



Ministry of  
Basic and  
Senior  
Secondary  
Education

Lesson Plans for  
Senior Secondary  
*English  
Language*

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## **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.

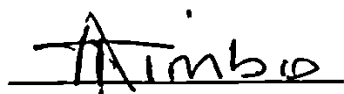
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give 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 LANGUAGE<sup>1</sup>**

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’

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<sup>1</sup> 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

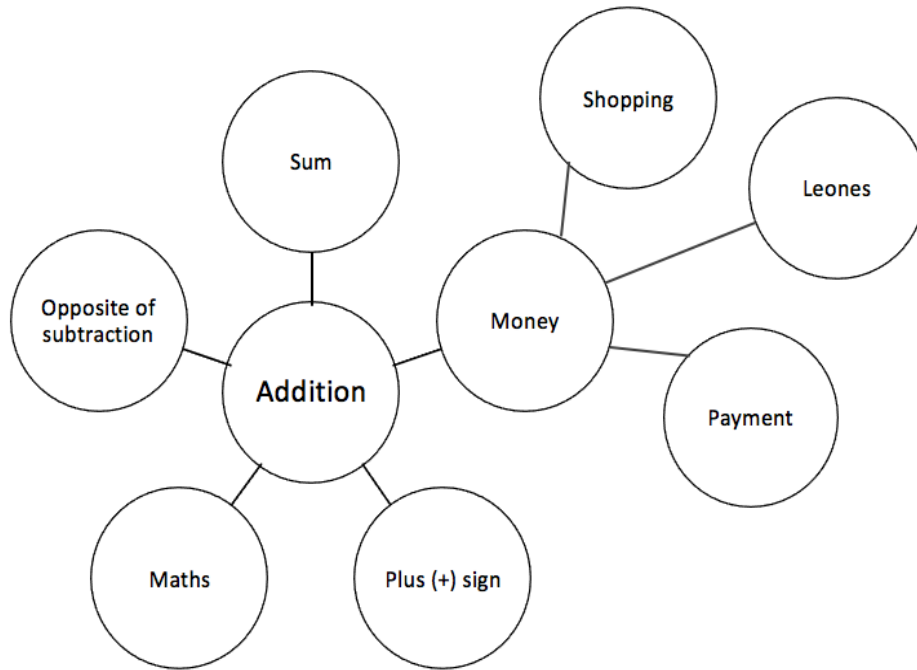
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior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

<b>Lesson Title:</b> Verb Tense Review	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L049	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify verbs in the present, past and future tenses.</li> <li>2. Use the present, past and future tenses correctly in speech and writing.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the 5 example sentences on the board (see end of lesson).</li> <li>2. Write Exercise 1 on the board (see end of lesson).</li> <li>3. Write Exercise 2 on the board (see end of lesson).</li> <li>4. Write Exercise 3 on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Invite volunteers to answer the following questions:
  - What do you do every day?
  - What are you doing today?
  - What did you do yesterday?
  - What were you doing yesterday?
  - What will you do tomorrow?
2. Ask pupils to identify which tenses they used. (Answer: present simple, present continuous, past simple, past continuous, future simple)
3. Tell pupils that today they will review these tenses.

### Teaching and Learning (15 minutes)

1. Ask pupils to look at the 5 sentences on the board and ask them to identify which tense they are in. (Answers: a. present simple b. present continuous c. past simple d. past continuous e. future simple)
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Revise the 5 tenses taught in Term 1 with pupils.
4. Begin with the present simple tense:
  - Present simple is used for facts and habits.
  - The verb form used is the infinitive minus the 'to'.
  - For he/she/it add '-s' to the end of the verb.  
Examples:
    - I study every day.
    - He studies every day.
  - To make the present simple negative, add 'does not', 'do not', 'doesn't' or 'don't' before the verb.  
Examples:
    - I do not study every day.
    - He doesn't study every day.
5. Ask pupils to give their own example sentences in the simple present tense.

6. Revise the present continuous tense:

- Present continuous is used for events happening right now or around now.
- It is formed with the verb 'to be' + main verb + '-ing'.
- In contraction form, this can be shortened to I'm, he's, she's, it's, we're, they're, you're.

Examples:

- I am sitting in class.
- She is sitting in class.
- They're sitting in class.

- To make the present continuous negative, add 'not' between the helping verb 'to be' and the main verb + '-ing'.

Examples:

- I am not sitting in class.
- She is not sitting in class.
- They are not sitting in class.

7. Ask pupils to give their own example sentences in the present continuous tense.

8. Revise the past simple tense:

- Past simple is used for events that started and finished at a time in the past.
- For regular verbs, add '-ed'.

Examples:

- I lived in Freetown.
- He lived in Freetown.
- We lived in Freetown.

- Irregular verbs are different and must be learned and memorised.

Examples:

- They bought the vegetables.
- She saw the bird.

- To make the verb negative, add 'did not' before the verb. In contraction form, 'did not' becomes 'didn't'.

Examples:

- I did not live in Freetown.
- He did not live in Freetown.
- We didn't live in Freetown.

9. Ask pupils to give their own example sentences in the simple past tense.

10. Revise the past continuous tense:

- Past continuous is used for events that began in the past and are ongoing.
- It is formed with the verb 'to be' in the past (was/were) + main verb + '-ing'.
- To make the past continuous negative, add 'not' between the helping verb 'to be' and the main verb + '-ing'. In contraction form, this can be shortened to 'wasn't' or 'weren't'.
- Past continuous is also often used with the past simple tense for interrupted action.

Examples:

- I was walking home when the power went off. You were walking home when the power went off.
- I was not walking home when the power went off. You were not walking home when the power went off.

11. Ask pupils to give their own example sentences in the past continuous tense.

12. Revise the future simple tense:

- Future simple is used to describe something that will happen in the future.
- It is formed in 2 ways: 'will/shall' + verb, or 'to be' + 'going to' + verb

Examples:

- I shall visit Ghana next month.
- She will visit Ghana next month.
- They are going to travel to Bo.

- To make the future simple with 'will/shall' negative, add 'not' between the helping verb 'will/shall' and the main verb. In contraction form, this can be shortened to 'won't'.

Examples:

- I shall not visit Ghana next month.
- She will not visit Ghana next month.
- She won't visit Ghana next month.

- To make the future simple negative using 'going to', add 'not' between the helping verb 'to be' and 'going to'

Example:

- They are not going to travel to Bo.

13. Ask pupils to give their own example sentences in the future simple tense.

### **Practice** (19 minutes)

1. Ask pupils to look at Exercise 1 on the board (see end of lesson).
2. Tell pupils to copy the sentences into their exercise books and identify which tense each sentence uses.
3. Discuss answers as a class (Answers: a. present continuous. b. present simple c. past continuous d. future simple e. past simple f. future simple g. past continuous h. present continuous i. present simple j. past simple)
4. Point to Exercise 2 on the board (see end of lesson).
5. Ask pupils to complete Exercise 2 by putting the verbs in the correct form based on the time clues in the sentences.
6. Discuss answers as a class.

Answers:

- a. Tomorrow I will dance at the party.
- b. He is studying physics at the moment.
- c. They ride their bicycles to school every day.
- d. He was learning to play his guitar all last summer.
- e. Last week it rained every day.
- f. She is not working in the shop today.

- g. They moved here in 2016.
  - h. She was running down the road when I saw her.
  - i. He was not working in the shop yesterday.
  - j. He will not stay at our house next week.
  - k. Every month we go to visit our grandmother.
7. Draw pupils' attention to Exercise 3 on the board (see end of lesson).
8. Tell pupils to look at the verbs for Exercise 3 and write sentences or questions in the indicated tense.
9. Discuss answers as a class. Invite different volunteers to share their sentences.  
Examples:
- a. Will you study in college next year?
  - b. I do not live in a village.
  - c. Did you like the football match?
  - d. They were reading in the school library yesterday.
  - e. They are sitting at home just now.
  - f. What time does the bus leave?
  - g. I ate fish curry for lunch yesterday.
  - h. She is not singing now.
  - i. I shall not go to school tomorrow.
  - j. She was working in the fields last week.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L049 in the Pupils' Handbook.

*[EXAMPLE SENTENCES]*

- a. She lives in a village but works in the city.
- b. He is learning how to ride a bicycle.
- c. They visited the university when they went to Bo.
- d. He was learning to ride a horse all last month.
- e. They will swim in the sea in August

*[EXERCISE 1]*

- a. My friend is learning how to dance.
- b. The bus leaves at 8 o'clock.
- c. They were working with their father.
- d. Will you be here tomorrow?
- e. Did they see lions in the national park?
- f. I will study chemistry at university.
- g. We were watching a film.
- h. She is not practising her grammar.
- i. They do not like living in the city.
- j. We ate rice and fish in a restaurant.





*[EXERCISE 2]*

- a. Tomorrow I (dance) at the party.
- b. He (study) physics at the moment.
- c. They (ride) their bicycles to school every day.
- d. He (learn) to play his guitar all last summer.
- e. Last week it (rain) every day.
- f. She (not work) in the shop today.
- g. They (move) here in 2016.
- h. She (run) down the road when I saw her.
- i. He (not stay) at our house next week.
- j. Every month we (go) to visit our grandmother.

*[EXERCISE 3]*

- a. study – future simple positive
- b. live – present simple negative
- c. like – past simple question
- d. read – past continuous
- e. sit – present continuous positive
- f. leave – present simple question
- g. eat – past simple positive
- h. sing – present continuous negative
- i. go – future simple negative
- j. work – past continuous

<b>Lesson Title:</b> Future Continuous	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L050	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when and how to use the future continuous tense.</li> <li>2. Identify the future continuous tense in sentences.</li> <li>3. Use the future continuous correctly in speech and in writing.</li> <li>4. Use the future continuous to ask and answer questions.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the table on the board (see end of lesson).</li> <li>2. Write Exercise 1 on the board (see end of lesson).</li> <li>3. Write Exercise 2 on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Read the following sentences to pupils:
  - You will be working with her later this week.
  - She will not be living in Bo next year.
  - This time next year I will be studying in SSS 2.
2. Ask pupils to identify the time that the actions in the sentences take place.  
(Answer: future)
3. Tell pupils that today they will be learning about the future continuous tense.

### Teaching and Learning (10 minutes)

1. Explain the future continuous tense:
  - The future continuous tense is used to talk about an unfinished action or event that will take place at some time in the future.
  - The future continuous is formed by using the simple future of the verb 'to be' + verb + '-ing'.
  - It has multiple uses:
    - To talk about plans that will be happening in the future  
Example: This time next week I will be visiting my relatives.
    - To predict or guess future events  
Example: There has been little rain; it will be a very hot dry season.
    - To ask politely for information about the future  
Example: Will we be travelling together?
    - To refer to continuous events that we expect to happen in the future  
Example: I will be seeing her at school every day next week.
2. Use the table on the board to show pupils how to form the future continuous tense (see end of lesson).
3. Discuss some of the spelling rules with pupils:

- If the verb ends in an ‘-e’, remove it and then add ‘-ing’.  
Example: take – taking
- Double the final letter when a one-syllable verb ends in consonant + vowel + consonant.  
Example: sit – sitting
- Double the final letter when a word has more than one syllable, and the final syllable is stressed in speech.  
Example: begin – beginning
- Do not double the final letter if the final syllable is not stressed.  
Example: listen – listening

### **Practice** (22 minutes)

1. Tell pupils they are going to focus on the first usage of future continuous: to talk about plans that will be happening in the future.
2. Look at Exercise 1 on the board with pupils (see end of lesson).
3. Tell pupils that this is a list of what different people will be doing next month. Ask them to make sentences using the verb in brackets.
4. Check answers as a class.

Answers:

- a. Saidu will be playing in a football tournament.
  - b. Emmanuel and Kossi will be working in the market.
  - c. Fatu will be staying with his uncle.
  - d. We will be studying for examinations.
5. Tell pupils that now they will focus on the second usage: predicting or guessing future events.
  6. Ask them to predict what other pupils in the class will be doing during the end of term holidays. Tell them to write 4 sentences in future continuous.
  7. Invite volunteers to share their sentences with the class.

Example answers:

- Marai will be visiting her grandmother.
  - Jesse will be helping his father at work.
  - Hassanatou will be reading at home.
  - Mustapha will be learning how to farm.
8. Tell pupils that they will now focus on the third usage: asking politely for information about the future.
  9. Tell pupils to imagine that you are all going on a trip to a museum. They have to think of 4 things they want to know and write questions about them.

Example answers:

- Will we be seeing very old things?
- Will we be eating at the museum?
- Will we be travelling by bus?
- Will we be learning about our history?

10. Tell pupils they are going to focus on the fourth usage of future continuous: referring to continuous events that we expect to happen in the future.
11. Draw pupils' attention to Exercise 2 on the board (see end of lesson).
12. Ask pupils to make sentences using the verbs in brackets.
13. Check answers as a class.

Answers:

- a. Hussein will be visiting his mother next week.
- b. You will be working in the town.
- c. Wenish and Amad will be cooking for the party.
- d. Doris will not be learning German.
- e. Yaema will be looking after her little sister.

### Closing (5 minutes)

1. Invite volunteers to tell you some predictions about what they will be doing when they finish school. (Example answers: I will be working in an office. I will be living at home with my family.)
2. For homework, have pupils do practice activity PHL1-L050 in the Pupils' Handbook.

[TABLE]



<b>Positive:</b>	subject	+	will be	+	verb + '-ing'	
Example:	We		will be		working	on the farm soon.
<b>Negative:</b>	subject	+	will not be	+	verb + '-ing'	
Example:	She		will not be		meeting	her friends tonight.
<b>Questions:</b>	will	+	subject	+	'be' verb + '-ing'	
Example:	Will		you		be attending	the debate?

[EXERCISE 1]

- a. Saidu (play) in a football tournament.
- b. Emmanuel and Kossi (work) in the market.
- c. Fatu (stay) with his uncle.
- d. We (study) for exams.

*[EXERCISE 2]*

- a. Hussein (visit) his mother next week.
- b. You (work) in the town.
- c. Wenish and Amad (cook) for the party.
- d. Doris (not learn) German.
- e. Yaema (look after) her little sister.

<b>Lesson Title:</b> Reading Comprehension – Narrative	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L051	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of a narrative text.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching activity on the board (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson).</li> <li>3. Practise reading the text 'My Earliest Memory: Part One' aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils how far back they can remember in their lives. Can they remember being babies? Is there one thing that stands out as a special memory? Is it a good memory or a bad memory?
2. Tell pupils that today and in the next class they will be reading a story about someone's earliest memory.

### Teaching and Learning (10 minutes)

1. Revise the features of a narrative as a class:
  - Tells a story about an event, incident or experience
  - Is usually written in the first-person point of view
  - Develops plot, setting and characters
  - Is usually told in chronological order, progressing from beginning to end
  - Has a main idea, theme, moral or lesson learnt
  - Employs literary devices and figurative language
2. Tell pupils that first you will read the story to them, then they will practise reading aloud.
3. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
4. Read the narrative text aloud slowly, clearly and with expression. Focus on your pronunciation and intonation. Have pupils follow along in the Pupils' Handbook.
5. After reading the text, ask pupils this question: How do you think Olivette felt at the end of this part of the story? (Example answers: scared, worried, afraid, lonely, panicked)

### Practice (20 minutes)

1. Have pupils look at the vocabulary matching activity on the board (see end of lesson).

2. Ask pupils to scan the text and find the new words. Tell them to use the other words around the new words for clues as to their meaning. They should then match the words to their definitions.
3. Check answers as a class. (Answers: 1. d. 2. f. 3. e. 4. b. 5. c. 6. g. 7. a.)
4. Tell pupils to note that produce as a noun has the stress on the first syllable, but produce as a verb has the stress on the second syllable.
5. Draw pupils' attention to the questions on the board (see end of lesson).
6. Have pupils work with a seatmate. Tell them to take turns reading the text aloud, paragraph by paragraph, to practise their reading fluency.
7. Have pupils find the answers to the questions on the board as they read and listen. Check answers as a class.
8. Answers:
  - a. Yes, she was content.
  - b. They wore new clothes because it is important to look smart in the city.
  - c. Olivette thought the chickens might make her dress dirty.
  - d. Her father was selling his produce in the market.
  - e. She got lost when she followed a teenager who had some dolls.
9. Ask pupils to write a summary of the text. Tell them to read the text independently and make notes on the important points. Remind them to cut out a lot of the descriptive details and just note the main facts. The story must still make sense but should be a lot shorter, with less detail.
10. Move around the classroom to make sure pupils understand and are doing the activity correctly.
11. Have pupils share their summary with seatmates.
12. Invite volunteers to read their summary aloud.

Example summary:

Olivette lived on a smallholding with her parents and her brother when she was young. She was generally very happy but she had a scary first memory.

The family had decided to go and sell produce in Freetown. Olivette was very excited as it was her first time visiting the city. She and her brother got new clothes so they would look smart.

They went on a long journey on a dusty bus. At one stop, a lady came on with chickens, and Olivette was afraid her dress would get dirty. She sat on her mother's knee and felt better because it was cooler.

Olivette could not believe how crowded Freetown was and how many things there were for sale. Once they arrived at the market, Olivette's family set out their produce to sell.

Olivette saw a teenager with some dolls and followed him. Then she realised she was lost.

### **Closing (5 minutes)**

1. Ask pupils to make predictions. What do they think will happen to Olivette in the next part of the story? Will she find her family? Will someone help her?
2. For homework, have pupils do practice activity PHL1-L051 in the Pupils' Handbook.

[TEXT]

#### My Earliest Memory: Part One

I was born in a small village in the north of Sierra Leone. My parents called me Olivette after my mother's favourite aunt. I had a very happy childhood playing on our smallholding and helping my father and brother grow maize and look after our goats. I do not remember much from when I was very young, but I have been told I was a content child who never complained or cried much, except for one time – my earliest memory, which was a very scary one.

My parents had decided to take a trip to Freetown with my brother and me because they had some business there selling produce in the market. It was profitable to go to the capital because you could sell things for more money there. I had never been to Freetown before and was very excited. My mother dressed me in a new pink dress and some red shoes, and my brother had new blue shorts and a crisp white shirt. We were not very comfortable, as we were used to running around with no shoes on, but we knew it was important to look smart in the city.

We went by bus, which seemed to take forever. The day was very hot and the bus was dusty and full of people. An old lady got on the bus and sat beside me with a basket of chickens, and I was so afraid they would make my dress dirty that my mother took me on her knee. That was much better because I could see out of the window and feel the breeze from the window on my face.

When we got to Freetown, I could not believe how big and crowded it was. So many people, cars, buses and dogs. So many shops full of things to look at. We went to the market to set up a blanket on the ground to sell father's produce. I was fascinated by all the noises and the sights of the market. There were ladies in brightly coloured dresses calling to people to come buy their things. There were fruits, vegetables, shoes, clothes, rice, toys – much more interesting than the weekly market in the village.

I saw a teenager walking past with some dolls and I got up and followed him just to have a look. I was so distracted by everything that I did not notice where I was going, and suddenly I realised I was completely lost. I had no idea where my family was. The market was so big and I was so small. I did not know what to do.



*[VOCABULARY MATCHING]*

**Words**



1. content (adj)
2. profitable (adj)
3. breeze (n)
4. crowded (adj)
5. produce (n)
6. fascinated (adj)
7. distracted (adj)

**Definitions**

- a. to have your attention taken by something
- b. filled with people or things
- c. fresh fruits and vegetables
- d. satisfied; happy
- e. a gentle wind
- f. making money
- g. to be very interested in something or someone

*[QUESTIONS]*

- a. Was Olivette generally a happy child?
- b. Why did they wear new clothes to Freetown?
- c. Why was Olivette worried about the chickens on the bus?
- d. Where was Olivette's father selling his produce?
- e. How did Olivette get lost?

<b>Lesson Title:</b> Reading Comprehension – Narrative	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L052	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of a narrative text.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching activity on the board (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson).</li> <li>3. Practise reading the text ‘My Earliest Memory: Part 2’ aloud (see end of lesson).</li> <li>4. Write the narrative text checklist on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Ask pupils to recall what happened to Olivette in the narrative story in the last class.  
Example answer: She was in a market in Freetown for the first time and she got lost. She was only small and could not find her parents or her brother.
2. Invite volunteers to make predictions about what will happen next to Olivette.
3. Tell pupils that today they will find out what happened to Olivette.

### Teaching and Learning (10 minutes)

1. Have pupils open the Pupils’ Handbook at the practice activity that corresponds with the lesson.
2. Tell pupils that you are going to read the rest of the text to them. Ask them to think about this guiding question as they listen and follow along: What did Olivette learn from this experience?
3. Explain to pupils that a guiding question can help them focus when they are reading.
4. Read the text aloud slowly, clearly and with expression. Focus on correct pronunciation and intonation.
5. After reading, ask volunteers to answer the guiding question: What did Olivette learn from this experience? (Example answer: always be aware so you can find your way if you get lost)
6. Ask pupils to copy the narrative text checklist into their exercise books (see end of lesson).
7. As a class, go through the checklist and identify each of its features in the text.

### Practice (20 minutes)

1. Have pupils look at the new matching activity on the board (see end of lesson).

2. Ask pupils to scan the text and find the new words. Tell them to use the other words around the new words for clues as to their meaning. They should then match the words to their definitions.
3. Check answers as a class. (Answers: 1. c. 2. d. 3. e. 4. b. 5. a. 6. f.)
4. Draw pupils' attention to the questions on the board (see end of lesson).
5. Ask pupils to work with seatmates. Tell them to take turns reading the text aloud, paragraph by paragraph, to practise their reading fluency.
6. Have pupils find the answers to the questions on the board as they read and listen. Check answers as a class.

Answers:

- a. She could not see anything because she was small and there were so many people.
  - b. The market smelled of goats and rotten vegetables.
  - c. The old lady held Olivette's hand and smiled at her.
  - d. The policeman made an announcement on a loudspeaker.
  - e. No, Olivette's mother was not angry.
  - f. Yes, her brother was worried. He pretended he was not, but he was.
7. Ask pupils to write a summary of the text. Tell them to read the text independently and make notes on the important points. Remind them to cut out a lot of the descriptive details and just note the main facts. The story must still make sense but should be a lot shorter, with less detail.
  8. Move around the classroom to make sure pupils understand and are doing the activity correctly.
  9. Have pupils share their summary with seatmates.
  10. Invite volunteers to read their summary aloud.

Example summary:

Olivette could not see her family. The market was busy and noisy. She was very afraid. She walked around, worrying about what would happen. The market smelled bad and was dirty, and she did not want to sit down in case she spoiled her dress.

She started crying. A man spoke to her but she ran away. An old lady smiled at her, took her hand and told her she would find Olivette's family. A policeman made an announcement to find her parents. The old lady gave her some sweets and waited with her. Her mother came running to find her and thanked the old lady. Olivette went back to her father and brother. They had been worried. She gave her brother some sweets. She learned to pay attention to her surroundings in future.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L052 in the Pupils' Handbook.

[TEXT]

### My Earliest Memory: Part 2

I was so afraid in the market. I could not see my parents or my brother and I could not even see the boy with the dolls anymore. I could not see anything because I was so small and there were so many people. Everyone was shouting and the market was chaotic.

I walked around for a while and became more and more anxious. What if my parents left without me? What if I never went home again? The sun was burning hot and the market smelled horrible, of goats and rotten vegetables. I wanted to sit down but the ground was very dirty and I was still trying to keep my new dress clean. I did not want my mother to be angry with me.

I tried very hard not to, but I started to cry. A man came up to speak to me, but I was afraid of him so I ran away. I was really panicking and could hardly breathe. Just then, an old lady came up to me and squatted down so she was the same height as me. She took my hand and smiled at me, and I felt a bit better. She asked what was wrong and when I told her I was lost and could not find my family, she told me not to worry – she would find them for me.

The old lady took me to a policeman who was standing nearby. She told him I was lost, and he said he would make an announcement on the market loudspeaker. He asked my name and then I heard him calling my parents to come and get me outside the fish restaurant at the back of the market. The old lady gave me some sweets and said she would come with me and wait.

After five minutes, I saw my mother running through the crowd. She hugged me very tightly and was not angry at all. She said they had all been terrified when they noticed I was gone. She thanked the old lady and I gave her a kiss on her cheek and thanked her too.

When my mother took me back to where I had wandered off from, my father was also very glad to see me. My brother pretended he did not care but I could see he really did. I gave him some sweets and he said maybe he would get lost next time.

My earliest memory taught me an important lesson: Always make sure you keep aware of your surroundings so you can find your way back if you get lost!

### [NARRATIVE TEXT CHECKLIST]

Tells a story about an event, incident or experience	
Is usually written in the first-person point of view	
Develops plot, setting and characters	
Usually told in chronological order, progressing from beginning to end	
Has a main idea, theme, moral or lesson learnt	
Employs literary devices and figurative language	

*[VOCABULARY MATCHING]*

**Words**



1. chaos (n)
2. anxious (adj)
3. to squat (v)
4. announcement (n)
5. terrified (adj)
6. surroundings (n)

**Definitions**

- a. very afraid
- b. a statement on a loudspeaker
- c. confusion and disorder
- d. nervous
- e. to sit down on your heels
- f. places or objects around you

*[QUESTIONS]*

- a. Why couldn't Olivette see anything?
- b. What did the market smell of?
- c. How did the old lady make Olivette feel better?
- d. What did the policeman do?
- e. Was her mother angry?
- f. Was her brother worried when she went missing?

<b>Lesson Title:</b> Classification of Nouns – Common, Proper		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L053		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of nouns and demonstrate understanding of their function in a sentence.</li> <li>2. Use correct capitalisation of proper nouns.</li> <li>3. Identify different types of nouns in a sentence.</li> <li>4. Write sentences using different types of nouns correctly.</li> <li>5. Use articles with nouns correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the noun list on the board at random (see end of lesson).</li> <li>2. Write Exercise 1 on the board (see end of lesson).</li> <li>3. Write Exercise 2 on the board (see end of lesson).</li> <li>4. Write the writing prompts on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to give examples of nouns. (Example answers: chair, teacher, Sierra Leone, country, love, democracy, safety)
2. Tell pupils that today and in the next lesson they will learn how to classify nouns and use them in writing.

### Teaching and Learning (15 minutes)

1. Tell pupils that today they will look at common nouns and proper nouns.
2. Invite volunteers to define the 2 types of nouns and give examples of each.
  - Common nouns: A general class of person, place or thing  
Examples: chair – any chair; teacher – any teacher
  - Proper nouns: A specific person, place or thing  
Sierra Leone – specific country; Jupiter – a specific planet.
3. Draw the following table on the board:

Common nouns	Proper nouns

4. Ask pupils to look at the nouns on the board and decide with a seatmate if they are common nouns or proper nouns.
5. Invite pupils to give you the answers and write them on the board in the correct columns.  
Answers:

Common nouns	Proper nouns
flower	India
animal	Friday
donkey	Statue of Liberty
team	Sahara
ship	Shakespeare
woman	April
book	Nairobi
river	Cotton Tree
volcano	Nile
desert	Manchester United

6. Revise the list and explain if necessary.

Example:

There are many deserts, so 'desert' is a common noun. The Sahara is a specific desert, so it is a proper noun. There are many trees, so 'tree' is a common noun. The Cotton Tree is a specific tree in Freetown, so it is a proper noun.

7. Remind pupils that proper nouns are capitalised.

8. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.

9. Explain the use of articles with common and proper nouns and have pupils follow along in the Pupils' Handbook:

- 'a' and 'an' are called 'indefinite articles', and are used with singular nouns that are not specific.

Example:

The statement, 'My son really wants a dictionary', refers to any dictionary, not a specific – or definite – one. We do not know which one we will buy yet.

- Using 'a' or 'an' depends on the initial sound of the next word:
  - Use 'a' for a singular noun starting with a consonant sound or a long 'u' vowel sound. (Examples: a dictionary, a university)
  - Use 'an' for a singular noun starting with a vowel sound or a silent 'h'. (Examples: an apple, an hour)
- The article 'the' is called a 'definite article'. It can be used before singular or plural nouns that are specific. It shows that the noun is definite – that it refers to a particular member of a group.

Example:

The statement, 'The dictionary my parents bought was published in the UK' refers to a specific dictionary – the one that the parents bought, which was published in the UK.

### Practice (17 minutes)

1. Draw pupils' attention to Exercise 1 on the board (see end of lesson).

2. Ask pupils to copy the sentences into their exercise books and identify the common and proper nouns.

3. Invite volunteers to share their answers with the class.

Answers:

a. common – kitten, home, pet; proper – Suzan, Bo

b. common – city, country; proper – Kano, Nigeria

c. common – football, team; proper – Chelsea, England

d. common – friend; proper – Amadu, Atlantic Ocean

4. Look at Exercise 2 on the board with pupils (see end of lesson).

5. Ask pupils to copy the sentences into their exercise books and underline the nouns. Tell them to capitalise the proper nouns as well.

6. Revise answers as a class.

Answers:

a. Kamara's parents went to Europe on holiday because they like to see different countries.

b. I find learning languages interesting. I can speak French, English, Krio and Mende.

c. Mount Rushmore is a famous monument in the United States.

d. Berlin is the capital of Germany.

e. Tejan and Lucee both live in a small city called Sefadu.

