



Ministry of
Basic and
Senior
Secondary
Education

Lesson Plans for
Senior Secondary
English
Language

SSS



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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.

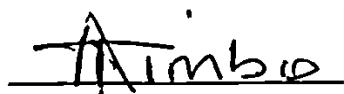
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give 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 LANGUAGE¹

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

Listening and speaking

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

Writing

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

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

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

Reading comprehension

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

FACILITATION STRATEGIES

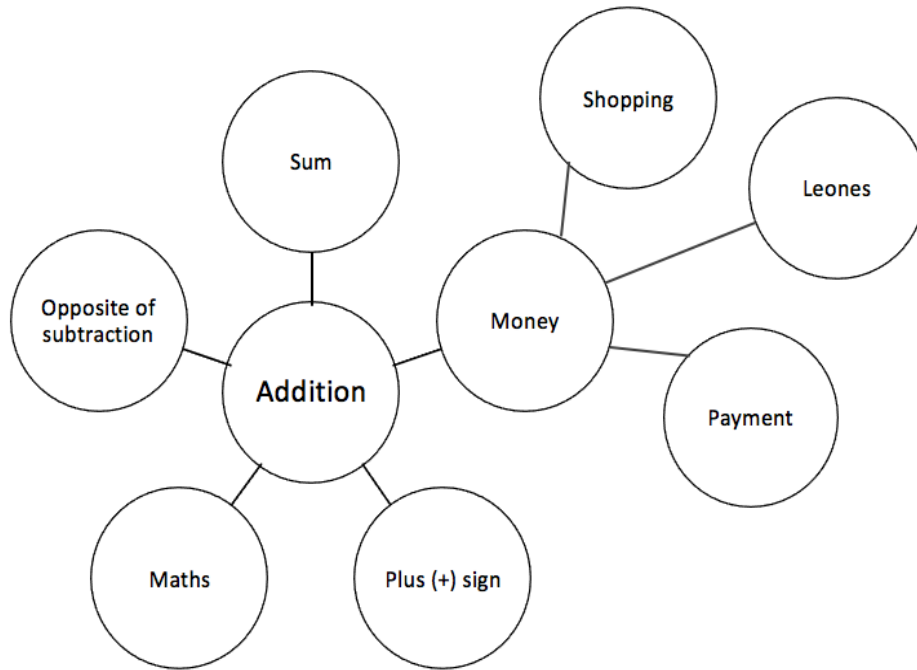
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior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

Strategies for introducing a new concept

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

Strategies for reviewing a concept in 3-5 minutes

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



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

Strategies for assessing learning without writing



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

Strategies for assessing learning with writing

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

Strategies for engaging different kinds of learners

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

| | | |
|--|--|-------------------------|
| Lesson Title: WASSCE Examination Guidelines and Tips | Theme: All | |
| Lesson Number: L3-L049 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the types of papers presented in the examination and discuss how they are graded. 2. Name the learning areas tested in Sierra Leone on the examination. 3. Identify common mistakes made on the examination. |  Preparation None | |

Opening (5 minutes)

1. Discuss the WASSCE as a class, using the following questions:
 - How confident are you about taking the WASSCE for English Language compared to the beginning of the year?
 - What concerns do you still have about this examination?
 - What areas do you feel you have gotten better at addressing, such as listening, writing and reading comprehension?
2. Introduce the lesson topic. Today's lesson revises the types of examination papers and discusses how they are graded. It also looks at how to avoid common mistakes.

Teaching and Learning (22 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise the elements of the WASSCE for English Language:
 - It is divided into 3 papers: Papers 1 & 2 are a composite paper taken in 1 sitting and lasts for 3 hours. Paper 3 is an oral examination done in another sitting and lasts for 45 minutes.
 - The overall examination is worth 170 marks.
3. Revise the elements of **Paper 1 – Objective/Multiple Choice**:
 - Paper 1 is 1 hour. It is 80 multiple-choice questions. It tests your ability to use vocabulary appropriately.
 - It also covers idioms, figurative language, such as metaphors, and grammar and structure.
 - It is worth 40 marks. That means each correctly answered question receives half a mark.
4. Discuss tips to score well on Paper 1:

- Test-takers must manage their time. Pupils have 1 hour to answer 80 questions – less than 1 minute to complete each question. If you have spent more than a minute on a question, guess and move on to the next question.
 - There is no penalty for guessing. If you are stuck, the best way to guess is to eliminate answers that are obviously wrong. Eliminate 1 or 2 possible answers, then choose between the remaining answers.
 - Read the instructions carefully. Many test-takers do poorly simply because they do not understand the question.
5. Read the following prompt to the class: ‘In each of the following sentences, there is one word or group of words underlined and one gap. From the list of words or group of words lettered A to D, choose the one that is **most nearly opposite** in meaning to the underlined word or group of words and that will, at the same time, correctly fill the gap in the sentence’.
 6. Ask a volunteer to summarise the meaning of ‘most nearly opposite’. (Example: antonym).
 7. Write the following sentence and options on the board:
 - Now that he has gained so much **wealth**, I doubt he has much desire to return to a life of _____.
 - a. thrift
 - b. poverty
 - c. shortage
 - d. insufficiency
 8. Discuss the answer using the following guiding questions:
 - What is the topic of the sentence? (Answer: wealth)
 - Which answer is most opposite to the topic? (Answer: poverty)
 - All answers can be grammatically correct, but which one directly addresses the topic? (Answer: poverty)
 9. Revise the elements of **Paper 2, Section A – Essay Writing**:
 - Paper 2A is 50 minutes. You will be given 5 essay prompts and must choose 1. The essay must be 450 words long.
 - Paper 2A is worth 50 marks, making it the most important part of the examination.
 - It is graded based on your ability to provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences, and accurately use grammar, punctuation and spelling.
 - The prompts come in 9 formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
 10. Discuss tips to score well on Paper 2, Section A:
 - Read the prompt before starting to write, and identify which type of format the prompt requires.
 - Before writing, outline your essay using the appropriate format. Then, re-read the prompt and ensure your outline addresses all aspects of the prompt. For instance, if it asks for 3 reasons, ensure you have listed 3 reasons.

- After completing your essay, read what you have written and do the following as necessary:
 - Edit to make sure you have appropriate grammar, punctuation and spelling.
 - Ensure your sentences have variety.
 - Add transitional phrases to the beginnings of paragraphs (Examples: in conclusion, first, however)
11. Revise the elements of **Paper 2, Section B – Comprehension:**
- Paper 2B is 30 minutes. You will answer questions on 1 passage.
 - This section is graded based on your ability to paraphrase, make inferences from the text, identify grammatical structures and explain literary terms.
12. Discuss tips to score well on Paper 2, Section B:
- You have 30 minutes. That is enough time to read the text several times.
 - Start by reading the questions at the end, then read the text itself.
 - Re-read and answer each comprehension question individually. Determine whether it is asking a literal or inferential question.
 - Scan or skim the text to find the part relevant to the question.
 - Do not copy whole sentences from the text. This paper is partially graded on your ability to summarise texts in your own words.
13. Revise the elements of **Paper 2, Section C – Summary:**
- Paper 2C is 40 minutes. You will summarise 1 passage.
 - This section is graded based on your ability to determine the most essential points of a passage and summarise them in your own words.
14. Discuss tips to score well on Paper 2, Section C.
- Start by reading the summary questions thoroughly.
 - As you read the text, look for passages that help to answer the questions. Underline key words in these passages.
 - Think of synonyms or phrases you can substitute for the key words.
 - Write in complete sentences without copying from the text.
 - Use transition words to make the sentences flow. (Examples: also, in addition, finally)
15. Revise the elements of **Paper 3 – Oral English:**
- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
 - It tests your ability to understand what a person is saying and identify consonant and vowel sounds, rhymes, stress and intonation.
16. Discuss tips to score well on Paper 3:
- Emphatic stress within a word is the most difficult section for pupils.
 - As you read each sentence, imagine you are correcting someone who has said the wrong thing.
Example: Does your home have a window? No. My home has a DOOR.



- Find the word in capital letters. Notice that all the possible answers are very similar to one another; only one word is completely different. Find the version that lacks the uppercase word and instead replaces it with something else.
17. Write the following prompt on the board: 'The game WAS meant to be fun for us'.
18. Read the prompt aloud.
19. Write the following options on the board:
- a. Is the game meant to be fun for us?
 - b. Was the game meant to be exciting for us?
 - c. Was the dancing meant to be fun for us?
 - d. Was the game meant to be fun for them?
20. Discuss the answer using the following guiding questions:
- What is the stressed word? (Answer: was)
 - Which answer does not feature that word? (Answer: is)

Practice (12 minutes)

1. Have pupils look at the practice activity for Paper 1 in the Pupils' Handbook.
2. Ask pupils to work individually to summarise each of the 6 question prompts in the practice activity for Paper 1.
3. As a class discuss possible answers:
 - Find the antonym of the underlined word.
 - Select the word that makes most sense in the sentence.
 - Choose the meaning of the words in the sentence.
 - Find the synonym of the bold word.
 - Select the word or phrase that is correct for this sentence.
 - Choose the word that makes the most sense in the sentence.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL3-L049 in the Pupils' Handbook.

| | | |
|---|--|-------------------------|
| Lesson Title: Rhyme | Theme: Listening and Speaking | |
| Lesson Number: L3-L050 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify rhyme patterns. 2. List rhyming words. 3. Correctly pronounce different words that rhyme. |  Preparation <ol style="list-style-type: none"> 1. Practise reading the poems, 'When I Have Fears that I May Cease to Be' and 'Nothing Gold Can Stay', aloud (see end of lesson). 2. Write the multiple-choice words on the board (see end of lesson). | |

Opening (3 minutes)

1. Give pupils 1 minute to write down as many words that rhyme with 'cat' as possible. (Examples: chat, bat)
2. Invite volunteers to share their list of rhyming words with the class.
3. Tell pupils that in this lesson they will practise how to make and identify rhymes.

Teaching and Learning (20 minutes)

1. Revise rhymes with pupils:
 - Rhymes are 2 or more words or phrases that end in the same sound. (Example: boat, gloat, float)
 - Rhymes are based on sounds, not on spelling. Two words that look alike may not necessarily rhyme. (Example: boot, foot)
 - Words that rhyme are generally assonant. That means they use the same vowel sound.
2. Explain rhyming patterns with pupils:
 - Rhyme schemes are the patterns words make in poems.
Example: The words 'stop, part, pop, heart' make an ABAB rhyme.
 - 'Stop' and 'pop' rhyme. Those are A.
 - 'Part' and 'heart' rhyme to make B.
3. Read the poem 'Nothing Gold Can Stay' aloud (see end of lesson).
4. Write the last word from each line of the poem on the board in order: gold, hold, flower, hour, leaf, grief, day, stay
5. Identify the rhyming pattern with the class. (Answer: gold, hold / flower, hour – AABB; leaf, grief / day, stay – AABB)
6. Read the poem 'When I Have Fears that I May Cease to Be' (see end of lesson). Ask pupils to listen for the rhyming pattern.
7. Re-read the poem and write the last word from each line of the poem on the board in order. (Answers: be, brain, character, grain, face, romance, trace, chance, hour, more, power, shore, think, sink)
8. As a class, discuss the rhyming pattern of the first quatrain (definition: a type of stanza, or a complete poem, consisting of 4 lines), using the following guiding questions:

- How many lines are in the poem? (Answer: 14)
 - Do the first 2 lines rhyme? (Answer: No.)
 - Do any words in the first 4 lines rhyme? (Answer: Yes)
 - Which words rhyme? (Answer: be, character / brain, grain)
 - What pattern do they make? (Answer: ABAB)
9. Ask 1-2 volunteers to identify the rhyming words and rhyming pattern used for the next 4 lines. (Answer: face, trace / romance, chance – ABAB)
 10. Ask 1-2 volunteers to identify the rhyming words and rhyming pattern used for the next 4 lines. (Answer: hour, power / more, shore – ABAB)
 11. Ask 1-2 volunteers to identify the rhyming words and rhyming pattern of the last 2 lines. (Answer: think, sink – AA)
 12. As a class, practise pronouncing each of the rhymes:
 - face, trace
 - romance, chance
 - hour, power
 - more, shore
 - think, sink
 13. As a class, brainstorm additional words that rhyme with the patterns. Write up to 3 examples for each on the board.
Examples:
 - face, trace, erase, lace, case
 - romance, chance, circumstance, pants, France
 - hour, power, shower, flower, tower
 - more, shore, pour, for, adore
 - think, sink, stink, link, zinc
 14. As a class, practise pronouncing the full set of rhymes.

Practice (12 minutes)

1. Read the following sets of rhyming words aloud to the class and ask pupils to write down the rhyming pattern of each:
 - sought, thought, peel, wheel (Answer: AABB)
 - blame, train, shame, vain (Answer: ABAB)
 - Seed, seat, retreat, read (Answer ABBA)
 - for shame, this game, has no name (Answer: AAA)
 - gun, gum, rum, drum, done (Answer: ABBBA)
2. Discuss answers with the class (see above).
3. Look at the multiple-choice words on the board with pupils (see end of lesson).
4. Have pupils work with seatmates to say the words aloud and identify the 1 word that does not rhyme with the others.
5. Read the words aloud and check answers as a class.
Answers:
 - a. could, would, **food**, good

- b. most, **cost**, boast, toast
 - c. cut, what, **that**, but
 - d. **paid**, said, bed, head
 - e. cute, suit, root, **foot**
 - f. eating, beating, cheating, **reading**
 - g. heard, **hurt**, word, bird
 - h. ended, pretended, offended, **consented**
 - i. **laid**, late, hate, equate
 - j. protest, blessed, west, **bread**
6. Have pupils work with seatmates to replace the non-rhyming words with ones that rhyme.
7. Invite volunteers to share their answers.
Examples:
- a. stood f. seating
 - b. roast g. third
 - c. hut h. attended
 - d. led i. date
 - e. loot j. chest

Closing (5 minutes)

1. Invite volunteers to share their rhymes with the class.
2. For homework, have pupils do practice activity PHL3-L050 in the Pupils' Handbook.

[POEMS]

When I Have Fears that I May Cease to Be¹
by John Keats

When I have fears that I may cease to be
 Before my pen has gleaned my teeming brain,
 Before high-pilèd books, in charactery,
 Hold like rich garners the full ripened grain;
 When I behold, upon the night's starred face,
 Huge cloudy symbols of a high romance,
 And think that I may never live to trace
 Their shadows with the magic hand of chance;
 And when I feel, fair creature of an hour,
 That I shall never look upon thee more,
 Never have relish in the faery power
 Of unreflecting love—then on the shore
 Of the wide world I stand alone, and think
 Till love and fame to nothingness do sink.

Nothing Gold Can Stay²

by Robert Frost



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

[MULTIPLE-CHOICE WORDS]

- a. could, would, food, good
- b. most, cost, boast, toast
- c. cut, what, that, but
- d. paid, said, bed, head
- e. cute, suit, root, foot
- f. eating, beating, cheating, reading
- g. heard, hurt, word, bird
- h. ended, pretended, offended, consented
- i. laid, late, hate, equate
- j. protest, blessed, west, bread

¹'When I have Fears that I May Cease to Be' by John Keats (1848) is in the public domain.

²'Nothing Gold Can Stay' by Robert Frost (1923) is in the public domain.

| | | | |
|---|---|---|--|
| Lesson Title: Intonation – Rising Pattern and Falling Pattern | | Theme: Listening and Speaking | |
| Lesson Number: L3-L051 | | Class: SSS 3 | Time: 40 minutes |
|  | Learning Outcomes |  | Preparation |
| | By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define intonation and what its purpose is in spoken English. 2. Demonstrate understanding of the difference between rising and falling pattern. 3. Identify rising and falling pattern in sentences. | | <ol style="list-style-type: none"> 1. Write dialogue 1 on the board (see end of lesson). Do not write the answers. 2. Write dialogue 2 on the board (see end of lesson). |

Opening (5 minutes)

1. Read the text about Liberia in a dull, boring voice (see end of lesson). Do not stress any of the words and do not allow your voice to rise and fall during the reading.
2. Read the same text, making sure to stress the appropriate words and allow your voice to rise and fall.
3. Discuss intonation as a class, using the following questions:
 - What was the difference between the 2 readings? (Example answers: one was boring; different word emphasis; voice rising and falling)
 - Which of the readings was more interesting?
 - In what ways was the first reading more difficult to understand? (Example answers: difficult to tell what was a question; could not differentiate between normal statements and exclamations)
4. Explain to pupils that changing your voice when you speak is important. It makes the reading more interesting and easier to understand. It is called 'intonation'. Today, we will practise identifying intonation and using it.

Teaching and Learning (18 minutes)

1. Discuss intonation:
 - Intonation is the rise and fall of your voice when you speak.
 - It is a combination of stress and pitch.
 - There are 2 basic types of intonation in English: rising and falling.
 - When we use falling intonation, our voice deepens for a moment. When we use rising intonation, our voice gets higher for a moment.
2. Revise falling intonation with pupils:
 - Falling intonation refers to how the voice falls on the final stressed syllable in a phrase.

- It is commonly used in questions starting with 'who', 'what', 'when', 'where', 'why' and 'how'.
Example: Where is the nearest hospital?
 - It is also used to make a statement that is complete and confident.
Example: Here is the lesson for tomorrow.
 - Last, we use it with question tags that are rhetorical.
Example: I told you to be careful, didn't I?
3. Revise rising intonation with pupils:
- Rising intonation refers to how the voice rises at the end of a sentence.
 - It is commonly used in questions with a 'yes' or 'no' answer.
Example: Are you hungry?
 - We also use it when we are unsure of something or have more to say.
Example: I don't have an answer for you right now ...
 - Last, we use it with question tags that seek confirmation.
Example: He went to school yesterday, didn't he?
4. Revise rising and falling patterns within sentences:
- We use both rising and falling intonation with lists. The voice rises with each item except the last item. That is when it falls.
Example: 'I need to buy milk, eggs and rice'. The voice rises on 'milk' and 'eggs' and falls on 'rice'.
 - We can use rising intonation for introductory words and phrases. After that, the intonation falls.
Examples: for example, however, actually, in my opinion
 - We can use rising intonation for choices. The intonation rises for each option.
Example: Do you live in a city or in the village?
5. Read the following phrases, using your hands to illustrate a rising or falling pitch:
-
- Do you need an umbrella?
□□□□□□□□
 - I need an umbrella.
□□□□□□□□
 - Do you want water?
□□□□□
 - I want water.
□□□□□□□□
 - Is there time to eat?
□□□□□□□□□□
 - There is no time to eat.
□□□□□□□□□□□□
 - Can I have something to read?
□□□□□□□□□□
 - I have something to read.

6. Say the following words and phrases 3 times – 1 each with an excited varied tone, a questioning tone and a flat tone:
 - Monkeys! Monkeys? Monkeys.
 - It is terrible! It is terrible ...? It is terrible.
 - You do not know! You do not know? You do not know.
7. Stop after each word. As a class, brainstorm the speaker's attitude. (Examples: excited, confused, bored)
8. Read the dialogue on the board of someone knocking on a door looking for a friend (see end of lesson).
9. Read the dialogue again and ask volunteers to identify whether each line uses rising or falling intonation. Use the following questions to guide pupils:
 - Is it a yes/no question?
 - If so, it typically has rising intonation.
 - Is it a confident statement?
 - If so, it typically has falling intonation.
 - Is it a who/what/where/when/why/how question?
 - If so, it typically has falling intonation.
 - Is it a question tag that seeks confirmation?
 - If so, it typically has rising intonation.
 - Is it a rhetorical question tag?
 - If so, it typically has falling intonation.
10. Invite volunteers to share their answers with the class.

Answers:

A: Is Hassan home? (Answer: rising)

B: No, he is not. (Answer: falling)

A: Where is Hassan? (Answer: falling)

B: I thought he went to school. (Answer: falling)

He is at school, isn't he? (Answer: rising)

A: Yes, I forgot Hassan is at school. (Answer: falling)

That was forgetful of me, wasn't it? (Answer: falling)

Practice (16 minutes)

1. Have pupils work with seatmates. They should take turns repeating the phrases from the board ('monkeys', 'it is terrible' and 'you do not know'), using the following pattern:
 - Pupil A: Exclamation (Monkeys!)
 - Pupil B: Yes/no question (Monkeys?)
 - Pupil A: Statement (Monkeys.)
2. Next, have seatmates read the dialogue about Hassan aloud. They should take turns playing both parts.

3. Have pupils read the second dialogue on the board (see end of lesson). Have pupils work with seatmates to identify whether each sentence of the following dialogue should use rising or falling intonation.
4. Once they have finished identifying the intonation, have pupils read the dialogue aloud. They should take turns playing both parts.
5. Move around the classroom to make sure pupils understand and are using the correct intonation.
6. Discuss the answers as a class (see below):

A: What a lovely summer day this is! (Answer: falling)

B: You sure love the summer, don't you? (Answer: falling)

A: Don't get me wrong – the rain is great. (Answer: falling)
But I could not wait for a sunny day. (Answer: falling)
Do you like sunny days? (Answer: rising)

B: I do. (Answer: falling)
What do you do when it is sunny? (Answer: falling)

A: If I have time, I go for a picnic. (Answer: falling)
Don't you? (Answer: rising)

B: Yes, occasionally. (Answer: falling)

A: Do you want to go now? (Answer: rising)

B: Sure. (Answer: falling)
Why not? (Answer: falling)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL3-L051 in the Pupils' Handbook.

[TEXT]

I just got back from Liberia. Have you ever been there? It was a great trip. It rained every day the first week I was there. But after that, it was sunny. I wanted to stay longer, but I had to come back to school. Where did you go on break? What things did you do? I hope you had as much fun as I did!



[DIALOGUE 1]

- A: Is Hassan home?
- B: No, he is not.

- A: Where is Hassan?
- B: I thought he went to school.
He is at school, isn't he?
- A: Yes, I forgot Hassan is at school.
That was forgetful of me, wasn't it?

[DIALOGUE 2]

- A: What a lovely summer day this is!
- B: You sure love the summer, don't you?
- A: Don't get me wrong – the rain is great.
But I could not wait for a sunny day.
Do you like sunny days?
- B: I do.
What do you do when it is sunny?
- A: If I have time I go for a picnic.
Don't you?
- B: Yes, occasionally.
- A: Do you want to go now?
- B: Sure.
Why not?

| | | |
|--|--|-------------------------|
| Lesson Title: Comprehending a Listening Passage – Dialogue | Theme: Listening | |
| Lesson Number: L3-L052 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Answer comprehension questions on a text. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. |  Preparation Practise reading the dialogue 'Searching for a Good Restaurant' aloud (see end of lesson). | |

Opening (3 minutes)

1. Introduce the topic of getting advice:
 - Who do you most often ask for advice? (Example answers: parents, friends, siblings)
 - Who would you ask for advice if you were travelling alone in a foreign country and wanted to know the best places to go? (Example answers: strangers, hotel staff, Internet)
2. Explain to pupils that today's text is a dialogue, or conversation, between a man travelling in a foreign country and a local citizen.

Teaching and Learning (12 minutes)

1. Read the dialogue aloud to pupils (see end of lesson). Read slowly, clearly and with expression.
2. Ask pupils to answer the following questions:
 - Who are the speakers? (Answer: Dauda and a local citizen)
 - What advice does Dauda want? (Answer: where to eat; a restaurant)
3. Invite volunteers to summarise the dialogue in their own words.
Example:
The man, Dauda, is trying to find a restaurant to eat at and asks for advice. The local citizen asks him what type of food he wants and offers suggestions.
4. Ask a volunteer to explain why Dauda uses rising intonation when first speaking to the local citizen. (Example answer: He is indicating he has more to add.)
5. As a class, discuss the dialogue, using the following comprehension questions:
 - Would you say the local citizen is helpful? Why? (Example answer: Yes. He lists many options.)
 - Do you think the local citizen is patient? Why? (Example answer: Yes. Dauda has stopped him on the street and he has taken the time to answer his questions.)

- Why is Dauda having difficulty deciding where to eat? (Example answers: the Nigerian restaurant is closed; he does not want British food; he has never tried Italian or Lebanese food; he ate Chinese food the previous day and does not want it again)
6. As a class, summarise the dialogue using a variety of Who-What-Where-When-Why-How questions:
Example questions and answers:
- Who is speaking?
 - Dauda and a local citizen
 - What are they talking about?
 - Good restaurant options in the area
 - Where are they talking?
 - On the sidewalk in another country (Britain)
 - When are they talking?
 - Lunch time
 - Why are they talking?
 - Dauda wants a restaurant recommendation
 - How does the conversation end?
 - Dauda decides to eat at a buffet
7. Ask a volunteer to convert the Who-What-Where-When-Why-How questions into 1-2 sentences.
Example:
Dauda asks a local citizen for good restaurant options for lunch in an area of Britain. In the end, he decides to eat at a buffet.
8. As a class, discuss whether the summary accurately reflects the dialogue. Ask volunteers to suggest changes as needed.

Practice (20 minutes)

1. Have pupils open the Pupils' Handbook at the practice page that corresponds with the lesson.
2. Have pupils roleplay the dialogue with seatmates. They should take turns playing both roles.
3. Write the following words and phrases on the board:
 - pricey
 - authentic
 - bland
 - strikes my fancy
 - indecisive
 - buffet
4. Read the text aloud again. Pause after each sentence in which the above words or phrases appear.

5. Ask pupils to work with seatmates to identify context clues and make inferences about the meaning of the vocabulary.

Context clues:

- Pricey: 'paid'
 - Authentic: 'real ... experience'
 - Bland: 'prefer spicy food'
 - Strikes my fancy: 'skip lunch'
 - Indecisive: Dauda could not decide where to eat.
 - Buffet: 'food from several countries'
6. Invite different volunteers to give definitions of the new terms.
 7. Discuss the definitions as a class (see example definitions below). Ask pupils to explain the context clues and inferential clues they used to guess the meaning (see above).
 - Pricey: Expensive
 - Authentic: Genuine; done in a traditional way
 - Bland: Mild in taste
 - Strikes my fancy: Interests me
 - Indecisive: Unable to decide quickly
 - Buffet: A meal in which guests serve themselves from multiple dishes
 8. Ask pupils to write a sentence for each of the words in their exercise books.
 9. Invite volunteers to share sentences with the class.

Examples:

- We wanted to eat at the hotel but the food was too pricey.
- They make really authentic Lebanese food in Freetown.
- Plain rice is really bland. I only eat it if I am sick.
- Ice cream always strikes my fancy.
- Fatima is so indecisive it takes her ages to decide what to wear to a party.
- There is a buffet lunch at the restaurant and it has quite a variety of delicious dishes to try.

Closing (5 minutes)

1. Have pupils use the Somebody-Wants-But-So method to summarise the dialogue.
Example answer: Dauda wants to eat lunch but cannot decide on the type of food, so he chooses a buffet.
2. For homework, have pupils do practice activity PHL3-L052 in the Pupils' Handbook.

[DIALOGUE]

Searching for a Good Restaurant

Dauda: Excuse me, sir?

Local

Citizen: Yes?

Dauda: I'm looking for a place to eat. Can you tell me if there are any restaurants in this area?

Local

Citizen: Of course. There are restaurants all down this street. What kind of food are you looking for?

Dauda: I'm not sure. I was hoping to find some West African food.

Local

Citizen: West African? Hmm. I know a good Nigerian place, but it is only open for dinner.

Dauda: Oh, that's too bad. Maybe I'll go there tonight. Is there anything else you can recommend?

Local

Citizen: There is a nice Chinese restaurant just around the corner. It's a little pricey if you are getting drinks – I think I paid \$7 for a beer – but the food is good.

Dauda: Oh. Sounds good, but I ate Chinese food last night. I'd rather try something else.

Local

Citizen: Well, if you are looking for a real British experience, you should try some of our food. Across the river are some authentic restaurants.

Dauda: I have already tried some. It was quite bland. I prefer spicy food.

Local

Citizen: Okay. How about Italian or Lebanese?

Dauda: I have never tried either of those. I would be afraid of ordering the wrong thing. Are there any American places here?

Local

Citizen: Tons of them. There's a really good steakhouse nearby, and you'll find a McDonald's at the end of the road, if you just want fast food.

What about either of those?

Dauda: I'm sorry to take so much of your time, but nothing strikes my fancy. I guess I can just skip lunch.

Local



Citizen: Well, I'm sorry I could not be of more help. Definitely try the Nigerian restaurant for dinner, though!

Dauda: Thanks again. I'm sorry about being so indecisive. I guess what I really need is a buffet.

Local

Citizen: Now that you mention it, I remember going to a buffet about two blocks away. They have food from several countries. It's quite good, too, and well-priced.

Dauda: That sounds great. Maybe I should do that. Thank you!

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|---|--|-------------------------|
| Lesson Title: Vocabulary Development: Human Internal Body System and Function | Theme: Reading | |
| Lesson Number: L3-L053 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of human internal body system and function. 2. Use context clues and inference to determine the meaning of vocabulary in a text. |  Preparation Practise reading the text ‘Alcohol Health Risks: The Effects of Chronic Drinking’ aloud (see end of lesson). | |

Opening (5 minutes)

1. Read the following riddle, pausing after each line to let a volunteer guess the answer:
‘This is found in your body
From your feet up to your head.
It is a type of liquid,
And it is the color red’.
2. If no one guesses correctly, share the answer. (Answer: blood)
3. Tell pupils they will read an informational pamphlet today about the effects of alcoholism on the body. They will make inferences and use context clues to learn new vocabulary related to the human internal body system and function.

Teaching and Learning (10 minutes)

1. Have pupils open the Pupils’ Handbook at the page that corresponds with the lesson.
2. Read the first 2 paragraphs of the text aloud to pupils (see end of lesson). Have pupils follow along in their books.
3. Ask pupils to make inferences that help to determine the meaning of the word ‘organs’.
Context clues:
 - ‘the body and its organs’ – This suggests that the organs are part of the body.
 - ‘health complications’ – This implies that organs are necessary for good health.
4. After discussing organs as a class, write a definition on the board.
(Example definition: a part of the body necessary for the body to function, such as the heart or liver)
5. Read the remainder of the introduction aloud to pupils. Have pupils follow along in the Pupils’ Handbook.

