



**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Lesson Plans for
Senior Secondary
*English
Language*

SSS
I

Term
III

STRICTLY NOT FOR SALE

Foreword

These Lesson Plans and the accompanying Pupils' Handbooks are essential educational resources for the promotion of quality education in senior secondary schools in Sierra Leone. As Minister of Basic and Senior Secondary Education, I am pleased with the professional competencies demonstrated by the writers of these educational materials in English Language and Mathematics.

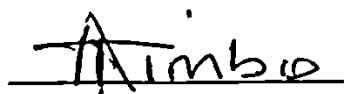
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give them additional opportunities to learn independently. In total, we have produced 516 lesson plans and 516 practice activities – one for each lesson, in each term, in each year, for each class. The production of these materials in a matter of months is a remarkable achievement.

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

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

This is just the start of educational transformation in Sierra Leone as pronounced by His Excellency, the President of the Republic of Sierra Leone, Brigadier Rtd Julius Maada Bio. I am committed to continue to strive for the changes that will make our country stronger and better.

I do thank our partners for their continued support. Finally, I also thank the teachers of our country for their hard work in securing our future.

A handwritten signature in black ink, reading "Alpha Osman Timbo". The signature is written in a cursive style with a horizontal line underneath the name.

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

The policy of the Ministry of Basic and Senior Secondary Education, Sierra Leone, on textbooks stipulates that every printed book should have a lifespan of three years.

To achieve thus, DO NOT WRITE IN THE BOOKS.

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Introduction to the Lesson Plans

These lesson plans are based on the National Curriculum and the West Africa Examination Council syllabus guidelines, and meet the requirements established by the Ministry of Basic and Senior Secondary Education.

The phonetic symbols for vowel sounds used in this book follow the International Phonetic Association (IPA) standard with the exception of one of the 'u' sounds, which has been modified by MBSSE. The 'ur' sound in 'nurse', 'stir' and 'learn' shall be represented by the symbol [ə:].

-  The lesson plans will not take the whole term, so use extra time to revise the material or prepare for examinations.
-  Teachers can use other textbooks alongside or instead of these lesson plans.
-  Read the lesson plan before you start the lesson. Look ahead to the next lesson to see if you need to tell pupils to bring materials for that lesson.  Learning Outcomes
-  Make sure you understand the learning outcomes and prepare for the lesson – each lesson plan shows these using the symbols to the right.  Preparation
-  Follow the suggested time allocations for each part of the lesson. If time permits, quickly revise what you taught in the previous lesson before starting a new lesson, and extend practice with additional work.
-  Lesson plans have a mix of activities for pupils to work as a whole class, as individuals or with seatmates. Make sure you interact with all pupils in the class – including the quiet ones.
-  Use the board and other visual aids as you teach.
-  Congratulate pupils when they get questions right! Offer solutions when they do not and thank them for trying.

KEY TAKEAWAYS FROM SIERRA LEONE’S PERFORMANCE IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION – ENGLISH LANGUAGE¹

This section, divided by theme, seeks to outline key takeaways from assessing Sierra Leonean pupils’ responses on the West African Senior School Certificate Examination (WASSCE). The common errors pupils make are highlighted below with the intention of giving teachers an insight into areas to focus on to improve pupils’ performance on the examination. Where possible, specific suggestions are provided for addressing these issues.

Listening and speaking

1. Errors in sound identification – pure vowels, diphthongs and triphthongs as well as consonants and consonant clusters
2. Mistakes in stress – emphatic stress, sentence stress and word stress
3. Errors in intonation – rising and falling
4. Errors in conversation, narrative and dialogue analysis

Writing

1. Questions are misunderstood and/or not adequately dealt with in the response. This includes: lack of planning in the answer, and responses that are not detailed enough or thought through enough.
Suggested solutions:
 - Practise analysing the essay questions with pupils, discussing what the question demands in the answer.
 - Provide an outline and have pupils practise providing structured, detailed answers using the outline.
 - Provide clear instructions on each type of writing in the lessons.
2. Answers show lack of understanding of organisation of format and style of different types of writing. Specific vocabulary for transitions is missing, and the development of ideas is not organised into topic sentences and supporting sentences.
Suggested solutions:
 - Provide multiple examples of the different types of writing from a variety of essays.
 - Provide ample opportunities to practise using outlines to organise ideas.
3. Common errors in grammar use and mechanics include:
 - Singular versus plural
 - Subject/verb agreement
 - Pronoun/antecedent agreement
 - Conjugating verbs correctly
 - Using difficult tenses like perfect continuous tense
 - Appropriate use of phrases and clauses
 - Omission of articles, ‘a’, ‘an’ and ‘the’

¹ This information is derived from an evaluation of WAEC Examiner Reports, as well as input from WAEC examiners and Sierra Leonean teachers.

- Incorrect use or ambiguous use of prepositions, which shows a lack of understanding
 - Poor punctuation and spelling
4. Common mistakes in expression include incomplete or poorly constructed sentences, with incorrect punctuation and incorrect use of figurative language. Suggested solutions:
- Development of general and figurative language vocabulary
 - Exposure to more reading material outside the content area

Reading comprehension

1. Pupils must be able to answer WH questions (who, what, where, when, why, how) and questions that require understanding of the writer's attitude, mood, tone and purpose. Mistakes are often made in questions that require making inferences.
Suggested solutions:
 - Practise analysing questions and identifying those that are literal versus those that require inference.
 - Demonstrate how to infer meaning using varied examples and context clues.
2. Errors are made in vocabulary, especially figures of speech and figurative language.
3. Mistakes are made when pupils are asked to comprehend large chunks of information.
Suggested solution:
 - Practise reading comprehension strategies like summarising, identifying main ideas and reading between the lines.
4. Errors are frequent in word replacement activities which require knowledge of synonyms and antonyms. This shows a lack of understanding of the context of the word.
Suggested solution:
 - Practise identifying context clues in the text to infer the meaning of an unfamiliar word.
5. Errors are common in questions related to grammatical names and functions, including identifying parts of speech.
Suggested solutions:
 - Incorporate grammar questions into reading comprehension activities.
 - Revise the parts of speech and their use in sentences.

FACILITATION STRATEGIES

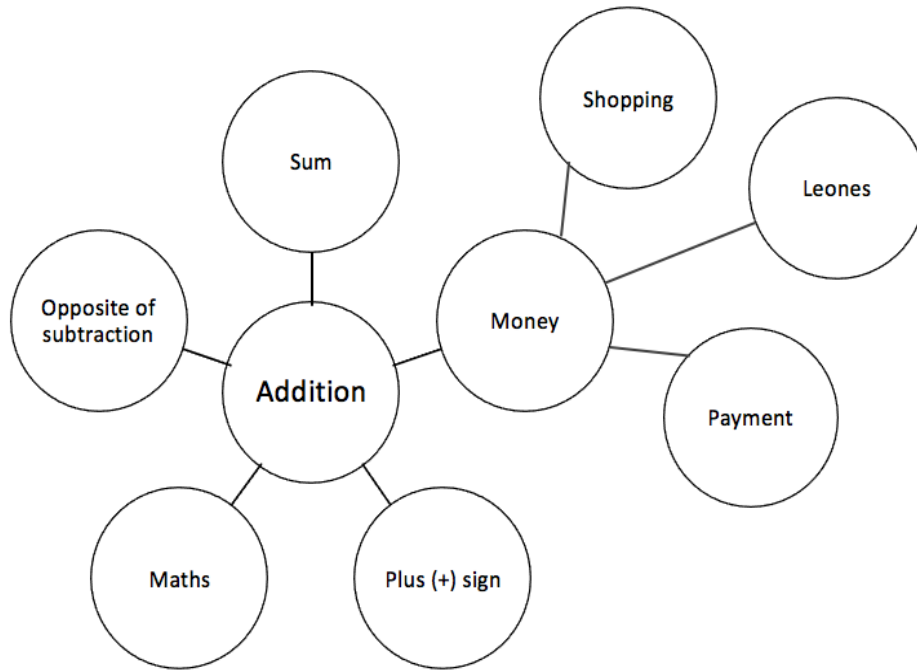
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior Secondary Schools in Sierra Leone.

Strategies for introducing a new concept

- **Unpack prior knowledge:** Find out what pupils know about the topic before introducing new concepts, through questions and discussion. This will activate the relevant information in pupils' minds and give the teacher a good starting point for teaching, based on pupils' knowledge of the topic.
- **Relate to real-life experiences:** Ask questions or discuss real-life situations where the topic of the lesson can be applied. This will make the lesson relevant for pupils.
- **K-W-L:** Briefly tell pupils about the topic of the lesson, and ask them to discuss 'What I know' and 'What I want to know' about the topic. At the end of the lesson have pupils share 'What I learned' about the topic. This strategy activates prior knowledge, gives the teacher a sense of what pupils already know and gets pupils to think about how the lesson is relevant to what they want to learn.
- **Use teaching aids from the environment:** Use everyday objects available in the classroom or home as examples or tools to explain a concept. Being able to relate concepts to tangible examples will aid pupils' understanding and retention.
- **Brainstorming:** Freestyle brainstorming, where the teacher writes the topic on the board and pupils call out words or phrases related that topic, can be used to activate prior knowledge and engage pupils in the content which is going to be taught in the lesson.

Strategies for reviewing a concept in 3-5 minutes

- **Mind-mapping:** Write the name of the topic on the board. Ask pupils to identify words or phrases related to the topic. Draw lines from the topic to other related words. This will create a 'mind-map', showing pupils how the topic of the lesson can be mapped out to relate to other themes. Example below:



- **Ask questions:** Ask short questions to review key concepts. Questions that ask pupils to summarise the main idea or recall what was taught is an effective way to review a concept quickly. Remember to pick volunteers from all parts of the classroom to answer the questions.
- **Brainstorming:** Freestyle brainstorming, where the teacher writes the topic on the board and pupils call out words or phrases related that topic, is an effective way to review concepts as a whole group.
- **Matching:** Write the main concepts in one column and a word or a phrase related to each concept in the second column, in a jumbled order. Ask pupils to match the concept in the first column with the words or phrases that relate to in the second column.

Strategies for assessing learning without writing



- **Raise your hand:** Ask a question with multiple-choice answers. Give pupils time to think about the answer and then go through the multiple-choice options one by one, asking pupils to raise their hand if they agree with the option being presented. Then give the correct answer and explain why the other answers are incorrect.
- **Ask questions:** Ask short questions about the core concepts. Questions which require pupils to recall concepts and key information from the lesson are an effective way to assess understanding. Remember to pick volunteers from all parts of the classroom to answer the questions.
- **Think-pair-share:** Give pupils a question or topic and ask them to turn to seatmates to discuss it. Then, have pupils volunteer to share their ideas with the rest of the class.
- **Oral evaluation:** Invite volunteers to share their answers with the class to assess their work.

Strategies for assessing learning with writing

- **Exit ticket:** At the end of the lesson, assign a short 2-3 minute task to assess how much pupils have understood from the lesson. Pupils must hand in their answers on a sheet of paper before the end of the lesson.
- **Answer on the board:** Ask pupils to volunteer to come up to the board and answer a question. In order to keep all pupils engaged, the rest of the class can also answer the question in their exercise books. Check the answers together. If needed, correct the answer on the board and ask pupils to correct their own work.
- **Continuous assessment of written work:** Collect a set number of exercise books per day/per week to review pupils' written work in order to get a sense of their level of understanding. This is a useful way to review all the exercise books in a class which may have a large number of pupils.
- **Write and share:** Have pupils answer a question in their exercise books and then invite volunteers to read their answers aloud. Answer the question on the board at the end for the benefit of all pupils.
- **Paired check:** After pupils have completed a given activity, ask them to exchange their exercise books with someone sitting near them. Provide the answers, and ask pupils to check their partner's work.
- **Move around:** If there is enough space, move around the classroom and check pupils' work as they are working on a given task or after they have completed a given task and are working on a different activity.

Strategies for engaging different kinds of learners

- For pupils who progress faster than others:
 - Plan extension activities in the lesson.
 - Plan a small writing project which they can work on independently.
 - Plan more challenging tasks than the ones assigned to the rest of the class.
 - Pair them with pupils who need more support.
- For pupils who need more time or support:
 - Pair them with pupils who are progressing faster, and have the latter support the former.
 - Set aside time to revise previously taught concepts while other pupils are working independently.
 - Organise extra lessons or private meetings to learn more about their progress and provide support.
 - Plan revision activities to be completed in the class or for homework.
 - Pay special attention to them in class, to observe their participation and engagement.

Lesson Title: Grammar Review: Nouns, Pronouns, and Adjectives		Theme: Grammar	
Lesson Number: L1-L097		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify different types of nouns, pronouns and adjectives. 2. Use nouns, pronouns and adjectives correctly in speech and writing. 		 Preparation <ol style="list-style-type: none"> 1. Write the pronoun table on the board (see end of lesson). 2. Write the noun, adjective and pronoun sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to answer the following questions:
 - What is a noun? (Answer: a person, place or thing)
 - What are pronouns? (Answer: a word or phrase that replaces a noun)
 - What are adjectives? (Answer: a word that modifies a noun or pronoun)
2. Tell pupils that in today's lesson they are going to be revising nouns, pronouns and adjectives.

Teaching and Learning (18 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise the different types of nouns:
 - A **concrete noun** is something you can count, taste, hear, see, smell or touch. Examples: shoe, bird, Mohamed, soda
 - An **abstract noun** names a feeling, concept or idea. It cannot be experienced with the 5 senses. Examples: joy, pride, death
 - A **common noun** is a noun that refers to people, places or things in general. Examples: girl, country, car
 - A **proper noun** is a noun that refers to specific people or things. It is capitalised. Examples: Sarah, Tanzania, Toyota
 - A **countable noun** is a noun that can be counted. Examples: books, tables, cities
 - A **non-countable noun** is a noun that cannot be counted. These include most abstract nouns as well as substances such as liquids and powders. Examples: milk, friendship, flour
 - A **collective noun** refers to a group. Examples: team, class, herd

- A **compound noun** is 2 or more words that together make up a single noun. They can be joined as 1 word, be 2 separate words or be connected by a hyphen.
Examples: toothpaste, mother-in-law, post office
3. Revise pronouns:
 - Pronouns are words that can function by themselves and replace nouns in a sentence.
 - Without pronouns, we would have to keep repeating our nouns, which would make our sentences very repetitive.
 - The most basic pronouns are personal pronouns.
 - There are 2 types of personal pronouns: subject pronouns and object pronouns.
 - Subject pronouns replace the subject in a sentence: I, you, he, she, it, we, they.
 - Object pronouns replace the object in a sentence: me, you, him, her, it, us, them.
 4. Revise the 8 different types of pronouns using the pronoun table (see end of lesson).
 5. Read the following sentences aloud and ask volunteers to identify the pronoun in each and what type of pronoun they are:
 - We planned to go out together. (Answer: we – personal pronoun)
 - Shall I take those? (Answer: those – demonstrative)
 - Somebody must have seen him! (Answer: somebody – indefinite)
 - Who told you the story? (Answer: who – interrogative)
 - Have you seen her missing purse? (Answer: her – possessive)
 - The man who first came in to the diner has already left. (Answer: who – relative)
 - Are you talking to yourself? (Answer: yourself – reflexive)
 - John himself bakes all the bread. (Answer: himself – emphatic)
 - My sisters help each other with their homework. (Answer: each other – reciprocal)
 6. Revise the difference between attributive and predicative adjectives:
 - Attributive adjectives come right before the noun they modify. (Example: My **hard** chair is very uncomfortable.)
 - Predicative adjectives describe a state of being or experience and come after the noun in the sentence. (Example: That cow looks **annoyed**.)
 7. Revise with pupils the correct order for adjectives: opinion, size, age, colour and origin. (Example: That's a good, small, young, brown, local dog.)

Practice (15 minutes)

1. Ask pupils to look at the noun sentences on the board (see end of lesson).
Instruct them to do the following:

- Identify the nouns in the sentences.
 - Identify whether the nouns are abstract or concrete.
2. Check answers as a class.
Answers:
 - a. Christiana – concrete
 - b. kindness – abstract
 - c. friendship – abstract
 - d. tree – concrete
 3. Ask pupils to look at the adjective sentences on the board (see end of lesson) and do the following:
 - Identify the adjectives in the sentences.
 - Identify whether the adjectives are attributive or predicative.
 4. Check answers as a class.
Answers:
 - a. old, brown – attributive
 - b. dirty, worn – predicative
 - c. eight – attributive
 - d. stale, warm – predicative
 5. Ask pupils to look at the pronoun sentences on the board (see end of lesson) and do the following:
 - Identify the pronouns.
 - Identify the types of pronouns.
 6. Check answers as a class.
Answers:
 - a. yourself – reflexive
 - b. each other – reciprocal
 - c. they – personal
 - d. who – interrogative
 - e. this – demonstrative
 - f. nothing – indefinite

Closing (4 minutes)

1. Have pupils spend 1 minute writing down as many sentences as they can, describing the classroom with adjectives. Encourage them to use multiple adjectives in each sentence.
2. Invite volunteers to read their sentences aloud.
3. For homework, have pupils do practice activity PHL1-L097 in the Pupils' Handbook.

[TYPES OF PRONOUNS]

Demonstrative	Relative	Indefinite	Interrogative
They demonstrate (or indicate). Examples: this, that, those	They introduce a dependent clause, which gives more information. Examples: who, whom, which	They are used for non-specific items and people. Examples: anyone, everything, somebody	These begin questions. Examples: who, what, where
Possessive	Reflexive	Emphatic	Reciprocal
These are used to show ownership. Examples: my, yours, hers, ours	These refer to another noun or pronoun in the sentence and end in 'self' or 'selves'. Examples: himself, herself, myself	They are used to add more emphasis to a subject and end in 'self' or 'selves'. Examples: himself, herself, myself, themselves, ourselves	The reciprocal pronouns each other and one another are used when 2 or more people do the same thing.

[NOUN SENTENCES]



- a. Christiana has an amazing voice.
- b. Kindness is something everyone likes.
- c. Our friendship is beautiful.
- d. I cannot believe that tree is still standing!

[ADJECTIVE SENTENCES]

- a. She had an old, brown teddy bear that she loved.
- b. Aminata's shoes were dirty and worn.
- c. I have 7 books for school this year.
- d. The water tasted stale and warm.

[PRONOUN SENTENCES]

- a. Are you talking to yourself?
- b. They talk to each other like they are enemies.
- c. I bought some batteries because they were not included.
- d. Who told you to do that?
- e. This is the one I left in the car.
- f. I have nothing prepared for class.

Lesson Title: Comparative Adjectives		Theme: Grammar	
Lesson Number: L1-L098		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define comparative adjectives and demonstrate understanding of their function in a sentence. 2. Identify comparative adjectives in a sentence. 3. Use comparative adjectives correctly in speech and in writing. 		 Preparation Write the adjective table on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain what is meant by the word 'comparison'. (Example answers: talking about the differences and similarities between 2 items).
2. Tell pupils that in today's lesson they will learn about comparative adjectives.

Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Define comparative adjectives:
 - Comparative adjectives are used to compare differences between the 2 nouns they modify.
 - They are used in sentences when 2 nouns are being compared.
3. Write the following sentences on the board:
 - Fatu is young.
 - Fatu's sister is younger.
4. Tell pupils that in the first sentence, we are not comparing Fatu's age to anybody else's age. In the second sentence, we are comparing Fatu's age to her younger sister's age. We are using the comparative form of the adjective 'younger'.
5. Discuss how to form comparative adjectives.
 - Comparatives are formed as follows: noun (subject) + verb + comparative adjective + 'than' + noun (object)
 - The object of comparison can be omitted if it is clear from the context.
 Example: Julia and Aminata are both short, but Julia is shorter.
 - You do not need to say 'than Aminata' because that is already understood from the context.
 - For 1- and 2-syllable adjectives the comparative is formed by adding '-er'.
 Examples:
 - Stella is pretty. / Stella is prettier than her sister.
 - The table is old. / The table is older than the chair.

- Adjectives that have 3 or more syllables, for example, 'im-port-ant', form the comparative by adding 'more' before the word instead.

Example:

A motorcycle is expensive. A car is more expensive than a motorcycle.

- Some 2-syllable adjectives also use 'more' instead of adding '-er'. In particular, adjectives that end in: '-ful', '-ant', '-ent', '-ous', '-ious', '-ive', '-less', '-ish', '-ic', '-ate', '-ure'.

Example: A cat is harmless. A kitten is more harmless than a cat.

6. Use the following table to discuss irregular comparative adjectives. Pupils can follow along in the Pupils' Handbook:

Adjective	Comparative
good	better
bad	worse
little	less
much/some	more
far	farther/further

Practice (17 minutes)

1. Draw pupils' attention to the adjective table on the board (see end of lesson).
2. Have pupils complete the table in their exercise books.
3. Check answers as a class. Write the answers in the table on the board.

Answers:

- a. more unbelievable
 - b. calmer
 - c. farther
 - d. more successful
 - e. earlier
 - f. longer
 - g. worse
4. Instruct pupils to write sentences using the adjectives. Have them use both forms of the adjective in each sentence. (Example: Lucy's story was unbelievable, but mine was even more unbelievable.)
 5. Move around the classroom to make sure pupils understand and are doing the activity correctly.
 6. Invite volunteers to read their sentences aloud. Correct mistakes as needed.

Example answers:

- a. Lucy's story was unbelievable, but mine was even more unbelievable.
- b. It was a calm day, but yesterday was calmer.
- c. She walked far to school every day, but Sam walked even farther.
- d. Anna is successful, but her sister is more successful.
- e. I always get to school early, but Musa gets there earlier than I do.



- f. School days always feel long, but when there is a test they feel even longer.
- g. He always makes bad food, but his brother makes worse food.

Closing (5 minutes)

1. Read the following sentences aloud. Ask for volunteers to re-structure the sentence using a comparative adjective:
 - The yellow car is 20 years old. The red car is 30 years old. (Example answer: The red car is older than the yellow car.)
 - Julia arrived at 7 o'clock in the morning. Emmanuel arrived at 6 o'clock in the morning. (Example answer: Emmanuel arrived earlier than Julia.)
 - She arrived 5 minutes late. He arrived 10 minutes late. (Example answer: He arrived later than she did.)
2. For homework, have pupils do practice activity PHL1-L098 in the Pupils' Handbook.

[ADJECTIVE TABLE]

Adjectives	Comparative
a. unbelievable	
b. calm	
c. far	
d. successful	
e. early	
f. long	
g. bad	

Lesson Title: Superlative Adjectives	Theme: Grammar	
Lesson Number: L1-L099	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define superlative adjectives and demonstrate understanding of their function in a sentence. 2. Distinguish between comparative and superlative adjectives. 3. Identify superlative adjectives in a sentence. 4. Use superlative adjectives correctly in speech and in writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the practice sentences on the board (see end of lesson). 2. Write the adjectives on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to answer the following questions:
 - What does a comparative adjective do in a sentence? (Example answer: compares 2 people or things)
 - Given the words 'big' and 'bigger', which is the comparative? (Answer: bigger)
2. Tell pupils that in today's lesson they will learn about superlative adjectives.

Teaching and Learning (16 minutes)

1. Write these sentences on the board:
 - Fatu is young.
 - Fatu's sister is younger.
 - Fatu's cousin is the youngest.
2. Explain the difference between these sentences:
 - In the first sentence, we are not comparing Fatu's age to anybody else's age.
 - In the second sentence, we are comparing Fatu's age to her sister's age.
 - In the last sentence, we are comparing the ages of 3 people: Fatu, Fatu's sister and Fatu's cousin.
 - Because 3 ages are being compared, we use the superlative form of the adjective 'the youngest'.
3. Describe the difference between the comparative form and the superlative form:
 - The comparative form is used to compare 2 people or things.
 - The superlative form is used to compare one subject with every other subject in the group.
4. Discuss how to form superlative adjectives:
 - Superlatives are formed as follows: noun (subject) + verb + superlative adjective + 'of' + noun (object)
 - The object of comparison can be omitted if it is clear from the context.
Example: The girls are all tall, but Ruth is the tallest.

- You do not need to say 'of the girls' because that is already understood from the context.
 - The superlative for most 1-syllable adjectives and many 2-syllable adjectives is formed by adding '-est' at the end of the word.
 - We also usually add 'the' before the superlative adjective, but not if a possessive is used. (Examples: He is the tallest. / He is my tallest brother.)
 - Examples of 1-syllable adjectives: hard, harder, the hardest; cute, cuter, the cutest
 - Examples of 2-syllable adjectives: simple, simpler, simplest; funny, funnier, the funniest
 - The superlative of some 2-syllable adjectives and all 3-syllable adjectives is formed by adding 'most' before the word.
 - Examples of 2-syllable adjectives: nervous, more nervous, the most nervous
 - Examples of 3-syllable adjectives: beautiful, more beautiful, the most beautiful
5. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along. Use the table to discuss the superlative forms of irregular adjectives:

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
little	less	the least
much/some	more	the most
far	farther/further	the farthest/furthest

Practice (16 minutes)

1. Draw pupil's attention to the practice sentences on the board (see end of lesson).
2. Ask pupils to copy the sentences into their exercise books and underline the adjective in each sentence. Then have them identify if the adjective is in the absolute (regular), comparative or superlative form.
3. Check answers as a class.

Answers:

 - a. more beautiful – comparative
 - b. bad – absolute
 - c. most comfortable – superlative
 - d. farther – comparative
 - e. the tallest – superlative
 - f. the highest – superlative
 - g. more difficult – comparative
 - h. deep – absolute

4. Have pupils look at the adjectives on the board (see end of lesson).
5. Ask pupils to write 6 sentences, 1 for each adjective in its superlative form.
6. Check answers as a class.

Examples:

- a. My brother is the oldest in his class.
- b. I feel like I am the worst at football.
- c. Joann is the smartest in Maths class.
- d. The white dog is the most nervous in the group.
- e. She is the most beautiful girl I have ever seen.
- f. Mr Bah is the least friendly teacher at school.

Closing (5 minutes)



1. Invite volunteers to use the following adjectives in the superlative form in a sentence aloud:
 - troublesome (Example answer: Sorie found this problem to be the most troublesome she's ever had.)
 - some (Example answer: I won the most candy at the carnival.)
 - curly (Example answer: His hair was the curliest the barber had ever seen.)
2. For homework, have pupils do practice activity PHL1-L099 in the Pupils' Handbook.

