



Ministry of
Basic and
Senior
Secondary
Education

Lesson Plans for
Senior Secondary
English
Language

SSS



TERM



Foreword

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

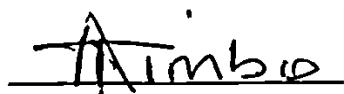
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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

A handwritten signature in black ink, appearing to read 'Alpha Osman Timbo', written over a horizontal line.

Mr. Alpha Osman Timbo

Minister of Basic and Senior Secondary Education

The policy of the Ministry of Basic and Senior Secondary Education, Sierra Leone, on textbooks stipulates that every printed book should have a lifespan of three years.

To achieve thus, DO NOT WRITE IN THE BOOKS.

Table of Contents











Lesson 1: Oral Presentation: Self-Introduction	1
Lesson 2: WASSCE Guidelines.....	3
Lesson 3: Parts of Speech Review.....	6
Lesson 4: Parts of Speech Review.....	9
Lesson 5: Vocabulary Development: Government and Administration.....	12
Lesson 6: Vocabulary Development: Government and Administration.....	16
Lesson 7: Active and Passive Voice.....	19
Lesson 8: Active and Passive Voice.....	22
Lesson 9: Reading Comprehension – Descriptive Essay.....	26
Lesson 10: How to Write a Five-Paragraph Essay.....	30
Lesson 11: Descriptive Essay	34
Lesson 12: Descriptive Essay	37
Lesson 13: Tenses Review.....	40
Lesson 14: Tenses Review.....	44
Lesson 15: Tenses Review.....	48
Lesson 16: Tenses Review.....	52
Lesson 17: Comprehending a Listening Passage	55
Lesson 18: Creative Writing.....	58
Lesson 19: Word Stress.....	62
Lesson 20: Emphatic Stress.....	65
Lesson 21: Vocabulary Development: Law and Order	68
Lesson 22: Vocabulary Development: Law and Order	72
Lesson 23: Reading Comprehension – Report.....	76
Lesson 24: Report	80
Lesson 25: Vocabulary Development: Simile, Metaphor, Personification	84
Lesson 26: Vocabulary Development: Simile, Metaphor and Personification	88
Lesson 27: Vocabulary Development: Idioms, Phrasal Verbs and Collocations.....	90
Lesson 28: Vocabulary Development: Idioms, Phrasal Verbs and Collocations.....	95
Lesson 29: Conditional Tense – Second Conditional	99
Lesson 30: Conditional Tense – Third Conditional	102
Lesson 31: Reading Skills Development: Skimming and Scanning	105

Lesson 32: Consonant Sounds	110
Lesson 33: Conditional Tense – Mixed Conditional.....	114
Lesson 34: Case in Nouns – Subjective	117
Lesson 35: Case in Nouns – Objective	120
Lesson 36: Case in Nouns – Possessive.....	123
Lesson 37: Reading Comprehension – Drama	127
Lesson 38: Drama	132
Lesson 39: Question Tags – Present Tense.....	136
Lesson 40: Question Tags – Past Tense	141
Lesson 41: Conditional Tenses Review	146
Lesson 42: Reading Skills Development: Summarising	150
Lesson 43: Consonant Clusters	153
Lesson 44: Linking Verbs.....	156
Lesson 45: Finite and Non-finite Verbs.....	159
Lesson 46: Finite and Non-finite Verbs.....	163
Lesson 47: Question Tags – Future Tense	166
Lesson 48: Listening Comprehension – Question Tags	171

Introduction to the Lesson Plans

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

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

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

KEY TAKEAWAYS FROM SIERRA LEONE’S PERFORMANCE IN WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATION – ENGLISH LANGUAGE¹

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

Listening and speaking

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

Writing

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

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

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

Reading comprehension

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

FACILITATION STRATEGIES

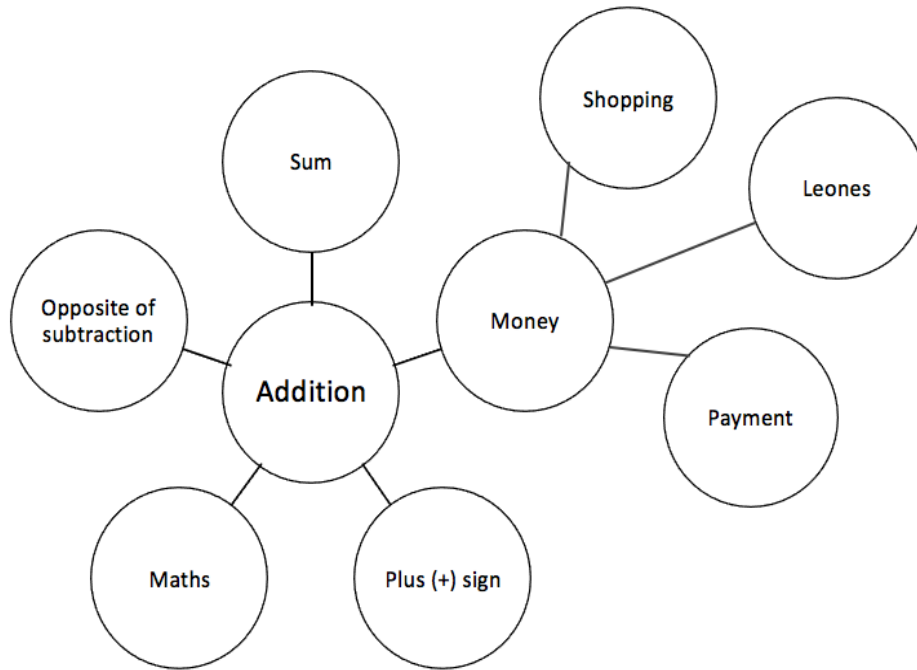
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior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

Strategies for introducing a new concept

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

Strategies for reviewing a concept in 3-5 minutes

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



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

Strategies for assessing learning without writing



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

Strategies for assessing learning with writing

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

Strategies for engaging different kinds of learners

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

Lesson Title: Oral Presentation: Self-Introduction	Theme: Listening and Speaking	
Lesson Number: L3-L001	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Prepare a brief introduction about themselves using appropriate tense and vocabulary. 2. Introduce themselves clearly and fluently using appropriate tense and vocabulary. 3. Introduce someone else clearly and fluently using appropriate tense and vocabulary. 	 Preparation <ol style="list-style-type: none"> 1. Use the self-introduction topics and example self-introduction to prepare your own self-introduction (see end of lesson). 2. Write the self-introduction topics on the board (see end of lesson). 	

Opening (5 minutes)

1. Welcome the class to SSS 3 English Language and introduce yourself using the self-introduction you have prepared.
2. Explain that in today's lesson pupils will introduce themselves using the topics on the board.

Teaching and Learning (10 minutes)

1. Explain self-introductions:
 - An introduction tells people about you and your background.
 - Introductions are usually spontaneous.
 - Good introductions include at least your name and an opening/closing greeting.
 - Introductions are tailored to the audience and what it wants to know.
 - Longer introductions can discuss topics such as age, where you live or where you were born, family background, education, hobbies, favourite foods and dreams for the future.
 - When introducing yourself, speak loudly and use clear language so others can understand you easily.
2. Ask pupils to choose from the topics on the board to write their own self-introductions. Encourage them to add greetings or rearrange sentences to make their self-introductions more interesting.

Practice (20 minutes)

1. Ask pupils to share their self-introduction with their seatmates. Allow time for each to ask follow-up questions about the other.

2. Ask pupils to write an introduction about a seatmate, using the third person ('he' or 'she').
3. Invite 2 or 3 volunteers to introduce themselves and another to introduce a seatmate to the class. Encourage them to place the stress on pronouns to show contrast between 2 people. (Example answer: **I** like basketball. **She** likes volleyball.)

Closing (5 minutes)



1. Discuss the following as a class:
 - What topics could you add to a self-introduction?
(Example answers: Favourite sports clubs, favourite foods, nicknames)
2. For homework, have pupils do practice activity PHL3-L001 in the Pupils' Handbook.

[SELF-INTRODUCTION TOPICS]

- Name
- Date of birth/age
- Where you live and/or where you were born
- Family background
- Education
- Hobbies
- Favourite foods
- Dreams for the future

[EXAMPLE SELF-INTRODUCTION]

Hello! My name is Mousa Sesay. I am 17 years old. I live in Freetown, but I was born in Bo. I have 3 brothers and 2 sisters. My favourite class is English Language Arts. I hope to become a teacher one day. For leisure, I like watching movies and exploring. It's nice to meet you.

Lesson Title: WASSCE Guidelines	Theme: All	
Lesson Number: L3-L002	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the types of papers presented in the examination. 2. Name the learning areas tested in Sierra Leone on the examination. 	 Preparation 1. Write the vocabulary on the board (see end of lesson).	

Opening (5 minutes)

1. Discuss the topic of the WASSCE as a class, using the following questions:
 - What do you know about the WASSCE for English Language?
 - What concerns do you have about this examination?
 - On what areas of the examination are you confident you can score well?
2. Explain that in today's lesson pupils will explore the papers in the examination and the learning areas of each paper.

Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Discuss the format of the WASSCE with pupils. Tell them to follow along in their Pupils' Handbooks.
3. Explain **Paper 1 – Objective/Multiple Choice:**
 - Paper 1 is 1 hour. It is 80 multiple choice questions. It tests your ability to use vocabulary appropriately.
 - It also covers idioms, figurative language such as metaphors, and grammatical structure.
Example question:
 - She hurt him because she does not know her own _____.
a. resilience b. strength c. intuition d. discretion (Answer: b. strength)
4. Explain **Paper 2, Section A – Essay Writing:**
 - Paper 2A is 50 minutes. You will be given 5 essay prompts and must choose 1. The essay must be 450 words.
 - It tests your ability to provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.
 - The prompts come in 9 formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
Example questions:
 - Write a letter to your friend explaining why you will not be able to visit during school holidays.

- Write a story ending with the statement: 'You reap what you sow'.
5. Explain **Paper 2, Section B – Comprehension:**
- Paper 2B is 30 minutes. You will answer questions on 1 passage.
 - This section tests your ability to really understand what you are reading.
 - You will be asked to paraphrase, make inferences from the text, identify grammatical structures and explain literary terms.
- Example questions:
- What opinion did others have of the main character?
 - What figure of speech is used in the second paragraph?
 - Why did the main character do what she did?
6. Explain **Paper 2, Section C – Summary:**
- Paper 2C is 40 minutes. You will summarise 1 passage.
 - This section tests your ability to determine the most essential points of a passage, extract them and put them into your own words.
- Example question:
- In 3-5 sentences, explain why the author thinks fish is tastier than chicken.
7. Explain **Paper 3 – Oral English:**
- Paper 3 is 45 minutes. You will answer 60 multiple choice questions covering listening comprehension.
 - It tests your ability to understand what a person is saying and identify consonant and vowel sounds, consonant clusters, rhymes, stress and intonation.
- Example question 1:
- From the words lettered a. to d., choose the one that rhymes with 'detail'.
a. retail b. entail c. deter d. delay. (Answer: a. retail)
- Example question 2:
- From the examples lettered a. to d., choose the one that has the correct stress on 'benevolent'.
a. BE-nev-o-lent b. be-NEV-o-lent c. be-nev-O-lent d. be-nev-o-LENT.
(Answer: b. be-NEV-o-lent)

Practice (10 minutes)

1. Draw pupils' attention to the vocabulary on the board (see end of lesson).
2. Invite pupils to give a definition of each word.
3. Write a definition for each word on the board (see example definitions below).
 - Multiple choice: A question with several possible answers provided
 - Grammar: A set of rules for the correct use of a language
 - Structure: The arrangement of words and sentences to make complete sense
 - Comprehension: The ability to understand something in a sentence or passage
 - Prompt: A message telling the writer what to write about
4. Have pupils give examples of each of the words to check for understanding.

Closing (5 minutes)

1. Explain to the class that this year they will cover each of the learning areas above.
2. Answer any question pupils may have about WASSCE that were not addressed in the lesson.
3. For homework, have pupils do practice activity PHL3-L002 in the Pupils' Handbook.

[VOCABULARY]

- Multiple choice
- Grammar
- Structure
- Comprehension
- Prompt



Answers to practice activity

Activity 1

1. a. 2. c. 3. b.

Activity 2

1. Pupils need to spend time revising for English examinations.
2. Grammar spelling and punctuation/ the rules that help us to write correct English Language.
3. By speaking the language more often/more regularly.

Lesson Title: Parts of Speech Review	Theme: Grammar	
Lesson Number: L3-L003	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the 8 parts of speech. 2. Explain the function of each of the 8 parts of speech. 	 Preparation Write the parts of speech on the board.	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - What is a part of speech? (Example answer: a category of word)
 - How many parts of speech are there? (Answer: 8)
 - What are the 8 parts of speech? (Answer: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection)
2. Tell pupils that in this lesson they will identify the 8 parts of speech and their functions. To do that, they are going to create sentences that have all 8 parts of speech.

Teaching and Learning (20 minutes)

1. Use the table to revise the 8 parts of speech and their functions with pupils:

Part of speech	Definition	Examples
Noun	Nouns name people, places, ideas or things.	Suzan, city, car, Bo
Pronoun	Pronouns replace nouns – often to avoid repetition.	I, they, it, us
Verb	Verbs show action or state of being. They can be affected by time – past, present or future.	Stand, took, was
Adjective	Adjectives describe or modify nouns. They show things like size, appearance and number.	slow Suzan, big city, old car, tall man
Adverb	Adverbs modify verbs, adjectives, or other adverbs. They show how, when, where and how much.	cheerfully stands, amazingly healthy, quite quickly greatly affected
Preposition	Prepositions show how a noun or pronoun is related to another word in a sentence.	Suzan drove to the store in her old car with a friend
Conjunction	Conjunctions join 122 or more words, phrases or clauses.	Suzan drove to the store in her old car, so it took a long time and she was nearly late.

Interjection	Interjections show excitement or sudden emotion and are usually followed by the use of the exclamation mark.	Wow! Oh! Ouch! Congratulations!
---------------------	--	------------------------------------

2. Ask pupils to look around the classroom and out the window and tell you different nouns they see. Write a list of 10-12 examples on the board.
3. Select 3-5 of the nouns from the list and ask volunteers to change them into subject pronouns or object pronouns.
(Examples: 'desk' to 'it', 'pupils' to 'we/us', 'teacher' to 'you/he/she')
4. Select 3-5 more nouns from the list and ask pupils to use adjectives to describe them.
(Examples: **purple** desk, **old** teacher, **tired** pupils)
5. Ask volunteers to add a verb to the adjective-noun pairings they have just created, along with an article (a, an, the) to create a complete sentence.
Examples:
 - A purple desk **broke**.
 - An old teacher **sits**.
 - The tired pupils are **waiting**.
6. Ask volunteers to add an adverb to the sentences they created.
Examples:
 - A **very** purple desk broke.
 - An old teacher **awkwardly** sits.
 - The tired pupils **are** waiting impatiently.
7. Ask volunteers to add a preposition and noun to one of the sentences.
Example: An old teacher awkwardly sits **in** the classroom.
8. Ask volunteers to connect 2 of the sentences using a conjunction and a possessive pronoun, for example, 'his', 'her' or 'our'.
Example: An old teacher awkwardly sits in the classroom **while her** tired pupils impatiently wait.
9. Finally, ask volunteers to add an interjection to the sentence to show emotion.
Example: An old teacher awkwardly sits in the classroom while, **uh-oh**, her tired pupils impatiently wait.



Practice (14 minutes)

1. Tell pupils they are going to follow the same steps to create their own sentence.
2. First, have them select one of the nouns from the classroom list that was not used.
3. Ask pupils to add a verb to make a simple sentence. Then have them add an adjective to describe the noun and an adverb to describe the verb. Now they should have a sentence with a noun, verb, adjective and adverb.

4. Ask pupils to exchange their sentences with a seatmate. Then have them add the other parts of speech (pronoun, preposition, conjunction, interjection) one at a time to their seatmate's sentence.
5. Invite volunteers to write their new sentences on the board. As a class, check that they have all 8 parts of speech.

