



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

PRIMARY *Language* ARTS

6
CLASS

2
TERM

Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

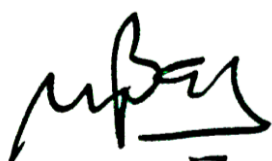
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

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

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

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology














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Introduction to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
 - 2  Teachers can use other textbooks alongside or instead of these lesson plans.
 - 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
 - 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
 - 5  Quickly review what you taught last time before starting each lesson.
 - 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
 - 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
 - 8  Use the board and other visual aids as you teach.
 - 9  Interact with all pupils in the class – including the quiet ones.
 - 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.
-  Learning outcomes
 Teaching aids
 Preparation

Lesson Title: Transitional Words Using Modal Verbs	Theme: Critical Thinking	
Lesson Number: L-06-061	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify connecting words for writing composition.</p>	 <p>Teaching Aids Text at the end of the lesson plan</p>	 <p>Preparation 1. Write the text at the end of the plan on the board. 2. Write these sentences on the board: a. I like pineapples, bananas ... b. I like carrots c. We need to eat fresh food every day ... d. When I go to the market, I buy fresh fruit</p>
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Opening (1 minute)

- Ask:** What kind of food do you like? Raise your hand to answer. (Example answers: vegetables, fruit, eggs, chicken, fish, cake)
- Tell pupils that today they are going to read a text about food and identify connecting words.

Introduction to the New Material (11 minutes)

- Write** the question on the board: Which food does the text talk about?
- Point to the text on the board. Ask pupils to read the text silently and answer the question.
- Give pupils 3 minutes.
- Have 1 or 2 pupils volunteer to answer the question. (Answer: healthy food, fresh fruit and vegetables)
- Say:** Read the text on the board. You have 2 minutes to find the words 'and', 'so' and 'but' in the text.
- Have 1 pupil volunteer to come to the board and underline the words 'and', 'so' and 'but' in the text. Ask the other pupils to help him/her.
- Say:** These words help us when we write. They connect words or ideas together.
- Write** the words and symbols on the board:
 - and (+)
 - so (→)
 - but (+, -)
- Point to the words in the text. **Say:** fruit and vegetables, bananas and corn
- Say:** We use the word 'and' to connect 2 parts of a sentence with the same idea.
- Point to the sentence in the text. **Say:** I try to buy extra food for my neighbours, so they can eat fresh food too.
- Say:** We use the word 'so' to say why we do something.
- Point to the sentence in the text. **Say:** Sometimes I only buy bananas, but other times I buy bananas and corn.
- Say:** We use 'but' to say one part of the sentence is different to the other.

Guided Practice (11 minutes)

- Write** on the board: I like mangoes ____ pineapples.
- Say:** Think. Write the missing word in your exercise books.
- Have a pupil volunteer to come to the board and write the missing word. (Answer: and)

4. **Write** on the board: I like chicken ____ I do not like fish.
5. **Say:** Think. Write the missing word in your exercise books.
6. Have a pupil volunteer to come to the board and write the missing word. (Answer: but)
7. **Write** on the board: We eat fruit and vegetables ____ we can be healthy.
8. **Say:** Think. Write the missing word in your exercise books.
9. Have a pupil volunteer to come to the board and write the missing word. (Answer: so)
10. **Write** on the board: He eats fish ____ he does not eat meat.
11. **Say:** Think. Write the missing word in your exercise books.
12. Have a pupil volunteer to come to the board and write the missing word. (Answer: but)
13. Read the sentences. Pupils listen and repeat.

Independent Practice (10 minutes)

1. Read these sentence starters from the board:
 - a. I like pineapples, bananas ...
 - b. I like carrots
 - c. We need to eat fresh food every day ...
 - d. When I go to the market, I buy fresh fruit
2. Put pupils in pairs.
3. **Say:** Write the sentences in your exercise books. Complete the sentences with 'and', 'but' and 'so' and your own ideas.
4. Give pupils 7 minutes.
5. Have 4 pupils volunteer to read their sentences in front of the class.
6. **Write** the best sentences on the board.




Closing (2 minutes)

1. **Say:** I went to the market and bought some bananas.
2. **Say:** I went to the market and bought some bananas and ... Guide pupils to add a word to the list.
3. **Ask:** Which words connect sentences? Raise your hands. (Answers: and, so, but)
4. Praise pupils for their hard work.

[TEXT]

People need healthy food. It is important to eat fresh fruits and vegetables. We need these every day, so we go to the market on most days. Sadly, some people cannot walk far to buy fresh food, but they still need to eat healthily. When I go to the market I try to buy extra food for my neighbours, so they can eat fresh food too. Sometimes I buy just fruit, but other times I bring both fruit and vegetables.

Lesson Title: Modals: Must, Can	Theme: Critical Thinking	
Lesson Number: L-06-062	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use 'must' and 'could' to express possibility and certainty.</p>		<p>Teaching Aids Practice Sentences 1 and 2 at the end of the lesson plan on the board</p>		<p>Preparation Write Practice Sentences 1 and 2 at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** Raise your hand to answer my questions.
2. **Ask:** What day was it yesterday?
3. **Ask:** What day is it tomorrow?
4. Tell pupils that today they are going to learn how to talk about things which are may happen and things which will happen for sure.

Introduction to the New Material (12 minutes)

1. Repeat the questions in the Opening. **Ask:** What day was it yesterday? What day is it tomorrow? Raise your hands.
2. **Say:** Yesterday was (day) and tomorrow is (day) so today must be (day).
3. **Ask:** What is the weather like today? What will the weather be like tomorrow? Raise your hands.
4. **Say:** Today it is (weather) so tomorrow could be (e.g. rainy, sunny).
5. **Write** the sentences on the board:
 - Today must be (day) because yesterday was (day).
 - Today it is (weather) so tomorrow could be (weather).
6. **Ask:** Which sentence is certain (is going to be true for sure)? Raise your hands. (Answer: the first sentence)
Ask: Which sentence is a possibility (may or may not happen)? Raise your hands. (Answer: the second sentence)
Explain that we use 'must' when we are certain of something. We use 'could' when we think something is possible.
7. **Write** this sentence frame on the board:
We use ____ when we are certain of something. We use ____ when we think something is possible.
8. Ask pupils to write the sentence frame in their exercise books and complete the sentence frame.
9. Give pupils 2 minutes.
10. Call out the answers. Tell pupils to check their answers. (Answers: must, could)

Guided Practice (10 minutes)

1. Point to Practice Sentences 1.
2. Point to sentence a. Read: She ____ be a doctor. She is wearing a doctor's white coat.
3. **Say:** Think for a minute.
4. **Ask:** Is the missing word 'must' or 'could'?
5. Have a pupil volunteer to come to the board and write the missing word. (Answer: must; we are sure)

6. Point to sentence b. Read: They are wearing school uniforms. They _____ be pupils.
7. **Say:** Think for a minute.
8. **Ask:** Is the missing word 'must' or 'could'?
9. Have a pupil volunteer to come to the board and write the missing word. (Answer: must; we are sure)
10. Point to sentence c. Read: He _____ be from Senegal. He is speaking French but I am not sure.
11. **Say:** Think for a minute.
12. **Ask:** Is the missing word 'must' or 'could'?
13. Have a pupil volunteer to come to the board and write the missing word. (Answer: could; we are not sure)
14. Point to sentence d. Read: They _____ live in Tongo. I do not really know.
15. **Say:** Think for a minute.
16. **Ask:** Is the missing word 'must' or 'could'?
17. Have a pupil volunteer to come to the board and write the missing word. (Answer: could; we are not sure)

Independent Practice (11 minutes)

1. Point to Practice Sentences 2 on the board.
2. Put pupils in pairs.
3. **Say:** Complete the sentences. Use 'must' or 'could' in your sentences.
4. Give pupils 8 minutes.
5. Have 5 pupils volunteer to read 1 of their sentences. (Answer: a. could; b. could, could ; c. must; d. must; e. could)

Closing (1 minute)

1. **Ask:** Do we use 'must' or 'could' when we are certain about something? Raise your hands. (Answer: must)
2. **Ask:** When do we use 'could'? Raise your hands. (Answer: When we think something is possible.)
3. Praise pupils for their hard work.




[PRACTICE SENTENCES 1]

- a. She _____ be a doctor. She is wearing a doctor's white coat.
- b. They are wearing school uniforms. They _____ be pupils.
- c. He _____ be from Senegal. He is speaking French but I am not sure.
- d. They _____ live in Tongo. I do not really know.

[PRACTICE SENTENCES 2]

- a. Mustapha _____ live in Sulima. I am not sure.
- b. Abu _____ live in Sulima or he _____ live in Sumbay
- c. The school is closed. It _____ be a public holiday.
- d. Today is Tuesday so tomorrow _____ be Wednesday.
- e. Today is rainy. I think tomorrow _____ rainy too.

Lesson Title: Structure	Theme: Critical Thinking	
Lesson Number: L-06-063	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the target audience of an advertisement.</p>	 <p>Teaching Aids 1. Advertisements at the end of the lesson plan 2. True and false sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the advertisements at the end of the lesson plan on the board. 2. Write the true and false sentences at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** Raise your hand to answer my questions.
2. **Ask:** Do you read or listen to advertisements? Where do you see or hear them?
3. Tell pupils that today they will talk about advertisements.

Introduction to the New Material (10 minutes)

1. Point to the 2 advertisements on the board. **Say:** It is someone's job to write advertisements for newspapers, magazines, TV and radio. They must choose their words carefully.
2. **Write** this question on the board: What are the advertisements selling?
3. **Say:** Read the advertisements and answer the question.
4. Give pupils 7 minutes.
5. **Ask:** What are the advertisements selling? Have 1 girl and 1 boy volunteer to answer the questions. (Answers: The first one is selling mobile money services. The second one is selling Sierra Leone.)

Guided Practice (10 minutes)

1. Point to the True or False sentences on the board. **Say:** Read the advertisements again and decide if the sentences are true or false. Only write the sentence letter and the answer. Do not copy the full sentences.
2. Give pupils 6 minutes.
3. Ask pupils to raise their hand to answer.
4. **Write** the answers on the board and ask pupils to correct their work. (Answers: a. True; b. False- The advertisement says to call; c. True; d. True)

Independent Practice (13 minutes)

1. **Write** the different people on the board: businessmen, children, university students, foreigners, heads of families, babies, tourists, workers.
2. Draw a line down the middle of the board to make 2 columns. Write 'mobile money services' and 'Sierra Leone' as the 2 headings.
3. Put pupils in pairs.
4. **Say:** Make these 2 columns in your exercise books and write headings. Work in pairs. Decide which people could be interested in which advertisement. There is more than one answer.
5. Give pupils 6 minutes to decide and write.
4. **Say:** Raise your hand to answer my questions.

5. **Ask:** Who do you think advertisement 1 is for? (Answers: businessmen, university students, heads of families, workers)
6. **Ask:** Who do you think advertisement 2 is for? (Answer: tourists, workers)
5. **Ask:** Which adjectives does advertisement 1 use to sell the mobile money service? Raise your hand to answer. (Answer: fast, easy, secure, affordable)
6. **Ask:** How does advertisement 2 sell Sierra Leone tourists? Raise your hand to answer. (Answer: It talks about all the things to see in Sierra Leone. It uses words such as 'spectacular'. It invites tourists to come because they will see all the things and they will be warmly welcomed by the people.)
7. **Ask:** What other audiences are there for advertisements? (Example answers: mothers, farmers, communities, school pupils, fathers, office workers, people in the city, people in the rural areas)

Closing (1 minute)

1. Ask pupils what they have learned today.
2. **Say:** Look at advertisements in your community. Think about what they are selling and who they are for.
3. Praise pupils for their hard work.

[ADVERTISEMENT 1]

Superfast Money Transfer - We offer a fast, easy, secure and affordable way to send and receive money. Call us today to find out more about our mobile money services and how we can help you transfer money, pay your bills and much, much more.




[ADVERTISEMENT 2]

Spectacular Sierra Leone - Home to white, sandy beaches, Mount Bintumani - King of the Mountains, wooded hills and forests. Home to abundant wildlife - hippos, chimpanzees and exotic birds to name but a few! Come, see for yourself... spectacular Sierra Leone ... a warm welcome awaits you!

[TRUE OR FALSE SENTENCES]

1. Advertisement 1 says its service is quick.
2. You must send an email to find out information about advertisement 1.
3. Advertisement 2 wants the reader to visit Sierra Leone.
4. Advertisement 2 says there are many natural things to see in Sierra Leone.

Lesson Title: Speculation	Theme: Critical Thinking	
Lesson Number: L-06-064	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use 'what if' structure to communicate about possibilities.</p>	 <p>Teaching Aids A book</p>	 <p>Preparation 1. Bring a book to the lesson. 2. Write these sentences on the board: a. What if we _____ (eat) a lot of cake? b. What if we _____ (have) a lake in the school yard? c. What if I _____ (can) drive a car? What if I _____ (live) in Nigeria?</p>
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Opening (5 minutes)

- Ask:** Are you good at guessing? Can you imagine different things? Raise your hand to guess.
- Draw a medium sized circle in the centre of the board. **Say:** What animal could this be? (Example answers: goat, buffalo, hippo, elephant)
- Ask:** What if I drew another circle on the top of this circle, what animal do you think it could be? (Example answers: goat, buffalo, hippo, elephant)
- Ask:** What if I drew 2 big triangles on top of the smaller circle - what animal do you think it could be now? (Example answers: goat, buffalo, hippo, elephant)
- Tell pupils that today they are going to talk about different possibilities.

Introduction to the New Material (8 minutes)

- Write** 'What if I ...' on the board.
- Ask:** What if I gave this book to (pupil's name). What do you think she could do with it? Raise your hand to answer. (Example answers: open it, read it, put it on the table, give it to a friend)
- Write** 'What if I gave ...' on the board.
- Say:** What if I stopped the class now. What would you do? Raise your hands. (Example answers: have a break, go home, go outside and play, talk to friends)
- Write** 'What if I stopped ...' on the board.
- Say:** Look at the beginnings of these sentences.
Underline 'What if' and the verbs.
- Ask:** What kind of verbs are they? (Answer: simple past)
- Say:** We use past verbs with 'What if' when we talk about possibilities and imaginary situations.

Guided Practice (12 minutes)

- Point to sentence a. Read: What if we _____ (eat) a lot of cake?
Say: Look at the question.
Point to the space in the question. Point to '(eat)'.
Say: Write the correct form of the verb in your exercise books.
Give pupils a minute to write the verb. **Ask:** What is the verb? Raise your hands.
Have a pupil come to the board and write the verb in the sentence. (Answer: ate)
- Point to sentence b. Read: What if we _____ (have) a lake in the school yard?

3. **Say:** Look at the question.
4. Point to the space in the question. Point to '(have)'.
5. **Say:** Write the correct form of the verb in your exercise books.
6. Give pupils a minute to write the verb. **Ask:** What is the verb? Raise your hands.
7. Have a pupil come to the board and write the verb in the sentence. (Answer: had)
8. Repeat with these questions:
 - c. What if I ____ (can) drive a car? (Answer: could)
 - d. What if I ____ (live) in Nigeria? (Answer: lived)
9. Ask pupils to copy the questions in their exercise books.
10. Read the questions on the board. Pupils listen and repeat.




Independent Practice (9 minutes)

1. Put pupils in pairs.
2. Ask pupils to look at the completed questions on the board.
3. **Ask:** What if we ate a lot of cake?
4. **Say:** We could get fat. We could feel sick.
5. **Say:** Work in pairs. Ask and answer the questions. What could happen?
6. Give pupils 6 minutes.
7. Have 4 pairs volunteer to ask and answer the questions in front of the whole class.

Closing (1 minute)

1. **Ask:** Can anyone think of another 'What if ...' question? Raise your hands.
2. Praise pupils for their hard work.

Lesson Title: Speculation (Continued)	Theme: Critical Thinking	
Lesson Number: L-06-065	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use 'If it were me' in a sentence.</p>		<p>Teaching Aids Draw a picture of a sad girl alone and a group of pupils nearby.</p>		<p>Preparation Draw a rectangle to show a playground. On one side of the rectangle draw a sad girl standing alone. On the other side draw a group of pupils standing together.</p>
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Opening (1 minute)

- Say:** Raise your hand if you can tell me what good behaviour is at school and in the school playground. (Example answers: listen to the teacher, arrive on time, study hard, be nice to other pupils, not fight with other pupils)
- Tell pupils that today they are going to talk about good behaviour.

Introduction to the New Material (10 minutes)

- Point to the on the board.
- Ask:** Can you see a problem here? Raise your hands. (Example answer: The girl doesn't have any friends. The other boys and girls are not playing/talking to the girl.)
- Point to the picture and a pupil in the group. **Say:** If it were me, I would smile at the sad girl.
- Point to the picture and a pupil in the group. **Say:** If it were me, I would talk to the sad girl.
- Point to the picture and a pupil in the group. **Say:** If it were me, I would ask the sad girl to play with us.
- Write** these sentences on the board:
 - If it were me, I would smile at the sad girl.
 - If it were me, I would talk to the sad girl.
 - If it were me, I would ask the sad girl to play with us.
- Explain that we use this structure to imagine what we would do in the same situation.
- Ask:** If you were one of the pupils in the group, what would you do? Raise your hands to answer. (Example answers: I would make friends with her. I would tell a teacher. I would go and shake her hand.)

Guided Practice (10 minutes)

- Write the list of bad behaviour on the board:
 - throw paper on the floor
 - talk in class
 - fight with others
- Point to the list on the board. **Say:** This is bad behaviour. Do actions to help pupils understand what they mean.
- Ask:** What is good behavior? Raise your hands. (Example answers: put the paper in the bin, listen to the teacher, wash your hands before you eat, do not talk in class, do not fight with pupils)
- Say:** You see a pupil throwing paper on the floor.

5. **Ask:** What would you do if you were that pupil? Guide pupils to say: If it were me, I would put the paper in the bin.
6. **Say:** If it were me, I would put the paper in the bin.
7. Say the sentence 2 times. Pupils listen and repeat.
8. **Say:** You see a pupil talking in class.
9. **Ask:** What would you do if you were that pupil? Guide pupils to say: If it were me, I would not talk in class.
10. **Say:** If it were me, I would not talk in class.
11. Say the sentence 2 times. Pupils listen and repeat.
12. **Say:** You see a pupil fighting with pupils. **Ask:** What would you do if you were that pupil? Guide pupils to say: If it were me, I would not fight with pupils.
13. **Say:** If it were me, I would not fight with pupils.
14. Say the sentence 2 times. Pupils listen and repeat.




Independent Practice (10 minutes)

1. **Ask:** What are some other bad behaviours pupils sometimes do in school? Raise your hand to answer.
2. **Write** their responses on the board. (Example answers: talk in class, forget to bring exercise books to class, hit another pupil)
3. **Say:** Imagine you see a pupil doing these bad things. Write 3 sentences about what you would do if you were that pupil.
4. Do an example on the board. **Write:** If it were me, I would listen to the teacher.
5. Give pupils 6 minutes to write.

Closing (4 minutes)

1. Have 3 pupils volunteer to read 1 of their sentences.
2. **Say:** You are good pupils. You know how to behave correctly at school.
3. Praise pupils for their hard work.

Lesson Title: Qualities of a Good Speaker	Theme: Speaking and Listening Experiences	
Lesson Number: L-06-066	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to describe a good speaker.</p>		<p>Teaching Aids Text and instructions at the end of the lesson plan</p>		<p>Preparation Practice reading aloud the text at the end of plan.</p>
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Opening (2 minutes)

1. **Say:** Our President needs to be a good speaker. Raise your hand if you know why. (Example answers: to speak to other Presidents, to speak at ceremonies and events)
2. **Say:** Raise your hand if you think you are a good speaker.
3. Tell pupils that today they are going to study what makes a speaker a good speaker.

Introduction to the New Material (15 minutes)

1. Draw a circle in the middle of the board. In the middle of the circle **write** 'Good speakers can ...'
2. **Say:** A good speaker can use a clear and loud voice.
3. **Write** 'clear and loud voice' near but outside the circle on the board.
4. **Say:** Work in pairs. Think of 2 things you think good speakers can do. Make a list in your exercise books.
5. **Say:** Are you ready? You have 3 minutes.
6. After 3 minutes ask the pairs to stop working. **Say:** Good speakers can use correct language.
7. **Write** 'correct language' near the circle.
8. **Ask:** Does your group have this idea? Tick (✓) your idea if it is the same or similar.
9. **Say:** Good speakers say words correctly.
10. **Write** 'say words correctly' near the circle.
11. **Ask:** Does your group have this idea? Tick (✓) your idea if it is the same or similar.
12. **Say:** Good speakers can speak without stopping but pause at the right time.
13. **Write** 'pause at the right time' near the circle.
14. **Ask:** Does your group have this idea? Tick (✓) your idea if it is the same or similar.
15. **Say:** Good speakers smile, use their hands and look at the listener. Do actions to make sure pupils understand. **Say:** This is called 'body language'.
16. **Write** 'body language' near the circle.
17. **Ask:** Does your group have this idea? Tick (✓) your idea if it is the same or similar.
18. **Say:** Let's read all the things that good speakers can do. Good speakers can use a clear and loud voice. Good speakers can use correct language. Good speakers can say words correctly. Good speakers can speak without stopping but pause at the right time. Good speakers can use body language.
19. **Say** each sentence again. Pupils listen and repeat.

Guided Practice (5 minutes)

1. **Say:** Listen and watch me. At the end I want you to tell me if I am a good speaker.

2. Read the text at the end of the lesson plan. Make sure you follow the things good speakers do (as discussed above).
3. Say: Raise your hand if you think I am good speaker.
4. **Ask:** Why am I a good speaker? Raise your hand to answer.
5. Have pupils say why you are a good speaker. Guide pupils to use the list on the board.

Independent Practice (12 minutes)

1. Put pupils in pairs.
2. **Say:** Work in pairs. Write a short paragraph with 3 sentences about what good speakers can do. Use the words on the board to help you. Start your paragraph with 'Good speakers can ...'
3. Give pupils 8 minutes.
4. If possible, walk around and help pupils.
5. After 8 minutes, ask pupils to stop working.
6. Have 1 or 2 pupils volunteer to read their paragraph. Ask the other pupils to listen.
7. When the pupil finishes, **ask** the other pupils: Is he/she a good speaker? Why? Raise your hands.

Closing (1 minute)

1. Ask pupils what they have learned today.
2. Praise pupils for their hard work.




[TEXT: GOOD SPEAKERS]

Today we are studying the qualities of a good speaker. Good speakers can do many things. They can use a clear and loud voice. They can use correct language and say words correctly. Good speakers can speak without stopping but pause at the right time. Good speakers say the right thing at the right time. Finally, good speakers use body language.

[INSTRUCTIONS FOR READING THE TEXT: GOOD SPEAKERS]

- Try and use a clear and loud voice.
- Say the words correctly.
- Speak without stopping but pause when there is a full stop.
- Smile when you speak and use your hands.

Lesson Title: Qualities of a Good Listener	Theme: Speaking and Listening Experiences	
Lesson Number: L-06-067	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify the main ideas in a speech.</p>		<p>Teaching Aids 1. Speech at the end of the lesson plan 2. Questions at the end of the lesson plan</p>		<p>Preparation 1. Practice giving the speech at the end of the lesson plan. 2. Write the questions at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Have you ever seen a speech on TV or heard one on the radio? Raise your hands.
2. **Ask:** Have you ever seen or heard a famous person speak? Raise your hands.
3. Remind pupils that in the last lesson they learned about good speakers. Tell pupils that today they are going to listen to a speech.

Introduction to the New Material (12 minutes)

1. **Say:** When we listen to a speech there are ways to help us understand it. We can notice different things: the voice, the body language and the organisation. Speeches, like writing, are organised.
2. **Write** this question on the board: Who is speaking and why?
3. **Say:** Listen to the speech and answer the question.
4. Read the speech at the end of the plan. Read slowly and clearly, use body language, look at the pupils, stress the underlined words, stop for a short time after a comma (,) and a longer time after a full stop.
5. **Ask:** Who is speaking and why? Raise your hand to answer. (Answer: The Head Teacher at a prize ceremony for the school team dance competition.)
6. **Say:** There are 3 parts to the speech. Listen again.
7. Read the speech again.
8. **Ask:** What are the 3 parts? Raise your hands. (Answer: opening, main body, closing)
9. Explain that speeches have 3 parts; the opening, the main part of the speech and the closing.
10. **Write** the 3 words on the board: opening, main body, closing.
11. Put a rectangle around the middle paragraph, and tell pupils that this is the main body of the speech and has the main ideas.
12. **Ask:** How do we identify the main ideas in the speech? Raise your hand to answer. (Answer: look for what the speaker is trying to say, do not include any extra information, repetition of information or examples)

Guided Practice (8 minutes)

1. Point to the questions on the board: **Say:** Read the questions on the board. Listen again and make notes of the answers. I will read the speech 2 times.
2. Give pupils 2 minutes to read the questions.
3. Read the speech 2 times. Read slowly and clearly.
4. Call out the answers and ask pupils to check their work. (Answers: a. teachers, pupils, parents; b. last week; c. traditional and modern; d. for physical and mental health, for fun, for social and communication skills; e. everyone who danced in the competition is a winner)

Independent Practice (12 minutes)

1. **Write** the outline of the speech on the board:
 - Opening - welcome the audience, say who you are and why you are speaking
 - Main body - the main ideas of the speech (dance is good for young people)
 - Closing - end your speech with a powerful sentence
2. **Say:** Listen to the speech one more time. Add more information to your notes.
3. Read the speech slowly and clearly.
4. Put pupils in pairs.
5. **Say:** Work in pairs. Write the main ideas using your notes. Only write the main ideas. Write 3 or 4 sentences.
6. Give pupils 9 minutes.
7. Have 1 or 2 pairs volunteer to share the main ideas. (Answer (pupils can use different language, but the main points should be there): Dance is a traditional and modern art form and is part of our culture. Dance is good for physical and mental health, and is also fun. Dance is good for developing social and communication skills.)

Closing (1 minute)

1. **Ask:** What are the 3 parts of a speech? Raise your hand to answer. (Answer: opening, the main body, closing)
2. **Ask:** What helps us listen for the main points? Raise your hand to answer. (body language, important words)
3. Praise pupils for their hard work.

[SPEECH]

Good afternoon teachers, pupils and parents. My name is (name of the school's Head Teacher). Thank you for coming today. I am here to give the prizes to the winners of the school team dance competition held last week.




Firstly, I would like to say that dance is both a traditional and a modern art form. It is part of our culture. Secondly, for young people it is important for physical and mental health. Study is important but so is physical activity and having fun. Finally, team dancing is good for social and communication skills. Young people learn how to work together and be part of a team.

So, to finish, I'm going to give the winners their prizes, but believe me- everyone who danced in this competition is a winner.

[QUESTIONS]

1. Who is the audience?
2. When was the competition?
3. What kind of art form is dance?
4. Why is it important for young people?
5. What does the Head Teacher say about winners?