[PRACTICE SENTENCES]

- a. A rose is more beautiful than an orchid.
- b. Her grades are bad.
- c. I cannot find my most comfortable pants.
- d. It is farther from my house to the school than it is from my house to the store.
- e. My sister is the tallest person in my family.
- f. Mount Everest is the highest mountain in the world.
- g. Learning Chinese is more difficult than learning Spanish.
- h. The Pacific Ocean is deep.

[ADJECTIVES]

- a. old
- b. bad
- c. smart
- d. nervous
- e. beautiful
- f. little

Lesson Title: Rhyme	Theme: Listening and Speaking	
Lesson Number: L1-L100	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify rhyme patterns. 2. Pronounce rhymes with speed and accuracy. 3. Correctly pronounce different words that rhyme. 	 Preparation <ol style="list-style-type: none"> 1. Write the word families chart on the board (see end of lesson). 2. Practise reading the poems, 'Dust of Snow' and 'Regret', aloud (see end of lesson). 	

Opening (4 minutes)

1. Give pupils a minute to write down as many words that rhyme with 'dig' as possible. (Examples: pig, rig, big)
2. Invite volunteers to share their list of rhyming words with the class.
3. Tell pupils that in this lesson they will practise making and identifying rhymes.

Teaching and Learning (18 minutes)

1. Introduce the features of rhymes:
 - Rhymes are words that sound the same at the end.
Example: bed – head – shed
 - Rhymes are based on sounds, not spelling.
 - Two words that are spelled similarly might not rhyme.
Examples: most – cost; what – that
 - Some words spelled very differently still rhyme.
Example: weigh – hay
 - Words that rhyme generally use the same vowel sound.
 - A multi-syllabic word can rhyme with a single-syllabic word, as long as the endings sound the same.
Example: today – way
2. Tell pupils that word families are groups of words that have a common rhyme pattern. They have some of the same combinations of letters in them and a similar sound.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Direct pupils' attention to the word families chart (see end of lesson).
5. Practise saying all the words in the chart aloud as a class.
6. Invite pupils to identify additional words that are part of the word families.
7. Introduce rhyme scheme:
 - A rhyme scheme is the pattern words make in a poem.
8. Have pupils look at the first example poem in the Pupils' Handbook (see below):

She gave me everything (A)
her heart could carry. (B)
For her, I had a ring, (A)
she was the one I would marry. (B)

9. Explain that the words 'everything' and 'ring' rhyme, so they are 'A' in this pattern. 'Carry' and 'marry' rhyme, so they are 'B' in this pattern. Therefore, the rhyme scheme is ABAB.
10. Have pupils look at the second example (see below):
She gave me everything (A)
and for her I had a ring. (A)
Her heart I would carry, (B)
for she was the one I would marry. (B)
11. Explain that since the poem has been rearranged, the rhyme pattern has changed. It now has an AABB pattern.

Practice (15 minutes)

1. Read the poem, 'Dust of Snow' aloud (see end of lesson).
2. Tell pupils to listen carefully for the rhyme scheme. Read the poem again.
3. Have pupils identify the rhyming words and write them on the board. (Answer: crow – snow; me – tree; heart – part; mood – rued)
4. Explain that the word 'rue' means to bitterly regret something.
5. Invite a volunteer to identify the rhyme scheme. (Answer: ABAB)
6. Ask pupils to work with seatmates and write down as many additional rhyming words to the rhyme scheme in the poem as they can.
7. Move around the classroom to check pupils' work.
8. Read the poem, 'Regret' aloud (see end of lesson).
9. Ask pupils to work with seatmates and practise reading the poems to one another.
10. Walk around the classroom and listen to pupils. Correct mistakes you hear.
11. Invite a volunteer to identify the rhyme scheme. (Answer: AABB)
12. Read the following lists of words aloud to pupils. Ask pupils to identify which word in the group does not rhyme:
 - a. move, stove, groove (Answer: stove)
 - b. laughter, daughter, water (Answer: laughter)
 - c. home, comb, come (Answer: come)
 - d. cough, dough, woe (Answer: cough)
13. Remind pupils that when reading rhymes or making rhymes, it is important to read the words aloud to see if they rhyme, since some words that look like they will rhyme do not.

Closing (3 minutes)

3. Say a word, for example, 'cat', aloud. Ask volunteers to give a new word that rhymes with the original word until no more new words can be thought of.
4. For homework, have pupils do practice activity PHL1-L100 in the Pupils' Handbook.

[WORD FAMILIES CHART]

ack	ay	ick	ill	op	ot	ump	unk
attack	away	brick	bill	chop	blot	bump	bunk
back	day	chick	drill	cop	dot	clump	drunk
black	grey	kick	grill	crop	forgot	dump	chunk
crack	may	lick	ill	drop	hot	hump	junk
hack	okay	pick	pill	flop	knot	jump	plunk
pack	play	quick	still	hop	not	lump	sunk
sack	pray	sick	spill	mop	plot	pump	trunk
track	stay	thick	thrill	plop	rot	thump	
	they		will	pop	spot		
	today			prop	trot		
	way						

[POEMS]

Dust of Snow¹

by Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Regret²



by Olivia Ward Bush-Banks

I said a thoughtless word one day,
A loved one heard and went away;
I cried: 'Forgive me, I was blind;
I would not wound or be unkind'.
I waited long, but all in vain,
To win my loved one back again.
Too late, alas! to weep and pray,

Death came; my loved one passed away.
Then, what a bitter fate was mine;
No language could my grief define;
Tears of deep regret could not unsay
The thoughtless words I spoke that day.

¹'Dust of Snow' by Robert Frost (1923) is in the public domain.

²'Regret' by Olivia Ward Bush-Banks (1905) is in the public domain.

Lesson Title: Vocabulary Development: Health	Theme: Reading	
Lesson Number: L1-L101	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of health. 2. Use context clues and inference to determine the meaning of words in a text. 	 Preparation <ol style="list-style-type: none"> 1. Write the comprehension questions on the board (see end of lesson). 2. Write the vocabulary matching activity on the board (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to answer the following question:
 - What does the term 'health' mean to you? (Example answer: It means that I am is not sick.)
2. Tell pupils that in today's lesson pupils will focus on developing their vocabulary on the topic of health.

Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Have pupils quickly scan the text and summarise the topic of the text. (Example answer: a trip to the hospital)
3. Invite different volunteers to each take turns reading the text aloud while others follow along in the Pupils' Handbook.
4. Draw pupils' attention to the comprehension questions on the board (see end of lesson).
5. As a class, read the questions and look for the answers in the text.
6. Check answers as a class.

Answers:

- a. He stepped awkwardly off of a curb.
- b. He was worried he would have to have surgery.
- c. The nurse examined him in a private room.
- d. Having his blood pressure taken and having his heart listened to with a stethoscope were part of the normal examination.
- e. A beam of radiation is used to photograph the inside of the body.
- f. He put a cast on his leg and gave him crutches to use.

Practice (20 minutes)

1. Have pupils identify the words in bold in the text.

2. Ask pupils to work with seatmates to discuss the meaning of each word using context clues.
3. Draw pupils' attention to the vocabulary matching activity on the board (see end of lesson).
4. Ask pupils to copy the words and definitions into their exercise books.
5. Instruct pupils to match the words with their definitions.
6. Check answers as a class. (Answers: 1. i. 2. c. 3. d. 4. f. 5. a. 6. j. 7. e. 8. b. 9. g. 10. h.)
7. Ask pupils to write a short summary of the text in their exercise books.
8. Invite 1-2 volunteers to share their summary with the class.

Example:

Gabriel was walking to school when he fell and broke his leg. His mother took him to the hospital, where a nurse gave him an examination. The nurse took him to have an X-ray on his leg. The doctor put his leg in a cast and gave him crutches and said he would heal nicely.

Closing (3 minutes)

1. Invite 1-2 volunteers to share something new that they learned from the story today. (Example answers: how an X-ray works; what a normal examination entails)
2. For homework, have pupils do practice activity PHL1-L101 in the Pupils' Handbook.

[TEXT]

Gabriel's Detour

Walking to school this morning, I stepped awkwardly off the curb and heard a 'snap!' Pain ran up my leg, and I knew immediately that I had broken it. As I fought back tears, I asked my friend to run back to my house to get my mother.

My mother came, and we immediately went to hospital. As we waited to be seen by a doctor, I became very worried that I would need to have **surgery**. I could not stand the thought of a doctor cutting into me.

I did not have to wait long. A nurse showed me to a private room where she took my **blood pressure** with a big black cuff that squeezed my arm tight as it inflated. Next, she took her **stethoscope** to listen to my heart. I was a little confused. Didn't she know the problem was with my leg, not my heart?

My mother assured me that this was all part of a normal **examination**. The nurse gave me some pain **medicine** to help ease the ache in my leg and took me to get an **X-ray**. I was curious about how the machine worked and the nurse told me that a

beam of **radiation** is used to photograph the inside of my body. I thought that was pretty amazing.



Soon the doctor came to put my broken leg in a **cast**. I did not require surgery after all! He told me that I would need to wear it for a few weeks and use **crutches** to walk. He said I did not need to worry; it would **heal** nicely and before I knew it, I would be playing football with my friends again.

[COMPREHENSION QUESTIONS]

- a. How did Gabriel hurt himself?
- b. When Gabriel was waiting with his mother to be seen, what was he worried about?
- c. Where did the nurse examine him?
- d. What was part of the normal examination?
- e. How does an X-ray work?
- f. What did the doctor do to fix Gabriel?

[VOCABULARY MATCHING ACTIVITY]

Word	Definition
1. surgery	a. a substance used to treat a disease or pain
2. blood pressure	b. a hard covering that is put on a broken body part so it can heal
3. stethoscope	c. the force with which blood moves through a body
4. examination	d. an instrument used for listening to someone's heart or lungs
5. medicine	e. energy that comes from a source in the form of waves or rays you cannot see
6. X-ray	f. the act of looking at something closely
7. radiation	g. long sticks that fit under a person's arm to help them walk
8. cast	h. to become healthy again
9. crutches	i. medical treatment in which a doctor cuts into someone's body in order to repair damage
10. heal	j. powerful rays that can pass through various objects to see the inside of things

Lesson Title: Vocabulary Development: Health	Theme: Writing	
Lesson Number: L1-L102	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of health. 2. Use context clues and inference to determine the meaning of words in a text. 3. Complete a text using appropriate vocabulary. 	 Preparation Write the fill-in-the-blanks activity on the board (see end of lesson).	

Opening (5 minutes)

1. Invite volunteers to share some health words they learned in the previous lesson.
(Example answers: stethoscope, medicine, X-ray)
2. Tell pupils that in this lesson they will practise writing, using words related to health.

Teaching and Learning (12 minutes)

1. Revise the meanings of the following terms from the previous lesson as a class:
 - Stethoscope: An instrument used for listening to someone's heart or lungs
 - Heal: To become healthy again
 - Medicine: A substance used to treat a disease or pain
2. Invite volunteers to use the words in sentences.
Examples:
 - The doctor used a stethoscope to listen to my lungs.
 - It took a long time for the wound on her leg to heal.
 - When I had malaria, my father raced to the pharmacy for medicine.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Tell pupils that today they will look at the human digestive system.
5. Discuss the meanings of the following words:
 - Small intestine: The long, narrow, upper part of the intestine in which food is digested after it leaves the stomach
 - Large intestine: The end part of the intestine that is wider and shorter than the small intestine
 - Oesophagus: The tube that leads from the mouth through the throat to the stomach
 - Stomach: The organ in your body where food goes and begins to be digested after you swallow it

- Saliva: The liquid produced in your mouth that keeps your mouth moist and makes it easier to swallow food
- To absorb: To take in (something, such as a liquid) in a natural or gradual way
- Digestion: The process by which food is changed to a simpler form after it is eaten
- Waste: The solid and liquid substances that are produced by the body (faeces and urine)

Practice (22 minutes)

1. Have pupils write an example sentence for each of the new words.
2. Move around the classroom and check pupils' sentences.
3. Invite volunteers to share their sentences with the class.
Examples:
 - a. Oesophagus: The oesophagus connects the mouth to the stomach.
 - b. Waste: Faeces and urine are waste from the body.
 - c. Large intestine: The large intestine comes after the small intestine in the body.
4. Have pupils copy the fill-in-the-blanks activity from the board into their exercise books (see end of lesson).
5. Ask pupils to fill in the blanks with the appropriate words from the word bank.
6. Check answers as a class. (Answers: a. digestion b. saliva c. oesophagus d. stomach e. small intestine f. absorbed g. large intestine h. waste)
7. Discuss any unknown words in the text. Help pupils use context clues and inference to determine their meanings. (Example: bile – digestive juice is the context clue)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L102 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS]

Word Bank

small intestine	digestion	oesophagus	absorbed
stomach	large intestine	waste	saliva



The Human Digestive System

Humans and animals need to eat food in order to live. However, to use this food, they must break it down in a process called a. _____.

In humans, the process of digestion begins in the mouth where food is chewed into small pieces. These pieces are covered by b. _____, which makes food easier to swallow. It also helps break down the food.

Once food is swallowed, it passes through the c. _____, which is like a tube that sends food down into the d. _____. Once in the stomach, the food is mixed with acid and crushed some more.

After spending some time in the stomach, the food is sent into the e. _____, where nutrients are f. _____. The liver helps by producing some digestive juices called bile. Next, the remaining food goes into the g. _____. The remaining food is called h. _____ and it is pushed into the rectum, where it waits before leaving the body.

Lesson Title: Reading Skills Development: Substitution of Words	Theme: Reading	
Lesson Number: L1-L103	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read a text with fluency. 2. Substitute words in a text with synonyms or like words. 3. Demonstrate comprehension by substituting words in a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the text, 'The Talent Show', aloud (see end of lesson). 2. Write the sentences on the board (see end of lesson). 	

Opening (5 minutes)

1. Invite volunteers to answer the following questions:
 - What is another word for 'large'? (Example answers: big; huge)
 - What is another word for 'tired'? (Example answers: exhausted; weary)
 - What is another word for 'angry'? (Example answers: mad; cross)
2. Tell pupils that in today's lesson they are going to learn about substituting words in a text.

Teaching and Learning (13 minutes)

1. Tell pupils that 'substituting' means to replace one thing with another. We can substitute words in a text with synonyms.
2. As a class, define synonyms:
 - Synonyms are words or phrases that have almost, if not completely, the same meaning.
3. Tell pupils that when substituting words, it is important to consider the context. When substituting, the new word or phrase should never change the meaning of the sentence.
 - Sentence: My answer to the question was wrong.
 - Incorrect substitution: My answer to the question was defective.
 - Correct substitution: My answer to the question was not right.
4. Point out to pupils that sometimes the structure of the sentence can or must change, rather than just replacing one word with another.
Example:
 - I could tell my friend was lying to me.
 - I could tell my friend was not being honest with me.
5. Have pupils look at the sentences on the board (see end of lesson).
6. Invite volunteers to come to the board to write a new sentence, substituting the underlined word for a new word that does not change the meaning of the sentence.
Example answers:
 - a. The truck delivered the goods to the store.

- b. Germany produced more iron than Britain and France combined.
- c. Please forgive me if I seemed rude.
- d. He has a kind soul.
- e. Her performance was amazing.
- f. When I was sick last week, I felt so frail.

Practice (18 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Invite different pupils to take turns reading the text aloud.
3. Ask pupils to work with seatmates and make a list of synonyms for the highlighted words in the text. Remind them to make sure the synonym does not change the meaning of the sentence.
4. Read the text aloud. Pause when you reach a word and invite volunteers to add their substitutions to the story.

Example answers:

- a. They were **never apart**.
 - b. **laughing** about some secret joke
 - c. they were **seen** walking the halls alone
 - d. not **looking** at one another
 - e. the girls had a **quarrel** over the talent show
 - f. they **agreed that** the only way to solve the problem
 - g. would **destroy** a friendship
 - h. Mrs Jallow laughed **softly**
 - i. 'No', **they said** quietly as they **tightly held** hands and walked out.
5. Ask pupils to write a short summary of the text.
 6. Invite volunteers to share their summary of the text with the class.

Example:

Doris and Marie were best friends until they had a big fight about the talent show. One wanted to sing and the other wanted to dance. Their teacher, Mrs Jalloh, helped them solve their problem by suggesting that they compromise and do both of those things in the same act. The 2 girls were happy and became friends again after that.

Closing (4 minutes)

1. As a class, discuss if pupils have ever been in a fight with a close friend. What did they do to resolve it?
2. For homework, have pupils do practice activity PHL1-L103 in the Pupils' Handbook.

[TEXT]

The Talent Show

Doris and Marie were best friends. They were **inseparable**. They had lunch together, wore the same clothes and listened to the same music. Every day after school they walked home hand in hand, **giggling** about some secret joke.

The day the talent show was announced at school, everyone thought that Doris and Marie would surely enter together. That is why it was a great surprise to see their names listed separately on the sign-up sheet! After that they were **spotted** walking the halls alone, not **glancing** at one another.

It was found out that the girls had had a **fight** over the talent show. Marie was determined that they should dance while Doris wanted to sing. Not being able to come to an agreement for the first time in their lives, they **decided** the only way to solve the problem was to go at it alone.

Their teacher, Mrs Jalloh, felt sad that something so small would **ruin** a friendship. She called the pair into her room.

'Doris and Marie', she said, 'There must be some way to solve this problem!'

'No', Marie said sadly, 'We just are not meant to be friends if we cannot agree on something so simple!'

Mrs Jalloh laughed **quietly** and said, 'Friendships must be made to withstand more than that! Have you thought about compromising?'



'No', said **Doris and Marie** quietly.

'Well, have you thought of singing *and* dancing in the talent show? You could come up with something where both your talents shine through', Mrs Jalloh suggested.

The 2 girls smiled brightly and then laughed, embarrassed at not having thought of that themselves. 'Thanks, Mrs Jalloh', they said together as they **clasped** hands and walked out of the room.

[SENTENCES]

- a. The truck transported the goods to the store.
- b. Germany made more iron than Britain and France combined.
- c. Please excuse me if I seemed rude.
- d. He has a gentle soul.
- e. Her performance was spectacular.
- f. When I was sick last week, I felt so weak.

Lesson Title: Reading Skills Development: Identifying Topic Sentences	Theme: Reading	
Lesson Number: L1-L104	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of how to identify topic sentences. 2. Identify topic sentences in a given text. 3. Use topic sentences to help summarise a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the article, 'Honey Bee Decline Spreading Globally', aloud (see end of lesson). 2. Write the topic sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. As a class, discuss the features of a news article. (Example answers: there are headlines; a factual telling of an event; it answers who, what, when, where)
2. Tell pupils that in today's lesson they are going to identify topic sentences in a news article.

Teaching and Learning (15 minutes)

1. Introduce topic sentences:
 - A topic sentence is the sentence that contains the main idea of a paragraph or essay.
 - It tells the reader what the rest of the paragraph is about.
 - All sentences that follow give more information on the topic.
2. Discuss the features of a topic sentence:
 - Mentions the topic
 - Contains the main idea of the paragraph
 - Contains a controlling idea to move the essay in a specific direction
 - In the case of the introductory paragraph, sets the tone of the entire essay
3. Tell pupils that every topic sentence will have a topic and a controlling idea. The controlling idea shows the direction the article or essay will take.
4. Direct pupils' attention to the topic sentences on the board (see end of lesson).
5. As a class, determine which part of the sentence is the topic and which is the controlling idea.
 - a. The topic is 'Pollution in Delhi is the worst in the world', and the controlling idea is 'many reasons'.
 - b. The topic is 'Being a great leader', and the controlling idea is 'certain characteristics'.
 - c. The topic is 'Cooking', and the controlling idea is 'many different skills'.

- d. The topic is 'Graduating from secondary school', and the controlling idea is 'for a variety of reasons'.
- e. The topic is 'Having a first child', and the controlling idea is 'because of the big changes that occur in your life'.

Practice (19 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Read the headline aloud and ask pupils to predict what they think the article will be about. (Example answer: Honey bees are dying all over the world.)
3. Have pupils take turns reading the text aloud with seatmates.
4. As a class, discuss any unfamiliar words. Use context clues and inference to determine their meaning.
5. Have pupils work with seatmates to identify the topic sentence for each paragraph.
6. Review answers as a class:
Answers:
 - First paragraph: 'Scientists working for the United Nations Environment Programme (UNEP) reported Thursday that the collapse of honey bee colonies is becoming a worldwide problem that will continue unless humans work to restore habitats for bees'.
 - Second paragraph: 'The decline in bee colonies is now seen in many countries, including the United States'.
 - Third paragraph: 'The world's growing population means more bees are needed to pollinate crops in order to feed more people'.
 - Fourth paragraph: 'The report recommends incentives for farmers and land owners to restore habitats that are friendly to bees'.
7. Move around the classroom to check that pupils are able to identify topic sentences correctly.
8. Ask pupils to use the information in the topic sentences to write a summary of the news article.

Example:

The collapse of honey bee colonies is becoming a worldwide problem. The decline of bee colonies is seen in many different countries in the world. Because of the world's growing population, more bees are needed to pollinate the crops to feed more people. The report recommends incentives for farmers to restore habitats that are friendly to bees.

Closing (3 minutes)

1. Invite volunteers to read their summaries aloud to the class.
2. For homework, have pupils do practice activity PHL1-L104 in the Pupils' Handbook.

[TOPIC SENTENCES]

- a. There are many reasons why pollution in Delhi is the worst in the world.
- b. Being a great leader requires certain characteristics.
- c. Cooking requires a number of different skills.
- d. Graduating from secondary school is important for a variety of reasons.
- e. Having a first child is difficult because of the big changes that occur in your life.

[TEXT]

Honey Bee Decline Spreading Globally¹

Saturday, 12th March 2011



Scientists working for the United Nations Environment Programme (UNEP) reported Thursday that the collapse of honey bee colonies is becoming a worldwide problem that will continue unless humans work to restore habitats for bees. The insects are necessary for pollinating crops. The report also calls for big changes in how humans manage the planet.

The decline in bee colonies is now seen in many countries, including the United States. According to the US Department of Agriculture, there were 5.5 million colonies of honey bees in 1950 and only 2.5 million in 2007. Changes in rural areas during the past 50 years have contributed to the decline of wild bees. Additional factors include the decline in flowering plants, the use of harmful chemicals and the increase in air pollution.

According to the UNEP report, of the 100 crop species that supply 90 percent of the world's food, bees pollinate more than 70 percent. The world's growing population means more bees are needed to pollinate crops in order to feed more people. The director of the UNEP, Achim Steiner said, 'Bees underline the reality that we are more, not less, dependent on nature's services in a world of close to 7 billion people'.

The report recommends incentives for farmers and landowners to restore habitats that are friendly to bees.

¹Adapted from: Honey bee decline spreading globally. March 12, 2011. In *Wikinews*. Retrieved October 26, 2017, from https://en.wikinews.org/wiki/Honey_bee_decline_spreading_globally

Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing	
Lesson Number: L1-L105	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the elements of a well-structured paragraph. 2. Identify the features of a 5-paragraph essay. 3. Develop appropriate topic sentences. 4. Write relevant and interesting titles. 	 Preparation Write the 5-paragraph essay outline on the board (see end of lesson).	

Opening (1 minute)

1. Tell pupils that in this lesson they will discuss how to write a 5-paragraph essay.

Teaching and Learning (22 minutes)

1. Explain that a 5-paragraph essay should contain the following:
 - An introductory paragraph, 3 body paragraphs and a concluding paragraph
 - Well-developed ideas
 - Appropriate vocabulary
 - Well-developed topic sentences and supporting sentences
 - A clear answer to the essay topic or question
 - A relevant and interesting title
2. Discuss the features of a paragraph with pupils:
 - Is usually 3 to 5 sentences long
 - Has a topic sentence, supporting sentences and a concluding sentence
 - Connects well with the previous and next paragraph
3. Discuss the features of a topic sentence:
 - Mentions the topic
 - Contains the main idea of the paragraph
 - Contains a main idea to move the essay in a specific direction
4. Invite volunteers to share what an outline is with the class. (Example answer: a general description or plan for what you will write)
5. Discuss the importance of planning an essay before writing:
 - It helps you understand the question or topic.
 - It makes you think about what you write before you do so.
 - It helps you plan where you will put the different ideas in your essay.
 - It enables you to check if you have all of the necessary information before writing.
6. Direct pupils' attention to the 5-paragraph essay outline on the board (see end of lesson). Use it to review the features of a 5-paragraph essay.

7. Discuss the features of an introductory paragraph:
 - Introduces the topic of the essay
 - Briefly describes the main points that will be covered in the essay
8. Point out the essay topic to pupils and show how the topic sentence addresses the topic and also the writer's position on it.
9. Look at body paragraphs 1, 2 and 3 with pupils. Draw their attention to how the ideas in the body paragraphs relate to the topic.
10. Ask for volunteers to come up with topic sentences for the 3 body paragraphs.
Example answers:
Body paragraph 1 – More education leads to better-paying jobs.
Body paragraph 2 – Education reduces poverty through job creation.
Body paragraph 3 – Educated people live longer as they are more likely to engage in healthy habits.
11. Revise the features of a conclusion:
 - Summarises the 3 body paragraphs
 - Restates the topic of the essay in an original way
12. Tell pupils that a good essay title is relevant and interesting. Sometimes it is best to title your essay after you have written your outline.
A good essay title:
 - Identifies the subject
 - Establishes the tone of the essay and type of essay (persuasive, expository, narrative, descriptive)
 - Is specific
13. As a class, brainstorm titles for the outline on the board. (Example answer: Education is the key to success.)

Practice (12 minutes)

1. Ask pupils to write an introductory paragraph using the information in the outline.
2. Move around the classroom to check pupils' work.
3. Ask pupils to share their paragraphs with seatmates. Seatmates should identify which sentence is the topic sentence.

Closing (5 minutes)

7. Invite volunteers to read their paragraphs aloud to the class.
Example:
Education is an extremely important tool for success in the world. Research shows that those with more education have better jobs. Additionally, it reduces poverty and those with more education live longer. Education truly is the key to success.
8. For homework, have pupils do practice activity PHL1-L105 in the Pupils' Handbook.

