to the farm, (Answer: hasn't he?)
 - b. Aunty Alice didn't buy me a new bag, (Answer: did she?)
 - c. You can do it on your own now, (Answer: can't you?)
 - d. They aren't that nice, (Answer: are they?)
 - e. The Nile is the longest river in the world, (Answer: isn't it?)
 - f. Blue whales are the biggest mammals, (Answer: aren't they?)

Independent Practice (10 minutes)

1. Write these question tags on the board.
 - a. have not you?
 - b. cannot I?
 - c. will not she?
 - d. do not they?
2. **Say:** I want you to write the contracted forms of these question tags in your exercise books.
3. Give pupils time to write.
4. Check answers as a class. (Answers: a. haven't you? b. can't I? c. won't she? d. don't they?)
5. Point to the questions on the board (see end of lesson plan).
6. **Say:** Look at the questions on the board. Write them in your exercise books with the correct question tag.
7. Give pupils 3 minutes to do write the questions.
8. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
9. Ask pupils to exchange their books with a partner to share and compare their answers.
10. Check answers as a class. (Answers: see below)
 - a. Jane left very early today, didn't she?
 - b. Lamin can't speak properly, can he?
 - c. He will teach us tomorrow, won't he?
 - d. You won't make it after all, will you?
 - e. Kemoh bought some oranges yesterday, didn't he?

f. We don't have much time left, do we?

11. Write the answers correctly on the board.

12. Ask pupils to compare their answers with the ones on the board. If they made mistakes, they should correct them now.

Closing (2 minutes)

1. Ask pupils to work in pairs and ask each other questions using positive and negative question tags.

2. **Say:** Now we know how to use positive and negative question tags with positive and negative statements.

[LIST OF POSITIVE AND NEGATIVE QUESTION TAGS]

Negative tags

isn't it?

don't you?

can't she?

haven't you?

doesn't he?

Positive tags

does he?

have we?

will they?

are we?

can it?

[QUESTIONS]

a. Jane left very early today, _____?

b. Lamin can't speak properly, _____?




c. He will teach us tomorrow, _____?

d. You won't make it after all, _____?

e. Kemoh bought some oranges yesterday, _____?

f. We don't have much time left, _____?

Lesson Title: Present Perfect Tense	Theme: Grammar	
Lesson Number: L-09-072	Class/Level: JSS 3	Time: 35 minutes

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

1. **Ask:** What are the 3 present tense verbs? Have pupils raise their hand to answer. (Answer: simple present, present continuous, present perfect)
2. **Ask:** When do we use the simple present tense? (Answer: to talk about regular, routine actions; statements of fact)
3. **Ask:** When do we use the present continuous tense? (Answer: to talk about what is happening right now)
4. **Ask:** When do we use the present perfect tense? (Answer: to talk about actions that began at some time in the recent or near past and continued)
5. **Say:** Today's lesson will look at the present perfect tense. We shall look at how to form the tense and how to use it in sentences.

Introduction to the New Material (15 minutes)

1. **Say:** The present perfect tense is a present tense that is connected with the recent or near past.
2. **Say:** The present perfect is formed with the present tense of the verb 'to have' and the past participle of the main verb. We call 'have' the helping verb in the present perfect tense.
3. Write the verb formation table on the board and ask pupils to copy it into their exercise books.

Subject	Positive Sentence	Negative Sentence	Question
I You We They	subject + have + past participle.	subject + have not/haven't + past participle.	have + subject + past participle?
He She It	subject + has + past participle.	subject + has not/hasn't + past participle.	has + subject + past participle?

4. Revise the table with pupils.
5. **Say:** The present perfect is used to express the following:
 - an action that began in the past and recently finished
Example: I have learned about Shakespeare.
 - an action that will be already finished at some time in the future
Example: I will give you the book when I have read it.
 - sentences containing expressions of time beginning with 'for' and 'since'

Example: We have lived here for 10 years.

6. Write the different uses of the present perfect tense and their examples on the board. Ask pupils to copy them into their exercise books.
7. Give pupils time to write.
8. **Say:** Let's recall how we form the past participle. For most verbs we form the past participle the same way we form the simple past tense. We add 'ed'. For example, walk – walked, listen – listened.
9. Ask 4-5 pupils to give examples of the past participle of regular verbs. Listen to pupils' answers and write some examples on the board.
10. **Say:** There are some exceptions to this rule.
11. Write the table on the board and ask pupils to copy it into their exercise books as you write.

Exceptions in spelling when adding '-ed'	Examples
when a word ends in -e only add 'd'	love – loved, like – liked
when a word ends in -y drop the 'y' and add 'ied'	hurry – hurried, study – studied
when a word ends in a vowel consonant, double the consonant	travel – travelled, admit - admitted

12. Revise the table with pupils. Ask 4-5 pupils to give more examples of the different exceptions. Write some pupils' examples on the board.
13. **Say:** There are some verbs that are irregular in the past participle. We need to memorise these.
14. Ask 4-5 pupils to give more examples of irregular past participles. Write some pupils' examples on the board. (Example answers: run – ran – run, speak – spoke – spoken, think – thought – thought, steal – stole – stolen)

Guided Practice (5 minutes)

1. **Say:** We have learned how to form the present perfect and when to use it.
2. **Say:** Let's practise asking and answering questions using this tense.
3. Ask pupils 3-4 other questions using the present perfect tense. (Example questions: Have you been to Nigeria? Yes, I have. No, I have not./No, I haven't. Have you eaten fish? Have you ever been to Freetown? Has he played football before?)
4. Ask pupils to work in pairs and practise asking and answering questions using the present perfect tense.
5. Move around the classroom to make sure pupils understand and are doing the task. Listen to pupils and correct any mistakes you hear.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** Now I want you to complete these sentences. Write the sentences in your exercise books and fill in the blanks with the present perfect tense of the verbs in parentheses.
3. Give pupils 6 minutes to write the sentences.
4. Ask pupils to work in pairs to share and compare their answers.
5. Check answers as a class. (Answers: a. has left b. have finished c. has dropped d. have sat e. have been f. have never visited g. has written)




Closing (2 minutes)

1. **Say:** We have learned how to form the present perfect tense and when to use it.
2. **Ask:** When do we use the present perfect? (Answer: when an action has just ended; when we use expressions of time beginning with 'since' and 'for'; when we talk about actions that will be finished at some moment in the future)

[SENTENCES]

- a. The teacher _____ the class. (left)
- b. We _____ our work. (finish)
- c. Mary _____ her pen. (drop)
- d. The pupils _____ in class for hours. (sit)
- e. The pupils _____ in this class for 6 months. (be)
- f. I ___ never _____ Ghana. (visit)
- g. She _____ 5 letters to the Chairman. (write)

Lesson Title: Prepositions	Theme: Grammar	
Lesson Number: L-09-073	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to differentiate and use 'between', 'among' and 'to' as well as 'through', 'inside' and 'within'.</p>	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. **Ask:** What do prepositions do? (Answer: They show relationships between other words and nouns or pronouns.)
2. **Ask:** Can you name some prepositions? Have pupils raise their hand to answer. (Example answers: to, in, at, on, beside, under, into, about)
3. **Say:** Good! Now can I have 2 volunteers use prepositions in a sentence? Listen to pupils' examples.
4. **Say:** Today we are going to look at the differences between some new prepositions and learn how to use them correctly.

Introduction to the New Material (12 minutes)

1. Write the prepositions on the board: between, among, to.
2. **Say:** The first group of prepositions that we will look at are: between, among, to.
3. Write all the definitions and examples on the board as you discuss them as a class.
4. **Say:** The prepositions 'between' is used when you refer to 2 things or people or groups. Do not use 'between' to refer to more than 2 people, things or groups.
5. Examples:
 - Share this bread between Fatmata and Kadie.
 - Things cannot work between you and me.
 - His house is between the school and the town hall.
6. **Say:** The preposition 'among' is used to refer to 3 or more people, things or groups. Do not use 'among' to refer to only 2 people or things.

Examples:

 - Why are the JSS 3 pupils quarrelling among themselves?
 - Among all the boys in the class, Musa is the tallest.
7. **Say:** It is incorrect to say, 'There is a problem among the 2 girls'. It is correct to say, 'There is a problem between the 2 girls' or 'There is a problem among the 3 girls'.
8. **Say:** The preposition 'to' can be used as a pointer and can be used with both singular and plural nouns or pronouns.

Examples:

 - Give the books to the teacher. (singular noun)
 - Give the books to them. (plural pronoun)
9. Ask pupils to copy the definitions and examples on the board into their exercise books. Give them time to write.

10. Write the prepositions on the board: through, inside, within.
11. **Say:** The second group of prepositions that we will look at are: through, inside and within.
12. Write all the definitions and examples on the board as you discuss them as a class.
13. **Say:** 'Inside' is used to mean 'within'.
14. **Say:** However, there is a small difference.
15. **Say:** When you are 'inside' a place, you are free to go outside whenever you wish.
Examples:
 - He is inside the house.
 - You are inside the school.
16. **Say:** The preposition 'within' is used to mean confinement so there are limitations on movement from a particular place or surrounding.
Examples:
 - Pupils must stay within the school compound. (They are not allowed to go out of the school compound.)
 - He stayed within the house because he was sick. (He could not go out of the house.)
17. **Say:** 'Through' indicates a passage. You walk 'through' something to get somewhere.
Example:
 - The thieves enter the house through the window.
18. **Say:** You can also go through one place to enter or reach another.
Example:
 - The new road goes through our village to Tongo.
19. **Say:** Ask pupils to copy the definitions and examples on the board into their exercise books. Give them time to write.

Guided Practice (7 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** I want you to fill in the blank spaces in the sentences with the prepositions we discussed today, 'among, within, between, to, inside, through'. Write the complete sentences in your exercise books. Each preposition can be used only once.
3. Give pupils 4 minutes to write the sentences.
4. Check answers as a class. (Answers: a. among b. between c. to d. through e. inside f. within)
5. Encourage pupils to make any corrections in their exercise books.
6. Correct any mistakes.

Independent Practice (10 minutes)

1. **Say:** We have learned about 6 different prepositions. I want you to write a sentence using each of the prepositions. That means you will write 6 sentences. Your sentence should bring out the differences between the prepositions.
2. **Say:** Listen to my examples.
3. Read these sentences to pupils twice.
 - Sierra Leone is between Guinea and Liberia.
 - Kabala is situated among hills.
4. **Say:** You have 5 minutes to write your sentences.
5. Give pupils time to write.

6. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
7. Ask pupils to work in pairs to share and compare their sentences.




Closing (2 minutes)

1. Invite as many pupils as possible to read their sentences to the class.

[SENTENCES]

- a. _____ all the animals in the forest, the elephant is the biggest.
- b. We shared the presents _____ Mother and Father.
- c. Give the keys _____ the principals.
- d. I saw the man walk _____ the door.
- e. What were you doing _____ that kitchen?
- f. Stay _____ the compound until we return.

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-074	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to recall details and requirements for BECE.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

1. **Say:** As we prepare for BECE, we need to know the divisions of English Language Arts and the requirements for each part.
2. **Ask:** What are the branches that make up English Language Arts? (Answer: prose, poetry and drama)
3. **Say:** You have already learned the requirements for prose. Today, you will learn more about the requirements for poetry.

Introduction to the New Material (10 minutes)

1. **Say:** In BECE, you are expected to answer 10 questions from the 4 poems that you study.
2. Write the points on the board as you name them. **Say:** The 4 poems include:
 - 1 sonnet – Example: Drought
 - 1 descriptive poem – Example: The Village Schoolmaster
 - 2 narrative poems – Examples: Abiku and The Blind Boy
3. Write the points on the board as you name them. **Say:** You are expected to have knowledge of the following:
 - names of the poets
 - themes of the poems
 - the literary devices
 - settings of the poems
 - subject matter in the poems
 - meanings of words and expressions
4. **Say:** The first requirement for passing poetry on exams is to study the details of the poem very well.
5. **Say:** Questions will cover some or all of these points.
6. **Say:** You are required to answer all of the 10 questions that are asked on the poems. Each poetry question scores 2 marks.
7. **Say:** The questions are very short and they require very short answers. Some questions require only one answer, but other questions require 2 answers.
8. **Say:** If you give 2 answers to a question that requires only one answer, make sure that both answers are correct. If you give 2 answers and one of them is incorrect, you will score no mark for that question.

Guided Practice (10 minutes)

1. Write the following questions on the board.

- a. How many questions are you expected to answer in poetry at BECE?
 - b. What is the disadvantage of giving 2 answers for a question that requires only one answer?
 - c. How many points is each question worth?
 - d. How many marks will you score if you get all the answers right in poetry?
 - e. What is the first requirement for you to pass poetry on BECE?
 - f. Name the 3 types of poems that you are studying for BECE.
 - g. Give an example of each type of poem.
2. Ask pupils to copy the questions into their exercise books. Give them time to write.
 3. Ask pupils to work in pairs to answer the questions.
 4. Check answers as a class. (Answers: a. 10 b. If one answer is wrong, you will get no marks. c. 2 points d. 20 marks e. study the poems. f. sonnet, descriptive poem and narrative poem g. sonnet – Drought; descriptive poem – The Village Schoolmaster; narrative poems – Abiku and The Blind Boy)




Independent Practice (10 minutes)

1. **Say:** Imagine that you are to take the BECE next week.
2. **Ask:** What are the points that you need to revise in preparation? (Answer: names of the poets, themes of the poems, literary devices, settings of the poems, subject matter in the poems, meanings of words and expressions)
3. **Say:** Turn to a partner and discuss the points that you need to revise in poetry. Try to recall information about the poems you have read. Look back at your notes from previous lessons.

Closing (2 minutes)

1. Ask pupils to copy all of the information on the board into their exercise books.
2. **Say:** I advise you to study your notes and all the information that you get in school to prepare for BECE.

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-075	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the theme and demonstrate understanding of the content of a poem through questions and answers.</p>	 <p>Teaching Aids 1. Poem at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the poem 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)

1. **Say:** In our previous poetry class, we discussed the requirements for BECE.
2. **Ask:** Who can tell us the requirements for poetry? Have pupils raise their hand to answer.
(Example answers: knowledge in the subject matter of the poem; knowledge of literary devices; names of poets; themes of poems; setting of poems; meanings of words and expressions)
3. **Ask:** Can anyone tell us what the theme of a poem is? (Answer: the main idea)
4. **Say:** Today, you will identify the theme and explain the ideas in the poem '*The Village Schoolmaster*'.

Introduction to the New Material (10 minutes)

1. **Say:** The poem '*The Village Schoolmaster*' by Oliver Goldsmith is a descriptive poem.
2. **Say:** The narrator is the person who tells the story in a poem. In this poem the narrator is a former pupil of the village Schoolmaster.
3. **Say:** The poem describes the Schoolmaster.
4. Point to the poem on the board (see end of lesson plan).
5. **Say:** I am going to read the poem to you. I want you to listen and follow along.
6. Read the poem to pupils. Read slowly, clearly and with expression. Make sure you pronounce the words correctly.
7. Discuss the poem with pupils.
8. **Say:** In lines 1 – 4, the narrator describes the Schoolmaster as a strict or hard man, by using the words 'severe' and 'stern'.
9. **Say:** The narrator was one of the truants in the class. A truant is a pupil who is absent from or leaves school without permission. The truants were often punished by the Schoolmaster.
10. **Say:** In lines 5 – 6, there is a contrast in the Schoolmaster's character. We see that although he was strict, he was kind.
11. **Say:** For example, the Schoolmaster would tell his pupils many jokes. The pupils did not enjoy the jokes, but they laughed because they were afraid of the Schoolmaster.
12. **Say:** The narrator calls their laughter 'counterfeited glee' because it was fake laughter representing fake joy.
13. **Say:** The Schoolmaster had other qualities. He loved learning. He liked to argue.
14. **Say:** When he realised that he was losing an argument, he used high-sounding, very long and bombastic words.
15. **Say:** Bombastic words are words that sound big and important but have little meaning or value.
16. **Say:** On hearing these words, the people who were arguing with him gave up the argument.

17. **Say:** The people were amazed or surprised that although the Schoolmaster's head was very small, there was so much knowledge in it.

Guided Practice (10 minutes)

1. Ask pupils to copy the poem into their exercise books. Give them time to write.
2. **Say:** Let's look at the theme of the poem.
3. **Say:** Remember, the theme is the main idea or message.
4. **Say:** The central theme of the poem is about education. The Schoolmaster has a greater level of education than the villagers and they admire him and respect him for his education. They admire his knowledge.
5. **Say:** The Schoolmaster loved learning and wanted to share learning and knowledge with the villagers.
6. **Say:** This poem is a part of a longer poem called, '*The Deserted Village*' which was written a very long time ago. It was written in 18th century England.
7. **Say:** Because the poem is old, it has many words that are unfamiliar to us. I want you to underline the words that are new to you.
8. Move around the classroom to make sure pupils understand and are doing the task.

Independent Practice (10 minutes)

1. Point to the questions on the board (see end of lesson plan).
2. **Say:** I want you to copy the questions and answer them in your exercise books. You have 5 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, ask them to work in pairs.
4. Ask pupils to work in pairs to share and compare their answers.
5. Check answers as a class. (Answers: a. the truants b. knowledge, learning, education c. He could write, cipher, gauge, measure lands. d. He used bombastic, high-sounding and long words. e. The Schoolmaster's small head had so much knowledge. f. severe, stern, kind)
6. Write the correct answers on the board as pupils give them.