Closing (*1 minute*)

1. For homework, have pupils do practice activity PHL3-L003 in the Pupils' Handbook.

Lesson Title: Parts of Speech Review	Theme: Grammar	
Lesson Number: L3-L004	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the 8 parts of speech in sentences. 2. Write sentences using the 8 parts of speech. 	 Preparation Write the jumbled sentences on the board (see end of lesson).	

Opening (5 minutes)

1. Invite pupils to give an example of each of the 8 parts of speech (examples below):
 - Noun: pupil, Africa, map
 - Pronoun: you, we, they
 - Adjective: brilliant, wonderful, smelly
 - Verb: walk, write, think, am, are
 - Adverb: well, very, furiously, seldom
 - Preposition: through, under, above
 - Conjunction: yet, neither, and
 - Interjection: On no! Yay! Wow! Hurray!
2. Tell pupils that in today's lesson they are going to practise writing sentences using the 8 parts of speech.

Teaching and Learning (17 minutes)

1. Write the following words on the board:
 - Exit
 - Just
 - Type
 - Front
 - Set
2. Ask volunteers to define each word and label the part of speech.
3. Explain that each word has multiple meanings and parts of speech:
 - Exit: to leave (v); a way out (n)
 - Just: fair and appropriate (adj); exactly, simply, barely, recently (adv)
 - Type: write using a keyboard (v); category (n)
 - Front: the side of an object that is seen or used first (n); at the beginning (adj); lead a group (v)
 - Set: put something in place (v); a collection (n); prearranged (adj)
4. Explain that we can determine the part of speech from how a word is used in a sentence. If we do not know the part of speech, we can guess based on which usage is most common and by inference.

5. Point to the first jumbled sentence on the board (see end of lesson).
6. Ask volunteers to label each part of speech and then write the sentence in correct order on the board.

Answer:

- Parts of speech: fox – noun; over – preposition; lazy – adjective; quickly – adverb; the – adjective; jumped – verb; brown – adjective; dog – noun; the adjective
 - Correct sentence: The brown fox quickly jumped over the lazy dog.
7. Invite volunteers to explain why each word is a particular part of speech:
 - **Fox** and **dog** are nouns because animals are a type of thing.
 - **The** is an article. It works like an adjective to describe a noun.
 - **Over** is a preposition. It shows where the dog is in relation to the fox.
 - **Quickly** is an adverb because it describes the verb 'jumped'. Most words ending in '-ly' are adverbs.
 - **Lazy** is an adjective because it describes a noun, in this case the dog.
 - **Brown** is an adjective because it describes a noun, in this case the fox.
 - **Jumped** is a verb because it shows action – something that one does.

Practice (17 minutes)

1. Ask pupils to work with seatmates and write 3 sentences explaining what the fox did after jumping over the dog. The sentences should include the following parts of speech (in any order):
 - Sentence 1: noun + verb + adjective + preposition
 - Sentence 2: pronoun + verb + adverb + interjection
 - Sentence 3: noun + 2 verbs + conjunction
2. Invite volunteers to write their sentences on the board and label the parts of speech:
 - Example 1: The man (noun) walked (verb) across the narrow (adjective) road in (preposition) the rain.
 - Example 2: He (pronoun) accidentally (adverb) stepped (verb) on a rock – owww (interjection)!
 - Example 3: The man (noun) limped (verb) and (conjunction) cursed (verb) all the way home.
3. Point to the second jumbled sentence on the board and ask pupils to copy it into their exercise book. Tell them to label each part of speech and then write the sentence in the correct order.
4. Invite a volunteer to write the final sentence on the board and label the parts of speech. Correct mistakes if necessary.

Answer:



- Parts of speech: excited – adjective; just – adverb; my – pronoun; pizzas – noun; nine – adjective; served – verb; very – adverb; us – pronoun; mother -- noun
- Correct sentence: My very excited mother just served us nine pizzas.

Closing (1 minute)

1. For homework, have pupils complete practice exercise PHL3-L004 in the Pupils' Handbook.

[JUMBLED SENTENCES]

- fox over lazy quickly the jumped brown dog the
- excited just my pizzas nine served very us mother

Lesson Title: Vocabulary Development: Government and Administration		Theme: Reading	
Lesson Number: L3-L005		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of government and administration. 2. Use context clues and inference to determine the meaning of unknown words in a text. 		 Preparation <ol style="list-style-type: none"> 1. Read the text 'Sierra Leone After the End of the Armed Conflict' (see end of lesson). 2. Write the fill-in-the-blanks activity on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss the topic of government and administration as a class, using questions such as:
 - What is Sierra Leone's system of government?
 - What does Sierra Leone have in common with other countries' governments? What is different?
 - What words come to mind when you think of 'government and administration'?
2. Tell pupils that today's lesson is a reading lesson focusing on vocabulary associated with government and administration.

Teaching and Learning (10 minutes)

1. Introduce the text. Tell pupils that it is a report about Sierra Leone's government after the war. It introduces several words associated with government and administration.
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Read the first paragraph aloud to pupils. Have pupils follow along in their Pupils' Handbooks.
4. Ask pupils to identify the context clues (words in the sentence that help the reader understand the meaning of an unfamiliar word) that help to determine the meaning of the first bolded vocabulary word, 'reconciliation'. (Context clue: to end the war)
5. After discussing reconciliation as a class, write a definition for it on the board. (Example definition: the process of returning to friendly relations)
6. Read the second paragraph aloud to pupils. Have pupils follow along in their books.
7. Ask pupils to identify the context clues that help to determine the meaning of the word 'coalition'. (Context clue: to include the major parties in parliament)

8. After discussing a coalition government as a class, write a definition for it on the board. (Example definition: a temporary alliance of political parties to form a ruling government)

Practice (20 minutes)

1. Ask pupils to read the third paragraph silently to themselves.
2. After pupils have finished reading, invite 1-2 volunteers to summarise the difference between a coalition and a power-sharing government in their own words. (Example answer: A coalition is when a group of political parties agrees to cooperate in parliament. This usually happens because no single party won a majority in parliament on its own. Power sharing is when groups agree to share power.)
3. Write the following words on the board:
 - Policies
 - Parliament
 - Public servant
 - Corruption
 - Diplomatic
4. Have pupils work with seatmates to look for context clues in the text or make inferences to help determine the meaning of words.
 - Policies (Context clue: his plan)
 - Parliament (Context clue: government that included the major parties)
 - Public servant (Context clue: public refers to a people as a whole; servant is a worker)
 - Corruptions (Context clue: crack down; passports disappeared)
 - Diplomatic (Context clue: belonging to ambassadors)
5. Move around the classroom to make sure pupils understand and are doing the activity correctly.
6. Invite volunteers to give a definition of the new words. Have them give examples and use the words in sentences to check for understanding.
7. Write a definition for each word on the board.

Examples:

 - Policies: A plan proposed by a government or political party
 - Parliament: A group of elected officials that makes laws
 - Public servant: A government official (either elected or appointed)
 - Corruption: Dishonest behaviour by public servants
 - Diplomatic: Related to managing relations with another country
8. Point to the fill-in-the-blanks sentences on the board (see end of lesson). Ask pupils to copy the sentences into their exercise books and fill in the blanks using the words in the word bank.
9. Check answers as a class.

Answers:

- a. democratic
- b. white paper, circulars
- c. cabinet, permanent secretary
- d. bureaucracy, revenue
- e. agenda, agency
- f. minutes, memorandum

Closing (5 minutes)

1. Discuss the following questions as a class:
 - a. Are all countries' governments the same? (Answer: No.)
 - b. In what ways do governments differ? (Example answers: Not all governments are democratic. They have different parties and different policies.)
2. For homework, have pupils do practice activity PHL3-L005 in the Pupils' Handbook.

[TEXT]

Sierra Leone After the End of the Armed Conflict¹

The new government faced three major problems. First, it had to end the war and begin the task of national **reconciliation**. Second, it had to embrace **policies** of national reconstruction, including relocating people displaced by the war. Finally, it had to establish discipline within the Armed Forces. The president in his first speech to the people called his plan the three R's: reconstruction, reconciliation and rehabilitation.

In order to achieve his goals, Kabbah formed a **coalition** government that included the major parties in **parliament**. He also reached out to the rebel leader, Foday Sankoh. Sankoh rejected Kabbah's approach, insisting on **power sharing** with the new government. Sankoh asked Kabbah to implement 'a people's budget' that would include free education, affordable housing, clean water and a sewage system in every village.



The government rejected Sankoh's demands, in particular power sharing. Instead, it set up the National Unity and Reconciliation Commission to investigate injustices against individuals and communities. The government also declared it would fight **corruption** among **public servants** after 500 Sierra Leonean passports, some of them **diplomatic** passports belonging to ambassadors, disappeared.

[FILL-IN-THE-BLANKS ACTIVITY]

permanent secretary	democratic	memorandum	white paper	bureaucracy	minutes
	cabinet	agency	agenda	revenue	circulars

- a. Because the country had a _____ form of government, it elected new leaders every 4 years.
- b. The government published research on areas of public interest via _____ and distributed formal policy ideas via government _____.
- c. The president appointed the leading expert to her _____ as a _____.
- d. Corrupt officials within the _____ siphoned money from the state's _____.
- e. The president presented an ambitious policy _____ that included the creation of a new _____ to oversee environmental protection.
- f. After the cabinet meeting, the secretary distributed the _____ to committee members and distributed a _____ signed by the members present.

¹Zack-Williams, A. B. (2002). Sierra Leone After the End of the Armed Conflict. *Cadernos de Estudos Africanos*, (2), 57-75. doi:10.4000/cea.1271

Lesson Title: Vocabulary Development: Government and Administration		Theme: Writing	
Lesson Number: L3-L006		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of government and administration. 2. Complete a text on the topic using appropriate vocabulary. 		 Preparation Practise reading the text 'Local Governments in Nigeria' aloud (see end of lesson).	

Opening (5 minutes)

1. Discuss the topic of government and administration as a class, using the following questions:
 - How do other countries' systems of government differ from Sierra Leone's?
 - What do other West African countries' governments share in common?
2. Tell pupils that in today's lesson they will build upon their vocabulary related to government and administration.

Teaching and Learning (10 minutes)

1. Introduce the text by telling pupils that it is a report on Nigeria's government. Explain that it introduces several more words associated with government and administration, but that several words are missing.
2. Tell pupils that they will fill in the blanks by using their knowledge of government and administration.
3. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
4. Revise the word bank as a class (see end of lesson).
5. Read the first paragraph of the text aloud to pupils (see end of lesson). Have pupils follow along in their books.
6. Ask pupils to identify the phrases from the word bank that best fit the first blanks in the first paragraph (see answers in text at end of lesson).
7. Read the second paragraph aloud to pupils. Have pupils follow along in their books.
8. Ask pupils to identify the phrase from the word bank that best fits the second blank space.

Practice (20 minutes)

1. Ask pupils to read the rest of the text silently to themselves.
2. Write the following words on the board:
 - Local government

- Federalism
 - Indirect rule
 - Constitution
 - Grassroots participation
3. Have pupils work with seatmates to look for context clues (or make inferences) to help determine the meaning of words on the board.
 - Local government (Context clue: ‘federal, state and local units of government’ implies a level of government below the state)
 - Federalism (Context clue: ‘political system’; ‘national, state and local leaders’)
 - Indirect rule (Context clue: ‘governed ... from outside the country’)
 - Constitution (Context clue: ‘document’)
 - Grassroots participation (Inference: ‘roots’ implies something at its most basic level)
 4. Invite different pupils to give a definition of the new vocabulary. If there are dictionaries available, allow pupils to use them.
 5. Write a definition for each word on the board (see example definitions below).
 - Local government: The administration of a town, county or district by representatives
 - Federalism: A form of government in which power is divided between a national government and state or local governments
 - Indirect rule: A form of government in which one country governs another
 - Constitution: A set of fundamental rules that state how the government may rule
 - Grassroots participation: Local activity in governance
 6. Have pupils work individually to fill in the remaining blanks with appropriate phrases.
 7. Invite different volunteers to read the completed paragraphs aloud. Stop to discuss answers as a class.

Closing (5 minutes)

1. Discuss the following questions as a class:
 - What similarities can you note between Sierra Leone’s and Nigeria’s forms of government?
 - What differences can you note?
2. For homework, have pupils do practice activity PHL3-L006 in the Pupils’ Handbook.

[WORD BANK]

equal to	key to	democracy	colonial rule	vote
three tiers	constitution	weakened	independence	participate

[TEXT WITH ANSWERS]

Local Governments in Nigeria¹

People have discussed the role of **local governments** in Nigeria since it became a democracy in 1999. Many thought Nigeria's leaders would promote **federalism**. The idea was that national, state and local leaders would share power. Unfortunately, this has not happened. However, we believe federalism is a good political system.



Under colonial rule, Britain governed Nigeria from outside the country through **indirect rule**. After independence from Britain, Nigeria changed the **constitution**. According to the document, Nigeria would have a three-tier system. Those three tiers were federal, state and local units of government.

However, the local units of government are being attacked. In 1976, new laws tried to strengthen local governments, but recent changes to the constitution have instead weakened them. The constitution is unclear about how much power local governments have.

Local government is key to democracy because it is the best way to mobilise people. Democracies do not work if people do not vote. Luckily, despite these attacks, **grassroots participation** is keeping federalism alive. Nigeria is Africa's largest democracy. Other countries look to it as a model. Nigeria needs to strengthen local governments and help rural people participate in democracy. This will make it a truly federalist system.

Therefore, we recommend that the Nigerian constitution clearly say that Nigeria is a federalist state. Furthermore, local governments should be equal to state and national governments.

¹Abdulhamid, O., & Chima, P. (2016). Local government administration in Nigeria: the search for relevance. *Commonwealth Journal of Local Governance*, (18), 181. doi:10.5130/cjlg.v0i18.4850

Lesson Title: Active and Passive Voice	Theme: Grammar/Reading	
Lesson Number: L3-L007	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define active and passive voice and demonstrate understanding of their function in a sentence. 2. Identify active and passive voice in a text. 	 Preparation 1. Practise reading the text 'Using Virtual Reality' aloud (see end of lesson).	

Opening (2 minutes)

1. Tell pupils that today's lesson is about active and passive voice.
2. Explain that today's text is a scientific study about self-driving cars – cars that do not need a human driver. Pupils will use this text to practise identifying active and passive voice in sentences.

Teaching and Learning (20 minutes)

1. Explain that a noun or pronoun has 1 of 6 functions in a sentence:
 - Subject: who or what does the action
Example:
 - The principal arrived at 7:00.
 - Hint: Who arrived? The principal.
 - Object: who or what receives the action
Example:
 - The pupils greeted the **principal**.
 - Hint: 'The pupils' are the subject. Whom did they greet? The principal.
 - Indirect object: who or what receives the direct object
Example:
 - The teachers gave the **principal** their attention.
 - Hint: 'Teachers' is the subject. The teachers gave what? Their attention. To whom? The principal.
 - Subject complement: a word that renames or describes the subject after a linking (non-action) verb (such as 'to be') This means that it tells you more about the subject.
Example:
 - Janet is the **principal**.
 - Hint: 'Janet' is the subject. What is Janet? A principal.
 - Object complement: a word that renames or describes the object. This means that it tells you more about the object.
Example:
 - They hired her as **principal** of the school.