[FIVE-PARAGRAPH ESSAY OUTLINE]

Introduction

Essay topic: Education is important

Topic sentence: Education is an important tool for success in the world.

Body paragraph #1

Main idea: It leads to better jobs.

Example: If you have more education, employers are more likely to hire you.

Body paragraph #2

Main idea: It reduces poverty.

Example: Educated people are more likely to be entrepreneurs, which creates more jobs for others.

Body paragraph #3



Main idea: Educated people live longer.

Example:

Educated people are informed about healthy habits such as eating well and exercising regularly.

Conclusion

Topic sentence: Furthering education may not be easy, but the benefits outweigh the costs.

Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing	
Lesson Number: L1-L106	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the elements of a well-structured paragraph. 2. Identify the features of a 5-paragraph essay. 3. Develop appropriate topic sentences. 4. Write relevant and interesting titles. 	 Preparation Write the outline on the board (see end of lesson).	

Opening (2 minutes)

1. Invite volunteers to name the 5 parts of a 5-paragraph essay. (Answer: an introductory paragraph, 3 body paragraphs and a concluding paragraph)
2. Tell pupils that in this lesson they will revisit the main features of a 5-paragraph essay.

Teaching and Learning (23 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise the features of a 5-paragraph essay:
 - An introductory paragraph, 3 body paragraphs and a concluding paragraph
 - Well-developed ideas
 - Appropriate vocabulary
 - Well-developed topic sentences and supporting sentences
 - A clear answer to the essay topic or question
 - A relevant and interesting title
3. Revise the features of a paragraph:
 - Is usually 3 to 5 sentences long
 - Has a topic sentence, supporting sentences and a concluding sentence
 - Connects well with the previous and next paragraph
4. Revise the features of a topic sentence:
 - Mentions the topic
 - Contains the main idea of the paragraph
 - Contains a main idea to move the essay in a specific direction
5. Discuss features of a good supporting sentence:
 - Gives the paragraph a purpose
 - Explains why the topic sentence is meaningful
 - Uses facts, statistics, details, examples, stories, quotes or paraphrased material

- The type of supporting sentence depends on the type of essay; for example, a persuasive essay may use statistics while a descriptive essay uses stories.
 - Works alongside other supporting sentences
6. Revise the features of an introductory paragraph:
 - Introduces the topic of the essay
 - Briefly describes the main points that will be covered in the essay
 7. Revise the features of a conclusion:
 - Summarises the 3 body paragraphs
 - Restates the topic of the essay in an original way
 8. Tell pupils that as a class, they will be writing a 5-paragraph essay on the topic: 'Bullying at school'.
 9. Discuss the topic as a class using questions such as:
 - What is bullying?
 - Who is affected by bullying?
 - What are the effects of bullying?
 - Is it a bad thing? Why or why not?
 10. Draw pupils' attention to the 5-paragraph outline on the board and have them copy it into their exercise books (see end of lesson).
 11. Demonstrate how to fill the outline (see example below).

Introduction

Topic sentence: Bullying in schools is a social problem that affects pupils and causes long-term problems for children.

Body paragraph #1

Main idea: Victims avoid school.

Topic sentence: When a pupil is bullied, they avoid coming to school and they suffer academically.

Body paragraph #2

Main idea: Victims have depression.

Topic sentence: Victims of bullying have higher rates of depression, which can have long-term health consequences.

Body paragraph #3

Main idea: Pupils can help a bullied person.

Topic sentence: Pupils can help a bullied peer by befriending them and giving social support.

Conclusion

Topic sentence: Bullying in schools has negative long-term effects for children, including depression and school avoidance, but pupils can help prevent it when they reach out to their bullied peers.

12. As a class, discuss appropriate titles for the essay.

Examples:

- The Negative Effects of Bullying in Schools
- How Peers Can Help Reduce the Negative Effects of Bullying

Practice (10 minutes)

1. Tell pupils that they are going to write a body paragraph using the outline on the board. Pupils should select 1 of the 3 body paragraphs to develop. Remind them that their paragraph should include the topic sentence, supporting sentences and a concluding sentence.
2. Move around classroom to check that pupils are completing the activity correctly.

Closing (5 minutes)

1. Invite volunteers to share their paragraphs with the class.

Example:

When a pupil is bullied, they avoid coming to school and they suffer academically. Pupils will try to avoid their bully as much as possible, which usually means not attending school. The victims of bullying are usually embarrassed and therefore do not approach their teachers or parents to explain why they are missing class. Instead, they suffer in silence and fall further and further behind.

2. For homework, have pupils do practice activity PHL1-L106 in the Pupils' Handbook.

[OUTLINE]

Introduction

Introduce the topic of the essay and the 3 ideas that you will develop in the body paragraphs.

Topic sentence:

Body paragraph #1

Main idea:

Topic sentence:

Body paragraph #2

Main idea:

Topic sentence:

Body paragraph #3



Main idea:

Topic sentence:

Conclusion

Restate your topic sentence and 3 main ideas from the introduction in a different way.

Topic sentence:

Lesson Title: Reading Comprehension – Descriptive Essay	Theme: Reading	
Lesson Number: L1-L107	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a descriptive essay. 2. Identify the topic sentence of a paragraph. 3. Read a text with fluency. 4. Summarise a text in their own words. 5. Infer meaning from a text. 6. Answer questions on a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the essay, 'Hide and Seek: Part 1', aloud (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (5 minutes)

1. Ask pupils to turn to their seatmates and describe their morning with as much detail as possible.
2. Invite volunteers to share their description with the class.
3. Tell pupils that in today's lesson they will be reading a descriptive essay.

Teaching and Learning (10 minutes)

1. Revise the features of a descriptive essay:
 - Describes a person, an event, an experience or an idea
 - Uses descriptive vocabulary to paint a picture in the reader's mind
 - Includes a variety of details about what is being described
 - Engages the reader's 5 senses
 - Employs literary devices and figurative language
2. Read the following lines aloud to pupils:
 Janice walked into the party and smelled something good. Decorations hung from the ceiling. People in party clothes stood near the host, smiling.
3. Tell pupils that what you just read was a basic paragraph. You get the main idea, but it is not very interesting.
4. Now read a revised version of the paragraph. Ask pupils to try and listen for any descriptive language:
 Janice walked into the party and the smell of buttered popcorn exploded around her. Big, shiny decorations hung from the ceiling, making the room festive. People in brightly coloured party clothes circled the host with smiles painted on their faces.
5. Invite volunteers to share the descriptive words or images from the paragraph. (Example answers: big, shiny decorations; smell of buttered popcorn exploded)

6. As a class, discuss which paragraph was more interesting, and why. (Example answers: the second paragraph because it paints more of a picture in your head than the first one)

Practice (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Read the text aloud. Be sure to read with expression.
3. Invite volunteers to summarise the main ideas from the text.

Example:

The narrator and her friend Marai like to play hide and seek in the forest on their way home from school. It was always fun, but this time Marai hid and the narrator could not find her. While looking for Marai, she got lost and scared.

4. Have pupils take turns reading the text aloud with seatmates.
5. Ask the class to identify the topic sentence in the first paragraph (Answer: 'I could no longer see my friend').
6. Ask the class what the topic sentence tells readers immediately. (Example answer: The friend was missing.)
7. Ask volunteers to infer the meaning of the following words given context clues:
 - Detour (Example answer: Because it is on the walk home, we know it is a small stop along the way.)
 - Anxious (Example answer: Because she felt a chill, we know she is feeling upset or worried.)
 - Dense (Example answer: Twigs and bushes scraping her legs implies the forest is thick.)
8. Have pupils copy the comprehension questions on the board into their exercise books and answer them (see end of lesson).
9. Move around the class to check pupils' work.
10. Check answers as a class.

Example answers:

- a. The wind probably makes the leaves whisper. This is personification.
 - b. Yes, they have been many times before.
 - c. All light has gone away, just as there is no light when you are under a blanket.
 - d. The sound thunder makes is low and rumbling, like a growl.
 - e. Something bad might happen.
11. Invite volunteers to describe in their own words what the forest is like, given the descriptions in the story.

Closing (5 minutes)

1. As a class, make predictions about what will happen next in the essay.
2. For homework, have pupils do practice activity PHL1-L107 in the Pupils' Handbook.

[TEXT]

Hide and Seek: Part 1

I could no longer see my friend. Marai had hidden somewhere in the green and lush overgrown trees. I sat listening closely for any sign of where she might be. A snapped twig or a bird taking flight, but I heard nothing but the whisper of leaves.

Marai and I had come to this spot many times before to play hide and seek. It was a favourite game of ours made even more fun in a somewhat spooky forest. We would take a detour on our walk home from school and play for 30 minutes. We always arrived home in plenty of time to keep our parents from wondering where we were.

However, something felt different today. There was a chill settling into my skin. Maybe the temperature was dropping or maybe I was feeling anxious because I had not yet found Marai. Usually I found her within minutes, but today I had been searching for a while and still could not find her.



The forest darkened, as if a blanket had been thrown over the treetops. The wind picked up, howling into my ears. I heard the distant growl of thunder. I felt my heart start to beat faster as I called out, 'Okay, Marai, I give up! Come out, come out, wherever you are!'

Marai did not appear and the forest fell eerily quiet. I heard a twig snap and thought to myself, 'Finally, there she is!' and ran toward the sound. But Marai was not there. Starting to feel a little afraid, I yelled, 'Marai, this is not funny anymore! We are going to be in so much trouble if we get home late!'

I ran further and further into the dense forest. Twigs and bushes scraped my legs as I ran. Finally, I came to a small creek I had never seen before. Now, feeling truly lost and alone, I sat down on the damp forest floor and began to cry.

[COMPREHENSION QUESTIONS]

- a. What do you think makes the leaves 'whisper' in the first paragraph? What figurative language is this an example of?
- b. Have the girls ever been to the forest before?
- c. What image comes to mind when you read 'the forest darkened, as if a blanket had been thrown over the treetops'?
- d. Why do you think the author describes the thunder as 'growling'?
- e. What is the overall feeling you get while reading the story?

Lesson Title: Reading Comprehension – Descriptive Essay		Theme: Reading	
Lesson Number: L1-L108		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a descriptive essay. 2. Identify the topic sentence of a paragraph. 3. Read a text with fluency. 4. Summarise a text in their own words. 5. Infer meaning from a text. 6. Answer questions on a text. 		 Preparation <ol style="list-style-type: none"> 1. Practise reading the essay, 'Hide and Seek: Part 2', aloud. 2. Write the sentences on the board (see end of lesson). 3. Write the comprehension questions on the board (see end of lesson). 	

Opening (5 minutes)

1. Invite volunteers to summarise the first part of the essay they read in the previous lesson.
2. Tell pupils that in today's lesson they will read the rest of the descriptive essay.

Teaching and Learning (12 minutes)

1. Ask 2-3 volunteers to name some of the features of a descriptive essay.
(Answers: describes a person, event or experience; paints a picture in the reader's mind)
2. Revise examples of descriptive language:
 - Similes draw comparisons using the words 'like' or 'as'.
Examples:
 - The gourd was as big as a cat.
 - Her smile shone like the sun.
 - Metaphors make comparisons without the use of 'like' or 'as'.
Examples:
 - The classroom was a zoo.
 - He is a walking dictionary.
 - Personification gives human traits to something that is not human.
Examples:
 - The tree waved at us in the breeze.
 - The cow smiled lazily.
 - The 5 senses allow readers to feel like they are experiencing the scene.
Examples:
 - I felt the ground crunch beneath my feet.
 - The sound of birds chirping filled the air.
3. Draw pupils' attention to the sentences on the board (see end of lesson).

4. As a class, read the sentences and identify whether each one is an example of a simile, metaphor, personification or one of the 5 senses (Answers:
a. personification b. sense of smell c. simile d. simile e. personification
f. metaphor)

Practice (18 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Model how to read the text aloud. Be sure to read with expression.
3. Have pupils take turns reading the text aloud with seatmates.
4. Ask pupils to work with seatmates to summarise the text in their own words.
5. Ask 1-2 volunteers to share their summaries with the class.

Example:

It began to rain in the forest and the narrator was worried that she would not find her way out. Then she saw the setting sun and remembered that the sun sets in the west and her home is west of the forest, so she followed the setting sun to find her way out. Along the way she found her friend Marai, who was also lost. They agreed to stop playing hide and seek in the forest.

6. Have pupils copy the comprehension questions on the board into their exercise books and answer them (see end of lesson).
7. Move around the class to check pupils' work.
8. Check answers as a class.

Example answers:

- a. She found her way out by following the setting sun, which she knew was west.
- b. The sense of smell is being used.
- c. It is an example of personification.
- d. Because they were lost, they felt as if they were trapped inside the forest.
- e. Because they had been in the cold, damp forest, when they were finally out it must have felt like a warm hug.

Closing (5 minutes)

1. Have pupils discuss being lost with seatmates using questions such as:
 - Have you ever been lost before?
 - What did you do to get out of the situation?
2. Invite volunteers to share their stories with the class, using as many descriptive words as possible.
3. For homework, have pupils do practice activity PHL1-L108 in the Pupils' Handbook.

[SENTENCES]

- a. The chicken clucked angrily at me.
- b. The scent of onions wafted out of the kitchen, making me hungry.
- c. The night was as black as coal.
- d. The leaves crunched like crisps beneath my feet.
- e. The house stood lonely in the night.
- f. The stars are sparkling diamonds in the night sky.

[TEXT]

Hide and Seek: Part 2

The rain started falling softly to match my mood. The forest grew darker by the minute. It smelled like wet earth. I took a deep breath and realised that I must keep my wits about me or I would be spending the night alone in this creepy forest.

Standing up, I started to walk away from the creek, back the way I had come. As if to encourage my efforts, the rain stopped falling. I saw the sun peek out from behind the clouds. The sun was getting lower in the sky, heading toward sunset. 'The sun sets in the west', I thought to myself. 'And my house is west of the forest'. I thought, 'If I follow the setting sun, surely, I will find my way out!'

Excited now, I started moving faster through the forest. I was moving so fast, in fact, that I nearly tripped over Marai.



'Marai!' I exclaimed, 'What are you doing here? I thought you would have gone home!'

'No, I got lost and didn't know what to do! I'm so happy you found me! Let's get out of here.'

I smiled in agreement as I grabbed Marai's hand. Suddenly, the forest did not feel nearly as scary as it had before. We finally broke free of the trees to the familiar meadow in front of us. The sun seemed to wrap us in a warm hug. Marai and I ran all the way home, agreeing that next time we would play hide and seek at home instead.

[COMPREHENSION QUESTIONS]

- a. How does the speaker find her way out of the forest?
- b. When the speaker says, 'It smelled like wet earth', what type of description is being used?
- c. The sentence, 'I saw the sun peek out from behind the clouds' is an example of what type of description?
- d. Why do you think the author uses the term '... broke free of the trees' to describe coming out of the forest?
- e. What does the image, '... the sun seemed to wrap us in a warm hug', bring to mind?

Lesson Title: Descriptive Essay	Theme: Writing	
Lesson Number: L1-L109	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a descriptive essay. 2. Identify different topics of descriptive essays. 3. Use an outline to draft a 5-paragraph descriptive essay. 	 Preparation Write the descriptive essay outline on the board (see end of lesson).	

Opening (5 minutes)

1. As a class, discuss the topic: 'My favourite place'. This may be a place pupils have visited or somewhere they go often. Ask the following questions:
 - Why do you like it? What makes it special?
 - What image stands out the most in your mind?
 - What words can you use to describe it?
2. Tell pupils that today's lesson is on developing a 5-paragraph descriptive essay on the topic: 'My favourite place'.

Teaching and Learning (15 minutes)

1. Introduce the features of a descriptive essay:
 - Describes someone, something, an event, an experience or an idea
 - Uses descriptive vocabulary to paint a picture in the reader's mind
 - Includes a variety of details about what is being described
 - Engages the reader's 5 senses
 - Uses literary devices and figurative language
2. Ask volunteers to give some examples of figurative language. (Example answers: metaphors, similes, personification)
3. Tell pupils that descriptive essay topics can vary greatly. Common descriptive essay topics include:
 - Place
Examples:
 - Describe your dream vacation.
 - Describe a place that you know well.
 - People
Examples:
 - Describe each of your family members
 - Describe one of your friends.
 - Object
Example: Describe your favourite toy as a child.

- Memories
Example: Describe your oldest memory.
4. Revise the elements of a 5-paragraph essay:
 - The 5 paragraphs consist of an introductory paragraph, 3 body paragraphs and a conclusion paragraph.
 - Each paragraph has a topic sentence and supporting sentences. It may also include a concluding sentence.
 5. Draw pupils' attention to the outline on the board (see end of lesson).
 6. Discuss the outline as a class and have pupils copy it into their exercise books.
 7. Demonstrate for pupils how to complete the outline using the example below:

Topic (What are you writing about?): 'My favourite place'

Descriptive words:

See	Hear	Taste	Touch	Smell
- tall palm trees - big, blue ocean - sand as far as the eye can see	- crash of the waves - children laughing	- cold juice - fresh mango	- warm sand - chilly ocean water	- salty sea - stale sweat - fragrant sunscreen

Details to include:

- Tall palm trees wave at me in the breeze.
- The crash of the waves is soothing as I close my eyes under the sun.
- The glass of cold juice sweats in my hand, leaving little drops of water on my leg.
- Warm sand squishes between my toes as spray from the ocean kisses my face.
- Salty sea water and fragrant sunscreen mix in a delightful way as I inhale deeply.

Practice (17 minutes)

1. Have pupils complete their own outline. This is their opportunity to prepare to write a descriptive essay.
2. Tell pupils that they should first brainstorm all the descriptive sense words they would like to include. They should try to think of some from every category.
3. Tell pupils that after they brainstorm the descriptive words, they should make sentences out of them in the 'details to include' box. Encourage them to try to create figurative language like similes or metaphors. They can use these sentences later when they write their essay.

4. Move around the classroom to make sure the pupils are doing the activity correctly. Give support as needed.
5. After pupils have completed the outline, tell them to give their essay a title. Remind them that it should be interesting and relevant.
6. Ask pupils to share their outlines with seatmates. Have them help each other check that they have successfully completed the outline.

Closing (3 minutes)

1. Invite volunteers to share their essay ideas with the class.
2. Tell pupils that in the next lesson they will use their outline to draft a 5-paragraph descriptive essay.
3. For homework, have pupils complete the outline and do practice activity PHL1-L109 in the Pupils' Handbook.



[DESCRIPTIVE ESSAY OUTLINE]

Topic (What are you writing about?) _____

Descriptive words:

See	Hear	Taste	Touch	Smell

Details to include:

Lesson Title: Descriptive Essay	Theme: Writing	
Lesson Number: L1-L110	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Write an essay demonstrating correct usage of the features of an essay. 2. Draft an essay relevant to the topic with well-organised ideas. 3. Use appropriate and relevant vocabulary when writing. 4. Write an essay with correct grammar and spelling. 	 Preparation <ol style="list-style-type: none"> 1. Write the 5-paragraph essay outline on the board (see end of lesson). 2. Practise reading the example essay, 'My Favourite Days at Tokeh Beach', aloud (see end of lesson). 	

Opening (5 minutes)

1. Discuss the essay topic, 'My favourite place', as a class. Invite volunteers to share some descriptive words and details from the outlines they developed in the previous lesson.
2. Tell pupils that in today's lesson they will use the descriptive outline from the previous lesson to develop a 5-paragraph essay.

Teaching and Learning (15 minutes)

1. Revise the features of a descriptive essay:
 - Describes someone, something, an event, an experience or an idea
 - Uses descriptive vocabulary to paint a picture in the reader's mind
 - Includes a variety of details about what is being described
 - Engages the reader's 5 senses
 - Uses literary devices and figurative language
2. Draw pupils' attention to the outline on the board. Use the outline to revise the components of a 5-paragraph essay (see end of lesson).
3. Have pupils copy the outline into their exercise books.
4. Demonstrate how to complete the outline using the example below on the topic: 'My favourite place'.

Introduction

Topic: My favourite place

Topic sentence: My favourite place I have ever been is Tokeh Beach on the coast of Sierra Leone.

Body paragraph #1

Main idea: Soothing ocean

Topic sentence:
There is something calming about being near the ocean.

Body paragraph #2

Main idea: Contrast of hot and cold

Topic sentence: My favourite thing about the beach is the contrast of hot and cold.

Body paragraph #3

Main idea: The scents of the beach

Topic sentence: The memory that lingers most is the many different scents of the seaside.

Conclusion

Topic sentence: Tokeh Beach, with its relaxing ocean, warm sand, cool water and pleasing fragrance is my favourite place of all time.

5. Read the example essay aloud to show pupils how to develop an essay using the outline (see end of lesson).

Practice (19 minutes)

1. Have pupils use their descriptive outline from the previous lesson to help them complete the 5-paragraph outline.
2. Move around the classroom to make sure pupils are completing the outline correctly.
3. After pupils have completed their outline, they should begin to write their essay. The essay should be approximately 200 words.
4. Move around the classroom to check pupils' work.

Closing (1 minute)

1. For homework, have pupils complete their essay and do practice activity PHL1-L110 in the Pupils' Handbook.

[OUTLINE]

Introduction

Introduce the topic of the essay and the 3 ideas that you will develop in the body paragraphs.

Topic sentence:

Body paragraph #1

Main idea:

Topic sentence:

Body paragraph #2

Main idea:

Topic sentence:

Body paragraph #3

Main idea:

Topic sentence:

Conclusion

Restate your topic sentence and 3 main ideas from the introduction in a different way.

[EXAMPLE ESSAY]

My Favourite Days at Tokeh Beach

My favourite place I have ever been is Tokeh Beach on the coast of Sierra Leone. I went with my family last year and the soothing ocean, fragrant beach and warm days contrasted with the cold ocean is something I will never forget.



There is something so calming about being near the ocean. The sound of the waves crashing on the beach is hypnotising. I often found myself lying in the sun, drifting somewhere between being awake and asleep as I forgot all my worries. The warm sand squished between my toes as spray from the ocean kissed my face, inviting me to come for a swim.

My favourite thing about the beach is the contrast of hot and cold. I loved walking with my feet in the cool, shallow water while the hot sun beat down on my head. The palm trees waved at me and they blew in the soft ocean breeze. Sometimes I would become brave enough to dive right into the chilly water just so I could then lie down on the hot sand, feeling as if the sun was giving me a big hug.

However, the memory that lingers most is the many different scents of the seaside. The salty, slightly fishy spray of the ocean water mixed with sweet, fruity drinks. The

glass of cold juice would sweat in my hand, leaving little drops of water on my leg. Salty sea water and fragrant sunscreen mixed in a delightful way whenever I inhaled deeply. Even now, I cannot smell sunscreen without thinking of Tokeh Beach.

Tokeh Beach, with its relaxing ocean, warm sand, cool water and pleasing fragrance is my favourite place of all time. If I ever get a chance to go back there, I will in a heartbeat. Until then, I will live off the sweet memories of the beautiful coast of Sierra Leone.

Lesson Title: Types of Adjectives: Demonstrative, Interrogative	Theme: Grammar	
Lesson Number: L1-L111	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different types of adjectives and demonstrate understanding of their function in a sentence. 2. Identify different types of adjectives in a sentence. 3. Write sentences using different types of adjectives correctly. 	 Preparation <ol style="list-style-type: none"> 1. Write the chart on the board (see end of lesson). 2. Write the demonstrative adjective sentences on the board (see end of lesson). 3. Write the interrogative adjective sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite a volunteer to explain adjectives (Example answer: a descriptive word that modifies a noun)
2. Have different volunteers share examples of adjectives.
3. Tell pupils that in today's lesson they are going to be learning about demonstrative and interrogative adjectives.

Teaching and Learning (17 minutes)

1. Define demonstrative adjectives:
 - A demonstrative adjective is a type of adjective that shows which noun is being referred to.
Example: Those shoes are not very comfortable.
 - 'Those' is the demonstrative.
 - 'Shoes' is the noun being referred to.
2. Discuss the features of demonstrative adjectives:
 - There are 4 demonstrative adjectives: this, that, these and those
 - Demonstratives differ according to:
 - Distance: near or far
 - Number: singular or plural
3. Use the chart on the board to explain the following (see end of lesson):
 - 'This' refers to singular nouns that are near the speaker.
 - 'That' refers to singular nouns that are far from the speaker.
 - 'These' refers to plural nouns that are near the speaker.
 - 'Those' refers to plural nouns that are far from the speaker.
4. Tell pupils that it is important not to confuse demonstrative pronouns with demonstrative adjectives.
5. Explain the difference between demonstrative adjectives and demonstrative pronouns.
 - A demonstrative adjective modifies a noun.

Examples:

- I did not enjoy **that** book. – ‘that’ modifies ‘book’
- I like **this** coat better. – ‘this’ modifies ‘coat’
- A demonstrative pronoun stands on its own, replacing rather than modifying an adjective.

Examples:

- **This** is good. – ‘This’ replaces a noun; it does not modify it.
- **Those** belong to me. – ‘Those’ replaces a noun; it does not modify it.

6. Explain interrogative adjectives:

- Interrogative adjectives modify nouns and ask a question.

Example: Whose tickets did they give us?

- ‘Whose’ is the interrogative adjective.
- ‘Tickets’ is the adjective being referred to.

- There are 3 interrogative adjectives: which, what, whose

7. Tell pupils that it is important not to confuse interrogative adjectives with interrogative pronouns.

8. Use the following examples to explain the difference between interrogative pronouns and adjectives.

- Which is greater?
 - Here, ‘which’ is an interrogative pronoun.
 - It does not modify a noun; it stands alone.
- Which car will they give us?
 - Here, ‘which’ is an interrogative adjective.
 - ‘Which’ modifies the noun ‘car’.

Practice (18 minutes)

1. Draw pupils’ attention to the demonstrative adjective sentences on the board (see end of lesson).
2. Have pupils copy the sentences into their exercise books.
3. Ask pupils to identify the demonstrative adjectives in the sentences and the noun each refers to. If the demonstrative does not have a noun it refers to, pupils should identify it as a demonstrative pronoun.