Closing (2 minutes)

1. **Ask:** Who can tell us one thing that you find interesting in the poem? Listen to pupils' answers. (Example answers: Pupils were afraid when the Schoolmaster frowned. The villagers thought that the more a person knew, the bigger his head should be. The Schoolmaster used bombastic words to win arguments.)
2. **Say:** Study the poem in preparation for BECE.
3. For homework, find the meanings of the words that you underlined in the poem.

[*POEM: THE VILLAGE SCHOOLMASTER BY OLIVER GOLDSMITH*]




A man severe he was, and stern to view;
I knew him well, and every truant knew;
Well had the boding tremblers learn'd to trace
The day's disasters in his morning face;

Full well they laugh'd, with counterfeited glee,
At all his jokes, for many a joke had he;
Full well the busy whisper, circling round,
Convey'd the dismal tidings when he frown'd;
Yet he was kind; or if severe in aught,
The love he bore to learning was in fault;
The village all declar'd how much he knew,
'Twas certain he could write, and cipher too;
Lands he could measure, terms and tides presage,
And e'en the story ran that he could gauge.
In arguing too, the parson own'd his skill,
For e'en though vanquish'd he could argue still;
While words of learned length and thund'ring sound
Amazed the gazing rustics rang'd around;
And still they gazed, and still the wonder grew,
That one small head could carry all he knew.

[QUESTIONS]

- a. Which pupils were most afraid of the Schoolmaster?
- b. What did the Schoolmaster love most?
- c. Write 2 things that the Schoolmaster could do.
- d. Why did the Schoolmaster win every argument?
- e. What surprised the villagers about the Schoolmaster?
- f. Write 2 words from the poem to describe the Schoolmaster.

Lesson Title: Sentence Structure	Theme: Writing	
Lesson Number: L-09-076	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify basic sentence patterns. 2. Identify the subject, predicate, object and complement in sentences. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (3 minutes)

1. **Say:** Sentences are very important in writing. All our ideas are expressed in sentences, whether we are writing or speaking. Sentences help us say all that we want to say or want people to know.
2. **Say:** A sentence has different parts. There is a particular way in which these different parts are organised in a sentence.
3. **Say:** Today we are going to look at the different parts of the sentence and how these parts appear in the sentence. The arrangement of the parts of a sentence is called the sentence structure.

Introduction to the New Material (10 minutes)

1. **Say:** Every sentence has 2 parts. The 2 parts of a sentence are the subject and the predicate.
2. Write the definitions on the board and revise them with pupils.
 - The subject is what or whom the sentence is about.
 - The predicate tells something about the subject. It is the part of the sentence that contains the verb.
3. **Say:** Let's look at an example.
4. Write the sentence on the board: Aminata kicked the ball.
5. **Say:** Aminata is the person the sentence is about. She is the subject. (Underline 'Aminata'.)
6. **Say:** 'Kicked the ball' tells us something about Aminata. It tells us what she did. It is the predicate. The predicate gives information about the subject through the verb. (Underline 'kicked the ball'.)
7. **Say:** Sometimes the predicate has an object. The object is what receives the action of the verb.
8. **Say:** In this sentence 'ball' is the object. The ball receives the action, in this case 'kicked'. (Circle 'the ball'.)
9. **Say:** We can easily determine the subject, predicate and object by asking these 3 questions:
 - a. Who or what is the sentence about? (subject)
 - b. What do we know about the subject? What is the verb in the sentence? (predicate)
 - c. Who or what receives the action? (object)
10. Write the questions on the board.
11. **Say:** Not every sentence has an object, but every sentence has a subject and a predicate.
12. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (7 minutes)

1. **Say:** We discussed subject, predicate and object. Now we are going to talk about another part of the sentence structure, complements.
2. **Say:** Subject complements follow linking verbs. The verb 'be' in its different tenses is a linking verb. For example: I am, he was, she will be, it has been etc.
3. **Say:** It is important to remember that complements only go with linking verbs.
4. Write the sentence on the board: Musa is a boy.
5. **Say:** In this sentence, 'boy' is a complement because it completes the meaning of the subject and the verb.
6. **Say:** The complement is usually a noun, as in 'boy' in the example, but it can be an adjective as well.
7. **Say:** The different parts of a sentence are: the subject, the verb, the object or complement.
8. **Say:** The verb, the object and the complement are part of the predicate.
9. All these different parts make up the structure of the sentence.

Independent Practice (12 minutes)




1. Write these sentences on the board:
 - a. The men ate their food.
 - b. The women are washing clothes.
 - c. My father is a soldier.
2. Ask pupils to copy the sentences into their exercise books.
3. **Say:** I want you to identify the subject and the predicate in these sentences. Then identify the verb, the object or the complement in the predicate.
4. Give pupils 4 minutes to do the task.
5. Discuss answers as a class. (Answers: see below)
 - a. subject – the men
predicate – ate their food
verb – ate
object – food
 - b. subject – the women
predicate – are washing clothes
verb – are washing
object – clothes
 - c. subject – my father
predicate – is a soldier
verb – is
complement – soldier
6. Write these sentences on the board:
 - a. The pupils are going to Lagos.
 - b. The dog buried its bone.
 - c. My sister was a pupil for many years.
7. Ask pupils to copy the sentences into their exercise books.
8. **Say:** I want you to identify the subject and the predicate in these sentences. Then identify the verb, the object or the complement in the predicate.

9. Give pupils 2 minutes to do the task.
10. Discuss answers as a class. (Answers: see below)
 - a. subject – the pupils
predicate – are going to Lagos
verb – are going
object – Lagos
 - b. subject – the dog
predicate – buried its bone
verb – buried
object – bone
 - c. subject – my sister
predicate – was a pupil for many years
verb – was
complement – pupil

Closing (3 minutes)

1. **Ask:** What are the 2 parts of every sentence? Have pupils raise their hand to answer. (Answer: subject and predicate)
2. **Ask:** When do we use a subject complement? (Answer: after a linking verb)
3. **Ask:** What does the object of a sentence do? (Answer: receives the action)

Lesson Title: Changing Sentences from Active to Passive Voice	Theme: Grammar	
Lesson Number: L-09-077	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to express themselves by writing sentences in both active and passive voice.</p>	 <p>Teaching Aids 1. Rules at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the rules at the end of the lesson plan on the board. 2. Write sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** In our last lesson, we learnt how to write sentences using the basic sentence patterns.
2. **Ask:** What are the 2 parts of every sentence? Have pupils raise their hand to answer. (Answer: subject and predicate)
3. **Say:** Sentences also have a 'voice'. When we know the voice of a sentence, we are able to improve on our style of writing.
4. **Say:** Today, we will talk about sentences with the active and passive voice.

Introduction to the New Material (12 minutes)

1. **Say:** Generally we use active voice. Active voice is when the subject of the sentence is doing the action or causing the action.
Examples:
 - The farmer planted some rice seeds.
 - Yeama sang a song.
2. Write the definition and examples on the board.
3. **Say:** In the first example, the subject 'farmer' does the action of 'planting'. The verb is in the active voice, and the sentence is an active sentence.
4. **Say:** In the second example, the subject 'Yeama' is the doer of the action 'sang'. The verb is in the active voice, and the sentence is an active sentence.
5. **Say:** Passive voice is when the subject is the receiver of the action.
6. Examples:
 - Some seeds were planted by the farmer.
 - A song was sung by Yeama.
7. Write the definition and examples on the board.
8. **Say:** In the first example, the subject 'farmer' is the receiver of the action, 'planted'. The verb is in the passive voice and the sentence is passive.
9. **Say:** In the second example, the subject 'Yeama' is the receiver of the action, 'sung'.
10. Point to the rules for changing active voice to passive voice on the board (see end of lesson plan).
11. Revise the rules with pupils.
12. **Say:** Let's look at an example.
13. Write the sentence on the board: The farmer saved some rice seeds.
14. Read the sentence aloud: The farmer saved some rice seeds.
15. **Ask:** What did the farmer save? (Answer: Some rice seeds.)

16. **Ask:** What is the appropriate tense of the verb 'to be'? (Answer: were saved)
17. **Say:** Put the preposition 'by' in front of the subject. **Ask:** Who is the subject? (Answer: the farmer)
18. **Say:** The sentence in passive voice will read: Some rice seeds were saved by the farmer.
19. **Say:** When you follow these steps, you can change a sentence from active to passive voice.
20. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (4 minutes)

1. Write the sentence on the board: The women made some baskets.
2. **Say:** This sentence is in active voice. The women are doing the action.
3. **Ask:** What did the women make? (Answer: some baskets)
4. **Ask:** What is the appropriate tense of the verb 'to be'? (Answer: were made)
5. **Say:** Put the preposition 'by' in front of the subject. **Ask:** Who is the subject? (Answer: the women)
6. **Ask:** Who can read the sentence to us in passive voice? (Answer: Some baskets were made by the women.)

Independent Practice (13 minutes)

1. **Say:** Now, you are going to continue practising.
2. Point to the sentences on the board (see end of lesson plan).
3. **Say:** I want you to change the sentences from the active to the passive voice. Use the rules on the board to help you.
4. Give pupils 4 minutes to change the sentences from active to passive voice.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
6. Check answers as a class. (Answers: see below)
 - a. The house was sold by Aunty Jane.
 - b. A new bicycle was bought by father.
 - c. Some water was fetched by the girls.
 - d. My goat was stolen by the thief.
 - e. The play was written by Shakespeare.
7. **Say:** Now I want you to write of your own sentences. Write 3 sentences in active voice and then write the same 3 sentences in passive voice.
8. **Say:** Remember to change the verb into the appropriate tense, and all the other changes you should make.
9. Give pupils 5 minutes to write their sentences.
10. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils to write their sentences.
11. As you move around the classroom take note of 2-3 common mistakes pupils are making when changing sentences from active voice to passive voice.
12. Write 2 examples on the board. Ask pupils to help you correct the mistakes.
13. **Say:** Check your work. Do you have any mistakes like these? If you do, correct them now.

Closing (3 minutes)

1. Invite as many pupils as possible to read their sentences to the class.




[RULES FOR CHANGING ACTIVE VOICE TO PASSIVE VOICE]

- a. Read the sentence.
- b. Ask the question, 'What did the subject do?'
- c. Use the appropriate tense of the verb 'to be'.
- d. Put the preposition 'by' in front of the noun or subject.

[SENTENCES]

- a. Aunty Jane sold the house.
- b. Father bought a new bicycle.
- c. The girls fetched some water.
- d. The thief stole my goat.
- e. Shakespeare wrote the play.

Lesson Title: Revision of Verb Tenses	Theme: Grammar	
Lesson Number: L-09-078	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify the simple present tense in sentences. 2. Use the simple present tense in sentences. 	 <p>Teaching Aids 'When to use the simple present tense' at the end of the lesson plan</p>	 <p>Preparation Write the 'When to use the simple present tense' at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What are the 3 present tenses? Have pupils raise their hand to answer. (Answer: simple present, present continuous, present perfect)
2. **Ask:** When do we use the simple present tense? (Answer: to talk about our routine and habits; to talk about things which are always true)
3. **Say:** Today, we are going to revise the simple present tense. We will look at how it is formed and when it is used in sentences.

Introduction to the New Material (15 minutes)

1. Write on the board: Before I go to sleep, I...
2. **Say:** We all have our routines. Tell me something you do before you go to sleep. For example, 'I brush my teeth before I go to sleep'.
3. **Say:** Raise your hand if you want to share your sentence.
4. Listen to pupils' answers. Write some pupils' answers on the board.
5. **Say:** Things we usually do are talked about in the simple present tense. Things we know to be true are also talked about in the simple present tense.
6. Write on the board: I know that...
7. **Say:** We all know some facts about Sierra Leone. Tell me a fact about Sierra Leone. For example, 'English is an official language of Sierra Leone'.
8. Listen to pupils' answers. Write some pupils' answers on the board.
9. **Say:** Let's revise the simple present tense.
10. Write the table on the board. Ask pupils to copy the table into their exercise books as you write.

Subject	Simple present tense
I you we they	do not add 's'
he she it	add 's'

11. **Say:** The simple present tense is quite easy to use. The verb usually stays the same. It does not have any endings. **Say:** I read. You read. We read. They read. **Say:** And if it is negative we use 'do not' or 'don't' before the verb: I do not read. You do not read. We don't read. They don't read.
12. Ask pupils to give examples of verbs in the present simple with 'I' 'you' 'we' and 'they'.
13. **Say:** The most common mistake in English is to forget the 's'. **Ask:** When do we add 's' in the simple present? (Answer: We add 's' to the verb when the verb refers to 'he' or 'she' or 'it'.) **Say:** He reads. She reads. It reads. Emphasise the 's' at the end of the verb when you say the word. **Say:** And if it is negative we use 'do not' or 'don't' before the verb and drop the 's': He does not read. She does not read. It doesn't read.
14. Ask pupils to give examples of verbs in the present simple with 'he' 'she' and 'its'.
15. Point to the 'When to use the simple present tense' on the board (see end of lesson plan).
16. **Say:** Let's look at the uses of the simple present tense. We will look at the different times when this tense should be used.
17. Revise 'When to use the simple present tense' with pupils.
18. Ask pupils to copy the information on the board into their exercise books.
19. Give pupils time to write.

Guided Practice (5 minutes)

1. Write these sentences on the board:
 - a. I _____ (fish) in the river every weekend.
 - b. She _____ (pray) on Fridays.
 - c. Father _____ (watch) football in the evenings.
 - d. My brother _____ (go) to university all week.
2. Ask pupils to work in pairs. Ask pupils to write the sentences correctly using the verb in parentheses ().
3. Check answers as a class. (Answer: a. fish b. prays c. watches d. goes)

Independent Practice (10 minutes)

1. **Say:** I want you to write a short composition using the simple present tense. You will write one paragraph of 3 to 5 sentences that describes your routine at weekend. Remember, you are describing what you usually do so the verbs you use should be in the simple present tense.
2. Give pupils 5 minutes to write the composition.
3. Move around the classroom to make sure pupils understand and are doing the task. Check to make sure they are using the simple present tense correctly.
4. While you are moving around the classroom take note of 2-3 common mistakes pupils are making when using the simple present tense.
5. Write 1-2 example mistakes on the board. Ask pupils to help you correct them.
6. **Say:** Look at your composition. Did you make mistakes like these? If you did, correct them now.
7. Give pupils a minute to revise their compositions.
8. Ask pupils to work in pairs and read their composition to a partner.

Closing (3 minutes)

1. Invite as many pupils as possible to read their composition to the class.

[WHEN TO USE THE SIMPLE PRESENT TENSE]

The simple present tense is used to express the following:

a. Facts – scientific, historical or geographical

Examples:

- Fire is hot. (scientific fact)
- Freetown is the capital of Sierra Leone. (historical and geographical fact)
- Sierra Leone faces the Atlantic Ocean. (geographical fact)

b. Repeated actions, customs and habits

Examples:




- Muslims celebrate Ramadan.
- Christians celebrate Easter.
- He feeds the chickens every day.

c. Abilities

Examples:

- She draws very well.
- They study very hard.
- He plays football poorly.

Lesson Title: Simple Future and Future Continuous Tense	Theme: Grammar	
Lesson Number: L-09-079	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and use the simple future and future continuous tenses in sentences.</p>	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. Read the following to pupils:
 - a. She will buy you a gift.
 - b. They will be visiting us at Christmas.
 - c. You will pass BECE.
 - d. We shall be reading Shakespeare next term.
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 and future continuous tense.

Introduction to the New Material (12 minutes)

1. **Say:** It is important to learn the future tenses because they will help us talk or write about things that will happen. Also, a good knowledge of tenses will help you speak and write well, using grammar correctly.
2. **Say:** The simple future tense is used to indicate actions that have not yet happened but will happen in the future.
Examples:
 - a. Tomorrow, Mary will want more books to read.
 - b. We shall sing at the concert today.
 - c. I shall give the money when I have it.
3. Write the definition and examples on the board.
4. **Say:** To form the simple future tense, we use 'will' or 'shall'.
5. **Ask:** What is the difference between 'will' and 'shall'? Have pupils raise their hand to answer.
6. **Say:** We can use 'will' with any subject. For example, 'He will study Chemistry', or 'We will go to grandmother's house'. We only use 'shall' with 'I' and 'we'. For example, 'We shall go to Ghana next year' or 'I shall buy you a new shirt'.
7. Write the table on the board. Revise the table with pupils.

Person singular	Person plural
1 st – I shall	1 st – we shall
2 nd – you will	2 nd – you will
3 rd – he/she/it will	3 rd – they will

8. **Say:** For negative sentences in the simple future tense, we must write 'not' between the helping verb and main verb. For questions, we exchange the position of the subject and helping verb.
9. Write the table on the board. Revise the table with pupils.

Positive	I You	shall will		open the door for you. finish the exam before me.
Negative	She We	will shall	not not	be at school tomorrow. leave until the party ends.
Question	Will Shall	you I		arrive on time? make you a cup of tea?

10. **Say:** We often use the simple future tense with the verb to think before it.

Examples:

- a. I think I shall go to the airport tomorrow.
- b. I think I will have a holiday next year.