6. Ask pupils to make inferences that help to determine the meaning of the word 'sobriety'.

Context clues:

- The text discusses heavy alcohol use and negative effects on the body.
- It then says sobriety can reverse those negative effects.
- This suggests sobriety is the opposite of heavy drinking.

7. After discussing sobriety as a class, write a definition for it on the board.
(Example definition: not using alcohol)

Practice (22 minutes)

1. Ask pupils to read the remaining sections silently to themselves.
2. Write the following words on the board:

- cells
- capillaries and vessels
- immune system
- blood sugar
- hypoglycaemia
- pancreas
- cognitive
- toxins
- regenerative

3. Have pupils work with seatmates to look for context clues or make inferences about the words' meanings.

Context clues:

- Cells: 'clumping together' – This suggests the cells together make up the blood
- Capillaries and vessels: The heart pumps blood through the body, including the nose and stomach, which suggests blood travels through capillaries and vessels.
- Immune system: 'resistance to opportunistic infections'
- Blood sugar: 'sugar in the blood'
- Hypoglycaemia: 'reduced levels of sugar in the blood'
- Pancreas: It responds when blood sugar is too high, which suggests it monitors the blood.
- Cognitive: relates to the brain; relates to completing tasks
- Toxins: 'renders them harmless'; 'can only handle so much abuse'
- Regenerative: 'continue to grow'

4. Move around the classroom to check that pupils understand and are doing the activity correctly.
5. Invite volunteers to define the new vocabulary. Have them give examples and use the words in sentences to check for understanding.
6. Write a definition for each word on the board.

Example definitions:

- Cell: The smallest functioning unit of an organism
- Vessel: A duct, or tube, carrying blood
- Capillary: A very small blood vessel
- Immune system: The organs within the body that fight illnesses
- Blood sugar: The amount of a type of sugar called glucose in the blood
- Hypoglycaemia: Not enough blood sugar in the blood
- Pancreas: An organ that regulates blood sugar
- Cognitive: Mental processes needed to learn from experiences and senses
- Toxins: Poisons that cause disease
- Regenerative: Able to regrow

Closing (3 minutes)

1. Ask 1-2 volunteers to summarise the introduction in their own words.
Example: Heavy drinking ruins the body's organs.
2. For homework, have pupils do practice activity PHL3-L053 in the Pupils' Handbook.

[TEXT]

Alcohol Health Risks: The Effects of Chronic Drinking¹

Some say a glass of wine or two a day is good for your heart, and while this may be true, a recent study also indicates it can cause a significant increase in the risk of colon cancer. Heavy and chronic drinking is even more physically and mentally destructive.

Of all the drugs commonly abused, there aren't many that destroy the body as thoroughly as alcohol can. Years of heavy drinking prematurely ages the body and its organs, leading to a host of serious health complications.

Alcohol works its influence throughout the body, with most of the organs, the blood and, most noticeably, the brain all negatively impacted by too much alcohol. The body is very resilient, and much of alcohol's destruction can be reversed through a long period of sobriety; other effects, particularly those to the central nervous system, are more permanent.

Below is a breakdown of how some of the organs are affected by heavy drinking.

Blood

When excess alcohol is consumed, the blood gets thick and sluggish with red blood **cells** clumping together. This causes cell death in the brain, but can also cause **capillaries** to break open near the skin ('drinker's nose') and blood **vessels** to burst within the stomach, leading to internal bleeding. Long-term chronic consumption can

cause anaemia, affecting the **immune system** and lessening our resistance to opportunistic infections.

Heart

The heart pumps blood through the body. Alcohol decreases blood flow to the heart, so it can result in heart muscle atrophy as well as an increased risk of heart disease and heart attack.

Stomach

Alcohol irritates the lining of the stomach and can cause painful stomach ulcers. Alcohol consumption creates an immediate spike in **blood sugar**, which forces the pancreas to release insulin, which in turn leads to reduced levels of sugar in the blood. This **hypoglycaemia** can cause fatigue, dizziness, headaches, anxiety and a host of other symptoms. Most chronic drinkers suffer from almost permanently low blood sugar. Additionally, because the **pancreas** is overworked, diabetes is very common among alcoholics, as is pancreatic cancer.



Brain

Alcohol abuse can cause massive cell death in the brain, and lead to irreversible **cognitive** deficits that make it difficult to perform everyday tasks. Alcohol starves the brain of oxygen, and each session of intoxication results in the death of tens of thousands of brain cells. Blackouts occur as a result of diminished oxygen to certain areas of the brain. Additionally, alcohol abuse can create continual confusion, decreased cognitive and reasoning capacity, memory loss and emotional changes such as mood swings, anxiety and depression.

Liver

The liver processes the **toxins** we consume and renders them harmless in the body. The liver can only handle so much abuse, and in response to enough acute or chronic consumption, can go into varying degrees of failure. The liver is quite able to cleanse the body of the occasional small dose of alcohol, but with increasing consumption, the liver loses its ability to cleanse the blood. It also becomes damaged. The liver is a **regenerative** organ, so cells will continue to grow for some time, but in response to continued abuse, may ultimately shut down. And once the liver is rendered ineffective, death soon follows.

¹Lee, J. (n.d.). Alcohol Health Risks: The Physical Effects of Chronic Drinking. Retrieved and adapted from <http://www.choosehelp.com/topics/alcoholism/the-physical-effects-of-chronic-drinking>

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|---|--|-------------------------|
| Lesson Title: Vocabulary Development: Human Internal Body System and Function | Theme: Writing | |
| Lesson Number: L3-L054 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of human internal body system and function. 2. Complete a text using appropriate vocabulary. |  Preparation Practise reading the text 'The Effects of Smoking on Your Health' aloud (see end of lesson). | |

Opening (5 minutes)

1. Discuss habits as a class, using the following questions:
 - What are bad habits? (Example answer: something you do regularly that has a bad effect)
 - What types of habits can have a negative effect on your health? (Example answers: drinking alcohol, eating poorly)
2. Tell pupils that in today's lesson, they will build upon their vocabulary related to internal body systems and functions.

Teaching and Learning (10 minutes)

1. Explain to pupils that today's text is an essay on cigarette smoking called 'The Effects of Smoking on Your Health'. It uses some of the vocabulary from the previous lesson and introduces several more words associated with the human internal body system and function.
2. Explain that in today's text, several words are missing, and pupils will fill in the blanks using their knowledge of the subject.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Revise the word bank as a class (see end of lesson).
5. Read the first paragraph of the text aloud to pupils (see end of lesson) and have pupils follow along in the Pupils' Handbook.
6. Ask pupils to identify the word(s) from the word bank that best fits the blank. (Answer: a. toxic)
7. Read the second paragraphs aloud to pupils. Have pupils follow along in their books.
8. Ask pupils to identify the phrase from the word bank that best fits the blank. (Answer: b. immune system)

Practice (20 minutes)

1. Ask pupils to read the rest of the text silently to themselves.
2. As pupils are reading, write the following vocabulary on the board:
 - nervous system
 - respiratory
 - blood circulation
 - muscular system
 - bone density
 - arteries
 - kidneys
3. Have pupils work with seatmates to look for context clues (or make inferences) to help determine the meaning of words.

Context clues:

- Nervous system: 'have the brain send signals to the organs'
 - Respiratory: 'problems that make it difficult to breathe'
 - Blood circulation: In 'decreased blood circulation' the blood is not getting to where it is needed.
 - Muscular system: 'athletes' strength'
 - Bone density: Osteoporosis decreases bone density, leading to 'bones that are easily broken'.
 - Arteries: 'give blood'
 - Kidneys: 'get rid of urine'
4. Invite different pupils to give a definition of the new vocabulary. Have them give examples and use the words in sentences to check for understanding.
 5. Write a definition for each word on the board.

Example definitions:

- Nervous system: The cells responsible for communicating between body parts
 - Respiratory: Related to breathing
 - Blood circulation: The movement of blood
 - Muscular system: Tissues that work with the bones to control body movement
 - Bone density: How close together the bone cells are
 - Arteries: Tubes carrying blood from the heart to the rest of the body
 - Kidneys: Organs that clean blood and remove waste through urine
6. Have pupils work independently to fill in the remaining blanks in the text with appropriate phrases.
 7. Invite 2-4 volunteers to read the completed paragraphs aloud. Stop to discuss answers as a class.

Answers:

- a. toxic
- b. immune system
- c. resistance
- d. illnesses

- e. performance
- f. breath
- g. cancer
- h. lungs
- i. organs
- j. visible
- k. blood vessels
- l. internal

Closing (5 minutes)

1. Discuss the following questions as a class:
 - What is the writer’s opinion of smoking?
 - Which point did you find most convincing?
 - What information would you share with a friend or family member who smoked cigarettes?
2. For homework, have pupils do practice activity PHL3-L054 in the Pupils’ Handbook.

[WORD BANK]

Word Bank

| | | | |
|---------------|---------------|------------|-------------|
| visible | immune system | resistance | performance |
| blood vessels | cancer | breath | toxic |
| organs | lungs | illnesses | internal |

[TEXT]

The Effects of Smoking on Your Health

There is no reason to start smoking. In fact, there are many reasons not to. The body pays a heavy price with each cigarette. That is because cigarettes contain several a._____ chemicals, including nicotine and cyanide, that kill in high enough doses.

The body uses several methods to fight back against poisons such as cigarettes. The b._____ kicks in, alerting people they are being poisoned by making them feel ill or even vomit. The lungs and throat can burn with pain as well. That’s the body’s way of saying, ‘Stop!’

Those who push past the immune system’s c._____ and continue smoking may say they have come to enjoy the sensation. The body never benefits, however.



The toxins in cigarettes can start wreaking havoc quickly. For one thing, studies show it takes fewer than 10 seconds for nicotine to reach the brain. From there, it takes over the **nervous system** and has the brain send signals to the organs to change their normal functions. For another thing, further studies have demonstrated that smokers become more susceptible to d.____ such as colds, flu, bronchitis and pneumonia, and many develop continual **respiratory** problems that make it difficult to breathe when doing physical activity.

That is why competitive athletes would not dream of touching cigarettes, as they would surely notice a decrease in e.____. After all, cigarettes lead to decreased **blood circulation**, so the blood is not getting to where it is needed. It also leads to shortness of f.____ and rapid heartbeat, not to mention a reduction in the source of athletes' strength: the **muscular system**.

Smoking over the long term leads to significant health problems, the most well-known of which is lung g.____. Other tobacco-related diseases can kill as well. One disease called emphysema breaks down the h.____; it is very common among long-term smokers and is characterised by wheezing. Heart disease also plagues smokers, and other i.____ can be damaged as well. Osteoporosis, in which **bone density** decreases, results in bones that are easily broken.

Yet many smokers are more concerned with the j.____ effects of tobacco use, including wrinkles. They invest in skin creams to mask the effects. But those are just external signs of what smoking does to the internal organs. Smoking restricts the k.____ over time so that oxygen does not get to the skin. But it also does not get to the **arteries** that give blood to the **kidneys**. If kidneys do not receive the nutrients in the blood, they cannot properly get rid of urine.

Cigarettes leave no part of the body – external or l.____ – untouched. Even after the smoke has left your lungs, the toxins continue to poison your organs.

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|---|--|---|-------------------------|
| Lesson Title: Modal Verbs (will, would, may, might, can, could) | | Theme: Grammar | |
| Lesson Number: L3-L055 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define modal verbs and demonstrate understanding of their function in a sentence. 2. Identify modal verbs in sentences. 3. Write sentences using appropriate vocabulary and modal verbs. | |  Preparation <ol style="list-style-type: none"> 1. Write the 'What Is Amina Doing?' activity on the board (see end of lesson). 2. Write the sentences on the board (see end of lesson). | |

Opening (5 minutes)

1. Give pupils 2 minutes to write down a list of things they are able to do, using the word 'can'. (Examples: I can speak English; I can read.)
2. Invite volunteers to share their sentences.
3. Explain that today you will discuss verbs like 'can' which are used to express possibilities, either in the past, present or future. These are called 'modal verbs'.

Teaching and Learning (24 minutes)

1. Introduce auxiliary verbs:
 - Auxiliary verbs are helping verbs.
 - They help other verbs form tenses, so they are almost always used with other verbs.
 - There is a trick to determine whether a verb is auxiliary:
 - With a normal verb, we add an 's' to the end when we form the third-person singular (he/she/it). For example, for the verb 'say', we write, 'He says, she says'. We do not write, 'He say, she say'.
 - Auxiliary verbs do not use an 's' when they form the third-person singular. For example, we cannot write 'He cans, she cans'.
2. Have pupils open the Pupils' Handbook at the page that corresponds with this lesson and follow along.
3. Define modal verbs: Modal verbs are a type of auxiliary verbs which express a need or possibility.
4. Describe and give examples of modal verbs in further detail:
 - The following modal verbs express a need:
 - shall
Example: We shall overcome.
 - should
Example: You should leave.
 - ought
Example: They ought to listen better.

- must
Example: We must return to our home before dark.
 - The following modal verbs express a possibility:
 - will (expresses strong possibility – something that is likely to happen)
Example: I will go to the market after breakfast.
 - would
Example: He would like to drive the car.
 - may
Example: She may continue reading, if she likes.
 - might
Example: We might play football this weekend.
 - can
Example: Can you bring it to me?
 - could
Example: I could have been a hero.
 - Generally, you cannot change the tense of modal verbs. They stay the same regardless of the subject. The verbs around them change tense.
 - To make a modal verb negative, add 'not' after it. (Examples: 'will not', 'would not')
 - Some modal verbs are similar and may even be used interchangeably in informal speech, for example, 'Could you come here?' and 'Will you come here?'
 - Not all modal verbs are interchangeable in every type of use, however.
5. Explain how to use modals to discuss possibilities. Use the following examples:
 - Conditional – I would not do that if I were you.
 - Present possibility – You could be right about that.
 - Uncertain – She was feeling ill earlier, but she may be feeling better now.
 - More doubtful – She was feeling ill earlier, but she might be feeling better now.
 - General possibility – I can rub my belly and pat my head at the same time.
 6. Explain how to use modals to discuss possibilities in the past. Use the following examples:
 - Past of 'will' – I would have left for Kenya before the 28th if my visa had arrived.
 - Uncertain – He may have been drunk when we saw him.
 - More doubtful – He might have been drunk when we saw him.
 - Possible but totally unknown – They could have been drinking.
 7. Explain how to use modals to discuss possibilities in the future. Use the following examples:
 - Quite certain – He will not be home until after school.
 - Uncertain – He may not be home until after school.
 - More doubtful – He might not be home until after school.
 8. Explain how to use modals to make requests. Use the following examples:
 - Polite request – May I see your homework, please?

- Asking about ability – Can you please turn in your homework?
 - Informal – Will you please turn in your homework?
 - More polite – Would you please turn in your homework?
9. Explain how to use modals to get permission. Use the following examples:
 - Asking permission politely – Mother, may I swim in the river?
 - Asking permission or inquiring about possibility – Mother, can I swim in the river?
 10. Explain how to use modals to offer something. Use the following examples:
 - May I get you another piece of bread?
 - Can I get you another piece of bread?
 - Would you like another piece of bread?
 11. Look at the 'Amina' activity on the board with pupils (see end of lesson).
 12. Tell pupils that the sentences describe activities in Amina's life.
 13. As a class, use the information on the board to determine what Amina is doing on Thursday.
 14. Have pupils raise their hand to share their ideas. Pupils should use the following structure:
 - She may/might/could be ...
Example: She might be visiting a seamstress to fix her husband's shirt.
 - She cannot/would not be ...
Example: She would not be going running because it is raining.

Practice (10 minutes)

1. Have pupils look at the sentences on the board (see end of lesson).
2. Have pupils write a second sentence that has a similar meaning to the first. They should use the modals in brackets.
3. Have volunteers share answers. Write the correct answers on the board and have pupils self-correct their work.
Answers:
 - a. Abdul may be listening to the match on the radio.
 - b. If my uncle had given me a loan, I would have gone to university.
 - c. You cannot rub your belly while patting your head.
 - d. Her mother might not have told her.
 - e. I will read the entire textbook later.
 - f. She could speak French fluently when she was only 10 years old.

Closing (1 minute)



1. For homework, have pupils do practice activity PHL3-L055 in the Pupils' Handbook.

[‘WHAT IS AMINA DOING?’ ACTIVITY]

- She loves going for a run along the beach.
- She told her husband she would be busy all day.
- Her friend’s party is tomorrow.
- She has been taking driving lessons every Thursday for the past year.
- Her best friends said they were going to a concert on Thursday.
- Her husband’s shirt ripped. He asked her to get it fixed.
- It is raining heavily.
- She recently earned her driving permit.
- Her favourite musician is performing in concert.

[SENTENCES]

- a. Perhaps Abdul is listening to the match on the radio. (may)
- b. If my uncle had given me a loan, I planned to go to university. (would)
- c. It is impossible to rub your belly while patting your head. (cannot)
- d. It is possible that her mother did not tell her. (might)
- e. I plan on reading the entire textbook later. (will)
- f. She was able to speak French fluently when she was only 10 years old. (could)

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|---|---|-------------------------|
| Lesson Title: Modal Verbs (shall, should, ought, must) | Theme: Grammar | |
| Lesson Number: L3-L056 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define modal verbs and demonstrate understanding of their function in a sentence. 2. Identify modal verbs in sentences. 3. Write sentences using appropriate vocabulary and modal verbs. |  Preparation <ol style="list-style-type: none"> 1. Write the sentences from the 'What Should Amina Be Doing?' activity on the board (see end of lesson). 2. Write the practice activity sentences on the board (see end of lesson). | |

Opening (5 minutes)

1. Give pupils 2 minutes to write a list of things they would do if they had unlimited money using the word 'would'. (Example: I would travel around the world; I would build a house for each of my family members.)
2. Invite volunteers to share their sentences.
3. Tell pupils that today you will discuss modal verbs that are used to express need.

Teaching and Learning (24 minutes)

1. Revise auxiliary verbs:
 - Auxiliary verbs are helping verbs.
 - They help other verbs form tenses, so they are almost always used with other verbs.
 - There is a trick to determine whether a verb is auxiliary:
 - With a normal verb, we add an 's' to the end when we form the third person singular (he/she/it). For example, for the verb 'say', we write, 'He says, she says'. We do not write, 'He say, she say'.
 - Auxiliary verbs do not use an 's' when they form the third-person singular. For example, we cannot write 'He cans, she cans'.
2. Have pupils open the Pupils' Handbook at the page that corresponds with this lesson and follow along.
3. Introduce the modal verbs 'shall', 'should', 'ought' and 'must'.
 - The following modal verbs express a need:
 - shall
Example: Shall I help you study?
 - should
Example: You should leave.
 - ought
Example: They ought to listen better.
 - must
Example: We must return to our home before dark.

- Like other modal verbs, you cannot change the tense of these 4 verbs. They stay the same regardless of the subject. The verbs around them change tense.
 - The modal verb 'ought' has 'to' after it.
Example: She ought to be revising.
 - To make the modal verb negative, add 'not' after it. (Examples: 'must not', 'should not')
 - These modal verbs are less interchangeable than others, but they can still overlap.
Example: 'I ought to finish my homework' and 'I should finish my homework' have the same meaning.
4. Explain how to use 'shall'.
- In modern use, 'shall' is used in the same way as 'will', but not as often.
 - Traditionally, we use shall in the first person (I, we) to make an offer or a suggestion.
Examples:
 - Offer – Shall I clean the board after the lesson?
 - Suggestion – Shall we leave before the sun sets?
5. Explain how to use modals to give advice. Use the following examples:
- Weaker advice – You should go to the clinic to make sure you do not have malaria.
 - Advice – You ought to go to the clinic to make sure you do not have malaria.
 - Very strong advice – You must go to the clinic to make sure you do not have malaria.
6. Explain how to use modals to discuss responsibilities. Use the following examples:
- Strong – I must get some sleep or else I will be too tired to work.
 - Weak – I should get some sleep or else I will be too tired to work.
 - Weak – I ought to get some sleep or else I will be too tired to work.
7. Explain that some of these modals can even be used to discuss possibilities. Use the following example:
- He should have been home by now. There must be a traffic jam.
8. Read the following sentences aloud. Invite volunteers to identify the modal verbs:
- The instructions should have been clearer. (Answer: should)
 - Shall we go to the village to visit our aunt? (Answer: shall)
 - I thought he ought to have finished secondary school. (Answer: ought)
 - Have you seen how big they are? They must be nine feet tall. (Answer: must)
 - What do you think we should have done? (Answer: should)
 - If I tell you to do something, you must not grumble. (Answer: must)
 - Since they are adults, they ought to have known better than to tease a bull. (Answer: ought)
 - When I went to university, my uncle said, 'I shall drive you to your first class!' (Answer: shall)

9. Draw pupils' attention to the 'Amina' activity on the board (see end of lesson).
10. As a class, pretend you are Amina's friend and want to give her advice, make suggestions or discuss her responsibilities.
11. Tell pupils they should use the following structure:
 - She should (not)/ought to ...
Example: She should study for her exam.
 - She must (not) ...
Example: She must buy a calculator.
 - Shall ...
Example: Shall we make dinner so we can study?
12. Invite volunteers to share their sentences with the class.

Practice (10 minutes)

1. Have pupils look at the practice activity sentences on the board (see end of lesson).
2. Have pupils write a second sentence that has a similar meaning to the first. They should use the modals in brackets.
3. Have volunteers share answers. Write the correct answers on the board and have pupils self-correct their work.

Answers:

- a. You ought to save as much money as possible for the wedding.
- b. One/You should not drink fizzy drinks, especially before going to bed.
- c. You must never use foul language in front of your mother.
- d. Shall we eat fruit after dinner?
- e. The player must be careful or else he may receive a red card.
- f. I ought to go.
- g. I should not have said that.
- h. Shall I help you clean the fish before supper?

Closing (1 minute)

1. For homework, have pupils do practice activity PHL3-T2-W14-L056 in the Pupils' Handbook.



['WHAT SHOULD AMINA BE DOING?' ACTIVITY]

- Amina and her friend have an examination tomorrow.
- She is 45 minutes' walk from the university.
- If it rains tomorrow, it will be too difficult to walk.
- She is watching television with her friend.
- They have not yet prepared dinner.
- If she does poorly on the examination, she may lose her place at university.

- It is her husband's birthday tomorrow.
- She has not yet bought a present.

[PRACTICE ACTIVITY SENTENCES]

- a. If I were you, I would save as much money as possible for the wedding. (ought to)
- b. Do not drink fizzy drinks, especially before going to bed. (should)
- c. Never use foul language in front of your mother. (must)
- d. Would it be a good idea to eat fruit after dinner? (shall)
- e. The player has to be careful, or else he may receive a red card. (must)
- f. It is time for me to go. (ought to)
- g. I really wish I had not said that. (should)
- h. I can help you clean the fish before supper, can't I? (shall)

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|---|--|-------------------------|
| Lesson Title: Comprehending a Listening Passage – Idioms | Theme: Listening | |
| Lesson Number: L3-L057 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Answer comprehension questions on an unknown text. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. |  Preparation <ol style="list-style-type: none"> 1. Practise reading the listening passage 'Fatu Wants to Play Basketball' aloud (see end of lesson). Remember correct intonation and stress. 2. Write the idioms on the board (see end of lesson). | |

Opening (1 minute)

1. Read the following idioms aloud to pupils and have them guess their meaning:
 - Under the weather (Answer: sick, ill)
 - A blessing in disguise (Answer: a good thing that appeared bad at first)
 - Call it a day (Answer: to stop doing something)
 - Hang in there (Answer: don't give up)
 - Hit the sack (Answer: go to sleep)
2. Tell pupils that today they will be listening to a story that features idioms.

Teaching and Learning (15 minutes)

1. Read the entire listening passage aloud to pupils (see end of lesson). Be sure to read clearly and with expression.
2. Ask pupils to raise their hand to answer the following questions:
 - Who is the main character? (Answer: Fatu)
 - What does Fatu want? (Answer: to play basketball)
 - What do the boys think about her playing? (Answer: They won't let her join the team.)
 - Who gives her a chance? (Answer: Ali, her brother)
3. Slowly read the first paragraph aloud to pupils. Be sure to read clearly and with expression.
4. Ask 1-2 volunteers to summarise the paragraph in their own words. (Example answer: Fatu wants to play in the annual basketball tournament.)
5. Ask pupils to use context clues to help determine the meaning of 'make her mark'. (Context clue: 'not only to play')
6. After discussing 'make her mark' as a class, write a definition for it on the board. (Example answer: succeed or get recognition)
7. Read the second paragraph aloud to pupils.
8. Ask 1-2 volunteers to summarise the paragraph in their own words. (Example answer: Her brother gives her a chance to play.)

9. Ask pupils to use context clues to help determine the meaning of 'over the moon'.
(Context clue: 'Don't get too excited')
10. After discussing 'over the moon' as a class, write a definition for it on the board.
(Example answer: very happy)
11. Read the rest of the story aloud to pupils.
12. Invite 2-3 volunteers to summarise the story. (Example answer: Fatu tries out for the basketball team and succeeds.)

Practice (22 minutes)

1. Draw pupils' attention to the idioms on the board (see end of lesson).
2. Read the passage aloud again from beginning to end. Pause after each paragraph in which the idioms on the board appear.
3. Have pupils work with seatmates to listen for context clues or make inferences that help identify the meaning of each of the idioms on the board.

Context clues:

- Throw cold water on: Her father discourages her by saying 'You are smaller than the other boys' and 'You might get injured'. These are examples of throwing water on her idea.
 - Like water off a duck's back: She is confident, so 'his words roll off'
 - Beat a dead horse: What happens when you beat a dead horse? Nothing.
 - Chip off the old block: 'He would have done the same thing'.
 - Rub shoulders with: 'meets the other players'
 - In over one's head: 'her doubts'
 - Throw in the towel: 'rather than quit'
 - Fit as a fiddle: 'plenty of energy'
 - Eat one's words: He was the same one who told Fatu to quit.
4. Invite volunteers to give definitions of the new vocabulary. Have them use the words in sentences to check for understanding.
 5. Discuss the definitions as a class and ask volunteers to explain the context clues and inferential clues they used to guess the meaning.

Definitions:

- Throw cold water on: Discourage
- Like water off a duck's back: Have no effect
- Beat a dead horse: Continue raising an issue after a matter has been decided
- Chip off the old block: Someone who is very similar to their parent
- Rub shoulders with: Meet
- In over one's head: In a situation that is too difficult to deal with
- Throw in the towel: Quit
- Fit as a fiddle: In good health
- Eat one's words: Take back something one said

Closing (2 minutes)

1. Discuss the following as a class:
 - Do you think the use of idioms makes the text easier or more difficult to understand?
2. For homework, have pupils do practice activity PHL3-L057 in the Pupils' Handbook.

[LISTENING PASSAGE]

Fatu Wants to Play Basketball

Every year, the city where Fatu lives hosts a basketball tournament. Every year she wants to play, but none of the boys will let her join their team, even though she is one of the best shooters in town. This year, Fatu is determined not only to play, but to **make her mark** on the tournament.

Her older brother, Abu, is 18. He plays in the tournament every year. This year he is captain of one of the teams. He tells Fatu she can try out for a place on his team. Fatu is **over the moon**. 'Don't get too excited', Abu says. 'There are no guarantees you will make the team'.

To prepare, she practises every day with her younger brother. Her father, though, **throws cold water on** her ambitions. 'You are smaller than the boys', her father says. 'You might get injured'.

A year ago, Father's words would have gotten to her. But now that Fatu is 17, she is much more confident. His words roll off her **like water off a duck's back**.

Her father realises he is **beating a dead horse**, so he stops raising the issue. In fact, he is even a bit proud. After all, he would have done the same thing. Fatu, he thinks, is a real **chip off the old block**.

The day of the try-outs finally comes and Fatu meets the other players trying for a spot on her brother's team. As she **rubs shoulders with** some of the stars of last year's tournament, she thinks for the first time that she might be **in over her head**. But she brushes aside her doubts and gets down to business.



At the beginning, it is tough. There are boys much faster than her and she has a difficult time keeping up with some of them. At one point, she hears one of the bigger boys say, 'If you cannot keep up, you should **throw in the towel**'. Rather than quit, she keeps going. To her surprise, after the first half, many of the other boys are slowing down. But she is not. She still has plenty of energy and can easily move around the other boys to score. 'Fatu', her brother yells, 'you are **fit as a fiddle**'.

She beams with pride, then steals the ball from a bigger boy and scores. She turns back to the boy, who is panting heavily, and says, 'Care to **eat your words**?'

The next day when the team list comes out, her name is on it. 'Happy?' asks Abu.
'I am just warming up', Fatu says.

[IDIOMS]

- Throw cold water on
- Like water off a duck's back
- Beat a dead horse
- Chip off the old block
- Rub shoulders with
- In over one's head
- Throw in the towel
- Fit as a fiddle
- Eat one's words

| | | |
|---|---|-------------------------|
| Lesson Title: Triphthongs | Theme: Listening and Speaking | |
| Lesson Number: L3-L058 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify and pronounce triphthongs in words. 2. Demonstrate understanding of the difference between triphthongs, diphthongs and pure vowel sounds. 3. Identify triphthongs in sentences. |  Preparation <ol style="list-style-type: none"> 1. Write the word list for sound identification on the board (see end of lesson). 2. Write the words for written practice on the board (see end of lesson). | |

Opening (4 minutes)

1. Invite volunteers to name the 5 vowels and their long and short sounds. (Answer: a, e, i, o, u)
2. Have volunteers provide examples of words that use the same vowel but sound different. (Examples: cat, part; cut, cute)
3. Tell pupils that in this lesson they will learn about triphthongs.

Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise pure vowel sounds as a class.
 - Pure vowel sounds, or 'monophthongs', refer to a single vowel sound in a syllable.
 - They are syllables in which the vowel has the same sound from beginning to end.
 - Pure vowel sounds can be long or short.
Examples: book, fun, cat
 - The same vowel sound can be written in several ways.
Examples:
 - The sound /i:/ as in **seal**, **peel**, **ski**
 - The sound /a:/ as in **last**, **aunt**
 - There are 2 types of pure vowel sounds.
 - The first type is short vowels:

| Phonetic sound | Example words |
|-------------------|-------------------------------|
| /æ/ as in 'apple' | cat, bad, sand |
| /ʌ/ as in 'fun' | but, flood, rough, does |
| /u/ as in 'took' | full, wood, would |
| /i/ as in 'sin' | city, pretty, women, mountain |
| /ɛ/ as in 'egg' | send, said, bear, leisure |
| /ɔ/ as in 'cot' | dot, knowledge |

- The second type is long vowels:

| Phonetic sound | Example words |
|--------------------|------------------------------------|
| /ɑ:/ as in 'past' | calm, father, laugh |
| /i:/ as in 'sleep' | keep, family, meat, police, secede |
| /u:/ as in 'pool' | tool, shoe, chew, you, blue |
| /ə:/ as in 'bird' | curve, herd, earth, birth |
| /ɔ:/ as in 'saw' | dawn, fall, broad |

3. Revise diphthongs as class:

- When 2 pure vowel sounds are combined into 1 syllable, it is called a diphthong.

Examples:

- /aʊ/, as in 'found', is pronounced /fa/+/oo/+/nd/
- /eɪ/, as in 'stayed', is pronounced /stuh/+/aid/

- There are several common diphthongs in English. They include:

- /aʊ/ as in **count**, **owl**
- /aɪ/ as in **eye**, **pie**, **fight**
- /eɪ/ as in **day**, **pray**
- /əʊ/ as in **slow**, **go**
- /ɔɪ/ as in **boy**, **coin**

4. Introduce triphthongs:

- A triphthong is 1 syllable, made up of 3 continuous pure vowel sounds. Like diphthongs, triphthongs can be written in many different ways.

- English has 5 main triphthongs. Notice that they all end in the /ə/ sound:

- /aʊ/ + /ə/ = [aʊə] as in **hour**
- /aɪ/ + /ə/ = [aɪə] as in **fire**
- /eɪ/ + /ə/ = [eɪə] as in **player**
- /ɔɪ/ + /ə/ = [ɔɪə] as in **loyal**
- /əʊ/ + /ə/ = [əʊə] as in **lower**

5. Write the triphthongs on the board and say the example words aloud several times, slowly at first, then gradually getting faster.

6. Have pupils repeat after you.

7. Invite volunteers to name other words that have triphthongs in them.

Practice (15 minutes)

1. Draw pupils' attention to the word list for sound identification on the board (see end of lesson).

2. Invite volunteers to raise their hand to identify whether the underlined vowel sounds in the words are pure vowel sounds or triphthongs.

Answers:

- carry – pure vowel sound
 - power – triphthong [aʊə]
 - royal – triphthong [ɔɪə]
 - stair – pure vowel sound
 - liar – triphthong [aɪə]
 - layer – triphthong [eɪə]
 - tough – pure vowel sound
 - stood – pure vowel sound
 - employer – triphthong [ɔɪə]
 - launch – pure vowel sound
3. Say each of the words from the list aloud, emphasising the correct pronunciation of the vowel sound, and have pupils repeat the pronunciation after you.
 4. Have pupils copy the words for written practice from the board into their exercise books (see end of lesson).
 5. Tell pupils to choose the word from the multiple-choice options that has the same triphthong as the one that is underlined.
 6. Invite volunteers to share their answers with the class. (Answers: a. player
b. higher c. lawyer d. rower e. flower)
 7. For every answer, read the given words and the correct answer aloud to show pupils the similarity in sound.
 8. Have pupils practise reading the vowel sounds softly to themselves.

Closing (1 minutes)



1. For homework, have pupils do practice activity PHL3-L058 in the Pupils' Handbook.

[WORD LIST FOR SOUND IDENTIFICATION]

- | | |
|----------------|-----------------|
| • <u>carry</u> | • <u>layer</u> |
| • <u>power</u> | • <u>tough</u> |
| • <u>royal</u> | • <u>stood</u> |
| • <u>stair</u> | • employer |
| • <u>liar</u> | • <u>launch</u> |

[WORDS FOR WRITTEN PRACTICE]

- | | | | |
|-----------------|--------|--------|--------|
| a. <u>layer</u> | stay | hair | player |
| b. <u>fire</u> | cloth | higher | loss |
| c. <u>royal</u> | please | bead | lawyer |
| d. <u>lower</u> | rower | bowler | power |
| e. <u>hour</u> | your | flower | more |

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|--|--|-------------------------|
| Lesson Title: Vocabulary Development: Advertising | Theme: Reading | |
| Lesson Number: L3-L059 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of advertising. 2. Use context clues and inference to determine the meaning of unknown words in a text. |  Preparation Practise reading the text 'Careers: Advertising, Promotions or Marketing Manager' aloud (see end of lesson). | |

Opening (5 minutes)

1. Have pupils infer the product each of the following slogans is selling:
 - 'The best part of waking up is Folgers in your cup'. (Answer: coffee)
 - 'I am stuck on Band-Aid brand 'cause Band-Aid's stuck on me'. (Answer: bandage/plaster)
 - 'Kiss a little longer, stay close a little longer, hold tight a little longer – longer with Big Red! That Big Red freshness lasts right through it, your fresh breath goes on and on, while you chew it!' (Answer: cinnamon-flavoured chewing gum)
2. Tell pupils they will read a US jobs report on advertising. They will make inferences and use context clues to learn new vocabulary related to advertising.

Teaching and Learning (10 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Read the first 2 paragraphs aloud to pupils (see end of lesson) and have pupils follow along in their Pupils' Handbooks.
3. Ask pupils to make inferences that help to determine the meaning of the word 'advertisement'. (Context clues: 'on the radio, on television, in print, online or on billboards')
4. After discussing 'advertisement' as a class, write a definition for it on the board. (Example: a public announcement promoting a product, service or event)
5. Read the second and third paragraphs aloud to pupils. Have pupils follow along in their books.
6. Ask pupils to make inferences to determine the meaning of the word 'campaign'.
Context clues:
The last paragraph ends with, 'But they do not work to develop the advertising campaigns. The job of creating ads and making commercials is done by the creative department of the company'. The second sentence describes who does an advertising campaign.

7. After discussing 'campaign' as a class, write a definition for it on the board.
(Example: a series of advertisements designed to get consumers to use a product or service, or attend an event)

Practice (20 minutes)

1. Ask pupils to read the remaining sections silently to themselves.
2. Write the following words on the board:
 - customer
 - promotion
 - incentive
 - marketing
 - digital media
3. Have pupils work with seatmates to look for context clues or make inferences about the words' meanings.
Context clues:
 - Customer: 'what they want to buy' – This suggests that customers are people with money.
 - Promotion: 'combine advertising and incentives'
 - Incentive: 'Incentives could mean getting money back, winning a contest or getting a coupon'
 - Marketing: 'estimate the demand for products and services'; 'identify where new customers might be found'
 - Digital media: 'websites, social media or live chats'
4. Invite volunteers to define the new vocabulary. Have them give examples and use the words in sentences to check for understanding.
5. Write a definition for each word on the board.
Example definitions:
 - Customer: A person or organisation that buys products or services
 - Promotion: Publicising a product to increase sales
 - Incentive: Something, including money, that encourages someone to do something
 - Marketing: The act of promoting a product by analysing demand
 - Digital media: Communications that rely on the Internet
6. Have pupils work individually to summarise the differences between the 3 jobs discussed in the report: advertising manager, promotion manager and marketing manager. They should use 3 sentences, one for each position, and summarise in their own words.
7. Invite volunteers to share their summaries with the class.
Example summary: Advertising managers plan campaigns. Promotions managers try to get people to buy a product. Marketing managers look for new customers.

Closing (5 minutes)

1. As a class, discuss advertising in Sierra Leone. Ask pupils to describe any popular advertisements they have seen or heard. Why are they popular? What do people like about them?
2. For homework, have pupils do practice activity PHL3-L059 in the Pupils' Handbook.

[TEXT]

Careers: Advertising, Promotions or Marketing Manager¹

Advertising, promotions and marketing managers have many duties. They work with the leaders of different parts of a company. They determine where and how companies should advertise. Companies may put **advertisements** on the radio, on television, in print, online or on billboards.

Duties

Advertising managers work on websites used in **campaigns**. They do research studies that help them to understand **customers** and what they want to buy.

Advertising managers work to make customers interested in a company's products and services. To do this, they work with sales staff and others to come up with ideas for an advertising campaign. They also do the maths to figure out how much a campaign should cost. Larger companies may have several advertising managers that work with them.

Some advertising managers are known as account executives. They manage customer accounts. However, they do not work to develop the advertising campaigns. The job of creating ads and making commercials is done by the creative department of the company.

Promotions managers decide how to combine advertising and **incentives** to increase sales. Incentives could mean getting money back, winning a contest or getting a coupon.

Marketing managers estimate the demand for products and services that an organisation and its competitors offer. They identify where new customers might be found. They work with sales, public relations and product development staff.

Important qualities

Advertising, promotions and marketing managers must be able to analyse industry trends. Managers must be able to communicate well. They will be working with many other managers or staff members during the advertising, promotions and marketing process. They may also communicate with the public.

Advertising, promotions and marketing managers must be able to come up with new ideas. They must work with many types of people. Advertising, promotions and marketing managers must manage their time and money efficiently as well.



Job Outlook

Advertising, promotional and marketing campaigns are important and will continue to be so in the future. People will be needed to manage these campaigns. They will also be needed to introduce new products to customers.

The duties of advertising and promotions managers are likely to change. They will be needed to manage **digital media** campaigns. These campaigns use websites, social media or live chats to reach customers.

Marketing managers are important to companies. They are less likely to lose their jobs than other types of managers.

¹Advertising, promotions, and marketing managers. (2016, May). Adapted from <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

| | | |
|---|---|-------------------------|
| Lesson Title: Vocabulary Development: Advertising | Theme: Writing | |
| Lesson Number: L3-L060 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of advertising. 2. Complete a text using appropriate vocabulary. |  Preparation Practise reading the text 'Job Vacancy: Public Relations Specialist' aloud (see end of lesson). | |

Opening (5 minutes)

1. Discuss publicity as a class, using the following questions:
 - What are some ways that companies try to get people to buy their products? (Example answers: advertising on television or radio)
 - Why would companies want you to like them? (Example answer: so you will be more likely to buy their products)
 - How can companies make you like them without advertising? (Example answers: giving to charity; getting articles in the newspaper)
2. Tell pupils that in today's lesson, they will build their vocabulary related to advertising. They will look specifically at publicity, which is when someone or something appears in the media.

Teaching and Learning (12 minutes)

1. Tell pupils that today's text is a job vacancy reported in a newspaper. It uses some of the vocabulary from the previous lesson and introduces several more words associated with advertising.
2. Explain that several words in the text are missing and they will be filling in the blanks using their knowledge of the subject.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Revise the word bank as a class (see end of lesson).
5. Read the company overview in the job advertisement aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook.
6. As a class, discuss the context clues to help determine the meaning of the term 'public image'. (Context clue: 'manage how people feel about')
7. Write a definition for the term on the board. (Example: the general feeling people have about a person or organisation)
8. Ask 1-2 volunteers to find the context clues that help determine the meaning of the term 'media exposure'. (Context clue: 'good and bad news spreads')
9. Write a definition for 'media exposure' on the board. (Example: the publicising of information)

10. Ask pupils to identify the phrase from the word bank that best fits the blank in the company overview (Answer: a. public relations specialist).

Practice (18 minutes)

1. Ask pupils to read the rest of the text silently to themselves.
2. As they are reading, write the following words on the board:
 - public relations
 - press release
 - social media
 - position
 - key message
3. Have pupils work with seatmates to look for context clues (or make inferences) to help determine the meanings of words (see context clues below).
 - Public relations: 'shaping how people see our clients'; 'increase awareness among the public of our clients' work and goals'
 - Press release: 'information for the media'
 - Social media: 'including websites such as Facebook and Twitter'
 - Position: 'reasons behind their actions'
 - Key message: 'clear and concise'; 'get people's attention quickly'
4. Invite different pupils to give a definition of the new vocabulary. Have them give examples and use the words in sentences to check for understanding.
5. Write the following definitions on the board:
 - Public relations: The job of maintaining a positive public image
 - Press release: An official statement giving information to newspapers and other journalists
 - Social media: Websites and phone applications that let people communicate with one another
 - Position: An opinion, attitude or point of view
 - Key message: A main theme
6. Have pupils work individually to fill the remaining blanks using the word bank.
7. Invite 2-4 volunteers to read the paragraphs aloud. Discuss answers as a class.

Answers:

- | | |
|--------------------------------|----------------------------------|
| a. public relations specialist | h. reputation |
| b. clients | i. open and friendly |
| c. advertising | j. several events |
| d. media | k. handling difficult situations |
| e. communications | l. an advertiser |
| f. information | m. skim and retain |
| g. communicate effectively | n. journalism |

Closing (5 minutes)

1. Discuss the following questions as a class:
 - Would you be interested in a career as a public relations specialist?
 - Which duties sound most appealing?
 - How do you feel about public relations specialists trying to influence your opinion without your knowing?
2. For homework, have pupils do practice activity PHL3-L060 in the Pupils' Handbook.

[WORD BANK]

Word Bank

| | |
|-------------------|-----------------------------|
| skim and retain | reputation |
| open and friendly | public relations specialist |
| media | journalism |
| several events | an advertiser |
| clients | information |
| communications | handling difficult issues |
| advertising | communicate effectively |

[TEXT]

Job Vacancy: Public Relations Specialist¹

Company Overview

Sesay Media Solutions seeks a a._____ to create and maintain a positive **public image** for its b._____. Sesay Media is West Africa's premier communications firm. We manage how people feel about over 100 of the region's largest private companies.

Sesay is not an c._____ agency. We do not purchase ad space. We help our clients improve their image through free **media exposure**, whether online, in print or on the air. Public opinion can change quickly. Both good and bad news spreads rapidly through the d._____, and our clients need to get a handle on it. That is why they come to us. We respond quickly to bad news and turn the public's attention to good news.

Role

The **public relations** specialist will handle corporate e._____ for at least 10 clients. He or she will be responsible for shaping how people see our clients. He or she will also increase awareness among the public of our clients' work and goals.

Duties

- Write **press releases** and prepare other information for the media.
- Respond to requests from the media for f._____

- Help clients g._____ with the public.
- Help maintain clients' image and h._____.
- Write speeches and arrange interviews for top executives.
- Evaluate advertising and promotion programs.
- Evaluate public opinion through **social media**, including websites such as Facebook and Twitter.

Skills

- *People skills*: Public relations specialists deal with the public and the media regularly. Therefore, you must be i._____ in order to maintain a positive image for our clients.
- *Organisational skills*: You will be in charge of managing j._____ at the same time. This requires superior skills for being organised.
- *Problem-solving skills*. Public relations specialists sometimes must explain how a person or group is k._____. Therefore, you must use good judgment in what you report and how you report it.
- *Public speaking*: Public relations specialists regularly speak on behalf of clients and are asked to explain the reasons behind their actions. When doing so, you must be able to clearly explain the group's **position**.
- *Writing skills*: Public relations specialists must be able to write press releases and speeches. Your writing must be well-organised, clear and concise. Like l._____, you must be able to grasp the **key messages** you want to get across in order to get people's attention quickly.
- *Reading skills*: You must be able to m._____ relevant media articles to gather information.

Requirements

Candidates must have a bachelor's degree. We prefer candidates who have studied public relations, n._____, communications, English or business.



Candidates must have at least 2 years of experience in entry-level work, including maintaining files of materials about a group's activities.

To apply

Submit a CV, a cover letter, two letters of reference from past employers and a portfolio of work that demonstrates your abilities to:

Sesay Media Solutions
5 Campbell Street
Freetown, Sierra Leone

¹Public relations specialists. (2016, May). Adapted from <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-1>

| | | |
|--|--|-------------------------|
| Lesson Title: Adjectival Phrases | Theme: Grammar | |
| Lesson Number: L3-L061 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define adjectival phrases and demonstrate understanding of their function in a sentence. 2. Identify adjectival phrases in sentences. 3. Write sentences using appropriate vocabulary and adjectival phrases. |  Preparation <ol style="list-style-type: none"> 1. Write the example sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). | |

Opening (3 minutes)

1. Invite volunteers to explain what a phrase is, using examples. (Example answers: a group of word; parts of sentences; 'a tall tree'; 'in the house')
2. Tell pupils that in this lesson, they will learn about adjectival phrases.

Teaching and Learning (20 minutes)

1. Explain phrases:
 - a. A phrase is a group of 2 or more words that does not have a subject-predicate relationship.
 - b. It is not a complete thought by itself.
Examples: on the chair, in the garden
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Discuss adjectival phrases:
 - An adjective is a word that modifies a noun. An adjectival phrase is a group of words that modifies a noun.
 - The adjective in an adjectival phrase may come at the beginning (example: **happy** about it), middle (example: quite **happy** about it) or end (example: very **happy**).
 - Adjectival phrases can be used within a noun phrase. For example, in the sentence, 'The happy pupils ate their lunch', 'happy' is the adjective and 'the pupils' is the noun. 'Happy' sits inside the noun phrase.
 - Adjectival phrases can also be used outside of a noun phrase. For example, in the phrase, 'My grandparents live far away', 'grandparents' is the noun and 'far away' is the adjective phrase. They are separated by a verb.
 - An adjectival phrase can contain no adjectives. However, all the words in the phrase act together as one adjective because they modify a noun.
 - Adjectival phrases can be made from '-ing' participial phrases.
Example: The girl **walking to school** is his sister.

- Adjectival phrases can be made from prepositional phrases.
Example: The pupils **next to the tree** are listening to the principal.
 - Adjectival phrases can be made from infinitive phrases.
Example: Mr Bundor is a man **to be feared**.
4. Read the following sentences aloud. Have volunteers identify the adjective and the adjectival phrase in each sentence (adjectives are in bold):
 - The exam was far too long.
Answer: far too **long**
 - The extremely beautiful paintings were rotting in the museum basement.
Answer: extremely **beautiful**
 - I wanted a much bigger serving of soup.
Answer: much **bigger**
 5. Draw pupils' attention to the example sentences on the board (see end of lesson).
 6. Invite volunteers to identify the adjectival phrases in the sentences. Discuss the answers as a class:
 - Essays can have **very long paragraphs**.
 - The woman **reading the newspaper** is Ms Abdulai.
 - The car **from Japan** is hers.
 - The other boy is **much smaller than you**.
 - The citizens **frustrated with their leaders** chose to protest.

Practice (12 minutes)

1. Draw pupils' attention to the fill-in-the-blanks sentences on the board (see end of lesson).
2. Have pupils copy the sentences into their exercise books and fill in the blanks with an appropriate adjectival phrase.
3. Discuss the answers as a class.
Example answers:
 - a. with the grey hair / standing alone
 - b. near the tree / sitting on the table
 - c. from Nigeria / with a lot of free time
 - d. hidden in the trees / in the trees
4. Ask pupils to write at least 3 sentences of their own with adjectival phrases.
5. Have pupils exchange exercise books with seatmates and identify the adjectival phrases in the other pupil's sentences.
6. Move around the classroom and check pupils' sentences.

Closing (5 minutes)



1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL3-L061 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- a. Essays can have very long paragraphs.
- b. The woman reading the newspaper is Ms Abdulai.
- c. The car from Japan is hers.
- d. The other boy is much smaller than you.
- e. The citizens frustrated with their leaders chose to protest.

[FILL-IN-THE-BLANKS]

- a. The man _____ is her father.
- b. The bags _____ are theirs.
- c. People _____ like to read newspapers.
- d. The birds _____ sang to us.

| | | |
|---|--|-------------------------|
| Lesson Title: Adverbial Phrases | Theme: Grammar | |
| Lesson Number: L3-L062 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define adverbial phrases and demonstrate understanding of their function in a sentence. 2. Identify adverbial phrases in sentences. 3. Write sentences using appropriate vocabulary and adverbial phrases. |  Preparation <ol style="list-style-type: none"> 1. Write the example sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). | |

Opening (3 minutes)

1. Invite volunteers to explain adverbs, using examples. (Example answers: modify verbs and adjectives; in 'play carefully' the adverb 'carefully' modifies the verb 'play')
2. Tell pupils that in this lesson, they will learn about adverbial phrases.

Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Discuss adverbial phrases:
 - An adverbial phrase is a group of words that contains an adverb or functions as an adverb in a sentence.
 - It can modify adjectives or other adverbs, but most often modifies verbs.
Examples:
 - He **very quickly** recognised the problem.
 - He understands the problem **very well**.
 - The young musicians were performing **well for their age**.
 - They finished the quiz **quickly enough**.
 - **Luckily for them**, the rain stopped and the sun came out.
 - An adverbial phrase answers the 'why', 'how', 'when' and 'where' questions of verbs.
Examples:
 - Where – He is sitting **near the fence**.
 - When – **In a few minutes**, she will arrive.
 - How – They are debating the subject **in a calm manner**.
 - An adverbial phrase can be made from a preposition and a noun.
Example: I found my pencil **on the bed**.
 - Adverbial phrases can also be made from noun phrases.
Example: She left the house **last night**.

3. Read the following sentences aloud. Have volunteers identify the adverbial phrase in each sentence. (Adverbial phrases are in bold.)
 - **Luckily for them**, the rain stopped and the sun came out.
 - The young musicians were performing **well for their age**.
 - The employees worked **really well together**.
4. Read the following sentences aloud. Have volunteers identify the adverbial phrase in each sentence. (Adverbial phrases are in bold.)
 - a. Wesseh **very carefully** assembled the bicycle.
 - b. Alpha would leave his home **in a few minutes**.
 - c. They did **whatever they wanted**.
 - d. **All week long**, Aiah felt sad.
 - e. She stood **in the rain**, wondering where to go.
5. Discuss the answers as a class. Help pupils determine the adverbial phrase by identifying which word each adverbial phrase modifies and what part of speech it is.
Answers:
 - a. assembled (verb)
 - b. leave (verb)
 - c. did (verb)
 - d. sad (adjective)
 - e. stood (verb)
6. Draw pupils' attention to the example sentences on the board (see end of lesson).
7. As a class, identify the adverbial phrases. Also determine whether it answers the question 'when', 'where' or 'how'.
8. Do the first one as an example for pupils. Write the answers on the board.
Answers:
 - f. The old woman sat **near the door**. (Answer: where)
 - g. The house is **across the lake**. (Answer: where)
 - h. School starts **next month**. (Answer: when)
 - i. He won the chess game **quite quickly**. (Answer: how)
 - j. She performed the solo **very skilfully**. (Answer: how)
 - k. **This morning**, I will visit my friend. (Answer: when)

Practice (12 minutes)

1. Draw pupils' attention to the fill-in-the-blanks sentences on the board (see end of lesson).
2. Have pupils copy the sentences into their exercise books and fill in each blank with 3 adverbial phrases to explain where, when and how.
3. Revise answers as a class.
Example answers:
 - a. in the kitchen / last evening / all alone
 - b. From outside the house / In the middle of the night / Very quietly
 - c. at work / in the morning / well enough
 - d. among the other girls / all day / quite still

4. Have pupils work individually to write at least 3 original sentences with adverbial phrases:
 - One answering where something occurs. (Example: It is too dark in the forest to see.)
 - One explaining when something occurs. (Example: All year long, I have dreamt of winning the school field day.)
 - One explaining how something occurs. (Example: She eats quite a lot for a baby.)

Closing (5 minutes)



1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL3-T2-W16-L062 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- a. The old woman sat near the door.
- b. The house is across the lake.
- c. School starts next month.
- d. He won the chess game quite quickly.
- e. She performed the solo very skilfully.
- f. This morning, I will visit my friend.

[FILL-IN-THE-BLANKS]

- a. The man ate _____.
- b. _____, she closed the door.
- c. People like to read newspapers _____.
- d. The twin sisters sat _____.

| | | |
|---|--|-------------------------|
| Lesson Title: Adverbial Phrases | Theme: Grammar | |
| Lesson Number: L3-L062 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define adverbial phrases and demonstrate understanding of their function in a sentence. 2. Identify adverbial phrases in sentences. 3. Write sentences using appropriate vocabulary and adverbial phrases. |  Preparation <ol style="list-style-type: none"> 1. Write the example sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). | |

Opening (3 minutes)

1. Invite volunteers to explain adverbs, using examples. (Example answers: modify verbs and adjectives; in 'play carefully' the adverb 'carefully' modifies the verb 'play')
2. Tell pupils that in this lesson, they will learn about adverbial phrases.

Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Discuss adverbial phrases:
 - An adverbial phrase is a group of words that contains an adverb or functions as an adverb in a sentence.
 - It can modify adjectives or other adverbs, but most often modifies verbs.
Examples:
 - He **very quickly** recognised the problem.
 - He understands the problem **very well**.
 - The young musicians were performing **well for their age**.
 - They finished the quiz **quickly enough**.
 - **Luckily for them**, the rain stopped and the sun came out.
 - An adverbial phrase answers the 'why', 'how', 'when' and 'where' questions of verbs.
Examples:
 - Where – He is sitting **near the fence**.
 - When – **In a few minutes**, she will arrive.
 - How – They are debating the subject **in a calm manner**.
 - An adverbial phrase can be made from a preposition and a noun.
Example: I found my pencil **on the bed**.
 - Adverbial phrases can also be made from noun phrases.
Example: She left the house **last night**.

3. Read the following sentences aloud. Have volunteers identify the adverbial phrase in each sentence. (Adverbial phrases are in bold.)
 - **Luckily for them**, the rain stopped and the sun came out.
 - The young musicians were performing **well for their age**.
 - The employees worked **really well together**.
4. Read the following sentences aloud. Have volunteers identify the adverbial phrase in each sentence. (Adverbial phrases are in bold.)
 - a. Wesseh **very carefully** assembled the bicycle.
 - b. Alpha would leave his home **in a few minutes**.
 - c. They did **whatever they wanted**.
 - d. **All week long**, Aiah felt sad.
 - e. She stood **in the rain**, wondering where to go.
5. Discuss the answers as a class. Help pupils determine the adverbial phrase by identifying which word each adverbial phrase modifies and what part of speech it is.

Answers:

- a. assembled (verb)
 - b. leave (verb)
 - c. did (verb)
 - d. sad (adjective)
 - e. stood (verb)
6. Draw pupils' attention to the example sentences on the board (see end of lesson).
 7. As a class, identify the adverbial phrases. Also determine whether it answers the question 'when', 'where' or 'how'.
 8. Do the first one as an example for pupils. Write the answers on the board.

Answers:

- a. The old woman sat **near the door**. (Answer: where)
- b. The house is **across the lake**. (Answer: where)
- c. School starts **next month**. (Answer: when)
- d. He won the chess game **quite quickly**. (Answer: how)
- e. She performed the solo **very skilfully**. (Answer: how)
- f. **This morning**, I will visit my friend. (Answer: when)

Practice (12 minutes)

1. Draw pupils' attention to the fill-in-the-blanks sentences on the board (see end of lesson).
2. Have pupils copy the sentences into their exercise books and fill in each blank with 3 adverbial phrases to explain where, when and how.
3. Revise answers as a class.

Example answers:

- a. in the kitchen / last evening / all alone
- b. From outside the house / In the middle of the night / Very quietly
- c. at work / in the morning / well enough

- d. among the other girls / all day / quite still
4. Have pupils work individually to write at least 3 original sentences with adverbial phrases:
- One answering where something occurs. (Example: It is too dark in the forest to see.)
 - One explaining when something occurs. (Example: All year long, I have dreamt of winning the school field day.)
 - One explaining how something occurs. (Example: She eats quite a lot for a baby.)

Closing (5 minutes)



1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL3-L062 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- a. The old woman sat near the door.
- b. The house is across the lake.
- c. School starts next month.
- d. He won the chess game quite quickly.
- e. She performed the solo very skilfully.
- f. This morning, I will visit my friend.

[FILL-IN-THE-BLANKS]

- a. The man ate _____.
- b. _____, she closed the door.
- c. People like to read newspapers _____.
- d. The twin sisters sat _____.

| | | |
|--|---|-------------------------|
| Lesson Title: Comprehending a Listening Passage – Debate | Theme: Listening | |
| Lesson Number: L3-L063 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Answer comprehension questions on a text. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. |  Preparation Practise reading the listening passage 'Argument Against School Uniforms' aloud (see end of lesson). Remember to use correct intonation and stress. | |

Opening (5 minutes)

1. Discuss the topic of school uniforms using the following questions:
 - Do you think pupils should be required to wear school uniforms?
 - What are the benefits of school uniforms?
 - What are the negative effects of school uniforms?
2. Ask pupils if they have ever participated in a debate. Have them give examples of the topics that were debated.
3. Tell pupils that today you will be looking at an excerpt from a debate on school uniform policies.

Teaching and Learning (15 minutes)

1. Explain the aspects of a speech to be given in a debate:
 - Presents an argument for or against something
 - Gives evidence to support the 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
 - Written in the first-person point of view
 - Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
 - Directly addresses the audience
 - Begins with vocatives and ends with a conclusion
2. Read the listening passage to pupils (see end of lesson). Be sure to read clearly and with expression, as if you were the speaker in a debate.
3. Ask pupils if the speaker is in favour of school uniforms or opposed to them. (Answer: opposed)
4. Read the first paragraph of the listening passage to pupils (see end of lesson).
5. Ask 1-2 volunteers to summarise the paragraph in their own words.
 Example answer: Pupils should not have to wear uniforms because uniforms limit creativity, are expensive and do not help pupils learn.

6. Ask pupils to use context clues to help determine the meaning of 'individuality'.
(Context clues: the sentence suggests that individuality helps creativity; formed from the word 'individual', which means 'single' or 'person')
7. After discussing 'individuality' as a class, write the definition on the board:
 - Individuality: The qualities of a person that make them stand out from others
8. Read the second paragraph aloud to pupils.
9. Invite 1-2 volunteers to summarise the paragraph.
Example answer: To succeed in jobs, people must be creative, but uniforms teach them they are the same.
10. Read the final 5 paragraphs aloud to pupils.
11. Invite volunteers to summarise the opposing points that are raised in the debate.
Example answer: The opposing side thinks uniforms encourage discipline and limit social differences.