Lesson Title: Identifying Messages in Advertisements	Theme: Speaking and Listening Experiences	
Lesson Number: L-06-068	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to name some of the messages in advertisements around the school community.</p>		<p>Teaching Aids Poster at the end of the lesson plan</p>		<p>Preparation Draw the poster at the end of the lesson plan on the board, add some pictures of a soap and hands if possible.</p>
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Opening (3 minutes)

1. **Ask:** Can you remember some of the groups of people that adverts are written for? Raise your hand to answer. (Example answers: pupils, children, mothers, farmers, tourists, foreigners)
2. **Ask:** Which adverts do you see in the school and the community? Raise your hand to answer. (Example answers: hand washing, milk powder, mobile services)
3. Tell pupils that today they are going to think about messages in adverts they see in the school community.

Introduction to the New Material (7 minutes)

1. **Say:** Raise your hand to answer my questions.
2. **Ask:** Do you see posters from the government or international organisations around the school or community? (Example answers: Yes, about hand washing, road safety, malaria)
3. **Ask:** Do you see posters or adverts in shops? (Example answers: Yes, for milk powder, soft drinks, mobile phones, biscuits)
4. Point to the poster on the board. **Ask:** What is it about? (Answer: hand washing)
5. **Ask:** Who is it from? (Answer: The government of Sierra Leone)
6. **Ask:** Who is it for? (Answer: everyone but if it is in a school it is for pupils)
7. **Ask:** What is the message? (Answer: We must wash our hands. Clean hands are important for health.)

Guided Practice (12 minutes)

1. **Write** these different kinds of messages on the board: education, health, safety, the law.
2. Explain the meaning of any words pupils do not know or understand.
3. **Say:** I am going to read some radio adverts. Listen. Write down what the advert is about - what kind of message is it? Look at the words on the board to help you.
4. Do an example. **Say:** Look before you cross the road. Look left, look right.
5. **Ask:** What kind of message is it? What is it about? Raise your hand to answer. (Answer: safety - to cross the road safely)
6. **Say:** Good. Now listen. I will repeat each message 2 times.
7. **Say:** Number 1: Stop crime now. Crime does not pay. Stop crime now. Crime does not pay.
8. **Say:** Number 2: Call this number now if you have any of the symptoms - fever, diarrhoea or sickness. Call this number now if you have any of the symptoms - fever, diarrhoea or sickness.
9. **Say:** Number 3: Clean hands saves lives. Clean hands save lives.
10. **Say:** Number 4: Is your child in school? Send your child back to school now. Is your child in school? Send your child back to school now.

11. Have different pupils volunteer to tell you the answers. (Answers: 1. safety, 2. law, 3. Health, 4. education)

Independent Practice (11 minutes)

1. Write the 4 messages from Guided Practice on the board.
2. **Say:** Work in pairs. Decide whom the advert is for and what the message is. Write it in your exercise books.
3. Do the first one as an example. **Write:** Number 1 is for everyone. The message is saying that you crime is not good. You will go to jail.
4. Give pupils 8 minutes.
5. If possible, walk around the class and help pupils who are having difficulties.
6. Have pairs volunteer to share their ideas. (Example answers: 2. For everyone to give information on who to call if you have symptoms of a dangerous disease and need help. 3. For everyone, dirty hands are dangerous. 4. For parents, they must send their children to school. Education is good for children and parents must send their children to school. Children should not be working.)

Closing (2 minutes)

1. **Ask:** What other messages do we hear? Can you think of any messages you have seen or heard recently? Raise your hands to answer. (Example answers: Selling mobile recharge, selling food)
2. Praise pupils for their hard work.

[POSTER: HAND WASHING]




Have you washed your hands?

- Wash your hands with clean water and soap.
- Wash the back and front of your hands. Do not forget between the fingers.
- Rinse your hands well with clean water.
- Dry your hands well.

Remember: Clean hands save lives.

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Lesson Title: Messages in Advertisements	Theme: Speaking and Listening Experiences	
Lesson Number: L-06-069	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to plan a message for a notice.		Teaching Aids Messages at the end of the lesson plan		Preparation Write the messages at the end of the lesson plan on the board.
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Opening (3 minutes)

1. Point to the messages on the board. **Say:** Last lesson we looked at messages in adverts and posters. Look at the messages on the board.
2. **Ask:** What are the missing words? Raise your hand to answer. (Answers: a. soap; b. Look; c. save)
3. Tell pupils that today they are going to write a message for a notice in school.

Introduction to the New Material (8 minutes)

1. **Ask:** Why are good messages short? Raise your hand. (Answer: They are easy to remember.)
2. **Say:** Good messages use strong words.
3. **Ask:** What are strong words when we do not want someone to do something? Raise your hands. **Write** the strong words on the board. (Example answers: Don't, Never, Stop, No)
4. **Ask:** What kinds of words are 'come', 'stop', 'wash'? Raise your hands. (Answer: verbs)
5. **Say:** Adverts often use verbs without a person like 'you' or 'he'. We use them when we want people to do something.
6. **Ask:** If you want to write an advert or notice about a school event or a party or a sports competition, what kind of information do you need to give?
7. Give pupils a minute to think.
8. Have pupils volunteer to answer. (Example answers: place, date, time, information about what kind of event it is)
9. Write the kinds of information on the board: date, time, information about what kind of event it is
10. **Say:** We are going to write a notice. First we must plan what we are going to write.

Guided Practice (13 minutes)

1. **Say:** Our school is having a dance competition. We need to have a notice with information about the competition. Raise your hand to answer my questions.
2. **Ask:** What information do we need? (Answers: what it is, place, date, time)
3. **Ask:** What other information do we need for a competition? (Answer: how to participate, prizes)
4. **Ask:** Can anyone participate? Who is the notice for? (Example answer: It is for school pupils, class 6 pupils)
5. **Ask:** Is there one prize or more than one prize? (Example answer: first, second and third prizes)
6. **Ask:** What is the prize? (Example answers: book, game, paints)
7. **Say:** Good notices have a strong sentence at the end.
8. **Ask:** Why? Raise your hands. (Answer: to make people want to do something)
9. **Say:** So, we need a final sentence so that people really want to enter the competition.

10. **Write** on the board:

- Name of the event:
- Place:
- Date:
- Time:
- How to enter the competition:
- Prizes:
- End sentence

11. **Ask:** What is a good message to make people want to enter the competition? Raise your hands.

12. Have different pupils raise their hand to answer. (Example answers: For pupils who love to dance! Dancing is fun and it's good for you! Enter the competition. You could be a winner!)

13. **Write** the end sentences on the board.

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Now you are going to plan your notice. Work in pairs. Plan your school dance competition and your notice.
3. Point to the board. **Say:** Use the words on the board to help you plan your dance competition notice. Remember we are **planning** the notice, we are not writing it so you only need to make notes. You have 8 minutes.
4. If possible, walk around and help groups.
5. Have 1 or 2 pairs volunteer to give the class some of the information about the school dance competition.




Closing (1 minute)

1. **Say:** Well done. Now you can plan a good school notice. Tomorrow we will write the notice.
2. **Ask:** Do we use words like 'you', 'he' and 'she' in adverts or notices? Raise your hand. (Answer: yes)
3. Praise pupils for their hard work.

[MESSAGES]

- a. Wash your hands with ____ and water.
- b. ____ before you cross the road.
- c. Clean hands ____ lives.

Lesson Title: Writing an Advertisement	Theme: Speaking and Listening Experiences	
Lesson Number: L-06-070	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write a notice.</p>		<p>Teaching Aids None</p>		<p>Preparation Write the list on the board: a. Name of the event: b. Place: c. Date and time: d. How to enter the competition: e. Prizes: f. Good end sentence:</p>
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Opening (1 minute)

- Ask:** What did we do last lesson? Raise your hand to answer. (Answer: planned a notice for a school dance competition)
- Tell pupils that today they are going to write their notices.

Introduction to the New Material (12 minutes)

- Read the list on the board:
 - Name of the event:
 - Place:
 - Date and time:
 - How to enter the competition:
 - Prizes:
 - Good end sentence:
- Ask pupils to help you remember the information they need to write their school dance competition. Tell them they can use the same ideas they had in the last lesson.
- Ask:** Do we need any verbs for the name, place, date and time? Raise your hands. (Answer: no)
- Ask:** What about how to enter? Raise your hands. (Answer: yes)
- Ask:** How can pupils enter the competition? Raise your hands. (Answer: pupils' ideas, e.g. call a number, fill in a form, write a letter, tell the class teacher)
- Write** the words and phrases on the board: text, call, tell (your), get a form (from), write (to)
- Ask:** Do we need a verb for prizes? Raise your hands. (Answer: yes)
- Ask:** Which verb do we need? (Answer: win)
- Write** 'win a ...' on the board.
- Ask:** Do you remember what we need at the end? (Answer: a good sentence to make people want to enter)
- Ask:** Do you have any ideas? Raise your hands.
- Have different pupils answer. (Example answers: Win big prizes! Dancing is fun!)

Guided Practice (12 minutes)

- Say:** Now you are going to write your notice. Work in the same pair as yesterday. Write your school dance competition notice in your exercise books.
- Point to the board. **Say:** Use the words on the board to help you write your dance competition notice.

3. Give pupils 10 minutes.
4. If possible, walk around and help groups.
5. After 10 minutes, ask the pupils to stop working.
6. Check they have all finished their notices.




Independent Practice (*5 minutes*)

1. **Say:** Exchange your exercise books with a pair sitting next to you. Read their notice. Check that they have all the information needed in a notice. Think of ways in which they can make their notice better. You have 3 minutes.
2. Ask pupils to return the exercise books and tell each other how to improve their notice.

Closing (*5 minutes*)

1. Tell pupils to improve their notices based on the feedback from other pupils.
2. Praise pupils for their hard work.

Lesson Title: Suffixes	Theme: Vocabulary	
Lesson Number: L-06-071	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to develop new vocabulary by adding suffixes to the root words.</p>		<p>Teaching Aids 1. Word square and word square answers at the end of the lesson plan 2. Table at the end of the lesson plan</p>		<p>Preparation 1. Write the word square at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. Point to the word square on the board. **Ask:** How many words can you find in 2 minutes?
2. **Say:** Start now.
3. Have pupils tell you which words they found. (Answers: care, joy, fear, power, hope)
4. **Say:** Tell pupils that today they will make new words by adding letters to the end of the words.

Introduction to the New Material (15 minutes)

1. **Write** the words on the board: care, joy, fear, power, hope.
2. **Ask:** What kind of words are these? Raise your hand. (Answer: nouns - they name emotions)
3. Circle the word 'fear'. **Write** this sentence on the board: Ibrahim felt fear when he saw the lion.
4. If pupils do not know, explain that 'fear' is the emotion when we are afraid.
5. **Say:** Ibrahim felt fear when he saw the lion. Ibrahim was afraid when he saw the lion.
6. **Write** the sentence on the board. Ibrahim was fearful when he saw the lion.
7. **Ask:** What has happened to the word 'fear'? Raise your hand. (Example answers: It has changed. It is an adjective. There is 'ful' on the end.)
8. **Say:** 'Fear' is not a noun now. It is an adjective. It describes Ibrahim.
9. **Ask:** How do we make the noun 'fear' become an adjective? (Answer: add -ful)
10. **Ask:** What does it mean? (Answer: full of fear)
11. **Write** this sentence on the board: The warrior was fearless when he saw the lion.
12. **Say:** 'Fear' is not a noun now. It is an adjective. It describes the warrior. But it means the opposite of 'fearful'. It means without fear. It means the warrior is brave.
13. Point to the table on the board. **Ask:** How do we make 'power' an adjective which means 'with power'? Raise your hands.
14. Have a pupil come and write the word 'powerful' next to 'power' in the table.
15. **Ask:** How do we make 'power' an adjective which means 'no power'? Raise your hands.
16. Have a pupil volunteer to come and write the word 'powerless' next to 'powerful' in the table.
17. Repeat for the other words. (Answers: joyful, joyless, careful, careless, hopeful, hopeless)
18. **Say:** We can end -ful and -less to some nouns to make them adjectives. If we add '-ful' it means with or full of.
19. **Ask:** What does it mean if we add '-less'? Raise your hands. (Answer: without)

Guided Practice (5 minutes)

1. **Say:** I will say a sentence and I want you to say the adjective with 'ful' or 'less'. Raise your hands to answer.

2. **Say:** She did not have fear. (Answer: She was fearless)
3. **Say:** He did not have power. (Answer: He was powerless)
4. **Say:** He had a lot of fear. (Answer: He was fearful)
5. **Say:** He had no joy. (Answer: He was joyless)
6. **Say:** He had a lot of power. (Answer: He was powerful)
7. **Say:** She had a lot of hope. (Answer: She was hopeful)
8. **Say:** He did it with no care. (Answer: He was careless)

Independent Practice (10 minutes)

1. **Say:** Write 4 sentences. Write 2 sentences with adjectives ending in 'ful'. Write 2 sentences with adjectives ending in 'less'.
2. Give pupils 7 minutes.
3. Have 2 or 3 pupils volunteer to read their sentences.

Closing (1 minute)

1. **Say:** Well done. When you are reading and do not know a word, suffixes can help you understand the meaning. Words with '-ful' at the end often mean 'with' or 'full of' and words with 'less' often mean 'without' or 'with no'.
2. Praise pupils for their hard work.

[WORD SQUARE]

c	a	r	e	d
h	o	p	e	a
b	m	d	d	f
x	j	o	y	e
g	d	m	u	a
p	o	w	e	r




[WORD SQUARE ANSWERS]

c	a	r	e	
h	o	p	e	
				f
	j	o	y	e
				a
p	o	w	e	r

[TABLE]

root word	suffix -ful	suffix-less
fear	fearful	fearless
power		
joy		
care		
hope		

Lesson Title: Building Vocabulary	Theme: Vocabulary	
Lesson Number: L-06-072	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use new vocabulary in discussions.</p>		<p>Teaching Aids 1. Text at the end of the lesson plan 2. Questions at the end of the lesson plan</p>		<p>Preparation 1. Write the text at the end of the lesson plan on the board. Do not underline the words. 2. Write the questions at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

- Say:** Raise your hand if you can remember what we learned yesterday. (Answer: suffixes -ful and -less to mean with and without)
- Say:** Raise your hand if you can remember any of the words. (Example answer: fearful, fearless, hopeful, hopeless)
- Say:** If we know a lot of suffixes, we can learn a lot of new words or we can guess the meaning of words in a text or passage.
- Tell pupils that today they are going to learn more suffixes and use them when they speak.

Introduction to the New Material (10 minutes)

- Write** the words on the board: danger, fame, taste, grass, sand.
- Ask:** What kind of words are these? Raise your hand if you know. (Answer: nouns)
- Ask:** How do we make the noun 'danger' into an adjective which means 'with danger'?
- Say:** We do not say 'dangerful'. We say 'dangerous'.
- Ask:** How do we make the noun 'fame' into an adjective which means 'with fame'?
- Say:** We do not say 'fameful'. We say 'famous'.
- Say:** Words ending in '-ous' are often adjectives and they usually mean 'with'. There are many adjectives ending in '-ous'.
- Ask:** Can you tell me any others? Raise your hands. (Example answers: generous, adventurous)
- Say:** We can make the noun 'taste' into an adjective which means 'with taste'. We can say 'tasty'.
- Ask:** How do we make the noun 'grass' into an adjective which means 'with grass'? Raise your hand. (Answer: grassy)
- Ask:** And sand? (Answer: sandy)
- Write:** dangerous, famous, tasty, grassy, sandy.
- Read the words. Pupils listen and repeat.

Guided Practice (10 minutes)

- Point to the text on the board. **Say:** Read the text and tell me what it is about. You have 5 minutes.
- Ask:** What is it about? Raise your hand. (Answer: protecting nature and wildlife)
- Put pupils in pairs.
- Say:** Work in pairs. Underline all the adjectives ending in -ful, -less, -ous or -y.
- When pupils finish, check their answers with the whole class. (Answers: see text with answers at the end of the plan)

6. Check the meanings of any words pupils do not understand.

Independent Practice (10 minutes)

1. Read to the questions on the board.
 - a. Which animals and insects are dangerous, poisonous or harmful?
 - b. What other things are harmful to us?
 - c. How can we be careful and protect ourselves? (fight, be clean)
 - d. What can we do to protect nature and wildlife?
2. **Say:** Work in pairs. Ask and answer the questions with your own ideas. Discuss, don't write.
3. Give pupils 7 minutes.
4. If possible, walk around and listen to groups.
5. Have 2 or 3 pairs volunteer to share their ideas. (Answers: a. lions, tigers, snakes, ants; b. fire, diseases, guns; c. be safe at home, don't fight, be clean; d. don't cut trees, recycle, don't waste, don't kill animals)

Closing (2 minutes)

1. **Say:** Well done. When you are reading and do not know a word, suffixes can help you understand the meaning. Words with '-ful', '-ous' and '-y' often mean 'with' and words with '-less' mean 'without'. Make notes of all the words you see which end in these suffixes.
2. Praise pupils for their hard work.




[TEXT]

Many countries are trying to save our beautiful, natural areas and our wildlife. Governments are educating people about the woods, hills, forests and mountains which are in danger. They are also educating people about wildlife in danger. People are sometimes afraid of dangerous animals. For example, poisonous snakes and ferocious lions. However, now they are starting to understand that animals need protection as they dying. Before animals were plentiful and roamed our hilly, mountainous areas and savannahs. Now, they are hunted or becoming homeless as people chop down trees or build cities.

[QUESTIONS]

- a. Which animals and insects are dangerous, poisonous or harmful?
- b. What other things are harmful to us?
- c. How can we be careful and protect ourselves?
- d. What can we do to protect nature and wildlife?

Lesson Title: Comparative Adjectives	Theme: Vocabulary	
Lesson Number: L-06-073	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to describe people, places and objects.</p>		<p>Teaching Aids 1. Table at the end of the lesson plan 2. Quiz questions at the end of the lesson plan</p>		<p>Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the quiz questions at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** You have 1 minute to write 1 adjective to describe a person, 1 to describe a place and 1 to describe an object. Remember, adjectives are words to describe people, places and objects.
2. Have pupils volunteer to share their adjectives. (Example answers: people – beautiful; place – big; object – hot)
3. Tell pupils that today they are going to describe people, objects and places.

Introduction to the New Material (10 minutes)

1. **Ask:** Who do you think is taller, a Primary 1 pupil or a Class 6 pupil? Raise your hands. (Answer: A Class 6 pupil is taller than Primary 1 pupil.)
2. **Write** the sentence on the board.
3. **Ask:** Which is bigger, Koidu Town or Kenema? Raise your hands. (Answer: Kenema is bigger than Koidu Town.)
4. **Write** the sentence on the board.
5. **Ask:** Which is heavier, a chair or a table? Raise your hands. (Answer: A table is heavier than a chair.)
6. **Write** the sentence on the board.
7. **Ask:** Who is more powerful, a mayor or the President? Raise your hands. (Answer: The President is more powerful than a mayor.)
8. **Write** the sentence on the board.
9. Read the sentences. Ask pupils to listen and repeat each sentence 2 times.
10. **Ask:** Which sentences describe people? (Answer: 1 and 4)
11. **Ask:** Which sentence describes a place? (Answer: 2)
12. **Ask:** Which sentence describes an object? (Answer: 3)
13. **Say:** Sentence 1 compares 2 people; Primary 1 pupil and a Class 6 pupil. Sentence 2 compares 2 places; Koidu Town and Kenema. Sentence 3 compares 2 objects; a chair and a table.
14. Point to the table on the board. Remind pupils of the rules for forming comparative adjectives. Point to the adjectives in column 1 and then the rules in column 2.

Guided Practice (10 minutes)

1. **Say:** We are going to write a quiz about people, places and objects. First, we need to write the questions.
2. Put pupils in pairs.

- Point to the quiz questions on the board. **Say:** Work in pairs. Look at the quiz questions. Use the adjective in (brackets) to complete the quiz questions. You must complete the questions with the comparative adjective. Use the table on the board to help you.
- Give pupils 7 minutes.
- When pupils finish, check their answers. (Answers: a. longer; b. lighter; c. further; d. more dangerous)

Independent Practice (11 minutes)

- Say:** Now you are going to write a question for the quiz. Work alone. Write 1 more question for the quiz. Your question can be about a person, place, animal or object.
- Give pupils 4 minutes.
- After 4 minutes, ask pupils to stop working.
- Say:** Now work in pairs. Ask each other the questions. Decide what the answer is. You must use complete sentences to answer the questions.
- Give pupils 6 minutes.
- When pupils finish, ask them to raise their hand to ask the entire class their question. Other pupils can raise their hand to answer in full sentences.

Closing (1 minute)

- Praise pupils for their hard work.




[TABLE: COMPARATIVE ADJECTIVES]

adjective	comparative adjective rules
tall	1 or 2 syllables, add -er: taller
big	1 or 2 syllables ending in consonant, vowel, consonant, double the final consonant and add -er: bigger
heavy	1 or 2 syllables ending in consonant + -y, change 'y' to 'i' and add -er: heavier
powerful	adjectives with 3 or more syllables, add 'more' : more powerful
good, far, bad	are irregular: good - better; bad, worse; far-further

[QUIZ QUESTIONS]

- Which is _____ (long), the River Rokel or the Ribi River?
- Which is _____ (light), iron or tin?
- Which is _____ (far) from Sierra Leone, Liberia or Tanzania?
- Which is _____ (dangerous), a hippopotamus or a chimpanzee?

Lesson Title: Uncountable Nouns	Theme: Vocabulary	
Lesson Number: L-06-074	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to name uncountable nouns.		Teaching Aids Table at the end of the lesson plan		Preparation None
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Opening (2 minutes)

- Say:** Count the number of pupils in the class.
- Wait for pupils to count and answer.
- Ask:** Can you count the love you feel for your family? (Answer: no)
- Ask:** What do we call things we can count? Raise your hand to answer. (Answer: countable nouns)
- Ask:** And things we cannot count? Raise your hand to answer. (Answer: uncountable nouns)
- Say:** We studied countable and uncountable nouns in term last term. Raise your hand if you remember.
- Tell pupils that today they are going to review and learn more uncountable nouns.

Introduction to the New Material (10 minutes)

- Say:** Love. We cannot say '3 loves'. We say: some love, a lot of love, a little love or not much love.
- Write** the table on the board:

Things we can count (countable nouns)	Things we cannot count (uncountable nouns)

- Say:** Raise your hand to answer my questions.
- Ask:** Can we count pupils? (Answer: yes)
- Write** 'pupils' in the first column.
- Ask:** Can we count bags? (Answer: yes)
- Write** 'bags' in the first column.
- Ask:** Can we count love? (Answer: no)
- Write** 'love' in the second column.
- Ask:** Can we count time? (Answer: no)
- Write** 'time' in the second column.
- Write** these sentences on the board:
 - Love is a wonderful thing.
 - The pupil is studying. The pupils are studying.
- Say:** We can use a singular or plural verb with countable nouns. We can only use singular verbs with uncountable nouns.
- Say:** It is possible to count some things but very difficult.
- Ask:** Can we count hair? (Answer: yes)
- Ask:** Is it easy to count hair? (Answer: no)
- Write** 'hair' in the second column - uncountable nouns.

18. **Ask:** Can we count rice? (Answer: yes)
19. **Ask:** Is it easy to count rice? (Answer: no)
20. **Write** 'rice' in the second column - uncountable nouns.
21. Ask pupils to copy the table in their exercise books.

Guided Practice (10 minutes)

1. While pupils are copying the table, **write** these words on the board: sugar, cup, bowl, maize flour, food, water, pineapples, bananas, fruit, plate, knife.
2. Put pupils in pairs.
3. **Say:** Put the nouns in the correct column of the table; countable or uncountable.
4. Give pupils 7 minutes.
5. Have pupils come to the board and complete the table with the words. (Answers: see table at the end of the plan)

Independent Practice (10 minutes)

1. **Write** on the board:
 Family member: We need to buy some rice at the market.

 You: Yes. And there are only 2 bananas. We need some bananas. What else do we need?

 Family member:
2. **Say:** Work in pairs. Write another 2 lines of the dialogue using 1 countable and 1 uncountable noun. Remember, we can only use a singular verb with uncountable nouns. We can use a singular or plural verb with countable nouns.
3. Give pupils 8 minutes.
4. If possible, walk around and help pupils.
5. Have 2 or 3 pairs volunteer to read their dialogues to the class. Ask the other pupils if the nouns in the new sentences of the dialogue are countable or uncountable.




Closing (3 minutes)

1. **Say:** Raise your hands to answer my questions.
2. **Ask:** What do we call things we can count? (Answer: countable nouns)
3. **Ask:** What do we call things we cannot count? (Answer: uncountable nouns)
4. **Ask:** What do we call things which are possible but very difficult to count? Answer: uncountable nouns)
5. **Say:** Well done. Now you know how to name different kinds of nouns.
6. Praise pupils for their hard work.

[TABLE]

Things we can count (countable nouns)	Things we cannot count (uncountable nouns)
pupils, bags, cups, bowls, pineapples, bananas, knife	love, time, hair, rice, sugar, maize flour, water, fruit

Lesson Title: Using Countable and Uncountable Nouns in the Subject Position	Theme: Vocabulary	
Lesson Number: L-06-075	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to construct sentences using countable and uncountable nouns in the subject position.</p>		<p>Teaching Aids 1. Text at the end of the lesson plan 2. Survey at the end of the lesson plan</p>		<p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the survey at the end of the lesson plan on the board. 3. Write the table in the Introduction to New Material section on the board.</p>
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Opening (3 minutes)

- Say:** Think of as many countable nouns as you can in 1 minute.
- After 1 minute stop pupils. Have 1 or 2 pupils volunteer to share their countable nouns.
(Example answers: eggs, pencils, books)
- Say:** Think of as many uncountable nouns as you can in 1 minute.
- After 1 minute second stop pupils. Have 1 or 2 pupils volunteer to share their uncountable nouns. (Example answers: rice, hair, water, love)
- Tell pupils that today they are going to write sentences using countable and uncountable nouns.

Introduction to the New Material (10 minutes)

- Point to the text on the board. **Ask:** Can you call out the nouns in this text? Raise your hand to answer.
- As pupils answer, circle the nouns in the text. (Answers: see words in **bold** in the text below)
- Ask:** Which nouns are countable? Raise your hand to answer. (Answer: all of them)
- Point to the underlined words 'all the pupils'. **Say:** This means 'everyone in the class who is a pupil'
- Ask:** Which of the underlined words mean 'every pupil'? Raise your hand to answer. (Answer: each pupil)
- Ask:** Which of the underlined words mean 'many pupils'? Raise your hand to answer. (Answer: plenty of/a lot of pupils)
- Ask:** Which of the underlined words mean 'not many pupils'? (Answer: few pupils)
- Ask:** Which of the underlined words mean 'no pupils'? Raise your hand to answer. (Answer: none of the pupils)
- Ask:** Which of the underlined words mean 'not one or the other teacher'? Raise your hand to answer. (Answer: neither of the teachers)
- Say:** Raise your hand if you know what the words 'all, each, plenty of, a lot of, few, none and neither' tell us. (Example answers: how many, the quantity, the number)

Guided Practice (10 minutes)

- Point to the table on the board:

Countable nouns	Uncountable nouns
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<u>All of the pupils</u>	
<u>Each pupil</u>	
<u>Plenty of / A lot of pupils</u>	
<u>Few pupils</u>	
<u>None of the pupils</u>	
<u>Neither of the teachers</u>	

- Say:** We can only use 3 of the underlined expressions with uncountable nouns.
- Ask:** Which do you think they are? Ask Raise your hand. (Answer: all of the, plenty of, a lot of)
- Say:** We use 'little' instead of 'few' with uncountable nouns to talk about a small quantity.
- Write** 'All of the time', 'Plenty of/A lot of time', and 'Little time' in the table under 'uncountable nouns'.
- Ask pupils to copy the table in their exercise books.