- Hint: 'They' is the subject. Whom did they hire? Her. As what? Principal.
 - Genitive: a word that indicates possession or close association. It helps to complete the meaning of a possessive pronoun which is the subject.
Example:
 - Our **principal** is at the school.
 - Hint: 'Our' is the subject. But it is a possessive and needs another word to be complete. Our what is at the school? Our principal.
2. Explain that sentences can be written in 122 ways:
 - Active voice: The subject performs the action, just as in the examples above.
Example:
 - **She** accidentally consumed palm oil.
 - **He** will present the paper to the committee.
 - Passive voice: Passive voice changes the sentence so that the subject **receives** the action of the verb or does not get mentioned at all.
Example:
 - The palm oil was accidentally consumed (by her).
 - The paper will be presented to the committee.
 3. Explain that passive voice phrases have a few common characteristics:
 - They always include a form of the verb 'to be', quickly followed by another verb (or adverb). However, it is important to remember that not all phrases with 'to be' verbs are passive.
 - Passive sentences are indirect, so they can be more confusing and less clear than active sentences.
 - The subject of a passive voice sentence may be unstated, leaving the reader asking 'by whom?' or 'by what?' For instance, look at the sentence 'The man was eaten'. By what? By whom? A passive sentence does not have to say.
 - Scientific writers typically use passive voice to make their writing appear more objective because using personal pronouns and names can make writing appear subjective.
 4. Ask volunteers to identify the different forms of 'to be'. (Answer: am, are, is, was, were, being, been)
 5. Have pupils open the Pupils' Handbook at the practice activity that corresponds with this lesson and look at the text 'Using Virtual Reality'.
 6. Read the first sentence aloud to pupils. Have pupils follow along in their books.
 7. Invite a volunteer to identify any passive voice by looking for a 'to be' verb plus another verb. (Answer: none)
 8. Read the second sentence aloud to pupils. Have pupils follow along in their books.
 9. Invite a volunteer to identify any passive voice by looking for a 'to be' verb plus another verb. (Answer: While initially, these systems are likely to be restricted to highway use, they will eventually...)

Practice (13 minutes)

1. Ask pupils to read the rest of the passage silently to themselves and write down all examples of passive voice in their exercise books.
2. After pupils have finished reading, invite volunteers, one at a time, to identify the 6 examples of passive voice in the passage.
3. Discuss the answers as a class (see end of lesson).

Closing (5 minutes)

1. Discuss the following as a class:
 - Why does the author sometimes use passive voice? (Example answers: to appear more objective; because the author wants to draw attention to something other than the subject; because the subject is obvious; because the subject is unknown)
2. For homework have pupils complete practice activity PHL3-L007 in the Pupils' Handbook.

[SEE ANSWER KEY FOR ANSWERS]



Using Virtual Reality¹

Tesla Motors introduced the first privately owned cars with autopilots in October 2015. While initially, these systems are likely to be restricted to highway use, they will eventually be found in cities.

The new technology is expected to reduce the number of car accidents significantly. The German Federal Statistics Agency reports that in 2015, 67% of all accidents that caused injuries to people were caused by poor driving. These numbers demonstrate the enormous potential of self-driving cars regarding road safety. In fact, Johansson and Nilsson (2016) claim that self-driving cars will adjust their driving style and speed so that safe handling of any unexpected event is guaranteed at all times.

However, this approach appears unrealistic for many situations. To ensure absolute safety even in very unlikely events, the car would have to drive in an overly cautious manner, and as a result the self-drive feature may be switched off by many drivers. Other rare events, such as a distracted human driver swerving into the opposite lane, seem very hard to avoid completely under any circumstances. Even when completely removing human drivers, we are left with a considerable number of accidents that could be caused by technical or engineering failure (Goodall, 2014b). There are over a billion cars in operation worldwide, so the amount of traffic alone guarantees that, in spite of the overall expected reduction of accidents, critical situations will occur on a daily basis.

¹Sütfeld, L. R., Gast, R., König, P., & Pipa, G. (2017). Using Virtual Reality to Assess Ethical Decisions in Road Traffic Scenarios: Applicability of Value-of-Life-Based Models and Influences of Time Pressure. *Frontiers in Behavioral Neuroscience*, 11. doi:10.3389/fnbeh.2017.00122

Lesson Title: Active and Passive Voice		Theme: Grammar/Writing	
Lesson Number: L3-L008		Class: SSS 3	Time: 40 minutes
	Learning Outcomes		Preparation
	By the end of the lesson, pupils will be able to: 1. Define active and passive voice and demonstrate understanding of their function in sentences. 2. Write sentences using active and passive voice correctly. 3. Change sentences from passive voice to active voice and vice versa.		1. Write the example sentences on the board (see end of lesson). 2. Write the active and passive voice sentences on the board (see end of lesson).

Opening (5 minutes)

1. Revise the difference between active voice and passive voice with pupils.
 - In active voice, the focus is on the subject 'doing' the action.
 - In passive voice, the emphasis is on the receiver of the action.
2. Revise the common characteristics of passive voice with pupils:
 - They always include a form of the verb 'to be' quickly followed by another verb (or adverb). However, it is important to remember that not all phrases with 'to be' verbs are passive.
 - Passive sentences are indirect, so they can be more confusing and less clear than active sentences.
 - The subject of a passive voice sentence may be unstated, leaving the reader asking 'by whom?' or 'by what?' For instance, look at the sentence 'The man was eaten'. By what? By whom? A passive sentence does not have to say.
 - Scientific writers typically use passive voice to make their writing appear more objective because using personal pronouns and names can make writing appear subjective.
3. Tell pupils that in today's lesson they will identify sentences with passive voice and rewrite them into active voice. They will also practise turning active voice into passive voice.

Teaching and Learning (16 minutes)

1. Draw pupils' attention to the sentences on the board (see end of lesson) and read them aloud.
2. Use the first sentence on the board to demonstrate how to turn active voice into passive voice in 4 steps:
 - Find a sentence that has a direct object.
Example: The pupils greeted the **principal**.
 - Change the position of the object and the subject.
Example: The **principal** greeted the **pupils**.

- Add a 'to be' verb and modify the existing verb as needed.
Example: The principal **was** greeted the pupils.
 - Add 'by' to the subject.
Example: The principal was greeted **by** the pupils.
3. Demonstrate how to turn a passive voice phrase with a clear subject into active voice:
 - Start with a passive sentence.
Example: The principal was greeted by the pupils.
 - Remove 'by' if it is in the sentence.
Example: The principal was greeted the pupils.
 - Remove the 'to be' verb and modify the existing verb as needed.
Example: The principal greeted the pupils.
 - Change the position of the subject and the object.
Example: The pupils greeted the principal.
 4. Demonstrate how to turn any passive voice sentence without a subject into active voice:
 - Start with a passive sentence.
Example: The principal was greeted.
 - Identify – or guess – the subject and add it to the end.
Example: The principal was greeted the pupils.
 - Remove the 'to be' verb and modify the existing verb as needed.
Example: The principal greeted the pupils.
 - Change the position of the subject and the object.
Example: The pupils greeted the principal.
 5. Remind pupils that sentences must have a direct object in order to change such sentences from active voice to passive voice. Have pupils identify the 2 remaining sentences on the board with direct objects.
Answers:
 - The teachers gave the **principal** their attention.
 - They hired **her** as principal of the school.
 6. Invite 2 volunteers to change the sentences into passive voice.
Answers:
 - The principal was given the teachers' attention.
 - She was hired (by them) as principal of the school.

Practice (16 minutes)

1. Look at the passive voice sentences on the board with pupils (see end of lesson).
2. Have pupils use the 4-step process to change the sentences from passive voice to active voice. Tell pupils that they can open the Pupils' Handbook at the practice activity that corresponds with the lesson for help.
3. Ask pupils to check their answers with seatmates.
4. Invite volunteers to write the answers on the board. Correct mistakes if necessary.

5. Discuss the answers as a class.

Answers:

- a. The mudslide destroyed the building.
- b. Shakespeare wrote the play *Hamlet*.
- c. Aminata and her family organised the wedding party.
- d. Martin Cooper invented the first handheld mobile phone.
- e. The principal decided that the pupils could go on a class trip.

6. As a class, look at the active voice sentences on the board (see end of lesson).

7. Have pupils use the 4-step process to change the sentences from passive voice to active voice. Tell pupils that they can open the Pupils' Handbook at the practice activity that corresponds with the lesson for help.

8. Ask pupils to check their answers with seatmates.

9. Invite volunteers to write the answers on the board. Correct mistakes if necessary.

10. Discuss the answers as a class.

Answers:

- a. My pets are being taken care of by Moses while I am away.
- b. All of your old letters have been kept.
- c. The cake will be made by Juliet.
- d. The surprise party for Fatima was being prepared by the boys.
- e. All of the goods were stored carefully by the shopkeeper.

Closing (3 minutes)

1. As a class, discuss when you would use passive voice. (Example answers: to emphasise the action rather than the person doing the action; to describe a situation when the person doing the action is unknown or unimportant; to remove bias and present information neutrally)
2. For homework, have pupils do practice activity PHL3-L008 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- The pupils greeted the principal.
- The teachers gave the principal their attention.
- Janet is the principal.
- They hired her as principal of the school.
- Our principal is at the school.



[PASSIVE VOICE SENTENCES]

- a. The building was destroyed by the mudslide.
- b. The play *Hamlet* was written by Shakespeare.
- c. The wedding party was organised by Aminata and her family.

- d. The first handheld mobile phone was invented by Martin Cooper.
- e. It was decided by the principal that the pupils could go on a class trip.

[ACTIVE VOICE SENTENCES]

- a. Moses is taking care of my pets while I am away.
- b. I have kept all of your old letters.
- c. Juliet will make the cake.
- d. The boys were preparing a surprise party for Fatima.
- e. The shopkeeper stored all of his goods carefully.

Lesson Title: Reading Comprehension – Descriptive Essay		Theme: Reading	
Lesson Number: L3-L009		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of descriptive writing. 2. Identify the topic sentence of a paragraph. 3. Read a text with fluency. 4. Infer meaning from a text. 5. Answer questions on a text. 		 Preparation <ol style="list-style-type: none"> 1. Read the text ‘America’s Pastime’ (see end of lesson). 2. Write the features of a descriptive essay on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss descriptive writing with pupils, using questions such as:
 - What are the 5 senses? (Answer: sight, hearing, smell, taste, touch)
 - When have you noticed all 5 of your senses being stimulated at once at a sporting event? (Example answer: when playing football – see the pitch, hear the fans cheer, smell the fresh grass, taste sweat, touch the ball)
2. Tell pupils that in today’s lesson they will read a descriptive essay about a baseball game in America.

Teaching and Learning (15 minutes)

1. Have pupils open the Pupils’ Handbook at the practice activity that corresponds with the lesson.
2. Revise the features of a descriptive essay with pupils (see end of lesson).
3. Explain thesis statement and topic sentence to pupils:
 - Thesis statement: A sentence in the first paragraph that explains what the essay will be about
 - Topic sentence: The sentence at the beginning of a paragraph that helps to explain the thesis statement
4. Read the first paragraph aloud to pupils. Have pupils follow along in the Pupils’ Handbook.
5. Invite a volunteer to identify the thesis sentence in the first paragraph. (Answer: ‘From the national anthem to the international players on the field, all the sights and sounds of a baseball game come together like a slice of Americana pie’.)
6. As a class, discuss what the essay is likely to be about based upon this thesis statement. (Example answers: how baseball is American, how your senses are engaged at a baseball game, a description of a baseball game)
7. Read the second paragraph aloud to pupils. Have pupils follow along in their books.
8. Invite a volunteer to identify the topic sentence and explain which of the 5 senses the writer is engaging. (Answer: ‘First, the entrance turnstiles click and clank, and then a hallway of noise bombards me’. This engages our sense of hearing.)

9. Have 1-2 volunteers identify words or phrases that engage the sense of sound. (Example answers: noise bombards me, fans' voices, I hear the announcer's voice echo)

Practice (15 minutes)

1. Ask pupils to read the last 3 paragraphs silently to themselves.
2. After pupils have finished reading, invite 3 volunteers to identify the topic sentences of each paragraph.
Answers:
 - Paragraph 3: 'Halfway through the game, I decide to find a concession stand'.
 - Paragraph 4: 'Before I am able to get back to my seat, I hear the crack of a bat, followed by an uproar from the crowd'.
 - Paragraph 5: 'When I finally get to my seat, I realise it is the start of the seventh inning stretch'.
3. Ask volunteers to give examples of the writer engaging the 5 senses. (Example answers: sight – bright green relish; sound – crunch beneath my feet; taste – slice of Americana pie; touch – cold pop; smell – the smell of hot dog)
4. Write the following words on the board:
 - Americana
 - Turnstiles
 - Umpire
 - Hot dog
 - Discarded
5. Have pupils work with seatmates to find context clues and 'sense' words that help them infer the meaning of the words.
6. Discuss the meaning of the words as a class. Ask pupils to explain the context clues and sense words they used to guess the meaning.

Example definitions:

- Americana: Things associated with American culture
- Turnstiles: A gate through which people enter a stadium one at a time
- Umpire: A referee at a sporting event
- Hot dog: A beef or pork sausage served in a long roll
- Discarded: Something that has been removed or rejected

Context clues:

- Americana: 'all things American'
- Turnstiles: 'entrance'
- Umpire: 'Play ball!'; 'game begins'
- Hot dog: 'tastes'; 'dripping in grease'; 'buns'
- Discarded: 'thrown away'; 'beneath my feet'

Closing (5 minutes)

1. Discuss the following questions as a class:
 - Does this essay make you want to go to a baseball game? Why or why not?
 - What is the main feeling you have about America after reading this?
 - Why is this a descriptive essay?
2. For homework, have pupils do practice activity PHL3-L009 in the Pupils' Handbook.

[TEXT]

America's Pastime¹

As the sun hits my face and I breathe in the fresh air, I **temporarily** forget that I am at a sporting event. But when I open my eyes and look around, I am reminded of all things American. From the national anthem to the international players on the field, all the sights and sounds of a baseball game come together like a slice of Americana pie.

First, the entrance turnstiles click and clank, and then a hallway of noise bombards me. All the fans' voices **coalesce** in a chorus of sound, rising to a humming clamour. I navigate my way through the crowded walkways of the stadium, moving to the right of some people, to the left of others, and I eventually find the section number where my seat is located. As I approach my seat, I hear the announcer's voice echo around the ballpark, 'Attention fans. In honour of our country, please remove your caps for the singing of the national anthem'. His deep voice echoes around each angle of the park, and every word is heard again and again. The crowd sings and hums 'The Star-Spangled Banner', and I feel a surprising amount of national pride through the voices. I take my seat as the umpire shouts, 'Play ball!', and the game begins.

Halfway through the game, I **decide** to find a concession stand. Few tastes are as American as hot dogs and soda, and they cannot be missed at a ball game. The smell of hot dogs carries through the park, down every aisle and inside every concourse. They are always as unhealthy as possible, dripping in grease, while the buns are soft and always too small for the dog. The best way to wash down the Ball Park Frank is with a large soda pop, so I order both. Doing my best to balance the cold pop in one hand and the wrapped-up dog in the other, I find the nearest condiments stand to load up my hot dog. A dollop of bright green relish and chopped onions along with two squirts of the ketchup and mustard complete the dog. As I continue the balancing act between the loaded hot dog and pop back to my seat, a cheering fan bumps into my pop hand. The pop **splashes** out of the cup and all over my shirt, leaving me **drenched**.

Before I am able to get back to my seat, I hear the crack of a bat, followed by an uproar from the crowd. Everyone is standing, clapping and cheering. I missed a home run. I find my aisle and ask everyone to excuse me as I slip past them to my seat. 'Excuse me. Excuse me. Thank you. Thank you. Sorry', is all I can say as I inch



past each fan. Halfway to my seat I can hear discarded peanut shells crunch beneath my feet, and each step is marked with a pronounced crunch.

When I finally get to my seat, I realise it is the start of the seventh inning stretch. I quickly eat my hot dog and wash it down with what is left of my soda pop. The organ starts playing and everyone begins to sing 'Take Me Out to the Ball Game'. While singing the song, putting my arms around friends and family with me, I watch all the players taking the field. It is **wonderful** to see the overwhelming number of players on one team from around the world. It reminds me of the ways that Americans, though from many different backgrounds and places, still come together under common ideals. For these reasons and for the whole experience in general, going to a Major League Baseball game is the perfect way to glimpse a slice of Americana.