4. Check answers as a class.

Answers:

- a. these, books
- b. that, meal
- c. demonstrative pronoun
- d. those, tomatoes
- e. demonstrative pronoun
- f. this, shirt; that, one

5. Have pupils copy the interrogative adjective sentences on the board into their exercise books (see end of lesson).

6. Ask pupils to identify the interrogative adjectives in the sentences and the noun each refers to. If an interrogative does not have a noun it refers to, identify it as an interrogative pronoun.

7. Check answers as a class.

Answers:

- a. which, television
- b. what, programme
- c. whose, money
- d. interrogative pronoun
- e. which, toothbrush
- f. what, car

8. Write the following list of nouns on the board: tree, bike, candy, toy, bus, pen. Ask pupils to use each noun in a sentence, using either a demonstrative or interrogative adjective to modify it.

Example answers:

- That tree is tall.
- Whose bike is that?
- This candy is too sweet.
- Which toy is his?
- Those buses are late.
- What pen is mine?

Closing (2 minutes)

1. Invite 1-2 volunteers to read their original sentences aloud.
2. For homework, have pupils do practice activity PHL1-L111 in the Pupils' Handbook.

[CHART]



Demonstratives	Singular	Plural	Near	Far
this	X		X	
that	X			X
these		X	X	
those		X		X

[DEMONSTRATIVE ADJECTIVE SENTENCES]

- a. Can we buy these books?
- b. I did not enjoy that meal.
- c. Could you hand me that?
- d. Did you grow those tomatoes in your garden?
- e. Bring me those.
- f. I like this shirt better than that one.

[INTERROGATIVE ADJECTIVE SENTENCES]

- a. Which television show are you watching?
- b. What programme are you planning?
- c. Whose money is this?
- d. Which is greater?
- e. Which toothbrush is yours?
- f. What car will they loan us?

Lesson Title: Types of Adjectives: Quantitative, Distributive	Theme: Grammar	
Lesson Number: L1-L112	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different types of adjectives and demonstrate understanding of their function in a sentence. 2. Identify different types of adjectives in a sentence. 3. Write sentences using different types of adjectives correctly. 	 Preparation <ol style="list-style-type: none"> 1. Write the quantitative adjective sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). 	

Opening (1 minute)

1. Tell pupils that today's grammar lesson is focused on quantitative and distributive adjectives.

Teaching and Learning (19 minutes)

1. Define quantitative adjectives:
 - Quantitative adjectives are adjectives that show quantity, or how much.
2. Explain to pupils that quantitative adjectives are classified into 2 groups:
 - Definite – indicate an exact amount
Examples:
 - one, twelfth, thirty-first, fourteenth, sixty, third
 - The teacher spoke to 2 pupils after class. – '2' is the definite quantitative adjective – we know exactly how many
 - Indefinite – do not indicate an exact amount
Examples:
 - all, any, few, many, much, several, some
 - I ate some rice. – 'Some' is the indefinite quantitative adjective. We do not know exactly how much.
3. Refer to the list of quantitative adjective sentences on the board (see end of lesson).
4. As a class, identify the quantitative adjectives in the first 6 sentences (a-f) and decide whether they are definite or indefinite. Pupils will complete the rest of the activity independently later in the lesson.
Answers:
 - a. two – definite
 - b. some – indefinite
 - c. little – indefinite
 - d. first – definite
 - e. all – indefinite

f. no – indefinite

5. Explain distributive adjectives:

- Distributive adjectives are adjectives that are used to refer to members of a group as individuals.
- They are usually used with singular nouns.

Example:

- The group was happy with its team ranking. – The sentence does not specify whether all the group's members were happy.
- Each member of the group was happy with its ranking. – The sentence refers to the individual members of the group.

6. Discuss the 4 distributive adjectives:

- 'Each' is used to show that a condition applies to all of the individual members of a group.

Examples:

- Each book in the series got great reviews.
- Each of the students received an award.

- In most cases, 'every' and 'each' are interchangeable, but sometimes they require different constructions (see 2nd example).

Examples:

- Every book in the series got great reviews.
- Every student received an award.

- 'Either' implies 1 or the other of 2 options.

Example:

- Either of these movies would be interesting to me.
- Either girl would be able to solve the problem.

- 'Neither' implies none of 2 options.

Examples:

- Neither option for lunch sounds good to me.
- Neither player is available to join the team for the match.

7. Invite volunteers to share their own sentences using the distributive adjectives.

Practice (19 minutes)

1. Ask pupils to copy the remaining quantitative adjective sentences (g-l) into their exercise books.
2. Instruct pupils to identifying the quantitative adjectives in each sentence and whether they are definite or indefinite.
3. Check answers as a class.

Answers:

- g. enough – indefinite
- h. none – indefinite
- i. third – definite
- j. several – indefinite
- k. any – indefinite

l. last – definite

4. Ask pupils to copy the distributive adjective sentences on the board into their exercise books (see end of lesson).
5. For each sentence, have pupils identify the distributive adjective as well as the noun it is modifying in the sentence.
6. Check answers as a class.

Answers:

- a. either – paint
- b. each – children
- c. every – painting
- d. neither – pair of shoes
- e. each – video
- f. every – toys

7. Ask pupils to copy the fill-in-the-blanks sentences on the board into their exercise books (see end of lesson).
8. Instruct pupils to fill in the blanks using distributive adjectives.
9. Walk around the class to make sure pupils understand and are doing the activity correctly.
10. Check answers as a class.

Answers:

- a. neither
- b. each
- c. each
- d. either
- e. every

Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L112 in the Pupils' Handbook.

[QUANTITATIVE ADJECTIVE SENTENCES]



- a. The teacher spoke to 2 pupils after class.
- b. I ate some rice.
- c. He has a little knowledge.
- d. She is first in her class.
- e. Geoffrey lost all his wealth.
- f. There was no food in the refrigerator.
- g. There is enough water to share.
- h. The cat ate none of the food.
- i. I am the third one to pass the test.
- j. There were several more balls in the gym today.
- k. There was not any dessert left.
- l. The red bus came in last.

[DISTRIBUTIVE ADJECTIVE SENTENCES]

- a. Either the red or orange paint is fine with me.
- b. Each of the children received candy.
- c. Every painting in the museum is unique.
- d. Neither pair of shoes is big enough for me.
- e. I wanted to own each video in the series.
- f. My sister always has to touch every one of my toys.

[FILL- IN-THE-BLANKS]

- a. _____ Jonathan nor I am surprised at his behaviour.
- b. There are 2 churches in town and _____ of them is very old.
- c. Are there enough bananas for us to have one _____?
- d. Sarah does not know the answer; Omar does not _____.
- e. _____ one of the ants was carrying a piece of food.

Lesson Title: Comprehending a Listening Passage – Dialogue	Theme: Listening	
Lesson Number: L1-L113	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Answer comprehension questions on a passage. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. 	 Preparation Practise reading the dialogue, 'Making a New Friend', aloud (see end of lesson).	

Opening (5 minutes)

1. Ask for volunteers to answer the following questions:
 - When was the last time you made a new friend?
 - Do you find it easy or difficult to make friends?
2. Tell pupils that today's text is a dialogue about making a new friend.

Teaching and Learning (15 minutes)

1. Define 'dialogue':
 - A dialogue is a conversation between 2 or more people as part of a book, play or movie.
2. Read the dialogue aloud to pupils (see end of lesson). Read slowly, clearly and with expression.
3. Ask volunteers to answer the following questions:
 - Who are the speakers? (Answer: Doris and Fatmata)
 - Which speaker is the new girl? (Answer: Fatmata)
4. Read the dialogue aloud again.
5. As a class, discuss the dialogue using the following comprehension questions:
 - What starts the conversation between the 2 girls? (Answer: the bus being late)
 - What does Doris compliment Fatmata on in the beginning of the dialogue? (Answer: her shoes)
 - They both share the same favourite colour. What is it? (Answer: purple)
 - How is Fatmata feeling? (Answer: nervous and homesick)
 - How does Doris offer to help? (Answer: She says she will show Fatmata where her class is and show her the computer lab.)
6. Discuss any unknown words or phrases using context clues to infer their meaning. (Example: That Fatmata is 'homesick' for her friends means she is missing her friends.)

Practice (15 minutes)

1. As a class, summarise the dialogue using Who-What-When-Where-Why-How questions.

Examples:

- a. Who is speaking? (Answer: Fatmata and Doris)
 - b. Where are they talking? (Answer: at the bus stop)
 - c. When are they talking? (Answer: in the morning, before class)
 - d. What are they talking about? (Answer: Fatmata being nervous about her first day at a new school)
 - e. How does the conversation end? (Answer: with the 2 girls becoming friends)
2. Invite volunteers to summarise the dialogue in their own words.

Example:

Doris and Fatmata are waiting for the bus. Doris starts a conversation with Fatmata and learns that she is new at school. Fatmata is nervous and homesick. Doris offers to help her when she gets to school, and the 2 become friends.

3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Have pupils role-play the dialogue with seatmates. They should take turns reading both roles.
5. Move around the classroom to assess the pupils' oral English skills.
6. Ask pupils to role-play further with their seatmates. Have them pretend they are either Doris or Fatmata, and think about what else they might say to each other. They should add to the dialogue with their own ideas.

Closing (5 minutes)

1. Invite 1-2 pairs of pupils to come to the front and role-play the dialogue for the class.
2. For homework, have pupils do practice activity PHL1-L113 in the Pupils' Handbook.

[DIALOGUE]

Making a New Friend

Doris: Is the bus running late again?

Fatmata: Yes! It's already five minutes past due!

Doris: Well, at least it is a sunny day. Hey, I really like your shoes! Where did you get them?

Fatmata: My mother found them for me at the market. She knows I love the colour purple.

Doris: Me too. It's my favourite. What is your name?

Fatmata: I'm Fatmata. What is yours?

Doris: Doris. It's nice to meet you. I have not seen you around school before. Are you new?

Fatmata: I just moved here from upcountry. To be honest, I am feeling a little nervous. I do not know anyone here and I worry I will not be able to find my class.



Doris: Well, now you know me! You will like our school. We have many teams and clubs to join. Most pupils are very nice and welcoming. Do not worry, I will help you find your class.

Fatmata: That makes me feel better, thank you. I am a little homesick for my friends.

Doris: I am sorry to hear that. I will show you to the computer lab after school, where you can e-mail your friends to keep in touch.

Fatmata: Wow! You are too kind. I am starting to think that if everyone here is like you, life will be good. I have not even gotten on the bus yet, and I have already made a friend.

Doris: I am happy to call you my newest friend. Here is the bus! Let's go!

Lesson Title: Order of Adjectives	Theme: Grammar	
Lesson Number: L1-L114	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different types of adjectives and demonstrate understanding of their function in a sentence. 2. Identify the correct order of adjectives in a sentence. 3. Order adjectives correctly in a sentence. 	 Preparation <ol style="list-style-type: none"> 1. Write the 'order of adjectives' chart on the board (see end of lesson). 2. Write the incorrect sentences on the board (see end of lesson). 3. Write the sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to describe an object in the classroom with as many adjectives as possible.
2. Tell pupils that today's grammar lesson is on the order of adjectives.

Teaching and Learning (17 minutes)

1. Revise with pupils some of the types of adjectives:
 - Descriptive adjectives are simply words that help to describe nouns.
 - They can be colours, sizes, numbers or other words that describe
 - Demonstrative adjectives show which noun is being referred to using 'this', 'that', 'these', 'those'.
Examples:
 - I love that new dress.
 - Who are those people?
 - Interrogative adjectives ask questions using 'whose', 'what' 'which'.
Examples:
 - What bank do you use?
 - Which company do you invest in?
 - Quantitative adjectives show the quantity of something using words like 'all', 'any', 'one', 'both'. They can be definite or indefinite.
Examples:
 - Indefinite – Some people do not like movies.
 - Definite – Two pupils were held after class.
 - Distributive adjectives refer to members of a group individually using 'each', 'every', 'either', 'neither'.
Examples:
 - Neither of the 2 options appeals to me.
 - Each athlete on the team trains hard.
2. Tell pupils that there is an order of adjectives that sounds natural to a native speaker.

- Adjectives which describe opinions or attitudes usually come first.
Examples:
 - She is a wonderful friend.
 - That is their beloved pet.
 - More neutral, factual ones come after.
Examples: What a wonderful blue shirt you have on.
3. Use the order of adjectives chart on the board to explain the order to pupils (see end of lesson).

Practice (19 minutes)

1. Draw pupils' attention to the incorrect sentences on the board (see end of lesson).
Tell pupils that the sentences have adjectives in the wrong order.
2. Have pupils work with seatmates to put the sentences in the correct order. They should write the sentences in their exercise books.
3. Discuss answers as a class.
Answers:
 - a. It was made of a strange, red, metallic material.
 - b. It is a long, narrow, metal tool.
 - c. He was a handsome, middle-aged, Nigerian man.
 - d. Rice is a small, white grain.
 - e. The waterfall was a refreshing, long, blue shower.
 - f. The big, old, wooden desk sat in the corner.
4. Have pupils copy the sentences on the board into their exercise books (see end of lesson).
5. Ask pupils to underline the adjectives in each sentence and identify the type of adjective (descriptive, quantitative, distributive, interrogative or demonstrative).
6. Check answers as a class.
Answers:
 - a. bright, red – descriptive
 - b. these – demonstrative
 - c. which – interrogative
 - d. warm – descriptive
 - e. each – distributive
 - f. that – demonstrative
 - g. some – quantitative
 - h. either – distributive
 - i. three – quantitative
 - j. whose – interrogative
7. Ask pupils to write a paragraph describing their journey to school, using as many different types of adjectives as they can.
8. Move around the classroom to check pupils' work.
9. Invite volunteers to share their paragraphs with the class.
Example:

I walked slowly to school today. The wind made the big, tall, green trees shake. I saw the fast buses driving by, spraying me with brown dust. Three friends joined me, each wearing a blue uniform. My best friend is a funny, tall young girl.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L114 in the Pupils' Handbook.

[ORDER OF ADJECTIVES CHART]



Order	Relating to	Examples
first	opinion	charming, beautiful, ugly
second	size	tall, short, big
third	physical quality	thin, untidy, rough
fourth	shape	round, square, rectangular
fifth	age	old, young, youthful
sixth	colour	red, blue, green
seventh	origin	Kenyan, Chinese, American, local
eighth	material	metal, wood, plastic

[INCORRECT SENTENCES]

- a. It was made of a metallic, strange, red material.
- b. It is a metal, narrow, long tool.
- c. He was a middle-aged, Nigerian, handsome, man.
- d. Rice is a white, small grain.
- e. The waterfall was a long, refreshing, blue shower.
- f. The wooden, big old desk sat in the corner.

[SENTENCES]

- a. The bright orange leaf waved at me from the branch.
- b. These apples are huge.
- c. Which pair of pants looks better on me?
- d. The soft, warm blanket wrapped me in a hug.
- e. Each of the dogs was a different colour.
- f. That hat looks silly.
- g. Some people do not like to dance.
- h. Either the black or red dress is fine with me.
- i. She has 3 friends.
- j. Whose bike is this?

Lesson Title: Types of Adjectives – Possessive	Theme: Grammar	
Lesson Number: L1-L115	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different types of adjectives and demonstrate understanding of their function in a sentence. 2. Identify different types of adjectives in a sentence. 3. Write sentences using different types of adjectives correctly. 	 Preparation <ol style="list-style-type: none"> 1. Write the possessives chart on board (see end of lesson). 2. Write the practice sentences on the board (see end of lesson). 	

Opening (5 minutes)

1. Invite volunteers to explain 'possession'. (Example answers: something that is mine; something that I own)
2. Invite volunteers to give examples of what their possessions are. (Example answers: book bag, uniform, shoes)
3. Tell pupils that in today's grammar lesson they will learn about possessive adjectives.

Teaching and Learning (15 minutes)

1. Explain possessive adjectives:
 - A possessive adjective modifies a noun or a pronoun to show who (or what) owns something.
 - It appears before the noun it modifies in a sentence.
 - The possessive adjectives are: my, your, his, her, its, our, your, their
2. Tell pupils that possessive adjectives and possessive pronouns are often confused, as they both show ownership. Discuss the difference between them:
 - Possessive adjectives modify nouns in a sentence.
Example: My pen is blue.
 - 'My' is an adjective that modifies the noun 'pen'.
 - Possessive pronouns replace nouns in a sentence.
Example: Mine is blue.
 - 'Mine' is a pronoun which functions as the subject of the sentence – it replaces 'my pen'.
3. Draw pupils' attention to the possessive chart on the board (see end of lesson). Have them copy the chart into their exercise books.
4. Read the following examples and use the chart to show the relation between subject pronoun and possessive adjective. Also, show the noun the possessive adjective is modifying:
Examples:

- I will get **my** shirt off the line.
 - 'My' modifies the noun 'shirt'.
- Is this **your** book?
 - 'Your' modifies the noun 'book'.
- Shanai loves **her** shoes.
 - 'Her' modifies the noun 'shoes'.
- The snake sheds **its** skin.
 - 'Its' modifies the noun 'skin'.

Practice (16 minutes)

1. Have pupils copy the practice sentences on the board into their exercise books (see end of lesson).
2. Ask pupils to underline the possessive adjective in each sentence and identify the noun it is modifying. If no noun is being modified, pupils should indicate that it is a possessive pronoun.
3. Check answers as a class.
 - a. my – mother
 - b. her – hair
 - c. possessive pronoun
 - d. possessive pronoun
 - e. my – grandfather
 - f. their – guitar
 - g. your – book
 - h. its – colour
 - i. it's – contraction for it is
4. Tell pupils that now they will write their own sentences using possessive adjectives. They should do the following:
 - First, describe themselves.

Examples:

 - My hair is brown.
 - My skirt is long.
 - Second, describe a friend.

Examples:

 - His shoes are black.
 - Her fingers are long.
 - Third, describe a seatmate using 'your'.

Example: Your book is old.
 - Fourth, describe the class as a group using 'our'.

Example: Our uniforms are blue.
 - Lastly, describe some of the class using 'their'.

Example: Their books are the same.
5. Move around the classroom to check pupils' work.

Closing (4 minutes)



1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL1-L115 in the Pupils' Handbook.

[POSSESSIVES CHART]

Personal Pronouns	Possessive Forms	
	Possessive Adjectives	Possessive Pronouns
I	my	mine
You	your	yours
He	his	his
She	her	hers
It	its	its
We	our	ours
They	their	theirs

[PRACTICE SENTENCES]

- a. My mother is always kind to the neighbours.
- b. Her hair is black and curly.
- c. Theirs is on the table.
- d. The dog is mine.
- e. This is my grandfather.
- f. That is their guitar.
- g. Please put your book away.
- h. The chameleon can change its colour.
- i. If it's necessary, I will see you later.

Lesson Title: Types of Sentences – Simple, Complex, Compound	Theme: Grammar	
Lesson Number: L1-L116	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify different types of sentences. 2. Combine simple sentences to create compound and complex sentences. 	 Preparation <ol style="list-style-type: none"> 1. Write the comprehension sentences on board (see end of lesson). 2. Write the simple sentences on board (see end of lesson). 	

Opening (3 minutes)

1. Ask volunteers to discuss the meaning of ‘simple’ and ‘complex’. (Example answers: simple means something easy; complex is something challenging or long)
2. Tell pupils that in today’s grammar lesson they will be learning about simple, complex and compound sentences.

Teaching and Learning (15 minutes)

1. Tell pupils that a common weakness in writing is the lack of varied sentences. Learning about simple, compound and complex sentences can help you vary the sentences in your writing.
2. Ask pupils to open the Pupils’ Handbook at the page that corresponds with the lesson and follow along.
3. Discuss simple sentences:
 - A simple sentence contains a subject and a verb.
 - It expresses a complete thought.
 Examples:
 - Joshua waited for the bus. – ‘Joshua’ is the subject; ‘waited’ is the verb.
 - The bus was late. – ‘bus’ is the subject; ‘was’ is the verb.
 - Audu and Mary took the bus. – ‘Audu and Mary’ is a compound subject; ‘took’ is the verb.
4. Discuss compound sentences:
 - A compound sentence is a sentence made up of 2 or more independent clauses.
 - An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought.
 - The 2 independent clauses (essentially simple sentences) are connected to one another with a coordinating conjunction: for, and, nor, but, or, yet, so.
 Examples:
 - Joshua waited for the bus, but the bus was late.
 - Audu and Mary left on the bus before I arrived, so I did not see them.
5. Discuss complex sentences:

- A complex sentence is made up of an independent clause with one or more dependent clauses connected to it.
- A dependent clause either lacks a subject or a verb or has both a subject and a verb but does not express a complete thought.

Examples of dependent clauses:

- because Audu and Mary arrived at the bus station
- after they left on the bus
- Dependent clauses begin with subordinating conjunctions.
 - Some common subordinating conjunctions include: after, although, as, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while
- Dependent clauses can go at the beginning of a sentence.

Examples:

- Because Audu and Mary arrived at the bus station before noon, I did not see them.
- While he waited at the bus station, Audu realised the bus was late.
- Dependent clauses can also go at the end of a sentence.

Examples:

- I did not see them at the bus station because Audu and Mary arrived before noon.
- Audu realised the bus was late while he waited at the bus station.

Practice (17 minutes)

1. Draw pupils' attention to the comprehension sentences on the board (see end of lesson).
2. Ask pupils to copy the sentences into their exercise books and identify whether each sentence is a simple, compound or complex sentence. If it is an example of a compound sentence, ask them to identify the conjunction used. If it is a complex sentence, ask them to identify the subordinating conjunction.
3. Check answers as a class.
 - a. compound – 'yet' is the conjunction
 - b. complex – 'until' is the subordinating conjunction
 - c. simple
 - d. complex – 'although' is the subordinating conjunction
 - e. compound – 'and' is the conjunction
 - f. simple
4. Have pupils look at the simple sentences on the board (see end of lesson).
5. Instruct pupils to combine the sentences into either a complex or compound sentence as per the instructions.
6. Walk around class to check pupils' work.
7. Discuss answers as a class.

Example answers:

- a. Because I completed all my homework, I successfully passed all my classes.

- b. Some pupils like to play in the morning, and others like to sleep in.
- c. Alex wanted to play football, so Maria went shopping.
- d. I will go to the store since I have no milk.
- e. After they finished studying, Alex and Maria went to the movies.
- f. I know Ifeoma is here, but I cannot find her.

Closing (5 minutes)



1. Ask pupils the following comprehension questions:
 - What types of clauses are in a compound sentence? (Answer: independent clauses)
 - How are clauses joined in a compound sentence? (Answer: by a conjunction)
 - What types of clauses are in a complex sentence? (Answer: independent and subordinating clauses)
 - What types of conjunctions are found at the start of a dependent clause? (Answer: subordinating conjunctions)
2. For homework, have pupils do practice activity PHL1-L116 in the Pupils' Handbook.

[COMPREHENSION SENTENCES]

- a. Charles slept late, yet he made it to school on time.
- b. Lazarus played outside in the yard until it was too dark to see.
- c. Grandmother goes to church alone.
- d. Although we have lived there for ten years, we are moving in May.
- e. My house is yellow and it has red trim.
- f. The tree is green.

[SIMPLE SENTENCES]

- a. Make complex: I successfully passed all my classes. I completed all my homework.
- b. Make compound: Some pupils like to play in the morning. Some pupils like to sleep in.
- c. Make compound: Alex wanted to play football. Maria went shopping.
- d. Make complex: I will go to the store. I have no milk.
- e. Make complex: Alex and Maria finished studying. Alex and Maria went to the movies.
- f. Make compound: I know Ifeoma is here. I cannot find her.

Lesson Title: Present Perfect Tense	Theme: Grammar	
Lesson Number: L1-L117	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use the present perfect tense. 2. Identify the present perfect in sentences. 3. Use the present perfect correctly in speech and in writing. 4. Use the present perfect in the negative, avoiding double negatives. 5. Use the present perfect to ask and answer questions. 	 Preparation <ol style="list-style-type: none"> 1. Write the present perfect questions on the board (see end of lesson). 2. Write the simple past sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Ask pupils to raise their hands if the following sentences apply to them:
 - I have lived in Sierra Leone my whole life.
 - I have visited every district in the country.
 - I have passed BECE.
2. Tell pupils that today's lesson is on the present perfect tense.

Teaching and Learning (20 minutes)

1. Introduce the present perfect tense:
 - The present perfect tense connects an action that began in the past to the present moment in time.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Explain when the present perfect tense is used:
 - An action or situation that started in the past and continues in the present
Example: She has lived in Freetown since January.
 - She still lives there.
 - An action performed during a period of time that has not finished yet
Example: We have been to the market every day this month.
 - The month is not over yet.
 - A repeated action in an unspecified period between the past and now.
Example: They have been to the dentist many times.
 - An action that was completed in the very recent past
Example: He has just finished his homework.
 - The word 'just' is used to show that something happened in the very recent past.

- An action when the time is not important
Example: The pupils have studied fractions.
 - When they studied them is not important; what is important is that they studied fractions at some time in the past.
4. Explain how to form the present perfect tense:
- The present perfect tense is formed as follows: subject + 'have/has' + past participle.
 - The past participle of regular verbs is formed by adding '-ed' to the base form of the verb.
Examples:
 - play – played
 - visit – visited
 - receive – received
 - However, the past participles of irregular verbs have special forms and must be memorised.
Examples:
 - be – been
 - go – gone
 - think – thought
5. Tell pupils that making a distinction between finished and unfinished actions will help them to determine when an action is present perfect. Whenever an action is unfinished, it is present perfect.
Examples:
- Last month, I visited my grandmother twice. This month, I have only visited her once.
 - Last month is finished; this month is not.
 - I had 1 cup of tea yesterday. I have had 2 cups of tea today.
 - Yesterday is finished; today is not.
 - I have spoken to John this week. Last week I did not speak to him at all.
 - Last week is finished; this week is not.
6. Invite volunteers to share their own example sentences.
7. Introduce the negative form of present perfect:
- Form the present perfect negative as follows: subject + 'have/has' + 'not' + past participle
Examples:
 - I got money from the bank earlier this week, but I **have not gotten** any money from the bank today.
 - I **have not eaten** breakfast yet.
 - When using the negative, you must avoid double negatives. Double negatives are 2 negatives in the same clause or sentence.
Examples:
 - I have not gotten no money from the bank today.
 - I have not eaten no breakfast yet.

