



Ministry of  
Basic and  
Senior  
Secondary  
Education

Lesson Plans for  
Senior Secondary  
*English  
Language*

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## **Foreword**

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

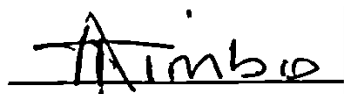
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



**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.**

## Table of Contents











<b>Lesson 1:</b> Introducing Self and Others .....	1
<b>Lesson 2:</b> Simple Present Tense.....	3
<b>Lesson 3:</b> Simple Present Tense.....	5
<b>Lesson 4:</b> Dialogue .....	8
<b>Lesson 5:</b> Parts of Speech .....	11
<b>Lesson 6:</b> Parts of Speech .....	14
<b>Lesson 7:</b> Reading Skills Development: Skimming.....	17
<b>Lesson 8:</b> Reading Skills Development: Scanning .....	20
<b>Lesson 9:</b> Vocabulary Development: Family and Home .....	23
<b>Lesson 10:</b> Vocabulary Development: Family and Home .....	26
<b>Lesson 11:</b> Punctuation – Terminal Stops.....	29
<b>Lesson 12:</b> Punctuation – Terminal Stops.....	32
<b>Lesson 13:</b> Present Continuous Tense (present use).....	34
<b>Lesson 14:</b> Present Continuous Tense (future use).....	38
<b>Lesson 15:</b> Reading Comprehension – Fiction.....	41
<b>Lesson 16:</b> Reading Comprehension – Autobiography.....	45
<b>Lesson 17:</b> Informal Letters – Descriptive .....	49
<b>Lesson 18:</b> Informal Letter – To a Classmate.....	52
<b>Lesson 19:</b> Simple Past – Regular Verbs .....	55
<b>Lesson 20:</b> Simple Past – Irregular Verbs.....	59
<b>Lesson 21:</b> Simple Past – Irregular Verbs.....	62
<b>Lesson 22:</b> Past Continuous .....	64
<b>Lesson 23:</b> Formal Letter – Request to a Person of Authority .....	68
<b>Lesson 24:</b> Formal Letters – Request to a Person of Authority.....	71
<b>Lesson 25:</b> Comprehending a Listening Passage .....	74
<b>Lesson 26:</b> Consonant Sounds .....	77
<b>Lesson 27:</b> Simple Past – Irregular Verbs.....	80
<b>Lesson 28:</b> Comprehending a Listening Passage .....	83
<b>Lesson 29:</b> Punctuation: Comma, Semi-colon, Colon, Dash .....	86
<b>Lesson 30:</b> Punctuation – Comma, Semi-colon, Colon, Dash .....	89
<b>Lesson 31:</b> Reading Skills Development: Summarising .....	91

<b>Lesson 32:</b> Reading Skills Development: Summarising .....	94
<b>Lesson 33:</b> Vocabulary Development: Agriculture .....	97
<b>Lesson 34:</b> Vocabulary Development: Agriculture .....	100
<b>Lesson 35:</b> Simple Future (going to) .....	103
<b>Lesson 36:</b> Simple Future (will vs shall) .....	105
<b>Lesson 37:</b> Reading Comprehension – Science Fiction.....	108
<b>Lesson 38:</b> Reading Comprehension – Science Fiction.....	111
<b>Lesson 39:</b> Creative Writing .....	115
<b>Lesson 40:</b> Creative Writing .....	118
<b>Lesson 41:</b> Comprehending a Listening Passage .....	119
<b>Lesson 42:</b> Consonant Clusters .....	123
<b>Lesson 43:</b> Consonant Clusters .....	125
<b>Lesson 44:</b> Spelling.....	127
<b>Lesson 45:</b> Vocabulary Development: Fishing.....	130
<b>Lesson 46:</b> Vocabulary Development: Fishing.....	133
<b>Lesson 47:</b> Singular and Plural Nouns.....	135
<b>Lesson 48:</b> Nouns – Spelling Irregular Plural Nouns .....	138

# Introduction to the Lesson Plans

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

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

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

## **KEY TAKEAWAYS FROM SIERRA LEONE’S PERFORMANCE IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION – ENGLISH LANGUAGE<sup>1</sup>**

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

### **Listening and speaking**

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

### **Writing**

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

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



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

### **Reading comprehension**

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

## FACILITATION STRATEGIES

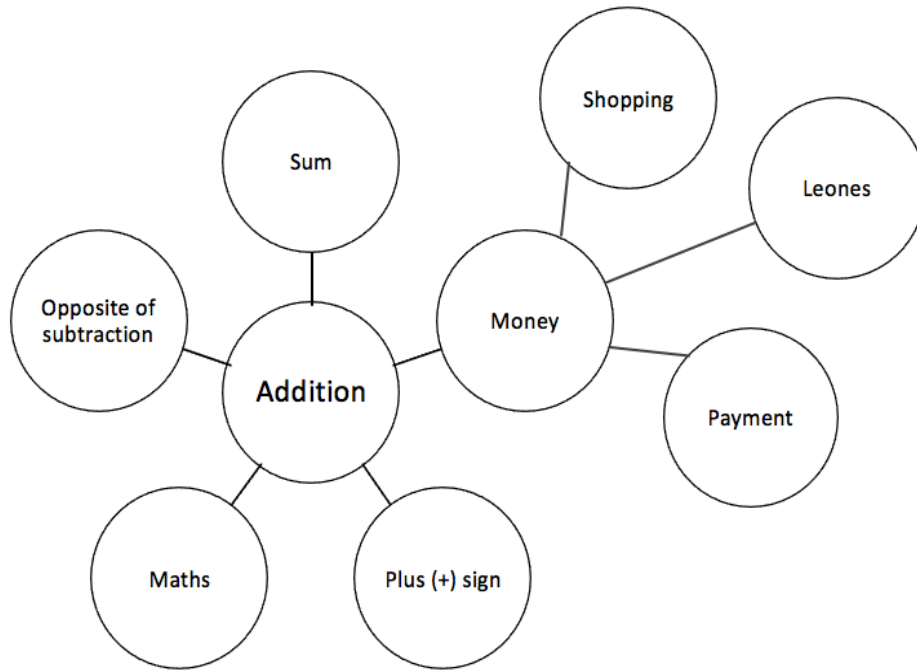
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior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

### Strategies for introducing a new concept

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

### Strategies for reviewing a concept in 3-5 minutes

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



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

### Strategies for assessing learning without writing

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



## Strategies for assessing learning with writing

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

## Strategies for engaging different kinds of learners

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

<b>Lesson Title:</b> Introducing Self and Others	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L1-L001	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Prepare a brief introduction about themselves using the appropriate verb and vocabulary.</li> <li>2. Introduce themselves clearly and fluently using the appropriate verb and vocabulary.</li> </ol>	 <p><b>Preparation</b> None</p>
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### **Opening** (5 minutes)

1. Welcome pupils to the new school year and class. Tell pupils that in this lesson the class will get to know one another better.
2. Ask pupils to think for 2 minutes about what they want to know about you as their teacher.
3. Invite volunteers to share their ideas. (Example answers: name, place of birth, interests, hobbies, age, family members, favourite food and drink, friends)

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

1. Ask pupils to turn to share their topic with their seatmates. Together, have them write down a list of topics.
2. Invite different volunteers to share their topic ideas and write them on the board at random.
3. When you have enough topics, tell pupils you are going to introduce yourself using some of the topics they have identified. Ask pupils to focus on what you are saying and the verbs you use.
4. Spend a few minutes introducing yourself using some of the topics on the board. Point to each topic as you use it. Try to use a variety of tenses.  
Example:  
My name is Mrs Fofanah. I was born in Makeni. I am married and have 2 children. I have 1 sister and 2 brothers. In my free time I like shopping and listening to the radio. My favourite food is fish. I am happy to meet you all and I am looking forward to teaching you.
5. When you are finished, ask pupils to write down 3 new things they learned about you.
6. Invite a few pupils to share what they learned. Focus on the tenses they use and help them if they get stuck.



**Practice** *(15 minutes)*

1. Ask pupils to prepare their own introduction, choosing from the same topics on the board. Encourage them to write notes about the information they would like to share. Remind them to think about tenses and when they should use the past, present and future tenses.
2. After 5 minutes, ask pupils to turn to their seatmates and take turns in introducing themselves.
3. Have a few volunteers to introduce a seatmate to the class.

**Closing** *(5 minutes)*

1. Invite volunteers to share something interesting they learned about their seatmates.
2. For homework, have pupils do practice activity PHL1-L001 in the Pupils' Handbook.

<b>Lesson Title:</b> Simple Present Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L002	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of when and how to use the simple present tense.</li> <li>3. Identify the simple present in sentences.</li> <li>4. Use the simple present correctly in speech and in writing.</li> </ol>	 <p><b>Preparation</b> Write 3 statements about yourself on the board. Two should be true and the other false, and pupils should not be able to easily guess which is false. Example: I love mangoes. I am afraid of swimming. I go to the beach regularly.</p>
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### Opening (5 minutes)

1. Ask pupils to read the statements on the board. Tell them 1 is false and the others are true. Ask them to discuss with their seatmates which they think is false and why.
2. Give pupils 2 minutes to discuss.
3. Invite pupils to tell you which statement they think is false and why.
4. Ask pupils which tense the statements use. (Answer: simple present tense)
5. Tell pupils that in this lesson they are going to practise using the simple present tense.

### Teaching and Learning (15 minutes)

1. Draw a picture of a bus on the board and a clock showing 10 o'clock.
2. Invite volunteers to give you a statement about the pictures on the board using the simple present tense. (Example answer: The bus leaves at 10 o'clock.)
3. Write their sentences on the board. Correct any mistakes pupils make.
4. Write 'Sierra Leone' and 'Freetown' on the board.
5. Ask 2-3 pupils to raise their hand to share a statement about the words on the board using the simple present tense. (Example answer: Freetown is the capital of Sierra Leone.)
6. Write their sentences on the board. Correct any mistakes pupils make.
7. Ask pupils to identify the verbs in the sentences on the board. (Example answers: leaves, is)
8. Discuss when you need '-s' at the end of a verb. (Answer: when the subject is he, she or it)
9. Discuss when you need to use am/is/are. (Answer: when there is no other main verb)
10. Ask pupils to identify if the sentences are facts. (Answer: yes)
11. Write the following definition on the board and ask pupils to copy it:

- The simple present tense states general facts, repeated actions, emotions and wishes.
- In positive sentences, check to make sure that the verb agrees with the subject. When the subject is he/she/it, add ‘-s’ or ‘-es’ to the end of the verb. (Example: She lives in Bo. He catches fish every week. It tastes good.)

12. Write the following on the board:

- sun – daytime
- goats – grass
- cars – petrol
- school – 8:00 a.m.
- The Cotton Tree – Freetown

13. Ask pupils to construct sentences in the present tense, using the word pairs on the board.

14. Invite different pupils to share their sentences. (Example answers: a. The sun shines in the daytime. b. Goats eat grass. c. Cars use petrol. d. School starts at 8:00 a.m. e. The Cotton Tree is in Freetown.)

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



1. Ask pupils to brainstorm what they could tell someone about their village or town. Write the topics on the board. (Example topics: population, important places, times things are open, who owns the shops, animals that live there)
2. Tell pupils they are going to prepare a paragraph about their village or town using the simple present tense.
3. Have pupils work with their seatmates to think of interesting facts and information to include.
4. Give pupils 10 minutes to write.
5. Ask pupils to practise reading their paragraph(s) aloud to their partner.

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

1. Invite a few pupils to read their paragraph to the class.
2. For homework, have pupils do practice exercise PHL1-L002 in the Pupils’ Handbook.



<b>Lesson Title:</b> Simple Present Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L003	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use the simple present in the negative.</li> <li>2. Use the simple present to ask and answer questions.</li> </ol>	 <p><b>Preparation</b> Write the rules for negative sentences and questions on the board (see end of lesson).</p>
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### Opening (3 minutes)

1. As a class, discuss when to use the simple present tense. (Answer: for stating general facts, repeated actions, emotions and wishes)
2. Remind pupils that in the last lesson they used the simple present tense in positive sentences. Today they will practise using the simple present tense in negative sentences.
3. Ask a volunteer to tell you what they would do if they wanted to find out more information about something. (Answer: ask questions)
4. Tell pupils they will also study how to ask questions today.

### Teaching and Learning (15 minutes)

1. Have volunteers share positive sentences about living in a village. Write 8-10 examples on the board.  
Examples:
  - People know each other well.
  - The village is quiet and peaceful.
  - The food is fresh and delicious.
  - The buildings are small.
  - The villagers are often farmers.
  - People sleep well.
2. Have pupils change 1-2 sentences on the board about living in the village into questions about living in the city. Do an example together.  
Examples:
  - Do people know each other well in the city?
  - Is the food fresh and delicious?
3. As a class, discuss how to change a statement into a question.  
Answer:
  - Change the word order of the sentence.
  - Move the verb to the start of the sentence.
  - Put a question mark at the end of the sentence.

- If the sentence does not use the verb 'to be' (am/is/are), then add 'do' or 'does' as a helping verb, as well as a question mark  
Example: I have 3 brothers. Do you have 3 brothers?
4. Practise 2-3 more examples with pupils. Be sure to include examples that use the verb 'to be' (am/is/are) as well as other verbs that use the helping verb 'do'.
  5. Have pupils change 1-2 sentences on the board about living in the village into negative sentences. Do an example together. (Example: The buildings are not small in the city)
  6. Do 1-2 examples with 'do not' or 'does not'.
    - Example: People do not sleep well in the city.
    - People don't sleep well in the city.
  7. Discuss as a class how to change a sentence from positive to negative.  
Answer:
    - Add 'not' to the verb 'to be' (am/is/are)
    - If the sentence does not use the verb 'to be' (am/is/are) add 'do' or 'does' as a helping verb)
  8. Revise the rules for making negative sentences and questions on the board with pupils (see end of lesson).

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

1. Have pupils change all of the positive sentences on the board about living in the village into questions about living in a city. Tell them to write both sets of questions in their exercise books.
2. Check answers as a class. Invite volunteers to share their questions. Write the questions on the board as pupils share them.

Example answers:

- Do people know each other well?
  - Is it quiet?
  - Are there many cars?
  - Are there big shops?
  - Is it difficult to find transport?
3. Invite a volunteer to explain how they changed the statements into questions.
  4. Once you have all of the questions written correctly on the board, ask pupils to answer the questions. Remind them to use negative sentences if the answer is 'no'. Do 2 examples together, with 1 example using the verb 'to be' (am/is/are) and another example using the helping verb 'do'.

Example answers:

- The city is not peaceful.
  - Cars do not drive slowly.
5. Ask a volunteer to explain how they made the statement negative.
  6. Have pupils answer the rest of the questions independently.
  7. Ask pupils to check their answers with seatmates.

8. Check answers as a class.

Example answers:

- People do not know each other well.
- It is not quiet. There are many cars.
- The buildings are not big.

9. Revise double negatives, and check that pupils are not making this mistake.

Correct any double negatives you hear. (Example: 'There aren't not any cars' is wrong and makes the sentence positive.)



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

1. Invite volunteers to share statements about where they live. Invite other pupils to ask questions.
2. For homework, have pupils do practice activity PHL1-L003 in the Pupils' Handbook.

### *[RULES FOR NEGATIVE SENTENCES AND QUESTIONS]*

- For negative sentences, the verb does not change.
- When using the verb 'to be' (am/is/are), add 'not' to make the sentence negative.
- For sentences using other verbs, add 'do' for I/you/we/they or 'does' for he/she/it/one.
- Questions follow the same rules as negatives, but the word order must change.
- When using the verb 'to be', put am/is/are at the start of the question and a question mark at the end.
- For other verbs, use 'do/does' as the question word and do not change the main verb.

<b>Lesson Title:</b> Dialogue	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L004	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and understand a dialogue.</li> <li>2. Summarise key information in a text.</li> <li>3. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the comprehension questions on the board (see end of lesson).</li> <li>2. Read the dialogue (see end of lesson).</li> </ol>
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### Opening (5 minutes)

1. Introduce the topic of Nigeria to the class. Invite volunteers to answer the following questions:
  - Who has been to Nigeria?
  - Do you know anyone who has been to Nigeria?
  - What do you think Kano, Nigeria is like?
2. Tell pupils that in today's lesson they are going to read a dialogue between Aminata and Charles. In the dialogue, they will see examples of positive and negative sentences in the simple present tense as well as questions, similar to what they studied in the previous 2 lessons.

### Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Introduce the dialogue to pupils (see end of lesson). Aminata has just been to Kano. She is telling Charles about her trip and answering his questions.
3. Read the dialogue aloud to pupils. Focus on modeling correct intonation and pronunciation.
4. As a class, discuss the following question: Do you think Aminata liked Nigeria? Why or why not? (Example answer: Yes, she said it was great and wants to go again.)
5. Invite a volunteer to come to the front and act out the dialogue with you. Focus on modeling correct intonation and pronunciation.
6. Ask pupils to practise reading the dialogue aloud with a partner.

### Practice (15 minutes)

1. Revise the questions on the board with pupils (see end of lesson).
2. Ask pupils to answer the comprehension questions in their exercise books.
3. Have pupils check their answers with seatmates.
4. Check answers as a class.

Answers:

- a. No, Kano is very noisy and busy.
  - b. The currency in Nigeria is the naira.
  - c. Yes, the food is very spicy.
  - d. Aminata mentions jollof rice.
  - e. Aminata wants to go to Lagos next time.
5. Ask pupils to read the dialogue again to identify the main ideas. Tell pupils there are 4 main topics Aminata and Charles talk about.
  6. Invite volunteers to identify the topics. (Answers: general information about Kano; the currency; food in Nigeria; Aminata's future plans)
  7. Write the 4 topics on the board.
  8. Have pupils write a summary of the dialogue. They should be able to do this without looking at the dialogue in the Pupils' Handbook. The summary should include 4 sentences – a sentence for each topic – as well as a title.

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

1. Invite 2-3 volunteers to share their summary with the class.

Example:

Kano is a big, busy, noisy city with many people and cars. The currency is the naira, and Aminata learned how to use it. The food is spicy and Aminata ate jollof rice. She wants to visit Lagos next time.

2. For homework, have pupils do practice activity PHL1-L004 in the Pupils' Handbook.

### *[DIALOGUE]*

#### Dialogue: A Trip to Kano

*Aminata is telling Charles about a trip she recently took to Kano.*

Charles: Hi, Aminata, how was your trip?

Aminata: It was very good. Kano is a very interesting city.

Charles: Is it a big place?

Aminata: It is really big. There are lots of people and cars and buses. It is always noisy, and there are many things going on day and night. It is really hot and dusty, but a fun place to be.

Charles: What is the currency in Nigeria?

Aminata: It is the naira. For the first few days, I had problems calculating the amounts, but later it became normal for me.

Charles: Tell me about the food. What do people eat in Nigeria? Is it spicy? Do you prefer it to our food in Sierra Leone?

Aminata: The food is good, but not as good as ours. It is very spicy. They eat a lot of jollof rice.



Charles: It sounds like you had an interesting trip and had new experiences. Would you go back to Nigeria again?

Aminata: For sure, but next time I want to go to Lagos.

*[COMPREHENSION QUESTIONS]*

- a. Is Kano a quiet place?
- b. What is the currency in Nigeria?
- c. Is the food very spicy?
- d. Which Nigerian food does Aminata mention?
- e. Where does Aminata want to go next time?

<b>Lesson Title:</b> Parts of Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L005	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the 8 parts of speech.</li> <li>2. Explain the function of the 8 parts of speech.</li> <li>3. Identify the 8 parts of speech in sentences.</li> <li>4. Write sentences using the 8 parts of speech.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences on the board (see end of lesson).</li> <li>2. Draw the parts of speech table on the board (see end of lesson).</li> </ol>
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### Opening (3 minutes)

1. Ask pupils to think about the 8 different parts of speech. Invite volunteers to share what they already know. Write the 8 parts of speech on the board as pupils identify them.
  - Nouns
  - Pronouns
  - Verbs
  - Conjunctions
  - Interjections
  - Prepositions
  - Adverbs
  - Adjectives
2. Tell pupils that in today's lesson they are going to study the 8 parts of speech.

### Teaching and Learning (17 minutes)

1. Ask pupils to look at the sentences on the board (see end of lesson).
2. Read the sentences aloud to pupils one at a time.
3. After you read each sentence, point to the underlined word and invite volunteers to name the part of speech. (Answers: a. nouns b. pronouns c. verbs d. adjectives e. adverbs f. prepositions g. conjunctions h. interjections)
4. Revise the parts of speech table on the board with pupils (see end of lesson).
5. Ask pupils to help you complete the table by giving definitions and examples for each of the 8 parts of speech (see example completed table below).

<b>Part of speech</b>	<b>Definition</b>	<b>Examples</b>
<b>Noun</b>	Nouns name people, places, ideas or things.	house, book, love, sky, rice
<b>Pronoun</b>	Pronouns replace nouns – often to avoid repetition.	he, she, we, their
<b>Verb</b>	Verbs show action or state of being and the time of that action or state – past, present or future.	run, study, move, smile
<b>Adjective</b>	Adjectives describe or modify nouns. They show things like size, appearance and number	big, handsome, green
<b>Adverb</b>	Adverbs modify verbs, adjectives or other adverbs. They show how, when, where and how much.	slowly, carefully, fast
<b>Preposition</b>	Prepositions show how a noun or pronoun is related to another word in a sentence.	in, at, on, under, through
<b>Conjunction</b>	Conjunctions join 2 or more words, phrases or clauses.	and, but, or
<b>Interjection</b>	Interjections show excitement or emotion and are usually followed by the use of the exclamation mark.	Wow! Oh! Hooray!

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

1. Briefly revise the sentences on the board with pupils.
2. Ask pupils to write their own sentences, using the sentences on the board as an example. Have them write 8 sentences – 1 sentence for each of the 8 parts of speech. Their sentences should be in the same order as the 8 parts of speech appear in the table on the board (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection).
3. After 10 minutes, have pupils share their sentences with seatmates.
4. Ask pupils to identify the parts of speech in each other's sentences and underline them.

Examples:

- In the fourth sentence, pupils should have included an adjective. Seatmates should read the sentence and underline the adjective in the sentence.
- In the eighth sentence, pupils should have included an interjection. Seatmates should read the sentence and underline the interjection in the sentence.



### Closing (5 minutes)

1. Invite different volunteers to read their sentences aloud to the class. Ask the class to identify the targeted part of speech in the sentence.

Examples:

- If it is the fifth sentence, pupils must identify the adverb.
  - If it is the sixth sentence, pupils must identify the preposition.
2. For homework, have pupils do practice activity PHL1-L005 in the Pupils' Handbook.



### [SENTENCES]

- a. A dog walked down the road.
- b. They watched the football match before he arrived.
- c. Yamba drove from Freetown to Bonthe and visited his mother.
- d. The tiny house had a red roof.
- e. She ran quickly to school because she was late.
- f. The donkey stood in the field under a tree.
- g. They sat waiting for the bus and eating peanuts.
- h. Wow! That rain is so heavy.

### [PARTS OF SPEECH TABLE]

Part of speech	Definition	Examples
Noun		
Pronoun		
Verb		
Adjective		
Adverb		
Preposition		
Conjunction		
Interjection		

<b>Lesson Title:</b> Parts of Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L006	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the 8 parts of speech.</li> <li>2. Explain the function of the 8 parts of speech.</li> <li>3. Identify the 8 parts of speech in sentences.</li> <li>4. Write sentences using the 8 parts of speech.</li> </ol>	 <p><b>Preparation</b> Write the fill-in-the blanks activity on the board (see end of lesson).</p>
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### Opening (5 minutes)

1. Invite volunteers to name the 8 parts of speech and give examples of each.  
Examples:
  - Noun: baby, table
  - Pronoun: it, we
  - Verb: walk, read
  - Adjective: bright, shiny
  - Adverb: very, slowly
  - Preposition: on, below
  - Conjunction: or, so
  - Interjection: No! Oh my!
2. Tell pupils that in today's lesson they will practise using the 8 parts of speech.

### Teaching and Learning (10 minutes)

1. Read the following word lists aloud. Invite volunteers to identify the part of speech and explain the function for each list:
  - Under, behind, in, over, about  
Answer: Prepositions – They show how a noun or pronoun is related to another word in a sentence.
  - He, she, our, their, her  
Answer: Pronouns – They replace nouns.
  - Sing, eat, have, listen  
Answer: Verbs – They show action or state of being and the time of that action or state – past, present or future.
  - Huge, yellow, beautiful, exciting  
Answer: Adjectives – They describe or modify nouns by showing size, appearance, number and so forth.
  - Gosh! Oh! Wow! Hmmm!

Answer: Interjections – They show excitement or emotion and are usually followed by an exclamation mark.