Practice (15 minutes)

1. Write the following words on the board:
 - entrepreneur
 - barrier
 - replacement
 - atmosphere
 - uniformity
 - demonstrably
2. Read the passage aloud again from beginning to end. Pause after each sentence in which the words on the board appear.
3. Have pupils work with seatmates to identify context clues and make inferences about the meaning of each of the words on the board.
4. Invite different volunteers to give definitions of the new words.
Examples:
 - Entrepreneur: Someone who starts a business
 - Barrier: An obstacle
 - Replacement: Something that takes the place of something else
 - Atmosphere: The feel or mood of a place
 - Uniformity: Being the same
 - Demonstrably: Easy to prove or demonstrate
5. Discuss the definitions as a class and ask pupils to explain the context clues and inferential clues they used to guess the meaning:
Example answers:
 - Entrepreneur: 'those that create something new, such as a business'
 - Barrier: 'forced to miss school'
 - Replacement: 'pupils who rip or dirty their uniforms' not coming to school suggests they do not have another uniform to wear
 - Atmosphere: 'feel like'

- Uniformity: Comes from the word 'uniform', which suggests being the same
- Demonstrably: Sounds like 'demonstrate'

Closing (5 minutes)

1. Discuss the following questions as a class:
 - How do you feel about school uniforms after listening to this argument?
 - What do you think some of the opposing side's arguments should be?
2. For homework, have pupils do practice activity PHL3-L063 in the Pupils' Handbook.

[LISTENING PASSAGE]

Argument Against School Uniforms

Fellow pupils, I think it is clear that pupils should not be required to wear uniforms at school. First, uniforms discourage **individuality** in a world where creativity is a key to success. Second, uniforms require parents to spend money on clothing that they could inexpensively make or purchase. Last, uniforms have no bearing on a pupil's ability to learn.

Youth is a time of discovering one's place in the world. Indeed, that is why we are in school to begin with: We are learning to become adults who can contribute to society. The people who contribute the most to society are those who create something new, such as a business, and are able to employ others. These **entrepreneurs** are creative thinkers and possess originality. Yet wearing a uniform during one's school years sends a very different message. It says that we are all the same and should not embrace creativity. As the Japanese would say, 'The nail that sticks out gets pounded down'. That is not the message we should be sending to children. That is why some of the most prosperous and entrepreneurial nations in the world, such as the US, have proud histories of allowing pupils to dress as they wish. Such countries understand the value of individuality. We should as well.

Second, uniforms add an extra cost to parents and create an added **barrier** to attending school. Pupils who rip or dirty their uniforms may be forced to miss school for several days if they do not have a **replacement**. School dress code policies should encourage more children to come to school – not fewer.



Last, uniforms have no effect on children's ability to learn. Studies have long found that uniforms do not improve academic results and might even decrease test scores in reading. Isn't that the opposite of what we hope to achieve?

My opponents may say that uniforms create an **atmosphere** of discipline. This, too, is false. For one thing, why should our schools feel like prisons? Additionally, there is little evidence to suggest that **uniformity** in clothing improves behaviour or

decreases fighting. Besides, parents and family members are able to instil discipline in the home without the use of uniforms.

My opponents may also claim that uniforms remove differences in social status between poor pupils and more advantaged ones. This is also **demonstrably** false. Pupils will still find a way to distinguish between themselves, perhaps judging one another based on the cleanliness of their uniforms instead of the differences in their footwear.

School uniforms should not be required. They add cost, remove individuality and have no positive effect on student outcomes. Thank you.

| | | |
|--|---|-------------------------|
| Lesson Title: Debate | Theme: Listening and Speaking | |
| Lesson Number: L3-L064 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Speak with fluency and expression to discuss an issue. 2. Use appropriate tone and intonation to discuss an issue. 3. Demonstrate understanding of relevant ideas to support an argument. 4. Use appropriate vocabulary to discuss an issue. |  Preparation Practise reading the listening passage 'Rebuttal: In Favour of School Uniforms' aloud (see end of lesson). Remember to use correct intonation and stress. | |

Opening (2 minutes)

1. Ask a volunteer to explain a debate. (Answer: a formal discussion on a topic; a structured argument)
2. Tell pupils that today they will take part in a debate.

Teaching and Learning (20 minutes)

1. Revise the features of a speech for a debate with pupils:
 - a. Presents an argument for or against something
 - b. Gives evidence to support the argument using facts, statistics and examples
 - c. Seeks to convince the audience of a specific point of view
 - d. Uses emotive language and vocabulary, including reasoning and rhetorical questions
 - e. Written in the first-person point of view
 - f. Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
 - g. Directly addresses the audience
 - h. Begins with vocatives and ends with a conclusion
2. Explain the concept of a rebuttal:
 - A rebuttal talks about arguments made by someone else.
 - It summarises them and explains why those arguments are false.
3. Read 'Rebuttal: In Favour of School Uniforms' aloud to the class (see end of lesson).
4. Ask 2-3 volunteers to summarise the arguments made in the rebuttal.
 Example answers:
 - Pupils who wear uniforms keep their individuality.
 - Uniforms are common for people in successful careers.
 - Uniforms do not cost parents extra money.

5. Present the following topic: The government should pay for and provide breakfast for all public-school pupils.
6. Ask pupils to raise their hand if they agree with this statement.
7. As a class, discuss reasons why the government should provide school breakfasts.
Examples:
 - It is easier for pupils to learn if they have nutrition.
 - School breakfasts provide a reason for children to enrol in – and stay in – school.
8. As a class, discuss reasons why the government should not provide school breakfasts.
Examples:
 - Many pupils eat at home, so the food would be a waste.
 - It increases the length of the school day and takes away time with family.
9. Invite volunteers to provide a rebuttal for each argument in favour of school breakfasts.
Examples:
 - Free breakfasts do not guarantee proper nutrition. Some schools could give pupils food that is not nutritious.
 - Pupils may enrol in school to receive free food, but there is no guarantee they would stay for lessons.
10. Ask volunteers to provide a rebuttal for each argument against school breakfasts.
Examples:
 - If pupils could eat at school instead of home, this would save parents money so they could focus on purchasing school supplies.
 - Breakfast takes no longer than 15 minutes to eat. That is hardly a lot of time.

Practice (*15 minutes*)

1. Have pupils work with seatmates to role-play a debate on the arguments above. They should take turns giving reasons for or against school breakfasts and rebutting them.
2. Remind pupils to include the following:
 - Begin their debate with vocatives addressing the audience
 - Make an argument defending their position
 - Give rebuttals for the opposing argument
 - End the debate with a conclusion
3. Have pupils switch roles and argue the other side of the debate.
4. Move around the classroom to make sure pupils understand and are doing the activity correctly.

Closing (3 minutes)

1. Discuss the following as a class:
 - Did your opinion change because of this debate?
 - If so, which reasons changed your mind?
2. For homework, have pupils do practice activity PHL3-L064 in the Pupils' Handbook.

[LISTENING PASSAGE]



Rebuttal: In Favour of School Uniforms

My fellow classmates, the arguments against wearing school uniforms are exaggerated.

First, pupils are still individuals. They have their own names, personalities and opinions. Uniforms do not take away their individuality. Rather, they turn individuals into a team that shares similar goals.

Second, it is incorrect to say that uniforms do not prepare pupils to have successful careers. Look around and you will find uniforms everywhere, including at inns, restaurants and big stores. Even successful businesspeople wear specific types of clothes to work, such as neckties and suit jackets.

Last, uniforms are not a financial burden on parents. Pupils must wear something to school – why not uniforms? The fact that pupils have uniforms to wear during the day means parents do not have to buy other clothes for them to wear.

| | | |
|--|---|-------------------------|
| Lesson Title: Debate | Theme: Writing | |
| Lesson Number: L3-L065 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use an outline to plan an argument for debate. 2. Draft a text relevant to the topic with well-organised ideas. 3. Use appropriate vocabulary and grammar when writing. |  Preparation <ol style="list-style-type: none"> 1. Write the features of a debate on the board (see end of lesson). 2. Write the debate outline on the board (see end of lesson). | |

Opening (4 minutes)

1. Discuss the topic: 'Life in the village versus life in the city' using questions such as:
 - What are some advantages to living in a village?
 - What are some advantages to living in a city?
2. Tell pupils that today's lesson is on writing a speech for a debate on the topic: 'Life in the village versus life in the city'.

Teaching and Learning (12 minutes)

1. Direct pupils' attention to the board and revise the features of a debate (see end of lesson).
2. As a class, think of words and phrases that can create contrasts between 2 things. (Examples: on the other hand, meanwhile, conversely, compared to, however, on the contrary, alternatively)
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Revise the features of the outline with pupils (see end of lesson).
5. Demonstrate how to complete the outline to prepare to write a speech on the topic. Complete the outline on the board with the example below:

Position: Life in the village is better than life in the city

Introduction

Thesis statement: I think life in the village is far superior to life in the city.

Body – at least 3 paragraphs

- Reason #1: First, villages are the heart of culture.
 - Fact and/or example: Our traditional dances and songs come from small villages, not big cities.

- Fact and/or example: In villages, you are closer to traditional culture and can maintain a stronger identity.
- Reason #2: Second, villages are free of pollution.
 - Fact and/or example: Cities are full of cars that create smoke, making respiratory illnesses more likely.
 - Fact and/or example: In villages, however, there is fresh and clean air to breathe.
- Reason #3: Finally, villages have lower crime rates.
 - Fact and/or example: Cities are well known for armed robbery.
 - Fact and/or example: Even if this happened in the village, the community is small enough that the thieves would be quickly identified and punished.

Counter-Argument

- Possible opposition argument #1: My opponent may say that cities have more jobs.
 - Reason that opposition is wrong: This is only true because cities have more people.
 - Fact and/or example: People in the village create work in agriculture and small businesses.
- Possible opposition argument #2: My opponent may also contend that it is easier to move around in cities.
 - Reason that opposition is wrong: But taxis and buses cost money to use.
 - Fact and/or example: People in villages do not need to spend money on transportation because their necessities are nearby.

Closing Statement

Summary of reasons from body paragraphs:

- Traditional culture thrives in villages.
- Villages are unpolluted.
- You do not have to worry about crime in villages.

Restatement of thesis: I think everyone should want to live in the village.

Practice (20 minutes)

1. Have pupils complete their own outline taking the opposite position: 'Life in the city is better than life in the village'. This is their opportunity to prepare to write a speech for a debate.
2. Move around the classroom to check that pupils are completing the outline correctly. Give support as needed.

3. Ask pupils to use their outline to write a speech. Remind them that a speech begins with vocatives to address the audience. They can open the Pupils' Handbook at the speeches from the previous 2 lessons to help them.
4. Move around the classroom to check pupils' work.

Closing (4 minutes)

1. Invite 1-2 volunteers to present their speech to the class.
2. For homework, have pupils do practice activity PHL3-L065 in the Pupils' Handbook.

[FEATURES OF A DEBATE]

- Presents an argument for or against something
- Gives evidence to support the 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
- Written in the first-person point of view
- Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
- Directly addresses the audience
- Begins with vocatives and ends with a conclusion

[DEBATE OUTLINE]

Position: _____

Introduction

Thesis statement: _____

Body – at least 3 paragraphs

- Reason #1: _____
 - Fact and/or example: _____
 - Fact and/or example: _____
- Reason #2: _____
 - Fact and/or example: _____
 - Fact and/or example: _____
- Reason #3: _____
 - Fact and/or example: _____
 - Fact and/or example: _____

Counter-Argument

- Possible opposition argument #1: _____
 - Reason that opposition is wrong: _____
 - Fact and/or example: _____



- Possible opposition argument #2: _____
 - Reason that opposition is wrong: _____
 - Fact and/or example: _____

Closing Statement

Summary of reasons from body paragraphs:

- _____
- _____
- _____

Restatement of thesis: _____

| | | |
|--|--|-------------------------|
| Lesson Title: Alliteration and Assonance | Theme: Listening and Speaking | |
| Lesson Number: L3-L066 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define alliteration and assonance. 2. Identify alliteration and assonance in a sentence. 3. Give examples of alliteration and assonance. 4. Correctly pronounce sentences with alliteration and assonance. |  Preparation <ol style="list-style-type: none"> 1. Write the multiple-choice activity on the board (see end of lesson). 2. Write the fill-in-the-blank sentences on the board (see end of lesson). | |

Opening (5 minutes)

1. Read the following sentences aloud to the class:
 - Alice's aunt ate apples and acorns around August.
 - How loud was the sound of the ground when the plough went down?
2. Discuss each passage using the following questions:
 - What do you notice about the sounds within each sentence? (Example answer: they keep repeating)
 - What is different about the sentences? (Example answer: The words in the first sentence all start with the letter 'a', but the second sentence uses different words; the second sentence keeps repeating the 'ou' sound)
3. Introduce the topic by telling pupils that alliteration and assonance are 2 similar literary devices that make words stand out or set a mood.

Teaching and Learning (15 minutes)

1. As a class, discuss alliteration:
 - Alliteration is when multiple words that are close together start with the same letter or sound.
Example: She sells seashells by the seashore.
 - Not every word in the sentence has to use the same letter or sound. It can even just be 2 or 3 words.
Example: My serious sister stormed away.
2. Tell pupils that we commonly find alliteration in tongue twisters. Explain tongue twisters:
 - A tongue twister is a sentence or series of words that is hard to say correctly, usually due to the repetition of the same sound(s) or words.
 - They are often silly or funny.
 - Tongue twisters are a great way to practise and improve pronunciation and fluency.

3. Read the following tongue twisters aloud and have pupils repeat them after you. Start by saying the tongue twister slowly and then try to speed up. Once pupils can say the tongue twister quickly, have them try to say it 2 or 3 times in a row for a bigger challenge.
 - Frivolously fanciful Fannie fried fresh fish furiously. (Repeated 'f')
 - She saw Sharif's shoes on the sofa. But was she so sure those were Sharif's shoes she saw? (Repeated 's' and 'sh')
 - Give papa a cup of proper coffee in a copper coffee cup. (Repeated 'c' and 'p' as well as repetition of words 'cup' and 'coffee')
4. As a class, discuss assonance:
 - Assonance is when multiple words that are close together use the same vowel sound.
 - Rhyming words use assonance, but words can also be assonant without rhyming.
5. Read the following sentences aloud and ask pupils to repeat them after you. Then invite volunteers to both identify whether each sentence uses alliteration or assonance, and name the repeating sound or letter:
 - Uncle Umaru used the umbrella underneath his uniform. (Answer: alliteration of 'u')
 - Honesty is the best policy. (Answer: assonance of the short 'o' vowel sound with 'honesty' and 'policy')
 - Agony Aunt gives advice to newspaper readers. (Answer: alliteration of 'a')
 - A stitch in time saves nine. (Answer: assonance of long 'i' vowel sound with 'time' and 'nine')
 - The clouds climbed in the air. (Answer: alliteration of 'c')
 - Let the cat out of the bag. (Answer: assonance of the short 'a' vowel sound with 'cat' and 'bag')

Practice (15 minutes)

1. Draw pupils' attention to the multiple-choice activity on the board (see end of lesson). Have pupils copy the activity into their exercise books.
2. Ask pupils to work with seatmates to identify the word that is assonant with the first word in each row.
3. Move around the classroom to make sure pupils understand and are doing the activity correctly.
4. Check answers as a class. (Answers: 1. c. 2. b. 3. a. 4. b. 5. a.)
5. Read all of the matching words for pupils to hear the correct pronunciation.
6. Draw pupils' attention to the fill-in-the-blanks activity on the board (see end of lesson). Have pupils copy the activity into their exercise books.
7. Ask pupils to complete the sentences with a word that matches the alliteration in the sentence.
8. Invite volunteers to share their sentences with the class.

Example answers:

- a. table b. stuck c. knocked, night d. zigged, zagged, zoo e. ran, restaurant
9. Ask pupils to write their own original sentences with alliteration and assonance. Have them write 3 example sentences for each.
10. Walk around the classroom to check pupils' work.

Closing (5 minutes)



1. Invite volunteers to share their sentences with the class. Have the rest of the class identify the repeated letter or sound and state whether the sentence is an example of assonance or alliteration.
2. For homework, have pupils do practice activity PHL3-L066 in the Pupils' Handbook.

[MULTIPLE-CHOICE ACTIVITY]

- | | | | |
|-----------|-------------|------------|-------------|
| 1. end | a. and | b. eel | c. every |
| 2. look | a. stool | b. would | c. lock |
| 3. stage | a. play | b. stagger | c. ago |
| 4. try | a. yet | b. hide | c. tray |
| 5. please | a. increase | b. plot | c. pleasure |

[FILL-IN-THE-BLANKS ACTIVITY]

- a. Tamba took the tools to the _____.
- b. Sabatu's sisters were _____ attending the special occasion.
- c. My nephew never _____ at _____.
- d. Zaria _____ and _____ in a crooked line to the _____.
- e. The rude customers recently _____ into the _____.

| | | |
|--|--|-------------------------|
| Lesson Title: Narrative Essay | Theme: Writing | |
| Lesson Number: L3-L067 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a narrative essay. 2. Use an outline to draft a 5-paragraph narrative essay. 3. Write an essay relevant to the topic with well-organised ideas. 4. Use appropriate vocabulary and grammar when writing. |  Preparation <ol style="list-style-type: none"> 1. Write the features of a narrative essay on the board (see end of lesson). 2. Write the outline of a narrative essay on the board (see end of lesson). | |

Opening (4 minutes)

1. Discuss the topic 'I never should have ...' using questions such as:
 - What is a mistake that you regret?
 - What happened because of your mistake?
 - How would you do things differently if you could?
 - What lesson did you learn from your mistake?
2. Tell pupils that in the next 2 lessons they will write a 5-paragraph narrative essay about the topic 'I never should have ...'

Teaching and Learning (18 minutes)

1. Revise the features of a narrative essay on the board with pupils (see end of lesson).
2. Discuss as a class when one would write a narrative essay on the topic 'I never should have ...'. Ask the following questions:
 - Who is the audience? What is the purpose of the essay?
(Example answers: others who might make the same mistake; to share a moral)
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Revise the outline of a narrative essay on the board with pupils (see end of lesson).
5. Demonstrate how to fill in the outline using the topic is 'I never should have ...'

Topic (What are you writing about?): I never should have jumped in the river

Introduction

- Short background (history or details): Near my childhood village, there was a river that was too wide and strong to swim across.

- People (Who is your narrative about?): Me, my friend Babah and a young girl named Binta whom I loved
- Setting (Where and when does it take place?): The river near my village when I was in junior secondary school
- Attention-getter: The river could swallow a person whole if it was angry.

Beginning of Event

- What was the conflict?
 - Babah dared me to swim across the river.
 - When I refused, he said Binta would never love me if I did not.
- What did you do? I accepted the challenge.
- What challenges or surprises happened?
 - The river was much stronger than I thought.
 - It began pushing me downstream.

Rising Action

- What did you do? Instead of turning around, I kept swimming.
- What challenges or surprises happened? When I looked around, Babah and Binta were gone.

Climax

- How did the problem come to a head? I finally called for help, but no one could hear or see me.
- How did you address the problem? I turned around and arrived back at shore, several kilometres from where I had begun!

Resolution

- What was the result? I walked back to the village and told Babah I had swum across and back again.
- What did you learn? How did the experience affect you? I learned that sometimes it is better not to do something and say that I did.

Practice (13 minutes)

1. Have pupils copy the outline into their exercise books and complete it using the topic 'I never should have ...'
2. Move around the classroom to make sure that pupils understand and are filling in the outline correctly.
3. Have pupils compare and share their outlines with seatmates.

Closing (5 minutes)

1. Invite volunteers to share their topics with the class.
2. For homework, have pupils do practice activity PHL3-L067 in the Pupils' Handbook.

[A NARRATIVE ESSAY]

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

[OUTLINE OF A NARRATIVE ESSAY]

Topic (What are you writing about?): _____

Introduction

- Short background (history or details): _____
- People (Who is your narrative about?): _____
- Setting (Where and when does it take place?): _____
- Attention-getter: _____

Beginning of Event

- What was the conflict? _____
- What did you do? _____
- What challenges or surprises happened? _____

Rising Action

- What did you do? _____
- What challenges or surprises happened? _____



Climax

- How did the problem come to a head? _____
- How did you address the problem? _____

Resolution

What was the result? _____

What did you learn? How did the experience affect you? _____

| | | |
|--|--|-------------------------|
| Lesson Title: Narrative Essay | Theme: Writing | |
| Lesson Number: L3-L068 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a narrative essay. 2. Use an outline to draft a 5-paragraph narrative essay. 3. Write an essay relevant to the topic with well-organised ideas. 4. Use appropriate vocabulary and grammar when writing. |  Preparation None | |

Opening (4 minutes)

1. Invite volunteers to share their introductory paragraphs for the narrative essay with the class.
2. Tell pupils that in this lesson they will finish writing their narrative essay about the topic 'I never should have ...'

Teaching and Learning (10 minutes)

1. Revise the example outline of a narrative essay with pupils:

Topic (What are you writing about?): I never should have jumped in the river

Introduction

- Short background (history or details): Near my childhood village, there was a river that was too wide and strong to swim across.
- People (Who is your narrative about?): Me, my friend Babah and a young girl named Binta whom I loved
- Setting (Where and when does it take place?): The river near my village when I was in junior secondary school
- Attention-getter: The river could swallow a person whole if it was angry.

Beginning of Event

- What was the conflict?
 - Babah dared me to swim across the river.
 - When I refused, he said Binta would never love me if I did not.
- What did you do? I accepted the challenge.
- What challenges or surprises happened?

- The river was much stronger than I thought.
- It began pushing me downstream.

Rising Action

- What did you do? Instead of turning around, I kept swimming.
- What challenges or surprises happened? When I looked around, Babah and Binta were gone.

Climax

- How did the problem come to a head? I finally called for help, but no one could hear or see me.
- How did you address the problem? I turned around and arrived back at shore, several kilometres from where I had begun!

Resolution

- What was the result? I walked back to the village and told Babah I had swum across and back again.
- What did you learn? How did the experience affect you? I learned that sometimes it is better not to do something and say that I did.

2. Explain that a good narrative essay uses several things to increase the reader's interest, including:

- **Foreshadowing:** Foreshadowing is when the writer gives an indication of what is to come next. Use foreshadowing in the introduction to hint at the conflict to come.
Example: The river could swallow a person whole if it was angry.
- **Suspense:** This is the creation of uncertainty. Readers who are uncertain of what will happen tend to keep reading.
Example: I tried to swim straight, but as hard as I tried, the current pushed me further downstream.
- **Character introduction:** Introduce characters by explaining their relationship to the narrator.
Example: I was in love with a girl named Binta.
- **Emotions:** The narrative essay is not just about what happened, but how the narrator felt about it. Use descriptive words to discuss how you reacted to the situation.
Example: I was terrified of the river, but I was even more scared of Binta thinking I was a coward.



3. As a class, brainstorm descriptive words related to feelings. (Examples: frightened, angry, confident)

Practice *(22 minutes)*

1. Have pupils finish writing their narrative essays. They may edit the introductory paragraphs to incorporate the literary elements discussed, including foreshadowing and character introduction.
2. Move around the classroom to make sure pupils understand and are doing the activity correctly.
3. Have pupils exchange their exercise books with seatmates to check for spelling and grammar. Remind them to check whether the writer has included all the information from the outline and given their essay a title.
4. Walk around the classroom to check pupils' work.

Closing *(4 minutes)*

1. Invite 1-2 volunteers to read their essays to the class.
2. For homework, have pupils do practice activity PHL3-L068 in the Pupils' Handbook.

| | | | |
|---|--|---|-------------------------|
| Lesson Title: Coordinating Conjunctions | | Theme: Grammar | |
| Lesson Number: L3-L069 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define coordinating conjunctions and demonstrate understanding of their function in a sentence. 2. Identify coordinating conjunctions in sentences. 3. Write sentences using appropriate vocabulary and coordinating conjunctions. | |  Preparation <ol style="list-style-type: none"> 1. Write the fill-in-the-blanks sentences on the board (see end of lesson) 2. Write the 'combining clauses' sentences on the board (see end of lesson). | |

Opening (2 minutes)

1. Invite a volunteer to explain conjunctions to the class. (Example answer: connecting words)
2. Tell pupils that in this lesson, they will learn about and practise using coordinating conjunctions.

Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. As a class, revise conjunctions:
 - Conjunctions are words that link other words or phrases together in a sentence.
 - There are 3 types of conjunctions: coordinating, subordinating and correlative.
 - There are 7 coordinating conjunctions: for, and, nor, but, or, yet and so
 - A sentence can contain more than 1 coordinating conjunction.
 - Coordinating conjunctions connect 2 or more words, phrases or clauses that are independent clauses without the conjunctions. They give equal emphasis to 2 main clauses.
Examples:
 - He watched television. I watched television. – He **and** I watched television.
 - I tried to tell you. You did not listen. – I tried to tell you, **yet** you did not listen.
 - He was a good player. He was injured. – He was a good player, **but** he was injured.
 - They ate dinner. They finished their chores. They went to bed. – They ate dinner, finished their chores **and** went to bed.
3. Read the following sentences and invite volunteers to identify the coordinating conjunctions they hear:
 - I would have gone to class last Thursday, but I was feeling ill and did not want to become worse. (Answer: but, and)

- You must pay attention during class, for English is a difficult language to learn. (Answer: for)
- He knew his brother was too scared to jump into the ocean, so he took his hand and went in with him. (Answer: so, and)
- They work all day to keep their home tidy yet they throw rubbish on the ground in town. (Answer: yet)
- The scientists refuse to release their report before next Friday, nor will they give hints about what is in it. (Answer: nor)
- If you approach a stranger's house, you should knock or announce your presence. (Answer: or)

Practice (20 minutes)

1. Ask pupils to copy the fill-in-the-blanks sentences from the board into their exercise books (see end of lesson).
2. Have pupils complete the activity in their exercise books. They should fill in the blanks with the most appropriate conjunction.
3. Have pupils check their answers with a seatmate.
4. Check answers as a class. Fill in the blanks on the board with the correct answers. (Answers: a. but b. yet c. for d. and e. so f. or g. nor)
5. Have pupils check their work against the answers on the board.
6. Ask pupils to read the 'combining clauses' sentences on the board (see end of lesson).
7. Have pupils combine the clauses in their exercise books. They should use the most appropriate coordinating conjunction and remove extra words as needed.
8. Have pupils check their answers with a seatmate.
9. Check answers as a class.

Answers:

- a. He was too tired to continue so he quit.
 - b. She drank a lot of water for she was thirsty.
 - c. They did not arrive that day nor did they arrive the next day. / They did not arrive that day and they did not arrive the next day.
 - d. The judge's decisions are strict yet/but fair.
 - e. Do you still want to go or have you decided to stay?
10. Ask pupils to write their own sentences. They should write 1 sentence for each of the 7 coordinating conjunctions.

Closing (3 minutes)



1. Invite volunteers to read a sentence aloud to the class. Have the rest of the class identify the coordinating conjunction(s) they hear.
2. For homework, have pupils do practice activity PHL3-L069 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS]

- a. I realise you said you needed more time, _____ we have to go now.
- b. The car was old _____ reliable.
- c. I spent a lot of time with my sister _____ I felt bad about ignoring her earlier.
- d. He carried his axe into the forest _____ cut down the tree.
- e. I needed to remember it _____ I wrote it down.
- f. Would you like tea _____ coffee with your meal?
- g. I would not like tea, _____ would I like coffee.

[COMBINING CLAUSES]

- a. He was too tired to continue. He quit.
- b. She drank a lot of water. She was thirsty.
- c. They did not arrive that day. They did not arrive the next day.
- d. The judge's decisions are strict. The judge's decisions are fair.
- e. Do you still want to go? Have you decided to stay?

| | | | |
|--|--|---|-------------------------|
| Lesson Title: Correlative Conjunctions | | Theme: Grammar | |
| Lesson Number: L3-L071 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define correlative conjunctions and demonstrate understanding of their function in a sentence. 2. Identify correlative conjunctions in sentences. 3. Write sentences using appropriate vocabulary and correlative conjunctions. | |  Preparation <ol style="list-style-type: none"> 1. List the common correlative conjunctions on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). | |

Opening (4 minutes)

1. Ask pupils to explain coordinating and subordinating conjunctions. (Answer: Coordinating conjunctions are words that link other words or phrases together in a sentence. Subordinating conjunctions indicate transitions of time or place or a cause-and-effect relationship)
2. Invite volunteers to share example sentences using coordinating and subordinating conjunctions. (Examples: I like pineapple **but** not bananas. He went to the park to find his sister **then** brought her home.)
3. Tell pupils that in this lesson, they will learn about correlative conjunctions and practise using them.

Teaching and Learning (15 minutes)

1. Read aloud the common correlative conjunctions on the board (see end of lesson).
2. As a class, revise correlative conjunctions:
 - Correlative conjunctions work as pairs to join equal parts of a sentence together.
Example: In the summer, he will **either** go to university **or** work for his father.
 - Correlative conjunctions must use parallel structure, or equal grammatical units. Use 2 main clauses, 2 prepositional phrases or 2 nouns together.
Examples:
 - Main clauses – **Not only** did Sandima cook for his sister, **but he also** prepared meals for his brother.
 - Prepositional phrases – Sandima cooked **not only** for his sister **but also** for his brother.
 - Nouns – Sandima cooked for **not only** his sister **but also** his brother.
 - If you connect 2 subjects, the verb must agree with the second subject.
Examples:

- Every day, **either** she **or** the children go to the market. (The verb 'go' agrees with the second subject, 'children'.)
 - Every day, **either** the children **or** she goes to the market. (The verb 'goes' agrees with the second subject, 'she'.)
3. Read the following sentences and invite volunteers to identify the correlative conjunctions they hear:
 - I doubt either she or her mother would want to come here. (Answer: either ... or)
 - She had neither the time nor the desire to participate in the tournament. (Answer: neither ... nor)
 - Both Sheriff and Sarway returned home well past dark. (Answer: both ... and)
 - The dog was still deciding whether to cross the road or stay in the shade. (Answer: whether ... or)
 - Not only was the book long, but it also had tiny text. (Answer: not only ... but also)
 4. Invite pupils to raise their hand to share their own example sentences using the correlative conjunctions on the board. Correct any mistakes you hear.