[FEATURES OF A DESCRIPTIVE ESSAY]

- Describes someone, something, an event, an experience or an idea
- Uses descriptive vocabulary to paint a picture in the reader's mind
- Includes a variety of details about what is being described
- Engages the reader's 5 senses
- Employs literary devices and figurative language

¹This is a derivative of WRITING FOR SUCCESS, by a publisher who has requested that they and the original author not receive attribution, originally released and used under CC BY-NC-SA. This work, unless otherwise expressly stated, is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing	
Lesson Number: L3-L010	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the elements of a well-structured paragraph. 2. Identify the features of a 5-paragraph essay. 3. Develop appropriate topic sentences. 4. Write relevant and interesting titles. 	 Preparation Write the blank 5-paragraph outline on the board (see end of lesson).	

Opening (2 minutes)

1. As a class, discuss what should be included in a 5-paragraph essay. (Example answers: topic sentences; introduction, body, conclusion; well-developed ideas)
2. Tell pupils that today's lesson is on the features of a 5-paragraph essay. Explain that the foundation of a good essay is good paragraphing.

Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with this lesson. Discuss the features of a good essay and have pupils follow along in their Pupils' Handbooks.
2. Tell pupils what WASSCE examiners will be looking for in a good essay:
 - Is organised in at least 5 paragraphs – introduction, body and conclusion
 - Paragraphs have a topic sentence and supporting sentences.
 - Includes at least 450 words
 - Is written in simple clear language
 - Is written carefully to avoid errors in spelling, grammar and punctuation
 - Answers the question or addresses the essay topic
3. Revise the features of a good paragraph with pupils:
 - Typically 3 to 5 sentences long – topic sentence, supporting sentences and concluding sentence
 - Reinforces the main idea of the essay
 - Does not include irrelevant details or statements
4. Revise the features of a topic sentence:
 - Mentions the topic
 - Introduces a main idea
 - Sets the tone of the entire paragraph
 - In the case of the opening paragraph, sets the tone of the entire essay

5. Invite volunteers to give topic sentences for the topic, 'A school fee increase'. Write a good example on the board:
 - Example 1: School fee increases harm pupils.
 - Example 2: There are several hidden advantages to school fee increases.
 - Example 3: An increase in school fees should go along with greater accountability of teachers and administrators.
6. Revise the features of a good supporting sentence:
 - Gives the paragraph a purpose
 - Explains why the topic sentence is meaningful
 - Uses facts, statistics, details, examples, stories, quotes or paraphrased material (the type of supporting sentence depends on the type of essay; for example, a persuasive essay may use statistics while a descriptive essay uses stories)
 - Works alongside other supporting sentences
7. Invite volunteers to create a supporting sentence for the topic sentence on the board. Write a good example on the board:
 - Example 1: After the introduction of higher school fees in 2012, rural schools reported a 12 percent decrease in enrolment.
 - Example 2: According to Winston Rasaki, a secondary school principal in Freetown, students now have more access to resources.
 - Example 3: School fee hikes in the past have not been accompanied by improved educational services.
8. Revise the features of a concluding sentence:
 - Summarises and/or expands the points the writer has made
 - Relates back to the main idea
 - (Often) uses transition words
 - (Often) presents an idea that will be discussed in the next paragraph
 - Is optional but recommended
9. Invite volunteers to create a concluding sentence for the topic and supporting sentences on the board. Write a good example on the board:
 - Example 1: Thus, the school fee increase had unintended consequences on graduation levels.
 - Example 2: Winston Rasaki is not the only one happy about higher school fees – some of his pupils are, too.
 - Example 3: The teacher attendance rates after the increase have been less than encouraging.
10. Take the sentences created by pupils and combine them to write a paragraph on the board.
11. As a class, revise the paragraph and identify ways to improve it:
 - Add transition words that move the reader smoothly from one sentence to the next. (Examples: in the first place, furthermore, finally, above all, however)
 - Move sentences so they go in logical order. (Examples: chronological, or least important idea to most important)
 - Remove any ideas that are not relevant to the topic sentence.

Practice (20 minutes)

1. Use the outline on the board to revise the features of the 5-paragraph essay with pupils (see end of lesson).
2. Show pupils how to complete the outline to prepare to write a 5-paragraph essay. Complete the outline on the board for pupils. (See example below)

Introduction

Topic sentence: The beach is the best place to be during the dry season.

1st Body Paragraph

Main idea: There are many things to do.

Topic sentence: From football games to just relaxing, the beach has something fun for everyone.

2nd Body Paragraph

Main idea: The food is good.

Topic sentence: Lobster vendors are ready and waiting, and refreshing drinks are never far from where you choose to sit.

3rd Body Paragraph

Main idea: The weather is nice.

Topic sentence: When it is hot, you want water nearby to cool you off – and there is plenty of water at the beach.

Conclusion

Topic sentence (restate the 3 main ideas): Although there are plenty of other places to go, none combine activity, refreshment and weather in the same way as the beach.

3. Ask pupils to copy the 5-paragraph essay outline from the Pupils' Handbook into their exercise books.
4. Tell pupils they are going to plan to write their own 5-paragraph essay on, 'A school fee increase'.
5. Once they have completed the outline, ask pupils to develop one of the paragraphs for the essay. Remind them that the paragraph should contain an introductory sentence, supporting sentences and a concluding sentence.
6. Move around the classroom to make sure that pupils are doing the activity correctly.
7. Have pupils share their paragraph with seatmates.

Closing (3 minutes)

1. Invite volunteers to read their paragraph to the class.
2. For homework, have pupils complete the outline and do practice activity PHL3-L010 in the Pupils' Handbook.

[OUTLINE]

Introduction

Introduce the topic of the essay and the 3 ideas that you will develop in the body paragraphs.

Topic sentence:

1st Body Paragraph

Main idea:

Topic sentence:

2nd Body Paragraph

Main idea:

Topic sentence:

3rd Body Paragraph



Main idea:

Topic sentence:

Conclusion

Restate your topic sentence and 3 main ideas from the introduction in a different way.

Topic sentence:

Lesson Title: Descriptive Essay	Theme: Writing	
Lesson Number: L3-L011	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a descriptive essay. 2. Use an outline to draft a 5-paragraph descriptive essay. 3. Draft an essay relevant to the topic with well-organised ideas. 4. Use appropriate vocabulary and grammar when writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the features of a descriptive essay on the board (see end of lesson). 2. Write the descriptive essay outline on the board (see end of lesson). 	

Opening (3 minutes)

1. Discuss the topic 'My first day of SSS 3' using questions such as:
 - What do you remember from your first day at school?
 - What stands out the most?
2. Tell pupils that today's lesson is on developing a 5-paragraph descriptive essay about the topic 'My first day of SSS 3'.

Teaching and Learning (15 minutes)

1. Revise the features of a descriptive essay with pupils (see end of lesson).
2. Discuss as a class when one would write a descriptive essay on this topic. Who is the audience? What is the purpose of the essay?
(Example answers: to explain to a person who is not from your school what it is like there, to inform your parents of how your days are)
3. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
4. Revise the features of the outline with pupils (see end of lesson).
5. Demonstrate how to complete the outline to prepare to write a persuasive essay on the topic. Complete the outline on the board using the following example as a guide.

Topic (What are you writing about?) My first day of SSS 3

Descriptive words:

See	Hear	Taste	Touch	Smell
-winding rows of many pupils -new uniforms -freshly painted classroom -smart teachers	-hum of activity -whispered voices -loud bell -principal's speech	-bland beans -sugary juice -unripe fruit -buttery bread	-cool board -sandy floor -waxy uniform	-rotten fruit -stale sweat -fragrant perfume

Details to include:

- The air smelled fresh on the way to school and the sky seemed clear.
- Pupils gathered in long, winding queues for morning roll call.
- The principal welcomed pupils in his loud, friendly voice.
- I sat straight up in my desk and strained my ears to hear the teacher give instructions.
- My hand left a dusty imprint on the otherwise clean board.
- Doughy fufu stuck to my ribs at lunch.
- From my desk, the scent of rotting fruit came in through the window, making my stomach turn over.

Practice (20 minutes)

1. Have pupils complete their own outline. This is their opportunity to prepare to write a descriptive essay.
2. Move around the classroom to make sure that pupils are doing the activity correctly. Give support as needed.
3. After pupils have completed the outline, tell them to give their essay a title.
4. Ask pupils to share their outlines with seatmates. Have them help each other check that they have successfully completed the outline.

Closing (2 minutes)

1. Invite volunteers to share their essay ideas with the class.
2. For homework, have pupils complete the outline and do practice activity PHL3-L011 in the Pupils' Handbook.

[FEATURES OF A DESCRIPTIVE ESSAY]

- Describes someone, something, an event, an experience or an idea
- Uses descriptive vocabulary to paint a picture in the reader's mind
- Includes a variety of details about what is being described
- Engages the reader's 5 senses
- Employs literary devices and figurative language



[OUTLINE]

Topic (What are you writing about?) _____

Descriptive words:

See	Hear	Taste	Touch	Smell

Details to include:

Lesson Title: Descriptive Essay	Theme: Writing	
Lesson Number: L3-L012	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a descriptive essay. 2. Use an outline to draft a 5-paragraph descriptive essay. 3. Draft an essay relevant to the topic with well-organised ideas. 4. Use appropriate vocabulary and grammar when writing. 	 Preparation Write the blank outline on the board (see end of lesson).	

Opening (5 minutes)

1. Discuss the essay topic, 'My first day of SSS 3' as a class. Invite volunteers to share some descriptive words and details from the outlines they developed in the previous lesson.
2. Tell pupils that today's lesson is about turning the descriptive outline from the previous lesson into a 5-paragraph essay.

Teaching and Learning (10 minutes)

1. Explain that descriptive words do not have to be used literally:
 - Using descriptive vocabulary paints a picture in the reader's mind.
 - Good descriptive essays use figurative language.
2. Discuss the following examples of the figurative use of descriptive words and the sensation each is trying to describe:
 - The water **tickled** my throat.
Does water have fingers to tickle with? No. This describes a pleasant feeling in the writer's throat.
 - The **rotten** child got everything he wanted.
Has the child gone from ripe to inedible? No. It indicates the child is poorly behaved.
 - The book **whispered** to me to pick it up.
Can books talk? No. It caught my attention.
 - Her memory about the incident was **hazy**.
Do memories have weather patterns? No. She cannot remember clearly.
 - The music **hit** the air.
Can sound punch things? No. The music was loud.
3. Invite volunteers to share other examples of figurative language.
4. Have pupils add more details to their outline from the previous lesson, including figurative descriptions.

Practice (24 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with this lesson.
2. Direct pupils' attention to the board and revise the 5-paragraph essay outline as a class (see end of lesson). Briefly demonstrate how to fill it (see completed essay at end of lesson).
3. Have pupils use their descriptive outline from the previous lesson to develop their own 5-paragraph essay outline with topic sentences and supporting ideas.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. After pupils have completed the outline, they should begin writing their essay.

Closing (1 minute)

1. For homework, have pupils complete their essay and do practice activity PHL3-L012 in the Pupils' Handbook.

[BLANK OUTLINE]

Topic (What is your essay about?) _____

Introduction

Topic Sentence: _____

Supporting Ideas: _____

Body Paragraph 1

Topic Sentence: _____

Supporting Ideas: _____

Body Paragraph 2

Topic Sentence: _____

Supporting Ideas: _____

Body Paragraph 3

Topic Sentence: _____

Supporting Ideas: _____

Conclusion

Topic Sentence: _____

Restate Main Idea: _____

[EXAMPLE COMPLETED OUTLINE]

Topic (What is your essay about?) My first day of SSS 3

Introduction

Topic Sentence: My first day of SSS 3 was a blur.

Supporting Ideas: There were new teachers, new pupils and a new administration. The first day happened so fast.

Body Paragraph 1

Topic Sentence: The day started out calm as I ate breakfast.

Supporting Ideas: I drank sweet, creamy tea before school. On my way there, I picked some fragrant fruit and ate it.

Body Paragraph 2

Topic Sentence: When I arrived at school, chaos surrounded me.

Supporting Ideas: New pupils were yelling and laughing excitedly. The smell of rain was in the air. Black mud splattered on my uniform after I tried to hop over a puddle.

Body Paragraph 3



Topic Sentence: I can barely remember what my teachers said during the morning classes.

Supporting Ideas: I could see that they were talking, but I could only hear the whispery scratch of chalk on the board.

Conclusion

Topic Sentence: By the end of the day, my senses were functioning normally again.

Restate Main Idea: My first day of SSS 3 was overwhelming.

Lesson Title: Tenses Review	Theme: Grammar	
Lesson Number: L3-L013	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when to use the different present tenses (simple, continuous, perfect). 2. Identify the different tenses in sentences. 3. Write sentences in the negative, avoiding double negatives. 4. Use the different tenses correctly in speech and in writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the names of the 4 present tenses on the board: simple present, present continuous, present perfect, present perfect continuous. 2. Write the 4 example sentences on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - What do verbs do in a sentence? (Example answer: describe an action or a state of being)
 - What are some examples of verbs? (Example answers: be, run, stand)
 - Why would we change verbs? For example, why change 'be' to 'being' or 'has been'? (Answer: to explain when an action occurs)
2. Tell pupils you will be reviewing tenses. Explain that tenses show when an action happens: the present, the past or the future. There are 4 tenses within each: simple, continuous (or progressive), perfect and perfect continuous.

Teaching and Learning (20 minutes)

1. Revise when and how to use simple present tense:
 - Use simple present tense to talk about general facts and routines.
Examples:
 - Her grandmother tidies the home.
 - The city is large.
 - We like rice.
 - Form the simple present tense of the third person singular (he/she/it) by adding '-s' to the verb.
Example: I eat, you eat, he eats, she eats, it eats, we eat, they eat
2. Revise when and how to use present continuous tense.
 - Use present continuous tense to show that an action is happening now.
Examples:
 - You are leaving for town.
 - He is sleeping.
 - I am reading.
 - Form the present continuous tense by using the auxiliary verb 'to be' with an

'-ing' verb.

Examples: I am leaving, you are leaving, he is leaving, she is leaving, it is leaving, we are leaving, they are leaving

3. Revise when and how to use present perfect tense.

- Use present perfect tense to talk about past actions for which time is not specific or important.

Examples:

- I have worn my suit three times.
- They have seen him.

- Also use present perfect tense to talk about repeated actions that began in the past and continue to the present.

Example: I have walked to school every day this year.

- Also use present perfect tense to show that an action has recently been completed.

Example: She has brushed her hair.

- Form the present perfect tense by using the auxiliary verb 'to have' with a past participle (which usually ends with '-ed' or '-en').

Examples: I have washed, you have washed, he has washed, she has taken, we have taken, they have taken

4. Revise when and how to use present perfect continuous tense.

- Use present perfect continuous tense to show an action began in the past but is ongoing.

Examples:

- I have been having trouble.
- We have been collecting school supplies.
- It has been working since April.

- Form the present perfect continuous by adding 'have been' with an '-ing' verb.
Examples: I have been working, you have been working, he has been working, she has been working, it has been working, we have been working, they have been working.

5. Revise how to form the negative of each tense.

- Simple present: Form the negative by placing 'do' and 'not' between the noun/pronoun and the verb ('to do' + not + verb). Exception: the verb 'to be'.

Examples:

- I am not going to the party.
- They do not work there.
- The dog does not bark.

- Present continuous: Form the negative by placing the verb 'to be' and 'not' between the noun/pronoun and the '-ing' verb ('to be' + not + '-ing' verb).

Examples:

- You are not leaving.
- He is not sleeping.