- Desk, donkey, man, happiness

Answer: Nouns – They name people, places, ideas or things.

- Patiently, well, fast, loudly

Answer: Adverbs – They describe verbs, adjectives or other adverbs. They show how, when, where and how much.

- After, then, and, but

Answer: Conjunctions – They join 2 or more words, phrases or clauses.

### Practice (22 minutes)

1. Ask pupils to look at the fill-in-the-blanks paragraph and the word bank on the board (see end of lesson).
2. Tell pupils to copy the paragraph into their exercise books and fill in the blanks with the correct word from the word bank. Note: The verbs are already in the correct tenses and do not need to be changed.
3. After 8 minutes, ask pupils to check their answers with seatmates.
4. Invite volunteers to read the completed paragraph aloud. Discuss answers as a class and correct any mistakes you hear.

Answers:

Nasratha walked to the market every Friday to sell eggs. She carried them carefully so they wouldn't break. Her stall was beside a flower stall, so lots of people came to look at the beautiful flowers, then saw her eggs and bought them. Last week, though, the flower stall wasn't open, and no one came near her stall. They just walked quickly past without looking. Oh dear! She was really unhappy.

5. Ask pupils to read the completed paragraph again and identify the parts of speech of the underlined words.
6. Have pupils check their answers with seatmates.
7. Check answers as a class.

Answers:

Nasratha walked (**verb**) to the market (**noun**) every Friday to sell eggs (**noun**). She carried them carefully (**adverb**) so they wouldn't break. Her (**pronoun**) stall was beside a flower stall (**noun**), so lots of people came to look at the beautiful (**adjective**) flowers, then (**conjunction**) saw her eggs and bought them. Last week, though, the flower stall wasn't open, and no one came near her stall. They (**pronoun**) just walked quickly (**adverb**) past without looking. Oh dear! (**interjection**) She was really unhappy (**adjective**).

8. Ask pupils to write a short paragraph using all 8 parts of speech.

**Closing** (3 minutes)



1. Invite volunteers to read their paragraphs to the class. Have the rest of the class identify the different parts of speech they hear.
2. For homework, have pupils do practice activity PHL1-L006 in the Pupils' Handbook.

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

walked	beautiful	Oh dear	stall	they	quickly
unhappy	eggs	then	carefully	market	her

Nasratha \_\_\_\_\_ to the \_\_\_\_\_ every Friday to sell \_\_\_\_\_. She carried them \_\_\_\_\_ so they wouldn't break. \_\_\_\_\_ stall was beside a flower \_\_\_\_\_, so lots of people came to look at the \_\_\_\_\_ flowers, \_\_\_\_\_ saw her eggs and bought them. Last week, though, the flower stall wasn't open, and no one came near her stall. \_\_\_\_\_ just walked \_\_\_\_\_ past without looking. \_\_\_\_\_! She was really \_\_\_\_\_.

<b>Lesson Title:</b> Reading Skills Development: Skimming	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L007	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when to use skimming when reading a text.</li> <li>2. Use skimming to read a text quickly and purposefully.</li> <li>3. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the title of the text on the board (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson). If possible, cover the questions so that pupils cannot read them until the Practice section of the lesson.</li> <li>3. Practise reading the text 'The Causes of Dirty Beaches and a Solution' aloud (see end of lesson).</li> </ol>
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### Opening (5 minutes)

1. As a class, discuss the types of texts that pupils enjoy reading.
2. Ask pupils if they have to read every word to understand a text or if they can read a text quickly and get the information they need.
3. Tell pupils that in this lesson they are going to learn about a reading technique called skimming, which will help them to read quickly and purposefully.

### Teaching and Learning (15 minutes)

1. Introduce the text. Point to the title on the board and tell pupils that they are going to read an article about the environment.
2. Ask pupils to use the title of the text to guess what the text will be about. Discuss their ideas as a class and write some ideas on the board. (Example answers: why beaches are dirty, how people can clean them, problems that come from dirty beaches, why dirty beaches are bad)
3. Tell pupils that the first technique of skimming is to read the title and think about what the text might be about.
4. Tell pupils the second technique of skimming is to read the introductory paragraph.
5. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson and have them read the first paragraph.
6. Invite volunteers to share a summary of the introductory paragraph.  
Example answer:  
Natural events and people cause beaches to become dirty. Some people clean the beaches to make them pleasant for everyone.
7. Tell pupils that the third technique of skimming is to read the first line of each of the body paragraphs to get the general idea. Give pupils a minute to read the first line of paragraphs 2, 3 and 4.
8. Invite volunteers to give a summary.

Example answers:

- Paragraph 2 – Storms and animals can make beaches dirty.
  - Paragraph 3 – People are untidy and thoughtless.
  - Paragraph 4 – School children clean beaches in some places.
9. Tell pupils the fourth technique of skimming is to read the concluding paragraph, as it is usually some kind of summary. Ask pupils to read the last paragraph.
10. Invite volunteers to summarise the last paragraph.

Example answer:

Beaches can be dirty because of nature or people. Every living thing likes or needs clean beaches. We can all help.

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

1. Tell pupils that after skimming a text you can decide whether or not to read it in detail.
2. Ask pupils to read the article in more detail and answer the questions on the board (see end of lesson).
3. Have pupils check their answers with seatmates.
4. Discuss the answers as a class.
5. Answers:
  - a. Yes, the people will know about dirty beaches because Sierra Leone has beaches.
  - b. The 2 main causes are natural events and bad habits of people.
  - c. Storms leave seaweed and dead fish on the beach. Dead plants and animals wash down from the hills.
  - d. Dogs and birds leave waste behind.
  - e. People leave bottles and plastic wrappers behind.
  - f. Plastic wrappers cause a problem because sea animals swallow them and die.
  - g. They collect rubbish in large bin bags.
  - h. They will not litter next time because they see how hard it is to clean and how dirty the beach is.
  - i. Clean beaches are important for people, animals and sea life to live, work and play on.
  - j. Everyone can help to make the beaches clean.

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

1. Have pupils share their thoughts on the article, using the following questions:
  - Did you learn anything?
  - Do you think it is important to have clean beaches?
  - Have you ever been to a dirty beach? What did you think about it?
2. For homework, have pupils do practice activity PHL1-L007 in the Pupils' Handbook.

[TEXT]

### The Causes of Dirty Beaches and a Solution

People who live in a country with beaches will know that they sometimes get very dirty. There are different ways that this happens. It can be from natural events or through the bad habits of people. Some people are making an effort to clean their beaches and make the environment more pleasant for everyone.

Natural events like storms can cause beaches to become unpleasant to be on, and animals can make a mess, too. Storms can cause the sea to put lots of seaweed and dead fish on the sand. There can also be dead plants and animals washed down from hills and surrounding areas. Dogs playing or sleeping on the beach can leave waste behind and so can birds.

People are probably the biggest cause of dirty beaches, though, because they are untidy and thoughtless. They go for picnics and leave behind empty bottles and plastic wrappers. The wrappers are dangerous for sea animals who can swallow them and die, and the bottles can break and cut other people and animals. People making fires on beaches also leave behind dirty, burned areas.



In some countries, there are events where school children clean up the beaches. Their whole class goes with large bin bags and spends the day collecting rubbish and making sure it gets disposed of safely. This has 2 effects. One, it makes the beach cleaner for others, and two, it makes the children less likely to litter the next time they go for a day out because they have seen the effects.

Beaches can be dirty because of natural events or because people are untidy. Clean beaches are important for everyone. People, animals and sea life need a beautiful, clean, safe environment to live, work and play in. Everyone can help to make this happen.

[QUESTIONS]

- a. Does the writer of the article think that people who live in Sierra Leone will know about dirty beaches?
- b. What are the 2 main causes of dirty beaches?
- c. What damage do storms cause?
- d. What damage can dogs and birds cause?
- e. What do people leave behind?
- f. Why do plastic wrappers cause a problem?
- g. What do some school children collect the rubbish in?
- h. Why do you think children will not litter next time?
- i. Why are clean beaches important?
- j. Who can help to make the beaches clean?

<b>Lesson Title:</b> Reading Skills Development: Scanning	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L008	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the differences between skimming and scanning.</li> <li>2. Demonstrate understanding of when to use scanning when reading a text.</li> <li>3. Use scanning to read a text quickly and purposefully.</li> <li>4. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the chart on the board (see end of lesson).</li> <li>2. Practise reading the text 'Weekend Sport Round up' aloud (see end of lesson).</li> </ol>
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### Opening (4 minutes)

1. Invite volunteers to summarise skimming, the reading technique studied in the previous lesson.  
Example answer:  
Skimming is a technique a reader uses to read quickly. For example, if you have a long text and you want to know if it is useful, or you do not have time to read every word carefully, you can use skimming.
2. Ask pupils if they have ever read a bus schedule or a school timetable. Ask if they read every single word. Discuss as a class.
3. Tell pupils that in today's lesson they will learn about a reading technique called scanning, which will help them read quickly to find specific information.

### Teaching and Learning (12 minutes)

1. Tell pupils that scanning is a reading technique used to look for the specific information you need. When scanning, the reader ignores the rest of the text. Scanning saves time and helps you find only the information you need.
2. Discuss the differences between skimming and scanning:
  - Both are techniques for reading quickly and purposefully.
  - Skimming is used to get the general idea of a text, whereas scanning is used to find specific information.
3. Introduce the text. Tell pupils that they are going to read a news article about sport. Rather than read the article carefully, they are going to read quickly to find the information needed to complete the chart on the board (see end of lesson).
4. Ask pupils what they might want to find out when they read articles about sport. (Example answers: which sport is the article about; who is involved; what was the result; any interesting facts about the game, match or event)
5. Revise the chart on the board with pupils and ask them to copy it into their exercise books.



6. Discuss what pupils would look for to fill the first column. (Example answer: names of sports or activities)
7. Discuss what pupils would look for to fill the second column. (Example answers: names of players, names of athletes, names of teams)
8. Discuss what pupils would look for to fill the third column. (Example answers: numbers, scores, types of medals or awards)
9. Discuss what pupils would look for to fill the fourth column. (Example answers: something unusual, something that stands out)

**Practice** (23 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Give pupils 10 minutes to read the sports article and complete the chart. Remind them to scan the article and find the information they need to fill the chart, not to read each paragraph carefully.
3. Ask pupils to check their answers with seatmates.
4. Discuss answers as a class. Ask volunteers to help you fill in the chart on the board. (See answers below)

<b>Which sport?</b>	<b>Who was involved?</b>	<b>What was the result?</b>	<b>Interesting facts</b>
Horse jumping	Hester (the horse) and Caroline Smith (the rider)	Gold medal in the London Cup	Caroline has only been riding for 4 years.
Swimming	Teams from the European Union, Gaston Bertrand	France won	The winner won by 3 metres.
Marathon	Lots of nationalities in Ghana, Accra	5,000 people finished the marathon	People continued even though it was raining.
Football	Sierra Leone and Liberia	Sierra Leone: 3 Liberia: 1	There was a friendly party afterwards.

5. Ask pupils to tell their seatmates about a sporting event they attended, saw on television or listened to on the radio.
6. Invite 2-3 volunteers to describe the sporting event discussed with seatmates to the class.
7. Ask the class questions about the events described by pupils and invite volunteers to answer.  
Example questions:
  - What kind of sporting event was described?

- Who was involved?
- What was the result?

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL1-L008 in the Pupils' Handbook.

[CHART]

Which sport?	Who was involved?	What was the result?	Interesting facts

[TEXT]

Weekend Sport Roundup



In the UK on Saturday, the London Cup for horse jumping was an exciting event to watch. The final result ended with Caroline Smith from Manchester riding on her beautiful black mare Hester. They took the gold despite the fantastic competition and the fact that Caroline only learned to ride a horse four years ago.

This weekend was an important date for swimming, with all countries from the European Union sending a team to the competition. The 100-metres freestyle had a surprise result, with Gaston Bertrand from France coming in 3 metres ahead of the competition and surprising everyone.

Accra, in Ghana, was the destination to be at to run a marathon on Sunday. Five thousand people of all nationalities crossed the finishing line despite the rain that was on and off all day.

Old football rivals Sierra Leone and Liberia played in a match on Saturday afternoon. The match took place in Monrovia and finished with the home team losing 3 to 1. After the match, the supporters were not disappointed, and there were parties in many places where both sides had a great time.

<b>Lesson Title:</b> Vocabulary Development: Family and Home	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L009	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of family and home.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the questions on the board (see end of lesson).</li> <li>2. Write the vocabulary matching activity on the board (see end of lesson).</li> <li>3. Read the text 'Families in Three Countries' (see end of lesson).</li> </ol>
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### Opening (5 minutes)

1. Ask pupils to turn to their seatmates and talk about their family and where they live.
2. Invite volunteers to share the topics they talked about, not the details. (Examples: family members, how many people, what kind of house they live in, weddings)
3. Tell pupils that today they will develop their vocabulary by reading about families.

### Teaching and Learning (13 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Remind pupils of scanning techniques they practised in the previous lesson: Scanning is a reading technique used to look for the specific information you need and ignore the rest of the text. Scanning saves time and helps you find only the information you need.
3. Ask pupils to quickly scan the text to identify which 3 countries they will read about.
4. Invite volunteers to share the answers. (Answers: Sierra Leone, the UK, Japan)
5. Draw pupils' attention to the questions on the board (see end of lesson). There is 1 for each paragraph.
6. Read the questions as a class. Then have pupils read the text to find the answers and answer the questions with 'T' for true and 'F' for false.
7. Ask pupils to discuss their answers with their seatmates.
8. Check answers as a class. (Answers: 1. F 2. T 3. F 4. F 5.T)

### Practice (20 minutes)

1. As a class, discuss how to find the meaning of words pupils do not know. (Example answers: use a dictionary, ask the teacher or a classmate)

2. Tell pupils it is possible to find the meaning from context as well as using a dictionary. When we use the other words in a sentence or text to help determine the meaning of an unknown word, we call these helping words 'context clues'.
3. Draw pupils' attention to the vocabulary matching activity on the board (see end of lesson). There are 10 words and 10 definitions.
4. First have pupils find each of the words in the text. Then tell them to determine the meaning of the words using context clues in the text. Pupils may use a dictionary if they are available in the classroom.
5. Once pupils have found the words and determined their meaning, they should match the word with its definition.
6. Ask pupils to discuss their answers with their seatmates.
7. Check answers as a class. (Answers: 1. h 2. g 3. i 4. a 5. j 6. d 7. b 8. c 9. e 10. f)

### **Closing** (2 minutes)

1. Invite pupils to share something new that they learned from the text about families in other countries.

Example answers:

- In the UK, teenagers often leave the family home to study or work in a different area.
  - In Japan, it is hard to get personal space because the apartments are so small.
2. For homework, have pupils do practice activity PHL1-L009 in the Pupils' Handbook.

[TEXT]

### Families in Three Countries

People in different parts of the world live in various kinds of houses, have fewer or more people living with them and have different lifestyles and traditions. One thing all countries have is family life. Although it is difficult to generalise because people are different in every family, this article will look at average households in Sierra Leone, the UK and Japan.

In Sierra Leone many people still live in villages. Their livelihood is based on farming and rice production. They live in extended families, which means many relatives can live together in one house or compound. You may find children, parents, grandparents, aunts, uncles and cousins all living together closely. Families are big and noisy and everyone socialises together. When people get married, there is often a bride price of beautiful material and things for the household.

In the UK, the families are smaller and many generations usually do not live together. Teenagers often leave the family home to study or work in a different area. Grandparents do not often live with the family. When people have an engagement or

wedding there is no bride price to pay, but guests bring gifts. It is very unusual for siblings to live in the same house with their families after they are married. People like to have their own personal space.

In Japan it is hard to get personal space because the apartments are so small. Most are only big enough for a nuclear family to live in. After a couple gets married and has children they will often live in a small house near their parents and in-laws.

Although all countries have different traditions and ways of living, family is important everywhere. Sierra Leone, the UK and Japan may not have everything in common, but some things are universal.



### [QUESTIONS]

- |  |   |   |
|--|---|---|
| 1. People in different countries have exactly the same traditions. | T | F |
| 2. In Sierra Leone many family members live together.              | T | F |
| 3. In the UK many family members live together.                    | T | F |
| 4. In Japan apartments are very big.                               | T | F |
| 5. Family is important all over the world.                         | T | F |

### [VOCABULARY MATCHING ACTIVITY]

- |                    |   |
|--------------------|---|
| 1. livelihood      | a. a child of one's uncle or aunt   |
| 2. extended family | b. a person from 13 to 19 years old                                       |
| 3. relatives       | c. brothers and sisters   |
| 4. cousin          | d. all the people born and living at about the same time                  |
| 5. engagement      | e. a couple and their dependent children, regarded as a basic social unit |
| 6. generation      | f. family members by marriage   |
| 7. teenager        | g. a family that includes grandparents, aunts, uncles and other relatives |
| 8. siblings        | h. source of income, a way to provide money for life                      |
| 9. nuclear family  | i. persons connected by blood or marriage                                 |
| 10. in-laws        | j. a formal agreement to get married                                      |

<b>Lesson Title:</b> Vocabulary Development: Family and Home	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L010	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of family and home.</li> <li>2. Write a text on the topic using appropriate vocabulary.</li> </ol>	 <p><b>Preparation</b> None</p>
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### Opening (5 minutes)

1. Ask pupils if they remember the new vocabulary from the previous lesson. Have them write the 10 words and phrases in their exercise books, working with a seatmate to help them remember.
2. Revise the vocabulary as a class. (Answers: livelihood, extended family, relatives, cousin, in-laws, nuclear family, teenager, engagement, generation, siblings)
3. Tell pupils that in today's lesson they are going to continue to develop their vocabulary about the family and home.

### Teaching and Learning (8 minutes)

1. Orally, ask pupils the multiple-choice questions about the vocabulary (see end of lesson). The words from the previous lesson are underlined in the sentences.
2. Tell pupils to choose the word or phrase that has the same meaning as the underlined word.
3. Have pupils raise their hands to answer. (Answers: 1. b 2. a 3. d 4. b 5. c 6. a 7. b 8. a 9. a 10. c.)

### Practice (22 minutes)

1. Tell pupils that they are going to use the new vocabulary in their own writing.
2. Read the following example paragraph:  
I live in a house with my extended family. Our livelihood is farming rice. I have 3 siblings and many other relatives living with me. There are 6 of us from the same generation, including my cousins. All of my generation are teenagers. My uncle got engaged last year, and when he gets married, he will go to live with his in-laws. I would not like to live in a nuclear family because it would be too quiet and boring.
3. Give pupils 12 minutes to write a paragraph about their own family and home, using as many of the words as possible.
4. Once pupils have finished writing, have them share their paragraphs with their seatmates.

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

1. Invite a few volunteers to share their paragraphs with the class. Make corrections if they use the vocabulary incorrectly.
2. For homework, have pupils do practice activity PHL1-L010 in the Pupils' Handbook.



### *[MULTIPLE-CHOICE QUESTIONS]*

1. Farming is the main livelihood in most African countries.
  - a. office
  - b. way to earn money
  - c. place to live
  - d. hobby
2. Living with an extended family means you always have someone to talk to.
  - a. many relatives
  - a. two people
  - b. lots of friends
  - c. no one
3. All our relatives will be at the party.
  - a. village
  - b. classmates
  - c. friends
  - d. family
4. His cousin lives in Bo.
  - a. sister
  - b. aunt's daughter
  - c. friends
  - d. family
5. They celebrated their engagement in the local hotel.
  - a. birthday
  - b. happiness
  - c. promise to get married
  - d. baby's birth
6. They were born in the 1980s. They are from the same generation.
  - a. age group
  - b. family
  - c. party
  - d. house
7. He is a teenager.
  - a. very old
  - b. a person between 13 and 19
  - c. a baby
  - d. a farmer

8. She has 4 siblings.
  - a. brothers and sisters
  - b. aunts and uncles
  - c. friends
  - d. classmates
9. They live in a nuclear family.
  - a. family with parents and children only
  - b. big family with many people
  - c. house
  - d. big house
10. He is going to visit his in-laws.
  - a. best friends
  - b. grandparents
  - c. wife's family
  - d. teachers



<b>Lesson Title:</b> Punctuation – Terminal Stops	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L011	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read punctuation with appropriate expression and intonation.</li> <li>2. Demonstrate understanding of how to use terminal stops correctly when writing.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the dialogue on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> </ol>
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### Opening (5 minutes)

1. Read the dialogue on the board to pupils, emphasising correct intonation (see end of lesson).
2. Have pupils repeat the dialogue after you, demonstrating the correct intonation.
3. Discuss the use of punctuation with pupils:
  - Is used to make the meaning of a sentence clear
  - Tells you how to read a sentence
4. Tell pupils that in today's lesson and in the next lesson they will be studying terminal stops, the punctuation that comes at the end of a sentence.

### Teaching and Learning (15 minutes)

1. Ask pupils to identify the punctuation at the end of the first line of the dialogue. (Answer: full stop)
2. Invite volunteers to explain when you need a full stop. (Answer: to show the end of a sentence; to show a thought or idea is complete)
3. Ask pupils to identify the punctuation at the end of the second line of the dialogue. (Answer: question mark)
4. Invite volunteers to explain when you need a question mark. (Answer: when you are asking something and want an answer from someone)
5. Ask pupils to identify the punctuation at the end of the third line of the dialogue. (Answer: full stop)
6. Remind pupils to use a full stop at the end of a sentence to show that a thought or an idea is complete.
7. Ask pupils to identify the punctuation at the end of the fourth line. (Answer: exclamation mark)
8. Invite volunteers to explain when you need an exclamation mark. (Answer: to show strong emotion like surprise, shock, happiness)
9. Write the following dialogue without terminal stops on the board:

Fatu: I hate bananas  
Mother: Will you just eat one, please  
Fatu: Yes, I'll try

10. As a class, add the appropriate punctuation to the dialogue. (Answer below)

Fatu: I hate bananas!  
Mother: Will you just eat one, please?  
Fatu: Yes, I'll try.

11. Invite 2 volunteers to come to the front of the room and perform the dialogue for the class. Their intonation should match the punctuation. Correct any mistakes you hear.

12. Invite another pair of pupils to perform the dialogue for the class.

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

1. Ask pupils to look at the sentences on the board (see end of lesson).
2. Have pupils copy the sentences into their exercise books and add the missing terminal stops – full stops, exclamation marks and question marks.
3. Ask pupils to check their answers with their seatmates.
4. Check answers as a class. Add the punctuation to the sentences on the board when pupils give you the correct answer.

Answers:

- a. He is studying law.
- b. Does he live in this street?
- c. How exciting!
- d. Why are you leaving so early?
- e. I love mangoes!
- f. Did you bring my book?
- g. She went shopping yesterday.
- h. Stop doing that!
- i. How do you spell your name?
- j. They don't like travelling very much.

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

1. Invite different volunteers to read out the sentences on the board with the correct intonation.
2. For homework, have pupils do practice activity PHL1-L011 in the Pupils' Handbook.

*[DIALOGUE]*

Alfred: I have been invited to 3 parties this weekend.

Samuel: Are you going to attend all 3?



Alfred: Of course, you know I love parties.

Samuel: Wow!

*[SENTENCES]*

- a. He is studying law
- b. Does he live in this street
- c. How exciting
- d. Why are you leaving so early
- e. I love mangoes
- f. Did you bring my book
- g. She went shopping yesterday
- h. Stop doing that
- i. How do you spell your name
- j. They don't like travelling very much

<b>Lesson Title:</b> Punctuation – Terminal Stops	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L012	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read punctuation with appropriate expression and intonation.</li> <li>2. Use full stops, question marks and exclamation marks correctly when writing.</li> <li>3. Write a text using appropriate punctuation.</li> </ol>	 <p><b>Preparation</b> Draw a simple picture of 2 ladies on the board. Label the pictures Mama Zainab and Mama Julie.</p>
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### Opening (5 minutes)

1. Use the following questions to discuss emotions with pupils:
  - Do you ever get angry?
  - What makes you angry?
  - What do you do when you get angry?
  - Do you shout? Do you feel better or worse afterwards?
  - How can you solve a situation when you are angry with someone or they are angry with you?
2. Tell pupils that in today's lesson they are going to practise using terminal stops by writing a dialogue between 2 people who are angry.

### Teaching and Learning (10 minutes)

1. Ask pupils to identify the 3 types of terminal stops studied in the last lesson.  
(Answers: full stop, question mark, exclamation mark)
2. As a class, discuss when and why they are used.  
Example answers:
  - Full stop: Used at the end of a sentence to show a thought or idea is complete
  - Question mark: Used when you are asking something and want a response
  - Exclamation mark: Used to show strong emotion like surprise, shock or happiness, and for emphasis
3. Point to the picture of 2 ladies on the board. Introduce the characters, Mama Zainab and Mama Julie:  
They both work in the market. Mama Zainab sells shoes and Mama Julie sells vegetables. Normally they help each other.
4. Introduce the topic:  
Today when Mama Zainab went to the restaurant to buy lunch she asked Mama Julie to look after her stall. But when she came back Mama Julie was asleep and there was a pair of shoes missing.