Independent Practice (10 minutes)

- Point to the survey on the board. **Say:** A teacher did a survey with another class of pupils.
- Put pupils in pairs.
- Say:** Read the results of the survey in column 1 and column 2. In column 3 there are some words missing. Complete the sentences. Use words from the table.
- Do the first one as an example. **Say:** 40 out of 40 pupils have an exercise book. We can say 'All of the pupils have an exercise book'.
- Write** 'All' in the sentence in column 3.
- Give pupils 8 minutes.
- Call out the answers. Ask pupils to check their work. (Answers: All of the pupils have an exercise book. Few pupils have a mobile phone. None of the pupils have a computer. Plenty of/A lot of pupils have a text book.)

Closing (2 minutes)




- Read the sentences. Pupils listen and repeat.
- Praise pupils for their hard work.

[TEXT] All of the pupils have **pens** or **pencils**. Each pupil has a **pen** or a **pencil**. Plenty of/A lot of pupils have **exercise books**. Few pupils have a **dictionary**. None of the pupils have a **computer**. There are 2 **teachers**. Neither of the teachers has a **computer**.

[SURVEY]

Do pupils have ...?	Answers	
an exercise book	40/40	_____ pupils have an exercise book.
a mobile phone	5/40	_____ pupils have a mobile phone.
a computer	0/40	_____ pupils have a computer.
a text book	30/40	_____ pupils have a text book.

Lesson Title: Complex Sentences	Theme: Reading Comprehension	
Lesson Number: L-06-076	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to add a 'dependent clause' to an independent sentence.</p>	 <p>Teaching Aids Write the sentences at the end of the lesson plan on the board</p>	 <p>Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the short text about an accident from the Introduction to New Material section, on the board. 3. Write the sentence starters from the Independent Practice section on the board.</p>
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Opening (1 minute)

1. **Ask:** Have you ever seen or had an accident? Raise your hand to answer.
2. Tell pupils that today they are going to learn more about sentences. First, they are going to read a text about a road accident.

Introduction to the New Material (12 minutes)

1. Read the short text from the board: Yesterday I saw a car accident when I was on my way to school. It was a bad accident which happened very quickly. The driver crashed into the side of the road. I could not stop because I was late. I ran to school. I needed to get to class before the lesson started.
2. **Ask:** What kind of accident was it? Raise your hand. (Answer: a car accident, a car crashed into the side of the road)
3. Point to the sentence in the text. Read: Yesterday I saw a car accident when I was on my way to school.
4. **Say:** This sentence has 2 parts: 'Yesterday I saw an accident' and 'when I was on my way to school.'
5. **Ask:** Which part is the most important part? Raise your hand. (Answer: the first)
6. **Say:** Let's look at the 2 parts. 'Yesterday I saw a car accident.'
7. **Ask:** Is this a complete sentence? Raise your hand. (Answer: yes)
8. **Say:** when I was on my way to school.
9. **Ask:** Is this a complete sentence? Can it stand alone? Raise your hand. (Answer: no)
10. **Say:** It is not a complete sentence because it needs the first part of the sentence to have any meaning.
11. Point to the sentence in the text. **Read:** I needed to get to class before the lesson started.
12. **Ask:** How many parts does the sentence have? Raise your hand. (Answer: 2)
13. **Ask:** Which part is the most important part? Raise your hand. (Answer: the first)
14. **Say:** Let's try and make 2 sentences from the long sentence.
15. Point to the sentence in the text. **Say:** I needed to get to class.
16. **Ask:** Is this a complete sentence? Raise your hand. (Answer: yes)
17. **Say:** before the lesson started.
18. **Ask:** Is this a complete sentence? Can it stand alone? Raise your hand. (Answer: no)

19. **Say:** It is not a complete sentence because it needs the first part of the sentence to have any meaning.
20. **Say:** When one part of the sentence needs another part of the sentence we call it a complex sentence.

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board.
3. **Say:** Here are some sentences with 2 parts. Work in pairs. Match the start of the sentence (a-e) with the correct end of the sentence. Write the correct sentences in your exercise books.
4. Give pupils 7 minutes.
5. Ask pupils to raise their hand to share answers. (Answers: 1-b; 2-a; 3-e; 4-c; 5-d)
6. **Ask:** Which part of the sentence can stand alone? Raise your hand. (Answer: the first part)
7. **Ask:** Can the other part stand as a complete sentence? Raise your hand. (Answer: no - it needs the first part)

Independent Practice (10 minutes)

1. Read these sentence starters from the board:
 - a. A snake is a poisonous reptile which ...
 - b. I did my homework before ...
 - c. My uncle is a doctor who ...
 - d. Sierra Leone is a beautiful country which ...
2. Put pupils in pairs.
3. **Say:** Work in pairs. Complete the sentences by adding more information to the first part of the sentence. You have 6 minutes.
4. If possible, walk around and help pupils who are having difficulties.
5. Have 4 pupils volunteer to read their complete sentences to the class. (Example answers: a. can kill you; b. I went to play; c. cures diseases; d. has many mountains.)




Closing (2 minutes)

1. **Ask:** Can you see how reading is easier if we look at the parts of a sentence?
2. **Say:** Read the sentences from today again. Think about the main idea, the independent sentence, and the extra information.
3. Praise pupils for their hard work.

[SENTENCES]

- | | |
|-------------------------------|---------------------------------|
| 1. I lost my money while | a. before they arrived. |
| 2. She finished cooking | b. I was walking to the market. |
| 3. A lion is a fierce animal | c. before the lesson ended. |
| 4. The teacher gave us a test | d. who loves me. |
| 5. I have a younger brother | e. which can kill you. |

Lesson Title: Writing Complex Sentences	Theme: Reading Comprehension	
Lesson Number: L-06-077	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to write complex sentences.		Teaching Aids None		Preparation Write the table from the Guided Practice section on the board.
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Opening (2 minutes)

1. **Say:** Raise your hand if you can tell me what you do every morning. Have 1 or 2 pupils say what they do in the morning.
2. Tell pupils that today they are going to practice writing sentences about their daily routine.

Introduction to the New Material (9 minutes)

1. **Ask:** What do you do when you get home from school? Raise your hand to answer.
2. **Write** 1 or 2 of the pupils' answers on the board. (Example answers: I wash my hands when I get home from school. I play with my brothers and sisters when I get home from school. I do household chores when I get home from school.)
3. **Ask:** What do you do before you go to bed? Raise your hand.
4. **Write** 1 or 2 of the pupils' answers on the board. (Example answers: I brush my teeth before I go to bed. I say goodnight to my family before I go to bed. I say my prayers before I go to bed.)
5. Read the sentences. Pupils listen and repeat.
6. **Ask:** Which part of the sentences cannot stand alone? Raise your hand. (Answer: the second part)
7. **Say:** The second part depends on the first part and cannot stand alone.

Guided Practice (10 minutes)

1. Read this table on the board (one sentence at a time, from left to right, for example: What do you always do before you get up in the morning?):

What do you always	do	before	you get up in the morning?
What do you usually		after	you go to school?
What do you sometimes		when	you get to school?
What do you never			you have lunch?
			you get home from school?
			you go to bed?

3. Ask pupils to work in pairs.
4. **Say:** Ask and answer the questions about the different activities you usually do. Use the table on the board to help you.
5. If possible, walk around and help pupils who are having difficulties.
6. Give pupils 7 minutes.

Independent Practice (12 minutes)




1. **Say:** Now you are going to write the same sentences.
2. **Write** this sentence on the board: I always say goodnight to my family before I go to bed.

3. Ask pupils to work alone.
4. **Say:** Write 3 sentences about what you do at different times of the day. Use the table and the sentences on the board to help you.
5. Give pupils 6 minutes.
6. If possible, walk around and help pupils.
7. When pupils finish, ask them to work in pairs.
8. **Say:** Read your sentences to your partner. Tell each other which part of the sentence cannot stand alone.
9. Give pupils 4 minutes.
10. Have 1 or 2 pupils volunteer to read their sentences to the class.

Closing (2 minutes)

1. **Ask:** Does anyone in the class write a diary?
2. **Say:** If you keep a diary, you can practice writing lots of complex sentences. Keeping a diary is a good way to practice your English.
3. Praise pupils for their hard work.

Lesson Title: Commas in Complex Sentences	Theme: Reading Comprehension	
Lesson Number: L-06-078	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to punctuate complex sentences correctly.		Teaching Aids Sentences at the end of the lesson plan.		Preparation Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** Can you tell me some of the complex sentences you wrote in the last lesson? Raise your hand to answer.
2. Tell pupils that today they are going to learn how to use punctuation in complex sentences.

Introduction to the New Material (10 minutes)

1. **Write** this sentence on the board: I brush my teeth before I go to bed.
2. **Ask:** Do you think the punctuation is correct? Is there a capital letter to start the sentence? Is there a full stop at the end of the sentence? Raise your hands. (Answer: yes)
3. **Write** this sentence on the board: Before I go to bed, I brush my teeth.
4. **Say:** There are 2 differences between sentence 1 and sentence 2.
5. **Ask:** What are they? Raise your hands. (Answer: The second part of the sentence is now the first part of the sentence and there is a comma between the first and second part of the sentence now.)
6. **Write** this sentence on the board: I go to my class when I get to school.
7. **Ask:** Do I need a comma? Raise your hands. (Answer: no)
8. **Write** this sentence on the board: When I get to school I go to my class.
9. **Ask:** Do I need a comma? Raise your hands. (Answer: yes)
10. **Ask:** Where can I put the comma. Raise your hands. (Answer: after 'school')
11. **Say:** If the first part of the sentence is the most important part, we do not need a comma. If the most important part of the sentence is the second part, then we need a comma.

Guided Practice (10 minutes)

1. Ask pupils to find the sentences they wrote in the last lesson.
2. **Say:** Work in pairs. Write the sentences you wrote in the last lesson again. This time write the sentences the other way around and use commas.
3. Do an example on the board:
Write: I do my homework when I get home.
Write: When I get home, I do my homework.

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. Point to the sentences (a-e) on the board.
3. **Say:** Read the sentences. Write the sentences in your exercise books. Think carefully. Underline the most important part of the sentences. Add commas if you need to.
4. If possible, walk around and help pupils.

5. Give pupils 7 minutes.
6. Have a boy pupil to come to the board and underline the main parts of the sentence.
7. Have a girl pupil to come to the board and add commas if they are needed. (Answer: a. After I get up, I always get dressed. b. When I finish school, I usually talk to my friends. c. I will do some jobs in the house when I get home from school. d. If I pass my school exams, I will go to university. e. I will wash my bowl as soon as I finish lunch.)




Closing (2 minutes)

1. **Ask:** Do you need a comma if the most important part of the sentence is first? Raise your hand. (Answer: no)
2. **Say:** And if it is second? Raise your hand. (Answer: yes)
3. **Say:** Very good, you can write complex sentences and you can use correct punctuation.
4. Praise pupils for their hard work.

[SENTENCES]

- a. After I get up I always get dressed.
- b. When I finish school I usually talk to my friends.
- c. I will do some jobs in the house when I get home from school.
- d. If I pass my school exams I will go to university.
- e. I will wash my bowl as soon as I finish lunch.

Lesson Title: Complex Sentences	Theme: Reading Comprehension	
Lesson Number: L-06-079	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to construct varieties of sentence types.</p>	 <p>Teaching Aids Sentences at the end of the lesson plan.</p>	 <p>Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write these 3 sentences on the board: Musa: I can sing. Musa: I can sing but I cannot dance. Musa: I can sing, which is my favourite activity, but I cannot dance. 3. Draw the table in the Independent Practice session on the board.</p>
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Opening (3 minutes)

1. **Ask:** What are 2 things you can do well? Raise your hand. Have 1 pupil answer.
2. **Ask:** What are 2 things you cannot do or cannot do well? Raise your hand. Have 1 pupil answer.
3. **Ask:** What is your favourite free time activity? Raise your hand. Have 1 pupil answer.
4. Tell pupils that today they are going to write sentences about free time activities.

Introduction to the New Material (8 minutes)

1. Read these sentences from the board:
Musa: I can sing.

Musa: I can sing but I cannot dance.

Musa: I can sing, which is my favourite activity, but I cannot dance.
2. **Say:** Raise your hand to answer my questions.
3. **Ask:** Can Musa sing? (Answer: yes)
4. **Ask:** Can Musa dance? (Answer: no)
5. **Ask:** What is Musa's favourite activity? (Answer: singing)
6. **Ask:** Which sentence is the easiest? (Answer: the first)
7. **Ask:** Which sentence is the more difficult? (Answer: the second)
8. **Ask:** Which sentence is the most difficult? (Answer: the third)
9. Ask pupils to listen and repeat each sentence 2 times.

Guided Practice (11 minutes)

1. Read the sentences on the board.
2. Explain any new words.
3. Put pupils in pairs.
4. **Say:** Make the simple sentences into complex sentences.
5. **Say:** Let's do the first one together.
6. Read the 3 simple sentences in number 1.
7. **Write** the complex sentence on the board: I like cooking, which is my favourite activity, but I do not like washing up!
8. **Say:** Write the other sentences in the same way.

9. Give pupils 8 minutes.
10. When pupils finish, ask the to raise their hand to share answers. (Answers: b. I can skip, which is my favourite activity, but I cannot jump high. c. I enjoy sewing, which is my favourite activity, but I do not enjoy knitting. d. I like mending things, which is my favourite activity, but I do not like reading.)

Independent Practice (12 minutes)

1. Read this table on the board:

Name	Can	Cannot	Favourite activity
Lucie	swim	run fast	swimming
Dennis	speak English	speak French	speaking English

2. Put pupils in pairs.
3. **Say:** Write 3 sentences. Choose Lucie or Dennis. Use the sentences and the table on the board to help you. Write 1 simple sentence, 1 difficult sentence and 1 complex sentence. When you finish the 3 sentences. Look at the example about Musa to help you.
4. Give pupils 8 minutes.
5. If possible, walk around and help pupils.
6. Have 1 or 2 pupils to read their sentences about Lucie or Dennis. (Answers: Lucie can swim. Lucie can swim but she cannot dance. Lucie can swim, which is her favourite activity, but she cannot dance. Dennis can speak English. Dennis can speak English but he cannot speak French. Dennis can speak English, which is his favourite activity, but he cannot speak French.)




Closing (1 minute)

1. **Say:** Very good, you can write simple and more difficult sentences.
2. Praise pupils for their hard work.

[SENTENCES]

1. I like cooking. It is my favourite activity. I do not like washing dishes!
2. I can skip. It is my favourite activity. I cannot jump high.
3. I enjoy sewing. It is my favourite activity. I do not enjoy knitting.
4. I like mending things. It is my favourite activity. I do not like reading.

Lesson Title: Titles	Theme: Reading Comprehension	
Lesson Number: L-06-080	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to recommend a suitable title for a passage.		Teaching Aids Text at the end of the lesson plan.		Preparation Write the text at the end of the lesson plan on the board.
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Opening (2 minutes)

- Ask:** What books are you reading at the moment? Can you remember the titles of the books you are reading? Raise your hands.
- Tell pupils that today they are going to read a passage and choose the best title for it.

Introduction to the New Material (10 minutes)

- Point to the text on the board. **Write** this question on the board: Is the text about people, places or things?
- Say:** Read the text on the board and answer the question.
- Give pupils 5 minutes.
- Ask:** Is it about people, places or things? Raise your hand. (Answer: a thing, a tree/leaf)
- Ask:** Which words helped you answer the question? Raise your hand. (Answer: No people are in the text, but there are lots of things - spinach, rice, leaf, Moringa tree. There are 2 places in the text, India and Africa, but the text is not about the places.)
- Ask:** What exactly is the text about? What thing? Raise your hand. (Answer: the Moringa tree)
- Ask:** Which words and sentences helped you know this? Raise your hand. (Answer: The Moringa leaf/tree is in the text 3 times. Its other name is 'tree of life'.)
- Say:** Now we are going to choose a title for the text together.
- Write** the 3 titles on the board:
 - The Moringa Tree
 - The Most Nutritious Plant on Earth
 - The Tree of Life
- Say:** Read the text again. Choose the best title.
- Give pupils 3 minutes.
- Have pupils tell you what the best title is and why. (Example answer: I like the title 'Tree of life' because it is short, it is interesting, and it makes us want to read the text. The first title is a bit boring and only gives us information, the second title is long and a bit difficult.)

Guided Practice (11 minutes)

- Say:** A good title is short and attracts the reader, so that they want to know more.
- Write** this title on the board: How to cook plasas.
- Ask:** Is this a good title for the text on the board? Raise your hands.
- Say:** No, because plasas is only in the first sentence.
- Write** this title on the board: There is a long list of health benefits, including helping us sleep and cleaning the blood.

6. **Ask:** Is this a good title for the passage? Raise your hands.
7. **Say:** No, because it is too long and there is no information about this in the text.
8. **Write** this title on the board: Old tree.
9. **Ask:** Is this a good title for the passage? Raise your hands.
10. **Say:** No, because it sounds boring, it needs to attract the reader and make us want to read more. There is no information about this in the text.
11. **Say:** A good title is short but attracts the reader. It makes us want to read more.

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. **Ask:** Do you think you can think of a better title?
3. **Say:** Work in pairs. Think of a new and better title. Write it in your exercise book.
4. Give pupils 4 minutes.
5. If possible, walk around and help pupils.
6. When pupils finish, have different pairs tell you the titles they created.
7. **Write** them on the board. (Example answers: The Moringa Tree - a Natural Doctor. Tree of Life Gives Medicine. The Tree of Life is a Friend.)
8. **Say:** Let's take a class vote. Which is the best title? Raise your hands if you think the first title is the best.
9. Repeat with the other titles. Count the votes for each title. The title with the most votes, wins.
10. **Say:** Well done! We have a winner. The new title is ...
11. **Say:** Well done. You are all winners. You have made some very creative titles!




Closing (2 minutes)

1. **Ask:** What is a good title? Raise your hand. (Example answer: A good title is short and interesting. It attracts the reader, so that they want to know more.)
2. **Say:** Look at the titles of newspaper and magazine articles. Decide if they are good titles. Praise pupils for their hard work.

[TEXT]

Are you thinking of cooking *plasas* today? Or rice with spinach? You know that green, leafy vegetables are good for us. But maybe you didn't know that another green leaf, the 'Moringa', contains much more goodness. Originally from Northern India, Moringa trees are grown all across Africa too. People also call it the 'Tree of life', because almost all its parts can be used as food or medicine. The Moringa is the most nutritious plant known on earth.

Lesson Title: Nouns that Make no Spelling Changes in their Plural	Theme: Connections and Inferences	
Lesson Number: L-06-081	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify nouns that do not change when forming plural for e.g. news – news etc.</p>	 <p>Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan 3. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board. Do not write any nouns in the table - only write the headings. 3. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** Do you think humans and animals can live on different planets? Raise your hands.
2. Tell pupils that today they are going to learn about plural nouns.

Introduction to the New Material (12 minutes)

1. **Write** the question on the board: Do you think this is true?
2. Point to the text on the board. **Say:** Read the text and answer the question.
3. Give pupils 4 minutes.
4. Explain any new words. (Possible new words: breaking news – news about something that is happening now; mysterious – difficult to understand; spacecraft – vehicle to travel outside the earth; crossroads – place where roads cross each other; series – one after another; strange – weird; interview – question and answers; local police – police in the neighbourhood)
5. **Ask:** Do you think this is true? Raise your hands. (Answer: no)
6. Put pupils in pairs.
7. **Say:** Write down all the nouns in the text in your exercise books.
8. Give pupils 4 minutes.
9. After 4 minutes, ask pupils to raise their hand to share answers. (Answer: news, police, spacecraft, deer, fish, sheep, series, events, interview, crossroads, chief, afternoon)
10. Underline 'interview', 'chief' and 'afternoon' in the text on the board.
11. **Ask:** How do we make these nouns plural? Raise your hands. (Answer: add -s)
12. **Say:** We can say an interview, 2 interviews, an event, 3 events, an afternoon, 4 afternoons. We usually add -s or -es to nouns to make them plural. Look at the other nouns in the text.
13. **Ask:** What do you notice? Raise your hand. (Answer: no final -s) **Say:** Some nouns do not change. They are the same for singular and plural.
14. Circle the nouns – news, police, spacecraft, crossroads, deer, fish, sheep, series – in the text.

Guided Practice (10 minutes)

1. **Say:** Some nouns do not change in the singular and plural form. For example, some animals, some fish, some places, transport ending in 'craft', some words ending in -ies.
2. Point to the table on the board.
3. Ask pupils to copy the table in their exercise books.

4. Give pupils 5 minutes.
5. **Say:** Write the nouns in the text in the correct column of the table.
6. When pupils finish, check their answers. (Answers: see table at the end of the plan)

Independent Practice (11 minutes)

1. Point to the sentences on the board.
2. **Say:** Work in pairs. Decide if the sentences are right or wrong. Correct the sentences which are wrong. Write them in your exercise books.
3. Do an example on the board. Read: The boy saw 3 deers in the forest.
4. **Ask:** Is this right or wrong? (Answer: Wrong. The right sentence is: The boy saw 3 **deer** in the forest.)
5. Give pupils 7 minutes. If possible, walk around and help pupils who are having difficulties.
6. Have pupils volunteer to say if the sentences are right or wrong and why. (Answers: a. wrong: deer; b. wrong-spacecraft; c. right; d. wrong-crossroads; e. wrong-sheep)

Closing (1 minute)

1. Praise pupils for their hard work.

[TEXT]

Breaking news! Police have discovered a mysterious spacecraft at the crossroads. Inside the spacecraft were 3 deer, 5 fish and 6 sheep. This is the third in a series of strange events. There will be an interview with the Chief of Police at the local police this afternoon.




[TABLE]

some animals, birds and fish	some places	transport ending in -craft	some words ending in -ies	other
deer, fish, sheep	crossroads	spacecraft	series	news police

[SENTENCES]

1. The boy saw 3 deers in the forest this morning.
2. The man saw 3 spacecrafts.
3. The news is not true.
4. Turn right at the crossroad.
5. There are a lot of sheeps on the road.

Lesson Title: Connections in Reading: Real Life	Theme: Connections and Inferences	
Lesson Number: L-06-082	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to relate issues in the story to real life situation.</p>		<p>Teaching Aids Story at the end of the plan</p>		<p>Preparation Write the story at the end of the plan on the board.</p>
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Opening (1 minute)

1. **Ask:** Have you ever read a story that connects with your real life? Raise your hands.
2. Tell pupils that today they are going to read the first part of a story. They will understand how we can connect some stories to real life.

Introduction to the New Material (10 minutes)

1. **Write** this question on the board: Why did the elephant, King of the Animals, want to find a King of Rivers?
2. Point to the story on the board. **Say:** I am going to read the beginning of a story to you. As I read the story, try and answer the question.
3. Read the story 2 times clearly and slowly to the pupils.
4. **Say:** Raise your hand if you can tell me what the story is about. (Answer: The King of the Animals wanted to find a King of the Rivers to tell them about the first rains.)
5. Check pupils understand the meaning of any new words in the story. (Possible new words: first rain – the first time in rains during the season; flamingo – a big, pink bird; playful – likes to play games; forgetful – someone who forgets easily)
6. Read the story again.
7. **Ask:** Which animals are talked about in the text? Raise your hand. (Answer: cat, monkey, flamingo, crab)
8. **Ask:** Did the elephant think any of the animals were good to be King of the Rivers? Raise your hand. (Answer: no)
9. **Ask:** Why not? (Answers: cat - scared, monkey - playful/forgetful, flamingo- quiet, crab- no head)
10. **Ask:** How do you think the animals felt? Raise your hand. (Example answers: sad, disappointed)
11. **Say:** The animals all thought they had a good chance to be King of the Rivers. They wanted to be King of the Rivers. But the elephant did not believe they could do it. Often we can make connections between stories and real life.

Guided Practice (10 minutes)

1. **Say:** We are going to write some sentences together.
2. **Write** the headings 'The Story' and 'My Life' on the board.
3. Under the heading 'The Story' **say** and **write** 'All the animals wanted to be King of the Rivers.'
4. Under the heading 'My Life' **write** 'I want to be ... when I am older.'
5. **Say:** For example, I want to be a doctor when I am older.
6. Under the heading 'The Story' **say** and **write** 'The cat does not like the water. It is scared.'
7. Under the heading 'My Life' **write** 'I do not like ... I am scared of ...'
8. **Say:** For example, I do not like snakes. I am scared of them.

9. Under the heading 'The Story' **say** and **write** 'The monkey is playful and forgetful.'
10. Under the heading 'My Life' **write** 'I am ...'
11. **Say:** For example, I am funny and lazy.
12. Under the heading 'The Story' **say** and **write** 'The flamingo has a quiet voice.'
13. Under the heading 'My Life' **write** 'I have a ... voice.'
14. **Say:** For example, I have a loud voice.
15. Under the heading 'The Story' **say** and **write** 'The crab does not have a head.'
16. Under the heading 'My Life' **write** 'I do not have / I cannot ...'
17. **Say:** For example, I do not have a car.
18. Ask pupils to work alone. Ask them copy and complete the sentences under the heading 'My Life'.
19. Give pupils 6 minutes to copy the sentence frames.

Independent Practice (13 minutes)

1. **Say:** This story shows us that some people have ideas about what we can or cannot do. They may be right and they may be wrong. You know what you can and cannot do. Complete these sentence frames, filling in information about yourself. You have 5 minutes.
2. Put pupils in pairs.
3. **Say:** Read your sentences to your partner.
4. Give pupils 4 minutes.
5. Have different pupils volunteer to tell the class what they want to do when they are older. Ask them if there is anything they need to do or be better at to do that job.




Closing (1 minute)

1. **Say:** When you read stories, think about how you can connect them to your real life.
2. Praise pupils for their hard work.

[STORY: THE BEGINNING]

The elephant, King of the Animals, needed a King of the Rivers to tell everyone when the first rains were coming. The next morning the King of Animals saw the cat, the monkey, the frog, the flamingo and the crab. He said: 'Cat, you do not even like water. You run away when it rains.' He looked at the monkey and said, 'You are too playful and forgetful.' He looked at the flamingo and said, 'You love being in the river, but your voice is too quiet.' Finally, he said to the crab, 'You do not have a head! Where would we put your crown?'