Practice (17 minutes)

1. Ask pupils to copy the fill-in-the-blank sentences from the board into their exercise books (see end of lesson).
2. Have pupils complete the activity in their exercise books. They should fill in the blanks with the most appropriate conjunction.
3. Have pupils check their answers with a seatmate.
4. Check answers as a class. Fill in the blanks with the correct answers on the board.
Answers:
 - a. either ... or
 - b. not only ... but also/ both ... and
 - c. No sooner ... than
 - d. whether ... or
 - e. Both ... and
 - f. Neither ... nor
5. Have pupils check their work against the answers on the board.
6. Ask pupils to write 1 sentence in their exercise books for each of the common correlative conjunctions on the board.
7. Move around the classroom to make sure pupils are using the conjunctions correctly.

Closing (4 minutes)



1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL3-L071 in the Pupils' Handbook.

[COMMON CORRELATIVE CONJUNCTIONS]

- both ... and
- either ... or
- neither ... nor
- hardly ... when
- rather ... than
- as ... as
- no sooner ... than
- not only ... but also
- whether ... or
- if ... then
- scarcely ... when
- so ... that

[FILL-IN-THE-BLANKS]

- a. The artist who created this masterpiece had _____ a lot of creativity _____ much determination.
- b. You realise that you _____ destroyed our boat _____ sunk our food.
- c. _____ had I decided to jump off a cliff _____ I regretted my decision.
- d. I do not yet know _____ I will come home _____ stay for the holiday.
- e. _____ my father _____ my mother completed secondary school.
- f. _____ the dirty clothes _____ the sheets have been washed in a week.

| | | |
|---|---|-------------------------|
| Lesson Title: Grammar Skills Development: Identifying Grammatical Name and Function | Theme: Grammar | |
| Lesson Number: L3-L072 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Understand the way in which grammar is tested at WASSCE. 2. Identify the grammatical name of select phrases and clauses in a sentence or text. 3. Identify the grammatical function of select phrases and clauses in a sentence or text. |  Preparation <ol style="list-style-type: none"> 1. Practise reading the text, 'Musa's Path to Success (Part 1)' aloud (see end of lesson). 2. Write the phrases and clauses on the board (see end of lesson). | |

Opening (2 minutes)

1. Invite a volunteer to explain the difference between phrases and clauses.
(Answer: a clause has a subject and a predicate, whereas a phrase does not have a subject-predicate relationship)
2. Tell pupils that in this lesson they will look at 3 of the grammatical phrases and clauses that appear on the WASSCE: noun phrases, adjectival clauses and adverbial clauses.

Teaching and Learning (22 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise phrases with pupils: A phrase is a group of 2 or more words that does not have a subject-predicate relationship. It is not a complete sentence or thought by itself.
Examples:
 - one of my friends
 - reads quickly and efficiently
 - in the library
3. Revise clauses with pupils: A clause is a group of 2 or more words that has both a subject and a predicate. Every complete sentence includes at least one clause.
4. Revise noun phrases:
 - A noun phrase is a group of words that acts and appears as a noun would in a sentence.
 - A noun phrase is formed with a noun or pronoun and any modifiers, such as adjectives.
 - Its function is to serve as a subject of a verb or as an object of a verb.
 Examples:

- **Fear of losing** motivates him. – Subject of the verb ‘motivates’
- The captain of the team cursed **her teammates’ poor attitude**. – Object of the verb ‘cursed’
- **Her patient and wise leadership** led to peace between the people. – Subject of the verb ‘led’

5. Revise adjectival clauses:

- An adjectival clause is a group of words that functions as an adjective, even if it does not contain an adjective.
- It contains both a subject and a verb and provides a description.
Example: He is a boy **who hates to study**.
- When reading, you can usually identify adjectival clauses because they begin with ‘who’, ‘whom’, ‘whose’, ‘that’ or ‘which’.
- Its function is to modify a noun outside the clause.

Examples:

- I got in the taxi **that had yellow paint down one side**.
- He joined the celebrations, **which he had a right to do**.
- We had become fond of the principal, **who also taught one class**.

6. Revise adverbial clauses:

- An adverbial clause is a group of words that functions as an adverb, even if it does not contain an adverb.
- It contains both a subject and a verb.
- Example: **Unless you run fast**, you will miss the bus.
- Its function is to modify an adjective or qualify a verb outside the clause.
- It can modify verbs, adverbs and adjectives by telling when, where, why, how, how much and under what condition.
- It begins with a subordinating conjunction.

Examples:

- **Although I was not certain I would pass**, I took the examination anyway.
- He repaired the bicycle tyre **while everyone was sleeping**.
- When reading, you can often identify an adverbial clause from the conjunction it uses (see table below).

7. Explain the types of adverbial clauses using the table below:

| Type of clauses | Common conjunctions | Function | Example |
|------------------|----------------------------|--|--|
| Time | when, before, after, since | Explains when | After he arrived in Freetown , he immediately found his father. |
| Condition | if, unless | Explains things that have not happened | Unless I hear from you , I will assume you are dead. |
| Purpose | in order to | Explains purpose | In order to understand the book , you must first read it. |

| | | | |
|-------------------|-------------------------------|-------------------|--|
| Reason | because, since | Explains reasons | His claim to the crown was rejected since he was not a citizen. |
| Concession | although | Shows contrast | She was nice, although she occasionally did bad things. |
| Place | where, wherever | Explains where | Everywhere you look, there is something new to see. |
| Comparison | as, than | Compares 2 things | We are shorter than they are. |
| Manner | as, like | Explains how | The way I see it, you owe me money. |
| Results | so ... that, such ... that | Explains results | Their window was so shiny that birds flew into it. |

8. Have pupils look at the text, 'Musa's Path to Success (Part 1), in the Pupils' Handbook.
9. Read the first sentence of the text (see end of lesson).
10. Ask 1-2 volunteers to explain the grammatical name and function of the words 'as I watched Musa step out of the plane'.
Answer: Adverbial clause of time – It modifies the verb 'concluded'.
11. Read the second sentence of the passage.
12. Ask 1-2 volunteers to explain the grammatical name and function of the words 'whose actions forced him to fend for himself'.
Answer: Adjectival clause – It modifies the noun 'half-brothers and uncles'.
13. Read the third sentence of the passage.
14. Ask 1-2 volunteers to explain the grammatical name and function of the words 'an internationally acclaimed computer wizard'.
Answer: Noun phrase – It is the subject complement of the verb 'become'.

Practice (13 minutes)

1. Invite volunteers to read the second and third paragraphs aloud. Have pupils follow along in the Pupils' Handbook.
2. Have pupils copy the phrases and clauses on the board into their exercise books and identify the grammatical name and function of each (see end of lesson).
3. Discuss answers as a class.
Answers:
 - a. Adverbial clause of condition – It modifies the verb 'would not have been'.
 - b. Noun phrase – It is the object of the verb 'shared'
 - c. Adjectival clause – It qualifies the noun 'classmate'.
 - d. Adjectival clause – It qualifies the noun 'goods'.

Closing (3 minutes)

1. As a class, discuss what clues in the text pupils used to determine the grammatical names and functions. (Example answers: started with a particular conjunction; started with 'who')
2. For homework, have pupils do practice activity PHL3-L072 in the Pupils' Handbook.

[TEXT]

Musa's Path to Success (Part 1)¹

As I watched Musa step out of the plane, I concluded that diligence, intelligence and luck had turned Musa from the rustic pauper of 30 years earlier to a highly successful professional. Here was a village boy of yesteryear, an orphan from early life, cheated out of his heritage by his half-brothers and uncles whose actions forced him to fend for himself. So, how did he become an internationally acclaimed computer wizard?



When his well-to-do father died three years after his mother, he had just gained admission to a fee-paying secondary school. Had his parents lived, that would not have been a problem. But his closest relatives were more interested in sharing assets than handling liabilities. They shared the three buildings in the city, as well as several cocoa plantations with hundreds of oil palms. None considered it right to take on the care of the poor boy.

Left in the lurch, he clung on to a classmate who had longed to work in the city as a petty clerk. They moved to the city. Both were engaged by a big-time retailer in all sorts of goods, which he gave out to the boys to hawk on the busy roads. There were no salaries; all they had were commissions from each day's sales. Musa and his friend could be out in the streets from 6:00 a.m. until almost midnight.

[PHRASES AND CLAUSES]

- a. had his parents lived
- b. several cocoa plantations with hundreds of oil palms
- c. who had longed to work in the city as a petty clerk
- d. which he gave out to the boys to hawk on the busy roads

¹This passage is adapted from WAEC English Language Examination, 2011.

| | | |
|--|---|-------------------------|
| Lesson Title: Persuasive Essay | Theme: Writing | |
| Lesson Number: L3-L073 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a persuasive essay. 2. Use an outline to draft a 5-paragraph persuasive essay. 3. Draft an essay relevant to the topic with well-organised ideas. 4. Use appropriate vocabulary and grammar when writing. |  Preparation Write the blank outline on the board (see end of lesson). | |

Opening (3 minutes)

1. Discuss persuasion as a class using questions such as:
 - What are some synonyms of the word 'persuasive'? (Examples: convincing, compelling)
 - What are some examples of persuasive writing? (Example answers: persuasive essay, speech, advertising)
2. Explain to pupils that in today's lesson they will write an outline for a 5-paragraph persuasive essay.

Teaching and Learning (12 minutes)

1. Discuss persuasive essay with pupils:
 - A persuasive essay includes many of the same features as a speech. It is used to make an argument and convince the reader of something.
 - The main features of a persuasive essay are:
 - Uses convincing language and vocabulary
 - Includes facts, statistics and examples
 - Features quotes and/or comments from experts
 - Is written in the first-person point of view
 - Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
 - Makes recommendations or gives solutions
2. Revise the features of the persuasive writing outline on the board with pupils (see end of lesson).
3. Have pupils copy the outline into their exercise books.
4. Demonstrate how to complete the outline to prepare to write a persuasive essay. Complete the outline on the board, using the example below, using the topic 'Should robots replace human workers?':

Introduction

- Topic: Should robots replace human workers?
- Audience: Businesses that might use robots
- Description of the issue: Robots are increasingly doing human jobs
- Topic sentence (writer's opinion): I believe human beings are better workers than robots.

Argument #1

- Topic sentence: Human beings work better with others than robots.
 - Supporting evidence: Humans have emotions, which helps them make decisions about what is best for other workers. Robots do not have emotions.

Argument #2

- Topic sentence: Human beings can make decisions on their own, whereas robots must be programmed.
 - Supporting evidence: During emergencies, it is important to have someone who can act quickly. A robot only knows what it is told to do.

Argument #3

- Topic sentence: Humans can perform a variety of tasks.
 - Supporting evidence: Humans are mobile and can move where needed to complete a job. They can quickly do a new task if needed. Robots are often stuck in one place and repeat the same action.

Conclusion

- Restate writer's opinion/argument: Given the choice between a robot and a human, I would always hire a human.
- Summary of the evidence/supporting information in favour of the argument: Humans' emotions, decision-making abilities and flexibility let them interact with coworkers and make quick decisions on a wide range of tasks.
- Give recommendations: Employers should focus on training human workers to do jobs and only allow robots to work in limited circumstances.

Practice (20 minutes)

1. Discuss the topic 'Should Sierra Leoneans attend university after secondary school?' using questions such as:
 - What are some options young people have after secondary school? (Examples: university, family business, find work)
 - How can university prepare someone for a job? (Examples: teaches them skills employers want)

- What other ways can a person prepare for a job? (Example: learn a trade)
 - Discuss as a class when one would write a persuasive essay on the topic, 'Should Sierra Leoneans attend university after secondary school?'
 - Who is the audience?
 - What is the purpose? (Example answer: To persuade Sierra Leoneans considering going to university)
2. Have pupils complete their own outline using the topic 'Should Sierra Leoneans pursue university after secondary school?'
 3. Move around the classroom to check pupils' outlines.
 4. Have pupils share their outlines with seatmates.

Closing (5 minutes)

1. Invite volunteers to share their topic sentences with the class.
2. For homework have pupils complete their outline and do practice activity PHL3-L073 in the Pupils' Handbook.

[OUTLINE]

Introduction

- Topic: _____
- Audience: _____
- Description of the issue: _____
- Topic sentence (writer's opinion): _____

Argument #1

- Topic sentence: _____
- Supporting evidence: _____

Argument #2



- Topic sentence: _____
- Supporting evidence: _____

Argument #3

- Topic sentence: _____
- Supporting evidence: _____

Conclusion

- Restate writer's opinion/argument: _____
- Summary of the evidence/supporting information in favour of the argument: _____
- Give recommendations: _____

| | | |
|--|--|-------------------------|
| Lesson Title: Persuasive Essay | Theme: Writing | |
| Lesson Number: L3-L074 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a persuasive essay. 2. Use an outline to draft a 5-paragraph persuasive essay. 3. Draft an essay relevant to the topic with well-organised ideas. 4. Use appropriate vocabulary and grammar when writing. |  Preparation <ol style="list-style-type: none"> 1. Write the outline on the board (see end of lesson). 2. Write the steps for writing a persuasive essay on the board (see end of lesson). | |

Opening (5 minutes)

1. Invite volunteers to share their introductory paragraphs for the persuasive essay with the class.
2. Tell pupils that in this lesson they will finish writing their persuasive essay about the topic, 'Should Sierra Leoneans pursue university after secondary school?'

Teaching and Learning (8 minutes)

1. Point to the outline of a persuasive essay on the board and revise it with pupils (see end of lesson).
2. Explain that a good persuasive essay uses several things to increase the strength of the argument, including:
 - Facts and statistics: For example, fewer than 30,000 students attend university in Sierra Leone, a country of over 7 million. This statistic could show that those with a university degree will have an advantage in getting hired over those who do not.
 - Quotes and/or comments from experts: For example, a 2013 MEST report notes: 'The net impact of education on human development is noteworthy. The probability of poverty ... drops considerably. Individuals with higher levels of education are also the least exposed to unemployment'.
3. Discuss how pupils can strengthen their persuasive essays if they do not have facts, statistics or quotes:
 - Use strong and persuasive language (examples: many, most, it is obvious that)
 - Avoid words that show uncertainty (examples: perhaps, could be, might)
4. As a class, brainstorm persuasive words and phrases. Write some examples on the board. (Examples: should, must, of course)

Practice (22 minutes)

1. Draw pupils' attention to the steps for writing a persuasive essay on the board (see end of lesson) and revise them as a class.
2. Instruct pupils to use their outline to help them write their persuasive essay.
3. Move around the classroom to make sure pupils understand and are doing the activity correctly.
4. Have pupils exchange their exercise books with seatmates to check for spelling and grammar. Remind them to check whether the writer has included all the information from the outline.
5. Move around the class to check pupils' work.

Closing (5 minutes)

1. Invite 2-3 volunteers to read their essays to the class.
2. For homework, have pupils do practice activity PHL3-L074 in the Pupils' Handbook.

[OUTLINE]

Introduction

- Topic: _____
- Audience: _____
- Description of the issue: _____
- Topic sentence (writer's opinion): _____

Argument #1

- Topic sentence: _____
 - Supporting evidence: _____

Argument #2

- Topic sentence: _____
 - Supporting evidence: _____

Argument #3



- Topic sentence: _____
 - Supporting evidence: _____

Conclusion

- Restate writer's opinion/argument: _____
- Summary of the evidence/supporting information in favour of the argument: _____
- Give recommendations: _____

[STEPS FOR WRITING A PERSUASIVE ESSAY]

- Choose your position:
 - Which side of the issue or problem are you going to write about?
 - What solution will you offer?
- Think about your audience:
 - How does your audience feel about the issue before reading your essay?
 - Do you think your audience agrees with you, is neutral or disagrees with your position?
- Research your topic:
 - A good persuasive essay offers evidence.
 - Include facts, statistics or quotes from experts whenever possible.
- Write an outline for your essay:
 - Decide what arguments you will include.
 - Determine the order in which to present your arguments.

| | | |
|--|--|-------------------------|
| Lesson Title: Figurative Language – Irony | Theme: Reading | |
| Lesson Number: L3-L075 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different types of irony and demonstrate understanding of their function in a text. 2. Use context clues and inference to determine the meaning of irony in a text. 3. Demonstrate understanding of irony by explaining examples in their own words. 4. Answer questions on a text. |  Preparation None | |

Opening (5 minutes)

1. Ask pupils the following questions to revise figurative language:
 - What is figurative language? (Example answer: phrases or expressions with a meaning that is different from the literal interpretation)
 - What are some examples of figurative language? (Example answers: metaphors, similes, personification, idioms, collocations)
2. Tell pupils that in today's lesson they will learn about irony, which is a type of figurative language.

Teaching and Learning (10 minutes)

1. Write the definition for 'irony' on the board: The difference between what someone would reasonably expect to happen and what actually does happen.
2. Write the 3 different types of irony being discussed today on the board: situational irony, verbal irony and dramatic irony.
3. Discuss the 3 types of irony with pupils. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along:
 - Situational irony: This is when what happens is the opposite of what is expected or appropriate.
 Examples:
 - A pilot has a fear of heights.
 - The police station gets robbed.
 - The teacher fails the test.
 - Verbal irony: This is used when someone says one thing but means something else or the complete opposite.
 Example: Someone gets in a car accident and says, 'Lucky me!'

- Sarcasm: This is a type of verbal irony typically used to be hurtful towards another person or yourself. It often depends on the tone used by the speaker. Example: Getting bad service at a restaurant and saying 'Oh, yes, you have been very helpful'.
- Dramatic irony: This is when the audience knows something the characters do not in a story, play or movie. Example: In a scary movie, the character walks into their house to hide and the audience knows the killer is in the house.

Practice (20 minutes)



1. Read the following examples aloud, one by one, and ask volunteers to identify the type of irony in each:
 - Gbassay eats his breakfast gloomily. It is the same bland meal he has every morning. He eats it slowly and without zeal. His mother asks whether he likes the food. He responds, 'It is delicious. You have really mastered cooking'.
 - Kai was always the biggest boy in his class. He was tall and his muscles were so big that many of his peers were afraid of him. He just looked intimidating. Kai did nothing to endanger his reputation at school, and they did not realise he spent his weekends volunteering at the hospital with elderly patients, where he was known for his gentle nature.
 - Fudia was always receiving hand-me-down clothes from her sister. The problem was, however, that her limbs were never proportional to the rest of her body. Her torso was long but her arms were short. Upon receiving a shirt from her sister with sleeves that hung off her fingers, she said, 'I think I need a larger size'.
 - Sawie parked her car outside the shopping mall and went inside. She knew she should not leave her small child inside the car, but it would only be for a moment. Besides, he was sleeping so peacefully under the blanket. When she shut the car door behind her, the child awoke. Wondering where his mother was, he opened the car door and walked toward mall's other entrance. The other shoppers watched in horror as his mother rushed back out, got in the car and drove away.
2. Discuss the answers with the class and ask volunteers to point out why the examples are ironic.

Answers:

- Verbal irony (sarcasm) – Gbassay says his mother is a good cook, though he hates the food; he does so to embarrass her.
- Situational irony – The boy that everyone is afraid of is actually a gentle person.
- Verbal irony – Fudia says she needs a larger size even though the shirt is too big for her.
- Dramatic irony – Sawie thinks her son is asleep in the car but bystanders saw that he has snuck out while she was elsewhere.

Closing (5 minutes)

1. Ask for 1-2 volunteers to answer the following questions:
 - a. What are the 3 different types of irony discussed today? (Answer: situational, verbal, dramatic)
 - b. What makes something ironic? (Example answer: something happening that is the opposite of what is expected to happen)
2. Explain to pupils that the next lesson will be a writing lesson using irony. Ask them to begin thinking about examples of irony to use.
3. For homework, have pupils do practice activity PHL3-L075 in the Pupils' Handbook.

| | | |
|--|---|-------------------------|
| Lesson Title: Figurative Language – Irony | Theme: Writing | |
| Lesson Number: L3-L076 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of irony by using examples to express an idea. 2. Write a text using appropriate vocabulary and irony. |  Preparation Write the 3 writing prompts on the board (see end of lesson). | |

Opening (4 minutes)

1. Tell pupils that in today's lesson they will use irony in their writing to express an idea.
2. Ask volunteers to share with the class an example of irony in their own lives or from a story they know.

Teaching and Learning (15 minutes)

1. Revise irony with pupils using questions such as:
 - What is irony? (Answer: the difference between what someone would expect to happen and what actually happens)
 - What are the 3 types of irony? (Answer: situational, verbal and dramatic)
 - What is situational irony? (Answer: when what happens is the opposite of what is expected or appropriate)
 - What is verbal irony? (Answer: when someone says one thing but means something else or the complete opposite)
 - What is dramatic irony? (Answer: when the audience knows something a character does not know)
2. Read the following story starter aloud and invite 2-3 volunteers to create an ending to the story that makes it an example of situational irony:
 - Jonathan hated carrots, but his father always made him eat them. One night he fed the carrots to his dog, and his dog hungrily consumed them ...
(Example answer: His father was so happy Jonathan had eaten his carrots that he dished him up another serving.)
3. Read the following story starter aloud and invite 2-3 volunteers to create an ending to the story that makes it an example of verbal irony:
 - Amie could see a classmate ahead of her wearing clothes that looked unusual and awkward. Anna said to her classmate with a sneer, '...'
(Example answer: 'Wow, beautiful outfit today! Where can I get one?')
4. Read the following story starter aloud and invite 2-3 volunteers to create an ending to the story that makes it an example of dramatic irony:
 - Two people are engaged to be married but the audience knows that ...
(Example answer: The man is planning on running away with another woman.)

Practice (16 minutes)

1. Read the writing prompts on the board aloud (see end of lesson).
2. Ask pupils to think of what they would expect to happen in each situation. Then they should complete the story with something unexpected.
3. Tell pupils to write a 2-4 sentence ending to each prompt that makes it ironic.
4. Have pupils share their endings with seatmates.

Examples:



- He gets so frustrated that he decides to stop revising altogether. For his final examination, he does not even pick up the textbook. When the teacher returns the graded final examinations, his is the best grade in the class.
 - He limps in pain for the rest of the half. At halftime, the coach asks how he is doing. Brima winces and says, 'I feel like I have brand new legs'.
 - But what she does not realise is that her grandmother is not there. She traveled by coach to Yannoh's home to surprise her.
5. Move around the classroom to check pupils' work.

Closing (5 minutes)

1. Invite volunteers to share their stories with the class.
2. For homework, have pupils do practice activity PHL3-L076 in the Pupils' Handbook.

[WRITING PROMPTS]

- Situational irony: Sheku studies a lot but never seems to do well on examinations.
- Verbal irony: Brima is kicked hard in the leg during a football match.
- Dramatic irony: Yannoh rides in a coach to visit her grandmother in the village.

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|--|---|-------------------------|
| Lesson Title: Reading Comprehension – Academic Text (science) | Theme: Reading | |
| Lesson Number: L3-L077 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read a text with fluency. 2. Summarise text in their own words. 3. Infer meaning from a text. 4. Answer questions on a text. |  Preparation Practise reading the text, 'The Human Microbiome in Health and Disease', aloud (see end of lesson). | |

Opening (5 minutes)

1. Revise reading comprehension with pupils by asking the following questions:
 - What does it mean to be able to comprehend a text? (Example answer: to be able to process and understand the meaning of the text)
 - Why is this important? (Example answer: understanding the text can help you better remember the information presented)
2. Tell pupils that in today's lesson they will develop their reading comprehension skills for reading an academic text. Today's text is an excerpt from a scientific journal about human microbiome.

Teaching and Learning (15 minutes)

1. Discuss the features of an academic text:
 - An academic text is information rich; this means that there is a lot of information within the text.
 - Often the vocabulary used is new or unfamiliar.
2. Discuss reading strategies for comprehending a science text:
 - When reading a science text, focus on understanding what you have read in one paragraph before moving on to the next.
 - Read slowly and carefully.
 - Use inference and context clues to help you understand new ideas and new words.
 - If you have a dictionary, use it to look up what you do not know.
 - In order to build your scientific vocabulary, it is helpful to note down new words and write a definition for each.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Discuss the following words before reading the text and write the definitions on the board:
 - Bacteria: A microscopic living organism that often causes disease
 - Fungi: An organism that feeds on decaying materials

- Virus: An extremely tiny parasite that can only reproduce within a living being
 - Microbes: A very small living thing that you can see only with a microscope
 - Human microbiome: All of the microbes that live on and in the human body
5. Read the first paragraph aloud slowly and clearly. Have pupils follow along in the Pupils' Handbook (see end of lesson).
 6. Summarise the first paragraph for pupils.
Example summary:
Until humans are born, we are made up of only our own cells, but over time different microbes move onto and into our bodies and they make up the human microbiome.
 7. Invite a volunteer to read the second paragraph aloud while other pupils follow along.
 8. Ask pupils to identify the context clues that help determine the meaning of the following words.
Context clues:
 - Pathogenic: cause disease
 - Immune system: keeping us healthy
 9. Explain the 2 terms to pupils:
 - Pathogenic: Any organism that can cause disease is pathogenic.
Examples: viruses, bacteria, parasites
 - Immune system: A network of cells, tissues and organs that work together to protect the body against disease

Practice (18 minutes)

1. Have pupils finish reading the rest of the text on their own.
2. Ask for volunteers to use inference and context clues to determine the meaning of the remaining bolded words in the text. Have them work with seatmates to write definitions.
3. Discuss the words as a class and write a definition for each on the board.
Answers:
 - Evident: Plain or obvious
 - Genetics: How the characteristics of living things are transmitted from one generation to the next
 - Antibiotics: Medicine that destroys microorganisms
 - Diversity: Variety; a range of different things
4. Ask pupils to write a paragraph to summarise the entire text.
5. Move around the classroom to check pupils' work.
6. Invite volunteers to read their summary aloud.
Example:
The human microbiome is made up of microbes. These microorganisms are important to our health and can also bring negative effects like disease. Microbiomes

differ from person to person and change over time. Things like modern diet, environment and genetics affect our microbiomes as well as lifestyle, antibiotics and stress. Research will tell us more about human microbiomes in the future.

Closing (2 minutes)

1. Have volunteers share with the class what they learned from the text about the human microbiome.
2. For homework, have pupils do practice activity PHL3-L077 in the Pupils' Handbook.

[TEXT]

The Human Microbiome in Health and Disease¹

Humans consist of only our own cells until birth, but over the first several years of life, our bodies are colonised by an enormous variety of **bacteria, fungi** and **viruses**. These organisms are called **microbes** and together they make up what is known as the **human microbiome**.



There are more than 1000 microbial species living in the human intestine alone and scientists are studying how these microorganisms work in our bodies. These gut microbes play an important role in protecting our bodies against **pathogenic** microbes that cause disease. They also help the **immune system**, keeping us healthy.

Differences in human microbiome exist across body sites and between individuals. Changes are also **evident** across the human lifespan, depending on dietary habits, environmental and **genetic** factors.

Modern diet and lifestyle, **antibiotics** and stress all cause the microbiome to change. Antibiotic drugs from the doctor can cure your illness but also destroy helpful bacteria. Studies have shown that the increased use of antibiotics has reduced the **diversity** of our microbiomes. Disruption of the human microbiome is associated with some diseases, including obesity, diabetes and some cancers.

The results have shown that the bacteria which exists on a human body can be beneficial or harmful. It is highly variable between individuals. Scientists are just beginning to understand the importance of the human microbiome. Future research will help us to understand our relationship to our microbiome as well as its roles in human health and disease.

¹Brkic, D. V., Tripkovic, V., Zele Starcevic, L., & Bedenic, B. (2017). The human microbiome in health and disease [Abstract]. *Signa Vitae: A Journal in Intensive Care and Emergency Medicine*, 13(4). Adapted from <http://www.signavitae.com/2017/06/the-human-microbiome-in-health-and-disease/>

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|--|--|--|-------------------------|
| Lesson Title: Reading Comprehension – Academic Text (history) | | Theme: Reading | |
| Lesson Number: L3-L078 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read a text with fluency. 2. Summarise text in their own words. 3. Infer meaning from a text. 4. Answer questions on a text. | |  Preparation Practise reading the text ‘African Migration to Colonial America’ aloud (see end of lesson). | |

Opening (5 minutes)

1. Discuss the following questions with pupils:
 - How would you feel if one morning you were forced to live in a different place?
 - What do you know of the slave trade across the Atlantic Ocean?
 - What do you think slaves’ experience was like?
2. Tell pupils that today’s text is about how Africans were forced to migrate from their native country to become slaves in America. It is an example of an academic text about history.

Teaching and Learning (12 minutes)

1. Revise the different strategies of summarising a text with pupils:
 - Highlight key words, phrases and ideas that the author repeats throughout the text.
 - Look for the main idea, which is usually the last sentence of the first paragraph.
 - Determine which information is relevant, meaning it directly connects to the main idea, and what is irrelevant, meaning extra.
 - Look for the topic sentence of the paragraph. This is the sentence that an author uses to introduce what he or she will be discussing.
2. Have pupils open the Pupils’ Handbook at the page that corresponds with this lesson. Instruct them to follow along as you read.
3. Read the first paragraph aloud to pupils (see end of lesson).
4. Invite a volunteer to identify the topic sentence.
 Answer:
 ‘This forced migration from Africa – the transatlantic slave trade – carried black people to the Americas’.
5. Ask a volunteer to explain what the following paragraphs in the text are likely to be about based upon this topic sentence. (Example answer: The text will discuss slavery in America.)
6. Read the second paragraph aloud to pupils. Have pupils follow along in their books.