7. Ask pupils to look at the writing prompts on the board (see end of lesson).

8. Have pupils use the writing prompts to write sentences. Remind them to capitalise the proper nouns and be careful to follow the rules for articles.

Example answers:

a. Tanzania is a country in East Africa.

b. Nelson Mandela was a famous politician from South Africa.

c. London is the capital of England.

d. The Nile is a river that goes through 11 countries including Sudan, Egypt, Uganda and Ethiopia.

9. Move around the classroom and make sure pupils understand and are doing the activity correctly.

### **Closing (5 minutes)**

1. Invite volunteers to read their sentences to the class.

2. For homework, have pupils do practice activity PHL1-L053 in the Pupils' Handbook.

### **[NOUN LIST]**

- India
- flower
- Friday
- animal
- donkey
- Statue of Liberty
- team
- Sahara
- ship
- Shakespeare
- April
- woman
- book
- Nairobi
- river
- Cotton Tree
- volcano
- desert
- Nile
- Manchester United



*[EXERCISE 1]*



- a. Suzan found a kitten in Bo and took it home as a pet.
- b. Kano is a big city in the country of Nigeria.
- c. Chelsea is a famous football team from England.
- d. My friend Amadu lives in a house by the Atlantic Ocean.

*[EXERCISE 2]*

- a. kamara's parents went to europe on holiday because they like to see different countries.
- b. I find learning languages interesting. I can speak french, english, krio and mende.
- c. mount rushmore is a famous monument in the united states.
- d. berlin is the capital of germany.
- e. tejan and lucee both live in a small city called sefadu.

*[WRITING PROMPTS]*

- a. tanzania
- b. nelson mandela
- c. london
- d. the Nile

<b>Lesson Title:</b> Classification of Nouns – Concrete, Abstract		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L054		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of nouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify different types of nouns in a sentence.</li> <li>3. Write sentences using different types of nouns correctly.</li> <li>4. Use articles with nouns correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the noun list on the board at random (see end of lesson).</li> <li>2. Write Exercise 1 on the board (see end of lesson).</li> <li>3. Write Exercise 2 on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Ask pupils what kind of nouns they studied in the previous lesson. (Answer: common and proper).
2. Tell pupils that today they will learn about concrete and abstract nouns.

### Teaching and Learning (15 minutes)

1. Tell pupils that there are many ways to categorise nouns. One way is to separate them into concrete and abstract nouns.
2. Explain concrete and abstract nouns:
  - Concrete nouns are things that can be seen, heard, tasted, touched or smelled. They can be experienced with the 5 senses.  
Examples: chair, milk, music
  - Abstract nouns are ideas or concepts. They include things like emotions and beliefs.  
Examples: democracy, hatred, love
3. Draw the following table on the board:

Concrete nouns	Abstract nouns

4. Draw pupils' attention to the nouns written on the board (see end of lesson). Have them decide with a seatmate if each one is an abstract noun or a concrete noun.
5. Invite pupils to give you the answers and write them on the board in the correct columns (see answers below).

Concrete nouns	Abstract nouns
textbook	loyalty
car	courage
perfume	knowledge
language	calm
cake	truth
grandmother	charity
lamp	freedom
tree	kindness
banana	pride
metal	honesty

6. Revise the list and explain if necessary. (Example: You can smell perfume; you can see, touch and taste bananas. You cannot see or touch pride or freedom.)
7. Revise the use of articles with nouns:
  - 'a' and 'an' are called 'indefinite articles', and are used with singular nouns that are not specific.  
Example:  
The statement, 'My son really wants a dictionary', refers to any dictionary, not a specific – or definite – one. We do not know which one we will buy yet.
  - Using 'a' or 'an' depends on the initial sound of the next word:
    - Use 'a' for a singular noun starting with a consonant sound or a long 'u' vowel sound (Examples: a dictionary, a university)
    - Use 'an' for a singular noun starting with a vowel sound or a silent 'h'. (Examples: an apple, an hour)
  - The article 'the' is called a 'definite article'. It can be used before singular or plural nouns that are specific. It shows that the noun is definite – that it refers to a particular member of a group.  
Example:  
The statement, 'The dictionary my parents bought was published in the UK' refers to a specific dictionary – the one that the parents bought, which was published in the UK.

### Practice (18 minutes)

1. Look at Exercise 1 on the board with pupils (see end of lesson).
2. Ask pupils to copy the sentences into their exercise books and work with a partner to identify the abstract nouns and concrete nouns.
3. Revise answers as a class.  
Answers:
  - a. concrete – friend, country; abstract – pride
  - b. concrete – person; abstract – honesty, characteristic
  - c. concrete – people; abstract – freedom, rights
  - d. concrete – house; abstract – anger, happiness

- e. concrete – storm; abstract – calm
4. Look at Exercise 2 on the board with pupils (see end of lesson).
  5. Ask pupils to copy the sentences into their exercise books and work independently to underline the nouns. Tell them to identify if the nouns are concrete or abstract.
  6. Check answers as a class.  
Answers:
    - a. concrete – authors; abstract – love
    - b. concrete – country; abstract – peace, safety
    - c. concrete – people; abstract – friendship (note: happy is an adjective)
    - d. concrete – friends; abstract – secrets (note: trust is a verb)
    - e. concrete – school, marks; abstract – pride
  7. Explain to pupils that ‘happy’ is an adjective, ‘happiness’ is the noun form. ‘Trust’ can be a verb or a noun. It is used as a verb in the sentence.
  8. Ask pupils to choose 6 of the nouns from the table – 3 concrete nouns and 3 abstract nouns.
  9. Have pupils write sentences using the nouns. Tell them to remember the rules for articles. (Example answers: The perfume she is wearing smells like flowers. Knowledge will help you pass your exams.)
  10. Move around the classroom and make sure pupils understand and are doing the activity correctly.

### **Closing** (5 minutes)

1. Invite volunteers to read their sentences to the class.
2. For homework, have pupils do practice activity PHL1-L054 in the Pupils’ Handbook.

### *[NOUN LIST]*



- |             |            |               |           |
|-------------|------------|---------------|-----------|
| • textbook  | • calm     | • grandmother | • tree    |
| • loyalty   | • perfume  | • charity     | • pride   |
| • car       | • truth    | • freedom     | • banana  |
| • courage   | • language | • lamp        | • honesty |
| • knowledge | • cake     | • kindness    | • metal   |

### *[EXERCISE 1]*

- a. My friend says I should take pride in my country.
- b. Honesty is a good characteristic for a person to have.
- c. Freedom is one of the most important rights for people.
- d. Anger will not bring happiness to your house.
- e. There is often calm before a storm.

*[EXERCISE 2]*

- a. Authors often write about love.
- b. Peace means safety in a country.
- c. Friendship makes people feel happy.
- d. You have to trust your friends with your secrets.
- e. He had pride in his marks at school.

<b>Lesson Title:</b> Narrative Text	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L055	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Recall the features of a narrative text.</li> <li>2. Use an outline to draft a text.</li> <li>3. Draft a text relevant to the topic with well-organised ideas.</li> <li>4. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the features of plot on the board (see end of lesson).</li> <li>2. Write the narrative essay outline on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils if they can remember the features of a narrative text.
2. A narrative text:
  - Tells a story about an event, incident or experience.
  - Is usually written in the first-person point of view.
  - Develops plot, setting and characters.
  - Is usually told in chronological order, progressing from beginning to end.
  - Has a main idea, theme, moral or lesson learnt.
  - Employs literary devices and figurative language.
3. Tell pupils that today and in the next lesson they will be writing a narrative text.

### Teaching and Learning (15 minutes)

1. Invite volunteers to explain 'incident' in their own words (Example answer: an event that is either unpleasant or unusual).
2. Tell pupils they are going to be writing about an incident. They can either choose something that really happened to them or use their imagination. Ask them to brainstorm possible ideas.
3. Write some of their ideas on the board. (Example ideas: an accident, a robbery, bad weather, a fight with friends, a ghost story, something that made you afraid, an unusual visitor, an unusual request, a problem at school)
4. As a class, discuss how to organise a 5-paragraph essay:
  - Paragraph 1: Introduction
  - Paragraphs 2, 3, 4: Body
  - Paragraph 5: Conclusion
5. Draw pupils' attention to the features of the plot of a narrative essay (see end of lesson). Discuss the features while pupils copy the information into their exercise books. Tell them to use this list to guide them as they prepare their narrative essay.
6. Point to the outline on the board (see end of lesson). Have pupils copy the outline into their exercise books.
7. Explain to pupils that using an outline can help them to plan their essay.

8. Demonstrate how to fill the outline on the board:

- **Topic** – *What are you writing about?*  
I accidentally got arrested by the police.
- **Characters** – *Who is your narrative about? Describe them.*  
Me – an old man with a beard; police officer – a tall, young woman in uniform; thief – a young man disguised as an old man
- **Setting** – *Where and when does it take place? Describe it.*  
It was very early in the morning outside of the Radisson Hotel in Freetown in 2009.
- **Problem/Conflict** – *What happened?*  
I like to get up very early in the morning and take a nice, long walk on the beach. I was heading to Lumley Beach and a policewoman screamed at me to stop. She accused me of sneaking into the Radisson Hotel and stealing a diamond necklace.
- **Moral/Theme** – *What did you learn? How did the experience affect you?*  
She learned not to judge a book by its cover. I learned that maybe it is better to wait for the sun to come up before going to the beach.

### **Practice** (17 minutes)

1. Ask pupils to choose a topic. Remind them it can be something true or something imagined. They can write as themselves or as someone else, but it has to be written in the first person.
2. Have pupils complete an outline to plan for their 5-paragraph essay using the example on the board to guide them.
3. Ask pupils to think about interesting vocabulary like adjectives, descriptions and dialogue that they want to include, and add them to their outline.
4. Move around the classroom to make sure pupils understand and are doing the task correctly.
5. Have pupils share their outlines with seatmates.

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

1. Invite volunteers to tell the class the topic of their essay.
2. For homework, have pupils do practice activity PHL1-L055 in the Pupils' Handbook.

### *[FEATURES OF PLOT]*



- **Introduction** (beginning): Introduce the characters and setting. Identify the conflict or problem.
- **Rising Action** (middle): What happens to the characters? What events lead to the climax?

- **Climax** (most important part): How do the characters deal with the problem? How is it solved?
- **Conclusion** (ending): How does the story end? What happens to the characters? What is the moral of the story?

[OUTLINE]

- **Topic** – *What are you writing about?*  
\_\_\_\_\_
- **Characters** – **Who is your narrative about? Describe them.**  
\_\_\_\_\_
- **Setting** – *Where and when does it take place? Describe it.*  
\_\_\_\_\_
- **Problem/Conflict** – *What happened?*  
\_\_\_\_\_
- **Moral/Theme** – *What did you learn? How did the experience affect you?*  
\_\_\_\_\_



<b>Lesson Title:</b> Narrative Text	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L056	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a text relevant to the topic, with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> Write the narrative essay checklist on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to describe to the class the incident they are going to write about.
2. Tell pupils that today they will be writing their narrative essay.

### Teaching and Learning (10 minutes)

1. Use the narrative essay checklist on the board to revise the features of a narrative essay with pupils (see end of lesson).
2. Remind pupils of how to organise a 5-paragraph essay:
  - Paragraph 1: Introduction
  - Paragraph 2, 3, 4: Body
  - Paragraph 5: Conclusion
3. Explain what to include in each paragraph:
  - Introduction: Paragraph 1
    - This is the start of the essay and should set the scene.
    - Introduce the main characters and the setting where the incident took place.
    - Use language that will grab the reader's attention.
  - Body paragraph 2:
    - Begin telling the story.
    - Describe the characters, setting and beginning of the incident.
  - Body paragraph 3:
    - The most important part of the story is told here.
    - This is the height of the incident.
  - Paragraph 4:
    - What happens after the incident?
    - How is it resolved?
  - Conclusion: Paragraph 5
    - Reflect on the experience.
    - What have you learned?
    - How has your life been changed?
    - Would you act differently if it happened again?

4. Tell pupils that to make a text interesting, they should try to include the following:
  - Adjectives and adverbs
  - Descriptions of what they saw, smelled, heard, tasted and felt
  - Interesting characters, either good or bad, that people feel strongly about
  - Dialogue

**Practice** (22 minutes)



1. Have pupils write their narrative essay. Remind them to use their outline to guide their writing.
2. Move around the classroom to make sure pupils understand and are doing the activity correctly.
3. Remind pupils to check their essay carefully for spelling and grammar.

**Closing** (5 minutes)

1. Invite volunteers to read a paragraph from their essay to the class.
2. For homework, have pupils do practice activity PHL1-L056 in the Pupils' Handbook.

*[NARRATIVE ESSAY CHECKLIST]*

<b>Narrative essay checklist</b>	
Tells a story about an event, incident or experience	
Is usually written in the first-person point of view	
Develops plot, setting and characters	
Is usually told in chronological order, progressing from beginning to end	
Has a main idea, theme, moral or lesson learnt	
Employs literary devices and figurative language	

<b>Lesson Title:</b> Comprehending a Listening Passage – News Report	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L1-L057	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on a listening passage.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the fill-in-the-blanks sentences on the board (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson)</li> <li>3. Practise reading the news report aloud (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Ask pupils if they listen to the radio. What kind of programmes do they listen to? (Example answers: music, sport, news, weather)
2. Ask pupils what types of topics can be in a news report. Get them to brainstorm and write some of their answers on the board. (Example answers: local news, international news, politics, events happening in the country)
3. Tell pupils that today they will be listening to a news report and in the next lesson they will be giving their own news report.

### Teaching and Learning (20 minutes)

1. Explain to pupils that writing a summary on what they have listened to is slightly different from writing one on what they have read. When writing a summary on a text, we can re-read it to check for information; with a listening passage we cannot.
2. Give pupils the following tips for summarising a listening passage:
  - Listen to the text carefully.
  - Take notes as the text is being read.
  - Think about the purpose of the text: What is it for? Who is the audience?
  - Select the relevant information and find the main ideas: What is important?
  - Simplify the text: Make sentences simple.
  - Distinguish between key information and extra information.
  - Do not include details and examples.
  - Paraphrase: Write in your own words.
  - Write the main ideas in complete sentences.
  - Use conjunctions to connect ideas.
3. Tell pupils that you are going to read them a news report. After they listen to the report, they will write a summary. Encourage them to take notes while listening to help them recall the most important information from the news report.

4. Read the news report aloud (see end of lesson). Focus on expression and pronunciation.
5. Tell pupils to write down notes on everything they can remember about the news report.
6. Read the news report to pupils again and tell them to add more to their notes.
7. Ask pupils to write a summary of the news report using the tips discussed earlier in the lesson.
8. Move around the classroom to make sure pupils understand and are doing the task correctly.
9. Invite a volunteer to share a summary with the class.

Example summary:

A medical conference praised health workers from Sierra Leone and internationally for their quick response to the Ebola outbreak. Their response will be used as a guide to write tips for other countries.

The Ministry of Agriculture will provide grants to farmers with smallholdings to make storage areas for their produce to protect it from bad weather.

Representatives from Njala University will work in cooperation with the University of Alberta in physics and chemistry.

10. Write the following vocabulary on the board:

- response (n)
- to praise (v)
- grant (n)
- profit (n)
- publication (n)
- lessons learned (n)
- scheme (n)
- representative (n)
- cooperation (n)

11. Tell pupils that you will read the news report again. They should listen for these words and phrases, and try to work out their meaning from the context.
12. Read the news report aloud once again. Focus on expression and pronunciation.
13. Discuss the vocabulary from the news report. Have volunteers raise their hands to explain the meaning of the words.
14. Write a definition of each word on the board and have pupils copy the definitions into their exercise books.

Example definitions:

- Response: Reply or reaction to something
- To praise: To say something was good or well done
- Lessons learned: Looking at a project or a situation after it is finished and discussing what went well and what could be improved
- Scheme: A plan or arrangement
- Grant: Money given by a government or an organisation for a specific purpose
- Profit: The amount of money gained in business, minus the money spent
- Representative: A person who has been chosen to act for, or make decisions for, a group of people

- Cooperation: A joint effort; working together
- Publication: Printed material such as a magazine, book or newspaper for people to read

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

1. Ask pupils to look at the fill-in-the-blanks activity on the board (see end of lesson). Tell them to complete the sentences with the words above.
2. Check answers as a class. (Answers: a. grant b. praised c. profit d. response e. publication f. cooperation g. lessons learned h. scheme i. representative)
3. Read the questions on the board to pupils (see end of lesson). Ask pupils to answer as many questions as they can about the report.
4. Read the report one last time. Tell pupils to listen for the answers to the questions.
5. Check answers as a class.

Answers:

- a. It was broadcast at 7 o'clock in the morning.
- b. Health International organised the medical conference.
- c. Health workers were praised for their quick actions to control the Ebola virus.
- d. Farmers with smallholdings can get grants from the Ministry of Agriculture.
- e. The grants are for building storage areas for farmers' produce.
- f. Representatives from Njala University are going to Canada.
- g. The cooperation will involve exchange students sharing ideas and publications.
- h. The news is broadcast on the hour, every hour.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L057 in the Pupils' Handbook.

### [LISTENING PASSAGE]

#### Radio Salone News Report

Good Morning from Radio Salone. This is Abubakarr Hussein with the 7 o'clock news.

Yesterday a medical conference was held in Freetown. It was organised by Health International and brought experts from all over the world to discuss the response in Sierra Leone to the Ebola outbreak in 2014. Local and international health workers were praised for their quick actions to control the virus, and a document is being written with lessons learned in case of another outbreak here or elsewhere.

The Minister for Agriculture announced a new scheme for farmers with smallholdings to get grants for building storage areas for their produce. At the moment crops can be spoiled by bad weather, and the new storage areas will protect them from the rain and make sure that farmers' profits remain good in years when the weather is bad.

Representatives from Njala University are travelling to Canada to discuss a new research project with faculty members from the University of Alberta. The project will focus on cooperation between the two countries in the fields of physics and chemistry. It will involve exchange students sharing ideas and publications.



That's the news for this morning from Radio Salone. It is going to be mild and sunny today. We'll be back on the hour, every hour, with news updates. Until then, enjoy the music.

*[FILL-IN-THE-BLANKS]*

- a. The football team got a \_\_\_\_\_ from a mobile phone company to buy new uniforms.
- b. The teacher \_\_\_\_\_ the class for getting such good marks.
- c. They made a \_\_\_\_\_ when they sold their house because the prices had gone up.
- d. The government's \_\_\_\_\_ to the disaster was quick and effective.
- e. He wrote about his experiences for a new \_\_\_\_\_.
- f. It is important to have good \_\_\_\_\_ between team members.
- g. After the conference they discussed \_\_\_\_\_ so that they could improve for next time.
- h. The school started a \_\_\_\_\_ to get the community involved in cleaning up the playground.
- i. She was sent as a \_\_\_\_\_ of her class in the spelling competition and she won a prize.

*[QUESTIONS]*

- a. What time of day was the news report broadcast?
- b. Who organised the medical conference?
- c. Why were health workers praised?
- d. Who can get grants from the Ministry of Agriculture?
- e. What are the grants for?
- f. Who is going to Canada?
- g. What will the cooperation between Njala University and the University of Alberta involve?
- h. How often is the news broadcast?

<b>Lesson Title:</b> Comprehending a Listening Passage – News Report	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L1-L058	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer WH questions to plan a news report.</li> <li>2. Present a news report.</li> <li>3. Ask and answer questions on a news report.</li> </ol>	 <b>Preparation</b> Write the questions on the board (see of lesson).	

### Opening (3 minutes)

1. Ask pupils to recall what was in the radio programme in the last lesson. (Example answers: news about a medical conference, news about a Ministry of Agriculture grant, news about university cooperation).
2. Tell pupils that today they will be making their own news report.

### Teaching and Learning (10 minutes)

1. Ask pupils to brainstorm some topics for a news report. (Example answers: government news, ministry news, current events, local news, international news, sports news, news about natural disasters around the world, new innovations and business news, education news)
2. Discuss the features of a news report with pupils:
  - News reports can use different tenses depending on the timing of the event:
    - Something that has already happened uses past simple or past continuous.
    - Something that is happening right now uses present continuous.
    - Something that will be happening soon uses future simple or future with 'be going to'.
  - Sentences are usually short and easy to understand.
  - Language is factual and formal.
  - News reports usually address the questions: Who? What? Where? When? How?
3. Look at the questions on the board with pupils (see end of lesson).
4. Tell pupils that they are going to use the questions to develop a news report. Have them copy the questions into their exercise books.
5. Demonstrate how to answer the questions using one of the news stories from the previous lesson.

Example:

  - Who is involved? Health International, global experts
  - What happened? A medical conference was held.
  - Where did it happen? Freetown

- When did it happen? Yesterday
- Why did it happen? To discuss the response in Sierra Leone to the Ebola outbreak in 2014
- How did it happen? It was organised by Health International.

### **Practice** (22 minutes)

1. Tell pupils that they are going to create a news report like the one they heard in the previous lesson. It should contain:
  - A greeting and introduction
  - Three short news items on different topics
  - End of programme/signing off
2. Ask pupils to work with a seatmate and make notes about their news programme. They can talk about true events that are happening now, or they can create their own stories.
3. Give pupils time to plan their news report with a seatmate. Tell them that they can make notes that they can expand upon while speaking, they do not have to write full sentences.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Have pupils practise presenting their news reports to one another.
6. Tell pupils to write comprehension questions to ask the class after reading their report aloud. They should write 3 questions: one for each news story. These questions will help pupils check that others have understood their news report.
7. Invite volunteers to come to the front and present their news reports. After volunteers have finished presenting their reports, they should ask their questions to the class and ask for volunteers to answer them.



### **Closing** (5 minutes)

1. Invite pupils to say what they liked about the news reports they heard.
2. For homework, have pupils do practice activity PHL1-L058 in the Pupils' Handbook.

### **[QUESTIONS]**

- Who is involved?
- What happened?
- Where did it happen?
- When did it happen?
- Why did it happen?
- How did it happen?



<b>Lesson Title:</b> Pure Vowel Sounds – Long and Short Vowels	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L1-L059	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify and pronounce short vowel sounds in words.</li> <li>2. Identify and pronounce long vowel sounds in words.</li> <li>3. Identify short vowel sounds in sentences.</li> <li>4. Identify long vowel sounds in sentences.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the short vowel sound activity on the board (see end of lesson).</li> <li>2. Write the long vowel sound activity on the board (see end of lesson).</li> <li>3. Write the sentences on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils to name the 5 vowels in English. (Answer: a, e, i, o, u)
2. Invite pupils to share the sounds that the vowels make.
3. Tell pupils that today they will learn about short and long vowel sounds which are the 2 types of sounds that pure vowels make.

### Teaching and Learning (16 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Explain pure vowel sounds:
  - Pure vowel sounds, or 'monophthongs' are sounds that are spoken with the same sound from beginning to end.
  - A pure vowel sound is a single vowel sound.
  - Pure vowel sounds can be divided into 2 categories: long vowel sounds and short vowel sounds.
  - The same vowel sound can be represented by different combinations of letters, because English spelling does not always match the sounds.
  - Vowels have a long vowel sound and a short vowel sound.
  - Whether a vowel has a long sound, a short sound or remains silent depends on its position in a word and the letters around it.
  - Pure vowel sounds can also be created when 2 vowels appear side by side in a syllable. When vowels work as a pair to make a pure vowel sound, the second vowel is usually silent.
  - When a vowel sounds like its name, it is a long vowel sound.
3. Ask pupils to look at the phonetic tables in the Pupils' Handbook (see end of lesson).

4. Say the short vowel sounds and read the example words from the short vowels table. Stress the short vowel sounds as you say the example words. Have pupils repeat them after you.
5. Say the long vowel sounds and read the example words from the long vowels table. Stress the short vowel sounds as you say the example words. Have pupils repeat them after you.
6. Invite volunteers to give more example words for the different long and short vowel sounds. Correct mistakes as needed.
7. Write pupils' example words in the tables.

Example answers:

<b>Short vowel sounds</b>	
<b>Phonetic sound</b>	<b>Example words</b>
/æ/ as in 'apple'	bag, glad, bat, magazine
/ʌ/ as in 'fun'	cut, uncle, love, country, sun
/ʊ/ as in 'put'	put, woman, sugar
/i/ as in 'pin'	bit, kill, basket, language, village
/ɛ/ as in 'egg'	bed, leopard, many, bury
/ɔ/ as in 'cot'	hot, song, watch, rod

<b>Long vowel sounds</b>	
<b>Phonetic sound</b>	<b>Example words</b>
/ɑ:/ as in 'past'	class, car, palm, jar, guitar
/i:/ as in 'sleep'	beat, sheep, vehicle, machine, foetus
/u:/ as in 'pool'	fool, fruit, choose, news, shoe
/ə:/ as in 'hurt'	girl, world, bird, learn, service
/ɔ:/ as in 'law'	sought, court, saw, board

8. Ask pupils to copy the tables into their exercise books.

### **Practice (18 minutes)**

1. Draw pupils' attention to the short vowel sound activity on the board (see end of lesson). Ask pupils to copy the table into their exercise books and put the given words in the correct rows in the table.
2. Check answers as a class.

Answers:

<b>Short vowel sounds</b>	
<b>Phonetic sound</b>	<b>Example words</b>
/æ/ as in 'apple'	glad, act
/ʌ/ as in 'fun'	done, uncle
/ʊ/ as in 'put'	could, sugar

/i/ as in 'pin'	bit, pretty
/ɛ/ as in 'egg'	bend, many
/ɔ/ as in 'cot'	cough, song

- Point to the long vowel sound activity on the board (see end of lesson). Ask pupils to copy the table into their exercise books and put the words in the correct rows in the table.
- Check answers as a class.

Answers:

Long vowel sounds	
Phonetic sound	Example words
/a:/ as in 'past'	palm, aunt
/i:/ as in 'sleep'	beat, seat
/u:/ as in 'pool'	shoe, blue
/ə:/ as in 'hurt'	world, bird
/ɔ:/ as in 'law'	saw, taught

- Ask pupils to look at the sentences on the board (see end of lesson). Have them put the words from the sentences in the correct rows in the tables.
- Check answers as a class.

Answers:

Short vowel sounds	
Phonetic sound	Example words
/æ/ as in 'apple'	back, apple, bag
/ʌ/ as in 'fun'	uncle, sun, country
/ʊ/ as in 'put'	woman, put, book
/i/ as in 'pin'	pretty, women, village
/ɛ/ as in 'egg'	buried, many, leopards
/ɔ/ as in 'cot'	knowledge, songs

Long vowel sounds	
Phonetic sound	Example words
/a:/ as in 'past'	chance, aunt's car
/i:/ as in 'sleep'	police, receipt, vehicle
/u:/ as in 'pool'	choose, fruit, soup
/ə:/ as in 'hurt'	girl, learned, word
/ɔ:/ as in 'law'	talked, taught, court

- Have pupils practise reading the sentences on the board aloud with seatmates. Tell them to focus on their pronunciation of the long and short vowel sounds.
- Move around the classroom and listen to pupils' pronunciation. Correct any mistakes you hear.

### Closing (3 minutes)

1. Invite volunteers to read the sentences on the board aloud to the class.
2. For homework, have pupils do practice activity PHL1-L059 in the Pupils' Handbook.

### [PHONETIC TABLES]

Short vowel sounds	
Phonetic sound	Example words
/æ/ as in 'apple'	back, lack, apple, animal, badge
/ʌ/ as in 'fun'	junk, done, some, flood, tough, does
/ʊ/ as in 'put'	wood, book, could
/i/ as in 'pin'	bin, pretty, women, fountain
/ɛ/ as in 'egg'	bend, leopard, realm, leisure
/ɔ/ as in 'cot'	pot, bought, cough, knowledge

Long vowel sounds	
Phonetic sound	Example words
/ɑ:/ as in 'past'	last, half, chance, aunt, laugh, surpass
/i:/ as in 'sleep'	seat, recede, receipt, police
/u:/ as in 'pool'	stool, rude, soup, shoe, blue
/ə:/ as in 'hurt'	word, bird, myrtle, serve, fur, earth
/ɔ:/ as in 'law'	talk, taught, broad

### [SHORT VOWEL SOUND ACTIVITY]

many	could	glad	bit	bend	song
done	pretty	uncle	cough	act	sugar

Short vowel sounds	
Phonetic sound	Example words
/æ/ as in 'apple'	
/ʌ/ as in 'fun'	
/ʊ/ as in 'put'	
/i/ as in 'pin'	
/ɛ/ as in 'egg'	
/ɔ/ as in 'cot'	



### [LONG VOWEL SOUND ACTIVITY]

world	palm	bird	shoe	beat
saw	blue	seat	aunt	taught

Long vowel sounds	
Phonetic sound	Example words
/ɑ:/ as in 'past'	
/i:/ as in 'sleep'	
/u:/ as in 'pool'	
/ə:/ as in 'hurt'	
/ɔ:/ as in 'law'	

*[SENTENCES]*

- a. He went **back** to get the **apple** from the **bag**.
- b. There are **pretty women** in the **village**.
- c. I have a **knowledge** of **songs**.
- d. My **uncle** loves the **sun** in his **country**.
- e. The **woman** **put** the **book** on the shelf.
- f. They **buried many leopards**.
- g. The **police** gave them a **receipt** for the **vehicle**.
- h. The **girl learned** a new **word**.
- i. She **talked** and **taught** in **court**.
- j. She got a **chance** to drive her **aunt's car**.
- k. I always **choose** the **fruit soup**.