5. Ask pupils to discuss with seatmates how they think Mama Zainab and Mama Julie feel about what happened.
6. Invite volunteers to share their ideas with the class.



**Practice** (20 minutes)

1. Have pupils write a dialogue between Mama Zainab and Mama Julie. They should use full stops, question marks and exclamation marks to show that the 2 ladies are having an angry discussion. However, because Mama Zainab and Mama Julie are friends, they also have to come to a solution.
2. After 10 minutes, ask pupils to share their dialogues with seatmates.
3. Invite volunteers to present their dialogue to the class with their seatmate. Encourage the use of correct intonation.

**Closing** (5 minutes)

1. Invite volunteers to share with the class the solution they came up with for the quarrel between Mama Zainab and Mama Julie.
2. For homework, have pupils do practice activity PHL1-L012 in the Pupils' Handbook.

<b>Lesson Title:</b> Present Continuous Tense (present use)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L013	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when and how to use the present continuous tense.</li> <li>2. Distinguish between the simple present and present continuous tense.</li> <li>3. Identify the present continuous in sentences.</li> <li>4. Use the present continuous in the negative, avoiding double negatives.</li> <li>5. Identify and discuss verbs that rarely use the present continuous.</li> <li>6. Use the present continuous to ask and answer questions.</li> <li>7. Use the present continuous correctly in speech and in writing.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text on the board (see end of lesson).</li> <li>2. Write the lists of verbs on the board (see end of lesson).</li> </ol>
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### Opening (5 minutes)

1. Do a series of actions and invite volunteers to name what you are doing using complete sentences.
  - Jump up and down (Answer: You are jumping.)
  - Clap your hands (Answer: You are clapping.)
  - Write on the board (Answer: You are writing.)
2. Ask pupils if they can identify the tense they used to describe your actions. (Answer: present continuous tense)
3. Tell pupils that in today's lesson they will be learning more about the present continuous.

### Teaching and Learning (20 minutes)

1. As a class, discuss when to use the simple present. (Answer: for stating general facts, repeated actions, emotions and wishes)
2. As a class, discuss when to use the present continuous. (Answer: for talking about things that are happening right now, or around now)
3. Revise how to form present continuous:
  - Positive sentences: subject + am/is/are + verb + '-ing'
  - Negative sentences: subject + am/is/are + not + verb + '-ing'
  - Questions: am/is/are + subject + verb + '-ing' + ?

4. Revise the lists of verbs on the board as a class (see end of lesson). The list is also in the corresponding lesson in the Pupils' Handbook.
5. Remind pupils that some verbs are not used, or are very rarely used, in any of the continuous tenses. They can use the list to help them when writing.
6. Draw pupils' attention to the text on the board (see end of lesson).
7. Ask pupils what tenses they can see in the text. (Answer: simple present and present continuous)
8. Have pupils copy the text into their exercise books.
9. Once pupils have copied the text, ask them to underline all of the examples of present continuous and circle all of the examples of the simple present in the text.
10. Have pupils check their work with seatmates.
11. Invite volunteers to come to the front and identify the simple present and present continuous in the text. They should underline the simple present and circle the present continuous. Correct any mistakes pupils make.  
(Answers: italics for present continuous and bold for present simple)

It **is** 7 o'clock in the evening. Alfred **is** at home with his family. He *is sitting* in the living room *talking* to his mother. His mother *is listening* to the radio. She *is not sitting* down though. She **is** always busy. His younger sister *is playing* with her friends outside. They *are running* around and *shouting*. They *are not playing* quietly. His father *is talking* to his friends outside the shop which **is** opposite the house. He **is** very happy. Alfred's older sister *is studying*. She **is** a student at the university and she *is studying* law. Alfred **likes** to be home with all his family.

12. In the text on the board there are 2 sentences which each have 2 present continuous verbs in the same sentence talking about the same person. Have pupils find these 2 sentences in the text.

Answer:

- He is sitting in the living room talking to his mother.
- They are running around and shouting.

13. Explain to pupils that the helping verb (is/am/are) only needs to be used once because the subject does not change.

### Practice (10 minutes)

1. Ask pupils to look around the classroom and observe what is happening. Tell them they are going to write sentences about what they can, and cannot, see and hear around them right now.
2. Discuss a few examples as a class.

Example answers:

- The teacher next door is talking.
- There are chickens running in the playground.
- The clock does not work.
- There are pictures on the wall.

3. Remind pupils to be careful to use either present continuous or simple present in the correct way when they write about things in the negative – what they cannot see or hear. Discuss how to avoid double negatives with the class.

Example: 'I **cannot** go **nowhere**' is a double negative.

- English only uses 1 negative in a sentence.
  - Change 1 negative to a positive to correct the sentence.
  - Correct sentence: I cannot go anywhere.
4. Ask pupils to share their sentences with seatmates. Move around and check their work.

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

1. Invite volunteers to share some sentences with the class.
2. For homework, have pupils do practice exercise PHL1-L013 in the Pupils' Handbook.

### *[TEXT]*



It is 7 o'clock in the evening. Alfred is at home with his family. He is sitting in the living room talking to his mother. His mother is cooking fish. She is not sitting down. She is always busy. His younger sister is playing with her friends outside. They are running around shouting. They are not playing quietly. His father is talking to his friends outside the shop which is opposite the house. He is very happy. Alfred's older sister is studying. She is a student at the university and she is studying law. Alfred likes to be home with all his family.



[LISTS OF VERBS]

<b>Mental and emotional states</b>	<b>Sense</b>	<b>Communication</b>	<b>Other states</b>
believe dislike doubt imagine know like love hate prefer realise recognise remember suppose understand want wish	appear hear see seem smell sound taste	agree astonish deny disagree impress mean please promise satisfy surprise	be belong concern consist contain cost depend deserve fit include involve lack matter need owe own possess

<b>Lesson Title:</b> Present Continuous Tense (future use)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L014	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use the present continuous to ask and answer questions.</li> <li>2. Demonstrate understanding of other uses of the present continuous tense.</li> <li>3. Use the present continuous correctly in speech and in writing.</li> </ol>	 <p><b>Preparation</b> Write the sentences on the board (see end of lesson).</p>
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### Opening (5 minutes)

1. Ask the class when the present continuous is used. (Answer: for talking about things that are happening right now, or around now.)
2. Tell pupils about things you will be doing next weekend, using present continuous future use:  
Example:
  - Next weekend I am travelling to my village and visiting my family.
  - On Saturday, I am meeting my brother, and we are cooking together to take food to my parents on Sunday.
  - On Sunday, we are all celebrating my Mum's birthday.
  - In the evening, I am coming back to Freetown.
3. Ask the class to identify the tense you used. (Answer: present continuous)
4. Ask the class to identify the time you were talking about, present or future. (Answer: future)
5. Tell pupils you can also use present continuous to talk about the future. In today's lesson they will practice using the present continuous tense to talk about the future.

### Teaching and Learning (15 minutes)

1. Revise the present continuous for future use with pupils.
  - The present continuous tense for future is used for talking about planned events in the future.
  - It looks exactly the same as the present continuous, but the meaning is different. It is used in reference to a time in the future.
  - Use the context of the text or conversation to determine whether or not the present continuous is being used in the present or future.
2. Revise how to form sentences in the present continuous:
  - Positive sentences: subject + am/is/are + verb + '-ing'

- Negative sentences: subject + am/is/are + not + verb + ‘-ing’
  - Questions: am/is/are + subject + verb + ‘-ing’ + ?
3. Draw pupils’ attention to the sentences on the board (see end of lesson).
  4. As a class, complete the sentences by putting the verbs into present continuous future use. Remind pupils that for verbs ending in ‘-e’ they should remove the ‘-e’ before adding ‘-ing’.
  5. Invite volunteers to complete the sentences on the board.

Answers:

- a. Is Hasan playing football tomorrow?
  - b. She is singing in the choir next week.
  - c. They are not visiting Ghana next month.
  - d. I am not taking the bus this evening.
  - e. Is Annette teaching Maths in September?
  - f. We are bringing our books tomorrow.
  - g. Is the whole class coming with us on the trip next week?
  - h. Mary and Peter are not going to Bo tonight.
  - i. Is he buying a new bag tomorrow at the market?
  - j. Michael is writing letters on Sunday.
6. Discuss using contractions with pupils.
    - Contractions are when 2 words are combined to create a new, shortened word.  
Examples: I am – I’m, they are – they’re, would not – wouldn’t
    - When speaking English, we usually use contractions.
    - Contractions are considered informal and should be avoided in writing. An exception is a dialogue, because a dialogue is a written representation of people speaking.
    - Questions stay the same as they are with no contractions.
  7. As a class, change the sentences on the board to sentences with contractions.  
(Answers: a. none b. She’s c. They’re d. I’m e. none f. we’re g. none h. aren’t i. none j. Michael’s)

**Practice (15 minutes)**

1. Ask pupils to copy the following table into their exercise books as you draw it on the board:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning							
Afternoon							
Evening							

2. Tell pupils that this is their plan for next week. They are going to fill in what they are doing each day. They can be creative; the information does not have to be true. They should only fill in 10-15 boxes and leave the rest of the boxes blank.
3. Demonstrate for pupils how to fill in Monday's activities. (Example answer: morning – studying; afternoon – fishing; evening – prayers)
4. Give pupils 10 minutes to complete the activity, then have them turn to a partner.
5. Tell pupils that they are going to make plans with their seatmate for next week. They should start by asking each other questions to find out what plans each of them has and to discover when they both have free time.
6. Invite a volunteer to help you demonstrate the exercise to the class. Use the plan on the board that has your Monday example and their plan.  
Examples:
  - What are you doing on Thursday morning? I'm fishing.
  - What are you doing on Friday afternoon? Nothing. Do you want to go shopping? Sure.
7. Have pupils ask their seatmates questions to find times when they are both free. Once they have found the time, they can make plans for that day.



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

1. Invite volunteers to tell you what they are doing next week and when they are meeting their seatmate.
2. For homework, have pupils do practice exercise PHL1-L014 in the Pupils' Handbook.

### **[SENTENCES]**

- a. \_\_\_\_\_ Hasan \_\_\_\_\_(play) football tomorrow?
- b. She \_\_\_\_\_ (sing) in the choir next week.
- c. They \_\_\_\_\_ (not visit) Ghana next month.
- d. I \_\_\_\_\_ (not take) the bus this evening.
- e. \_\_\_\_\_ Annette \_\_\_\_\_ (teach) Maths in September?
- f. We \_\_\_\_\_ (bring) our books tomorrow.
- g. \_\_\_\_\_ the whole class \_\_\_\_\_(come) with us on the trip next week?
- h. Mary and Peter \_\_\_\_\_ (not go) to Bo tonight.
- i. \_\_\_\_\_ he \_\_\_\_\_ (buy) a new bag tomorrow at the market?
- j. Michael \_\_\_\_\_ (write) letters on Sunday.

<b>Lesson Title:</b> Reading Comprehension – Fiction	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L015	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Summarise a text in their own words.</li> <li>3. Infer meaning from a text.</li> <li>4. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the questions on the board (see end of lesson).</li> <li>2. Write the vocabulary activity on the board (see end of lesson).</li> <li>3. Practise reading the text 'Home Alone' aloud (see end of lesson)</li> </ol>
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### Opening (5 minutes)

1. Discuss feeling afraid with pupils, using questions such as:
  - Have you ever felt afraid?
  - What are you afraid of?
  - What do you do when you are afraid?
2. Tell pupils that today they are going to read a story about Patrick and an experience that made him very much afraid.

### Teaching and Learning (12 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Tell pupils they are going to read the story 3 times. First, very quickly to get the general meaning, a second time to answer detailed questions and the third time to learn some new vocabulary.
3. Read the first paragraph aloud to pupils. Have them follow along in the Pupils' Handbook.
4. Invite volunteers to answer the following questions:
  - What is the main idea of the paragraph? (Example answer: Patrick is home alone for the first time and he is afraid.)
  - Where do you find this information? (Answer: the first 2 sentences)
5. Remind pupils that the topic sentence tells you what a paragraph will be about. Topic sentences are usually at the beginning of a paragraph.
6. Give pupils 5 minutes to read the rest of the story and try to find the answer to this question: Did Patrick's parents know he was afraid?
7. Discuss the answer as a class. (Answer: No, he told them he was not afraid at all.)

### Practice (20 minutes)

1. Tell pupils they are going to read the text a second time and answer detailed questions with seatmates. Draw their attention to the questions on the board (see end of lesson) before reading.
2. Have pupils read the text again to find the answers.
3. After reading the text, have pupils discuss the answers with seatmates.
4. Check answers as a class. Invite volunteers to share their answers.

Answers:

- a. Yes, he is home alone for the first time.
  - b. His family is visiting friends in another village.
  - c. He is using a candle because the electricity is off.
  - d. He can hear wind, rain, walking and snorting.
  - e. He can't sleep because he is afraid.
  - f. He doesn't want to breathe too hard in case the things outside hear him.
  - g. He goes to the door to take action.
  - h. No, he only opens the door a crack.
  - i. He sees 4 goats.
  - j. He doesn't tell his parents he was afraid because he wants them to think he is brave.
4. Ask pupils to look at the vocabulary exercise on the board (see end of lesson). They need to find the 5 words in the story and select the correct definition from the multiple-choice answers given.
  5. Ask pupils to check their answers with their seatmate. Then check answers as a class. (Answers: 1. b. 2. b. 3. c. 4. a. 5. d.)
  6. Ask pupils to write a summary of the story. They should be able to summarise the most important parts of the story in 4-5 sentences.
  7. After 5 minutes invite 3-4 pupils to share their summary with the class.

Sample answer:

Patrick is alone for the first time because his family is away. He is very afraid and cannot sleep because he can hear strange noises. He thinks something or someone might attack him. He decides to open the door and sees it is only the family's goats. When his parents come back, he tells them he was not afraid at all.

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

1. As a class, discuss whether Patrick was right to tell his parents he was not afraid. (Example answers: yes, it would be embarrassing to admit he was scared by the goats; no, because they should know the truth)
2. For homework, have pupils do practice activity PHL1-L015 in the Pupils' Handbook.

[TEXT]

### Home Alone

Patrick is afraid. He is in the house alone for the first time ever. His parents are out visiting friends in another village with his brothers and sisters and he is by himself. It is his own fault. He did not want to go and persuaded his parents to let him stay alone. Now he is not happy about it at all. The electricity is off and he is using a candle to see. It is also raining very heavily. There are lots of strange noises. He can hear the wind in the trees and the rain falling on the tin roof. The worst thing is that he can hear someone or something walking outside and making a horrible snorting noise. He does not want to open the door to see what is there in case it is something big that will attack him, or someone with a weapon that will hurt him.

He lies down on his bed and tries to sleep, but it is not possible. There are now two things outside, and he can hear them walking back and forth along the front of the house. He does not want to make any noise. Maybe they do not know he is inside. He pulls the covers over his head and tries not to breathe too loudly.

Now there are three or more things outside. He is terrified. He knows he is going to be eaten by wild animals. His heart is beating loudly and he is sure they can hear it. He decides he must take action, and so he creeps slowly to the door and listens. There is not any noise now. Maybe they have gone. He carefully unlocks the door and opens it just a crack. He sees four pairs of eyes looking at him and jumps. Then he realises that they are only his family's goats sheltering from the rain. He laughs out loud, pats them on the head and goes back to his room and falls into a deep sleep.

In the morning, his parents came to wake him. They asked him if he was fine alone or if he was afraid.

'Afraid?' he laughs, 'Me? Not at all, I was perfectly fine alone and went to sleep almost as soon as you left'.

### *[QUESTIONS]*

- a. Is Patrick home alone for the first time?
- b. Where is his family?
- c. Why is he using a candle?
- d. What noises can he hear?
- e. Why can't he sleep?
- f. Why doesn't he want to breathe too hard?
- g. Why does he go to the door?
- h. Does he open the door wide?
- i. How many goats does he see?
- j. Why do you think he tells his parents he wasn't afraid?



### *[VOCABULARY EXERCISE]*

1. to persuade

- a. to shout at someone
  - b. to get someone to agree to something by giving them good reason
  - c. to cry a lot until you get what you want
  - d. to not care what happens
2. weapon
- a. a stick
  - b. something that you can use to harm someone, like a gun or a knife
  - c. something nice to eat
  - d. a kind of book
3. terrified
- a. happy
  - b. not afraid and not happy; just feeling normal
  - c. very, very afraid
  - d. very sad
4. to creep
- a. to move in a slow, quiet, careful way
  - b. to run quickly
  - c. to be noisy
  - d. to stay where you are and not move
5. to shelter
- a. to sit outside in the sun
  - b. to ask someone for help
  - c. to give someone something
  - d. to go somewhere to get away from something



<b>Lesson Title:</b> Reading Comprehension – Autobiography	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L016	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Summarise a text in their own words.</li> <li>3. Infer meaning from a text.</li> <li>4. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the vocabulary activity on the board (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson).</li> <li>3. Read the autobiography 'They Call Me Mama Lulu' (see end of lesson).</li> </ol>
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### Opening (5 minutes)

1. Discuss with pupils the oldest person they know, using questions like:
  - Who is the oldest person you know?
  - How old is that person?
  - Do they ever tell stories about their life?
  - What kind of stories do they tell?
2. Ask the class what a story written about a person's life is called. (Answer: biography) Ask what a story someone writes about his or her own life is called. (Answer: autobiography)
3. Tell pupils that in today's lesson they are going to read the autobiography of a very old lady called Mama Lulu.

### Teaching and Learning (12 minutes)

1. Tell pupils that before they read the story they are going to learn some vocabulary to help them understand it.
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Write the following words on the board:
  - Manage
  - Gigantic
  - In general
  - Optimistic
  - Passed away
4. Ask pupils to find the words in the text. Invite different volunteers to read the sentences with the words aloud to the class.
5. Look at the vocabulary activity on the board with pupils (see end of lesson). Tell pupils they should read the sentence, think about the context and try to work out which definition is correct for the underlined word.
6. Discuss the answers as a class. (Answers: 1. a. 2. b. 3. a. 4. a. 5. b)

7. Tell pupils they are going to read the story twice. Once very quickly to get the general meaning and the second time to answer detailed questions.
8. Ask pupils to look at the autobiography, 'They Call Me Mama Lulu'. Give them 3 minutes to read the story and try to find the answer to this question: How does Mama Lulu feel about her life?
9. Give pupils time to read and then discuss the question as a class.

Example answers:

- She is happy that she has lived a long and interesting life.
- She is happy that she gets to see her great-grandchildren grow up.

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

1. Ask pupils to think about the main ideas in the autobiography. They should be able to close their books and work from memory because they have read about Mama Lulu and know the most important parts of her autobiography.
2. Give pupils 10 minutes to write a 4-5 sentence summary of the story.
3. Have pupils share their summaries with seatmates.
4. Invite volunteers to share their summaries with the class.

Example answer:

Lucy McEwan (Mama Lulu) was born nearly 100 years ago in a village in Sierra Leone. When she got married she moved to Freetown and had 7 children, but only 5 lived. Many things happened in Sierra Leone in her life, some bad things and some good things. She is very happy now because her great-grandchildren keep her young and read to her.

5. Revise the questions on the board with pupils (see end of lesson).
6. Ask pupils to read the autobiography again and answer the detailed questions on the board.
7. After reading the story and answering the questions, have pupils share their answers with seatmates.
8. Check answers as a class. Make corrections if needed.

Answers:

- a. Mama Lulu is almost 100 years old.
- b. The British were in power when Mama Lulu was born.
- c. Mama Lulu was born in a village.
- d. She moved to Freetown when she got married.
- e. She has 5 children now.
- f. People felt very optimistic on independence.
- g. No, her husband is not still alive.
- h. Her great-grandchildren keep her young.
- i. Mama Lulu's great-grandchildren read her newspapers.
- j. Whenever a year passes, she feels surprised that she is still alive.

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

1. Discuss the advantages and disadvantages of living to be 100, like Mama Lulu. Invite volunteers to share their thoughts. (Examples answers: see many changes and developments; meet your great-grandchildren; get weaker as you get older; maybe life is not as interesting anymore)
2. For homework, have pupils do practice exercise PHL1-L016 in the Pupils' Handbook.

### *[VOCABULARY ACTIVITY]*

1. We manage to get to school on time, even though it is a long way, because we walk fast.
  - a. to do something even if it is difficult
  - b. to do something that is very easy
2. The tree is gigantic. It is very tall and very wide.
  - a. small
  - b. very big
3. In general, I am very sporty. I like to run, swim and cycle.
  - a. usually; normally
  - b. never
4. Fatmata is optimistic about her exam results because she is clever and studies very hard.
  - a. hopeful and looking forward to the future
  - b. not happy and worried about the future
5. Everyone was very sad when Nelson Mandela passed away in 2013,
  - a. was born
  - b. died

### *[AUTOBIOGRAPHY]*

#### They Call Me Mama Lulu

My name is Lucy McEwan, but everyone calls me Mama Lulu. I do not know exactly how old I am but I am sure it is almost 100. I have seen many things change in my life. There have been some very hard times. I have lived through wars and many problems, but my life has been mostly good.

When I was born, Sierra Leone was still a colony of the British. Because I lived in a village with my family, it did not make much difference to me who was in power. We farmed every day and managed to make enough money to live, most years anyway.

When I got married I moved to Freetown. That was a different experience. The city was not as big as it is now, but for me it seemed gigantic and very exciting. It was easier to get work in the city, but the life was more difficult in other ways. There were a lot of diseases in those days and not many doctors. My husband and I had seven

children, although only five lived to be adults. Those who survived are still healthy now. I was happy, in general, and we have had a lot of good times in this city.



I still remember the day we got independence. There was such celebration. Finally we were free and everyone was very optimistic. After that, there were good years and very bad years. The thing that kept me happy and able to go on was my family. I helped my children look after their children and then my grandchildren after that.

Now I am a great-grandmother. My husband passed away many years ago, so sadly he never saw his great-grandchildren. They are my life. They keep me young. I like to play with them and they read me stories from the newspaper so I know what is happening in the world. Every time another year passes, I am surprised I am still here. Maybe I will live forever!

### *[QUESTIONS]*

- a. How old is Mama Lulu?
- b. Who was in power when Mama Lulu was born?
- c. Where was she born?
- d. When did she move to Freetown?
- e. How many children does she have now?
- f. How did people feel on independence?
- g. Is her husband still alive?
- h. What keeps her young?
- i. What do the great-grandchildren read to Mama Lulu?
- j. How does she feel when a year passes?

<b>Lesson Title:</b> Informal Letters – Descriptive	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L017	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the features of an informal letter.</li> <li>2. Identify the format of an informal letter.</li> <li>3. Distinguish between different types of informal letters.</li> <li>4. Use an outline to draft an informal letter.</li> </ol>	 <p><b>Preparation</b> None</p>
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### Opening (3 minutes)

1. Ask pupils what they can do if they want to tell a friend who lives far away about something interesting. (Example answers: phone, text, email, letter, visit)
2. As a class, discuss what kinds of things they would want to tell a friend about. (Example answers: party, wedding, examination, trip, new school)
3. Tell pupils that in today's lesson they are going to plan an informal letter to a friend. In the next lesson, they will write the letter.

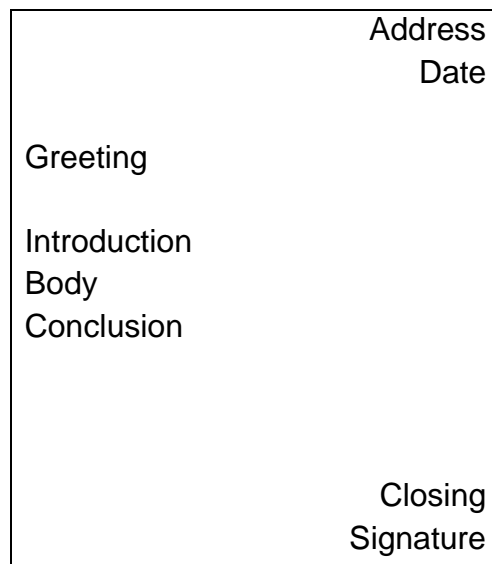
### Teaching and Learning (15 minutes)

1. Ask pupils if they remember writing letters in JSS. Invite volunteers to identify what kinds of letters they studied in JSS. (Answers: formal, semi-formal, informal)
2. As a class, discuss whom you can write informal letters to. (Example answers: friends, relatives)
3. Discuss the difference in the way you write a letter to a friend who is the same age as you and to an older relative. (Example answer: to a friend you can write as you like; to an older relative you have to be polite and respectful)
4. Ask pupils if they can remember what you need to include in an informal letter. Invite volunteers to answer. Write the correct answers on the board.