7. Ask a volunteer to identify which strategy one could use to summarise the paragraph.
Example answers:
 - Look for the topic sentence: 'The nightmarish weeks and sometimes months locked in the holds of stinking slave ships speak to the traumatic loss of freedom and the degradation of enslavement'.
 - This topic sentence reveals that the author will discuss Africans' experience traveling to America.
 - Look for repeated key words such as 'loss of freedom' and 'enslavement'.
 - These words discuss the type of experience Africans had in America.
8. Revise with pupils how to infer meaning from the text by looking for context clues. Ask pupils to infer the meaning of the word 'migration' from paragraph 1. (Context clues: 'While multiple massive movements')
9. Write the definition for 'migration' on the board: Moving from one place to another.

Practice (18 minutes)

1. Ask pupils to read the remaining paragraphs silently to themselves.
2. Write the following words on the board:
 - degradation
 - dehumanised
 - commodity
 - immigrants
 - integrate
 - plantation
3. Have pupils work with seatmates to identify context clues that help determine the meaning of the vocabulary.
Context clues:
 - Degradation: 'slavery'
 - To dehumanise: 'loss of freedom'
 - Commodity: 'gold and spices'; 'trade'; 'international market'
 - Immigrants: 'arrived'
 - To integrate: 'joined'
 - Plantation: 'production of tobacco and rice'
4. Invite different pupils to give definitions of the new words.
5. Write a definition for each word on the board.
Examples:
 - Degradation: Humiliation
 - To dehumanise: To treat as not human
 - Commodity: A product to buy and sell
 - Immigrants: people who move to another country
 - To integrate: To become part of a community
 - Plantation: A farm, particularly one where slaves worked

6. Have volunteers use the words in sentences to check for understanding.

Examples:

- Degradation: Prostitution contributes to the degradation of women.
- To dehumanise: Slave owners dehumanised Africans working as slaves on plantations.
- Commodity: Oil is a very important commodity in the Middle East.
- Immigrants: There are many Lebanese immigrants in Sierra Leone.
- To integrate: It is easier to integrate into a new place if you speak the language.
- Plantation: There are many tea plantations in India.

Closing (5 minutes)

1. Discuss the following as a class:
 - What is the main idea that ties all of the paragraphs of the text together?
 - What new things have you learned about slavery?
2. For homework, have pupils do practice activity PHL3-L078 in the Pupils' Handbook.

[TEXT]

Excerpt from 'African Migration to Colonial America'¹

While several large migrations have shaped African American life, none was more important than the first, the so-called 'Middle Passage' from Africa to America. This forced **migration** from Africa – the transatlantic slave trade – carried black people to the Americas.

The nightmarish weeks and sometimes months locked in the holds of stinking slave ships speak to the **degradation** of slavery. But the Middle Passage also represents the determination of black people to not be **dehumanised** by dehumanising circumstances.



The transatlantic slave trade began in the middle of the 15th century when Portuguese ships sailed down the West African coast. The intention was to trade for gold and spices, but the voyagers found a more valuable **commodity** – human beings. Over time, the trade in men and women replaced other commerce. Additionally, the slaves' destination changed from Europe to the Americas, where plantations were growing crops for the international market. In all, some 11 to 12 million Africans were forcibly carried to the Americas. Of those, nearly five percent were taken to what became the United States.

The first black **immigrants** arrived in North America in the 16th century, often with European explorers. For the next century or so, they trickled onto the continent in small numbers. They often came not from Africa itself but from Europe or other parts

of the Atlantic. Called 'Atlantic Creoles' because of their connection with the ocean that linked Africa, Europe and the Americas, many spoke the language of their enslavers. Many were also familiar with their enslavers' various religions, customs and laws. Black men and women used this knowledge to **integrate** into European communities. Much like other settlers, both free and unfree, they joined churches, traded goods and formed families.

With the creation of the **plantation** in mainland North America, the nature of slavery and the slave trade changed. The production of tobacco and rice in the 17th and 18th centuries increased the level of violence, exploitation and brutality. Slaves worked harder, bringing their owners much wealth and power. As they did, slave owners expanded their plantations and demanded more and more slaves, as slaves proved to be a very valuable form of labour. Not only were they workers, but they also reproduced, adding to the owners' wealth. Rather than arriving in ones and twos from elsewhere, boatloads of captives from Africa crossed the ocean.

¹African Migration to Colonial America. (n.d.). Adapted from <https://www.gilderlehrman.org/history-now/essays/african-immigration-colonial-america>

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| Lesson Title: Apostrophe – Contractions | Theme: Grammar | |
| Lesson Number: TG3-L079 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define contractions and demonstrate understanding of their function in a sentence. 2. Identify common contractions in sentences. 3. Write sentences using contractions correctly. |  Preparation <ol style="list-style-type: none"> 1. Write the sentences on the board (see end of lesson). 2. Write the list of contractions on the board (see end of lesson). | |

Opening (5 minutes)

1. Remind pupils that a contraction is a combination of 2 words that have been shortened to make one word.
2. Discuss contractions by asking the following questions:
 - What is the purpose of a contraction? (Answer: to use as shortcuts in speaking.)
 - What punctuation mark is used when we write a contraction? (Answer: apostrophe)
 - What does the apostrophe in a contraction do? (Answer: takes the place of one or more of the letters in the words used to make a contraction)
3. Tell pupils that today they will learn how to use contractions.

Teaching and Learning (15 minutes)

1. Revise the definition of a contraction as given in the opening.
2. Explain negative contractions: Negative contractions are contractions combining a verb and the word 'not' to show something is not happening.
Examples:
 - Nohou can't eat fish.
 - The dog isn't very friendly.
3. Discuss contractions for future tense: These are contractions combining the word 'will' with pronouns can show what will happen in the future.
Example: They'll get to the next village before dark.
4. Discuss ambiguous (unclear) contractions: This means there is more than one possible meaning. The meaning is determined from the context of the sentence. Ambiguous contractions are contractions ending with '-d', '-s' or '-ve'.
 - Those ending in '-d' could use the word 'would' or 'had'.
Examples:
 - Would – He'd like to go fishing
 - Had – He'd been sick for a week before calling the doctor.

- Contractions ending in ‘-s’ could use the words ‘is’ or ‘has’.

Examples:

- Is – Kathleen’s my best friend.
- Has – Kathleen’s finished her homework.

- Contractions using the word ‘have’ end in ‘-ve’.

Examples:

- We’ve been working hard all day.
- They’ve six children in their family.

5. Ask volunteers to give their own examples of each type of contraction.

Practice (18 minutes)

1. Draw pupils’ attention to the sentences written on the board (see end of lesson).
2. Instruct pupils to copy the sentences into their exercise books and write out the out the 2 words that form the contractions.
3. Check answers as a class.

Answers:

- a. They will be working from morning to night.
- b. He is not a very good driver.
- c. She will be going to college in two years.
- d. Joe has been working hard to make better grades.
- e. The teacher is giving us the chance to take the test over.
- f. They have been living here for six months.

4. Ask pupils to copy the list of contractions from the board into their exercise books (see end of lesson).
5. Instruct pupils to write the 2 words used to make each of the contractions.
6. Check answers as a class.

Answers:

- | | |
|--------------|---------------------|
| • cannot | • we have |
| • should not | • is not |
| • will not | • do not |
| • they will | • who is |
| • does not | • she would/she had |
| • had not | • where is |

7. Have pupils use each of the contractions from the list in their own original sentence.
8. Move around the classroom to make sure pupils understand and are doing the task.

Closing (2 minutes)



1. Remind pupils that contractions are speech shortcuts, so although we use them frequently in conversation, we should avoid them in formal writing.
2. For homework, instruct pupils to do practice activity PHL3-L079 in the Pupils’ Handbook.

[SENTENCES]

- a. They'll be working from morning to night.
- b. He isn't a very good driver.
- c. She'll be going to college in two years.
- d. Joe's been working hard to make better grades.
- e. The teacher's giving us the chance to take the test over.
- f. They've been living here for six months.

[LIST OF CONTRACTIONS]

- can't
- shouldn't
- won't
- they'll
- doesn't
- hadn't
- we've
- isn't
- don't
- who's
- she'd
- where's

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|---|--|---|-------------------------|
| Lesson Title: Apostrophes with Contractions and Plurals | | Theme: Grammar | |
| Lesson Number: L3-L080 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define contractions and possessive apostrophes and demonstrate understanding of their function in a sentence. 2. Identify common contractions and possessive nouns using apostrophes in sentences. 3. Write sentences using contractions and possessive apostrophes correctly. | |  Preparation <ol style="list-style-type: none"> 1. Write word list 1 on the board (see end of lesson). 2. Write word list 2 on the board (see end of lesson). | |

Opening (3 minutes)

1. Ask a volunteer to explain contractions in their own words. (Example answer: Making 1 word out of 2 by using an apostrophe in place of 1 or more letters)
2. Ask pupils what an apostrophe is. (Answer: A punctuation mark used to show possession or a contraction)
3. Tell pupils that in today's lesson they will practise using an apostrophe to form contractions and show possession.

Teaching and Learning (15 minutes)

1. Discuss the 2 different uses of an apostrophe:
 - To form a contraction by combining 2 words that have been shortened to make 1 word
Example: do + not = don't
 - To show ownership/possession
Example: Abu's shoes
2. Explain that to show possession, 2 main rules apply:
 - Add an apostrophe + 's' to the end of a singular noun.
Examples:
 - tiger's teeth
 - Adam's book
 - Add only an apostrophe to the end of a plural noun.
Examples:
 - My parents' house
 - the girls' locker room
3. Write the following sentences on the board:
 - a. Parents are not happy with the team's new practice schedule.

- b. Lauren's grades were not very good because she could not get out of bed to attend school.
4. Ask pupils to identify how these sentences could be rewritten using the apostrophe to make a contraction or contractions.
Answers:
- a. are not – aren't
b. were not – weren't; could not – couldn't
5. Ask volunteers to explain why the word 'parents' in the first sentence does not have an apostrophe. (Answer: It is plural, meaning more than 1 parent, rather than possessive.)
6. Discuss the rules of using an apostrophe with singular and plural nouns. Write the following example on the board, then show pupils how using the apostrophe incorrectly changes the meaning of the sentence:
- The girl's bus was late because the tire went flat.
 - In this sentence, the apostrophe + 's' means there is just 1 girl whose bus was late.
 - The girls' bus was late because the tire went flat.
 - In the second sentence, the 's' + apostrophe shows that more than 1 girl was on the bus.
7. Discuss the exceptions to the rule of apostrophes for possession:
- If 2 or more nouns are used and need to show joint possession, the apostrophe + 's' is added to the final name only.
Example: Tenneh and Alhaji's father is an important man.
 - If individual ownership is expressed, both or all nouns need to indicate possession by using apostrophe + 's'.
Example: Musa's house, Sampa's house and David's house are on the same street.

Practice (17 minutes)

1. Draw pupils' attention to word list 1 on the board. Have them copy the words from the board into their exercise books (see end of lesson).
2. Instruct pupils to use an apostrophe to combine each pair of words and form a contraction.
3. Check answers as a class.

Answers:

- | | |
|-------------|-----------|
| • wouldn't | • they'll |
| • won't | • I'll |
| • should've | • who's |
| • she's | • we've |
| • that's | • didn't |

4. Point to word list 2 and instruct pupils to copy the words into their exercise books (see end of lesson).
5. Instruct pupils to make each word in the list a possessive noun by putting an apostrophe in the correct place. Explain to pupils that some of the words can be singular or plural possessives.

Answers:

- candle's/candles' • mother's/mothers'
- boat's/boats' • boy's/boys'
- Mr Baker's • giraffe's/giraffes'
- Chris' • babies'
- school's/schools' • Mrs Carson's

6. Instruct pupils to write a sentence for each of the possessive nouns in word list 2.
7. If there are 2 possible possessive forms, have pupils write a sentence for both.
Write an example on the board for pupils:
 - The candle's wax has spilled on the floor.
 - The candles' light has really brightened the room.
8. Move around the classroom and check pupils' sentences.

Closing (5 minutes)



1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL3-L080 in the Pupils' Handbook.

[WORD LIST 1]

- would not • they will
- will not • I will
- should have • who has
- she has • we have
- that is • did not

[WORD LIST 2]

- candle • mother
- boat • boy
- Mr Baker • giraffe
- Chris • babies
- school • Mrs Carson

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| Lesson Title: Reading Skills Development: Identifying Topic Sentences | Theme: Reading | |
| Lesson Number: L3-L081 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of how to identify topic sentences. 2. Identify topic sentences in a given text. 3. Use topic sentences to help summarise a text. |  Preparation Practise reading the text, 'Mr Ngobeh, My Mathematics Teacher', aloud (see end of lesson). | |

Opening (3 minutes)

1. Ask pupils where they can find the main idea of an essay. (Example answers: in the introduction; in the conclusion; in topic sentences)
2. Tell pupils that in today's lesson they will learn how to identify topic sentences and use them to summarise a text.

Teaching and Learning (14 minutes)

1. Revise topic sentences:
 - A topic sentence is the sentence at the beginning of a paragraph that helps to explain what the paragraph is about.
 - It is typically the first sentence of a paragraph.
 - Keywords within the topic sentence, including nouns and verbs, can hint at what the text will discuss.
 - A thesis statement is the topic sentence of the first paragraph; it explains what the entire essay will be about.
 - Supporting sentences expand on the ideas in a topic sentence.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Read the first paragraph aloud and have pupils follow along in the Pupils' Handbook (see end of lesson).
4. Invite a volunteer to identify the topic sentence in the first paragraph.
 Answer: 'When the principal introduced Mr Ngobeh as our new Mathematics teacher, we did not think much of him'.
5. Write the topic sentence on the board.
6. As a class, identify the keywords from the topic sentence. (Examples: 'Mr Ngobeh', 'new Mathematics teacher', 'think much of')
7. As a class, make predictions about the essay based upon the keywords in this topic sentence. (Example answers: description of Mr Ngobeh; information about

the Mathematics class; the class's thoughts about Mr Ngobeh and how they changed)

8. As a class, identify some words and phrases in the first paragraph that relate to the topic sentence. (Examples: 'did not look very likable', 'nothing was spectacular about him', 'we forgot about the man')
9. Read the second paragraph aloud and while pupils continue to follow along in the Pupils' Handbook.
10. Invite a volunteer to identify the topic sentence in the second paragraph.
Answer: 'Our perspective changed during the first lesson'.
11. Write the topic sentence on the board.
12. Invite 2-3 volunteers to explain how the rest of the paragraph gives more information about the topic sentence. (Example answers: the narrator describes how the lesson is different from his expectations; the narrator starts to see Mr Ngobeh as equal to a great mathematician)

Practice (19 minutes)

1. Ask pupils to read the last 3 paragraphs silently to themselves.
2. After pupils have finished reading, invite 3 volunteers to identify the topic sentences of each paragraph.
Answers:
 - Paragraph 3: 'With time, we began to like his teaching'.
 - Paragraph 4: 'Then, one day, we learnt that Mr Ngobeh had been admitted to hospital'.
 - Paragraph 5: 'That was 50 years ago, and I have not forgotten Mr Ngobeh'.
3. Write the topic sentences on the board.
4. Invite different volunteers to identify words or phrases within each paragraph that relate to the topic sentences:
Examples:
 - Paragraph 3: 'taught with zeal', 'playful methods', 'lively', 'full of jokes', 'laughter', 'our amazement'
 - Paragraph 4: 'intensive care unit', 'condition was critical', 'mourning'
 - Paragraph 5: 'grateful to him'
5. Explain to pupils that you can use the topic sentences to help you summarise a text.
6. Ask a volunteer to read all the topic sentences in order.
Answer:
'When the principal introduced Mr Ngobeh as our new Mathematics teacher, we did not think much of him. Our perspective changed during his first lesson. With time, we began to like his teaching. Then, one day, we learnt that Mr Ngobeh had been admitted to hospital. That was 50 years ago, and I have not forgotten Mr Ngobeh'.
7. As a class, discuss whether the topic sentences accurately summarise the essay.

8. Have pupils to use the topic sentence summary to help them write their own summary of the essay in less than 40 words.

Example:

Initially, we did not think much of our new Mathematics teacher. But we began to like his teaching style. When we learned he was in the hospital, we mourned. We were relieved when he returned to school.

9. Move around the classroom to check pupils' work.

Closing (4 minutes)

1. Invite 1-2 volunteers read their summaries to the class.
2. For homework, have pupils do practice activity PHL3-L081 in the Pupils' Handbook.

[TEXT]

Mr Ngobeh, My Mathematics Teacher¹

When the principal introduced Mr Ngobeh as our new Mathematics teacher, we did not think much of him. He did not look very likable nor did he appear like much of a Maths teacher. Nothing was spectacular about him apart from the fact that he was a South African. Most of us who knew the goings-on in his country figured him to be one of the luckless refugees from the apartheid regime. After mild clapping, we forgot about the man with gaunt, hungry looks.



Our perspective changed during his first lesson. It struck me that not once did he consult the textbook. Rather, to teach the properties of the square and rectangle, he made us measure our tables, the classroom doors and other objects. From there, we saw that these objects had opposite equal sides, and all the angles were equal. We did not have to learn these from books; he helped us discover them from our surroundings. When later I consulted my textbook, what Durell, the great mathematician, wrote came very much alive. I started to see Mr Ngobeh as equal to Durell.

With time, we began to like his teaching. He taught with zeal and usually through playful methods. His class was always lively and full of jokes. For instance, to teach us the properties of a circle, he instructed us to bring out the bowls which we used for the midday meal. During the lesson, he made each one of us measure the distance around his bowl. Incidentally, almost every bowl was different in size. We laughed at the sizes of different bowls while we meticulously measured them. Throughout the lesson, there was much laughter. Finally, he told each pupil to divide the distance around the bowl by the distance through the centre. Imagine our amazement when we discovered that, whatever the size of bowl, all the answers were the same. This, he explained, is the basis of all computations regarding the circle.

Then, one day, we learnt that Mr Ngobeh was admitted to hospital. We sent representatives to convey our good wishes. However, they were refused entry into the intensive care unit and told that his condition was critical. We virtually went into mourning for weeks. But just as we were writing him off in our minds, one hot afternoon, his car crawled into the school compound. As he stepped out, pupils swarmed out, carried him shoulder-high and danced round the school, chanting spontaneously, 'Ngobeh, welcome! Mathematics, welcome!'

That was 50 years ago, and I have not forgotten Mr Ngobeh. Though we had disregarded him at the beginning, Mr Ngobeh never disregarded us. In the process, he actually tamed mathematics for us, terrifying as it was. I am grateful to him for that.

¹This passage is adapted from WAEC English Language Examination, 2013

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|--|--|---|-------------------------|
| Lesson Title: Reading Skills Development: Identifying Main Idea | | Theme: Reading | |
| Lesson Number: L3-L082 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of how to identify the main idea of a text. 2. Identify the main idea in a given text. 3. Use the main idea to help summarise a text. | |  Preparation Practise reading the text, 'What Is a Supernova?', aloud (see end of lesson). | |

Opening (3 minutes)

1. Discuss the following as a class:
 - Have you ever looked at the stars?
 - What do you know about them?
2. Tell pupils that in today's lesson they will read an informative report about stars to practise identifying main ideas in a text. It will talk about research that scientists from NASA, the National Aeronautics and Space Administration in the US, have done.

Teaching and Learning (17 minutes)

1. Revise the main idea with pupils:
 - The main idea is what the author wants readers to know about the topic.
 - The main idea is often stated within the topic sentence. But sometimes the main idea is only implied.
 - The main idea does not include details; it is a general summary.
2. Read the following example from the text *NASA Knows*¹ to pupils:

'Earth is our home planet. Scientists believe Earth and its moon formed around the same time as the rest of the solar system. They think that was about 4.5 billion years ago. Earth is the fifth-largest planet in the solar system. Its diameter is about 8,000 miles. And Earth is the third-closest planet to the sun. Its average distance from the sun is about 93 million miles'.
3. Discuss some strategies for finding the main idea:
 - Identify the topic sentence.
 - Look for repeated keywords, especially nouns.
4. Read the passage aloud again and ask 2-3 volunteers to identify the topic sentence and keywords.

Answers:

 - Topic sentence: 'Earth is our home planet'.
 - Repeated words: earth, planet, solar system, sun
5. As a class, identify the main idea using the following guiding questions:
 - In a word, what is the topic? (Answer: Earth)

- In how many sentences is Earth referred to? (Answer: 6, either directly or as a possessive pronoun)
 - Is the main idea clearly stated within the topic sentence? (Answer: yes)
 - Ask pupils which of the following sentences accurately explains the main idea of the passage:
 - There are many planets in our solar system.
 - Earth is a planet.
 - Earth is close to the sun.
6. Share the answer: Earth is a planet.
7. Read the following passage aloud:
Two hundred years ago, people moved from place to place by foot or by animal power, such as horse-drawn carriages. With the invention of motor vehicles, people began travelling longer distances in a shorter amount of time. Today's cars can easily go 100 kilometres in an hour, making them a fast and efficient option for travel. What will transportation look like in another hundred years?
8. As a class, identify the main idea using the following guiding questions:
- In a word, what is the topic? (Answer: transportation)
 - What words or concepts are repeated? (Answer: vehicles/cars, travel)
 - Is the main idea clearly stated within the first sentence? (Answer: No, the first sentence does not summarise what the rest of the paragraph is about.)
9. Ask pupils which of the following sentences accurately explains the main idea of the passage:
- Methods of transportation change over time.
 - A hundred years ago, people did not have cars.
 - Cars made horse-drawn carriages irrelevant.
10. Share the answer: Methods of transportation change over time.
11. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
12. Read the first paragraph of the text 'What Is a Supernova?' aloud and have pupils follow along in the Pupils' Handbook (see end of lesson).
13. As a class, identify the main idea of the paragraph using the following guiding questions:
- What is the topic sentence? (Answer: 'A supernova is the explosion of a star'.)
 - How do you know it is the topic sentence? (Answers: It comes first; the second sentence just provides details about the first sentence – it is a supporting sentence.)
 - What is the topic in a word? (Answer: supernova)
 - How do you know? (Answers: the title of the text is 'What Is a Supernova?'; both sentences are about supernovas)
 - Is the main idea stated within the topic sentence? (Answer: yes)
14. Ask 1-2 volunteers to identify the main idea of the paragraph. (Example answer: A supernova is the explosion of a star.)
15. Read the second paragraph of the text aloud.

16. As a class, identify the main idea of the paragraph using the following questions:
- What is the title of the section? (Answer: 'Where do supernovas take place?')
 - What is the topic sentence? (Answer: 'Supernovas are often seen in other galaxies'.)
 - What are some repeated words? (Answers: supernova, galaxy, Milky Way, see/seen, discovered)
 - What is the main idea? (Example answer: Supernovas are difficult to see in our own galaxy.)

Practice (17 minutes)

1. Have pupils work with seatmates to identify main ideas for each of the remaining paragraphs. Remind pupils to look for topic sentences, titles and repeated keywords for clues.
2. Discuss answers as a class:
 - Paragraph 'What causes a supernova?':
Answer: Supernovas happen when the centre of a star changes.
 - Paragraph 'Why do scientists study supernovas?':
Answer: Scientists study supernovas to learn about the universe.
 - Paragraph 'How do NASA scientists look for supernovas?':
Answer: Scientists use telescopes to look for supernovas.
 - Paragraph 'What can you do to help?':
Answer: You can find supernovas without a telescope.
3. Ask pupils to use all the main ideas to help them summarise the report into their own words. Tell them to write a summary in their exercise books in 2-3 sentences. Example:
Supernovas are when a change in a star causes it to explode. Scientists use telescopes to find supernovas and learn about the universe.
4. Move around the classroom to check pupils' work.

Closing (3 minutes)

1. Invite volunteers to share their summaries with the class.
2. For homework, have pupils do practice activity PHL3-L082 in the Pupils' Handbook.

[TEXT]

What Is a Supernova?^{1,2}

A supernova is the explosion of a star. It is the largest explosion that takes place in space.

Where do supernovas take place?

Supernovas are often seen in other galaxies. But supernovas are difficult to see in our own Milky Way galaxy because dust blocks our view. In 1604, Johannes Kepler discovered the last observed supernova in the Milky Way. NASA's Chandra telescope discovered the remains of a more recent supernova. It exploded in the Milky Way more than a hundred years ago.

What causes a supernova?

A supernova happens where there is a change in the core, or centre, of a star. A change can occur in two different ways, with both resulting in a supernova.

The first type of supernova happens in binary star systems. Binary stars are two stars that orbit the same point. One of the stars, a carbon-oxygen white dwarf, steals matter from its companion star. Eventually, the white dwarf accumulates too much matter. Having too much matter causes the star to explode, resulting in a supernova.

The second type of supernova occurs at the end of a single star's lifetime. As the star runs out of nuclear fuel, some of its mass flows into its core. Eventually, the core is so heavy that it cannot withstand its own gravitational force. The core collapses, which results in the giant explosion of a supernova. The sun is a single star, but it does not have enough mass to become a supernova.

Why do scientists study supernovas?

A supernova burns for only a short period of time, but it can tell scientists a lot about the universe.

One kind of supernova has shown scientists that we live in an expanding universe, one that is growing at an ever-increasing rate.

Scientists have also determined that supernovas play a key role in distributing elements throughout the universe. When the star explodes, it shoots elements and debris into space. Many of the elements we find here on Earth are made in the core of stars. These elements travel on to form new stars, planets and everything else in the universe.

How do NASA scientists look for supernovas?

NASA scientists use different types of telescopes to look for and study supernovas. Some telescopes are used to observe the visible light from the explosion. Others record data from the X-rays and gamma rays that are also produced. Both NASA's Hubble Space Telescope and Chandra X-ray Observatory have captured images of supernovas.

In June 2012, NASA launched the first orbiting telescope that focuses light in the high-energy region of the electromagnetic spectrum. The NuSTAR mission has a number of jobs to do. It will look for collapsed stars and black holes. It also will search for the remains of supernovas. Scientists hope to learn more about how stars explode and the elements that are created by supernovas.



What can you do to help?

You do not have to be a scientist, or even have a telescope, to hunt for supernovas. For example, in 2008, a teenager discovered a supernova. Then in January 2011, a 10-year-old girl from Canada discovered a supernova while looking at night sky images on her computer. The images, taken by an amateur astronomer, just happened to include a supernova.

With some practice and the right equipment, you could find the next supernova!

¹Wild, F. (Ed.). (2017, October 4). What is Earth? Adapted from <https://www.nasa.gov/audience/forstudents/5-8/features/nasa-knows/what-is-earth-58.html>

²Bernoskie, B., Deiss, H., & Miller, D. (2017, August 4). What is a supernova? (S. May, Ed.). Adapted from <https://www.nasa.gov/audience/forstudents/5-8/features/nasa-knows/what-is-a-supernova.html>

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|---|---|-------------------------|
| Lesson Title: Figurative Language – Hyperbole | Theme: Reading | |
| Lesson Number: L3-L083 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different hyperbole and demonstrate understanding of its function in a text. 2. Use context clues and inference to determine the meaning of hyperbole in a text. 3. Demonstrate understanding of hyperbole by explaining examples in their own words. 4. Answer questions on a text. |  Preparation Practise reading the text, 'The Princess and the Pea', aloud (see end of lesson). | |

Opening (5 minutes)

1. Ask pupils the following questions to revise figurative language:
 - What is figurative language? (Example answer: phrases or expressions with a meaning that is different from the literal interpretation)
 - What are some examples of figurative language? (Example answers: metaphors, similes, personification, idioms, collocations)
2. Invite volunteers to use an example of figurative language in a sentence. (Example: Simile – His hands were as cold as ice.)
3. Tell pupils that in today's lesson they will learn about hyperbole, which is another type of figurative language.

Teaching and Learning (20 minutes)

1. Explain hyperbole:
 - A **hyperbole** is an extreme exaggeration.
 - It is not realistic and not meant to be taken literally.
 - It is an example of figurative language.
 - We use hyperbole to make a point or to emphasise feelings.
2. Read the following examples:
 - The wrestler was as big as a mountain.
 - I drove the car faster than the speed of sound.
 - Our teacher gave us a ton of homework.
3. Ask pupils some guiding questions to discuss why the above are hyperbole:
 - Is it possible for a human to be the size of a mountain? (Answer: no)
 - Can cars go faster than sound? (Answer: no)
 - Does the homework really weigh over 1,000 kilograms? (Answer: no)

4. As a class, determine whether the following sentences are examples of hyperbole. To determine if the sentences are hyperboles, discuss whether they are realistic or not:
 - The movie is so boring that I fell asleep watching it. (Answer: no)
 - The movie is so boring that if you look up the word 'boring' in the dictionary there is a picture of that movie. (Answer: yes)
 - The movie is as boring as English class. (Answer: no)
 - The movie is so boring that it comes with a pillow. (Answer: ye)
5. As a class, discuss the following questions:
 - What is the writer of each sentence trying to say? (Answer: The movie is boring.)
 - Why might the writer use hyperbole? (Example answer: to be funny; to make a point)
6. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
7. Read the first paragraph of 'The Princess and the Pea' aloud and have pupils follow along in the Pupils' Handbook (see end of lesson).
8. Ask volunteers to find examples of hyperbole within the paragraph.
Answers:
 - A real princess would use her servants' backs as furniture.
 - She would have someone chew her food for her.
 - She would change the laws of physics so that the sun revolved around her.
9. Ask pupils to decide, from these examples, what traits they would expect a 'real princess' to have. (Example answers: self-centred, lazy, entitled, selfish)

Practice (10 minutes)

1. Have pupils read the remainder of the text individually. Instruct them to identify 2 more examples of hyperbole.
2. Discuss answers as a class:
 - 'The rain travelled upside down'.
 - 'I was lying on something hard, so that I am black and blue all over my body'.

Closing (5 minutes)

1. As a class, discuss the effect that hyperbole has on the story using the following questions:
 - Is the story funny, or serious? (Answer: funny)
 - Does the hyperbole give you a good sense of how the princess acts? (Answer: yes)
2. For homework, have pupils do practice activity PHL3-L083 in the Pupils' Handbook.

