



**Free Quality
School
Education**

Ministry of
Basic and Senior
Secondary
Education

Lesson Plans for
Senior Secondary
*English
Language*

SSS
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Term
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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.

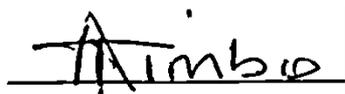
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give 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, appearing to read 'Alpha Osman Timbo', written over a horizontal line.

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

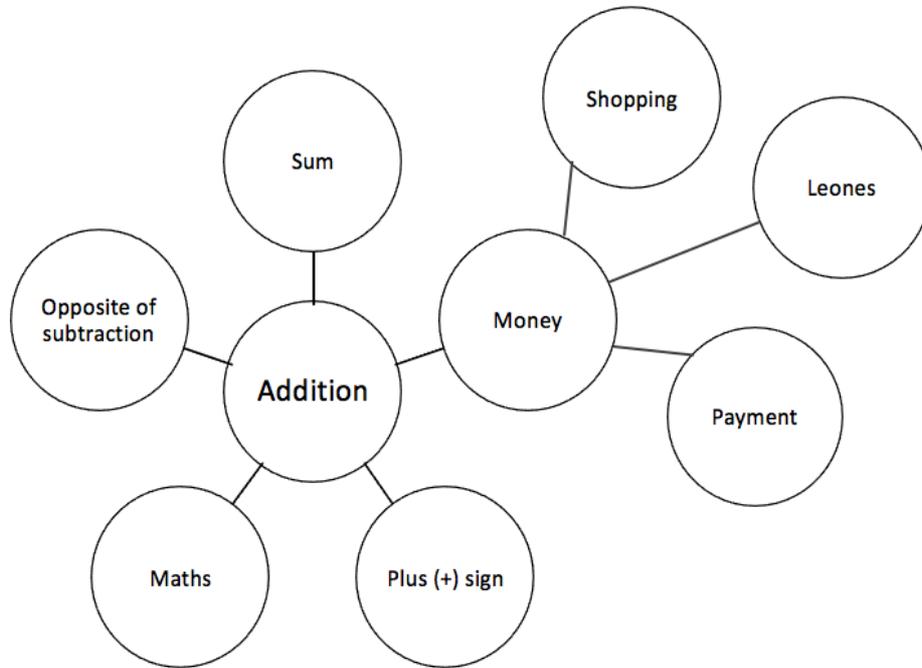
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior 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: Consonant Clusters	Theme: Listening and Speaking	
Lesson Number: L2-L097	Class: SSS 2	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 consonant clusters in words. 2. Identify and demonstrate understanding of consonant clusters in initial, medial and end position in words. 3. Identify consonant clusters in sentences. 	 Preparation Write the consonant cluster table on the board (see end of lesson).	

Opening (5 minutes)

1. Invite volunteers to explain consonant clusters in their own words. (Example answers: the sound of 2 or more consonants together; consonants together with no vowels between them)
2. Invite volunteers to name any consonant clusters they already know.
3. Tell pupils that in this lesson they will learn about consonant clusters.

Teaching and Learning (12 minutes)

1. Explain consonant clusters:
 - Consonant clusters are sounds made from 2 or more consonants together in a word with no vowel in between them.
 - Although consonant clusters can be in the initial, medial or end position of a word, some consonant clusters are only found in 1 or 2 of these positions, not all.
 - Sometimes, consonant clusters can be hard to pronounce. When reading them out, try to say the sounds together rather than separating them.
2. Draw pupils' attention to the table of consonant clusters with example words on the board (see end of lesson).
3. Read the list and example words to pupils, emphasising the sound of the consonant clusters. Have pupils repeat the words after you to practise their pronunciation.

Practice (18 minutes)

1. Have pupils copy the table on the board into their exercise books.
2. Ask pupils to work with seatmates to identify and write at least 2 more words with each of these consonant clusters in their exercise books.
3. Discuss answers as a class. Add some of pupils' answers to the table on the board.
Example answers:

- mp – camp, damp
 - rd – hard, herd
 - ld – child, wild
 - lp – pulp, scalp
 - rk – park, lurk
 - lt – felt, melt
 - lf – shelf, wolf
 - sw – swim, sweet
 - tw – twig, twelve
4. Have pupils repeat all the words in the table after you, focusing on correct pronunciation of the consonant clusters.
 5. Have pupils practise saying the following words aloud with seatmates:
 - stamp
 - guard
 - guilt
 - perk
 - wilt
 - golf
 - swine
 - twinge
 6. Ask pupils to write 5 sentences using as many of the consonant clusters as they can.
 7. Give them an example. Write the following sentence on the board: ‘The wild child helped an old bird at the park’.
 8. Invite a volunteer to come to the front and underline the consonant clusters from the lesson in the sentence. (Answer: The wild child helped an old bird at the park.)
 9. Move around the classroom to make sure pupils understand and are doing the activity.
 10. Have pupils exchange their exercise book with a seatmate. Ask them to identify the consonant clusters in each other’s sentences.
 11. Move around the classroom to check pupils’ work.

Closing (5 minutes)

1. Invite 2-3 volunteers to come to the front and write 1 of their sentences on the board. Have the rest of the class read the sentences aloud and identify the consonant clusters in them. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL2-097 in the Pupils’ Handbook.

[TABLE]

Consonant cluster	Example words
mp	tempo, lamp
rd	bird, card
ld	build, old
lp	help, gulp
rk	bark, work
lt	salt, tilt
lf	elf, self
sw	swan, swing
tw	twirl, entwine

Lesson Title: Comprehending a Listening Passage – Formal Letter	Theme: Listening	
Lesson Number: L2-L098	Class: SSS 2	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 listening text. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. 	 Preparation Practise reading the formal letter, 'Thank You for the Great-Heights Scholarship', aloud (see end of lesson).	

Opening (2 minutes)

1. Invite volunteers to explain a formal letter. (Example answers: written to authorities; complaint letters; letters of request; application letters)
2. Tell pupils that in this lesson they will listen to a formal letter being read.

Teaching and Learning (15 minutes)

1. Have pupils prepare themselves to listen to a formal letter. Have them close all books except an exercise book or a paper or to make notes.
2. Read aloud the sender's address, the receiver's address, the salutation and the subject of the letter (see end of lesson).
3. Read the entire letter aloud.
4. Ask pupils what the letter is about. (Answer: A student is thanking the Ministry of Education for a scholarship at the university level.)
5. Read aloud the first 2 paragraphs of the letter.
6. Summarise the paragraphs as a class.

Example:

The student thanks the minister for the scholarship and explains that her work is about changing laws that prevent women from owning land.

7. Write the word 'gratitude' on the board. Demonstrate how to identify its meaning based on context clues. (Context clue: thank you)

Write the definition of 'gratitude' on the board: The feeling of being thankful or grateful.

8. Invite volunteers to make a sentence using the word 'gratitude'.

Example: I have a lot of gratitude for my sister, who tutored me in Maths in high school.

Practice (18 minutes)

1. Read the third paragraph aloud to pupils.
2. Invite a volunteer to summarise the third paragraph of the letter.
Example:
The student explains that the scholarship will help her and her family financially and help her to save money for a master's course.
3. Invite volunteers to identify the meaning of 'financially' based on its usage in the letter. (Example answer: Related to money)
4. Invite a volunteer to make a sentence using 'financially'.
Example: The family is doing well financially and can afford to buy another car.
5. Read aloud the fourth and the fifth paragraph for pupils.
6. Invite a volunteer to summarise the fourth paragraph.
Example:
The student says that she will work hard to do justice to the scholarship and do well in the field of women and land laws. She thanks the minister again.
7. Read the whole letter aloud again with the subscript (sender's name and appointment) as well this time.
8. Invite volunteers to answer the following comprehension questions by raising their hand:
 - Who has Marie written?
Answer: The education minister
 - Why has Marie written this letter?
Answer: Marie has written this letter to thank the Ministry of Education for giving her the Great-Heights scholarship.
 - What are Marie's studies and research focused on?
Answer: They are focused on restrictions on women owning land.
 - Why does Marie need this scholarship?
Answer: Marie's family is a low-income family and the scholarship will make it easier for her to continue her studies.
 - What does Marie want to do with this scholarship?
Answer: Marie wants to study law further and work toward reforming laws that restrict women from owning land.

Closing (5 minutes)

1. As a class, discuss the letter using questions such as:
 - Do you think Marie was wise to write a thank you letter?
 - Was her letter well written?
 - What other information could Marie have included in her letter?
 - Who else might Marie want to thank?
2. For homework, have pupils do practice activity PHL2-L098 in the Pupils' Handbook.

[FORMAL LETTER]

145 Aberdeen Street
Freetown.
13th September, 2017.

The Education Minister
Ministry of Education
Freetown.

Dear Sir,

THANK YOU FOR THE GREAT-HEIGHTS SCHOLARSHIP

I am a law student at Freetown University and one of the five pupils to receive the Great-Heights Scholarship this year. I am writing with heartfelt gratitude to thank you for this scholarship.

As explained in my application, I have spent the past three years at university taking an active part in studying laws that restrict women from inheriting land in Sierra Leone and other countries worldwide. As part of this research and study, I have spoken to various lawmakers and law professors as well. In the future, I hope to raise awareness about how women can own land. Moreover, I hope to spark reform in laws that prevent women from owning land.

Many a time, my work has strained me financially and taken up a lot of my time also. This scholarship will ease the pressure on my low-income family to provide for my education. I can now save up to pay for a master's course in law as well. Truly, this is the kind of support I needed from the Sierra Leonean government to complete my education.

Thank you so much for choosing me among many able candidates. I will do justice to this scholarship by working even harder than before and ensuring that my work makes a mark in the field of women and land laws. This will also increase my merit when I apply to universities for post-graduation next year. I cannot thank you enough for this generosity.

I will duly update you about my progress in this work.

Yours faithfully,

(signature)

Marie Kamara,

Third-year law student, Freetown University.

Lesson Title: Reading Comprehension – Persuasive Essay		Theme: Reading	
Lesson Number: L2-L099		Class: SSS 2	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. Identify the features of a persuasive essay. 3. Summarise a text in their own words. 4. Infer meaning from a text. 5. Answer questions on a text. 		 Preparation <ol style="list-style-type: none"> 1. Practise reading the essay, 'Why Morality and Ethics Should be Taught in Schools', aloud (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to explain what it means to 'persuade' someone. (Example answers: convince someone; present your arguments to someone)
2. Tell pupils that in this lesson they will read a persuasive essay and answer questions on it.

Teaching and Learning (15 minutes)

1. Discuss the features of a persuasive essay:
 - Makes an argument and wants to convince the reader of something
 - Uses convincing language and vocabulary
 - Includes facts, statistics and examples
 - Features quotes and/or comments from experts
 - Is written in the first-person point of view
 - Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
 - Makes recommendations or gives solutions
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson. Draw their attention to the persuasive essay.
3. Read the title aloud: Why Morality and Ethics Should be Taught in Schools.
4. Invite pupils to make predictions about the essay based on the title. (Example answers: The essay will explain ethics and morality; it will discuss the issue of teaching ethics and morality in schools; the writer will try to convince readers that schools need to teach ethics and morality)
5. Discuss the meaning of ethics and morality:
 - Ethics: A system of moral principles that affect how people make decisions and live their lives
 Example: Salima is very hardworking and dedicated; she has a strong work ethic.

- Morality: Principles that distinguish between right and wrong or good and bad behaviour
6. Read the first paragraph aloud to pupils (see end of lesson).
 7. Summarise the first paragraph as a class.
Example:
The writer argues that it is important to introduce moral and ethical education in schools. Some educators say that it is challenging to introduce another subject in schools.
 8. Write the word 'morals' on the board. Demonstrate how to identify its meaning based on context clues. (Context clue: ethics; right and wrong)
Write the definition of 'morals' on the board: The principles and values of right and wrong behavior.
 9. Use 'morals' in a sentence. (Example: Citizens with good morals are more likely to help others.)

Practice (22 minutes)

1. Invite volunteers to read the second and third paragraphs aloud.
2. Invite another volunteer to summarise these paragraphs.
Example:
There was an incident in a school where one student assaulted another very badly and nobody named the culprit. Such ethics will cause children to grow up to become irresponsible people. Morality cannot be learnt only at home since families can also set bad examples. Teaching morality and ethics in schools will help pupils improve their families and neighbourhoods.
3. Have pupils identify the meaning of the word 'snitch' based on context clues.
4. Invite volunteers to share their answers.
Example answers:
 - Context clue: Tell on
 - Definition: Complain about someone
5. Invite a volunteer to use 'snitch' in a sentence. (Example: I snitched to my mother about my sister eating all the chocolates.)
6. Ask pupils to finish reading the essay independently.
7. Invite a volunteer to summarise the last 2 paragraphs.
Example:
Academics and thinkers from the best universities in the world argue that everyone is focused on getting children high scores and admission into colleges. But few are focused on developing caring and compassionate humans. Even people who are not poor engage in violence. This is the reason schools need to teach morality – to set pupils on the right path.
8. Have pupils copy the comprehension questions from the board into their exercise books (see end of lesson).
9. Have pupils answer the questions with seatmates.

10. Discuss answers as a class.

Answers:

- a. Education ministries argue that it is hard enough to improve students' English and Maths scores, let alone introduce another subject.
- b. The writer argues that even families set bad examples sometimes, through corruption, bribery and domestic violence.
- c. Parents care more about their children's scores in examinations and getting them admission into colleges.
- d. This essay is persuasive because the writer presents arguments to present his or her point of view on the topic.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L099 in the Pupils' Handbook.

[ESSAY]

Why Morality and Ethics Should be Taught in Schools

Many educators and thinkers globally are discussing whether it is important to integrate a moral and ethics curriculum in schools, given the increasing rate of crime, assault and intolerance around the world. However, education ministries and schools claim that a curriculum teaching right and wrong is challenging to implement as most schools are already struggling with teaching English and Maths skills. Nonetheless, this is a welcome discussion as introducing morality and ethics in schools is the need of the hour.

Let us look at the current situation: In a recent article in the Telegraph, there was an incident reported, where a senior secondary student physically assaulted another student, impairing his hearing and memory. What shocked some readers was that classmates refused to name the culprit of this heinous incident, saying that they would not snitch or tell on their friend. This culture of favouring one's friends in spite of their crimes is detrimental to society. If children get away with this, they will likely grow into the kind of adults that do not take responsibility for speaking out against wrongdoings.

Morality and ethics cannot be learned just at home. Many parents are extremely busy, and unfortunately, some families even set bad examples by themselves engaging in corruption, bribery, violation of tax laws and domestic violence. Moreover, parents are so worried about giving their children a secure career that they forget about making their children good human beings first. It is true that children learn most about the world from their parents, but the school is a second home. Some standard codes and principles on how to be kind, compassionate and responsible may in fact help improve the community bond in their homes and neighbourhoods. After all, children do have to grow up to interact with society.

Academics and thinkers in some of the world's best universities are actively developing curricula in which they emphasise the importance of teaching children how to care. Harvard University's (USA) 'Making Caring Common Project' by the Graduate School of Education argues that schools are now too focused on helping students score well in their examinations and get admission into colleges. But nobody is focused on giving the world more compassionate and caring human beings, who value humanity and equal rights. It is no surprise then that the average number of armed robberies and assaults by teenagers, even from middle-income families, is on the rise.

Given that the world is gravitating towards lawlessness and intolerance, schools are the one and only place that can set young people on the right path early in their lives. It is schools and education that can help children imbue good values and act in ways that are beneficial for society.

[COMPREHENSION QUESTIONS]

- a. Why are education ministries reluctant to introduce a moral and ethics curriculum in schools?
- b. Why does the writer think that families are not enough to teach morality to children?
- c. According to the fourth paragraph, what do parents care about in their children's education?
- d. Is this essay an example of a persuasive essay? How?

Lesson Title: Reading Comprehension – Persuasive Essay		Theme: Reading	
Lesson Number: L2-L100		Class: SSS 2	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. Identify the features of a persuasive essay. 3. Summarise a text in their own words. 4. Infer meaning from a text. 5. Answer questions on a text. 		 Preparation <ol style="list-style-type: none"> 1. Practise reading the essay, ‘Why the Death Penalty Should be Stopped’, aloud (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to identify some features of a persuasive essay. (Example answers: an essay that presents an argument; convinces the reader about something)
2. Quickly revise the features of a persuasive essay:
 - Makes an argument and wants to convince the reader of something
 - Uses convincing language and vocabulary
 - Includes facts, statistics and examples
 - Features quotes and/or comments from experts
 - Is written in the first-person point of view
 - Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
 - Makes recommendations or gives solutions
3. Tell pupils that in this lesson they will read a persuasive essay.

Teaching and Learning (14 minutes)

1. Have pupils open the Pupils’ Handbook at the page that corresponds with the lesson and draw their attention to the persuasive essay.
2. Explain ‘death penalty’ to pupils: The punishment that governments give criminals by sentencing them to death.
3. Explain ‘abolish’ to pupils: To formally put a stop to something
4. Read the title aloud: Why the Death Penalty Should be Abolished.
5. Invite pupils to make predictions about the essay based on the title. (Examples: it will try to convince the reader that nobody should use the death penalty; it will discuss the disadvantages of the death penalty; it will say where the death penalty is used)
6. Read the first paragraph aloud (see end of lesson).
7. Summarise the first paragraph as a class.
 Example:
 The writer explains that only fifty countries still have the death penalty. The writer states that the death penalty is an illogical and outdated practice and it is good that President Koroma stopped it.

8. Write the word 'penalty' on the board. Demonstrate how to identify its meaning based on context clues. (Context clue: punishment)
Write the definition for 'penalty' on the board: Punishment for breaking a rule or law.
9. Invite volunteers to use 'penalty' in a sentence. (Example: The penalty for missing a class is extra homework.)
10. Ask pupils to identify what the writer wants to persuade the reader of.
Answer: The writer wants to persuade the reader that the death penalty is bad and no government should use it.

Practice (18 minutes)

1. Invite a volunteer to read the second and third paragraphs aloud while the rest of the class follows along in the Pupils' Handbook.
2. Invite another volunteer to summarise these paragraphs.
Example:
The writer says that the death penalty is a barbaric and violent practice. Instead, there should be reform and rehabilitation of criminals. Also, the justice system makes mistakes and people should not be given the death sentence if there can be such mistakes.
3. Have pupils identify the meaning of the word 'overruled' based on context clues.
4. Invite volunteers to share their answers.
Example answers:
 - Context clue: revised; reversed
 - Definition: To be reversed or rejected by a court
5. Invite a volunteer to use 'overruled' in a sentence.
Example: The manager's decision to forgive his employee was overruled by the director of the company.
6. Have pupils read the rest of the essay independently.
7. Invite a volunteer to summarise the last 2 paragraphs.
Example:
The writer further argues that murderers should not be punished with murder, just as rapists are not punished with rape. That would be illogical. In the 21st century, there are better and more humane ways of punishing people.
8. Have pupils copy the comprehension questions from the board into their exercise books (see end of lesson).
9. Ask pupils to answer the questions with seatmates.
10. Discuss answers as a class.
Answers:
 - a. It means that the justice system and the government act like God, deciding who gets to live and who does not.
 - b. The writer says that the justice system could make a wrong decision and after they give a death penalty, it cannot be reversed.
 - c. The death penalty is illogical because murders should not be punished by more murders.

Closing (5 minutes)

1. Discuss the death penalty with pupils using the following questions:
 - a. Where do you think the death penalty is used?
 - b. Why would governments use the death penalty?
 - c. What are the benefits and disadvantage to the death penalty?
2. For homework, have pupils do practice activity PHL2-L100 in the Pupils' Handbook.

[ESSAY]

Why the Death Penalty Should be Abolished

Around the world, there are only about fifty countries that still have the death penalty. Only four industrialised countries still punish people by death – the United States, Japan, Singapore and Taiwan. In 2014, Sierra Leone's President Koroma said that the death penalty would change to life imprisonment. This is a progressive move as the death penalty is an outdated, unfair and illogical concept which needs to be replaced by another punishment.

Firstly, the idea of playing God and deciding that somebody's crime deserves that their life to be taken away is barbaric. Rulers and dictators used this method as a substitute for real reform and rehabilitation. In this day and age, killing someone, even legally, is a lazy form of helping society. Besides, after numerous studies, researchers have not found any evidence that the death penalty prevents murders. If anything, setting an example of violence only breeds further violence.

Whether one finds it barbaric or not, one must agree that justice can make mistakes and often does. This is why decisions are overruled and revised by higher courts. Death is final. This is a punishment that cannot be reversed or compensated for. There have been numerous cases globally where executed and hanged criminals were found to be not guilty of the crime after they had already received the death penalty.

Even the logic behind the death penalty is absent. If rapists are not punished with rape, and robbers and not penalised with robbery in their homes, then why are murderers punished with death? There is no doubt that murder is an unpardonable and a horrible crime, but who gives the judicial system the right to inflict upon someone what they themselves have said is illegal?

In the 21st century, there is no place for a practice that was rampant in the dark middle ages. We have entered the era of global discussions and human rights. These should guide us in finding more effective measures of correcting human behaviour.

[COMPREHENSION QUESTIONS]

- a. What does the writer mean by 'playing God' in the second paragraph?
- b. What is the writer's main idea or argument in the third paragraph?
- c. Why does the writer say that the death penalty is illogical?

Lesson Title: Interjections		Theme: Grammar	
Lesson Number: L2-L101		Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define interjections and demonstrate understanding of their function in a sentence. 2. Identify interjections in a sentence. 3. Write sentences using interjections correctly. 		 Preparation Write the fill-in-the-blanks activity on the board (see end of lesson).	

Opening (5 minutes)

1. Invite volunteers to recall, from the lesson on parts of speech, what interjections are, with examples. (Example answers: exclamations, emotions; Wow! Oh no!)
2. Have pupils name the interjections they know and write them on the board.
3. Tell pupils that in this lesson they will practise using interjections.

Teaching and Learning (15 minutes)

1. Discuss interjections:
 - An interjection is a word or a group of words that shows direct emotion.
 - They do not affect the grammatical structure of the rest of the sentence.
Examples:
 - **Wow!** What a beautiful flower that is.
 - We lost the match. **Oh no!**
 - **Oh heavens!** It has started raining cats and dogs.
2. Tell pupils that interjections are not the same as exclamatory sentences.
Examples that are **not** interjections:
 - You had better not wear that summer dress when it is so windy outside!
 - Come over here right now!
 - The basket of fruits has fallen down!
3. Discuss where interjections can appear in a sentence:
 - At the beginning
Example: **Oh no!** My food fell down.
 - In the middle
Example: In my opinion, **by god**, you have done a remarkable job!
 - At the end
Example: So, you quit your job, **huh?**
 - As a standalone sentence
Example: **Oh lord!** We are so late!
4. Write the following on the board:
 - _____! What a beautiful garden!