11. Write the explanation and the examples on the board.

12. **Say:** We often use the simple future tense to make a prediction about the future. Again, there is no firm plan. We are saying what we think will happen.

Examples:

- a. It will rain tomorrow.
- b. Ambrose will get the job.

13. Write the explanation and the examples on the board.

14. Ask pupils to copy the information on the board into their exercise books.

15. Ask pupils to write 3 of their own examples of the simple future tense into their exercise books.

Guided Practice (12 minutes)

1. **Say:** Now let's look at the future continuous tense. The future continuous tense expresses an action that will be happening at a particular time or moment in the future.

Example:

- a. Tomorrow, I will be starting work at 2 p.m.
- b. Tomorrow, I will be stopping work at 6 p.m.

2. Write the explanation and the examples on the board.

3. **Say:** When we use the future continuous tense, our listener usually knows or understands what time we are talking about.

- a. I will be playing tennis at 10 a.m. tomorrow.
- b. We shall be sleeping in the room today.

4. Write the explanation and the examples on the board.

5. **Say:** We form the future continuous tense like this: subject + auxiliary verb + auxiliary verb be + main verb. Note that the main verb in the sentence takes 'ing'.

6. Write the table on the board. Revise the table with pupils.

	Subject	Auxiliary verb		Auxiliary verb	Main verb	
Positive	I	will/shall		be	working	at 10 a.m.

	You	will		be	lying	on a beach.
Negative	She/he/it We	will shall	not not	be be	using having	the car. dinner at home.
Question	Will Will	you they		be be	playing watching	football? TV?

7. Ask pupils to copy the information on the board into their exercise books.
8. Ask pupils to write 3 of their own examples of the future continuous tense into their exercise books.

Independent Practice (7 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** Look at the sentences on the board. I want you to copy the sentences into your exercise books. Change the sentences from the future simple to the future continuous tense.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling invite them to work in pairs.
4. Check answers as a class. (Answers: see end of lesson plan)

Closing (2 minutes)

1. **Ask:** When do we use the simple future tense? (Answer: to indicate actions that have not yet happened but will happen in the future)
2. **Ask:** When do we use the future continuous tense? (Answer: to express an action that will be happening at a particular time or moment in the future)
3. **Ask:** How do we form the simple future tense? (Answer: subject + will/shall + verb)
4. **Ask:** How do we form the future continuous tense? (Answer: subject + will/shall + be + main verb with 'ing')

[SENTENCES]




- a. We will watch them play a game.
- b. The best pupil will receive the prize.
- c. The choir will practise for hours.
- d. My favourite athlete will race today.
- e. I shall cheer for Mary tomorrow.
- f. I will sing at church on Sunday.
- g. Our team will earn the bronze medal next year.
- h. You will come with us on our walk tomorrow.
- i. I shall stay at home and write some letters tonight.
- j. I will give you a bicycle for your birthday.

[ANSWERS]

- a. We will be watching them play a game.
- b. The best pupil will be receiving the prize.
- c. The choir will be practising for hours.
- d. My favourite athlete will be racing today.
- e. I shall be cheering for Mary tomorrow.

- f. I will be singing at church on Sunday.
- g. Our team will be earning the bronze medal next year.
- h. You will be coming with us on our walk tomorrow.
- i. I shall be staying at home and writing some letters tonight.
- j. I will be giving you a bicycle for your birthday.

Lesson Title: Reading and Understanding Prose	Theme: Reading	
Lesson Number: L-09-080	Class/Level: JSS 3	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to understand the mood of a prose passage.		Teaching Aids Passage at the end of the lesson plan		Preparation Write the passage at the end of the lesson plan on the board.
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Opening (5 minutes)

1. **Ask:** How do you feel when it's your birthday or Christmas? Have pupils raise their hand to answer.
2. **Ask:** How do you feel when you don't understand something in school? Listen to pupils' answers.
3. **Ask:** How do you feel when someone believes in you? Listen to pupils' answers.
4. **Ask:** How do you feel when you are reading a scary story? Listen to pupils' answers.
5. **Say:** In today's lesson, we are going to look at 'mood' in a prose passage.

Introduction to the New Material (8 minutes)

1. **Say:** If a teacher enters a class singing and dancing, how would you describe the teacher?
(Example answer: happy)
2. **Ask:** What makes you think the teacher is happy? (Answer: because the teacher enters the class singing and dancing)
3. **Ask:** What would you say about a teacher entering a class with a frowning face? (Example answers: unhappy, worried, upset, angry)
4. **Ask:** How did you come to that conclusion? (Answer: because the teacher enters with a frowning face)
5. **Say:** The happy and unhappy states of the 2 teachers that I just mentioned could be referred to as their mood; that is, how they were feeling emotionally when they entered the classroom.
6. **Say:** In writing, writers create an atmosphere or mood. This is the feeling of a text. Mood can include emotions like:
 - happiness
 - unhappiness
 - condemnation
 - appreciation
 - surprise
 - disappointment
 - anger
 - shock, etc.
7. **Ask:** What other emotions might a text or story make you feel? Listen to pupils' answers.
8. Write some pupils' examples on the board.
9. **Say:** Writers use words to show emotions and create mood. The mood is the emotion that a piece of writing makes the reader feel or take notice of.
10. **Say:** The understanding of this topic will help you not only to understand the mood of a piece of writing but also the people you interact with every day.

Guided Practice (10 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. **Say:** I am going to read the passage to you. I want you to listen and follow along. Pay attention to the different moods of the characters in the passage.
3. Read the passage to pupils. Read slowly, clearly and with expression to make it interesting. Try to use different voices when the characters speak.
4. **Say:** In the passage, different moods are expressed. I am going to give one you an example. There is fear on the part of the fox. Thinking of the height of the walls, fear overcomes him as to whether or not he will ever be able to get out of the well. In this case, the mood of fear comes into the story.
5. **Say:** I want you to read the passage silently. Identify the different moods of the characters in the passage.
6. Give pupils time to read.
7. Ask pupils to work in pairs and discuss the mood in the passage with their partner.
8. Discuss answers as a class. (Example answers: The foolishness on the part of the goat is shown. Without giving a thought to the invitation given to him by the fox, he jumps into an excited mood to join him in the well./Both happy and unhappy moods are reflected at the end of the passage. Mr Fox, now placed in an advantageous position in the well, laughs. His laughing shows his happiness while the foolish and disadvantaged Mr Goat ends up unhappy.)

Independent Practice (10 minutes)

1. Write the following questions on the board:
 - a. What emotion words does the writer use to create mood in a story?
 - b. What do the actions and words of the characters tell the reader about them?
 - c. How does the passage make you feel? How do you feel about the fox and the goat at the end?
2. Read the questions aloud to pupils.
3. **Say:** I want you to answer the questions in your exercise books. Refer back to the passage to help you answer the questions. You have 5 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. Ask pupils to work in pairs to share and compare their answers.
6. Discuss the questions as a class. (Example answers: a. scared, foolish, greedy, cunning, smugly, panicked, desperate, unhappy, laughed b. Mr Fox is clever and unkind. Mr Goat is greedy and foolish. c. I feel sad for the goat and annoyed at the fox.)




Closing (2 minutes)

1. **Say:** In summary, writers use mood, a literary tool to create a general feeling in a piece of writing.
2. **Ask:** What kinds of words can a writer use to create mood in a story? (Answer: descriptive emotions)

[PASSAGE: THE FOX AND THE GOAT]

One day while reaching down to drink the water in a well, a fox fell in. Try as he might, he could not get out because the walls of the well were too high. He became scared that he would never get out. Not long after, a fat old goat came along. Seeing the fox in the well, Mr Goat asked, 'Why are you at the bottom of the well?' 'I am enjoying the cool, pure water', replied Mr Fox. 'Wouldn't you like to jump down to taste it?' he asked. Without stopping to think, the foolish old goat jumped down, greedy to taste the cool, pure water. No sooner had the goat reached the bottom than the cunning old fox leaped onto his back and scrambled to the top. Mr Fox stretched and smiled smugly. The goat panicked and looked up at the fox, feeling desperate. Looking down at the unhappy goat, Mr Fox laughed and said, 'Next time, Mr Goat, be sure to look before you leap'.

Lesson Title: Revision of Informal Letters	Theme: Writing	
Lesson Number: L-09-081	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to revise the formal features of informal letters.</p>	 <p>Teaching Aids 1. 'Features of informal letters' at the end of the lesson plan 2. Letter at the end of the lesson plan.</p>	 <p>Preparation 1. Write the 'Features of informal letters' at the end of the lesson plan on the board. 2. Write the letter at the end of the lesson on the board.</p>
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Opening (2 minutes)

1. **Say:** In previous lessons, you learned about informal letters.
2. **Ask:** Whom are informal letters written to? Have pupils raise their hand to answer. (Answer: friends; people that are about our age)
3. **Say:** Good! Today, we are going to revise the formal features of informal letters.

Introduction to the New Material (15 minutes)

1. **Say:** Informal letters are letters written to friends in our age group.
2. **Say:** The features of the informal letter are different from those of semi-formal and formal letters.
3. Point to the 'Features of an informal letter' on the board (See the end of the lesson plan).
4. Revise features with pupils.
5. Point to the informal letter on the board (see end of lesson plan).
6. Read the letter to pupils. Read slowly, clearly and with expression to make it interesting.
7. Point to the different features of an informal letter in the letter on the board as you describe them to pupils.
8. **Say:** The first thing we do when we write an informal letter is write our address. The writer's address is written at the top right-hand corner of the page, followed by the date.
9. **Say:** The punctuation in the address is optional. That means that one can either write it or not.
10. **Say:** Under the address we write the date.
11. **Say:** The next feature is the salutation or greeting, which is written on the left-hand side of the page below the date.
12. **Say:** There should always be a comma after the salutation. This is compulsory.
13. **Say:** There are many types of salutations. For example, 'Dear Foday,' 'Hello Foday,' 'Hi Foday,' or 'My dear Foday,'.
14. **Say:** In semi-formal and formal letters, you cannot begin a letter with 'hello' or 'hi'; however, it is acceptable to begin informal letters this way.
15. **Say:** The next feature of the letter is the body. The body is divided into paragraphs. It starts with an introductory paragraph and ends with a concluding paragraph. You can have one or more different paragraphs between the introduction and conclusion.
16. **Say:** In the introduction, you express your delight in writing to your friend. Say things like, 'How is your school and life at home? Hope it's all fine'.
17. **Say:** The number of paragraphs that follow depends on the number of points or ideas you wish to discuss in your letter. Each point or idea should be discussed in a separate paragraph.

18. **Say:** The final body paragraph is the concluding paragraph. This is where you wrap up your letter. You can say something like, 'I hope to see you soon'.
19. After you end the body paragraphs you write the subscript or closing. When we speak we say 'Goodbye'. When we write an informal letter, we close with, 'With best wishes,' or 'Yours sincerely,'. If you are very close friends, we can write, 'With love,' or 'With lots of love,' or end with a religious message, such as 'Blessings,' if that is your tradition.
20. **Say:** A comma after the subscript is compulsory.
21. **Say:** Below the subscript is your first name only, followed by a full stop. Write the subscript and name in the right-hand corner below the body of the letter.

Guided Practice (10 minutes)

1. Draw a box on the board for pupils to fill in the features of an informal letter. The box is meant to represent a piece of paper that a letter is written on.
2. **Say:** I want you to come to the front and write the position of the features of an informal letter on the correct part of the 'paper'.
3. **Say:** I will name the different parts of the letter. Raise your hand to volunteer to come to the board.
4. Read the parts of the letter in the order they appear on the page:
 - a. address
 - b. date
 - c. salutation/greeting
 - d. introductory paragraph
 - e. other body paragraphs
 - f. concluding paragraph
 - g. subscript/closing
 - h. name
5. After you say 'address', invite a pupil to come to the front and write the word address in the correct position on the 'page'.
6. Repeat for the other parts of the letter.
7. Clap for pupils who volunteer. Correct any mistakes they make.
8. **Say:** Please copy this outline of an informal letter on the board into your exercise books.
9. Give pupils time to write.

Independent Practice (5 minutes)

1. **Say:** We have revised the features of an informal letter. Now I want you to plan your own informal letter.
2. **Say:** Imagine your older brother or sister is away studying at senior secondary school in Freetown. You want to visit. You are going to write a letter to convince them to let you come.
3. **Say:** I want you to open your exercise books and write down your ideas. What could you say to them? What reasons can you give for visiting?
4. **Say:** Remember you are writing to your brother or sister who is only a couple of years older than you so we consider them someone of the same age. The letter is informal and friendly. You can use contractions and jargon or slang.
5. Give pupils 4 minutes to write their ideas.

Closing (3 minutes)

1. **Say:** Now we have learned the features of an informal letter. This will help us to know where each feature should be written.
2. **Say:** In the next lesson we will write our own 3-paragraph informal letters.
3. **Say:** For your homework, please list 3 differences between the features of a formal letter and an informal letter.




[FEATURES OF AN INFORMAL LETTER]

- the writer's address and the date
- the salutation or greeting
- the body, made up of paragraphs
- the subscript or closing

[OUTLINE]

	31 Bond Street Tikonko
	30 th July 2017
Dear Solomon,	
How are you my friend? How is life in Bo? Are you happy that your family moved there? I haven't heard from you in a while. We miss you here in Tikonko.	
I am fine. School is busy this year. We are studying hard in preparation for BECE. I'm nervous. I want to do well and go to SSS. Guess what? My parents have said that if I score well, I can go to boarding in Bo for SSS. Maybe we would study at the same school again.	
It is getting late and I have to go finish my homework now. Take care my friend. I look forward to hearing from you soon.	
Best Wishes,	
Emmanuel	

Lesson Title: Informal Letters	Theme: Writing	
Lesson Number: L-09-082	Class/Level: JSS 3	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to write a 3-paragraph letter using the features of informal letters.		Teaching Aids None		Preparation None
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Opening (2 minutes)

- Say:** What are the formal features of an informal letter? Have pupils raise their hand to answer. (Answer: writer's address and date, salutation/greeting, body of the letter and closing/subscript)
- Say:** Today, we are going to revise informal letters and write a 3-paragraph informal letter following the features of informal letters.

Introduction to the New Material (5 minutes)

- Say:** In the last lesson, I asked you to imagine your older brother or sister is away studying at senior secondary school in Freetown. You want to visit.
- Say:** You began to draft your ideas for a letter to convince them to let you come. Today we are going to write that letter. You are going to write a 3-paragraph letter following the features of informal letters.
- Say:** The first paragraph will be the introductory paragraph. This is where you greet your brother or sister. For example, ask about their studies or how life is in Freetown.
- Say:** The second paragraph is where you will explain why you think you should go visit them at senior secondary. You want to be convincing. Think of reasons that would benefit you, benefit them and benefit your family. Remember this is a friendly letter. You are writing because you miss your brother or sister. It is not a formal request to visit.
- Say:** In the concluding paragraph wrap up your letter. Say something like, 'It would be wonderful to visit you and see where you study', or 'I would look forward to visiting you in Freetown'.
- Finally write the subscript and your name. You should close with 'Your brother,' or 'Your sister,'.

Guided Practice (10 minutes)

- Ask pupils to open their exercise books and write an outline of their informal letter. The outline should include all the features of an informal letter, but it is only notes, not the letter itself.
- Give pupils 5 minutes to write their outline.
- Ask pupils to work in pairs to share their outlines and ideas for the informal letter.
- Move around the classroom to make sure pupils understand and are doing the task. Listen to pupils' discussions and make suggestions for improving their letter ideas.

Independent Practice (15 minutes)




- Say:** Open your exercise books to a clean page.
- Say:** Now it is time to draft your informal letter. Start with the address and date. Then write your salutation. Next use your outline to help you write your 3 paragraphs. Lastly, write the subscript and sign your letter.

3. **Say:** Remember you are writing to your brother or sister who is only a couple of years older than you so we consider them someone of the same age. The letter is informal and friendly. You can use contractions and jargon or slang.
4. Give pupils 10 minutes to write the letter.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. After 10 minutes, ask pupils to exchange their letters with a partner.
7. **Say:** Look at your partner's letter. Does it have all of the features of an informal letter? Are the features in the correct place on the page? Are the paragraphs well-organised? Is the letter friendly and interesting?
8. Give pupils time to read each other's letters.
9. **Say:** After you read each other's letters give each other feedback. Tell your partner one thing that you liked about their letter and give them one suggestion for improving it.
10. Give pupils time to share feedback and make any changes based on the feedback they received.

Closing (3 minutes)

1. Invite as many pupils as possible to read their letter to the class.
2. **Say:** It is important to note that on the BECE exam, letters should be written in paragraphs; however, it depends on what the question requires.
3. **Say:** Writing in paragraphs helps us to explain our ideas in an orderly manner. This helps our readers to follow the sequence in an orderly way.

Lesson Title: Future Perfect Tense	Theme: Grammar	
Lesson Number: L-09-083	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and use the future perfect tense in sentences.</p>	 <p>Teaching Aids 1. Dialogue at the end of the lesson plan 2. Table at the end of the lesson plan 3. Sentences and answers at the end of the lesson plan</p>	 <p>Preparation 1. Write the dialogue at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan 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)

- Ask:** What are the 3 future tenses? Have pupils raise their hand to answer. (Answer: simple future, future progressive, future perfect)
- Ask:** What does the future perfect tense tell us? (Answer: The future perfect tense tells us something that will have happened at, or before, a certain time in the future.)
- Say:** Today, we will learn and revise the future perfect tense and use it in sentences.