[TEXT]

Adaptation of 'The Princess and the Pea'
by Hans Christian Anderson¹

Once upon a time there was a prince who wanted to marry a princess, but she would have to be a real princess. A real princess would use her servants' backs as furniture. She would have someone chew her food for her. She would change the laws of physics so that the sun revolved around her. He travelled all over the world to find such a princess, but nowhere could he get what he wanted. There was always something about them that was not as it should be. If he could find a real princess, he vowed he would marry her.

One evening, there was a storm so terrible that the rain travelled upside down. A princess knocked on the castle gate. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess. 'If you allow me into the castle, I will show you I am a real princess'.



'Well, we'll soon find that out', thought the old queen. She went into the bedroom, took all the bedding off, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea. 'If she is a real princess', the queen thought, 'she will notice the pea'.

In the morning, she was asked how she had slept. 'Oh, very badly!' she said. 'I scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!'

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses. Nobody but a real princess could be as sensitive as that.

So the prince married her, for now he knew that she was a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

¹'The Princess and the Pea' by Hans Christian Andersen (1835) is in the public domain.

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|---|--|-------------------------|
| Lesson Title: Figurative Language – Hyperbole | Theme: Writing | |
| Lesson Number: L3-L084 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of hyperbole by using examples to express an idea. 2. Write a text using appropriate vocabulary and hyperboles. |  Preparation Write the steps for writing a story with hyperbole on the board (see end of lesson). | |

Opening (5 minutes)

1. Revise hyperbole:
 - Hyperbole is a type of figurative language.
 - It is extreme exaggeration.
 - We use hyperbole to make a point or emphasise feelings.
2. Ask volunteers to share their own examples of hyperbole.
3. Tell pupils that in today's lesson they will write their own text using hyperbole and the conditional tense.

Teaching and Learning (17 minutes)

1. As a class, determine whether the following sentences are examples of hyperbole.
 - It was so cold this morning, I could not feel my hands. (Answer: Probably not. This is a realistic sensation, unless someone is in a very hot place.)
 - The man was so rich that he had his own private airplane. (Answer: No. This is a realistic thing for a rich person to own.)
2. Discuss how you could change the sentences to make them hyperboles. Invite pupils to compete for the biggest exaggeration.
 - It was so cold this morning ... (example: ... my eyeballs popped out of my head).
 - The man was so rich... (example: ... he bought the moon).
3. Use the following examples to help you revise the conditional tense:
 - Zero conditional: If you sleep well, you feel rested the next day.
 - First conditional: If you sleep well, you will feel rested the next day.
 - Second conditional (present conditional): If you slept well, you would feel rested.
 - Second conditional (present continuous conditional): If you slept well, you would be feeling rested.
 - Third conditional: If you had slept well, you would have felt rested the next day.

- Mixed conditional: If you had slept well, you would feel rested.
4. As a class, create a hyperbolic story using the steps on the board (see end of lesson).

Example:

- Start with a real-life incident: The pupils were given a homework assignment.
- List at least 3 facts or feelings about the incident:
 - It was 2 activities.
 - It took about 30 minutes to complete.
 - It was difficult to complete.
- Exaggerate each fact until it is not realistic:
 - There were 80,000 activities to do.
 - They took a million years to finish.
 - It was harder than using a spoon to collect all the water from the ocean.
- Add the conditional tense:
 - If there had been any more activities, I would have drowned in paper.
 - If it had taken any longer, I would have been working on it in my grave.
 - If it had been any harder to complete, I would have demanded a trophy.
- Put all the elements together:

We were given homework. There were 80,000 activities to do. If there had been any more activities, I would have drowned in notebook paper. Plus, they took a million years to finish. If it had taken any longer, I would have been working on it in my grave. It was harder than using a spoon to collect all the water from the ocean. If it had been any harder to complete, I would have demanded a trophy.

Practice (14 minutes)



1. Ask pupils to think of an incident (real or imagined). If they cannot think of one, have them use the following writing prompt: I walked to school this morning.
2. Instruct pupils to follow the steps on the board to write their own short stories using hyperboles and the conditional tense, just like you did as a class.
3. Move around the classroom to make sure pupils understand and are doing the activity correctly.
4. Have pupils compare and share their short stories with seatmates. Ask them to identify the hyperboles in each other's stories.

Closing (4 minutes)

1. Invite volunteers to share their stories with the class.
2. For homework, have pupils do practice activity PHL3-T2-W21-L084 in the Pupils' Handbook.

[STEPS TO WRITING A STORY WITH HYPERBOLE]

- Start with a real-life incident.
- List at least 3 facts or feelings about the incident.
- Exaggerate each fact until it is not realistic.
- Add the conditional tense.
- Put all the elements together.

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|--|---|-------------------------|
| Lesson Title: Present Perfect Continuous Tense | Theme: Grammar | |
| Lesson Number: L3-L085 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when to use the present perfect continuous tense. 2. Identify the present perfect continuous in sentences. 3. Use the present perfect continuous correctly in speech and in writing. |  Preparation Write the 6 example sentences on the board (see end of lesson). | |

Opening (5 minutes)

1. Write the following sentences on the board:
 - The girl sleeps.
 - The girl is sleeping right now.
 - The girl has slept.
 - The girl has been sleeping all day.
2. As a class, discuss the differences between the sentences by identifying the tense that each sentence uses:
 - What tense does each sentence use?
Answers:
 - Sentence 1: Simple present
 - Sentence 2: Present continuous
 - Sentence 3: Present perfect
 - Sentence 4: Present perfect continuous
 - In which sentences can you be certain that the girl is currently sleeping? (Answer: Sentences 2 and 4)
 - In which of those 2 sentences can you be sure that what is currently happening began in the past? (Sentence 4)
3. Tell pupils that in today's lesson they will practise using the present perfect continuous tense.

Teaching and Learning (18 minutes)

1. Revise when and how to use present perfect continuous tense
 - Use present perfect continuous tense to show that an action began in the past but is ongoing.
Examples:
 - I have been having trouble with my classes this term.
 - They have been collecting school supplies to donate.

- The man has been working there since April.
 - Form the present perfect continuous by adding 'has/have been' with an '-ing' verb.
Example:
I have been learning, you have been learning, he has been learning, she has been learning, it has been learning, we have been learning, they have been learning.
2. Write the following verbs on the board:
 - to study
 - to think
 - to try
 - to call
 - to tell
 3. Invite a volunteer to conjugate 'to study' into present perfect continuous tense aloud.
Answers: I have been studying, you have been studying, he has been studying, she has been studying, we have been studying.
 4. As a class, discuss some ways to improve the sentence to make it clearer that the action began in the past and is ongoing.
Examples:
 - Give a time when the action started. (Example: ... since yesterday)
 - Give some context as to why the subject is doing the action. (Example: Since failing the last test ...)
 - Add adjectives. (Example: study hard)
 5. Invite 2-3 volunteers to improve 1 of the sentences using 1 of the above methods.
Examples:
 - I have been studying hard since I learned I am failing the class.
 - They have been studying since yesterday.
 - We have been studying hard.
 6. Draw pupils' attention to the 6 example sentences on the board (see end of lesson).
 7. Ask volunteers to identify which sentences are in present perfect continuous tense.
Answers:
 - He has been living alone since his wife died.
 - The children have been feeling fine since their vaccination.
 8. Invite a volunteer to underline the verb phrases written in present perfect continuous tense in the sentences on the board.
Answers:
 - He has been living alone since his wife died.
 - The children have been feeling fine since their vaccination.

Practice (12 minutes)



1. Have pupils work individually to write sentences in the present perfect continuous tense using the 4 remaining verbs: to think, to try, to call, to tell.
2. Move around the classroom to check that pupils have used the tense correctly.
3. Have pupils share their sentences with seatmates.
4. Ask pupils to add details to their seatmate's sentences to make them clearer.
5. Walk around to check that pupils understand the activity and are doing it correctly. If pupils are struggling, use prompts such as 'When did this begin?' to help them.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L085 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- She has eaten rice since she was a child.
- He has been living alone since his wife died.
- They have spoken to each other once since the accident.
- The children have been feeling fine since their vaccination.
- Hassan is talking about something very important.
- We have been in a disagreement about money since we married.

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|---|---|-------------------------|
| Lesson Title: Present Perfect Continuous Tense | Theme: Grammar | |
| Lesson Number: L3-L086 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use the present perfect continuous in the negative, avoiding double negatives. 2. Use the present perfect continuous to ask and answer questions. |  Preparation Write the 6 example sentences on the board (see end of lesson). | |

Opening (5 minutes)

1. Write the following sentences on the board:
 - Does she sleep?
 - Is she sleeping at the moment?
 - Has she slept today?
 - How long has she been sleeping?
2. As a class, discuss the differences between each sentence using the following questions:
 - What tense does each sentence use?
 - Answers:
 - Sentence 1: Simple present
 - Sentence 2: Present continuous
 - Sentence 3: Present perfect
 - Sentence 4: Present perfect continuous
 - Which sentences are about the girl's current state? (Answer: Sentences 2 and 4)
 - Which of those 2 sentences also refer to the girl's past state? (Answer: Sentence 4)
3. Tell pupils that in today's lesson they will practise using the present perfect continuous tense to ask and answer questions. They will also use the present perfect continuous tense in the negative.

Teaching and Learning (18 minutes)

1. Revise when and how to use the present perfect continuous tense for questions:
 - Use the present perfect continuous tense to ask about an action which began in the past but is ongoing.
 - Questions are formed in the following way: 'to have' + noun/pronoun + 'been' + '-ing' verb
Examples:
 - Have you been having trouble with your classes this term?
 - Have they been collecting school supplies to donate?
 - Has the man been working there for long?

2. Write the following verbs on the board:

- to study
- to think
- to try
- to call
- to tell

3. Invite a volunteer to conjugate 'to study' into present perfect continuous tense to ask questions.

Answer:

Have I been studying? Have you been studying? Has he been studying? Has she been studying? Have we been studying? Have they been studying?

4. Revise when and how to form the negative of the present perfect continuous tense.

- Form the negative in the following way: 'have/has' + 'not been' + '-ing' verb.

Examples:

- I have not been having trouble with my classes this term.
- They have not been collecting any school supplies to donate.
- The man has not been working there since April.

- Be careful not to use double negatives. The 'not' makes the sentence negative. Adding a negative word such as 'nothing' or 'no' or 'none' afterward can make it into a double negative, which is grammatically incorrect.

- Examples:

- I have not been having trouble with none of my classes this term.
- They have not been collecting no school supplies to donate.

5. Invite a volunteer to conjugate 'to study' into the negative form aloud.

Answer: I have not been studying, you have not been studying, he has not been studying, she has not been studying, we have not been studying.

6. Draw pupils' attention to the 6 example sentences on the board (see end of lesson).

7. Ask 3 volunteers to identify which negative sentences use the correct form for present perfect continuous tense.

Answers:

- She has not been thinking about the exam.
- They have not been feeling well since eating that raw fish.
- The farmers have not been working today.

8. Ask 3 volunteers to correct the remaining sentences so they do not have double negatives.

Answers:

- He has not been watching any animals in the woods.
- Amina has not been visiting any of her relatives lately.
- We have not been discussing anything of importance.

Practice (12 minutes)



1. Have pupils work individually to write questions in the present perfect continuous tense using the 4 remaining verbs: to think, to try, to call, to tell.
2. Move around the classroom to check that pupils have used the tense correctly.
3. Have pupils share their sentences with seatmates.
4. Ask pupils to answer their seatmates' questions in their exercise books. Instruct them to answer in both the affirmative and the negative.
5. Remind pupils to avoid using double negatives. Move around to check pupils' work.

Closing (5 minutes)

1. Invite seatmates to share their questions and answers with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L086 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- She has not been thinking about the exam.
- He has not been watching no animals in the woods.
- They have not been feeling well since eating that raw fish.
- The farmers have not been working today.
- Amina has not been visiting none of her relatives lately.
- We have not been discussing nothing of importance.

| | | |
|---|---|-------------------------|
| Lesson Title: Past Perfect Continuous Tense | Theme: Grammar | |
| Lesson Number: L3-L087 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when to use the past perfect continuous tense. 2. Identify the past perfect continuous in sentences. 3. Use the past perfect continuous correctly in speech and in writing. |  Preparation Write the 6 example sentences on the board (see end of lesson). | |

Opening (5 minutes)

1. Write the following sentences on the board:
 - The nurses had been trying to save his life when he died.
 - The nurses tried to save his life.
 - The nurses were trying to save his life.
 - The nurses had tried to save his life.
2. As a class, discuss the differences between each sentence using the following questions:
 - What tense does each sentence use?
Answers:
 - Sentence 1: Past perfect continuous
 - Sentence 2: Simple past
 - Sentence 3: Past continuous
 - Sentence 4: Past perfect
 - In which sentence(s) is it clear that the nurses are no longer trying to save the man's life? (Answer: Sentence 1 and Sentence 2)
3. Tell pupils that in today's lesson, they will practise using the past perfect continuous tense.

Teaching and Learning (18 minutes)

1. Revise when and how to use past perfect continuous tense:
 - Use the past perfect continuous tense to talk about an action that began in the past and continued until at least another point in the past.
 - It is used to show length of time in the past or a reason for a past result.
 - Form the past perfect continuous in the following way: 'had been' + '-ing' verb.
Examples:
 - Length of time: They **had been considering** a holiday for years when they finally took a trip.

- Reason for past result: We **had been trying** to remain calm, but the thunderstorm rattled our nerves.
2. Write the following verbs on the board:
 - to wonder
 - to write
 - to dream
 - to dig
 - to listen
 3. Invite a volunteer to conjugate 'to wonder' into past perfect continuous tense aloud.
Answer:
I had been wondering, you had been wondering, he had been wondering, she had been wondering, we had been wondering, they had been wondering
 4. As a class, discuss some ways to improve the sentence to make it clearer that the action began in the past and ended at another time in the past.
Examples:
 - Give a time when the action ended. (Example: ... until yesterday.)
 - Give the sentence an object. (Example: ... about the meaning of life.)
 - Add a phrase at the end. (Example: ... when the bomb dropped.)
 5. Invite 2-3 volunteers to improve one of the sentences with 'to wonder' using the above methods.
Examples:
 - They had been wondering about the meaning of life.
 - The children had been wondering whether dinner would be served when their mother said, 'Supper is ready!'
 - She had been wondering about her college applications until she received her acceptance letter.
 6. Draw pupils' attention to the 6 example sentences on the board (see end of lesson).
 7. Ask volunteers to identify which sentences are in past perfect continuous tense.
Answers:
 - The computer had been trying to load the program when the electricity went out.
 - Mariatu never suspected that her parents had been saving money for her to go to university.
 8. Ask a volunteer to underline the verb phrases written in past perfect continuous tense in the sentences on the board.
Answers:
 - The computer had been trying to load the program when the electricity went out.
 - Mariatu never suspected that her parents had been saving money for her to go to university.

Practice (12 minutes)



1. Have pupils work individually to write sentences in the past perfect continuous tense for each of the 4 remaining verbs: to write, to dream, to dig, to listen.
2. Move around the classroom to check that pupils have used the tense correctly.
3. Have pupils share their sentences with seatmates.
4. Ask pupils to add details to their seatmate's sentences to make them clearer.
5. Walk around to check that pupils understand the activity and are doing it correctly. If pupils are struggling, use prompts such as 'When did this end?' to help them.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L087 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- Whatever the siblings' differences, they had resolved them before they moved out of the house.
- Her husband had been a very good driver before he lost his eyesight.
- The computer had been trying to load the program when the electricity went out.
- Mariatu never suspected that her parents had been saving money for her to go to university.
- After the game, we were so tired that we could not move.
- Alusine had been caught lying by his teachers many times.

| | | |
|---|---|-------------------------|
| Lesson Title: Past Perfect Continuous Tense | Theme: Grammar | |
| Lesson Number: L3-L088 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use the past perfect continuous in the negative, avoiding double negatives. 2. Use the past perfect continuous to ask and answer questions. |  Preparation Write the 6 example sentences on the board (see end of lesson). | |

Opening (5 minutes)

1. Write the following sentences on the board:
 - Did he show any symptoms?
 - Had he been showing any symptoms before he became ill?
 - Was he showing any symptoms?
 - Had he shown any symptoms?
2. As a class, discuss the differences between each sentence using the following questions:
 - What tense does each sentence use?
 - Answers:
 - Sentence 1: Simple past
 - Sentence 2: Past perfect continuous
 - Sentence 3: Past continuous
 - Sentence 4: Past perfect
3. Tell pupils that in today's lesson they will practise using the past perfect continuous tense to ask and answer questions. They will also use the past perfect continuous in the negative.

Teaching and Learning (18 minutes)

1. Revise when and how to use past perfect continuous tense for questions.
 - Use past perfect continuous tense to ask about an action which began in the past and ended at a later time in the past.
 - Form a question as follows: 'had' + noun/pronoun + 'been' + '-ing' verb.
 - Examples:
 - Had he been having difficulty sleeping before the accident?
 - Had the radio DJ been playing too many upbeat dance songs?
 - Had the couple been planning the wedding for long before they broke up?
2. Write the following verbs on the board:
 - to wonder
 - to write

- to dream
 - to dig
 - to listen
3. Invite a volunteer to conjugate 'to wonder' into past perfect continuous tense to ask questions.
Answer:
Had I been wondering? Had you been wondering? Had he been wondering? Had she been wondering? Had we been wondering? Had they been wondering?
4. Revise when and how to form the negative of past perfect continuous tense.
- Form the negative in the following way: 'had' + 'not been' + '-ing' verb.
 - Examples:
 - He had not been having difficulty sleeping before the accident.
 - The radio DJ had not been playing too many upbeat dance songs.
 - The couple had not been planning the wedding for long before they broke up.
5. Invite a volunteer to conjugate 'to wonder' into the negative form aloud.
Answer:
I had not been wondering, you had not been wondering, he had not been wondering, she had not been wondering, we had not been wondering, they had not been wondering
6. Draw pupils' attention to the 6 example sentences on the board (see end of lesson).
7. Ask 3 volunteers to identify which sentences use the correct form for the past perfect continuous tense.
Answers:
- Had we not been watching the news, we would not have learned about the earthquake.
 - Bockarie had not been introducing himself to classmates because he thought he would soon drop out of school.
 - When did you realise that we had not been searching for you?
8. Ask 3 volunteers to correct the remaining sentences so they do not have double negatives.
Answers:
- I had not been feeling well after I woke up.
 - The politician had not been considering running for re-election until his family urged him to run.
 - They had not been paying attention to any of the road signs and missed their turnoff.

Practice (12 minutes)

1. Have pupils work individually to write questions in the past perfect continuous tense using the 4 remaining verbs: to write, to dream, to dig, to listen.
2. Move around the classroom to check that pupils have used the tense correctly.



3. Have pupils share their sentences with seatmates.
4. Ask pupils to answer their seatmates' questions in their exercise books. Instruct them to answer in both the affirmative and the negative.
5. Remind pupils to avoid using double negatives. Move around to check pupils' work.

Closing (5 minutes)

1. Invite seatmates to share their questions and answers with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L088 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- Had we not been watching the news, we would not have learned about the earthquake.
- I had not been feeling no good since I woke up.
- The politician had not been considering not running for re-election until his family urged him to run.
- They had not been paying attention to none of the road signs.
- Bockarie had not been introducing himself to classmates because he thought he would soon drop out of school.
- When did you realise that we had not been searching for you?

| | | |
|---|---|-------------------------|
| Lesson Title: Reading Skills Development: Factual and Inferential Questions | Theme: Reading | |
| Lesson Number: L3-L089 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the difference between factual and inferential questions. 2. Answer factual and inferential questions on a text. 3. Use factual and inferential questions to develop reading comprehension. |  Preparation Practise reading the article, 'Mass Poultry Vaccination Planned by China', aloud (see end of lesson). | |

Opening (2 minutes)

1. Read 'Humpty Dumpty' aloud to pupils:

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
 All the king's horses and all the king's men
 Couldn't put Humpty together again.

2. Tell pupils that in today's lesson they will learn how to use factual and inferential questions to answer questions on this and other texts.

Teaching and Learning (18 minutes)

1. As a class, discuss factual questions:
 - Factual questions have one literal answer.
 - The answers to factual questions are stated directly in the text.
 - Factual questions are usually asking about who, where, when or what.
 - For example, in Humpty Dumpty, we can ask the following factual questions:
 - Where did Humpty Dumpty sit? (Answer: on a wall)
 - Who 'couldn't put Humpty Dumpty together again'? (Answer: all the king's horses and all the king's men)
2. As a class, discuss inferential questions:
 - Inferential questions are questions that require a reader to analyse and interpret the text.
 - The answers to inferential questions require context clues, but the answers are not stated directly in the text.
 - Inferential questions often ask why something happened. They could also be yes/no questions that require some explanation.
 - For example, in Humpty Dumpty, we can ask the following inferential question:
 - Why did the king's horses and the king's men try to put Humpty together again? (Example answer: because he broke when he fell)

3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Read the first paragraph aloud to pupils (see end of lesson). Have pupils follow along in the Pupils' Handbook.
5. Ask 2-3 volunteers to identify some facts they learned from the paragraph.
Examples:
 - China plans to vaccinate 14 billion birds.
 - There are reports of avian influenza spreading within China.
 - Other countries have killed birds to try to stop avian influenza.
6. Invite volunteers to answer the following factual questions:
 - What country is the article about? (Answer: China)
 - How does China plan to stop bird flu? (Answer: by vaccinating 14 billion birds)
 - Who made the announcement? (Answer: China's Chief Veterinary Officer, Jia Youling)
7. Ask volunteers to identify context clues to answer the following inferential questions:
 - Why is China's plan 'drastic'?
Example answer: It wants to vaccinate every bird, and 14 billion birds is a lot of birds.
 - Do you think other countries have been successful at stopping bird flu? Why or why not?
Example answer:
No. Other countries have tried to kill birds. If that approach had been successful, China would use it instead of vaccinating birds.
8. Read the second paragraph aloud to pupils. Have pupils follow along in their books.
9. Invite 2-3 volunteers to create factual questions whose answers can be found in the paragraph. As a class, confirm this is a factual question, then have other volunteers answer them and confirm.
Example: How many confirmed deaths has China had from bird flu? (Answer: 1)
10. Invite 2-3 volunteers to ask inferential questions about the paragraph. As a class, confirm this is an inferential question, then have other volunteers answer them and confirm.
Example:
Does bird flu spread easily to humans? Why or why not? (Answer: No. There have only been 2 reported cases in China.)

Practice (15 minutes)

1. Ask pupils to read the last 4 paragraphs silently to themselves.
2. After pupils have finished reading, ask them to write at least 1 factual and 1 inferential question for each paragraph in their exercise books.
3. Walk around and check pupils' work.

4. Have pupils work with seatmates to ask and answer the questions they developed.
5. Move around the classroom to make sure pupils understand and are doing the activity correctly.

Closing (5 minutes)

1. Invite volunteers to share their questions and answers with the class. Ask the class to answer the questions and decide whether each is a factual question or an inferential question.
2. For homework, have pupils do practice activity PHL3-L089 in the Pupils' Handbook.

[ARTICLE]

Mass Poultry Vaccination Planned by China¹

China's Chief Veterinary Officer, Jia Youling, has announced that the country plans to take drastic steps to stop avian influenza, also known as 'bird flu', by trying to vaccinate its entire poultry stock of 14 billion birds. The move follows a number of reports of the virus spreading within China. Other Asian countries, including Vietnam, have recently killed birds to try to halt the disease's spread.

Millions of infected birds have been slaughtered in China. However, despite the spread of the virus, the World Health Organisation (WHO) has only today confirmed the first human cases in the country. The cases include at least one death, a 24-year-old female poultry worker in the eastern province of Anhui. The other confirmed case is a 9-year-old boy in the central province of Hunan who has since recovered.

However, obtaining truly accurate numbers is a challenge in China because bird flu outbreaks tend to occur in rural communities that lack good hospital or laboratory services. Even if bird flu is suspected, blood samples have to be sent to one of only 200 specialised laboratories around the world. The cost of sending samples to these labs from rural areas can be high, and many doctors may not be aware of them. Moreover, there is little incentive for farmers to report outbreak, because any confirmed bird flu infection may result in the farmer's flock being destroyed.



Officials in Liaoning have reportedly finished vaccinating all 320 million birds in the northeastern province. David Nabarro, the United Nations coordinator for bird and human flu, says such vaccination programs are 'the right thing to do', arguing that slaughtering the animals is ineffective. According to Henk Bekedam, the World Health Organisation's representative in China, this time of year is favourable to the disease's spread because the virus can survive in cold temperatures.

Still, avian influenza continues to be a very rare disease in humans. So far, it only seems to be spread to people through direct contact with infected birds. Experts,

however, are afraid that the virus will change into a strain that is easily spread between humans.

Elsewhere in Asia, the deadly H5N1 strain of the avian flu has infected at least 126 people and killed at least 64 since 2003. WHO spokeswoman Maria Cheng says there is no increased risk of an influenza pandemic since the virus does not appear to spread between humans.

¹Mass poultry vaccination planned by China. (2005, November 16). Adapted from https://en.wikinews.org/wiki/Mass_poultry_vaccination_planned_by_China

| | | | |
|---|--|---|-------------------------|
| Lesson Title: Reading Comprehension – Article for Publication (news article) | | Theme: Reading | |
| Lesson Number: L3-L090 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of an article. 2. Read a text with fluency. 3. Summarise a text in their own words. 4. Infer meaning from a text. 5. Answer questions on a text. | |  Preparation Practise reading the text ‘Fire in Central London Causes Traffic Chaos’, aloud (see end of lesson). | |

Opening (5 minutes)

1. Discuss the following questions with pupils:
 - Where do you learn about things happening in your town? In Sierra Leone? Throughout the world?
 - What types of events do newspapers discuss?
 - How do readers choose which news articles to read?
2. Tell pupils that in today’s lesson they will read a news article.

Teaching and Learning (12 minutes)

1. Revise the features of a news article:
 - It is an article meant for publication in a newspaper or magazine.
 - It usually addresses an issue that is relevant to the reader or community.
 - It uses formal language when addressing an issue for a wider audience (but it can use less formal language if the audience is the school community).
 - It always includes a title.
2. Tell pupils that today’s text is a news article called ‘Fire in Central London Causes Traffic Chaos’. Ask pupils to predict what the article will be about based on the title. (Examples answers: what the traffic problems are; how the fire started; how the fire caused traffic problems)
3. Have pupils open the Pupils’ Handbook at the page that corresponds with the lesson.
4. Read the first paragraph aloud to pupils as they follow along in the Pupils’ Handbook.
5. Invite a volunteer to identify the topic sentence.
 Answer: ‘A fire on Aldwych, in central London, England, has led to serious traffic problems in the area since this morning’.
6. Ask a volunteer to explain what the following paragraphs in the text are likely to be about based upon this topic sentence.
 Example answer: They will describe how the fire started and how it is affecting traffic.

7. Re-read the first paragraph aloud to pupils and ask pupils to infer the meaning of the word 'extinguish' from the words around it. (Context clue: 'firefighters')
8. Write the definition of 'extinguish' on the board: To put out; to stop

Practice (18 minutes)

1. Ask pupils to read the remaining paragraphs silently to themselves.
2. Have pupils work with seatmates to summarise each paragraph. Remind pupils to look for topic sentences, main ideas and keywords to assist them.

Examples:

- Paragraph 1: A fire in London is causing traffic problems.
- Paragraph 2: The fire started at 11:00 at Marconi House.
- Paragraph 3: Several roads are closed.
- Paragraph 4: The fire is on the building's roof.
- Paragraph 5: Traffic was still disrupted in the evening.

3. Ask pupils to write a short summary of the news article.
4. Invite volunteers to read their summary aloud.

Example:

A fire has caused traffic problems in central London. The roads around Marconi House in London have been closed since the morning. The London Fire Brigade is in charge of the scene.

5. Write the following words on the board:

- visible
- depot
- disruption
- pedestrian

6. Have pupils work with seatmates to determine the meaning of the words based upon their use in the article.
7. Invite different pupils to give a definition of each word and write the definitions on the board.

Examples:

- Visible: Can be seen
- Depot: A place where equipment is stored
- Disruption: A problem that interrupts something
- Pedestrian: Someone who is walking

8. Have pupils write a sentence for each of the words.
9. Invite volunteers to share a sentence with the class.

Examples:

- Visible: The destruction from the fire is visible all over the building.
- Depot: All of the construction materials are stored at the depot.
- Disruption: When the power went off it was a real disruption to their work.
- Pedestrian: Pedestrians should not walk in the middle of the road.

Closing (5 minutes)

1. Discuss the following questions as a class:
 - How well does the title summarise the article?
 - How might this news article help people? (Example: It could warn people who might be traveling to the area.)
 - What would you expect to read about the fire the following day? (Examples: Is the fire still going? Is traffic still affected? What was the cause of the fire?)
2. For homework, have pupils do practice activity PHL3-L090 in the Pupils' Handbook.

[ARTICLE]

Fire in Central London Causes Traffic Chaos¹

A fire on Aldwych, in central London, England, has led to serious traffic problems in the area since this morning. Many roads have been closed for some hours while firefighters attempt to extinguish the blaze. There are no reports of any casualties.



The blaze is at Marconi House, a ten-storey building currently being converted into flats and a luxury hotel, near the church of St Mary le Strand, King's College London and Somerset House. The alert was raised at about 11 a.m. BST. About 75 firefighters in 15 fire engines were sent to the scene, from depots including Homerton and Whitechapel in east London and Old Kent Road in southeast London. Ambulances, including hazardous response teams, and police officers are also in attendance.

Local roads, including Waterloo Bridge and parts of the Strand, have been closed to traffic, causing significant disruption to travellers. At least 10 bus routes are affected, and the London Underground train system is accepting bus tickets for travel within the affected area.

The cause of the fire is unknown at present, but it is located in the roof of the building. The smoke could be seen from large parts of central London, and was still coming from the roof some hours after it started.