Lesson Title: Connections in Reading Other Texts	Theme: Connections and Inferences	
Lesson Number: L-06-083	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to relate issues in the story to real life situation.</p>		<p>Teaching Aids 1. Story at the end of the lesson plan 2. Write the questions at the end of the lesson plan on the board</p>		<p>Preparation 1. Write the story at the end of the plan on the board. 2. Write the questions at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** How do you feel when you have nothing to do? Raise your hands. (Example answer: bored)
2. **Ask:** What can you do when you feel bored? Raise your hands. (Example answer: read, help in the house)
3. Tell pupils that today they are going to make connections with another story.

Introduction to the New Material (8 minutes)

1. Point to the story on the board. **Say:** This is the opening of a very famous book called Alice in Wonderland.
2. **Write** the questions on the board: How did Alice feel? Why?
3. **Say:** Read the story and answer the questions.
4. Give 5 minutes.
5. **Ask:** How did Alice feel? Raise your hand. (Answer: bored)
6. **Ask:** Why? Raise your hand. (Answer: She had nothing to do.)
7. Check pupils' understand the meanings of any new words. (Possible new words: daisy - type of flower; bank - side of a river; peep - look quickly; worth the trouble - important enough to make an effort, close - near)

Guided Practice (9 minutes)

1. Put pupils in pairs.
2. Point to the questions on the board.
3. **Say:** Read the text again. Answer the questions. Write the answers in your exercise book. Write complete sentences.
Give pupils 6 minutes.
4. Have pupils volunteer to share their answers with the class. (Answers: a. sitting on the bank of the river; b. her sister; c. she didn't like it - it had no pictures or conversation; d. hot; e. a white rabbit)

Independent Practice (13 minutes)

1. **Write** the questions on the board.
 - a. Where were you?
 - b. Whom were you with?
 - c. Why did you feel that way?
 - d. What did you do?

2. **Say:** Think about a time you felt like Alice Write some notes. Use the questions to help you prepare. You do not need to write complete sentences.
3. Give pupils have 6 minutes.
4. Put pupils in pairs.
5. **Say:** Tell your partner about a time you felt like Alice. Use the questions and the notes.
6. Give pupils 3 minutes.
7. Have 1 or 2 pupils volunteer to tell the class about a time they felt like Alice.

Closing (3 minutes)

1. **Ask:** What do you think happens to Alice? Raise your hand.
2. **Say:** Alice follows the rabbit and has a lot of adventures in Wonderland.
3. **Say:** When you read, try and think about times when you have had similar experiences to the characters in the story or text you are reading.
4. Praise pupils for their hard work. Ask pupils to bring their exercise books with these notes for the next lesson.

[STORY: ALICE IN WONDERLAND]




By Lewis Carroll

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do. Once or twice she peeped into the book her sister was reading, but it had no pictures or conversations in it. 'And what is the use of a book' thought Alice 'without pictures or conversation?' So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking daisies, when suddenly a White Rabbit with pink eyes ran close to her.

[QUESTIONS]

- a. Where was Alice?
- b. Who was Alice with?
- c. What did she think of the book?
- d. What was the weather like?
- e. What did she see?

Lesson Title: Narrative Writing	Theme: Connections and Inferences	
Lesson Number: L-06-084	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to narrate an event or experience.</p>	 <p>Teaching Aids Story at the end of the lesson plan</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the story at the end of the lesson plan on the board. 2. Write these questions on the board. <ol style="list-style-type: none"> a. Where were you? b. Whom were you with? c. Why did you feel that way? d. What did you do?
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Opening (2 minutes)

1. **Say:** Raise your hand if you remember the story in the last lesson.
2. **Ask:** How did Alice feel? (Answer: bored)
3. **Say:** You also talked about a time you felt like Alice.
4. Tell pupils that today they are going to write about that experience of feeling bored.

Introduction to the New Material (10 minutes)

1. **Ask:** Do you remember the questions I asked you last lesson about a time you felt like Alice?
2. Remind pupils of the questions. Read them from the board:
 - a. Where were you?
 - b. Whom were you with?
 - a. Why did you feel that way?
 - b. What did you do?
3. **Say:** You are going to start your story by writing how you felt and when you felt that way.
4. **Write** on the board: I felt very bored last Saturday.
5. **Say:** Then you are going to say where you were, who you were with and why you felt this way. Make your writing interesting by using adjectives to describe the scene. You can also include some information about the weather or the time of day and how that made you feel. You are going to write 2 things you did to change the way you felt.
6. **Ask:** What kind of verbs do you need to use? Raise your hand. (Answer: simple past)
7. **Ask:** Why? (Answer: because we are talking about a time in the past)
8. **Ask:** What kind of words can we use to connect sentences and ideas? Raise your hands.
9. **Write** the words on the board: and, because, so, but, then, next, after that, finally.
10. Check pupils understand the words and meanings.

Guided Practice (5 minutes)

1. **Say:** Before you write your story, you are going to plan it well. Last lesson you made some notes next to the questions. Find your notes and add some more information to them. Try and add words and expressions that describe the scene. You have 4 minutes.
2. After 4 minutes, ask the pupils to stop writing.




Independent Practice (15 minutes)

1. **Say:** Now you are ready to write about a time you felt bored like Alice. Write at least 6 sentences. Use your notes to help you.
2. Give pupils 10 minutes.
3. If possible, walk around and help pupils.
4. When pupils finish, put them in pairs.
5. **Say:** Read what you have written to each other. Help each other correct any mistakes.
6. Give pupils 4 minutes.

Closing (*3 minutes*)

1. Have 1 or 2 pupils volunteer to read their stories in front of the class.
2. Praise pupils for their hard work.

Lesson Title: Idiomatic Expressions	Theme: Connections and Inferences	
Lesson Number: L-06-085	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to use idiomatic expressions to form sentences and beautify their writing.		Teaching Aids Idioms and meanings exercise at the end of the lesson plan		Preparation Write the idioms and their meanings at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** Do you think speaking and writing English is easy or difficult? Why? Raise your hand.
2. **Say:** English is a very rich language with a lot of vocabulary and expressions.
3. Tell pupils that today they are going to study some expressions which make language stronger, more interesting and more beautiful.

Introduction to the New Material (10 minutes)

1. **Say:** Last lesson we talked about a time when you had nothing to do and felt bored.
2. **Ask:** Do you remember?
3. **Write** on the board. I was bored silly. I was bored to tears.
4. **Ask:** What do you think these sentences mean? Raise your hand. (Answer: very bored)
5. **Say:** These expressions are 'idioms'. An idiom is words which when they are together have a different meaning than the single words. We know what 'bored' means and we know what 'silly' means. Together they mean something different. 'Bored silly' means 'very bored'.
6. **Say:** 'Bored silly' and 'bored to tears' are 2 idioms. They both mean to be very, very bored. Let's look at some more idioms.
7. **Write** on the board: I was looking out of the window, day-dreaming. The teacher said, 'A penny for your thoughts'.
8. **Ask:** What do you think the teacher is really asking the pupil? Raise your hand. (Answer: What are you thinking?)
9. **Ask:** Do you think the teacher will give the pupil some money if the pupil tells the teacher what he/she is thinking? Raise your hand. (Answer: no)
10. **Say:** 'A penny for your thoughts' is another idiom. It means 'I would like to know what you are thinking.'
11. **Say:** Writers and poets use idioms a lot.
12. **Ask:** Why do you think they use them? Raise your hand. (Answer: to make their writing more interesting, more beautiful, to make the language stronger)
13. **Say:** We use idioms to make our writing more beautiful or interesting and our meaning stronger. We also use idioms in everyday conversation and speech.

Guided Practice (10 minutes)

1. Point to the idioms and their meanings at the end of the lesson plan on the board.
2. Put pupils in pairs.
3. **Say:** Read the sentences. Look at the underlined idioms. Think about the sentence. Think about the meaning. Match the sentences to the meaning of the idiom. Give pupils 7 minutes.

4. When pupils finish, ask them to raise their hand to answer. (Answers: 1-b, 2-d, 3-a, 4-c, 5-e)

Independent Practice (11 minutes)

1. **Write** this sentence on the board: The computer cost an arm and a leg.
2. **Ask:** What does 'it cost an arm and a leg' mean? Raise your hand. (Answer: It was very expensive.)
3. **Ask:** Did someone really pay an arm and a leg? Raise your hand. (Answer: no)
4. **Ask:** What kind of expression is 'cost an arm and a leg'? Raise your hand. (Answer: an idiom)
5. **Say:** Choose an idiom that you have learned today. Write a sentence. Draw a picture next to the sentence to show the meaning of the idiom.
6. Give pupils 8 minutes.
7. If possible, walk around and help pupils.
8. Have 3 or 4 pupils volunteer to read their sentences to the class.




Closing (2 minutes)

1. **Ask:** What did we learn today? Raise your hand. (Answer: some idioms)
2. **Ask:** Can we understand idioms from each word? (Answer: no)
3. **Say:** Try and keep a list of all the idioms you learn. Try and remember to use them in your speaking and writing.
4. Praise pupils for their hard work.

[IDIOMS AND THEIR MEANINGS EXERCISE]

1. They always fight. They do not see eye to eye.
 2. He let the cat out of the bag and told everyone.
 3. The computer cost an arm and a leg.
 4. She is not at school today. She is feeling under the weather.
 5. They broke the window. They were in hot water.
-
- a. was very expensive
 - b. do not agree
 - c. not well/ill
 - d. told a secret
 - e. in trouble

Lesson Title: Semi-formal Letter	Theme: Writing Letters	
Lesson Number: L-06-086	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to describe language to express a familiar tone when addressing elderly people.</p>	 <p>Teaching Aids True or false sentences at the end of the plan</p>	 <p>Preparation 1. Write the true or false sentences at the end of the lesson plan on the board. 2. Write the 2 short letters from the Introduction to New Material section on the board. 3. Write the letter in the Independent Practice section on the board.</p>
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Opening (3 minutes)

1. **Ask:** Do you write letters? Whom do you write to? Raise your hands. (Example answers: to friends, the government, to the head teacher, to grandparents)
2. **Ask:** Do you use the same words when you speak to a friend and an older person? Raise your hand. (Answer: no)
3. **Say:** We change our words when we speak to older people. And today we are going to talk about the words we need when writing to elderly people.

Introduction to the New Material (10 minutes)

1. Read the short letter from the board:

Hi Ibrahim

Can you believe it? I passed my exam! I feel great!

See you soon.

Bye,

Omar

2. **Ask:** What is the news in the letter? Raise your hand. (Answer: Omar passed his exam.)
3. **Ask:** Whom did Omar write to? Raise your hand. (Answer: Ibrahim)
4. **Ask:** Do you think Ibrahim is Omar's old uncle? Raise your hand. (Answer: No, he is a friend.)
5. **Say:** We choose different words to write to different people.
6. **Write** the beginning of this letter on the board:

Dear Uncle

I hope you're well. I'm writing to tell you that I passed my exam. I'm very happy and I'll have a party to celebrate.

I'm looking forward to seeing you soon.

Best wishes,

Omar

- Point to the differences in language. For example: 'Hi' and 'Dear', exclamation marks and no exclamation marks, 'See you soon' and 'I'm looking forward to ...'
- Say:** Omar's letter to the uncle is called a semi-formal letter. The words are polite, but they are friendly because Omar knows his uncle. Omar's uncle is older so Omar uses polite but friendly language.

Guided Practice (10 minutes)

- Put pupils in pairs. Point to the true or false sentences on the board.
- Say:** The sentences are about semi-formal letters. Work with your partner. Decide if the sentences are true or false about semi-formal letters.
- Give pupils 8 minutes.
- When pupils finish, check their answers with the whole class. (Answers: a. False. It begins with 'Dear', b. True, c. True, d. False, e, True, f. True.)

Independent Practice (10 minutes)

- Read this letter from the board:

Hey!

Guess what? Bad news! I failed the test! Another one next week.

Love

Marie

- Say:** Marie has written a letter to her best friend. Now she must write a letter to her aunt. Work in pairs. Write the letter with the correct style and language for Marie's aunt.
- Give pupils 8 minutes.
- When pupils finish, check their answers with the whole class.

(Example answer:

Dear Aunt,

I hope you're both well. You may remember I had a test. I'm sorry to tell you that I didn't pass. I will have another test next week.

I'm looking forward to seeing you soon.

Best wishes.

Marie)

- Have 1 or 2 pupils volunteer to read their letters.




Closing (2 minutes)

- Say:** Practice writing letters at home. Write to your friends and write to your older relatives.
- Praise pupils for their hard work.

[TRUE / FALSE SENTENCES]

- a. A semi-formal letter begins with 'Hi'.
- b. A semi-formal letter says the reason for writing.
- c. A semi-formal letter can use short forms (I'm, you're, he's).
- d. A semi-formal letter uses lots of exclamation marks (!).
- e. A semi-formal letter has complete sentences.
- f. A semi-formal letter ends with 'Best wishes'.

Lesson Title: Semi-formal Letter	Theme: Writing Letters	
Lesson Number: L-06-087	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a thank you letter to their friends/parents.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** Raise your hand to answer a question.
2. **Ask:** When did you last receive a gift? Who was it from? What was it? Have 1 or 2 pupils answer the questions.
3. **Ask:** What do you do when a family member or friend gives you a gift? Raise your hand. (Answer: say thank you)
4. Tell pupils that today they are going to write a thank you letter.

Introduction to the New Material (14 minutes)

1. **Say:** Samuel has received a birthday gift from his friend, Unisa. Samuel loves airplanes and Unisa gave him a model kit to make an airplane.
2. **Write** these words on the board: birthday gift, airplane, model kit.
3. Explain that a model kit is different parts of a model of, for example, an airplane or car that you put together.
4. **Say:** I am going to dictate a short thank you letter to you. Listen and write. I will repeat each line 3 times.
5. **Say:** Dear Samuel,
6. **Say:** Thank you very much for the lovely birthday gift.
7. **Say:** It was very nice of you to remember that I really like airplanes.
8. **Say:** I really love the model kit. I will enjoy making it.
9. **Say:** I hope you can come and see me soon. I would like to show you it.
10. **Say:** Best wishes, Unisa.
11. Ask pupils to read the letter to you and you **write** it on the board.

Guided Practice (5 minutes)

1. Point to the letter. Raise your hand to answer my questions.
2. **Ask:** How does Unisa start his letter? (Answer: Dear Samuel)
3. **Ask:** What does Unisa write after 'Dear Samuel'? (Answer: Thank you very much for the lovely birthday gift.)
4. **Ask:** And then? (Answer: It was very nice of you to remember that I really like airplanes.)
5. **Ask:** And after that? (Answer: I really love the model kit. I will enjoy making it.)
6. **Ask:** And next? (Answer: I hope you can come and see me soon. I would like to show you it.)
7. **Ask:** How does Unisa end his thank you letter? (Answer: Best wishes + name)
8. Read the letter. Read each sentence slowly and clearly. Pupils listen and repeat.




Independent Practice (12 minutes)

1. **Say:** Work alone. Write a thank you letter to a family member or friend you received a gift from. Use the letter on the board to help you.
2. Give pupils 8 minutes.
3. If possible, walk around and help pupils.
4. After 8 minutes, ask pupils to stop writing.
5. **Say:** Work in pairs. Show your partner your letter. Your partner must tell you if it is a good letter and if it is a polite letter.
6. Give pupils 4 minutes.

Closing (2 minutes)

1. **Ask:** What gifts did you say thank you for in your letter? Raise your hands.
2. **Say:** Well done! Now you can write a thank you letter. Remember it is always polite to write a thank you letter when you receive a gift.
3. Praise pupils for their hard work.

Lesson Title: Verbs and their Noun Forms (ex. marry-marriage)	Theme: Writing Letters	
Lesson Number: L-06-088	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify the noun and verbs in a sentence.</p>		<p>Teaching Aids Sentences at the end of the lesson plan</p>		<p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

- Say:** Raise your hand if you get confused with some English word.
- Ask:** What is a verb? Raise your hand. (Answer: an action or state, a doing word)
- Ask:** Can you give me an example? (Example answers: study, teach, look, listen, read)
- Ask:** What is a noun? Raise your hand. (Answer: a noun names a place, person or object)
- Ask:** Can you give me an example? (Example answers: pen, book, desk, teacher)

Introduction to the New Material (12 minutes)

- Write** these sentences on the board: I will marry one day. I want to marry.
- Ask:** What is 'marry', a verb or a noun? Raise your hand. (Answer: a verb)
- Ask:** How do you know? Raise your hand. (Answer: In the first sentence there is 'I will' and in the second there is 'to'. It is about the action of marrying.)
- Write** the sentence. My parents have a happy marriage.
- Ask:** What is 'marriage' - a verb or a noun? Raise your hand. (Answer: a noun)
- Ask:** How do you know? Raise your hand. (Answer: there is 'a' and there is an adjective 'good' - adjectives describe nouns. Marriage is a thing my parents did.)
- Say:** Sometimes the verb and noun have the same form and spelling. For example: They run fast. They went for a run. We know 'run' in the first sentence is a verb because there is 'they'. We know it is a noun in the second sentence because there is 'a'. Other examples where the verb and the noun are the same form and spelling are: test, swim, love, walk, dream, cut.
- Write** these words on the board: test, swim, love, walk, dream, cut.
- Ask:** Do 'marry' and 'marriage' have the same form and spelling? Raise your hand. (Answer: no)
- Say:** Some verbs and nouns can look similar sometimes.
- Write** the table on the board:

verb	noun
marry	
advise	
breathe	
believe	
live	

sing	
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12. Explain the meaning of any verbs that the pupils do not know.
13. **Ask:** Do you know the nouns for the verbs in the table?
14. Have pupils raise their hand and tell you the nouns. **Write** them in the second column. (Answers: marry-marriage, advise-advice, breathe-breath, believe-belief, live-life, die-death, sing-song)

Guided Practice (7 minutes)

1. **Say:** It is a very nice song.
2. **Ask:** Is 'song' a verb or a noun? Raise your hand. (Answer: a noun)
3. **Ask:** How do you know? (Answer: there is 'a' and the adjective 'nice')
4. **Say:** His death was such sad news.
5. **Ask:** Is 'death' a verb or a noun? Raise your hand. (Answer: a noun)
6. **Ask:** How do you know? (Answer: there is 'his' - a possessive adjective)
7. **Say:** We all live together in a nice house.
8. **Ask:** Is 'live' a verb or a noun? Raise your hand. (Answer: a verb)
9. **Ask:** How do you know? (Answer: there is 'We')
10. **Say:** Can you give me some advice?
11. **Ask:** Is 'advice' a verb or a noun? Raise your hand. (Answer: a noun)
12. **Ask:** How do you know? (Answer: there is 'some' before it)

Independent Practice (10 minutes)

1. Put pupils in pairs. Point to the sentences on the board.
2. **Say:** Work in pairs. Read the sentences. There are 2 words underlined in each sentence. One of the words is a verb, the other is a noun. Decide which of the underlined words is correct. Write the sentences in your exercise book.
3. Give pupils 7 minutes.
4. When pupils finish, ask them to raise their hand to answer. (Answer: a. believe- there is 'I'; b. died-there is 'My grandfather'; c. life-there is 'a' and adjectives before; d. sing-there is 'we'; e. marry-there is 'to')




Closing (3 minutes)

1. **Say:** Let's play a quick game. I say will say a word. You will say if it is a noun or a verb.
2. **Say:** Belief. Pupils say: noun.
3. **Say:** Live. Pupils say: verb.
4. Repeat for other verbs and nouns in the table.
5. Praise pupils for their hard work.

[SENTENCES]

1. I believe/belief every pupil must go to school.
2. My grandfather died/death.
3. He had a happy live/life.
4. Shall we sing/song together?
5. Do you want to marry/marriage me?

Lesson Title: Oral Composition	Theme: Writing Letters	
Lesson Number: L-06-089	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to develop a graphic representation of an event or activity they have witnessed.</p>		<p>Teaching Aids Story at the end of the lesson plan</p>		<p>Preparation Write the story at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Have you been to or seen an interesting event recently? What was it? Raise your hand to answer.
2. **Write** a few answers on the board. (Example answers: a marriage, a party, a festival, a concert, a family dinner, a sports competition, a school competition, a school event)
3. Tell pupils that today they are going to talk and draw a picture about an event they have been to recently.

Introduction to the New Material (10 minutes)

1. **Write** this sentence on the board: I saw an interesting event last weekend.
2. **Ask:** Do you want to ask me some questions? Raise your hand. (Example questions: What was it? Where was it? Who was at the event? What happened?)
3. **Say:** I am going to describe what happened. I want you to draw a picture.
4. Read the story on the board slowly. Pause after each sentence to check pupils understand and are drawing.
5. Read the story again. Read it clearly and slowly.
6. When you finish, ask pupils to raise their hand to show the class their pictures.
7. **Write** these headings on the board:
 - Describe the scene: day, time, weather, activities people were doing
 - Describe what happened, who, what
 - Describe the ending: what happened

Guided Practice (6 minutes)

1. **Say:** Think of an interesting event or activity you have seen recently.
2. Point to the headings on the board. Point to the text on the board.
3. **Say:** Make some notes about the scene, what happened and the ending. Make sure you think about each heading.
4. Give pupils 5 minutes.

Independent Practice (15 minutes)

1. **Say:** Use your notes to draw a picture of the event or the activity.
2. Give pupils 9 minutes.
3. If possible, walk around and help pupils who are having difficulties thinking of an event or activity. Tell them it can be a simple activity like going to the market.
4. Put pupils in pairs.

5. **Say:** Use your notes and your picture to describe the event to your partner. Ask each other some more questions about the time, the people, the place and what happened.
6. If possible, walk around and help pupils who are having difficulties. Listen to some of the pupils describing their event or activities.
7. Give pupils 4 minutes.

Closing (2 minutes)

1. Have 1 or 2 pupils volunteer to describe their event to the other pupils in the class.
2. **Say:** Pictures help us to tell our story better. They help us remember and help us to speak more confidently. Practice drawing pictures and then describing your picture to your friends.
3. Praise pupils for their hard work.

[STORY]




It was a cloudy day and the sky was black. It looked like it was going to rain. Some children were playing outside. Their mothers were watching them. Some mothers were talking in a group. Everyone was smiling and happy.

Suddenly, an old man with a dog walked by. He was wearing a pair of blue jeans and a bright yellow T-shirt. He was smiling. The dog started barking. It started to rain. All the children and the women ran inside.

The man stopped and looked around. He started singing. The dog stopped barking and the rain stopped too. The sun came out. All the children and women came out too.

The man and his dog continued walking. The old man was singing. Soon we could not see them.

Lesson Title: Meaning and Types of Noun Gender (Masculine, Feminine, and Neuter)	Theme: Writing Letters	
Lesson Number: L-06-090	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to define and state the types of gender and relate them to themselves, their friends and objects around them.</p>		<p>Teaching Aids Gender table at the end of the lesson plan</p>		<p>Preparation Write the words in the Independent Practice section on the board.</p>
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Opening (4 minutes)

- Say:** If you are female, stand up. Wait for all the girls to stand up.
- Say:** If you are male, stand up. Wait for the boys to stand up.
- Say:** So, there are boys and girls in the class. What else is there in the class? Raise your hand. (Example answers: tables, chairs, books, pens, pencil, board)
- Ask:** Are these people? What are they? Raise your hand. (Answer: objects/things)
- Tell pupils that today they are going to study nouns which are female, nouns which are male and nouns which are objects. Tell them they will also study when to use 'he', 'she' or 'it'.

Introduction to the New Material (10 minutes)

- Write** the table on the board. Ask the pupils to copy the table as you write.

Male (masculine)	Female (feminine)	Objects (neuter)

- Say:** Raise your hand for these questions. Can give me a noun which is male? (Example answers: boy, man, father, headmaster, uncle)
- Write** one of the nouns in column 1 of the board (e.g. man).
- Ask:** What is the female noun? Raise your hand. (Example answers: girl, woman, mother, aunt)
- Write** one of the nouns in column 2 of the board.
- Ask:** Can you give me a noun which is neuter - not male or female? Raise your hand. (Example answers: table, chair, door)
- Write** one example in column 3.

Guided Practice (7 minutes)

- Say:** Lion.
- Ask:** Is lion feminine, male or neuter? Raise your hand. (Answer: masculine)
- Write** 'lion' in the first column.
- Say:** Lioness.
- Ask:** Is lioness female, male or neuter? (Answer: feminine)
- Write** 'lioness' in the second column.
- Say:** Animal.
- Ask:** Is animal female, male or neuter? Raise your hand. (Answer: neuter)
- Write** 'animal' in the third column.

10. **Say:** Headmaster.
11. **Ask:** Is headmaster female, male or neuter? Raise your hand. (Answer: masculine)
12. **Write** 'headmaster' in column 1.
13. **Say:** Headmistress.
14. **Ask:** Is headmistress female, male or neuter? Raise your hand. (Answer: feminine)
15. **Write** 'headmistress' in column 2.
16. **Say:** Notice that the female/feminine nouns often end in -ess. Be careful because not all feminine nouns end in -ess.

Independent Practice (12 minutes)

1. Read words from the board: tiger, actor, theatre, seamstress, sewing machine, poetess, waitress, tigress, restaurant, actress, policeman, policewoman, police station, waiter, god, goddess, businessman, businesswoman, business.
2. Check pupils understand the meaning of all the words.
3. Put in pairs.
4. **Say:** Decide if the nouns are female, male or neuter. Copy the table on the board. Put the nouns in the correct column of the table.
5. Give pupils 8 minutes.
6. When pupils finish, check their answers. (Answers: See table at the end of the plan.)
7. **Say:** Raise your hand to answer my questions.
8. **Ask:** Which pronoun do we use with singular male nouns - he, she or it? (Answer: he)
9. **Ask:** Which pronoun do we use with singular female nouns - he, she or it? (Answer: she)
10. **Ask:** Which pronoun do we use with singular neuter nouns - he, she or it? (Answer: it)
11. **Ask:** And plural? (Answer: 'they' for all nouns)




Closing (2 minutes)

1. **Ask:** What are the 3 gender of nouns in English? Raise your hands. (Answer: male/masculine, female/feminine, neuter)
2. Praise pupils for their hard work.

[GENDER TABLE]

Male (masculine)	Female (feminine)	Objects (neuter)
lion, boy, headmaster, tiger, actor, waiter, policeman, god, businessman	lioness, girl, headmistress , tigress, actress, waitress, policewoman, goddess, businesswoman	animal, theatre, sewing machine, restaurant, police station, business

Lesson Title: Class Discussion on Hopes, Fears and Worries about Secondary School	Theme: Structure	
Lesson Number: L-06-091	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use sentences to express their hopes and fears about Secondary School.</p>		<p>Teaching Aids Dialogue at the end of the lesson plan</p>		<p>Preparation Write the dialogue at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** Raise your hand if you looking forward to going to secondary school,
2. **Say:** I remember when I started secondary school. I was a bit scared too. Think for a moment
3. **Ask:** Are you excited and worried at the same time? Raise your hand to answer.
4. Tell pupils that today they are going to talk about going to secondary school.