Introduction to the New Material (11 minutes)

- Point to the dialogue on the board (see end of lesson plan).
- Read the first line in the dialogue aloud: 'Jane, I want you to go to the supermarket before 5:00 o'clock. I have this ironing to do. I will have done it in about an hour, but I need some tomato paste for cooking.'
- Say:** Other examples of the future perfect tense are:
 - After 5 o'clock, the owner will have shut the door.
 - Once you reach home, father and I shall have gone to the farm.
 - I shall/will have walked to school before sunrise.
- Say:** Will have done in the dialogue is the future perfect tense. The future perfect tense is: shall/will + have/has + past participle.
- Write the explanation and example on the board.
- Point to the table on the board (see end of lesson plan). Revise the table with pupils.
- Say:** Note that questions in the future perfect tense are formed by changing the position of the subject and the verb 'will' or 'shall'.
Example: Will you have arrived on time?
- Write the explanation and example on the board.
- Say:** In this example, the subject and the verb have been exchanged. 'Will' comes before the subject 'you' in the question.
- Say:** The negative form of the future perfect tense is formed by writing 'not' between the helping verbs 'will/shall' and 'have' in the sentence.
Example: You will not have opened the door for me.
- Write the explanation and example on the board.
- In this example, 'not' comes between the helping verbs 'will' and 'have' in the sentence.

13. **Say:** Remember that we do not use the future perfect tense alone. I do not say, 'I shall have left'. There needs to be a connection to a time or another activity. For example, 'I shall have left by 3 o'clock' or 'I shall have left before you get there'.
14. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (10 minutes)

1. Ask pupils to look at the dialogue on the board (see end of lesson plan).
2. **Say:** I am going to read the dialogue to you. I want you to listen and follow along. Pay attention to the verbs in the future perfect tense.
3. Read the dialogue to pupils. Read slowly, clearly and with expression to make it interesting. Try to change your voice for the different characters.
4. Ask pupils to copy the dialogue on the board in their exercise books. Give them time to write.
5. **Say:** There are 5 examples of the future perfect tense in the dialogue. I want you to identify them.
6. **Say:** Let's do the first one together; we already discussed it at the beginning of the lesson.
7. Identify the future perfect tense in the first lines as an example for the pupils. **Say:** 'Mrs Kamara: Jane, I want you to go to the supermarket before 5 o'clock. I have this ironing job to do. I shall have done it in about an hour, but I need some tomato paste for cooking.' In this example, 'shall have done' is the future perfect tense.
8. Ask pupils to work in pairs. **Say:** With your partner, identify the other examples of the future perfect tense in the dialogue.
9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils identify the future perfect tense.
10. Check answers as a class. (Answers: shall have done; will not have finished; will have closed; shall have done; will not have begun)
11. Invite 3 pupils to come to the front and read the dialogue to the class. One will read 'Mrs Kamara', one will read 'Jane' and one will read 'Mary'.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to rewrite the sentences on the board by changing the verbs in parentheses into the future perfect tense. You have 6 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling invite them to work in pairs.
4. Check answers as a class. (Answers: see end of lesson plan)
5. Ask pupils to correct their work.

Closing (2 minutes)

1. **Ask:** Which subjects use 'shall' and which subjects use 'will' in the future perfect tense? (Answer: All subjects can use 'will', but only 'I' and 'we' use 'shall'.)
2. **Ask:** How do we make sentences negative in the future perfect tense? (Answer: add 'not' between 'will/shall' and 'have/has')
3. **Ask:** How do we make questions in the future perfect tense? (Answer: Change the position of the subject and the verb 'will' or 'shall'.)

[DIALOGUE]

Mrs. Kamara: Jane, I want you to go to the supermarket before 5 o'clock. I have this ironing job to do. I shall have done it in about an hour but I need some tomato paste for cooking.

Jane: Can I go after 5 o'clock, Mother? I want to listen to a programme on the radio and it will not have finished by 5 o'clock.

Mrs. Kamara: I'm sorry, but the supermarket will have closed by the time the radio programme finishes.

Mary: I'll go, Mother. I don't want to listen to the radio, and I shall have done my homework before 5 o'clock.

Jane: Oh, thank you, Mary. I will not have begun my homework at 5 o'clock, but I'll begin it as soon as dinner is over.

[TABLE]

Positive sentence	They I	will shall		have have	finished left	by 10 o'clock. before they arrive.
Negative sentence	She We	will shall	not not	have have	gone studied	to school. before the test.
Question	Will Shall	you we		have have	arrived gone	yet? by then?




[SENTENCES]

1. By half past 7 we (eat).
2. The shop (close) by half past 5.
3. By the end of the year, I (read) 3 novels.
4. We (leave) the house before you get back.
5. The game (start) before we reach the field.

[ANSWERS]

1. By half past 7, we shall have eaten.
2. The shop will have closed by half past 5.
3. By the end of the year, I will have read 3 novels.
4. We shall have left the house before you get back.
5. The game will have started before we reach the field.

Lesson Title: Adjectives	Theme: Grammar	
Lesson Number: L-09-084	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to write sentences where adjectives describe nouns and pronouns.</p>	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** What are adjectives? (Answer: words that describe nouns and pronouns)
2. **Ask:** Who can give me an example of an adjective? Have pupils raise their hand to answer.
3. Write some pupils' examples on the board.
4. **Say:** Today, we will learn about adjectives and how they describe nouns and pronouns.

Introduction to the New Material (12 minutes)

1. Write the following sentences on the board:
 - a. You should always eat green, leafy vegetables.
 - b. The fat boy teased the small children at the isolated farm.
 - c. Her smooth and long hair is outstanding.
2. Ask pupils to identify the nouns in the sentences. (Answers: a. vegetables b. boy, children, farm c. hair)
3. Underline the nouns in the sentences on the board.
4. **Ask:** Which words in the sentences tell us something about these nouns? Which words are adjectives? (Answers: a. green, leafy b. fat, small, isolated c. smooth, long, outstanding)
5. Circle the adjectives as pupils identify them.
6. **Say:** Adjectives are words that tell us something about nouns or pronouns.
Examples:
 - a heavy box She looks unhappy.
 - a beautiful lady It is bitter.
 - a thin man an ugly monster
7. Write the definition and examples on the board.
8. **Say:** The words 'heavy', 'beautiful', 'thin', 'unhappy', 'bitter' and 'ugly' tell us something about the nouns and pronouns they describe.
9. **Say:** They tell us what sort of box, what sort of lady, what kind of taste, etc.
10. **Say:** A descriptive adjective adds meaning to the noun that it modifies. This kind of adjective describes a noun in detail by giving an attribute to that particular word.
11. **Say:** These adjectives usually describe things that we can experience through the 5 senses – touch, taste, sight, smell and sound. For example, fast, pink, delicious, hairy, bright, awful.
12. Write the definitions and examples of descriptive adjectives on the board.
13. Ask pupils to copy all the information on the board into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. **Say:** I am going to say a noun. I want you to write as many adjectives to describe the noun as you can in 30 seconds.
2. **Say:** Sierra Leone.
3. Give pupils 30 seconds to write as many adjectives as they can to describe Sierra Leone.
4. **Say:** Our classroom.
5. Give pupils 30 seconds to write as many adjectives as they can to describe the classroom.
6. **Say:** My best friend.
7. Give pupils 30 seconds to write as many adjectives as they can to describe their best friends.
8. **Say:** BECE.
9. Give pupils 30 seconds to write as many adjectives as they can to describe the BECE.
10. Ask pupils to work in pairs. **Say:** Work with a partner and compare the adjectives you write to describe Sierra Leone, our classroom, your best friend and the BECE.
11. Give pupils time to discuss the adjectives.
12. Move around the classroom to make sure pupils understand and are doing the task. Correct any mistakes you hear.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to identify the nouns in the sentences. (Answers: a. spider, legs b. aunt, dress c. Daniel, pupil)
3. Underline the nouns in the sentences on the board.
4. **Say:** Which adjectives describe these nouns? (Answers: a. big, black, 8, hairy b. pink, cotton, kind c. bright)
5. Circle the adjectives as pupils identify them.
6. Write 5 adjectives on the board: brave, deep, poor, honest, dark.
7. Ask pupils to write a sentence using all 5 adjectives.
8. **Say:** I want you to try to use all of these adjectives in a single sentence. Listen to my example: 'The poor, honest soldier fell into a deep, dark hole but he was brave and found a way out'.
9. Give pupils a minute to write their sentence.
10. Invite 2-3 pupils to share their sentence with the class.
11. **Say:** I want you to write 5 sentences describing your family. Use as many adjectives as you can. You have 4 minutes.
12. Ask pupils to work in pairs to share and compare their descriptions.




Closing (5 minutes)

1. Invite as many pupils as possible to read their sentences to the class.
2. Ask the rest of the class to identify the adjectives they hear.
3. **Ask:** What do we know about adjectives? (Example answers: Adjectives describe nouns or pronouns. They describe things that we can see, touch, taste or smell. Usually adjectives go before/in front of nouns.)

[SENTENCES]

- a. The big, black spider has 8 hairy legs.
- b. I love the pink cotton dress that my kind aunt bought for me.
- c. Daniel is a very bright pupil.

Lesson Title: Phrasal Verbs	Theme: Grammar	
Lesson Number: L-09-085	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use phrasal verbs in sentences and explain their meanings.</p>	 <p>Teaching Aids 1. Examples of phrasal verbs and their meanings at the end of the lesson plan</p>	 <p>Preparation 1. Write the sentences for the Opening on the board: The car <u>broke down</u> on the road. I had to help Fatu <u>calm down</u> after she got into an argument with her brother. 2. Write the examples of phrasal verbs and their meanings at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. **Ask:** Who can tell us something about phrasal verbs? Have pupils raise their hand to answer. (Example answers: A phrasal verb is a group of words made up of a verb and a preposition, or an adverb. A phrasal verb functions as a single word. The meaning of a phrasal verb is different than the individual words.)
2. Read the sentences on the board to pupils:
 - a. The car broke down on the road.
 - b. I had to help Fatu calm down after she got into an argument with her brother.
3. Ask pupils to look at the sentences carefully and think about the meanings of the phrasal verbs.
4. Read the first sentence.
5. **Ask:** What does the phrase 'broke down' mean? Listen to pupils' answers. (Answer: to stop functioning/working)
6. Read the second sentence.
7. **Ask:** What does the phrase 'calm down' mean? (Answer: to relax after being angry or upset)
8. **Say:** Good. We have looked at some phrasal verbs. Today, we will use phrasal verbs in sentences and explain their meanings.

Introduction to the New Material (10 minutes)

1. **Say:** A phrasal verb is a group of words made up of a verb and a preposition or adverb. It acts like a single word.
2. **Say:** Remember, the meaning of a verb changes when a preposition is added to it.
3. Write the following examples on the board.

Examples:

 - a. put up with
Example: I had no option but to put up with her behaviour.
 - b. run out of
Example: Fatu almost ran out of cash today.

4. **Say:** Phrasal verbs usually have a direct object. In the sentences on the board, the prepositions are 'with' and 'of' and have direct objects, 'behaviour' and 'cash'.
5. Write the definition and examples on the board.
6. Point to the list of phrasal verbs and their meanings on the board (see end of lesson plan).
7. Discuss the phrasal verbs and their meanings as a class.
8. Ask pupils to copy the list into their exercise books. Give them time to write.

Guided Practice (6 minutes)

1. **Say:** Now we are going to practise using phrasal verbs in sentences. Here are my examples: We wanted to cheer up John after he failed the exam. It is very bad to look down on someone.
2. Ask pupils to work in pairs. **Say:** With your partner, create sentences using phrasal verbs. Use the list of phrasal verbs and their meanings on the board to help you. Don't write them down; I want you to try to use the phrasal verbs in conversation.
3. Move around the classroom to make sure pupils understand and are doing the task. Help pupils use phrasal verbs correctly.

Independent Practice (10 minutes)

1. **Say:** We just practised using phrasal verbs in conversation. Now I want you to write sentences using phrasal verbs.
2. **Say:** Select 5 of the phrasal verbs on the board and use each of them in a sentence. Write the sentences in your exercise books.
3. Give pupils 5 minutes to write their sentences.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. As you walk around the classroom, make note of 2-3 common mistakes pupils are making.
6. Write 1-2 sentences with mistakes on the board. Ask pupils to help you identify the mistakes and correct them.
7. **Say:** Look at your sentences. Did you make any mistakes like these? If you did, correct them now.
8. Give pupils time to correct their work.
9. Ask pupils to exchange their exercise books with a partner to share and compare their sentences.

Closing (5 minutes)




1. Invite as many pupils as possible to share a sentence using a phrasal verb with the class.
2. Ask the rest of the class to identify the phrasal verb in the sentence.

[EXAMPLES OF PHRASAL VERBS AND THEIR MEANINGS]

- a. dress up – to wear nice clothes
- b. cheer up – to become happy after being sad
- c. put off – to postpone
- d. come up with – to suggest or bring about an idea
- e. bring up – to raise children
- f. give an account of – to explain in detail

- g. make up – to forgive each other
- h. call off – to cancel
- i. turn down – to refuse or reject
- j. look down on – to regard or treat as inferior

Lesson Title: Book Review	Theme: Writing	
Lesson Number: L-09-086	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes: By the end of the lesson, pupils will be able to write a summary of a book for a colleague who has never read the book.</p>	 <p>Teaching Aids: 1. 'Features of a book review' at the end of the lesson plan 2. Example book review at the end of the lesson plan</p>	 <p>Preparation: 1. Write the 'Features of a book review' at the end of the lesson plan on the board. 2. Write the example book review at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** How many of you read other books apart from the prescribed textbooks? Have pupils raise their hand to answer.
2. **Say:** It is good to read other books at home because reading helps us to:
 - a. Speak and write correct English grammar.
 - b. Broaden our knowledge.
 - c. Broaden our vocabulary.
3. **Say:** Today, you will learn how to write the summary of a book for a friend who has never read that book. Writing the summary of a book is also called a 'book review'.

Introduction to the New Material (10 minutes)

1. **Say:** A book review can be written for any book. It can also be written for other literature such as a play or a collection of poems.
2. Point to the 'Features of a book review' on the board.
3. **Say:** When you summarise a book for a friend or for anyone who has never read that book, you must include this following information.
4. Read the 'Features of a book review' to pupils. Point to the features as you read them.
5. **Say:** The book review must be written in at least 3 paragraphs.
6. **Say:** In the first paragraph, write the following information:
 - a. title of the book
 - b. author's name and place of birth
 - c. publishers and date of publication
7. Point to the book review on the board (see end of lesson plan).
8. Read the first paragraph of the book review to pupils.
9. Read slowly, clearly and with expression to make it interesting.
10. **Say:** In the second paragraph, summarise the important information about the story. Briefly write what the story is about.
11. Read the second paragraph of the book review on the board to pupils.
12. **Say:** In the third paragraph, write about how you feel towards a main character or about the story. Say whether you like or dislike the story.
13. Read the third paragraph of the book review on the board to pupils.
14. **Say:** It is important that when you are writing a book review you do not tell the reader the ending or give too much information that could spoil the surprise in a story.

Guided Practice (8 minutes)

1. Ask pupils to copy the 'Features of a book review' and the example of a book review on the board into their exercise books. Give them time to write.
2. **Say:** You are going to write a book review. You are going to use your imagination. You can write about a book you have read or you can use your imagination and make up the information.
3. **Say:** Let me give you an example. One of my favourite books is 'The Wind in My Hair' by Sheila Brown. The author is Canadian and the book was published by West Publishers in 2013. It is the story of a young girl, Julia, who moves to a new town. The book describes her adventures as she meets new, interesting people and tries to adjust to living in a small town after living in the big city. I really enjoyed the book because I could relate to the main character. Julia's struggles to make friends and learn about life in a small town reminded me of when I left Freetown. It is a great story for young people to read.
4. **Say:** There is no book called, 'The Wind in My Hair' by Sheila Brown. I made it up, just like you can do.
5. Ask pupils to work in pairs. **Say:** With your partner plan your book review. Use the 'Features of a book review' on the board and write notes for each of the paragraphs you will write.
6. Give pupils time to plan a book review.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils plan their book review.

Independent Practice (12 minutes)

1. **Say:** Now I want you to write your book review. Remember you are going to write 3 paragraphs. The first paragraph will include the book title, author's name, publisher's name and date of publication. Remember my example: One of my favourite books is 'The Wind in My Hair' by Sheila Brown. The author is Canadian and the book was published by West Publishers in 2013.
2. **Say:** The second paragraph is a summary of the book. I wrote: It is the story of a young girl, Julia, who moves to a new town. The book describes her adventures as she meets new, interesting people and tries to adjust to living in a small town after living in the big city.
3. **Say:** In the third paragraph write about how you feel towards a main character or about the story. Say whether you like or dislike the story. For example: I really enjoyed the book because I could relate to the main character. Julia's struggles to make friends and learn about life in a small town reminded me of when I left Freetown. It is a great story for young people to read.
4. **Say:** Work with your partner. You have 6 minutes.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. Invite 2-3 pairs to read their book review to the class.
7. After they finish reading, ask the class if they included all of the features of a book review.