8. Invite volunteers to share their own example sentences.
9. Explain how to form questions in the present perfect tense:
 - Form questions in the present perfect tense as follows: 'Have/has' + subject + past participle + '?'Examples:
 - Have you studied French before?
 - For how long have you worked at the bank?
10. Invite volunteers to share their own example questions.

Practice (15 minutes)

1. Draw pupils' attention to the present perfect questions on the board (see end of lesson).
2. Ask pupils to work with seatmates and take turns asking and answering the questions. They should answer either in the affirmative 'have' or negative 'have not' depending on the questions. Encourage pupils to ask their own original questions as well.
3. Invite volunteers to share their answers to each question. Answers will vary but should use 'have' or 'have not' in a complete sentence.
4. Have pupils look at the simple past sentences on the board (see end of lesson).
5. Ask pupils to change the sentences into the present perfect tense.
6. Walk around the classroom to check pupils' work.
7. Check answers as a class (answers will vary but ensure the tense is used correctly).

Example answers:

- a. I have not seen the new movie.
- b. I have visited my friends this week.
- c. I have not eaten pie today.
- d. I have not been to a wedding in a long time.
- e. I have cleaned my room today.

Closing (2 minutes)

1. Ask volunteers the following question:
 - How do you know when to use the present perfect tense? (Example answer: when the time is unfinished)
2. For homework, have pupils do practice activity PHL1-L117 in the Pupils' Handbook.



[PRESENT PERFECT QUESTIONS]

- a. Have you been to the store this week?
- b. Have you been to the doctor this year?
- c. Have you seen my pen?
- d. Where have you been today?

- e. Why haven't you slept?
- f. Where have you travelled to in the past?

[SIMPLE PAST SENTENCES]

- a. I saw the new Star Wars movie yesterday.
- b. I was visiting my friends last month.
- c. I did not eat any pie last night.
- d. I went to a wedding last weekend.
- e. I did not clean my room last week.

Lesson Title: Present Perfect Tense (with ever, never, already, yet)	Theme: Grammar	
Lesson Number: L1-L118	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use the present perfect tense. 2. Identify the present perfect in sentences. 3. Use the present perfect correctly with 'ever, never, already, yet' in speech and writing. 	 Preparation Write the practice sentences on the board (see end of lesson).	

Opening (5 minutes)

1. Revise the present perfect tense by asking pupils questions such as:
 - Have you eaten breakfast today?
 - How long have you been going to school?
 - Have you seen my exercise book?
2. Tell pupils that today they will learn to use the present perfect tense with ever, never, already and yet.

Teaching and Learning (15 minutes)

1. Revise how to form the present perfect tense:
 - Positive: subject + 'have/has' + past participle
 - Negative: subject + 'have/has' + 'not' + past participle
 - Question: 'have/has' + subject + past participle
2. Tell pupils that there are some time expressions that are commonly used with the present perfect: ever, never, already, yet.
3. Explain how the different time expressions are used:
 - 'Already' is used to show that an action has been accomplished in the past.
Examples:
 - I have already read that book.
 - Have you already left the party?
 - 'Yet' is used to show the intention to do something.
Examples:
 - I have not yet read that book.
 - Have you finished your homework yet?
 - 'Never' means 'at no time before now'. To avoid double negatives, you must not use 'never' and 'not' together. 'Never' is placed before the main verb in a sentence.
Examples:

- I have not never been to Ghana. (incorrect)
- I have never been to Ghana. (correct)
- 'Ever' expresses the idea of an unidentified time before now. It is placed before the main verb in a sentence.

Examples:

- Has she ever met the prime minister?
 - Nothing like this has ever happened to us.
 - This is the first time I have ever been here.
4. Invite pupils to share their own example sentences using ever, never, yet or already with the future perfect tense.

Practice (19 minutes)



1. Draw pupils' attention to the practice sentences on the board (see end of lesson).
2. Have pupils copy the sentences into their exercise books using 'already', 'yet', 'never' or 'ever'. The time expression is indicated at the end of the sentence in brackets.
3. Check answers as a class:
Answers:
 - a. She has already left the party. / She has left the party already.
 - b. I have not finished my chores yet. / I have not yet finished my chores.
 - c. Maria has never been to the beach.
 - d. Have you ever been in a hot air balloon?
 - e. We have not finished lunch yet. / We have not yet finished our lunch.
 - f. Many of us have never left the country.
 - g. We have eaten already. / We have already eaten.
4. Have pupils spend 2-3 minutes writing down 'have you ever' questions in their exercise books. They will ask these questions to their seatmates. (Examples: Have you ever been to Liberia? Have you ever been on a train?)
5. Instruct pupils to take turns asking and answering questions with seatmates.
6. After 5 minutes, ask pupils to write 5 'I have never' statements in their exercise books. (Example: I have never been on a train.)
7. Walk around classroom to check that pupils are using the present perfect correctly.
8. Ask for volunteers to share their 'have you ever' questions and 'I have never' statements with the class.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L118 in the Pupils' Handbook.

[PRACTICE SENTENCES]

- a. She has left the party. (already)
- b. I have not finished my chores. (yet)
- c. Maria has been to the beach. (never)
- d. Have you been in a hot air balloon? (ever)
- e. We have not finished lunch. (yet)
- f. Many of us have left the country. (never)
- g. We have eaten. (already)

Lesson Title: Reading Comprehension – WASSCE Text		Theme: Reading	
Lesson Number: L1-L119		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read a text with fluency. 2. Make predictions about a text. 3. Infer meaning from a text. 4. Answer questions on a text. 		 Preparation <ol style="list-style-type: none"> 1. Practise reading the text, ‘A Holiday in Lagos?: Part 1’, aloud (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (4 minutes)

1. Invite volunteers to share events in their lives that they have been very excited about. (Examples: going somewhere new or something exciting happening at school)
2. Tell pupils that in today’s lesson they are going to read about a time when Eze was very excited.

Teaching and Learning (17 minutes)

1. Discuss reading comprehension for the WASSCE:
 - Pupils will have to read a text and answer at least 4 comprehension questions on it.
 - They will read another text and have to answer 2 summary questions on it.
2. Have pupils open the Pupils’ Handbook at the page that corresponds with the lesson. Direct their attention to the reading passage.
3. Point out the question mark at the end of the passage title (see end of lesson).
4. Invite volunteers to predict what the text will be about based on the title and the question mark. (Example answer: Maybe the holiday was not much of a holiday after all.)
5. Read the first paragraph aloud to pupils. Have pupils follow along in the Pupils’ Handbook.
6. Ask a volunteer to explain the main idea of the first paragraph.
Example: Eze was invited to go on a holiday with his uncle, and he was very excited about it.
7. Write the word ‘wonderland’ on the board. Show pupils how to identify its meaning based on context clues. (Context clues: bright, elegant, expensive, beautiful)
8. Write the definition of ‘wonderland’ on the board: A land or place full of wonderful things.
9. Finish reading the text aloud while pupils follow along.
10. Write other unknown words on the board, and as a class, identify their meanings based on context clues and inference (see examples below).
 - Firsthand: From personal experience
 - Fateful: Having very important consequences

- Modestly: Simply or humbly
- Rambled: Moved slowly without a set destination
- Legendary: Famous; very well-known
- Alighted: Stepped down; got off
- Assaulted: Attacked

Practice (15 minutes)

1. Have pupils practise reading the story aloud to seatmates.
2. Invite a volunteer to summarise the text.

Example:

Eze was invited to spend his holiday with his uncle in Lagos. He was very excited about it and pictured all the wonderful things they would do. His journey did not start in a very exciting way, but Eze was positive that things would improve. When he arrived in Lagos, it was dirty, noisy and crowded, but he still thought there was much to look forward to.

3. Draw pupils' attention to the comprehension questions on the board (see end of lesson).
4. Ask pupils to answer the questions in their exercise books.
5. Check answers as a class:

Answers:

- a. A lark is a bird, so 'happy as a lark' means 'happy as a bird'.
- b. It is an example of a simile.
- c. He had imagined it would have bright light, paved roads, beautiful houses and elegant people in expensive cars.
- d. It was almost evening when he arrived.
- e. He noticed the thick crowd and unsmiling faces.
- f. He imagined beautiful houses.

Closing (4 minutes)

1. Invite volunteers to predict what will happen in the second part of the text.
(Example: Eze will find things he likes about Lagos; Eze will hate Lagos)
2. For homework, have pupils do practice activity PHL1-L119 in the Pupils' Handbook.

[TEXT]

A Holiday in Lagos?: Part 1¹

When Eze was invited to spend his Easter holidays with Uncle Chike in Lagos, he jumped for joy! He had always pictured Lagos as a wonderland of bright lights, paved roads, beautiful houses and elegant people riding in their expensive cars. This invitation was a wonderful opportunity for him to leave his small village for the first

time. He was excited to experience firsthand the good life of the city that he had dreamed so much about.



The fateful day came and Eze, happy as a lark, bid an excited goodbye to his family. The first part of his trip started modestly in the back of an old lorry that rambled along the dirt road linking his village to the rest of the world. Eze was sure that he would later ride triumphantly into Lagos on one of those legendary luxury buses that he admired so much. That would be an experience to look forward to!

When he arrived in Lagos, it was almost dark. The first things that struck him as he exited the bus was the thick crowd with their unsmiling faces. The loud noise of the traffic and the polluted air with its smell of exhaust fumes and decay assaulted his senses. He looked around at the endless rows of dirty and crumbling concrete buildings and filth everywhere. What a sharp contrast to the city he had built up in his imagination! But surely there must still be much to look forward to.

[COMPREHENSION QUESTIONS]

- a. What do you think the phrase 'happy as a lark' means?
- b. What type of figurative language is 'happy as a lark' an example of?
- c. What had Eze imagined Lagos would be like?
- d. What time of day was it when Eze arrived in Lagos?
- e. What was the first thing Eze noticed about Lagos?
- f. When Eze saw the 'dirty and crumbling concrete buildings' in Lagos, what was that in contrast to from what he imagined in the first paragraph?

¹This passage is adapted from WAEC English Language Examination, 2004.

Lesson Title: Reading Comprehension – WASSCE Text	Theme: Reading	
Lesson Number: L1-L120	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read a text with fluency. 2. Infer meaning from a text. 3. Answer questions on a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the text, ‘A Holiday in Lagos?: Part 2’, aloud (see end of lesson). 2. Write the comprehension questions on board (see end of lesson). 	

Opening (5 minutes)

1. Read ‘A Holiday in Lagos?: Part 1’ aloud (see previous lesson).
2. Invite volunteers to summarise what happened in the first part of the story.
Example answer:
Eze was very excited about going on a trip to see his uncle in Lagos. However, his first impressions of the city were not very positive.
3. As a class, make predictions about what will happen next in the story. (Examples: Eze will love Lagos; Eze will hate Lagos)
4. Tell pupils that in this lesson they will continue reading the story.

Teaching and Learning (16 minutes)

1. Have pupils open the Pupils’ Handbook at the page that corresponds with the lesson.
2. Read the first 2 paragraphs of ‘A Holiday in Lagos?: Part 2’ aloud (see end of lesson). Pupils can follow along in the Pupils’ Handbook.
3. As a class, summarise the first 2 paragraphs:
Eze was disappointed by Uncle Chike’s living conditions. Eze could not open the window because of mosquitoes or take a bath because the water rarely came. He then had an unpleasant bus ride to his uncle’s market stall.
4. Write the word ‘clammy’ on the board. Show pupils how to identify its meaning based on context clues. (Context clues: he could not have a bath; as well, the word ‘clam’ is a sea creature)
5. Write the definition of ‘clammy’ on the board: Unpleasantly damp.
6. Finish reading the story aloud while pupils follow along.
7. Write any other unknown words on the board and as a class, identify their meanings based on context clues and inference (see examples below).
 - Well-to-do: Successful; wealthy; prosperous
 - Sleazy: Disreputable; immoral
 - Invasion: When someone or something enters a place where they are not welcome
 - Notorious: Famous or well-known in a negative way
 - Commuters: People who regularly travel some distance for work

- Longed: Wished or desired
8. Invite volunteers to use the new words in sentences.

Practice (16 minutes)

1. Have pupils practise reading Part 2 of the text aloud to one another.
2. Draw pupils' attention to the comprehension questions on the board (see end of lesson).
3. Ask pupils to answer the questions in their exercise books.
4. Check answers as a class.

Example answers:

- a. Uncle Chike is a trader.
 - b. It is not a good part of town.
 - c. They had breakfast at a shack across the street.
 - d. After he got off of the Molue bus, Eze lost all attraction for the city.
 - e. He appreciated that it was peaceful, had clean water, fresh food and clean air, and that everyone was friendly.
 - f. One of the lessons from the story is that sometimes you need to gain distance from something to appreciate it.
5. Instruct pupils to summarise the entire text (Part 1 and Part 2) in 3-4 sentences in their exercise books.
 6. Move around the classroom to check pupils' work.
 7. Invite volunteers to share their summary with the class.

Example:

Eze had been very excited to go to Lagos with his uncle. However, when he got there, he realised that the Lagos he had imagined was not the same as the reality of it. This made him appreciate his village more.

Closing (3 minutes)

1. As a class, discuss the lesson from the story. Ask pupils if they have ever appreciated something only after getting some distance from it. (Example answer: Usually my little sister annoys me, but after she went to visit our relatives for a week, I realised I missed her.)
2. For homework, have pupils do practice activity PHL1-L120 in the Pupils' Handbook.

[TEXT]

A Holiday in Lagos?: Part 2¹

Back in the village, Uncle Chike was regarded as a well-to-do trader. So Eze was further surprised and disappointed to find that he lived in a sleazy part of the city. At night, it got hot and stuffy. They dared not open the windows as this would bring an invasion of mosquitoes.



Eze woke up the next morning feeling clammy, but he still could not bathe. His uncle took him to a shack across the street for a hurried breakfast of thin tea and mouldy bread. There he explained that they usually bought water from a mobile tanker that had not come around for some time. Eze was still recovering from his surprise at this information when they rushed off to his uncle's market stall. This was when he had his first unpleasant ride in one of the notorious Molue buses of the city.

As they struggled down from the bus, shoving against the solid mass of bad-tempered commuters, Eze thought of his village. Lagos suddenly lost whatever was left of its attraction for him. True, the village was small and life there could be boring. However, it was peaceful; you drank clean water and ate fresh food. You could move about freely and breathe clean air. Everyone was friendly and helpful. Greatly disappointed with the city, Eze longed to return to his beloved village!

[COMPREHENSION QUESTIONS]

- a. What is Uncle Chike's profession?
- b. What image comes to mind when you read that he lives in a 'sleazy part of the city'?
- c. Where did they have breakfast?
- d. When did Eze finally lose all attraction for the city?
- e. What did Eze appreciate about his village now that he was away from it?
- f. What do you think the overall lesson of the story?

¹This passage is adapted from WAEC English Language Examination, 2004.

Lesson Title: Past Perfect	Theme: Grammar	
Lesson Number: L1-L121	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use the past perfect tense. 2. Identify the past perfect in sentences. 3. Use the past perfect correctly in speech and in writing. 4. Use the past perfect to ask and answer questions. 5. Use the past perfect in the negative. 	 Preparation <ol style="list-style-type: none"> 1. Write the past perfect sentences on the board (see end of lesson). 2. Write the past perfect negative sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Read the following sentences aloud:
 - I had not told her all the details yet.
 - We had studied for days before we sat the examination.
 - Had you been on a train before yesterday?
2. Ask pupils to identify what the sentences have in common. (Example answer: they are in the past perfect tense; they all use 'had' + past participle)
3. Tell pupils that in today's lesson they will be learning about the past perfect tense.

Teaching and Learning (20 minutes)

1. Introduce the past perfect tense:
 - The past perfect tense is used to talk about an action that was completed before another action in the past.
 - It is used to discuss 2 events that took place in the past, but not at the same time.
 Example: When I got home, my children **had finished** dinner.
 - The children completed the action of eating their dinner before she got home.
 - It is often used for reporting on things that happened or were said.
 Examples:
 - My neighbour asked if we **had seen** her goats.
 - The teacher **had said** it would be a difficult examination.
 - Past perfect can show that an action happened before a specific time in history.
 Examples:
 - They **had moved** to Liberia before the war started.
 - She **had established** her company before 2008.
2. Write the following sentences on the board:

- I left the movie at 3 p.m. My sister finished shopping at 2 p.m.
 - I finished breakfast at 7:30 a.m. My mother left the house at 7:00 a.m.
3. Show pupils how to combine 2 sentences in the simple past tense into 1 by using the past perfect tense.
 - When I left the movie, my sister had already finished shopping.
 - My mother had left the house by the time I finished breakfast.
 4. Explain that we often use time expressions with the past perfect tense. Write some of these time expressions on the board.
Examples: yet, just, already, before, since, when, by the time, after
 5. Write the following sentences on the board:
 - My grandmother was born in 1915. Penicillin was discovered in 1928.
 - I finished secondary school in 2006. I started my job in 2008.
 6. Tell pupils that the negative of the past perfect is formed by adding 'not' between 'had' and the past participle of the main verb.
 7. Show pupils how to use the sentences on the board to write sentences in the negative past perfect.
 - When my grandmother was born, penicillin had not yet been discovered.
 - Before I finished secondary school, I had not started my job yet.
 8. Show pupils how to turn the statements on the board into questions. Explain that questions are formed like this: 'Had' + subject + part participle
 - Had penicillin been invented by the time your grandmother was born?
 - Had you finished school by the time you started your job?

Practice (16 minutes)

1. Have pupils look at the past perfect sentences on the board (see end of lesson).
2. Read each sentence aloud and have volunteers raise their hand to identify the past perfect in each sentence. (Answers: a. had left b. had written c. had met d. had they read e. had never played f. had studied g. had just left h. had studied)
3. Have pupils look at the past perfect negative sentences on the board (see end of lesson).
4. Ask pupils to complete the sentences using the negative form of the past perfect.
5. Check answers as a class.
Answers:
 - a. had not cleaned
 - b. had not fed
 - c. had not ironed
 - d. had not slept
6. Ask pupils to work with seatmates and ask one another questions using the past perfect tense. They should answer in complete sentences.
7. Move around the classroom to make sure pupils are able to ask and answer questions in the past perfect tense correctly.

Closing (1 minute)



1. For homework, have pupils do practice activity PHL1-L121 in the Pupils' Handbook.

[PAST PERFECT SENTENCES]

- a. The plane had left by the time I got to the airport.
- b. I had written the letter before he apologised.
- c. Geoffrey had met him before the party.
- d. Had they read the instructions before they switched on the computer?
- e. She had never played football before last week.
- f. The teacher asked if we had studied for the examination.
- g. We had just left the accident when the ambulance arrived.
- h. He understood the Maths test because he had studied all week.

[PAST PERFECT NEGATIVE SENTENCES]

- a. The house was dirty. They _____ (clean) it for a long time.
- b. The animals were really hungry because she _____ (feed) them since Monday.
- c. She _____ (iron) her shirt. She looked a mess.
- d. Henri was very tired. He _____ (sleep) at all.

Lesson Title: Past Perfect Tense (with simple past)		Theme: Grammar	
Lesson Number: L1-L122		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use the past perfect tense. 2. Use the past perfect tense with the simple past correctly in speech and in writing. 3. Use the past perfect tense with the simple past to ask and answer questions. 4. Use the past perfect in the negative with the simple past. 		 Preparation <ol style="list-style-type: none"> 1. Write the fill-in-the-blanks sentences on the board (see end of lesson). 2. Write the simple past questions on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to tell the class about what they did yesterday. Have them use the past perfect tense. (Examples: I had finished my homework by the time we ate dinner; I had gone to bed before my mother finished cleaning)
2. Tell pupils that today they will learn more about the past perfect tense.

Teaching and Learning (16 minutes)

1. Revise the past perfect tense:
 - The past perfect tense is formed by: 'had' + the past participle of the main verb.
 - The past perfect is used when discussing 2 actions that took place in the past, but not at the same time.
Example: When I ate dinner, my sister **had already left** for the store.
 - It is often used for reporting on things that happened or were said.
Example: The police officer asked if we **had seen** the suspect.
 - The past perfect can show that an action happened before a specific time in history.
Example: They had just **gotten married** when his company sent him to Egypt.
2. Revise the time expressions or 'signal words' that are used with the past perfect tense. (Examples: yet, just, already, before, since, when, by the time, after)
3. Explain how the simple past works together with the past perfect tense:
 - The simple past tense is used to describe an action that was completed in the past.
 - The past perfect tense is used to talk about an action that was completed before another action in the past.

- When we use the past perfect to talk about something that happened before another action in the past, one of the actions is usually expressed in the simple past.
4. Write the following sentences on the board:
 - I went to school at 7 a.m. My mother went to the market at 6 a.m.
 - My sister rode her bicycle to town in the afternoon. My father walked to town in the morning.
 - The professor drove to school. The professor began his lessons.
 5. As a class, combine the 2 simple past sentences into 1 sentence that uses a verb in the past perfect tense and the other in the simple past.
Example sentences:
 - By the time I went to school, my mother had gone to the market.
 - By the time my sister rode her bicycle to town in the afternoon, my father had already walked there.
 - After the professor had driven to school, he began his lessons.

Practice (20 minutes)

1. Draw pupils' attention to the sentences on the board (see end of lesson).
2. Demonstrate how to complete the activity by doing the first sentence as a class.
 - a. After Fredrick _____ (to spend) his holiday in Spain, he _____ (to want) to learn Spanish.
Answer: After Fredrick had spent his holiday in Spain, he wanted to learn Spanish.
3. Ask pupils to copy the sentences into their exercise books and complete the sentences using the verb in brackets. The verb should be changed into the correct tense, either past perfect or simple past.
4. Check answers as a class.
5. Answers:
 - b. Tete had phoned his father at work before he left for his trip.
 - c. Vivian turned on the radio after she had washed the dishes.
 - d. When he arrived, the match had already started.
 - e. After the girl had reached home, she fed the chickens.
6. Direct pupils' attention to the simple past questions on the board (see end of lesson).
7. Have pupils change the questions into the past perfect tense and write the new questions in their exercise books.
8. Check answers as a class.
Example answers:
 - a. Had he eaten lunch before playing?
 - b. Had Maria gone to the park after school?
 - c. What had she done for a living before this new job?
 - d. Had you wanted to play jump rope last weekend?
 - e. What had they watched on television before it broke?

- f. Had they left work already when their boss called?
 - g. Where had Saidu gone after she left?
 - h. Why had you left the party early?
9. Have pupils practice asking and answering the questions with seatmates.

Closing (1 minute)



1. For homework, have pupils do practice activity PHL1-L122 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS SENTENCES]

- a. After Fredrick _____ (spend) his holiday in Spain, he _____ (want) to learn Spanish.
- b. Tete _____ (phone) his father at work before he _____ (leave) for his trip.
- c. Vivian _____ (turn on) the radio after she _____ (wash) the dishes.
- d. When he _____ (to arrive), the match _____ already _____ (start).
- e. After the girl _____ (reach) home, she _____ (feed) the chickens.

[SIMPLE PAST QUESTIONS]

- a. Did he eat lunch?
- b. Did Maria go to the park?
- c. What did she do for a living?
- d. Did you want to play jump rope?
- e. What did they watch on television?
- f. Did they leave work?
- g. Where did Saidu go?
- h. Why did you leave the party?

Lesson Title: Concord – Subject-Verb Agreement	Theme: Reading	
Lesson Number: L1-L123	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define concord and demonstrate understanding of the importance of subject-verb agreement in a sentence. 2. Identify whether the subject and verb in a sentence are in agreement. 3. Write sentences using concord correctly. 	 Preparation Write the sentences on the board (see end of lesson).	

Opening (4 minutes)

1. Read the following sentences aloud:
 - The dog chases the cat.
 - The dogs chases the cat.
 - The dogs chase the cat.
2. Ask volunteers to identify which of the sentences is incorrect.
Answer: The second is incorrect. The first and third sentences are correct because the subject and verb agree with one another.
3. Tell pupils that in this lesson they will learn about subject-verb agreement.

Teaching and Learning (20 minutes)

1. Define 'concord':
 - Concord is the grammatical agreement between 2 words in a sentence.
 - Subjects and verbs must agree with one another in number (singular or plural).
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Discuss the rules of subject-verb agreement:
 - If a subject is singular, its verb must also be singular.
 - If a subject is plural, its verb must also be plural.
 - In the present tense, nouns and verbs form plurals in opposite ways:
 - Nouns add an '-s' to the singular form, while verbs remove an '-s' from the singular form.

Example singular: The dog **chases** the cat.
Example plural: The dogs **chase** the cat.
 - Singular subjects have singular verbs.
Example: The **bird chirps** loudly.
 - Plural subjects have plural verbs.

Example: The **birds chirp** loudly.

- The verbs in a sentence with 'either/or', and 'neither/nor' agree with the subject closest to them.

Examples:

- Neither the cow nor the **goats drink** the water.
- Neither the goats or the **cow drinks** the water.
- Two singular subjects connected by 'or' agree with singular verbs.
Example: The boy or the girl **plays** the guitar.
- Singular and plural subjects connected by 'and' or 'as well as' agree with plural verbs.
Example: The **boy and girls are** playing guitar.
- Collective nouns agree with singular verbs.
Examples: The **herd (of elephants) was looking** for water.
- When subjects are separated from verbs by prepositional phrases or other nouns/pronouns, they still agree with the verb. Ignore the phrases and words in the middle.

Examples:

The **boy** staring at the stars **goes** to school here.

Those **boys** staring at the stars **go** to school here.

- If a sentence starts with 'here' or 'there', the verbs agree with the actual subject.

Examples:

- Here **are** some **pens** for you to use.
- Here **is** a **pen** for you to use.
- There are times when subject-verb agreement is not easy or clear, even with all the previously discussed rules. Remind them that it is always the subject that determines the verb.

Practice (13 minutes)

1. Have pupils copy the sentences from the board into their exercise books (see end of lesson).
2. Instruct pupils to select the correct form of the verb so that there is subject-verb agreement.
3. Move around class to make sure the pupils are doing the task correctly.
4. Discuss answers as a class.

Answers:



- a. helps b. ask c. have d. inform e. jumps f. are g. go h. is i. were
j. seem

Closing (3 minutes)

1. Invite volunteers to answer the following questions:
 - When a noun is singular, what happens to the verb?
Answer: Add an '–s' on the end of the verb.
 - If a regular verb does not have an '–s' on the end, what does that indicate about the noun?
Answer: The noun is plural.
2. For homework, have pupils do practice activity PHL1-L123 in the Pupils' Handbook.