Introduction to the New Material (12 minutes)

1. Point to the dialogue on the board. **Say:** Read the dialogue on the board.
2. Give pupils 4 minutes.
3. **Ask:** What are the 2 pupils talking about? Raise your hand. (Answer: going to secondary school)
4. **Say:** Read the dialogue again. Find 3 hopes and 3 things the pupils are worried about.
5. Give pupils 4 minutes.
6. **Ask:** What are 3 hopes they have? Raise your hand. (Answer: They hope their new teachers are nice. They hope there is not much homework. They hope the older pupils will be nice and helpful.)
7. **Ask:** What are 3 worries they have? Raise your hand. (Answer: They are worried the teachers will be strict. They are worried the lessons will be difficult. They are worried the older pupils will not be nice.)
8. **Write** these sentences on the board:
 - I hope the teachers are nice.
 - I am worried the teachers will be strict.
 - I am worried the older pupils will not be very nice.
9. Ask pupils to copy the sentences in their exercise books.
10. Read the sentences. Pupils to listen and repeat.

Guided Practice (6 minutes)

1. **Say:** Work in pairs. Practice the dialogue. One of you is Pupil A and the other is pupil B.
2. If possible, walk around the classroom and listen to the pupils.
3. Give pupils 4 minutes.
4. When pupils finish, have 2 or 3 pairs volunteer to perform the dialogue at the front of the class.

Independent Practice (12 minutes)

1. **Say:** Write 2 sentences about your hopes for secondary school. Write 2 sentences about your worries and fears. Use the dialogue and use the sentences on the board to help you.

2. Give pupils 7 minutes. If possible, walk around the classroom and help pupils.
3. **Say:** Now work in pairs. Tell your partner your hopes and your worries or fears. Do you have the same hopes, worries and fears?
4. Give pupils 4 minutes.

Closing (2 minutes)

1. **Ask:** What are the most common hopes and fears? Raise your hands.
2. Praise pupils for their hard work.

[DIALOGUE]

Pupil A: It is only a few months until we start secondary school.

Pupil B: Yes, I know. I hope our new teachers are nice.

Pupil A: I am worried they will be strict. I hope they aren't too strict.

Pupil B: Me too. I am worried the lessons will be difficult.




Pupil A: Yes, me too. Do you think there will be much homework?

Pupil B: Yes, I do, but I hope there isn't too much.

Pupil A: I am worried the older pupils will not be very nice.

Pupil B: Me too. I hope they will be nice and helpful.

Lesson Title: Pronoun – Verbs Agreement	Theme: Structure	
Lesson Number: L-06-092	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to match verb forms to subject pronouns.</p>		<p>Teaching Aids 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>		<p>Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** What did we talk about in the last lesson? Raise your hand. (Answer: hopes and worries/fears about going to secondary school)
2. **Ask:** Do you remember what some of your hopes and worries were? Raise your hand. (Example answers: hope that teachers are nice, hope that there is not too much homework, worry that the teacher will be strict, worried that there will be too much homework)
3. Tell pupils that today they are going to study verbs.

Introduction to the New Material (10 minutes)

1. **Write** this sentence on the board: I hope the new teachers are nice.
2. **Say:** Raise your hand to answer my questions.
3. **Ask:** If I change 'I' to 'you', do I need to change the verb? (Answer: no)
4. **Ask:** If I change 'I' to 'they', do I need to change the verb? (Answer: no)
5. **Ask:** If I change 'I' to 'we', do I need to change the verb? (Answer: no)
6. **Ask:** If I change 'I' to 'she' or 'he', do I need to change the verb? (Answer: Yes, add –s.)
7. **Write** this sentence on the board: He/She hopes the new teachers are nice.
8. **Ask:** If I want to make the verb 'hope' past, what do I need to do? (Answer: change 'hopes' to 'hoped')
9. **Write** this sentence on the board: He/She hoped the new teacher ...
10. **Ask:** If I change 'He' to 'I', do I need to change the verb? (Answer: no)
11. **Ask:** What do we call words like 'I', 'you', 'he', 'she', 'it', 'we' and 'they'? (Answer: pronouns)

Guided Practice (10 minutes)

1. Point to the sentences on the board. **Say:** Work alone. Read the sentences. There are 2 possible pronouns to choose from. Choose the correct pronoun. Write the sentence with the correct pronoun in your exercise book.
2. Do an example for pupils. **Say:** In sentence number a, the 2 possible pronouns are 'he' and 'they'. The verb is 'loves'. The verb has an –s at the end, so we know that the pronoun is 'he' and not 'they'.
3. **Write** on the board: He loves bananas and mangoes.
4. Give pupils 6 minutes.
5. Underline the correct pronouns on the board. Ask pupils to check their work. (Answers: a. He; b. I; c. I; d. they; e. she)

Independent Practice (11 minutes)

1. Put pupils in pairs.
2. Point to the table on the board. **Say:** Make as many sentences as you can. Write the sentences you make in your exercise books.
3. Give pupils 7 minutes.
4. If possible, walk around and help pupils.
5. When pupils finish, have different pairs volunteer to read their sentences to the class. (Example answers: He/She works in a bank. He/She does not study very hard. He/She is not writing a letter. I/You/We/They are not studying Science now. I/You/He/She/We/They will go to secondary school soon. I/He/She was born in Sierra Leone.)

Closing (1 minute)

1. **Say:** Well done. You can now match pronouns to the correct verb forms.
2. Praise pupils for their hard work.




[TABLE]

Pronoun	Verb + rest of the sentence
I	works in a bank.
You	does not study very hard.
He	is not writing a letter.
She	are not studying Science now.
It	did not do the homework.
We	will go to secondary school soon.
They	was born in Sierra Leone.

[SENTENCES]

- a. He/They loves bananas and mangoes.
- b. I/He am studying at university.
- c. I/He always bring extra pencils to school.
- d. Do he/they hope the new teachers will be nice?
- e. Does you/she go to secondary school?

Lesson Title: Subject Verb Agreement	Theme: Structure	
Lesson Number: L-06-093	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write sentences in which the verbs agree with the subject pronouns.</p>		<p>Teaching Aids Sentences at the end of the lesson plan</p>		<p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. Remind pupils of the masculine, feminine and neuter nouns they learned in lesson 090.
2. **Say:** Work in pairs. Write a male, a female and a neuter noun.
3. Have 2 or 3 pupils tell you their nouns.
4. **Write** some of the nouns on the board. (Example answers: male – man, uncle; female – aunt, mother; neuter – chair, table)
5. Tell pupils that today they are going to learn more about nouns and verbs.

Introduction to the New Material (9 minutes)

1. **Say:** My grandmother used to live in Bo but now she lives in Freetown.
2. **Say:** My grandfather used to be a teacher but now he is retired.
3. **Say:** My grandparents used to be young but now they are old.
4. **Write** the sentences on the board. Point to the first sentence and underline 'My grandmother'
5. **Ask:** What pronoun do we use in the second part of the sentence and why? Raise your hand. (Answer: She because it refers to grandmother which is a feminine noun.)
6. Underline the verbs 'used to live' and 'lives'. Explain that 'used to' does not change because it is simple past but that the verb 'lives' is the form for the simple present for 'he', 'she' and 'it' of the verb 'live'.
7. Point to the second sentence and underline 'My grandfather'. **Ask:** What pronoun do we use in the second part of the sentence and why? Raise your hand. (Answer: He because it refers to grandfather which is a masculine noun.)
8. Underline the verbs 'used to be' and 'is'. Explain that 'used to' does not change but that the verb 'is' is the form for the simple present for 'he', 'she' and 'it' of the verb 'be'.
9. Point to the third sentence and underline 'My grandparents'. **Ask:** What pronoun do we use in the second part of the sentence and why? Raise your hand. (Answer: They because it refers to grandparents which is a plural noun.)
10. Explain that subjects agree with or match with the verbs. Explain that some verbs change (e.g. verb 'be', simple present verbs) but others stay the same (e.g. simple past)

Guided Practice (9 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board. **Say:** Decide which word in brackets () is correct. Write the correct sentences in your exercise books.
3. Do an example to show pupils. **Say:** In sentence a. the verb 'is' so we know it is singular. We choose 'seamstress'. We know 'seamstress' is female and singular, so we choose 'She'.

4. **Write:** The seamstress is sewing the dress. She sews very well.
5. Give pupils 7 minutes.
6. If possible, walk around and help pupils.
7. When pupils finish, ask them to raise their hand to share answers. (Answers: a. seamstress, she; b. writers, they; c. actors, they; d. She; e. he)
8. **Ask:** Which words are female? Raise your hand. (Answers: seamstress, actress and stepmother)

Independent Practice (12 minutes)

1. **Say:** Work alone. Write 3 sentences about members of your family. Write about things which have changed. Pay attention to your subject pronouns and your verbs.
2. **Write** an example on the board: My cousins used to live in Tokpombu but now they live in Daru.
3. Give pupils 8 minutes.
4. If possible, walk around and help pupils.
5. After 6 minutes, ask pupils to stop working.
6. Have 2-3 pupils volunteer to read their sentences to the class. Correct the grammar as needed.




Closing (2 minutes)

1. **Say:** Well done. Life is always changing, isn't it?
2. Praise pupils for their hard work.

[SENTENCES]

- a. The (seamstresses/ seamstress) is sewing the dress. (She/They) sews very well.
- b. The (writer/writers) were talking when (they/he) heard a crash.
- c. Who are the (actor/actors)? (He/They) are famous.
- d. That actress is lovely. (He/She) is my favourite.
- e. My uncle used to live in Falaba but now (he/she) lives in Kabala.

Lesson Title: Compare and Contrast Characters	Theme: Structure	
Lesson Number: L-06-094	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to compare and contrast characters in the same story.		Teaching Aids Questions at the end of the lesson plan		Preparation Write the questions at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** Do you remember the story about the elephant and the King of the Rivers?
2. **Say:** There were some animals who wanted to be King of the Rivers. **Ask:** Can you remember them? Raise your hand. (Answer: cat, monkey, flamingo, crab)
3. Tell pupils that today they are going to compare the animals. They are going to think about how they are the same or different.

Introduction to the New Material (10 minutes)

1. **Ask:** How many legs does a cat have? Raise your hand. (Answer: 4)
2. **Ask:** How many legs does a monkey have? Raise your hand. (Answer: 2)
3. **Ask:** How many legs does a flamingo have? Raise your hand. (Answer: 2)
4. **Ask:** How many legs does a crab have? Raise your hand (Answer: 10)
5. **Write** on the board:
 Cat: 2 legs

 Monkey: 4 legs

 Flamingo: 2 legs

 Crab: 10 legs
6. **Say:** When things are different, we contrast them. When things are the same or similar, we compare them.
7. **Write:** Contrast – different
 Compare – similar/same
8. **Write** this sentence on the board: Both the flamingo and the cat have 2 legs, but the cat has 4 and the crab has ten.
9. **Say:** Let's think of some other similarities and differences.
10. Next to 'cat' and 'monkey' **write** 'mammal'. Next to 'flamingo' **write** 'bird' and next to 'crab' **write** 'shellfish'.
11. **Say:** None of them are human. Both the monkey and the cat are mammals, but the flamingo is a bird and the crab is a shellfish.
12. **Write** the sentence on the board: Both the monkey and the cat are mammals, but the flamingo is a bird and the crab is a shellfish.
13. **Ask:** Can you remember why the animals did not get to be King of the Rivers? Raise your hand (Answer: The cat is scared of water. The monkey is playful and forgetful. The flamingo is too quiet. The crab is headless.)

14. **Write** the underlined adjectives next to each animal on the board.
15. **Say:** The cat is the most scared of water. The monkey is the most playful and the flamingo is the quietest.
16. **Write** the sentences on the board: The cat is the most scared of water. The monkey is the most playful and the flamingo is the quietest.

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. Point to the questions on the board. **Say:** Think about the cat, monkey, flamingo and crab.
3. **Ask:** What do you think are the answers to the questions?
4. **Say:** Work in pairs and discuss. Give pupils 7 minutes.
5. Have different pupils volunteer to answer the questions. (Example answers: a. The monkey is the most sociable. b. The monkey is the heaviest. c. The crab is the smallest. d. The flamingo is the most beautiful. e. The monkey is the most intelligent. f. The cat and monkey are the most similar - both are mammals, both have 4 legs and both have fur. g. The crab is the most different. It is the smallest and has the most legs.)

Independent Practice (10 minutes)

1. Point to the questions on the board. **Say:** Use the questions to write sentences to compare and contrast the animals in the story. Write 2 sentences.
2. **Say:** Here is an example.
3. **Write:** The monkey is the most sociable and the flamingo is the most beautiful.
4. Give pupils 8 minutes.
5. If possible, walk around and help pupils.
6. Have different pupils volunteer to read their sentences to the class.




Closing (3 minutes)

1. **Say:** The animals are all different.
2. **Ask:** Are people the same or different? Have pupils say what they think.
3. **Say:** At home think of another story or think about your family and friends. Think about how they are similar or the same and how they are different. Write sentences comparing and contrasting them.
4. Praise pupils for their hard work.

[QUESTIONS]

- a. Which is the most sociable?
- b. Which is the heaviest?
- c. Which is the smallest?
- d. Which is the most beautiful?
- e. Which is the most intelligent?
- f. Which are the most similar?
- g. Which is the most different?

Lesson Title: Language of Informal Letter	Theme: Structure	
Lesson Number: L-06-095	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use a conversational tone to write a letter to a friend.</p>		<p>Teaching Aids Informal letter at the end of the lesson plan</p>		<p>Preparation 1. Write the informal letter at the end of the plan on the board. Write an address and the date in the top right hand corner. 2. Write the headings from the Independent Practice section on the board.</p>
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Opening (1 minute)

1. **Ask:** Have you written a letter or a postcard to a friend before? Raise your hand to answer.
2. Tell pupils that today they are going to learn how to write a friendly letter to a friend.

Introduction to the New Material (9 minutes)

1. **Ask:** Do you remember the letter to our uncle telling him about our exam results?
2. **Ask:** Do you remember the letter to our friend thanking him for the gift?
3. **Ask:** What kind of letters were they? Raise your hand. (Example answers: polite, semi-formal)
4. **Ask:** Do you have a friend in another district? Do you write to your friend?
5. **Say:** Today we are going to write to a friend who lives in another district.
6. Point to the letter on the board. **Say:** Read the letter. Decide if Olivette and Susan are good friends.
7. Give pupils 3 minutes to read.
8. **Ask:** Are they good friends? Raise your hand. (Answer: yes)
9. **Ask:** How do you know? Raise your hand. (Answer: Susan uses friendly language - like a conversation. For example, 'Hi', 'Lots of love', 'Any news?')
10. **Say:** These are words and expressions that we use with our friends.
11. **Ask:** Can you give me another example of a friendly expression? (Example answer: Lots of love)
12. **Ask:** Does Susan use complete sentences and questions? Raise your hand (Answer: no)
13. **Ask:** Can you find an example? (Answer: have to go)
14. Check **that** pupils understand all the words and expressions in the letter (Possible new words: crazy about something - really like something; be mad - be very angry; loads - lots; cool – good)

Guided Practice (11 minutes)

1. Put pupils in pairs.
2. **Write:** How's.
3. **Say:** 'How is' written in a short form. Find and all the short forms in the letter. For example: How's.
4. Give pupils 3 minutes.
5. When pupils finish, ask them to raise their hand to share answers. (Answers: How's; it isn't; mum's; She'll; don't)
6. **Write:** Have to go.

7. **Say:** 'Have to go' is an incomplete sentence as there is no subject / pronouns. Find and write incomplete sentences and questions in the letter.
8. Give pupils 3 minutes.
9. When pupils finish, ask them to raise their hand to share answers. (Answers: have to go, Miss you loads, Any news?)
10. **Write:** Hi.
11. **Say:** 'Hi' is an informal expression. We use it with our friends. Find and write the informal words and expressions we use with friends.
12. Give pupils 3 minutes.
13. When pupils finish, ask them to raise their hand to share answers. (Answers: Hi, Lots of love, I miss you, Miss you loads, mad, crazy about, cool, OK)

Independent Practice (13 minutes)

1. Read these headings from the board:
 - Say 'Hi' to your friend
 - Ask your friend questions about his/her life
 - Tell your friend your news.
 - Ask your friend for any news
 - Tell your friend you miss them and say goodbye
2. **Say:** Work alone. Write a short letter to a good friend. Use the headings on the board and the sample letter to help you
3. Give pupils 9 minutes
4. After 8 minutes, **say:** Do not worry if you have not finished, read your letter to your partner.
5. Give pupils 3 minutes.
6. Have a pupil volunteer read their short letter.

Closing (1 minute)

1. **Say:** If you have not finished your letter, please finish it at home and bring it to the next lesson.
2. Praise pupils for their hard work.

[INFORMAL LETTER]

Address

Date

Hi Olivette,

How are you? How's your school? Do you have any new friends?

I'm fine but I miss you. School's OK but it isn't the same without you.

Last weekend I went to a music festival with my brother. He's crazy about music! It was cool. There was lots of singing, dancing and drumming. It was fun.




Anyway, have to go - mum's calling me to help her. She'll go mad if I don't fetch the water.

Any news? Say 'Hi' to your sister.

Miss you loads. Lots of love,

Suzan

Lesson Title: Figurative Expression	Theme: Structure	
Lesson Number: L-06-096	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify figures of speech and literary devices in reading passages.</p>		<p>Teaching Aids 1. Poem at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>		<p>Preparation 1. Write the poem at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board. 3. Write the sentences in the Independent Practice section on the board.</p>
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Opening (4 minutes)

- Ask:** Have you seen the sea? If pupils answer 'yes', **ask:** Did you like it? What did you do? Raise your hand. If pupils answer 'no', **ask:** Would you like to see the sea? Can you see the sea in your mind?
- Tell pupils that today they going to read a short poem and study some of the ways a poet makes language very beautiful.

Introduction to the New Material (10 minutes)

- Point to the poem on the board. Read the poem. Read it slowly and clearly.
- Check pupils understand the meaning of 'spade', 'sandy shore'. (A spade is a tool for making holes in the ground. A sandy shore is a beach.)
- Read the poem again.
- Ask:** Which words sound the same (rhyme)? Raise your hand (Answer: sea- me, up- cup)
- Underline the line: My holes were empty like a cup.
- Ask:** What does the poet compare his holes to? Raise your hand. (Answer: cup)
- Say:** When we compare 2 things, we can use the word 'like'.
- Write** these sentences on the board: He eats like a horse.
- Say:** We can use the word 'like' and we can also use the word 'as' to compare 2 things.
- Write** this sentence on the board: Her hands were as cold as ice.
- Say:** A 'simile' is when we compare 2 things with 'like' or 'as'.
- Write** 'simile' on the board.
- Explain that writers and poets use similes to make their writing more beautiful and descriptive.
- Write** this sentence on the board: His home was a prison.
- Ask:** Can you see the words 'like' or 'as'? Raise your hand (Answer: no)
- Ask:** What does the writer compare his home to? Raise your hand (Answer: a prison)
- Explain that when writers compare 2 things without using 'like' or 'as', we call this a metaphor
- Write** 'metaphor' on the board.

Guided Practice (8 minutes)

- Put pupils in pairs.
- Point to the sentences on the board. **Say:** Decide if the sentence is a simile or metaphor.
- Give pupils 6 minutes.
- When pupils finish, check their answers. (Answers: a. metaphor; b. simile; c. metaphor;

d. metaphor; e. simile)

Independent Practice (10 minutes)

1. Read these sentences from the board:
 - a. The clouds above were as white ... as the ocean.
 - b. The old man nodded with eyes as wise ... as an owl.
 - c. She could not believe it. It was ... a computer.
 - d. His eyes were as blue ... as snow.
 - e. Your brain is ... like a dream.
2. Put pupils in pairs.
3. **Say:** Work in pairs. Choose the best endings for the similes and metaphors. Then say if each one is a simile or metaphor.
4. Do an example. **Write:** The clouds above were as white as snow. (simile because 'as ... as')
5. Give pupils 7 minutes.
6. If possible, walk around and help pupils who are having difficulties.
7. When pupils finish, check their answers with the whole class. (Answers: a. as snow-simile; b. money-metaphor; c. as an owl-simile; d. like a dream-simile; e. as the ocean-simile; f. the music of the soul-metaphor; g. a computer-metaphor)

Closing (3 minutes)

1. **Say:** Let's read the poem again. I will read each line and I want you to listen and repeat.
2. Read the poem. Pupils listen and repeat.
3. **Ask:** Where is the simile? Raise your hand (Answer: My holes were empty like a cup.)
4. Praise pupils for their hard work.

[POEM: AT THE SEASIDE]

By Robert Louis Stevenson

When I was down beside the sea

A wooden spade they gave to me

To dig the sandy shore.




My holes were empty like a cup,

In every hole the sea came up.

[SENTENCES]

- a. The thunder was a lion roaring in the distance.
- b. He worked like a dog all day long.
- c. Ibrahim is the shining star of the class.
- d. The deep, deep lake was a mirror.
- e. The deep, deep lake was like a mirror.

Lesson Title: Modal Auxiliary Verbs: Can and Must	Theme: Structure	
Lesson Number: L-06-097	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use 'can' and 'must' to express permission and ability.</p>		<p>Teaching Aids Sentences at the end of the lesson plan</p>		<p>Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the list of rules from the Introduction to New Materials section.</p>
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Opening (3 minutes)

- Ask:** Do you know any school rules? What are some of the things you cannot do at school? What are some of the things you can do at school? Raise your hand. (Example answer: don't be late, do your homework)
- Say:** Tell pupils that today they are going to learn how to talk about rules in English.

Introduction to the New Material (9 minutes)

- Read this list of rules on the board:
 - Pupils must stand up when the teacher enters the classroom.
 - Pupils must not eat in the classroom.
 - Pupils cannot talk when the teacher is talking.
- Point to the list of rules on the board. **Say:** Here are some school rules.
- Ask:** Are the rules the same as in our school? Raise your hand.
- Underline 'must stand up', 'must not eat' and 'cannot talk'.
- Ask:** What do the sentences tell us? Raise your hand. (Answer: school rules)
- Say:** We use 'must', 'must not' and 'cannot' + verb for rules.
- Write** this sentence on the board: Pupils can talk to each other in pair work.
- Ask:** How is this sentence different? Raise your hand. (Answer: It is something pupils are permitted to do - it is also something pupils are able to do.)
- Underline 'can talk'.
- Say:** We use 'can' + verb for things which are permitted and which we are able to do.

Guided Practice (8 minutes)

- Put pupils in pairs.
- Point to the sentences on the board. **Say:** Read the sentences. There are some missing words. Complete the sentences with 'must', 'must not', 'can' or 'cannot'. Write the sentences in your exercise book.
- Give pupils 5 minutes.
- Have pupils volunteer to share their answers with the class. (Answers: a. must; b. must; c. can; d. must not; d. can)

Independent Practice (14 minutes)

- Write** on the board: 1 school rule, 1 thing you can do in school, 1 law in Sierra Leone, 1 rule in your community.

2. **Say:** Work in pairs. Write 4 sentences. Write 1 school rule, 1 thing you can do in school, 1 law in Sierra Leone and 1 rule in your community. Remember to use 'must', 'must not', 'cannot' or 'can'.
3. Give pupils 9 minutes. If possible, walk around the class and help pupils.
4. Have 2 or 3 pairs volunteer to read their sentences to the class. Ask the other pupils if any of their sentences are similar.




Closing (1 minute)

1. **Say:** Well done. Now you can talk about rules and laws using must, must not, can and cannot.
2. Praise pupils for their hard work.

[SENTENCES]

- a. You _____ study hard if you want to go to university.
- b. You _____ wash your hands before you eat.
- c. You _____ use a pen or a pencil. Both are fine.
- d. You _____ hit or fight with other pupils.
- e. You _____ vote in an election in Sierra Leone when you are 18.

Lesson Title: Modal Auxiliary Verbs: Can and Must (Continued)	Theme: Structure	
Lesson Number: L-06-098	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to use 'can' and 'must' to express permission and ability.		Teaching Aids Sentences at the end of the lesson plan		Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the list of rules from the Introduction to New Materials section on the board.
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Opening (2 minutes)

1. Ask pupils to tell you some of the rules and laws they remember from the last lesson.
2. Tell pupils that today they are going to continue talking about rules and laws.

Introduction to the New Material (10 minutes)

1. Read the list of rules from the board.
 - We must not run.
 - We cannot run.
 - We must walk.
 - We can walk.
2. Point to the first sentence and **say:** This is a rule.
3. **Ask:** Is the second sentence a rule? Raise your hand (Answer: yes)
4. **Say:** The second sentence has another meaning.
5. Have a pupil volunteer to tell you what it is. (Answer: It means we are physically unable to run - perhaps because the speakers are disabled.)
6. **Ask:** Is the third sentence a rule? Raise your hand (Answer: yes)
7. **Say:** The fourth sentence could have 2 meanings.
8. **Ask:** What are they? Raise your hand. (Answer: We can walk. The teacher says it's OK. We can walk. We are physically able to walk.)
9. **Ask:** Which verbs are about rules? Raise your hand. (Answer: must and must not)
10. **Ask:** Which verbs could be about permission to do things or abilities to do things? Raise your hand. (Answer: can and cannot)
11. **Say:** Raise your hand if you can tell me how we know if someone is talking about permission or ability to do things. (Answer: depending on who says it and where it is said)
12. **Ask:** What is the simple past of 'can'? Raise your hand. (Answer: could)
13. Explain that the verb 'can' is used to express permission and ability.

Guided Practice (9 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board. **Say:** Read the sentences. There are some words missing. Complete the sentences with 'can', 'cannot', 'could' or 'could not'. Remember to think about who is saying it and where they are saying it. This will help you. Write the complete sentences in your exercise book.
3. Give pupils 6 minutes.

4. When pupils finish, check their answers with the whole class. (Answers: a. can, cannot; b. cannot; c. can; d. Can, can; e. could/could not)

Independent Practice (12 minutes)

1. **Write** on the board: 1 thing you can do well, 1 thing you cannot do well, 1 thing you could not do when you were younger, 1 thing you are permitted to do at home.
2. **Say:** Work in pairs. Write 6 sentences. Write 1 activity you can do well, 1 activity you cannot do well, 1 thing you could not do when you were younger but can do now, 1 thing you are permitted to do at home. Remember to use 'can', 'cannot', 'could' and 'could not'.
3. Give pupils 9 minutes.
4. If possible, walk around the class and help pupils.
5. Have 3 or 4 pairs volunteer to read their sentences. (Example answers: I can sing very well. I cannot dance. I could not talk when I was younger. I can play games at home.)




Closing (2 minutes)

1. **Ask:** What can you do now that you could not do when you were younger? Raise your hand. (Example answer: I could not read a book when I was younger.)
2. **Say:** Well done. Now you know the difference between 'can' and 'could' for permission and for ability.
3. Praise pupils for their hard work.

[SENTENCES]

- a. Abdul _____ sing and dance very well, but he _____ play a musical instrument.
- b. My parents say I _____ go to the party because I must go to school the next day.
- c. Yeama _____ play football very well. She is in the girl's school football team.
- d. _____ you speak more than one language? Yes, I _____.
- e. I _____ talk when I was 2 years old.