Closing (2 minutes)

1. **Ask:** What information must you include in a book review? (Answer: title of the book, author's name and nationality, publisher and date of publication, summary of the story, your feelings towards a main character or the story)
2. **Say:** I advise you to start reading extra books at home. You may not be able to write a book review in the BECE if you do not read widely.

[FEATURES OF A BOOK REVIEW]

1. title of the book
2. name of the author, poet or playwright
3. nationality of the author, poet or playwright
4. publisher
5. date of publication
6. contents/important details in the story
7. feelings or attitude towards a character or the story




[EXAMPLE BOOK REVIEW]

Paragraph 1: An interesting novel I read is, 'Things Fall Apart' by Chinua Achebe. Achebe is a Nigerian. The novel was published by Longmans in 1962.

Paragraph 2: The story is about Okonkwo, the most famous wrestler in Umuofia village. He loved his culture and tradition so much that when the white men brought the Christian religion and education, he tried to fight against it. Unfortunately for him, everybody else accepted education and the new religion, so Okonkwo killed himself.

Paragraph 3: Even though I enjoyed reading the story, I felt sorry for Okonkwo in the end. I enjoyed the way he made his village famous by winning the wrestling match. It is an interesting story.

Lesson Title: The Use of Articles	Theme: Reading	
Lesson Number: L-09-087	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use articles as well as countable and uncountable nouns in sentences.</p>	 <p>Teaching Aids 1. Passages at the end of the lesson plan 2. 'Words with indefinite articles' at the end of the lesson plan 3. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the passages at the end of the lesson plan on the board. 2. Write the 'Words with indefinite articles' at the end of the lesson plan on the board. 3. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (5 minutes)

1. Point to the 2 passages on the board (see end of lesson plan).
2. Ask pupils to read the passages on the board. Give them time to read.
3. **Ask:** What did you notice about the 2 passages? How are they different? Have pupils raise their hand to answer. (Answer: Passage 1 makes complete sense and passage 2 has some missing words.)
4. **Say:** Those missing words in Passage 2 are called 'articles'. They are small, but very important words in sentences.
5. **Say:** Today, we are going to learn about the use of articles and countable and uncountable nouns.

Introduction to the New Material (16 minutes)

1. **Say:** The articles in English are: 'a', 'an' and 'the'.
2. Write on the board: a, an, the.
3. **Say:** 'A' and 'an' are indefinite articles. Articles are actually adjectives that describe any person, place or thing. Indefinite means not clear or without limit.
Examples:
 - A woman won today.
 - We waited an hour.
4. Write the definition and examples on the board.
5. **Say:** The article 'a' woman refers to any woman. It does not specify which woman.
6. **Say:** The article 'an' hour refers to any hour. It does not specify which hour.
7. **Say:** The indefinite article 'a' is used before consonant sounds.
Example: A tree fell down.
8. **Say:** 'Tree' starts with a consonant, the letter 't'.
9. Write the definition and example on the board.
10. **Say:** The indefinite article 'an' is used before vowel sounds.
Example: An egg was taken from the table by John.
11. **Say:** 'Egg' starts with the vowel letter 'e'.
12. Write the definition and example on the board.
13. **Say:** 'The' is a definite article that refers to a specific person, place or thing.

Example: The shop is owned by my uncle.

14. **Say:** The article 'the' is definite because it refers to a specific shop, not any shop.
15. Write the definition and example on the board.
16. Write examples of definite and indefinite articles. Revise the examples with pupils.

Indefinite articles

- He found a ring.
- I have a used computer.
- I ate an egg.
- It's almost an hour since he left.

Definite article

- He found the ring.
- I have the used computer.
- I ate the egg.
- It's almost the hour for lunch.

17. Ask pupils to copy the information on the board into their exercise books. Give them time to write.
18. **Say:** Now let's look at countable and uncountable nouns.
19. **Say:** Nouns are either countable or uncountable. Countable nouns can be quantified; they can be counted. Uncountable nouns cannot.
20. **Say:** Countable nouns can be singular or plural. For example, one mango or 2 mangoes. Uncountable nouns are always singular. For example, air. You cannot have one air.
21. **Say:** Liquids are uncountable but what holds them is countable. For example, I can have tea or a tea. When I say a tea what I really mean is a cup of tea. The cup is countable.
22. Write on the board: few, a few, little, a little.
23. **Say:** 'Few' is used with plural countable nouns, and 'little' is used with singular uncountable nouns.
24. **Say:** Both 'few' and 'little' refer to the amount of something.
25. **Say:** 'Few' means 'not many'.
Example: The few friends that he had are all dead.
26. **Say:** 'Little' means 'not much' and the emphasis is on the 'smallness'.
Example: The little money that he has will hardly feed his family.
27. Write the definitions and examples on the board.
28. **Say:** 'A few' and 'a little' mean some, though not many. This is a greater quantity than 'few' or 'little'.

Examples:

- He has a few friends who call to see him quite frequently.
- He has a little money and can live quite comfortably on it.

29. Write the definition and examples on the board.
30. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (7 minutes)

1. Point to the words with indefinite articles on the board (see end of lesson plan).
2. Ask pupils to copy the words from the board and put 'a' or 'an' in front of each word or phrase.
3. Give pupils 3 minutes to do the task.
4. Check answers as class. (Answers: a university, a one-sided argument, an honest deal, a history of Sierra Leone, an interesting news article)

5. Write the answers on the board.

Independent Practice (6 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to complete the sentences using: few, a few, little, a little. Write the complete sentence in your exercise books.
3. Give pupils 4 minutes to write the sentences.
4. Check answers as a class. (Answers: a. a little b. little. c. a little d. a few)

Closing: (1 minute)

1. **Say:** If you leave out any of the articles when writing at the BECE, you will lose half a mark.
2. **Say:** This shows that though small, they nonetheless play an important role in English.
3. Please write down any questions that you still have about articles.

[PASSAGES]

Passage 1: When I entered the room I saw an apple and also a banana. The little food that I have cannot feed the few friends who are coming to my house after the games.

Passage 2: When I entered the room, I saw apple and also banana. The food that I have cannot feed the friends who are coming to my house after the games.




[WORDS WITH INDEFINITE ARTICLES]

- university
- one-sided argument
- honest deal
- history of Sierra Leone
- interesting news article

[SENTENCES]

- a. Is there any tea left in the pot? Yes _____.
- b. Do you smoke at all? Yes, but very _____.
- c. Do you smoke at all? Yes _____.
- d. Musa had _____ cakes and felt very full.

Lesson Title: Conjunctions	Theme: Grammar	
Lesson Number: L-09-088	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Answer questions based on the use of correlative conjunctions and the verbs that agree with them. 2. Identify how conjunctions function in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. List of correlative conjunctions at the end of the lesson plan 2. Sentences at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the 3 sentences in the Opening on the board. 2. Write the list of correlative conjunctions at the end of the lesson plan on the board. 3. Write the sentences at the end of the lesson plan on the board.
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Opening (4 minutes)

1. Point to the sentences on the board. Read the sentences to pupils.
2. **Say:** Look at the sentences.
 - Jane and Peter arrived home early.
 - We must leave now, or we will be late.
 - The bell rang, yet everyone remained seated.
3. **Ask:** What role do the underlined words play? Have pupils raise their hand to answer. (Answer: They join words, phrases and sentences together.)
4. **Ask:** What do we call this part of speech? (Answer: conjunction)
5. Today, we are going to learn how to answer questions based on the use of correlative conjunctions and the verbs they agree with.

Introduction to the New Material (12 minutes)

1. **Say:** Conjunctions are used to join words, phrases and clauses together.
2. **Say:** There are 3 main types of conjunctions:
 - coordinating conjunctions
 - subordinating conjunctions
 - correlative conjunctions
3. Write the definition and types of conjunctions on the board.
4. **Say:** Today we are going to learn about correlative conjunctions.
5. Point to the correlative conjunctions on the board (see end of lesson plan).
6. Revise the list of correlative conjunctions with pupils.
7. **Say:** Correlative conjunctions are used in pairs. They join phrases or words that carry equal importance within a sentence.
8. Write the definition on the board.
9. Point to the sentences on the board (see end of lesson plan).
10. **Say:** Here is an example sentence for each of the correlative conjunctions on the board.
11. Read the example sentences to pupils and underline the correlative conjunctions in each sentence. (Answers: a. either, or b. neither, nor c. both, and d. not only, but also e. whether, or)
12. **Say:** The correlative conjunction should always agree with the verb in the sentence.
Example:
 - a. Neither Joan nor Joseph is my relative.

- b. Neither Joe nor his brothers are here.
13. Write the definition and examples on the board.
 14. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (7 minutes)

1. Write the following sentences on the board. Ask pupils to copy them into their exercise books as you write.
 - a. Neither Joe nor Musu likes okra.
 - b. Either Isaac or his brothers are here.
 - c. Not only fish but also turtles swim.
2. Read the sentences to pupils. Emphasise the correlative conjunctions when you read aloud.
3. Give pupils time to underline the correlative conjunction in each sentence.
4. Check answers as a class. Write the answers on the board. (Answers: a. Neither Joe nor Musu likes okra. b. Either Isaac or his brothers are here. c. Not only fish but also turtles swim.)

Independent Practice (10 minutes)

1. Point to the correlative conjunctions on the board.
2. **Say:** Look at the correlative conjunctions on the board. We have an example of how each is used in a sentence on the board as well.
3. **Say:** I want you to use each of the correlative conjunctions in a sentence. That means you will write 5 sentences in total. Use the examples on the board to help you.
4. Give pupils 5 minutes to write their sentences.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
6. After 5 minutes, ask pupils to exchange their exercise books with a partner to share and compare their sentences.
7. **Say:** Look at your partner's sentences. Has your partner used all of the conjunctions? Have they been used correctly? Do the conjunctions agree with the verbs in the sentences?
8. Give pupils time to discuss their work in pairs and make corrections.

Closing (2 minutes)

1. Invite as many pupils as possible to read a sentence using a correlative conjunction to the class.




[CORRELATIVE CONJUNCTIONS]

- a. either ___ or
- b. neither ___ nor
- c. both ___ and
- d. not only ___ but also ___
- e. whether ___ or ___

[SENTENCES]

- a. Either Salima or Susan will go to the market.
- b. Neither my sister nor I can swim.
- c. Both dogs and cats are mammals.
- d. Not only Gerald but also John played truant yesterday.
- e. Whether you clean or I clean, it does not matter.

Lesson Title: Requirements for Drama for BECE	Theme: Reading	
Lesson Number: L-09-089	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to recall details and requirements for a drama text.</p>	 <p>Teaching Aids 1. BECE requirements for drama at the end of the lesson plan 2. Excerpts from <i>'The Merchant of Venice'</i> at the end of the lesson plan Note: If your school has copies of <i>'The Merchant of Venice'</i>, you should be reading it with pupils.</p>	 <p>Preparation 1. Write the BECE requirements for drama at the end of the lesson plan on the board. 2. Write the excerpts from <i>'The Merchant of Venice'</i> at the end of the lesson plan on the board. 3. Write the questions at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** In a previous lesson, we learned about literature as a component in Language Arts.
2. **Ask:** How many components is literature divided into? Have pupils raise their hand to answer.
(Answer: 3 components)
3. **Ask:** What are the 3 components? (Answer: prose, drama, poetry)
4. **Say:** In today's lesson, we are going to learn about drama and its requirements for BECE.

Introduction to the New Material (5 minutes)

1. **Say:** Drama is a piece of writing meant to be performed on stage by actors. As a result, many characters are involved.
2. **Say:** There are many benefits to reading drama, such as:
 - Teaching you to speak well in front of a large group or audience.
 - Exposing you to acting and performing.
 - Encouraging you to become a future dramatist.
3. **Say:** In the BECE, knowing the requirements of drama will help you become successful.
4. Point to the list of BECE requirements on the board (see end of lesson plan).
5. Revise the list of requirements with pupils.

Guided Practice (12 minutes)

1. Point to the 2 excerpts from *'The Merchant of Venice'* on the board (see end of lesson plan).
2. **Say:** We are going to read this excerpt from *'The Merchant of Venice'*, a Shakespearean drama.
3. **Say:** In order to understand the excerpt, we need to know some information about the setting of the drama and the plot.
4. **Say:** *'The Merchant of Venice'* was written by Shakespeare at the end of the 16th century. The drama is set in Venice, Italy at a time when there was a lot of competition to discover riches in new places. Trade by ship was very important.
5. **Say:** In the play, Bassanio is desperate to marry Portia whose father is very rich. She lives in another city and Bassanio goes to his friend Antonio to try to borrow money in order to go to Belmont and impress Portia. Antonio does not have money to lend to his friend because his money is tied up in different trade ships that are still out at sea. Antonio suggests that Bassanio

borrow money from a moneylender in the city. Because Bassanio is poor, a moneylender will not give him money; however, his friend Antonio offers to act as his guarantor. This means that Antonio promises Bassanio will return the money. If Bassanio does not return the money, then the moneylender can demand the money from Antonio. Bassanio and Antonio go to a Jewish moneylender, Shylock, to get a loan. Instead of wanting money from Antonio, Shylock, who hates Antonio, demands a pound of his flesh. Flesh is the skin and meat on your body. Antonio agrees to the terms of the loan.

6. **Say:** The first excerpt comes from Act One, Scene 4 when Shylock and Antonio are discussing the loan.
7. Read the excerpt to pupils. Read slowly, clearly and with expression to make it interesting.
8. **Say:** In this excerpt, there are 2 speakers.
9. **Ask:** Who do you think is Speaker A? Who do you think is Speaker B? (Answers: Speaker A – Shylock, Speaker B – Antonio)
10. **Say:** This is one of the requirements that you need to know in order to pass the BECE. You must be able to identify characters in a drama.
11. Discuss the following questions as a class. (Answers: a. Disgust – he spurned him and called him a dog and said he would do so again. b. The way in which Shylock lends money.)
 - a. What is Antonio's feeling towards Shylock? How do you know?
 - b. What has caused Antonio's feelings towards Shylock?

Independent Practice (13 minutes)

1. **Say:** The second excerpt comes from Act 4, Scene One when Shylock is in court demanding that Antonio pay the loan of Bassanio.
2. Read the excerpt to pupils. Read slowly, clearly and with expression to make it interesting.
3. **Say:** In this excerpt, there is only one speaker.
4. **Ask:** Who do you think the speaker is? (Answers: Shylock)
5. Point to the questions on the board (see end of lesson plan).
6. Ask pupils to copy the questions into their exercise books. Give them time to write.
7. Ask pupils to work in pairs. **Say:** With your partner, I want you to answer the questions on the board. Answering these simple questions will help you understand the main ideas in the excerpt.
8. Give pupils 4 minutes to answer the questions.
9. Discuss the answers as a class.
10. Write the answers on the board. (Answers: a. Hatred – he made an ugly deal and wants Antonio to suffer. b. He demands a pound of flesh. c. Shylock compares the deal to owning slaves.)
11. **Ask:** Who can summarise the main idea in the passage? Listen to pupils' answers.

Closing (2 minutes)

1. **Say:** Knowing all of the requirements will increase your chance of passing drama at the BECE.
2. **Say:** Continue to read more excerpts to help you recall these requirements.

[BECE REQUIREMENTS FOR DRAMA]

1. There is only one prescribed drama text. It is always a Shakespearean drama.
2. Pupils are required to read and understand the entire drama text.

3. Pupils are required to know that only objectives are treated and are context questions.
4. The examination questions require pupils to:
 - a. identify figures of speech
 - b. identify individual characters
 - c. identify the mood or feeling of speakers or characters
 - d. identify settings – namely, the place and time and actions that take place
 - e. identify main ideas

[EXCERPT 1: THE MERCHANT OF VENICE BY WILLIAM SHAKESPEARE]

- A. Fair, Sir, you spat on me on Wednesday last;
You spurned me such a day, another time
You called me dog; and for these courtesies
I'll lend you thus much money.
- B. I am like to call thee so again
To spit on thee again, to spurn thee too
If thou wilt lend this money, lend it not
As to thy friends.




[EXCERPT 2: THE MERCHANT OF VENICE BY WILLIAM SHAKESPEARE]

You have among you many a purchased slave
Which, like your asses and your dogs and mules,
You use in abject and in slavish parts
Because you bought them. Shall I say to you
'Let them be free, marry them to your heirs.
Why sweat they under burdens?
....
You will answer
'The slaves are ours'. So do I answer you.
The pound of flesh which I demand of him
Is dearly bought. 'Tis mine, and I will have it.

[QUESTIONS]

- a. What are Shylock's feelings towards Antonio? How do we know this from the excerpt?
- b. What is the price Shylock demands from Antonio?
- c. What does Shylock compare the deal to?

Lesson Title: Drama - Answering Context Questions	Theme: Reading	
Lesson Number: L-09-090	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to answer context questions from a given passage.</p>	 <p>Teaching Aids 1. 'How to be a good reader' at the end of the lesson plan 2. Excerpt at the end of the lesson plan Note: If your school has copies of 'The Merchant of Venice', you should be reading it with pupils.</p>	 <p>Preparation 1. Write the 'How to be a good reader' at the end of the lesson plan on the board. 2. Copy the excerpt at the end of the lesson plan on the board. 3. Write the questions at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. **Say:** In the last lesson, you learned about drama and its requirements for BECE.
2. **Ask:** What is drama? Have pupils raise their hand to answer. (Answer: a piece of writing meant to be performed on stage in front of an audience)
3. **Say:** You also learned about the requirements of drama.
4. **Ask:** What are the BECE requirements for drama? (Example answers: There is only one prescribed text. It is always a Shakespearean drama.)
5. **Say:** In today's lesson, you will learn about answering context questions in a given passage.