<b>Lesson Title:</b> Pure Vowel Sounds – Long and Short Vowels	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L1-L060	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the difference between long and short vowel sounds.</li> <li>2. Distinguish between long and short vowel sounds.</li> <li>3. Identify long and short vowel sounds in sentences.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Draw the phonetic tables on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils if they remember another name for pure vowel sounds. (Answer: monophthongs)
2. Invite volunteers to share example words for each of the pure vowel sounds.
3. Tell pupils that today they will practise recognising and pronouncing short and long vowel sounds.

### Teaching and Learning (10 minutes)

1. Ask pupils to look at the phonetic tables on the board to remind themselves of the sounds (see end of lesson).
2. Read the example words from the short vowels table and ask pupils to repeat them after you.
3. Next, read the words from the long vowels tables and ask pupils to repeat them after you.
4. Read out words from the following vowel list at random and ask pupils to raise their right hand if it is a long vowel and their left hand if it is a short vowel:

#### Long vowels

- last
- stool
- word
- taught
- serve
- seat
- police

#### Short vowels

- badge
- wood
- pot
- bin
- some
- junk
- cough

5. Read out all the words from the vowel list and have pupils repeat them after you to practise the sounds.

### **Practice** (20 minutes)

1. Ask pupils to read the sentences on the board to themselves and decide if the underlined words have long or short vowels (see end of lesson).
2. Have pupils check their answers with seatmates.
3. Write the answers on the board and have pupils self-check their work.

Answers:

#### **Long vowels**

- she
- read
- he
- spoke
- broken
- sleep
- show
- cube
- made
- cake

#### **Short vowels**

- would
- book
- could
- man
- park
- sat
- sang
- song
- bed
- farm
- apple

4. Write this sentence on the board: The bug has run across the rug and into the tub.
5. Ask pupils to identify the repeated vowel sound in the sentence. (Answer: short 'u' sound)
6. Ask pupils to write sentences that repeat the different vowel sounds. They should write a sentence for each of the long and short vowel sounds.
7. Move around the classroom to make sure pupils understand and are doing the activity correctly.
8. Have pupils read their sentences aloud to seatmates and identify the repeated vowel sounds in each other's sentences.
9. Move around the classroom to check pupils' sentences.

### **Closing** (5 minutes)

1. Invite volunteers to read their sentences aloud and ask the rest of the class to identify which vowel sound is repeated in each sentence.
2. For homework, have pupils do practice activity PHL1-L060 in the Pupils' Handbook.

[PHONETIC TABLES]



<b>Short vowel sounds</b>	
<b>Phonetic sound</b>	<b>Example words</b>
/æ/ as in 'apple'	back, lack, apple, animal, badge
/ʌ/ as in 'fun'	junk, done, some, flood, tough, does
/ʊ/ as in 'put'	wood, book, could
/i/ as in 'pin'	bin, pretty, women, fountain
/ɛ/ as in 'egg'	bend, leopard, realm, leisure
/ɔ/ as in 'cot'	pot, bought, cough, knowledge

<b>Long vowel sounds</b>	
<b>Phonetic sound</b>	<b>Example words</b>
/ɑ:/ as in 'past'	last, half, chance, aunt, laugh, surpass
/i:/ as in 'sleep'	seat, recede, receipt, police
/u:/ as in 'pool'	stool, rude, soup, shoe, blue
/ə:/ as in 'hurt'	word, bird, myrtle, serve, fur, earth
/ɔ:/ as in 'law'	talk, taught, broad

[SENTENCES]

- a. She would read a book if she could.
- b. He spoke to a man at the park.
- c. They sat and sang a song in the show.
- d. I sleep in a bed on a farm.
- e. The cube is broken.
- f. We made an apple cake.



<b>Lesson Title:</b> Vocabulary Development: Animal Husbandry		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L061		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of animal husbandry.</li> <li>2. Use context clues and inference to determine the meaning of unknown vocabulary in a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text 'Animal Husbandry' aloud (see end of lesson).</li> <li>2. Write the vocabulary matching exercise on the board (see end of lesson).</li> <li>3. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils what kind of animals farmers raise in Sierra Leone (Example answers: cattle, goats, chickens)
2. Tell pupils that raising livestock for meat, fibre, milk, eggs or other products is called 'animal husbandry' and today they will learn some vocabulary connected to this.

### Teaching and Learning (15 minutes)

1. Discuss animal husbandry with pupils:
  - a. It is the science of breeding and taking care of animals.
  - b. People breed animals so that they reproduce and have babies. This increases a farmer's stock.
  - c. People have practised animal husbandry for a long time; it predates agriculture.
  - d. It includes raising livestock for meat, fibre, milk, eggs or other products.
2. Have pupils open the Pupils' Handbook at the page that corresponds with this lesson.
3. Read the text aloud with expression and correct intonation and pronunciation (see end of lesson). Have pupils follow along in the Pupils' Handbook.
4. Point to the comprehension questions on the board (see end of lesson).
5. Tell pupils that after reading the text again you will ask them to answer the comprehension questions. They should look for the answers to the questions as they read along.
6. Invite different volunteers to each read a paragraph of the text aloud.
7. Ask pupils the comprehension questions on the board and have them raise their hand to answer.

Answers:

- a. Animals in subsistence farming are used for meat, clothing, transport and fertiliser.
- b. Herdsmen watch the animals to make sure they are safe from predators.
- c. Animals can get their food from the surrounding environment.

- d. In intensive farming, the animals may not be as healthy and they have a poor quality of life.
- e. The animals live inside in the summer when it is too hot, in the winter when it is too cold and when there is no grass.
- f. A pig is an omnivore.
- g. Cows eat by regurgitating the grass they have eaten, and eating it again.

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

1. Direct pupils' attention to the vocabulary matching exercise on the board (see end of lesson).
2. Instruct pupils to read the text on their own, locate the words from the activity and try to match each vocabulary word with the best definition.
3. Check answers as a class. (Answers: 1. h. 2. e. 3. j. 4. f. 5. a. 6. b. 7. c. 8. d. 9. g. 10. i. 11. l. 12. k.)
4. Ask volunteers to write a 1-paragraph summary of the text in their exercise books.

Example:

Animal husbandry is practised in many places as a type of subsistence farming. It is more important to keep an animal alive for the products it produces than to kill it for its meat. Livestock can be kept in different ways: extensively or intensively. Intensive farming produces more animals but extensive farming is better because the animals are happier and healthier. Semi-intensive farming is a bit of both. Most livestock are herbivores, except pigs, which are omnivores. Many livestock are ruminants.

### **Closing** (5 minutes)

1. Invite volunteers to read their summary aloud. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL1-L061 in the Pupils' Handbook.

[TEXT]

#### Animal Husbandry

In many countries, animal husbandry is part of subsistence farming. This means that the livestock is used not only to feed the family, but also to produce fertiliser and clothing, and can be used as transport. Killing an animal for its meat is not the most important use. It is more important to keep an animal alive to use its products: eggs, wool, blood and milk, for example.

Livestock can be kept extensively or intensively. Extensive farming means animals can roam at will, or are watched by a herdsman, usually for their protection from predators. In rural places, pigs, goats, cattle and poultry can get most of their food from the surrounding environment. Chickens may live for months outside without being fed directly by the farmer.

Intensive farming means that livestock is kept in a building where they cannot eat any grass unless it is brought to them. The animals might never go outside. This method produces the most animals, but they may not be the healthiest, and they definitely have a poor quality of life.

Between these two extremes is semi-intensive farming, where livestock eat outside for most of the year but hay is brought to them inside when the weather is too cold in the winter or too hot in the summer or when there is no grass.



Livestock are mostly herbivorous, except for the pig which is an omnivore. Pigs will eat meat. Cattle, sheep, goats, deer and antelopes are ruminants; they eat food in two stages, chewing and swallowing in the normal way, and then regurgitating the cud to eat it again. This means grass is economical because it is used twice.

*[COMPREHENSION QUESTIONS]*

- a. What are animals in subsistence farming used for?
- b. Why do herdsman watch the animals in extensive farming?
- c. Where can animals get their food in a rural environment?
- d. What are the drawbacks of intensive farming?
- e. In semi-intensive farming, when do animals live inside?
- f. Which animal is an omnivore?
- g. How do cows eat?

*[VOCABULARY MATCHING]*

<b>Word</b>	<b>Definition</b>
1. subsistence (adj)	a. a person who looks after livestock outside to make sure they are safe
2. extensive (adj)	b. an animal that attacks and kills other animals to eat
3. intensive (adj)	c. chickens, ducks, geese, turkeys
4. to roam (v)	d. a state of well-being – health and happiness, for example
5. herdsman (n)	e. a type of farming where the livestock are outside and feed themselves
6. predator (n)	f. to walk around with no direction
7. poultry (n)	g. an animal that eats only plants
8. quality of life (n)	h. growing crops and livestock only for the use of the family with no extra to sell
9. herbivore (n)	i. an animal that eats plants and meat
10. omnivore (n)	j. a type of farming where the livestock are inside and have food brought to them by the farmer
11. ruminant (n)	k. to bring swallowed food up into the mouth
12. to regurgitate (v)	l. an animal, such as a cow, that eats grass two times

<b>Lesson Title:</b> Vocabulary Development: Animal Husbandry		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L062		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of animal husbandry.</li> <li>2. Write a text on the topic using appropriate vocabulary.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the passage 'Animal Farms' aloud (see end of lesson).</li> <li>2. Write the vocabulary matching exercise on the board (see end of lesson).</li> <li>3. Write the fill-in-the-blanks activity on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Discuss farms as a class. Ask pupils if they have ever been to a farm or if they live on a farm. Ask what kind of farms they are familiar with.
2. Tell pupils that today they will learn more vocabulary about animal husbandry.

### Teaching and Learning (22 minutes)

1. Revise the characteristics of animal husbandry with pupils:
  - a. It is the science of breeding and taking care of animals.
  - b. People breed animals so that they reproduce and have babies. This increases a farmer's stock.
  - c. People have practised animal husbandry for a long time; it predates agriculture.
  - d. It includes raising livestock for meat, fibre, milk, eggs or other products.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Read the text aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook. Read slowly, clearly and with expression.
4. Draw pupils' attention to the comprehension questions on the board (see end of lesson).
5. Discuss answers as a class.  
 Answers:
  - a. The 4 types of farm are dairy, cattle, fish and poultry.
  - b. One person, a family, a community, a company or the government can own a farm.
  - c. Good animal husbandry, feeding and hygiene are important.
  - d. The farmer and a veterinarian treat sick animals.
  - e. Governments keep a close watch on zoonoses.
6. Look at the vocabulary matching exercise on the board (see end of lesson). Ask pupils to copy it into their exercise books.

6. Read the text aloud again and instruct pupils to follow along in the Pupils' Handbook. Tell them to try to locate the words from the vocabulary matching activity and find the correct definition for each vocabulary word.
7. Ask pupils to complete the matching activity with seatmates.
8. Check answers as a class. Write the correct answers on the board.  
(Answers: 1. d. 2. g. 3. b. 4. e. 5. a. 6. f. 7. i. 8. c. 9. h.)

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

1. Draw pupils' attention to the fill-in-the-blanks activity on the board (see end of lesson).
2. Instruct them to copy the activity into their exercise books and complete it using the words in the word bank. Note that some of the vocabulary is from today, and some is from the previous lesson.
3. Discuss answers as a class. (Answers: a. dairy b. cattle c. poultry d. tanks e. Extensive f. Intensive g. herdsman h. predators i. veterinarian j. vaccinate k. quality of life l. hygiene)

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

1. Invite pupils to use the different words from the lesson in a sentence. Have them raise their hand to volunteer. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PGL1-L062 in the Pupils' Handbook.

### *[READING PASSAGE]*

#### Animal Farms

A farm may be owned and operated by one person, a family, a community, a company or the government. The farm may produce one product or many, depending on its size. There are various kinds of farms.

A dairy farm is a place where female cattle, goats, buffaloes, camels or sheep are raised for their milk, which can be used as it is after it is cleaned, or made into products such as cheese or yoghurt.

A cattle farm is a place where cows are raised to produce products such as meat, leather and wool.

A fish farm is a place where fish are raised in tanks or fish ponds, usually for food.

A poultry farm is a place where farmers raise domesticated birds such as chickens, ducks, turkeys and geese to get meat or eggs for food.

Good animal husbandry, feeding and hygiene are important to keep livestock healthy and increase profits. If animals become sick, they are treated by the farmer and the veterinarian with medicines.

Animals can get many different diseases and conditions. Certain diseases can be vaccinated against to ensure that an animal does not get the disease. Antibiotics can treat an animal that already has a disease. Governments keep a close watch on the development of zoonoses, which are diseases that people can get from animals.

*[VOCABULARY MATCHING]*

<b>Word</b>	<b>Definition</b>
1. dairy (n)	a. a small body of water, either natural or artificially made
2. to raise (v)	b. cows, oxen
3. cattle (n)	c. to give medicine to prevent a disease or infection
4. tank (n)	d. milk, yoghurt, cheese
5. pond (n)	e. a large storage place for water
6. hygiene (n)	f. clean habits to improve or maintain health
7. veterinarian (n)	g. to breed and care for until maturity
8. to vaccinate (v)	h. diseases that humans can get from animals
9. zoonoses (n)	i. a doctor for animals

*[COMPREHENSION QUESTIONS]*



- a. Name the 4 types of farm in the text.
- b. Who can own and operate a farm?
- c. What factors are important to keep animals healthy and increase profits?
- d. Who treats sick animals?
- e. What do governments keep a close watch on?

*[FILL-IN-THE-BLANKS]*

Word Bank

dairy	predator	extensive	tanks
hygiene	poultry	vaccinate	veterinarian
herdsman	intensive	cattle	quality of life

There are different kinds of farms. A a.\_\_\_\_\_ farm is where cows are raised for milk, yoghurt and cheese products. A b.\_\_\_\_\_ farm is where cows are raised for meat. A c.\_\_\_\_\_ farm is where chickens and ducks are raised for eggs and meat. A fish farm is where fish are raised in ponds or d.\_\_\_\_\_. There are also different ways of farming. e.\_\_\_\_\_ farming is when livestock is allowed to wander around outside to find their food. f.\_\_\_\_\_ farming is when livestock are kept inside and fed by the farmer. It is important for the animals on a farm to be healthy and safe. A g.\_\_\_\_\_ watches animals outside to make sure they are not eaten by h.\_\_\_\_\_. Farmers will often get a i.\_\_\_\_\_ to j.\_\_\_\_\_ the animals to make sure they do not get diseases. Livestock can have a better k.\_\_\_\_\_, where they are happy and healthy, if good l.\_\_\_\_\_ keeps them clean and they have enough food and care.

<b>Lesson Title:</b> Reading Skills Development: WH Questions		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L063		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the different WH questions.</li> <li>2. Answer WH questions about a text.</li> <li>3. Use WH questions to develop reading comprehension skills.</li> <li>4. Use WH questions to read a text quickly and purposefully.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the news article 'Child Found in Cave Surrounded by Wild Dogs' aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils why people read news articles. (Example answers: find out what is happening; keep themselves busy; get more information about a current event)
2. Ask pupils to name the WH questions. (Answer: who, what, when, where, why and how)
3. Tell pupils that today they will practise answering WH questions when reading a news article.

### Teaching and Learning (13 minutes)

1. Invite volunteers to tell you what each of the WH questions is used for.  
Answers:
  - Who: to find out about people
  - What: to get information about a situation
  - When: to find out the timeline
  - Where: to get information about the place
  - Why: to learn the reasons for something
  - How: to find out the way something happened or was done
2. Explain to pupils how they can use WH questions for reading comprehension:
  - Use these questions to help them understand what they read.
  - Ask themselves WH questions to check for information in a text.
  - Use WH questions to help summarise a text.
3. Tell pupils they will read the news article twice: once for general understanding and once to answer the WH questions.
4. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
5. Read the text aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook.

### **Practice** (17 minutes)

1. Draw pupils' attention to the comprehension questions on the board (see end of lesson). Have them copy the questions into their exercise books.
2. Ask pupils to read the news article independently and answer the questions.
3. Have volunteers answer the questions and explain where they found the information.

Answers:

- a. A six-year-old boy went missing.
  - b. He went missing in early July.
  - c. His parents knew he was gone when they checked with his friend in the morning.
  - d. The police and communities from both villages conducted a search.
  - e. They looked for miles around.
  - f. The farmer was looking for shelter because it was raining.
  - g. He found the cave because he heard barking and a child's voice.
  - h. He was cautious entering the cave in case the dogs were dangerous.
  - i. In the cave, he found a pack of eight dogs surrounding a small boy who was dirty but unharmed.
  - j. He took Peter back to his parents.
  - k. The villagers thought it was a miracle that the dogs cared for Peter and brought him food.
  - l. Peter sometimes growls when he is unhappy.
4. Ask pupils to use the answers to the WH questions to write a summary of the news article. Their summary should include: who, what, when, where, why and how.
  5. Have pupils share and compare their summary with seatmates.
  6. Move around the classroom to check pupils' work.

### **Closing** (5 minutes)

3. Invite volunteers to read their summary aloud.

Example:

A six-year old boy called Peter Thomas from a village in the north of the country went missing in July and was found a month later in a cave with wild dogs. A farmer who was looking for shelter from the rain heard barking and a child's voice. When he entered the cave he found the boy being cared for by the dogs. The farmer took Peter and returned him to his family. Everyone is shocked by the story.

4. For homework, have pupils do practice activity PHL1-063 in the Pupils' Handbook.

[TEXT]

#### Child Found in Cave Surrounded by Wild Dogs

Villagers in the north of the country were recently shocked to find a six-year-old boy who had been missing for a month in a cave living with wild dogs. Peter Thomas had left his home in early July to visit a friend in the next village and did not come home.



His parents were distraught and called the police in the morning after checking with his friend and discovering he was missing.

The police and communities from both villages conducted a search for Peter, but did not find a trace, even though they looked for miles around. His grieving family was told to accept the fact that he had probably had an accident and fallen into the river. The local church held a memorial service for him that was attended by 200 people.



Then last week, a local farmer was looking for shelter from the rain in a remote part of the country when he heard a lot of barking and a child's voice. He rushed to find out what was going on and cautiously entered the cave in case the dogs were dangerous. What he found was astonishing.

He saw a pack of eight dogs surrounding a small boy who was very dirty but unharmed. The dogs were not barking at Peter – they were barking at the farmer to protect the boy. Once the dogs realised the farmer was friendly, they let him pick Peter up. The farmer took Peter down the hill and reunited him with his parents, who were overjoyed and extremely shocked.

Now Peter is back at home with his parents. Everyone in the village thinks it is a miracle that the dogs not only left the boy unharmed, but looked after him and brought him food. The only effect the incident has had on Peter is that he sometimes growls when he is unhappy.

#### *[COMPREHENSION QUESTIONS]*

- a. Who went missing?
- b. When did he go missing?
- c. How did his parents know he was gone?
- d. Who conducted a search?
- e. Where did they look?
- f. Why was the farmer looking for shelter?
- g. How did he find the cave?
- h. Why was he cautious entering the cave?
- i. What did he find in the cave?
- j. Where did he take Peter?
- k. What did the villagers think?
- l. When does Peter growl?

<b>Lesson Title:</b> Reading Skills Development: WH Questions		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L064		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the different WH questions.</li> <li>2. Answer WH questions about a text.</li> <li>3. Use WH questions to develop reading comprehension skills.</li> <li>4. Use WH questions to read a text quickly and purposefully.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the WH table on the board (see end of lesson).</li> <li>2. Practise reading the article 'A Surprise Meeting' aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils to name the WH questions. (Answer: who, what, when, where, why, how).
2. Ask volunteers to explain how these questions can be useful when reading. (Example answer: They can be a guide to understand a text; they can help you create a summary)
3. Tell pupils that today they will practise reading another news article to get more information.

### Teaching and Learning (15 minutes)

1. Remind pupils of the use of the WH questions:
  - Who: to find out about people
  - What: to get information about a situation
  - When: to find out the timeline
  - Where: to get information about the place
  - Why: to learn the reasons for something
  - How: to find out the way something happened or was done
2. Explain to pupils that WH questions are a helpful way to increase their understanding of a text. However, they will not always have WH questions provided to guide their reading. Therefore, they can use an outline to take their own notes.
3. Explain that they will practice using a WH outline to take notes on a text today.
4. Tell pupils they will read the news article twice: once for general understanding and once to answer the WH questions.
5. Give pupils a guiding question to think about as they read the text: What was the coincidence in this story? (Example answer: Both ladies reached for the same tomato.)
6. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along as you read.
7. Read the entire article aloud to pupils (see end of lesson).

### Practice (15 minutes)

1. Ask pupils to copy the WH table from the board into their exercise books (see end of lesson).
2. Have pupils read the news article again and complete the table. Tell them they do not have to write full sentences.
3. Discuss the table as a class and fill in the answers in the table on the board.

Example:

Question	Notes
Who?	Mama Rosa, Mama Joan (twins) and Rosa's friend Mary
What?	chance meeting where they discover they are twins
Where?	market in Freetown (vegetable stall)
When?	last month
Why?	both had been adopted at a young age; did not know about each other
How?	they were reaching for the same tomato and saw they looked exactly the same

4. Ask pupils to work with seatmates and write WH questions for the article. Each pair should write 4 questions.

Examples:

- Who is the article about?
  - Where did the 2 women meet?
  - How did the 2 women meet?
  - Why was their meeting extraordinary?
5. Move around the classroom to check that pupils understand and are doing the activity correctly.

### Closing (5 minutes)

1. Invite volunteers to ask the rest of the class their WH questions. Have pupils raise their hand to answer.
2. For homework, have pupils do practice activity PHL1-L064 in the Pupils' Handbook.

[TEXT]

### A Surprise Meeting

Last month a very unusual thing happened to a woman from Bo called Mama Rosa. She was visiting the market in Freetown on a rare trip to the capital when she bumped into someone at a vegetable stall who looked exactly like her. Our reporter went to talk to Mama Rosa to find out what happened.



Mama Rosa told us she was in the market looking at a stall and chatting with her friend Mary when she and another lady reached for the same tomato. As she looked up to apologise, she was shocked to see that she was 'looking at herself'. Mama Rosa told us that the lady also looked shocked, as it was like looking in a mirror. Mary told us that if she had not known what dress Mama Rosa was wearing that day, she would not have been able to tell them apart.

They started talking and all decided to go for lunch together to solve the mystery. After talking for a while and trying to figure out what was going on, the two women realised that Mama Rosa and her identical twin, Mama Joan, had both been adopted at a very young age by two different families because their mother was very poor and could not look after two more children. Both women knew they had been adopted but did not know that they were twins.

After much crying, laughing and telling each other about their families, they have promised to visit each other in the future and try to catch up with all the lost years. Mama Rosa's friend Mary said it was the most amazing coincidence she had ever heard of. If they had not both reached for the same tomato, they might never have met.

[WH TABLE]

Question	Notes
Who?	
What?	
Where?	
When?	
Why?	
How?	

<b>Lesson Title:</b> Classification of Nouns – Collective, Countable, Uncountable Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L065	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of nouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify different types of nouns in a sentence.</li> <li>3. Write sentences using different types of nouns correctly.</li> <li>4. Use articles with nouns correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the nouns on the board (see end of lesson).</li> <li>2. Write the writing prompts on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils to name the types of nouns they have studied so far this term.  
(Answer: common and proper nouns; concrete and abstract nouns)
2. Tell pupils that in this lesson they will learn about the classification of nouns as collective, countable and uncountable and use them in writing.
3. Invite volunteers to share what they already know about collective, countable and uncountable nouns.

### Teaching and Learning (22 minutes)

1. Explain collective, countable and uncountable nouns to pupils:
  - Collective nouns are nouns used for a group. They can be countable or uncountable depending on their use in a sentence.  
Examples: a herd of cows, a flock of birds, a family, mail
  - Countable nouns are people, animals, places, things or ideas that can be counted. Most concrete nouns are countable.  
Examples: dog, goat, doctor, chair
  - Uncountable nouns are nouns that cannot be counted. Most abstract nouns are uncountable. Liquids are also usually uncountable.  
Example: sugar, tea, love, innocence
2. Explain to pupils that collective nouns can be countable or uncountable. For example, a fleet of ships is a group of ships and is countable. Mail is a group of letters, but it is uncountable.
3. Draw the following table on the board:

Collective nouns	Countable nouns	Uncountable nouns

4. Ask pupils to look at the nouns on the board (see end of lesson). Tell them that they are going to classify each of the nouns as collective, countable or uncountable.
5. Give pupils an example of each:
  - 'Army' is a collective noun because it is a group of soldiers.
  - 'Teacher' is a countable noun because you can have one teacher, 2 teachers, 3 teachers and so on.
  - 'Oil' is an uncountable noun because it is a liquid. You cannot have one oil or 2 oils. However, you can count the container a liquid goes in – one can of oil, 2 cans of oil. You can also count the measurement of a liquid – 1 litre of oil, 2 litres of oil.
6. Have pupils work with seatmates to decide if each noun is collective, countable or uncountable.
7. Invite volunteers to give you the answers. Ask them to explain why the noun is collective, countable or uncountable. Write the nouns in the correct column on the board (see answers below).

<b>Collective nouns</b>	<b>Countable nouns</b>	<b>Uncountable nouns</b>
army fleet gang group pack furniture	boat chair house goat teacher book	cash paper oil safety sand time

8. Revise the list of nouns and explain if necessary.  
Examples:
  - Chairs can be counted; however, furniture is a collective noun used for group of different things like chairs, sofas and beds in general and cannot be counted.
  - Leones can be counted; however, cash is a noun describing leones in general, so cash cannot be counted.
9. Ask pupils what they remember about using definite and indefinite articles with nouns.
10. Revise indefinite articles 'a'/'an' as a class:
  - The articles 'a' and 'an' are only used before a singular countable noun.  
Example: a chicken, an egg
  - We do not use 'a' or 'an' before an uncountable noun.  
Examples:
    - Paper is used for printing.
    - How much is oil for the car?
  - We can use 'a' or 'an' with a collective noun if it is something unknown.  
Example: There was a gang of boys at the bus station.
    - You do not know this gang.
11. Revise definite article 'the' as a class:

- The article 'the' is used before a singular countable noun.  
Example: The house is beside the river.
- It is used before a plural countable noun.  
Example: The chairs are over there.
- It is also used before an uncountable noun.  
Example: The sand was everywhere.
- It can be used with a collective noun if the noun is specific, or known.  
Example: He is visiting the team from Jordan.
  - The team is specific and known.

### **Practice** (12 minutes)

1. Ask pupils to look at the writing prompts on the board (see end of lesson).
2. Have pupils write sentences using the prompts. Remind them to be careful to follow the article rules that you revised.
3. Move around the classroom to make sure pupils understand and are doing the activity correctly.
4. Ask pupils to share and compare their sentences with seatmates.
5. Invite volunteers to read their sentences aloud.

Example sentences:

- a. She saw a herd of cows in the field eating grass.
- b. The fleet of ships was far away in the ocean.
- c. Democracy is an important right for people.
- d. There were flocks of birds and swarms of insects this harmattan in my village.
- e. He needs to put oil in his car because it is not running well.
- f. The group sat in the sunshine.

### **Closing** (1 minute)



1. For homework, have pupils do practice activity PHL1-L065 in the Pupils' Handbook.

### *[NOUNS]*

- |         |         |          |         |           |             |
|---------|---------|----------|---------|-----------|-------------|
| • cash  | • boat  | • oil    | • house | • sand    | • furniture |
| • army  | • chair | • gang   | • group | • pack    | • time      |
| • paper | • fleet | • safety | • goat  | • teacher | • book      |

### *[WRITING PROMPTS]*

- a. herd/field/grass
- b. fleet/ships/ocean
- c. democracy/right/people
- d. flocks/birds/swarms/insects/summer/village
- e. oil/car
- f. group/sunshine

<b>Lesson Title:</b> Classification of Nouns – Compound Nouns		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L066		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define compound and hyphenated nouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify different types of nouns in a sentence.</li> <li>3. Demonstrate understanding of the use of hyphens with compound nouns.</li> <li>4. Write sentences using different compound nouns correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write Exercise 1 on the board (see end of lesson).</li> <li>2. Write Exercise 2 on the board (see end of lesson).</li> <li>3. Write Exercise 3 on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils what kind of nouns they practised in the previous lesson. (Answer: collective, countable and uncountable).
2. Tell pupils that today they will learn about compound nouns.
3. Invite pupils to share what they already know about compound nouns. (Example answer: nouns made up of more than one word)
4. Invite pupils to share their own examples of compound nouns. Write some of their examples on the board.

### Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Explain compound nouns:
  - Compound nouns are single nouns made up of 2 or more words.
  - Compound nouns are very common, and new combinations are created all the time.
  - They often have a meaning that is different, or more specific, than the 2 separate words.
  - The challenge is that there are no exact rules for how to write the different compound nouns and some can be written in more than one way. The best option is to check in a dictionary.
  - Compound nouns can be written in 3 different ways:
    - As 2 separate words  
Examples: swimming pool, police officer, washing machine
    - As one single word



Examples: toothpaste, bedroom, boyfriend

- As hyphenated words

Examples: sister-in-law, take-off, passer-by

3. Discuss the examples of different types of compound nouns:
  - noun + noun (most common): doorbell, ladybird, suitcase
  - noun + '-er' noun or verb: housekeeper, screwdriver
  - '-ing' verb + noun: swimming pool, fishing rod, driving licence
  - adjective + noun: greenhouse, blackboard, bluebird
  - noun + verb: rainfall, haircut
  - preposition + noun: underground, bystander, onlooker
  - 3-word compounds (usually hyphenated): washing-up-liquid, mother-in-law
4. Discuss making compound nouns plural:
  - Most compound nouns have the 's' on the end of the word.  
Examples: suitcases, swimsuits, bedrooms
  - Two-word compounds that contain a preposition need the 's' on the noun.  
Examples: passers-by, onlookers
  - For compound nouns with 3 words, the 's' is added to the most important word. Examples: sisters-in-law, washing-up-liquids.

### **Practice** (19 minutes)

1. Have pupils look at the exercises on the board (see end of lesson).
2. Ask pupils to copy Exercise 1 into their exercise books. Tell them to choose the correct ending to make compound nouns.
3. Check answers as a class.  
Answers:
  - a. break
  - b. chair
  - c. head
  - d. rain
  - e. spoon
  - f. print
4. Ask pupils to copy Exercise 2 into their exercise books and fill in the blanks with the correct compound noun from the word bank.
5. Check answers as a class.  
Answers:
  - a. heart attack
  - b. toothpaste
  - c. cooking oil
  - d. scarecrow
  - e. post office
  - f. haircut

6. Ask pupils to copy Exercise 3 into their exercise books and write sentences using the compound nouns. Tell them that the sentences must demonstrate understanding of the meaning of the compound nouns.
7. Invite volunteers to share their sentences.

Example answers:

- a. The countryside is land that is not in the city, where you find fields and farms.
- b. You can use a suitcase to pack your clothes before you travel.
- c. My wife's mother is my mother-in-law.
- d. Ladies often use a handbag to carry their money and mobile phone.
- e. You need to put in a password to access your email.
- f. Over-the-counter drugs are drugs you can buy at a pharmacy without going to a doctor.

**Closing (1 minute)**

1. For homework, have pupils do practice activity PHL1-L066 in the Pupils' Handbook.

**[EXERCISE 1]**

- a. Dawn can also be called day \_\_\_\_\_ (rise/break/down).
- b. An aid for disabled people is called a wheel \_\_\_\_\_ (chair/bike/car).
- c. The light on the front of a car is called a \_\_\_\_\_ light. (front/head/up).
- d. A coloured arch in the sky is called a \_\_\_\_\_ bow (sun/colour/rain).
- e. You stir your tea with a tea \_\_\_\_\_ (knife/spoon/cup).
- f. The mark you leave when you walk is called a foot \_\_\_\_\_ (print/hole/step).

**[EXERCISE 2]**



Word Bank

post office	haircut	cooking oil
toothpaste	heart attack	scarecrow

1. Exercise and eat well to avoid having a \_\_\_\_\_.
2. Brush your teeth with \_\_\_\_\_ every night.
3. She uses \_\_\_\_\_ to fry fish.
4. The farmer has a \_\_\_\_\_ in his field to keep his crops safe.
5. I went to the \_\_\_\_\_ to buy some stamps.
6. He went to the barber to get a \_\_\_\_\_.

**[EXERCISE 3]**

- a. countryside
- b. suitcase
- c. mother-in-law
- d. handbag
- e. password
- f. over-the-counter

<b>Lesson Title:</b> Descriptive Text	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L067	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Recall the features of a descriptive text.</li> <li>2. Use an outline to draft a descriptive text.</li> <li>3. Draft a text relevant to the topic with well-organised ideas.</li> <li>4. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <b>Preparation</b> Draw the table on the board (see end of lesson).	

### Opening (5 minutes)

1. Ask pupils to think about a day when they had a really good time, for example, a party, a wedding or a trip.
2. Invite volunteers to describe something about the day to the class.
3. Tell pupils that today they will plan a descriptive text and in the next lesson they will write it.

### Teaching and Learning (15 minutes)

1. Discuss the features of a descriptive text:
  - Describes a person, an event, an experience or an idea
  - Uses descriptive vocabulary to paint a picture in the reader's mind
  - Includes a variety of details about what is being described
  - Engages the reader's 5 senses
  - Employs literary devices and figurative language
2. Revise descriptive language:
  - Descriptive language is used to help the reader imagine what you are writing about.
  - Adjectives and adverbs make writing more interesting by describing nouns and verbs.
    - The lady in a dress walked from the room. (boring)
    - The stunning lady in a pink and blue flowery dress walked serenely from the elegant room. (descriptive)
  - Metaphors help the reader envision the scene by making comparisons without the use of 'like' or 'as'.  
Examples:
    - The classroom was a zoo.
    - Mary's eyes were bright stars.
    - She is a tiger with her claws out.

- Similes draw comparisons for the reader, using 'like' or 'as'.  
Examples:
  - My father is as big as a bear.
  - The bed was like a rock.
  - The little boy was like an angel in his smart suit.
- Personification adds life to a scene by giving human traits to something that is not human.  
Examples:
  - The sun smiled down on us.
  - The flowers danced in the wind.
- The 5 senses allow readers to feel like they are experiencing the scene.  
Examples:
  - The strong smell of my grandmother's fish stew filled the air.
  - The taxi park was filled with chaos: people shouting, motors rumbling, horns honking.

3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and draw their attention to the 5-paragraph outline.
4. Briefly discuss the sections of the outline and explain to pupils that they will be using this outline later to prepare to write their essay (see below):

Paragraph	Guiding questions	Notes
1	Introduction: <ul style="list-style-type: none"> <li>• What was the event? When did it take place? Why did it take place?</li> <li>• Quick summary of how you felt about the event.</li> <li>• Introduce the 3 points you will write about.</li> </ul>	
2	People: <ul style="list-style-type: none"> <li>• Who was there? How did you know them?</li> <li>• Describe their appearances and actions.</li> </ul>	
3	Setting: <ul style="list-style-type: none"> <li>• Describe exactly where you were.</li> <li>• What did it look like? What could you hear, smell, touch?</li> </ul>	
4	Events: <ul style="list-style-type: none"> <li>• Describe the most interesting part of the day in detail.</li> <li>• What was the highlight?</li> <li>• How did it engage your 5 senses?</li> </ul>	
5	Conclusion: <ul style="list-style-type: none"> <li>• How did the day make you feel?</li> <li>• Restate the 3 main ideas.</li> </ul>	

### Practice (15 minutes)



1. Tell pupils that they are going to write about a wedding they attended. They can write about a real event or use their imagination.
2. Have pupils copy the table on the board into their exercise books (see end of lesson).
3. Ask pupils to think about their 5 senses. Tell them to make notes in the table of descriptive language that they can include in their essay. Remind them that they should include adjectives and adverbs as well as figurative language in their writing.
4. Encourage seatmates to ask each other questions and offer suggestions for the essay.
5. Move around the classroom to make sure that pupils understand and are doing the activity correctly.

### Closing (5 minutes)

1. Invite volunteers to share a few details about the wedding they plan to write about in the next lesson.
2. For homework, have pupils do practice activity PHL1-TL067 in the Pupils' Handbook.

[TABLE]

<b>Sense</b>	<b>Example questions to ask yourself</b>	<b>Notes</b>
<b>Sight</b>	<ul style="list-style-type: none"><li>• What were people wearing?</li><li>• What did the place look like?</li></ul>	
<b>Hearing</b>	<ul style="list-style-type: none"><li>• Was there music?</li><li>• Was it noisy or quiet?</li><li>• Could you hear anything strange?</li></ul>	
<b>Taste</b>	<ul style="list-style-type: none"><li>• Did you have nice food?</li><li>• Was it spicy, salty or sweet?</li><li>• Were you satisfied or were you hungry?</li></ul>	
<b>Touch</b>	<ul style="list-style-type: none"><li>• Did you pick up anything interesting?</li><li>• What were the textures of things you felt?</li></ul>	
<b>Smell</b>	<ul style="list-style-type: none"><li>• Was there perfume?</li><li>• Did the food smell good?</li><li>• Were there any strange or unusual smells?</li></ul>	

<b>Lesson Title:</b> Descriptive Text	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L068	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a text relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> Write the checklist on the board (see end of lesson).	

### Opening (5 minutes)

1. Ask pupils to recall the different types of language one can use to make a descriptive text more interesting. (Example answers: adjectives, adverbs, the 5 senses, similes, metaphors, personification)
2. Ask pupils how many paragraphs their essay should have at most. (Answer: 5).
3. Tell pupils that today they will write the descriptive essay they planned in the previous lesson.

### Teaching and Learning (5 minutes)

1. Discuss with pupils what should be included in each paragraph. (Examples in table below):

Paragraph	Guiding questions	Notes
<b>1</b>	Introduction: <ul style="list-style-type: none"> <li>• What was the event? When did it take place? Why did it take place?</li> <li>• Quick summary of the how you felt about the event.</li> <li>• Introduce the 3 points you will write about.</li> </ul>	
<b>2</b>	People: <ul style="list-style-type: none"> <li>• Who was there? How did you know them?</li> <li>• Describe their appearances and actions.</li> </ul>	
<b>3</b>	Setting: <ul style="list-style-type: none"> <li>• Describe exactly where you were.</li> <li>• What did it look like? What could you hear, smell, touch?</li> </ul>	
<b>4</b>	Events: <ul style="list-style-type: none"> <li>• Describe the most interesting part of the day in detail.</li> <li>• What was the highlight?</li> <li>• How did it engage your 5 senses?</li> </ul>	

<b>5</b>	Conclusion: <ul style="list-style-type: none"> <li>• How did the day make you feel?</li> <li>• Restate the 3 main ideas.</li> </ul>	
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**Practice** (25 minutes)



1. Give pupils 20 minutes to write their essay.
2. Explain to pupils that after writing an essay, it is a good idea to use a checklist to make sure they have included all of the necessary information in their essay.
3. Look at the checklist on the board with pupils (see end of lesson).
4. Have pupils exchange exercise books with seatmates and read each other's essay. Tell them to use the checklist on the board to check if their partner's essay has all the necessary information.
5. Move around the classroom and check pupils' work.

**Closing** (5 minutes)

1. Invite volunteers to read a paragraph from their essay to the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL1-L068 in the Pupils' Handbook.

*[CHECKLIST]*

	Does my essay include the following?	Yes	No
1	A title		
2	Five paragraphs		
3	Correct spelling		
4	Correct tenses		
5	Descriptive language		

<b>Lesson Title:</b> Pronouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L069	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define pronouns and demonstrate an understanding of their function in a sentence.</li> <li>2. Identify pronouns in a sentence.</li> <li>3. Distinguish between singular and plural pronouns.</li> <li>4. Distinguish between subject and object pronouns.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write Exercise 1 on the board (see end of lesson).</li> <li>2. Write Exercise 2 on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Write on the board: Omar is working with Fatu, but Fatu is better than Omar at her job.
2. Ask pupils if this is a good sentence. Invite volunteers to tell you why or why not. Explain that it would be a better sentence if the names were not repeated.
3. Tell pupils that in this lesson and the next, they will be looking at pronouns. Pronouns replace nouns in a sentence.

### Teaching and Learning (17 minutes)

1. Explain pronouns:
    - Pronouns can be used to replace nouns in sentences.
    - This makes your writing more interesting and avoids repeating the same nouns.
    - The first time you mention someone or something, you should use the noun, and after that you can replace it with a pronoun.
    - Do not use pronouns if they will make the sentence unclear. For example, if you are talking about 2 women and it is not clear which one you mean, you may have to repeat their names.  
Example 1: Rose and Juliet live in different places. She lives in Freetown and she lives in Bo.  
- In this sentence, we do not know who lives where because they are both 'she'.
- Example 2: Rose and Juliet live in different places. Rose lives in Freetown and Juliet lives in Bo.  
- Here, it is clear.
2. Read these sentences aloud to pupils: My mother and father have a radio. My mother and father listen to the radio every morning.
  3. Ask a volunteer to improve the sentence by using pronouns.



Answer: My mother and father have a radio. They listen to it every morning.

4. Draw the following table on the board:

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you (plural)	you (plural)
they	them

5. Use the table on the board to explain subject and object pronouns:

- A different pronoun is required depending on 2 things: the noun that is being replaced and the function that noun has in the sentence.
- Subject pronouns are the 'doers' of an action. They usually go before a verb.
- Object pronouns are the 'receivers' of an action. They usually come after a verb.
- Some pronouns are the same in subject and object form: it, you (singular and plural)

6. Read the following sentences aloud. Ask volunteers to identify the pronouns in each sentence. Then have them identify whether the pronouns are subject or object pronouns.

- She gave him a hug. (subject – she; object – him)
- I left you my phone number on the counter. (subject – I; object – you)
- They told him again and again not to get wet. (subject – they; object – him)

### Practice (19 minutes)

1. Draw pupils' attention to Exercise 1 on the board and have them copy it into their exercise books (see end of lesson).
2. Ask pupils to look at the sentences and identify the subject and object pronouns.
3. Discuss answers as a class.

Answers:

- a. she, she, it
  - b. they, she, them, they, it, her
  - c. it
  - d. it, you
  - e. they, they, them
4. Have pupils look at Exercise 2 on the board and copy it into their exercise books (see end of lesson).
  5. Ask pupils to replace the nouns in the sentences with pronouns. Remind them that the sentences must remain clear and make sense.

6. Check answers as a class.

Answers:

- a. The weather is very mild today. It is unusually nice for September.
  - b. People tend to go to sleep earlier the older they get.
  - c. Aminata and Albert live in a village far from Freetown. It is in the countryside and they like it very much.
  - d. My friend and I study together every weekend. We want to get good grades.
  - e. Mohammed was very late yesterday. He was working until 9 p.m.
7. Ask pupils to write 5 pairs of sentences in their exercise books, using Exercise 2 as an example.
8. Once pupils have written their sentences, have them exchange exercise books with a seatmate and rewrite their seatmate's sentences using pronouns wherever possible.
9. Move around the classroom to make sure pupils understand and are doing the activity correctly.

### **Closing** (1 minute)



1. For homework, have pupils do practice activity PHL1-L069 in the Pupils' Handbook.

### *[EXERCISE 1]*

- a. She is very bored with waiting for the bus. She has been waiting for it for an hour.
- b. They visit Mama Jones every week. She always gives them nice food to eat. They eat it and then help her in the garden.
- c. The car is not working. It broke down last week on the way to town.
- d. Some school subjects are easy and some are not. It depends on what you like.
- e. Politicians must work hard for their people. They must make sure they are happy with them.

### *[EXERCISE 2]*

- a. The weather is very mild today. The weather is unusually nice for September.
- b. People tend to go to sleep earlier the older people get.
- c. Aminata and Albert live in a village far from Freetown. The village is in the countryside and Aminata and Albert like the village very much.
- d. My friend and I study together every weekend. My friend and I want to get good grades.
- e. Mohammed was very late yesterday. Mohammed was working until 9 p.m.

<b>Lesson Title:</b> Types of Pronouns – Subject, Object Pronouns		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L070		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of pronouns and demonstrate an understanding of their function in a sentence.</li> <li>2. Distinguish between subject and object pronouns.</li> <li>3. Identify different types of pronouns in a sentence.</li> <li>4. Write sentences using different types of pronouns correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write Exercise 1 on the board (see end of lesson).</li> <li>2. Write Exercise 2 on the board (see end of lesson).</li> <li>3. Write Exercise 3 on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils what different types of pronouns they learned about in the last lesson. (Answer: subject and object).
2. Write this sentence on the board: Georgieta and Musa are going to visit friends tomorrow. Georgieta and Musa like visiting the friends.
3. Ask how you can change the second sentence to avoid repeating the nouns. (Answer: They like visiting them.)
4. Ask pupils to identify which pronoun in the second sentence is a subject pronoun and which is an object pronoun. (Answer: they – subject; them – object.)
5. Tell pupils that in this lesson they will be learning more about subject and object pronouns.

### Teaching and Learning (15 minutes)

7. Draw the following table on the board and use it to revise the subject and object pronouns:

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you (plural)	you (plural)
they	them

8. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.

9. Discuss the rules for subject pronouns:

- Rule 1: Subject pronouns are used when the pronoun is the subject of the sentence. You can remember subject pronouns easily by filling in the blank subject space for a simple sentence.

Example: \_\_\_\_\_ did the job.

- I, you, he, she, it, we and they all fit, so they are subject pronouns.

- Rule 2: Subject pronouns are also used if they rename the subject. They follow 'be' verbs, such as: is, are, was, were, am, will be, had been.

Examples:

- It is he.

- This is she speaking.

- Rule 3: When 'who' refers to a personal pronoun (I, you, he, she, it, we, they), the verb agrees with the pronoun.

Examples:

- Correct – It is I who am late. (I am)

- Incorrect – It is I who is late. (I is)

- Correct – It is you who are mistaken. (you are)

- Incorrect – It is you who is mistaken. (you is)

10. Next, discuss the rules for object pronouns:

- Rule 1: Object pronouns are also called direct object, indirect object and object of a preposition.
- Rule 2: Object pronouns are used to replace nouns that are the direct or indirect object of a clause. They answer the question 'to whom?' The object pronouns are: me, you, him, her, it, us, them, it.

Examples:

- Fallubah saw him. – 'Him' is the direct object of the verb 'saw'.

- Are you talking to me? – 'me' is the object of the preposition 'to'.

- Give her the book. – The direct object of 'give' is 'book', and 'her' is the indirect object. Indirect objects always have the implied meaning of 'to' or 'for' in front of them: Give (to) her the book. Do (for) me a favor.

11. Ask pupils to look at Exercise 1 on the board (see end of lesson).

12. As a class, discuss the sentences and determine which pronouns are subject and which are object.

Answers:

a. subject – I; object – them

b. subject – he; object – me

c. subject – you; object – her

d. subject – it; object – us

e. subject – she; object – you

f. subject – we; object – him

g. subject – you; object – it

h. subject – they; object – him

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

1. Draw pupils' attention to Exercise 2 on the board (see end of lesson). Have them copy it into their exercise books.
2. Have pupils complete the sentences with the correct pronoun from the options given in brackets.
3. Check answers as a class. (Answers: a. me b. them c. We d. me e. her f. they g. she h. She i. us j. I)
4. Have pupils look at Exercise 3 on the board (see end of lesson). Have them copy it into their exercise books.
5. Tell pupils to replace as many nouns in the paragraph as they can with pronouns. The paragraph still has to make sense.

Answers:

Kamara and Nouhou both go to the same school. They like it very much. They have another friend there called Lucee. They meet her at the corner every morning and they walk to school together. Lucee is very clever and often helps them with their homework. Kamara is good at Maths but not very good at English. He studies hard, though, so he will pass his examinations. Nouhou is good at football but not very good at academic subjects. He might have problems with his examinations. They all help each other, though, and school is a fun time for them.

6. Ask pupils to write their own paragraph about their friends at school using the one about Kamara, Nouhou and Lucee as an example. Tell them to replace as many nouns as they can with pronouns.
7. Move around the classroom to make sure pupils understand and are doing the activity correctly.

### **Closing** (5 minutes)

1. Invite a few volunteers to read their paragraphs aloud.
2. For homework, have pupils do practice activity PHL1-L070 in the Pupils' Handbook.

### **[EXERCISE 1]**



- a. I went with them to watch the football match.
- b. He brought me a present.
- c. Did you remember to bring it for her?
- d. It was really helpful for us.
- e. Did she ask you about the lesson?
- f. We visited him in hospital.
- g. You left it in the house.
- h. They picked him up at 7 o'clock.

*[EXERCISE 2]*

- a. He is a much better singer than \_\_\_\_\_. (I/me)
- b. It was Abraham who told \_\_\_\_\_ about the robbery. (they/them)
- c. \_\_\_\_\_ are meeting Gabriel in the park. (We/Us)
- d. You need to speak to \_\_\_\_\_ if you have any questions. (I/me)
- e. Is Osman as clever as \_\_\_\_\_? (she/her)
- f. Did \_\_\_\_\_ know about the party? (they/them)
- g. Favour was not at the party last night, was \_\_\_\_\_? (she/her)
- h. \_\_\_\_\_ was not happy about the result of the examination. (she/her)
- i. Is Musa coming with \_\_\_\_\_? (we/us)
- j. \_\_\_\_\_ do not like getting up early. (I/me)

*[EXERCISE 3]*

Kamara and Nouhou both go to the same school. Kamara and Nouhou like school very much. They have another friend there called Lucee. Kamara and Nouhou meet Lucee at the corner every morning and Kamara, Nouhou and Lucee walk to school together. Lucee is very clever and often helps Kamara and Nouhou with their homework. Kamara is good at Maths but not very good at English. Kamara studies hard, though, so he will pass his examinations. Nouhou is good at football but not very good at academic subjects. Nouhou might have problems with his examinations. Kamara, Nouhou and Lucee all help each other, though, and school is a fun time for Kamara, Nouhou and Lucee.

<b>Lesson Title:</b> Paragraphs – Topic Sentences and Supporting Sentences	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L071	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define topic sentences and supporting sentences and demonstrate understanding of their function in a text.</li> <li>2. Identify the qualities of a good topic sentence and supporting sentences.</li> <li>3. Write a topic sentence and supporting sentences on a given topic.</li> </ol>	 <b>Preparation</b> Write the example paragraph on the board (see end of lesson).	

### **Opening** (2 minutes)

1. Ask pupils to define a paragraph. (Example answers: a group of related sentences; usually between 3 and 5 sentences, although they can be longer; contain one idea or theme; usually have a topic sentence and supporting sentences).
2. Tell pupils that in this lesson and the next, they will be focusing on writing paragraphs.

### **Teaching and Learning** (15 minutes)

1. Explain to pupils that a paragraph often has 3 parts:
  - A topic sentence which contains the main idea or theme of the paragraph
  - Several supporting sentences which explain or develop the theme of the paragraph and give reasons
  - A concluding sentence which draws discussion to a close or links it to the next paragraph
2. Tell pupils that writing paragraphs like this helps to organise one's thoughts.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
4. Revise topic sentences:
  - A topic sentence:
    - Clearly states the topic for discussion in the paragraph
    - Tells the reader the key theme
    - Outlines and organises the rest of the paragraph
    - Is usually a direct statement, not a question
    - Is often the first sentence, but not always
  - A good topic sentence:
    - Is clear and strong

- Gets the reader's attention and makes them want to read more
  - Makes a claim or shows the writer's viewpoint
  - Makes the reader want the answers to 'who', 'what', 'when', 'where', 'why' and 'how'
  - States how many arguments or supporting ideas will be in the paragraph
5. Ask pupils to look at the example paragraph on the board (see end of lesson). Tell them that they are going to use this paragraph to practise identifying topic sentences and supporting sentences.
  6. Invite a volunteer to identify the topic sentence.  
Answer: Teenagers start using drugs for many reasons, including: family background, school performance and factors connected with the environment and society in which they live.
  7. Ask pupils what will be in the paragraph according to the topic sentence. (Answer: family background, school performance, factors connected with the environment and society)
  8. Ask pupils to look at the paragraph and identify the supporting sentences and which of the 3 items they match.  
Answers:
    - Item 1: Family background
      - Family has an influence because if, for example, other family members use drugs, this is seen as a normal part of life.
    - Item 2: School performance
      - School performance can have a major influence on young people's lives.
      - If someone is doing badly at school or feels a lot of pressure from the need to get good marks, they can start using drugs as a form of 'escape' from reality.
    - Item 3: Factors connected with the environment and society
      - ... studies have shown that if someone lives in an environment where drugs are easily available, they are more likely to use them.
  9. Ask pupils to find the concluding sentence in the paragraph.  
Answer: It is therefore important to look at all these factors when trying to determine why a teenager is using drugs.

### **Practice** (18 minutes)

1. Discuss strategies for getting good grades on an examination as a class. Write pupils' ideas on the board.  
Examples:
  - Study hard.
  - Make sure you know what will be on the examination.
  - Write practice examinations.
  - Get a good night's sleep before the examination.
  - Read the questions carefully before answering.



- Plan your time carefully.
  - Stay calm and try not to panic.
2. Tell pupils they are going to write a paragraph discussing strategies to get good grades on an examination.
  3. Ask pupils to select 3 strategies from the board to include in their paragraph. For each strategy they include, they should write reasons explaining how the strategy helps one get good grades.
  4. Give pupils an example:
    - Strategy: Make sure you know what will be on the examination.
      - This will make you more confident.
      - You know what to study in order to be prepared.
  5. Once pupils have identified the strategies and explained how they help one get good grades, have them think of a topic sentence for the paragraph.
  6. Then ask pupils to think of a concluding sentence for the paragraph that draws discussion to a close or links to the next paragraph.
  7. Move around the classroom to make sure pupils understand and are doing the activity correctly.
  8. Have pupils combine their sentences to write a paragraph. Give them an example:
 

Pupils always worry about examinations, but there are some strategies that can help you do well, such as: making sure you know what will be on the examination, reading the questions carefully and staying calm. If you make sure that you know what is on the examination, you will be able to study more efficiently and feel more confident when you sit the examination. Reading the questions carefully helps you make sure that you answer them correctly. Staying calm helps you answer the questions carefully because when you panic it is difficult to organise your thoughts. Following these three points may make passing examinations easier, or at least reduce the stress of the situation.
  9. Move around the classroom and check that pupils are writing their paragraphs correctly.
  10. Have pupils share their paragraph with seatmates.



### **Closing (5 minutes)**

1. Invite volunteers to read out their completed paragraph.
2. For homework, have pupils do practice activity PHL1-L071 in the Pupils' Handbook.

### **[EXAMPLE PARAGRAPH]**

Teenagers start using drugs for many reasons, including: family background, school performance and factors connected with the environment and society they live in. Family has an influence because if, for example, other family members use drugs, this is seen as a normal part of life. School performance can have a major influence on young people's lives because if someone is doing badly at school or feels a lot of

pressure from the need to get good marks, they can start using drugs as a form of 'escape' from reality. Environmental and societal factors can play a big part too, as studies have shown that if someone lives in an environment where drugs are easily available, they are more likely to use them. It is therefore important to look at all these factors when trying to determine why a teenager is using drugs.

<b>Lesson Title:</b> Vocabulary Development: Suffixes	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L072	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define suffixes and demonstrate understanding of their function.</li> <li>2. Identify suffixes and their root words.</li> <li>3. Write sentences using suffixes correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the matching activity on the board (see end of lesson).</li> <li>2. Write the fill-in-the-blanks activity on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils how words are formed. (Answers: Sometimes they just use the root, sometimes they have extra letters at the beginning or the end called prefixes or suffixes).
2. Tell pupils that in this lesson they will be practising how to form and use suffixes.

### Teaching and Learning (15 minutes)

1. Explain suffixes to pupils:
  - Suffixes are a group of letters added to words to make a new word.
  - They are also used to change a word, for instance, from a noun to an adjective.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. As a class, revise the tables of suffixes (see end of lesson). Use the example words to show pupils how new words are formed by using suffixes.
4. Invite volunteers to give their own examples of words with suffixes for the different suffixes on the board. Add some of their ideas to the tables.
5. Write the following list on the board:
  - golden
  - lovely
  - friendship
  - powerless
  - foolish
  - preference
  - postage
  - hilly
  - familiarise
  - arrival
  - clockwise
  - freedom
6. As a class, identify the root word, the suffix and how the words have changed.  
Answers:

- gold (n) – golden (adj)
- love (n) – lovely (adj)
- friend (n) – friendship (n)
- power (n) – powerless (adj)
- fool (n) – foolish (adj)
- prefer (v) – preference (n)
- post (n) – postage (n)
- hill (n) – hilly (adj)
- familiar (adj) – familiarise (v)
- arrive (v) – arrival (n)
- clock (n) – clockwise (adv)
- free (adj) – freedom (n)

### Practice (17 minutes)

1. Draw pupils' attention to the matching activity on the board (see end of lesson).
2. Have pupils copy the activity into their exercise books.
3. Ask pupils to match the words with their suffixes.
4. Check answers as a class. (Answers: 1. e. 2. a. 3. f. 4. c. 5. h. 6. g. 7. b. 8. d.)
5. Point to the fill-in-the-blanks activity on the board (see end of lesson).
6. Have pupils copy the activity into their exercise books.
7. Tell pupils that they should choose the correct word for each sentence, using the vocabulary in the word bank. (Answers: a. nervous b. rivalry c. familiarise d. luggage e. edible f. committee g. preference h. Sudanese i. childhood j. energetic)
8. Ask pupils to choose 5 of the words with suffixes and write sentences that make their meaning clear – like in the examples in the fill-in-the-blanks activity.

### Closing (5 minutes)

1. Invite volunteers to read out their sentences to the class.
2. For homework, have pupils do practice activity PHL1-L072 in the Pupils' Handbook.