[SENTENCES]

- a. A teacher always **helps/help** pupils who are struggling.
- b. Pupils should **ask/asks** if they do not understand something.
- c. Few mountain climbers **has/have** successfully reached the peak of Mount Everest.
- d. Magazine articles **inform/informs** us of current events.
- e. Monday **jump/jumps** out of her skin when she hears noises at night.
- f. Some people in my office **are/is** very loud.
- g. Either Florence or I will **go/goes**.
- h. Rice **is/are** a common food all over the world.
- i. The fans **was/were** shocked to see their team advance to the championship.
- j. Neither the 21 children in the class nor Ayo **seem/seems** to be upset about failing the spelling bee.

Lesson Title: Introduction to Adverbs	Theme: Grammar	
Lesson Number: L1-L124	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different types of adverbs and demonstrate understanding of their function in a sentence. 2. Identify different types of adverbs in a sentence. 3. Write sentences using different types of adverbs correctly. 	 Preparation <ol style="list-style-type: none"> 1. Write the fill-in-the-blanks sentences on the board (see end of lesson). 2. Write the sentences on the board (see end of lesson). 	

Opening (4 minutes)

1. Write on the board: 'The teacher walked', then walk around the class slowly. Have pupils tell you how you walked (Answer: slowly).
2. Then walk around the class quickly and have the pupils tell you how you walked. (Answer: quickly)
3. Depending on time, come up with other ways to walk that pupils can describe.
4. Tell pupils that today's grammar lesson is an introduction to adverbs.

Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise adverbs with pupils:
 - An adverb modifies a verb, an adjective or another adverb.
 - It explains when, where, how or how often.
 - There are many different types of adverbs.
3. Write the following sentence on the board:
 - The children left for school noisily.
4. Ask pupils how the children left. (Answer: noisily)
5. Introduce adverbs of manner:
 - Adverbs of manner answer the question 'how'.
 - They tell us how an action happens.
 - Most adverbs of manner are formed by adding '-ly' to the end of an adjective.
 - They usually come after the main verb or after the object of a sentence.

Examples:

 - Beautiful (adjective) becomes beautifully (adverb).
The beautiful woman sings **beautifully**.
 - Slow (adjective) becomes slowly (adverb).
The turtle is slow. It moves **slowly** across the sand.
 - Noisy (adjective) becomes noisily (adverb).

The noisy party continued **noisily** into the night.

- Easy (adjective) becomes easily (adverb).

The pupils **easily** completed the easy exam.

6. Introduce adverbs of place:

- Adverbs of place answer the question 'where'.
 - They tell us where an action happens.
- They usually go after the main verb or clause they modify.
- Some adverbs of place are also prepositions such as: on, off, in.

Examples:

- The toys are **here**.
- Come **inside**!

7. Introduce adverbs of time:

- Adverbs of time answer the question 'when'.
 - They tell us when an action happens.
- They are usually at the end of a sentence.

Examples:

- The train has **already** left.
- Our favourite radio programme starts **now**.

8. Introduce adverbs of frequency:

- Adverbs of frequency answer the question 'how often'.
 - They tell us how many times or how often an action happens.
- They are usually before the main verb, or between the auxiliary verb and the main verb, but they can also go at the beginning or end of a sentence for emphasis.

Examples:

- He is **always** late.
- **Sometimes** we play in the park.

9. Revise the examples in the adverb table as a class:

Manner	Frequency	Time	Place
loudly	always	after	everywhere
kindly	seldom	now	here
gracefully	sometimes	since	home
silently	never	soon	outside
sadly	often	yesterday	under
easily	every day	later	there
musically	frequently	before	near

10. Invite volunteers to share additional examples that are not in the table.

11. Remind pupils that asking themselves when, where, how or how often after reading a sentence can help them to identify the adverb.

Practice (15 minutes)

1. Draw pupils' attention to the fill-in-the-blanks sentences on the board (see end of lesson).
2. Invite volunteers to raise their hand to help fill in the blanks using adverbs of place, time, frequency or manner. Correct mistakes as needed.
3. Fill in the blanks on the board with pupils' answers. Discuss which types of adverbs were used.

Example answers:

- a. yesterday – time
 - b. everywhere – place
 - c. never – frequency
 - d. loudly – manner
 - e. angrily – manner
 - f. outside – place
4. Have pupils copy the sentences on the board into their exercise books (see end of lesson).
 5. Instruct pupils to add an adverb to each sentence. The type of adverb that should be added is written at the end of each sentence in brackets.
 6. Move around class to check pupils' work.
 7. Check answers as a class.

Example answers:

- a. The girl quietly ran through the house.
- b. We will go to the store now.
- c. The dogs should not be playing there.
- d. They often played music.
- e. We danced wildly at the party.

Closing (1 minute)



1. For homework, have pupils do practice activity PHL1-L124 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS SENTENCES]

- a. She ran fast _____.
- b. I looked for her _____.
- c. He _____ talks to me.
- d. Children scream _____.
- e. A dog is barking _____.
- f. I like to walk _____.

[SENTENCES]

- a. The girl ran through the house. (manner)
- b. We will go to the store. (time)
- c. The dogs should not be playing. (place)
- d. They played music. (frequency)
- e. We danced at the party. (manner)

Lesson Title: Future Perfect	Theme: Grammar	
Lesson Number: L1-L125	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use the future perfect tense. 2. Identify the future perfect in sentences. 3. Use the future perfect correctly in speech and in writing. 	 Preparation Write the sentences on the board (see end of lesson).	

Opening (3 minutes)

1. Ask volunteers to tell you what they will accomplish by the end of the year by completing the following sentence: By the end of the year, I will have ... (Example answer: By the end of the year, I will have finished SS1.)
2. Tell pupils that today's lesson is on the future perfect tense.

Teaching and Learning (15 minutes)

1. Introduce the future perfect tense:
 - The future perfect tense describes an event that will be finished by a particular time in the future.
 - The future perfect tense is composed of 2 parts: the simple future of the verb 'to have' (will have) + the past participle of the main verb.
Examples:
 - He will have finished.
 - I will have arrived.
 - It is most often used with a time expression.
Examples:
 - I will have been here for 6 months by 20th December.
 - You will have finished your report by this time next week.
2. Tell pupils that the easiest way to understand the future perfect is by thinking about all the things they will complete by a certain time in the future.
3. Invite volunteers to tell you what they will do by the time they are 30 years old. Write their answers on the board.
Examples:
 - By the time I am 30, I will have finished my studies.
 - I will have begun my career by the time I am 30.
 - By the time I am 30, I will have had at least my first child.

4. Using the examples given by pupils, identify the future perfect tense. Remind pupils to look for 'will have' + a future time event to recognise the future perfect tense.
 - The future time event
 - by the time I am 30
 - The verb 'to have' in the simple future tense
 - will have
 - The past participle of the main verb
 - finished
 - begun
 - had

Practice (20 minutes)

1. Ask pupils to discuss with seatmates the things they plan to complete by the end of the school year. They should start their sentences with 'By the end of the school year, ...' and use the future perfect tense.
2. Move around the classroom to make sure pupils are using the future perfect correctly.
3. Instruct pupils to write 3-5 sentences about what they will complete by the end of the school year. They can use the ideas they shared with seatmates.
4. Move around the classroom to check pupils' work.
5. Invite volunteers to share their sentences with the class.

Examples:

- By the end of the school year, I will have learnt how to swim.
 - By the end of the school year, I will have bought a bicycle.
6. Have pupils copy the sentences on the board into their exercise books (see end of lesson).
 7. Instruct pupils to identify whether each sentence is an example of the future perfect. If it is, ask them to underline the time expression and circle the verb in the future perfect.
 8. Check answers as a class.

Answers:



- a. underline 'by 2025'; circle 'will have retired'
- b. not future perfect
- c. not future perfect
- d. underline 'by next January'; circle 'will have driven'
- e. underline 'by the time he is 22'; circle 'will have graduated'
- f. underline 'by 2050'; circle 'will have replaced'
- g. not future perfect

Closing (2 minutes)

1. Ask pupils the following questions:
 - When do we use the future perfect tense? (Answer: for an event that will be finished by a certain point in the future.)
 - How do we form the future perfect tense? (Answer: 'will have' + the past participle of the main verb)
2. For homework, have pupils do practice activity PHL1-L125 in the Pupils' Handbook.

[SENTENCES]

- a. The teacher said she will have retired from teaching by 2025.
- b. He will take some exams in March.
- c. I will plan a ski trip to Aspen.
- d. By next January, I will have driven across the country.
- e. Tamba will have graduated from university by the time he is 22.
- f. By 2050, robots will have replaced humans in so many professions.
- g. Man will have found a way to eradicate poverty.

Lesson Title: Future Perfect	Theme: Grammar	
Lesson Number: L1-L126	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use the future perfect tense in the negative, avoiding double negatives. 2. Use the future perfect tense to ask and answer questions. 	 Preparation Write the future perfect table on the board (see end of lesson).	

Opening (4 minutes)

1. As a class, discuss what pupils think will have happened in 100 years. Will we have flying cars? Will we be able to cure cancer? Remind them to use the future perfect when answering.
2. Tell pupils that today's lesson is about using the future perfect in the negative and to ask and answer questions.

Teaching and Learning (15 minutes)

1. Revise the future perfect with pupils:
 - The future perfect tense describes an event that will be finished by a particular time in the future.
 - The future perfect is composed of 2 parts: the simple future of the verb 'to have' (will have) + the past participle of the main verb.
Examples:
 - She **will have eaten**.
 - I **will have graduated**.
 - It is most often used with a time expression.
Examples:
 - She **will have eaten** by noon tomorrow.
 - I **will have graduated** by 2022.
2. Introduce the negative form of the future perfect:
 - In order to form the negative, add 'not' between 'will' and 'have'
Examples:
 - I **will not have finished** my studies by the time I am 15.
 - By this time next year, she **will not have left** our school.
 - A contraction can also be used.
Examples:
 - I **won't** have finished my studies by the time I am 15.
 - By this time next year, she **won't have left** our school.
3. Explain that it is important to avoid double negatives. Use the following statements to show pupils how to avoid them:
 - I won't have finished **none** of my homework tonight. (Incorrect)

- I won't have finished any of my homework tonight. (Correct)
 - I will not have eaten **nothing** by tomorrow morning. (Incorrect)
 - I will not have eaten anything by tomorrow morning. (Correct)
4. Introduce the interrogative form of the future perfect:
- In order to form a question in the future tense, add the subject between 'will' and 'have' ('Will' + subject + 'have' + past participle of main verb)
- Examples:
- Will **you** have graduated from university by the end of the year?
 - Will **she** have gotten her driving permit by the time she is 16?

Practice (17 minutes)

1. Ask pupils to work with seatmates and practise asking one another questions using the future perfect. They should answer in full sentences using the future perfect. Whether their response is positive or negative will depend on the question.
2. Write the following questions on the board to get them started:
 - Will you have flown in an airplane by the time you are 30?
 - Will you have gotten married by the time you are 25?
 - Will you have ridden in a spaceship by the time you are 50?
3. Move around the classroom to make sure pupils understand how to ask and answer questions using the future perfect tense.
4. Draw pupils' attention to the future perfect table on the board (see end of lesson).
5. Have pupils copy the table in their exercise books and complete it. Instruct pupils to change the future simple sentences to future perfect tense. The first row has been completed, so they should use it as an example.
6. Check answers as a class.

Answers:



- a. Will you have visited your grandparents by the end of the week?
 Yes, I will have visited my grandparents by the end of the week.
 No, I will not have visited my grandparents by the end of the week.
- b. Will man have settled on the moon by 2100?
 Yes, man will have settled on the moon by 2100.
 No, man will not have settled on the moon by 2100.
- c. Will scientists have found a cure for malaria before we are old?
 Yes, scientists will have found a cure for malaria before we are old.
 No, scientists will not have found a cure for malaria before we are old.
- d. Will Zaria have done the dishes by the end of the night?
 Yes, Zaria will have done the dishes by the end of the night.
 No, Zaria will not have done the dishes by the end of the night.
- e. Will we have won a football game by the end of the season?
 Yes, we will have won a football game by the end of the season.
 No, we will not have won a football game by the end of the season.

Closing (4 minutes)

1. Ask pupils the following question: What will mankind have achieved by the year 2100?
2. Have volunteers share their ideas with the class. (Example answers: Man will have found a way to end poverty.)
3. For homework, have pupils do practice activity PHL1-L126 in the Pupils' Handbook.

[FUTURE PERFECT TABLE]

Future Simple	Interrogative	Affirmative	Negative
a. You will go to the movies.	Will you have gone to the movies by the end of the year?	Yes, I will have gone to the movies by the end of the year.	No, I will not have gone to the movies by the end of the year.
b. You will visit your grandparents.			
c. Man will settle on the moon.			
d. Scientists will find a cure for malaria.			
e. Zaria will do the dishes.			
f. We will win a football game.			

Lesson Title: Vocabulary Development: Phrasal Verbs	Theme: Reading	
Lesson Number: L1-L127	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use context clues and inference to determine the meaning of phrasal verbs in a text. 2. Demonstrate understanding of phrasal verbs by explaining them in their own words. 3. Answer questions on a text. 	 Preparation <ol style="list-style-type: none"> 1. Read the text, 'The Try Out' (see end of lesson). 2. Write comprehension questions on the board (see end of lesson). 	

Opening (2 minutes)

1. Read the following sentences aloud:
 - They put up with his temper.
 - She put on makeup.
 - He put on airs at the meeting.
2. Tell pupils that all the sentences contain phrasal verbs, which are the topic of today's lesson.

Teaching and Learning (16 minutes)

1. Introduce phrasal verbs:
 - A phrasal verb is a phrase that indicates an action, but has a meaning different from those of the individual words.
 - The phrase cannot be understood based upon the meanings of the individual parts, but must be taken as a whole.
 - It is made up of a main verb and an adverb or preposition, or both an adverb and a preposition.
 - There are no rules that might explain how phrasal verbs are formed correctly; they need to be memorised, looked up in a dictionary or understood from their context.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Use the following table to discuss some commonly used phrasal verbs:

Phrasal Verb	Meaning	Example Sentence
To drop by	To visit without appointment	My aunt was in the habit of dropping by unannounced.
To eat out	To eat in a restaurant	I forgot to go to the store, so we decided to eat out.

To get by	To survive (usually financially)	It was hard to get by over the winter when I was unemployed.
To give back	To return an object	My brother borrowed my jacket and forgot to give it back.
To hand in	To submit something (assignment)	The pupils handed in their homework to the teacher.
To point out	To call attention to	The police officer pointed out the footprint left in the mud.
To talk over	To discuss	Instead of arguing, let's talk it over like adults.
To turn down	To lower the volume	The music is so loud in the bus; I wish they would turn it down.
To turn down (2)	To reject	He asked her for a date, but she turned him down.
To drop out of	To leave school or an educational programme	I was very surprised to learn that she had dropped out of school.
To get away with	To escape blame	My brother always gets away with everything.

4. Discuss with pupils how some phrasal verbs have more than one meaning.
Examples:
 - To 'hold up' can mean to delay or to rob someone.
 - To 'turn down' can mean to lower the volume or to reject.
5. Tell pupils that phrasal verbs can also be understood by using context clues and inference to determine their meaning.
6. Ask pupils to guess the meanings of the following sentences based upon their use in the sentence:
 - She filled up her bag with food at the market.
Answer: To 'fill up' is the phrasal verb. It means to fill to capacity.
 - He knew he was in trouble, so he made up a story.
Answer: To 'make up' is the phrasal verb. It means to invent or lie.
 - The neighbours put out the fire before it could spread.
Answer: To 'put out' is the phrasal verb. It means to extinguish.

Practice (18 minutes)

1. Draw pupils' attention to the text in the Pupils' Handbook (see end of lesson).
2. Have pupils read the text independently.
3. Ask pupils to work with seatmates to determine the meanings of the phrasal verbs in bold in the text.
4. Discuss the meaning of the phrasal verbs pupils are unfamiliar with.
Examples:
 - To put it off: To delay

- To try out: To have one's abilities tested when trying to join a team or group, usually sport
 - To keep up with: To maintain the same standard or level
 - To warm up: To prepare for a physical activity
 - To show off: To display skills and abilities
 - Worn out: Exhausted; very tired
5. Draw pupils' attention to the comprehension questions on the board (see end of lesson) and instruct them to answer the questions in their exercise books.
 6. Discuss answers as a class.
Answers:
 - a. Dawa knew that she would always be disappointed in herself if she did not at least try.
 - b. The writer means that they were exhausted.
 - c. The lesson could be that even if you are not sure you can do something, you should try and give it your all.

Closing (4 minutes)

1. Invite volunteers to use the phrasal verbs from the text in their own sentences.
Example sentences:
 - My brother has so much energy I find it hard to **keep up with** him.
 - After studying at school all day, I am **worn out**.
2. For homework, have pupils do practice activity PHL1-L127 in the Pupils' Handbook.

[READING PASSAGE]

The Try Out



The day had finally come. Dawa could not **put it off** any longer. Today was the day she would **try out** for the school football team. She was so nervous that she could barely **put on** her football cleats. She was shaking so much! But Dawa loved football, and she knew that she would be disappointed in herself if she did not at least try. So she took a few deep breaths to settle her nerves and went out onto the field.

At first, she found it hard to **keep up with** the older girls. However, she soon **warmed up** and could match their pace. She began to **look forward to** getting the ball. She tried to **show off** her best skills and even made two attempts at goal. Dawa tripped and fell twice, but she **got up** right away. The coaches made the team play until they were completely **worn out**.

As she **cooled down** on the sidelines, she hoped the coaches would not **turn her down** for a spot on the team. She would not know if she had made the team until tomorrow, but she was happy she had **gone through with** it. She had **shown up** and given it her all, which is all you can really ask of anyone.

[COMPREHENSION QUESTIONS]

- a. Why did Dawa decide to try out for the team even though she was nervous?
- b. What does the writer mean by 'they were completely worn out'?
- c. What lesson can you take away from the story?

Lesson Title: Vocabulary Development: Phrasal Verbs	Theme: Writing	
Lesson Number: L1-L128	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of phrasal verbs by using them to express an idea. 2. Write a text using appropriate vocabulary and phrasal verbs. 	 Preparation Write the fill-in-the-blanks sentences on the board (see end of lesson).	

Opening (5 minutes)

1. Invite volunteers to share examples of phrasal verbs from the previous lesson and explain their meaning. (Examples: 'to talk over' means to discuss; 'to hand in' means to submit something)
2. Tell pupils that in this lesson, they will practise using phrasal verbs in their own writing.

Teaching and Learning (15 minutes)

1. Revise phrasal verbs:
 - A phrasal verb is a phrase that indicates an action, but has a meaning different from those of the individual words.
 - The phrase cannot be understood based on the meanings of the individual parts, but must be taken as a whole.
 - It is made up of a main verb and an adverb or preposition, or both.
 - There are no rules that might explain how phrasal verbs are formed correctly; they need to be memorised, looked up in a dictionary or understood in context.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Revise the phrasal verbs from the previous lesson:

Phrasal Verb	Meaning	Example Sentence
To drop by	To visit without appointment	My aunt was in the habit of dropping by unannounced.
To eat out	To eat in a restaurant	I forgot to go to the store, so we decided to eat out.
To get by	To survive (usually financially)	It was hard to get by over the winter when I was unemployed.
To give back	To return an object	My brother borrowed my jacket and forgot to give it back.
To hand in	To submit something (assignment)	The pupils handed in their homework to the teacher.

To point out	To call attention to	The police officer pointed out the footprint left in the mud.
To talk over	To discuss	Instead of arguing, let's talk it over like adults.
To turn down	To lower the volume	The music is so loud in the bus; I wish they would turn it down.
To turn down (2)	To reject	He asked her for a date, but she turned him down.
To drop out of	To leave school or an educational programme	I was very surprised to learn that she had dropped out of school.
To get away with	To escape blame	My brother always gets away with everything.

4. Invite pupils to share their own example sentences using the phrasal verbs in the table.
5. Tell pupils that they will use some of these phrasal verbs in their writing today.

Practice (19 minutes)

1. Have pupils copy the fill-in-the-blanks sentences from the board into their exercise books (see end of lesson).
2. Ask pupils to fill in the blanks in their exercise books with appropriate phrasal verbs from the word bank.
3. Discuss answers as a class.

Answers:

- a. turn down
 - b. get away with
 - c. turn down
 - d. hand in
 - e. talk it over
 - f. give back
4. Have pupils each write their own short story starting with the sentence: 'Yesterday, the dog ate my homework'. They should include at least 3 phrasal verbs from the table in the Pupils' Handbook.
 5. Invite volunteers to share their story with the class.

Example:

Yesterday, the dog ate my homework. I was meant to **hand it in** today, but when I told the teacher that the dog ate it, she did not believe me! She thought I was trying to **get away with** something. I tried hard to **talk it over** with her, but she dismissed me. I will never let that hungry dog near my work again!

Closing (1 minute)



1. For homework, have pupils do practice activity PHL1-L128 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS]

Word Bank

hand in	get away with	turn down
talk it over	give back	turn down

- a. I was not able to study because my brother would not _____ the television.
- b. My mother would never let me _____ being disrespectful to my elders.
- c. I was already feeling full, but I could not _____ the second slice of cake.
- d. Because I fell sick, I had to _____ my homework late.
- e. My girlfriend and I argue a lot, but we have learned to _____.
- f. I always have to remind my friend to _____ my pencil.

Lesson Title: Reading Skills Development: Paraphrasing	Theme: Reading	
Lesson Number: L1-L129	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of how to use paraphrasing to simplify the content of a text. 2. Use paraphrasing to explain a text in their own words. 3. Answer questions on a text. 	 Preparation <ol style="list-style-type: none"> 1. Write 'The Four Rules of Paraphrasing' on the board (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (4 minutes)

1. Ask for a volunteer to tell the class what they did after school yesterday. They should answer the question in 3-4 sentences.
2. Invite a different volunteer to explain what the first volunteer did after school yesterday in their own words.
3. Tell pupils that today's lesson is on developing reading skills with paraphrasing.

Teaching and Learning (17 minutes)

1. Explain paraphrasing:
 - Paraphrasing means writing the ideas or information from a text in your own words.
 - It is an important skill to learn to avoid plagiarism.
 - Plagiarism is taking someone else's work or ideas and passing them off as your own, either intentionally or unintentionally.
 - Another way to avoid plagiarism is by quoting. When you quote a source, you put a person's words or a passage from a text within inverted commas and also include a citation to identify the source (text) the information came from.
2. Discuss the similarities and differences between summarising and paraphrasing:
 - Summarising is when you give a brief statement of the main points of a text.
 - When you summarise, you only include the most important information.
 - Paraphrasing is when you take facts or opinions from a source and restate them in words that are different from the original.
 - It is more detailed than a summary and is often used to simplify information in a text.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Read the first paragraph of the news article aloud as pupils follow along in the Pupils' Handbook (see end of lesson).

5. Use 'The Four Rules of Paraphrasing' to practise paraphrasing the paragraph as a class (see end of lesson):
 - Reword – Are there any words in the first paragraph for which we can find synonyms?

Example answers:

 - 'projected' can replace 'predicted'
 - 'prohibitions' can replace 'bans'
 - Rearrange – How can we rearrange the sentence in our own way?

Example answer:

All US states will have prohibited indoor smoking by 2020, government officials project. Smoking in bars and restaurants is the primary source of second-hand smoke.
 - Realise – What cannot be changed?

Answer:

 - the date (2020)
 - who was making the statement (government officials)
 - Recheck – Does your paraphrased statement mean the same as the original?

Practice (18 minutes)

1. Ask pupils to read the rest of the article independently.
2. Have pupils answer the comprehension questions on the board in their exercise books (see end of lesson).
3. Check answers as a class.

Answers:

- a. The Surgeon General is reporting this.
 - b. 36 states had restrictions at the time of the article's release.
 - c. 88 million non-smokers are exposed to second-hand smoke every year.
 - d. Second-hand smoke is known to cause lung cancer and heart disease.
4. Have pupils work with seatmates to paraphrase the second, third and fourth paragraphs in the article.
 5. Move around the class to make sure pupils are paraphrasing correctly.
 6. Invite volunteers to share their paraphrased paragraphs with the class.

Examples:

Paragraph 2: The Centres for Disease Control and Prevention (CDC) issued a press release yesterday reporting that by December 31, 2010, 36 states had indoor smoking bans of some kind. Although these limits cover 47.8 percent of the country's population, 88 million non-smokers a year are still unprotected from second-hand smoke. This includes 50 percent of all children over three years of age.

Paragraph 3: According to the 2010 Surgeon General's report, 'Tobacco smoke damages every organ in the body, resulting in disease and death'. A number of

diseases, including heart disease and lung cancer, are known to be caused by second-hand smoke.

Paragraph 4: Ursula Bauer of the CDC said in a press release that 'completely prohibiting smoking in all public places and workplaces is the only way to fully protect non-smokers from second-hand smoke exposure'. She also stated that 46,000 deaths from heart disease and 3,400 deaths from lung cancer are attributed to second-hand smoke every year.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L129 in the Pupils' Handbook.

[THE FOUR RULES OF PARAPHRASING]

The Four Rules of Paraphrasing

- Reword – Replace words and phrases with synonyms whenever you can.
- Rearrange – Rearrange words within sentences to make new sentences.
 - You can even rearrange the ideas presented within the paragraph.
- Realise – Realise that some words and phrases cannot be changed – names, dates and titles cannot be replaced, but you can present them differently when you paraphrase.
- Recheck – Check your work again to make sure that your paraphrased text conveys the same meaning as the original text without copying it.

[NEWS ARTICLE]

All US States could have Smoke-Free Laws by 2020¹

Government officials have predicted that by 2020, all US states will have bans on indoor smoking in bars and restaurants, which is the chief source of second-hand smoke.

In a press release issued yesterday, the Centre for Disease Control and Prevention (CDC) reported that by December 31, 2010, there were 26 states with broad indoor smoking bans, covering workplaces, bars and restaurants. An additional 10 states had banned smoking in one or two specific indoor areas. These restrictions cover almost one-half of the country's population, 47.8 percent. However, a remaining 88 million non-smokers are still exposed to second-hand smoke yearly, including half of all children over three years old.