Answers:

- Address
- Greeting
- Introduction
- Body
- Conclusion
- Closing
- Signature

5. Draw a letter-shaped rectangle on the board to represent a blank letter. Ask the pupils to copy it in their exercise books. Write the parts of a letter in the correct place as pupils identify them.
6. Invite volunteers to identify what they should put at the top of a letter. (Examples: address at the top right; date under the address)
7. As a class, discuss the different greetings you can use in an informal letter and where to write the greeting on the page. (Example answers: Dear + first name, Hello, Hi, Hi there; written on the left side of the page below the address and date)
8. Write some pupils' example greetings on the board.
9. As a class, discuss how to organise the paragraphs in an informal letter and where to write them. (Answer: introduction, body, ending; written under the greeting)
10. Invite volunteers to explain how to end an informal letter. (Answer: closing and signature.)
11. As a class, discuss the different closings you can use for an informal letter. (Example answers: love, love from, best wishes, see you soon)
12. Write some pupils' example closings on the board.
13. Have pupils copy the completed outline on the board into their exercise books. (see below)



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



1. Tell pupils that before they write a letter they should plan what they are going to say. In this lesson they will prepare to write a descriptive letter.
2. As a class, discuss what needs to be included in descriptive writing.  
Example answers:
  - Description of someone, something, an event, an experience or an idea
  - Descriptive vocabulary to paint a picture in the reader's mind

- Variety of details about what is being described
  - Engages the reader's 5 senses
3. Ask pupils to choose an event that they want to describe to their friend.
  4. Tell pupils to think about the introduction. Remind them that this is where they ask about their friend and introduce the topic of their letter.
  5. Invite volunteers to share their ideas for the introduction. Write some examples on the board and ask pupils to write their own ideas in their exercise books.  
(Example answers: asking how your friend is, saying you got their last letter, asking about their family, telling them that you are going to describe an event)
  6. Ask pupils the following questions to help them develop ideas for the body of their letter. Have them note down their ideas in their exercise books:
    - What did you see? Who was there? What were they wearing? What did they do?
    - What did you hear? Was it loud or quiet? Was there music? Were people talking? What kind of things were they talking about? Were there any unusual noises?
    - What did you taste? Was there any food or drink at the event? How did it taste? Did you eat anything new or interesting?
    - What did you smell? Could you smell anything strange? Could you smell food? Perfume? Were the smells pleasant or unpleasant?
    - What did you touch? Did you sit in the grass or on a chair? Did you touch anything hot, cold, dry or wet?
  7. Ask as many questions as necessary to help pupils think about the topic and get ideas on what to write about.
  8. As a class discuss the conclusion. Have volunteers share their ideas. (Example answers: saying you wish they had been there, asking for their news, sending them good wishes)
  9. Invite 2-3 volunteers to share with the class the event they are going to write their letter about.

### **Closing** (2 minutes)

1. For homework, have pupils do practice exercise PHL1-L017 in the Pupils' Handbook.

<b>Lesson Title:</b> Informal Letter – To a Classmate	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L018	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a letter demonstrating correct usage of the features of an informal letter.</li> <li>2. Use appropriate and relevant vocabulary when writing an informal letter.</li> <li>3. Write a letter with correct grammar and spelling.</li> </ol>	 <p><b>Preparation</b> Read the example letter (see end of lesson).</p>
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### **Opening** (3 minutes)

1. Invite volunteers to tell the class whom they are going to write a letter to.  
(Example answers: friend at another school, sister away from home, grandparents in the village)
2. Invite volunteers to tell the class what event they are going to write about.  
(Example answers: a wedding, party or graduation)
3. Tell pupils that in today's lesson they are going to use their ideas from the previous lesson to write an informal letter to a friend.

### **Teaching and Learning** (5 minutes)

1. Revise the different parts of an informal letter with pupils. (Answer: address, date, greeting, introduction, body, ending, closing, signature)
2. As a class, discuss what to include in a descriptive letter:
  - Describe someone, something, an event, an experience or an idea
  - Use descriptive vocabulary to paint a picture in the reader's mind
  - Include a variety of details about what is being described
  - Engage the reader's 5 senses – sight, sound, touch, hearing and smell
  - Use literary devices and figurative language
3. Read pupils an example of an informal letter (see end of lesson).

### **Practice** (27 minutes)

1. Have pupils open their exercise books and prepare to write their letter. Remind them to use their notes from the previous lesson as a guide.
2. Ask pupils to begin by writing their address and the date on the letter in the correct place.
3. Ask pupils to write the greeting.



4. Give pupils 5 minutes to write the introduction.
5. Tell pupils they have 10 minutes to write the body of their letter. Remind them the letter should be descriptive. Using a variety of adjectives and adverbs as well as figurative language helps paint a picture in the reader's mind.
6. Give pupils 5 minutes to write the ending.
7. Have pupils write the closing and sign the letter.
8. Ask pupils to swap exercise books with a seatmate and read each other's letters.

**Closing** (5 minutes)

1. Invite pupils to tell you something they liked about the letter they read.
  - Was it a nice event?
  - Was the letter well written?
  - Was there a lot of descriptive language – could they smell the food? Could they imagine the clothes?
2. For homework, have pupils do practice activity PHL1-L018 in the Pupils' Handbook.

[LETTER]

PO Box 75  
Freetown.  
29<sup>th</sup> July, 2017.

Dear Peter,

How are you doing? It's been a long time – I hope you are well. Last week I did something really exciting so I thought I would write to tell you about it!

We went on a school trip to the National Park. It was really interesting because we got to see the place where they rescue animals who have been hurt, before they send them back into the wild.



The rescue area was not very big, but it was really well organised and there were different kinds of animals there. There was an elephant that had an injured foot, and they were helping it by giving it medicine and making it do some exercises. Of course, we were not allowed to go near the elephant because elephants can be dangerous, especially when hurt, but we got to see it from a short distance away.

The whole day was really great! The guide told us how to recognise the calls of the birds and to check to see if there is enough food for all the animals. Now I really want to work in some kind of similar park or with a rescue organisation.

Write and tell me what you have been doing. How is your family? Are you studying hard?

Best wishes,  
James.

<b>Lesson Title:</b> Simple Past – Regular Verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L019	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when and how to use the simple past tense.</li> <li>2. Identify the simple past in sentences.</li> <li>3. Use the simple past correctly in speech and in writing.</li> <li>4. Use the simple past to ask and answer questions.</li> <li>5. Use the simple past in the negative.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences on the board (see end of lesson).</li> <li>2. Read the story 'Kamara's Phone' (see end of lesson).</li> </ol>
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### Opening (5 minutes)

1. Discuss what happens when something is lost, using the following questions:
  - Have you ever lost anything?
  - How did you feel when you lost something?
  - If you lost something, were you able to find it again?
  - How did you find the lost item?
2. Tell pupils that in today's lesson they are going to listen to a story about Kamara, who lost something important, but first they are going to revise the simple past tense.

### Teaching and Learning (10 minutes)

1. Revise how the simple past tense is formed for regular verbs:
  - For most verbs add '-ed'.
  - If the verb ends in '-e', just add '-d'.
  - If the verb ends in '-y', drop the 'y' and add '-ied'.
2. Invite volunteers to give examples of each. (Examples: walk – walked; dance – danced; hurry – hurried)
3. Revise how questions are formed in the simple past tense:
  - In the simple past tense, question forms are made using the auxiliary verb 'do' (in its past form, 'did') followed by the simple form of the main verb.
  - Did + subject + verb...?
4. Invite volunteers to give examples.  
Examples:
  - **Did** you **go** to the party?
  - **Did** he **bring** his homework to class?
5. Revise how simple past sentences are made negative.

- In the simple past tense, negative forms are made using the auxiliary verb 'do' (in its past form, 'did') and 'not' followed by the simple form of the main verb.
  - Subject + did not + verb
  - Examples: I **went** to school. I **did not go** to school.
  - Contraction form of negative simple past: didn't  
Examples: I **did not go** to school. I **didn't go** to school.
6. Revise the simple past form of the irregular verbs 'to be' and 'to have':
- To be: I was, you were, he was, she was, it was, they were, we were
  - To have: I had, you had, he had, she had, it had, they had, we had
  - To do: I did, you did, he did, she did, it did, they did, we did
  - The verbs 'to be' and 'to have' are irregular, but they are very common and are needed to ask questions.
7. Invite volunteers to give examples.
- Examples:
- They were not ready to work.
  - He did not feed the animals.
  - I have not studied enough.

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

1. Ask pupils to look at the sentences on the board (see end of lesson). Read them with pupils.
2. Have pupils change the sentences from simple present to simple past tense and write them in their exercise books.
3. Check answers as a class.  
Answers:
  - a. She was not in Nigeria; she was in Ghana.
  - b. Did you like the football match?
  - c. They visited their family at the weekend.
  - d. Did you have a bicycle?
  - e. He had a friend in the school.
  - f. I didn't know which way to walk to the post office.
  - g. We needed a new house to live in.
  - h. She turned on the radio every evening when she arrived home.
  - i. What time was the bus in the morning?
  - j. They waited for him every day because he always turned up late.
4. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
5. Tell pupils you are going to read them the story about Kamara (see end of lesson). Have them listen carefully to find the answer to this question: What did Kamara miss because he lost his phone? Why?
6. Read the story slowly and clearly to pupils.
7. Invite a volunteer to tell you the answer.

Answer: He missed the interview because he did not have the address which was in his phone.

8. Ask pupils to read the story and write down all the verbs in the simple past tense that appear in the text.
9. Discuss the answers as a class. (See verbs in bold in the text at the end of the lesson)
10. Have pupils work with seatmates and discuss a time when they lost something important. Remind them to think about the simple past tense.
11. Tell seatmates to ask each other questions about what happened to practise asking and answering questions in the simple past tense.
12. Move around the classroom to check that pupils are using the tense correctly.

### **Closing** (2 minutes)

1. Ask pupils if they think that Kamara was lucky to find his phone or unlucky that he wasted so much time and missed the interview.
2. For homework, have pupils do practice exercise PHL1-L019 in the Pupils' Handbook.

### *[SENTENCES]*

- a. She is not in Nigeria; she is in Ghana.
- b. Do you like the football match?
- c. They visit their family at the weekend.
- d. Do you have a bicycle?
- e. He has a friend in the school.
- f. I don't know which way to walk to the post office.
- g. We need a new house to live in.
- h. She turns on the radio every evening when she arrives home.
- i. What time is the bus in the morning?
- j. They wait for him every day because he always turns up late.



### *[TEXT]*

#### Kamara's Phone

Kamara **opened** his eyes in the morning and **discovered** that he **was** late. He **dressed** quickly and **was** out of the house in 10 minutes. He **had** a very important job interview at an office in town. He **was** afraid he would miss it so he **walked** very quickly. He **did not have** enough money for a bus or a taxi. On the way, he **decided** to check the address of the office, which **was** on his phone in a text. He **looked** in his bag but the phone **was not** there. Where **was** it? He **panicked** and **looked** in his bag again and **searched** in his pockets. There **was** no phone. He **had** no idea where it **was**. He **walked** back in the same direction and **looked** on the street for the phone.

No phone! He **did not remember** where the office **was** and there was no one around to ask. He **was** very frustrated and **decided** to give up. He **walked** slowly home. When he **stepped** into his room the first thing he **saw** on the table **was** his phone.

<b>Lesson Title:</b> Simple Past – Irregular Verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L020	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify irregular verbs in the simple past in sentences.</li> <li>2. Use irregular verbs in the simple past correctly in speech and in writing.</li> <li>3. Use irregular verbs in the simple past to ask and answer questions.</li> <li>4. Use irregular verbs in the simple past in the negative, avoiding double negatives.</li> </ol>	 <p><b>Preparation</b> Write the sentences on the board (see end of lesson).</p>
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### Opening (5 minutes)

1. Revise the simple past tense using the following questions:
  - When do we use the simple past?
  - How do we form the simple past of regular verbs?
  - Can you give some examples of verbs in the simple past?
2. Tell pupils that in today's lesson they are going to practise using irregular verbs in the simple past tense. They will look at 30 of the most common irregular verbs. They should remember some of these from JSS.

### Teaching and Learning (15 minutes)

1. Discuss irregular verbs in the simple past with pupils:
  - Irregular verbs are verbs that do not follow the same rules for conjugation. You do not form the simple past tense by adding '–ed' or '–d'.
  - There are many irregular verbs in English. Some of them follow the same pattern.
  - In order to use irregular verbs correctly, you must memorise them.
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Revise the table of 30 common irregular verbs with pupils (see end of lesson). Discuss how to change the different verbs into the simple past tense.
4. Have pupils work with a partner. Ask 1 pupil to point to an irregular verb on the list. Then their partner should use the verb in a sentence in the simple past tense. Demonstrate for pupils how to do the activity.  
Example: Wrote – I wrote a letter to my friend.
5. Give pupils 10 minutes to do the activity, then invite volunteers to share sentences with the class.

### Practice (15 minutes)

1. Draw pupils' attention to the sentences on the board (see end of lesson).
2. Ask pupils to write the sentences in their exercise books, using the irregular verbs in the simple past tense. Remind them that for questions and negatives the verbs do not change – they simply add 'did' or 'did not'.
3. After 10 minutes, check answers as a class.

Answers:

- a. The man spoke to her when they met at the party.
  - b. They heard a strange noise and went to see what it was.
  - c. Claudetta did not understand the letter when she first read it.
  - d. He ran to the door because he saw his mother coming.
  - e. Abraham told them to be quiet, then left.
  - f. Hassan took his wallet and he spent a lot of money.
  - g. Christiana felt ill, so she sat down.
  - h. They bought a present and sent it to their mother.
  - i. It began to rain and they got wet.
  - j. Did Suzan write before she came?
  - k. He didn't drive; he found a taxi.
  - l. Her father paid for the dress she wore.
  - m. I thought he said he was 16 years old.
  - n. I gave her a bicycle, but she fell off it.
  - o. Lysend knew who made the cake.
4. Ask pupils to select 5 irregular verbs from the list and use them in sentences. Have them write the sentences in their exercise books.

### Closing (5 minutes)

1. Invite volunteers to share sentences with the class.
2. For homework, have pupils do practice exercise PHL1-L020 in the Pupils' Handbook.

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



begin - began	hear - heard	send - sent
buy - bought	know - knew	sit - sat
come - came	leave - left	speak - spoke
drive - drove	make - made	spend - spent
fall - fell	meet - met	take - took
feel - felt	pay - paid	tell - told
find - found	read - read	think - thought
get - got	run - ran	understand - understood
give - gave	say - said	wear - wore
go - went	see - saw	write - wrote



*[SENTENCES]*

- a. The man (speak) to her when they (meet) at the party.
- b. They (hear) a strange noise and (go) to see what it was.
- c. Claudetta (not understand) the letter when she first (read) it.
- d. He (run) to the door because he (see) his mother coming.
- e. Abraham (tell) them to be quiet, then (leave).
- f. Hassan (take) his wallet and he (spend) a lot of money.
- g. Christiana (feel) ill, so she (sit) down.
- h. They (buy) a present and (send) it to their mother.
- i. It (begin) to rain and they (get) wet.
- j. Did Suzan (write) before she came?
- k. He (not drive); he (find) a taxi.
- l. Her father (pay) for the dress she (wear).
- m. I (think) he (say) he was 16 years old.
- n. I (give) her a bicycle, but she (fall) off it.
- o. Lysend (know) who (make) the cake.

<b>Lesson Title:</b> Simple Past – Irregular Verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L021	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify irregular verbs in the simple past in sentences.</li> <li>2. Use irregular verbs in the simple past correctly in speech and in writing.</li> <li>3. Use irregular verbs in the simple past to ask and answer questions.</li> <li>4. Use irregular verbs in the simple past in the negative, avoiding double negatives.</li> </ol>	 <p><b>Preparation</b> Practise reading the text 'A Strange Morning' aloud (see end of lesson).</p>
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### Opening (5 minutes)

1. Play the following game with pupils to revise irregular verbs in the past tense:
  - Say (or write on the board) one verb at a time and have pupils raise their hand to name the simple past tense of the verb.
  - Use the list of 30 common irregular verbs from the previous lesson (see end of lesson).
2. Tell pupils that in today's lesson they will be using irregular verbs to write a story.

### Teaching and Learning (10 minutes)

1. Tell pupils that they are going to write a story starting with 'Last week the strangest thing happened ...'
2. As a class, discuss what kind of story that might be. (Example answers: a funny story, a scary story, a mystery)
3. Read pupils the example story (see end of lesson). Then ask them to plan their own stories.
4. Give pupils 5 minutes to discuss their story ideas with seatmates. They should consider the following:
  - Characters
  - Setting
  - What happened?

### Practice (20 minutes)

1. Give pupils 15 minutes to write their story. Tell pupils that in their story they should use as many of the verbs from the irregular list as possible.

2. Ask pupils to try to include negatives and questions in the story as well. Remind them to avoid using double negatives. (Example: 'I did not see nothing'. Change to: 'I saw nothing' or 'I did not see anything'.)
3. After 15 minutes, ask pupils to count the number of irregular verbs they used in their stories. On the board make note of how many pupils used 0-5 irregular verbs, 5-10, 10-15 and more than 15.

### Closing (5 minutes)

1. Invite volunteers to read their stories to the class. Correct any mistake you hear.
2. Encourage pupils to ask questions about the stories they hear or to say what they liked about them.
3. For homework, have pupils do practice exercise PHL1-L021 in the Pupils' Handbook.

### [LIST OF 30 COMMON IRREGULAR VERBS]



begin - began	hear - heard	send - sent
buy - bought	know - knew	sit - sat
come - came	leave - left	speak - spoke
drive - drove	make - made	spend - spent
fall - fell	meet - met	take - took
feel - felt	pay - paid	tell - told
find - found	read - read	think - thought
get - got	run - ran	understand - understood
give - gave	say - said	wear - wore
go - went	see - saw	write - wrote

### [TEXT]

#### A Strange Morning

Last week the strangest thing happened. I was walking to school through town when I **heard** a very odd noise. I almost **fell** over I was so startled! I **told** myself that it was all in my head and continued on my way but the sound followed me! I **spent** the next few minutes looking over my shoulder to see if someone or something was there. I **did not see** anything, but I **felt** a sharp pain in my foot. I lifted my shoe and **found** a shiny rock in the sole of my shoe. I **gave** my shoe a shake and the rock **fell** out. It was not a rock; it was a piece of gold! I **took** the gold and **ran** all the way home to show my family!

<b>Lesson Title:</b> Past Continuous	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L022	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when and how to use the past continuous tense.</li> <li>2. Distinguish between simple past and past continuous.</li> <li>3. Identify the past continuous in sentences.</li> <li>4. Use the past continuous correctly in speech and in writing.</li> <li>5. Use the past continuous in the negative, avoiding double negatives.</li> <li>6. Use the past continuous to ask and answer questions.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> </ol>
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### Opening (5 minutes)

1. Discuss the end of year holidays with pupils using questions such as:
  - What did you do during the end of year holidays?
  - Did you have to work?
  - Did you go anywhere?
  - Did you miss school?
  - Did you ever get bored?
2. Tell pupils that in today's lesson they are going to read about what Hassan did last end of year holidays and learn about the past continuous tense.

### Teaching and Learning (15 minutes)

1. Revise the past continuous tense with pupils. We use the past continuous to talk about the past:
  - To show that something continued for some time.  
Example: Everyone was studying for the examination.
  - For something that was happening again and again.  
Example: I was playing football every day last summer.
  - For something which continued before and after another action.  
Example: My friends were doing their homework when I arrived at their house.
2. Tell pupils that you are going to read them a story about Hassan's end of year break.
3. Read the text on the board (see end of lesson) slowly and clearly to pupils. Have pupils follow along.

4. Ask pupils when the story takes place. Invite volunteers to answer. (Answer: last end of year holidays, the past)
5. Ask pupils what tenses they can see in the text. Invite volunteers to answer. (Answers: past simple, past continuous)
6. Revise how to form the past continuous tense with pupils:
  - The past continuous is made from the past tense of the verb 'to be' and the '-ing' form of the main verb:
  - Positive sentences: subject + was/were + verb + '-ing'
  - Negative sentences: subject + was/were + not + verb + '-ing'
  - Questions: was/were + subject + verb + '-ing' + ?
7. Remind pupils that when using the negative, they need to avoid double negatives. Example:  
'He was not going nowhere'. Change to: 'He was not going anywhere'.
8. Ask pupils to read the text again and find all of the examples of past continuous. Explain to them that sometimes if there is more than 1 verb in the sentence you only have to use 'was/were' once. Example:  
Saidu **was visiting** his aunt in the city and **having** a great time **seeing** nice places and **shopping**.
9. Have pupils work with a seatmate to identify the past continuous in the text.
10. Check answers as a class and underline the correct answers on the board.

Answers:

Last end of year holidays, Hassan was very bored. He was not doing anything interesting. He was working on the farm with his father planting cassava and looking after the goats. His mother was selling things in the market every day, so he could not talk to her. His friends were all doing better things. Saidu was visiting his aunt in the city and having a great time seeing nice places and shopping. Doris and Marie were practising dances for their brother's wedding. Sao was doing nothing except lazing around and watching football at his uncle's cinema. Hassan was feeling very sorry for himself. At the end of the holidays, Hassan's father bought him a new bicycle for being so helpful. So in the end the hard work was worth it and he felt proud.

### Practice (18 minutes)

1. Tell pupils that we often use past continuous and past simple in the same sentence to say what was happening when something else happened. The past continuous is a longer action and the simple past is shorter. Example:  
When I was waiting for my friend, the bus came.  
Waiting for the bus is a long action, and the bus arriving is a short action.
2. Draw pupils' attention to the sentences on the board (see end of lesson).

3. Ask pupils to identify the simple past and the past continuous in the sentences. Remind them that they can determine which verb is simple past and which is past continuous by thinking about which action is longer.
4. After 5 minutes, have pupils share their answers with seatmates.
5. Check answers as a class.

Answers:

- a. When George **arrived**, Julius **was reading**.
  - b. I **was travelling** to Bo when the bus **broke down**.
  - c. They **did not wake up** because I **was talking** quietly.
  - d. When Lucee **was studying**, her brother **knocked** on the door.
  - e. She **was doing** an experiment when she **dropped** the test tube.
6. Tell pupils you are now going to do a fun activity. Ask them to name 20 things. (Examples: monkey, car, mango, dress, pencil)
  7. Write the 20 things on the board as pupils name them.
  8. Tell pupils you are going to pick 2 things from the list on the board and they have to use them to make a sentence with the past continuous and the simple past tenses.
  9. Do an example for the class with the words mango – dress. 'I was eating a mango, when the juice fell on my dress'.
  10. Call out different pairs of words. Have pupils use them to write a sentence with the past continuous and the simple past tenses in their exercise books.
  11. After each pair of words, invite volunteers to share their sentences with the class. Correct mistakes if you hear them.

### **Closing** (2 minutes)

1. Invite 1-2 volunteers to explain to the class when to use the past continuous tense. (Example answers: to show that something continued for some time; for something that was happening again and again; for something which continued before and after another action)
2. For homework, have pupils do practice exercise PHL1-L022 in the Pupils' Handbook.



### *[TEXT]*

Last end of year holidays, Hassan was very bored. He was not doing anything interesting. He was working on the farm with his father planting cassava and looking after the goats. His mother was selling things in the market every day, so he could not talk to her. His friends were all doing better things. Saidu was visiting his aunt in the city and having a great time seeing nice places and shopping. Doris and Marie were practising dances for their brother's wedding. Sao was doing nothing except lazing around and watching football at his uncle's cinema. Hassan was feeling very sorry for himself. At the end of the holidays, Hassan's father bought him a new bicycle for being so helpful. So in the end the hard work was worth it and he felt proud.

*[SENTENCES]*

- a. When George (arrive), Julius (read).
- b. I (travel) to Bo when the bus (break down).
- c. They (not woke up) because I was (talk) quietly.
- d. When Lucee (study), her brother (knock) on the door.
- e. She (do) an experiment when she (drop) the test tube.

<b>Lesson Title:</b> Formal Letter – Request to a Person of Authority	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L023	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the features of a formal letter.</li> <li>2. Identify the format of a formal letter.</li> <li>3. Distinguish between different types of formal letters.</li> <li>4. Use an outline to draft a formal letter.</li> </ol>	 <p><b>Preparation</b> Write the formal letter outline on the board (see end of lesson).</p>
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### Opening (5 minutes)

1. Discuss formal letters with pupils using questions such as:
  - Have you ever written a formal letter?
  - Whom did you write to?
  - What was your formal letter about?
  - When might you write a formal letter? (Example answer: job application, letter to an editor of a newspaper, letter to a public or government official, request to a person in authority)
2. Tell pupils that in today's lesson they will be planning a formal letter of request and in the next lesson they will be writing it.