### [SUFFIX TABLES]

<b>Noun suffixes</b>	<b>Examples words</b>
–age	postage, luggage
–al	arrival, denial
–ance/–ence	appearance, preference
–dom	freedom, boredom
–ee	committee, employee
–er/or	sportscaster, projector
–hood	childhood, brotherhood
–ism	racism, criticism
–ist	florist, dentist
–ity/–ty	priority, flexibility
–ment	contentment, entertainment
–ness	goodness, brightness
–ry	artistry, rivalry
–ship	friendship, scholarship
–sion/–tion/–xion	tension, graduation, flexion

<b>Verb suffixes</b>	<b>Example words</b>
–ate	innovate, coordinate
–en	straighten, shorten
–ify	beautify, classify
–ise	agriculturalise, familiarise

Adjective suffixes	Example words
–able/ible	unforgettable, edible
–al	floral, rational
–en	golden, broken
–ese	Sudanese, Cantonese
–ful	successful, grateful
–ic	energetic, academic
–ish	foolish, sluggish
–ive	objective, extensive
–ian	physician, Egyptian
–less	powerless, tasteless
–ly	lovely, friendly
–ous	generous, nervous
–y	lovely, hilly

Adverb suffixes	Example words
–ly	quickly, strangely
–ward(s)	upward, inward
–wise	clockwise, lengthwise

*[MATCHING ACTIVITY]*

Words	Suffixes
1. object	a. –ian
2. Egypt	b. –ness
3. up	c. –ment
4. entertain	d. –less
5. appear	e. –ive
6. scholar	f. –ward
7. good	g. –ship
8. taste	h. –ance



*[FILL-IN-THE-BLANKS ACTIVITY]*

Word Bank

rivalry	luggage	edible	committee	childhood
familiarise	nervous	energetic	preference	Sudanese

- Pupils are often \_\_\_\_\_ before an examination.
- There has always been a \_\_\_\_\_ between Tejan and Lysend to see who makes the most money.

- c. You should \_\_\_\_\_ yourself with the area so you do not get lost.
- d. You can leave your \_\_\_\_\_ at the bus station in a locked box.
- e. Is that mushroom \_\_\_\_\_? I do not want to get sick.
- f. There is a school \_\_\_\_\_ to plan sports day.
- g. We can have meat or fish. Do you have a \_\_\_\_\_?
- h. He comes from Khartoum. He is \_\_\_\_\_.
- i. In \_\_\_\_\_ it is important to eat well in order to grow up strong.
- j. He runs everywhere. He is very \_\_\_\_\_.

<b>Lesson Title:</b> Reading Skills Development: Context Clues (fable)		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L073		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of how to use context clues to determine the meaning of new words or ideas in a text.</li> <li>2. Use context clues to read a text quickly and purposefully.</li> <li>4. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the fable, 'The Miser and his Gold (Part One)' aloud (see end of lesson).</li> <li>2. Write exercise 1 on the board (see end of lesson).</li> <li>3. Write exercise 2 on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils if their families ever tell them traditional stories. Discuss any traditional stories they know.
2. Tell pupils that in this lesson they will be reading a fable and learning some new vocabulary.

### Teaching and Learning (17 minutes)

1. Discuss some of the features of fables:
  - Usually have a moral or an ending where someone learns a lesson
  - Often have animal characters
  - Are not based on fact
  - Sometimes include supernatural or extraordinary persons or incidents
2. Tell pupils that while fables are interesting and often contain good life lessons, they are not permitted to use animal characters when writing WAEC examinations.
3. Discuss context clues:
  - Context clues are the surrounding words or ideas that give clues about the meaning of an unknown word.
  - Context clues help pupils to understand an unknown word.
  - If pupils do not understand all the words in a text, they should try to use the words they do know to help them figure out the meaning of new or unfamiliar words.
3. Give pupils examples of the various types of context clues:
  - a. Definition: The explanation of a new word is found in the sentence.  
Example: People who study dinosaur bones are called **paleontologists**.
  - b. Contrast: A contrast word in the sentence shows that the new word is dissimilar or opposite to something.  
Example: Unlike petrol, **diesel** is used for heating homes.

- c. Logic: Use logic to determine the meaning of a new word based upon its use in the sentence.  
Example: Smaller animals are always looking out for **predators** who might eat their young.
  - d. Description or example: A description or example provided helps to show the meaning of a new word.  
Example: Detectives like to look **inconspicuous** by wearing normal clothes in colours that do not stand out, and behaving like everyone else.
4. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
  5. Tell pupils that the story you will read is half of a fable. It is adapted from a fable by Aesop, a Greek writer who wrote many fables long ago.
  6. Write the following guiding question on the board: What is a 'miser'? Tell pupils to keep it in mind as they read the story.
  7. Read the story aloud and have pupils follow along in the Pupils' Handbook (see end of lesson).
  8. Ask a volunteer to answer the guiding question: What is a 'miser'? (Answer: a person who does not like to spend money)

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

1. Draw pupils' attention to the vocabulary on the board (see end of lesson).
2. Instruct pupils to read the text again, independently. Explain that after reading, they should work with seatmates and use context clues to determine the meanings of the vocabulary in bold.
3. Draw pupils' attention to exercise 1 on the board (see end of lesson). Have them copy the activity into their exercise books.
4. Instruct pupils to match the words with the correct definitions, according to their use in the text.
5. Check answers as a class. (Answers: 1. j. 2. c. 3. a. 4. f. 5. h. 6. b. 7. d. 8. g. 9. e. 10. i 11. l 12. k. 13. m.)
6. Ask pupils to look at exercise 2 on the board (see end of lesson). Have them copy the activity into their exercise books.
7. Instruct pupils to fill in the blanks with one of the new words. Advise them to change the tenses if necessary.
8. Check answers as a class. (Answers: a. hoarded b. disgust c. swindle d. edgy e. conceal f. agitated g. rags h. mistrustful i. deceitful j. luxurious k. denied l. relieved m. donation)

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

1. Tell pupils that in the next lesson they will read the rest of the fable. Invite volunteers to predict what they think will happen in the story.
2. For homework, have pupils do practice activity PHL1-L073 in the Pupils' Handbook.



[TEXT]

### The Miser and his Gold (Part One)

A few years ago, in a town in the centre of the country, there was a man called Francis who had a lot of money. He was like a pack rat **hoarding** all the money he made, keeping it locked away from everyone, and never spending it on things to make himself, or anyone else, happy. He did not live in a **luxurious** house. He lived in a run-down, old, one-roomed wooden place, which was in desperate need of repair.

He was very **mistrustful**. He always thought that people were out to **swindle** him by stealing his money. So, he decided to bury his fortune in the garden under a big tree. One day, his neighbour came to ask to borrow some money because his son needed treatment in the hospital in the capital and he could not afford to travel there. Francis **denied** having the money, saying, 'I am a poor man. You see my house. I have nothing to lend you'. The neighbor was disappointed because he knew Francis was lying.

That night, Francis became **edgy**; he could not stop thinking about his money and went to check to see if it was still there. The bag of coins was still **concealed** in the earth under the tree, so he went to bed **relieved**.

The next day, a woman from the same street came to ask if she could borrow some money to set up a new stall in the market. Francis again denied having the money, 'I am a poor man. You see my clothes; I am wearing **rags**. I have nothing to lend you'. The woman looked at his old trousers and his shirt full of holes and went away.

That night, Francis became nervous again and went to check his money. It was still there, so he went to bed and slept well.

The next day, an elder from the town came to ask Francis for a **donation** to rebuild the toilets in the school. This situation was trickier because the elder knew that Francis had money. Francis decided to be **deceitful** again. He said, 'Look at me; I am a poor man. All of my money was spent on helping other people'. The elder looked at Francis with **disgust**; the dislike was written all over his face. He, too, went away with nothing.

That night, Francis was very **agitated**. He was walking up and down outside his house, talking to himself about his money and his worries. He could not rest until he had checked under the tree again. What he did not know was that a travelling salesman was sitting nearby while Francis was talking, and heard him mention the money, then followed to watch as Francis dug under the tree to check that it was safe. Francis went to bed and slept well, not knowing that danger was near.

[EXERCISE 1]

**Word**



1. to hoard (v)
2. luxurious (adj)
3. mistrustful (adj)
4. to swindle (v)
5. to deny (v)
6. edgy (adj)
7. to conceal (v)
8. to be relieved (adj)
9. rags (n)
10. donation (n)
11. deceitful (adj)
12. disgust (n)
13. to be agitated (adj)

**Definition**

- a. lacking in trust; suspicious
- b. nervous and tense
- c. very comfortable and expensive
- d. to hide something
- e. dirty, torn old clothes
- f. to take something from someone by lying
- g. to no longer feel worried
- h. to say that something is not true
- i. money or objects given to help someone
- j. to collect and hide a large amount of something valuable
- k. a feeling of strong dislike or disapproval
- l. dishonest
- m. disturbed, excited or angry

[EXERCISE 2]

- a. She \_\_\_\_\_ money in a metal box under the bed.
- b. He looked at her with \_\_\_\_\_ because she had eaten the whole cake by herself.
- c. Be careful that the money changers do not \_\_\_\_\_ you by giving you the wrong amount.
- d. He was very \_\_\_\_\_ before his wedding.
- e. You could \_\_\_\_\_ the jewelry in your shoe.
- f. Calm down! Don't be \_\_\_\_\_. You will pass the examination.
- g. The poor, old beggar at the side of the road was wearing \_\_\_\_\_.
- h. I am \_\_\_\_\_ of him. I am not sure he always tells the truth.
- i. He is very \_\_\_\_\_. He is always lying to get what he wants.
- j. They live in a \_\_\_\_\_ new house with eight bedrooms.
- k. They \_\_\_\_\_ stealing the book, but I saw them.
- l. She was \_\_\_\_\_ when her son came home after being missing.
- m. The mosque asked us for a \_\_\_\_\_ to paint the building.

<b>Lesson Title:</b> Reading Skills Development: Context Clues (fable)		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L074		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of how to use context clues to determine the meanings of new words or ideas in a text.</li> <li>2. Use context clues to read a text quickly and purposefully.</li> <li>3. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the fable 'The Miser and his Gold (Part 2)' aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Write the vocabulary matching activity on the board (see end of lesson).</li> <li>4. Write the fill-in-the-blanks activity on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Invite a volunteer to describe Francis, the main character in the fable. (Example answers: He is a miser; does not like spending money; lives in a run-down house and wears rags even though he has money)
2. Ask a volunteer to summarise what happened at the end of the first part of the fable. (Example answer: There was a travelling salesman who heard him talking about his money and saw where it was hidden.)
3. Tell pupils that in this lesson they will finish reading the fable using context clues to learn some new vocabulary.

### Teaching and Learning (17 minutes)

1. Revise the meaning of 'context clues':
  - Context clues are hints that an author gives to help explain a difficult or unusual word.
  - The clue may appear within the same sentence as a difficult word, or it may be found in another sentence in the paragraph.
2. Revise the different types of context clues:
  - Definition: The explanation of a new word is found in the sentence.  
Example: A **pediatrician** is a doctor who specialises in looking after children.
  - Contrast: A contrast word in the sentence shows that the new word is dissimilar or opposite to something.  
Example: While a desert usually has few plants or vegetation, a **plain** is a flat piece of land that can be covered in vegetation.
  - Logic: Use logic to determine the meaning of a new word based upon its use in the sentence.  
Example: To make **swallowing** easier, take small bites of food and chew carefully.
  - Description or example: A description or example provided helps to show the meaning of a new word.

Example: The rock music was **blaring** so loudly we had to cover our ears.

3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Write the following guiding question on the board: How do people feel about Francis? Tell pupils to keep it in mind as they read the story.
5. Read the story aloud and have pupils follow along in the Pupils' Handbook.
6. Ask volunteers to answer the guiding question: How do people feel about Francis? (Example answer: They do not like him because he is selfish and does not share his money.)

### **Practice** (17 minutes)

1. Draw pupils' attention to the comprehension questions on the board (see end of lesson).
2. Ask pupils to copy the comprehension questions into their exercise books and read the text independently to find the answers.
3. Check answers as a class.  
Answers:
  - a. He felt good because he had avoided sharing his money the previous day.
  - b. Her husband had sold her stove to pay hospital bills.
  - c. He did not know any of the stall owners.
  - d. He was very upset.
  - e. He laughed.
4. Ask pupils to look at the vocabulary matching activity on the board and copy it into their exercise books (see end of lesson).
5. Have pupils work with seatmates and use context clues to determine the meaning of the words, which are bolded in the text.
6. Instruct pupils to then match the words with the correct definitions, according to their use in the text.
7. Check answers as a class. (Answers: 1. d. 2. f. 3. e. 4. a. 5. l. 6. g. 7. c. 8. q. 9. o. 10. h. 11. i. 12. m. 13. j. 14. k. 15. b. 16. n. 17. p.)
8. Ask pupils to look at the fill-in-the-blanks activity on the board (see end of lesson). Have them copy the activity into their exercise books.
9. Instruct pupils to fill in the blanks with one of the new words. Advise them to change the tenses if necessary.
10. Check answers as a class.  
Answers:
  - a. discount
  - b. grumbled
  - c. witless
  - d. rushed
  - e. smug
  - f. refreshed
  - g. deserve

- h. snapped
- i. condition
- j. dread

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L074 in the Pupils' Handbook.

[TEXT]

#### The Miser and his Gold (Part 2)

The next morning, Francis woke up feeling **refreshed** and happy. He had managed to **fend off** his neighbour, the woman from his street and the town elder. He felt quite **smug**, knowing that he had all his money **stashed** away under the tree and that no one could get their hands on it.

He decided to go and visit his neighbour. His wife always made the most delicious fish stew and maybe she would give him some. He knocked on the door and was surprised by the look on her face when she saw that it was him standing there. They spoke for a few minutes, then Francis said that he could not smell the fish stew as usual. The neighbour **snapped at** him, 'There is no food in this house. My husband sold our stove for the money to take our son to hospital. We will have to wait until we can afford another one. I am eating at a neighbour's house, a much more **magnanimous** person than you will ever be'.

Francis walked away feeling slightly **humiliated**. The neighbour had made him a little ashamed of his actions. He soon **cheered up**, though, when he remembered all the money he still had. He walked down the road in the direction of the market. He did not know any of the vendors there and so he had to pay full prices without getting any **discount**. On the way back home he saw the woman from his street. He **grumbled** about the prices to her. He expected sympathy but he did not get it. 'If you had lent me money to set up a stall, you would have always had cheap prices when you bought things from me, but your **self-serving** nature makes everyone dislike you'. Francis felt annoyed with the woman, but also a bit guilty. Then he felt **dread** strike his heart as he heard her say, 'I saw someone in your garden last night, digging under the big tree. I hope you were not so **witless** as to hide something important there'.

Francis **rushed** home as fast as he could. He ran to the tree and started digging with his hands. He soon realised that all his money was gone. He was **devastated**. He sat on the ground with tears in his eyes and did not know what to do.

After some time, he heard a voice over the fence around his garden. It was the town elder who had asked for the donation for the school. Francis told the elder that all his money had been stolen and that he would be destitute. To his great surprise, the

elder started laughing. 'Money? You said you did not have any. You might as well have buried a bag of stones there. You did not use it anyway. Your home is in terrible **condition** and your clothes are rags. You did not use your money to help yourself or anyone else, so you cannot complain. You got what you **deserved**'.

*[COMPREHENSION QUESTIONS]*

- a. How did Francis feel when he woke up?
- b. Why wasn't the neighbour making fish stew?
- c. Why did he have to pay top prices in the market?
- d. How did Francis feel when he found out his money had been stolen?
- e. How did the elder react to the news about the money being stolen?

*[VOCABULARY MATCHING]*

**Word**

1. refreshed (adj)
2. to fend off (someone) (v)
3. smug (adj)
4. to stash (something) (v)
5. to snap at (someone) (v)
6. magnanimous (adj)
7. humiliated (v)
8. to cheer up (v)
9. discount (n)
10. to grumble (v)
11. self-serving (adj)
12. dread (n)
13. witless (adj)
14. to rush (v)
15. devastated (adj)
16. condition (n)
17. to deserve (v)



**Definition**

- a. to put away in a secret place
- b. extreme emotional pain
- c. ashamed or embarrassed
- d. more energised; more awake
- e. showing the quality of being very pleased with your abilities and achievements
- f. to defend yourself against someone or something
- g. generous and kind
- h. to complain in a low, quiet voice
- i. only thinking about yourself; selfish
- j. very foolish; stupid
- k. to hurry
- l. to speak using short, angry sentences
- m. to fear something that might happen
- n. state; order
- o. a reduced price
- p. to do something for which you receive the correct reward or punishment
- q. to become happier

*[FILL-IN-THE-BLANKS]*

- a. I got a fifty percent \_\_\_\_\_ in the sale.
- b. He \_\_\_\_\_ every day because he did not like his job.
- c. You would be \_\_\_\_\_ to go anywhere near a lion.
- d. She \_\_\_\_\_ to school because she was late.

- e. I was feeling very \_\_\_\_\_ because I got an A on my test.
- f. She felt \_\_\_\_\_ after her shower.
- g. They \_\_\_\_\_ a present for all their hard work.
- h. They do not have a good marriage. Whenever they speak, they \_\_\_\_\_ at each other.
- i. The bicycle is almost new. It is in very good \_\_\_\_\_.
- j. I had a feeling of \_\_\_\_\_ because I had to have surgery.

<b>Lesson Title:</b> Types of Pronouns – Possessive, Demonstrative		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L075		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of pronouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify different types of pronouns in a sentence.</li> <li>3. Write sentences using different types of pronouns correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the pronoun table on the board (see end of lesson).</li> <li>2. Write the demonstratives table on the board (see end of lesson).</li> <li>3. Write the example sentences on the board (see end of lesson).</li> <li>4. Write exercise 1 on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Read the following aloud to the pupils: ‘That is my pen, not your pen. This is his pen, not her pen’.
2. Ask pupils to identify what sounds strange about the sentences. (Answer: The word ‘pen’ is repeated too many times.)
3. Tell pupils that in this lesson they will be learning how to replace nouns with possessive and demonstrative pronouns.

### Teaching and Learning (18 minutes)

1. Explain possessive pronouns and how to use them:
  - Pronouns replace nouns. Possessive pronouns replace possessive nouns as either the subject or the object of a clause.
  - When using possessive pronouns, it is important to remember that, because the noun being replaced does not appear in the sentence, it must be clear from the context.
  - Use a possessive pronoun instead of a noun or noun phrase.  
Examples:
    - My house is smaller than **your house**. → My house is smaller than **yours**.
    - Her car is black and **my car** is blue. → Her car is black and **mine** is blue.
  - Use possessive pronouns after ‘of’.  
Example:
    - Musa is one of **my friends**.
    - Musa is a friend of **mine**.
2. Hold up a book. Say: ‘I have a book. The book is ...’ Ask a volunteer to complete the sentence. (Answer: mine).
3. Draw pupils’ attention to the pronoun table on the board (see end of lesson). Have them copy the table into their exercise books.
4. Use the table to revise subject and object pronouns and show the difference between possessive determiners and possessive pronouns.



5. Ask pupils to look at the demonstratives table on the board (see end of lesson). Explain that these demonstratives are the same for demonstrative adjectives and demonstrative pronouns.
6. Ask volunteers to identify the difference between the words in the 2<sup>nd</sup> and 3<sup>rd</sup> columns (Answer: second is for things close by; third is for things further away).
7. Complete the headings of the table on the board and ask pupils to copy the table into their exercise books.

<b>Usage</b>	<b>Nearby</b>	<b>Further away</b>
Used with singular nouns and uncountable nouns	this	that
Used with plural countable nouns	these	those

8. Explain demonstrative pronouns:
  - Demonstrative pronouns and demonstrative adjectives both modify nouns.
  - This is the difference between them:
    - Demonstrative pronouns take the place of the noun phrase.  
Example: **This** tastes amazing.
    - Demonstrative adjectives are always followed by a noun.  
Example: **This cake** tastes amazing.
    - Demonstratives are determined by how far away a noun is from the speaker, either in place or time.
  - Generally, when you use a demonstrative pronoun, you will either need to indicate what you are talking about by pointing or otherwise gesturing toward it, or your listener will need to be looking at it as well. Because of this, demonstrative pronouns are more often used in spoken English than written English.
  - There are 3 other words that are sometimes used as demonstrative pronouns: such, none and neither.  
Examples:
    - Which cake can I have? **Neither** is an option.
    - Can we bring friends to the party? No, they will allow **none**.
    - **Such** is the case with babies. They cry all the time.
9. Show pupils how to change a sentence to use demonstrative pronouns:

<b>Original sentence</b>	<b>Sentence with demonstrative pronoun</b>
<b>The food you are cooking</b> smells delicious.	<b>That</b> smells delicious.
<b>The car we are driving</b> is fast.	<b>This</b> car is fast.

10. Have pupils look at the example sentences on the board (see end of lesson).
11. Ask volunteers to identify if the object is near or far, singular or plural.

(Answers: a. far, singular b. near, plural c. near, singular d. far, singular  
e. far, plural)

**Practice (15 minutes)**

1. Ask pupils to look at exercise 1 on the board (see end of lesson). Have them copy it into their exercise books.
2. Ask pupils to rewrite the sentences using possessive pronouns.
3. Check answers as a class.

Answers:

- a. This is my exercise book, not yours.
  - b. I did not have my money, so Ahmad lent me his.
  - c. Your bicycle is a lot faster than mine.
  - d. Their house is in a much better location than ours.
  - e. Your brother is the same age as theirs.
  - f. Aminata took the cake and did not ask if it was hers.
4. Ask pupils to write 5 sentences that each includes a possessive and demonstrative pronoun.
  5. Move around the classroom to make sure pupils understand and are doing the activity correctly.
  6. Have pupils share their sentences with seatmates and identify the possessive and demonstrative pronouns in each other's sentences.

**Closing (4 minutes)**

1. Invite volunteers to share their sentences with the class. Have the rest of the class identify the possessive and demonstrative pronouns used. Correct mistakes as needed.
2. For homework, have pupils do practice activity PGL-L075 in the Pupils' Handbook.

*[PROUNOUN TABLE]*

<b>Subject pronouns</b>	<b>Object pronouns</b>	<b>Possessive determiner</b>	<b>Possessive pronouns</b>
I	me	my	mine
you (singular)	you (singular)	your (singular)	yours (singular)
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
they	them	their	theirs
you (plural)	you (plural)	your (plural)	yours (plural)

*[DEMONSTRATIVES TABLE]*



<b>Usage</b>	<b>Nearby</b>	<b>Further away</b>
Used with singular nouns and uncountable nouns	this	that
Used with plural countable nouns	these	those

*[EXAMPLE SENTENCES]*

- a. She asked if that bicycle over there was mine.
- b. Are these yours?
- c. This house is theirs and its condition is bad.
- d. I am sorry, was that yours?
- e. Did Fatmata bring those?

*[EXERCISE 1]*

- a. This is my exercise book, not your exercise book.
- b. I did not have my money, so Ahmad lent me his money.
- c. Your bicycle is a lot faster than my bicycle.
- d. Their house is in a much better location than our house.
- e. Your brother is the same age as their brother.
- f. Aminata took the cake and did not ask if it was her cake.

<b>Lesson Title:</b> Types of Pronouns – Relative, Reflexive		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L076		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of pronouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify different types of pronouns in a sentence.</li> <li>4. Write sentences using different types of pronouns correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the example sentences on the board (see end of lesson).</li> <li>2. Write exercise 1 on the board (see end of lesson).</li> <li>3. Write exercise 2 on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Ask pupils to name the pronouns they have studied this term. (Answers: subject, object, possessive, demonstrative).
2. Tell pupils that in this lesson they will be learning about 2 more types of pronouns: relative and reflexive.

### Teaching and Learning (25 minutes)

1. Explain relative pronouns:
  - A relative pronoun is used to connect a clause or phrase to a noun or pronoun.
  - Relative pronouns can be used to put 2 sentences together.
  - Use 'who' and 'whom' for people, and 'which' for things. You can use 'that' for people or things.
  - Relative pronouns can be used with relative clauses. You cannot use 'that' for sentences with relative clauses.
  - You can also use 'who' and 'that' to talk about the object of a sentence.
  - It is also possible to use 'whom' for the object but it is more formal and less common in spoken English.
2. Ask pupils to look at the example sentences on the board (see end of lesson).
3. Have them identify the subjects of sentences a. and b. (Answers: a. house b. Alexander Graham-Bell).
4. Ask pupils how they could combine the 2 sentences into one.  
Answers:
  - a. This is the house **which** my father built.
  - b. Alexander Graham-Bell was an inventor **who** invented the telephone.
5. Write the new sentences on the board and underline the relative pronouns.
6. Ask pupils to look at example sentences c. and d. on the board and identify the subjects of the sentences. (Answers: c. my friend d. fish and rice)
7. Ask pupils how they could combine the 2 sentences into one.  
Answers:

- c. My friend, **who** was born in Europe, has always loved travelling.  
 d. We had fish and rice, **which** is my favourite meal.
8. Write the new sentences on the board and underline the relative pronouns.
  9. Tell pupils that these examples have relative clauses and you cannot use 'that' for sentences with relative clauses – you must use 'who' or 'which'.
  10. Tell pupils there is also a possessive relative pronoun, 'whose'.
  11. Ask pupils to look at example sentences e. and f. on the board and identify what is possessed or owned in each of the sentences. (Answers e. brother f. stall)
  12. Ask pupils how they could combine the 2 sentences into one.

Answers:

e. This is Gabriel, whose brother I go to school with.

f. This is the lady whose stall you bought fruit from.

13. Write the table below on the board and ask pupils to copy it in their exercise books:

Subject	Object	Possessive
who	who/whom	whose
which	which	whose
that	that	

14. Explain reflexive pronouns:

- Each personal pronoun has its own reflexive form.
- Reflexive pronouns are usually used when the subject of the sentence is the same as the object. In other words, the one who is doing the action is also receiving the action.

Examples:

- **You** are going to have to drive **yourself** to work today.
- **They** are too young to go to Freetown by **themselves**.

15. Have pupils look at the reflexive pronoun table on the board. Go through them as a class (see end of lesson).
16. Ask pupils to look at example sentences g. and h. on the board and identify the reflexive pronouns (Answers: g. herself h. yourself)

### Practice (12 minutes)

1. Tell pupils they are now going to practise using relative pronouns.
2. Ask pupils to copy exercise 1 from the board into their exercise books and choose 'who', 'which' or 'whose' to fill in the blanks.
3. Check answers as a class. (Answers: a. whose b. who c. which d. who e. who f. which g. whose h. who)
4. Tell pupils they are going to practise using reflexive pronouns.
5. Ask pupils to copy exercise 2 from the board into their exercise books and choose a pronoun from the reflexive pronoun table to fill in each blank.
6. Check answers as a class. (Answers: a. himself b. herself c. ourselves d. yourself e. myself f. himself g. itself h. yourselves)

### Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L076 in the Pupils' Handbook.

#### [EXAMPLE SENTENCES]

- a. This is the house. My father built it.
- b. Alexander Graham-Bell was an inventor. He invented the telephone.
- c. My friend was born in Europe. He has always loved travelling.
- d. We had fish and rice. This is my favourite meal.
- e. This is Gabriel. I go to school with his brother.
- f. This is the lady. You bought fruit from her stall.
- g. She is teaching herself to ride a bike.
- h. Be careful. You might fall off and hurt yourself.

#### [REFLEXIVE TABLE]



Pronoun	Reflexive form	Pronoun	Reflexive form
I	myself	it	itself
you	yourself/yourselves	one	oneself
he	himself	we	ourselves
she	herself	they	themselves

#### [EXERCISE 1]

- a. I talked to the girl \_\_\_\_\_ bicycle was lying in the road.
- b. Mr Richards, \_\_\_\_\_ is a shop keeper, lives next door to us.
- c. We often visit our aunt in Kumasi \_\_\_\_\_ is in Ghana.
- d. This is the boy \_\_\_\_\_ comes from Bo.
- e. That's Patrick, the man \_\_\_\_\_ got arrested.
- f. Thank you very much for your letter \_\_\_\_\_ was very interesting.
- g. Marie, \_\_\_\_\_ father is a teacher, got an A on the test.
- h. The girls, \_\_\_\_\_ are playing in the street, are not from our class.

#### [EXERCISE 2]

- a. Ibrahim made this cake \_\_\_\_\_ .
- b. Favour posted the letter \_\_\_\_\_ .
- c. We should not argue among \_\_\_\_\_.
- d. Did you write this story \_\_\_\_\_ ?
- e. Yes, I called her \_\_\_\_\_ .
- f. He cut \_\_\_\_\_ with the knife while preparing maize.
- g. My phone often runs out of power and turns \_\_\_\_\_ off. .
- h. Hassan and Abdul, I am not going to do your work. You have to do it \_\_\_\_\_ .

<b>Lesson Title:</b> Reading Comprehension – Drama	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L077	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of a drama.</li> <li>2. Read a text with fluency.</li> <li>3. Role-play a drama.</li> <li>4. Make predictions about a text.</li> <li>5. Infer meaning from a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching activity on the board (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Practise reading the play 'A Birthday Present (Part 1)' aloud with good expression, intonation and pronunciation (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils where they have seen or listened to a play or a drama. (Example answers: on the radio; on television; at school; at a community centre)
2. Ask pupils to name the different types of drama they are familiar with. (Example answers: comedy, tragedy, melodrama – like Nigerian soap operas, musical dramas)
3. Tell pupils that in the next 4 lessons they will be reading and listening to a play and then writing and performing their own.