5. Invite volunteers to suggest interjections to fill in the blank.

Examples:

- **Wow!** What a beautiful garden!
- **Oh my!** What a beautiful garden!

Practice (17 minutes)

1. Have pupils copy the fill-in-the-blank activity from the board into their exercise books (see end of lesson).
2. Have pupils complete the sentences using interjections from the word bank.
3. Discuss answers as a class. (Answers: a. I swear b. oh my c. yay d. hip hip hurrah e. oh well f. my goodness g. boo h. oops i. congratulations j. yuck)
4. Have pupils write 5 sentences, leaving a blank space for an appropriate interjection. They can look at the fill-in-the-blanks activity on the board for guidance.
5. Move around the classroom to make sure pupils understand and are doing the task correctly.
6. Have pupils exchange exercise books with seatmates. Instruct them to complete another's sentence by filling in the blanks with an interjection.
7. Walk around and check pupils' work.

Closing (3 minutes)

1. Invite volunteers to read the completed sentences aloud.
2. For homework, have pupils do practice activity PHL2-L101 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS]

Word Bank

boo	congratulations	yay	I swear	my goodness
oh well	oh my	yuck	hip hip hurrah	oops

- a. I kept your money carefully, _____, I did!
- b. _____! That is a lovely dress you are wearing.
- c. _____! We won the match!
- d. Three cheers for our winning team – _____!
- e. _____, I suppose all good things must come to an end.
- f. This poem is so well-written, _____, I cannot believe it!
- g. '_____!' little Amy scared her brother.
- h. _____, you spilled something on your shirt!
- i. _____! I heard you got married.
- j. Is that a cockroach in the kitchen? _____!

Lesson Title: Using Conjunctions, Prepositions and Interjections to Improve Sentence Quality	Theme: Grammar	
Lesson Number: L2-L102	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define interjections, conjunctions and prepositions and demonstrate understanding of their function in a sentence. 2. Identify interjections, conjunctions and prepositions in a sentence. 3. Modify sentences to include interjections, conjunctions and prepositions. 	 Preparation Write the fill-in-the-blanks activity on the board (see end of lesson).	

Opening (5 minutes)

1. Invite volunteers to explain conjunctions, prepositions and interjections in their own words. (Example answers: conjunctions connect words, phrases or sentences; prepositions show the relationship between nouns/pronouns and other words in a sentence; interjections show emotion)
2. Have pupils give examples of conjunctions, prepositions and interjections.
3. Tell pupils that in this lesson, they will practise using conjunctions, prepositions and interjections to improve their writing.

Teaching and Learning (15 minutes)

1. Revise interjections:
 - An interjection is a word or a group of words that shows emotion.
 - They do not affect the grammatical structure of the rest of the sentence.
Examples:
 - **Wow!** What a beautiful flower that is.
 - We lost the match. **Oh no!**
2. Revise prepositions:
 - Prepositions are words that show the relationship of nouns and pronouns to other words in a sentence.
Examples:
 - I will walk **from** home **to** school.
 - I came **to** the party **because of** you.
3. Revise conjunctions:
 - Conjunctions are words that join and connect words, phrases or sentences.
Examples:
 - I went to the shop **but** did not find the vegetables.

- He ran the marathon **despite** his illness.
4. Tell pupils that interjections, prepositions and conjunctions all help in connecting words, phrases, clauses and sentences and making them meaningful.
 5. Write the following sentences on the board:
I have spilled milk on the table. I will have to clean it. It has been wasted.
 6. Demonstrate how to improve the sentence using interjections, conjunctions and prepositions. Write the modified version of the sentences on the board (see below).
Oh no! I have spilled milk **all over** the table. **Not only** will I have to clean it, **but** it has **also** been wasted.

Practice (20 minutes)

1. Have pupils copy the fill-in-the-blanks activity from the board into their exercise books (see end of lesson).
2. Check that pupils are familiar with all of the interjections in the word bank. If they are not, explain them.
3. Instruct pupils to work with seatmates to fill in the blanks with appropriate conjunctions, prepositions and interjections from the word bank.
4. Discuss answers as a class.

Answers:

- a. If you want dessert, then you must finish your meal.
 - b. I kept my book on the table, but I cannot find it now.
 - c. Bingo! I have managed to solve this puzzle in the newspaper.
 - d. From dusk to dawn, the labourers worked hard.
 - e. She was very bad at Maths. Nevertheless, she worked hard to gain admission into the university of her choice.
 - f. The pros and cons of choosing an artistic career are given below.
 - g. I have only one chocolate, but we can distribute it among ourselves.
 - h. Oh! You missed your train even though you left on time?
5. Ask pupils to write their own fill-in-the-blanks activity, using the activity on the board as an example. They should write 5 sentences for completion and a word bank containing the 5 answers.
 6. Move around the classroom to make sure pupils understand and are doing the activity correctly.
 7. Have pupils exchange exercise books with a partner and complete their partner's sentences using the words from the word bank provided.
 8. Walk around the classroom to check pupils' work.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L102 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS]

Word Bank

on	bingo	even though	from	into	but	below
at	and	if ... then	nevertheless	but	oh	among

- a. _____ you want dessert, _____ you must finish your meal.
- b. I kept my book _____ the table _____ I cannot find it now.
- c. _____! I have managed to solve this puzzle in the newspaper.
- d. _____ dusk to dawn, the labourers worked hard.
- e. She was very bad _____ Maths. _____, she worked hard to gain admission _____ the university of her choice.
- f. The pros _____ cons of choosing an artistic career are given _____.
- g. I have only one chocolate, _____ we can distribute it _____ ourselves.
- h. _____! You missed your train _____ you left on time?

Lesson Title: Using Conjunctions, Prepositions and Interjections to Improve Sentence Quality	Theme: Grammar	
Lesson Number: L2-L103	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define interjections, conjunctions and prepositions and demonstrate understanding of their function in a sentence. 2. Improve upon a text through the use of conjunctions, prepositions and interjections. 	 Preparation Write the text for written practice on the board (see end of lesson).	

Opening (4 minutes)

1. Write the following sentence on the board and invite volunteers to identify the conjunction, prepositions and interjection in it:
Alas! The leader of the nation has died. But his spirit will live forever with us.
(Answer: Alas – interjection; of – preposition; But – conjunction; with – preposition)
2. Tell pupils that in this lesson they will practise using conjunctions, prepositions and interjections to improve a text.

Teaching and Learning (14 minutes)

1. Revise interjections:
 - An interjection is a word or a group of words that shows emotion.
 - They do not affect the grammatical structure of the rest of the sentence.
Examples:
 - **Oh gosh!** What a horrible accident!
 - **Hurrah!** We won the competition.
2. Have pupils give examples of interjections and write them on the board.
3. Revise prepositions:
 - Prepositions are words that show the relationship of nouns and pronouns to other words in a sentence.
Examples:
 - We can discuss the matter **among** ourselves.
 - **Due to** his injury, he could not play.
4. Have pupils give examples of prepositions and write them on the board.
5. Revise conjunctions:
 - Conjunctions are words that join and connect words, phrases or sentences.
Examples:
 - I went to shop; **however**, they did not have any fresh vegetables.

- **Whether** you score well **or** not depends on how hard you work.
- 6. Have pupils give examples of interjections and write them on the board.
- 7. Write the following paragraph on the board:
Bravo! The man had driven the car straight onto the store. They were about to call the police and discovered that the man had had a heart attack. They called an ambulance first.
- 8. Demonstrate how to use prepositions, conjunctions and interjections to improve the paragraph, and correct any errors in it:
Good grief! The man had driven the car straight **into** the store. They were about to call the police **but** discovered that the man had had a heart attack. **So**, they called an ambulance first.
- 9. Remind pupils that they can decide the appropriate conjunction, preposition or interjection based on the context and meaning of the text.

Practice (18 minutes)

1. Have pupils copy the text on the board into their exercise books (see end of lesson).
2. Have pupils work with seatmates to fill in, correct and modify the text with appropriate prepositions, conjunctions and interjections.
3. Discuss answers as a class.

Answers:

One night, as Wolf was out looking for something **to** eat, he met a house dog. 'Oh **wow/my!** You are looking very well, Cousin', said Wolf. 'Here I am, near starvation, **but/while** you are clearly well-fed. What is your secret?'

'**No**, there is no secret', said Dog. 'I simply have a wonderful job. I guard my master's house and keep **out** any thieves. In return, he treats me very well'.

'Lucky for you! **If** only I had it so easy. For me, life is a constant struggle'.

'But you can have this grand life, too', said Dog. 'Just travel with me to my master's house and help me keep the thieves away'.

'Happily', said Wolf. 'I'd love to have a belly full **of** food for a change'.

While/As they were trotting along together, Wolf spotted a mark **on** Dog's neck. Curious, he asked what had caused it.

'Well, that's nothing much', replied Dog. 'Perhaps my collar was a little tight'.

4. Have pupils write a short paragraph of 3-5 sentences using interjections, conjunctions and prepositions to make it interesting.
5. Move around the classroom to check that pupils are using the 3 parts of speech correctly.

Closing (4 minutes)

1. Invite volunteers to read their paragraph aloud. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL2-L103 in the Pupils' Handbook.

[TEXT FOR WRITTEN PRACTICE]

The Dog and the Wolf¹

One night, as Wolf was out looking for something for eat, he met a house dog. 'Oh no! You are looking very well, Cousin', said Wolf. 'Here I am, near starvation, along with you are clearly well-fed. What is your secret?'

'Yes, there is no secret', said Dog. 'I simply have a wonderful job. I guard my master's house and keep outdoors any thieves. In return, he treats me very well'.

'Lucky for you! Whether only I had it so easy. _____ me, life is a constant struggle'.

'But you can have this grand life, too', said Dog. 'Just travel _____ me to my master's house and help me keep the thieves away'.

'Happily', said Wolf. 'I'd love to have a belly full with food for a change'.

During they were trotting along together, Wolf spotted a mark at Dog's neck. Curious, he asked what had caused it.

'_____, that's nothing much', replied Dog. 'Perhaps my collar was a little tight'.

¹The Dog and the Wolf' by Aesop (n.d.) is in the public domain.

Lesson Title: Reading Skills Development: Using the Dictionary		Theme: Reading	
Lesson Number: L2-L104		Class: SSS 2	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 text and use a dictionary to determine their meaning. 3. Use a dictionary to develop reading skills. 		 Preparation <ol style="list-style-type: none"> 1. Practise reading the passage, 'The Open Window', aloud (see end of lesson). 2. Have pupils bring dictionaries to class if possible. 	

Opening (3 minutes)

1. Discuss 'dictionary' with pupils using the following questions:
 - What is a dictionary? (Example answers: a book of words; meanings; tells pronunciations)
 - How can a dictionary help you? (Example answers: look up new words; find new words to improve your writing)
2. Tell pupils that in this lesson they will read an expository essay and answer questions on it.

Teaching and Learning (16 minutes)

1. Define dictionary:
 - A book that contains the words in a given language, their meanings, which parts of speech they belong to and their pronunciation.
 - The words are usually arranged in alphabetical order from A-Z.
 - It also often contains synonyms and antonyms for words.
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 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. Write the 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
4. Explain to pupils that often, when using a dictionary to look up a new word, they will find that it has more than one meaning. If they are not sure which one is correct, first read all the meanings and find the one that makes most sense for the context in which they found the word.
 5. If there are dictionaries available, distribute them to pupils.
 6. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson. Draw their attention to the reading passage.
 7. Explain to pupils that the passage includes many new words and they will use a dictionary to help understand the text.
 8. Read the first 2 paragraphs of the passage aloud (see end of lesson).
 9. Summarise the paragraphs for pupils.

Example:

Mr Nuttel is at someone's house. The niece says that her aunt will come presently. Mr Nuttel wonders what to say to the niece. He is doubting if these visits to strangers would help his nerves.

10. Write the word 'presently' on the board. Demonstrate how to identify its meaning from the dictionary, step-by-step:
 - 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 'pr'.
 - Since 'r' comes after 'o', 'presently' should come after any word that starts with 'po'.
 - Note that no words start with 'pp' or 'pq'.
 - After finding the list of words that start with 'pr', look for the list of words starting with 'pre'.
 - Since 'e' comes after 'a', this list will be after words that start with 'pra'.
 - In this way, find the word 'presently' in the dictionary, between 'presentism' and 'presentment'.
11. Read aloud the meaning of 'presently' from the dictionary to pupils. Also read out what part of speech it is, as per the dictionary:

Example answer:

 - Presently (Adverb): After a short time; soon; at the present time; now
12. Choose which of these meanings is correct based on the context of the reading passage. (Answer: soon; after a short time)
13. Use 'presently' in a sentence. (Example: I will find more words in the dictionary presently.)

14. Write the word 'self-possessed' on the board. Have pupils open their dictionaries to words starting with 'self'.
15. Have the first pupil to locate 'self-possessed' in the dictionary, raise their hand and name which part of speech it belongs to. (Answer: adjective)
16. Invite another volunteer to read the meaning of the term aloud from the dictionary. (Example answer: calm, confident and in control of one's feelings)
17. Invite another volunteer to make a sentence with 'self-possessed'. (Example: A self-possessed person is more likely to do well in a job interview.)

Practice (20 minutes)

1. Instruct pupils to read the rest of the passage and discuss it with seatmates. Tell them to pay attention to the vocabulary in the passage.
2. Have pupils look up the bolded words in the 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 of the words
3. Discuss answers as a class.

Answers:

- To migrate (verb): To move to a new area to live or work
Example sentence: Many people from Morocco migrate to France for employment.
- Retreat (noun): A quiet or secluded place
Example sentence: I have decided to find peace by meditating at a retreat.
- To mope (verb): To feel dejected and apathetic
Example sentence: The pupil was moping after performing badly on his examination.
- Introduction (noun): The action of presenting
Example sentence: I will have to make an introduction between my fiancé and my mother when they meet for the first time.
- Division (noun): Each of the parts into which something is divided
Example sentence: The office had three divisions: administration, finance and management.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L104 in the Pupils' Handbook.

[READING PASSAGE]

The Open Window¹

By Saki

'My aunt will be down **presently**, Mr Nuttel', said a very self-**possessed** young lady of fifteen; 'in the **meantime**, you must try and put up with me'.

Framton Nuttel **endeavoured** to say something appropriate which should **flatter** the niece without **discounting** the aunt that was to come. Privately, he **doubted** if these formal visits on a **succession** of total strangers would do much towards helping the nerve **cure** which he was supposed to be undergoing.

'I know how it will be', his sister had said when he was preparing to **migrate** to this rural **retreat**; 'you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from **moping**. I shall just give you letters of **introduction** to all the people I know there. Some of them, as far as I can remember, were quite nice'. Framton wondered whether Mrs Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice **division**.

¹ 'The Open Window' by Saki (1914) is in the public domain.

Lesson Title: Informal Letter (persuasive)	Theme: Writing	
Lesson Number: L2-L105	Class: SSS 2	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 an informal letter. 2. Identify the format of an informal letter. 3. Distinguish between different types of informal letters. 4. Use an outline to draft an informal letter. 	 Preparation Write the blank outline of the informal letter on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to identify the features of an informal letter. (Example answers: written to a family member or friend; uses informal language)
2. Tell pupils that in this lesson they will write a persuasive informal letter.

Teaching and Learning (17 minutes)

1. As a class, discuss the features of a persuasive text:
 - It must have arguments for or against a topic.
 - There should be reasons or evidence to support the arguments.
 - There should be at least 2 arguments presented logically.
2. Invite volunteers to give examples of when one might need to write a persuasive letter. (Example answers: to ask for help; to ask for forgiveness; to ask someone to take action)
3. Define an informal letter:
 - An informal letter is a letter written to a friend, family member or close relative for personal reasons.
 - It can be written to 2 types of people:
 - A friend, a colleague or a sibling: It has a casual tone and can use very informal language.
 - An elder member of the family or a close friend who is much older: It still employs informal language, but it is not too casual. There is reverence and respect in the tone.
4. Tell pupils that the topic of today's informal letter is: 'Persuade your friend to transfer to your school'.
5. Revise the format of an informal letter using the outline on the board (see end of lesson).
6. Have pupils copy the outline into their exercise books.

7. Demonstrate how to fill the outline of a persuasive informal letter on the board with main ideas:

<u>135 Aberdeen Street,</u> <u>Freetown.</u>
<u>2nd October, 2017</u>
Greeting: <u>Dearest Amad,</u>
Opening: <u>I am writing to convince you to transfer to my school.</u>
Body
<ul style="list-style-type: none">• Main Idea 1: <u>My school has a better teacher-student ratio. The quality of education is therefore better.</u>• Main Idea 2: <u>My school has excellent counsellors and teachers who give good advice about careers and help with college applications.</u>• Main Idea 3: <u>The peers and colleagues are more focused and disciplined. They are also very talented and active.</u>
Closing: <u>You will not regret this decision.</u>
<u>Yours sincerely,</u> <u>Yaema</u>

Practice (19 minutes)

1. Tell pupils that they are going to write their own letter on the topic: 'Persuade your friend to transfer to your school'.
2. Have pupils use the informal letter outline to organise their ideas for the letter in their exercise books.
3. Remind pupils to fill in the date, their address and a salutation as well.
4. Ask pupils to discuss their ideas with seatmates.
5. Invite volunteers to share their points of persuasion with the class.

Example answers:

- My school is closer to your house and has many pupils from your neighbourhood.
- Pupils in my school have always scored well in examinations.

Closing (1 minute)

1. Tell pupils that they will continue writing the letter in the next lesson.
2. For homework, have pupils do practice activity PHL2-L105 in the Pupils' Handbook.

[OUTLINE OF AN INFORMAL LETTER]

	<u>Your address</u> _____, _____.
	<u>Date</u> _____
Greeting:	<u>(Dear, Dearest, Dear Mr/Ms),</u>
Opening:	_____.
Body	
• Main idea 1:	_____.
• Main idea 2:	_____.
• Main idea 3:	_____.
Closing:	_____.
	<u>Yours sincerely,</u> <u>Your name</u>

Lesson Title: Informal Letter (persuasive)	Theme: Writing	
Lesson Number: L2-L106	Class: SSS 2	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 letter demonstrating correct usage of the features of an informal letter. 2. Use appropriate and relevant vocabulary when writing an informal letter. 3. Write a letter with correct grammar and spelling. 	 Preparation Practise reading the example letter aloud (see end of lesson).	

Opening (3 minutes)

1. Ask pupils to name the main features of a persuasive text. (Example answers: uses persuasive language; written to convince someone)
2. Tell pupils that in this lesson they will finish writing their informal persuasive letters.

Teaching and Learning (12 minutes)

1. Have pupils open their exercise books to their completed outlines of an informal letter.
2. Revise the main components of an informal letter:
 - Sender's address and date
 - Greeting
 - Opening paragraph:
 - Asking after your friend and explaining why you are writing
 - Body:
 - At least 2 main points to persuade your friend to transfer to your school with reasons.
 - Closing:
 - Summarise the reason for writing and wish them well.
 - Subscript
 - Name
3. Discuss persuasive words and phrases pupils can use to link their main ideas. Write some examples on the board.
Examples:
 - I truly believe that you will benefit from ...
 - It is a fact that ...
 - Let me tell you why you should ...

- I am certain that ...
 - Others will agree that ...
 - Without a doubt ...
 - It seems to me that ...
4. Read the example letter to pupils (see end of lesson).

Practice (20 minutes)

1. Ask pupils to use their outline to write their letter on the topic: 'Persuade your friend to transfer to your school'.
2. Remind pupils to write their letters with correct structure, grammar and spelling.
3. Move around the classroom and check pupils' work as they write.
4. Ask pupils to share their letters with seatmates.

Closing (5 minutes)

1. Invite volunteers to read their letters aloud to the class. Correct mistakes as needed.
2. Ask the rest of the class to identify the persuasive arguments in the letters.
3. For homework, have pupils do practice activity PHL2-L106 in the Pupils' Handbook.

[EXAMPLE LETTER]

135 Aberdeen Street,
Freetown.

2nd October, 2017

Dearest Amad,

I was happy to hear from your mother that you are planning on transferring to another school. I must do my best to convince you that my school, Freetown Public School, is the best option for you.

The teacher-pupil ratio at my school is much better than at yours. In fact, it is one of the best in the country. We have only thirty pupils per teacher, as opposed to the sixty pupils in your class. We are able to study better, with less noise and more attention from the teacher. This has helped me perform better in my examinations.

Speaking of examinations, at Freetown Public, we get lots of practice and mock tests. Teachers do their very best to give us strategies to answer questions efficiently in examinations and score well. Pupils from our school have consistently topped WAEC examinations for seven years now.

The teachers at Freetown Public are truly hardworking and devoted to helping us do well in life. My teacher has been helping us all decide which universities we should consider applying to, or in which field our aptitude lies. We also have a career counsellor who gives advice on how to take the next steps toward our future.

I have known you since my childhood and I know for a fact that you are bright and hardworking. You deserve to be among such peers and in an environment that helps you reach your maximum potential. This would be the perfect choice for you as it is also close to your house. Oh Amad! What fun we would have here together! Please do transfer here! I will easily help you make new friends.

Yours sincerely,
Yaema.

Lesson Title: Vocabulary Development: Homonyms	Theme: Reading	
Lesson Number: L2-L107	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define homonyms and demonstrate understanding of their function in a sentence. 2. Identify homonyms of selected words. 3. Use context clues and inference to determine the correct homonyms in a text. 	 Preparation Write the passage, 'A Principal's Plan', on the board and practise reading it aloud (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain the meaning of 'bark' in the following sentences:
 - The dog barked at the cat.
 - The bark of the old tree was peeling off.
2. Tell pupils that 'bark' has a different meaning in both of these sentences. Words like these are called 'homonyms'.
3. Tell pupils that in this lesson, they will learn about homonyms.

Teaching and Learning (14 minutes)

1. Discuss homonyms:
 - Homonyms are words that are spelt or sound the same but have different meanings.
 - They can belong to any of the 8 parts of speech.
 Examples:
 - 'Ring' as a verb – I will **ring** you up on the phone.
 - 'Ring' as a noun – The groom presented his new wife with a silver **ring**.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Discuss some other examples of homonyms with pupils:

Word	Sentence	Homonym	Sentence
seal (noun)	The seal swam in the water.	to seal (verb)	You need to seal the envelope.
right (adjective)	The right thing to do is to admit your mistake.	right (noun)	After the intersection, take a right.
wave (noun)	The sea waves were gigantic yesterday.	to wave (verb)	I always wave my father goodbye when he leaves.

to trip (verb)	Be careful; you may trip over the wire.	trip (noun)	Next summer, we will make a trip to the beach.
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4. Read the first line of the paragraph aloud to pupils (see end of lesson). Have pupils follow along in the Pupils' Handbook.
5. Identify the meaning of 'address' based on context clues:
 - Context clue: gathering
 - Definition: To speak or write to someone on a topic
 - Part of speech: verb
6. Use 'address' in a sentence. (Example: I addressed my concerns to the teacher.)
7. Invite volunteers to identify the meaning of the other 'address' (the homonym) and use it in a sentence.
Answer: The details of where a person lives.
Example sentence: My contact details and address are written on my identity card.