### Teaching and Learning (10 minutes)

1. As a class, discuss what needs to be in a formal letter. (Answers: writer's address, recipient's address, heading/title, date, greeting, body, ending, signature)
2. Revise the formal letter outline on the board with pupils (see end of lesson).
  - Writer's address and the date: top right of the letter
  - Recipient's address: top left of the letter, under the writer's address
  - Greeting: Dear Sir, Dear Madam, Dear Sir/Madam
  - Heading: the subject of the letter underlined or in capital letters
  - Body: develops the subject of the letter
  - Closing: end with 'Yours faithfully' at the bottom right of the page
  - Signature: under the ending put your signature and then write your full name
3. Discuss the difference between a formal and an informal letter with pupils. (Example answers: formal language, no contractions, recipient's address, heading)



**Practice (20 minutes)**

1. Tell pupils that they are going to write a letter to the principal of the school requesting permission to go on a class trip. This is a letter of request.
2. Explain that the letter will answer the following questions:
  - What: Explain what you want – to go on a trip.
  - Where: Explain where you want to go.
  - When: Explain when you want to go.
  - Why: Explain why you want to go.
  - How: Explain how you will organise it or how the school can help you.
3. Ask pupils to work with seatmates and discuss ideas for where the trip could be.
4. Give pupils 3-4 minutes to discuss their ideas. Then invite volunteers to share some of their ideas with the class. (Examples: a local historical site, a library, a park, a museum)
5. Demonstrate for pupils how to plan a letter, using the outline on the board.
6. Give pupils 10 minutes to plan their formal letters. They should write down ideas for their letter, not write the letter itself.
7. Invite volunteers to share their ideas with the class.

**Closing (5 minutes)**

1. Answer any questions pupils might have about writing a formal letter.
2. For homework, have pupils do practice exercise PHL1-L023 in the Pupils’ Handbook.

*[FORMAL LETTER OUTLINE]*

	Sender’s Address.
	Date.
Recipient’s address.	
Greeting,	
	HEADING or <u>Heading</u>
Introduction	
Body	
Conclusion	
	Closing, Signature Full Name.

[EXAMPLE FORMAL LETTER OUTLINE]

Juba Senior Secondary School,  
PO Box 22,  
Freetown.  
20th July, 2017.

The Principal,  
Juba Senior Secondary School,  
PO Box 22,  
Freetown.

Dear Madam,

REQUEST FOR A SCHOOL TRIP

What: Class 1 pupils request permission to visit the Sierra Leone National Railway Museum.

Where: Cline Street, Freetown



When: The first week of Term 2

Why: The trains are an interesting part of the history of Sierra Leone.

How: The museum is by donation, so the school will not have to pay any money for the trip. Pupils can take public transportation to Cline Street. The school can send letters to parents asking them to provide pupils with money for transportation.

Yours faithfully,  
(Signature)  
Marai Horton

<b>Lesson Title:</b> Formal Letters – Request to a Person of Authority	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L024	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a letter demonstrating correct usage of the features of a formal letter.</li> <li>2. Use appropriate and relevant vocabulary when writing a formal letter.</li> <li>3. Write a letter with correct grammar and spelling.</li> </ol>	 <p><b>Preparation</b> Read the example letter (see end of lesson).</p>
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### **Opening** (5 minutes)

1. Revise the features of a formal letter as a class and write them on the board. A formal letter must include the following:
  - Writer's address
  - Recipient's address
  - Date
  - Greeting
  - Heading or title
  - Body
  - Closing
  - Signature
  - Name
2. Tell pupils that in today's lesson they are going to use the outline from the previous lesson to write a formal request to the principal of their school to allow the class to go on a trip.

### **Teaching and Learning** (8 minutes)

1. Have pupils open their exercise books at the previous lesson.
2. Ask pupils to share their outline with a partner to check that they have enough information for the letter. Remind pupils that the letter should address the questions: Who? What? Why? When? Where? How?
3. Read pupils the example letter (see end of lesson).

**Practice** (22 minutes)

1. Tell pupils to turn to a new page in their exercise books and write the addresses, the date, and the greeting of the letter.
2. Give pupils 12 minutes to write the body of the letter. Remind them to use formal language, without contractions or colloquialisms. Remind them that the letter should also be clear and concise.
3. After pupils have written the body of their letter, tell them to write the ending of the letter, sign it and write their full name.
4. Have pupils exchange exercise books with a partner to read each other's letters. They should check that their partner included all of the parts of a formal letter and answered the questions: Who? What? Why? When? Where? How?
5. Invite pupils to tell you some things they liked about their seatmate's letter.

**Closing** (5 minutes)

1. Invite 1-2 volunteers to read their letter to the class.
2. For homework, have pupils do practice exercise PHL1-L024 in the Pupils' Handbook.

[EXAMPLE LETTER]

Juba Senior Secondary School,  
PO Box 22,  
Freetown.  
20th July, 2017.

The Principal,  
Juba Senior Secondary School,  
PO Box 22,  
Freetown.

Dear Sir,

Request for books for the library

As a representative of my class I am writing to ask if it is possible to obtain more books for the school library. We are particularly interested in science books for Chemistry and Physics.

We would like the books to be stored in the reference section of the library, but with the possibility to check them out and take them home for short periods of time before exams.



If possible, we need the books to be purchased or acquired and in the library by the middle of this term so that we can use them to study for our exams.

The library currently has a very poor choice of books, especially for Science. The books that we do have are very out of date and are not helpful for studying all the topics we need for writing essays and passing examinations.

We understand that the school is short of funds. We were wondering if it is possible to contact some local businesses that may be willing to donate books, or funds to buy them. The pupils could represent the school in this by explaining to the managers why we need the books to improve our futures.

With respect, I hope you can consider our request.

Yours faithfully,  
(Signature)  
Marai Horton.

<b>Lesson Title:</b> Comprehending a Listening Passage	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L1-L025	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on a passage.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the listening text, 'A Hard Lesson', aloud (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. As a class, discuss preparing for examinations. Use questions such as:
  - How do you study for an examination?
  - Do you like studying or do you find it difficult?
  - How many hours a day do you study?
  - How do you decide what to study?
2. Tell pupils that today they will listen to a story about 2 friends who are preparing for examinations.

### Teaching and Learning (15 minutes)

1. Tell pupils you will read the text to them 3 times: once to answer questions, once to listen for vocabulary and once to write a summary.
2. Show pupils the questions on the board (see end of lesson). Ask them to read the questions and keep them in mind as they listen to the text.
3. Read the text aloud. Make sure to speak loudly, clearly and with expression.
4. Return to the questions on the board. Invite pupils to raise their hand to answer the questions.

Answers:

- a. He thought he was clever and did not need to study.
  - b. He went fishing.
  - c. He wore his best clothes.
  - d. Samuel was reading history books and practising essay writing.
  - e. He was nervous – sweating and talking to himself.
  - f. He was calm – whistling and telling Samuel not to worry.
  - g. He started writing immediately.
  - h. No. He did not know anything.
  - i. Samuel passed; Charles failed.
5. Write the following words and phrases on the board:
    - to take it easy
    - to mutter under your breath

- scholarship
  - arrogant
6. Tell pupils you will read the story again. Ask them to listen for these words and try to infer what they mean based on the context of the story.
  7. Read the story to the class again.
  8. Invite volunteers to tell you the meanings of the words.

Example answers:

- To take it easy: Not to work hard; to relax; not to worry
- To mutter under your breath: To say something quietly; to talk just so a person cannot hear
- Scholarship: A financial award that a student wins so they can attend a school, college or university, usually by performing well on examinations or writing a good application
- Arrogant: Thinking you are better than other people

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

1. Tell pupils that you are going to read the text aloud again. Ask them to take notes as you read because they are going to write a summary. Remind them that a summary gives the main idea of the text.
2. Read the text aloud. Be sure to read slowly and clearly using correct pronunciation and intonation.
3. Once you have finished reading the text ask pupils to use the notes they made to write a summary of the text.

Example:

Samuel and Charles were friends. They had examinations. Samuel was worried and studied a lot but Charles was not worried at all and did nothing to prepare. Charles went fishing and to a party while Samuel studied. Charles thought everyone liked him better because Samuel was boring.

Samuel did very well and passed the exam. Charles could not answer anything, failed his examinations and had to repeat the year while Samuel got a scholarship to college. Samuel helped Charles to study and he sat the examinations again. He hopes he will join Samuel in college this year.

4. Ask pupils to share their summary with seatmates. Move around the classroom to check that pupils have done the activity correctly.

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

1. Invite volunteers to read their summary to the class. Have pupils check if they included the most important points.
2. For homework, have pupils do practice activity PHL1-L025 in the Pupils' Handbook.

*[LISTENING PASSAGE]*

A Hard Lesson

My friend Samuel was really worried about the examinations. He studied every day when he got home from school for a couple of hours. I did not need to. I knew that I, Charles, was much smarter than Samuel and so I was sure I would pass. I decided to take it easy and have fun instead.

Sometimes Samuel would tell me to study. He did not want me to fail. I laughed at him and went fishing by the river. I watched as the birds were flying and the fish were jumping. This was much better than studying Mathematics.

One weekend, there was a party in our town. I got dressed up in my best clothes and went to knock on Samuel's door to go to the party with him. He said he would not come because he was studying. I went alone and talked to people from my class. They were not interested in a boring mouse who stayed at home reading history books and practising essay writing. We had such fun! We danced and laughed all evening.

On the morning of the examination, I walked to school with Samuel. He was sweating and muttering under his breath like a madman, trying to remember all the formulas and grammar he needed for the tests. I whistled and tried to cheer him up, telling him how easy it would be.

When we sat down at our desks, the teachers gave us the exam papers and we opened them. Samuel started writing immediately, all the knowledge pouring from his mind onto the page. It was my turn to start sweating. I felt sick. I did not know anything. I had no idea what to write. Samuel did not even notice, as he was so busy writing.



I failed everything. Samuel got a scholarship to college, so his family did not have to worry about finding the money.

The next year, after repeating the class, I went to sit the examinations again. I was not worried this time either, but for a different reason. Samuel had worked with me, made a study timetable, helped me and made sure I stayed on track. He was a good friend then and still is. He never said anything about how arrogant I was to think I was better than him or how stubborn not to listen. Everyone at college likes Samuel because he is so clever. I hope this year I will be with them.

*[QUESTIONS]*

- a. Why was Charles not worried about the examinations?
- b. What did Charles do instead of studying?
- c. What did Charles wear to the party?
- d. What was Samuel doing while Charles was at the party?
- e. How did Samuel feel the morning of the examination?
- f. How did Charles feel the morning of the examination?
- g. What did Samuel do when he opened the examination paper?
- h. Did Charles think the examination was easy?
- i. Who passed and who failed?



<b>Lesson Title:</b> Consonant Sounds	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L1-L026	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify and pronounce the 24 consonant sounds of the English language.</li> <li>2. Identify and demonstrate understanding of consonant sounds in initial, medial and end position in words.</li> </ol>	 <b>Preparation</b> Write the consonant sounds table on the board (see end of lesson). Do not write the table with additional examples on the board.	

### Opening (3 minutes)

1. Ask pupils to name the consonants in the English alphabet. (Answer: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)
2. Tell pupils that in today's lesson and the next lesson they will be practising consonant sounds.

### Teaching and Learning (20 minutes)

1. Discuss consonants with pupils:
  - There are 21 consonants in the English alphabet, including 'y' and 'w'.
  - There are 24 consonant sounds in English.
  - There are 2 semi-vowels in English, 'y' and 'w'. They sometimes act as a vowel and sometimes act as a consonant.
  - Consonants may be voiced or unvoiced.
  - Each letter can represent multiple sounds.
2. Show pupils the consonant sounds table on the board (see end of lesson).
3. Tell them to listen carefully to your pronunciation as you read.
4. Read the list of words to the class and show them where the consonant sounds are in each of the words.
5. Invite the class to repeat each word after you.
6. Read the consonant sounds aloud. Have the class repeat each of the sounds after you.
7. After pronouncing each sound, invite volunteers to give you additional examples of words that have that sound.
8. Write pupils' examples in the third column on the board. Tell pupils that the sounds do not have to be at the start of the words, but can be in the middle or at the end.
9. Ask pupils to copy this list into their exercise books.

**Practice (12 minutes)**

1. Tell pupils that they are going to play a game with seatmates to practise the consonant sounds.
2. Pupils will choose a consonant sound and ask seatmates to name a word that contains that sound. Then another pupil will call out a different consonant sound. They should continue playing until all of the consonant sounds have been used.
3. For an additional challenge, pupils can specify if the sound is at the start, in the middle or at the end of the word.
4. Move around the classroom to check that pupils are using the consonant sounds correctly.

**Closing (5 minutes)**

1. Read out some of the consonant sounds from the table and have pupils raise their hand if they hear a sound from their name.
2. For homework, have pupils do practice activity PHL1-L026 in the Pupils' Handbook.

*[CONSONANT SOUNDS TABLE]*



<b>Sound</b>	<b>Example word</b>	<b>Additional words with the consonant sound</b>
p	pair	
b	bad	
t	tall	
d	dark	
k	cab	
g	good	
f	fine	
v	very	
th	thing	
thth	this	
s	saw	
z	zap	
sh	shape	
zh	pleasure	
h	her	
ch	cherry	
j	judge	
m	man	
n	nail	
ng	ring	
l	let	
r	right	

w	wet	
y	you	

*[CONSONANT SOUNDS WITH ADDITIONAL EXAMPLES]*

<b>Sound</b>	<b>Example word</b>	<b>Additional words with the consonant sound</b>
p	pair	cup, plant, appear
b	bad	crab, ball, book, about
t	tall	hit, cattle, take
d	dark	head, read, added
k	cab	lack, car, actor
g	good	tag, go, again
f	fine	wife, fall, afraid
v	very	above, never
th	thing	both, think
thth	this	father, rather
s	saw	house, hospital
z	zap	goes, zoo
sh	shape	push, show
zh	pleasure	beige, usual
h	her	ahead, hair
ch	cherry	match, natural
j	judge	joke, majority
m	man	team, mango, amount
n	nail	tan, nice, animal
ng	ring	singer, song
l	let	tall, lady, always
r	right	scary, wrong, read
w	wet	away, want
y	you	soya, yoghurt

<b>Lesson Title:</b> Simple Past – Irregular Verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L027	<b>Class/Level:</b> SSS 1	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify irregular verbs in the simple past in sentences.</li> <li>2. Use irregular verbs in the simple past correctly in speech and in writing.</li> </ol>	 <p><b>Preparation</b> Write the sentences on the board (see end of lesson).</p>
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### Opening (4 minutes)

1. Revise the irregular verbs in the simple past tense using the following questions:
  - When do we use the simple past?
  - How do we form the simple past of regular verbs?
  - Can you give some examples of irregular verbs?
2. Tell pupils that in today's lesson they are going to practise using irregular verbs in the simple past tense. They will look at 30 common irregular verbs.

### Teaching and Learning (20 minutes)

1. Discuss irregular verbs in the simple past with pupils:
  - Irregular verbs are verbs that do not follow the same rules for conjugation.
    - The simple past tense is not formed by adding '-ed' or '-d'.
  - There are many irregular verbs in English. Some of them follow the same pattern. In order to use irregular verbs correctly, you must memorise them.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Revise the table of 30 common irregular verbs with pupils (see end of lesson).
4. Discuss how to change each of the different verbs into the simple past tense. Explain the meaning of any of the verbs if they are unfamiliar to pupils.
5. As a class, practise using the irregular verbs in the simple past tense. Have pupils raise their hand to use the verbs in a sentence. Continue the activity until the class has given an example for most of the 30 verbs.
6. Write the following examples on the board and underline the verbs:
  - I ate beans yesterday.
  - I did not eat beans yesterday.
  - I didn't eat beans yesterday.
  - Did you eat beans yesterday?
7. Use the examples to show pupils that forming questions and negative statements with irregular verbs in the simple past is the same as regular verbs.

**Practice (15 minutes)**

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

Answers:

- a. I **was** at the market.
- b. They **broke** their pencils.
- c. Aminata **became** tired after work and her head **hurt**.
- d. We **built** our new house in Bo.
- e. Hassan **did** a lot of homework before he **let** himself rest.
- f. Suzan's new coat **cost** a lot of money.
- g. My brothers **fought** about everything!
- h. I **forgot** where I put my glasses.
- i. I **fed** the children and **gave** them a drink.
- j. Claudette and Peter **flew** to South Africa.
- k. We **grew** tomatoes and the vines **hung** over the fence.
- l. I **hid** my bicycle from my little brother.
- m. We **kept** chickens in the coop outside.
- n. At the store I **chose** a new dress.

**Closing (1 minute)**



1. For homework, have pupils do practice exercise PHL1-L027 in the Pupils' Handbook.

*[LIST OF 30 COMMON IRREGULAR VERBS]*

be – was/were	cut – cut	hang – hung
beat – beat	do – did	have – had
become – became	draw – drew	hide – hid
blow – blew	drink – drank	hit – hit
break – broke	eat – ate	hold – held
bring – brought	feed – fed	hurt – hurt
build – built	fight – fought	keep – kept
catch – caught	fly – flew	lay – laid
choose – chose	forget – forgot	lend – lent
cost – cost	grow – grew	let – let

*[SENTENCES]*

- a. I am at the market.
- b. They break their pencils.
- c. Aminata becomes tired after work and her head hurts.
- d. We are building our new house in Bo.
- e. Hassan does a lot of homework before he lets himself rest.
- f. Suzan's new coat will cost a lot of money.
- g. My brothers fight about everything!
- h. I forget where I put my glasses.
- i. I feed the children and give them a drink.
- j. Claudette and Peter are flying to South Africa.
- k. We grow tomatoes and the vines hang over the fence.
- l. I hide my bicycle from my little brother.
- m. We keep chickens in the coop outside.
- n. At the store I choose a new dress.

<b>Lesson Title:</b> Comprehending a Listening Passage	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L1-L028	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on a passage.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the listening text, 'A Dreadful Journey', aloud (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils if they have ever seen or been in an accident. Use the following questions to discuss the topic:
  - How did they feel?
  - What do they remember most?
  - Do they think it is possible to forget such an experience?
2. Tell pupils that today's lesson will be a listening exercise about someone describing an accident.

### Teaching and Learning (15 minutes)

1. Tell pupils you will read the text to them 3 times: once to answer questions, once to listen for vocabulary and once to write a summary.
2. Show pupils the questions on the board (see end of lesson). Ask them to read the questions and keep them in mind as they listen to the text.
3. Read the text aloud. Make sure to speak loudly, clearly and with expression.
4. Return to the questions on the board. Invite pupils to raise their hand to answer the questions.

Answers:

- a. The bus was going to Bo.
  - b. The worst thing was the noise.
  - c. People needed help getting to the side of the road.
  - d. They had bruises and sore heads.
  - e. The driver felt ashamed.
5. Write the following words on the board:
    - unconscious
    - to spill (spilling)
    - destination
  6. Ask pupils to listen for the words on the board as you read the text again. Tell them to try to infer the meaning of the words, based on the context of the story.

7. Read the text again. When you have finished, invite pupils to define the words.

Example answers:

- Unconscious: Unable to speak, see or move; breathing but not knowing what is happening around you
- To spill (spilling): Liquid falling out of something and onto the ground
- Destination: The place that you are travelling to

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

1. Tell pupils that they should take notes while you read the text for a third time. Instruct them to listen for the main points because they will be writing a summary. The text has a beginning, a middle and an end, and they should try to write notes on the main points of each.
2. Be sure to read slowly and clearly, using correct pronunciation and intonation.
3. Tell pupils to use their notes to write a summary of the text.

Example:

The narrator was involved in a bus crash between Freetown and Bo. The accident was very noisy. The bus was in the road and people were afraid. The driver was unconscious. Fortunately, everyone survived, although the driver was ashamed. They all went on to their destinations.

4. Have pupils share their summary with a seatmate. Move around the classroom to check that they have done the activity correctly.

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

1. Invite volunteers to read their summaries aloud. Ask the class if they have included all of the important information.
2. For homework, have pupils do practice activity PHL1-L028 in the Pupils' Handbook.

### *[LISTENING TEXT]*

#### A Dreadful Journey

Accidents are terrible, even if you are not hurt. I was involved in a motor vehicle accident on the road from Freetown to Bo. It was a crash between two small buses and a car. I will never forget that day. The bus I was on was trying to overtake the other bus, but it went too slowly and hit a car on the other side.

The worst thing was the noise. There were loud bangs as the metal of each vehicle scraped against each other. Then people started screaming loudly, their voices filled with terror. The bus was flipped on its side in the middle of the road and everyone was afraid there would be another crash. The driver was unconscious – he could not see or hear anything. Some passengers managed to get out of the bus and started





helping people to the side of the road. We were afraid because petrol was spilling from the bus and the liquid was oozing all over the road.

After some time the noise became less and people were not so afraid once they discovered that, miraculously, everyone had survived. No one was badly hurt – even the driver had awoken – although there were a lot of bruises, scrapes and minor injuries. People were angry with the driver, and he looked very ashamed as he sat off to the side waiting for the police.

A local doctor came and checked that everyone was okay. After that, we all picked up our bags, found our things that had been thrown from the bus and waited for another bus to come along and pick us up. Half an hour later, we were all sitting on a new bus, hoping to get to our destinations without any further problems.

### *[QUESTIONS]*

- a. Where was the bus going?
- b. What was the worst thing about the accident?
- c. What did people need help with?
- d. What kind of injuries did people have?
- e. How did the driver feel?

<b>Lesson Title:</b> Punctuation: Comma, Semi-colon, Colon, Dash	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L029	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read punctuation with appropriate expression and intonation.</li> <li>2. Identify the different uses of comma, semi-colon, colon and dash in a sentence.</li> <li>3. Demonstrate understanding of how to use punctuation correctly when writing.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sentences for practice on the board (see end of lesson).</li> <li>2. Write the sentences for teaching and learning on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Ask pupils why punctuation is important. (Example answers: helps the reader and the listener understand; helps you to read aloud; makes text easier to read)
2. Tell pupils that today and in the next lesson, they will be learning about commas, semi-colons, colons and dashes.

### Teaching and Learning (18 minutes)

1. Write the following sentence on the board: I bought a dress, a skirt and a pair of shoes.
2. Ask pupils to identify the punctuation in the sentence and explain why it is used. (Answer: comma, because it is a simple list)
3. Write the following sentence on the board: I bought an expensive, long, red dress; a short, flowery, blue skirt; and a pair of high shoes.
4. Explain that without the semi-colons, this sentence would be difficult to read.
5. Ask pupils to copy the sentences on the board into their exercise books (see end of lesson).
6. Tell pupils to look at sentences a. and b. on the board and add correct punctuation.
7. Check answers as a class.  
Answers:
  - a. He saw a bright, blue, shiny car; a new, orange bus; and some beautiful, fast, motorbikes.
  - b. She drew a big, white house; a small, green tree; and some red flowers.
8. Write this sentence on the board: I went shopping today. I bought vegetables.
9. Tell pupils that although these sentences can stand as independent clauses, they can also be linked with a semi-colon. Invite a volunteer to add the semi-colon.  
Answer: I went shopping today; I bought vegetables.

10. Ask pupils to look at sentences c. and d. on the board and add correct punctuation.
11. Discuss answers as a class.  
Answers:
  - c. I went to school today; we had Maths.
  - d. She enjoys reading the newspaper; her favourite is The Voice of Sierra Leone.
12. Write the following sentence on the board: In our class, we practise using punctuation: commas, colons, semi-colons and dashes.
13. Explain to pupils that colons can be used before a list, an example or an explanation of something.
14. Ask pupils to look at sentences e. and f. and add correct punctuation.
15. Check answers as a class.  
Answers:
  - e. Pupils know that studying is not always easy: late nights, too much work, stress.
  - f. Life can be easy or difficult: It depends on your attitude.
16. Write the following sentence on the board: Study hard – you will see the benefits.
17. Tell pupils that dashes are used to make a point stronger or to emphasise it.
18. Ask pupils to look at sentences g. and h. and add correct punctuation.
19. Discuss answers as a class.  
Answers:
  - a. Papa John dreamed of one thing – the sea.
  - b. The Internet – a harmless hobby or a waste of time?