### Teaching and Learning (15 minutes)

1. Write the following elements of a drama on the board:
  - characters
  - plot
  - theme
  - dialogue
  - genre
  - audience
  - script
2. Ask pupils to explain each of the above in their own words. Fill in the gaps in their knowledge as needed.

Answers:

- Characters: The people in the play
- Plot: The series of events that form the story
- Theme: The main subject that is being discussed
- Dialogue: Words spoken by the characters
- Genre: The type of play
- Audience: The people watching the drama
- Script: A written version of a play that is read by the actors but not the audience

3. Tell pupils they are going to read the first half of a play today and listen to the second half in the next lesson.
4. Draw 2 people on the board.
5. Introduce the characters to pupils:
  - They are called Fatu and Fallubah.
  - They are brother and sister.
  - They are discussing what to buy their father for a birthday present.
6. Ask them why they think the 2 characters could be arguing. (Example answers: They do not know what to buy; they cannot decide how much to spend; they cannot decide where to get the gift)
7. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
8. Look at the play together and show pupils that they can see the characters' names and what they say.
9. Explain that this play is written in direct speech – the actual words the characters say.
10. Tell pupils that there can also be instructions for the actors in the play which tell them how to say a sentence, or what action to make. These instructions are written in italics.
11. The play has 2 characters. Invite a volunteer who reads well to come to the front and present the play to the class with you.
12. Read the play aloud with expression and correct intonation. Have pupils follow along in the Pupils' Handbook.
13. Ask a volunteer to explain what the argument was about. (Answer: what kind of shirt to buy for their father)

**Practice** (18 minutes)

1. Ask pupils to read the play aloud with seatmates. Tell them to pay attention to the words in bold.
2. Draw pupils' attention to exercise 1 on the board and have them copy it in their exercise books. Ask pupils to use their knowledge of context clues to determine the meaning of the words in bold and match the words with their definitions.
3. Check answers as a class. (Answers: 1. i. 2. a. 3. f. 4. b. 5. j. 6. d. 7. g. 8. c. 9. e. 10. h.)
4. Point out the comprehension questions on the board (see end of lesson).
5. Ask pupils to copy the questions into their exercise books and answer them.
6. Check answers as a class:
 

Answers:

  - a. He thinks they should buy a flowery shirt.
  - b. He thinks so because their father has been looking dishevelled.
  - c. She thinks their father will be the laughing stock of the office.
  - d. He thinks it would brighten up the office.
  - e. She thinks he should look sophisticated and elegant.



- f. She thinks he will look like a clown
  - g. He thinks the bosses might think it is good that he is trying to be different.
  - h. Nobody wins the argument; they both walk away angrily.
7. Tell pupils to role-play the dialogue with a partner. One person should be Fatu and the other Fallubah.

**Closing** (4 minutes)

1. Ask pupils to make predictions about what they think will happen next in the play. Discuss ideas as a class.
2. For homework, have pupils do practice activity PHL1-L077 in the Pupils' Handbook.

[PLAY]

A Birthday Present (Part 1)

[Fatu and Fallubah are sitting on a wall outside their house having a discussion.]

Fatu: It's father's birthday next week. We should get him a nice present. What do you think we should get?

Fallubah: I think we should get him a new shirt. A nice flowery one. He's been looking **dishevelled** going to work lately and he needs a new one.

Fatu: [Laughing.]

That's a **ridiculous** idea! How is father going to look going to work in a flowery shirt? He'll be the **laughing stock** of the office.

Fallubah: [Shocked.]

No one needs to be that formal anymore. It'd **brighten up** the office. What do you think we should get him?

Fatu: I think we should be **conventional** and get him a plain blue shirt so he can look **sophisticated** and elegant.

Fallubah: But that is so boring. You are always such a **stick-in the-mud** with these things. Why can't father try something a little **daring** for once?

Fatu: Because he'll never get a **promotion** if he looks like a clown.

Fallubah: Maybe he'll get noticed more by the bosses if he doesn't look like everyone else. They might see it as a good thing that he is trying to be different. The world has changed. People don't have to look like **clones** anymore.

Fatu: I absolutely refuse to buy him a flowery shirt. He'll look like he's wearing a tablecloth. I don't want all my friends seeing him and thinking he is not a serious man.

Fallubah: [*Angrily.*]

You shouldn't worry so much about what your friends think. This is our father and it is his birthday. We should get him something nice, not something **run-of-the-mill**.

Fatu: [*Very angrily.*]

You never listen to me. I am older than you and I know what I'm talking about. Of course I care what my friends think. The whole street will be laughing at him if he walks to work wearing a shirt like that.

[*Fatu and Fallubah both walk off angrily in different directions.*]

### [VOCABULARY MATCHING]

#### Word



1. dishevelled (adj)
2. laughing stock (n)
3. to brighten up (v)
4. conventional (adj)
5. sophisticated (adj)
6. stick-in-the-mud (n)
7. daring (adj)
8. promotion (n)
9. clone (n)
10. run-of-the-mill (adj)

#### Definition

- a. someone who seems foolish or ridiculous
- b. common and ordinary
- c. getting a higher or better paid job
- d. a person who does not like trying new or exciting things
- e. an exact copy of something
- f. to make something look more cheerful
- g. adventurous or brave
- h. ordinary; the same as everything else
- i. very untidy
- j. knowing about fashion, literature and culture

### [COMPREHENSION QUESTIONS]

- a. What kind of shirt does Fallubah think they should buy?
- b. Why does he think their father needs a new shirt?
- c. Why does Fatu think that buying a flowery shirt is a ridiculous idea?
- d. What effect does Fallubah think the shirt would have?
- e. How does Fatu think their father should look at work?
- f. Why does Fatu think their father will not get a promotion?
- g. Why does Fallubah think he might get a promotion?
- h. Who wins the argument?

<b>Lesson Title:</b> Listening Comprehension – Drama	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L1-L078	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on a drama.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write exercise 1 on the board (see end of lesson).</li> <li>2. Write exercise 2 on the board (see end of lesson).</li> <li>3. Practise reading the play 'A Birthday Present' aloud (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Invite volunteers to summarise the play from the previous lesson in their own words.  
 Example answer: Fatu and Fallubah were arguing about what kind of shirt to buy for their father's birthday. Fallubah wanted to get a flowery shirt, but Fatu wanted to get a plain one.
2. Tell pupils that in this lesson they will listen to the end of the play.

### Teaching and Learning (16 minutes)

1. Revise the features of a play:
  - Characters: The people in the play
  - Plot: The series of events that form the story
  - Theme: The main subject that is being discussed
  - Dialogue: Words spoken by the characters
  - Genre: The type of play
  - Audience: The people watching the drama
  - Script: A written version of a play that is read by the actors but not the audience
2. Ask pupils the following: What does a script include? (Example answers: It has the character's name, direct speech and instructions to the actors in italics.)
3. Invite volunteers to make predictions about part 2 of the play:
  - Do they think Fatu and Fallubah will agree?
  - Will they decide to buy the flowery shirt or the plain shirt?
  - Will they decide to get something different?
4. Tell pupils to listen to the play to see if their predictions were right.
5. Read the play aloud, acting out the 2 characters with different voices (see end of lesson).
6. Discuss pupils' predictions:
  - Were they correct?
  - What happened?

Answer: They both bought the opposite shirt to what they had planned.

7. Explain that this is an example of situational irony because what happened was the opposite of what was expected.

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

1. Ask pupils to copy the matching activity on the board into their exercise books (see end of lesson).
2. Tell pupils that you are going to read the play again. Instruct them to listen to the vocabulary in the play and try to determine its meaning based upon the context clues they hear.
3. Read the play aloud again.
4. Ask pupils to complete the matching activity with seatmates.
5. Check answers as a class. (Answers: 1. h. 2. a. 3. i. 4. e. 5. b. 6. c. 7. j. 8. g. 9. d. 10. f.)
6. Direct pupils' attention to the comprehension questions on the board (see end of lesson). Instruct pupils to answer the questions as you read the play once again.
7. Read the play aloud 1 more time.
8. Ask pupils the comprehension questions and have volunteers raise their hand to answer.

Answers:

- a. She wanted to talk to him before they went inside.
- b. He thinks she might shout at him again.
- c. She thinks Fallubah does not take her feelings into account.
- d. Fatu bought a flowery, colourful one, so their father does not look boring.
- e. Fallubah bought a plain blue one, so their father does not look strange at work.
- f. Their father can alternate depending on how he feels.

### **Closing** (5 minutes)

1. Discuss the play with pupils using questions such as:
  - What do you think about the way the play ended?
    - Was it a good resolution?
    - Were you surprised?
  - Do you think the siblings will be able to agree on birthday presents in the future?
2. For homework, have pupils do practice activity PHL1-L078 in the Pupils' Handbook.

[PLAY]

A Birthday Present (Part 2)

[Fatu and Fallubah meet each other outside the house again the next day.]

Fatu: [Cheerfully.]

Hi Fallubah. I'm happy to meet you here before we go in. I wanted to talk to you.

Fallubah: [Suspiciously.]

Why? Are you going to shout at me again and tell me you know everything because you are two years older than me?

Fatu: I'm really sorry. I shouldn't have said that. It is just that sometimes I think you don't **take** my **concerns** and feelings **into account**.

Fallubah: **Likewise!** But I did a lot of thinking and I have something to show you.

Fatu: I do, too. Please, let me go first. I have a **peace offering** that I want to show you.

Fallubah: Ok. What is it? I'm **curious** now.

Fatu: [Handing Fallubah a bag.]

Take a **peek**, but don't take the shirt out. I don't want father to see it. I decided to **take what you said to heart**, and I bought a shirt for us to give father. It is the most colourful, flowery shirt I could find in the market so that father doesn't look boring. People at work will certainly notice him in that!

Fallubah: Wow! That is the brightest shirt I have ever seen. He'll love it! Thank you for **coming around to my way of thinking!**

Fatu: You were right. We don't want to give father a boring birthday present.

Fallubah: Well ...

Fatu: Well what? Show me your peace offering.

Fallubah: [Handing Fatu a bag.]

Look inside but don't take it out in case father sees. I also **considered** what you said and felt bad about father looking strange at work, and so I bought the most boring blue shirt I could find in the market for us to give to him. People at work certainly won't notice him in that!

Fatu: [Laughing.]

Wow! That is the most conventional shirt I have ever seen. He'll love it! This is very good. Now father can **alternate** the shirts. On days when

he wants to be noticed he can wear the flowery one, and on days when he wants to be quiet he can wear the boring one.

Both: [Laughing.]

Perfect!

### [MATCHING ACTIVITY]

#### Word



1. to take (something) into account (v)
2. concerns (n)
3. likewise (adv)
4. peace offering (n)
5. curious (adj)
6. to peek (n)
7. to take (something) to heart (v)
8. to come around (to someone's way of thinking) (v)
9. to consider (v)
10. to alternate (v)

#### Definition

- a. anxieties; worries
- b. wanting to learn about something
- c. to look quickly without being seen
- d. to think about something so you can make a decision
- e. a gift given to make peace or apologise
- f. to do or use one thing, followed by another, and repeating this pattern
- g. to change opinion and agree with someone
- h. to consider (something)
- i. in the same way; also
- j. to hear criticism and be affected by it

### [COMPREHENSION QUESTIONS]

- a. Why was Fatu happy to meet Fallubah outside the house?
- b. Why is Fallubah suspicious?
- c. Why was Fatu angry before?
- d. What kind of shirt did Fatu buy and why?
- e. What kind of shirt did Fallubah buy and why?
- f. Why do they think giving their father 2 shirts is a good solution?

<b>Lesson Title:</b> Drama	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L079	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a drama relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>4. Use correct formatting when writing a drama.</li> </ol>	 <b>Preparation</b> Write the outline on the board (see end of lesson).	

### Opening (4 minutes)

1. Invite volunteers to explain the features of a play.

Example answers:

- Characters: The people in the play
- Plot: The series of events that form the story
- Theme: The main subject that is being discussed
- Dialogue: Words spoken by the characters
- Genre: The type of play
- Audience: The people watching the drama
- Script: A written version of a play that is read by the actors but not the audience

2. Tell pupils that in this lesson they will write their own play.

### Teaching and Learning (13 minutes)

1. Revise how a play is written:

- A play is written as a script.
- The characters' names are followed by a colon (:).

Ibrahim: I never want to talk to you again!

Patience: That makes two of us!

- Dialogue should be written exactly as the actors say it, using direct speech.
- Instructions to the actors should be in italics and in brackets.

Example: [*Ibrahim walks away shouting.*]

2. Tell pupils that there are 4 basic stages of plot in any play, no matter how short or long it is. They are:

- Exposition: This is the introduction that introduces the characters, setting and conflict.
- Rising action: This is the build-up of the conflict when things become difficult and problems develop.

- Climax: This is when the problem, tension or action reaches its highest point.
  - Resolution: This is the end of the play where the conflict is solved in one way or another.
3. As a class, identify the 4 stages in the play about Fatu and Fallubah.  
Example answers:
    - Exposition: Fatu and Fallubah meet outside the house to discuss a birthday present for their father.
    - Rising action: They have a big argument about what kind of shirt to buy and shout at each other.
    - Climax: They cannot agree and walk away angrily.
    - Resolution: They meet again and find that they have both bought the shirt the other one wanted. They are happy with each other and agree their father should have 2 shirts.
  4. Tell pupils that they will work with seatmates to write their own short play. It will be about an argument between school friends.
  5. As a class, come up with ideas of what the argument could be about. (Example answers: copying homework; cheating on an examination; not waiting to walk to school together; using someone's things without asking)

### **Practice** (22 minutes)

1. Tell pupils there has to be the same number of characters as people in their group. For example, if there are 2 pupils, then there should be 2 characters in the play; if there are 3 seatmates working together, there should be 3.
2. Have pupils copy the outline on the board into their exercise books (see end of lesson).
3. Ask pupils to work with seatmates to complete the outline for their play.
4. Move around the classroom to check pupils' outlines.
5. Once pupils have completed the outline, they should use it to help them write their play. Remind pupils that their play must include the 4 basic stages of plot. It must also be written as a script.
6. Move around the classroom to make sure pupils understand and are doing the activity correctly.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L079 in the Pupils' Handbook.



*[OUTLINE]*

Topic: \_\_\_\_\_



Setting: \_\_\_\_\_

Characters: \_\_\_\_\_

Argument: \_\_\_\_\_

Reason for the argument: \_\_\_\_\_

Resolution: \_\_\_\_\_

<b>Lesson Title:</b> Drama	<b>Theme:</b> Speaking and Listening	
<b>Lesson Number:</b> L1-L080	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Present a drama.</li> <li>2. Use appropriate tone and intonation when reading a play aloud.</li> <li>3. Ask and answer questions on a play.</li> </ol>	 <b>Preparation</b> Write the example sentences on the board (see end of lesson).	

### **Opening** (3 minutes)

1. Invite volunteers to share the topic of their play with the class. Have them tell the class what argument their play is about.
2. Tell pupils that in this lesson some of them will present their plays to the class.

### **Teaching and Learning** (11 minutes)

1. Tell pupils that when they are acting out their plays, they need to consider the emotions of the characters.
2. Ask pupils to look at the sentences on the board and think about how the person saying the sentence feels. (Answers: a. angry b. sad c. happy).
3. Explain to pupils that you will read the sentences aloud with the right emotion and intonation and that they should repeat after you.
4. Read the sentences and have pupils repeat. Continue doing so until pupils are confident.
5. Tell pupils that they should prepare 3 WH questions about their play that they can ask the rest of the class.
6. Ask pupils to practise reading out their plays with their seatmates, making sure they use the right intonation and expression.

### **Practice** (25 minutes)



1. Invite volunteers to come to the front and present their play to the class.
2. After each play is presented, the presenters should ask the audience (the class) their comprehension questions.
3. Have volunteers raise their hand to answer the questions.
4. Once the 3 questions have been answered, invite a new group to come to the front and present.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L080 in the Pupils' Handbook.

*[EXAMPLE SENTENCES]*

- a. I hate you! How could you steal my purse?
- b. I feel really hurt. I am not sure why you are behaving like this.
- c. Wow! That is the best news I have ever heard!

<b>Lesson Title:</b> Types of Pronouns – Reciprocal, Emphatic, Interrogative	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L081	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of pronouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify different types of pronouns in a sentence.</li> <li>3. Write sentences using different types of pronouns correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the example sentences on the board (see end of lesson).</li> <li>2. Write the reciprocal pronoun sentences on the board (see end of lesson).</li> <li>3. Write the emphatic pronoun sentences on the board (see end of lesson).</li> <li>4. Write the interrogative pronoun sentences on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Ask pupils to recall which pronouns they have already studied this term.  
(Answers: subject, object, possessive, demonstrative, relative, reflexive)
2. Tell pupils that in this lesson they will be learning about 3 more types of pronouns: reciprocal, emphatic and interrogative.

### Teaching and Learning (18 minutes)

1. Explain reciprocal pronouns:
  - A reciprocal pronoun expresses a mutual action or relationship.
  - In English, the reciprocal pronouns are ‘each other’ and ‘one another’.
  - ‘Each other’ is used when 2 people do the same thing.  
Example: Osman and Michael helped each other.
  - ‘One another’ is used when more than 2 people do the same thing.  
Example: The pupils in the class helped one another.
2. Ask pupils to look at the reciprocal pronoun sentences on the board (see end of lesson).
3. Ask the following questions:
  - How many people are in sentence a.? (Answer: 2)
  - Who is calling? (Answer: they both are)
  - How many people are in sentence b.? (Answer: It is not stated but it must be more than 2.)
  - Who wrote the letters? (Answer: They all did.)
4. Ask pupils to name the reflexive pronouns they studied. (Answer: myself, yourself, yourselves, himself, herself, itself, oneself, ourselves, themselves)
5. Tell pupils that these same reflexive pronouns become emphatic pronouns when they are used for emphasis.
6. Have pupils look at the emphatic pronoun sentences on the board (see end of lesson).

7. Ask pupils to identify what is unusual about the sentences. (Answer: The emphatic pronoun comes right after the noun).
8. Explain to pupils that emphatic pronouns do not change a sentence. They are added for emphasis. This means that the sentence still makes sense if you remove the pronoun.
9. Explain interrogative pronouns:
  - Tell pupils that interrogative pronouns are words that they already know.
  - They are used to make questions.
  - There are 5 interrogative pronouns: who, whom, what, which and whose.
  - They can be used for subjects and objects.
10. Explain how the different interrogative pronouns are used:
  - 'What' is used to ask questions about people or objects.  
Examples:
    - What do you want to eat?
    - What is your friend's name?
  - 'Which' is used to ask questions about people or objects.  
Examples:
    - Which of these dresses do you prefer?
    - Which teacher is yours?
  - 'Who' is used to ask questions about people.  
Examples:
    - Who is going to the party?
    - Who wants pizza?
  - 'Whom' is more formal and less common today. It is used to ask questions about people.  
Examples:
    - You should ask whom to call.
    - Whom do you live with?
  - 'Whose' is used to ask questions about people or objects, but it is always related to possession.  
Examples:
    - Whose book is this?
    - I wonder whose goat stole my carrots.
11. Ask pupils to look at interrogative pronoun sentences on the board (see end of lesson).
12. Invite volunteers to identify the interrogative pronouns in each of the sentences. (Answers: a. who b. whom c. what d. which e. whose)

**Practice** (17 minutes)

1. Have pupils look at exercise 1 on the board (see end of lesson).
2. Ask pupils to copy the sentences into their exercise books and fill in the blanks with the correct reciprocal pronouns.

3. Check answers as a class. (Answers: a. each other b. one another c. one another d. each other)
4. Have pupils look at exercise 2 on the board (see end of lesson).
5. Ask pupils to copy the sentences into their exercise books and fill in the blanks with the correct emphatic pronouns.
6. Check answers as a class. (Answers: a. himself b. herself c. ourselves d. yourself e. myself f. themselves)
7. Have pupils look at exercise 3 on the board (see end of lesson).
8. Ask pupils to copy the sentences into their exercise books and fill in the blanks with an appropriate interrogative pronoun. Remind them to be careful with 'whom' because it is only used when the question is asking about the object.
9. Check answers as a class. (Answers: a. who b. whom c. which d. what e. whose)
10. Ask pupils to write their own example sentences for each of the different types of pronouns with the time remaining. Remind them that they can use the information in the Pupils' Handbook to help them.
11. Move around the classroom and check pupils' work.

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

1. Invite 2-3 pupils to read some of their sentences out to the class.
2. For homework, have pupils do practice activity PHL1-L081 in the Pupils' Handbook.

### *[RECIPROCAL PRONOUN SENTENCES]*

- a. They called each other every night.
- b. We sent one another letters over the summer holiday.

### *[EMPHATIC PRONOUN SENTENCES]*

- a. He himself brought me the book.
- b. They themselves told me the story.

### *[INTERROGATIVE PRONOUN SENTENCES]*

- a. Who told you that?
- b. Whom did you tell about the accident?
- c. What is happening over there?
- d. Which dress will you choose?
- e. Whose bicycle is that?

*[EXERCISE 1]*



- a. After the accident, Nouhou and Samuel looked at \_\_\_\_\_ in shock.
- b. We all helped \_\_\_\_\_ to study for our exams.
- c. The whole class brought \_\_\_\_\_ presents at the end of term.
- d. We both said sorry to \_\_\_\_\_ at the same time.

*[EXERCISE 2]*

- i. Yusuff \_\_\_\_\_ crashed his bike.
- j. Lucy \_\_\_\_\_ wrote the letter.
- k. We \_\_\_\_\_ should not worry.
- l. Did you \_\_\_\_\_ fill in the form?
- m. Yes, I \_\_\_\_\_ saw her.
- n. They \_\_\_\_\_ asked for the money.

*[EXERCISE 3]*

- a. \_\_\_\_\_ brought the cake?
- b. To \_\_\_\_\_ were you speaking?
- c. \_\_\_\_\_ dictionary are you using?
- d. \_\_\_\_\_ are you reading?
- e. \_\_\_\_\_ bag is this?

<b>Lesson Title:</b> Types of Pronouns – Indefinite and Problems with Pronouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L082	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of pronouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify different types of pronouns in a sentence.</li> <li>3. Write sentences using different types of pronouns correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Draw the indefinite pronoun table on the board (see end of lesson plan).</li> <li>2. Write the example sentences on the board (see end of lesson).</li> <li>3. Write exercise 1 on the board (see end of lesson).</li> <li>4. Write exercise 2 on the board (see end of lesson).</li> <li>5. Write exercise 3 on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Invite volunteers to share sentences about all the people in their village or town. (Example answer: Everyone likes to rest on Sundays.)
2. Tell pupils that ‘everyone’ is called an indefinite pronoun, and that these will be the focus of today’s lesson.
3. Explain to pupils that they will also learn to identify common problems when using pronouns.

### Teaching and Learning (18 minutes)

1. Explain indefinite pronouns:
  - Indefinite pronouns are used to talk about people, places or things without saying exactly who or what they are.
  - They end in ‘-body’ or ‘-one’ when referring to people.
  - They end in ‘-where’ for places and ‘-thing’ for things.
  - In most cases, indefinite pronouns ending in ‘-one’ or ‘-body’ are interchangeable. However, using indefinite pronouns ending in ‘-one’ can be considered more formal than indefinite pronouns ending in ‘-body’.
2. Use the indefinite pronoun table on the board to explain the different indefinite pronouns (see end of lesson).
3. Ask pupils to look at the example sentences on the board (see end of lesson).
4. Ask pupils a question for each sentence to check for understanding:
  - a. Do you know where they want to go? (Answer: no)
  - b. Do you know who gave them the present? (Answer: no)
  - c. Is this sentence positive or negative? (Answer: negative)
  - d. Is this sentence positive or negative? (Answer: negative)



5. Tell pupils that pronouns are among the most difficult parts of English because there are so many of them. Explain that there are some common mistakes that you will discuss to help pupils avoid them.
6. Discuss writing possessive pronouns:
  - One of the most common problems with pronouns is writing possessive pronouns correctly.
  - Remember that possessive pronouns do not have an apostrophe:
    - their – not ‘they’re’, which is ‘they are’
    - your – not ‘you’re’, which is ‘you are’
    - its – not ‘it’s’, which is ‘it is’
7. Tell pupils that another common problem is noun–pronoun concord.
8. Explain noun–pronoun concord:
  - Concord is the agreement between 2 words of a sentence.
  - The purpose of a pronoun is to take the place of, or refer back to, a noun in a sentence.
  - Just like subjects and verbs, nouns and pronouns should agree in number within a sentence.
  - They should also agree in gender.
9. Write the following examples of noun-pronoun concord on the board and discuss them with pupils:
  - Juliet drove the car because her mother did not need it.
    - Since ‘car’ is singular (there is only one), use a singular pronoun (it) to replace it.
  - All pupils must write their own essays.
    - Since ‘all’ is plural (it refers to more than one), use a plural pronoun (their) to replace it.

**Practice** (16 minutes)

1. Tell pupils they are going to practise using indefinite pronouns.
2. Ask pupils to look at exercise 1 on the board (see end of lesson).
3. Instruct pupils to choose the correct indefinite pronouns from the table on the board to complete the sentences. Have them write the sentences in their exercise books.
4. Check answers as a class. (Answers: a. everyone/everybody b. everywhere c. nowhere d. anything e. someone f. no one g. somewhere)
5. Ask pupils to look at exercise 2 on the board (see end of lesson).
6. Remind pupils that the spelling of possessive pronouns is important to their meaning. Instruct them to choose the correct word from within the brackets to complete the sentences.
7. Check answers as a class. (Answers: a. your b. you’re c. they’re d. their e. its f. it’s)
8. Ask pupils to look at exercise 3 on the board (see end of lesson).

9. Tell pupils to fill in the blanks with the correct pronoun for noun-pronoun concord.  
 10. Check answers as a class. (Answers: a. they b. their c. his d. they e. her)

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L082 in the Pupils' Handbook.

*[INDEFINITE PRONOUN TABLE]*

	<b>Person</b>	<b>Place</b>	<b>Thing</b>
<b>All</b>	everyone everybody	everywhere	everything
<b>Part (positive)</b>	someone somebody	somewhere	something
<b>Part (negative)</b>	anyone anybody	anywhere	anything
<b>None</b>	no one nobody	nowhere	nothing

*[EXAMPLE SENTENCES]*

- a. I would like to go somewhere on holiday this year.  
 b. Someone gave me a present.  
 c. I did not see anyone outside.  
 d. Nobody saw me leaving.

*[EXERCISE 1]*

- a. When I arrived at the market, \_\_\_\_\_ had gone.  
 b. I looked \_\_\_\_\_, but I could not find my keys.  
 c. I hate travelling. There is \_\_\_\_\_ I want to go.  
 d. I told him to bring some food to the party, but he did not bring \_\_\_\_\_.  
 e. I saw \_\_\_\_\_ standing in the street last night.  
 f. \_\_\_\_\_ was at home when I arrived. The house was empty.  
 g. Let's go \_\_\_\_\_ and have a picnic.



*[EXERCISE 2]*

- a. Is that \_\_\_\_\_ house? (your/you're)  
 b. \_\_\_\_\_ a really nice person. (your/you're)  
 c. \_\_\_\_\_ my goats. (their/they're)  
 d. \_\_\_\_\_ goats are in the field. (their/they're)

- e. The dog is losing \_\_\_\_\_ fur. (its/it's)
- f. Where is the dog? \_\_\_\_\_ in the garden. (its/it's)

*[EXERCISE 3]*

- a. When pupils arrive on the first day of school, \_\_\_\_\_ need help finding the right classroom.
- b. Both Ali and William will bring \_\_\_\_\_ goats to graze in the field.
- c. Either Patrick or Moses left \_\_\_\_\_ football on the pitch.
- d. A herd of lions ate the gazelle \_\_\_\_\_ had killed.
- e. Neither Suzan nor Fatima remembered to do \_\_\_\_\_ homework.

<b>Lesson Title:</b> Vocabulary Development: Sports	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L083	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of sports.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching exercise on the board (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Practise reading the text, 'Football', aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils if they like football, and if they do, which team(s) they support.
2. Ask pupils where people commonly go to watch matches.
3. Tell pupils that today they will learn some vocabulary related to football.

### Teaching and Learning (10 minutes)

1. Brainstorm words that pupils already know about football. Have pupils raise their hand to share vocabulary and write some of their examples on the board.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Tell pupils that you are going to read the text. Ask them to think about the following guiding question as they follow along: What are the 3 main differences between football and American football discussed in the text?
4. Read the text aloud and have pupils follow along in the Pupils' Handbook (see end of lesson).
5. Invite a volunteer to answer the guiding question: What are the 3 main differences between football and American football discussed in the text? (Answer: players, rules, lines on the field/pitch)

### Practice (20 minutes)

1. Point to the comprehension questions on the board and have pupils copy them into their exercise books (see end of lesson).
2. Ask pupils to read the text again, independently, and have them answer the questions in their exercise books.
3. Check answers as a class.  
 Answers:
  1. They have different players, different moves a player can make and a different pitch.
  2. Five different kinds of players are mentioned.
  3. Strikers usually score goals.