Lesson Title: Punctuation and Capital Letters	Theme: Structure	
Lesson Number: L-06-099	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to correctly use capital letters and punctuation in sentences.</p>		<p>Teaching Aids Text at the end of the lesson plan</p>		<p>Preparation Write the text at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

- Write** these words and symbols on the board:
T , ! ? ' .
Exclamation mark, question mark, apostrophe, comma, full stop, capital letter
- Say:** Work in pairs. Match the symbols to the words.
- Give pupils 2 minutes.
- Check pupils' answers. (Answers: T - capital letter; , - comma; ! - exclamation mark; ? - question mark; ' - apostrophe; . - full stop)
- Tell pupils that today they are going to learn about capital letters and punctuation.

Introduction to the New Material (10 minutes)

- Write** this sentence on the board: today were going to study capital letters full stops commas exclamation marks question marks and apostrophes
- Say:** Raise your hand if you can tell me the problem with this sentence. (Answer: There is no punctuation.)
- Point to the sentence on the board. **Say:** First we need a capital letter. I can put a capital 'T' for 'today' which is the first word of the sentence. Have a pupil to come to the board and change the sentence so that it starts with a capital letter.
- Point to the sentence on the board. **Say:** Now we need a full stop (.).
- Ask:** Where do I need a full stop and why? Raise your hand. (Answer: After 'apostrophes' because it is the end of the sentence.) Have a pupil to come to the board and put a full stop at the end of the sentence.
- Point to the sentence on the board. **Say:** Now we need some commas (,).
- Ask:** Where do I need commas and why? Raise your hand. (Answer: We put a comma after 'letters', after 'stops', after 'commas' and after 'exclamation marks' because it is a list. We do not put a comma after 'question marks' because there is 'and'.) Have a pupil to come to the board and put in the commas.
- Point to the sentence on the board. **Say:** Finally we need an apostrophe ('). This is quite difficult.
- Ask:** Where do I need an apostrophe? Raise your hand. (Answer: The second word should be 'we're' and not 'were' because the meaning is 'we are' and it is a short form 'we're'.) Have a pupil to come to the board and put in the apostrophe.
- The final sentence should be: Today we're going to study capital letters, full stops, commas, exclamation marks and apostrophes.
- Say:** We have a capital letter, a full stop, commas and an apostrophe. Which punctuation marks are not in the sentence? (Answer: exclamation mark, question mark).
- Write** 'Oh, no!' on the board.

13. **Ask:** When do we use an exclamation mark (!)? Raise your hand. (Answer: When we want to show strong feelings or a high voice.)
14. **Write** 'Do you like punctuation?' on the board.
15. **Ask:** When do we use a question mark (?)? Raise your hand. (Answer: for questions)

Guided Practice (13 minutes)

1. Put pupils in pairs.
2. Point to the sentences on the board. **Say:** This is a text about English punctuation.
3. **Say:** Complete the sentences with the correct word - capital letter, full stop, comma, apostrophe, exclamation mark or question mark.
4. Do the first one as an example. Read sentence a.
5. **Ask:** What is missing? (Answer: capital letter) **Write** 'a capital letter' in the space.
6. Give pupils 10 minutes. If possible, walk around and help pupils.
7. Have pupils volunteer to share the answers. (Answers: a. a capital letter; b. a full stop; c. a capital letter; d. an apostrophe; e. an exclamation mark; f. a comma; g. a question mark)

Independent Practice (8 minutes)

1. Write this sentence on the board: we saw many beautiful things when we visited freetown
2. **Say:** Write the sentence with correct punctuation. Write it in your exercise book.
3. Give pupils 1 minute.
4. Have 1 pupils volunteer to correct the sentence each on the board. (Answer: We saw many beautiful things when we visited Freetown.)
5. **Say:** Write 2 sentences about something you saw recently. Pay attention to punctuation. You have 3 minutes.
6. Ask pupils to raise their hand share their sentences. (Example answer: I saw 2 cows, 1 crow and 1 dog on the road. Oh wow!

Closing (1 minute)




1. Point to the punctuation marks on the board. Ask pupils what each symbol is and when to use it.
2. Praise pupils for their hard work.

[TEXT: RULES OF ENGLISH PUNCTUATION]

Rules of English Punctuation: capital letter, full stop, comma, apostrophe, question mark and exclamation mark.

- a. Use _____ to start a new sentence.
- b. Use _____ at the end of a sentence.
- c. Use _____ for names (e.g. Sierra Leone).
- d. Use _____ for possession (e.g. Tamba's football).
- e. Use _____ to show feeling (e.g. Oh no!)
- f. Use _____ in a list.
- g. Use _____ at the end of a question.

Lesson Title: Reading Comprehension: Newspapers/Magazines	Theme: Structure	
Lesson Number: L-06-100	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to explain what they read from any newspaper/magazine.		Teaching Aids Articles A, B and C at the end of the lesson plan		Preparation Write Articles A, B and C at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** Raise your hand if you read newspapers or magazines.
2. **Ask:** What kind of articles can we find in newspapers? Raise your hand. (Example answers: news, adverts, public information, government notices, letters)
3. **Say:** Tell pupils that today they are going to learn to explain a news story, even if they do not know all the words.

Introduction to the New Material (10 minutes)

1. **Write** these topics on the board: disaster, education, sports.
2. Check pupils understand 'disaster' is a word to describe an accident or something bad which happens – for example, a flood, an earthquake or a fire.
3. Point to the stories on the board. **Say:** Read the 3 news stories. Match the topics to the correct article - A, B or C.
4. Give pupils 4 minutes.
5. Check pupils' answers with the whole class. (Answers: A-sports, B-disaster, C-education)
6. **Say:** The important information in Article A is in the names, days and numbers.
7. Have a pupil to come to the board and underline the names in Article A. (Answer: The Sierra Leone national team, Leone Stars, Sao Tome & Principe, African Cup of Nations)
8. Have another pupil to underline the day. (Answer: Wednesday)
9. Have another pupil to underline the numbers. (Answers: 1-0, 2-1)
10. **Say:** And we need some verbs to understand better. Underline 'ended up losing'.
11. **Ask:** Did Sierra Leone win in the end? Raise your hand. (Answer: no) **A**
12. **sk:** What was the score? Raise your hand. (Answer: 2-1 to Sao Tome & Principe)
13. **Say:** Now we can explain the story in our words.
14. **Say:** On Wednesday the Leone Stars lost to Sao Tome & Principe, in the African Cup of Nations. They started well but the score was 2-1 in the end.

Guided Practice (10 minutes)

1. **Say:** Let's try Article B.
2. **Ask:** What is the main idea in the first sentence? Raise your hand. (Answer: 140 houses were destroyed by fire.)
3. Underline the numbers and names and the main action: 140 houses, burnt down, Kawukulu village.
4. **Ask:** What about the second sentence? What is the main information there? Raise your hand. (Answer: Monday 20th February, 3 thousand people homeless)

5. Remind pupils of the suffix 'less' meaning 'without'.
6. Underline the numbers and names and the main action: Monday 20th February, 3 thousand people homeless.
7. **Ask:** What about the third sentence? What is the main information there? Raise your hand. (Answer: nobody died, buildings and houses, millions of Leones destroyed)
8. Underline the numbers and names and the main action: no serious casualties, houses worth millions of Leones were destroyed.
9. Have pupils volunteer to explain the story in their own words to the class.

Independent Practice (10 minutes)

1. **Say:** Work in pairs. Underline the main information in Article C. You have 3 minutes.
2. When pupils finish, check they have underlined all the important words. (Answer: Mayor of Guangzhou, China, 100,000 US dollars, Freetown City Council, money for school buses, transportation problem, school children, Freetown)
3. **Say:** Tell the news story using your own words. Work with a partner.
4. Give pupils 5 minutes
5. Have 1 or 2 pupils volunteer to explain the news story to the class.
6. Check they have understood by asking questions.
7. **Ask:** Who gave money to Freetown City Council? Raise your hand. (Answer: The Mayor of Guangzhou, China)
8. **Ask:** How much? Raise your hand. (Answer: 100,000 US dollars)
9. **Ask:** Why? Raise your hand. (Answer: to buy school buses for children in Freetown)

Closing (2 minutes)

1. **Say:** Well done! Now you can explain what you read in newspapers and magazines. Try and read articles in newspapers and magazines. Underline the names, numbers and dates. Underline important verbs and information. Then practice telling the story using your own words.
2. Praise pupils for their hard work.




[ARTICLES]

Article A: The Sierra Leone national team, Leone Stars, had a 1-0 lead but ended up losing 2-1 to Sao Tome & Principe in the first leg of the African Cup of Nations qualifiers on Wednesday.

Article B: One hundred and forty houses completely burnt down in Kawukulu village, Northern Sierra Leone. The incident, which occurred on Monday 20th February, left about 3 thousand people homeless. Nobody died but houses worth millions of Leones were destroyed.

Article C: The Mayor of Guangzhou in China has given one hundred thousand US dollars to the Freetown City Council. He said the money was for the purchase of school buses to help the transportation problem faced by school children in Freetown.

Lesson Title: Topic for Discussion	Theme: Structures in Oral Language	
Lesson Number: L-06-101	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to state an opinion with supporting evidence.</p>		<p>Teaching Aids Dialogues at the end of the lesson plan</p>		<p>Preparation Write Dialogue 1 at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** I think it is important to enjoy nature. When I look at trees and plants around me I feel happy and calm.
2. **Ask:** Do you enjoy nature? Why/Why not? Raise your hands. (Example answers: Yes, nature is very beautiful; No, I feel very hot outside)
3. Tell pupils that today they are going to read a dialogue and learn about giving opinions.

Introduction to the New Material (10 minutes)

1. Point to Dialogue 1 on the board. **Say:** Fatu and Kossi are talking. Read the dialogue. Try to understand what they are talking about.
2. Give pupils 3 minutes.
3. **Ask:** What are they talking about? Raise your hand. (Answer: the natural environment; why it is important to protect nature)
4. Check pupils understand 'natural environment' and 'protect'. (natural environment is the natural world; to protect is a verb meaning to keep safe, to conserve or preserve)
5. Underline 'I love nature' in the dialogue. **Say:** I love nature. This is the topic.
6. Underline 'In my opinion it is important to protect our natural environment' in the dialogue.
7. **Say:** In my opinion it is important to protect our natural environment. This is Kossi's opinion. He can also say 'I think it is ...'
8. Underline 'because it gives us so many things we cannot live without' in the dialogue
9. **Say:** In my opinion it is important to protect our natural environment because it gives us so many things we cannot live without. This is why Kossi thinks it is important to protect the environment.
10. Underline 'For example, nature gives us water and without water we would die' in the dialogue.
11. **Say:** Kossi gives an example of something nature gives us that we cannot live without.
12. **Ask:** What does Kossi say first? Raise your hand. (Answer: I love nature.)
13. **Say:** This is the topic.
14. **Ask:** Then? (Answer: his opinion)
15. **Ask:** Next? (Answer: the reason for his opinion)
16. **Ask:** Finally? (Answer: an example)
17. **Write** on the board: the topic / opinion on the topic / reason for the opinion / example.
18. Read each line of the dialogue. Pupils listen and repeat.

Guided Practice (10 minutes)

1. Erase some of the words in the dialogue (see dialogue 2 at the end of the lesson plan).

2. Put pupils in pairs.
3. **Say:** Practice the dialogue together. One of you is Fatu and one of you is Kossi. Try and remember what the missing words are.
4. Give pupils 7 minutes.
5. If possible, walk around and help pupils. Listen to pupils' dialogues.
6. **Ask:** What are the missing words? Raise your hands. (Answer: love, environment, opinion, important, because, example, agree)
7. **Write** the missing words in the dialogue.

Independent Practice (12 minutes)

1. **Ask:** Can you think of other reasons why the natural environment is important? Raise your hands. Have pupils volunteer to answer.
2. **Write** pupils' answers on the board. (Example answers: nature is beautiful, animals need a natural environment to survive, nature provides food, nature provides water)
3. **Say:** Work in pairs. Write a dialogue between 2 pupils who are doing a school project. The topic and opinion are the same. The topic is 'I love nature' and the opinion is that we must protect our environment. Change the reason and the example.
4. Give pupils 9 minutes. Help pupils who cannot think of reasons and examples.
5. Have 1 or 2 pairs volunteer to perform their dialogue in front of the class. Ask other pupils to listen for different reasons and examples. (Example answers: In my opinion it is important to protect our natural environment because it is the home to so many animals. For example, wild animals like lions and tigers need to live in forests, and without forests they would die.

Closing (1 minute)

1. **Ask:** Who can tell me a reason to protect the environment? Raise your hand. Listen to pupils' answers. (Example answers: nature is beautiful, animals need a natural environment to survive, nature provides food, nature provides water)
2. Praise pupils for their hard work.

[DIALOGUE 1]

Fatu: Do you like nature, Kossi?

Kossi: Yes, I do. I love nature. Why do you ask?

Fatu: I'm doing a school project on the natural environment.

Kossi: In my opinion it is important to protect our natural environment because it gives us so many things we cannot live without. For example, nature gives us water and without water we would die.

Fatu: Yes, I agree.

[DIALOGUE 2: MISSING WORDS]

Fatu: Do you like nature, Kossi?




Kossi: Yes, I do. I _____ nature. Why do you ask?

Fatu: I am doing a school project on the natural _____.

Kossi: In my _____ it is _____ to protect our natural environment _____ it gives us so many things we cannot live without. For _____, nature gives us water and without water we would die.

Fatu: Yes, I _____.

Lesson Title: Prepositions	Theme: Structures in Oral Language	
Lesson Number: L-06-102	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to identify and use prepositions in simple sentences.		Teaching Aids Text at the end of the lesson plan		Preparation Write the text (parts 1 and 2) at the end of the lesson plan on the board. Do not underline the words.
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Opening (2 minutes)

1. **Ask:** Is it good to throw rubbish on the floor? Where should you put your rubbish? Raise your hands. **Say:** You should put it in the bin.
2. Tell pupils that today they are going to practice using words like 'at', 'in', 'on' and 'under'.
3. **Ask:** What do we call these words? Raise your hand. (Answer: prepositions)

Introduction to the New Material (14 minutes)

1. Point to the part 1 of the text on the board. **Say:** Read part 1 of the text. As you read, try and understand what it is about. Who are the people? What is the setting? What happened?
2. Give pupils 3 minutes.
3. **Ask:** Who are the people? Raise your hand. (Answer: teacher, pupil and headmistress)
4. **Ask:** Which places are mentioned? (Answer: school yard, headmistress's office)
5. **Ask:** What happened? Raise your hand. (Answer: The pupil threw her rubbish on the floor. The teacher told her to go to the headmistress's office. She sat in the office and looked around the room while she waited for the headmistress.)
4. **Say:** Let's underline all the prepositions.
5. Have pupils volunteer to come to the board and underline the prepositions. As pupils underline the prepositions, check understanding by doing an action, drawing a picture, or explaining in the local language. (Answer: see underlines in text)
6. **Ask:** What do these prepositions tell us? Raise your hand. (Answer: place and position)
7. **Say:** Read the part 2 of the text. As you read, think what the headmistress does to punish the pupil. (Explain 'punish' if necessary – put a penalty for doing something wrong)
8. Give pupils 3 minutes to read.
9. **Ask:** What is the pupil's punishment? Raise your hand. (Answer: She must pick up the paper in the school yard every day next week. She must count the number of pieces she picks up.)
10. **Say:** Let's underline all the prepositions.
11. Have different pupils to come to the board and underline all the prepositions. As pupils underline the prepositions, check understanding by doing an action, drawing a picture on the board or asking questions. For example: Which preposition do we use with days/time? (Answer: see underlines in text)
12. **Ask:** What do these prepositions tell us about? (Answer: time)

Guided Practice (9 minutes)

1. Ask pupils to write 2 headings in their exercise books - 'prepositions of place and direction' and 'prepositions of time'.
2. Put pupils in pairs.

3. **Say:** Write the prepositions in the text under the correct heading.
4. Do an example on the board. **Write** 'on the floor' under the heading 'prepositions of place and direction'.
5. Give pupils 7 minutes. If possible, walk around and help pupils.
6. Check pupils' answers with the whole class. (Answers: see underlined phrases in the text- text 1 has prepositions of place and direction; text 2 has prepositions of time)

Independent Practice (9 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Write 4 sentences about our school or the classroom. Use prepositions of place in 2 of the sentences and prepositions of time in 2 of the sentences.
3. Do an example on the board. **Write:** School finishes at (time).
4. Give pupils 7 minutes. If possible, walk around and help pupils.
5. Have 1 or 2 pupils volunteer to read their sentences. Ask the other pupils if the sentences are correct. (Example answers: The pencil is lying on my book. The far is above my head. I cam to school at 7am today. I will go home at 3pm in the afternoon.)

Closing (1 minute)

1. **Say:** Now you can use different prepositions to talk about places and time. Look for examples of these words in newspapers and magazines and add them to your lists.
2. Praise pupils for their hard work.




[TEXT: PART ONE]

Yesterday my classmate had to go to the headmistress's office. The teacher told her 3 times not to throw rubbish on the floor but to put it in the bin. The fourth time the teacher saw her throwing some paper on the floor he said, 'Go to the headmistress's office now.' She sat outside her office for an hour before she opened the door and went inside. She looked around the office - at the clock on the wall, the computer on the desk, the umbrella in the corner, the picture over the window, the bookcase next to the desk and the bin under the desk. The headmistress came in, sat down and said, 'You must not throw rubbish on the floor.' ...

[TEXT: PART 2]

Then she said 'Next week, you will pick up all the paper in the school yard in the break times - in the morning, at lunchtime and in the afternoon. You will do this on Monday, Tuesday, Wednesday, Thursday and Friday. You will come to me at 4.00pm on Friday and tell me how many pieces you picked up in the week.' My classmate was not very happy but I do not think she will throw paper on the floor again!

Lesson Title: Prepositional Phrases in Sentences	Theme: Structures in Oral Language	
Lesson Number: L-06-103	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use prepositional phrases in sentences of their own.</p>		<p>Teaching Aids Word square at the end of the lesson plan</p>		<p>Preparation Write the word square at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. Point to the word square on the board. **Say:** You have 1 minute to find 4 prepositions.
2. Have a pupil volunteer to come to the board and circle the prepositions. (Answers: across, over, under, down)
3. Tell pupils that today they are going to practice using verbs, prepositions and nouns to give directions.

Introduction to the New Material (15 minutes)

1. **Say:** I am going to dictate some sentences to you. I will dictate each sentence 3 times. Listen and write the sentences in your exercise book
2. **Say:** Yesterday my grandfather went for a walk.
Repeat the sentence 3 times. **Say** it slowly and clearly.
3. **Say:** He walked out the house.
Repeat the sentence 3 times. **Say** it slowly and clearly.
4. **Say:** He walked down the road.
Repeat the sentence 3 times. **Say** it slowly and clearly.
5. **Say:** He walked over the bridge.
Repeat the sentence 3 times. **Say** it slowly and clearly.
6. **Say:** He walked past the market.
Repeat the sentence 3 times. **Say** it slowly and clearly.
7. **Say:** He found a tree.
Repeat the sentence 3 times. **Say** it slowly and clearly.
8. **Say:** He sat down under the tree.
Repeat the sentence 3 times. **Say** it slowly and clearly.
9. Have pupils read their sentences back to you, all together.
10. **Write** the sentences on the board.
11. Underline 'out the house' in the sentence in the second sentence.
12. **Ask:** Which word is a preposition? Raise your hand. (Answer: out)
13. **Ask:** What kind of word is after 'out'? Raise your hand. (Answer: a noun; the house)
14. Explain to pupils that a preposition followed by a noun is called a prepositional phrase.
15. **Write:** prepositional phrase.

Guided Practice (6 minutes)

1. Put pupils in pairs.
2. **Say:** Underline the prepositional phrase in each of the sentences you have written.

3. Point to the underlined prepositional phrase 'out the house' as an example
4. Give pupils 4 minutes.
5. Have different raise their hand to share the answer.
6. Underline the prepositional phrases. (Answers: down the road, over the bridge, past the market, under the bridge.)

Independent Practice (11 minutes)

1. **Say:** Work alone. Write a short paragraph for 4 sentences like the one on the board. Describe your walk from home to school or from home to another place. Use prepositional phrases in your sentences.
2. Give pupils 9 minutes. If possible, walk around and help pupils.
3. Have 2 or 3 pupils volunteer to read their descriptions. (Example answer: I walk out of the house at 6.30 am. I walk down to the road to the bus stop. I get into the bus. When I reach school, I get out of the bus. Then I go inside the classroom and sit on my seat.




Closing (1 minute)

1. **Ask:** What do we call a preposition followed by a noun? Raise your hand. (Answer: prepositional phrases)
2. Praise pupils for their hard work.

[WORD SQUARE]

a	c	r	e	u
c	o	d	e	n
r	m	o	d	d
o	v	w	r	e
s	d	n	u	r
s	o	v	e	r

Lesson Title: Writing Poem about the Environment	Theme: Structures in Oral Language	
Lesson Number: L-06-104	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to create and communicate environmental problems in a poem.</p>		<p>Teaching Aids Poem at the end of the lesson plan</p>		<p>Preparation Write the poem at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Can you think of a problem that our planet is facing? For example, air pollution in the big cities. Raise your hand to answer. Have 1 or 2 pupils answer. (Example answer: crime, no education for children, poverty, hunger)
2. **Say:** We can share our ideas and opinions in creative ways.
3. Tell pupils that today they are going to write poems about the environment.

Introduction to the New Material (10 minutes)

1. **Write:** rubbish, plastic and chemicals, deforestation, climate change.
2. Check pupils understand the meanings of 'chemicals' (artificially prepared, usually harmful substances) 'deforestation' (cutting down too many trees) and 'climate change' (weather is changing, seasons are changing, world is getting hotter)
3. **Say:** These are some of the problems the world faces. **Say:** Read the poem.
4. Give pupils 3 minutes.
5. Explain any new words. (Possible new words: mountainous – high and big like a mountain; fantastic – amazing; drastic – sudden)
6. Read the poem slowly and clearly.
7. **Ask:** What problem is the poem describing? Raise your hand. (Answer: plastic bottles in the rivers)
8. **Ask:** How many lines are there? Raise your hand. (Answer: 8)
9. **Ask:** Are there any rhyming words? Words with the same sound? Raise your hand. (Answer: plastic-fantastic-drastring)
10. **Ask:** Are there any suffixes? Raise your hand. (Answer: powerless, mountainous)
11. **Ask:** How does the poem make you feel? Raise your hand. (Example answers: sad, hopeless, angry)
12. Read each line of the poem. Pupils listen and repeat.

Guided Practice (10 minutes)

1. **Say:** We are going to write a poem together. **Write** the title 'When will it rain?'
2. **Ask:** What environmental problem is the poem about? Raise your hand. (Answer: climate change)
3. **Ask:** Can you give me more information about what the poem will be about? Raise your hand. (Example answer: deserts, not much rain, waiting for the rains, drought-when it does not rain and people cannot grow food)
4. Put pupils in pairs.

5. **Say:** Write 4 words we can use in the poem. They should be words related to rain.
6. Give pupils 4 minutes.
7. Have pupils volunteer to say their words. **Write** the words on the board. (Example answer: water, wet, dry, wait, when, thirsty, brown, dusty)
8. **Say:** Let's write the first line together.
9. Ask pupils if they have any ideas for the first line. If not give them the first line.
10. **Write:** We watch and wait for the rain.
11. Have pupils volunteer to give you simple rhyming words if they can. (Example answers: rain-again)
12. **Say:** Let's create the next line together.
13. **Write:** We watch and wait for the rain. We wait again and again.

Independent Practice (12 minutes)

1. Put pupils in pairs.
2. **Say:** I want you to write a short 4 line poem about our environment. It can be about climate change, rubbish, plastic or your own idea.
3. **Say:** Think of a title. Write down the words you want to use. Think of everything we have learned about adverbs, about prefixes and suffixes, compound nouns, rhyming words and similes.
4. Give pupils 10 minutes. If possible walk around and help with ideas, vocabulary and rhyming words.
5. Have 1 or 2 pairs volunteer to read their poems in front of the class.




Closing (1 minute)

1. **Say:** Well done. You are all poets.
2. **Ask:** What helps us write poems? Raise your hands. (Answer: rhymes, suffixes, describing words, adverbs, rhythm, similes)
3. Praise pupils for their hard work.

[POEM: PLASTIC]

I feel powerless watching the river
 Slowing down, carefully pushing through,
 And through a mountainous wall of
 Water bottles,
 Empty, plastic, water bottles.
 We have filled our rivers and seas with plastic,
 This is not fantastic,
 This is drastic.

Lesson Title: Descriptive Writing	Theme: Structures in Oral Language	
Lesson Number: L-06-105	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write a description of objects in their surroundings.</p>		<p>Teaching Aids Text at the end of the lesson plan</p>		<p>Preparation Write the text at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** What did you see on your way to school today? Raise your hand. Have 1 or 2 pupils answer the questions. (Example answers: trees, road, shops)
2. Tell pupils that today they are going to write a description of something they often see but perhaps never take notice of.

Introduction to the New Material (10 minutes)

1. Point to the text on the board. **Say:** Read the text. As you read try and guess what the object the writer is describing.
2. Give pupils 3 minutes.
3. **Ask:** Can you guess what it is? Raise your hand. (Answer: an exercise book/a note book/a diary)
4. **Say:** When we describe things we create a picture in the reader's mind.
5. **Ask:** Can you see any describing words, any adjectives? Raise your hand. (Answer: light, smooth, white, blank, empty, clean)
6. Underline the adjectives in the text on the board.
7. **Ask:** Can you see any details that tell us more about it? Raise your hand. (Answer: it is made of paper; some have lines to help us write more carefully; others have squares)
8. **Ask:** Can you see any similes? Raise your hand. (Answer: as clean as snow)
9. Underline the simile in the text on the board.
10. **Ask:** Can you see a personal opinion with a reason or example? Raise your hand. (Answer: I love writing and drawing on the empty pages because I like seeing the shapes form on the page. I like the feeling that I am creating something.)

Guided Practice (10 minutes)

1. **Write** on the board:
 - use adjectives - light, empty, white
 - add details
 - Use similes or metaphors
 - make descriptive writing personal. give opinions and reasons
2. Put pupils in pairs.
3. **Say:** Read the text. Write an example from the text next to each heading. For example: Look at the first heading 'use adjectives'. Next to the heading, I have written words from the text on the board. You do the same for each heading.
4. Give pupils 8 minutes.
5. Have pupils volunteer to give examples from the text of the different headings.

Answers:

- **add details** - it is made of paper; some have lines to help us write more carefully; others have squares
- **Use similes or metaphors** - as clean as snow
- **make descriptive writing personal, give opinions and reasons** - I love writing and drawing on the empty pages because I like seeing the shapes form on the page. I like the feeling that I am creating something.

Independent Practice (13 minutes)

1. **Say:** Work alone. Think of another object that you see in your school, home or community environment. Write a short, 4-sentence description of it without saying what it is. Use the headings on the board and the text to help you. For example: desk, pencil, tree, cloud)
2. Give pupils 8 minutes.
3. **Say:** Work in pairs. Read your description to your partner. Your partner will try and guess what your object is.
4. Give pupils 3 minutes.
5. Have 1 or 2 pupils volunteer read their descriptions to the other pupils in the class. Other pupils guess what is being described.