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

1. Show pupils the second set of sentences on the board (see end of lesson).
2. Ask pupils to copy the sentences into their exercise books and add commas, semi-colons, colons and/or dashes.
3. Have pupils check their work with seatmates.
4. Check answers as a class.  
Answers:
  - a. She bought a book, a pen and a pencil.
  - b. He takes photos of people, places, animals and houses.
  - c. The shop sells beautiful, red flowers; big, green leaves; and small, white flowers.
  - d. Mama Mary likes colourful, flowery skirts; high, yellow shoes; and big, red flowers for her hair.
  - e. He saw a car; he liked it.
  - f. Freetown has many things: shops, houses and the beach.
  - g. Be careful – fast cars!
  - h. Umaru wanted one thing – a motorcycle.
5. Read the sentences aloud with pupils. Focus on reading the punctuation with appropriate expression and intonation.

6. Ask pupils to write their own sentences for the different kinds of punctuation from the lesson. Tell them to write 2 sentences for each.

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



1. Have volunteers read their sentences aloud to the class. Remind them to focus on reading the punctuation with appropriate expression and intonation.
2. For homework, have pupils do practice activity PHL1-TL029 in the Pupils' Handbook.

### *[SENTENCES FOR TEACHING AND LEARNING]*

- a. He saw a bright blue shiny car a new orange bus and some beautiful fast motorbikes.
- b. She drew a big white house a small green tree and some red flowers.
- c. I went to school today. We had Maths.
- d. She enjoys reading the newspaper. Her favourite is The Voice of Sierra Leone.
- e. Pupils know that studying is not always easy late nights too much work stress.
- f. Life can be easy or difficult it depends on your attitude.
- g. Papa John dreamed of one thing the sea.
- h. The Internet a harmless hobby or a waste of time?

### *[SENTENCES FOR PRACTICE]*

- a. She bought a book a pen and a pencil.
- b. He takes photos of people places animals and houses.
- c. The shop sells beautiful red flowers big green leaves and small white flowers.
- d. Mama Mary likes colourful flowery skirts high yellow shoes and big red flowers for her hair.
- e. He saw a car. He liked it.
- f. Freetown has many things shops houses and the beach.
- g. Be careful fast cars!
- h. Umaru wanted one thing a motorcycle.

<b>Lesson Title:</b> Punctuation – Comma, Semi-colon, Colon, Dash		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L030		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read punctuation with appropriate expression and intonation.</li> <li>2. Use punctuation correctly when writing.</li> <li>3. Write a text using appropriate punctuation.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sample text on the board (see end of lesson).</li> <li>2. Write the punctuation activity on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Tell pupils that today they will practise reading and writing with commas, semi-colons, colons and dashes.

### Teaching and Learning (15 minutes)

1. Revise the punctuation from the previous lesson with pupils:
  - Comma
    - A comma separates items in a list.
    - It is also used to enclose non-essential details in a sentence.
    - It is also used for question tags.
  - Semi-colon
    - A semi-colon separates items in a list when some of those items already contain commas.
    - It is also used to join 2 independent clauses.
  - Colon
    - A colon can be used to introduce a list.
    - It can draw attention to a noun or a noun phrase.
    - It can be used to present examples or quotations.
  - Dash
    - A dash can strengthen and emphasise a point at the beginning or end of a sentence.
    - It can also be used in the middle of a sentence as an aside, like brackets.
2. Show pupils the text on the board (see end of lesson). Ask pupils to copy the text into their exercise books.
3. Tell pupils you will read the sample text on the board twice. They should listen and pay attention to where you pause and how you say things.
4. Read the text aloud. Focus on the punctuation and reading with appropriate expression and intonation.
5. Have pupils practise reading the text aloud, sentence by sentence, with seatmates.
6. Invite individual volunteers to read parts of the text aloud to the class.

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

1. Ask pupils to look at the punctuation activity on the board (see end of lesson).
2. Tell pupils that it is similar to the sample text. Have pupils copy the paragraph into their exercise books and add the missing punctuation.
3. Check answers as a class. Write the missing punctuation in the paragraph on the board and have pupils self-check their work.

Answer:

Travelling: I love it. I love beautiful, lively buses; fast, shiny motorbikes; charming, old taxis and luxurious, new taxis. They all make me happy – I like to spend my time like this. I do not think I would like to take a plane though; I would be afraid.

4. Ask pupils to write a paragraph of their own, similar to the examples. They can write on any subject that they feel strongly about.
5. Ask volunteers to provide some ideas and write them on the board. (Example ideas: cooking, working, studying, reading)
6. Read the following example paragraph aloud:

Reading: I love it. I love dusty, old books; shiny, new paperbacks; fiction and non-fiction. All reading makes me happy – it is the best thing to do! I do not like reading when there are a lot of people around, though; it is hard to concentrate.

7. Give pupils 5 minutes to write their paragraph then have them share their paragraphs with seatmates.

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



1. Invite some volunteers to read their paragraphs to the class. Remind them to focus on the punctuation and reading with appropriate expression and intonation.
2. For homework, have pupils do practice activity PHL1-L030 in the Pupils' Handbook.

### **[SAMPLE TEXT]**

Travelling: It is a waste of time. I hate big crowded buses; noisy, little motorbikes; dusty, old taxis and expensive, new taxis. They all take too long – I have better things to do! I would like to take a plane one day; flying might be good.

### **[PUNCTUATION ACTIVITY]**

Travelling I love it. I love beautiful lively buses fast shiny motorbikes charming old taxis and luxurious new taxis. They all make me happy I like to spend my time like this. I don't think I'd like to take a plane though I'd be afraid.

<b>Lesson Title:</b> Reading Skills Development: Summarising	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L031	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text and summarise the important information.</li> <li>2. Demonstrate reading comprehension by summarising main ideas.</li> <li>3. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the questions on the board (see end of lesson).</li> <li>2. Practise reading the speech, 'In Appreciation of Mr Bangara', aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils if they have ever given a speech. Ask questions such as:
  - What was the topic?
  - To whom did you give the speech?
  - Did you find it easy or difficult?
  - Did you have notes to follow or did you speak without them?
2. Tell pupils that today they will read a speech about a school's special visitor.

### Teaching and Learning (10 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Discuss with pupils how to summarise a speech. Pupils can follow along in their Pupils' Handbook:
  - Read or listen to the speech carefully.
    - Focus on the speech's tone, mood and intonation.
    - Pay attention to the argument it is making or the issue it is covering.
    - Pay particular attention to the order of the speech.
  - Underline or note down any parts that you should include in your summary.
    - Use bullet points to outline the main ideas and supporting arguments from each portion.
  - Compose a draft of your summary.
    - Use your outline as your base and begin to write the ideas in your own words.
  - Read over the summary to make sure you have included all the main points and that your writing is logical.
  - Check your grammar, punctuation and tone.
3. Tell pupils they will read the speech twice – once to answer questions and once to take notes to summarise the speech.
4. Revise the questions on the board with pupils (see end of lesson). Tell them to listen for the answers as they listen to you read the speech.

5. Read the speech aloud to pupils (see end of lesson). Use the punctuation to guide your intonation.

**Practice** (20 minutes)

1. Ask pupils to read the speech themselves and answer the questions on the board with seatmates.
2. Discuss the answers as a class.  
Answers:
  - a. He made them think about the future of the school.
  - b. He is an expert on the environment.
  - c. No. He commented on it because it was already there.
  - d. Change happens when the whole community works together.
  - e. It can be cleaner and safer.
  - f. It means to clap, or applaud.
3. Tell pupils to read the text again and think about what the main ideas are. Have them take notes as they are reading.
4. Ask pupils to discuss the main points with seatmates.
5. Have pupils write a summary of the speech in their own words. They should use their notes to develop a short paragraph. Remind them that a summary comprises the main idea of the text.
6. Ask pupils to share their summary with a seatmate. Move around the classroom to check that pupils have done the activity correctly.

Example:

This is a thank you speech. Mr Bangara is an expert on the environment. He supports the ideas of the school club. He says that the community should work together and the school should commit to the club and improving the environment.

**Closing** (5 minutes)

1. Invite volunteers to read their summary to the class.
2. For homework, have pupils do practice activity PHL1-L031 in the Pupils' Handbook.

[SPEECH]

In Appreciation of Mr Bangara

Ladies and gentlemen, fellow pupils and esteemed guests, I say good afternoon to you all. I want to thank Mr Bangara for coming to talk to us. His presentation was very useful and educational. As well as giving us advice, he has given us food for thought about for the future of our school.





As you know, Mr Bangara is an expert on the environment. He has given lectures and presentations all over West Africa and we are lucky to have his view on our environmental club. We are all grateful that he understands the work we do and the changes we are trying to implement here at our school.

The most important point for us to remember is that we are not alone. Mr Bangara has seen many schools like ours, with problems that pupils are trying to overcome. I was especially inspired when he said that nothing will change without the whole community working together to make the learning environment cleaner and safer.

I would like to ask you to put your hands together to show your appreciation for Mr Bangara. Let us show our commitment to improving the environment in our school with his help, and above all by using our own ideas and talents to make things better.

*[QUESTIONS]*

- a. What did Mr Bangara make the pupils think about?
- b. What is Mr Bangara an expert on?
- c. Did Mr Bangara start the environmental club at the school?
- d. How does the speaker say change happens?
- e. What can happen to the environment if everyone works together?
- f. What do you think 'put your hands together' means?

<b>Lesson Title:</b> Reading Skills Development: Summarising		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L032		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text and summarise the important information.</li> <li>2. Demonstrate reading comprehension by summarising main ideas.</li> <li>3. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the report, 'Mr Bangara Addresses the School Environmental Club' aloud (see end of lesson).</li> <li>2. Write the characteristics of a report on the board (see end of lesson).</li> <li>3. Write the questions on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils if they remember the speech from the last lesson.
  - Who was the speaker? (Answer: head of the school environmental group)
  - What was he/she doing? (Answer: thanking a speaker – Mr Bangara)
2. Tell pupils that today they will read the report that the speaker wrote to the principal about the event.

### Teaching and Learning (15 minutes)

1. Draw pupils' attention to the characteristics of a report on the board (see end of lesson). Revise the characteristics as a class.
2. Tell pupils that you will read the report together twice: once to answer questions, and once to take notes for a summary.
3. Show pupils the questions on the board (see end of lesson). Have them read the questions before listening to the report.
4. Read the report aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook.
5. Invite pupils to raise their hand to answer the questions.  
Answers:
  - a. He works at Manchester University, UK.
  - b. Fifteen people were at the presentation.
  - c. Things can be improved step by step.
  - d. He recommended regular meetings, team commitment, an action plan and a commitment to change things.
  - e. He thinks all the pupils in the school should be involved.
6. Explain to pupils how to summarise a report. Have them follow along in the Pupils' Handbook:
  - Read the report and make sure you understand it.
  - Write an outline by noting down the major points.
  - Write a first draft without looking at the report.

- Always paraphrase (put things in your own words) when writing.
- Make your summary approximately a quarter of the length of the original.
- Tips:
  - Start your summary by clearly stating the topic and the main reason for the report.
  - Check with your outline and the original report to make sure you have covered the important points.
  - Never put any of your own ideas or opinions into the summary.

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

1. Ask pupils to read the report independently and note the key information in their exercise books.
2. After pupils have read the report, have volunteers tell you what the main points are.  
Example answers:
  - Mr Bangara from Manchester University gave a presentation.
  - He said things in the environment can change step by step.
  - He said everyone in the school should help.
  - He recommended having regular meetings, team commitment, an action plan and a commitment to change things.
3. Have pupils write a summary of the report using their notes. Remind them that a summary gives the main idea of the text.  
Example:  
Mr Bangara from Manchester University talked to 15 members of the environmental club about how to improve the school. He recommended working together step by step, having regular meetings, team commitment, an action plan and a commitment to change things.
4. Ask pupils to share their summaries with seatmates. Move around the classroom to check that pupils have done the activity correctly.

### **Closing** (4 minutes)

1. Invite volunteers to read their summary to the class.
2. For homework, have pupils do practice activity PHL1-L032 in the Pupils' Handbook.

### [CHARACTERISTICS OF A REPORT]

- Reports on an event in chronological order.
- Seeks to give the reader information about something that happened.
- Uses formal language and puts any informal language or colloquialisms in quotation marks.
- Can be descriptive, narrative, persuasive or expository.

*[REPORT]*

Mr Bangara Addresses the School Environmental Club

Last week Mr Bangara from the University of Manchester in the UK came to give the members of our school's environmental club a presentation on how to improve the environment at our school. Fifteen members of the club attended the presentation and the information from Mr Bangara was well received.

Mr Bangara began by informing us that many schools are in a similar situation and that we should not despair, because things can be improved step by step. He recommended regular meetings, teamwork and solidarity, an action plan and a commitment to change things.



Mr Bangara spoke about ways to clean the school classrooms and outside environment, possible funding solutions and ways to involve all the pupils in the school rather than just the environmental group.

Also mentioned was the need to get members of the wider community involved in cleaning up the school and starting new projects.

The group agreed to make an action plan, and Mr Bangara kindly agreed to look it over and offer advice when it is finished.

*[QUESTIONS]*

- a. Where does Mr Bangara work?
- b. How many people were at the presentation?
- c. How can things be improved?
- d. What did Mr Bangara recommend?
- e. Who does Mr Bangara think should be involved?

<b>Lesson Title:</b> Vocabulary Development: Agriculture	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L033	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of agriculture.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> <li>3. Practise reading the text aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. As a class, discuss livelihoods – What are the main ways of making a living in Sierra Leone? (Example answers: farming, fishing, small business)
2. Tell pupils that today they will learn some vocabulary about agriculture.

### Teaching and Learning (10 minutes)

1. Ask pupils to look at the words on the board (see end of lesson).
2. As a class, discuss the vocabulary. Have pupils define words they are familiar with.

Example definitions:

- Habitat: The natural environment of plants or animals
  - Organic: Grown or raised without chemicals
  - Pesticides: Chemicals used by farmers to kill insects
  - Wildlife: Animals or plants living in a natural environment
  - Woodland: An area of trees
  - Sow: Plant seeds
  - Livestock: Animals on a farm
  - Smallholding: A very small farm
3. Invite different volunteers to use each of the words in a sentence.  
Examples:
    - Habitat: Plants grow best in their natural habitat.
    - Organic: My uncle has an organic farm outside Freetown.
    - Pesticides: Many farmers spray pesticides on their crops.
    - Wildlife: Tourists come to Africa to go on safari and see the wildlife.
    - Woodland: The woodland outside the village provides shade.
    - Sow: After the rains, they went to sow beans.
    - Livestock: The livestock is in the pen.
    - Smallholding: We have a smallholding where we grow our own food.

### Practice (20 minutes)

1. Ask pupils to look at the sentences on the board (see end of lesson).
2. Tell pupils to copy the sentences into their exercise books and fill in the blanks with the words on the board.
3. Check answers as a class. (Answers: a. habitat b. organic c. woodland d. sow e. pesticides f. livestock g. wildlife h. smallholding)
4. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Instruct them to read the text (see end of lesson for text).
5. Orally, ask pupils the following questions about the text.
  - Where does the writer's uncle live?  
Answer: He lives on a smallholding near a village.
  - What does he have on his smallholding?  
Answer: He has maize and livestock.
  - When does he use pesticides?  
Answer: He uses pesticides when there are insects.
  - Where does his livestock live?  
Answer: They walk around freely.
  - What do his animals eat?  
Answer: They eat fresh grass and leaves.

### Closing (5 minutes)

1. Invite volunteers to share what they know about smallholdings.
2. For homework, have pupils do practice activity PHL1-L033 in the Pupils' Handbook.

### [VOCABULARY]



Vocabulary	Definition
habitat	the natural environment of plants or animals
organic	grown or raised without chemicals
pesticides	chemicals used by farmers to kill insects
wildlife	animals or plants living in a natural environment
woodland	an area of trees
sow	to plant (seeds)
livestock	animals on a farm
smallholding	a very small farm

*[SENTENCES]*

- a. When people go on safari they see animals in their natural \_\_\_\_\_.
- b. \_\_\_\_\_ food is very popular because it is good for your health.
- c. They planted some new trees in the \_\_\_\_\_.
- d. At the start of the rains, it is time to \_\_\_\_\_ seeds.
- e. If there are many insects eating the crops, farmers sometimes use \_\_\_\_\_.
- f. Feeding the \_\_\_\_\_ is a job you have to do twice a day.
- g. The \_\_\_\_\_ of Sierra Leone includes: elephant, chimpanzees and baboons.
- h. Many people in Sierra Leone do not have a big farm. They have a \_\_\_\_\_.

*[TEXT]*

My uncle lives on a smallholding near a village. He sows maize seeds at the start of the rains and uses pesticides if there are insects. If not, he tries to keep his produce organic. He likes to keep animals in their natural habitat, and so his livestock walk around freely. There isn't much wildlife where he lives, so his animals are safe. There is woodland near his smallholding, and the animals like to wander in it and eat the fresh grass and leaves.

<b>Lesson Title:</b> Vocabulary Development: Agriculture		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L034		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of agriculture.</li> <li>2. Write a text on a given topic using appropriate vocabulary.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching activity on the board (see end of lesson).</li> <li>2. Write the fill-in-the-blanks text on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils if they have any relatives who have smallholdings. Invite volunteers to share their opinion on whether it is an easy life or if it is difficult.
2. Tell pupils that today they will develop their vocabulary on agriculture.

### Teaching and Learning (10 minutes)

1. Have volunteers raise their hand to provide definitions of the words from the previous lesson. (See examples below)
  - Habitat: The natural environment of plants or animals
  - Organic: Grown or raised without chemicals
  - Pesticides: Chemicals used by farmers to kill insects
  - Wildlife: Animals or plants living in a natural environment
  - Woodland: An area of trees
  - Sow: Plant seeds
  - Livestock: Animals on a farm
  - Smallholding: A very small farm
2. Introduce the new vocabulary. Write the following words on the board and give pupils definitions for them. Do not write the definitions on the board:
  - Fertiliser: A mix of chemicals to make plants grow faster
  - Plantation: A large area of land with crops on it, grown for profit
  - Graze: Eat grass (animals)
  - Germinate: Start to grow (seeds or crops)
  - Arid: Very dry (land)
3. Invite pupils to use the new words in a sentence.  
 Examples:
  - We put fertiliser on the garden.
  - There are many tea plantations in Uganda.
  - I took the cows to the field to graze.
  - Finally the maize is beginning to germinate.
  - The Sahara Desert is very arid.



### Practice (20 minutes)

1. Ask pupils to look at the matching activity on the board and match the words with the definitions (see end of lesson).
2. Check answers as a class. (Answers: 1.c. 2. d. 3. e. 4. b. 5. a.)
3. Ask pupils to look at the fill-in-the-blanks activity on the board and work with seatmates to complete the text (see end of lesson). Tell them that some of the words are from the last lesson and some are the new words introduced in this lesson.
4. Have volunteers raise their hand to share their answers with the class.

Answers:

A natural habitat is best for people and their livestock: goats, pigs and cows that graze on fresh grass are healthier than those who eat dry food. Organic food is healthier and tastes better, too. The problem is that there are many insects and diseases that affect plants, and so farmers have to use pesticides. This happens less often on smallholdings because people cannot afford it, but on big farms and plantations the chemicals are spoiling the fields and pollution is a real problem. Smallholdings will use fertiliser, though, to make the crops germinate and grow better, especially in arid areas where there is not much rain.

5. Ask pupils what they would do on a visit to a farm. Discuss as a class and write their ideas on the board. (Example answers: see animals; learn how animals are fed; see where animals live; discuss with the farmer when to plant seeds and crops; learn about the seasons; ask about pesticides and organic farming)
6. Have pupils write a paragraph about a visit to a farm and what they want to do and find out. Tell them to use the ideas on the board and any topics they can think of. Ask them to try to use as many of the words from the lesson as they can.
7. After pupils have finished writing, have them share their paragraph with seatmates.
8. Move around the classroom to check that pupils are doing the activity correctly.

### Closing (5 minutes)

1. Invite different volunteers to share their paragraph with the class. Have the rest of the class ask questions about their visits to a farm.

### [MATCHING ACTIVITY]

#### Word



1. fertiliser (n)
2. plantation (n)
3. arid (adj)
4. germinate (v)
5. graze (v)

#### Meaning

- a. eat grass (animals)
- b. start to grow (seeds or crops)
- c. a mix of chemicals to make plants grow faster
- d. a large area of land with crops on it, grown for profit
- e. very dry (land)

*[FILL-IN-THE-BLANKS]*

A natural \_\_\_\_\_ is best for people and their \_\_\_\_\_: goats, pigs and cows that \_\_\_\_\_ on fresh grass are healthier than those who eat dry food. \_\_\_\_\_ food is healthier and tastes better, too. The problem is that there are many insects and diseases that affect \_\_\_\_\_, and so \_\_\_\_\_ have to use \_\_\_\_\_. This happens less often on \_\_\_\_\_ because people cannot afford it, but on big farms and \_\_\_\_\_ the chemicals are spoiling the fields and \_\_\_\_\_ is a real problem. Smallholdings will use \_\_\_\_\_, though, to make the crops \_\_\_\_\_ and grow better, especially in \_\_\_\_\_ areas where there is not much rain.

<b>Lesson Title:</b> Simple Future (going to)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L035	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when and how to use the simple future tense.</li> <li>2. Identify the simple future in sentences.</li> <li>3. Use the simple future correctly in speech and in writing.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sentences on the board (see end of lesson).</li> <li>2. Write the sentence activity on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils if they have any plans for the evening or upcoming weekend. Have volunteers raise their hand to share their plans with the class.
2. Tell pupils that today you are going to discuss definite future plans using 'going to'.

### Teaching and Learning (15 minutes)

1. Tell pupils to look at the sentences on the board (see end of lesson).
2. Explain that the sentences on the board are definite plans. Explain that 'going to' is more commonly used for future plans than 'will'.
3. Revise 'going to' as class. Pupils can follow along in their Pupils' Handbooks.
  - 'Going to' talks about a conclusion about the immediate future or an action in the near future that has already been planned or prepared.
  - Use of 'going to' in the future:
    - An action in the near future that has already been planned or prepared  
Example: I am going to start college next year.
    - A conclusion about the immediate future  
Example: The sky is very dark. It is going to rain.
  - Forms of 'going to':
    - Positive sentence: subject + am/is/are + going to + verb
    - Negative sentence: subject + am/is/are + not + going to + verb
    - Questions: am/is/are + subject + going to + verb
4. Invite volunteers to each read 1 of the sentences aloud.
5. Ask pupils to identify the future tense in each of the sentences.

Answers:

- Next week Ahmad **is going to** visit his brother in the capital.
- This afternoon the whole class **is going to go** on a field trip.
- I am not **going to join** my friends this weekend because I have to work.
- **Are you going to be** at the tea shop on Saturday?

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

1. Ask pupils to look at the sentence activity on the board (see end of lesson).
2. Tell pupils to write the sentences in the future using 'going to' in their exercise books.
3. Have pupils check their answers with seatmates.
4. Check answers as a class.

Answers:

- a. Is Mary going to visit family?
  - b. Are they going to spend a lot of money?
  - c. I am not going to walk to school.
  - d. You are not going to pass the exam.
  - e. John is going to go to the party.
  - f. He is going to learn to drive.
5. Ask pupils to write down 5 things that they have planned for the next week and 5 things they are not going to do. (Example answers: I am going to do all my homework. I am not going to make a mess at home.)
  6. Have pupils share their plans with a seatmate. Move around the classroom to check that pupils are doing the activity correctly.
  7. Ask pupils to write sentences about what their seatmates are going to do. (Example: Mary is going to visit the city at the weekend.) Ask them to write as many sentences as they can in the time left.

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



1. Invite volunteers to read their sentences about themselves and classmates aloud. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL1-L035 in the Pupils' Handbook.

### **[SENTENCES]**

- Next week Ahmad is going to visit his brother in the capital.
- This afternoon the whole class is going to go on a field trip.
- I am not going to join my friends this weekend because I have to work.
- Are you going to be at the tea shop on Saturday?

### **[SENTENCE ACTIVITY]**

- a. Mary/visit family?
- b. They/spend a lot of money?
- c. I/not/walk to school.
- d. You/not/pass exam.
- e. John/go to the party.
- f. He/learn to drive.

<b>Lesson Title:</b> Simple Future (will vs shall)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L036	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when and how to use the simple future tense.</li> <li>2. Demonstrate understanding of the difference between the use of 'will' and 'shall' in the simple future.</li> <li>3. Use 'will' and 'shall' in the simple future correctly in speech and in writing.</li> <li>4. Use 'will' and 'shall' correctly in the simple future to ask and answer questions.</li> <li>5. Use 'will' and 'shall' in the simple future correctly in the negative, avoiding double negatives.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the grammar table on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. As a class, discuss leaders. Use questions such as:
  - What are the qualities of a good leader?
  - Who is an example of a good leader? Why?
  - Would you like to be a leader in the future?
  - Do you think a leader needs to have good ideas about the future?
2. Tell pupils that today they will be studying the use of 'will' and 'shall' for simple future.