Practice (20 minutes)

1. Invite a volunteer to read the rest of the paragraph aloud.
2. Have pupils summarise the paragraph with their seatmates.
3. Invite a volunteer to share their summary with the class.
Example:
The principal has planned a new system to make pupils more punctual. He or she will reward those who keep time and fine those who are repeatedly late. The principal hopes that pupils will take on this challenge enthusiastically.
4. Have pupils identify the meanings of the following words as they are used in the passage and identify whether they are nouns, verbs or adjectives:
 - watch
 - plan
 - set
 - fine
 - tire
5. Discuss answers as a class.
Answers:
 - Watch (verb): To observe something
 - Plan (verb): To organise something
 - Set (verb): To establish something in its place
 - Fine (noun): A punishment in the form of money
 - Tire (verb): To get bored with
6. Tell pupils that these words are homonyms. Have pupils identify the other meanings of these words with seatmates.
7. Discuss answers as a class.
Answers:
 - Watch (noun): A small clock, usually worn on the wrist

- Plan (noun): A ploy or strategy
 - Set (noun): The place where actors act; a combination or group of things
 - Fine (adjective): In okay or good condition
 - Tire (noun): The wheels of a vehicle
8. Have pupils write 3 sentences that include a pair of homonyms in their exercise books. Write the following example on the board and underline the homonyms:
The wave was so high that I became scared so I decided to wave at the lifeguard to help me.
 9. Move around the classroom to check that pupils are using the homonyms correctly.

Closing (3 minutes)

1. Invite volunteers to share other homonyms they know. (Example answers: park, light, show, sign)
2. For homework, have pupils do practice activity PHL2-L107 in the Pupils' Handbook.

[READING PASSAGE]

A Principal's Plan

Next week, during the morning gathering, I intend to **address** my pupils on the importance of punctuality and following a timetable. Pupils must understand how to observe their routine and **watch** how much time they take for different tasks. This will help them **plan** their day better. Moreover, I will **set** up a reward system for those who are timely. Pupils who are always punctual in coming to school and submitting assignments will receive extra credit. On the other hand, pupils doing the opposite may have to pay a small **fine** after three warnings. This fine will not be money, but doing extra tasks to help in the school. Hopefully, pupils will not **tire** of this system too soon and will take up this challenge enthusiastically.

Lesson Title: Vocabulary Development: Homonyms	Theme: Writing	
Lesson Number: L2-L108	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define homonyms and demonstrate understanding of their function in a sentence. 2. Identify homonyms of selected words. 3. Write a text using appropriate homonyms. 	 Preparation Write the fill-in-the-blanks sentences on the board (see end of lesson).	

Opening (5 minutes)

1. Invite volunteers to explain homonyms. (Example answers: words that are spelt the same or sound the same but have different meanings)
2. Invite volunteers to recall some homonyms they learnt in the previous lesson. (Example answers: watch, plan, set, fine, ring)
3. Tell pupils that in this lesson they will learn how to use homonyms correctly when writing.

Teaching and Learning (18 minutes)

1. Revise homonyms:
 - Homonyms are words that are spelt or sound the same but have different meanings.
 - They can belong to any of the 8 parts of speech.
 Examples:
 - 'ring' as a verb – I will **ring** you up on the phone.
 - 'ring' as a noun – The groom presented his new wife with a silver **ring**.
2. Explain to pupils that homonyms can belong to the same or different parts of speech.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. As a class, look at some additional homonyms and example sentences:

Word	Sentence	Homonym	Sentence
bow (noun)	She put a bow in her hair.	to bow (verb)	The rule is to bow down before the king.
present (noun)	I received a present on my birthday.	present (adjective)	I was present at the gathering.
peer (noun)	I am popular among my peers.	to peer (verb)	I will peer into the room from the window.

break (noun)	I need a break from all this work.	to break (verb)	Be careful not to break the glasses.
bear (noun)	I spotted a bear in the forest.	to bear (verb)	Please be patient and bear with us.
pass (noun)	I need a pass to enter the concert.	to pass (verb)	You can pass through the hall to the bedroom.

- Invite pupils to share other examples of homonyms and use them in a sentence.
- Discuss the examples of homonyms that have the same sound but different spellings:

Word	Meaning	Homonym	Meaning
heir (noun)	someone who inherits someone's wealth	air (noun)	the gases in the atmosphere
right (noun or adjective)	a direction or right/wrong	to write (verb)	to write something with a pen or paper
hanger (noun)	used to hang clothes	hangar (noun)	a place to keep airplanes
tale (noun)	a story	tail (noun)	a part of an animal's body
two (noun or adjective)	a number	too (adverb)	also
night (noun)	the time after the sun sets	knight (noun)	a highly ranked soldier
great (adjective)	excellent	to grate (verb)	to shred something into long and thin pieces
bread (noun)	something to eat	bred (verb)	past tense of growing something, such as animals.
sent (verb)	past tense of send	scent (noun)	smell

- Invite pupils to share other examples of homonyms that are spelt differently and use them in a sentence.

Practice (16 minutes)

- Have pupils copy the fill-in-the-blanks sentences from the board into their exercise books (see end of lesson).
- Have pupils fill in the blanks with 1 of the homonyms given in brackets at the end of each sentence.
- Discuss answers as a class. (Answers: a. too b. scent c. great d. lose e. bury f. doe g. knows h. flour i. route j. pair)
- Have pupils write 3 of their own fill-in-the-blanks sentences like the examples on the board.

5. Move around the classroom to make sure pupils understand and are doing the task correctly.
6. Have pupils exchange exercise books with seatmates and complete each other's sentences.
7. Walk around and check that pupils are using homonyms correctly.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L108 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS]

- a. I _____ would like to attend the meeting tomorrow. (too/two)
- b. The _____ of the perfume spread throughout the room. (sent/scent)
- c. Nelson Mandela was a _____ leader. (great/grate)
- d. I am disappointed because I did not expect to _____ the match. (loose/lose)
- e. Where did they _____ the body? (bury/berry)
- f. The offspring of a deer is called a _____. (doe/dough)
- g. No one _____ how or why the third world war may start. (nose/knows)
- h. I will need _____, eggs and sugar to bake a cake. (flower/flour)
- i. You will have to take a different _____ to get to school. (root/route)
- j. The _____ of birds flew away together. (pair/pear)

Lesson Title: Punctuation Review: Comma, Colon, Semi-Colon, Dash		Theme: Grammar	
Lesson Number: L2-L109		Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read punctuation with appropriate expression and intonation. 2. Identify the different uses of comma, semi-colon, colon and dash in a sentence. 3. Demonstrate understanding of how to use punctuation correctly when writing. 		 Preparation <ol style="list-style-type: none"> 1. Write the paragraph on the board (see end of lesson). 2. Write the sentences for correction on the board (see end of lesson). 	

Opening (3 minutes)

1. Write the following punctuation marks on the board and invite volunteers to identify them:
 - (,) (Answer: comma)
 - (;) (Answer: semi-colon)
 - (:) (Answer: colon)
 - (–) (Answer: dash)
2. Tell pupils that in this lesson they will learn about these 4 punctuation marks.

Teaching and Learning (18 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson. Explain commas as pupils follow along:
 - A comma is used to separate words, clauses and ideas within a sentence. It is written as (,).
 - To separate a series of things in a sentence.
Example: I went to the market to buy potatoes, tomatoes, onions and eggs.
 - To separate an adverb or adverbial clause or phrase at the beginning of a sentence.
Example: **Driving slowly**, my mother took half an hour to reach her office.
 - To separate parts of a sentence that give details, but are not an essential part of the sentence and do not affect its grammar.
Examples:
 - My sister, **only five years old**, has started reading books.
 - South Africa, **a country in Africa**, is close to the ocean.
 - To set off sentences that start with conjunctions.
Example: Even though he was six feet tall, he wanted his height to increase.
 - To separate adjectives.
Example: He is a hardworking, determined scholar.

- In between and when ending quotes.
Example: 'The weather', he said, 'is nice today'.
 - To point out dates and places.
Example: I was born on 8th January, 1989. At that time, I lived in Freetown, Sierra Leone.
2. Explain colons:
- A colon is used to introduce information after a part of a sentence or a complete sentence.
 - It provides further details, usually a list.
 - It is written as (:).
- Examples:
- India has 3 main modes of transportation: airplanes, trains and buses.
 - Furniture can be made of the following materials: steel, wood or plastic.
3. Explain semi-colons:
- A semi-colon separates independent parts or clauses that are connected by meaning.
 - That is, the clause after the semicolon provides further details about the previous clause.
 - It is written as (;).
- Examples:
- His favourite book is 'Treasure Island'; he has read it 3 times.
 - I went to the office to file a complaint; however, I found that the clerk was not helpful at all.
4. Explain dashes:
- A dash is used to show a break or interruption of thought between sentence parts.
 - It also helps in providing details in a sentence.
 - It is written as (–).
- Examples:
- Lately, I have been giving up my bad habits – waking up late, not exercising and drinking alcohol.
 - You claimed – and these were your words – that you would pay on time.
5. Demonstrate how to correct sentences using punctuation:
- Incorrect: Fatu Amadu and I wanted to play but, it was raining heavily last evening.
Correct: Fatu, Amadu and I wanted to play; but it was raining heavily last evening.
 - Incorrect: My friend Aminata remember we spoke about her yesterday arrived.
Correct: My friend, Aminata – remember we spoke about her yesterday – has arrived.
6. Tell pupils that sometimes, colons and dashes can be used interchangeably. They must look at the meaning of the sentence to decide which one to use.

Practice (18 minutes)

1. Ask pupils to copy the paragraph on the board into their exercise books (see end of lesson).
2. Instruct pupils to work with a seatmate to add commas, semi-colons, colons and dashes to the sentences, where needed.
3. Check answers as a class.

Answers:

Obesity is on the rise globally; nevertheless, we continue to eat terrible foods. To improve their health, people should think carefully about the foods that they eat – fast food, fatty fried foods, junk food and sugary snacks. Instead of grabbing processed foods as snacks, we should focus on the basic building blocks of good health: fruits and vegetables.

4. Have pupils copy the sentences on the board into their exercise books (see end of lesson).
5. Instruct pupils to work with seatmates to correct the sentences using commas, semi-colons, colons and dashes.
6. Discuss answers as a class.

Answers:

- a. This is an example of an island: Australia.
- b. The woman, who had been hiding inside her bedroom, finally came out at dinner.
- c. Bring me these three things from the café: a cold coffee, bottled water and a sandwich.
- d. I learnt how to play the violin when I was seven years old; however, I am now out of touch with the instrument.
- e. The definition of photosynthesis: The process by which plants make their food using sunlight, water and chlorophyll.
- f. A cake needs some basic ingredients: flour, eggs, sugar, baking soda and some essence to add flavour.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L109 in the Pupils' Handbook.

[PARAGRAPH]

Obesity is on the rise globally nevertheless we continue to eat terrible foods. To improve their health people should think carefully about the foods that they eat fast food fatty fried foods junk food and sugary snacks. Instead of grabbing processed foods as snacks we should focus on the basic building blocks of good health fruits and vegetables.

[SENTENCES FOR CORRECTION]

- a. This is an example of an island, Australia.
- b. The woman who had been hiding inside her bedroom finally came out at dinner.
- c. Bring me these three things from the cafe, a cold coffee bottled water and a sandwich.
- d. I learnt how to play the violin when I was seven years old, however I am now out of touch with the instrument.
- e. The definition of photosynthesis, the process by which plants make their food using sunlight, water, and chlorophyll.
- f. A cake needs some basic ingredients flour, eggs, sugar, baking soda, and some essence to add flavour.

Lesson Title: Punctuation Review: Comma, Colon, Semi-Colon, Dash	Theme: Grammar	
Lesson Number: L2-L110	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read punctuation with appropriate expression and intonation. 2. Use punctuation correctly when writing. 3. Write a text using appropriate punctuation. 	 Preparation <ol style="list-style-type: none"> 1. Write the example paragraph on the board (see end of lesson). 2. Write the sentences for written practice on the board (see end of lesson). 3. Write the paragraph for written practice on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain the difference between colons and semi-colons. (Example answers: semi-colons separate clauses; colons give additional information after a sentence)
2. Tell pupils that in this lesson, they will practise using commas, semi-colons, colons and dashes.

Teaching and Learning (16 minutes)

1. Revise commas as a class:
 - A comma is used to separate words, clauses and ideas within a sentence.
 - It is written as (,).
2. Explain that, when reading a sentence aloud, one must take a short pause after each comma.
3. Read the following sentences aloud to pupils and give a short pause after each comma. Have pupils read the following sentences after you:
 - In my garden, I grow roses, lilies and daisies.
 - Panting and sweating, the children came home after playing in the sun.
 - The lady, wearing the blue gown, looked familiar.
 - She is a cheerful, friendly child.
 - 'I would like to go for an evening walk', he said.
 - The examination will be held on 16th April, 2018 in London, United Kingdom.
4. Revise colons with pupils:
 - A colon is used to introduce information after a part of a sentence or a complete sentence.
 - It provides further details, usually a list.
 - It is written as (:).

Example:

 - Scandinavia includes 3 countries: Norway, Denmark and Sweden.
 - There are 3 things at which I excel: shopping, cooking and eating.

5. Discuss the other functions of colons:

- To separate hours from minutes

Examples:

- The time is now 9:10 a.m.
- She ran the marathon in 4:37 (four hours and thirty-seven minutes).

- To show the ratio between 2 numbers

Examples:

- The male-to-female population ratio in some countries is 1000:750.
- The odds are 50:1 that he will be elected class prefect.

- To make special notes for readers

Examples:

- PS: Please write back to me soon.
- Note: Trespassers will be prosecuted.

- To make references to sources in writing

Examples:

- *English Monthly* 5: 24-28 (pages 24-28 of the 5th volume of *English Monthly*)
- Brown, Tanya. *Must-Try Recipes*. Glasgow: Griffin Publishers, 2010 (separates the city of publication from the publisher name and year)

6. Revise semi-colons with pupils:

- A semi-colon separates independent parts or clauses that are connected by meaning.

- That is, the clause after the semicolon provides further details about the previous clause.

- It is written as (;).

Examples:

- I like my new teacher; she is very kind.
- I want to lose weight; I have started exercising regularly.

7. Revise dashes with pupils:

- A dash is used to show a break or interruption of thought between sentence parts.

- It also helps in providing details in a sentence.

- It is written as (–).

Examples:

- The bicycle I have – I bought it only last year – is not functioning properly.
- The farewell speech – it will be given by the headmistress – will be given tomorrow morning.

8. Draw pupils' attention to the example paragraph to correct on the board (see end of lesson). Demonstrate how to correct it using appropriate punctuation.

Answer:

South Africa, a country that lies in the southernmost part of Africa, was colonised by the Dutch. The people of South Africa can speak many languages – Afrikaans,

English, Swazi, Sotho and Zulu. In South Africa's history, Nelson Mandela has probably been its most popular leader; unfortunately, he died in 2013.

Practice (20 minutes)

1. Have pupils copy the sentences for written practice from the board into their exercise books (see end of lesson).
2. Instruct pupils to use commas, colons, semi-colons and dashes wherever needed in these sentences to make them grammatically correct.
3. Discuss answers as a class.

Answers:

- a. The news article – you read it out to me yesterday – gives an accurate account of our country's problems.
 - b. The nervous system has 3 main components: the brain, the spinal cord and the nerves.
 - c. Some workers like to record their data in a computer; others like to maintain records in files.
 - d. There are two ways to lose weight: one is to exercise regularly; the other is to manage one's dietary intake.
4. Have pupils copy the paragraph for written practice on the board into their exercise books (see end of lesson).
 5. Instruct pupils to use punctuation marks – commas, semi-colons, colons and dashes – in the paragraph wherever needed.
 6. Discuss the answers as a class. Insert the punctuation marks in the paragraph on the board.

Answer:

My mother was born in Accra, Ghana. When she was about nine years old, her parents – my grandparents – moved to Sierra Leone. My grandparents were originally from Sierra Leone; it was my grandfather's job that took them to Ghana. My grandfather worked as an auditor: a person who checks an organisation's financial records and tax payments. My mother recalls adjusting to new things in Sierra Leone as a child – the language, the dialect, the mannerisms; everything was similar but different. She joined a new school: The Bright Scholars Public School. Even though she was unhappy at first, she soon made new friends at the school.

7. Have pupils read the paragraph with correct punctuation to their seatmates with appropriate intonation and pauses.
8. Invite 2 volunteers to read the paragraph aloud with correct intonation and pauses. Correct them where needed.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L110 in the Pupils' Handbook.

[EXAMPLE PARAGRAPH TO CORRECT]

South Africa a country that lies in the southernmost part of Africa was colonised by the Dutch. The people of South Africa can speak many languages Afrikaans, English, Swazi, Sotho and Zulu. In South Africa's history Nelson Mandela has probably been its most popular leader unfortunately he died in 2013.

[SENTENCES FOR WRITTEN PRACTICE]

- a. The news article you read it out to me yesterday gives an accurate account of our country's problems.
- b. The nervous system has 3 main components the brain the spinal cord and the nerves.
- c. Some workers like to record their data in a computer others like to maintain records in files.
- d. There are two ways to lose weight one is to exercise regularly the other is to manage one's dietary intake.

[PARAGRAPH FOR WRITTEN PRACTICE]

My mother was born in Accra Ghana. When she was about nine years old her parents my grandparents moved to Sierra Leone. My grandparents were originally from Sierra Leone it was my grandfather's job that took them to Ghana. My grandfather worked as an auditor a person who checks an organisation's financial records and tax payments. My mother recalls adjusting to new things in Sierra Leone as a child the language the dialect the mannerisms everything was similar but different. She joined a new school The Bright Scholars Public School. Even though she was unhappy at first she soon made new friends at the school.

Lesson Title: Reading Skills Development: Summarising Strategies	Theme: Reading	
Lesson Number: L2-L111	Class: SSS 2	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 summarising to simplify the content of a text. 2. Use paraphrasing to explain a text. 	 Preparation Practise reading the news article, 'Sierra Leone Needs to Support Pupils to Improve WASSCE Scores', aloud (see end of lesson).	

Opening (2 minutes)

1. Invite volunteers to explain what a summary is. (Example answers: the main idea of a text; writing the text in a shortened version)
2. Tell pupils that in this lesson they will practise summarising and paraphrasing a text.

Teaching and Learning (16 minutes)

1. Explain summary:
 - A summary is a shortened version of a text containing its main ideas.
 - The purpose of a summary is to give an overview of the main ideas and most important details of a text.
 - It includes main supporting sentences and evidence from the text.
2. Explain how to summarise a text:
 - Read the entire text and identify the main ideas.
 - Identify the author's purpose in writing the text.
 - Identify the supporting ideas in the text.
 - Identify any important examples that cannot be left out.
 - Ask yourself the WH questions to ensure that you have included all the important information.
 - Remove any extra or unnecessary details to simplify the summary.
3. Explain paraphrasing:
 - Paraphrasing is presenting a text in your own words without changing its meaning.
 - You are restating a writer's ideas in your own words.
 - Paraphrasing lets you include a writer's words and ideas without plagiarizing or using quotes.
 - When paraphrasing, you identify the writer and usually change quotes into reported speech.
 - The purpose of paraphrasing is to restate all of the information, not to shorten it. This is a key difference between paraphrasing and summarising.
4. Explain how to paraphrase:
 - Read the text or paragraph.

- Identify its main ideas, supporting sentences and examples.
 - Rewrite the text in your own words.
 - When possible, change quotes into indirect or reported speech.
5. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
 6. Read the title of the article aloud (see end of lesson). Invite pupils to make predictions about what they think the text will be about.
 7. Read the first paragraph aloud to pupils. Have pupils follow along in the Pupils' Handbook.
 8. As a class, identify the main ideas of the paragraph and write them on the board:
 - The writer sat for the WASSCE in 1989.
 - The writer failed the WASSCE and was devastated.
 - The writer worked hard and performed well in the next examination.
 - The writer became a teacher.
 - The writer has thought a lot about how pupils' WASSCE scores can improve.
 9. Demonstrate how to use the main points to write a summary in just 3 sentences. Write the summary on the board.
Example:
The writer failed the WASSCE in 1989 and was devastated. She studied hard for the next examination, performed very well and eventually became a teacher. She has reflected on how pupils' WASSCE scores can improve.
 10. Demonstrate how to paraphrase the first paragraph using the main ideas above. Write the following example on the board:
The writer says that when she was a pupil in 1989, she failed the WASSCE and was devastated. She had been enjoying her summer vacation but stopped celebrating when she found out that she had failed the examination. Then she worked very hard for the next WASSCE and performed very well on it. She became a teacher when she grew up. Since then, she has thought a lot about how pupils' WASSCE scores can improve.
 11. As a class, identify the difference between the summary and the paraphrased text. (Example answer: paraphrased text is long; includes all the information from the original text)

Practice (18 minutes)

1. Invite a volunteer to read the second paragraph aloud. Have pupils follow along in the Pupils' Handbook.
2. Have pupils work with a seatmate to identify the main ideas of the second paragraph.
3. Invite a volunteer to share their main ideas.
Answer:
 - Less than 50 percent of pupils pass the examination.
 - Writing is pupils' weakest skill.

- More writing practice is needed to apply the learning in class.
 - More resources, such as current news articles, are also needed in classrooms.
4. Have pupils write the summary using these main ideas in their exercise books.
 5. Invite volunteers to share their summaries.

Example:

Less than 50 percent of pupils pass the WASSCE every year. Pupils' weakest skill is writing, and they need more writing practice to apply their learning in class. Pupils also need more resources such as current news articles.

6. Invite a volunteer to read the third paragraph aloud.
7. Have pupils discuss the third paragraph with a seatmate.
8. Have pupils paraphrase the third paragraph in their exercise books.
9. Invite volunteers to read their paraphrased text aloud.

Example:

The writer says that teachers need to push students more to practise their language skills. While pupils know the rules of the English language very well, they are not confident in using English in comprehension, speaking and writing. Pupils need a lot of practice time, especially during the months just before the WAEC examination. Teachers can do this after school and conduct specialised classes to help pupils practise certain skills.