Introduction to the New Material (13 minutes)

1. **Say:** Context questions are questions about a particular passage from a prose, drama or a poem. They are usually used for examinations.
2. **Say:** In context questions, an excerpt is given either from prose, drama or a poem. Questions are then asked on the situation, circumstance or event surrounding the excerpt.
3. **Say:** Context questions test your knowledge of the prose, drama or a poem and your understanding of the language. If you put something 'in context' you place it in the perspective of the whole situation. When talking about a drama, you need to be able to understand what led up to a particular incident or speech and what came after. This means you need to know the drama well.
4. **Say:** In JSS 3, you have to read a whole Shakespearean text. But questions are set on specific portions chosen from the text at a given time.
5. **Say:** You therefore must read and thoroughly understand the entire text since no one knows from where the excerpt will be taken.
6. Point to the suggestions for how to be a good reader on the board (see end of lesson plan).
7. Revise the suggestions with pupils.
8. **Say:** In JSS 3, you are required to answer context questions based on the following:
 - a. events
 - b. characters
 - c. setting
 - d. figures of speech

- e. mood
9. Write the 5 points on the board.
 10. When thinking about the context, consider the following:
 - a. when the text was written
 - b. what life was like at the time the text was written
 - c. what or who influenced the writer
 - d. what political or social influences there would have been at that time
 - e. Does the examination question give you any clues about the context?
 11. **Say:** We know that the context questions you will be asked are about a Shakespearean drama. Shakespeare was born in 1564 and died in 1616. He lived a very long time ago in England so the context of any drama by Shakespeare is not modern and certainly not West Africa. This means that the way people lived at the time the play was written was very different from the way we live. His plays look at some of the problems of life at the time.

Guided Practice (5 minutes)

1. Point to the excerpt on the board (see end of lesson plan).
2. **Say:** We are going to use this excerpt to practise answering context questions.
3. Read the excerpt to pupils. Read slowly, clearly and with expression to make it interesting.
4. **Ask:** Where is the speaker? (Answer: at the Aberdeen beach)
5. **Ask:** Who is the speaker? (Answer: John) **Ask:** How do we know John is the speaker? (Answer: His father calls him John.)
6. **Ask:** Whom is the 'he' referring to? (John's father)
7. **Ask:** What is the mood of the speaker's father? (Answer: angry, upset, disappointed)

Independent Practice (10 minutes)

1. **Say:** Now I am going to give you a bit of background to the excerpt.
2. **Say:** John recently moved to Freetown and he really wanted to make friends. For the first 2 weeks at school he sat by himself and nobody talked to him. He was very lonely. Finally, an older boy, Isaac, came over to him and invited him to hang out after school. Isaac was a well-known truant at the school and was often in trouble with the Principal. He was certainly not the kind of friend parents would want for their child. Many people called him a bad influence.
3. **Say:** The information I just gave you gives the excerpt context. It gives you an idea about the situation before the conversation John had with his father.
4. **Say:** Now let me give you some information about what happened after. John felt angry at his father. His father did not understand what it was like to be a teenager in a new place. He did not understand how difficult it was to make friends. John ignored his father's words and became closer and closer with Isaac. They played truant together regularly and snuck into movie halls to watch films instead of studying. John failed his exams and did very poorly in school. His parents sent him away to boarding school in Kabala to remove him from the bad influence of Isaac. John had to repeat the school year and try to make new friends all over again.
5. **Say:** Now that you know the context of the excerpt I want you to answer the questions on the board.
6. Point to the questions on the board (see end of lesson plan).
7. Give pupils 3 minutes to answer the questions.

8. Discuss the answers as a class. (Example answers: a. because of his new friendship b. friendship with Isaac c. Negative – he failed school and then was sent to repeat the year at boarding school in a new town.)

Closing (3 minutes)

1. **Say:** Context questions are questions set around an event, circumstance or situation.
2. **Ask:** In JSS 3, you are required to answer context questions based on what 5 things? (Answer: events, characters, setting, figures of speech and mood)
3. **Say:** I am confident that after this lesson, you will be very capable of answering context questions.

[HOW TO BE A GOOD READER]

1. Be aware of events taking place.
2. Take note of the setting of the various events.
3. Know the various characters and their relationships.
4. Understand what each character says, when he or she says it and why.
5. Understand the figure of speech contained in the excerpt.




[TEXT EXCERPT]

I went to the Aberdeen Beach, where I met my father. He said to me, 'John, come here. You are behaving like a street boy'. He accused me of using obscene language with my friends. 'What would your mother say if she heard you using that kind of language? I must say I am very disappointed with you.'

[QUESTIONS]

- a. Why did John quarrel with his father?
- b. What was the new friendship John made in Freetown?
- c. Did the friendship have a positive or negative impact on John's life? Explain.

Lesson Title: Revision of Punctuation Marks	Theme: Grammar	
Lesson Number: L-09-091	Class/Level: JSS 3	Time: 35 minutes

	Learning Outcomes: By the end of the lesson, pupils will be able to use punctuation in sentences and essay writing.		Teaching Aids: Sentences and answers at the end of the lesson plan		Preparation: Write the sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

- Say:** Punctuation marks are tools which writers make use of to pause, ask questions and express emotions or surprise in writing.
- Say:** Punctuation marks are important because they can help us to organise the flow of our ideas in writing. They can help us to know when a complete statement is made, a question is asked or a pause is to be used.
- Say:** We are only going to revise the use of commas, full stops, question marks, exclamation marks and colons. Today, you will learn not only how to use punctuation in a single sentence but also in an essay.

Introduction to the New Material (15 minutes)

- Say:** There are several punctuation marks which we make use of in writing. Let's revise them together.
- Say:** A comma (,) has 2 main uses: It is used to separate certain parts of a sentence, and it may also be used to separate words or groups of words in a list.

Example:

- Musa sells cassava, cocoyam, sweet potatoes and groundnuts in the market.

It may also be used to separate 2 or more adjectives when the coordinating conjunction is not used.

Example:

- Be good, respectful and honest as a businessman.

- Write the definitions and examples on the board.
- Say:** A full stop (.) is used to indicate the end of a declarative statement.

Example:

- Jinah is an old friend of mine.

- Write the definition and example on the board.
- Say:** A question mark (?) is used after a direct question. Whenever this punctuation is used, it indicates that the sentence is a question.

Example:

- How often do you go to church?

- Write the definition and example on the board.
- Say:** The exclamation mark (!) is used after somebody expresses emotion or a surprise.

Examples:

- Wow!
- What a big catch!

9. Write the definition and examples on the board.
10. **Say:** A colon (:) indicates that a series or a list of items follows in a sentence.
Example:
 - In the burnt house, we found the following items: one television set, 2 gas cookers, 3 standing fans and one generator.
11. Write the definition and example on the board.
12. **Say:** A colon can be also used to separate an explanation or quotation from an introductory statement.
Examples:
 - In the words of Shakespeare: ‘There is no art to find the mind’s construction in the face.’
 - Only one thing stood between the attackers and the defenders: a very thick wall.
13. Write the definition and examples on the board.
14. Ask pupils to copy all the information on the board into their exercise books.

Guided Practice (8 minutes)

1. **Say:** We have revised the following punctuation: full stop, comma, question mark, exclamation mark and colon.
2. **Say:** Now I want you to write an example sentence for each type of punctuation. That is 5 sentences in total. You have 3 minutes.
3. After 3 minutes ask pupils to exchange exercise books with a partner.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. **Say:** Look at your partner’s sentences. Did your partner write 5 sentences? Is there a sentence for each type of punctuation? Are the different punctuation marks used correctly?
6. Give pupils 2 minutes to check each other’s work and make corrections.
7. Point to the sentences on the board (see end of lesson plan).
8. **Say:** Look at the sentences. I want you to add the correct punctuation to the sentences on the board.
9. Give pupils 3 minutes to write the sentences with the correct punctuation.
10. Check answers as a class. (Answers: see end of lesson plan)

Independent Practice (8 minutes)

1. **Say:** We have practised identifying and using punctuation in sentences. Now I want you to use punctuation in an essay. You are going to write a 3-paragraph essay called ‘My Best Day Ever’. In your essay you must include at least 2 examples of each of the different types of punctuation.
2. **Say:** First, take 3 minutes to plan the paragraphs of your essay. What do you want to say? How will you organise the information?
3. Give pupils time to plan their essay.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils plan their essay.
5. **Say:** Now I want you to begin with your introduction.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (1 minute)

1. Ask pupils to finish their essays at home and bring them to the next lesson. Remind them that the essay must include at least 2 examples of each type of punctuation.




[SENTENCES]

- a. Excellent that answer is correct
- b. Do you know that today is Friday
- c. The sea is peaceful
- d. When he came back to his farm Pa Dauda noticed that the thieves had made away with the following animals 3 sheep, 5 cows, 3 goats and 2 donkeys
- e. The long narrow dusty road was completed

[ANSWERS]

- a. Excellent! That answer is correct.
- b. Do you know that today is Friday?
- c. The sea is peaceful.
- d. When he came back to his farm, Pa Dauda noticed that the thieves had made away with the following animals: 3 sheep, 5 cows, 3 goats and 2 donkeys.
- e. The long, narrow, dusty road was completed.

Lesson Title: Listening Comprehension	Theme: Listening and Speaking	
Lesson Number: L-09-092	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to listen to and summarise the main points of a passage or short story.</p>	 <p>Teaching Aids 1. Strategies for listening at the end of the lesson plan 2. Listening passage at the end of the lesson plan 3. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the strategies for listening 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 (5 minutes)

- Say:** I want you to listen carefully. I am going to pass a message to one pupil. That pupil will share the message very quietly with the person beside them.
- Say a sentence in the ear of one pupil on either side of the classroom and ask the pupil to repeat what you said in the ear of the pupil seated beside them. Have pupils continue passing the message along until it gets to at least 10 pupils. (Example sentence: 'What I like most about English Language Arts is that it teaches me how to read, write and speak well.')
- Tell pupils to whisper the message. You do not want everyone in the class to hear.
- Once the message reaches the tenth pupil, tell that pupil to say the message aloud to the class.
- Tell the class the original sentence you said. **Ask:** Was the sentence the same after it had been told to different people? Have pupils raise their hand to answer.
- Say:** We just practised listening and repeating what we heard.
- Say:** Today, we are going to discuss how to listen attentively so that we understand what we listen to and are able to summarise the main ideas of a story we hear.

Introduction to the New Material (8 minutes)

- Say:** Listening is an important skill in English Language Arts that is quite different from reading, writing and speaking.
- Say:** Learning to speak a language depends on listening, and listening well makes you communicate effectively. If you do not listen well, you will not be able to speak well.
- Say:** When we listen to someone speak, it is important that we listen attentively because we want to understand what the person is saying.
- Say:** You must pay attention to what someone is saying because you may have to recall and repeat what you heard; that is the only way learning can take place.
- Say:** Each time you listen to someone read a story, for example, you want to get the meaning of what the reader is reading.
- Point to the strategies for listening on the board (see end of lesson plan).
- Revise the strategies with pupils.
- Ask pupils to copy the strategies into their exercise books.

Guided Practice (10 minutes)

- Say:** I am going to read a story to you. I want you to pay close attention and listen carefully. Try to apply the listening strategies as you listen.
- Read the listening passage to pupils (see end of lesson plan).

3. Read clearly and with expression to make the passage interesting. Read at a faster pace than you would a dictation.
4. Ask pupils if there are any words in the passage they do not understand.
5. Explain any new vocabulary to pupils.
6. **Say:** We are focusing on understanding the main ideas in the passage. I am going to read the passage again. Listen to identify the main ideas. If you have any questions, raise your hand to ask them after I finish reading.
7. Read the passage again.
8. Ask pupils if they have any questions about the passage. Answer any questions asked.

Independent Practice (10 minutes)

1. Point to the questions on the board (see end of lesson plan).
2. Ask pupils to copy the questions into their exercise books. Give them time to write.
3. **Say:** I am going to read the passage one last time and I want you to listen and then answer the questions on the board. By answering these questions you will identify the main ideas in the passage.
4. Read the passage to pupils.
5. Give pupils time to answer the questions.
6. Check answers as a class. (Answers: see end of lesson plan)

Closing (2 minutes)

1. **Say:** Today, you have learned that listening is a very important skill in Language Arts.
2. **Say:** It is important to listen well because you may have to recall or repeat what you hear.
3. Ask pupils if they have any questions about the lesson. Answer their questions.

[STRATEGIES FOR LISTENING]

1. Be attentive; pay close and careful attention to what you hear.
2. Listen for the title of the story, the main ideas and any other information that is relevant or connected to the topic.
3. Ignore the small details that explain or support the main ideas; this way you can reduce the amount of information you have to recall or repeat.

[LISTENING PASSAGE: BUYING AND SELLING BY CONSENT]

Foreigners visiting West Africa for the first time are often unaware of the custom of bargaining when buying or selling. They start off by paying the price asked in the market, and then when they learn from friends that they have paid far too much, they are angry and they feel they have been cheated. Later on, when they know more about the African way of life, they realise that there is no word like 'cheating' in the African market, or, if there is, it is not applied to open negotiations, like bargaining. It is considered perfectly legal for a market woman to ask 5000 Leones for a fruit worth 2000 Leones. In fact, she doesn't really think her fruit is worth only 2000 Leones – she thinks it is worth whatever customers are prepared to pay for it. That is as long as they pay above a certain minimum price so that it is sufficient to give her a profit over and above the price she paid the farmer who produced

the fruit. If 5000 Leones seems a reasonable price to you and you pay it, she is happy to have found a rich customer and would never dream of telling you that she has been selling the same fruit for 2000 Leones all day.

Bargaining is like buying and selling by consent – both buyer and seller work towards a price that they can happily consent to. Only when a child is sent to the market, or someone equally incapable of bargaining, will the seller consider it a duty to sell at the lowest acceptable price, without bargaining of any kind.




[QUESTIONS]

- a. What is the title of the passage?
- b. What is the other name for 'buying and selling by consent' used in the passage?
- c. Who feels cheated in the West African market?
- d. Does the African market woman feel she is cheating her customers?
- e. What does she consider to be the price of her goods?

[ANSWERS]

- a. The title is 'Buying and Selling by Consent'.
- b. The other name for buying and selling by consent used in the passage is bargaining.
- c. Foreigners visiting West Africa for the first time often feel cheated in the West African market.
- d. The African market woman does not feel she is cheating her customers.
- e. The price of her goods is whatever her customer is prepared to pay.

Lesson Title: Avoiding Double Negatives	Theme: Grammar	
Lesson Number: L-09-093	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to correct sentences that use double negatives.</p>		<p>Teaching Aids Sentences at the end of the lesson plan</p>		<p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (5 minutes)

- Say:** Hello class. I am not unwell today, and that is why I am in your class. Our topic today is 'Avoiding double negatives', and I am sure you are not unhappy to listen to me teach this topic. But first of all, I am going to ask you a question.
- Ask:** What do we mean by negative? Have pupils raise their hand to answer. (Answer: absence or rejection)
- Ask:** What words do we use to express a negative? (Answer: words like no, not, never, nothing)
- Ask:** What is a double negative sentence? (Answer: a sentence that contains 2 negatives)
- Say:** When I started this lesson, I used 2 sentences containing 2 negatives. I said, 'I am not unwell' and 'you are not unhappy'. 'Not unwell' and 'not unhappy' are double negatives. What I was actually saying is 'I am well' and 'You are happy'.
- Say:** Today, we are going to learn about double negatives and how to avoid using them in sentences.

Introduction to the New Material (13 minutes)

- Write the definition of double negative on the board.
 - Double negative: A phrase or sentence in which there are 2 negative words or their compounds. For example: no, not, never or none.
 - Double negatives create confusion or double meanings in a sentence.
- Say:** When you write a sentence containing 2 negatives, the 2 negatives make your sentence mean the opposite of what you are saying.
- Say:** In both spoken and written English, negatives are often contracted or shortened.
- Write the following negatives and their contracted forms on the board. Revise the contractions with pupils.

will not = won't	is not = isn't	do not = don't
have not = haven't	was not = wasn't	did not = didn't
could not = couldn't	were not = weren't	cannot = can't
- Write these examples on the board. Read the examples to pupils.
 - We do not have no money. (not contracted)
 - We don't have no money. (contracted)
 - They cannot do nothing about it. (not contracted)
 - They can't do nothing about it. (contracted)
- Say:** All of these sentences are incorrect. They are examples of bad English.
- Remove one of the negatives in the sentences and write the correct form on the board:
 - We do not have money.
 - We don't have money.

- c. They cannot do anything about it.
- d. They can't do anything about it.
- 8. **Say:** Now the sentences are correct.
- 9. **Say:** Each negative has its affirmative or positive forms.
- 10. Write negatives and their affirmative (positive) forms on the board. Revise the negatives and positives with pupils.