- Present perfect: Form the negative by placing 'to have' and 'not' between the noun/pronoun and the past participle ('to have' + not + past participle).
Examples:
 - I have not finished.
 - She has not stopped reading.
 - He has not taken the medicine.
 - Present perfect continuous: Form the negative by placing 'to have' and 'not been' between the noun/pronoun and the '-ing' verb ('to have' + not been + '-ing' verb).
Examples:
 - I have not been having trouble.
 - It has not been working since April.
6. Write the following verbs on the board:
 - Eat
 - Live
 - Breathe
 - Sleep
 7. Invite 4 volunteers to conjugate aloud the verb 'to eat' for each tense:
 - Simple present (Answer: I eat, you eat, he eats, she eats, we eat, they eat)
 - Present continuous (Answer: I am eating, you are eating, he is eating, she is eating, we are eating, they are eating)
 - Present perfect (Answer: I have eaten, you have eaten, he has eaten, she has eaten, we have eaten, they have eaten)
 - Present perfect continuous (Answer: I have been eating, you have been eating, he has been eating, she has been eating, we have been eating, they have been eating)
 8. Invite 4 volunteers to conjugate aloud the verb 'to eat' for each tense in the negative:
 - Simple present (Answer: I do not eat, you do not eat, he does not eat, she does not eat, we do not eat, they do not eat)
 - Present continuous (Answer: I am not eating, you are not eating, he is not eating, she is not eating, we are not eating, they are not eating)
 - Present perfect (Answer: I have not eaten, you have not eaten, he has not eaten, she has not eaten, we have not eaten, they have not eaten)
 - Present perfect continuous (Answer: I have not been eating, you have not been eating, he has not been eating, she has not been eating, we have not been eating, they have not been eating)
 9. Draw pupils' attention to the 4 example sentences on the board (see end of lesson).
 10. Discuss the sentences, using the following questions:
 - What is the tense of each?
 - How do the tenses change the meaning of the sentence?
 Answers:

- He eats rice. (Simple present – indicates a general fact)
- He is eating rice. (Present continuous – shows the person is eating right now)
- He has eaten rice his entire life. (Present perfect – emphasises that this is a repeated action)
- He has been eating rice since he was born. (Present perfect continuous – emphasises that this is an ongoing action)

Practice (10 minutes)



1. Have pupils work individually to write sentences in the 4 tenses for each of the remaining 3 words: live, breathe, sleep.
2. Have pupils share their sentences with seatmates. Move around the classroom and check that pupils have used the tenses correctly.
3. Ask pupils to change a seatmate's positive sentences into negative ones.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L013 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- He eats rice.
- He is eating rice.
- He has eaten rice his entire life.
- He has been eating rice since he was born.

Lesson Title: Tenses Review	Theme: Grammar	
Lesson Number: L3-L014	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when to use the different past tenses (simple, continuous, perfect). 2. Identify the different tenses in sentences. 3. Write sentences in the negative, avoiding double negatives. 4. Use the different tenses correctly in speech and in writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the names of the 4 past tenses on the board: simple past, past continuous, past perfect, past perfect continuous. 2. Write the example sentences on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - What are some words and phrases that refer to the past? (Example answers: yesterday, an hour ago, last year)
 - How can we be specific about when something in the past happened? (Example answers: use words like yesterday, an hour ago and last year; change the verb tense)
2. Tell pupils that in today's lesson, they will be revising the past tense of verbs. There are 4 tenses within the past: simple, continuous (or progressive), perfect and perfect continuous.

Teaching and Learning (20 minutes)

1. Revise when and how to use simple past tense:
 - Use simple past tense to talk about an action that was completed in the past. You do not have to say when it happened.
 - With regular verbs, form the simple past tense by adding '-ed' at the end. If the verb ends in '-e' add '-d'.

Examples:

 - Bake – We baked.
 - Play – You played.
 - Scream – They screamed.
 - There are many irregular verbs in English that do not follow the rules for forming the simple past tense. They can take many forms.

Examples:

 - The pirates **drank** the seawater.
 - He **took** her book.
 - The cats **ate** their meals.
2. Revise when and how to use past continuous tense:

- Use past continuous tense to indicate that an action took place during a certain time period. It is used to provide background details or imply an activity was interrupted.
 - Form the past continuous tense by using the past form of the verb 'to be' with an '-ing' verb.
Examples:
 - I **was minding** my own business when the car jumped the curb and nearly ran into me.
 - We **were eating** our food when we heard the shout.
3. Revise when and how to use past perfect tense:
- Use past perfect tense to talk about something that was finished before another past action.
 - Form the past perfect tense by using the verb 'had' with a past participle – which often ends in '-ed' or '-en'.
Examples:
 - I **had written** to the newspaper, but did not receive a response.
 - She **had filed** the paperwork in the wrong folder, which is why we could not find it.
 - The school **had sent** me something about registration before the semester.
4. Revise when and how to use past perfect continuous tense:
- Use past perfect continuous tense to talk about an action that began in the past and continued until at least another point in the past. It is used to show length of time in the past or a reason for a past result.
 - Form the past perfect continuous by using 'had been' with an '-ing' verb.
Examples:
 - Length of time: They **had been living** in Liberia for 4 years when war broke out.
 - Reason for past result: I **had been struggling** to keep up, so the manager took me out of the game.
5. Revise how to form the negative of each tense:
- Simple past: Form the negative by placing 'did not' between the noun/pronoun and the infinitive form of the verb (whether the verb is regular or irregular).
Examples:
 - He did not kick.
 - The captain did not drink seawater.
 - Past continuous: Form the negative by placing the auxiliary verb 'to be' and 'not' between the noun/pronoun and the '-ing' verb ('to be' + not + '-ing' verb).
Example: The animals **were not looking** when the lion approached from the other side of the watering hole.
 - Past perfect: Form the negative by placing the auxiliary verb 'to have' and 'not' between the noun/pronoun and the past participle ('to have' + not + past participle).

Examples:

- I **had not written** to the newspaper in time to receive a response.
- She **had not been** there before.
- Past perfect continuous: Form the negative by placing 'had not been' between the noun/pronoun and an '-ing' verb ('had not been' + '-ing' verb).

Examples:

- We **had not been practising** enough, so we lost in the first round of the tournament.
- You failed the exams because you **had not been** studying hard enough.

6. Write the following verbs on the board:

- Eat
- Live
- Breathe
- Sleep

7. Invite 4 volunteers to conjugate aloud the verb 'to eat' for each tense:

- Simple past (Answer: I ate, you ate, he ate, she ate, we ate, they ate)
- Past continuous (Answer: I was eating, you were eating, he was eating, she was eating, we were eating, they were eating)
- Past perfect (Answer: I had eaten, you had eaten, he had eaten, she had eaten, we had eaten, they had eaten)
- Past perfect continuous (Answer: I had been eating, you had been eating, he had been eating, she had been eating, we had been eating, they had been eating)

8. Invite 4 volunteers to conjugate aloud the verb 'to eat' for each tense in the negative:

- Simple past (Answer: I did not eat, you did not eat, he did not eat, she did not eat, we did not eat, they did not eat)
- Past continuous (Answer: I was not eating, you were not eating, he was not eating, she was not eating, we were not eating, they were not eating)
- Past perfect (Answer: I had not eaten, you had not eaten, he had not eaten, she had not eaten, we had not eaten, they had not eaten)
- Past perfect continuous (Answer: I had not been eating, you had not been eating, he had not been eating, she had not been eating, we had not been eating, they had not been eating)

9. Draw pupils' attention to the 4 example sentences on the board (see end of lesson).

10. Discuss the sentences, using the following questions:

- What is the tense of each?
- How do the tenses change the meaning of the sentence?

Answers:

- He ate rice. (Simple past – shows something that happened and was completed in the past)

- He was eating rice that day. (Past continuous – used to show something happened during a specific time in the past)
- He had eaten rice his entire life. (Past perfect – emphasises that he ate rice regularly throughout his life)
- He had been eating rice since he was born. (Past perfect continuous – implies that this was a regular action that suddenly stopped)

11. Have volunteers modify the last sentence by adding the word 'when' and some details to explain why the action suddenly stopped.

Example: He had been eating rice since he was born when suddenly he lost his appetite for it.

Practice (10 minutes)



1. Have pupils work individually to write sentences in the 4 tenses for each of the remaining 3 words: live, breathe, sleep.
2. Have pupils share their sentences with seatmates. Move around the classroom to check that pupils are using the tenses correctly.
3. Ask pupils to change a seatmate's positive sentences into negative ones.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L014 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- He ate rice.
- He was eating rice that day.
- He had eaten rice his entire life.
- He had been eating rice since he was born.

Lesson Title: Tenses Review	Theme: Grammar	
Lesson Number: L3-L015	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when to use the different future tenses (simple, continuous, perfect). 2. Identify the different tenses in sentences. 3. Write sentences in the negative, avoiding double negatives. 4. Use the different tenses correctly in speech and in writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the names of the 4 future tenses on the board: simple future, future continuous, future perfect, future perfect continuous 2. Write the 4 example sentences on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - What words do you think of when you think about the future? (Example answers: tomorrow, later, next year)
 - How can we be specific about when something in the future happens? (Example answers: switch tenses; add words such as tomorrow, later and next year)
2. Tell pupils that today you will revise the future tense of verbs. Explain that by using the future tense, we can discuss when exactly future events will happen. There are 4 tenses within the future: simple, continuous (or progressive), perfect and perfect continuous.

Teaching and Learning (20 minutes)

1. Revise when and how to use simple future tense:
 - Use simple future tense to talk about something that will happen (even if you do not know when it will happen).
 - Form the simple future tense by using 'will' or 'shall' with an infinitive.
Examples:
 - We **will** complain.
 - I **shall** complain.
 - You may also form the simple future tense by using 'to be' with 'going to'
Examples:
 - The house **is going to** collapse.
 - The teacher **is going to read** us a story.
2. Revise when and how to use future continuous tense:
 - Use future continuous tense to talk about something that will happen at a specific time in the future.

- Form the future continuous tense by using 'will be' or 'shall be' with an '-ing' verb.
Example: I **will be driving** when the match starts.
3. Revise when and how to use future perfect tense:
- Use future perfect tense to talk about an action that will happen before another future action.
 - Form the future perfect tense by using 'will have' with a past participle.
Example: By the time you get here, I **will have watched** every show on television.
4. Revise when and how to use future perfect continuous tense:
- Use future perfect continuous tense to talk about an action that will begin in the future and continue until some other point in the future. Unlike future perfect tense, it emphasises how long something will take.
 - Form the future perfect continuous tense by using 'will have been' with an '-ing' verb.
Example: They **will have been drinking** only water for 40 days by the time they break their fast.
5. Revise how to form the negative of each tense:
- Simple future: Form the negative by placing 'will not' or 'shall not' in between the noun/pronoun and an infinitive verb (will not/shall not + infinitive). Or place 'to be' and 'not going to' in between the noun/pronoun and an infinitive verb ('to be' + not going to + infinitive).
Examples:
 - They **shall not moan**.
 - The house **is not going to collapse**.
 - Future continuous: Form the negative by placing 'will not be' or 'shall not be' in between the noun/pronoun and an '-ing' verb (will not be/shall not be + '-ing' verb).
Example: You **will not be laughing** when your parents come home.
 - Future perfect: Form the negative by placing 'will not have' between the noun/pronoun and the past participle (will not have + past participle).
Example: We **will not have had** time to complete the assignment before the teacher comes.
 - Future perfect continuous: Form the negative by placing 'will not have been' between the noun/pronoun and an '-ing' verb (will not have been + '-ing' verb).
Example: She **will not have been walking** for very long before a car comes.
6. Write the following verbs on the board:
- Eat
 - Live
 - Breathe
 - Sleep

7. Invite 4 volunteers to conjugate aloud the verb 'to eat' for each tense:
- Simple future (Answer: I will eat, you will eat, he will eat, she will eat, we will eat, they will eat/I am going to eat, you are going to eat, he is going to eat, she is going to eat, we are going to eat, they are going to eat)
 - Future continuous (Answer: I will be eating, you will be eating, he will be eating, she will be eating, we will be eating, they will be eating)
 - Future perfect (Answer: I will have eaten, you will have eaten, he will have eaten, she will have eaten, we will have eaten, they will have eaten)
 - Future perfect continuous (Answer: I will have been eating, you will have been eating, he will have been eating, she will have been eating, we will have been eating, they will have been eating)
8. Invite 4 volunteers to conjugate aloud the verb 'to eat' for each tense in the negative:
- Simple future (Answer: I will not eat, you will not eat, he will not eat, she will not eat, we will not eat, they will not eat)
 - Future continuous (Answer: I will not be eating, you will not be eating, he will not be eating, she will not be eating, we will not be eating, they will not be eating)
 - Future perfect (Answer: I will not have eaten, you will not have eaten, he will not have eaten, she will not have eaten, we will not have eaten, they will not have eaten)
 - Future perfect continuous (Answer: I will not have been eating, you will not have been eating, he will not have been eating, she will not have been eating, we will not have been eating, they will not have been eating)
9. Draw pupils' attention to the 4 example sentences on the board (see end of lesson).
10. Discuss the sentences, using the following questions:
- What is the tense of each?
 - How do the tenses change the meaning of the sentence?
- Answers:
- He will eat rice. (Simple future – shows something will happen)
 - He will be eating rice that day. (Future continuous – shows something will happen at a specific time in the future)
 - He will have eaten only rice for 2 weeks. (Future perfect – it shows this action will happen before something else)
 - He will have been eating rice his entire life. (Future perfect continuous – it shows this action will continue until something else happens)
11. Have volunteers modify the future perfect sentence by adding the phrase 'by the time' and some details.
Example: He will have eaten only rice for 2 weeks by the time the tournament starts.
12. Have volunteers modify the future perfect continuous sentence by adding the word 'when' and some details.
Example: He will have been eating rice his entire life when he dies.

Practice (10 minutes)



1. Have pupils work individually to write sentences in the 4 tenses for each of the remaining 3 words: live, breathe, sleep.
2. Have pupils share their sentences with seatmates. Move around the classroom to check that pupils are using the tenses correctly.
3. Ask pupils to change a seatmate's positive sentences into negative ones.

Closing (5 minutes)

1. Invite volunteers to share their sentences. Correct mistakes if you hear them.
2. For homework, have pupils do practice activity PHL3-L015 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- He will eat rice.
- He will be eating rice that day.
- He will have eaten only rice for 2 weeks.
- He will have been eating rice his entire life.

Lesson Title: Tenses Review	Theme: Grammar	
Lesson Number: L3-L016	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Recall and use verbs correctly in the past, present and future tenses (simple, continuous, perfect). 2. Ask and answer questions using the different tenses. 3. Use the different tenses in positive and negative sentences, avoiding the double negative. 	 Preparation <ol style="list-style-type: none"> 1. Write the positive and negative tables on the board (see end of lesson). 2. Read the text 'Suzan's Travels' (see end of lesson). Practise reading it aloud. 	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - Can we use tenses to ask and answer questions? (Answer: Yes)
 - How can we ask questions about when or how an action happens? (Example answers: use words such as 'where' and 'what', add a question mark, switch the noun and the verb)
2. Tell pupils that today's lesson combines all that they have learned about the 12 tenses. It also explores how to turn each tense into a question.

Teaching and Learning (15 minutes)

1. Revise all 12 tenses in their positive and negative forms using the tables on the board (see end of lesson).
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson and look at the text 'Suzan's Travels'.
3. Read the text aloud as they follow along.
4. Ask the following questions about the text and have volunteers answer using the correct tenses:
 - Has Suzan always travelled a lot? (Answer: Yes, she has.)
 - Is Suzan visiting her parents at the moment? (Answer: Yes, she is.)
 - How long has she been working for her company? (Answer: She has been working for the company for almost 3 years.)
 - Where will her next journey be to? (Answer: It will be to the United States.)
 - How long will she have been sitting on the plane when she arrives in the US? (Answer: She will have been sitting for over 10 hours.)
 - How long will she have flown by the end of the year? (Answer: She will have flown over 100,000 kilometres.)