Closing (1 minute)

1. **Say:** Write about other objects, places or people you see around you in your daily life. Look carefully and think what words and verbs you can use to describe what you see. Try and use new words or expressions you learn in your lessons.
2. Praise pupils for their hard work.

[TEXT]

This object is quite light but I carry several in my bag. It is made of paper. When I touch the surface, it is smooth. It is usually white inside. Some have lines to help us write more carefully while others have squares. This one is blank as I have just bought it. It is as clean as snow. I love writing and drawing on the empty pages because I like seeing the shapes form on the page. I like the feeling that I am creating something.

Lesson Title: Intonation	Theme: Responding to School Issues	
Lesson Number: L-06-106	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to add meaning to oral messages by using intonation when speaking.</p>	 <p>Teaching Aids Dialogue at the end of the lesson plan</p>	 <p>Preparation Write the dialogue at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** Do you have a favourite place in the school? Raise your hand. (Example answers: playground, classroom)
2. **Say:** We spend many hours of the week in school. The next few lessons we are going to think about school life.
3. Tell pupils that today they are going to use an interesting voice to talk about their favourite place in school.

Introduction to the New Material (14 minutes)

1. **Say:** Read the dialogue on the board.
2. Give pupils 2 minutes.
3. **Ask:** What is it about? Raise your hand. (Answer: favourite places in school)
4. **Ask:** Which places do they talk about? Raise your hand. (Answer: playground, under a tree)
5. **Say:** I am going to read the dialogue. Listen carefully.
6. **Read** the dialogue 2 times. Stress the underlined words. Make your voice go up at the end of the 2 questions.
7. **Ask:** Can you hear how my voice changed at the end of the questions? Raise your hand.
8. **Ask:** What happened to my voice? (Answer: It went up.)
9. **Say:** I am going to read the dialogue again. Listen to my voice.
10. Read the dialogue again.
11. **Ask:** Is the first line of the dialogue a statement or question? Raise your hand. (Answer: a question)
12. **Ask:** Is it a yes / no question or a question starting with a wh- question word? Raise your hand. (Answer: yes / no question)
13. Read the question in the first line of the dialogue. Make your voice go up on the last word of the question.
14. **Ask:** Did you notice how my voice went up? **Say:** In English, our voice goes up at the end of a yes / no question.
15. Read the second line of the dialogue. Make the word 'really' stand out and make your voice go up.
16. **Say:** In English, when we want to show emotion like excitement or agreement our voice goes up. My voice is stronger and goes up on the word 'really' to show how much I like the playground.

Guided Practice (5 minutes)

1. **Say:** Let's practice together. I will read each sentence. Listen and repeat after me. Copy my voice.
2. Read each sentence. Pupils listen and repeat.
3. Divide the class in 2.
4. **Say:** The left side of the class is Pupil A. The right side of the class is Pupil B. The left side will read the first line, the right side will read the second line and so on.
5. **Ask:** Are you ready?
6. Gesture to the left side of the class to start.
7. **Say:** Now change over. The right side is pupil A and the left side is Pupil B. **Ask:** Are you ready?
8. Gesture to the right side of the class to start.

Independent Practice (12 minutes)

1. **Say:** Work in pairs. Practice the dialogue. Change the places you like in school if they are different. Ask other yes / no questions. Remember when you ask a yes / no question, your voice goes up at the end of the question.
2. Give pupils 6 minutes.
3. If possible, walk around. Correct pupils' pronunciation if you hear a mistake. Wait until the pupils finish the dialogue before you correct them.
4. Have 4 or 5 different pairs volunteer to perform their dialogues.

Closing (1 minute)

1. **Say:** Well done. You know how to ask questions and show emotion using your voice now.
2. Praise pupils for their hard work.

[DIALOGUE]

Pupil A: Do you have a favourite place in school?




Pupil B: Mm. Yes, I really like the playground. I can chat with my friends there.

Pupil B: Do you have a favourite place?

Pupil A: Under that big tree - it's lovely and cool and we can sit in a large group and chat.

Pupil B: I love the big tree too.

Lesson Title: Present Perfect Tense	Theme: Responding to School Issues	
Lesson Number: L-06-107	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to report activities that happened at an indefinite time in the past.</p>		<p>Teaching Aids Dialogue at the end of the lesson plan</p>		<p>Preparation Write the dialogue at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Do you like playing games. Which games do you play? Raise your hand. (Example answers: football, hide and seek)
2. Tell pupils that today they are going to describe activities which happened in the past but we do not know when.

Introduction to the New Material (13 minutes)

1. **Ask:** Have you ever played draughts? Have you ever played wari?
2. Point to the dialogue on the board. **Say:** Let's read the dialogue.
3. **Read** the dialogue 2 times.
4. **Ask:** What are Christiana and Thomas talking about? Raise your hand. (Answer: games, activities)
5. **Ask:** Who does not know how to play the games? Raise your hand. (Answer: Thomas)
6. **Ask:** What questions does Christiana ask Thomas? (Answer: Do you want to play ...? Have you ever played ...? Have you read ...?)
7. **Ask:** How does Thomas reply? Raise your hand. (Answer: I have never played ... I have never learned how to ..)
8. **Write** the question and answers on the board: Have you ever played wari? Yes, I have. No, I have not.
9. **Write** the sentences on the board: I have played wari. I have not played wari.
10. **Ask:** Is Christiana asking Thomas about a specific time? Raise your hand. (Answer: no)
11. **Ask:** Is Christiana asking Thomas about any time in the past until now? Raise your hand. (Answer: yes)
12. **Say:** Listen and repeat.
13. **Say:** Have you ever played draughts? Pupils listen and repeat.
14. **Say:** Yes, I have. Pupils listen and repeat.
15. **Say:** No, I haven't. Pupils listen and repeat.
16. **Say:** I have played draughts. Pupils listen and repeat.
17. **Say:** I have never played draughts. Pupils listen and repeat.
18. Explain to pupils that we use the verb 'have' + past participle to talk about events we have and have not done in our lives. We do not use a past time expression with present perfect tenses (have + past participle).
19. Remind pupils that regular past participles are the same as simple past for verbs which end in -ed in the past. Remind them that there are also irregular verbs. For example: eat, ate, eaten.

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Work in pairs. Look at the questions. There is a word missing. Look at the verbs in (brackets). Change the verb to the past participle to complete the questions. Write the complete questions in your exercise book.
3. Give pupils 8 minutes.
4. Have pupils volunteer to read the complete questions. (Answers: a. visited, b. played, c. danced, d. eaten, e. read, f. written)

Independent Practice (9 minutes)

1. **Say:** Write 3 sentences about the things you have and have not done in your life. Use the sentences on the board to help you. You have 5 minutes.
2. After 5 minutes, ask pupils to stop writing.
3. Have 1 or 2 pupils to read the sentences about what they have and have not done in their lives. (Example answers: I have never been to Freetown. I have never played football on the beach.)

Closing (1 minute)

1. **Ask:** How do we form the present perfect? Raise your hands. (Answer: have + past participle)
2. Praise pupils for their hard work.




[DIALOGUE]

- Christiana: Do you want to play draughts, Thomas?
 Thomas: I don't know how to play. I have never played draughts.
 Christiana: Do you want to play wari? Have you ever played wari?
 Thomas: No, I have never learned how to play.
 Christiana: Let's read a book. Have you read this book?
 Thomas: Yes, I have. Many times!

[QUESTIONS]

- a. Have you ever ... (visit) Freetown?
- b. Have you ever ... (play) wari?
- c. Have you ever ... (dance) in a competition?
- d. Have you ever ... (eat) ice cream?
- e. Have you ever ... (read) an African poem?
- f. Have you ever ... (write) a poem?

Lesson Title: Exploring a School Issue	Theme: Responding to School Issues	
Lesson Number: L-06-108	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to discuss a school issue, such as bullying.</p>	 <p>Teaching Aids 1. Letter at the end of the lesson plan 2. Advice at the end of the lesson plan</p>	 <p>Preparation 1. Write the letter at the end of the lesson plan on the board. 2. Write the advice at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. Say: Raise your hand and tell everyone one thing you are good at. (Example answers: playing football, reading, cooking)
2. Say: We are all different and we all have special talents and something to offer.
3. Tell pupils that today they are going to talk about a problem some pupils have at school.

Introduction to the New Material (10 minutes)

1. Point to the letter. Say: Read the letter. Try and understand what Omar's problem is.
2. Give pupils 4 minutes.
3. Say: Raise your hand to answer my questions.
4. Ask: What is Omar's problem? (Answer: He does not have any friends. No one plays with him. Some boys from his school pushed him and took his bag. Now he's afraid to walk home.)
5. Ask: Does Omar like school now? (Answer: no)
6. Ask: Why not? (Answer: He's afraid and has no friends.)
7. Ask: Who took his school bag? (Answer: a group of boys and girls)
8. Ask: Do you think the boys and girls did a nice thing? (Answer: no)
9. Ask: What did they say to him? (Answer: He is stupid and cannot play football.)
10. Ask: What question does Omar ask Yusuf? (Answer: What should I do?)
11. Say: When pupils in a school are not nice to other pupils and do mean things to a pupil, it is called bullying.
12. Write the word on the board.
13. Ask: Is bullying a good thing? (Answer: no)

Guided Practice (8 minutes)

1. Ask: What do you think Omar should do?
2. Put pupils in pairs.
3. Say: Work in pairs. Read the sentences on the board. Decide if the sentences are good ideas or bad ideas. Which should Omar do?
4. Give pupils 5 minutes. If possible, walk around and help pupils.
5. Ask: Which are good ideas? Raise your hand. (Answers: 1, 3)
6. Ask: Which are bad ideas? Raise your hand. (Answers: 2, 4, 5, 6)

Independent Practice (9 minutes)

1. **Say:** Work in pairs. Decide what Omar should do. Decide which is the best idea and why. Talk about what Omar should not do and why not.
2. Give pupils 5 minutes.
3. Have pupils share their ideas. Talk about bullying with the class.
4. **Ask:** Is it only boys that bully other boys? Raise your hand. (Answer: no girls can bully too)
5. **Ask:** Why do you think some pupils bully others? (Example answers: some pupils are quiet or different, some pupils like to feel powerful)

Closing (4 minutes)

1. **Say:** Bullying is not a nice thing. We are all different and we all have something to offer.
2. **Ask:** What should you do if you see another pupil being bullied? Raise your hand. (Example answers: tell the bullies to stop, become friends with the person being bullied, tell an adult)
3. **Ask:** What should you do if you see a pupil who is sad and alone? Raise your hand. (Example answers: make friends, be a friend, be nice)
4. Praise pupils for their hard work.

[LETTER]

Hi Yusuf,

How are you? How's school? I've missed you since you left the village.

I'm so unhappy. I do not have any friends and no one plays with me. I do not have anyone to talk to. Last week I was walking home from a school and a group of boys and girls from my school saw me. They said I'm stupid and cannot play football. They pushed me and took my school bag. My mum was really mad with me.

Now I'm afraid to walk home from school so I wait until it's late. My mum thinks I'm with friends but I'm not. I hate school!

I feel so alone, Yusuf. What should I do?




Your friend

Omar

[ADVICE]

1. Omar should tell a teacher or another adult he likes and trusts.
2. Omar should run away.
3. Omar should tell his mother, father or other older family member what happened.
4. Omar should stay home.
5. Omar should not go to school.
6. Omar should fight with the boys and girls who took his bag.

Lesson Title: Letter of Complaint	Theme: Responding to School Issues	
Lesson Number: L-06-109	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write a letter to the school director about an issue, such as bullying.</p>		<p>Teaching Aids 1. Letter at the end of the lesson plan 2. Letter outline at the end of the lesson plan</p>		<p>Preparation 1. Write the letter at the end of the lesson plan on the board. 2. Write the letter outline at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** Is there anything you would like the school director to change? Raise your hand. (Example answers: more play time, more books in the classroom)
2. Tell pupils that today they are going to write a letter of complaint. We are going to write to the school director.

Introduction to the New Material (10 minutes)

1. Point to the letter on the board. **Say:** Read the letter. Try to understand what the problem is as you read it.
2. Give pupils 4 minutes.
3. Explain any new words. (Possible new words: encourage – give support to do something; concerned – worried; upsetting – saddening; certain – sure; affects – has an effect on; responsibilities – something a person is supposed to do)
4. **Ask:** What is the problem? Raise your hand. (Answer: pupils making fun of others outside school)
5. **Ask:** How many parts is this letter? Raise your hand. (Answer: 3-opening, main body, closing)
6. Point to the opening sentences. **Say:** Look at the language. These are full sentences with no short forms. Underline 'I am writing'
7. Point to the closing sentences. Underline 'I understand you have many responsibilities as school director. However, ...'
8. **Say:** The letter is formal.
9. **Ask:** Why is the language proper and less like a conversation? Raise your hand. (Answer: because we are writing to the school director)
10. Point to the main body of the letter. **Say:** The writer explains the problem and makes a suggestion using polite language.
11. Underline 'I would like to suggest that'
12. Point to the letter outline on the board. Explain each part.

Guided Practice (10 minutes)

1. **Say:** We are going to plan a letter of complaint about Omar's problem.
2. **Ask:** Do you remember Omar from the last lesson? **Ask:** What is his problem? Raise your hand. (Answer: some girls and boys called him stupid, pushed him and took his school bag)
3. **Say:** Work in pairs. Plan your letter using the outline on the board. Make sure you tell the school director what the boys and girls did to Omar.
4. Give pupils 7 minutes. If possible, walk around and help pupils.

Independent Practice (13 minutes)

1. **Say:** Work alone. Write your letter of complaint to the school director. Follow the plan, use your notes and use the letter on the board to help you.
2. Give pupils 8 minutes.
3. After 8 minutes ask pupils to stop work.
4. **Say:** It does not matter if you have not finished, work in pairs and show your partner your letter.
5. Give pupils 4 minutes.

Closing (1 minute)

1. **Say:** Well done. Now you know how to write a letter of complaint to your school director.
2. Praise pupils for their hard work.

[LETTER]

Dear Director,

I am writing because the school has always encouraged us to send in our suggestions. My friends and I are concerned about a growing problem outside school.

Some pupils wait near the school entrance and make fun of other pupils as they walk into school. This is very upsetting for many of us. I am certain you understand that this affects both our school work and our social life. I would like to suggest that you do something to stop this happening as soon as possible.

I understand you have many responsibilities as school director. However, I believe this matter is very important.

Thank you for taking time to read this letter.




Yours faithfully,

Marie Katama

[LETTER OUTLINE]

- Say why you are writing and what your problem is
- Explain the problem
- Make a suggestion
- Say you think the matter is important
- Thank the Director for reading the letter

Lesson Title: Collective Nouns	Theme: Responding to School Issues	
Lesson Number: L-06-110	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify words used to refer to groups of people and things.</p>		<p>Teaching Aids Sentences at the end of the lesson plan</p>		<p>Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the table in the Introduction to New Material section on the board.</p>
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Opening (2 minutes)

1. **Ask:** How many pupils are there in the class? Say: Count the pupils. Wait for pupils to count.
2. **Say:** There are a lot of pupils in this class.
3. Tell pupils that today they are going to learn about words for groups of things and people.

Introduction to the New Material (10 minutes)

1. **Write** this sentence on the board: There are a lot of pupils in this class.
2. **Ask:** What do we call a group of pupils? Raise your hand. (Answer: a class)
3. **Say:** Look at this table.
4. Read the table slowly.

Groups of people	Groups of animals	Groups of objects
class (of pupils)	herd (of elephants, goats)	bunch (of bananas, flowers)
team (of basketball players, football players)		

5. **Say:** Today, we are going to learn names for groups of people, animals and things. Raise your hand to answer my questions.
6. **Ask:** Do you know any other teams of people in sports? Raise your hand. (Answer: rugby players, swimmers, runners)
7. **Ask:** Do you know any other herds of animals? Raise your hand. (Answer: sheep, zebra, cows)
8. **Ask:** Do you know any other bunches? Raise your hand. (Answer: keys, balloons)
9. **Ask:** Which noun means a group of players or workers? Raise your hand. (Answer: team)
10. **Ask:** Which noun means a group of animals which move in a group and eat the grass? (Answer: herd)
11. **Ask:** Which noun means a group of objects held or tied together? Raise your hand. (Answer: bunch)
12. **Say:** These are special nouns. They are called collective nouns. Collective nouns are a name for a particular group of people, animals or things.
13. **Write** 'collective nouns' on the board.
14. **Write** this sentence on the board: The team is winning.
15. **Say:** Notice that the verb is singular. Point to is.
16. **Say:** Collective nouns are singular when we talk about one group. When we talk about more than one group then we use a plural verb.
17. **Write** this sentence on the board: The teams are winning.

Guided Practice (10 minutes)

1. **Write** these words on the board: flock of birds, pride of lions, choir of singers, troop of monkeys, shoal of fish
2. **Say:** Raise your hand if you know which column to write a 'flock of birds' in.
3. Have a pupil come to the board and write 'flock of birds' in column 2.
4. Repeat for the other words. (Answers: Groups of people: choir of singers; Groups of animals: pride of lions, troop of monkey, shoal of fish)
5. Ask pupils to copy the table in their exercise books.

Independent Practice (9 minutes)

1. Point to the sentences on the board.
2. **Say:** Work alone. Decide the best collective noun for each sentence. Write the complete sentence in your exercise book. Use the words in the table to help you.
3. Give pupils 5 minutes.
4. **Write** and call out the answers. Ask pupils to check their work and make corrections. Check pupils' answers with the whole class. (Answers: a. herd; b. bunch; c. team; d. troop; e. bunch)




Closing (4 minutes)

1. **Say:** Let's play a game. I will say a noun and you tell me the collective noun.
2. **Say:** Elephants. Pupils say: A herd.
3. **Say:** Monkeys. Pupils say: A troop.
4. **Say:** Pupils. Pupils say: A class.
5. **Say:** Well done! Now you know some collective nouns.
6. Praise pupils for their hard work.

[SENTENCES]

1. The tourists saw a _____ of about 25 elephants.
2. Have you seen a _____ of keys anywhere?
3. The national swimming _____ might win a medal today!
4. I saw a _____ of chimpanzees at the national park.
5. What a beautiful _____ of flowers!

Lesson Title: Functions of Adverbs	Theme: Structure	
Lesson Number: L-06-111	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to explain how an adverb is used in a sentence.</p>		<p>Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan</p>		<p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** I am going to ask you some questions. Raise your hand if it is true for you.
2. **Ask:** Who is always late for class?
3. **Ask:** Who was absent from the last class?
4. **Ask:** Who writes carefully in their exercise books?
5. Tell pupils that today they are going to learn how to describe action words.

Introduction to the New Material (14 minutes)

1. **Write** the questions on the board: What does Tamba do every day? What happened to him yesterday?
2. **Say:** Read the text about Tamba on the board. Answer the questions on the board.
3. Give pupils 2 minutes.
4. Have a girl and a boy pupil volunteer to share their answers. (Answers: jumps on his bicycle and rides fast; Yesterday he had an accident.)
5. **Say:** There are some words underlined in the text. These words tell us more about the action word.
6. Point to the first sentence. **Say:** In the first sentence the action word is to be late. The underlined word 'always' tells us how often Tamba is late.
7. **Ask:** In the second sentence, what are the action words? Raise your hand. (Answer: jumps and rides)
8. **Ask:** What does the underlined word 'quickly' tell us about the action word? Raise your hand. (Answer: how Tamba jumps and rides)
9. **Say:** This word tells us how the action happened.
10. **Ask:** In the next sentence, what is the action word? Raise your hand. (Answer: had an accident)
Ask: What does the underlined word 'yesterday' tell us about the action word? Raise your hand. (Answer: the time when it happened)
Say: This word tells us when the action happened.
11. **Ask:** In the last sentence, what are the action words? Raise your hand. (Answer: lived and help)
12. **Ask:** What does the underlined word 'there' tell us about the action word? (Answer: the place or where it happened)
13. **Say:** This word tells us the place where the action happened.
14. **Say:** Words that tell us more about the action word are called adverbs. Write 'adverbs' on the board.
15. **Say:** We looked at 4 ways an adverb can tell us more about the action word.

- Say:** Raise your hand if you remember the 4 ways. (Answer: how, frequency or how often, when or time, where or place.)

Guided Practice (7 minutes)

- Say:** Look at the table on the board. In the first column you have the word from the text.
- Say:** In the second column you have what the word tells us about the action word.
- Say:** And in the last column we have similar words that can tell us about action words.
- Say:** Work in pairs. Match the numbers with the letters.
- Give pupils 5 minutes.
- Check the answers with the class. (Answers: 1-b; 2-d; 3-a; 4-c)

Independent Practice (11 minutes)

- Say:** Write 3 sentences about the things you do in the morning before coming to school. Use 1 different type of adverb in each sentence.
- Give pupils 7 minutes.
- Have 3 or 4 pupils volunteer to read their sentences to the class. (Example answers: I wake up early in the morning. I brush my teeth quickly. I eat my breakfast everyday. I run to the bus stop fast.)

Closing (1 minute)

- Ask:** What did we do today? (Answer: We learnt about words that can tell us more about action words. They are called adverbs.)
- Praise pupils for their hard work.




[TEXT]

Tamba is always late for school. So, he jumps on his bicycle quickly and rides fast. Yesterday, he had an accident. Luckily, his friend lived there and could help him.

[TABLE]

Word from the text	What it tells me about the action word	Similar words
always	1. How many times or frequency the action happens.	a. today, now, then, tomorrow
quickly	2. How or the manner the action happens.	b. never, sometimes, usually, often
yesterday	3. When or the time the action happens.	c. here, outside, upstairs
there	4. Where or the place the action happens.	d. slowly, fast, carefully, quietly

Lesson Title: Types of Adverbs (Adverbs of Frequency, etc.)	Theme: Structure	
Lesson Number: L-06-112	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and use different types of adverbs.</p>	 <p>Teaching Aids 1. Sentences at the end of the lesson plan 2. Exercise at the end of the lesson plan 3. Table at the end of the lesson plan</p>	 <p>Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the exercise at the end of the lesson plan on the board. 3. Write the table at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** What did we learn yesterday? Raise your hand. (Answer: We learnt about words that can tell us more about action words. They are called adverbs.)
2. **Ask:** Can you tell me some adverbs from the last lesson? Raise your hands. (Example answers: always, quickly, there)
3. Tell pupils that today they are going to learn more about different kinds of verbs.

Introduction to the New Material (6 minutes)

1. **Say:** I want to play a game. I am going to read a sentence. I will read the sentence 2 times. Listen for the adverb. When you hear the adverb put up your hand and tell me what the adverb is and what kind of adverb it is. Look at the table to help you.
2. Read the sentence 2 times: Yesterday, Kumba was sick.
3. Choose a pupil whose hand is up to answer. (Answer: yesterday, adverb of time)
4. Read the sentence 2 times: Sahr is here.
5. Choose a pupil whose hand is up to answer. (Answer: here, adverb of place)
6. Read the sentence 2 times: Tamba rides fast.
7. Choose a pupil whose hand is up to answer. (Answer: fast, adverb of manner)

Guided Practice (10 minutes)

1. Point to the 4 sentences on the board. **Say:** There is an adverb in each sentence. We are going to underline the adverb and then say what type of adverb it is.
2. **Say:** Raise your hand to answer my questions.
3. **Say:** Let's look at number 1. **Ask:** What is the adverb? (Answer: always)
4. **Ask:** What does it tell us? (Answer: how often or frequency)
5. **Say:** So we can call this adverb 'adverb of frequency'. **Write:** 'always = adverb of frequency'.
6. **Say:** Let's look at number 2. **Ask:** What is the adverb? (Answer: there)
7. **Ask:** What does it tell us? (Answer: where or the place)
8. **Say:** So we can call this adverb 'adverb of place'. **Write:** 'there = adverb of place'.
9. **Say:** Let's look at number 3. **Ask:** What is the adverb? (Answer: slowly)
10. **Ask:** What does it tell us? (Answer: how or the manner) **Write:** 'slowly = adverb of manner'.
11. **Say:** So we can call this adverb 'adverb of manner'.
12. **Say:** Let's look at number 4. **Ask:** What is the adverb? (Answer: tomorrow)
13. **Ask:** What does it tell us? (Answer: when or the time)

14. **Say:** So we can call this adverb 'adverb of time'. **Write:** 'tomorrow = adverb of time'.

Independent Practice (14 minutes)

1. **Write** the adverbs on the board: now, here, carefully, upstairs, often, quietly.
2. Point to the exercise on the board. **Say:** Look at the exercise on the board. Look at the adverbs on the board. Choose the correct adverb and write it in the space. Write the sentences in your exercise book.
3. **Say:** Let's do the first one together. It is an adverb of manner and the action word is 'speaks'
4. **Ask:** So, what is the adverb? (Answer: quietly)
5. **Say:** Work alone. You have 9 minutes.
6. After 9 minutes clap your hands.
7. Have 3 girls and 3 boys volunteer to share their answers with the class. (Example answers: a. quietly; b. upstairs; c. here; d. often; e. now; f. carefully)

Closing (4 minutes)

1. **Ask:** What did we do today? Raise your hand. (Answer: We learned how to use adverbs.)
2. **Ask:** Can you remember the different kinds of adverbs? Raise your hand. (Answer: adverbs of manner, adverbs of place, adverbs of time, adverbs of frequency)
3. **Say:** I will say an adverb; you tell me what kind it is. Ready?
4. **Say** different adverbs from today's lesson.
5. Praise pupils for their hard work.

[SENTENCES]




1. Abdul always helps his mother at home.
2. Fatmata plays there.
3. Musa walks to school slowly.
4. Tomorrow is a holiday in Sierra Leone.

[EXERCISE]

- a. Mamie's mother is sleeping. She speaks _____ to her friend. (adverb of manner)
- b. The new doctor's office is _____; it's on the second floor. (adverb of place)
- c. Hurry up, Jusu! The bus is _____. (adverb of place)
- d. My mother _____ goes to the market. (adverb of frequency)
- e. The football game is starting _____. I am so excited! (adverb of time)
- f. Bintu's book is very neat. She writes _____. (adverb of manner)

Adverbs tell us 4 types of things about the verb	Examples
1. Adverb of frequency: How many times or frequency the action happens.	a. today, now, then, tomorrow
2. Adverb of manner: How or the manner the action happens.	b. never, sometimes, usually, often
3. Adverb of time: When or the time the action happens.	c. here, outside, upstairs
4. Adverb of place: Where or the place the action happens.	d. slowly, fast, carefully, quietly

Lesson Title: Order of Sentences	Theme: Structure	
Lesson Number: L-06-113	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to rearrange sentences in their correct order.</p>		<p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Sentences at the end of the lesson plan 2. Vocabulary table at the end of the lesson plan 		<p>Preparation</p> <ol style="list-style-type: none"> 1. Write the sentences at the end of the lesson plan on the board. 2. Write the vocabulary table at the end of the lesson plan on the board.
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Opening (4 minutes)

1. **Ask:** What is your favourite snack? Raise your hand.
2. **Write** the snacks pupils tell you on the board.
3. **Say:** Raise your hand if you like (snack) most.
4. Repeat for the other snacks to find out which is the favourite one in the class.
5. Tell pupils that today they will practice putting sentences in the correct order.