4. Moving the ball while running is called dribbling.
5. You tackle someone by using your shoulders or taking the ball away with your feet.
6. A throw-in is used after the ball goes off the pitch.
7. Goalkeepers use a drop ball to kick the ball far down the pitch to their teammates.
8. Players use headers to pass the ball.
9. The football field is called a pitch.
10. The atmosphere at a live football game is electric.
4. Ask pupils to look at the vocabulary matching exercise on the board (see end of lesson).
5. Ask pupils to match the words with their definitions based upon their use in the text.
6. Check answers as a class. (Answers: 1. b. 2. e. 3. g. 4. d. 5. a. 6. h. 7. c. 8. f. 9. m. 10. l. 11. n. 12. j. 13. i. 14. k.)
7. Ask pupils to write their own sentences for each of the new words.
8. Move around the classroom to check pupils' work.
9. Have pupils exchange exercise books to share and compare their sentences with seatmates.

### **Closing** (5 minutes)

1. Invite some volunteers to read their sentences aloud. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL1-L083 in the Pupils' Handbook.

[TEXT]

### Football

People everywhere like to watch football. It is probably the most popular sport in the world. It is sometimes called **soccer** to distinguish it from American football, which has different rules.

There are different types of players in football. The **defenders** are the last line of players who can stop the ball before it goes into the goal. The **midfielders** help to unite the defenders and the **offence**, which is where most of the action takes place. The most popular players are the **strikers**, as they often score goals. Then, of course, there are the **goalkeepers**, who have to stop the strikers from getting the ball in the net.

There are also different moves that players make. **Dribbling** is moving the ball with your feet while running, and **passing** is moving the ball to your teammates while trying to stop the other team from getting it. A player from the other team can get the ball by **tackling**, which is when they use their feet to take the ball from another player

or use their shoulders to push them out of the way. When the ball goes off the pitch, a player gets it back on with a **throw-in**, holding the ball over his head and throwing it in with both hands while both feet are on the ground. Goalkeepers use a **drop kick** when they have caught the ball and want to kick it far down the **pitch** to their teammates. Because football players are not allowed to use their hands, they will often use a **header** to hit the ball and pass it to one of their players.

The pitch has different lines on it. The boundaries are the **touch lines** of the pitch, and the **penalty area** is a rectangle shape in front of each goal.



Football is definitely an exciting game. If you can't play it yourself, you should go and watch a game live. The atmosphere is electric!

*[VOCABULARY EXERCISE]*

<b>Word</b>	<b>Definition</b>
1. soccer (n)	a. a player who scores goals
2. defender (n)	b. another name for football
3. midfielder (n)	c. to move the ball with your feet
4. offence (n)	d. a player who tries to get the ball to the goal
5. striker (n)	e. a player who stops the ball before it gets to the goalkeeper
6. goalkeeper (n)	f. to kick the ball to another teammate
7. to dribble (v)	g. a player who unites the defence and the offence
8. to pass (v)	h. a player who tries to stop the ball from going in the goal
9. to tackle (v)	i. a rectangular box in front of the goal
10. throw-in (n)	j. the boundary lines on the side of the pitch
11. header (n)	k. football field
12. touch lines (n)	l. a method of restarting the game when the ball goes off the pitch
13. penalty area (n)	
14. pitch (n)	m. to use the feet or shoulders to take the ball from another player
	n. hitting the ball with your head

*[COMPREHENSION QUESTIONS]*

- a. What is the difference between American football and soccer?
- b. How many different kinds of players are mentioned?
- c. Who usually scores the goals?
- d. What do you call moving the ball while running?
- e. How can you tackle someone?
- f. When is a drop ball used?
- g. When do goalkeepers use a drop ball?
- h. Why do players use headers?
- i. What is the football field called?
- j. What is the atmosphere like at a live football game?

<b>Lesson Title:</b> Vocabulary Development: Sports	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L1-L084	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of sports.</li> <li>2. Complete a text on the topic using appropriate vocabulary.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary at random on the board (see end of lesson).</li> <li>2. Write the paragraph on the board and practise reading it aloud (see end of lesson).</li> <li>3. Write the outline on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils what their favourite sports are. (Example answers: football, tennis, swimming, basketball)
2. Have pupils identify some words related to the sports they like to play.
3. Tell pupils that today they will learn some general vocabulary connected to sports and then write a paragraph about one of them.

### Teaching and Learning (15 minutes)

1. Write the following table on the board:

<b>Tennis</b>	<b>Basketball</b>	<b>Football</b>	<b>Swimming</b>	<b>Boxing</b>

2. Ask pupils to look at the random list of words on the board (see end of lesson).
3. As a class, discuss the vocabulary and identify which sport the vocabulary matches. Then write the words in the correct column(s) of the table on the board. Write the words in all of the relevant columns. Some words may apply to more than 1 sport.

Answers:

<b>Tennis</b>	<b>Basketball</b>	<b>Football</b>	<b>Swimming</b>	<b>Boxing</b>
court racquet umpire match whites	court hoop uniform referee game	pitch goal uniform referee match	pool length swimsuit referee race	ring ropes gloves referee match

4. Revise the features of a good paragraph:
  - A topic sentence that contains the main idea or theme of the paragraph

- Several supporting sentences which explain or develop the theme of the paragraph and give reasons or reasoning
  - A concluding sentence which draws discussion towards a close or links to the next paragraph
5. Revise the features of a topic sentence:
    - a. It clearly states the topic for discussion in the paragraph.
    - b. It lets the reader know the main theme or idea.
    - c. It outlines and organises the rest of the paragraph.
    - d. It is usually a direct statement, not a question.
    - e. It is often the first sentence, but not always.
  6. Have pupils look at the example paragraph on the board about football (see end of lesson). Ask them to find the topic sentence.  
Answer: 'There are different components to football, including the people involved, the place where it is played and the equipment used'.
  7. Ask pupils how many ideas will be discussed in the paragraph according to the topic sentence. Have them raise a hand to answer. (Answer: 3)
  8. Invite volunteers to name the sub-topics that will be covered. (Answer: people, place, equipment)
  9. Invite volunteers to identify the supporting sentences and which idea they relate to.  
Answers:
    - People: 'The most important people in football are, of course, the players: There are defenders, fielders, strikers and the goalkeeper, and, making sure the rules are kept, is the referee'.
    - Place: 'Football is played on a pitch of grass which has lines painted on it, like the touchlines and the penalty area. A goalkeeper stands in the goal at each end'.
    - Equipment: 'The equipment used is quite simple, although it can be expensive. Players wear football uniforms, which consist of a short-sleeved t-shirt and matching shorts, and football boots. The goal is a net and, of course, they use a ball'.
  10. Ask pupils to find the concluding sentence in the paragraph. Invite a volunteer to read it aloud.  
Answer: 'The people, place and equipment are all important, but people play football all over the world using what they have in their neighbourhoods'.

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

1. Discuss the outline on the board (see end of lesson).
2. Tell pupils to choose one of the sports from the table and write a paragraph about it. Their paragraph should be organised in the same way as the example paragraph. It should discuss people, places and equipment.
3. Tell pupils if they need more vocabulary items to complete the paragraph, to ask for help or use a dictionary.



4. Move around the classroom to make sure pupils understand and are doing the task correctly.
5. Have pupils exchange exercise books with seatmates to share and compare their essays.
6. Move around the classroom and check pupils' paragraphs.

### **Closing** (5 minutes)

1. Invite some volunteers to read their paragraph to the class.
2. For homework, have pupils do practice activity PHL1-L084 in the Pupils' Handbook.

### **[VOCABULARY]**



- |           |            |           |
|-----------|------------|-----------|
| • racquet | • ring     | • pitch   |
| • umpire  | • hoop     | • goal    |
| • match   | • swimsuit | • pool    |
| • ropes   | • race     | • length  |
| • gloves  | • uniform  | • referee |
| • court   | • game     | • whites  |

### **[PARAGRAPH]**

Football is a sport that is exciting to watch. There are different components to football, including the people involved, the place where it is played and the equipment used. The most important people in football are, of course, the players: There are defenders, fielders, strikers and the goalkeeper and, making sure the rules are kept, is the referee. Football is played on a pitch of grass which has lines painted on it, like the touchlines and the penalty area. A goalkeeper stands in the goal at each end. The equipment used is quite simple, although it can be expensive. Players wear football uniforms, which consist of a short-sleeved t-shirt and matching shorts, and football boots. The goal is a net and, of course, they use a ball. The people, place and equipment are all important, but people play football all over the world using what they have in their neighbourhoods.

### **[OUTLINE]**

<b>Topic sentence</b>	Identify the topic: Say what the paragraph is going to be about. <ul style="list-style-type: none"> <li>• People</li> <li>• Place</li> <li>• Equipment</li> </ul>
<b>Supporting sentences</b>	For each point above, write 1 or 2 sentences explaining the point further.
<b>Concluding sentence</b>	Draw the paragraph to a close by restating the topic sentence in a new way.

<b>Lesson Title:</b> Comprehending a Listening Passage – Debate	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L1-L085	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on a listening passage.</li> <li>2. Summarise a listening passage in their own words.</li> <li>5. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the listening passage aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Invite volunteers to explain ‘debate’ to the class. (Example answer: a formal argument about a topic)
2. Invite volunteers to answer the following questions:
  - Have you ever participated in a debate?
  - If yes, have you ever had to debate something that you did not agree with?
3. Tell pupils that in today’s lesson they are going to be listening to a short debate.

### Teaching and Learning (15 minutes)

1. Explain the features of a speech to be given during a debate:
  - States an opinion and presents an argument for or against a motion
  - Gives evidence to support an argument using facts, statistics and examples
  - Seeks to convince the audience of a specific point of view
  - Uses emotive language and vocabulary, including reasoning and rhetorical questions
  - Is written in the first-person point of view
  - Demonstrates an understanding of the opposing point of view and seeks to disprove it
  - Uses vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen)
  - Is usually written to be spoken in front of an audience
2. Tell pupils that you are going to read them a speech for a debate. The speech is in favour of children doing daily chores.
3. Ask pupils to think about the following guiding question while they listen: What are some arguments made in the speech about why children should have chores?
4. Read the listening text aloud (see end of lesson).
5. Have volunteers identify some arguments made in the speech about why children should have chores. (Example answer: They teach discipline; give children real-life experience)

6. Write some of pupils' answers on the board.
7. Read the first 2 paragraphs of the text aloud again.
8. Ask pupils the following questions and discuss the answers as a class:
  - According to the text, why must children learn discipline and responsibility early?  
Answer: They are required in the workplace.
  - What does 'maintained' mean in the sentence: 'A house is not just a place to rest, but it must be taken care of and maintained'?  
Answer: It means 'kept up'.

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

1. Draw pupils' attention to the comprehension questions on the board (see end of lesson).
2. Read the text aloud again and have pupils listen for the answers to the questions.
3. Check answers as a class.

Answers:

- a. They must raise children capable of taking care of themselves so that they are not lazy as adults.
  - b. Children need to learn cooking and cleaning.
  - c. The reasons are that they teach discipline, families help each other and parents must raise children to take care of themselves.
4. Ask pupils to write a short summary of the speech in their exercise books.
  5. Move around the classroom to check pupils' work.
  6. Invite 1-2 pupils to share their summary of the text with the class.

Example:

Children should have daily chores because it teaches them about responsibility, discipline and the importance of families. If given chores as children, they will grow up capable of taking care of their houses and themselves.

### **Closing** (5 minutes)

1. As a class, discuss the following questions:
  - Can you think of any more reasons why children should have daily chores that are not covered in the text? (Example answers: maybe children will make less of a mess if they are responsible for cleaning it up; parents have a lot to do and need the help)
  - Do you agree with the argument that children should have daily chores? Why or why not?
2. For homework, have pupils do practice activity PHL1-L085 in the Pupils' Handbook.

*[LISTENING TEXT – DEBATE]*

Children Should Have Daily Chores

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Claudette Senesie, and I stand before you today to speak in favour of the motion: Children should have daily chores.

Children should have daily chores because it teaches them important life skills, which they will need as adults. Chores give children an experience of real life, where one must work to achieve order and cleanliness. A house is not just a place to rest, but it must be taken care of and maintained.

Daily chores teach discipline and responsibility. Children must learn these values early because they are required of adults in the workplace. Additionally, learning skills like cooking, cleaning and basic repair will be essential if they are to succeed as adults.

Chores are also important because they make children understand that everyone must do their part in a family. Families help each other, and that includes taking care of the home. Parents must raise children who are capable of taking care of themselves. Without chores, children will lack basic home-care skills, which will lead to a disorganised house and laziness in adulthood.



Although others may say that children need time to relax and play and that doing chores takes away from this, I disagree. There is plenty of time for children to both do chores and enjoy themselves. In addition, others may argue that children should focus on school, and that doing chores does not leave them time to do their homework. However, as adults, they will need to work and maintain their homes, so why not teach them these skills early so that they do not struggle later?

In conclusion, everybody in a household must have an equal part in housework, and that includes children. Chores will create responsible and disciplined children, which will benefit them in adulthood.

Thank you.

*[COMPREHENSION QUESTIONS]*

- a. Why must parents raise children capable of taking care of themselves?
- b. According to the text, what basic skills do children need to learn?
- c. List the reasons the speech gives why children should have daily chores.

<b>Lesson Title:</b> Debate	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L086	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use an outline to plan an argument for debate.</li> <li>2. Draft a text relevant to the topic with well-organised ideas.</li> <li>3. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <b>Preparation</b> Write the outline of a speech for a debate on the board (see end of lesson).	

### Opening (3 minutes)

1. Revise the previous lesson by asking the following questions:
  - What is a debate? (Example answer: a formal, structured argument)
  - What is a motion? (Answer: the topic of the debate)
  - Who are the speakers in a debate? (Answer: those who are for or against the motion)
2. Tell pupils that in today's lesson they will write a speech for a debate.

### Teaching and Learning (18 minutes)

1. Revise the features of a speech to be presented during a debate:
  - States an opinion and presents an argument for or against a motion
  - Gives evidence to support an argument using facts, statistics and examples
  - Seeks to convince the audience of a specific point of view
  - Uses emotive language and vocabulary, including reasoning and rhetorical questions
  - Is written in the first-person point of view
  - Demonstrates an understanding of the opposing point of view and seeks to disprove it
  - Uses vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen)
  - Is usually written to be spoken in front of an audience
2. Discuss the steps for planning an argument for a debate:
  - Choose a debate topic.
  - Identify whether you have been assigned to argue in favour of or against the motion.
  - Write an outline supporting your position.
    - List the major points of your argument followed by sub-points that support the main points.
  - Include rebuttal points in your outline (counter-arguments as to why your opponent is wrong).

3. Discuss the outline of a speech on the board with pupils (see end of lesson).
4. Have pupils copy the outline into their exercise books.
5. Demonstrate for pupils how to fill the outline using the example below.

<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Vocatives: Welcome Fellow Pupils, Dear Teachers and Esteemed Guests</li> <li>• Thesis statement/point of view: School uniforms should be required.</li> </ul>
<p><b>Body</b> – at least 3 paragraphs</p> <ul style="list-style-type: none"> <li>• Argument 1: Pupils need less clothing for home use because they wear uniforms all day. <ul style="list-style-type: none"> <li>- Fact or example: Parents can save money because they spend less on other clothing for their children.</li> </ul> </li> <li>• Argument 2: Uniforms encourage equality. <ul style="list-style-type: none"> <li>- Fact or example: Pupils do not feel inferior or superior to each other because they are all wearing the same uniform.</li> </ul> </li> <li>• Argument 3: Uniforms encourage discipline <ul style="list-style-type: none"> <li>- Fact or example: There is a standard for appearance that all pupils are expected to uphold, and they can apply this expectation of standards to other areas as well, including their studies.</li> </ul> </li> <li>• Counter-argument/Rebuttal: The cost of uniforms is too high, especially when families have more than one child. <ul style="list-style-type: none"> <li>- Reason the opponent is wrong with examples: Uniforms are reusable and can be passed down from one child to the next. The cost of buying any clothes for a child to wear is expensive.</li> </ul> </li> </ul>
<p><b>Closing statement</b></p> <ul style="list-style-type: none"> <li>• Summary of main ideas: Uniforms have positive benefits for both pupils and the learning environment.</li> <li>• Restate the point of view: Schools should require pupils to wear uniforms.</li> </ul>
<p>Thank you.</p>

1. Tell pupils that when writing their outline, it is important to address the other side of the argument.
2. Explain rebuttals:
  - When 2 people debate, one of them makes an argument, and the other follows with a rebuttal, which formally says that the other side is wrong and makes an argument to explain why.
3. Draw pupils' attention to the counter-argument/rebuttal in the outline on the board.

**Practice** (18 minutes)

1. Introduce the topic of the debate and write it on the board: Homework should be banned in schools.
2. Assign half the class to argue in favour of the motion and the other half to argue against the motion: Homework should be banned in schools.



3. Ask pupils to work with seatmates to brainstorm (list) arguments for both sides of the argument.
4. Move around the classroom to make sure pupils understand and are doing the task correctly.
5. As a class, discuss some of the arguments in favour of and against the motion.
6. Instruct pupils to write an outline for their assigned position – in favour of or opposed to the motion. Remind them to consider the rebuttals.
7. Walk around to check pupils' work.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L086 in the Pupils' Handbook.

*[OUTLINE OF A DEBATE SPEECH]*

<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Vocatives (address the audience)</li> <li>• Thesis statement/point of view</li> </ul>
<p><b>Body</b> – at least 3 paragraphs</p> <ul style="list-style-type: none"> <li>• Argument 1 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Argument 2 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Argument 3 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Counter-argument/Rebuttal <ul style="list-style-type: none"> <li>- Reason the opponent is wrong with examples</li> </ul> </li> </ul>
<p><b>Closing statement</b></p> <ul style="list-style-type: none"> <li>• Summary of main ideas</li> <li>• Restate the point of view</li> </ul>
<p>Thank you.</p>

<b>Lesson Title:</b> Debate	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L087	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a text relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the outline of a debate on the board (see end of lesson).</li> <li>2. Write the notes for preparing to write a speech on the board (see end of lesson).</li> <li>3. Write a list of translation words based on agreement/similarity and conclusion/summary on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils the following questions:
  - Was writing the argument for your debate challenging or not?
  - Would you have preferred to argue the other position?
2. Tell pupils that today's lesson is a continuation of the previous lesson focusing on writing a debate argument.

### Teaching and Learning (12 minutes)

1. Remind pupils that in the last lesson, they created an outline in favour of or against the motion: Homework should be banned.
2. Tell pupils that this lesson will focus on pupils organising their ideas from an outline to make a convincing and structured argument.
3. As a class, revise the speech outline (see end of lesson).
4. Explain that when constructing a written argument, the argument and the supporting facts and examples should all be in the same paragraph, as they are related to one another.
5. Tell pupils that you will use the example of the motion: Children should have daily chores.
6. Write the following examples on the board:
  - Children should have daily chores because it teaches them important life skills they will need as adults. Chores give children an experience of real life, where one must work to achieve order and cleanliness. A house is not just a place to rest, but it must be taken care of and maintained.
  - Daily chores teach discipline and responsibility. Children must learn these values early because they are required of adults in the workplace. Additionally, learning skills like cooking, cleaning and basic repair will be essential if they are to succeed as adults.
7. Invite a volunteer to read the sentence from each paragraph that connects to the debate topic. This connects the argument to the topic of the debate (the motion).  
Answers:



- a. 'Children should have daily chores because it teaches them important life skills they will need as adults'.
- b. 'Daily chores teach discipline and responsibility'.
8. Discuss the notes on preparing to write a speech on the board (see end of lesson).
9. Read the speech from L1-L085 aloud to pupils (see end of lesson). Have pupils pay attention to the way in which the speech is organised.

**Practice** (22 minutes)

1. Have pupils use their outlines to draft a speech for a debate. Remind them to consider the notes on the board for guidance.
2. Move around the classroom to check pupils' work, offering help where needed.
3. Ask pupils to share their writing with seatmates. Encourage them to use the outline to check if they have included all of the necessary information.

**Closing** (3 minutes)

1. Invite a volunteer to read their speech to the class. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL1-L087 in the Pupils' Handbook

*[OUTLINE OF A SPEECH FOR A DEBATE]*

<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Vocatives (address the audience)</li> <li>• Thesis statement/point of view</li> </ul>
<p><b>Body</b> – at least 3 paragraphs</p> <ul style="list-style-type: none"> <li>• Argument 1 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Argument 2 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Argument 3 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Counter-argument/Rebuttal <ul style="list-style-type: none"> <li>- Reason the opponent is wrong with examples</li> </ul> </li> </ul>
<p><b>Closing statement</b></p> <ul style="list-style-type: none"> <li>• Summary of main ideas</li> <li>• Restate the point of view</li> </ul>
<p>Thank you.</p>

### *[PREPARING TO WRITE A SPEECH FOR A DEBATE]*

- Use vocatives to address the audience in the first paragraph.
- Introduce yourself, the motion and whether you are speaking in favour of or against it.
- Organise your paragraphs well with correct grammar and spelling.
- Address a counter-argument with a rebuttal after you have presented your arguments.
- Summarise and restate your argument in the conclusion.
- Introduce transition words that can help the reader understand the direction of your thought.

### *[SPEECH FOR A DEBATE]*

#### Children Should Have Daily Chores

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Claudette Senesie, and I stand before you today to speak in favour of the motion: Children should have daily chores.

Children should have daily chores because it teaches them important life skills, which they will need as adults. Chores give children an experience of real life, where one must work to achieve order and cleanliness. A house is not just a place to rest, but it must be taken care of and maintained.



Daily chores teach discipline and responsibility. Children must learn these values early because they are required of adults in the workplace. Additionally, learning skills like cooking, cleaning and basic repair will be essential if they are to succeed as adults.

Chores are also important because they make children understand that everyone must do their part in a family. Families help each other, and that includes taking care of the home. Parents must raise children who are capable of taking care of themselves. Without chores, children will lack basic home-care skills, which will lead to a disorganised house and laziness in adulthood.

Although others may say that children need time to relax and play and that doing chores takes away from this, I disagree. There is plenty of time for children to both do chores and enjoy themselves. In addition, others may argue that children should focus on school, and that doing chores does not leave them time to do their homework. However, as adults, they will need to work and maintain their homes, so why not teach them these skills early so that they do not struggle later?

In conclusion, everybody in a household must have an equal part in housework, and that includes children. Chores will create responsible and disciplined children which will benefit them in adulthood.

Thank you.

<b>Lesson Title:</b> Debate	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L1-L088	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Speak with fluency and expression to discuss an issue.</li> <li>2. Use appropriate tone and intonation.</li> <li>3. Demonstrate understanding of relevant ideas to support an argument.</li> <li>6. Use appropriate vocabulary to discuss an issue.</li> </ol>	 <b>Preparation</b> Write the guidelines for a debate on the board (see end of lesson).	

### **Opening** (3 minutes)

1. Tell pupils that in today's lesson they will participate in a debate on the motion: Homework should be banned.
2. Invite volunteers to explain how a debate works. (Example answer: One side states an opinion and presents an argument for or against the motion and then the other side argues the opposing view)

### **Teaching and Learning** (7 minutes)

1. Remind pupils that the goal of a debate is to convince the audience that their position is the correct one. In order to win the debate they must present logical arguments and counter-arguments and be able to address the opponent's counter-arguments with a rebuttal.
2. Give pupils guidance for participating in a debate:
  - Speak with confidence.
  - Speak with appropriate expression, speed, tone and intonation.
  - Speak loudly and clearly.
  - Look at your audience and panel members while addressing them.
  - Listen very carefully when your opponent is speaking.
  - When your opponent speaks, take brief written notes or make mental notes of how to counter their arguments with a rebuttal.

### **Practice** (25 minutes)

1. Ask pupils to take a few moments to organise their ideas. They can use their original outlines written in previous lessons or write new ones.
2. Instruct pupils to work with a seatmate or in a small group. In each pair or small groups, it is important that at least 1 pupil should have previously written a speech

in favour of the motion, and at least 1 pupil should have written a speech against the motion.

3. Tell pupils that they will spend 10 minutes debating the motion.
4. Discuss the guidelines for a debate (see end of lesson). Answer any questions pupils may have.
5. Walk around the classroom to listen to pupil's arguments and offer advice and support. Check that they are doing the following:
  - Using proper tone and intonation
  - Speaking with fluency and expression
  - Demonstrating an understanding of relevant ideas to support an argument
6. Have pupils work with other seatmates and repeat the debate. They should be more comfortable debating the topic now.
7. Move around the classroom and identify 2 pupils (1 for each side of the motion) who are doing very well at debating. Invite those 2 pupils to come to the front of class and use their notes to model a debate for the rest of the class.



### **Closing (5 minutes)**

1. Ask pupils by a show of hands which side won the debate: the affirmative (homework should be banned) or the negative (homework should not be banned). Discuss the reasons why.
2. For homework, have pupils do practice activity PHL1-L088 in the Pupils' Handbook.

### ***[GUIDELINES FOR A DEBATE]***

#### Guidelines for a Debate

- Determine whether you will argue in favour of or against the motion, or topic for debate.
- Those that are in favour have the affirmative position. Those who are opposed, the negative position.
- Those arguing in favour of the motion usually begin the debate.
- Begin the debate with a set time limit for each position.
- Use vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen).
- Introduce yourself, the motion and whether you are in favour of or against the motion.
- Keep track of time.

<b>Lesson Title:</b> Reading Skills Development: Reasoning	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L089	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of inductive and deductive reasoning.</li> <li>2. Use reasoning to make assumptions and predictions about a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text, 'Gravy Trouble', aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Identify 4 pupils to participate in the practice activity. If you do not have 4 pupils who meet the requirements, adjust the activity to match your class.</li> </ol>	

### Opening (5 minutes)

1. Invite pupils to explain the difference between logical and illogical. (Example answer: Logical means something is reasonable and makes sense; illogical is the opposite of logical.)
2. Ask volunteers to share what they know about reasoning. (Example answers: the act of thinking about something in a logical way; the use of reason to come to a conclusion; the process of drawing conclusions based on facts)
3. Tell pupils that in today's lesson they will be learning about 2 types of reasoning: deductive and inductive.

### Teaching and Learning (17 minutes)

1. Explain to pupils that inductive and deductive reasoning are different types of reasoning used when trying to come to a conclusion. These types of reasoning are used in science, reading and everyday life.
2. Introduce deductive reasoning:
  - Deductive reasoning starts with a general theory and works its way to a conclusion based on evidence.  
Example: You know that all apples are fruits, and a Granny Smith is a type of apple. Therefore, the Granny Smith must be a fruit.
  - Deductive reasoning deals with certainty.
3. Introduce inductive reasoning:
  - Inductive reasoning is the opposite of deductive reasoning.
  - It deals with probability.
  - It starts with a small observation and works its way to a theory by examining related issues.  
Example: The coin I pulled from the bag is a penny. The second coin I pulled is a penny. So is the third coin. Therefore, all the coins in the bag are pennies.
  - Inductive reasoning allows for some conclusions to be false.  
Example: Harold is a grandfather. Harold is bald. Therefore, all grandfathers are bald.

4. As a class, discuss which type of reasoning seems to be better. (Example answer: deductive reasoning because it is less likely to be false)
5. Explain that inductive reasoning can be a useful way to come up with theories. However, deductive reasoning allows us to apply the theories to specific situations.
6. Call on 4 pupils to stand in front of the class. Use these attributes when choosing the pupils:
  - 2 pupils are taller and are both girls; 1 has more hair than the other.
  - 2 other pupils are a boy and a girl.
7. Now make these statements and, after each 1, ask the pupils if they are sure of the answer:
  - Statement: The pupil I am thinking of is a girl.
    - Question: Can you be sure of whom I am thinking about? (Answer: No, since 3 of the pupils are girls, you can eliminate only the boy.)
  - Statement: The girl I am thinking of is tall.
    - Question: Can you be sure of whom I am thinking about? (Answer: No, there are 2 tall girls, but now you can eliminate the shorter girl.)
  - Statement: The tall girl I am thinking of has more hair.
    - Question: Can you be sure of whom I am thinking about? (Answer: Yes, you can use all of the clues to determine the correct answer.)
8. Ask pupils what kind of reasoning was used to figure out which girl you were thinking about. Invite a volunteer to explain the answer. (Example answer: Pupils used deductive reasoning because it was based on evidence.)

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

1. Tell pupils that they are going to read a text that shows the difference between inductive and deductive reasoning.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Invite a volunteer to read the first paragraph and have the rest of the class follow along (see end of lesson).
4. After the first paragraph, have pupils make assumptions and predictions about the text by asking them to answer the following questions:
  - Given the first paragraph of the text, what do you think will happen next? (Example answer: Serah's mother will be wrong about her eating the gravy.)
  - What clues are there to make you think that? (Example answer: Sarah tries to explain, but her mother will not listen.)
5. Ask pupils to read the rest of the text independently.
6. Direct pupils' attention to the comprehension questions on the board (see end of lesson).
7. Have pupils copy the questions into their exercise books and answer them.
8. Check answers as a class.

Answers:

- a. She used inductive reasoning.
- b. Her mother only saw 1 clue and assumed she knew what had happened.
- c. It is not wise to jump to conclusions; it is good to look for many pieces of evidence before drawing conclusions.
- d. Hopefully, she will use deductive reasoning next time.

**Closing** (3 minutes)

1. Invite volunteers to share their own examples of using inductive and deductive reasoning with the class.
2. For homework, have pupils do practice activity PHL1-L089 in the Pupils' Handbook.