Closing (4 minutes)

1. As a class, discuss the differences between summarising and paraphrasing.
2. Ask pupils whether they agree with the article: Does it present logical ideas for improving WASSCE scores?
3. For homework, have pupils do practice activity PHL2-L111 in the Pupils' Handbook.

[NEWS ARTICLE]

Sierra Leone Needs to Support Pupils to Improve WASSCE Scores

In 1989, when I was a pupil myself, I first sat for the WASSCE. I remember sitting the examination and forgetting about it for the next few weeks while I celebrated my summer vacation with my family. That celebration was soon over when I found out that I had failed the examination. I was devastated. Thereon, I worked extremely hard to prepare for the next WASSCE, and I am proud to say that I performed well. Soon, I became a teacher. In all that time, I have done much reflection and research on how pupils' scores can improve.

Since less than 50 percent of pupils actually pass the examination, part of the problem clearly starts with how schools prepare pupils to pass the examination. In an informal poll I conducted with fifty pupils who had failed in 2015, I found that writing was pupils' weakest skill. Looking back, I can see that everyone needed more practice with writing so that they could apply the rules of grammar and essay

construction that they learnt in class. Moreover, we desperately needed resources such as access to current news articles, essays, prose and stories.

Coming to the classroom level, I do believe that my fellow teachers can push their pupils more. Whether it is urban or rural schools, there is more emphasis on theory than practice. The average secondary school pupil knows the rules of the English language like the back of their hand. But when asked to apply that knowledge in conversation, comprehension and practice, they are less than confident. What we need is intensive practice time before the WASSCE where pupils' time is devoted to practising and testing the skills that they have learnt in various subjects. Teachers can help by giving specialised afterschool classes. I, for one, supported my pupils after school four days a week during the last six months of SSS 4.

Last but not least, the conviction and willingness to work hard has to come from pupils themselves. Often, pupils' undisciplined behaviour makes it hard for a teacher to do his or her job efficiently. Pupils have to take responsibility for their future since they are almost adults when they leave school. Imagine how much more effective a lesson would be if they just cooperated and tried their very best. The blame also lies with pupils for not making excellence a standard. We teachers must show them the way.

I am reaching out to everyone in the education field – schools, teachers and pupils – who need to work hand in hand to improve WASSCE scores. With more effective teaching and keen learning, we can easily improve pupils' prospects. Why should one examination deter the success and happiness of so many people? Let us change that together.

Aminata Charles
Sierra Leone Teacher's Union representative
114, Wilkinson Road, Freetown.

Lesson Title: Reading Skills Development: Summarising Strategies		Theme: Reading	
Lesson Number: L2-L112		Class: SSS 2	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 summarising to simplify the content of a text. 2. Use summarising to explain a text. 3. Identify the main idea of a text. 4. Identify topic sentences and supporting ideas. 		 Preparation Practise reading the essay, 'Is Urban Life Better than Rural Life?', aloud (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain what a topic sentence is. (Example answers: the sentence with the main idea of a paragraph; gives the text a direction)
2. Tell pupils that in this lesson they will practise summarising and identifying the main idea in a text.

Teaching and Learning (16 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along. Revise summary:
 - A summary is a shortened version of text containing its main ideas.
 - The purpose of a summary is to use one's own words to give an overview of the main ideas and most important details of what was read.
2. Revise the steps in summarising a text:
 - To write a summary, identify the answers to WH questions: Who? What? When? Where? Why? How?
 - Think about the text you read – what was it about and what was the writer's purpose?
 - Read the entire text and identify the main ideas.
 - Identify the supporting ideas in the text.
 - Identify any important examples that cannot be left out.
 - Remove any extra or unnecessary details to simplify the summary.
 - When summarising, use the main idea from the topic sentence to guide your summary.
 - Details can be taken from supporting sentences.
3. Discuss topic sentences:
 - A topic sentence mentions the main topic or main idea of a text or a paragraph.
 - It moves the text in a specific direction and sets the tone of the entire text.

- It is usually found at the beginning of a text or paragraph.
4. Discuss supporting sentences:
 - Supporting sentences are sentences that explain why a topic sentence is meaningful.
 - They add details and evidence to support the topic sentence.
 - They provide a purpose to the paragraph with reasons and examples.
 5. Read the first paragraph of the essay aloud to pupils (see end of lesson). Have pupils follow along in the Pupils' Handbook.
 6. As a class, identify the topic sentence of the first paragraph.
Answer: 'A good life can be defined by 3 main things – education and employment opportunities, lifestyle preferences and proximity to friends and family'.
 7. Identify a supporting sentence in the first paragraph.
Answer: 'Some of these are offered by a rural life while others, by an urban life'.
 8. Demonstrate how to identify the main idea and summarise the first paragraph:
 - Main ideas:
 - Young professionals are moving away from their hometowns.
 - A good life is affected by education and employment opportunities, lifestyle preferences and closeness to loved ones.
 - Summary:
The question arises whether life is better in the city or in the village. A good lifestyle can be affected by things such as professional opportunities, lifestyle preferences and closeness to loved ones.

Practice (20 minutes)

1. Invite a volunteer to read the second paragraph aloud as pupils follow along in the Pupils' Handbook.
2. Invite volunteers to identify the topic sentence of the second paragraph.
Answer: 'Firstly, education and employment opportunities are inarguably better and more numerous in the city'.
3. Invite volunteers to identify 2 supporting sentences of the second paragraph.
Answers:
 - 'The kind of exposure that a university student gets in an urban area is unmatched in rural areas'.
 - 'Moreover, people who study in cities are more likely to be well connected in their area of interest'.
4. Invite volunteers to summarise the second paragraph.
Example:
The urban life offers educational and employment opportunities. A city also offers better professional networks.
5. Invite a volunteer to read the third paragraph of the essay aloud.

6. Invite volunteers to identify the topic sentence of the third paragraph.
Answer: 'Professional life may be better in an urban setting, but family and community are still valued more in rural areas'.
7. Invite volunteers to identify at least 2 supporting sentences in the paragraph, with one giving evidence to support the argument.
Answers:
 - 'Even though youngsters are quick to make friends in the city, rates of depression are rising among those who feel isolated from their families'.
 - 'Since mental health and wellbeing are also important factors affecting the quality of lifestyle, the city life loses a point here'.
8. Have pupils summarise the third paragraph in their exercise books.
9. Invite volunteers to share their summary with the class.
Example:
Rural life offers the warmth of family and community, which city life cannot always offer. This is also a reason why depression is increasing among youngsters who live away from family.

Closing (1 minute)

1. Invite volunteers to identify main ideas in the essay. (Examples: there are benefits and disadvantages to both urban and rural life; 3 main things determine a good life, regardless of where one lives)
2. For homework, have pupils do practice activity PHL2-L112 in the Pupils' Handbook.

[ESSAY]

Is Urban Life Better than Rural Life?

In the age of globalisation, as many young professionals move away from their hometowns, the question often comes up: Is life better in the city or in the village? To analyse this, first let us define what we mean by 'a good life'. A good life can be defined by three main things: education and employment opportunities, lifestyle preferences and proximity to friends and family. Some of these are offered by a rural life while others, by an urban life.

Firstly, education and employment opportunities are inarguably better and more numerous in the city. The kind of exposure that a university student gets in an urban area is unmatched in rural areas. In a city, one can choose from various industries and organisations to work in. Moreover, people who study in cities are more likely to be well connected in their area of interest. These means of livelihood and connections are restricted in villages.

Professional life may be better in an urban setting, but family and community are still valued more in rural areas. The city can take one away from loved ones. Even

though youngsters are quick to make friends in the city, rates of depression are rising among those who feel isolated from their families. Since mental health and wellbeing are also important factors affecting the quality of lifestyle, the city life loses a point here. It cannot always provide the warmth of one's own community.

Lastly, whether life is better in the city or in the village is dependent upon a person's own priorities. For some, amenities, commercial outlets and entertainment centres are important, while for others it is more important to be close to nature and away from pollution and noise. A person may choose one over the other to find the perfect balance for their life.

In conclusion, it all comes down to one's own preferences and needs. Clearly, both rural and urban life have a lot to offer – it all depends on which person needs what. After all, everyone's goals and aspirations are different.

Lesson Title: Diphthongs	Theme: Speaking and Listening	
Lesson Number: L2-L113	Class: SSS 2	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 diphthongs in words. 2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds. 3. Identify diphthongs in sentences. 	 Preparation <ol style="list-style-type: none"> 1. Write the word list for sound identification on the board (see end of lesson). 2. Write the words for written practice on the board (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to identify the 5 main vowels and their sounds. (Example answers: a, e, i, o, u)
2. Tell pupils that in this lesson, they will learn about diphthongs.

Teaching and Learning (19 minutes)

1. Revise pure vowels sounds:
 - Pure vowel sounds refer to a single vowel sound in a syllable.
 - They are also called monophthongs.
 - They are sounds that are spoken with the same sound from beginning to end. You do not have to change the shape of your mouth while saying the vowel sound.
Examples: spoon, egg, patch
2. Explain diphthongs:
 - Diphthongs are 1-syllable sounds that have 2 pure vowel sounds together.
 - They begin with one vowel sound and change to another vowel sound in the same syllable. Your mouth position changes slightly through the vowel sound.
 - Diphthongs are usually, but not always, made when 2 vowels are next to each other in the same syllable.
 - There are 8 diphthongs in the English language.
3. Have pupils open the Pupils' Handbook at the page that corresponds to the lesson.
4. Read the following diphthongs and example words aloud to pupils, placing emphasis on the vowel sounds:

Phonetic sound	Example words
/eɪ/ as in 'day'	play, aim, name
/aɪ/ as in 'eye'	buy, ice, sign, rile
/ɔɪ/ as in 'boy'	boil, toy, coin
/aʊ/ as in 'mouth'	south, crown, amount

5. Explain to pupils that these are 4 of the 8 diphthongs in English.
6. As a class, identify other words that have the same diphthong sounds as the words in the table. Write some of their examples on the board and practise saying them aloud as a class.

Practice (18 minutes)

1. Draw pupils' attention to the word list on the board (see end of lesson).
2. Read the list of words aloud.
3. Ask pupils to read the list of words aloud with seatmates to identify whether the words have pure vowel sounds or diphthongs. They should also identify the vowel sound in each word.
4. Check answers as a class.

Answers:

- a. bout – diphthong
 - b. bite – diphthong
 - c. school – pure vowel sound
 - d. slay – diphthong
 - e. noun – diphthong
 - f. beat – pure vowel sound
 - g. water – pure vowel sound
 - h. lie – diphthong
 - i. lead – pure vowel sound
 - j. slime – diphthong
5. Read each of the words aloud, emphasising the correct pronunciation of the vowel sound, and have pupils repeat the pronunciation after you.
 6. Have pupils copy the words for written practice from the board into their exercise books (see end of lesson).
 7. Tell pupils to choose the word from the multiple-choice options that has the same diphthong sound as the one that is underlined.
 8. Discuss answers as a class. (Answers are in bold)

a. <u>bo</u> ut	pour	down	lure
b. <u>pl</u> oy	toil	clay	soya
c. sl <u>y</u>	shy	pity	employ
d. g <u>am</u> e	sham	pray	crate
e. pr <u>y</u>	rely	may	trio
f. sh <u>ou</u> t	drought	brought	shot
g. s <u>ay</u>	crazy	neigh	bat
h. v <u>oi</u> d	destroy	fire	poor
 9. For every answer, read the given words and the correct answer aloud to show pupils the similarity in sound.
 10. Instruct pupils to practise reading the vowel sounds softly to themselves.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L113 in the Pupils' Handbook.

[WORD LIST FOR SOUND IDENTIFICATION]

- a. bout
- b. bite
- c. school
- d. slay
- e. noun
- f. beat
- g. water
- h. lie
- i. lead
- j. slime

[WORDS FOR WRITTEN PRACTICE]

- | | | | |
|-------------------|---------|---------|--------|
| a. <u>b</u> out | pour | down | lure |
| b. <u>p</u> loy | toil | clay | soya |
| c. sl <u>y</u> | shy | pity | employ |
| d. <u>g</u> ame | sham | pray | crate |
| e. <u>p</u> ry | rely | may | trio |
| f. sh <u>o</u> ut | drought | brought | shot |
| g. <u>s</u> ay | crazy | neigh | bat |
| h. <u>v</u> oid | destroy | fire | poor |

Lesson Title: Diphthongs	Theme: Speaking and Listening	
Lesson Number: L2-L114	Class: SSS 2	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 diphthongs in words. 2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds. 3. Identify diphthongs in a listening passage. 	 Preparation <ol style="list-style-type: none"> 1. Write the sentences on the board (see end of lesson). 2. Practise reading the listening passage, 'Merry-Go-Round', aloud (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain what diphthongs are. (Example answers: 2 vowel sounds combined into 1 syllable)
2. Have pupils give examples of diphthongs. (Examples: round, gown, boil, eye)
3. Tell pupils that in this lesson, they will practise identifying diphthongs.

Teaching and Learning (18 minutes)

1. Revise diphthongs:
 - Diphthongs are sounds that have 2 pure vowel sounds combined in 1 syllable.
 - They begin with 1 vowel sound and change to another vowel sound in the same syllable.
 - They are usually, but not always, made when 2 vowels are next to each other in the same syllable.

Examples:

Phonetic sound	Example words
/eɪ/ as in 'day'	e ight, gr ey, a che, br ea k
/aɪ/ as in 'eye'	d ie, br ight, l ine, sk y
/ɔɪ/ as in 'boy'	o il, de stroy, ch oice, no ise
/aʊ/ as in 'mouth'	m ouse, bo w, po wder, so und

2. Revise pure vowel sounds:
 - Pure vowel sounds refer to a single vowel sound in a syllable.
 - They are also called monophthongs.
 - They are sounds that are spoken with the same sound from beginning to end.
 - Examples: **broom**, **shell**, **scratch**.
3. Tell pupils that both pure vowel sounds and diphthongs may be represented by 1 letter or 2 letters:

	Monophthongs	Diphthongs
Written as 1 letter	sell	site
Written as more than 1 letter	read	mound

4. Read the following sentences aloud to pupils and, as a class, identify the diphthongs in each (diphthongs are in bold).
 - I **found** a **new** book in the library.
 - Let us go and **play** in **ice**.

Practice (18 minutes)

1. Have pupils practise reading the sentences on the board aloud with seatmates (see end of lesson). Tell them to identify the diphthongs in each.
2. Note that pupils have been taught 4 of 8 diphthongs. For a challenge, they can also identify diphthongs in the sentences they have not yet learnt.
3. Discuss answers as class.
Answers (diphthongs in bold):
 - a. I have come to the party by **choice**.
 - b. I have the **right** to **remain** silent.
 - c. It always **rains** heavily in the **plains** in **Asia**.
 - d. The **plight** of the poor is mostly ignored.
 - e. I **tried** to **rhyme** to compose a **poem**.
4. Tell pupils that you are going to read them a listening passage and they should write down the words they hear with diphthongs.
5. Have pupils listen carefully as you read the listening paragraph aloud (see end of lesson).
6. Read the paragraph aloud again.
7. As a class, identify the words with diphthongs from the paragraph (diphthongs in bold):

As a kid, I loved the sight of watching other children enjoy themselves on the merry-go-round in the park. I myself had nausea and motion sickness and could not play on that ride. One day, in primary school, my friend found me standing alone in a corner. He was the tallest boy in our class and was very proud of his height. He liked me. He told me that he would turn the merry-go-round very slowly for me if I wished to ride on it. I was shy, but I agreed. Initially, he was kind enough to turn the wheel slowly. But soon he lost all patience and started spinning it really fast. I was about to fall off, but managed to hold on tight. I did not even realise that I was shrieking. The teacher heard my loud screams and came quickly to my aid. For many days, the boy did not speak to me because he was ashamed.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L114 in the Pupils' Handbook.

[LISTENING PASSAGE]

Merry-Go-Round

As a kid, I loved the sight of watching other children enjoy themselves on the merry-go-round in the park. I myself had nausea and motion sickness and could not play on that ride. One day, in primary school, my friend found me standing alone in a corner. He was the tallest boy in our class and was very proud of his height. He liked me. He told me that he would turn the merry-go-round very slowly for me if I wished to ride on it. I was shy, but I agreed. Initially, he was kind enough to turn the wheel slowly. But soon he lost all patience and started spinning it really fast. I was about to fall off, but managed to hold on tight. I did not even realise that I was shrieking. The teacher heard my loud screams and came quickly to my aid. For many days, the boy did not speak to me because he was ashamed.

[SENTENCES]

- a. I have come to the party by choice.
- b. I have the right to remain silent.
- c. It always rains heavily in the plains in Asia.
- d. The plight of the poor is mostly ignored.
- e. I tried to rhyme to compose a poem.

Lesson Title: Collocations	Theme: Reading	
Lesson Number: L2-L115	Class: SSS 2	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. Practise reading the text, 'Mr Mende's Drinking', aloud. 2. Write the collocations from the text on the board (see end of lesson). 	

Opening (4 minutes)

1. Read the following sentences aloud to pupils. Invite volunteers to explain the meaning of the words in bold:
 - The businessman suffered **heavy losses**. (Answer: a lot of loss)
 - You need to keep a **safe distance** from bad company. (Answer: a long/large distance)
2. Tell pupils that the way these words have been used together to convey a specific meaning is called 'collocation'.
3. Tell pupils that in this lesson they will practise reading collocations.

Teaching and Learning (20 minutes)

1. Define collocations:
 - A collocation is a combination of 2 or more words commonly used together in a way that sounds correct and has a specific meaning.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson. Discuss the list of collocations and their meanings as pupils follow along:

Collocation	Meaning
To have a good time	To enjoy oneself
To do one's best	To do a task to the best of one's abilities
To make progress	To improve or advance in a task
To make trouble	To get oneself or others into trouble
To break the ice	To become familiar with a stranger or a new friend
To break the rules	To violate or not abide by the rules
To pay attention	To be attentive to something
To save energy	To use less energy; use energy sparingly
To keep in touch	To stay in contact with someone
To come close	To be close to an opportunity or situation
Heavy rain	A lot of rain

3. Invite volunteers to use the collocations from the table in a sentence. Share an example: It was hard to keep in touch with my aunt when she moved to Siberia.
4. Read the first paragraph of the text aloud to pupils (see end of lesson). Have pupils follow along in the Pupils' Handbook.
5. As a class, summarise the first paragraph.
6. Example:
Mr Mende was a gloomy man who had a bad habit of drinking excessively. He would drink a lot after coming home and then visit bars and pubs. His family tried to stop him, but he did not stop.
7. Write the collocation 'break his habit' on the board. Demonstrate how to use context clues and inference to identify its meaning. (Context clue: 'of drinking excessively')
8. Write the definition of 'break a habit' on the board: To stop/quit a habit.
9. Use 'break a habit' in a sentence.
Example: I need to break my habit of sleeping late and waking up late.

Practice (15 minutes)

1. Ask pupils to read the rest of the passage independently.
2. Have pupils discuss the passage with their seatmates.
3. Instruct pupils to copy the collocations from the board into their exercise books (see end of lesson).
4. Have pupils identify the meaning of these collocations based on their usage in the passage or based on context clues.
5. Discuss answers as a class.
Answers:
 - a. Keeping company: To be in the company of other people
 - b. Pay a visit: To visit a place
 - c. Got drunk: Became drunk or intoxicated
 - d. Lost track: To forget something, such as a skill
6. Invite volunteers to answer the following comprehension questions by raising their hand:
 - What does the writer mean by, 'Mr Mende was usually all alone'?
Answer: It means that he used to be alone without friends.
 - What did Mr Mende's father do to help the family?
Answer: He worked hard day and night to provide for them.
 - What is the meaning of 'gone astray' from the third paragraph'?
Answer: It means that he had stopped focusing on the important things and ruined his life.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L115 in the Pupils' Handbook.

[READING PASSAGE]

Mr Mende's Drinking

Mr Mende was usually all alone. He was seldom seen keeping company. He was a gloomy man who seemed to hide an awful lot of sadness inside himself. From what I knew, he was once a sprightly and cheerful man. However, he could not break his habit of drinking excessively. His only focus in life was to have a good time in pubs. He would come home and have a drink, followed by another and then another. Then he would pay a visit to a bar or two and drink until he got drunk. His family's pleas to put a stop to this lifestyle were made in vain. He made no effort to reform himself.

As time went by, Mr Mende lost track of his business. His colleagues and father handled everything, but there was only so much they could do. Unknown to Mr Mende, he incurred heavy losses. Mr Mende's father, forever concerned about his daughter-in-law and grandchildren, worked hard day and night to provide for them. But one day he could not take it any longer. He was an old man, after all, and the stress of it all got to him. On a Saturday evening as it rained heavily, he passed away.

When Mr Mende realised that his father had had very uncomfortable days in the last years of his life, it broke his heart. He wished he had never gone astray and had instead kept peace in his house. He vowed to take more responsibility from that day onward.

[COLLOCATIONS FROM THE PASSAGE]

- a. Keeping company
- b. Pay a visit
- c. Got drunk
- d. Lost track

Lesson Title: Collocations	Theme: Writing	
Lesson Number: L2-L116	Class: SSS 2	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 Write the fill-in-the-blanks activity on the board (see end of lesson).	

Opening (2 minutes)

1. Invite volunteers to give some examples of collocations from the previous lesson. (Example answers: work hard; go astray; rain heavily)
2. Tell pupils that in this lesson they will practise writing with collocations.

Teaching and Learning (20 minutes)

1. Revise collocations with pupils:
 - A collocation is a combination of 2 or more words commonly used together in a way that sounds correct and has a specific meaning.
2. Revise the following list of collocations with their meanings.

Collocation	Meaning
To have a good time	To enjoy oneself
To do one's best	To do a task to the best of one's abilities
To make progress	To improve or advance in a task
To make trouble	To get oneself or others into trouble
To break the ice	To become familiar with a stranger or a new friend
To break the rules	To violate or not abide by the rules
To pay attention	To be attentive to something
To save energy	To use less energy; use energy sparingly
To keep in touch	To stay in contact with someone
To come close	To be close to an opportunity or situation
Heavy rain	A lot of rain

3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along. Discuss the new collocations below and their meanings:

Collocation	Meaning
To feel free	To feel that you are permitted to do or take something
To take a chance	To try something risky
To save time	To use time efficiently
To keep quiet	To remain silent
To deny access	To restrict from doing something or entering somewhere
To get a shock	To be very surprised

To give permission	To give consent; to allow something
To give rise to	To cause or result in something
Dead end	The end of a road or situation with no further paths or courses of action
A deep sleep	A state of sleep where one cannot be easily woken

4. Demonstrate how to use some of these collocations in sentences.

Examples:

- Since you do not have membership, you have been **denied access** to the library.
- After a long day, I instantly fell into a **dead sleep**.
- His smoking has **given rise** to continuous coughing.
- I **got a shock** when I learnt of my relative's death.