Introduction to the New Material (12 minutes)

1. **Say:** On the board there are sentences from a recipe. The sentences tell us how to make a favourite Sierra Leonean snack. Read the sentences to find out what snack it is. Raise your hand when you know.
2. Give pupils 4 minutes.
3. **Ask.** What snack is it? (Answer: banana akara)
4. **Say:** Look at the sentences about how to make banana akara. Let's check some of the words. Look at the table on the board. Try to match the words and meanings. Work in pairs. You have 6 minutes.
5. After 6 minutes clap your hands. Ask pupils to try to answer. If they are unable to answer, give them the answers. (Answers: 1- c, 2-d, 3-e, 4-b, 5-f, 6-a)

Guided Practice (6 minutes)

1. **Ask:** Are the sentences in the correct order? Raise your hand if you think they are not in order. (Answer: no)
2. Explain that we should look for words like first, then, after, next, finally to help us find out the order of the sentences?
3. **Say:** We look for time and sequence words and we also look for similar words in sentences.
4. **Ask:** Which sentence is the first sentence? Raise your hand to answer. (Answer: number 3)
5. **Ask:** Why? Raise your hand. (Answer: the word 'first' is there)
6. **Ask:** Which sentence is the last one? Raise your hand. (Answer: number 1)
7. **Ask:** Why? Raise your hand. (Answer: the word 'finally' is there)

Independent Practice (12 minutes)

1. **Say:** Now, we are going to put all the other sentences in the correct order. You have the first and last sentence.
2. **Say:** Work in pairs. You have 8 minutes. Use the sequence words and similar words in sentences to help you. Write the sentences in the correct order in your exercise books.

3. After 8 minutes clap your hands.
4. Ask pupils to volunteer to share answers. (Answers: 3, 5, 2, 6, 4, 7, 1)
5. Read the sentences in the correct order. Point to the time words.
6. Read each sentence. Pupils listen and repeat.

Closing (1 minute)

1. **Ask:** What did we do today? Raise your hand. (Answer: We learnt how to make banana akara and how to put sentences in the correct order.)
2. Praise pupils for their hard work.




[SENTENCES]

1. Finally, put some sugar on the akara.
2. Let the moist mixture cool for 20 minutes.
3. First, put ripe bananas, vanilla and sugar in a mixer bowl and mash until it is a smooth mixture.
4. When the oil is hot, put spoonfuls of the moist mixture into the oil.
5. Next, slowly add rice flour and then hot water to the smooth mixture in the bowl. The mixture should be moist.
6. Heat oil in a frying pan.
7. Fry on both sides until it is brown in colour and take out.

[VOCABULARY TABLE]

1. moist	a. the amount of a spoon
2. mixture	b. container to put things in to mix, usually round
3. ripe	c. slightly wet
4. bowl	d. what we say when things are mixed together
5. mash	e. when fruit is ready to eat
6. spoonfuls	f. to make fine by crushing something

Lesson Title: Reporting Events	Theme: Structure	
Lesson Number: L-06-114	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to report a common event from beginning to end.</p>		<p>Teaching Aids Text at the end of the lesson plan</p>		<p>Preparation Write the text at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What are some traditional ceremonies that you attend? For example, a wedding. Raise your hands. Have 1 or 2 pupils share their ideas.
2. **Write** the ceremonies pupils say on the board.
3. Tell pupils that today they are going to describe a traditional ceremony.

Introduction to the New Material (7 minutes)

1. **Write** the question on the board. What ceremony is the text about?
2. Point to the text on the board. **Say:** Read the text and answer the question. Work alone. You have 3 minutes.
3. Check the answer with the class. (Answer: name-giving ceremony for a child)
4. **Say:** This is what happens at a name-giving ceremony in Sierra Leone.
5. **Ask:** Have you been to a name-giving ceremony? Raise your hands.
6. **Say:** We are going to look at the order of the events.

Guided Practice (11 minutes)

1. **Say:** First, let's look at the text and underline the events.
2. **Say:** I am going to ask you some questions. Read the text. Think for a minute. Raise your hand to answer.
3. **Ask:** What happens first? (Answer: The mother and baby arrive in white clothes and sit in the middle.)
4. Underline the first event and **write** 1 in front of it.
5. **Ask:** What happens next? (Answer: Religious men pray for the baby.)
6. Underline the event and **write** 2 in front of it.
7. Repeat until all the events are underlined.
8. **Ask:** What words can we use to show the order of how something happens? Raise your hand (Answer: First, next, then, after, finally)
9. **Ask:** How can we rewrite the first sentence? Write it in your exercise book. You have 1 minute.
10. Have a pupil volunteer to say the sentence.
11. **Write** it on the board. (Example answer: First, the mother and baby arrive in white clothes and sit in the middle.)
12. **Ask:** How can we write the last sentence?
13. **Write** it in your exercise book. You have 1 minute.
14. Have a pupil volunteer to say the sentence.
15. **Write** it on the board. (Example answer: Finally, the guests eat and drink to celebrate the baby.)

Independent Practice (14 minutes)

1. **Say:** Now, we are going to write sentences about the name-giving ceremony for a baby. You have the first and last sentence. Work in pairs. Write the other sentences. Use time and sequence words like 'then', 'next', 'after' to help you. Write in your own words. See the text on the board to help you.
2. Give pupils 10 minutes.
3. Have 1 or 2 pairs read out their event to the class.




Closing (1 minute)

1. Ask pupils what they have learned today. (Answer: how to use time and sequence words to write about a baby's name-giving ceremony)
2. Praise pupils for their hard work.

[TEXT]

The mother and baby arrive in white clothes and sit in the middle. Some religious men pray for the baby. Some of them hold the baby while they pray. They put a bowl in front of the mother and baby. Guests put money in the bowl for the baby. Guests also give gifts to the family for the baby. The baby's name is announced. Guests eat and drink to celebrate the baby.

Lesson Title: Reading for Information	Theme: Structure	
Lesson Number: L-06-115	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to gather information from reading newspapers and magazines.</p>	 <p>Teaching Aids 1. Article at the end of the lesson plan 2. Table at the end of the lesson plan 3. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the article at the end of the plan on the board. 2. Write the table at the end of the lesson plan. 3. Write the questions at the end of the lesson plan.</p>
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Opening (1 minute)

1. **Ask:** What do people from Sierra Leone like to read? Raise your hands to answer.
2. Have 2 or 3 pupils share their ideas. (Example answers: newspapers, magazines, novels)
3. Tell pupils that today they are going to read an article from a newspaper.

Introduction to the New Material (11 minutes)

1. Point to the article on the board. **Say:** This article is from a newspaper.
2. **Write:** What is it about?
3. **Say:** Read the article. Answer the question.
4. Give pupils 4 minutes.
5. Ask pupils to raise their hand to answer. (Answer: The first reported cases of Ebola in Sierra Leone.)
6. **Say:** Before we read again, we will look at some words from the newspaper article. Look at the table on the board. Match the words in column 1 to their meanings in column 2. Work alone.
7. Give pupils 6 minutes.
8. Ask pupils to raise their hand to answer. (Answer: 1-c, 2-d, 3-e, 4-b, 5-a)

Guided Practice (12 minutes)

1. Point to the questions on the board. **Say:** Now, we will read again. Read the questions first, then the article. Answer the questions. You do not need to write complete sentences. Write notes in your exercise book. Work alone. You have 10 minutes.
2. After 10 minutes clap your hands.
3. Have different pupils volunteer to share their answers. (Answers: a. 30 May 2014; b. Ebola spread to Sierra Leone; c. A healer was infected in Guinea and came back to Sierra Leone with the virus; d. On 26 May 2014; e. fourteen people; f. They washed the body of the healer and were infected; g. to report any cases)

Independent Practice (9 minutes)

1. Put pupils in pairs.
2. **Say:** Use the notes you made to write 4 sentences about the most important information in the article. Imagine that you have to tell someone about this news article in 4 sentences only. Try and use your own words. Remember to shorten the sentences and only write the main points.
3. Give pupils 7 minutes. If possible, help pupils.

4. Have 1 or 2 pairs volunteer to read their sentences. Ask the other pupils if the sentences report the main information.

Closing (2 minutes)

1. **Ask:** Did you know about the first reported cases of the Ebola virus in Sierra Leone before the lesson? Raise your hand.
2. **Ask:** What new information did you learn today? Raise your hand.
3. Praise pupils for their hard work.

[ARTICLE]

30 May 2014

The government said that the Ebola virus spread to Sierra Leone. A healer went to Guinea to try to cure people with Ebola. When she came back to Sierra Leone, she was infected. She was the first person infected with the virus and died on 26 May 2014. Fourteen people went to a funeral of the healer where they washed the body for burial and were then also infected with the Ebola virus. The government asks you to please report any cases to the nearest hospital.




[TABLE]

1. spread	a. ceremony for someone who has died
2. healer	b. putting in the ground
3. infect(ed)	c. to reach
4. burial	d. someone who uses traditional ways to make people healthy
5. funeral	e. to pass on a disease/to have a disease

[QUESTIONS]

- a. When was this article written?
- b. What did the government say?
- c. How did the Ebola virus spread to Sierra Leone?
- d. When did the first infected person die?
- e. How many people went to the funeral?
- f. How were they infected with the virus?
- g. What did the government want people to do?

Lesson Title: Nonfiction Vocabulary	Theme: Reading Nonfiction	
Lesson Number: L-06-116	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and discuss new vocabulary in a nonfiction passage.</p>	 <p>Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan 3. Exercise at the end of the lesson plan</p>	 <p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board. 3. Write the exercise at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What are some of the problems facing the Earth these days? Raise your hand.
2. Have 1 or 2 pupils share their ideas. (Example answers: pollution, earthquakes, droughts)
3. Tell pupils that today they are going to discuss new vocabulary in a text about the Earth.

Introduction to the New Material (12 minutes)

1. **Say:** Today we are going to read about one problem facing the Earth.
2. **Write:** What problem is the text about?
3. Point to the text on the board. **Say:** Read the text. Answer the question.
4. Give pupils 3 minutes.
5. Have a girl and a boy pupil volunteer to share their answer. (Answer: global warming)
6. Ask pupils what they know about global warming. Explain that global warming is something that is happening now. Carbon dioxide in the air caused by pollution, affects the protective layer above the earth, called the 'ozone layer'. Because of this pollution, the earth is heating up faster than it should. This is causing many harmful changes in the weather of the Earth like floods, droughts and tsunamis.
7. **Say:** There are many new words in the text. Work alone. Read the text again. Look at the table on the board and match the new word in the first column with its meaning column 2.
8. Give pupils 5 minutes.
9. Have 4 girls and 3 boy pupils volunteer to say a word and its meaning. (Answers: 1-d, 2-e, 3-a, 4-b, 5-f, 6-g, 7-c)

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. Point to the exercise on the board. **Say:** Look at the exercise on the board.
3. **Say:** In each sentence there is a word missing. Choose a word from the table. Write the complete sentence in your exercise book.
4. Give pupils 6 minutes.
5. **Say:** Let's check the answers together.
6. Have different pupils come to the board to complete the sentences with the correct word. (Answers: a. severe; b. rise; c. predict; d. atmosphere; e. destruction; f. frequent; g. occurs)
7. Read the complete sentences. Pupils listen and repeat.

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Choose 2 new words from the table. Write 2 sentences. In each sentence use 1 of your words.
3. Give pupils 5 minutes.
4. Point to the first word in the table. **Say:** Raise your hand if you wrote a sentence with this word.
5. Have a pair with raised hands read their sentence to the class.
6. Repeat for the other words in the table.

Closing (1 minute)

1. **Ask:** What did we learn about today? Raise your hand (Answer: global warming and new words about global warming)
2. Praise pupils for their hard work.

[TEXT]

Global warming is an important issue these days. By the year 2100, scientists predict that carbon dioxide levels in the atmosphere could increase by more than 40%. They also predict that the Earth's temperature could rise by as much as 3.5 degrees Celsius. The main reasons for this are the burning of oil, gas and coal, as well as the destruction of the tropical forests. If this occurs, millions of people around the world will be affected by serious problems such as food shortage and frequent severe flooding.




[TABLE]

New words	Meaning
1. predict	a. increase or become more
2. atmosphere	b. the process of destroying or ruining something
3. rise	c. very bad
4. destruction	d. guess or say what will happen in the future
5. occurs	e. the gases surrounding the earth
6. frequent	f. happen
7. severe	g. happen many times

[EXERCISE]

- a. Earthquakes can cause _____ damage to a country.
- b. A _____ in temperature is bad for the Earth.
- c. I _____ that global warming will be reduced in the future.
- d. Carbon dioxide is bad for the Earth's _____.
- e. The _____ of forests means less oxygen for the earth.
- f. In 2014 there were _____ reports of Ebola infections in Sierra Leone.
- g. Global warming _____ when carbon dioxide levels increase.

Lesson Title: Paraphrasing: Nonfiction	Theme: Reading Nonfiction	
Lesson Number: L-06-117	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to select main idea and supporting details from a nonfiction paragraph.</p>		<p>Teaching Aids 1. Text at the end of the lesson plan 2. Questions at the end of the lesson plan 3. Table at the end of the lesson plan</p>		<p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board. 3. Write the table at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

- Say:** Raise your hand if you remember the new words from the last lesson. (Answers: predict, atmosphere, rise, destruction, occurs, frequent, severe) Remind pupils of the words if necessary.
- Tell pupils that today they are going to read the text about global warming again to find the main ideas.

Introduction to the New Material (7 minutes)

- Say:** Today we are going to read the text about global warming again.
- Write:** What is the main idea of the text?
- Say:** Read the text on the board. Answer the question. Give pupils 3 minutes.
- Write** the 3 main ideas on the board:
 - Scientists' predictions about global warming
 - Carbon dioxide in global warming
 - The causes and effects of global warming
- Say:** There are 3 main ideas on the board. Choose the most important one, which covers the most of the information made in the text.
- Give pupils 1 minute.
- Check the answer with the class. (Answer: 3. The causes and effects of global warming)

Guided Practice (10 minutes)

- Point to the questions and the text. **Say:** Work alone. Read the text again. Answer the questions on the board.
- Give pupils 8 minutes.
- Have different pupils volunteer to answer the questions. (Answers: a. increase by more than 40%; b. rise by 3.5 degrees Celsius; c. burning of oil, gas, coal and destruction of tropical forests; d. food shortages and frequent, severe flooding)

Independent Practice (15 minutes)

- Point to the table on the board. **Say:** Write the table on the board in your exercise books.
- Give pupils 4 minutes.
- Put pupils in pairs.
- Say:** Match the 2 main ideas from the text in column 1 to the details from the text in column 2.
- Give pupils 4 minutes.
- After 4 minutes, check the answers. (Answers: 1 = a, c. 2 = b, d.)

7. **Say:** Now we are going to write 2 sentences. Start your sentences like this.
8. **Write** these sentence stems on the board:
 - The causes of global warming are... and ...
 - The effects of global warming are... and ...
9. **Say:** Use the information in your table to complete the sentences. You have 5 minutes.
10. Have 3 or 4 pupils to read their sentences to the class.

Closing (1 minute)

1. **Ask:** What did we learn today? Raise your hand (Answer: The main idea and details in the text on global warming.)
2. Praise pupils for their hard work.

[TEXT]

Global warming is an important issue these days. By the year 2100, scientists predict that carbon dioxide levels in the atmosphere could increase by more than 40%. They also predict that the earth's temperature could rise by as much as 3.5 degrees Celsius. The main reasons for this are the burning of oil, gas and coal, as well as the destruction of the tropical forests. If this occurs, millions of people around the world will be affected by serious problems such as food shortages and frequent severe flooding.




[QUESTIONS]

- a. What will happen to carbon dioxide levels in the earth's atmosphere by 2100?
- b. What will happen to the temperature of the earth?
- c. What are the causes of global warming?
- d. What results could global warming have?

[TABLE]

Main idea from the text	Details from the text
1. The effects of global warming	a. food shortages
	b. destruction of tropical forests
2. The causes of global warming	c. frequent severe flooding
	d. burning of oil, gas and coal

Lesson Title: Paraphrasing: Nonfiction	Theme: Reading Nonfiction	
Lesson Number: L-06-118	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to rewrite a nonfiction paragraph in their own words.</p>		<p>Teaching Aids 1. Text at the end of the lesson plan 2. Table at the end of the lesson plan 3. Questions at the end of the lesson plan</p>		<p>Preparation 1. Write the text at the end of the plan on the board. 2. Write the table at the end of the plan on the board. 3. Write the questions at the end of the plan on the board.</p>
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Opening (4 minutes)

1. **Ask:** What are the causes and effects of global warming?
2. **Say:** Work in pairs. You have 2 minutes to discuss.
3. After 2 minutes, have 1 or 2 pupils share their answers. (Answers: Causes - burning of oil, gas, coal and destruction of forests. Effects – food shortages and frequent severe flooding)
4. Tell pupils that today they are going to rewrite the paragraph about global warming using their own words.

Introduction to the New Material (6 minutes)

1. **Say:** Look at the underlined words in the text on global warming.
2. **Ask:** Do you remember their meanings? Raise your hand.
3. **Say:** Work in pairs. Tell each other what the words mean.
4. Give pupils 5 minutes.
5. After 5 minutes ask pupils to share their ideas. Give answers when necessary. (Answer: important – main, predict – to say what will happen in the future, atmosphere – the gases surrounding the earth, rise- to increase, destruction- process of destroying or ruining something, occurs – to happen, frequent – happening many times, severe – very bad)

Guided Practice (11 minutes)

1. Put pupils in pairs.
2. Point to the table on the board. **Say:** Look at the table on the board. Match each word in column 1 with a similar word in column 2.
3. Give pupils 8 minutes. If possible, walk around and help pupils.
4. Call out the answers. Ask pupils to check their work. (Answers: 1-d, 2-e, 3-f, 4-a, 5-b, 6-g, 7-h, 8-c)

Independent Practice (13 minutes)

1. **Say:** Now, you are going to rewrite the paragraph using the similar words from the table on the board. You can use the questions on the board to help you organise your ideas.
2. **Say:** For example, look at question 1. You can write 'Global warning is a main issue these days.'
3. **Ask:** Which word did I use from the table? Raise your hand. (Answer: main)
4. **Say:** I used 'main' instead of 'important'.

5. **Say:** Now write the rest of the paragraph. Remember to use the questions to help you. You have 10 minutes.
6. If possible, walk around and help pupils.
7. Have 3-4 pupils volunteer to read their paragraphs.

Closing (1 minute)

1. **Ask:** What did we do today? Raise your hand. (Answer: We rewrote a paragraph about global warming using similar words.)
2. Praise pupils for their hard work.

[TEXT]

Global warming is an important issue these days. By the year 2100, scientists predict that carbon dioxide levels in the atmosphere could increase by more than 40%. They also predict that the earth's temperature could rise by as much as 3.5 degrees Celsius. The main reasons for this are the burning of oil, gas and coal, as well as the destruction of the tropical forests. If this occurs, millions of people around the world will be affected by serious problems such as food shortages and frequent severe flooding.




[TABLE]

Word	Similar word(s)
1. important	a. increase
2. predict	b. ruin
3. atmosphere	c. terrible
4. rise	d. main
5. destruction	e. guess
6. occurs	f. the gases surrounding the earth
7. frequent	g. happens
8. severe	h. often

[QUESTIONS]

1. What is a main issue these days?
2. What will happen by 2100?
3. How will the temperature be affected?
4. What are the causes?
5. What could the effects be when this happens?

Lesson Title: Reflective Pronouns	Theme: Reading Nonfiction	
Lesson Number: L-06-119	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use reflective pronouns to talk about themselves.</p>		<p>Teaching Aids 1. Sentences at the end of the lesson plan 2. Exercise at the end of the lesson plan</p>		<p>Preparation 1. Write the sentences at the end of the lesson plan on the board. 2. Write the exercise at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** Today I made my own breakfast.
2. **Ask:** What did you do today without the help of anyone? Raise your hands. (Example answers: get dressed for school, homework)
3. Tell pupils that today they are going to learn how to talk about themselves.

Introduction to the New Material (9 minutes)

1. Point to the sentences on the board. **Say:** Look at the sentences on the board. They are sentences from Jusu's diary. Read the sentences. What did she do today? You have 2 minutes.
2. Read the sentences.
3. **Ask:** What did she do today? Raise your hands.
4. Have 2 or 3 pupils say 1 thing Jusu did today. (Answers: She made breakfast. She walked to school. She washed her clothes. She did her homework.)
5. **Ask:** Did someone help Jusu make breakfast? Raise your hand. (Answer: no)
6. **Ask:** Did someone take Jusu to school? Raise your hand. (Answer: no)
7. **Ask:** Did someone help Jusu wash her clothes? Raise your hand. (Answer: no)
8. **Ask:** Did someone help Jusu with her homework? Raise your hand. (Answer: no)
9. **Ask:** So what word do we use when we do things alone without the help of anyone? Raise your hand. (Answer: myself)
10. **Say:** Look at the underlined word 'myself' in the sentences. 'Myself' means we do something without the help of someone else. We do it alone.
11. **Ask:** Is 'myself' before or after the action word? Raise your hand. (Answer: after)

Guided Practice (13 minutes)

1. **Write** the action words/verbs on the board: cut, carry, pay, cooked, fixed.
2. Put pupils in pairs.
3. Point to the dialogues on the board. **Say:** Look at the dialogues on the board. There are 2 spaces in each sentence.
4. **Say:** Choose the correct action word (point to the verbs on the board) for the first space. Write 'myself' in the second space. You have 8 minutes.
5. Have pupils volunteer to share their answers. (Answers: a. cut, myself; b. cooked, myself; c. pay, myself; d. fixed, myself; e. carry, myself)
6. **Say:** Work in pairs. Practice the dialogues. One pupil reads the first line. The other pupil reads the second line. After you have finished the 5 dialogues, change.
7. Give pupils 3 minutes.

Independent Practice (10 minutes)

1. **Say:** Work alone. Write 3 sentences about the things you do yourself. Use the sentences on the board and the dialogues to help you.
2. Give pupils 6 minutes.
3. If possible, walk around and listen to pupils' sentences. Correct any mistakes.
4. Have pupils volunteer to share their answers. (Examples: I got ready for school myself. I walked to the bus stop myself. I solved math sums myself.)

Closing (1 minute)

1. **Ask:** What did we do today? Raise your hand. (Answer: We learned how to use 'myself' for times when we do things without the help of anyone.)
2. Praise pupils for their hard work.




[SENTENCES]

1. This morning, I made breakfast myself. I had some tea and bread.
2. I walked to school by myself.
3. After school, I washed my clothes myself.
4. Then, I did my homework myself.

[EXERCISE]

1. What happened to your finger?
I _____ yesterday. The knife was very sharp.
2. Did your mom help you make this delicious cassava?
No, I _____ it _____.
3. Shall I pay for your pencil?
No, thanks. I will _____ for it _____.
4. Great! You are riding your bicycle again.
Yes, I _____ it _____.
5. Do you want me to carry your bag for you?
No, thanks. I will _____ it _____.

Lesson Title: Possessive Pronouns	Theme: Reading Nonfiction	
Lesson Number: L-06-120	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use pronouns to show possession.</p>		<p>Teaching Aids 1. Container (bag, basket or bowl) 2. Table at the end of the lesson plan</p>		<p>Preparation 1. Bring a container (bag, basket, bowl) big enough to hold 5 classroom objects. 2. Write the table at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** Let's review yesterday's lesson.
2. **Ask:** What did you do today yourself? Raise your hands. Guide pupils to respond using 'myself'.
3. Tell pupils that today they are going to talk about things that belong to them.

Introduction to the New Material (8 minutes)

1. Ask pupils to put 3 of their things on the desk. For example, pencil, exercise book, rubber, hand)
2. Hold the container in your hand and pick up a pencil from your desk. Show the class.
3. **Ask:** Whose pencil is this? Raise your hand. (Answer: Yours.)
4. **Say:** Yes, it is mine.
5. Put the pencil in the container.
6. Walk to a pupil and take 1 of their things. Show the class.
7. **Ask:** Whose (book) is this? Raise your hand. (Answer: It is hers / It is his.)
8. **Say:** Yes, it is hers / his.
9. Put the book in the container.
10. Walk to 2 pupils and take one each of their things. Show the class.
11. **Ask:** Whose things are these? Raise your hand. (Answer: They are theirs.)
12. **Say:** Yes, they are theirs.
13. **Ask:** Are all of these things mine? Raise your hand. (Answer: no)
14. **Say:** Yes, one thing is mine. One thing is his / hers. 2 things are theirs.
15. **Say:** Today we are going to learn about how we talk about things that belong to us and to other people.

Guided Practice (12 minutes)

1. Take out your pencil from the container. Show the class.
2. **Ask:** Whose pencil is this? Raise your hand. (Answer: It is yours.)
3. **Say:** The pencil is mine.
4. Show pupils the table on the board. Point to 'I, me and mine'.
5. **Say:** If I talk about something that belongs to me I say 'mine'.
6. Take out the object that belongs to a girl. Show the class.
7. **Ask:** Whose thing is this? Raise your hand. (Answer: It's hers.)
8. **Say:** The (thing) is hers.
9. Show pupils the table on the board. Point to 'she, her and hers'.
10. **Say:** If I talk about something that belongs to a girl I say 'hers'.
11. **Ask:** What do I use if I am talking about a boy. Raise your hand. (Answer: It is his.)

12. **Say:** Yes, we use 'his'.
13. Show pupils the table on the board. Point to 'he, him and his'.
14. **Say:** If I talk about something that belongs to a boy I say 'his'.
15. Take out things that belong to 2 or more pupils. Show the class.
16. **Ask:** Whose things are these? Raise your hand. (Answer: They are theirs.)
17. **Say:** These things are theirs.
18. Show pupils the table on the board. Point to 'they, them and theirs'.
19. **Say:** If I talk about something that belongs to 2 or more people I say 'theirs'.
20. **Ask:** Whose classroom is this? Raise your hand. (Answer: It is ours.)
21. **Say:** It is ours.
22. Show pupils the table on the board. Point to 'we, us and ours'.
23. **Say:** If I talk about something that belongs to us I say 'ours'.

Independent Practice (10 minutes)

1. **Say:** Now, we are going to practice saying some sentences. Work in pairs. You all have 3 things on your desk.
2. **Say:** The first pupil picks up one thing. Then asks: Whose (thing) is this? The other answers: 'It is yours'. The other pupil in the pair picks a thing and asks, and so on.
3. **Say:** You have 5 minutes.
4. After 5 minutes clap your hands.
5. Ask 3 or 4 pairs to show an object and say a sentence.

Closing (2 minutes)

1. **Ask:** What did we do today? Raise your hand. (Answer: words to use when we talk about things that belong to us or other people)
2. Praise pupils for their hard work.

[TABLE]

I	me	<u>mine</u>
you	you	<u>yours</u>
he	him	<u>his</u>
she	her	<u>hers</u>
we	us	<u>ours</u>
they	them	<u>theirs</u>

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