Practice (15 minutes)

1. Have pupils work with seatmates. Ask pupils to turn each positive example from the table on the board into a question. Seatmates should alternate between asking and answering questions.
2. Move around the classroom to make sure pupils understand and are doing the activity correctly.
 - Simple present (Example: Does Sandra teach? Yes, she does. No, she does not.)
 - Present continuous (Example: Is Sandra teaching? Yes, she is. No, she is not.)
 - Present perfect (Example: Has Sandra taught? Yes, she has. No, she has not.)
 - Present perfect continuous (Example: Has Sandra been teaching? Yes, she has been. No, she has not been.)
 - Simple past (Example: Did Sandra teach? Yes, she did. No, she did not.)
 - Past continuous (Example: Was Sandra teaching? Yes, she was. No, she was not.)
 - Past perfect (Example: Had Sandra taught? Yes, she had. No, she had not.)
 - Past perfect continuous (Example: Had Sandra been teaching? Yes, she had. No, she had not.)
 - Simple future (Example: Will Sandra teach? Yes, she will. No, she will not.)
 - Future continuous (Example: Will Sandra be teaching? Yes, she will be. No, she will not be.)
 - Future perfect (Example: Will Sandra have taught? Yes, she will have. No, she will not have.)
 - Future perfect continuous (Example: Will Sandra have been teaching? Yes, she will have been. No, she will not have been.)
3. Have pupils work individually to write question sentences in the 12 tenses.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct mistakes where needed.
2. For homework, have pupils do practice activity PHL3-L016 in the Pupils' Handbook.

[TEXT]

Suzan's Travels

Suzan has always travelled a lot. She was only 3 when she first took a plane ride. Her mother is from Sierra Leone and her father is from Lebanon. Suzan's parents had met in Freetown after they had been living there for 5 years. They met one day while Suzan's father was eating at a restaurant and her mother sat down beside him. Suzan travels a lot because her parents also travel a lot. As a matter of fact, Suzan is visiting her parents in Lebanon at the moment. She lives in Freetown now, but has



been visiting her parents for the past few weeks. She really enjoys living in Freetown, but she also loves going to visit her parents at least once a year.

This year she has flown over 40,000 kilometres for work. She has been working for a company for almost 3 years now. She is quite certain that she will be working for the company next year as well. Her job requires a lot of travel. In fact, by the end of this year, she will have travelled over 100,000 kilometres! Her next journey will be to the United States. She really does not like going to the United States because it is so far. This time she is going to fly from Lebanon after a visit with her parents. She will have been sitting on a plane for over 10 hours by the time she arrives!

[TABLES]

POSITIVE	Simple	Continuous	Perfect	Perfect continuous
Present	Sandra teaches.	Sandra is teaching.	Sandra has taught.	Sandra has been teaching.
Past	Sandra taught.	Sandra was teaching.	Sandra had taught.	Sandra had been teaching.
Future	Sandra will teach.	Sandra will be teaching.	Sandra will have taught.	Sandra will have been teaching.

NEGATIVE	Simple	Continuous	Perfect	Perfect continuous
Present	Edward does not teach.	Edward is not teaching.	Edward has not taught.	Edward has not been teaching.
Past	Edward did not teach.	Edward was not teaching.	Edward had not taught.	Edward had not been teaching.
Future	Edward will not teach.	Edward will not be teaching.	Edward will not have taught.	Edward will not have been teaching.

Lesson Title: Comprehending a Listening Passage	Theme: Listening	
Lesson Number: L3-L017	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Answer comprehension questions on a text. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. 	 Preparation Read the listening passage 'Mali and the Democratic Republic of Congo to Play for Title' (see end of lesson). Practise reading it aloud, clearly and with expression. Remember correct intonation and stress.	

Opening (5 minutes)

1. Discuss the topic of radio using the following questions:
 - What do you listen to on the radio? (Example answers: news, sports, music)
 - Why do you listen to the radio? (Example answer: to get information)
 - What are some differences between reading the news and listening to it? (Example answer: You can read the news again and again, but on the radio you can only listen once.)
2. Tell pupils that today you will be looking at a passage of an international radio show about a football tournament.

Teaching and Learning (15 minutes)

1. Slowly read the first paragraph aloud to pupils. Be sure to read clearly and with expression.
2. Ask 1-2 volunteers to summarise the paragraph in their own words. (Example answer: Two countries will play in the final of a football tournament.)
3. Re-read the paragraph at a normal pace with proper stress and intonation.
4. Ask pupils to use context clues to help determine the meaning of 'continent'. (Context clue: African)
5. After discussing 'continent' as a class, write a definition for it on the board. (Example answer: a continuous piece of land that holds many countries)
6. Read the second paragraph aloud to pupils.
7. Invite a volunteer to summarise the topic sentence. (Example answer: 'The Democratic Republic of Congo beat Guinea'.)
8. As a class, discuss what you can infer about the match based on the paragraph. (Example answer: It was a close match. It was exciting.)
9. Read the final 3 paragraphs aloud to pupils.
10. Invite 3 different volunteers to summarise the last 3 paragraphs. (Example answers: DRC beat Guinea. Mali beat Ivory Coast. DRC will play Mali in the final.)

Practice (15 minutes)

1. Write the following words on the board:
 - Finalists
 - Extra time
 - Converted
 - Down to the wire
 - Square off
2. Read the passage aloud again from beginning to end. Pause after each sentence in which the words on the board appear.
3. Have pupils work with seatmates to think of context clues and make inferences about the meaning of each of the words on the board.

Example answers:

- Finalists: '16 countries, we have our 2'
 - Extra time: 'failed to score within 90 minutes of regular time'
 - Converted: 'attempts'
 - Down to the wire: 'late in the match'
 - Square off: 'for the title'
4. Invite different volunteers to give definitions of the new words. Have them use the words in a sentence to check for understanding.
 5. Discuss the definitions as a class and ask pupils to explain the context clues and inferential clues they used to guess the meaning.

Definitions:

- Finalists: Teams in the final
- Extra time: Minutes added to a match if the score is tied at the end
- Converted: Scored
- Down to the wire: The result is unknown until almost the end
- Square off: Be ready to compete

Closing (5 minutes)

1. Discuss the following questions as a class:
 - Do you feel you have enough information you need in order to watch or listen to the final match?
 - What other information do you want to know?
 - What questions would you ask the announcer to understand the tournament better?
2. For homework, have pupils do practice activity PHL3-L017 in the Pupils' Handbook.

[LISTENING PASSAGE]

Mali and the Democratic Republic of Congo to Play for Title



After nearly three weeks of intense competition between 16 countries, we have our two **finalists** for the 2016 African Nations Championship, the **continent's** premier football tournament.

In last night's semi-final, the Democratic Republic of Congo defeated Guinea on penalty kicks. The game went into **extra time** after both teams failed to score within 90 minutes of regular time. Jonathan Bolingi's goal in the 102nd minute looked to be the winner. But 20-year-old Ibrahima Sory Sankhon stunned the crowd by scoring right before the final whistle.

Tied 1-1, the game went to a penalty kick shootout. Bolingi and Sankhon each **converted** their attempts, but Guinea was ultimately unable to match DRC's scoring power and lost, 5 to 4.

Today's other semi-final, between Mali and Ivory Coast, also went **down to the wire**. Yves Bissouma scored his first-ever international goal for Mali to put his country on top 1 to 0 late in the match. Ivory Coast, though more talented, could do nothing to even the score.

Mali and the DRC will **square off** for the title on 7th February in Rwanda's capital, Kigali, at 6:30 pm. Both countries have just three days to prepare. This is Mali's first time in the final. The DRC was champion in 2009.

Lesson Title: Creative Writing	Theme: Writing	
Lesson Number: L3-L018	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use an outline to plan a text. 2. Write a text relevant to the topic with well-organised ideas. 3. Use appropriate and relevant vocabulary when writing on a topic. 4. Write a text with correct grammar and spelling. 	 Preparation <ol style="list-style-type: none"> 1. Read the short story 'The Ant and the Grasshopper' (see end of lesson). 2. Write the blank outline on the board (see end of lesson). 	

Opening (5 minutes)

1. Have pupils write using 'stream of consciousness'. This is a style in which people write about thoughts or feelings without stopping to think about them. Pupils must use the following rules:
 - They can write about anything.
 - They do not have to follow grammar rules or write in complete sentences.
 - They must write in English.
 - They must continue moving their pencils on the page, even if just to write the same word over and over.
2. Explain that today's lesson discusses how to write a creative text using our imagination. Unlike stream of consciousness, creative writing has several rules.

Teaching and Learning (20 minutes)

1. Discuss why one would write a creative text. What is the purpose?
(Example answers: to entertain people; to use a made-up story to comment on real life)
2. Ask volunteers to identify different types of creative writing.
Examples:
 - Poem
 - Play
 - Television show or movie
 - Short story or novel
 - Memoir
3. Revise the common features of creative writing with pupils.
 - Plot: What happens?
 - Theme: What is the topic?
 - Characters: Who is doing the action?
 - Setting: Where and when does it take place?
 - Conflict: What problem is the main character having?

- Point of view: Who is telling the story (you or a character), and when is it happening (present or past)?
4. Read the text aloud (see end of lesson).
 5. Discuss as a class how the story uses each of the features of creative writing.
Example answers:
 - Plot: The ant gathers food for winter while the grasshopper plays.
 - Theme: Preparation
 - Characters: The ant and the grasshopper
 - Setting: In a field during summer (then winter)
 - Conflict: The grasshopper does not want to prepare for winter
 - Point of view: Third person (narrator) past tense
 6. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
 7. Revise the features of the outline with the pupils (see end of lesson).
 8. Demonstrate how to complete the outline to prepare to write a short story (see example below).

Introduction

Place: School

Time: 2 p.m. on Friday

Characters: Emmanuel, Teacher

Point of view: Third-person present

Rising Action

What happens to the main character? Teacher tells Emmanuel he is failing class.

How does the character respond? Emmanuel decides to hide this information from his parents.

What obstacle(s) stands in her or his way? The teacher is on his way to visit Emmanuel's parents right now.

How does the character overcome the obstacle(s)? Emmanuel tells the teacher his parents are visiting relatives in another village.

Climax

What is the final (and biggest) obstacle the main character faces? Emmanuel's teacher sees Emmanuel's mother in the market.

Resolution

What is the outcome of the character facing this obstacle? Emmanuel cannot stop his teacher from telling his mother about his marks. She promises that he is in big trouble for keeping a secret from her.

Practice (10 minutes)

1. Have pupils use the outline in the Pupils' Handbook to develop their own story ideas. Whatever they do not finish will be completed for homework.
2. After pupils have completed the outline, they should give their text a title.

Closing (5 minutes)

1. Invite volunteers to share their story ideas with the class.
2. For homework have pupils complete their outline and do practice activity PHL3-L018 in the Pupils' Handbook.

[TEXT]

The Ant and the Grasshopper¹

In a field one summer day, a grasshopper hopped about, chirping and singing. An ant passed by, carrying an ear of corn he was taking to the nest.

'Why not come and chat with me', said the grasshopper, 'instead of working so hard?'

'I am helping to store food for the winter', said the ant. 'You should do the same.'

'Why worry about winter?' said the grasshopper. 'We have plenty of food at the moment'.

But the ant went on its way and continued working.

When the winter came, the grasshopper had no food and found itself dying of hunger. Meanwhile, it saw the ants eating corn and grain from the food they had collected in the summer.

Then the grasshopper knew: It is best to prepare for the future.

[OUTLINE]

Introduction

Place: _____

Time: _____

Characters: _____, _____

Point of view: _____

Rising action

What happens to the main character?

How does the character respond?

What obstacle stands in her or his way?

How does the character overcome the obstacle(s)?



Climax

What is the final (and biggest) obstacle the main character faces?

Resolution

What is the outcome of the character facing this obstacle?

¹Adapted from: Aesop, (1867). 'The Ant and the Grasshopper'. In *Aesop's Fables*. Retrieved August 30, 2017, from <http://www.taleswithmorals.com/aesop-fable-the-ant-and-the-grasshopper.htm>

Lesson Title: Word Stress	Theme: Listening and Speaking	
Lesson Number: L3-L019	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify stress patterns in multisyllabic words. 2. Pronounce words with their correct stress pattern. 	 Preparation Write the example multisyllabic words on the board (see end of lesson).	

Opening (6 minutes)

1. As a class, make a list of 2-syllable words that rhyme with the word 'agree'.
(Examples: fruit tree, rupee, black tea, would be, thirsty)
2. Have volunteers repeat the following sentences after you:
 - I was thirsty so I drank black tea under the palm tree.
 - I agree it would be silly to lose your house key in the Black Sea.
3. Tell pupils that today's lesson is on stress patterns in multisyllabic words. Explain that we can pronounce words correctly by breaking them into syllables and identifying the stressed syllable. For many words, we can guess the stress is based on the root word, suffix or part of speech.

Teaching and Learning (20 minutes)

1. Revise the concept of syllables with pupils.
 - Syllables are units of pronunciation.
 - Words are made up of syllables.
 - Each syllable has one vowel sound (although it can have multiple vowels).
 - Each syllable may have no consonant sounds or multiple consonant sounds.
 - Multisyllabic words have more than one syllable.
 - Polysyllabic words have many syllables.
2. Say the following words aloud, pausing between syllables. Explain how many syllables each word has:
 - Voting (Answer: vot-ing – 2)
 - Citizen (Answer: cit-i-zen – 3)
 - Election (Answer: e-lec-tion – 3)
 - Democratic (Answer: dem-o-cratic – 4)
3. Write the words on the board. Have pupils practise stressing different syllables to get a sense of the correct pronunciation.
 - Voting (**vot**-ing, vot-**ing**)
 - Citizen (**cit**-i-zen, cit-**i**-zen, cit-i-**zen**)
 - Election (**e**-lec-tion, e-**lec**-tion, e-lec-**tion**)
 - Democratic (**dem**-o-cratic, dem-**o**-cratic, dem-o-**crat**-ic, dem-o-cratic-**ic**)

4. Repeat the words and ask volunteers to identify the stressed syllable for each word.
 - Voting (Answer: **vot**-ing)
 - Citizen (Answer: **cit**-i-zen)
 - Election (Answer: e-**lec**-tion)
 - Democratic (Answer: dem-o-**crat**-ic)
5. As a class, practise saying the above words aloud, putting stress on the correct syllable.
6. Revise the general rules of word stress for 2-syllable words:
 - Stress the first syllable of:
 - Most 2-syllable nouns (example: **vot**-ing)
 - Stress the root of:
 - Most 2-syllable adjectives – usually the first syllable (example: **cra**-zy)
 - Most 2-syllable verbs – usually the last syllable (example: re-**lease**)
 - Most 2-syllable prepositions – usually the last syllable (example: be-**tween**)
7. Write the following words on the board and have pupils practise putting the stress on the different syllables to get a sense of the correct pronunciation:
 - Voting (**vot**-ing, vot-**ing**)
 - Crazy (**cra**-zy, cra-**zy**)
 - Release (**re**-lease, re-**lease**)
 - Between (**be**-tween, be-**tween**)
8. As a class, practise saying the following words aloud 2 times, making sure to place the stress on the appropriate syllable.
 - **vot**-ing, **an**-swer, **chick**-en, **moun**-tain, **is**-land
 - **cra**-zy, **hap**-py, **pleas**-ant
 - dis-**tinct**, in-**tense**, com-**plete**
 - re-**lease**, at-**tend**, pre-**vent**
 - in-**deed**, a-**bove**, be-**side**
9. Revise some general rules of word stress for polysyllabic words:
 - Stress the third-from-last syllable of:
 - Words ending in ‘-cy’, ‘-ty’, ‘-phy’ or ‘-gy’ (example: ma-**yor**-i-ty)
 - Words ending in ‘-al’ (example: **crit**-i-cal)
 - Stress the syllable directly before the suffix of:
 - Words ending in ‘-able’ (example: a-**dor**-a-ble), ‘-ery’ (example: **bak**-er-y), ‘-ia’ (example: **me**-di-a), ‘-ial’ (example: **so**-cial), ‘-ian’ (example: phy-**si**-cian), ‘-ic’ (example: dra-**mat**-ic), ‘-ient’ (example: con-**ven**-ient), ‘-ion’ (example: o-**pin**-ion), ‘-ious’ (example: re-**bel**-lious), ‘-sion’ (example: **ten**-sion), or ‘-tion’ (example: dec-la-**ra**-tion)
10. As a class, practise saying the following words aloud 2 times, making sure to place the stress on the appropriate syllable:
 - De-mo-**crat**-ic, spo-**rad**-ic, au-to-**mat**-ic
 - Oc-cu-**pa**-tion, va-**ca**-tion, e-**lec**-tion
 - Ma-**yor**-i-ty, mi-**nor**-i-ty, phi-**los**-o-phy

Practice (13 minutes)

1. Draw pupils' attention to the examples of multisyllabic words on the board (see end of lesson).
2. Have pupils work with seatmates to break the words into syllables and identify the stressed syllable. Refer them to the rules in the Pupils' Handbook for guidance.
3. After 8 minutes, invite volunteers to share their answers with the class. Remind them to break the words into syllables; underline the stressed syllable on the board; and lastly, say the word aloud, putting stress on the correct syllable. Correct mistakes if needed.