5. Invite volunteers to share their own sentences using the collocations.

Practice (15 minutes)

1. Have pupils copy the fill-in-the-blanks activity from the board into their exercise books (see end of lesson).
2. Instruct pupils to fill in the blanks using the collocations from the word bank.
3. Discuss answers as a class. (Answers: a. gives rise b. save energy c. pay attention d. keep in touch e. break the ice f. gave me permission)

Closing (3 minutes)

1. As a class, discuss other collocations that pupils know that were not covered in the lessons. (Examples: make the bed; make room; catch a bus; break a promise)
2. For homework, have pupils do practice activity PHL2-L116 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS]

Word Bank

pay attention	break the ice	gives rise
gave me permission	save energy	keep in touch

- a. Smoke from old cars _____ to air pollution.
- b. Solar panels use sunlight to generate electricity and thus _____.
- c. You must _____ in class if you want to learn anything.
- d. Even though I am moving to another city, I hope you will _____ and write to me often.
- e. When the new school year started, we had a fun group activity to _____ and get to know our new class fellows.
- f. The football coach finally _____ to try out for the team.

Lesson Title: Reading Comprehension – Formal Letter	Theme: Reading	
Lesson Number: L2-L117	Class: SSS 2	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. Identify the features of a formal letter. 3. Infer meaning from a text. 4. Answer questions on a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the formal letter, 'Complaint Letter to the City Council', aloud (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain formal letters. (Example answers: written to someone in authority; has a formal tone and style)
2. Tell pupils that in this lesson they will read a formal letter of complaint.

Teaching and Learning (15 minutes)

1. Revise formal letters:
 - A formal letter is a letter written to authorities or to your seniors in a formal tone.
 - They are written to people in authority such as chairmen, principals, governors and directors.
 - They are written in a formal tone.
 - Examples of different types of formal letters include:
 - Letters of complaint: To make a formal complaint about something
 - Letters of request: To request something
 - Application letters: For university/job/scholarship applications
2. Explain that a formal letter of complaint is a way to inform someone of a problem. It should include all of the information relevant to the complaint.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
4. Read the formal letter aloud to pupils (see end of lesson).
5. Have volunteers raise their hand to identify the sender's address, receiver's address, salutation and subject of the letter.
6. Read the first 2 paragraphs of the letter aloud to pupils.
7. Summarise the first 2 paragraphs as a class.

Example:

The writer, who is a ward committee member and resident of Congo Town, is writing to complain about illegal shops and vendors. She says that 25 new shops have appeared, and the shops block the roads for pedestrians and traffic.

8. Write the word 'vendor' on the board. Demonstrate how to use context clues to identify its meaning. (Context clue: stores, shops)

Write the definition of 'vendor' on the board: People who sell things

9. Invite volunteers to use 'vendor' in a sentence.

Example: I contacted a vendor to arrange extra chairs for the wedding ceremony.

Practice (17 minutes)

1. Invite a volunteer to read the second and third paragraphs aloud.
2. Invite another volunteer to summarise these 2 paragraphs.

Example:

The writer says that the illegal shops do not dispose of waste properly, which blocks drains, causes floods and creates a foul smell. The residents asked the vendors to show their licences and they did not have any.

3. Write the word 'stench' on the board. Have pupils identify its definition based on context clues.
4. Invite a volunteer to share their answer.

Context clue: 'foul smell'

Definition: Bad odour or smell

5. Invite volunteers to make sentences with 'stench'.

Examples:

- The **stench** from the uncleaned toilet was very strong.
- I could smell the **stench** of the garbage truck from far away.

6. Have pupils copy the questions from the board into their exercise books and answer them (see end of lesson).
7. Discuss answers as a class.

Answers:

- a. The writer is writing to complain about illegal vendors and shops that have opened up in her neighbourhood.
- b. The rubbish and waste from the shops has caused drain blockage, a stench and flooding during rains.
- c. A fight broke out because the residents demanded that the vendors show their licences, which they failed to show.

Closing (5 minutes)

1. Discuss the letter as a class using the following questions:
 - Was the writer effective in presenting her complaint?
 - Is the complaint in the letter valid?
 - Do you think that the city council should take action?
 - What kind of action would the city council take?
2. For homework, have pupils do practice activity PHL2-L117 in the Pupils' Handbook.

[FORMAL LETTER]

Complaint Letter to the City Council

145 Aberdeen Street
Freetown.

19th September, 2017.

The Licence Project Officer
Freetown City Council
Freetown.

Dear Sir,

COMPLAINT — ILLEGAL SHOPS IN CONGO TOWN

I am a ward committee member, resident of Congo Town and an active participant in keeping our residential area clean and orderly. I am writing to draw your attention to the problem of several illegal shops popping up in Congo Town.

I have been living in the area for the past 15 years and know that these shops did not exist before. At least 25 new makeshift stores and vendors have set up shop in Congo Town, blocking half the road meant for pedestrians and traffic. As a result, pedestrians walk on the main road and this causes traffic jams.

Apart from traffic problems, there is also the issue of waste disposal and rubbish. Almost all of the new construction is temporary without any proper drainage system or toilets. Consequently, the shopkeepers, store owners and employees use the street to relieve themselves. They also throw their rubbish and waste near the drains, blocking those drains where rainwater is supposed to go. This causes flooding during the monsoons. Moreover, the stench has become unbearable for Congo Town residents.

Last month, some residents of this area went to the shops' owners to inquire about the shops' legality. The owners failed to produce any legal licences and a fight broke out between the residents and the vendors. We residents believe that we have the right to protect our neighbourhood and city. We take responsibility for its cleanliness, but cannot do so without your help.

I speak on behalf of my neighbourhood when I request you to look into this matter at the earliest and organise these illegal businesses or shut them down completely.

Yours faithfully,

Marie Davidson,
Secretary, Congo Town Residents' Association.

[COMPREHENSION QUESTIONS]

- a. Why is the writer writing this letter?
- b. What problems are caused by the garbage and waste disposal from the shops?
- c. Why did a fight break out between the residents of Congo Town and the shopkeepers?

Lesson Title: Reading Comprehension – Prose (development issue)	Theme: Reading	
Lesson Number: L2-L118	Class: SSS 2	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, 'Corruption in Healthcare', aloud (see end of lesson). 2. Write the comprehension questions on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain corruption. (Example answers: a dishonest act, especially by the government; earning money illegally)
2. Tell pupils that in this lesson they will read a text about corruption.

Teaching and Learning (14 minutes)

1. Define corruption:
 - Dishonest actions by those in power, typically involving bribery
2. As a class, discuss how corruption affects daily life.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Read the title of the text and the first paragraph aloud to pupils (see end of lesson).
5. Summarise the first paragraph as a class.
Example:
Aminatu had taken her baby boy to get treated at a clinic in Freetown. However, she was asked to pay a bribe, which she could not afford, so her son received no treatment.
6. Write the word 'bribe' on the board. Demonstrate how to identify its meaning using context clues. (Context clues: pay, money)
Write the definition on the board: Money or favour given to someone illegally to get something in return
7. Use 'bribe' in a sentence.
Example: I refused to pay a bribe to the postman when he delivered my passport to my home.
8. Invite volunteers to use 'bribe' in a sentence.

Practice (20 minutes)

1. Have pupils read the second and third paragraphs independently.
2. Invite volunteers to identify the topic sentences of both of these paragraphs.
Answers:

- Second paragraph: ‘In a country where the rate of poverty is already high, corruption makes life even harder for its citizens, especially those in the low-income groups’.
 - Third paragraph: ‘Though talk of bribery is usually hushed down, any common man of Sierra Leone can recount an incident when they have been confronted by a corrupt official, especially in healthcare’.
3. Invite volunteers to answer the following questions by raising their hand:
 - Who is most affected by government officials asking for a bribe?
Answer: Low-income citizens
 - Why does the writer mention The Free Healthcare Initiative?
Answer: To show that government officials in healthcare ask for bribes even though healthcare is free for children, and lactating and pregnant women.
 4. Invite a volunteer to read the fourth and the fifth paragraphs aloud.
 5. Invite volunteers to summarise these 2 paragraphs.
Example:
To tackle corruption, there are awareness campaigns that inform people how to call a phone number and report a bribe. Education programs, especially for young professionals, are also needed to help them report incidents of corruption.
 6. Have pupils copy the comprehension questions from the board into their exercise books and answer them (see end of lesson).
 7. Discuss answers as a class.
Answers:
 - a. People have to pay bribes to anyone from the clerical staff to the medical staff.
 - b. Yes, incidents of corruption are common. Up to 84 percent of people reported giving a bribe for governmental services in 2015.
 - c. An effective way is education programs for the youth and young professionals.

Closing (3 minutes)

1. Have pupils share ideas of what they can do to combat corruption.
2. For homework, have pupils do practice activity PHL2-L118 in the Pupils’ Handbook.

[TEXT]

Corruption in Healthcare

Twenty-eight-year-old Aminatu Mende sobbed as she carried her six-month old baby boy back to her village, 25 km away from Freetown. Her baby had been suffering from indigestion and vomiting and Aminatu, a farmer’s wife, had carried her baby boy all the way to get him treated at a government clinic in Freetown. She had taken care of everything needed for this trip except one thing – the bribe. Having no money to pay a bribe of 5,000 leones, Aminatu was turned away from the clinic.

This is just one of the many heartbreaking stories in healthcare in Sierra Leone. In a country where the rate of poverty is already high, corruption makes life even harder for its citizens, especially those in the low-income groups. Whether it be rural mobile clinics or big hospitals, people usually have to pay a bribe from the clerical level to the medical staff level. This money can range from anywhere between 500 to 10,000 leones depending on the kind of service needed.

According to a report in the Guardian (2017), a 2015 survey revealed that up to 84 percent of Sierra Leoneans had paid bribes for governmental services. Though talk of bribery is usually hushed down, any common man of Sierra Leone can recount an incident when they have been confronted by a corrupt official, especially in healthcare. This is in spite of President Koroma's Free Health Care Initiative, which provides free care for children under the age of five, and pregnant and lactating mothers.

To tackle this issue, many non-governmental organisations have started awareness campaigns to report bribery. Usually, people are afraid to report officials who have high authority. However, by calling a number on their telephone, they can report an officer or organisation that has asked them to pay a bribe. The aim is that if awareness of bribery is increased, then citizens will tolerate it less.

Perhaps a more gradual but effective way of tackling corruption in healthcare is to mobilise the youth to be vigilant and report such incidents. Young professionals, who have been educated about the ill effects of corruption, are more likely to stand against it and report incidents. Sierra Leone desperately needs the youth and other awareness campaigns to help its citizens unite against corruption.

[COMPREHENSION QUESTIONS]

- a. To whom do the people of Sierra Leone have to pay bribes in healthcare?
- b. Are incidents of corruption and bribery common in Sierra Leone? What information from the passage supports your answer?
- c. What is an effective way of tackling corruption, apart from awareness programs?

Lesson Title: Expository Essay	Theme: Writing	
Lesson Number: L2-L119	Class: SSS 2	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 an expository essay. 2. Identify different types of expository essays. 3. Use an outline to draft a 5-paragraph expository essay. 	 Preparation Write the outline for an expository essay on the board (see end of lesson).	

Opening (4 minutes)

1. Invite volunteers to explain an expository essay in their own words. (Example answers: an essay that describes a process; gives information)
2. Invite pupils to share example topics of an expository essay. (Examples: how to follow a recipe, how to use a computer, comparison of different cars)
3. Tell pupils that in this lesson they will prepare to write their own expository essay.

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 the features of an expository essay:
 - It is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.
 - It uses facts, statistics and examples.
 - It may feature quotes and/or comments from experts.
 - It is impersonal and unbiased.
3. Discuss some different types of expository essays:
 - How-to or process essay
 - Describes a process and gives instructions on how to achieve a certain goal
Example: How to plant a sapling
 - Compare and contrast essay
 - Shows similarities and differences between 2 or more things
Example: The comparison of life in 2 cities
 - Cause and effect essay
 - Shows a relationship between events or things, where 1 is the result of the other(s)
Example: The causes of air pollution and its effect on people's health

- Definition essay
 - Explains concepts and things that cannot be defined in 1 line
Example: The stages of photosynthesis
 - Problem-solution essay
 - Presents a problem and explains all possible solutions
Example: Reducing violence in a community
3. Remind pupils that an expository essay must include all the features of a good paragraph, with topic sentences, supporting sentences and closing sentences, if needed
 4. As a class, revise the outline of an expository essay on the board (see end of lesson).
 5. Have pupils copy the outline into their exercise books.
 6. Tell pupils that they are going to write a cause-and-effect essay on garbage disposal and its effect on the infrastructure of a city.
 7. Demonstrate how to use the outline to organise the main ideas for the essay. Use the information below to complete the outline on the board:

Introduction

Topic: Garbage disposal and its effect on the infrastructure of the city

Topic sentence: Inefficient solid waste management in densely populated communities leads to air and water pollution and also creates health issues.

Fact/Step #1

Topic sentence:

Highly populated areas have higher outputs of waste and need more efficient waste management systems.

Supporting details:
Cities such as New York and London have a well-organised system of garbage management.

Fact/Step #2

Topic sentence:

When garbage is not disposed of properly, it affects the quality of the water and the air.

Supporting details: At least 20 percent of the residents of Sierra Leone suffer from water-borne diseases every year.

Fact/Step #3

Topic sentence:

Garbage clogs drains, blocks roads and creates traffic jams.

Supporting details:
Due to garbage clogging the drains, only two days of rain caused the main roads of Freetown to flood this year.

Conclusion

- Summary: Inefficient waste management leads to pollution and health issues, as well as infrastructural problems.
- Closing: A simple thing like getting rid of garbage properly can solve so many problems in a community.

Practice (12 minutes)

1. Remind pupils of the topic for their expository essay: Garbage disposal and its effect on the infrastructure of the city.
2. Have pupils organise their ideas for the essay using the outline in their exercise books. Remind them to come up with original ideas, not copy the information from the outline on the board.
3. Move around the classroom to check that pupils are completing the outline correctly and have relevant topic sentences and supporting details.

Closing (4 minutes)

1. Invite volunteers to share their main ideas from their outline with the class.
2. For homework, have pupils do practice activity PHL2-L119 in the Pupils' Handbook.

[OUTLINE FOR AN EXPOSITORY ESSAY]

<p>Introduction</p> <p>Topic:</p> <p>Topic sentence:</p>

<p>Fact/Step #1</p> <p>Topic sentence:</p> <p>Supporting details:</p>
--

<p>Fact/Step #2</p> <p>Topic sentence:</p> <p>Supporting details:</p>
--

<p>Fact/Step #3</p> <p>Topic sentence:</p> <p>Supporting details:</p>
--

<p>Conclusion</p> <ul style="list-style-type: none"> • Restate the topic sentence • Summary of the evidence/supporting information • Closing
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Lesson Title: Expository Essay	Theme: Writing	
Lesson Number: L2-L120	Class: SSS 2	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 Practise reading the example essay, 'Effects of Garbage Disposal on Infrastructure', aloud (see end of lesson).	

Opening (2 minutes)

1. Invite volunteers to explain an expository essay in their own words. (Example answers: an essay that describes a process, gives information; the cause and effect of a disease on a community; how a train engine works)
2. Tell pupils that in this lesson they will be writing their expository essays.

Teaching and Learning (10 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise the features of an expository essay:
 - It is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.
 - It uses facts, statistics and examples.
 - It may feature quotes and/or comments from experts.
 - It is impersonal and unbiased.
3. Invite volunteers to explain what kind of an expository essay they will be writing in this lesson. (Answer: cause and effect – effects of bad garbage disposal on infrastructure)
4. Revise topic sentences as a class:
 - 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
5. Remind pupils to use linking expressions to connect their ideas and create a flow to their writing. (Examples: Firstly, on one hand, despite these factors, to add to that)

Practice (24 minutes)

1. Have pupils open their exercise books to their completed outlines.
2. Read the example expository essay aloud to pupils (see end of lesson).
3. Ask pupils to write their own essays in their exercise books.
4. While pupils write, move around the classroom to check their work and offer help where needed.

Closing (4 minutes)

1. Invite different volunteers to read a paragraph from their essays aloud. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL2-L120 in the Pupils' Handbook.

[EXAMPLE EXPOSITORY ESSAY]

Effects of Garbage Disposal on Infrastructure

In many cities in developing countries, especially those with high-density populations like Lagos and Kinshasa, garbage disposal and solid waste management is a big concern. High populations place more stress on the city's infrastructure to be efficient; otherwise, it leads to air and water pollution and health issues.

Though garbage management is a tedious task in crowded communities, the governments of New York City and London, some of the most highly visited cities in the world, have a well-organised system for waste management. A dedicated team and a well-managed system is needed to collect garbage regularly and dispose of it every day in a place far away from the centre of the city. This is why the levels of pollution in these cities is less than the capital cities in most countries in Sub-Saharan Africa.

When garbage is not disposed of properly, germs, bacteria and other microbes travel through air, infecting air quality and water. It is no wonder then that at least 20 percent of Sierra Leoneans suffer from water-borne diseases every year. The heaps of garbage lying around are clearly visible. Worse is that this garbage can enter water channels and rivers and affect sources of drinking water.

When garbage is left free and unattended to, it falls and clogs up the city's drains. This leads to immediate flooding in the monsoon season. In 2016, only two days of heavy rainfall caused the streets of Freetown to flood because the drains where water is supposed to run were blocked. The responsibility and blame for this lies mostly with community members who litter and throw trash wherever they please on the streets.

Given that waste management can make or break the infrastructure of a city, more attention needs to be paid to the issue both by the government and the people. A simple thing like throwing trash in the right place can greatly affect the quality of life and health of a community.

Lesson Title: Introduction to Clauses	Theme: Grammar	
Lesson Number: L2-L121	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define types of clauses and demonstrate understanding of their function in a sentence. 2. Identify main and subordinating clauses in sentences. 3. Differentiate between phrases and clauses. 4. Write sentences using appropriate vocabulary and clauses. 	 Preparation <ol style="list-style-type: none"> 1. Write the sentences to identify phrases and clauses on the board (see end of lesson). 2. Write the sentences to identify clauses on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain what a phrase is in their own words (Example answers: a small group of words; incomplete parts of a sentence)
2. Tell pupils that in this lesson they will learn about another group of related words, called clauses.

Teaching and Learning (17 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Explain clauses:
 - A clause is a part of a sentence that contains the subject and its predicate.
 - A clause is longer than a phrase and shorter than a sentence.
 - A clause will usually have a noun-verb relationship in it.
Example:
 - Sentence: I will reach school on time if I leave now.
Clause 1: I will reach school on time. (subject – I; verb – will reach)
Clause 2: if I leave now. (subject – I; verb – leave)
3. Explain the difference between clauses and phrases:
 - Clauses have a subject-verb relationship while phrases do not.
Example:
 - Sentence: He was standing outside the class.
Clause: He was standing. (subject – He; verb – was standing)
Phrase: Outside the class. (adverbial phrase modifying the verb 'standing')
4. Tell pupils that there are 2 main types of clauses: Main/independent clause and subordinating/depending clause.
5. Explain main/independent clause:
 - A main/independent clause is a clause that can function as a complete thought by itself.

Example: Fatu ate a sandwich after she listened to the radio.
(‘Fatu ate a sandwich’ is a main clause because it works as a standalone sentence.)

6. Discuss subordinating clause/dependent clause:

- Subordinating clause/dependent clause is a clause that is not a complete thought in itself.
 - It ‘depends’ on the main clause to have a meaning.
- It usually starts with a subordinating conjunction, preposition, adjectival phrase or adverbial phrase.

Examples:

- I found my notebook, but not my pen.
Main/independent clause: I found my notebook.
Subordinate/dependent clause: but not my pen. (‘but not my pen’ is not a complete thought)
- In spite of his illness, he went to work.
Main clause: he went to work.
Subordinate clause: In spite of his illness (‘in spite of his illness’ is not a complete thought)
- Subordinating clauses sometimes interrupt or come in the middle of a main clause.

Example:

- That man who is sitting in the chair is my grandfather.
Main clause: That man is my grandfather.
Subordinate clause: who is sitting in the chair (‘who is sitting in the chair’ breaks the main clause.)

Practice (16 minutes)

1. Have pupils copy the 5 sentences to identify phrases and clauses from the board into their exercise books (see end of lesson).
2. Instruct pupils to say whether the underlined words are phrases or clauses.
3. Discuss answers as a class. (Answers: a. phrase b. clause c. clause d. phrase e. clause)
4. Have pupils copy the 5 sentences to identify clauses from the board into their exercise books (see end of lesson).
5. Instruct pupils to say whether the underlined clauses are main or subordinate clauses.
6. Discuss answers as a class. (Answers: a. subordinate clause b. subordinate clause c. main clause d. subordinate clause e. main clause)

Closing (4 minutes)

1. Invite volunteers to share their own sentences with subordinate and main clauses aloud. Have the rest of the class identify the subordinate and main clauses in each sentence. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL2-L121 in the Pupils' Handbook.

[SENTENCES TO IDENTIFY PHRASES AND CLAUSES]

- a. The dog could not get out of the kennel.
- b. I obey my mother because I respect her.
- c. Amatu was climbing the mango tree to pluck ripe mangoes.
- d. The movie we were watching was a sad one.
- e. He is a hardworking pupil who finishes his assignments on time.

[SENTENCES TO IDENTIFY CLAUSES]

- a. He likes to eat his food with his bare hands.
- b. Though he was a sailor, he was seasick.
- c. She kicked the ball into the net.
- d. While I was sleeping, my sister was studying.
- e. Science and technology have come a long way in the past century.

Lesson Title: Types of Clauses	Theme: Grammar	
Lesson Number: L2-L122	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define types of clauses and demonstrate understanding of their function in a sentence. 2. Identify different types of clauses in sentences. 3. Write sentences using appropriate vocabulary and clauses. 	 Preparation <ol style="list-style-type: none"> 1. Write the sentences for teaching and learning on the board (see end of lesson). 2. Write the sentences for written practice on the board (see end of lesson). 3. Write the fill-in-the-blanks sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Read the following sentences aloud and invite volunteers to identify main and subordinate clauses in each:
 - If I leave home now, I will reach your house on time. (Answer: main clause – I will reach your house on time; subordinate clause – if I leave home now)
 - When you leave your house, give me a call. (Answer: main clause – give me a call; subordinate clause – When you leave your house)
2. Tell pupils that in this lesson they will learn about other types of clauses.