### Teaching and Learning (10 minutes)

1. Ask pupils to look at the sentences on the board and guess the topic (see end of lesson).
2. Invite volunteers to raise their hand to answer. (Answer: life in the future)
3. Explain that we use 'will/shall' when we are making predictions about things we think could happen but are not 100% sure, or when talking about plans from decisions that have already been made.
4. Write the following forms on the board for pupils to copy into their exercise books:
  - Positive sentence: subject + will/shall + verb
  - Negative sentence: subject + will/shall + not + verb
  - Questions: will/shall + subject + verb

5. Revise the grammar table on the board with pupils (see end of lesson). Point out that 'shall' is only used for 'I' and 'we'. It is more formal and less commonly used. Remind pupils that 'I' and 'we' can also use 'will'.

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

1. Ask pupils to copy the sentences from the board in their exercise books and underline the verbs in the future tense.
2. Discuss the answers as a class and underline the answers in the sentences on the board.  
Answers:
  - a. People will live on different planets.
  - b. The world will not have enough water.
  - c. Everyone will be rich.
  - d. Teachers will be the most important people.
  - e. Pupils will not have to study so hard.
3. Remind pupils that whenever they write in the negative, they must avoid double negatives.  
Example: Rather than say, 'Pupils will not have no time to study', we say 'Pupils will not have any time to study'.
4. Have pupils discuss the sentences with their seatmates and decide if they think the predictions about the future will come true and why or why not.
5. Move around the classroom and listen to pupils' discussions. Invite volunteers to share their reasoning with the class.
6. Ask pupils to imagine that each of them wants to be the new leader of the class.
7. Have each pupil write a list of things that will and will not happen if they become the class leader. Tell them they must write at least 5 things that will and 5 things that will not happen. Encourage them to be creative. (Example answers: All pupils will get their own textbooks. School meals will not be horrible.)
8. Have pupils discuss their ideas with seatmates. Tell pupils that with their seatmates they have to discuss and decide on the 4 most important things that will or will not happen if they are leaders. They should choose the best 4 from their combined lists and write them down.
9. Move around the classroom to make sure pupils are doing the activity correctly.
10. Invite volunteers to read their lists to the class.
11. As a class, identify the top 4 most important things that will or will not happen if they are leaders.

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



1. Invite volunteers to raise their hands and make predictions about themselves and each other in the future using 'will' and 'shall'.
2. For homework, have pupils do practice activity PHL1-L036 in the Pupils' Handbook.

*[GRAMMAR TABLE]*

<b>Pronoun</b>	<b>Future tense</b>	<b>Example</b>
I	will/shall	I shall be there tomorrow. / I will be there tomorrow.
you	will	You will travel with us.
he/she/it	will	He will bring the cake. / She will bring the cake. / It will be a nice day.
we	will/shall	We shall play football after school. / We will play football after school.
you	will	You will arrive at 5 o'clock.
they	will	They will call us when they reach the station.

*[SENTENCES]*

- a. People will live on different planets.
- b. The world will not have enough water.
- c. Everyone will be rich.
- d. Teachers will be the most important people.
- e. Pupils will not have to study so hard.

<b>Lesson Title:</b> Reading Comprehension – Science Fiction		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L037		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Make predictions about a text.</li> <li>3. Infer meaning from a text.</li> <li>4. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the words and phrases on the board at random (see end of lesson).</li> <li>2. Write the fill-in-the-blanks activity on the board (see end of lesson).</li> <li>3. Practise reading the text, 'Examinations in the Year 2099' aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils to imagine the future. Have volunteers share their ideas of what they think life will be like 100 years from now. (Examples: robots, flying cars, living on other planets)
2. Tell pupils that stories about the future are called science fiction. Because the future is unknown, the writers invent their own version of what things will be like. Science fiction often includes things like: advanced technology, other life forms like aliens, space travel or time travel, robots or machines doing human jobs, an alternate world.
3. Tell pupils that in this lesson and the next lesson they will be reading a science fiction text.

### Teaching and Learning (17 minutes)

1. Show pupils the sample words and phrases written all over the board (see end of lesson).
2. Invite volunteers to predict what they think the story will be about based on the words they see. (Example answers: what studying will be like in the future, how to pass exams in the future, school in the future) Write some of these predictions on the board.
3. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Tell pupils they are going to read half of the story today and the next half in the next lesson.
4. Read the text aloud to pupils and have them follow along in the Pupils' Handbook.
5. As a class, discuss whether the predictions made were correct.
6. Underline the words in the text on the board (see bold words in text at end of lesson).
7. Invite volunteers to explain any words they already know.
8. As a class, discuss some of the words and create definitions for them.  
Examples:
  - Robot: A machine that can perform some of the same tasks as a human being



- Transmit: To send or carry from one person, place or thing to another
- Engineers: People who are trained in the use or design of machines or engines, or in other technologies
- Spaceship: A vehicle designed to carry people and cargo in outer space, to the moon or the other planets
- Foster: Cared for by someone who is not a parent by birth or adoption
- Rush: To go quickly

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

1. Draw pupils' attention to the fill-in-the-blanks activity on the board (see end of lesson).
2. Ask pupils to complete the sentences, using the words in bold from the text.
3. Check answers as a class (Answers: a. software b. recall c. comprehensive d. concentrate e. multitude)
4. Show pupils the comprehension questions on the board.
5. Ask pupils to read the story again and answer the comprehension questions with seatmates.
6. Check answers as a class.

Answers:

- a. There are more years of school. There are 8 levels of senior secondary school.
- b. The writer will program his or her brain with software.
- c. A robot teacher is a machine that teaches the subject rather than a real person like we have today.
- d. The writer's foster sister is on Mars and says it is very interesting there.

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

1. Ask pupils to make predictions about what will happen next in the text. Tell them that they will read part 2 in the next lesson.
2. For homework, have pupils do practice activity PHL1-L037 in the Pupils' Handbook.

[TEXT]

#### Examinations in the Year 2099

Next week I am going to have my final examinations. I am in Senior Secondary 8 and cannot wait for secondary school to be done. The year is 2099 and I am 25 years old. My **foster** parents wonder why I am in a **rush** to finish. I will live to be at least 120, so why the hurry?

My **robot** teacher has told me the examination will be **comprehensive**. I will have to program my brain with a **multitude** of different **software** systems to make sure that I

have all of the information available when I sit the examination. The software will help, of course, but I still need to be able to **recall** where to find all of the answers. I am going to sit there and **concentrate** hard so my computer can read my thoughts and **transmit** them to the examiner.

Once I complete the examination, the examiner will assess my answers and assign me to a new planet. I will go wherever my skills are needed most. My foster sister is on Mars and says that life there is quite **fascinating**. They need more **engineers** so I hope that I score well in Science and Maths and can join her there. The travel time is quite long – it can take up to a week to reach Mars, but with new **technology**, that is rapidly decreasing. I cannot wait for the day when we can hop on a **spaceship** and travel to another planet within 24 hours. That would give me the opportunity to have so many new adventures!

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



- a. Does anyone know what \_\_\_\_\_ I need to connect my mobile phone to the internet?
- b. I cannot \_\_\_\_\_ how many new words we have to do for homework.
- c. The information she gave us was \_\_\_\_\_. I had no questions at the end.
- d. He cannot \_\_\_\_\_ on reading when his brothers and sisters are playing.
- e. She has a \_\_\_\_\_ of questions about the weather in Kenya. She wants to pack the right clothes for her trip.

#### *[COMPREHENSION QUESTIONS]*

- a. Are there more or fewer years of school in 2099?
- b. How will the author prepare for examinations?
- c. What is a robot teacher? How does this differ from your teacher?
- d. Why does the writer want to go to Mars?

#### *[SAMPLE WORDS AND PHRASES]*

- final examination
- software systems
- transmit thoughts to examiner
- assign me to a new planet
- fascinating
- engineers
- spaceship

<b>Lesson Title:</b> Reading Comprehension – Science Fiction	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L038	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Infer meaning from a text</li> <li>3. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching activity on the board (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Practise reading the text, 'A Party in the Future' aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils to recall what happened in part 1 of the text.  
Example answers:
  - The writer was preparing for his/her leaving examination for senior secondary.
  - The writer was going to program software into his/her brain to have all the information ready for the examination.
  - An examiner would assess the writer after the examination and decide which planet to send him/her to.
2. Tell pupils that today they are going to read part 2 of the text. Invite pupils to share predictions about what will happen in the text.

### Teaching and Learning (12 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson.
2. Read the first paragraph aloud to pupils. Have them follow along in the Pupils' Handbook.
3. Ask pupils to raise their hand to answer the following questions:
  - How long has it been since the writer was home? (Answer: 8 years)
  - Who will clean the house? (Answer: the robot)
4. Invite 3 different volunteers to read each of the next 3 paragraphs aloud. Correct mistakes as needed.
5. Invite volunteers to summarise the text in their own words.

Example:

After the writer finishes the examinations he/she will return home and have a party to celebrate. The writer will invite all of his/her friends and the ones on other planets who cannot attend will be able to join by computer. The writer will pre-order food to be delivered by plane and his/her mother will cook some food, too. Everyone will dance to the newest music, and the writer will adjust the room to suit the party. The party will be fun and although it will be sad to end the school years, everyone can stay in communication by computer.

### Practice (18 minutes)

1. Tell pupils to read the story again to think about the meaning of the words in **bold**.
2. Have pupils discuss the words with seatmates.
3. Ask pupils to do the vocabulary matching activity, choosing the correct definition for each word (see end of lesson).
4. Check answers as a class. (Answers: 1. d. 2. c. 3. e. 4. b. 5. a.)
5. Work with the class to think of example sentences for the words and write them on the board.

Examples:

- We need to **pre-order** our school uniforms so that we are sure to get the right size before school starts.
  - My aunt is so **old-fashioned**, she refuses to learn how to use a mobile phone.
  - I find the way people in America change their clocks at different times of year **peculiar**.
  - That gymnast is very **versatile**; she excels in all the different gymnastic events.
  - Computer companies are creating new, **cutting-edge** products every year.
6. Ask pupils to read the comprehension questions on the board and answer them in their exercise books (see end of lesson).
  7. Discuss answers as a class.

Answers:

- a. The party is to celebrate the end of school.
  - b. Most of the food will come from a restaurant in the city.
  - c. The writer's mother likes cooking because she is old-fashioned.
  - d. Everyone will arrive by midnight.
  - e. The writer can move the walls by pushing a button.
8. Ask pupils to work with seatmates and discuss what is different in the writer's house and life in 2099 compared to the pupils' lives today.
  9. Invite volunteers to share their answers with the class. (Example answers: you can pre-order food by computer; it is old-fashioned to like cooking; houses have cutting edge technology; the walls of the house can be moved to change the size of the rooms)

### Closing (5 minutes)

1. Invite volunteers to share their own ideas about what they think life will be like in 2099.
2. For homework, have pupils do practice activity PHL1-L038 in the Pupils' Handbook.

[TEXT]

### A Party in the Future

Once I pass my examination, the examiner will let me go home. I will be with my birth family and friends for the first time in eight years. I am going to have a party for all my friends to celebrate finishing school. I will have the robot clean the house from top to bottom so it looks brand-new for the party.

I am going to **pre-order** most of the food from a restaurant in the city. I will telepathically communicate the order by thinking about what we want. They will then send a very small, fast plane with the food inside and it will be there in seconds. Some of the food will be cooked by my mother, because she is **old-fashioned** and likes to make things in the kitchen. She likes to make food like pizza and sandwiches, which my friends find very funny as no one chews food these days. We normally have food made from powder mixed with water because it is full of vitamins and is easy to drink. They do like my Mum's food though, because it is so **peculiar**.

My friends are going to arrive by midnight and we are going to dance to the newest music. My house is **versatile** and uses **cutting-edge** technology to change the size of the rooms. If we want more space to dance, we can press a button and the walls will move to make a bigger room. We can also change the colour of the lights and have films shown on the walls so it feels like we are in a jungle or a big city. The music can be as loud as we like because, of course, all the houses around us are soundproof.



We will be sad because it is the end of our school years, but also excited because we will be going on new adventures. We can talk to each other any time we want by computer, so we will not stop being friends. I will also invite friends from different planets to the party because they can join by computer – then it is almost like they are in the room with us.

### [VOCABULARY MATCHING]

<b>Word</b>	<b>Meaning</b>
1. peculiar (adj)	a. the newest kind of something; the latest invention
2. to pre-order (v)	b. something/someone that can be used in different ways
3. old-fashioned (adj)	c. to order something in advance of an event
4. versatile (adj)	d. strange; unusual
5. cutting edge (adj)	e. preferring old styles or ways of doing things

*[COMPREHENSION QUESTIONS]*

- a. What is the party for?
- b. How will the writer order the food?
- c. Why does the writer's mother like cooking?
- d. What time will everyone arrive at the party?
- e. How can the writer move the walls of the house?

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L039	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use an outline to plan a text.</li> <li>2. Draft a text relevant to the topic with well-organised ideas.</li> <li>3. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the story, 'The Neighbouring Sons' aloud (see end of lesson).</li> <li>2. Write the outline on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Ask pupils if they have read any stories recently. What kind? What did they like about them?
2. Tell pupils that today they are going to plan a short story and in the next lesson they will write it.

### Teaching and Learning (20 minutes)

1. As a class, discuss the characteristics of a good story. (Example answers: well-developed characters, organised paragraphs, good grammar, an interesting plot)
2. Write some pupils' ideas on the board.
3. Discuss the expression: 'He who laughs last, laughs longest'. Invite volunteers to guess the meaning; explain it if they do not know it. (Example answer: a situation where people think someone is doing something wrong or unwise and laugh at them, but in the end that person is proven to be right)
4. As a class, brainstorm possibilities for the plot of a story ending with the expression.

Examples:

- Someone who works hard and saves money while all their friends are having fun, who can buy something useful at the end
  - A teacher who tells all the other teachers a pupil is clever but they do not believe it until the pupil gets high examination results
  - Someone who has a pet goat that they do not want to eat and everyone laughs until the goat wakes them up when a thief comes to the house
5. Tell pupils that their story should have 5 paragraphs.
    - An introduction to the situation and the characters
    - Rising action – to build up the story and make readers interested
    - Climax – what happens at the height of the story, the most exciting part
    - Falling action – what happens after the climax
    - Conclusion – the end of the story: He/she who laughs last, laughs longest.
  6. Read the story 'The Neighbouring Sons' aloud to pupils (see end of lesson).

7. Discuss with pupils how the expression 'He who laughs last, laughs longest' is applied in the story.  
Example answer: Ma McEwan was humble and did not boast about her son when Ma Jonson was overly proud of her son Ali's handsomeness. In the end, her son Ibrahim became a very successful doctor and Ali achieved little.
8. Discuss the outline with pupils (see end of lesson).
9. Tell pupils to copy the outline into their exercise books.
10. Demonstrate for pupils how to complete the outline using the story, 'The Neighbouring Sons'.

Example:

Topic: two neighbouring sons – one is handsome and lazy, the other is hardworking

Setting: a town where the women live

Characters: Ma Jonson, Ma McEwan, Ibrahim, Ali

Conflict: Ma Jonson is always boasting about how handsome her son Ali is and saying that his life will be easy because of his good looks.

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

1. Tell pupils that they are going to plan a story that ends with the expression, 'He/She who laughs last, laughs longest'.
2. Ask pupils to complete the outline with their own, original story idea.
3. Have pupils share their outline with seatmates.
4. Move around the classroom to make sure pupils understand and are doing the activity correctly.

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

1. Invite volunteers to share their outline with the class.
2. For homework, have pupils do practice activity PHL1-L039 in the Pupils' Handbook.

### **[EXAMPLE STORY]**

#### The Neighbouring Sons

Ma Jonson had a very handsome son called Ali. She lived next door to Ma McEwan, who also had a son. Her son was called Ibrahim. Ibrahim was not ugly, but he was not as handsome as Ali. No one in the village was as handsome as Ali.

Ma Jonson boasted all the time to Ma McEwan about Ali. She told her how good he looked in his school uniform, how everyone loved him because he was so handsome, how he was popular and people wanted to be seen with him and how he would get a beautiful wife in the future. Nothing in life would be difficult for Ali in life. Because he was so good looking, he would have everything he wanted!



Ma McEwan found all this a bit strange. She liked Ali but did not think being handsome was a good enough reason for Ma Jonson to think he was the best in the village. Ma McEwan was a quiet woman, though, and kept to herself. When Ma Jonson went around telling everyone how perfect Ali was, she held her tongue.

All the time Ali was listening to his mother, he did not do much at school. He knew he did not have to work hard because everything in life would be easy. In the meantime, Ma McEwan was quietly encouraging Ibrahim to work hard, to be kind and patient with people and to develop his character to be a strong, honest man in the future.

Now, Ibrahim is a doctor. He worked so hard at school that he won a scholarship to the university to study medicine. Ali sometimes works in jobs that do not pay much, but often he has no work because he has no qualifications. Now, Ma Jonson is the quiet one. When Ma McEwan tells her about Dr Ibrahim and the good he is doing in the community, she says nothing. Ma McEwan is a nice person so she does not say too much, but inside she is very happy with the way things have turned out. She who laughs last, laughs longest.



*[OUTLINE]*

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

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

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

Conflict: \_\_\_\_\_

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L040	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a text relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> None	

### **Opening** (5 minutes)

1. Discuss the expression, 'He/she who laughs last, laughs longest' with pupils.
2. Invite volunteers to share their story idea from the previous lesson with the class.
3. Tell pupils that today they are going to write their story.

### **Teaching and Learning** (10 minutes)



1. Invite pupils to suggest what kind of things make a story more interesting.  
(Example answers: adjectives, idioms, descriptive language, characters you can like or dislike, a strong plot, a believable situation)
2. Ask pupils to share the outline of their story with seatmates. Ask them to help each other improve upon the outlines and think of vocabulary to include.
3. Move around the classroom to make sure pupils understand and are doing the activity correctly.
4. Have pupils make notes for their story based upon the feedback from seatmates.

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

1. Tell pupils that it is time to write their story. Remind them to use their outline from the previous lesson and the practice activity in the Pupils' Handbook.
2. Answer any questions and make sure they understand what they need to write.
3. Move around the classroom and make sure pupils are doing the activity correctly.
4. Ask pupils to read through their story and check that their spelling, grammar and punctuation are correct.

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

1. Invite a volunteer to read their story aloud to the class.
2. For homework, have pupils do practice activity PHL1-L040 in the Pupils' Handbook.

<b>Lesson Title:</b> Comprehending a Listening Passage	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L1-L041	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on a passage.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary activity on the board (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Practise reading the radio talk show, 'An Interview with an Athlete' aloud (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils if they like listening to the radio. Discuss the programmes they listen to. (Example answers: music shows, news, weather, educational, talk shows)
2. Tell pupils that today they will listen to a radio talk show.

### Teaching and Learning (15 minutes)

1. Tell pupils that you are going to read them a radio talk show interview. Tell them to listen carefully because they will summarise the show afterwards.
2. Ask volunteers to tell you what they need to listen for in order to be able to write a summary. (Example answers: key points, names, numbers, interesting facts)
3. Read the text aloud. Be sure to read clearly and with expression, focusing on correct intonation and pronunciation.
4. Read the text aloud a second time. Tell pupils to take notes on key information they hear.
5. Ask pupils to write a summary of the text. Remind them that they should summarise the information in the text in a short paragraph.
6. Invite volunteers to read their summary to the class.

Example summary:

The athlete Aminata Charles was interviewed on the radio. The host asked her about her sport, her routine, her achievements and her life goals.

She talked about getting up early and training and about specialising in the 100 metres. She loves running and started winning competitions at school, then bigger competitions. Apart from running, she wants to study to be a nurse. Her sports goal is to run for Sierra Leone in the Olympics.

### Practice (17 minutes)

1. Draw pupils' attention to the vocabulary activity on the board (see end of lesson).
2. Have pupils copy the words into their exercise books.

3. Tell pupils to listen to the talk show, specifically for the vocabulary, to try to work out what the words mean from the context.
4. Read the talk show aloud to the class. Emphasise the words when you read them.
5. Once you have finished reading, ask pupils to complete the vocabulary activity, matching the words and their meanings.
6. Check answers as a class. (Answers: 1. e. 2. a. 3. g. 4. b. 5. c. 6. d. 7. f.)
7. Ask pupils to copy the comprehension questions on the board into their exercise books (see end of lesson).
8. Tell them to listen as you read the interview again, and then answer the questions with seatmates.
9. Read the text aloud again.
10. Have pupils work with seatmates to answer the questions.
11. Check answers as a class.

Answers:

- a. The radio show is on in the morning.
- b. Aminata specialises in 100-metre running (and sometimes 1000).
- c. She does her training at the sports hall.
- d. In the future, Aminata wants to be a nurse.
- e. Her sports goal is to run in the Olympics for Sierra Leone.

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

1. As a class, discuss the different sports that pupils are involved in and their training routines.
2. For homework, have pupils do practice activity PHL1-L041 in the Pupils' Handbook.

### *[RADIO INTERVIEW]*

#### An Interview with an Athlete

Host: Good morning to everyone in Sierra Leone. I hope everyone is well and ready for another beautiful day. Today, we are going to talk to someone who gets up very early to train for sports events. It is Aminata Charles and she is an **athlete**. Good morning, Aminata. Welcome to the show. How are you today?

Aminata: I'm very well, thank you, and happy to be here!

Host: Aminata, tell us which part of athletics you **specialise in**.

Aminata: Running. I like the 100 metres best, but I also sometimes do longer races like the 1000 metres.

Host: Tell us something about your training **routine**.

- Aminata: Every morning, I get up at 5 o'clock and go to the sports hall. I do some **warm-up exercises** so that I don't hurt myself when I'm running, and then I do a few practice runs. I have a coach who encourages me, and there are usually a few others who I can race against, just for practice and fun.
- Host: Tell us about your **achievements** so far.
- Aminata: I didn't know I was good at running until I started winning competitions at school, first in my own school and then in competitions in the district. I began training **in earnest** and then started winning competitions province-wide. I love training and running, so it is a pleasure for me.
- Host: What do you do **apart from** running?
- Aminata: I study. I'm in my last year of school, and I want to go to university to study nursing when I'm finished.
- Host: You are a very busy person! What are your sports goals for the future?
- Aminata: I want to run for Sierra Leone in the Olympics.
- Host: We wish you all the best and hope that you will be a great success in your nursing career and also win us a medal in the Olympics. Thank you very much, Aminata, for coming to talk to us today.

*[VOCABULARY ACTIVITY]*

**Word**



1. athlete
2. to specialise (in something)
3. routine
4. warm-up exercises
5. achievement
6. in earnest
7. apart from

**Meaning**

- a. to concentrate on and become expert in a subject or skill
- b. exercises done to prepare for a sport or other activity
- c. something good that one has accomplished through hard work or effort
- d. in a serious, sincere way
- e. a person who is trained in or good at sports
- f. not including something; talking about things other than the main topic
- g. a regular way of doing things in a particular order

*[COMPREHENSION QUESTIONS]*

- a. What time of day is the radio show on air?
- b. What kind of running does Aminata specialise in?
- c. Where does she do her training?
- d. What job does Aminata want in the future?
- e. What is her sports goal?

<b>Lesson Title:</b> Consonant Clusters	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L1-L042	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify and pronounce consonant clusters in words.</li> <li>2. Identify and demonstrate understanding of consonant clusters in initial, medial and end position in words.</li> </ol>	 <b>Preparation</b> None	

### **Opening** (5 minutes)

1. Ask pupils what kind of sounds there are in English. (Answer: vowel sounds and consonant sounds)
2. Ask pupils if they know what it is called when 2 or more consonants are together in a word with no vowel in between. (Answer: consonant clusters)
3. Tell pupils that today and in the next lesson they will be learning about consonant clusters.

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

1. Explain consonant clusters to pupils:
  - Consonant clusters are sounds made from 2 or more consonants together in a word with no vowel in between them.
  - There are many consonant clusters in English.
  - Although consonant clusters can be in the initial, medial or end position of a word, some consonant clusters are only found in one or 2 of these positions, not all.
  - Sometimes, consonant clusters can be hard to pronounce. When reading consonant clusters, try to say the sounds together rather than separating them out.
2. Read out the example words in the table of consonant clusters (see end of lesson). Have pupils repeat each word after you.
3. Ask pupils to identify what sound each row of words has in common.

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

1. Choose some of the example words from the table at random and ask the pupils to identify what the consonant cluster is. Note that some of the words may have more than 1 consonant cluster.
2. Have pupils open their Pupils' Handbook at the practice activity that corresponds with the lesson.