Answers:



- Declaration (Answer: dec-la-**ra**-tion)
- Taxable (Answer: **tax**-a-ble)
- Photography (Answer: pho-**to**g-ra-phy)
- Pedestrian (Answer: pe-**des**-tri-an)
- Climactic (Answer: cli-**mac**-tic)
- Communion (Answer: com-**mun**-ion)
- Geological (Answer: ge-o-**log**-i-cal)
- Delicious (Answer: de-**li**-cious)
- Occasion (Answer: oc-**ca**-sion)

Closing (1 minute)

1. For homework, have pupils do practice activity PHL1-L019 in the Pupils' Handbook.

[EXAMPLE MULTISYLLABIC WORDS]

- Declaration
- Taxable
- Photography
- Pedestrian
- Climactic
- Communion
- Geological
- Delicious
- Occasion

Lesson Title: Emphatic Stress	Theme: Listening and Speaking	
Lesson Number: L3-L020	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify stress patterns in sentences. 2. Pronounce words with their correct stress pattern. 	 Preparation Practise reading the excerpt from 'A Slander' aloud (see end of lesson).	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - How do we avoid our words sounding flat when we speak? (Example answers: stress specific words; pause in between words)
 - What does it mean to stress a whole word? (Example answers: we still stress syllables but make one word stronger; clearly pronounce a word within a sentence; speak a word a bit slower than the rest so it stands out)
2. Tell pupils that in today's lesson you will review how to stress words within sentences when speaking.

Teaching and Learning (15 minutes)

1. Read the following sentence in a flat voice: I am eating well.
2. Read the sentence 4 more times, placing the stress on a different word each time:
 - I am eating well.
 - I **am** eating well.
 - I am **eating** well.
 - I am eating **well**.
3. Discuss how the stress affects the meaning of the sentence.
 - I am eating well.
 - This implies others may not be eating well.
 - I **am** eating well.
 - The speaker is clarifying or correcting something. For example, someone might have said, 'You are not eating well'.
 - I am **eating** well.
 - The speaker is eating well. But this implies she may not be doing other things well.
 - I am eating **well**.
 - The speaker is eating well, not poorly.
4. Explain:
 - There are 122 basic types of words in a sentence: content words and structure words.

- Content words include nouns (example: cat), verbs (example: sell), adjectives (example: interesting), adverbs (example: swiftly) and negative auxiliary verbs (examples: don't, aren't, haven't, can't)
 - Structure/function words include pronouns (example: we), prepositions (example: between), articles (examples: a, an, the), conjunctions (example: and) and auxiliary verbs (examples: be, do, have).
 - In a sentence, we typically stress content words and do not stress structure words.
 - We can make exceptions to clarify or correct information, such as with 'I am doing well' or 'I **am** doing well'.
5. As a class identify the content words of the following sentences:
 - I ate peas because I love vegetables. (Answer: ate, peas, love, vegetables)
 - The next time I go to school, I will bring my notebook. (Answer: next, time, go, school, bring, notebook)
 - They should know better than to wake a sleeping dog. (Answer: know, better, wake, sleeping, dog)
 6. Have pupils open the Pupils' Handbook at the practice activity that corresponds with this lesson.
 7. Read the first paragraph aloud to pupils, stressing the bolded content words. Have pupils follow along in their books.
 8. Invite 2 volunteers to read the next 2 paragraphs, pausing to make sure they are stressing the bolded content words.

Practice (15 minutes)

1. Have pupils work with seatmates to identify the content words in the next 3 paragraphs.
2. Check answers as a class. (See end of lesson)
3. Have seatmates take turns reading the passage aloud to each other and stressing the content words.
4. Move around the classroom listening to pupils read aloud. Correct any mistakes you hear.

Closing (5 minutes)

1. Invite volunteers to read the final 3 paragraphs aloud.
2. For homework, have pupils do practice activity PHL3-L020 in the Pupils' Handbook.

[TEXT]

Excerpt from 'A Slander' by Anton Chekhov¹

Just at **midnight** the **master** of the **house** went into the **kitchen** to **see** whether everything was **ready** for **supper**. The **kitchen** from **floor** to **ceiling** was **filled** with **fumes** composed of **goose**, **duck** and **many other odours**. On **two tables** the **accessories**, the **drinks** and **light refreshments** were **set** out in **artistic disorder**. The **cook**, **Marfa**, a **red-faced woman** whose **figure** was like a **barrel** with a **belt** around it, was **bustling** about the **tables**.

'**Show** me the **sturgeon**, **Marfa**', said **Ahineev**, **rubbing** his **hands** and **licking** his **lips**. 'What a **perfume!** I could **eat** up the **whole kitchen**. **Come**, **show** me the **sturgeon**'.

Marfa went up to one of the **benches** and **cautiously** **lifted** a **piece** of **greasy newspaper**. Under the **paper** on an **immense dish** there **reposed** a **huge sturgeon**, **masked** in **jelly** and **decorated** with **capers**, **olives** and **carrots**. **Ahineev** **gazed** at the **sturgeon** and **gasped**. His **face** **beamed**, he **turned** his **eyes** up. He **bent** down and with his **lips** **emitted** the **sound** of an **ungreased wheel**. After **standing** a **moment**, he **snapped** his **fingers** with **delight** and once more **smacked** his **lips**.



[CONTENT WORD ANSWERS]

'Ah-ah! the **sound** of a **passionate kiss** ... Who is it you're **kissing** out there, **little Marfa?**' came a **voice** from the **next room**, and in the **doorway** there **appeared** the **cropped head** of the **assistant usher**, **Vankin**. 'Who is it? A-a-h! ... **Delighted** to **meet** you! **Sergei Kapitonich!** You're a **fine grandfather**, I **must say!**'

'I'm not **kissing**', said **Ahineev** in **confusion**. 'Who **told** you so, you **fool?** I was **only** ... I **smacked** my **lips** ... in **reference** to ... as an **indication** of ... **pleasure** ... at the **sight** of the **fish**'.

'**Tell** that to the **marines!**' The **intrusive face** **vanished**, wearing a **broad grin**.

¹Chekhov, A. (1883). *A Slander*.

Lesson Title: Vocabulary Development: Law and Order	Theme: Reading	
Lesson Number: L3-L021	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of law and order. 2. Use context clues and inference to determine the meaning of unknown words in a text. 	 Preparation <ol style="list-style-type: none"> 1. Read the text 'Sierra Leone Police Spend Money on Fighting Crime' (see end of lesson). 2. Write the sentences on the board (see end of lesson). 	

Opening (4 minutes)

1. Discuss the topic of law and order as a class, using the following questions:
 - Who ensures people follow the law? (Example answer: good citizens, police, courts)
 - How do the police do their job? (Example answer: investigating crimes, working at stations)
2. Tell pupils that today's lesson is a reading lesson focusing on vocabulary associated with law and order.

Teaching and Learning (10 minutes)

1. Tell pupils that today's text is a news article about the Sierra Leone Police. It introduces words connected to law and order.
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Read the first 2 paragraphs aloud to pupils. Have pupils follow along in their books.
4. Ask pupils to identify the context clues that help to determine the meaning of the word 'surveillance'. (Context clue: camera)
5. After discussing surveillance as a class, write a definition for it on the board. (Example: close watching, usually of potential or suspected criminals)
6. Ask 1-2 volunteers to use the word in a sentence.
Example: There is a lot of surveillance of suspicious looking people at banks.
7. Read the third paragraph aloud to pupils. Have pupils follow along in their books.
8. Ask pupils to identify the context clues that help to determine the meaning of the word 'deterrent'. (Context clue: prevention)
9. After discussing deterrents as a class, write a definition for it on the board. (Example: something that discourages a person from doing something)
10. Ask 1-2 volunteers to use the word in a sentence. (Example: The high cost of airplane tickets is a deterrent for many people who wish to travel.)

Practice (22 minutes)

1. Ask pupils to read the remaining paragraphs silently to themselves.
2. Write the following words on the board:
 - Hotline
 - Forensic
 - Checkpoint
 - Prosecute
 - Defendant
 - Evidence
3. Have pupils work with seatmates to look for context clues or make inferences about the words' meanings.

Answers:

- Hotline: 'answer calls'
 - Forensic: 'scientific methods to identify and track criminals'
 - Checkpoint: 'verify'
 - Prosecute: 'in court'
 - Defendant: 'criminal'; 'prosecuted by'
 - Evidence: 'including from surveillance and fingerprinting'
4. Invite volunteers to define the new vocabulary. Have them give examples and use the words in sentences to check for understanding.
 5. Write a definition on the board for each word:
 - Hotline: A direct telephone line for a specific purpose, such as an emergency
 - Forensic: Related to scientific methods for solving crimes
 - Checkpoint: A barrier where travelers must submit to a security check to go through
 - Prosecute: To put on trial
 - Defendant: Someone accused of a crime
 - Evidence: Information that supports a person's guilt or innocence
 6. Read the sentences on the board aloud (see end of lesson).
 7. Have pupils work with seatmates to identify context clues or make inferences to determine the meaning of the highlighted words.
 - Tribunal: 'judges who formed'
 - Plaintiff: 'his accuser'
 - Societal norms: 'did not break any law' but 'his behaviour angered'
 - Local customs: 'spitting on the street'
 - Human rights: 'basic'
 - Civil rights: 'citizen'
 8. Invite volunteers to define the new vocabulary. Have them give examples and use the words in sentences to check for understanding.
 9. Write a definition for each word on the board:
 - Tribunal: Court
 - Plaintiff: A person who accuses someone of a crime

- Societal norms: Community rules (that are not laws)
- Local customs: Traditional ways of behaving
- Human rights: Things all people are expected to legally have, such as life and freedom
- Civil rights: Things a country allows citizens to have

10. Ask pupils to write a paragraph about law and order using at least 5 of the words they practised in today's lesson.

Closing (4 minutes)

1. Invite 1-2 volunteers to share their paragraph with the class.
2. For homework, have pupils do practice activity PHL3-L021 in the Pupils' Handbook.

[SENTENCES]

- The three judges who formed the **tribunal** read their verdict. The defendant looked upset. His accuser, the **plaintiff**, looked happy.
- He did not break any law by spitting on the street. He only upset **societal norms** by ignoring **local custom**. His behaviour angered the village leaders.
- The police did not violate her **civil rights** because she is not a citizen. However, they did violate her basic **human rights**.

[TEXT]

Sierra Leone Police Spend Money on Fighting Crime¹

The Sierra Leone Police (SLP) wants to increase its presence and reduce crime. Its 2017 budget will do just that.

Like other cities across the world, Freetown will soon use camera **surveillance** to aid police. The SLP will invest over 4 billion leones in cameras as part of the 'Safe City Project'.

Assistant Inspector General Kalia E. Sesay says surveillance will 'increase public confidence in crime prevention and act as a psychological **deterrent**. This is a shift in our normal everyday police work. We want to allay your fears. We are working on several structures to fully respond to any threat'.

Those other structures include a free **hotline** for citizens to report crime and security threats. Trained SLP officers will answer calls. SLP also plans to use scientific methods to identify and track criminals. For instance, it has sent three officers to India to study **forensic** methods such as fingerprinting. It is also using ID **checkpoints** at night to stop armed robberies.



The SLP is also hiring 1,000 new officers to stop criminal gangs and **prosecute** their leaders in court. New officers will receive improved training. The SLP is planning two new buildings. One will help train police officers on peace and security. The other is a new laboratory at the SLP training academy.

Increased spending on surveillance will go along with training of new police prosecutors. Most criminal **defendants** are prosecuted by police, not lawyers. These police will learn how to investigate crimes, question witnesses and use surveillance **evidence** in court.

¹Adapted from the following sources:

Z. J. (2017, August 23). Sierra Leone News: Police to install CCTV cameras across Freetown. *Awoko*. Retrieved from <http://awoko.org/2017/08/23/sierra-leone-news-police-to-install-cctv-cameras-across-freetown/>

Police prosecutors trained. (2013, May 22). *Mysierraleoneonline.com*. Retrieved from http://mysierraleoneonline.com/sl_portal/site/news/detail/854

Lesson Title: Vocabulary Development: Law and Order		Theme: Writing	
Lesson Number: L3-L022		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Use general vocabulary associated with the field of law and order. 2. Complete a text on the topic using appropriate vocabulary. 		 Preparation Read the text 'Bernard Bangura and the Bull in the Back' (see end of lesson).	

Opening (5 minutes)

1. Discuss the topic of law and order as a class, using the following questions:
 - Is everyone who gets arrested for a crime guilty? (Answer: No.)
 - Does everyone who gets arrested go to prison? (Answer: No.)
2. Tell pupils that in today's lesson, pupils will build upon their vocabulary related to law and order.

Teaching and Learning (10 minutes)

1. Tell pupils that today's text is a fictional story. It uses some of the vocabulary from the previous lesson and introduces several more words associated with law and order.
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Revise the word bank as a class (see end of lesson).
4. Read the first 2 paragraphs aloud to pupils, pausing whenever you reach a blank in the text. Have pupils follow along in the Pupils' Handbook.
5. Ask volunteers to identify the phrases from the word bank that best fit the blank in the second paragraph (see answers at the end of lesson plan).
6. Read the third and fourth paragraphs aloud to pupils, pausing whenever you reach a blank in the text. Have pupils follow along in their books.
7. Ask pupils to identify the phrase from the word bank that best fits the second blank space (see answers at end of lesson plan).

Practice (20 minutes)

1. Ask pupils to read the rest of the text silently to themselves.
2. Write the following words on the board:
 - Arrest
 - Charge
 - Public safety
 - Dismiss

- Magistrate
3. Have pupils work with seatmates to look for context clues (or make inferences) to help determine the meaning of words.
 - Arrest ('crime ... committed')
 - Charge ('police', 'scheduled for trial')
 - Public safety ('ironic because before the traffic stop, he was the only person in any danger')
 - Dismiss ('free to go')
 - Magistrate ('overseeing the trial')
 4. Invite different volunteers to give a definition of the new vocabulary. Have them give examples and use the words in sentences to check for understanding.
 5. Write a definition for each word on the board.

Example definitions:

 - Arrest: (for police) to take someone suspected of a crime
 - Charge: accuse of a crime
 - Public safety: the general wellbeing of a population
 - Dismiss: to end a trial
 - Magistrate: a civil judge for minor offences
 6. Have pupils work individually to fill in the remaining blanks with appropriate phrases.
 7. Invite 2-4 volunteers to read the completed paragraphs aloud. Stop after each paragraph to discuss answers as a class.

Answers:

 - a. was a police checkpoint
 - b. as he was ordered
 - c. his driving permit
 - d. allowing him to pass
 - e. and protested
 - f. angry
 - g. scheduled for trial
 - h. for the prosecutor
 - i. no physical evidence
 - j. trial

Closing (5 minutes)

1. Discuss the following questions as a class:
 - Is this story humorous or serious? Why?
 - Do you think the police officer was right to arrest Bernard?
 - What would you have done in Bernard's situation?
2. For homework, have pupils do practice activity PHL3-L022 in the Pupils' Handbook.