<u>Negatives</u>	<u>Affirmatives/Positives</u>
never	ever, always
nothing	something, anything
nowhere	somewhere, anywhere
nobody	somebody, anybody
neither	either

- 11. **Say:** When sentences have double negatives we can replace one of the negatives with a positive to make the sentence correct.
- 12. Demonstrate how the negatives are replaced by their positive equivalents when we try to avoid double negatives in sentences. Write this sentence on the board. Underline the negatives.
 - Super Combo Band didn't play nowhere last month.
- 13. **Say:** Maintain the first negative (didn't), but change the second (nowhere) to its positive equivalent (anywhere).
- 14. Write the correct version of the sentence on the board: Super Combo Band didn't play anywhere last month.
- 15. Practise another example with pupils:
 - The tourists are lost. They do not know nowhere to go.
(Answer: The tourists are lost. They do not know anywhere to go.)
- 16. Ask pupils to copy the information on the board. Give them time to write.

Guided Practice (8 minutes)

- 1. **Say:** We are now going to work together to apply the rules we have learned. I will write one sentence at a time on the board. We shall maintain the first negative in each sentence but change the second negative to its positive form.
- 2. **Say:** Here is the first sentence.
- 3. Write the sentence on the board: We do not know nothing.
- 4. **Ask:** What are the 2 negatives in this sentence? (Answer: not and nothing)
- 5. **Say:** We are going to maintain the first negative, 'not'.
- 6. **Ask:** What is the positive of nothing? (Answer: anything)
- 7. **Say:** The correct sentence is: We do not know anything.
- 8. Write the sentences on the board:
 - a. You cannot have neither.
 - b. You are not unwelcome.
 - c. He denied he is not a policeman.
- 10. Ask pupils to work in pairs. **Say:** With your partner change these sentences to avoid double negatives.

11. Check answers as a class. (Answers: a. You cannot have either. b. You are not welcome. c. He denied he is a policeman.)

Independent Practice (8 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to identify the correct answer and write the sentences correctly in your exercise books. Remember we want to avoid double negatives.
3. Give pupils 5 minutes to write the sentences correctly.
4. Check answers as a class. (Answers: a. anything b. any c. any d. willing e. usual f. any g. anything h. anywhere)
5. Ask pupils to make corrections in their exercise books.




Closing (1 minute)

1. **Ask:** What are double negatives? (Answer: 2 negatives used together in a sentence)
2. **Ask:** What can we do to avoid double negatives? (Answer: You change one negative to its positive form.)

[SENTENCES]

- a. Ibrahim didn't find (nothing, anything) to buy at the market.
- b. The boys did not clean (no, any) plates.
- c. Joseph says the food cannot be served (no, any) longer.
- d. Are you sure he is not (unwilling, willing) to come?
- e. It is not (unusual, usual) to meet old friends in a strange place.
- f. They do not have (no, any) money.
- g. I did not do (nothing, anything) wrong, yet you are arresting me.
- h. I did not go (nowhere, anywhere) during Christmas.

Lesson Title: Possessive Nouns	Theme: Grammar	
Lesson Number: L-09-094	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify possessive nouns and what makes them possessive nouns.</p>	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the sentences for Guided Practice at the end of the lesson plan on the board. 2. Write the sentences for Independent Practice at the end of the lesson plan on the board.</p>
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Opening (5 minutes)

1. In JSS 2, we learned about nouns and some different types of nouns.
2. **Ask:** What is a noun? Have pupils raise their hand to answer. (Answer: A noun is the name of a person, animal, place or thing.)
3. **Say:** Let's revise the different types of nouns.
4. Ask pupils to identify different types of nouns. (Example answers: proper nouns, common nouns, abstract nouns, concrete nouns, compound nouns, collective nouns)
5. **Say:** Today we will learn to identify when nouns become possessive nouns.

Introduction to the New Material (10 minutes)

1. **Say:** It is important to learn about possessive nouns because they show ownership.
2. **Say:** A noun that shows ownership is called a possessive noun.
3. Write the definitions on the board.
4. **Say:** To form the possessive of a singular noun, we add an apostrophe and s ('s) to the noun.
Examples:
 - the house of Mr Kamara – Mr Kamara's house
 - the land of the farmer – the farmer's land
 - the books of the pupil – the pupil's books
 - the foot of the girl – the girl's foot
5. **Say:** A singular possessive noun shows that one person, place or thing owns something.
6. Write the explanation and examples on the board.
7. **Say:** A plural noun that shows ownership is called a plural possessive noun. The possessive is formed by adding only an apostrophe after the s (s').
Examples:
 - the uniforms of the girls – the girls' uniforms
 - the tools of the farmers – the farmers' tools
8. **Say:** When a plural noun does not end in -s, the possessive is formed by adding apostrophe and s ('s).
Examples:
 - the clothes of the children – the children's clothes
 - the gloves of the men – the men's gloves
 - the dresses of the women – the women's dresses

9. Write the explanation and examples on the board.
10. **Say:** I want you to note that the possessive form is used for people and for most animals. It is not generally used for things.
For example:
 - the teacher's lesson
 - the women's clothes
 - the dog's foot
 - the lion's tail
 - the colour of the book, not 'the book's colour'
 - the roof of the house, not 'the house's roof'
11. Write the explanation and examples on the board.
12. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (7 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask the pupils to copy the sentences into their exercise books. Give them time to write.
3. Ask pupils to work in pairs. **Say:** With your partner, identify the possessive nouns in the sentences. Underline them in your exercise books.
4. Do an example for the pupils to follow. **Say:** The Principal's project teaches good safety rules. The possessive noun is 'Principal's'.
5. Give pupils 3 minutes to do the task.
6. Check answers as a class. (Answers: a. Mrs Kamara's b. woman's c. pupils' d. children's e. Principal's f. Mr Isaac's g. firefighter's h. Parents')

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to write these sentences in your exercise book. You are going to change each underlined phrase to include a possessive noun.
3. Read an example to pupils. **Say:** The remarks of the chief are intelligent. I can change this sentence to: The chief's remarks are intelligent.
4. Give pupils 3 minutes to rewrite the sentences.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
6. Check answers as a class. (Answers: see end of lesson plan)
7. **Say:** Now I want you to write 4 sentences using possessive nouns. You have 2 minutes.
8. Give pupils time to write.
9. Ask pupils to work in pairs to share and compare their sentences.

Closing (3 minutes)

1. Invite as many pupils as possible to read a sentence using possessive nouns to the class.
2. Ask the rest of the class to identify the possessive nouns they hear in the sentences.

[SENTENCES: GUIDED PRACTICE]

- a. The children listen to Mrs Kamara's speech.
- b. The woman's words are important.
- c. She has the pupils' attention.
- d. The children's safety is important.
- e. The speaker is the Principal's neighbour.
- f. Mr Isaac's ideas about safety are good.
- g. He told pupils about the firefighter's boots.
- h. Parents' help is very important.




[SENTENCES: INDEPENDENT PRACTICE]

- a. The safety habits of the pupils should be perfect.
- b. The comments of the visitors are helpful.
- c. The hands of many pupils are raised now.
- d. The work of the hall monitors improves safety in our school.
- e. The goals of the assembly have been met.

[ANSWERS]

- a. The pupils' safety habits should be perfect.
- b. The visitors' comments are helpful.
- c. Many pupils' hands are raised now.
- d. The hall monitors' work improves safety in our school.
- e. The assembly's goals have been met.

Lesson Title: Possessive Nouns and Pronouns	Theme: Grammar	
Lesson Number: L-09-095	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify possessive nouns and pronouns in sentences.</p>	 <p>Teaching Aids 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p>Preparation 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. **Say:** In our last lesson, we learned about possessive nouns.
2. **Ask:** What is a possessive noun? (Answer: a noun that shows ownership)
3. **Ask:** What rules for possessive nouns have you learned? Can you give examples of them? Have pupils raise their hand to answer. (Example answers: see below)
 - a. Rule: Add an apostrophe and s ('s) to a singular noun to form the possessive.
Examples: Kate's cake, John's comb
 - b. Rule: Add an apostrophe (') to a plural noun ending with s to form the possessive.
Examples: boys' stadium, teachers' meeting
 - c. Rule: Add an apostrophe and s ('s) to a plural noun not ending with -s.
Examples: Children's desks, men's shoes
4. **Say:** Today, we will practise identifying possessive nouns and possessive pronouns in sentences.

Introduction to the New Material (10 minutes)

1. **Say:** A possessive pronoun shows who or what owns something. Possessive pronouns never have an apostrophe.
2. **Say:** The possessive pronouns are: mine, yours, his, hers, ours, theirs.
 - a. A possessive pronoun can take the place of a possessive noun.
Example: Mr Koroma's book is missing. Or: His book is missing. In this sentence, the possessive pronoun 'his' replaces the possessive noun 'Mr Koroma's'.
 - b. Possessive pronouns can stand by themselves.
Example: The dog is mine. In this sentence, the possessive pronoun 'mine' stands alone.
3. Write the rules and examples on the board.
4. Point to the table on the board (see end of lesson plan).
5. Revise the table with pupils.
6. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (5 minutes)

1. Write the possessive pronouns on the board: mine, yours, his, hers, ours, theirs.
2. **Say:** Here are my 2 examples that use the possessive pronouns.
Examples:
 - a. The house with the red door is mine.
 - b. It is not his kitten it's hers.

3. Ask pupils to write their own example sentence for each of the possessive pronouns. Give them time to write.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to copy the sentences into your exercise books and identify the possessive nouns and possessive pronouns in them. You have 4 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Check answers as a class. (Answers: a. Tom’s b. Mrs Kamara’s c. cousin’s d. her e. hers f. mine g. yours h. boys’)
5. **Say:** Now that we have identified the possessive nouns and pronouns I want you to write a short paragraph of 3 to 5 sentences talking about the belongings in your house. Use possessive nouns and possessive pronouns in your description. You have 5 minutes.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. Ask pupils to exchange their exercise books with a partner to share and compare their paragraph.

Closing (5 minutes)

1. Invite as many pupils as possible to read their paragraph to the class.
2. Ask the rest of the class to identify the possessive nouns and possessive pronouns they hear.

[TABLE]




Possessive pronoun	Example
mine	The desk is <u>mine</u> .
yours	<u>Yours</u> is gray.
his	The dog is <u>his</u> .
hers	The ticket is <u>hers</u> .
its	<u>Its</u> collar is red.
ours	<u>Ours</u> is noisy.
yours	Where is <u>yours</u> ?
theirs	<u>Theirs</u> was fun.

[SENTENCES]

- a. Tom’s new telescope is fun.
- b. We study the stars from Mrs Kamara’s roof.
- c. I will borrow my cousin’s ruler.

- d. Mary loves her new purse.
- e. The house is 2 miles north of hers.
- f. These houses are mine.
- g. That dog of yours has been fighting again.
- h. This is the boys' classroom.

Lesson Title: Descriptive Essay	Theme: Writing	
Lesson Number: L-09-096	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write a descriptive essay about a person using at least 3 paragraphs.</p>		<p>Teaching Aids 1. 'Elements of descriptive writing' at the end of the lesson 2. Essay at the end of the lesson plan</p>		<p>Preparation 1. Write the 'Elements of descriptive writing' at the end of the lesson on the board. 2. Write the essay at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** In everyday life, you are faced with situations where you have to describe a person, a thing, an incident or a scene.
2. **Say:** Imagine you are asked to describe a house. What are some of the adjectives you might use? Have pupils raise their hand to answer. (Example answers: beautiful, big, pink, gigantic, stone, attractive, wooden, mud, outdated, modern, old-fashioned)
3. **Say:** Today, we will revise descriptive writing and write a descriptive essay about a person.

Introduction to the New Material (12 minutes)

1. **Say:** Descriptive writing creates a clear picture of a person, place, thing or event. Descriptive writing includes more than just a physical description of the appearance.
2. Point to the 'Elements of descriptive writing' on the board (see end of lesson plan).
3. Revise the elements with pupils.
4. Write 'Types of descriptive writing' on the board and **Say:** There are several types of descriptive writing.
5. Beneath 'Types of descriptive writing' on the board write:
 - a. Descriptions of people or places
 - b. Observations
 - c. Remembrances
6. Point to 'Descriptions of people or places'. **Say:** When we describe people or places, we describe the physical appearance and personality of a person or place, and show readers why the subject is important or special.
7. Point to 'Observations' and 'Remembrances'. **Say:** Sometimes, writers describe events they have witnessed or memorable experiences in their life; they may describe a specific moment or a longer period of time. An observation is a description of a specific moment and remembrances describe a longer period of time.
8. **Say:** There are the 3 main parts of a descriptive essay.
9. Write on the board:
 - a. Introduction
 - b. Body
 - c. Conclusion
10. **Say:** A good descriptive essay includes a well thought out introduction, body and conclusion. Before we write it is always best to think about our ideas and draft an outline or plan.
11. Point to the essay on the board (see end of lesson plan).

12. **Say:** The essay should start with a descriptive opening or introduction. Let's begin with the definition of a teacher.
13. Read the first paragraph to pupils.
14. **Say:** Next comes the body of the essay. This is where you are going to give a description of your favourite teacher. You could name your favourite teacher, state the subject he or she teaches and describe his or her physical appearance and personality.
15. Read the second paragraph to pupils.
16. **Say:** Continue the body of the essay by giving reasons why the teacher happens to be your favourite.
17. Read the third paragraph to pupils.
18. **Say:** Finally you write the conclusion. Conclude the essay by summarising what makes the teacher important and special to you.
19. Read the last paragraph to pupils.

Guided Practice (5 minutes)

1. Remind pupils that for the BECE, they are required to write about 200 words; therefore, they should not treat essays lightly.
2. **Say:** Remember, the introductory part of essays should attract or catch the reader's attention.
3. **Say:** The body must give information and details. This is where the description comes out.
4. **Say:** The conclusion is equally important. It is the ending part of the essay, and the main idea should be summarised. It should be clear that the essay has come to an end and the conclusion should leave a good impression in the reader's mind.
5. **Ask:** What makes the essay we just read a good essay? Listen to pupils' answers.

Independent Practice (13 minutes)

1. **Say:** Now it is time for you to write your own essay. Open your exercise book to a clean page. Write the title, 'My Favourite Teacher,' and underline it.
2. **Say:** I want you to take 3 minutes to plan your essay. Think about the topic. Who will you write about? Think about that teacher. Why is that teacher your favourite? How would you describe the teacher's appearance and personality. What adjectives can you use? Write a brief outline for your essay. You do not need to write full sentences, just note the ideas that you want to include.
3. Give pupils time to plan their essays.
4. **Say:** Now I want you to begin your essay. Start with the introductory paragraph and then begin the body.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (2 minutes)

1. **Say:** Well done! You are on the way to writing a good descriptive essay. Essay writing is important to practise for BECE.
2. **Say:** For homework, I want you to complete your essay. Bring your essay to our next lesson.

[ELEMENTS OF DESCRIPTIVE WRITING]

- a. Clear sensory details, which appeal to one or more of the 5 senses
- b. A clear, consistent organisation
- c. A main impression to which each detail adds specific information
- d. The use of figurative language, such as clear comparisons

[ESSAY]

My Favourite Teacher




Teachers are people who wholeheartedly nurture and educate pupils. They shape pupils' characters, sometimes reforming or changing pupils' bad habits to improved ones. Above all, teachers act as role models.

Among the teachers in my school, Mrs Lamin is my favourite. She is our Language Arts teacher. She is tall, slim and soft-spoken. She is friendly and kind and has a quiet disposition.

Unlike other teachers, Mrs Lamin is resourceful. She puts available resources to proper use and makes learning more effective and easy. She is dedicated to work and never misses her lessons. She loves teaching and she especially loves reading. I used to hate reading because I would get confused and could not understand the text. Mrs Lamin makes reading fun. Even a dull pupil can easily understand her lessons.

Mrs Lamin is truly a great teacher. She is not temperamental and brings humour and joy to her classroom. She is down to earth, kind-hearted, makes sacrifices for us, and above all, she is a mentor. With all these unique qualities, Mrs Lamin is definitely my favourite teacher.

Lesson Title: Conditional Tenses	Theme: Grammar	
Lesson Number: L-09-097	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify and use conditional tenses in sentences.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** If I win a million dollars, I will travel around the world.
2. **Ask:** If you win a million dollars what will you do? Have pupils raise their hand to answer.
3. **Say:** When we speculate about what could happen, what might have happened, and what we wish would happen we use conditional tenses.
4. **Say:** Today we are going to learn about conditional tenses and use them in sentences.

Introduction to the New Material (14 minutes)

1. **Say:** There are 4 types of conditional tenses in English. We are going to learn about them in this order:
 - a. If + present tense + present tense
 - b. If + present tense + future tense (will/shall + verb)
 - c. If + past tense + conditional tense (would have)
 - d. If + past perfect tense + conditional perfect tense (would have + past participle)
2. Write all 4 types of conditional tenses on the board.
3. **Say:** Notice that all 4 types of conditional tenses we are going to study use the word 'if'. That is because conditional tenses say that for something to happen and be true, another thing must happen and be true also. This is the condition. For example, 'If you want to pass your exams, you must study hard'.
4. Write the definition of conditional tenses and the 4 types on the board.
5. **Say:** Let's look at the first conditional tense on the board. This conditional uses the present tense. We use this tense to talk about general truths. We know that if one thing happens then another thing happens. In this conditional, the word 'if' can usually be replaced by the word 'when' without changing the meaning.