Second-hand smoke is a known cause of a number of diseases, including lung cancer and heart disease. The Surgeon General's report of 2010 says, 'Tobacco smoke damages every organ in the body, resulting in disease and death'.

In the press release, Ursula Bauer of the CDC said that second-hand smoke is the cause of 46,000 heart disease deaths and 3,400 lung cancer deaths yearly in non-smokers. 'Completely prohibiting smoking in all public places and workplaces is the only way to fully protect non-smokers from second-hand smoke exposure', she said.



Dr Thomas R Frieden, director of the CDC, said, 'Eliminating smoking from work sites, restaurants and bars is a low-cost, high-impact strategy that will protect non-smokers and allow them to live healthier, longer, more productive lives while lowering health care costs associated with second-hand smoke'.

Gary Nolan of the Smokers Club, a smoker's rights group, said, 'It wouldn't surprise me if they prevailed'. He noted that heavy pressure is being applied to bars and restaurants by public health officials to ban smoking. 'It's just a little bit more liberty slipping away at the hands of big government'.

[COMPREHENSION QUESTIONS]

- a. Who is reporting that 'tobacco smoke damages every organ in the body'?
- b. In total, how many states had restrictions on indoor smoking at the time of this article's release?
- c. How many non-smokers are exposed to second-hand smoke every year?
- d. According to the article, what diseases is second-hand smoke known to cause?

¹Adapted from: All US states could have smoke-free laws by 2020. April 22, 2011. In *Wikinews*. Retrieved November 20, 2017, from https://en.wikinews.org/wiki/All_US_states_could_have_smoke-free_laws_by_2020

Lesson Title: Reading Skills Development: Using the Dictionary		Theme: Reading	
Lesson Number: L1-L130		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of how to use a dictionary. 2. Identify unknown words in a dictionary and use the dictionary to determine their meaning. 3. Use a dictionary to develop reading skills. 		 Preparation <ol style="list-style-type: none"> 1. Bring a dictionary to class. Have pupils bring their own dictionaries if possible. 2. Write the dictionary entries on the board (see end of lesson). 3. Practise reading the text, 'The Phoenix Bird', aloud (see end of lesson). 	

Opening (2 minutes)

1. As a class, discuss what a dictionary is used for. (Example answer: to find the meaning of a word)
2. Tell pupils that today's lesson is about using the dictionary.

Teaching and Learning (20 minutes)

1. Define 'dictionary':
 - A dictionary is a reference book that provides information about words.
 - The most common use of a dictionary is to find the definition of a word.
2. Discuss some of the different ways pupils can use a dictionary:
 - Look up the meaning of an English word they see or hear.
 - Find the English translation of a word in another language.
 - Check the spelling of a word.
 - Find out grammatical information about a word.
 - Check the part of speech of a word.
 - Check the plural form of a noun or the past tense of a verb.
 - Find the synonym or antonym of a word.
 - Find out how to pronounce a word.
 - Find examples of the use of a word.
3. Draw pupils' attention to the dictionary entries on the board and have them copy the entries into their exercise books (see end of lesson).
4. Use the dictionary entries to highlight the following information:
 - The pronunciation guide is found in brackets immediately after the word.
 - An abbreviation for the different parts of speech is used. (Example: adj. for adjective)
 - Words often have multiple meanings
 - There are 2 different meanings for 'actual' and 4 for 'count'.

- The sentence after the definition is an example of how to use the word correctly in a sentence.
5. Write the following abbreviations for the different parts of speech as they appear in a dictionary on the board:
 - n. – noun
 - v. – verb
 - adv. – adverb
 - adj. – adjective
 - pron. – pronoun
 - prep. – preposition
 - conj. – conjunction
 - interj. – interjection
 6. Have pupils copy the abbreviation list into their exercise books.
 7. Explain to pupils that often, when using a dictionary to look up a new word, they will find the word has more than one meaning. If they are not sure which definition is correct, they should first read all the meanings and then find the one that makes the most sense for the context in which the word was found.
 8. If there are dictionaries available, distribute them to pupils.
 9. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson. Draw their attention to the text (see end of lesson).
 10. Explain to pupils that the text includes many new words and they will use their dictionaries to help understand it.
 11. Read the first paragraph aloud.
 12. Write the word 'plumage' on the board. Demonstrate the step-by-step process to identifying its meaning using a dictionary:
 - Open the dictionary to words starting with 'p'.
 - All the words are organised in alphabetical order.
 - After opening to the words with 'p', find the words starting with 'pl'.
 - After finding the list of words that start with 'pl', look for the list of words starting with 'plu'.
 - In this way, find the word 'plumage' in the dictionary.
 13. Read aloud the entry for 'plumage' from the dictionary.
 Example answer:
 Plumage (noun): A bird's feathers (collectively)
 The bird's plumage was a rainbow of colours.
 14. Write the word 'beauteous' on the board.
 15. Have a volunteer demonstrate how to find the word 'beauteous' in the dictionary.
 16. Ask the volunteer to name which part of speech it belongs to and read the meaning of the word aloud from the dictionary. (Answer: adjective; beautiful)
 17. Invite another volunteer to make a sentence with 'beauteous'. (Example: She had a beauteous smile.)

Practice (14 minutes)

1. Instruct pupils to read the rest of the text independently, then discuss it with seatmates. Tell them to pay attention to the vocabulary in the text.
2. Have pupils look up the bolded words in the passage in a dictionary and do the following:
 - Identify the definition of each word.
 - Identify the part of speech each word belongs to.
 - Make a sentence with each word.
3. Move around the classroom to make sure pupils are doing the activity correctly.
4. Discuss answers as a class.

Answers:

Word	Part of Speech	Meaning	Example Sentence
ravishing	adjective	delightful; entrancing	When she wore the red dress, she looked ravishing.
cherub	noun	a winged angelic being described in biblical tradition as attending to God	He was carried to heaven by cherubs.
forthwith	adverb	immediately; without delay	If she has evidence for her case, she should present it forthwith.
to perish	verb	to suffer death, typically in a violent, sudden or untimely way	Tragically, she perished in an automobile accident.
aloft	adjective and adverb	up into the air; overhead	They swayed to the music with their hands aloft.
to dwell	verb	to live in or at a specified place	Bears dwell in these caves.
immortal	adjective	living forever; never dying or decaying	The gods of old are immortal.

Closing (4 minutes)

1. Ask volunteers to discuss the meaning of the Phoenix. What does he represent? (Example answers: immortality; victory of life over death)
2. Tell pupils that the larger meaning behind the story of the Phoenix is the idea of rebirth and transformation. The story does not need to be taken literally, rather, the story tells us that at any point we can become something new.
3. For homework, have pupils do practice activity PHL1-L130 in the Pupils' Handbook.

[DICTIONARY ENTRIES]

actual (ack-tu-al) adj.

1. Not imagined; existing in fact.
 - The play was based on actual events.
2. Used for emphasis.
 - This is the actual room I was married in.

count (kount) v.

3. To say numbers in order.
 - I counted from 1 to 10.
4. To work out how many there are of something.
 - She counted the number of marbles in the jar.
5. To be worth something.
 - In my home, my opinion counts as much as my sister's.
6. If you can count on something or someone, you rely on that thing or person.
 - I am lucky I can always count on my mother to help me.
7. To think of (something) as.
 - I count myself lucky to have gotten that job.

[TEXT]



The Phoenix Bird¹

By Hans Christian Andersen

In the Garden of Paradise, beneath the Tree of Knowledge, a rose bush bloomed. In the first rose, a bird was born. His flight was like the flashing of light. The colourful **plumage** on his back was **beauteous**. His song was **ravishing**, a treat to the ears of all that heard it. However, when Eve picked the fruit of the tree of knowledge of good and evil, she and Adam were driven from Paradise. At the same time, a spark fell from the flaming sword of the **cherub**. The spark fell into the nest of the bird, which burned up **forthwith**. Sadly, the bird **perished** in the flames. But from the red egg in the nest there fluttered **aloft** a new bird – the one and only Phoenix bird. The fable says that he **dwells** in Arabia, and that every hundred years he burns himself to death in his nest. However, each time a new Phoenix, the only one in the world, rises up from the red egg.

But the Phoenix is not only the bird of Arabia. He wings his way in the glimmer of the Northern Lights and hops among the yellow flowers in the short Greenland summer. Beneath the copper mountains of England's coal mines, he flies. In the shape of a dusty moth, over the bible that rests on the knees of the pious miner, he flies. On a lotus leaf he floats down the sacred waters of the Ganges. He is the whole world's hope of victory of life over death. He is the **immortal**.

¹ 'The Phoenix Bird' by Hans Christian Andersen (1850) is in the public domain.

Lesson Title: Report Writing		Theme: Writing	
Lesson Number: L1-L131		Class: SSS 1	Time: 40 minutes
	Learning Outcomes		Preparation
	By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a report. 2. Use an outline to draft a report. 3. Draft a report relevant to the topic with well-organised ideas and topic sentences. 4. Use appropriate vocabulary and grammar when writing. 		Write the outline of a report on the board (see end of lesson).

Opening (5 minutes)

1. As a class, discuss a class trip pupils have been on. If they have never been on one, where would they like to go?
2. Tell pupils that in today's lesson they will learn how to write a report.

Teaching and Learning (20 minutes)

1. Revise the elements of a 5-paragraph essay:
 - Clear and simple language
 - Contains 1 introductory paragraph, 3 body paragraphs and 1 conclusion paragraph
2. Tell pupils that a report follows the same paragraph structure as a 5-paragraph essay.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
4. Revise the features of a report:
 - Tells about an event in chronological order
 - 'Chronological' means starting with the earliest event and following the order in which the events occurred
 - Seeks to give the reader information about something that happened
 - Uses formal language and puts any informal language in inverted commas
 - Can be descriptive, narrative, persuasive or expository
5. Draw pupils' attention to the outline of a report on the board (see end of lesson).
6. Have them copy the outline into their exercise books.
7. Use the outline to discuss the different components of a report:
 - Title of the report in 'Title Case'
 - 'Title case' means that the first letter of each word is in upper case, except for certain small words, such as articles and short prepositions.
 - Introductory paragraph that summarises the report and contains details such as date, time and place

- Body: Two to 3 paragraphs that expand upon main ideas or topics introduced in the introduction
 - A closing paragraph that summarises and/or mentions any action to be taken
 - Subscript: 'Submitted by', name and appointment
8. Tell pupils that they are going to write a report about a recent class trip. It does not matter if your class has taken a trip or not – pupils can use their imagination and invent a story about a fictional trip.
 9. Demonstrate how to use the outline to plan a report. Fill in the outline on the board with the following information:

Report on Day of the African Child

Introductory paragraph: The annual celebration of the Day of the African Child was held on 16th June, 2017.

Body

Main idea 1: All pupils arrived to catch the bus to Bo District on time.

Main idea 2: In total, 16 schools participated and took to the streets of Bo with a brass band and banners.

Main idea 3: The parade lasted 45 minutes and the media was there to cover the event.

Closing sentence/paragraph: It was a successful event that ran smoothly, and we are awaiting photographs from the photographer.

Submitted by:

Name: Isata Deen

Appointment/Designation: Class Prefect.

Practice (10 minutes)



1. Have pupils use the outline to organise their main ideas for their own report on the topic: 'A recent class trip'. They should complete the outline in their exercise books.
2. Move around the classroom to check pupils' work.

Closing (5 minutes)

1. Invite volunteers to share the main ideas from their outline with the class. Make corrections if needed.
2. For homework, have pupils do practice activity PHL1-L131 in the Pupils' Handbook.

[OUTLINE OF A REPORT]

<u>Title of Report (Title Case)</u>
Introductory paragraph: _____.
Body (2-3 paragraphs)
Main idea 1: _____.
Main idea 2: _____.
Main idea 3: _____.
Closing paragraph: _____.
Submitted by— Name: _____ Appointment/Designation: _____.

Lesson Title: Report Writing	Theme: Writing	
Lesson Number: L1-L132	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Write a report relevant to the topic with well-organised ideas and topic sentences. 2. Use appropriate vocabulary and grammar when writing. 3. Write a report with correct grammar and spelling. 	 Preparation Practise reading the example report, 'Report on the Day of the African Child', aloud (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to share the main ideas from their report outline from the previous lesson with the class.
2. Tell pupils that in this lesson they will use their outlines to write a report.

Teaching and Learning (12 minutes)

1. Revise the features of a report:
 - Tells about an event in chronological order
 - Seeks to give the reader information about something that happened
 - Uses formal language and puts any informal language in inverted commas
 - Can be descriptive, narrative, persuasive or expository
2. Invite a volunteer to explain the meaning of 'chronological'. (Answer: starting with the earliest event and following the order in which events occurred)
3. Discuss the components of a report:
 - Title of the report in title case
 - Introductory paragraph that summarises the report and contains details such as date, time, venue
 - Two to 3 body paragraphs
 - A closing paragraph that summarises and/or mentions any action to be taken
 - Subscript: 'Submitted by', name, appointment
4. Invite a volunteer to explain 'title case'.
Answer: Title case means that the first letter of each word is in upper case, except for certain small words, such as articles and short prepositions.
5. Use the following examples to discuss how to begin an introductory paragraph.
Examples:
 - King's Secondary School attended the annual celebration ...
 - The annual celebration of the Day of the African Child was on ...
 - The Day of the African Child field trip ...
6. Remind pupils to organise their paragraphs in chronological order – the order in which events took place – as this is a descriptive text.

7. Explain that most of the report should be written in past tense since they are reporting on an event that already took place.
8. Read the example report aloud to pupils (see end of lesson).

Practice (20 minutes)

1. Have pupils write their own report, in about 200 to 250 words, on the topic: 'A recent class trip'.
2. Move around the classroom to check pupils' work. Check that pupils are using appropriate vocabulary and grammar.

Closing (5 minutes)

1. Invite volunteers to read their reports aloud to the class. Correct mistakes as needed.
2. Ask the rest of the class to identify the key information in their classmates' reports.
3. For homework, have pupils finish their reports and do practice activity PHL1-L132 in the Pupils' Handbook.

[EXAMPLE REPORT]

Report on the Day of the African Child

The annual celebration of the Day of the African Child was held on 16th June, 2017 in Bo District. This is an annual event and King's Secondary School's first time participating.



There were no delays in leaving as all pupils made it to the bus on time. Bo District was 30 minutes' drive from the school, and we arrived in plenty of time for the start of the event.

A total of 16 schools participated and took to the streets of Bo with placards and banners. There were dance routines from each school and a full brass band. The pupils' placards and banners had messages such as 'Parents send your children to school', 'Let's act now to keep girls in school' and 'Say no to child labour'.

The parade lasted about 45 minutes, and the media was there to cover the event. The Day of the African Child ended with speeches from the organisers and special guests.

It was a successful event that ran smoothly. A more detailed report with photographs will be published in the school newspaper.

Submitted by:
Isata Deen
Class Prefect.

Lesson Title: Voiced and Unvoiced Consonants	Theme: Listening and Speaking	
Lesson Number: L1-L133	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify and pronounce voiced and unvoiced consonants in words. 2. Demonstrate understanding of the difference between voiced and unvoiced consonants. 3. Identify and demonstrate understanding of voiced and unvoiced consonants in initial, medial and end position in words. 4. Identify voiced and unvoiced consonants in sentences. 	 Preparation <ol style="list-style-type: none"> 1. Read through the lesson and practise using your fingers to identify the vibrations of voiced and unvoiced consonants. 2. Write word list 1 on the board (see end of lesson). 3. Write word list 2 on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to share what they know about consonants. (Example answer: letters in the alphabet that are not vowels)
2. Tell pupils that in today's lesson they will be learning about voiced and unvoiced consonants.

Teaching and Learning (21 minutes)

1. Revise consonants:
 - There are 21 consonants in the English alphabet, including 'y' and 'w'.
 - There are 24 consonant sounds in English, as each letter can represent multiple sounds.
 - Consonant sounds are pronounced in different ways.
 - Read out the following examples. Ask pupils to practise making these sounds as you read the words and see if they can feel where each letter is pronounced:
 - 't' is pronounced using the front part of the tongue.
 - 'k' is pronounced using the back part of the tongue.
 - 'b' is pronounced with the lips.
 - 'h' is pronounced in the throat.
 - 'n' is pronounced using the nasal passages.
2. Tell pupils that the consonants in the English language are broken up into 2 categories: voiced and unvoiced.
 - Voiced consonants use the vocal cords to make the consonant sound.
 - Unvoiced consonants do not use the vocal cords.
3. Show pupils how to determine if a consonant sound is voiced or unvoiced:

- If you want to determine whether a consonant is voiced or not, there is a simple test you can do.
 - First, put a finger on your throat.
 - Then pronounce a letter.
 - If you feel a vibration of your vocal cords, then you know the consonant is a voiced one.
 - If you do not feel the vibration of your vocal cords, then the consonant is unvoiced.
4. Ask pupils what noise a bee makes. As they make a buzzing sounds, ask them to put their fingers on their throats. Ask if they can feel the vibrations of the vocal cords. This represents the voiced letter 'z'.
 5. Ask pupils what noise a snake makes. Do they feel any vibrations in their throat when they make this noise? (They should not.) This represents the unvoiced letter 's'.
 6. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and look at the table (see below).

Voiced	Unvoiced	Voiced	Unvoiced	Voiced	Unvoiced
Initial Position		Medial Position		End Position	
/b/	/p/	/z/	/s/	/z/	/s/
big	pen	pleasure	pressure	pens	cups
/d/	/t/	/ng/		reads	speaks
dog	top	singer		goes	gets
/g/	/k/			lives	puts
give	cat			cars	tents
/j/	/ch/			sees	plants
jump	chip			hears	looks
/th/	/th/			learns	stops
then	thick			rise	rice
/v/	/f/			plays	place
vote	food				
/z/	/s/				
zoo	sun				

7. As a class, look at the letters in the first 2 columns and practise saying them aloud. Have pupils put their fingers on their throat to feel the vibration of the voiced letters.
8. Practise the letter sounds from the first 2 columns again, this time also saying the example words aloud.
9. Explain that the examples given in the first 2 columns are of voiced and unvoiced consonant sounds in the **initial**, or beginning, position of the word. Note that pupils will feel some vibration in the unvoiced consonant sounds this time

because of the vowel sounds in the words (all vowels are voiced). However, they should feel a difference in the intensity of the vibration between voiced and unvoiced.

10. Refer pupils to the end position /z/ and /s/ columns.
11. As a class, practise saying the letter sounds and example words aloud, with fingers on the throat, feeling the vibration with the voiced /z/ sound.
12. Explain that the examples given here are of voiced and unvoiced consonant sounds in the end position of the word.
13. Finally, have pupils look at the medial position voiced and unvoiced consonants. As a class, practise saying the letter sounds and example words aloud, with fingers on the throat, feeling the vibration with the /ng/ and /z/ sound.
14. Explain that it can be much more difficult to determine whether a sound is voiced or unvoiced in the medial position.

Practice (15 minutes)

1. Have pupils work with seatmates and practise saying the words from word list 1 on the board aloud (see end of lesson).
2. Ask pupils to determine whether the words in the word list contain voiced or unvoiced consonant sounds.
3. Check answers as a class.
Answers:
Unvoiced – washed, coasts, watched, books, seats, dropped, carts
Voiced – travelled, gloves, globes, organised, phones, exchanged, dreams, shells, started
4. Have pupils look at word list 2 and determine whether the end consonants are voiced or unvoiced (see end of lesson).
5. Check answers as a class. (Answers: a. voiced b. unvoiced c. unvoiced d. unvoiced e. unvoiced f. unvoiced g. voiced h. voiced i. voiced j. unvoiced)

Closing (1 minute)



1. For homework, have pupils do practice activity PHL1-L133 in the Pupils' Handbook.

[WORD LIST 1]

travelled	washed	globes	coats
watched	gloves	books	shells
phones	carts	started	organised
exchanged	seats	dreams	dropped

[WORD LIST 2]

1. young
2. prince
3. distinguish
4. path
5. chance
6. ash
7. people
8. comb
9. perform
10. match

Lesson Title: Comprehending a Listening Passage – Dialogue	Theme: Listening	
Lesson Number: L1-L134	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Answer comprehension questions on a passage. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the dialogue, 'Pants', aloud (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (5 minutes)

1. Invite a volunteer to define 'dialogue'. (Example answer: A conversation between 2 or more people)
2. Ask for volunteers to answer the following questions:
 - Have you ever wanted to do something different than what was expected of you? (Example answer: Yes, I wanted to wear my natural hair even though it was not popular.)
 - What did you decide to do about it? (Example answer: Nothing; I did not want to be made fun of.)
3. Tell pupils that in today's lesson they will be listening to a dialogue entitled 'Pants'.

Teaching and Learning (17 minutes)

1. Tell pupils that today's dialogue is about the social pressure to do something that we do not necessarily want to do. Sometimes the world around us – our parents, teachers and peers – expects us to behave a certain way even when we do not want to. This dialogue is about how to balance those pressures and also stay true to ourselves.
2. Remind pupils to pay attention to the following when reading or listening to a dialogue:
 - When listening to a dialogue, pay attention to who the speakers are and the intonation they use as they speak.
 - Reading a dialogue aloud is much like a play; sometimes there will be words in brackets at the beginning of the sentence. They are not meant to be read aloud. The words in brackets are directions and tell you what to do when reading the lines aloud. For example, they may contain a sound like laughing or sighing, or an action like yawning or rolling your eyes.
3. Draw pupils' attention to the comprehension questions on the board (see end of lesson).

4. Discuss the questions as a class before you start reading the dialogue. Have pupils listen for the answers as they listen to the dialogue.
5. Read the dialogue aloud (see end of lesson). Focus on using correct intonation and stress.
6. Read the first 6 questions (a-f) on the board aloud and have volunteers raise their hand to answer.

Answers:

1. There are 3 speakers in the dialogue.
2. Their names are Unama, Finda and Mother.
3. Finda hates dresses because they are scratchy and make her legs look like sticks.
4. The problem is that Finda wants to go to a school dance, but does not want to wear a dress.
5. Finda must wear a dress because Mother says it is part of the dress code.
6. Unama solves the problem by suggesting that Finda just wear pants under a long dress so no one else can see.

Practice (13 minutes)

1. Have pupils open up the Pupils' Handbook at the page that corresponds with the lesson.
2. Ask pupils to work in groups of 3 to read the dialogue aloud. Each pupil should choose a character to read.
3. Once pupils have finished reading the dialogue aloud, they should change roles and read another character's part. Have them do this until they have had a turn to read all 3 characters.
4. When pupils have finished practising the dialogue, instruct them to answer the remaining comprehension questions in their exercise books (see end of lesson).
5. Check answers as a class.

Answers:

- g. A compromise is a way of reaching agreement in which each person gives up something that they wanted in order to end an argument.
 - h. Because the dialogue says, 'Laughing', in brackets, we know that she is not being very serious.
 - i. To wear the pants means to be the person who makes the rules in a household. Unama is making a joke when she uses this idiom. It is a play on words because Finda likes pants so much. Finda probably does not truly 'wear the pants' in the family.
6. Have pupils write a summary of the dialogue in their own words in their exercise books.

Closing (5 minutes)

1. Invite volunteers to share their summary with the class.

Example:

The dialogue is between 2 sisters and a mother. One sister, Finda, does not want to wear a dress to the school dance but she must, because it is part of the school's dress code. Her mother and sister try to help her solve the problem so she feels comfortable. In the end, Unama suggests Finda wear pants under her dress so she still feels like herself.

2. For homework, have pupils do practice activity PHL1-L134 in the Pupils' Handbook.

[DIALOGUE]

Pants

- Finda: Do I have to wear a dress?
- Unama: Of course, don't be ridiculous! It is a school dance. Every girl wears a dress.
- Finda: But I hate dresses. They are so scratchy, and my legs look like sticks.
- Unama: *[Sighs.]* That is dramatic. Who cares if your legs look like sticks? No one will be looking; they will be worried about themselves.
- Finda: I am not doing it.
- Unama: Mother!
- Mother: Yes, dear. What is happening? Are you girls fighting again?
- Unama: Finda won't wear a dress to the dance. She is being silly; every girl will be wearing one!
- Mother: Is this true, Finda?
- Finda: Yes, but I really hate dresses and I do not feel like me when I wear one. Please don't make me do it!
- Mother: Clearly, I cannot make you do something you don't want to do. But I would hate for you to miss the dance. The school has a dress code and it is required. What could we do to make you feel better in a dress?
- Finda: Well, the dress could be pants. That would make me feel better.
- Mother: *[Laughing.]* Okay. That is not a very good compromise. Any ideas, Unama?
- Unama: *[Rolls eyes.]* Well, I guess you could just wear your pants under a long dress. Then no one would know but you.
- Finda: You are a genius, sister! That way, I can still be me!
- Unama: Oh, Finda! You can be so difficult sometimes, but I love you.
- Finda: You love me just the way I am?
- Unama: Yes, even if you do try to wear the pants in the family.



Mother: *[Smiles.]* Alright you two, no one will be wearing pants or dresses if you do not get your chores done!

Finda and

Unama: *[Groan.]* Yes, Mother!

[COMPREHENSION QUESTIONS]

- a. How many different speakers are there in the dialogue?
- b. What are the names of the 3 speakers?
- c. Why does Finda hate dresses?
- d. What is the major problem in the story?
- e. Why must Finda wear a dress?
- f. How is the problem solved?
- g. What does the word 'compromise' mean as it is used in the dialogue?
- h. How does mother feel when she says, 'That is not a very good compromise'?
How can we tell?
- i. Unama says that Finda tries to 'wear the pants in the family'. This is an idiom.
What do you think it means?

Lesson Title: Active and Passive Voice		Theme: Grammar	
Lesson Number: L1-L135		Class: SSS 1	Time: 40 minutes
	Learning Outcomes		Preparation
	By the end of the lesson, pupils will be able to: 1. Define active and passive voice and demonstrate understanding of their uses in a sentence. 2. Write sentences using active and passive voice correctly. 3. Change sentences from passive voice to active voice and active voice to passive voice.		1. Read the lesson plan carefully as it requires physical action and props from the teacher. 2. Write the sentences on the board (see end of lesson).