Teaching and Learning (16 minutes)

1. Revise main and subordinate clauses with pupils:
 - A main clause is a clause that can function as a complete thought by itself.
Example: **We go to school** because **we need to learn**.
 - A subordinate clause or dependent clause is not a complete thought in itself.
 - It 'depends' on the main clause to have a meaning.
Example: **If it rains tomorrow**, the tennis match will be cancelled.
2. Explain that subordinate clauses are divided into categories:
 - Noun clause: This is a dependent clause that functions as a noun. It can be a subject, object or complement.
Examples:
 - She did not know **that the ice cream had melted**. (object of 'know')
 - They knew **where he worked**. (object of 'knew')
 - Adjectival clause: This is a clause that functions as an adjective and modifies a noun.
Examples:
 - I visited my grandfather **who lives in another village**. (modifies the noun 'grandfather')
 - Solar energy, **which we get from the sun**, is a renewable source of energy. (modifies the noun 'solar energy')

- Adverbial clause: This is a clause that functions as an adverb. It modifies verbs, adjectives and other adverbs.

Examples:

- I eat **whenever I am hungry**. (modifies the verb 'eat')
- **Once they saw the car coming**, the birds flew away from the street. (modifies the verb 'flew')

3. Draw pupils' attention to the sentences for teaching and learning on the board (see end of lesson).
4. Demonstrate how to complete sentences using the different types of clauses:
 - She went outside _____. (adverbial clause)
Example: She went outside to play with her cousins.
 - We want to eat _____. (noun clause)
Example: We want to eat something that is sweet.
 - This is the girl _____. (adjectival clause)
Example: This is the girl who ranked the highest.

Practice (20 minutes)

1. Have pupils copy the 5 sentences for written practice from the board into their exercise books (see end of lesson).
2. Instruct pupils to identify the types of dependent clauses that are underlined.
3. Discuss answers as a class. (Answers: a. noun clause b. adverbial clause c. adjectival clause d. noun clause e. adverbial clause)
4. Tell pupils to copy the fill-in-the-blanks sentences into their exercise books (see end of lesson).
5. Have pupils work with seatmates to complete each sentence using the type of clause given in brackets.
6. Discuss answers as a class.
Example answers:
 - a. That is the teacher who teaches Maths lessons. (adjectival clause)
 - b. I will wait over here while you collect our tickets. (adverbial clause)
 - c. The poem that she wrote was appreciated by everyone. (noun clause)
 - d. Her problem is that she cannot tolerate loud noises. (noun clause)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L122 in the Pupils' Handbook.

[SENTENCES FOR TEACHING AND LEARNING]

- She went outside _____. (adverbial clause)
- We want to eat _____. (noun clause)
- This is the girl _____. (adjective clause)

[SENTENCES FOR WRITTEN PRACTICE]

- a. People who live in the tribe are people who follow its rules.
- b. She went to the university to collect her degree.
- c. He is a calm person who makes good decisions.
- d. He is someone who can make good decisions.
- e. The stars can be seen after the sun sets.

[FILL-IN-THE-BLANKS]

- a. That is the teacher _____. (adjective clause)
- b. I will wait over here _____. (adverb clause)
- c. _____ was appreciated by everyone. (noun clause)
- d. She did not understand _____. (noun clause)
- e. Her problem is that _____. (noun clause)

Lesson Title: Diphthongs	Theme: Speaking and Listening	
Lesson Number: L2-L123	Class: SSS 2	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 diphthongs in words. 2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds. 3. Identify diphthongs in sentences. 	 Preparation <ol style="list-style-type: none"> 1. Write the list of words on the board (see end of lesson). 2. Write the sentences for written practice on the board (see end of lesson). 3. Write the sentences with diphthongs on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain diphthongs and give examples. (Example answers: sound with 2 vowel sounds; 'buy', 'cite', 'play')
2. Tell pupils that in this lesson they will learn about more diphthongs.

Teaching and Learning (12 minutes)

1. Revise 'diphthongs' as a class.
 - Diphthongs are sounds that have 2 pure vowel sounds combined into 1.
Examples: white, **day**, down, **round**
2. Revise diphthongs from previous lessons:

Phonetic sound	Example words
/eɪ/ as in 'day'	same, slay
/aɪ/ as in 'eye'	sly, right
/ɔɪ/ as in 'boy'	alloy, soil
/aʊ/ as in 'mouth'	loud, gown

3. Draw the following on table on the board and discuss the new diphthongs as a class:

Phonetic sound	Example words
/ɪə/ as in 'ear'	hear, peer
/ʊə/ as in 'pure'	secure, Europe
/eə/ as in 'pair'	there, where
/əʊ/ as in 'slow'	go, toe

Practice (24 minutes)

1. Draw pupils' attention to the list of words on the board (see end of lesson).
2. Instruct pupils to work with seatmates to identify whether they are pure vowel sounds or diphthongs.

3. Discuss answers as a class. (Answers: a. diphthong b. diphthong c. pure vowel sound d. pure vowel sound e. diphthong)
4. Have pupils copy the words for written practice on the board into their exercise books (see end of lesson).
5. Instruct pupils to choose the option from the 2 given which has the same diphthong sound as the initial word.

Example:

Boat: a. lot b. low (Answer: b. low)

6. Discuss answers as a class. (Answers: a. plead b. tour c. loan d. hear e. hay)
7. Draw pupils' attention to the sentences with diphthongs on the board (see end of lesson). Have pupils work individually to identify the diphthongs in each sentence. Check answers as a class.

Answers:

- a. The wind had **blown** in the north **direction**.
- b. I do not **know** **where** my book is.
- c. She was **crying** and had **tears** in her **eyes**.
- d. The **poor** farmer sold his crops.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L123 in the Pupils' Handbook.

[LIST OF WORDS]

- a. deer
- b. assure
- c. hot
- d. bleed
- e. spoil

[WORDS FOR WRITTEN PRACTICE EXERCISE]

- a. gear: hair; plead
- b. lure: curl, tour
- c. own: loan, down
- d. mere: share; hear
- e. clay: hat, hay

[SENTENCES WITH DIPHTHONGS]

- a. The wind had blown in the north direction.
- b. I do not know where my book is.
- c. She was crying and had tears in her eyes.
- d. The poor farmer sold his crops.

Lesson Title: Diphthongs	Theme: Speaking and Listening	
Lesson Number: L2-L124	Class: SSS 2	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 diphthongs in words. 2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds. 3. Identify diphthongs in a listening passage. 	 Preparation <ol style="list-style-type: none"> 1. Write the word list on the board (see end of lesson). 2. Practise reading the listening passage, 'The Injured Pigeon', aloud (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to give examples of words that contain diphthongs. (Example answers: round, gown, toe, slow, pair, sure)
2. Tell pupils that in this lesson they will practise identifying diphthongs.

Teaching and Learning (15 minutes)

1. Revise diphthongs:
 - Diphthongs are sounds that have 2 pure vowel sounds combined in 1.
Example: **grey**, **night**, **pure**
2. Draw the following table on the board and revise the diphthongs as a class:

Phonetic sound	Example words
/eɪ/ as in 'day'	main, weigh
/aɪ/ as in 'eye'	right, why
/ɔɪ/ as in 'boy'	enjoy, toil
/aʊ/ as in 'mouth'	down, round
/ɪə/ as in 'ear'	clear, deer
/ʊə/ as in 'pure'	sure, jury
/eə/ as in 'pair'	stare, there
/əʊ/ as in 'slow'	low, toe

3. Have pupils copy the table to their exercise books and practise reading the example words aloud with correct pronunciation and intonation.

Practice (22 minutes)

1. Draw pupils' attention to the word list on the board (see end of lesson).
2. Invite volunteers to raise their hands to identify whether the underlined vowels are pure vowel sounds or diphthongs. (Answers: a. diphthong b. diphthong c. pure vowel sound d. pure vowel sound e. diphthong)

3. Tell pupils that you are going to read a passage aloud and they will listen for diphthongs and pure vowel sounds. Note that the diphthongs are in bold (see end of lesson).
4. Instruct pupils to listen carefully as you read out a passage. Tell pupils to note down words that have diphthongs in them.
5. Read the first paragraph aloud. Read to pupils slowly, sentence by sentence, with correct pronunciation and intonation.
6. Read the first paragraph aloud again.
7. Invite volunteers to identify 5 words with diphthongs. (Example answers: my, brewing, outside, view, aid, down, dismay, fearful)
8. Instruct pupils to listen carefully again as you read the second paragraph aloud. Have pupils note down 3 words with pure vowel sounds and 3 words with diphthongs.
9. Read the second paragraph aloud again.
10. Discuss answers as a class.
Example answers:
 - Pure vowel sounds: took, the, water, sister, kitchen, seed
 - Diphthongs: rescue, nearest, assured, about, ointment, applied

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L124 in the Pupils' Handbook.

[WORD LIST]

- a. bow b. time c. slim d. dream e. bear

[LISTENING PASSAGE]

The Injured Pigeon

One morning, **my** mother was **brewing** some tea. As she put the kettle on the **stove**, she looked at the **view** outside. The sky was **clear** even though it was humid. Suddenly, she saw a pigeon fall **down** in our garden. We went outside to the pigeon's **aid**. To our **dismay**, the pigeon had injured itself and was **unable** to walk. It looked **fearful**. This upset my little sister. So as not to **disappoint** her, we decided to help the bird.

To **rescue** the pigeon, we took it to the **nearest** veterinarian's clinic. The veterinarian **assured** us that it was nothing to worry **about**. He **applied** an **ointment** on the pigeon's wing and requested that we **care** for it for a **day**. We provided the pigeon with some seeds and water as it **lay down** in the kitchen. My sister was also beginning to **cheer** up and **smile**. Before we **knew** it, it was evening. Then suddenly, the bird **flew out** of our **window**. **My** sister was very **joyful** and had a happy **glow** on her face.

Lesson Title: Reading Comprehension – Creative Writing (WASSCE)		Theme: Reading	
Lesson Number: L2-L125		Class: SSS 2	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. Summarise a text in their own words. 3. Infer meaning from a text. 4. Answer questions on a text. 		 Preparation Practise reading the text, 'The Early Bird Catches the Worm', aloud (see end of lesson).	

Opening (4 minutes)

1. Invite volunteers to explain the meaning of 'creative writing'. (Example answers: writing something of one's own creation; write something from one's imagination; write a story)
2. Tell pupils that in this lesson they will read a creative writing text.

Teaching and Learning (12 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Direct pupils' attention to the reading passage (see end of lesson).
3. Read the title aloud to pupils and explain that it is a 'saying':
 - A saying is a commonly used expression that offers wisdom or a lesson.
 - Its meaning goes beyond the literal meaning of the words.
4. Invite volunteers to explain or guess the meaning of the title. (Example answer: A person who works towards a goal or makes use of an opportunity early on is likely to succeed.)
5. Read the first 2 paragraphs aloud to pupils.
6. As a class, summarise the first 2 paragraphs.
 Example:
 The saying, 'The early bird catches the worm', reminds Tunde of his friends Monday and Yakubu from school. Monday knew a lot about computers. Tunde and Yakubu also said that they wanted to enter the field of computers. Monday tried to get Tunde and Yakubu to study more to become computerists.
7. Write the word 'coax' on the board. Demonstrate how to identify its meaning based on context clues. (Context clue: persuade)
8. Write the definition on the board: To continuously persist or persuade someone to do something
9. Use 'coax' in a sentence.
 Example: Because of my excellent examination results, I was able to coax my mother to buy me a new bicycle.

10. Invite volunteers to predict what happens next in the story. (Example answer: they all became computerists; they lost interest)

Practice (23 minutes)

1. Invite a volunteer to read the third and fourth paragraphs aloud while the rest of the class follows along.
2. Invite another volunteer to summarise the third and fourth paragraphs.

Example:

Tunde and Yakubu were not serious about becoming computerists and mocked Monday for his dreams. But Monday was taking lessons in computers after school and by SSS 3, he had become very skilled at computers. He bought himself a pair of new shoes from his savings.

3. Write the expression 'make jest' on the board. Invite volunteers to identify its meaning based on context clues. (Context clue: mocking)
4. Write the definition on the board: Make fun of someone or mock someone
5. Invite a volunteer to use 'make jest' in a sentence.

Example answer: The comedian made jest of the most unpopular leader of the country.

6. Have pupils finish reading the text independently.
7. Invite a volunteer to summarise the last paragraph.

Example:

After SSS, Monday opened his own office as a computer technician and was very successful. Tunde and Yakubu went to him for help and learnt the skills from him. But by the time they opened their own office, they were way behind Monday in popularity and business.

8. Invite volunteers to answer the following questions by raising their hand:
 - Were Tunde and Yakubu serious about their careers in school? How can you tell?
Answer: No, they were not serious. They made fun of Monday, who worked hard to become a computer technician.
 - Was Monday taking his goal of becoming a computer technician seriously?
Answer: Yes, he was taking lessons in computers after school.
 - How is the title, 'The Early Bird Catches the Worm' relevant to this story? Who is the 'early bird'?
Answer: Monday started working toward his career from SSS 1 and became a successful technician right after school. Tunde and Yakubu started learning computers much later and were not as successful as Monday. Monday is the early bird.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L125 in the Pupils' Handbook.

[TEXT]

The Early Bird Catches the Worm¹

Going down memory lane, the saying 'the early bird catches the worm' reminds me of Monday. When I was in junior secondary school, I came across two other boys who became my closest friends. My name is Tunde and my friends' names are Monday and Yakubu. We all wrote the Junior WAEC in the same year and proceeded to senior secondary together.

The incident I am recollecting is centred around one of us – Monday, to be precise. At first, we were all considering different professions and fields but not working towards those goals too seriously. However, Monday seemed to be more serious about his future. He often tried to coax and persuade us into planning and studying more. Monday had good foresight and had clearly decided on becoming a computer technician. He claimed that he knew a lot about how computer systems worked. Because Yakubu and I also fantasised about being able to use and operate computers easily, we jumped on the bandwagon and declared that we would become computerists.

In reality, we were not all that serious about becoming computerists. Instead of studying hard, we focused all our energy on making jest of Monday's dream and mocking him for aspiring to something so specialised and unique. Typical of pupils in school, we began mocking him and making fun of him, too. We started calling him 'computer mechanic'. Yakubu and I thought we were the best.

Little did we know that the term 'computer mechanic' hardly offended Monday. To our surprise, he had begun taking lessons in computers and technology every day after school. By the time we got to SSS 3, he had already started repairing faulty computers and making money. I remember feeling envious of him when he bought himself a pair of new shoes in SSS 3 from his own savings.

No sooner had we finished writing our final examinations than he opened an office with a little help from his father. We, who had thought him foolish, were now the foolish ones. We even called on him in his office to request repairs to our computers. Seeing his happiness and success, we decided to learn the trade from him. In spite of the way we had treated him, Monday taught us the skills for old times' sake. By the time we were ready to open our own office, he had become a well-known technician and we were only amateurs. Clearly, by starting his studies all the way back in SSS 1, Monday had helped himself to a bright future. The early bird catches the worm.

¹This passage is adapted from WAEC English Language Examination, 2008

Lesson Title: Creative Writing	Theme: Writing	
Lesson Number: L2-L126	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use an outline to plan a text. 2. Draft a text relevant to the topic with well-organised ideas. 3. Use appropriate vocabulary and grammar when writing. 4. Write a text with correct grammar and spelling. 	 Preparation Write the outline of a creative text on the board (see end of lesson).	

Opening (2 minutes)

1. Invite volunteers to explain a 'saying' in their own words. (Example answers: an expression; something that gives a lesson or moral)
2. Tell pupils that in this lesson they will write a text based on an idiom or a saying.

Teaching and Learning (15 minutes)

1. Have pupils open the Pupil's Handbook at the page that corresponds with the lesson and follow along.
2. Discuss creative writing:
 - Is fiction, imaginative or narrative writing
 - Uses characters, a plot and a storyline
 - Is usually written like a story
 - Contains details and descriptions of characters and setting
 - May have a lesson or a moral
 - Does **not** need statistics or facts to support any argument
3. Explain the components of a creative text:
 - Introductory paragraph
 - Attention grabbing and interesting to engage the reader
 - Body (2 to 3 paragraphs)
 - Develops characters and plots; introduces twists
 - Closing paragraph
 - Contains the conclusion and the lesson/moral
4. Explain that in the WASSCE examination, pupils must write a short text or creative text based on a given saying or idiom.
Example:
To strike while the iron is hot: To seize or use an opportunity at the right time
5. Draw pupils' attention to the creative writing outline on the board (see end of lesson).

6. Demonstrate how to fill the outline on the board with main ideas on the topic: Strike while the iron is hot.
 - **Topic** – *What are you writing about? Be specific; choose a day or an incident.*
When I met the Maths professor of a leading global university
 - **Characters** – *Who is your narrative about? Friends, family, strangers?*
Myself and a Maths professor from a leading university where I wanted to do my higher studies
 - **Setting** – *Where and when does it take place? Describe it.*
In my school
 - **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge*
I was lazy and unwilling and my team could not take part in the Maths inter-school competition.
 - **Moral/Theme** – *What did you learn? How did the experience affect you?*
I learnt to never let an opportunity go to waste.
7. Read pupils the example text (see end of lesson).
8. As a class, discuss how the story connects to the saying 'strike while the iron is hot'.

Practice (22 minutes)

1. Ask pupils to complete their own outline for a creative writing text to illustrate the saying in their exercise books.
2. Have pupils share and compare their outlines with seatmates.
3. Move around the classroom to check pupils' outlines and hear their story ideas.
4. Instruct pupils to use their outline to write a creative text in about 400 words on the topic: 'Strike while the iron is hot'.
5. Move around the classroom to check pupils' work.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L126 in the Pupils' Handbook.

[OUTLINE OF A CREATIVE TEXT]

- **Topic** – *What are you writing about? Be specific; choose a day or an incident.*

- **Characters** – *Who is your narrative about? Friends, family, strangers?*

- **Setting** – *Where and when does it take place? Describe it.*

- **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge*

- **Moral/Theme** – *What did you learn? How did the experience affect you?*

[EXAMPLE TEXT]

Strike While the Iron is Hot

In school, they used to call me ‘the maths wizard’. I am gifted in mathematics and have always been excellent with numbers. I took a lot of pride in tutoring my siblings and close friends when they needed help with Maths lessons. I had also won several inter-school competitions and achieved top examination scores, and my teachers were very proud of me. My dream was to gain admission into a leading university in the UK or USA on a scholarship and study Maths there.

This opportunity was handed to me on a platter when a renowned professor from a leading university was visiting Sierra Leone. He had come to do some work with the Ministry of Education and was also going to be a guest at the national-level Maths competition to be held at our school. You would think I would have taken this opportunity to meet him.

However, I did not. I had become arrogant by SSS 2 and assumed that my principal would introduce me to this professor without my even requesting it. I had also become lazy and did not even try to take part in the competition. On the day of the national competition, there were over 50 bright pupils and teachers at my school. I felt invisible in that crowd, especially because I was not even taking part.

The professor was busy mingling with the participants. After all, why would he pay attention to a pupil who was not amongst the top Maths pupils of the country? I regretted not having taken part. I was feeling jealous because, in spite of being very capable, I was not able to impress this man.

Later, I learned that the pupil who had won the Maths competition was from another school and had impressed the professor a great deal. The professor promised to give him a glowing recommendation. Three years later, that pupil went to the UK to study at that university on a full scholarship. I did not use the one opportunity I had. This shows that one must strike the iron while it is hot.

Lesson Title: Adjectival Clauses	Theme: Grammar	
Lesson Number: L2-L127	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define adjectival clauses and demonstrate understanding of their function in a sentence. 2. Identify adjectival clauses in sentences. 3. Write sentences using appropriate vocabulary and adjectival clauses. 	 Preparation <ol style="list-style-type: none"> 1. Write the sentences for written practice on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to identify the main clause and the subordinate clause in the following sentence:
 - I like the restaurant which serves Italian food.

Answer:

 - Main clause: I like the restaurant
 - Subordinate clause: which serves Italian food
2. Tell pupils that the subordinate clause 'which serves Italian food' is an adjectival clause, and in this lesson, they will learn about adjectival clauses in detail.

Teaching and Learning (14 minutes)

1. Revise main and subordinate clauses:
 - A main clause is a complete thought in itself.
Example: **I went to the market** because I needed apples.
 - A subordinate clause is the part of the sentence that is not a complete thought.
Example: I went to the market **because I needed apples**.
2. Explain adjectival clauses:
 - Adjective/adjectival clauses are subordinate clauses which function as an adjective and modify a noun.
Example:
 - Sentence: The plane in which we are flying is new.
Main clause: The plane is new.
Subordinate clause: in which we are flying (describes the plane)
 - The adjectival clause will usually come after the noun it qualifies in the sentence; however, it may not come directly after the noun.
Example:
 - Sentence: The people in the crowd, who were angry, started screaming.
Main clause: The people in the crowd started screaming.
Subordinate clause: who were angry (describes the 'people')
 - Adjectival clauses usually start with relative pronouns such as 'that', 'which', 'who', 'those' or 'whom'. That is why adjectival clauses are also called relative clauses.

Practice (20 minutes)

1. Have pupils copy the sentences for written practice from the board in their exercise books (see end of lesson).
2. Instruct pupils to work with seatmates to identify adjectival clauses in the sentences.
3. Discuss answers as a class.
Answers:
 - a. that was carrying the goods
 - b. the one who teaches us English
 - c. who was admitted to hospital
4. Have pupils copy the fill-in-the-blanks sentences from the board into their exercise books (see end of lesson).
5. Instruct pupils to fill in the blanks with adjectival clauses.
6. Discuss answers as a class.
Examples:
 - a. which I bought last week
 - b. who only praises
 - c. where I used to play as a child
 - d. who is carrying the files
 - e. which I wore to the football match
7. Have pupils write 3 sentences in their exercise books that contain adjectival clauses.
8. Move around the classroom to check that pupils are able to write sentences with adjectival clauses correctly.
9. Ask pupils to exchange exercise books with seatmates and identify the adjectival clauses in each other's sentences.

Closing (4 minutes)

1. Invite volunteers to read their sentences aloud and have the rest of the class identify the adjectival clauses in each sentence. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL2-L127 in the Pupils' Handbook.

[IDENTIFY ADJECTIVAL CLAUSES]

- a. I saw the train that was carrying the goods.
- b. My teacher, the one who teaches us English, has been teaching for 30 years.
- c. The patient, who was admitted to hospital, could not afford the treatment.

[FILL-IN-THE-BLANKS]

- a. The bananas, _____, have gone rotten.
- b. The friend _____ cannot be trusted.
- c. This is the park _____.
- d. The man _____ works at my father's office.
- e. My shirt, _____, is now stained.