3. Ask pupils to work with seatmates. Have pupils say words from the consonant cluster table at random for their seatmate to guess the consonant cluster.
4. Move around the classroom to make sure that pupils understand and are doing the activity correctly.



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

1. Ask volunteers to raise their hand and share words that are not on the list but have 1 of the consonant clusters from the list. Have pupils identify the consonant cluster in each word.
2. For homework, have pupils do practice activity PHL1-L042 in the Pupils' Handbook.

### *[CONSONANT CLUSTERS]*

<b>Consonant cluster</b>	<b>Example words</b>
st	best, step, cluster
sk	ask, desk, mask
sp	crisp, sport
nd	and, band, end, find
nt	different, parent, plant
nk	bank, drink, thank
pt	accept, except, attempt
ft	gift, left, lift
ct	direct, object, project
br	bright, break, bring, bread
cr	cry, crab, crazy
fr	from, free, friend
gr	grade, grandparent, grape
pr	practise, press, price
tr	truck, trust, travel
sc	school, score, scale
dr	drip, dry, drown
sm	small, smart, smash
sn	snore, snap, snail
sw	sweet, swim, sweat



<b>Lesson Title:</b> Consonant Clusters	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L1-L043	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify and pronounce consonant clusters in words.</li> <li>2. Pronounce consonant clusters in initial, medial and end position in words.</li> <li>3. Identify consonant clusters in a listening passage.</li> </ol>	 <b>Preparation</b> Practise reading the listening text aloud (see end of lesson).	

### **Opening** (5 minutes)

1. Revise the consonant cluster table from the previous lesson with pupils (see end of lesson).
2. Tell pupils that today they will be practising the same consonant clusters.

### **Teaching and Learning** (12 minutes)

1. Choose some of the example words from the table at random and ask the pupils to identify the consonant cluster. Note that some of the words may have more than 1 consonant cluster in them.
2. As a class, add words to each of the different consonant clusters in the list.
3. Write the new words on the board and have pupils copy them into their exercise books.
4. Read the word lists for each of the consonant clusters with pupils, including the new words.

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

1. Tell pupils you are going to read them a text and they have to identify the consonant clusters in it (see end of lesson).
2. Read the text aloud. Read slowly and clearly, focusing on correct pronunciation and intonation.
3. Read the text aloud again. Ask pupils to write down the words they hear that include the consonant clusters they have been studying.
4. Have volunteers raise their hand to name the words they heard with the consonant clusters.
5. Write the listening text on the board. Ask pupils to copy the text into their exercise books.
6. Invite volunteers to come to the front and underline the consonant clusters in the text on the board.
7. Have pupils practise reading the text aloud with seatmates.

8. Move around the classroom and listen to their pronunciation of the consonant clusters. Correct any mistakes you hear.

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



1. Invite volunteers to read the text aloud to the class.
2. For homework, have pupils do practice activity PHL1-L043 in the Pupils' Handbook.

### *[CONSONANT CLUSTERS]*

<b>Consonant cluster</b>	<b>Example words</b>
st	best, step, cluster
sk	ask, desk, mask
sp	crisp, sport
nd	and, band, end, find
nt	different, parent, plant
nk	bank, drink, thank
pt	accept, except, attempt
ft	gift, left, lift
ct	direct, object, project
br	bright, break, bring, bread
cr	cry, crab, crazy
fr	from, free, friend
gr	grade, grandparent, grape
pr	practise, press, price
tr	truck, trust, travel
sc	school, score, scale
dr	drip, dry, drown
sm	small, smart, smash
sn	snore, snap, snail
sw	sweet, swim, sweat

### *[LISTENING TEXT]*

I have a **friend** who is **small** and **sweet**. We go to **school** together every day **except** at the **weekend**. My **friend** **attempts** to **practise** **sports** after **school** but he is not **great**. Sometimes we **travel** to **different** **schools** for **sports** events.

<b>Lesson Title:</b> Spelling	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L044	<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify spelling rules.</li> <li>2. Apply spelling rules when writing words.</li> <li>3. Write sentences spelling words correctly.</li> <li>4. Correct words that are spelled incorrectly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the spelling rules on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Ask if pupils find spelling easy. Tell them that English is a difficult language because it has many spelling rules, but there are always exceptions. There are times when the rules do not apply.
2. Ask pupils to identify any spelling rules they already know. (Example: 'i' before 'e' except after 'c')
3. Tell pupils that today they will learn about how to improve spelling with 5 spelling rules.

### Teaching and Learning (13 minutes)

1. Show pupils the spelling rules on the board (see end of lesson).
2. Have pupils copy the rules into their exercise books.
3. Introduce rule number 1:
  - Put 'i' before 'e' except after 'c'.  
Examples:
    - 'i' before 'e' – achieve, believe, thief, friend
    - except after 'c' – deceive, deceit, ceiling, conceive
  - With words that have 'ei' and pronounced like 'ay', it is different. (Examples: neighbour, weight, vein, feign)
4. Discuss rule number 2:
  - When adding '-ed' or '-ing' to most words that end in a consonant, the consonant is doubled before adding the '-ed' or '-ing'. (Examples: drop – dropped, dropping; control – controlled, controlling; refer – referred, referring)
5. Discuss rule number 3:
  - For most words ending in '-e', drop the 'e' before adding '-ing'. (Examples: write – writing; hope – hoping; close – closing; examine – examining)
6. Discuss rule number 4:

- When forming plurals, singular nouns ending in ‘-y’ change to ‘-ies’.  
(Example: baby – babies; fly – flies; lady – ladies)
  - Some nouns are exceptions to the rule.
    - If they have a vowel before the ‘y’ they do not change. (Examples: monkey – monkeys; boy – boys; key – keys)
7. Discuss rule number 5:
- When forming plurals, singular nouns ending in ‘-f’ or ‘-fe’ change to ‘-ves’.  
(Examples: loaf – loaves; half – halves; leaf – leaves; shelf – shelves; wife – wives)
8. Ask pupils to give their own examples of the words that follow the spelling rules. Write some of their examples on the board.

**Practice** (20 minutes)

1. Tell pupils that they are going to do a dictation exercise to practise the spelling rules.
2. Read the following words aloud twice. Have pupils write them in their exercise books.
 

a. loaves	f. controlled
b. monkeys	g. shelves
c. closing	h. achieve
d. dropped	i. thief
e. babies	j. deceive
3. Invite volunteers to come to the front and write the words on the board. Correct any mistakes.
4. Ask pupils to check their spelling with the spelling on the board and make corrections if needed.
5. Point to the sentences on the board (see end of lesson) and tell pupils there are spelling mistakes in them. Ask pupils to copy the sentences into their exercise books and correct the spelling mistakes.
6. Ask pupils to exchange books with a seatmate to share and compare their answers.
7. Invite volunteers to come to the front to correct the sentences on the board. Correct any mistakes.
8. Check answers as a class.
 

Answers:

  - a. It is impossible to receive good marks without studying.
  - b. I was grateful to my aunt for paying my school fees.
  - c. There were a lot of leaves on the floor.
  - d. My father will be coming to town tomorrow.
  - e. Even though her feet began to ache, Mary kept running to win the race.

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



1. Ask volunteers to explain the 5 spelling rules in their own words.
2. For homework, have pupils do practice activity PHL1-L044 in the Pupils' Handbook.

#### *[SPELLING RULES]*

- Rule number 1: Put 'i' before 'e' except after 'c'.
- Rule number 2: When adding '-ed' or '-ing' to most words that end in a consonant, the consonant is doubled before adding the '-ed' or '-ing'.
- Rule number 3: For most words ending in '-e', drop the 'e' before adding '-ing'.
- Rule number 4: When forming plurals, singular nouns ending in '-y' change to '-ies'.
- Rule number 5: When forming plurals, singular nouns ending in '-f' or '-fe' change to '-ves'.

#### *[SENTENCES]*

- a. It is impassible to recieve good marks without studing.
- b. I was greatfull to my ant for paying my school fees.
- c. Their wear a lot of leafs on the floor.
- d. My father will be comming to town tommorow.
- e. Even dough her fit began to ache, Mary kept runing to win the rase.

<b>Lesson Title:</b> Vocabulary Development: Fishing		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L1-L045		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of fishing.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching activity on the board (see end of lesson).</li> <li>2. Practise reading the text, 'My Uncle the Fisherman', aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Discuss fishing as a class using questions such as:
  - Do you know anyone who makes a living by fishing?
  - Is it an easy job or a difficult job?
  - What kind of fish do we catch in Sierra Leone?
  - Where can you buy fresh fish? What is the best kind?
2. Tell pupils that today they will be learning some new vocabulary about fishing.

### Teaching and Learning (15 minutes)

1. Read the words on the board to pupils (see end of lesson).
2. Tell them you are going to read them a text that contains these words and they should try to guess the meaning.
3. Tell pupils that they are going to read a text. The first time, you will read it aloud to them and you will summarise it as a class. Then they will read by themselves to work out the meanings of the words on the board.
4. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
5. Read the text aloud, with expression and correct intonation and pronunciation (see end of lesson). Have pupils follow along in their Pupils' Handbook.
6. Ask pupils the following comprehension questions.
  - a. What relation is the fisherman to the writer?
  - b. How often does he go fishing?
  - c. Is he always successful?
  - d. Does the writer think the life of a fisherman is easy?
7. Have pupils raise their hand to answer after each question.  
 Answers:
  - a. The fisherman is the writer's uncle.
  - b. He goes fishing 6 days a week.
  - c. No, he is not always successful.
  - d. No, the writer does not think the life of a fisherman is easy.

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

1. Ask pupils to read the text again by themselves and focus on the words on the board.
2. Have pupils discuss the definitions with seatmates.
3. Ask pupils to copy the vocabulary matching activity on the board into their exercise books and match the words with their definitions (see end of lesson).
4. Discuss answers as a class. (Answers: 1. e. 2. h. 3. a. 4. f. 5. c. 6. i. 7. d. 8. j. 9. g. 10. b.)
5. Ask pupils to write a 1-sentence summary of each paragraph.
6. Invite volunteers to share their summary with the class.

Examples:

Paragraph 1 – The writer's uncle is a fisherman who works very hard.

Paragraph 2 – The fisherman uses different fishing tackle and different kinds of bait to fish.

Paragraph 3 – Fishing is unpredictable; it is not an easy life.

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

1. Invite volunteers to share their own experience fishing or the experiences of a fisherman they know.
2. For homework, have pupils do practice activity PHL1-L045 in the Pupils' Handbook.

[TEXT]

#### My Uncle the Fisherman

My uncle is a fisherman. He has to get up very early six days a week in order to be out on the sea in time. He keeps all his fishing tackle in a big, wooden box in his garden. He uses his only day away from the sea to maintain the tackle by cleaning it, replacing broken parts and making sure the lines and nets are not tangled up. This saves time when he has to get up early, because everything is ready.

He always hopes to get a big catch. Sometimes he uses a net, but he also uses a rod for bigger fish. He puts bait on the hook, or if he does not have any live bait, he uses an artificial lure. The bait can be worms or maggots that he finds in the garden and keeps in a small plastic box. It is not a nice job finding the bait. After he has prepared the rod, he casts the line far out into the sea and waits for the fish to bite. Sometimes he is very successful and takes a lot of fish home to scale, but sometimes he only gets a few fish.



Often he is completely alone in the part of the sea he has chosen, but sometimes there are other fishermen nearby, and this is comforting. He is used to being alone, though, and spends a lot of the day thinking about life. Unfortunately he cannot read, so he cannot take a book with him to pass the time. On the days when he catches a

lot of fish quickly, he can take the boat back to the beach and go home early. Some days, though, he is out until after dark, hoping for a few more fish for his wife to sell in the market the next day. It is not an easy life.

*[VOCABULARY MATCHING ACTIVITY]*

<b>Word</b>	<b>Definition</b>
1. bait (n)	a. to throw the end of a fishing line into the water
2. to bite (v)	b. all the equipment a fisherman uses
3. to cast (v)	c. a piece of metal attached to a fishing line used to catch fish
4. catch (n)	d. an artificial fly to get the fish's attention
5. hook (n)	e. food that is used to attract fish
6. line (n)	f. fish that have been caught
7. lure (n)	g. to scrape and clean off the body of a fish
8. rod (n)	h. when a fish takes the hook into its mouth
9. to scale (v)	i. a long thread of nylon
10. tackle (n)	j. a long pole to put the fishing line on



<b>Lesson Title:</b> Vocabulary Development: Fishing		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L1-L046		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of fishing.</li> <li>2. Complete a text on the topic using appropriate vocabulary.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the essay outline on the board (see end of lesson).</li> <li>2. Practise reading the text, 'A Day in the Life of a Fisherman', aloud (see end of lesson)'.             </li> </ol>	

### Opening (4 minutes)

1. Revise the vocabulary from the previous lesson with pupils:
  - Bait (n): Food that is used to attract fish
  - To bite (v): When a fish takes the hook into its mouth
  - To cast (v): To throw the end of a fishing line into the water
  - Catch (n): Fish that have been caught
  - Hook (n): A piece of metal attached to a fishing line used to catch fish
  - Line (n): A long thread of nylon
  - Lure (n): An artificial fly to get the fish's attention
  - Rod (n): A long pole to put the fishing line on
  - To scale (v): To scrape and clean off the body of a fish
  - Tackle (n): All the equipment a fisherman uses
2. Tell pupils that today they will be writing a story using the fishing vocabulary.

### Teaching and Learning (12 minutes)

1. Ask pupils what they think a fisherman does every day. (Example answers: gets up early, takes his tackle to a boat, puts the line on the rod, puts bait on the line, casts his line, scales the fish when he gets home)
2. Explain to pupils that they are going to write a narrative essay about a fisherman's day.
3. As a class, revise what should be included in a narrative essay.
  - Tells a story about an event, incident or experience
  - Develops plot, setting and characters
  - Is usually told in chronological order, progressing from beginning to end
  - Has a main idea, theme, moral or lesson learnt
4. Ask pupils which tense their story should be in. (Answers: mostly present simple because it is describing a daily routine)
5. Read the example essay aloud (see end of lesson).
6. Ask pupils to listen to the essay and check that it follows the outline on the board (see end of lesson).
7. Discuss the essay outline on the board with pupils.

**Practice** (20 minutes)

1. Ask pupils to use the outline to write their own essay about fishing.
2. Tell them to include as many words as possible from the vocabulary list. Remind them to include a title.
3. Answer any questions pupils have about writing the essay.
4. Move around the classroom to make sure pupils understand and are doing the activity.

**Closing** (4 minutes)

1. Invite a volunteer to read their essay to the class.
2. For homework, have pupils do practice activity PGL1-L046 in the Pupils' Handbook.

*[EXAMPLE ESSAY]*

A Day in the Life of a Fisherman

Peter gets up very early every morning because he is a fisherman. He picks up his tackle and sets out for the beach. He puts everything in his boat and makes sure everything is safe; then he goes out to sea.

Once he is in deep water, he puts bait on his hooks, or he uses lures if he does not have bait. He makes the lures himself. He takes his rod and checks that the line is not tangled. He casts the line far into the water. Then he sits back and waits.



Peter cannot sleep, though, because he has to make sure he is paying attention to the line to see if he gets a bite. When he gets one, he winds in the line and checks his catch. If it is a big fish, he keeps it; if it is small, he throws it back in the water.

At the end of the afternoon, when the sun is setting, Peter takes the boat back to the beach. His wife is waiting to make sure Peter is safe and to see how big his catch is. She scales the fish while he prepares his tackle for the next morning.

The life of a fisherman is not easy. Peter must get up early, stay in the boat all day and hope that there will be enough fish for him to provide for his family.

*[ESSAY OUTLINE]*

Title: A Day in the Life of a Fisherman
Paragraph 1: Introduce the fisherman, say what he does first thing in the morning.
Paragraph 2: Tell us what the fisherman does when he first gets out to sea.
Paragraph 3: What does he do while he is waiting? What does he do when he catches a fish?
Paragraph 4: What does he do when he is finished fishing for the day?
Paragraph 5: Say if you think fishing is easy or difficult, and why.

<b>Lesson Title:</b> Singular and Plural Nouns		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L047		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define nouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify nouns in a sentence.</li> <li>3. Distinguish between singular and plural nouns.</li> <li>4. Write nouns in their singular and plural form correctly.</li> <li>5. Use articles with nouns correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the table on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Ask volunteers to name the 8 parts of speech. (Answers: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection).
2. Tell pupils that today they will be learning more about nouns.

### Teaching and Learning (15 minutes)

1. Ask volunteers for a definition of nouns. (Example answer: words that can function as the subject or object in a phrase or sentence; usually people, places, animals, things, states)
2. Show pupils the table on the board (see end of lesson). Discuss the different categories of nouns as a class.
3. Invite volunteers to give additional examples of nouns for the different categories.
4. Ask pupils how plural nouns are usually made. (Answer: add ‘-s’)
5. Explain the following:
  - Some nouns cannot be made plural. These are called non-count nouns and include state nouns. (Examples: ‘pride’ or ‘love’)
  - There are nouns which are irregular and have different plural forms. Pupils will learn about these in the next lesson.
6. Ask pupils to name the definite and indefinite articles. (Answers: the, a/an)
7. Explain articles to pupils:
  - The articles ‘a’ and ‘an’ signal that the noun is indefinite, referring to any member of a group. Plural nouns do not take indefinite articles.  
Example:
    - ‘My son really wants a dictionary’: This refers to any dictionary. We do not know which one we will buy yet.
    - ‘Somebody call a doctor!’: This refers to any doctor. We do not need a specific doctor; we need any doctor who is nearby.
  - Using ‘a’ or ‘an’ depends on the initial sound of the following word.

- Use 'a' for a singular noun starting with a consonant sound.  
Examples: a boy, a dog, a car
- Use 'a' for a singular noun starting with a long 'u' vowel sound.  
Examples: a university, a unicorn
- Use 'an' for a singular noun starting with a vowel sound or a silent 'h'.  
Examples: an egg, an hour, an introduction
- The article 'the' is used before singular and plural nouns when the noun is specific. It shows that the noun is definite, that it refers to a particular member of a group.  
Example:
  - 'The dictionary my parents bought was published in the UK': This refers to the specific dictionary he now has.
  - 'I was happy to see the doctor who helped me': This refers to the particular doctor. Even if we do not know the doctor's name, it is still a specific doctor – the one who helped the patient.

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

1. Ask pupils to look at the sentences on the board (see end of lesson). Instruct them to do the following:
  - Identify the nouns in the sentence.
  - Identify which category of noun they are. (people, place, animal, thing, state)
  - Identify if they are singular or plural.
2. Discuss the answers as a class.  
Answers:
  - a. books – things, plural; table – thing, singular
  - b. mother – person, singular; village – place, singular; doctor – person, singular
  - c. engineers – people, plural; experiments – things, plural; machines – things, plural
  - d. dogs – animals, plural; streets – places, plural; Freetown – place, singular
  - e. happiness – state, singular; sadness – state, singular; life – thing, singular
3. Ask pupils to write 5 sentences using singular and plural nouns. Ask them to include at least 1 noun from each of the categories.
4. Have pupils exchange exercise books with a partner. Tell pupils to identify all of the nouns in their partner's sentences. They should also identify what category each noun is and whether the noun is singular or plural.

### **Closing** (8 minutes)



1. Invite volunteers to read a sentence aloud. Ask the class to identify the nouns in the sentence. They should also identify what category each noun is and whether the noun is singular or plural.
2. For homework, have pupils do practice activity PHL1-L047 in the Pupils' Handbook.

*[TABLE]*

<b>People</b>	<b>Places</b>	<b>Animals</b>	<b>Things</b>	<b>States</b>
girl	city	cow	shoe	love
teacher	continent	goat	boat	pride
driver	school	mammal	book	envy
Mary	park	reptile	lamp	happiness
farmer	street	snake	pen	fear
grandmother	hospital	horse	photo	joy
friend	village	donkey	bed	exhaustion

*[SENTENCES]*

- a. He had many different books, and he put them all on the table to sell.
- b. My mother walked to the nearest village to find a doctor.
- c. Engineers do experiments to invent new machines.
- d. There are too many dogs on the streets of Freetown.
- e. Happiness and sadness are part of life.

<b>Lesson Title:</b> Nouns – Spelling Irregular Plural Nouns		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L1-L048		<b>Class:</b> SSS 1	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define nouns and demonstrate understanding of their function in a sentence.</li> <li>2. Identify nouns in a sentence.</li> <li>3. Distinguish between singular and plural nouns.</li> <li>4. Write nouns in their singular and plural forms correctly.</li> <li>5. Use articles with nouns correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the noun table on the board (see end of lesson).</li> <li>2. Write the practice sentences on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask volunteers to explain nouns in their own words. (Example answer: a class of words that can function as the subject or object in a phrase or sentence; usually people, places, animals, things, states)
2. Tell pupils that in the previous lesson they looked at regular nouns, and today they will look at irregular plural nouns.

### Teaching and Learning (10 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Go through the table with pupils to explain making plurals for the different categories of irregular nouns (see end of lesson).
3. Invite volunteers to give examples of other nouns for each category.

### Practice (22 minutes)

1. Draw the following blank table on the board and have pupils copy it into their exercise books.

Regular nouns	s, sh, ch	z	f, fe	Irregular plural nouns	Scientific nouns	Mass nouns	State nouns

2. Read out the following words aloud to pupils 2 times. Ask the pupils to write the nouns under the correct heading in the table:

- sadness
- luck
- cacti
- men
- hooves
- quizzes
- houses
- brushes
- kisses
- buses
- churches
- wives
- children
- shops
- indices
- help
- joy
- greed
- money
- cars
- lawyers
- fish
- shelves
- loaves
- sheep
- advice
- appendices
- theses

3. Check answers as a class and write the words under the correct heading on the board (see answers below):

Regular nouns	s, sh, ch	z	f, fe	Irregular plural nouns	Scientific nouns	Mass nouns	State nouns
cars houses shops lawyers	churches brushes buses kisses	quizzes	wives loaves shelves hooves	children sheep fish men	indices appendices theses cacti	help advice money luck	joy greed sadness

4. Have pupils self-correct their answers in their exercise books.
5. Draw pupils' attention to the practice sentences on the board (see end of lesson).
6. Ask pupils to copy the sentences into their exercise books and either make the nouns plural or leave the noun as it is if it has no plural form.
7. Check answers as a class.

Answers:

- a. There are many churches in big cities.
  - b. He bought 3 loaves of bread for his family.
  - c. Children should always be at school on time.
  - d. Too many cars cause pollution.
  - e. Happiness is contagious.
  - f. He caught a lot of fish.
  - g. At the back of the book there are appendices.
  - h. There are 10 buses waiting at the station.
  - i. He does not have much money.
  - j. How many shops did you go to?
8. Ask pupils to write sentences using as many of the plural nouns from the lesson as possible. Encourage them to use the Pupils' Handbook if they need help and also to use the rules for direct and indirect articles from the last lesson.

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

1. Invite volunteers to read their sentences to the class.
2. For homework, have pupils do practice activity PHL1-L048 in the Pupils' Handbook.

[NOUN TABLE]

<b>Noun category</b>	<b>Rule</b>	<b>Example</b>
Regular nouns	Add '-s' to form the plural	cats, trucks, schools,
Nouns that end in '-s', 'sh', 'ch'	Add '-es' to form the plural	buses, brushes, beaches
Nouns that end in '-z'	Add '-zes'	quizzes
Nouns that end in '-f' or '-fe'	Some add '-s' while others remove the '-f' and add '-ves'	shelves, wives
Nouns that end in '-y'	If the word ends in a vowel (a,e,i,o,u) + 'y' then just add '-s'.  If the word ends in a consonant + 'y' remove the '-y' and add '-ies'	monkeys, trays, journeys  parties, countries, babies
Nouns that end in '-o'	Some add '-s' while others add '-es'	radios, kilos, pianos videos, potatoes, heroes
Irregular plural nouns – spelling change	Some change their spelling for plural	child – children woman – women tooth – teeth person – people mouse – mice
Irregular plural nouns – no change	Some are the same in plural and singular form	deer – deer fish – fish sheep – sheep
Scientific nouns	Some of these keep their Latin plurals	syllabus – syllabi fungus – fungi cactus – cacti thesis – theses phenomenon – phenomena index – indices appendix – appendices criterion – criteria
Mass nouns	Have no plural form	furniture information knowledge homework livestock education
State nouns	Often have no plural	love hate envy happiness



*[PRACTICE SENTENCES]*

- a. There are many (church) in big cities.
- b. He bought 3 (loaf) of bread for his family.
- c. (Child) should always be at school on time.
- d. Too many (car) cause pollution.
- e. (Happiness) is contagious.
- f. He caught a lot of (fish).
- g. At the back of the book there are (appendix).
- h. There are 10 (bus) waiting at the station.
- i. He does not have much (money).
- j. How many (shop) did you go to?























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