Opening (5 minutes)

- Stand in front of the class and drop a pencil on the floor.
- Write the following sentences on the board:
 - Sentence 1: The teacher dropped a pencil on the floor.
 - Sentence 2: A pencil was dropped on the floor by the teacher.
- Ask volunteers to identify the subject, object and verb in each sentence.
 - Sentence 1: subject – teacher; object – pencil; verb – dropped
 - Sentence 2: subject – pencil; object – teacher; verb – dropped
- Point to Sentence 1 and ask if the subject is doing the action. (Answer: yes)
- Tell pupils that this is an example of active voice.
- Point to Sentence 2 and ask if the subject is doing the action. (Answer: no)
- Tell pupils that this is an example of passive voice.
- Tell pupils that in today's lesson they will learn about active and passive voice.

Teaching and Learning (22 minutes)

- Explain that sentences can be written in 2 ways: active voice and passive voice.
- Discuss active voice:
 - In active voice, the subject **does** the action.
Example: Yamba gave a speech.
- Discuss passive voice:
 - Passive voice changes the sentence structure so that the subject **receives** the action.
Example: A speech was given by Yamba.
- Explain the features of passive voice:
 - Passive voice can be used to emphasise the action itself, rather than the person doing the action. It can also be used to describe a situation in which the person doing the action is unknown or unimportant.
 - Passive sentences are indirect, so they can be more confusing and less clear than active sentences.

- Academic texts and formal writing often use passive voice.
 - Passive voice is formed as follows: verb 'to be' + past participle
Examples:
 - The floor is swept every day.
 - The kitchen is being cleaned right now.
 - The cake was made yesterday.
 - The subject of a passive sentence may be unstated, leaving the reader asking, 'by whom?' or 'by what?'
Example: The apple was eaten.
 - To say who or what performs the action while using the passive voice, use the preposition 'by'.
 - Examples:
 - The floor is swept every day by the children.
 - The kitchen is being cleaned right now by my parents.
 - The cake was made yesterday by Aminata.
5. Ask volunteers to identify the different forms of 'to be'. (Answer: am, are, is, was, were, being, been)
 6. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
 7. Demonstrate how to turn active voice into passive voice:
 - Active sentence: The team (subject) waved at (verb) the fans (object).
 - Step 1: Move the object to the position of the subject.
Example: The **fans** ...
 - Step 2: Make the verb passive. Use the verb 'to be' and the past participle of the main verb.
Example: The fans **were waved at** ...
 - Step 3: Remove the subject completely, **or** add the preposition 'by' after the verb and then add the subject.
Example: The fans were waved at. / The fans were waved at **by the team**.

Practice (12 minutes)

1. Have pupils change the sentences on the board from active to passive voice (see end of lesson). If they are struggling, encourage them to do the task step by step.
2. Check answers as a class.
Answers:
 - a. Three pieces of bread were eaten by him.
 - b. The savannah is roamed by stoic elephants.
 - c. The entire road was paved by the crew.
 - d. My room will be cleaned every Sunday by me.
 - e. The students' essays are always graded by the teacher.
 - f. Money was generously donated to the foundation by Bintu.
 - g. The last cookie was eaten by Jan.
 - h. The whole town was destroyed by the forest fire.



3. Ask pupils to work with seatmates and take turns doing different actions. After one pupil does an action, another pupil should describe the action in both active and passive voice (similar to what the teacher did at the beginning of the lesson).
Examples:
 - a. write something on a paper
 - b. stand up
 - c. hold a pencil in the air
4. Move around the classroom to make sure pupils understand and are doing the activity correctly.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L135 in the Pupils' Handbook.

[SENTENCES]

- a. He ate 3 pieces of bread.
- b. Stoic elephants roam the savannah.
- c. The crew paved the entire road.
- d. I will clean my room every Sunday.
- e. The teacher always grades the students' essays.
- f. Bintu generously donated money to the foundation.
- g. Jan ate the last cookie.
- h. The forest fire destroyed the whole town.

Lesson Title: Active and Passive Voice		Theme: Grammar	
Lesson Number: L1-L136		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define active and passive voice and demonstrate understanding of their uses in a sentence. 2. Write sentences using active and passive voice correctly. 3. Change sentences from passive voice to active voice and active voice to passive voice. 		 Preparation <ol style="list-style-type: none"> 1. Write the passive sentences on the board (see end of lesson). 2. Write the active sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. As a class, discuss when you would use passive voice. (Example answers: to emphasise the action rather than the person doing the action; to describe a situation in which the person doing the action is unknown or not important)
2. Tell pupils that in today's lesson they will identify sentences with passive voice and change them into active voice. They will also practise turning active voice into passive voice.

Teaching and Learning (18 minutes)

1. Revise the difference between active voice and passive voice:
 - In active voice, the emphasis is on the 'doer' of the action.
 - In passive voice, the emphasis is on the 'receiver' of the action.
2. Revise the features of passive voice with pupils:
 - Passive voice can be used to emphasise the action itself, rather than the person doing the action. It can also be used to describe a situation in which the person doing the action is unknown or unimportant.
 - Passive sentences are indirect, so they can be more confusing and less clear than active sentences.
 - Academic texts and formal writing often use passive voice.
 - Passive voice is formed as follows: verb 'to be' + past participle

Examples:

 - The report was written.
 - The party will not be organised.
 - When was she born?
 - The subject of a passive sentence may be unstated, leaving the reader asking, 'by whom?' or 'by what?'
Example: The work was done.
 - To say who or what performs the action while using the passive voice, use the preposition 'by'.

Examples:

- The work was done by the labourers.
 - The report was written by the prefect.
 - The party will be organised by the class.
3. Revise how to turn an active sentence into a passive sentence:
- Active sentence: The teacher (subject) shared (verb) the news (object).
 - Step 1: Move the object to the position of the subject.
Example: The **news** ...
 - Step 2: Make the verb passive. Use the verb 'to be' and the past participle of the main verb.
Example: The news **was shared** ...
 - Step 3: Remove the subject completely, **or** add the preposition 'by' after the verb and then add the subject.
Example: The news was shared. / The news was shared **by the teacher**.
4. Demonstrate how to turn a passive sentence with a clear subject into active voice:
- Passive sentence: The news (object) was shared by (verb) the teacher (subject).
 - Step 1: Change the position of the subject and object and remove 'by' if it is in the sentence.
Example: The **teacher** ...
 - Step 2: Change the verb from passive to active.
Example: The teacher **shared** the news.
5. Remind pupils that a sentence must have a direct object in order to change it from passive voice to active voice.
6. Write the following 2 sentences on the board and ask volunteers to identify the object in each:
- The football player signed an autograph. (Answer: autograph)
 - The fan thanked the football player. (Answer: football player)
7. Invite 2 volunteers to change the sentences into passive voice.
- Answers:
- An autograph was signed by the football player.
 - The football player was thanked by the fan.

Practice (18 minutes)

1. Direct pupils' attention to the passive sentences on the board (see end of lesson).
2. Ask pupils to copy the sentences into their exercise books and change the sentences into active voice.
3. Have pupils check their answers with seatmates.
4. Invite volunteers to write the answers on the board. Correct mistakes if necessary.

Answers:

- a. My brother changed the flat tire.

- b. Today the class will read the news report.
 - c. My aunt taught me netball.
 - d. Two ministers are signing the agreement.
 - e. Not one person responded to my employment ad.
5. As a class, look at the active sentences on the board (see end of lesson).
 6. Ask pupils to copy the sentences into their exercise books and change the sentences into passive voice.
 7. Ask pupils to check their answers with seatmates.
 8. Invite volunteers to write the answers on the board. Correct mistakes if necessary.

Answers:

- a. A cake is being made by my brother.
- b. The couch is being slept on by the dog.
- c. The kitchen was cleaned until it sparkled by Abdul.
- d. The army was joined by Sia.
- e. My car was fixed last week by me.

Closing (1 minute)



1. For homework, have pupils do practice activity PHL1-L136 in the Pupils' Handbook.

[PASSIVE SENTENCES]

- a. The flat tire was changed by my brother.
- b. The news report will be read by the class today.
- c. Netball was taught to me by my aunt.
- d. The agreement is being signed by 2 ministers.
- e. My employment ad was not responded to by one person.

[ACTIVE SENTENCES]

- a. My brother is making a cake.
- b. The dog is sleeping on the couch.
- c. Abdul cleaned the kitchen until it sparkled.
- d. Sia joined the army.
- e. I fixed my car last week.

Lesson Title: Types of Adverbs – Manner	Theme: Grammar	
Lesson Number: L1-L137	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different types of adverbs and demonstrate understanding of their function in a sentence. 2. Identify different types of adverbs in a sentence. 3. Write sentences using different types of adverbs correctly. 	 Preparation <ol style="list-style-type: none"> 1. Write the practice sentences on the board (see end of lesson). 2. Write the adverbs of manner sentences on the board (see end of lesson). 3. Write the fill-in-the-blanks sentences on the board (see end of lesson). 	

Opening (4 minutes)

1. Get pupils' attention and then slam your book down on your desk with an angry look on your face.
2. Write, 'The teacher _____ slammed the book on the desk' on the board.
3. Ask pupils to describe how you slammed the book on the desk. (Example answer: angrily; loudly)
4. Next, wave to the class with a big smile on your face and write, 'The teacher waved to the class _____' on the board.
5. Ask pupils to describe how you waved to them. (Example answer: happily; cheerfully)
6. Tell pupil's that in today's grammar lesson they will be learning about adverbs of manner.

Teaching and Learning (18 minutes)

1. Revise the characteristics of an adverb:
 - An adverb is a word that modifies an adjective, a verb or another adverb.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Discuss the features of adverbs of manner:
 - Adverbs of manner tell us the way, or how, something happens.
Examples:
 - She sang **terribly**. (describes how she sang)
 - We ran **quickly** to avoid the rain. (describes how we ran)
 - Generally the suffix '-ly' or '-ily' is added to the end of an adjective to create an adverb of manner.
 - However, not all adverbs of manner have an '-ly' suffix. (Examples: well, fast, hard)
 - They can be used before or after the main verb without changing the meaning of a sentence.
Examples:

- They **easily** completed the homework.
 - They completed the homework **easily**.
4. Direct pupils' attention to the following list of adverbs of manner. These are examples of regular and irregular adverbs of manner. There are many more than on this list.

Regular		Irregular
slowly	clearly	hard
angrily	desperately	high
carefully	loudly	well
politely	innocently	fast
happily	quietly	early
quickly	roughly	daily

5. Draw pupils' attention to the sentences on the board (see end of lesson).
6. Tell pupils that they need to ask the question, 'how' in order to recognise an adverb of manner.
7. Invite volunteers to come to the front and identify the verb in each sentence and underline the adverb that describes it.

Answers:

- The lion ruthlessly **killed** the gazelle.
 - The boys quietly **left** the room.
 - The women in the market **shouted** loudly to get customers' attention.
 - The old man generously **paid** our school fees.
8. Explain to pupils that the position of the adverb is important, particularly when there is more than one adverb in a sentence.
9. Use the following example to show how the meaning of a sentence changes based upon the position of the adverb.

Sentence	Meaning
He respectfully asked me to speak to her parents.	The request was respectful.
He asked me respectfully to speak to her parents.	The request was respectful.
He asked me to speak to her parents respectfully.	The speaking is respectful.

Practice (14 minutes)

1. Direct pupils' attention to the adverbs of manner sentences on the board (see end of lesson).
2. Instruct pupils to raise their hand to identify the adverb in each sentence. Then ask them if the adverb is an adverb of manner.
3. Check answers as a class.

Answers:

- a. desperately – adverb of manner
 - b. loudly – adverb of manner
 - c. innocently – adverb of manner
 - d. rarely – not an adverb of manner
 - e. outside – not an adverb of manner
4. Ask pupils to copy the fill-in-the-blanks sentences on the board into their exercise books (see end of lesson).
 5. Have pupils complete the sentences with adverbs of manner.
 6. Move around class to make sure pupils are using adverbs of manner correctly.
 7. Check answers as a class.

Example answers:

- a. quickly
- b. slowly
- c. quietly
- d. roughly
- e. hard
- f. carefully
- g. happily

Closing (4 minutes)

1. Read the following sentences aloud and have volunteers raise their hand to add adverbs of manner to improve each sentence:
 - I walk to school.
 - She does her homework.
 - I went to the festival and listened to the music.

Example answers:

- I walk quickly to school.
 - She does her homework carefully.
 - I went to the festival and happily listened to the music.
2. For homework, have pupils do practice activity PHL1-L137 in the Pupils' Handbook.

[PRACTICE SENTENCES]

- a. The lion ruthlessly killed the gazelle.
- b. The boys quietly left the room.
- c. The women in the market shouted loudly to get customers' attention.
- d. The old man generously paid our school fees.



[ADVERBS OF MANNER SENTENCES]

- a. My mother is trying desperately to fix the car.
- b. She is laughing loudly at the story.

- c. My sister looked at me innocently.
- d. We rarely go to the movies.
- e. I love to play outside.

[FILL-IN-THE-BLANKS SENTENCES]

- a. Receptionists can type very _____.
- b. Sloths move so _____.
- c. When I am in my bedroom I sing _____ to myself.
- d. My little brothers always play _____ in the garden.
- e. When I am held after school for misbehaving I think _____ about my future.
- f. I set my mother's breakable decorations down _____.
- g. Mohammed is smiling _____ at his friend.

Lesson Title: Types of Adverbs – Degree, Frequency	Theme: Grammar	
Lesson Number: L1-L138	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different types of adverbs and demonstrate understanding of their function in a sentence. 2. Identify different types of adverbs in a sentence. 3. Write sentences using different types of adverbs correctly. 	 Preparation <ol style="list-style-type: none"> 1. Write the questions on the board (see end of lesson). 2. Write the sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Have volunteers share examples of adverbs of manner. (Example answers: angrily, loudly, quietly)
2. Tell pupils that today's grammar lesson is on adverbs of degree and adverbs of frequency.

Teaching and Learning (18 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Discuss adverbs of frequency:
 - Adverbs of frequency tell how often something happens.
 - They are often used to discuss routines or repeated activities, so they are often used with the present simple tense.
 - They are a type of adverb of time.
 - Adverbs of frequency can be in 3 different positions in a sentence.
Examples:
 - **Sometimes** I eat breakfast.
 - I **sometimes** eat breakfast.
 - I eat breakfast **sometimes**.
 - There are 2 types of adverbs of frequency: definite and indefinite.
3. Explain definite adverbs of frequency:
 - They refer to a specific timeframe.
 - They include adverbs such as: weekly, daily, yearly.
4. Explain indefinite adverbs of frequency:
 - They do not refer to a specific timeframe.
 - They include adverbs such as: always, usually, frequently, often, commonly, sometimes, occasionally, rarely, seldom, hardly ever, never.
5. Invite volunteers to share their own example sentences using adverbs of frequency.

6. Introduce adverbs of degree:
- Adverbs of degree tell the intensity of something.
 - They are usually placed before the word they modify.
 - They include words like: extremely, quite, just, almost, very, too, enough, completely, hardly, firmly, nearly.
- Examples:
- This tea is **extremely** hot.
 - The boys were running **too** fast.
 - I have **almost** finished my homework.
 - Her book is **quite** long.
 - They were **just** leaving when the rest of the group arrived.
 - The class was **very** excited about their trip.
 - I think we have eaten **enough**.
7. Invite volunteers to share their own example sentences using adverbs of degree.
8. Explain to pupils that many adverbs of degree can also be other parts of speech, so it is important to carefully note the role they play in a sentence. To determine whether a word is an adverb of degree, tell pupils to ask themselves:
- Does it modify another word in the sentence?
 - Does it tell you the intensity or degree of something?
9. Discuss the usage of 'too' and 'very':
- 'Too' as an adverb meaning 'also' goes at the end of the phrase it modifies.
Examples:
 - I would like to play football **too**, if you will let me.
 - Can I go to the market **too**?
 - 'Too' meaning 'excessively' goes before the adjective or adverb it modifies.
Examples:
 - This tea is **too** hot.
 - I am not **too** short!
 - 'Very' goes before an adverb or adjective to make it stronger.
Examples:
 - The child was **very** beautiful.
 - We worked **very** slowly.
 - 'Very' discusses a fact, while 'too' suggests there is a problem.
Examples:
 - She speaks **very** quickly.
 - She speaks **too** quickly for me to understand.
 - It is **very** cold outside.
 - It is **too** cold outside to go for a walk.

Practice (18 minutes)

1. Have pupils work with seatmates and take turns asking and answering the questions on the board (see end of lesson).

2. Walk around class to make sure pupils are using adverbs of frequency correctly while speaking. Encourage them to ask their own original questions as well.
Example answers:
 - a. I hardly ever watch movies.
 - b. I always brush my teeth.
 - c. I frequently go to school.
 - d. I never go to the beach.
 - e. I always clean the house.
3. Draw pupils' attention to the sentences on the board (see end of lesson).
4. Ask pupils to add an appropriate adverb of degree to each sentence. Adverbs will vary but should make logical sense in the sentence.
5. Move around the class to make sure pupils are using the adverbs correctly in a sentence.
6. Check answers as a class.
Example answers:
 - a. They are **extremely** tired.
 - b. We played **very** badly.
 - c. That idea is **completely** silly.
 - d. It is **too** hot to play outside.
 - e. She **nearly** fell from that **very** tall tree.

Closing (1 minute)



1. For homework, have pupils do practice activity PHL1-L138 in the Pupils' Handbook.

[QUESTIONS]

- a. How often do you watch movies?
- b. How often do you brush your teeth?
- c. How often do you go to school?
- d. How often do you go to the beach?
- e. How often do you clean the house?

[SENTENCES]

- a. They are tired.
- b. We played badly.
- c. That idea is silly.
- d. It is hot to play outside.
- e. She fell from that very tall tree.

Lesson Title: Vocabulary Development: Collocations	Theme: Reading	
Lesson Number: L1-L139	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use context clues and inference to determine the meaning of collocations in a text. 2. Demonstrate understanding of collocations. 	 Preparation <ol style="list-style-type: none"> 1. Practice reading the text, 'Talk Like an Animal', aloud (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (3 minutes)

1. Read the following sentences aloud and ask volunteers to choose the most natural sounding sentence:
 - 'I make my homework' or 'I do my homework' (Answer: I do my homework)
 - 'On the other hand' or 'On the other hands' (Answer: On the other hand)
2. Tell pupils that in today's lesson they will learn about collocations.

Teaching and Learning (18 minutes)

1. Introduce collocations:
 - Collocations are expressions consisting of 2 or more words that often go together and sound natural to native speakers of a language.
 - There are no rules for why certain words sound natural together, so they can be challenging to learn and often require memorisation.
2. Discuss the features of collocation:
 - Collocations are words that occur together in speech and writing.
Examples:
 - We have a meal. (Correct) / We take a meal. (Incorrect)
 - He wasted time. (Correct) / He misused time. (Incorrect)
 - Collocations can be combinations of different parts of speech.
Examples:
 - adverb + adjective: fully aware
 - adjective + noun: strong coffee
 - verb + noun: save time
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
4. Discuss the following list of common collocations with the words 'make' and 'do':

Make

make the bed
make breakfast

Do

do the housework
do the shopping

make money	do a good job
make friends	do business
make up (resolve a problem)	do exercise
make a phone call	do well
make a speech	do the right thing
make plans	do your best
make a mistake	do a report

5. Invite volunteers to share any other examples they can think of that use 'make' or 'do'.
6. Read the first paragraph of the text aloud while pupils follow along in the Pupils' Handbook (see end of lesson).
7. Write the first 4 collocations in bold on the board and ask volunteers to explain the meanings of the collocations based on their use in the text.

Examples:

- Made my bed: Fixed the bed so it looked nice
- Sun was shining: Sun was bright and not covered
- Smiled to myself: Smiled with no one else around
- Headed off: Left for a place

Practice (18 minutes)

1. Ask pupils to work with seatmates and take turns reading the rest of the story aloud to one another.
2. As a class, discuss some of the more infrequently used collocations in the text. Ask volunteers to guess their meanings using context and inference.

Answers:

- All of a sudden: Out of nowhere
 - Batted its eyelashes: Blinked its eyelashes in a flirty way
 - Wore the shock on my face: Looked surprised so anyone could tell
 - Doubled over: Bent over at the waist
 - Caught her breath: Resumed breathing normally
 - Mulling over: Thinking deeply about
3. Ask pupils to answer the comprehension questions on the board in their exercise books (see end of lesson).
 4. Check answers as a class.

Example answers:

- a. When you walk through an area with a lot of trees, the leaves rub together, and it sounds like whispering.
- b. Some other ways of saying it are, 'That was a big fall' or 'That was an impressive fall'.
- c. She is laughing so hard at the story that she is completely bent over.
- d. There is no way to tell; the writer left it up to the reader to decide.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L139 in the Pupils' Handbook.

[TEXT]

Talk Like an Animal

Yesterday started off just like any other day. I had breakfast, **made my bed**, took out the trash and left the house. The **sun was shining**, and it was the perfect temperature outside. I **smiled to myself** and **headed off** to school. However, that is the last time things were normal.

I was making good time, so I decided to take the long road to school by going through the forest. I loved to listen to the **whisper of the wind** through the trees. I was just humming my favourite song when **all of a sudden**, I tripped! When I opened my eyes and dusted myself off, there was a **cute animal** with big brown eyes in front of me. It **batted its eyelashes** and smiled.

It looked like a cross between a rabbit and a bear. I did not feel scared at all because it was so fluffy and harmless-looking. Imagine my surprise, however, when it said, 'Wow, that was **quite a fall!** Are you okay?' I am sure I **wore the shock on my face** plainly. I replied, 'Um, yes. I am fine. Are you really talking to me right now?'



The animal giggled wildly and said, 'Of course animals talk! Humans usually do not stop long enough to listen! Have a great day!' And with that he hopped away.

I **jumped to my feet** and ran all the way to school. When I got there, I found my friend and quickly told her everything that happened. She stared at me wide-eyed, and then quickly **doubled over** laughing. When she **caught her breath** she said, 'Oh dear, I think you may have hit your head harder than you thought!'

I scowled at my friend, rubbing my head gently. She did not believe me! I knew what I saw! Or did I? I walked to class silently, **mulling over** if what I saw was real or not. I guess now I will never know.

[COMPREHENSION QUESTIONS]

- a. What do you think 'whisper of the wind' means?
- b. What are some other ways of saying 'that was quite a fall'?
- c. What impression is the author trying to give of the girl 'doubled over laughing'?
- d. Do you think the speaker saw the animal or not?

Lesson Title: Vocabulary Development: Collocations		Theme: Writing	
Lesson Number: L1-L140		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use collocations to express an idea. 2. Write a text using appropriate vocabulary and collocations. 		 Preparation <ol style="list-style-type: none"> 1. Write the sentences on the board (see end of lesson). 2. Write the collocations activity on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain collocations in their own words. (Example answer: words that go together naturally in a language)
2. Tell pupils that today's lesson will be focused on using collocations in writing.

Teaching and Learning (15 minutes)

1. Revise the features of collocations:
 - Collocations are words that occur together in speech and writing and sound correct to native speakers of a language.
 - They must be memorised or learned using context and inference, as there are no 'rules' for them.
Examples:
 - Go out of business. (Correct) / Get out of business. (Incorrect)
 - The leaves rustled. (Correct) / The leaves rubbed. (Incorrect)
 - They can be combinations of different parts of speech.
Examples:
 - noun + noun: a burst of energy (not 'an explosion of energy')
 - verb + adverb: cry hysterically (not 'cry crazily')
 - noun + verb: dog's bark (not dog's roar)
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Discuss the list of common collocations with 'come', 'go' and 'get':

Come

- come close
- come first
- come into view
- come prepared
- come to a standstill
- come to terms with

Go

- go bald
- go crazy
- go fishing
- go missing
- go on foot
- go out of business

Get

- get a job
- get angry
- get married
- get permission
- get ready
- get worried

4. Invite volunteers to share other examples of collocations with 'come', 'go' and 'get'.

Practice (21 minutes)

1. Draw pupils' attention to the sentences on the board (see end of lesson).
2. Ask pupils to use the 'come', 'go' and 'get' collocations list to complete the sentences in their exercise books. They should select the collocation that makes the most sense and, if needed, conjugate the verb.
3. Check answers as a class.

Answers:

- a. come prepared
 - b. getting a job
 - c. go bald
 - d. go on foot
 - e. came to a standstill
 - f. came into view
 - g. go fishing
4. Ask pupils to look at the 'make', 'pay', 'hold' collocations exercise on the board (see end of lesson).
 5. Have pupils work with seatmates to determine whether the words or phrases should be paired with 'make', 'pay' or 'have'. They should look at the words and choose the **best** collocation for each word, putting them in the correct column.
 6. Move around the class to make sure pupils are using the collocations correctly.
 7. Check answers as a class (see below).

Make	Pay	Hold
an attempt	a compliment	a conversation
changes	a visit	talks
a choice	attention	a meeting
a call		

8. Ask pupils to write an original sentence in their exercise books for each of the collocations.
9. Invite volunteers to share their sentences with the class.
Example answers:
 - a. I like to see my friend smile when I **pay her a compliment**.
 - b. She **made a choice** between playing football and netball this year.
 - c. The ministers **held talks** and decided to **make changes** to the policy.
 - d. My teacher is always telling us to **pay attention**.
 - e. I need to **make a call** to my grandfather and ask when I **can pay him a visit**.
 - f. The writer **made an attempt** to **hold a conversation** with the animal.
 - g. We **held a meeting** to discuss our class trip.

Closing (2 minutes)

1. For homework, have pupils do practice activity PHL1-L140 in the Pupils' Handbook.

[SENTENCES]

- a. I told her to _____ for the interview.
- b. When I graduate from school, I plan on _____.
- c. My dad is losing all his hair. He did not think he would _____ so soon.
- d. I do not have my bike today, so let's _____ to the store.
- e. Traffic _____ after the accident.
- f. I gasped at the beauty of the mountains when they _____.
- g. I did not want to _____.

[COLLOCATIONS ACTIVITY]

an attempt	a compliment	a conversation	a meeting
changes	a visit	talks	attention
a choice	a call		

Make	Pay	Hold

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