Lesson Title: Adverbial Clauses	Theme: Grammar	
Lesson Number: L2-L128	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define adverbial clauses and demonstrate understanding of their function in a sentence. 2. Identify adverbial clauses in sentences. 3. Write sentences using appropriate vocabulary and adverbial clauses. 	 Preparation <ol style="list-style-type: none"> 1. Write the adverbial clause sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to explain what adverbs are. (Example answers: words that modify verbs, adjectives and other adverbs; slowly, thoughtfully)
2. Tell pupils that in this lesson they will learn about adverbial clauses.

Teaching and Learning (15 minutes)

1. Explain adverbial clauses:
 - Adverbial clauses are subordinate clauses that function as adverbs.
 - They modify a verb, adjective or another adverb in a sentence.

Example:

 - Sentence: He read a book **whenever he found the time**.
 - Main clause: He read a book
 - Adverbial clause: whenever he found the time. (describes the verb 'read')
2. Explain the different functions of an adverbial clause:
 - To refer to time
 - Uses words such as 'when', 'as soon as', 'whenever', 'before', 'until', 'since', 'now'
 - Example: Tell the cook **when he should start cooking**.
 - To refer to place or location
 - Example: She takes her sister with her **wherever she goes**.
 - To refer to the manner of a verb or action
 - Example: You paint this picture **however you want to**.
 - To refer to contrasts in actions happening together
 - Example: **While he was singing a song**, his sister was trying to study.
 - To describe the degree of an adjective
 - Examples:
 - You can eat as many vegetables **as you like**.
 - He is much more intelligent **than he appears**.

- To use conjunctions such as 'in spite', 'although'.
Example: **Even though he is a doctor**, he does not like injections.
- To describe purpose
Example: He studied hard **in order to pass the exam**.
- To describe a result of or reason for an action
Example: They visited a museum **so that they could learn about their culture**.

Practice (18 minutes)

1. Have pupils copy the 4 adverbial clause sentences from the board into their exercise books (see end of lesson).
2. Instruct pupils to identify the adverbial clauses in the sentences.
3. Discuss answers as a class.
Answers:
 - a. Once they heard the loud noise
 - b. Wherever you find some fresh mangoes
 - c. These are the last of the tickets
 - d. As a result of her poor attendance
4. Have pupils copy the fill-in-the-blanks sentences on the board into their exercise books (see end of lesson).
5. Instruct pupils to fill in the blanks with adverbial clauses.
6. Discuss answers as a class.
Example answers:
 - a. because he does not have a ticket
 - b. better than Aminata does
 - c. Even though she is only ten years old
 - d. While the big cities usually have electricity
 - e. wherever you want
7. Have pupils write 3 sentences in their exercise books that contain adverbial clauses.
8. Move around the classroom to check that pupils are able to write sentences with adverbial clauses correctly.
9. Ask pupils to exchange exercise books with seatmates and identify the adverbial clauses in each other's sentences.

Closing (5 minutes)

1. Invite volunteers to read their sentences aloud and have the rest of the class identify the adverbial clauses in each sentence. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL2-L128 in the Pupils' Handbook.

[ADVERBIAL CLAUSE SENTENCES]

- a. Once they heard the loud noise, the birds flew away.
- b. Wherever you find some fresh mangoes, you buy them.
- c. These are the last of the tickets, as far as I know.
- d. As a result of her poor attendance, she missed out on many lessons.

[FILL-IN-THE-BLANKS]

- a. He cannot enter the cinema hall _____.
- b. Musa behaves _____.
- c. _____, she can solve Maths problems of SSS.
- d. _____, the villages get electricity only sometimes.
- e. You can go _____.

Lesson Title: Present Participle	Theme: Grammar	
Lesson Number: L2-L129	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define the present participle and demonstrate understanding of its function in a sentence. 2. Identify present participle in sentences. 3. Write sentences using appropriate vocabulary and the present participle. 	 Preparation <ol style="list-style-type: none"> 1. Write the sentences to identify present participles on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain the present continuous tense, using examples.
(Example answers: used to describe actions still happening; in progress; I am playing)
2. Tell pupils that in this lesson they will learn about present participles.

Teaching and Learning (14 minutes)

1. Explain the present participle:
 - The present participle is formed from verbs by adding ‘-ing’ at the end of the main verb.
 - It can be used as an adjective or to form tenses.
Examples:
 - play – playing
 - read – reading
2. Explain the functions of the present participle:
 - To form tenses such as present continuous, past continuous and future continuous
Example:
 - Verb – to cry
 - Present participle – crying
 - Used in continuous tense – The boy **is crying**. / The boy **was crying**.
 - To form adjectives
Examples:
 - The **crying** boy was shedding tears.
 - The **playing** child was enjoying herself.
 - To show movement and position
Examples:
 - I lay **looking** up at the stars.
 - I went **running** last evening.

- To show verbs of perception after an object
Example: I thought I heard someone **laughing**. ('someone' is the object)
 - To show 2 actions happening at the same time
Examples:
 - While **eating** his food, he also **read** the newspaper.
 - **Putting on** her coat, she **looked** for the house keys.
 - To give a reason
Example: Knowing that her teacher would be pleased, the pupil finished her homework.
3. Explain that present participles should not be confused with gerunds (words that act as nouns).
Examples:
- I took swimming lessons. ('swimming' is a noun here)
 - I like baking. ('baking' is a noun)

Practice (18 minutes)

1. Have pupils copy the 4 sentences to identify present participles from the board in their exercise books (see end of lesson).
2. Instruct pupils to say whether the present participles in these sentences are verbs or adjectives.
3. Discuss answers as a class. (Answers: a. adjective b. verb c. verb d. adjective)
4. Have pupils copy the the fill-in-the-blanks sentences from the board in their exercise books (see end of lesson).
5. Instruct pupils to fill in the blanks using present participles. They must use the verbs given in brackets and identify whether the present participles are verbs or adjectives.
6. Discuss answers as a class. (Answers: a. supporting – adjective b. walking – verb c. sleeping – verb d. crumbling – adjective e. wearing – adjective f. eating – verb)
7. Ask pupils to write 3 sentences that each contain 2 present participles: an adjective and a verb.
Example: The **laughing** children went **running** out of the classroom.
8. Move around the classroom to check pupils' work.

Closing (5 minutes)

1. Invite volunteers to read their sentences aloud and have the rest of the class identify the present participles they hear. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL2-L129 in the Pupils' Handbook.

[SENTENCES TO IDENTIFY PRESENT PARTICIPLES]

- a. The rising vapour from the steam was very hot.
- b. I saw the vapour rising from the steam.
- c. Complaining about her sister, the girl told her mother how her toy broke.
- d. The existing research does not support my theory.

[FILL-IN-THE-BLANKS]

- a. The _____ sentence helps explain the topic sentence. (to support)
- b. As I was _____ down the road, I spotted a deer. (to walk)
- c. You will be _____ when I arrive tomorrow night. (to sleep)
- d. The _____ walls of the old house were cracked in places. (to crumble)
- e. I introduced myself to the lady _____ the blue jacket. (to wear)
- f. Wahid is _____ the cake all by himself. (to eat)

Lesson Title: Past Participle	Theme: Grammar	
Lesson Number: L2-L130	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define the past participle and demonstrate understanding of its function in a sentence. 2. Identify the past participle in sentences. 3. Write sentences using appropriate vocabulary and the past participle. 	 Preparation <ol style="list-style-type: none"> 1. Write the sentences for identifying the function of past participles on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to explain what present participles are, using examples.
(Example answers: verbs used to describe an ongoing action; adjectives; the playing boy; the boy was playing)
2. Tell pupils that in this lesson they will learn about past participles.

Teaching and Learning (14 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Explain past participles:
 - Past participles are formed from verbs by adding an '-en', '-ed', '-n', '-t' or '-d' to the end of the verb.
 - They can be used as adjectives or to form tenses.
Examples:
 - take – taken
 - load – loaded
 - die – died
 - learn – learnt
 - begin – begun (irregular)
 - cut – cut (irregular)
 - go – went (irregular)
 - feed – fed (irregular)
 - forget – forgotten (irregular)
3. Discuss the functions of past participles:
 - To form tenses such as past perfect, present perfect and future perfect; to describe completed actions. They are formed with auxiliary verb has/have.
Examples:
 - She **had eaten** her breakfast when I reached her house. (past perfect)
 - I **have closed** the bedroom door. (present perfect)

- I **will have played** with my sister all day by the time you visit us tomorrow.
(future perfect)
- To form adjectives
Examples:
 - Her **swollen** eyes appeared red because she had not slept.
 - The **ruined** cake was still delicious.
- To form sentences in the passive voice
Examples:
 - The toast has been **kept** on the plate.
 - The house will be **cleaned** by the end of the day.

Practice (18 minutes)

1. Have pupils copy the 5 sentences to identify the function of past participles from the board into their exercise books (see end of lesson).
2. Have pupils work with seatmates to identify what function the underlined past participles serve in the sentences.
3. Discuss answers as a class. (Answers: a. passive voice b. verb c. passive voice d. adjective e. verb)
4. Have pupils copy the fill-in-the-blanks sentences from the board into their exercise books (see end of lesson).
5. Instruct pupils to fill in the blanks with past participles using the verbs given in brackets.
6. Discuss answers as a class. (Answers: a. had finished b. was honoured c. accomplished d. adopted e. dressed)
7. Ask pupils to write 3 sentences that each contain 2 past participles: an adjective and a verb.
Example: The **broken** dish was **thrown** in the trash.
8. Move around the classroom to check pupils' work.

Closing (5 minutes)

1. Invite volunteers to read their sentences aloud and have the rest of the class identify the past participles they hear. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL2-L130 in the Pupils' Handbook.

[IDENTIFY THE FUNCTION OF PAST PARTICIPLES]

- a. He was accused of the crime.
- b. My principal reprimanded me for my untidy uniform.
- c. The vegetables for the dish were chopped evenly.
- d. The fallen chair was lying on the floor.
- e. The player has kicked the ball.

[FILL-IN-THE-BLANKS]

- a. The pupil _____ her homework when I asked for it. (to finish)
- b. The scholar _____ at the school assembly yesterday. (to honour)
- c. This _____ scholar of Maths can help you solve geometry problems. (to accomplish)
- d. The _____ child felt loved in his new home. (to adopt)
- e. The beautifully _____ doll was her favourite. (to dress)

Lesson Title: Vocabulary Development: Building and Construction	Theme: Reading	
Lesson Number: L2-L131	Class: SSS 2	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 building and construction. 2. Use context clues and inference to determine the meaning of unknown vocabulary in a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the text, 'Building the New House', aloud (see end of lesson). 2. Write the list of words on the board (see end of lesson). 	

Opening (5 minutes)

1. Invite volunteers to explain in their own words how a building is made. (Example answers: with stone; with bricks; builders; cement; mud)
2. Tell pupils that they will learn vocabulary related to building and construction.

Teaching and Learning (14 minutes)

1. Discuss the meanings of the following words as a class:
 - Building: A structure with a roof and walls
Example: This is a building made with bricks.
 - Construction: The process of building a structure
Example: Next month, we will start the construction of the 2 extra rooms of our house.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson. Direct pupils' attention to the reading passage in the Pupils' Handbook.
3. Read the title and the first paragraph aloud (see end of lesson).
4. Summarise the first paragraph as a class.
Example:
My father has been designing and preparing the blueprint of our new house. It will have 2 bedrooms, a hall and a large kitchen like my mother wants.
5. Demonstrate how to identify the meaning of the word 'blueprint' using context clues from the passage. (Context clue: designing the interior)
6. Write the definition of 'blueprint' on the board: The plan or design of a specific place like a building or a house
7. Use 'blueprint' in a sentence.
Example: The interior designer presented the blueprint of the new office building.

Practice (20 minutes)

1. Have pupils read the second paragraph independently.
2. Invite a volunteer to summarise the second paragraph.

Example:

The construction of the substructure and foundation has started. Then my father will get the walls, doorways and windows constructed. He has paid attention to the quality of plaster and cement.

3. Write the word 'foundation' on the board. Have pupils identify its meaning based on context clues and use the word in a sentence.
4. Invite volunteers to share their answers.

Answer:

- Context clues: iron rods
 - Definition: The layer of bricks, concrete or other material below the ground on which a building is built for support.
 - Example: The temporary foundation of the school stage was made using wooden tables.
5. Have pupils copy the list of words from the board into their exercise books (see end of lesson).
 6. Instruct pupils to identify the meanings of these words with seatmates and write a sentence for each word in their exercise books.
 7. Discuss answers as a class.

Answers:

- Doorway: The entrance into a room or building through a door
 - Iron rods: Long sticks of iron used in making a building's foundation
 - Substructure: The part of the building below the ground
 - Cement: A grey powder that is mixed with water to make concrete; applied on the walls of a building
 - Plaster: A wet substance that hardens when it is dry which is used to make smooth walls and ceilings
8. Invite volunteers to use these words in sentences.

Examples:

- Doorway: We decorated the doorway with flowers to welcome the guests.
- Iron rods: I saw many iron rods lying by the construction site.
- Substructure: The ground has been dug to lay the substructure of the new building.
- Cement: We mixed cement with water to coat the walls of the terrace.
- Plaster: The plaster on the walls of the old house is slowly peeling off.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L131 in the Pupils' Handbook.

[READING PASSAGE]

Building the New House

My father is a **builder**. Last month, he bought the **materials** needed to **construct** our new house. He has spent the past six months **designing** the **interior** and preparing the **blueprint** of our new house. It will have two bedrooms and a hall. My mother also demanded a large, airy kitchen with an **arched doorway** because that was the kind of house she grew up in.

Some **labourers** and **construction workers** are already hard at work laying the **foundation** with **iron rods** to make our house stable and strong. Once they finish the **substructure**, my father will instruct them on what to do next. They will build the **exterior** walls, followed by the **interior** walls, and finally complete it with doorways and windows. My father has paid attention to every small detail, such as the quality of the **cement** and **plaster** that we will use to make the **structure** sturdy.

[LIST OF WORDS]

- doorway
- iron rods
- substructure
- cement
- plaster

Lesson Title: Vocabulary Development: Building and Construction		Theme: Writing	
Lesson Number: L2-L132		Class: SSS 2	Time: 40 minutes
	Learning Outcomes		Preparation
	By the end of the lesson, pupils will be able to: 1. Use general vocabulary associated with the field of building and construction. 2. Complete a text using appropriate vocabulary.		1. Write the word list for sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks activity on the board (see end of lesson).

Opening (2 minutes)

1. Invite volunteers to explain in their own words what building and construction is. (Example answers: making a building; using materials to build a structure)
2. Tell pupils that in this lesson they will practise using vocabulary related to building and construction.

Teaching and Learning (18 minutes)

1. As a class, revise some vocabulary related to building and construction:
 - Construction: The process of building a structure
 - Blueprint: The plan or design of a specific place like a building or a house
 - Foundation: The layer of bricks, concrete or other material below the ground on which a building is built for support
 - Iron rods: Long sticks of iron used in making a building's foundation
 - Substructure: The part of the building below the ground
 - Cement: A grey powder that is mixed with water to make concrete; applied on the walls of a building
 - Plaster: A wet substance that hardens when it is dry which is used to make smooth walls and ceilings
2. Invite volunteers to use the words in sentences.
3. Discuss the following new words and terms related to building and construction:
 - Scaffolding: A temporary structure on the outside of a building made up of metal rods and planks which builders stand or sit on while working
 - Building permit: A licence authorising the construction of a building in a community
 - Lintel: A piece of stone or wood that lies across the top of a door or window
 - Joist: A strong, heavy board that supports a floor or ceiling
 - Superstructure: The part of the building above the ground
 - Painter: A person who paint the walls, doors and window frames of buildings
 - Electrician: A person who installs and repairs electrical equipment in a building
 - Architecture: The practice of designing and planning a building

4. Invite volunteers to make sentences with the following words: painter, electrician, architecture.

Examples:

- We hired a painter to paint the outside of our house bright yellow.
- The electrician came and connected the house to the electrical grid in the community.
- If you want to become an architect and design houses you should study architecture at university.

Practice (19 minutes)

1. Draw pupils' attention to the word list for sentences on the board (see end of lesson).
2. Instruct pupils to write a sentence for each of the words in their exercise books.
3. Invite volunteers to share their sentences with the class.

Examples:

- a. Scaffolding: The labourers used the scaffolding to reach the floors of the building that they were repairing.
 - b. Lintel: I want to use colourful lintels above my window frames to make them look pretty.
 - c. Building permit: Without a building permit, starting construction is illegal.
 - d. Architecture: The architecture of old palaces includes large rooms with high ceilings.
 - e. Joists: We used wooden joists to line and support the roof of our house.
4. Have pupils copy the fill-in-the-blanks sentences from the board into their exercise books (see end of lesson).
 5. Have pupils fill in the blanks using words from the word bank.
 6. Discuss answers as a class. (Answers: a. lintel b. blueprint c. scaffolding d. electrician e. cement f. painter)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L132 in the Pupils' Handbook.

[WORD LIST FOR SENTENCES]

- a. scaffolding
- b. lintel
- c. building permit
- d. joists
- e. architecture

[FILL-IN-THE-BLANKS]

Word Bank

cement	lintel	scaffolding
blueprint	electrician	painter

- a. The _____ installed above the window frame was made of stone.
- b. The architect showed the builder the _____ of the house that he had prepared.
- c. Without _____, these workers cannot access the highest floor of the building.
- d. The _____ is fixing the light fixtures and power points all over the house.
- e. We need to use fresh _____ to apply on the walls of this old house.
- f. Now that the house is built, we can hire a _____ to make it look more beautiful!

Lesson Title: Past Participle – Irregular Verbs	Theme: Grammar	
Lesson Number: L2-L133	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define the past participle and demonstrate understanding of its function in a sentence. 2. Identify irregular verbs in the past participle in sentences. 3. Write sentences using appropriate vocabulary and irregular verbs in the past participle. 	 Preparation <ol style="list-style-type: none"> 1. Write the sentences to identify past participles on the board (see end of lesson). 2. Write the fill-in-the-blanks activity on the board (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to explain what the past participle is and when it is used.
(Example answers: the past tense form of a verb; used in passive voice; ‘-ed’, ‘-en’, ‘-d’)
2. Tell pupils that in this lesson they will learn about past participle of irregular verbs.

Teaching and Learning (21 minutes)

1. Revise the functions of past participles:
 - To form tenses such as past perfect, present perfect and future perfect
 - To describe completed actions
Example: played; carved
 - To form adjectives
Example: burnt toast
 - To form sentences in passive voice
Example: He was scolded by his mother.
2. Discuss the different ways in which past participles of irregular verbs are formed.
 - In some verbs, all 3 forms of the verb have the same spelling:

Irregular main verb	Simple past	Past participle
cut	cut	(have/had) cut
put	put	(have/had) put
hit	hit	(have/had) hit

- In others, the simple past and past participle forms of the verb are the same:

Irregular verb	Simple past	Past participle
sit	sat	(have/had) sat
light	lit	(have/had) lit
keep	kept	(have/had) kept

- Sometimes all 3 forms of the verb are different:

Irregular verb	Simple past	Past participle
swim	swam	(have/had) swum
break	broke	(have/had) broken
begin	began	(have/had) begun

3. As a class, identify other irregular verbs in the past participle for each of the 3 categories. Write some examples on the board.

Examples:

All the same	Simple past and past participle are the same	All 3 forms different
hurt, hurt, hurt	sleep, slept, slept	drink, drank, drunk
bet, bet, bet	meet, met, met	write, wrote, written
shut, shut, shut	shoot, shot, shot	sing, sang, sung
let, let, let	make, made, made	drive, drove, driven

4. Discuss examples of how the past participles of irregular verbs are used in different tenses:

Main verb	Present perfect	Past perfect	Future perfect
to think	I have thought about your problem.	I had thought about your problem before I met you.	I will have thought about your problem when we meet.
to choose	I have chosen the black shirt.	I had chosen the black shirt by the time I left the shop.	I will have chosen the black shirt when I leave the shop.
to begin	I have begun my practice.	I had begun my practice before she left.	I will have begun my practice when she leaves.

5. Demonstrate how to use past participles of irregular verbs when changing from 1 tense to another:
- simple past → past perfect: I drank the juice. → I had drunk the juice when you asked for it.
 - simple present → present perfect: I fight with my sister. → I have fought with my sister.
 - simple future → future perfect: I will fight with my sister. → I will have fought with my sister by this time tomorrow.
6. Tell pupils that they will learn about other functions of past participles of irregular verbs in the next lesson.

Practice (16 minutes)

1. Have pupils copy the sentences identifying past participles from the board in their exercise books (see end of lesson).
2. Instruct pupils to identify the past participles of the irregular verbs in the sentences.
3. Discuss answers as a class. (Answers: a. flown b. forgotten c. eaten d. broken)
4. Have pupils copy the fill-in-the-blanks activity from the board into their exercise books (see end of lesson).
5. Instruct pupils to fill in the blanks with the appropriate auxiliary verbs (have/had) and past participles of the verb given in brackets.
6. Discuss answers as a class. (Answers: a. have lost b. had become c. have given d. have frozen e. had left)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L133 in the Pupils' Handbook.

[IDENTIFY PAST PARTICIPLES]

- a. The bird will have flown from its nest next week.
- b. I had forgotten to take my exercise book when I went to school yesterday.
- c. I have eaten my lunch. Did you eat your lunch?
- d. I broke my pencil. Have you broken yours too?

[FILL-IN-THE-BLANKS]

- a. I _____ my favourite toy. (to lose)
- b. Fela Kuti _____ a popular star in the 1970s. (to become)
- c. I _____ my clothes to the tailor for stitching. (to give)
- d. Will you _____ the ice cream by tomorrow morning? (to freeze)
- e. Binta _____ on the train when we reached the station. (to leave)

Lesson Title: Past Participle – Irregular Verbs		Theme: Grammar	
Lesson Number: L2-L134		Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define the past participle and demonstrate understanding of its function in a sentence. 2. Identify irregular verbs in the past participle in sentences. 3. Write sentences using appropriate vocabulary and irregular verbs in the past participle. 		 Preparation <ol style="list-style-type: none"> 1. Write the sentences to identify past participles on the board (see end of lesson). 2. Write the fill-in-the-blanks activity on the board (see end of lesson). 	

Opening (3 minutes)

1. Invite volunteers to give examples of past participles of irregular verbs. (Example answers: thought, fought, swept, broken, chosen)
2. Tell pupils that in this lesson they will learn more about past participles of irregular verbs.