[TEXT]

Gravy Trouble



Serah had bread crumbs and gravy smeared on her face. Her mother saw her and said, 'Go stand by the wall, Serah. I told you not to eat any more of that bread and gravy because they are for me to sell'. Serah tried to explain, but her mother would not listen.

It turned out that their neighbor gave Serah a loaf of bread with gravy that she had just made. The gravy was made with palm oil. If Serah's mother had looked around, she would have seen the palm oil on the white plate that the neighbor had left with Serah.

This is an example of jumping to conclusions. When the neighbor stopped by to get her plate, Serah's mother felt terrible for shouting.

[COMPREHENSION QUESTIONS]

- a. What type of reasoning did Serah's mother use?
- b. How do you know she used that type of reasoning?
- c. What lesson did Serah's mother learn about reasoning?
- d. What type of reasoning will Serah's mother hopefully use next time?

<b>Lesson Title:</b> Reading Skills Development: Reasoning	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L090	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of inductive and deductive reasoning.</li> <li>2. Use reasoning to make assumptions and predictions about a text.</li> <li>3. Demonstrate understanding of the difference between: reading on the lines, reading between the lines and reading beyond the lines.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text 'A Journey Across the World' aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Revise the difference between inductive and deductive reasoning using the following questions:
  - What is the difference between inductive and deductive reasoning? (Example answer: deductive reasoning requires more evidence)
  - What is the preferred method for coming to conclusions? (Answer: deductive reasoning)
2. Tell pupils that today's lesson will expand on the last lesson by looking at 3 reading comprehension strategies: reading on the lines, between the lines and beyond the lines.

### Teaching and Learning (15 minutes)

1. Tell pupils that in order to fully understand what one reads, one must think about it carefully. This involves using reasoning.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Introduce the 3 levels of reading as pupils follow along in the Pupils' Handbook:
  - Reading on the lines
    - This is literal reading.
    - It requires the reader to look for information that is found directly in the text.
    - It answers the questions who, what, when and where.
  - Reading between the lines
    - This is inferential reading.
    - It requires the reader to use inference and context clues to figure out a meaning that is hidden or not directly stated in the text.
    - It answers inferential questions such as: Why did a character act in a certain way? What does the figurative language mean?
  - Reading beyond the lines



- This is evaluative reading.
  - It requires the reader to connect to universal meaning and asks the question: How does this text relate to my life and the world around me?
4. Read the text aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook.
  5. Invite a volunteer to explain what the text is about. (Example answer: the narrator has moved with his family across the country; the text talks about a family moving across the country and how the narrator feels about it)

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

1. Have pupils read the first paragraph of the text independently.
2. Ask volunteers to answer the following questions by raising their hand:
  - What information do you get from 'reading on the line'? (Example answers: The narrator's father lost his job; the family would need to move across the country; the journey would take 3 days.)
  - What information do you get from 'reading between the lines'? (Example answers: The narrator was not happy about it because he/she says it felt like the end of the world.)
  - Using inductive reasoning, can you make any assumptions or predictions about the rest of the story? (Example answer: Because the narrator felt like it was the end of the world, we can assume the text will be more pessimistic than optimistic.)
3. Direct pupils' attention to the comprehension questions on the board (see end of lesson). Have pupils copy the questions into their exercise books.
4. Have pupils work with seatmates to answer the comprehension questions.
5. Check answers as a class.

Answers:

- a. Reading on the line is required.
- b. The narrator was very scared and nervous.
- c. It has been 3 months since the narrator moved. He/she stays in contact with friends by texting. He/she lives close to the ocean. He/she has made new friends.
- d. The narrator is feeling better about the move.

### **Closing** (5 minutes)

1. As a class, discuss the following question:
  - If you 'read beyond the lines', how does this story connect with all people? (Example answers: Sometimes a journey must be rough or challenging to get to the good; sometimes things you interpret as 'signs' really are not signs at all.)
2. For homework, have pupils do practice activity PHL1-L090 in the Pupils' Handbook.

[TEXT]

### A Journey Across the World

My father came home one afternoon and announced that we would be moving across the country. He had lost his job and the only place that he could find work was with an old friend. He told us the journey would take three days by bus. To me, it felt like the end of the world.

I tearfully said goodbye to my classmates and packed up my most important possessions. I knew I had to be brave but I was filled with worry.

On the first day of the journey, the bus broke down. We waited for hours on the side of the road for help. It felt like a bad omen, and I began to think this was a sign that this move would be a disaster for our family.



On the second day, it rained so hard that the roads became impassable. I cried into my coat, pretending I was sleeping, so my family would not know how scared I was. I imagined doom was awaiting us at our new home.

It took much longer than three days to arrive with all the mishaps we faced. I was sure that this move was the worst thing ever for my family and I would never be happy again. I missed my old school and my friends.

However, it has been three months in my new home now, and it is not as bad as I thought. I still miss my friends, but we stay in contact by texting. I have made new friends at my school, and now we are close to the ocean, which I had never seen before. It seems maybe I was mistaken when I thought our rough journey meant doom. Maybe it just showed me that sometimes you have to withstand the bad to get to the good.

### [COMPREHENSION QUESTIONS]

1. What type of reading is required to understand the line: 'On the first day of the journey the bus broke down'?
2. Reading between the lines, what does it mean when the narrator says, 'I imagined doom was awaiting us at our new home'?
3. Reading on the lines, what information do you get from the last paragraph?
4. Reading between the lines, what information do you get from the last paragraph?

<b>Lesson Title:</b> Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L091	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define adjectives and demonstrate understanding of their function in a sentence.</li> <li>2. Demonstrate understanding of predicative and attributive adjectives.</li> <li>3. Identify adjectives in a sentence.</li> <li>4. Write sentences using different adjectives correctly.</li> </ol>	 <b>Preparation</b> Write the table with headings on the board (see end of lesson).	

### Opening (4 minutes)

1. Tell pupils that in today's lesson they are going to explore fun, interesting and wonderful adjectives.
2. Invite volunteers to tell you which adjectives you just used to describe this adjective lesson. (Answer: fun, interesting, wonderful)
3. Invite 1-2 volunteers to explain adjectives. (Example answer: a word that describes; a word that modifies a noun)

### Teaching and Learning (16 minutes)

1. Define adjectives:
  - Adjectives are words that modify a noun or pronoun.
2. Tell pupils that there are thousands of adjectives available to describe how something feels, looks, sounds, smells, tastes and behaves. They can also describe quantities (many, few, million, two).
3. Write the following sentences on the board and ask volunteers to identify the adjective in each. Underline the adjectives once pupils have answered.
  - Margaret wore a beautiful hat to church. (Answer: beautiful)
  - I sat down to look at an old tree. (Answer: old)
  - My cake should have fifteen candles. (Answer: fifteen)
4. Tell pupils that in the sentences above, adjectives are easy to spot because they come right before the noun they describe. These are called **attributive** adjectives.
5. Explain that sometimes adjectives can be more difficult to spot when they describe a state of being or an experience. These adjectives, which come after a linking verb and modify the subjective of the linking verb, are called **predicative** adjectives.  
 Examples:
  - That child sure is **happy**.
  - This stretch of road is **dangerous**.
  - John feels **ill**.

- Remind pupils that when more than one adjective modifies a noun in a sentence, they should be separated with a comma or conjunction.

Examples:

- I am looking for a **small, cute** dog.
- My new dog is **small** and **cute**.

- Discuss the correct order for adjectives using the table on the board (see end of lesson).

- As a class, fill in the table.

Example:

<b>Opinion</b>	<b>Size</b>	<b>Age</b>	<b>Colour</b>	<b>Origin</b>	<b>Noun</b>
nice	tall	young	dark	Sudanese	girl
friendly	fat	old	orange	street	cat
precious	thick	new	black and white	English	book

- Have pupils copy the completed table into their exercise books.
- Invite 2-3 volunteers to experiment with mixing up the order of the adjectives in a sentence to see if the sentence sounds 'right' or 'wrong'. Some are very obvious while others are not. (Example: A Sudanese, young, nice girl)

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

- Tell pupils they will now play an adjective game with a seatmate:
  - Both pupils in each pair must use as many adjectives as possible to describe something they see out of a window, such as a tree or a school building. They should both describe the same thing.
  - They should each write their own list without letting the other see.
  - After 1 minute, they should stop and compare lists.
  - Cross out every common word between the 2 lists. For instance, if they both have 'red' on their lists, they would cross out that word.
  - For every unique word left, they earn a point.
  - The seatmate with the most points 'wins'.
- Ask pupils to use the words from the game they played to create a long sentence describing whatever noun they were looking at. Remind them to refer back to the table on the board to put the adjectives in the correct order.
- Invite 2-3 volunteers to share their sentences with the class. (Example answer: There is a beautiful, big, old, green tree.)



### **Closing** (5 minutes)

- Invite 2-3 volunteers to describe their best friend's positive attributes in a sentence, making sure the adjectives are in the correct order. (Example answer: My friend Mary is a smart, funny, tall, young girl.)
- For homework, have pupils do practice activity PHL1-L091 in the Pupils' Handbook.

*[TABLE]*

<b>Opinion</b>	<b>Size</b>	<b>Age</b>	<b>Color</b>	<b>Origin</b>	<b>Noun</b>

<b>Lesson Title:</b> Simple Past – Irregular Verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L092	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify irregular verbs in the simple past in sentences.</li> <li>2. Use irregular verbs in the simple past correctly in speech and in writing.</li> </ol>	 <p><b>Preparation</b> Write the sentences on the board (see end of lesson).</p>
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### Opening (3 minutes)

1. Write the following verbs on the board:
  - go
  - like
  - have
  - eat
2. Invite a volunteer to conjugate the verbs in the simple past tense. (Answer: went, liked, had, ate)
3. Ask pupils to identify which verbs are irregular. (Answer: go, have, eat)
4. Tell pupils that in today's lesson they are going to practise using irregular verbs in the simple past tense. They will look at 30 common irregular verbs.

### Teaching and Learning (16 minutes)

1. Revise irregular verbs:
  - Irregular verbs are verbs that do not follow the same rules for conjugation.
    - The simple past tense is not formed by adding '-ed' or '-d'.
2. Have pupils raise their hand to name some of the irregular verbs in the simple past that they know. Write some of their examples on the board.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Revise the table of 30 common irregular verbs with pupils (see end of lesson).
5. Point out how to change each of the different verbs into the simple past tense. Explain the meaning of any of the verbs if they are unfamiliar to pupils.
6. As a class, practise using the irregular verbs from the table in the simple past tense. Have pupils raise their hand to use the verbs in a sentence. Continue the activity until the class has given an example for most of the 30 verbs.

### Practice (17 minutes)

1. Draw pupils' attention to the sentences on the board (see end of lesson).
2. Have pupils change the sentences into the simple past tense and write the new sentences in their exercise books. Note that each of the sentences has at least 1 irregular verb.
3. Move around the classroom to make sure pupils are conjugating the verbs correctly.
4. Check answers as a class.

Answers:

- a. We **sold** boat tickets.
  - b. They **wove** beautiful fabrics.
  - c. When I **woke** I **saw** my baby.
  - d. The dog **dug** holes in the garden.
  - e. The monkey **swung** from the trees.
  - f. I **shut** the door when I **slept**.
  - g. Thugs **stole** from cars in Aberdeen.
  - h. Mrs Banyara **taught** physics.
  - i. When I **cut** my finger, it **bled**.
5. Ask pupils to write a short paragraph of 3-5 sentences using at least 4 of the irregular verbs from the table.

### Closing (4 minutes)

1. Invite volunteers to read their paragraph aloud. Correct mistakes if needed.

Example paragraph:

I meant to tell mother that we had lost the match, but I forgot so she thought that we had won. She threw us a party and put a lot of effort into it. She rang my friends and teammates and told them to join the celebration. When she found out that we had lost, she was very embarrassed about having organised a party. She forbade me to mention football to her for a week!

2. For homework, have pupils do practice exercise PHL1-L092 in the Pupils' Handbook.



#### [LIST OF 30 COMMON IRREGULAR VERBS]

bend – bent	rise – rose	teach – taught
bite – bit	sell – sold	tear – tore
bleed – bled	shoot – shot	throw – threw
dig – dug	shake – shook	wake – woke
forbid – forbade	steal – stole	weave – wove
lose – lost	shine – shone	win – won
mean – meant	stand – stood	shut – shut
put – put	stick – stuck	sleep – slept
ride – rode	swim – swam	sting – stung
ring – rang	sweep – swept	swing – swung

*[SENTENCES]*

- a. We sell boat tickets.
- b. They weave beautiful fabrics.
- c. When I wake I see my baby.
- d. The dog digs holes in the garden.
- e. The monkey swings from the trees.
- f. I shut the door when I sleep.
- g. Thugs steal from cars in Aberdeen.
- h. Mrs Banyara teaches physics.
- i. When I cut my finger, it bleeds.



<b>Lesson Title:</b> Vocabulary Development: Idioms	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L093	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use context clues and inference to determine the meaning of idioms in a text.</li> <li>2. Demonstrate understanding of idioms by explaining them in their own words.</li> <li>3. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text, 'A Cock and Bull Story', aloud (see end of lesson).</li> <li>2. Write the idiom table on the board (see end of lesson).</li> <li>3. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Invite a volunteer to explain figurative language. (Example answer: language that means something different than the actual meaning of the words)
2. Invite pupils to give examples of figurative language. (Examples: simile, metaphor, personification)
3. Tell pupils that in today's lesson they will practise using idioms, another type of figurative language.

### Teaching and Learning (16 minutes)

1. Explain the features of idioms:
  - An idiom is a group of words or phrases that has a meaning completely different from the literal meaning of the individual words.
  - Idioms are common phrases or terms whose meaning is changed, but can be understood by their popular use.
  - An idiom is a phrase whose meaning cannot be understood from the dictionary definition of each word taken separately.
2. Explain to pupils that without context, idioms can be difficult to understand. When they are used in a text, you can use context clues to help determine the meaning of an idiom.
3. Draw pupils' attention to the idiom table on the board (see end of lesson).
4. Invite volunteers to guess the meaning of the idioms in the table.
5. Explain the meaning of each idiom and write the meanings in the table on the board (see below):

<b>Idiom</b>	<b>Meaning</b>	<b>Example</b>
Could eat a horse	Very hungry	I am so hungry I could eat a horse.
To cry over spilt milk	To complain about a loss from the past	We cannot get our money back; there's no use crying over spilt milk.
In hot water	In trouble	The boys were caught stealing, and now they are in hot water.
To let the cat out of the bag	To tell something that was supposed to be secret	It was supposed to be a secret, but she let the cat out of the bag.
To cut corners	To do something badly to save money or time	The builders cut corners when fitting the doors, and now they do not close properly.
To see eye to eye	To agree on something	We agree on the solution; Musa and I really see eye to eye.
A cock and bull story	A ridiculous, unbelievable story	My brother told me that he won the lottery and was going to take me to Asia, but I knew it was a cock and bull story.
Actions speak louder than words	What you do tells more about your intentions than what you say.	Sarah speaks very sweetly, but she behaves very rudely; it is true that actions speak louder than words.

6. Invite different volunteers to use the idioms in a sentence.
7. Write an example sentence for each idiom in the table on the board (see examples above).
8. Have pupils copy the completed table into their exercise books.
9. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
10. Discuss the title with pupils. Invite a volunteer to explain what the title tells them about the story. (Example answer: The story will not be true.)
11. Read the text aloud (see end of lesson). Have pupils follow along in the Pupils' Handbooks.
12. Ask pupils to summarise the text in their own words.  
Example:  
Mrs Bangura had a dream that her pupils were excited to take a 10-page Maths test. In her dream, all of her pupils were hardworking and studious.

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

1. Have pupils copy the comprehension questions on the board into their exercise books (see end of lesson).

2. Have pupils read the story independently and answer the questions in their exercise books.
3. Check answers as a class.  
Answers:
  - a. couch potatoes; on the ball; put their thinking caps on:
    - Couch potatoes: Lazy people
    - On the ball: Quick to understand
    - Put their thinking caps on: Concentrate hard
  - b. 'Break a leg' is an expression used to wish actors and musicians good luck before they go on stage. It is a superstition that wishing a person 'good luck' is actually bad luck!
  - c. '... put their thinking caps on' means to focus, concentrate and think hard.
  - d. 'A cock and bull story' is an absurdly incredible or unbelievable story.
4. Ask pupils to write their own example sentence for each of the idioms on the board.
5. Have pupils share their sentences with seatmates.
6. Move around the classroom to check pupils' work and make sure they are using the idioms correctly.

### **Closing** (5 minutes)

1. Discuss the story with pupils using the questions:
  - As you were reading the story the first time and before you knew the ending, was it believable? Why or why not?
  - What clues made you realise it was a 'cock and bull story'?
2. For homework, have pupils do practice activity PHL1-L093 in the Pupils' Handbook.

### *[IDIOMS TABLE]*

<b>Idiom</b>	<b>Meaning</b>		<b>Example</b>
Could eat a horse			
Crying over spilt milk			
In hot water			
To let the cat out of the bag			
To cut corners			
To see eye to eye			
A cock and bull story			

[TEXT]

### A Cock and Bull Story

Mrs Bangura smiled at her class from behind her desk. Her class was full of hard-working and enthusiastic pupils. They were definitely not couch potatoes; rather, they loved to apply themselves fully to their lessons. When Mrs Bangura gave them an assignment, they were always on the ball. They put their thinking caps on and set to the task at hand right away.



The eager beavers loved to learn, so when Mrs Bangura surprised the class with a Maths quiz, they were delighted to take it. It was 10 pages long and it contained the most difficult questions. There was not a complaint from a single pupil. As Mrs Bangura handed out the quiz, she told the class, 'Break a leg!'

Looking at the test, the pupils' faces were cool as cucumbers. They picked up their pencils and began to work quickly and efficiently. Soon the class was finished and they turned in their quizzes. 'It was a piece of cake!' one of the pupils told her.

'Briiiiiiiiiing!' The sound of the bell shook Mrs Bangura awake. She looked around to see her rowdy class gathering their bags and horsing around. She sighed. It was all just a dream!

### [COMPREHENSION QUESTIONS]

- a. There are 3 idioms in the first paragraph. What are they? Use the context of the paragraph to explain their meaning.
- b. What do you think the idiom 'break a leg' means, given the context?
- c. What do you think the idiom 'put their thinking caps on' means, given the context?
- d. The title of the story is an idiom as well. What do you think it means?

<b>Lesson Title:</b> Vocabulary Development: Idioms	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L094	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of idioms by using them to express an idea.</li> <li>2. Write a text using appropriate vocabulary and idioms.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the idioms on the board (see end of lesson).</li> <li>2. Write the word bank on the board (see end of lesson).</li> <li>3. Write the fill-in-the-blanks activity on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Revise some of the idioms taught in the previous lesson. Say each of the idioms and invite volunteers to use them in a sentence:
  - Could eat a horse
  - To cry over spilt milk
  - In hot water
  - To let the cat out of the bag
  - Actions speak louder than words
  - To see eye to eye
2. Tell pupils that in today's lesson they will practise using idioms in their writing.

### Teaching and Learning (15 minutes)

1. Point to the list of idioms on the board (see end of lesson).
2. Ask pupils if they are familiar with any of the idioms. Invite pupils to explain the idioms they know.
3. Write a definition for each idiom on the board (see example definitions below).
  - To leave no stone unturned: To try every possible way to achieve something
  - To play second fiddle: To play a less important part in relation to someone
  - The proof is in the pudding: You will not know what something is like until you try it
  - A bone to pick: A disagreement that must be discussed
  - A hard nut to crack: A difficult problem to solve
  - To break the ice: To do something to make people feel comfortable when meeting for the first time
  - To draw a blank: To fail to get an answer or a result
4. Have pupils copy the idioms and their definitions into their exercise books.
5. As a class, share example sentences using the different idioms.  
 Examples:
  - Please help me look for my lost wallet. Leave no stone unturned!
  - I dislike having to play second fiddle to my brother.
  - Go ahead and try out for the basketball team – the proof is in the pudding!

- My mother told me she has a bone to pick with me after school.
- The detective worked day and night on the case, but it was a hard nut to crack.
- The new class stood around nervously until one pupil decided to break the ice with a game.
- I tried to remember her name, but I drew a blank.

### **Practice** (19 minutes)

1. Ask pupils to write their own example sentence for each of the idioms on the board in their exercise books.
2. Move around the classroom to check that pupils are using the idioms correctly.
3. Draw pupils' attention to the fill-in-the-blanks activity on the board (see end of lesson).
4. Discuss the meanings of the idioms in the word bank as a class.
  - To throw in the towel: To give up; to admit that you cannot do something
  - Mind one's own business: To avoid interfering in other people's lives
  - Out of the blue: Unexpectedly; without warning
  - To put one's heart and soul into something: To put all of one's energy into something; to try one's very best
  - A needle in a haystack: Something that is very difficult or impossible to find
  - To make ends meet: To earn enough money to live
5. Have pupils copy the fill-in-the-blanks sentences into their exercise books and complete them with the correct idioms from the word bank.
6. Check answers as a class.

Answers:

- a. put her heart and soul into it
  - b. mind her own business
  - c. make ends meet
  - d. a needle in a haystack
  - e. out of the blue
  - f. throw in the towel
7. Have pupils write a short story of 1-2 paragraphs ending with the sentence: 'He put his heart and soul into it'. / 'She put her heart and soul into it'.
  8. Move around the classroom to make sure pupils understand and are doing the task correctly.
  9. Invite volunteers to share their story with the class.

Example:

One day, my sister came to me to tell me she had been chosen to be on the netball team at school. She was so excited because she had loved the game since she was young. At her first game, she missed every shot. But in the end, it did not really matter, because **she put her heart and soul into it.**

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L094 in the Pupils' Handbook.

*[IDIOMS]*



- To leave no stone unturned
- To play second fiddle
- The proof is in the pudding
- A bone to pick
- A hard nut to crack
- To break the ice
- To draw a blank

*[FILL-IN-THE-BLANKS ACTIVITY]*

Work Bank

mind her own business	looking for a needle in a haystack	throw in the towel
put her heart and soul into it	make ends meet	out of the blue

- a. She \_\_\_\_\_ but still did not win the competition.
- b. I told my sister to stop snooping in my room and \_\_\_\_\_.
- c. We are always struggling financially. It is hard to \_\_\_\_\_.
- d. My brother lost his wedding ring in the forest. We tried to look for it but it was like \_\_\_\_\_.
- e. Muriel was so surprised when an old friend called her \_\_\_\_\_.
- f. I did not want to \_\_\_\_\_, but I had to admit she won the game.

<b>Lesson Title:</b> Vocabulary Development: Idioms	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L095	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use context clues and inference to determine the meaning of idioms in a text.</li> <li>2. Demonstrate understanding of idioms by explaining them in their own words.</li> <li>3. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the list of common idioms on the board (see end of lesson).</li> <li>2. Write the short paragraphs on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask volunteers to share their favourite idiom and explain why. (Example answer: I like the idiom 'could eat a horse' because the image of it always makes me laugh.)
2. Tell pupils that in today's lesson they will continue to develop their vocabulary by using idioms.

### Teaching and Learning (17 minutes)

1. Review the list of common idioms and their meanings (see end of lesson).
2. Invite different volunteers to use the different idioms in sentences.

Examples:

- They wanted to go to the beach, but it was **raining cats and dogs**.
- The new restaurant was a **runaway success**.
- We need to **put an end** to corruption.
- I wanted to stay calm, but I was so excited to be at the wedding that I **lost my head**.
- Romeo was **head over heels** in love with Juliet.
- The contract needs to be **in black and white**; a verbal agreement will not do.
- We are both bored, waiting for the bus. We are **in the same boat**.
- After losing her bicycle, Lisette **cried crocodile tears** so that her parents would not punish her.
- The clothes in the market were **dirt cheap**.
- Usain Bolt from Jamaica **broke the record** in the 100 m sprint.
- Just because you are angry, there is no need to **bite my head** off!
- I can tell that he is hiding something about his past. I am sure there is a **skeleton in the closet**.
- They were caught lying, so now they have to **face the music**.



### Practice (17 minutes)

1. Ask pupils to read the short paragraphs on the board (see end of lesson).
2. Have pupils work with seatmates to identify the idioms in the paragraphs.
3. Check answers as a class.

Answers:

- a. I am going to see it through; setting myself up for
  - b. Put ... down to
  - c. Leaves much to be desired; rub them the wrong way
4. Have pupils work with seatmates and use inference and context clues in the paragraphs to write a definition for each of the idioms in their exercise books.
  5. Discuss the definitions as a class.

Answers:

- To see something through: To keep doing something until it is completed
  - To set oneself up for: To establish oneself in a career or profession
  - To leave much to be desired: To be very unsatisfactory
  - To rub someone the wrong way: To annoy, irritate or anger someone
6. Ask pupils the comprehension questions below. Have volunteers raise their hand to identify the correct answer for each:
    - a. Though the job you have given me is really tough, I am going to see it through.  
This means:
      - I am going to complete it. (Correct)
      - I am going to see what I can do.
    - b. I am setting myself up for upper management.  
This means:
      - I have no plans for upper management.
      - I have already started working towards upper management. (Correct)
    - c. Many people put Sierra Leone's failure to win many gold medals in global sports down to inadequate facilities.  
This means:
      - They do not win many gold medals because of biased officials.
      - They do not win many gold medals because they lack training equipment. (Correct)
    - d. Akwale's behaviour towards Fumi leaves much to be desired.  
This means:
      - Akwale's behavior was good.
      - Awkwale's behavior was not good. (Correct)
    - e. He should learn to respect his siblings and not rub them the wrong way.  
This means:
      - He should stop bothering them. (Correct)
      - He should stop touching them.

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



1. As a class, discuss why it is important to learn idioms. (Example answer: because they are commonly used in literature and speaking; if you take them literally, you could have a big misunderstanding)
2. For homework, have pupils do practice activity PHL1-L095 in the Pupils' Handbook.

### *[COMMON IDIOMS]*

- To rain cats and dogs: To rain heavily
- A runaway success: A great, immediate success
- To put an end to: To put a stop to
- To lose one's head: To become confused or over-excited
- Head over heels: Deeply, completely
- In black and white: In writing
- In the same boat: In the same, often unfortunate, circumstance
- Crocodile tears: False tears
- Dirt cheap: Extremely inexpensive
- To break the record: To do something that has not been done before
- To bite someone's head off: To answer someone angrily
- A skeleton in the closet: A terrible secret
- To face the music: To accept consequences or punishment

### *[SHORT PARAGRAPHS]*

- a. Though the job you have given me is really tough, I am going to see it through. I am very ambitious and I am setting myself up for a management job in the future. I will prove that I am a hard worker and worthy of the job.
- b. Many people put Sierra Leone's failure to win many gold medals in global sports down to inadequate facilities. If more money were put into those facilities, I know that Sierra Leone's athletes would win more often.
- c. Akwale's behaviour towards Fumi leaves much to be desired. He should learn to respect his siblings and not rub them the wrong way.

<b>Lesson Title:</b> Vocabulary Development: Idioms	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L096	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of idioms by using them to express an idea.</li> <li>2. Write a text using appropriate vocabulary and idioms.</li> </ol>	 <b>Preparation</b> Write the idioms on the board (see end of lesson).	

### Opening (5 minutes)

1. Invite volunteers to explain why authors might use idioms in their writing. (Example answers: to create a more vivid picture of the text; to make readers think)
2. Tell pupils that in today's lesson they will use idioms to make their writing more interesting.

### Teaching and Learning (10 minutes)

1. Point to the idioms on the board (see end of lesson). Tell pupils that they are going to interpret the idioms and guess how they came to be.
2. Give pupils an example: To **beat a dead horse** means to continue to argue when the matter is settled. Taken literally, beating a dead horse would be useless, which is likely where the idiom came from.
3. Invite volunteers to take turns reading the idioms on the board aloud and offering an interpretation.  
 Example answers:
  - a. Real silver is expensive, so to be eating off a silver spoon as a baby, you must be rich.
  - b. If a candle were actually burned from both ends, it would go twice as quickly.
  - c. A deaf person would be unable to hear you and therefore would ignore you.
  - d. Many dogs bark loudly and ferociously but rarely bite. In this idiom, a person's threat is the same as a loud bark.
  - e. A straight face would imply no emotion is being shown on a face.
  - f. If you were to literally run into someone, it would be a surprise, the same as meeting someone unexpectedly.

### Practice (20 minutes)

1. Ask pupils to write a short story (2-3 paragraphs) using at least 3 idioms they learned from the past 4 lessons. Remind pupils that they can use the Pupils' Handbook to find idioms to include.

2. Move around the classroom to make sure pupils understand and are doing the activity correctly.
3. Have pupils take turns reading their story aloud to seatmates. The listener should identify the idioms in the story.
4. Move around the classroom to check pupils' work and make sure they are using the idioms correctly.

**Closing** (5 minutes)

1. Invite volunteers to read their story to the class. Have the rest of the class identify the idioms in the stories. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL1-L096 in the Pupils' Handbook.

*[IDIOMS]*

- a. To be born with a silver spoon in one's mouth: To be born rich
- b. To burn the candle at both ends: Dangerously exhaust one's energy by overworking
- c. To fall on deaf ears: To be ignored
- d. His bark is worse than his bite: What he does is not as bad as what he says.
- e. To keep a straight face: To hide one's amusement by not smiling
- f. To run into someone: To meet unexpectedly

















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