Examples:

- a. If water is tasteless, odourless and clear, it is pure.
 - b. If the patient's heart is still beating, he is alive.
 - c. When the baby smiles at you, she is happy.
6. Write the rule and examples on the board.
 7. **Say:** Now let's look at the second conditional tense on the board: If + present tense + future tense (will/shall + verb). This conditional is used to talk about a possible condition and its probable result. It is likely to happen. It uses the future tense.

Examples:

- a. If you go to Bo, you will see the clock tower.
 - b. If you drink poison, you will die.
8. **Say:** In these sentences, if you do the first action then we expect the second action to happen.

9. Write the rule and examples on the board.
10. **Say:** Let's look at the third conditional tense on the board: If + past tense + conditional tense (would have + verb). This conditional talks about a hypothetical condition and its probable result. We suppose this would happen but it is uncertain. It uses the past tense and 'would'.
Examples:
 - a. If you went to Bo, you would see the clocktower.
 - b. If you drank poison, you would die.
11. **Say:** We use this sentence construction to indicate imaginary cases or incidents that might never happen. You might never go to Bo, and you might never drink poison.
12. Write the rule and examples on the board.
13. Finally, let's look at the last conditional tense on the board: If + past perfect tense + conditional perfect tense (would have + past participle). This conditional talks about 2 past actions that never took place.
Examples:
 - a. If you had gone to Bo, you would have seen the clocktower.
 - b. If you had drunk poison, you would have died.
14. **Say:** The first sentence means you never went to Bo so you never saw the clocktower. The second sentence means that you never drank poison, so you did not die.
15. Write the rule and examples on the board.
16. Ask pupils to copy all of the information on the board into their exercise books.

Guided Practice: (8 minutes)

1. **Say:** Now, we are going to work together to identify the different conditionals in sentences and explain what they mean.
2. Write the sentences on the board:
 - a. If you press this button, the bell rings.
 - b. If you ran across the street now, you would die.
 - c. If you go to Kenya, you will see a lion.
 - d. If you had studied for the test, you would have passed.
3. Read the first sentence to pupils: If you press this button, the bell rings.
4. **Ask:** What tense is used in this sentence? (Answer: if + present + present – if, press, rings)
5. **Say:** This sentence tells us that when the button is pressed, the bell will always ring. It is a general truth.
6. Read the second sentence to pupils: If you ran across the street now, you would die.
7. **Ask:** What tenses are used in this sentence? (Answer: if + past + conditional + verb – if, ran, would, die)
8. **Say:** This statement talks about something that may never happen – it means that the possibility of you ever going across the street is very slim, so you will not die.
9. Read the third sentence to pupils: If you go to Kenya, you will see a lion.
10. **Ask:** What tenses are used in this sentence? (Answer: if + present + future – if, go, will see)
11. **Say:** This sentence means it is possible for you to go to Kenya and if you are there it is probable or expected that you will see a lion.
12. Read the last sentence to pupils: If you had studied for the exam, you would have passed.
13. **Ask:** What tense is used in this sentence? (Answer: if + past perfect tense + conditional perfect tense – if, had studied, would have passed)

14. **Say:** This sentence tells us about 2 actions that did not happen in the past. We know that you did not study and you did not pass the exam.




Independent Practice (9 minutes)

1. **Say:** Now I want you to practise using the conditional tense on your own. You are going to write an example sentence for each of the 4 types of conditional tenses we studied today. Use the examples on the board to help you.
2. **Say:** First let me give you another example of each.
3. Read the following sentences to pupils:
 - a. If I wrote you a letter, would you reply?
 - b. If the lion had seen the deer, it would have attacked it.
 - c. If you see a lion, run away.
 - d. If you work hard, you will succeed in life.
4. Give pupils 5 minutes to write their sentences.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling invite them to work in pairs.
6. Ask pupils to exchange exercise books to share and compare their sentences.

Closing (2 minutes)

1. Invite as many pupils as possible to read a sentence to the class.
2. Ask the rest of the class to identify the conditionals they hear in the sentences.

Lesson Title: Figures of Speech	Theme: Reading	
Lesson Number: L-09-098	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and use figures of speech in sentences – in particular irony, euphemism and repetition.</p>	 <p>Teaching Aids Figures of speech at the end of the lesson plan</p>	 <p>Preparation Write the figures of speech at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In JSS 2, you learned about some figures of speech.
2. **Say:** Who can name some of the figures of speech you studied? Have pupils raise their hand to answer. (Possible answers: simile, metaphor, personification, hyperbole)
3. **Say:** There are more figures of speech that you need to know about for BECE.
4. **Say:** Today, we will learn about 3 additional figures of speech: irony, repetition and euphemism.

Introduction to the New Material (15 minutes)

1. **Say:** Figures of speech are tools in the English language where words are used out of their literal meaning. They add style and beauty when skillfully used. They also make writing more interesting.
2. **Say:** Figurative language is used to show that something is different from its ordinary meaning. It is not meant to be interpreted literally.
3. **Say:** Earlier this year we revised simile, metaphor and personification. Now we are going to learn 3 more figures of speech.
4. **Say:** Let's start with irony.
5. **Say:** Irony is when a writer or speaker says one thing and means something else. We use irony in order to emphasise something.

Examples:

- To say, 'What a lovely day!' when it is pouring with rain.
- A teacher fails a test.

6. Write the definition and examples on the board.

7. **Say:** Next, let's talk about repetition. Repetition is a figure of speech in which a word, phrase or idea is expressed more than once in a piece of writing for the purpose of musical effect or emphasis.

Examples:

- 'Step in, step in and stay.'
- 'For the body is tired,
Tired, her milk going sour.'

8. **Say:** In the first example, 'step in' is repeated, emphasizing the request. In the second example, 'tired' is repeated, emphasizing the physical state of the mother and making the reader feel pity for her.
9. **Say:** Here are 2 more examples of repetition we have seen.

Examples:

- 'And soon, soon, the fires will begin to burn.'
- 'At all his jokes for many a joke had he.'

10. Write the definition and examples on the board.

11. **Say:** It is important to note that assonance and alliteration deal with repetition.

a. Assonance is the repetition of similar vowel sounds in poetry to create a musical effect and emphasise certain sounds. For example:

- 'And at harmattan, the bamboo...' Repetition of the 'a' sound.

b. Alliteration refers to the repetition of initial consonant sounds of words. For example:

- 'She sells sea shells on the seashore.' Repetition of the 's' sound.

12. Write the definitions and examples on the board.

13. **Say:** Another much used figure of speech is euphemism. Euphemism is when we use a mild word or phrase instead of an offensive or unpleasant one.

Examples:

- 'She passed away', instead of 'she died'.
- 'He threw up', instead of 'he vomited'.

14. Write the definition and examples on the board.

15. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (5 minutes)

1. Write the examples of figures of speech on the board:

- 'Sing a song of 6pence.'
- 'Mary will come soon. She went to the ladies room.'

2. Ask pupils to copy the examples into their exercise books.

3. **Say:** 'Sing a song of 6pence' is an example of alliteration, because there is repetition of the 's' sound.

4. **Say:** 'Mary will come soon. She went to the ladies.' is a euphemism because 'ladies' is a pleasant way of saying 'toilet'.

Independent Practice (10 minutes)

1. Point to the figures of speech on the board (see end of lesson plan).

2. Ask pupils to copy the examples into their exercise books and identify which figure of speech each one is.

3. Give pupils 3 minutes to do the task.

4. Check answers as a class. (Answers: a. repetition – 'see' and 'bird' b. irony – police are supposed to stop thieves c. euphemism for 'to die' e. repetition – 'is this' f. irony – cooks are supposed to make delicious food g. assonance – repetition of the long vowel 'i:' sound)

5. **Say:** Now I want you to write your own sentences using irony. Let me give you an example using the word 'beautiful'. 'She was beautiful to look at but an ugly person on the inside' or saying 'You are so beautiful!' to a person who is in fact unattractive.

6. **Say:** Write your own sentence using irony. Use the word 'clever'.

7. Give pupils time to write a sentence.

8. **Say:** Now I want you to use a euphemism. For example, instead of saying 'pregnant' I can say 'with child' or I can say 'intoxicated' instead of 'drunk'.
9. **Say:** Write your own sentence using a euphemism to say something in a milder, more polite manner.
10. Give pupils time to write a sentence.
11. **Say:** Now I want you to write a sentence using repetition. You can use alliteration, assonance or simple repetition of a word or phrase. For example, 'I missed you dear friend, oh how I missed you!'
12. Give pupils time to write a sentence.
13. Ask pupils to work in pairs to share and compare their sentences.




Closing (3 minutes)

1. Invite as many pupils as possible to read a sentence to the class.
2. Ask the rest of the class to identify the figure of speech used in the sentence.

[FIGURES OF SPEECH]

- a. 'Oh bird! See, see bird, I fly.'
- b. A police station is robbed.
- c. My grandfather kicked the bucket last night.
- d. 'Is this, is this your joy, O bird?'
- e. A cook makes terrible food.
- f. Try to light the fire.

Lesson Title: Narrative Composition in the Simple Past Tense	Theme: Writing and Grammar	
Lesson Number: L-09-099	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to develop the outline and first paragraph of a composition on a given topic in the simple past tense.</p>	 <p>Teaching Aids 1. 'Features of a narrative composition' at the end of the lesson plan 2. Example of the first paragraph of a narrative composition at the end of the lesson plan</p>	 <p>Preparation 1. Write the 'Features of a narrative composition' at the end of the lesson plan on the board. 2. Write the example of the first paragraph of a narrative composition at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** You have been writing different types of compositions and compositions in JSS 3.
2. **Say:** Today, we will continue to develop the outline and first paragraph of a narrative composition on a given topic in the simple past tense.

Introduction to the New Material (10 minutes)

1. **Say:** Teachers use writing to measure how much pupils have learned about a subject or how well pupils' writing skills have developed.
2. **Say:** Today we will look at narrative writing.
3. **Say:** A narrative composition is a story, or an event or incident which the writer experienced or witnessed.
4. Write the definition on the board.
5. Point to the 'Features of a narrative composition' on the board (see end of lesson plan).
6. Revise the features with pupils.
7. **Say:** A narrative composition is normally written in the past tense and must have a title at the top of the paper. Note: If the title is written in lower case letters, underline it. If it is written in upper case letters, do not underline it.
8. **Say:** A narrative composition must be written in paragraphs. The paragraphs must be well developed and well linked.
9. **Say:** The first paragraph is the introductory paragraph. It must state the purpose of the composition and must be interesting.
10. **Say:** The introductory paragraph of any composition is where you will capture your reader's attention. The opening paragraph should invite the reader into the text and make the purpose of your composition clear. You can even begin by telling a story.
11. **Say:** Because a narrative is a personal account you can use informal language.
12. **Say:** The sentences can be long or short. It is best to use both long and short sentences to make your writing more interesting.
13. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (8 minutes)

1. Point to the example introductory paragraph on the board (see end of lesson plan).
2. Read the paragraph to pupils. Ask pupils to listen and follow along.

3. Read slowly, clearly and with expression to make the paragraph interesting.
4. Ask pupils to copy the paragraph into their exercise books.
5. **Say:** Narrative compositions are usually written in the past tense. I want you to identify all of the past tense verbs in the paragraph.
6. Underline the first past tense verb used in the paragraph as an example. (Answer: prepared)
7. Move around the classroom to make sure pupils understand and are doing the task.
8. Check answers as a class. (Answers: prepared, packed, reminded, brought, packed, prepared, was)
9. When pupils identify a verb in the past tense, underline it in the paragraph on the board.

Independent Practice (11 minutes)

1. **Say:** Now that we have looked at an example paragraph, I want you to develop your own introductory paragraph of a narrative composition.
2. **Say:** You are going to write and develop the first paragraph of a narrative composition about accident you witnessed on your way to school one morning. If you did see an accident on your way to school one morning you are welcome to write about that. Otherwise, use your imagination, be creative and create your own story.
3. **Say:** Before you start writing, plan your paragraph. What do you want to say? Think about these questions: What kind of an accident did you see? Where were you? Who were you with? You have 3 minutes to plan your paragraph.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. After 3 minutes, **say:** Now that you have a plan or outline, I want you to write your paragraph. Remember, a paragraph should never be less than 3 sentences. You have 5 minutes.
6. Move around the classroom to make sure pupils understand and are doing the task.
7. After 5 minutes ask pupils to work in pairs to share and compare their paragraphs.
8. Invite 2-3 pupils to read their paragraph to the class.

Closing (4 minutes)

1. **Ask:** What is a narrative composition? (Answer: A narrative composition is a complete account of a story, an event or incident the writer experienced or witnessed.)
2. **Ask:** What does the first paragraph of a narrative composition contain? (Answer: introduction and the purpose of the narrative composition)
3. **Ask:** Which tense do we normally use when writing a narrative composition? (Answer: simple past tense)
4. **Say:** In our next lesson, we will write a well-developed narrative composition on a given topic.

[FEATURES OF A NARRATIVE COMPOSITION]




- a. It is normally written in the past tense.
- b. It must have a title at the top of the paper.
- c. If the title is written in lower case letters, underline it. If it is written in upper case letters, do not underline it.
- d. It must be written in well-developed, well-connected paragraphs.

- e. The introductory paragraph must state the purpose of the composition and must be interesting.
- f. You can use informal language.
- g. It is best to use both long and short sentences to make your writing more interesting.

[EXAMPLE FIRST PARAGRAPH: OUTING TO THE BEACH]

Before our outing to the beach, we prepared for every possibility except one. One Monday, Jeneba packed the plates, spoons and mats. Then, she reminded Musa to bring the musical set. On Thursday, Hawa brought water and together we packed enough food for all of us. The only thing we were not prepared for was the rain.

Lesson Title: Narrative Composition	Theme: Writing and Grammar	
Lesson Number: L-09-100	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write a narrative composition on a given topic in the simple past tense.</p>		<p>Teaching Aids Narrative composition at the end of the lesson plan</p>		<p>Preparation Write the narrative composition at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In our last lesson, we learnt about writing narrative compositions in the simple past tense.
2. **Ask:** What tense do we usually use when writing a narrative? Have pupils raise their hand to answer. (Answer: simple past tense)
3. **Say:** Today, we shall look at another narrative composition written in the simple past tense. After that you will write a narrative composition in the simple past tense.

Introduction to the New Material (10 minutes)

1. **Say:** When writing a narrative composition in the simple past tense, you must know how to form the simple past tense in order to use it correctly.
2. **Say:** Before we begin writing let's briefly revise the simple past tense.
3. **Say:** Regular verbs are written in the simple past tense by adding 'd' or 'ed' to the verb. For example, wait – waited or love – loved.
4. **Say:** Irregular verbs change their form. For example, eat – ate or go – went.
5. **Say:** Other irregular verbs remain the same. For example, put – put or cut – cut.
6. **Say:** All the events that you talk about in the composition must have happened in the past. They could have happened last year, last month, last week or just before now.
7. **Say:** In the first paragraph introduce the incident that took place. Introduce the setting. Tell your readers what happened when and where.
8. Point to the narrative composition on the board (see end of lesson plan).
9. Read the first paragraph to pupils. Read slowly, clearly and with expression to make it interesting.
10. **Say:** The second paragraph gives details of the incident. It tells us how the incident happened and how people reacted.
11. Read the second paragraph to pupils. Read slowly, clearly and with expression to make it interesting.
12. **Say:** We are looking at a 3-paragraph composition so the third paragraph is the closing paragraph. This is where you explain how the incident ended. Write about any morals, lessons learnt or results of the incident here.
13. Read the third paragraph to pupils. Read slowly, clearly and with expression to make it interesting.

Guided Practice (5 minutes)

1. **Say:** We have looked at an example of a narrative composition. Now you are going to write your own narrative composition in your exercise books. Use the composition on the board as an example if you need help.
2. **Say:** Imagine that you are in the examination hall for the BECE Language Arts and the topic you have to write about is 'A day I thought I would die'.
3. **Say:** Using the simple past tense, write the first paragraph of your composition. Remember, in the first paragraph you should introduce the incident that took place. Introduce the setting. Tell your readers what happened, when and where. You have 5 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Independent Practice (15 minutes)

1. **Say:** Now that you have written your introductory paragraph it is time to write your second paragraph. Remember, the second paragraph gives details of the incident. It tells us how the incident happened and how people reacted.
2. **Say:** Write the second paragraph of your composition. You have 5 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. After 5 minutes, **say:** I want you to move on to your concluding paragraph. Remember, this is where you explain how the incident ended. Write about any morals, lessons learnt or results of the incident here.
5. **Say:** Write the third paragraph of your composition. You have 5 minutes.
6. Ask pupils to exchange their exercise books with a partner to share and compare their compositions.

Closing (3 minutes)

1. Invite as many pupils as possible to read their composition to the class.

[NARRATIVE COMPOSITION: THE DISOBEDIENT DAUGHTER]

In a village called Baoma in Sierra Leone, there lived a beautiful girl called Bintu. She was beautiful but she was also very vain. She refused to marry a man who was not her equal in beauty. Many men proposed to marry her but she refused them.

One day, a very handsome stranger came to the village. When he met Bintu he proposed to marry her. She was impressed by his beauty; it matched her own. She accepted the offer.

Later, after the marriage, she and her husband left for the young man's village. On the way, the husband turned into a snake and chased Bintu. She ran terrified back to her home village. Along the way she fell and cut her face, spoiling her beauty.

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