Teaching and Learning (13 minutes)

1. Revise the 3 ways in which past participles are formed in irregular verbs:
 - All 3 forms of the verb have the same spelling:
Examples: let, hurt, set
 - The simple past and past participles have the same spelling:
Examples:
 - sleep, slept, (have/had) slept
 - leave, left, (have/had) left
 - All 3 forms of the verb have different spellings:
Examples
 - speak, spoke, spoken
 - hide, hid, hidden
2. Discuss how and when past participles of irregular verbs are used in sentences:
 - To form sentences in tenses such as the present perfect, past perfect and future perfect
Examples:
 - Present perfect – I **have taken** my uniform for ironing.
 - Past perfect – I **had taken** my uniform for ironing when I saw you last night.
 - Future perfect – I will **have taken** my uniform for ironing by tomorrow noon.
 - To form sentences in the passive voice using auxiliary verbs such as ‘had been’, ‘has been’ and ‘will have been’
Examples:

- The snake **will be struck** with a cane. (to strike)
- The rice **has been eaten** by the children. (to eat)
- The diamond **had been stolen** from the shop. (to steal)
- To form adjectives the same way one does with regular verbs – no auxiliary verb required

Examples:

- The **drunk** man was not able to walk straight. (to drink)
- The **swept** floor looks clean. (to sweep)

Practice (23 minutes)

1. Have pupils copy the sentences to identify past participles from the board into their exercise books (see end of lesson).
2. Instruct pupils to indicate whether the underlined past participles have been used to form tenses, adjectives or the passive voice.
3. Discuss answers as a class. (Answers: a. passive voice b. tense – past perfect c. passive voice d. adjective e. tense – future perfect f. adjective)
4. Have pupils copy the fill-in-the-blanks activity from the board into their exercise books (see end of lesson).
5. Instruct pupils to fill in the blanks with past participles of the irregular verbs given in brackets.
6. Discuss answers as a class. (Answers: a. lit b. has been left c. have made d. has Unama seen e. frozen f. have grown)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L134 in the Pupils' Handbook.

[SENTENCES TO IDENTIFY PAST PARTICIPLES]

- a. Mabinty's room has been kept neat and tidy.
- b. Lightening had struck the big oak tree once before.
- c. Pupils have been given homework to do.
- d. Yabu's desk is broken.
- e. The new president will have been sworn in by this time tomorrow.
- f. The proven theory has a lot of research to support it.

[FILL-IN-THE-BLANKS]

- a. The _____ room looked shiny and bright. (to light)
- b. The food _____ on the stove to heat. (to leave)
- c. I _____ your bed for you. (to make)
- d. _____ Unama _____ this film? (to see)
- e. The _____ ice cubes are ready to be used. (to freeze)
- f. These plants _____ well because of manure, water and sunlight. (to grow)

Lesson Title: Auxiliary Verbs (have, be, do)	Theme: Grammar	
Lesson Number: L2-L135	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define auxiliary verbs and demonstrate understanding of their function in a sentence. 2. Identify auxiliary verbs in sentences. 3. Write sentences using appropriate vocabulary and auxiliary verbs. 	 Preparation <ol style="list-style-type: none"> 1. Write the sentences to identify auxiliary verbs on the board (see end of lesson). 2. Write the fill-in-the-blanks activity on the board (see end of lesson). 	

Opening (2 minutes)

1. Read the following sentences aloud and invite volunteers to identify the grammatically correct sentences:
 - I am gone to the market. (Incorrect)
 - I had gone to the market. (Correct)
 - I am sitting in a chair. (Correct)
 - I is sitting in a chair. (Incorrect)
2. Tell pupils that in this lesson they will learn about auxiliary verbs such as 'be', 'have' and 'do'.

Teaching and Learning (19 minutes)

1. Explain auxiliary verbs to pupils:
 - Auxiliary verbs are the 'helping' verbs in a verb phrase that come before the main verb.
 - The 3 most common auxiliary verbs are 'be', 'have' and 'do'.
2. Discuss the functions of the auxiliary verbs 'be', 'have' and 'do'.
 - They function as helping verbs.
Examples:
 - I **am** reading a book.
 - We **have** read a book.
 - She **does** like reading books.
 - They function as main verbs by themselves.
Examples:
 - The pupils **are** quiet.
 - The pupils **have** their exercise books with them.
 - The pupils **do** their homework.
3. Discuss other ways in which the auxiliary verb 'be' is used:
 - In continuous tenses
Examples:

- I **was** playing.
 - You **are** playing
 - She **is** playing.
 - To form sentences in the passive voice. 'Have' is always used in the passive voice.
Examples:
 - She **has been** taught by that teacher.
 - They **have been** scolded by their mother.
4. Discuss other functions of the auxiliary verb 'have':
- To form perfect tenses with past participles.
Examples:
 - I **have** studied for the exam.
 - They **had** studied for the exam when I tested them.
5. Discuss some examples of other ways in which the auxiliary verb 'do' is used:
- To ask questions
Examples:
 - **Did** you finish your homework?
 - Whom **did** you give the book to?
 - To make statements negative
Examples:
 - I **did not** finish my homework.
 - I **did not** give the book to anyone.
6. Explain that another example of auxiliary verbs are modals:
- They are used to show obligation, possibility and necessity.
 - Modals include 'can', 'could', 'may', 'might', 'must', 'ought', 'should' and 'would'. (These were covered in term 2.)

Practice (18 minutes)

1. Have pupils copy the sentences on identifying auxiliary verbs from the board into their exercise books (see end of lesson).
2. Instruct pupils to identify the auxiliary verbs in these sentences.
3. Discuss answers as a class. (Answers: a. am b. have been c. do d. did)
4. Have pupils copy the fill-in-the-blanks activity from the board into their exercise books (see end of lesson).
5. Instruct pupils to fill in the blanks with one of the auxiliary verbs given in brackets.
6. Discuss answers as a class. (Answers: a. am b. was c. do d. are e. have)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L134 in the Pupils' Handbook.

[IDENTIFY AUXILIARY VERBS]

- a. I am drinking a cup of tea.
- b. They have been playing all evening.
- c. You do not know the truth.
- d. Did he finish his assignment?

[FILL-IN-THE-BLANKS]

- a. I _____ eating my breakfast. (am/is)
- b. Alie _____ taking part in the competition. (were/was)
- c. _____ you know about the thunderstorm that may happen tomorrow? (does/do)
- d. We _____ discussing the Maths problem. (are/is)
- e. The teachers _____ gathered the students. (has/have)

Lesson Title: Auxiliary Verbs (continuous tenses)		Theme: Grammar	
Lesson Number: L2-L136		Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define auxiliary verbs and demonstrate understanding of their function in a sentence. 2. Identify auxiliary verbs in continuous tenses in sentences. 3. Write sentences using appropriate vocabulary and auxiliary verbs in continuous tenses (past, present, future). 		 Preparation <ol style="list-style-type: none"> 1. Write the sentences to identify auxiliary verbs on the board (see end of lesson). 2. Write the fill-in-the-blanks activity on the board (see end of lesson). 	

Opening (3 minutes)

1. Read the following sentences aloud and invite volunteers to identify the grammatically correct sentences:
 - We have eaten a large meal. (Correct)
 - We has eaten a large meal. (Incorrect)
 - The animals in the zoo is getting irritated by tourists. (Incorrect)
 - The animals in the zoo are getting irritated by tourists. (Correct)
2. Tell pupils that in this lesson they will learn about auxiliary verbs used in continuous tenses.

Teaching and Learning (17 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Revise auxiliary verbs 'be', 'have' and 'do' as pupils follow along:
 - They function as helping verbs.
Examples:
 - I **am** digging a hole.
 - We **have** found the treasure.
 - She **does** go for a walk every evening.
3. Revise the continuous tense:
 - The present continuous tense is formed by: 'am/are' + verb + '-ing'.
 - The past continuous tense is formed by: 'was/were' + verb + '-ing'.
 - The future continuous tense is formed by: 'will be' + verb + '-ing'.
4. Discuss the continuous tenses using the table below:

Present continuous	Past continuous	Future continuous
I am playing netball. They are playing football.	I was playing netball yesterday. They were playing football yesterday.	I will be playing netball tomorrow. They will be playing football tomorrow.

5. Discuss the perfect continuous tense:

- The present perfect continuous tense is formed by: 'have/has' + 'been' + verb + '-ing'.
- The past perfect continuous tense is formed by: 'had' + 'been' + verb + '-ing'.
- The future perfect continuous tense is formed by: 'will have' + 'been' + verb + '-ing'.

6. Use the following table to discuss the perfect continuous tenses:

Present perfect continuous	Past perfect continuous	Future perfect continuous
I have been playing basketball for many years.	I had been playing basketball for many years when I broke my ankle.	I will have been playing basketball for many years when I reach university.

Practice (19 minutes)

1. Have pupils copy the sentences to identify auxiliary verbs from the board into their exercise books (see end of lesson).
2. Instruct pupils to identify the auxiliary verbs of continuous tenses in the sentences.
3. Discuss answers as a class. (Answers: a. have been b. is c. will be d. were e. have been)
4. Have pupils copy the fill-in-the-blanks activity from the board into their exercise books (see end of lesson).
5. Instruct pupils to fill in the blanks with the correct auxiliary verbs given in brackets.
6. Discuss answers as a class. (Answers: a. were b. is having c. is doing d. are having e. have been doing)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L136 in the Pupils' Handbook.

[IDENTIFY AUXILIARY VERBS]

- a. I have been looking for my pencil box.
- b. Our favourite music band is performing at the park tonight.
- c. The shipment will be leaving the office at 2 p.m. tomorrow.
- d. Were you going to the bus station yesterday?
- e. Many new ideas have been pouring in from pupils.

[FILL-IN-THE-BLANKS]

- a. Lamin and Sesay _____ writing a short story together. (was/were)
- b. The audience _____ a good laugh, thanks to the clown. (are having/is having)
- c. She _____ her best to perform well in the examination. (am doing/is doing)
- d. I hope you _____ a good time at this party. (are having/is having)
- e. The soldiers _____ combat practice to prepare for war. (has being doing/have been doing)

Lesson Title: Comprehending a Listening Passage (report)	Theme: Listening	
Lesson Number: L2-L137	Class: SSS 2	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 an unseen prose. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. 	 Preparation Practise reading the listening passage, 'Report on the Progress of the Beach Clean-Up Project', aloud (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain what it means to report something. (Example answers: to describe an incident; to give an update on something)
2. Tell pupils that in this lesson they will listen to a report and answer questions on it.

Teaching and Learning (16 minutes)

1. Discuss 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 or colloquialisms in inverted commas
 - Can be descriptive, narrative, persuasive or expository
2. Tell pupils to prepare themselves to listen carefully to a report and take notes.
3. Read aloud the address, salutation and subject of the report (see end of lesson).
4. Read the first paragraph aloud.
5. Summarise the first paragraph as a class.
 Example:
 The writer is writing the report to tell the principal about the progress in the Beach Clean-Up Project. This was their seventh visit to the beach and they have a lot of support from people.
6. Write the word 'collaboration' on the board. Demonstrate how to identify its meaning based on context clues. (Context clue: help, support)
 Write the definition of 'collaboration' on the board: The situation in which two or more people work together.
7. Use 'collaboration' in a sentence.
 Example: Thanks to their collaboration, the class was able to prepare a quick farewell function for their favourite teacher.

Practice (20 minutes)

1. Read the second paragraph aloud to pupils.
2. Invite a volunteer to summarise it.

Example:

Eight new rubbish bins and signs have been installed at the beach. Pupils held an awareness campaign, speaking with shopkeepers, vendors and fruit and vegetable sellers about throwing rubbish. A local activist also joined.

3. Write the word 'install' on the board.
4. Invite volunteers to identify the meaning of 'install' using context clues. (Context clue: put up)
Write the definition of 'install' on the board: To put something in place and make it ready to be used
5. Invite another volunteer to make a sentence with 'install'.
Example: We have installed new goal posts on the pitch for pupils who play football.
6. Read the third paragraph aloud to pupils, then read out the subscript (name and appointment of the writer).
7. Have pupils discuss the third paragraph with seatmates.
8. Invite pupils to answer the following questions by raising their hand:

- What is the report about?

Answer: It is about the progress of the Beach Clean-Up Project.

- What progress has been made with rubbish bins at the beach?

Answer: Eight new rubbish bins have been installed at the beach.

- What else have the pupils put up at the beach?

Answer: They have put up signs that tell people to dispose of rubbish properly.

- What is the group's plan moving forward?

Answer: Their plan is to organise a clean-up drive and follow up on the use of the rubbish bins.

- Who did the pupils speak with at the beach?

Answer: They spoke to local residents, vendors, shopkeepers and visitors.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L137 in the Pupils' Handbook.

[LISTENING PASSAGE]

Report on the Progress of the Beach Clean-Up Project

The pupils of SSS 2 started the Beach Clean-Up Project on 16th April, 2017. Last Friday, 18th October, was the seventh visit to the beach in Aberdeen. The project members report that there has been a lot of collaboration, help and support from citizens, tourists and municipal authorities.

As part of the campaign, some pupils have been talking to municipal officers over the past few months. After much convincing, they have now installed eight new garbage bins at the beach. The pupils also helped to install signs that ask people to dispose of their rubbish in the bins. These are signs that have been designed by SSS 2 pupils themselves. The municipal authorities and pupils together put them up at regular intervals along the length of the beach. In addition, 20 pupils from the team have been holding cleanliness awareness campaigns at the beach. Yesterday was their fourth campaign. In this, they spoke with vendors, shopkeepers, and fruit and vegetable sellers about throwing away waste in the right places. They also managed to get a local environmental activist to join them in talking to regular visitors and local residents at the beach. The people were enthusiastic and willing to learn about how they can contribute to cleanliness.

In the recent meeting, the project members decided that they will follow up next week on whether the new rubbish bins are being utilised. They have also planned to have a clean-up drive, inviting young people from the local community. They will provide them sticks and waste disposal bags to collect rubbish.

Submitted by:
Maliki Bah,
Leader, Beach Clean-Up Project.

Lesson Title: Report	Theme: Writing	
Lesson Number: L2-L138	Class: SSS 2	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 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. 	 Preparation Write the outline of a report on the board (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain what a 'report' is. (Example answer: something that gives details of an event or experience)
2. As a class, discuss different topics pupils may write a report on.
3. Tell pupils that in this lesson they will learn how to write a report.

Teaching and Learning (17 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 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 or colloquialisms in inverted commas
 - Can be descriptive, narrative, persuasive or expository
3. Draw pupils' attention to the outline of a report on the board (see end of lesson). Have them copy the outline into their exercise books.
4. Discuss the different components of a report:
 - Title of the report in Title Case
 - Introductory paragraph that summarises the report:
 - Contains details such as date, time, place
 - Body:
 - 2-3 paragraphs
 - A closing paragraph that summarises and/or mentions any action to be taken
 - Subscript:
 - 'Submitted by', name, appointment
5. Demonstrate how to use the outline to plan a report on the topic: 'Your new principal missed the recent annual sports day at your school. Write a report to tell him/her about the day'.

Report on Sports Day

Introductory paragraph: The annual sports day was held on 3rd November, 2017.

Body

Main idea 1: All pupils reported on time for the function and the school grounds were filled with parents.

Main idea 2: There was an opening ceremony, 5 races and a display of some gymnastics.

Main idea 3: SSS 1 pupils won 6 medals, SSS 2 pupils won 4 medals, SSS 3 pupils won 3 medals and SSS 4 pupils won 2 gold medals.

Closing sentence/paragraph: The photographs will be ready next week.

Submitted by:

Name: Marie Kamara

Appointment/Designation: Vice-Captain, Sport.

Practice (15 minutes)

1. Have pupils use the outline to organise their main ideas for their own report on the topic in their exercise books.
2. Ask pupils to discuss their main ideas with their seatmates.
3. 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. Listen for any missing information and correct as needed.
2. For homework, have pupils do practice activity PHL2-L138 in the Pupils' Handbook.

[OUTLINE OF A REPORT]

Title of Report (Title Case)

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	Theme: Writing	
Lesson Number: L2-L139	Class: SSS 2	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, 'Annual Sports Day at Great Heights', 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 finish writing their reports.

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 or colloquialisms in inverted commas
 - Can be descriptive, narrative, persuasive or expository
2. Discuss the components of a report:
 - Title of the report in 'Title Case'
 - Introductory paragraph that summarises the report
 - Contains details such as date, time, venue
 - Body
 - 2-3 paragraphs
 - A closing paragraph that summarises and/or mentions any action to be taken
 - Subscript
 - 'Submitted by', name, appointment
3. Discuss how to begin an introductory paragraph.
Examples:
 - The annual sports day was held on ...
 - This report will give you the details of the sports day ...
 - Great Heights Secondary School conducted its eleventh annual sports day...
4. Remind pupils to organise their paragraphs in chronological order – the order in which events took place – as this is a descriptive text.

5. Explain that most of the report should be written in the past tense since the event or experience will have already taken place.
6. Read the example report aloud to pupils (see end of lesson).

Practice (20 minutes)

1. Have pupils write their report, in about 200 to 250 words, on the topic: 'Your new principal missed the recent annual sports day at your school. Write a report to tell him/her about the day'.
2. Move around the classroom to check pupils' work. Identify 1-2 pupils who have written an exemplary report.

Closing (5 minutes)

1. Invite those pupils whose reports you identified as exemplary to read their report aloud to the class.
2. Ask the rest of the class to identify the key information in their classmates' reports.
3. For homework, have pupils do practice activity PHL2-139 in the Pupils' Handbook.

[EXAMPLE REPORT]

Report on Annual Sports Day at Great Heights

The annual sports day of Great Heights Secondary School was held on 3rd November, 2017 at the school grounds. This is an annual event for which pupils and teachers had been practising for three months.

The function started smoothly as all pupils reported on time. The school grounds were filled with parents and this year, there was enough seating for all parents. There have been seating problems in the past.

The sports event included an opening ceremony attended by 300 pupils from SSS. This was followed by five races: the 100 m, 200 m, 500 m, relay race and 2000 m races. After that, pupils of SSS 1 and SSS 2 showed their athletic skills which they have been working hard at perfecting for the past year.

The sports day ended with the prize-giving ceremony. SSS 1 pupils won six medals, while SSS 2 pupils won four medals. SSS 3 bagged three medals and two pupils from SSS 4 won gold medals.

A more detailed report is going to be published in the school newsletter. The photographer informed us that the photographs will be ready next week.

Submitted by:
Marie Kamara
Vice-Captain, Sport.

Lesson Title: Rhyme	Theme: Listening and Speaking	
Lesson Number: L2-L140	Class: SSS 2	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. Read rhymes with speed and accuracy. 3. Correctly pronounce different words that rhyme. 	 Preparation <ol style="list-style-type: none"> 1. Write the 4 excerpts on the board (see end of lesson). 2. Write the list of words to identify rhyme on the board (see end of lesson) 	

Opening (3 minutes)

1. Invite volunteers to give examples of rhyming words. (Example answers: take – make; hide – side; plead – read)
2. Tell pupils that in this lesson they will learn about rhymes and rhyme schemes.

Teaching and Learning (17 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Discuss rhyming words:
 - Rhyming words are words that end with the same sound.
 - To check if words rhyme, focus on their pronunciation and not their spellings.
Examples:
 - who – true; red – head: These words rhyme but have different spellings.
 - host – lost: These 2 words have similar spellings but sound different.
 - Rhyming words are used most often in poetry to make poems sound melodious and pleasant.
3. Have pupils listen carefully while you read excerpt 1 aloud (see end of lesson). Explain that this is a stanza from a longer poem by Robert Frost. A stanza is a group of lines in a poem.
4. Demonstrate how to identify the rhyme scheme (pattern) in these lines:
 - The first line ends with the sound /and/.
- Label it 'A'.
 - The second line ends with the sound /ay/.
- Label it 'B'.
 - The third line also ends with the sound /and/. This rhymes with line 1.
- Label it 'A'.
 - The fourth line ends with sound /ay/. It rhymes with line 2.
- Label it 'B'.
 - Put all the labels together.
- The rhyme scheme of this stanza is ABAB.
5. Explain that different poems have different rhyming schemes.

Examples: ABAB, AABB, ABCB, ABBA

6. Read excerpt 2 to pupils (see end of lesson). Have pupils note the rhyming words and the rhyme scheme.
7. Invite volunteers to identify rhyming words. (Answers: tree – fury)
8. As a class, identify the rhyme scheme. (Answer: ABCB)

Practice (19 minutes)

1. Have pupils copy excerpt 3 and excerpt 4 into their exercise books (see end of lesson).
2. Have pupils read the excerpts aloud to their seatmates.
3. Instruct pupils to identify rhyming words and the rhyme scheme of each excerpt.
4. Discuss answers as a class.

Answers:

- Excerpt 3
 - Rhyming words: offended – mended; here – appear; theme – dream; reprehend – mend.
 - Rhyme scheme: AABBCDD
 - Excerpt 4
 - Rhyming words: soon – boon; powers – ours
 - Rhyme scheme: ABBA
5. Invite different volunteers to read the 4 excerpts aloud to the class. Remind them to speak with clarity and appropriate speed, and take pauses after punctuation.
 6. Have volunteers copy the list of words to identify rhyme from the board into their exercise books (see end of lesson).
 7. Read out the options given next to each word and invite volunteers to identify the option that rhymes with the word. (Answers: a. reign b. core c. granite d. pearl)
 8. Ask pupils to write their own short poem or stanza with an ABBA rhyme scheme. The first line should rhyme with the last line and the 2 middle lines should rhyme with each other.
 9. Move around the classroom to check that pupils understand and are doing the activity correctly.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L140 in the Pupils' Handbook.

[EXCERPT 1]

Neither Out Far Nor In Deep¹

by Robert Frost

The people along the sand
All turn and look one way.
They turn their back on the land.
They look at the sea all day.

[EXCERPT 2]

Lines on Fall

Look at it. This is not fall.
It is not a tree.
It is the swelling of a tender heart.
The gentle manifestation of fury.

[EXCERPT 3]

An Excerpt from A Midsummer Night's Dream²

by William Shakespeare

If we shadows have offended,
Think but this, and all is mended—
That you have but slumbered here
While these visions did appear.
And this weak and idle theme,
No more yielding but a dream,
Gentles, do not reprehend.
If you pardon, we will mend.

[EXCERPT 4]

The World is Too Much with Us³

by William Wordsworth

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!

[WORDS TO IDENTIFY RHYME]

- a. brain: lean / reign
- b. four: core / sour
- c. planet: granite / finite
- d. swirl: rife / pearl

¹ 'Neither Out Far Nor In Deep' by Robert Frost (1936) is in the public domain.

² 'A Midsummer Night's Dream' by William Shakespeare (1600) is in the public domain.

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