As of 7:45 p.m. local time, traffic was still prevented from passing the building, although the pavement on the south side of Aldwych (furthest from Marconi House) had been reopened to pedestrians. The scene was still under the control of the London Fire Brigade (LFB), with police cars and ambulances still in attendance. Waterloo Bridge and the Strand were still closed to vehicles, with about 15 fire engines or LFB command vehicles parked close by and many hosepipes running across the road. Some smoke could still be seen coming from the roof of the building, but less than before. Some damage to the roof was also visible.

¹Fire in central London causes traffic chaos. (2011, June 14). Adapted from https://en.wikinews.org/wiki/Fire_in_central_London_causes_traffic_chaos

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|--|---|-------------------------|
| Lesson Title: Article for Publication in a School Magazine | Theme: Writing | |
| Lesson Number: L3-L091 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use an outline to plan a text. 2. Write a text relevant to the topic with well-organised ideas. 3. Use appropriate and relevant vocabulary when writing on a topic. 4. Write a text with correct grammar and spelling. |  Preparation <ol style="list-style-type: none"> 1. Write the article outline on the board (see end of lesson). 2. Practise reading the magazine article, 'Pupils' Club Benefits SSS 3 Learners', aloud (see end of lesson). | |

Opening (5 minutes)

1. Discuss the topic 'Recent improvements to our school' using questions such as:
 - What aspects of school life do you wish were different?
 - What improvements to school life have you seen since you came to this school?
 - How would you write about these improvements to an audience of other pupils?
2. Tell pupils that today's lesson is on writing a magazine article about the topic, 'Recent improvements to our school'.

Teaching and Learning (15 minutes)

1. Revise the features of an article for publication:
 - Seeks to capture the reader's attention
 - Takes the reader or audience into consideration and usually addresses an issue that is relevant to the reader or community
 - Uses formal language when addressing an issue for a wider audience but can use less formal language if the audience is the school community
 - Always includes a title and the author's name
2. Revise the features of the article outline on the board with pupils (see end of lesson). Have them copy the outline into their exercise books.
3. Demonstrate how to complete the outline to prepare to write a magazine article on the topic. Complete the outline on the board with the example below:

| |
|--|
| Title: Pupils' Club Benefits SSS 3 Learners |
| Introductory Paragraph <ul style="list-style-type: none"> • Main idea of article (what happened): Pupils formed a club • When it happened/will happen: 22 October 2016 • Where it happened/will happen: On the campus • Who was/is involved/affected: 45 SSS 3 pupils |

Body of article

- Detail 1: The club members bought seeds and pesticides.
- Detail 2: They borrowed tools from their parents.
- Detail 3: They harvested over 500 kg of tomatoes.
- Detail 4: They split the earnings between themselves, the club and the school.
- Detail 5: Many used their money for school supplies and school fees.

Closing paragraph

- Outcome (or possible next steps): The pupils want to increase the harvest next year.

Name: Julius Bangara

Designation: St Joseph's Pupils' Club Representative.

4. Once you have completed the outline, read the example magazine article aloud (see end of lesson).

Practice (15 minutes)

1. Tell pupils that they are going to write their own article on the topic 'Recent improvements to our school'. They can write about real improvements or they can invent an article based upon improvements they would like to see.
2. Have pupils complete their own outline. This is their opportunity to prepare to write an article.
3. Move around the classroom to check that pupils are completing the outline correctly. Give support as needed.
4. After pupils have completed the outline, they should give their article a title.
5. Have pupils share their outlines with seatmates.

Closing (5 minutes)

1. Invite different pupils to share the ideas in their outline with the class.
2. For homework, have pupils do practice activity PHL3-L091 in the Pupils' Handbook.

[ARTICLE OUTLINE]

| Title |
|---|
| Introductory Paragraph <ul style="list-style-type: none"> • Main idea of article (what happened) • When it happened/will happen • Where it happened/will happen • Who was/is involved/affected |

| |
|--|
| <p>Body of article</p> <ul style="list-style-type: none"> • Detail 1 • Detail 2 • Detail 3 • Detail 4 • Detail 5 |
| <p>Closing paragraph</p> <ul style="list-style-type: none"> • Outcome (or possible next steps) |
| <p>Name Designation Address (for national and international publications).</p> |

[EXAMPLE MAGAZINE ARTICLE]

Pupils' Club Benefits SSS 3 Learners



SSS 3 pupils formed the St Joseph's Pupils' Club on 22 October 2016 as a way of putting classroom instruction on science into practice.

The 45 members (24 boys and 21 girls) launched the club by planting tomatoes on a piece of land next to the classroom. The members purchased several bags of seed plus pesticides with a grant from a local community organisation, Salone Revival, which runs a field office just a few kilometres from the school. The club borrowed additional tools from their parents to complete the planting.

By the following year, pupils' investment had paid off. They harvested over 500 kg of tomatoes, which they were able to sell for 10 times the cost of the seeds and pesticides. They split 50 percent of the earnings among members, placed 30 percent in their club savings account and gave the remaining 20 percent to the school for use of the land. Salone Revival staff stepped in to mentor club members on how to manage their newfound money. Most pupils spent their money on school supplies and fees.

The Pupils' Club has already decided to plant twice as much for next year, and its leadership has asked permission from the school to increase the size of its garden.

Julius Bangara
St Joseph's Pupils' Club Representative

| | | | |
|--|--|---|-------------------------|
| Lesson Title: Article for Publication in a Newspaper | | Theme: Writing | |
| Lesson Number: L3-L092 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use an outline to plan a text. 2. Write a text relevant to the topic with well-organised ideas. 3. Use appropriate and relevant vocabulary when writing on a topic. 4. Write a text with correct grammar and spelling. | |  Preparation <ol style="list-style-type: none"> 1. Write the article outline on the board (see end of lesson). 2. Practise reading the example newspaper article, 'Sierra Leone Sends Lone Athlete for the Nation's Second Ever Paralympic Games,' aloud. | |

Opening (5 minutes)

1. Discuss the topic 'Events in my community' using questions such as:
 - What has changed about your community since you were born?
 - Is there any one event, or series of events, that has had a major impact on your way of life?
 - Are there any positive developments to report on?
 - How would you report these changes to an audience of people that did not live in your community?
2. Tell pupils that today's lesson is on writing a newspaper article on the topic 'Events in my community'.

Teaching and Learning (15 minutes)

1. Revise the features of an article for publication:
 - Seeks to capture the reader's attention
 - Takes the reader or audience into consideration and usually addresses an issue that is relevant to the reader or community
 - Uses formal language when addressing an issue for a wider audience but can use less formal language if the audience is the school community
 - Always includes a title and the author's name
2. Revise the features of the outline with pupils (see end of lesson). Have them copy the outline into their exercise books.
3. Demonstrate how to complete the outline to prepare to write a newspaper article on the topic. Complete the outline on the board with the following example:

| |
|---|
| Title: Sierra Leone Sends Lone Athlete for the Nation's Second-Ever Paralympic Games |
| Location: (where the news is being reported): London, England |
| Introductory Paragraph <ul style="list-style-type: none"> • Main idea of article (what happened): Mohamed Kamara will become Sierra Leone's second Paralympic athlete. • When it happened/will happen: The upcoming 2012 Summer Paralympic Games from 29th August to 9th September • Where it happened/will happen: London, England • Who was/is involved/affected: Sierra Leone's second-ever Paralympics athlete |
| Body of article <ul style="list-style-type: none"> • Detail 1: The Paralympics is an event for disabled athletes that occurs once every 4 years in the same city that hosts the Olympics. • Detail 2: Marah Kelley represented Sierra Leone at the 1996 Paralympics. • Detail 3: Mohamed Kamara will run the men's 100- and 200-metre events. • Detail 4: Liberia is sending its first ever Paralympic athlete to the event. |
| Closing paragraph <ul style="list-style-type: none"> • Outcome (or possible next steps): The 100-metre event is to happen on September 6. |
| Name Designation Address (for national and international publications). |

Practice (15 minutes)

1. Tell pupils that they are going to write their own article on the topic 'Events in my community'. They can write about a real event or a fictional event.
2. Have pupils complete their own outline. This is their opportunity to prepare to write an article.
3. Move around the classroom to check that pupils are completing the outline correctly. Give support as needed.
4. After pupils have completed the outline, they should give their article a title.
5. Have pupils share their outlines with seatmates.

Closing (5 minutes)

1. Invite volunteers to share the ideas in their outlines with the class.
2. For homework, have pupils do practice activity PHL3-L092 in the Pupils' Handbook.

[ARTICLE OUTLINE]

| Title |
|--|
| Introductory Paragraph <ul style="list-style-type: none">• Main idea of article (what happened)• When it happened/will happen• Where it happened/will happen• Who was/is involved/affected |
| Body of article <ul style="list-style-type: none">• Detail 1• Detail 2• Detail 3• Detail 4• Detail 5 |
| Closing paragraph <ul style="list-style-type: none">• Outcome (or possible next steps) |
| Name Designation Address (for national and international publications). |

[EXAMPLE NEWSPAPER ARTICLE]

Sierra Leone Sends Lone Athlete for the Nation's Second-Ever Paralympic Games¹

London, England — When Mohamed Kamara enters the Olympic Stadium during the 2012 Summer Paralympics Opening Ceremony on Wednesday night representing Sierra Leone, he will become only the second Paralympic competitor to ever represent his country.



The Paralympics is an event for disabled athletes that occurs once every four years in the same city that hosts the Olympics. This year's event will be held in London, England, from 29th August to 9th September.

Sierra Leone's previous Paralympic appearance came at the 1996 Summer Paralympics when the country was represented by Marah Kelley, a javelin thrower who remains the only female to have ever represented the country at the Paralympics.

Kamara, an athletics competitor, is scheduled to race in the men's 100- and 200-metre events in London. The 200 metres is scheduled for next Saturday and Sunday, the third and fourth days of Paralympic competition, and the 100-meter event is to happen on 6th September.

Sierra Leone's neighbour Liberia will be making its own Paralympic debut when powerlifter James Siaffa competes in London.

¹Sierra Leone sends lone athlete for the nation's second ever Paralympic Games. (2012, August 25). Adapted from https://en.wikinews.org/wiki/Sierra_Leone_sends_lone_athlete_for_the_nation%27s_second_ever_Paralympic_Games

| | | |
|---|--|-------------------------|
| Lesson Title: Reading Skills Development: Giving Titles to Untitled Texts | Theme: Reading | |
| Lesson Number: L3-L093 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the characteristics of a good title. 2. Read a text and summarise in their own words. 3. Develop titles for untitled texts. |  Preparation Write the poem titles and poems 1-3 on the board (see end of lesson). <ol style="list-style-type: none"> 2. Practise reading poems 1-3 aloud (see end of lesson). 3. Practise reading the untitled poem aloud (see end of lesson). | |

Opening (3 minutes)

1. Using the following questions, discuss the purpose of the title of a text with pupils:
 - Can a title get you interested in a text?
 - What can you learn about a text from a title?
2. Tell pupils that in this class they will develop their own titles for untitled texts.

Teaching and Learning (17 minutes)

1. Discuss the characteristics of a title:
 - It gets the reader interested in reading the text. (Example: The title 'The Mysterious Letter' lets you know there is a secret in the story.)
 - It hints at what the text is about. (Example: The title 'The Story of Me' lets readers know that the writer is sharing insights of his or her own life.)
2. Read the book titles and summaries aloud (see end of lesson).
3. Discuss whether each title is suitable for the summary using the following questions:
 - Does it relate to what the story is about?
 - Does it get you interested in reading the text?
4. Allow pupils to explain their answers.
 Example answers:
 - *The Clue of the Broken Locket*: Yes. A 'clue' is something a detective would find.
 - *All My Love, George ... Letters from a WWII Hero*: Yes. Both the summary and the title refer to 'letters'.
 - *The Truth of the Lie*: No. The summary indicates both pupils are good candidates. Neither would lie.
 - *Undefeated*: No. The summary does not relate to victory.
5. Draw pupils' attention to the poem titles on the board (see end of lesson).
6. Read each poem (1-3) individually from the board (see end of lesson).
7. Ask volunteers to match each poem to the most appropriate title. (Note: There is 1 extra title to add difficulty.) Use the following questions to guide pupils:

- What is the poem about? (Example: Poem 1 is about being a child)
 - What keywords do you notice? (Example: Poem 1 uses the word 'child' twice; it also uses the word 'house' and 'home')
8. Discuss the answers as a class.

Answers:

- Poem 1: 'The Orphan'
- Poem 2: 'Life'
- Poem 3: 'More than a Shadow'

Practice (15 minutes)

1. Ask pupils to summarise each of the poems in a sentence.
2. Discuss answers as a class.

Example answers:

- Poem 1: An orphan dreams of a happy life.
- Poem 2: Life is full of emotions.
- Poem 3: I have a lot to share with the world.

3. Have pupils give each poem a new title based upon their summaries.

Example answers:

- Poem 1: 'A Wish for a Happy Life'
- Poem 2: 'Emotions'
- Poem 3: 'My Inner Self'

4. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.

5. Read the untitled poem aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook.

6. Ask pupils to summarise the poem in 1-2 sentences in their exercise books.

7. Ask pupils to share their summaries with their seatmates.

Example:

As we grow older, our memories remind us of our accomplishments in life. Our memories can put us at peace with the way we have lived life.

8. Have pupils work as seatmates to provide a title for the text.

(Examples: 'Years Gone By'; 'Memories of a Life')

Closing (5 minutes)

1. Have volunteers share their summaries and titles.
2. For homework, have pupils do practice activity PHL3-L093 in the Pupils' Handbook.

[TITLES AND SUMMARIES]

The Clue of the Broken Locket

An amateur detective and her friends are able to reunite long-lost siblings when they find an old row boat containing a secret from the past.

All My Love, George...Letters from a WWII Hero

Experience the life of a soldier fighting for his life and the lives of others through the letters he writes home to his parents and younger brother.

The Truth of the Lie

Momoh and Morlay are competing for the position of prefect. Both deserve the honour, but one of them is a little more determined than the other to come out the winner.

Undefeated

Ali cannot stand the thought of walking through the doors of his new school one more day. He hates it. Why did his parents have to live in this God-forsaken part of the country? Could life get any worse? Just when Ali thinks it cannot, it does. The question is: What will he do about it?

[POEM TITLES]

- 'Life'
- 'Experience Is Where It's At'
- 'The Orphan'
- 'More Than a Shadow'

[POEM 1]

Towering houses, whispering winds,
Down from the heaven the angel sends,
Gifts for a child, scared and alone,
Parents and dwelling to make him a home.

Shaded oaks, bended pine,
Oh, what a treasure, oh, such a find.
Better than jewels, sparkling like glitter,
The beginning of good; the end of the bitter.

Chuckling waters, gurgling streams,
Crowd out the nightmares, fill up the dreams.
Visions of life, happy and free,
Oh, but I wish that child could be me.

[POEM 2]



Sad, happy, crying, laughing.
Angry, fearful, shouting, clapping.
Asking, dreaming, doubting, hoping.
That's living.

[POEM 3]

Could my shadow really be a reflection of my inner self?
Am I that plain and unwanted toy on the shelf?
No, that is not me—it is just a hint of what is inside.
So stand back and wait, because I am not going to hide!
Not at all! I've got too much to do,
So do we all—and that includes you!

[UNTITLED POEM]

The old woman heaves a sigh,
While thinking of the years passed by.
All the memories she did keep,
Only now make her smile or weep.
Of her lively home, does she recall,
And her children's sweet and lively voices echoing in the hall.
The happy times spent in their home,
Are the memories that are now only her own.
They bring comfort in many ways, but in others present a cold, hard fact—
The fact is that these times will never come back.
But she is at peace with this, because she holds them all dear,
Her sweet treasured memories of yesteryear.

| | | |
|--|---|-------------------------|
| Lesson Title: Reading Comprehension – Poetry | Theme: Reading | |
| Lesson Number: L3-L094 | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read a text with fluency. 2. Identify the features of a poem. 3. Infer meaning from a text. 4. Answer questions on a text. |  Preparation Write the poems, 'The Secret' and 'Man of Constant Sorrow', on the board (see end of lesson). | |

Opening (5 minutes)

1. Read/sing the nursery rhyme, 'Row, Row, Row Your Boat' aloud:
Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.
2. Discuss the following as a class:
 - What mood does this poem put you in?
 - What literary devices does it use? (Examples: assonance, rhyme)
 - Why does it use these devices? (Example answer: to put children in a pleasant state for sleep)
3. Tell pupils that in this lesson, they will learn to develop their ability to read and comprehend poetry.

Teaching and Learning (17 minutes)

1. Explain to pupils that to understand a poem's meaning, it is important to understand the features of poetry.
2. Revise the common features of poetry:
 - Poems use mood to give the reader a particular feeling.
 - Many poems use descriptive words that relate to the senses.
 - Poems often use symbolism and figurative language: The writer may be talking about one thing to represent something different.
Examples:
 - The sky can represent freedom.
 - Water can represent renewal or rebirth.
 - Light can represent hope.
 - Like essay paragraphs, poems are broken up into groups of lines called stanzas.
 - Stanzas give the poem a particular rhythm.
 - Many, but not all, poems rhyme.
Example:

My mother and I went to the store;
And when we arrived, we walked through the door.
We bought fruit, we bought bread, we bought milk, we bought meat;
And now our whole family will have plenty to eat.

- Many poems repeat sounds (through assonance and alliteration) to enhance the mood.
- Many poems words or lines to emphasise ideas.

Example:

'Row, Row, Row Your Boat' repeats the word 'row' to emphasise the strokes in rowing. It also uses assonance because 'boat' and 'row' share the same sound.

3. Draw pupils' attention to the poems on the board (see end of lesson). Have pupils copy the poems into their exercise books.
4. Read the poem 'The Secret' aloud to pupils.
5. As a class, discuss the features of the poem using the following questions:
 - What is the poem about? What does it describe?
Answer: It describes secrets through personification.
 - Does it use figurative language? What type?
Answer: Yes, it uses personification.
 - Does the poem rhyme? Which words rhyme?
Answer: Yes, there is some rhyme. The words 'place' and 'face'; 'themselves' and 'shelf'; 'say' and 'name' roughly rhyme.
6. Write the following words on the board:
 - clandestine
 - undisclosed
7. Ask volunteers to find context clues that help them infer the meanings of the words. (Context clues: secret; ear-tight place; between themselves)
8. Discuss the meanings of the words as a class.
 - Clandestine: Something done secretly
 - Undisclosed: Something kept hidden

Practice (14 minutes)

1. Have pupils read the poem 'Man of Constant Sorrow'.
2. As pupils are reading, write the following words on the board:
 - sorrow
 - ramble
3. Have pupils work with seatmates to determine the meaning of the words.
4. Discuss the meaning of the words as a class. Ask pupils to explain the context clues and sense words they used to guess the meanings.

Example definitions:

- Sorrow: Sadness
- Ramble: To walk without a destination in mind

5. Invite volunteers to use the words in a sentence. (Example: I was full of sorrow, so I rambled along the beach.)
6. Ask volunteers to answer the following questions:
 - What is the poem about? (Example answers: living a troubled life; feeling alone)
 - What mood does the writer want to give? How can you tell?
Example answer:
The mood is sad. You can tell because the title is about sadness and the words 'constant sorrow' are repeated.
 - What might have caused the writer to write this poem?
Example answer:
The writer might be sharing feelings about his circumstances or reminding himself that there is still hope because he has made it through his troubles.

Closing (4 minutes)

1. Discuss the following questions as a class:
 - How does the second poem make you feel?
 - Why do you think the writer used poetry to express himself instead of an essay?
2. For homework, have pupils do practice activity PHL3-L094 in the Pupils' Handbook.

[POEMS]

The Secret

I am supposed to be kept in an ear-tight place,
And should not be revealed by the look on your face.

Friends like to keep me between themselves,
But you won't find me in a box or on a shelf.

Do you know what I am? My very nature cannot say,
But 'clandestine' or 'undisclosed' can sometimes be my name.



Man of Constant Sorrow (verses 1-3)

I am a man of constant sorrow.
I've seen trouble all of my days.
I bid farewell to old Kentucky;
The place where I was born and raised.

All through this earth I'm bound to ramble;
Through storm and wind, thru sleet and rain.

I'm bound to ride that Northern railroad;
Perhaps I'll take the very next train.

For six long years I've been in trouble.
No pleasure here on Earth I've found.
For in this world I'm bound to ramble;
I have no friends to help me now.

| | | | |
|--|--|---|-------------------------|
| Lesson Title: Reading Skills Development: Identifying Main Idea | | Theme: Reading | |
| Lesson Number: L3-L095 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of how to identify the main idea of a text. 2. Identify the main idea in a given text. 3. Use the main idea to help summarise a text. | |  Preparation Practise reading the formal letter, 'Request for Help Toward the Urgent Need for Classroom Furniture at St Andrew's Secondary School', aloud (see end of lesson). | |

Opening (5 minutes)

1. Discuss the following as a class:
 - Have you ever asked someone you did not know for help?
 - Have you written a formal letter asking for help?
 - How would you ask for help in a letter?
2. Tell pupils that in today's lesson they will read a formal letter asking for help and identify the main idea.

Teaching and Learning (15 minutes)

1. Revise main ideas:
 - The main idea is what the author wants readers to know about the topic.
 - Sometimes the main idea is only implied.
 - In formal letters, the main idea is usually a direct request.
2. Revise the features of a formal letter as a class. A formal letter must include the following:
 - Recipient's address
 - Date
 - Writer's address
 - Heading or subject
 - Greeting
 - Introduction
 - Body paragraphs
 - Conclusion
 - Subscript (Yours faithfully)
 - Signature
 - Name
 - Position/Title
3. Discuss some strategies for finding the main idea:
 - Read the heading or subject line.
 - Scan for keywords from the subject line within the body paragraphs.
 - Read the opening paragraph.
 - Identify topic sentences.
4. Explain that in a formal letter the main idea is usually obvious. The heading gives the main idea of the letter. The opening paragraph introduces the main idea and support for the main idea can be found within the body paragraphs.

5. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
6. Read the letter aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook.
7. Ask a volunteer to identify the subject of the letter. (Answer: 'Request for help toward the urgent need for classroom furniture at St Andrews Secondary School')
8. As a class, discuss the following questions:
 - What is the purpose of this letter? (Answer: to make a request)
 - What does the writer want? (Answer: classroom furniture)
 - Scan the text. What keywords offer more information? (Examples: furniture, help)
9. Ask a volunteer to identify the main idea of Paragraph 1. (Example answer: We do not have enough classroom furniture.)

Practice (15 minutes)

1. Have pupils work with seatmates to identify main ideas for each of the paragraphs within the letter. Remind pupils to look for topic sentences, titles and repeated keywords for clues.
2. Discuss answers as a class.
Example answers:
 - Paragraph 2: The lack of classroom furniture makes it difficult to learn.
 - Paragraph 3: The school and state do not have enough money to buy more furniture.
 - Paragraph 4: Can you give us 3,000 sets of desks and chairs?
 - Paragraph 5: We will honour your organisation if you donate furniture to us.
3. Ask pupils to use all the main ideas to summarise the letter in their own words. Have them write a summary in their exercise books.
Example:
St Andrew's school does not have enough classroom furniture and cannot afford to buy more. This makes it difficult for pupils to learn. Pupils request that World Vision give them 3,000 sets of desks and chairs. The school offers to honour World Vision if they donate the furniture.
4. Move around the classroom to check pupils' work.

Closing (5 minutes)

1. Ask volunteers to share their summaries with the class.
2. For homework, have pupils do practice activity PHL3-L095 in the Pupils' Handbook.

[LETTER]

The Prefects Board
St Andrew's Secondary School
UCC
Bo,
Sierra Leone.

8th September, 2017.

The Regional Manager
World Vision International
Southern Region
Bo,
Sierra Leone.

Dear Sir/Madam,

REQUEST FOR HELP TOWARDS THE URGENT NEED FOR CLASSROOM
FURNITURE AT ST ANDREW'S SECONDARY SCHOOL

Kindly excuse me, on behalf of the 6,000 pupils of St Andrews, for drawing your attention to the dire need for classroom furniture at our school.

The problem causes so much disorder for the pupils, teachers and school administration. As it stands, the lack of furniture undermines all the efforts we have made over the last four years to reclaim the glory of academic success. Currently, there is one chair and one desk for every four pupils. This arrangement does not allow anyone to properly do school work. The only thing sustaining our attendance is discipline and our ambition to learn. However, we see our dreams fading just because school furniture is in short supply. Public examination results at the school have been poor for two consecutive years.

At first, we tried to solve the problem by staging a strike in anger at the government and the administration. That attempt only led us to discover the extreme financial stress of both school and state.

There is simply no other benefactor to plead with but your benevolent institution. Please help us revive our dreams by providing us the ever-needed furniture.

We do not demand all 6,000 sets of chairs and desks. We shall be fully satisfied with 3,000 and remain thankful to World Vision.

If you do make the offer, you are assured that every pupil in this school will protect each piece of furniture. Anything you demand of us, we are all willing to do. The principal has already agreed to honour you with the name of one of the school's



sporting facilities.

We await your answer in most hopeful expectation of our future success.

Yours faithfully,

Sheku Jibilla
Senior Prefect.

Copy: Principal, St Andrew's Secondary School

| | | | |
|---|--|--|-------------------------|
| Lesson Title: Formal Letter | | Theme: Writing | |
| Lesson Number: L3-L096 | | Class: SSS 3 | Time: 40 minutes |
|  Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a formal letter. 2. Identify different types of formal letters. 3. Use an outline to draft a formal letter. 4. Write a letter demonstrating correct usage of the features of a formal letter. 5. Use appropriate and relevant vocabulary when writing a letter. 6. Write a letter with correct grammar and spelling. | |  Preparation <ol style="list-style-type: none"> 1. Write the features of a formal letter on the board (see end of lesson). 2. Write the outline of a formal letter on the board (see end of lesson). 3. Practise reading the example letter, 'Request for a Lesson on the Administrative History of Moyamba District', aloud (see end of lesson). | |

Opening (3 minutes)

1. Discuss the following as a class:
 - If you could make a request for your classroom, what would you ask for?
 - Who would you ask?
2. Tell pupils that today's lesson is on writing a formal letter requesting an outside speaker to come to your school.

Teaching and Learning (12 minutes)

1. Direct pupils' attention to the board and revise the features of a formal letter (see end of lesson).
2. As a class, discuss when you would write a formal letter. (Examples: legal or medical matters; business and banking matters; accepting or resigning from a job; letters to government officials and other people in authority; letters of complaint)
3. Discuss things that should not be in a formal letter:
 - Contractions
 - Slang
 - Acronyms
 - Abbreviations
4. Direct pupils' attention to the outline of a formal letter on the board (see end of lesson).
5. Revise the features of the outline with pupils.
6. Read pupils the example letter aloud.

Practice (22 minutes)

1. Ask pupils to copy the outline into their exercise books and use it to prepare to write their letter requesting an outside speaker to come to your school. They should make note of their main ideas in the outline before writing.
2. Move around the classroom to make sure pupils understand and are doing the activity correctly.
3. Have pupils write their own formal letter using the outline they have completed.
4. Move around the classroom to check pupils' letters. Give support as needed.
5. Have pupils share their letters with seatmates.
6. Ask pupils the following questions about their letters and have them self-check their work:
 - Does the letter have all the necessary features of a formal letter?
 - Is the letter grammatically correct?
 - Are there any misspelled words?
 - Is there anything in the formal letter that should not be there, such as abbreviations, contractions, slang or acronyms?

Closing (3 minutes)

1. Invite 1-2 volunteers to share their letter with the class.
2. For homework, have pupils do practice activity PHL3-L096 in the Pupils' Handbook.

[FEATURES OF A FORMAL LETTER]

- Writer's address
- Recipient's address
- Date
- Heading or subject
- Greeting
- Introduction
- Body paragraphs
- Conclusion
- Subscript (Yours faithfully)
- Writer's name
- Signature
- Position/Title

[OUTLINE OF FORMAL LETTER]

| | |
|---|--|
| | Writer's address _____. |
| | Date _____ |
| Recipient's address. | |
| Salutation (Dear Sir/Madam), | |
| Subject comes here (UPPERCASE or <u>Underlined Title Case</u>) | |
| Introductory paragraph (I am writing to ...) | |
| Main idea 1, with supporting statements | |
| Main idea 2, with supporting statements | |
| Main idea 3, with supporting statements | |
| Closing paragraph | |
| | Yours faithfully, |
| | (Signature) |
| | Your name, Your position/appointment. |

[EXAMPLE LETTER]

Maliggy Lajune Foday
District Council Secondary
School
Moyamba, Sierra Leone.
8th September, 2017

The District Council Chairman
Moyamba District
Moyamba, Sierra Leone.

Dear Sir,

Request for a Lesson on the Administrative History of Moyamba District

I write on behalf of the senior school pupils of the Arts Department of Moyamba District Secondary School. We request that you lecture here on the above topic. Based on your explanations to the SSS 4 history class during our April 2017 field trip to the District Council, the combined group of arts students from SSS 1 to SSS 4 are convinced that no one can deliver a lecture on the topic as well as you can.

The topic is a special section of the WAEC history syllabus, intended to develop candidates' interest in the culture, history and traditions of their various countries. The syllabus recommends that traditional leaders with relevant experience be used as resources for the required information. The needed contents are unique to the local community of each school and we cannot find these in our school books.

If you accept to deliver the lesson, we shall be content with any date and time you choose, whether this be during a weekend or late in the evening. The principal and all of the teachers also hope to attend the lesson.

When you have informed us about your schedule, we will use the principal's car to bring you to the school. It would also please our group if you would accept a present we have prepared for the occasion.

We await your kind approval.

Yours faithfully,

Maliggy Lajune Foday
Class Prefect.

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Document information:

Leh Wi Learn (2018). "*Maths, SeniorSecondarySchool Year 3, Term 2 MS0722, teachers guide.*" A resource produced by the Sierra Leone Secondary Education Improvement Programme (SSEIP). DOI: 10.5281/zenodo.3745410.

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Archived on Zenodo: April 2020.

DOI: 10.5281/zenodo.3745410

Please attribute this document as follows:

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