[WORD BANK]

was a police checkpoint	no physical evidence
as he was ordered	and protested
his driving permit	allowing him to pass
scheduled for trial	angry
for the prosecutor	trial

[TEXT]

Bernard Bangura and the Bull in the Back

Bernard would be at home enjoying dinner if he hadn't turned down the wrong street that evening.

He was on his way home from a profitable day driving his taxi when he turned down a side street. There, just a few metres in front of him, _____a_____. They were stopping cars. He gasped and tried to turn around, but a police officer spotted him.

'You there', the officer called. 'Drive forward'.

Bernard did _____b_____.

'What's your name?' the officer asked.

'Bernard Bangura'.

The officer asked for _____c_____, and Bernard showed it to him. The officer looked at it before handing it back to Bernard and _____d_____.

Bernard breathed a sigh of relief. But just as he started driving, the officer cried, 'Stop!' He must have heard the thumping in the back of the car, Bernard thought.

'Open the boot!' the officer demanded.

Bernard got out _____e_____. 'I do not think that is a wise idea'.

The officer glared at Bernard. 'Are you calling me unwise? Open the boot'.

Bernard opened the boot slowly and then took several quick steps to the side.

Inside, there was a bull. It jumped out of the boot, and the officer tripped over himself running away from it.



The police officer was _____f_____. He got up and immediately **arrested** Bernard, even though he wasn't sure what crime Bernard had committed.

Later that day, the police **charged** Bernard with endangering **public safety** for transporting a bull in a boot. Bernard found that ironic because before the traffic stop, he was the only person in any danger! He was _____g_____ soon after.

Unfortunately, _____h_____ (but fortunately for Bernard), the bull had fled. Therefore, there was _____i_____ the incident had ever happened. The case was **dismissed**, and Bernard was free to go.

But before he left, the **magistrate** overseeing the ___j___ asked him, 'Why did you have a bull in the back of your taxi?'

Bernard answered, 'What bull? I was only bringing home dinner'.

Lesson Title: Reading Comprehension – Report	Theme: Reading	
Lesson Number: L3-L023	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a report. 2. Read a text with fluency. 3. Infer meaning from a text. 4. Answer questions on a text. 	 Preparation Read the text 'My First Trip' (see end of lesson).	

Opening (5 minutes)

1. Discuss the following questions with pupils:
 - Have you ever taken a trip?
 - Where did you go?
 - What things did you experience?
2. Tell pupils that today's text is a report about a family trip to Freetown.

Teaching and Learning (10 minutes)

1. Revise the features of a report with pupils:
 - Reports on an event in chronological order
 - Seeks to give the reader information about something that happened
 - Uses formal language and puts any informal language or colloquialisms in quotation marks
 - Can be descriptive, narrative, persuasive or expository
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Read the first paragraph aloud to pupils as they follow along in their Pupils' Handbooks.
4. Invite a volunteer to identify the topic sentence.
Answer: I travelled with my family on August 28 to visit my uncle in Freetown.
5. Ask a volunteer to explain what the following paragraphs in the text are likely to be about based upon this topic sentence.
Example answer: They will describe the visit or the journey.
6. Read the second paragraph aloud to pupils. Have pupils follow along in their books.
7. Ask pupils to infer the meaning of the word 'queue' from the words around it.
Clues: 'waited ... to buy our tickets', 'line'
8. Write a definition on the board.
Queue: A line of people waiting to do something

Practice (20 minutes)

1. Ask pupils to read the remaining paragraphs silently to themselves.
2. Write the following words and phrases on the board:
 - Compartment
 - Board
 - Stretch our legs
 - Bobbing
 - Disembarked
3. Have pupils work with seatmates to identify context clues that help determine the meaning of the vocabulary.
 - Compartment: 'placed my things ... underneath'
 - Board: 'stepped up the stairs'
 - Stretch our legs: 'stopped', 'getting back on'
 - Bobbing: 'moving water'
 - Disembarked: 'stepped onto the sidewalk'
4. Invite different pupils to give a definition of the new vocabulary. Have them give examples and use the words in sentences to check for understanding.
5. Write a definition for each word on the board.

Examples:

 - Compartment: A section to store things
 - Board: Get on a vehicle
 - Stretch our legs: Walk around after sitting for a long time
 - Bobbing: Moving quickly up and down
 - Disembarked: Got off a vehicle
6. Invite volunteers to answer the following questions:
 - What words in the passage refer to the order in which things happened, or chronology? (Example answers: 6 in the morning, at the start, after, several hours later)
 - Where does the author use colloquialisms? How do you know? (Answer: 'Stretch our legs'. You can tell because it is in quotation marks but is not dialogue.)
 - What type of writing is this? Descriptive, narrative, persuasive or expository? How do you know? (Example answer: Narrative. It is told in the first-person point of view, tells about an experience and develops plot setting and characters.)
7. Have pupils work with seatmates to write the following:
 - A topic sentence the author might use to make this report more descriptive
Example: My first trip to Freetown was filled with cheerful music, delicious food and beautiful scenery.
 - A topic sentence the author might use to make this report more persuasive
Example: Everyone should go to Freetown at least once in their life.

Closing (5 minutes)

1. Discuss the following questions as a class:
 - What questions might you have for the author about the trip after reading the report? (Examples: When did it end? What did she or he do the next day?)
 - What other details could the author have given? (Examples: what the parents did during the bus ride; how long the wait at Yonibana was)
2. For homework, have pupils do practice activity PHL3-L023 in the Pupils' Handbook.

[TEXT]

My First Trip

I travelled with my family on 28th August to visit my uncle in Freetown. It was the first trip I had ever taken to the capital. The week leading up to the voyage, I made sure to complete my homework so I would not have to do it on the trip.

I ate an egg and tea for breakfast at six in the morning, before walking to the bus station. Once there, my father and mother waited in a **queue** to buy our tickets. The line was all the way to the door. To dodge boredom, I took my brother John outside to play football. My older sister, Hilda, remained inside to read.



When the bus arrived at the Bo station, I placed my things in the compartment underneath and helped John with his bag. Then, I got ready to **board** with my family. I stepped up the stairs and walked past the driver down the aisle, taking John by the hand. I sat next to one of the windows. John sat in the seat next to me.

At the start of the journey, around 8:30, I looked out the window at the breathtaking scenery and listened as John described everything he saw. To pass the time, I suggested to John that we invent a song. Soon thereafter, my sister told us to be quiet so she could study for her senior secondary school exam. However, wanting to keep John entertained, I sang quietly with him all the way to Yonibana. There, we stopped to '**stretch our legs**' for 20 minutes.

Not long after getting back on the bus, around 9:45, I fell asleep. Several hours later, John shook me awake. 'We are in the capital!' he exclaimed. I looked out the window and saw the ocean for the first time in my life. The sky was a mixture of grey and blue and the ocean looked angry, but I could see fishermen and boats **bobbing** in the moving water. John was silent.

The bus arrived at the main station in Freetown just after noon, and all the passengers got off. We found our luggage in the compartment underneath and got on an empty taxi. Then, we waited another 10 minutes for the taxi to fill up with other passengers. We did not have to go far because my uncle's house was only 15 minutes away.

My uncle met us at the side of the road. He held his hands patiently behind his back. When we **disembarked** and stepped onto the sidewalk, he grabbed my sister's and mother's bags and led us to his home, where my aunt and cousins were waiting for us with lunch. After lunch, my cousins, whom I had not seen since primary school, took John and me to the ocean. They tried to teach us how to swim in the waves, and John seemed to be learning. However, it was too difficult for me. By the end of that first day, I was so tired that I fell asleep in a chair at my uncle's house.

Lesson Title: Report	Theme: Writing	
Lesson Number: L3-L024	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a report. 2. Use an outline to draft a report. 3. Write a report relevant to the topic with well-organised ideas and topic sentences. 4. Use appropriate vocabulary and grammar when writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the features of a report on the board (see end of lesson). 2. Write the report outline on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss the topic 'My first trip' using questions such as:
 - How would you report about your first trip to someone who was not there?
 - Would you use descriptive vocabulary to paint a picture?
 - Would you try to persuade the reader that your trip was good?
 - Would you use facts or statistics to discuss your trip?
2. Tell pupils that today's lesson is on writing a report about the topic, 'My Saturday'. We can use any or all of the above approaches when writing a report.

Teaching and Learning (15 minutes)

1. Direct pupils' attention to the board and revise the features of a report (see end of lesson).
2. As a class, think of words and phrases that can help mark the passage of time. Write them on the board. (Examples: then, afterward, later, at that time)
3. Have pupils open the Pupils' Handbook at the practice activity that corresponds with this lesson.
4. Revise the features of the outline with pupils (see end of lesson).
5. Demonstrate how to complete the outline to prepare to write a report on the topic. Complete the outline on the board with the example below.

Topic (What is your report about?) The first trip I took

Introduction

Topic Sentence: I first left my city to visit my grandparents' village.

Actions/Reactions:

- a. The sun had not yet risen when I left in the morning.
- b. The taxi was full of people and smelled of fish.

Body Paragraph 1

What happened next: I arrived in a village smaller than my school.

Actions/Reactions:

- a. I heard my grandfather's voice over the sound of the taxi's engine.
- b. His strong hands lifted my bags, and he guided me home.

Body Paragraph 2

What happened next: We entered my grandparents' tiny home.

Actions/Reactions:

- a. My grandmother was cooking stew in a pot.
- b. I ate alongside my grandparents and my uncles.

Body Paragraph 3

What happened next: The next morning, I awoke before sunrise.

Actions/Reactions:

- a. I worked with my grandfather and uncles on their property.
- b. We rested at midday, when the sun was strongest.

Conclusion

How it ended: I dug every day for a week before returning home.

Actions/Reactions:

- a. The taxi home was also full of people but did not smell like fish.
- b. I arrived back in my city as the sun was going down.

Practice (15 minutes)

1. Have pupils complete their own outline. This is their opportunity to prepare to write a report.
2. Move around the classroom to check that pupils are completing the outline correctly. Give support as needed.
3. After pupils have completed the outline, they should give their report a title.
4. Have pupils share their outlines with seatmates.

Closing (5 minutes)

1. Invite different pupils to share the topic sentences of their report with the class.
2. For homework, have pupils complete the outline and do practice activity PHL3-L024 in the Pupils' Handbook.

[FEATURES OF A REPORT]

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

[REPORT OUTLINE]

Topic (What is your report about?) _____

Introduction

Topic Sentence: _____

Actions/Reactions:

a. _____

b. _____

Body Paragraph 1

What happened next: _____

Actions/Reactions:

a. _____

b. _____

Body Paragraph 2

What happened next: _____

Actions/Reactions:

a. _____

b. _____

Body Paragraph 3

What happened next: _____

Actions/Reactions:

a. _____

b. _____



Conclusion

How it ended: _____

Actions/Reactions:

a. _____

b. _____

Lesson Title: Vocabulary Development: Simile, Metaphor, Personification		Theme: Reading	
Lesson Number: L3-L025		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define simile, metaphor and personification and demonstrate understanding of their function in a text. 2. Use context clues and inference to determine the meaning of unknown figurative language in a text. 3. Demonstrate understanding of figurative language by explaining examples in their own words. 4. Answer questions on a text. 		 Preparation <ol style="list-style-type: none"> 1. Practise reading the text 'The Plan' aloud (see end of lesson). 2. Write the example sentences on the board (see end of lesson). 	

Opening (5 minutes)

1. Tell pupils that today's lesson focuses on using figurative language, such as similes, metaphors and personification, in text.
2. Read the following sentences one by one. Ask pupils to raise their hand to say whether each is an example of a simile, a metaphor or personification:
 - The truck was as loud as thunder.
(Answer: simile)
 - The sun was an oven.
(Answer: metaphor)
 - The stars winked at us from the night sky.
(Answer: personification)

Teaching and Learning (15 minutes)

1. Discuss the similarities between similes and metaphors:
 - Similes and metaphors are both used to compare unlike things.
 - They are both used to make sentences more interesting.
2. Discuss the differences between similes and metaphors:
 - Similes use the words 'as – as' or 'like' to make a comparison.
 - Example: I was as hungry as a lion.
 - A metaphor also compares words, but instead of saying one thing is 'like' something else, a metaphor makes one thing **become** something else.
 - Example: I was a hungry lion.
3. Have pupils copy the sentences on the board into their exercise books (see end of lesson).

4. Invite volunteers to come to the board and underline the 2 words in each sentence that are being compared, and identify whether the sentence is an example of a metaphor or simile. Have pupils underline the answers in their exercise books as well.

Answers:

- a. Metaphor – Emeka was lightning as he ran the race.
 - b. Metaphor – The lighthouse was a beacon of hope for the sailors.
 - c. Simile – He slept like a log.
 - d. Metaphor – Karimu's voice is velvet.
 - e. Simile – She was as sweet as sugar.
5. Invite volunteers to explain the meaning of each of the similes and metaphors in their own words.

Example answers:

- a. Emeka ran the race very quickly.
 - b. The lighthouse gave the sailors hope; they were most likely lost at sea.
 - c. He slept very soundly.
 - d. Karimu's voice is smooth to listen to.
 - e. She was a very kind and lovely person.
6. Introduce personification to the class:
 - Personification is a type of metaphor where you give human characteristics to non-humans.
 - It is used to make sentences more interesting.
Example: The lion laughed at the weak gazelle before pouncing.
 7. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson, and refer them to the reading passage, 'The Plan' (see end of lesson for text).
 8. Read the first paragraph of the text aloud. Identify the first simile for pupils.
Answer: '...the road was as dry as two-day-old fufu'.
 9. Invite a volunteer to identify the second simile. Answer: 'I am sweating like an old goat'.

Practice (17 minutes)

1. Ask pupils to finish reading the story independently.
2. Have pupils work with seatmates to identify 3 similes, 2 metaphors and 2 examples of personification in the story.
3. Instruct pupils to write down the examples in their exercise books, noting if the example is a simile, a metaphor or personification.
4. Invite volunteers to share what examples they found in the story, making sure that all are identified.

Answers:

- Simile – 'dry as two-day-old fufu'
- Simile – 'sweating like an old goat'
- Metaphor – 'eyes were round globes'

- Personification – ‘the sun is unforgiving’
 - Metaphor – ‘you are a wise old owl’
 - Simile – ‘they ran like the wind’ – simile
 - Personification – ‘lonely house’
5. Ask pupils to identify the context clues that help determine the meaning of the phrase: ‘eyes were round globes’. (Example answer: mouth open in shock means that his eyes were big; eyes were also open in shock)
 6. Ask pupils to find the phrase ‘sun is unforgiving’ in the text. What is the author trying to say about the sun? (Possible answers: It is very hot. The sun shows no sign of going away.)
 7. Discuss the meaning of the rest of the figurative language as a class.
Example answers:
 - Dry as two-day-old fufu: very dry
 - Sweating like an old goat: sweating too much
 - Wise old owl: very wise
 - Ran like the wind: ran very fast

Closing (3 minutes)

1. As a class, discuss how figurative language such as simile, metaphor and personification can improve a story. (Example answers: makes a story more interesting, adds fun, makes a story poetic)
2. For homework, have pupils do practice activity PHL3-L025 in the Pupils’ Handbook.

[TEXT]

The Plan

Femi sat against his house throwing rocks at the tree in his front yard. He was bored. It did not help that it was hot outside and the road was as dry as two-day-old fufu. He yelled out for his brother. ‘Yetunde! Come! Let’s go get ourselves a cold drink. I am sweating like an old goat’.

Yetunde came outside, laughing. ‘An old goat has more money than we do! How can we get the money for a cold drink?’

Femi frowned while he thought. ‘Maybe we can sell our school exercise books and pencils’.

Yetunde’s eyes were round globes as he stared at Femi with his mouth open in shock. ‘No, no, no! We definitely cannot do that! Let me think. What if we went to our neighbours and offered to get their shopping for a very small fee? If we collect enough orders, we could earn enough for a cold drink. The sun is unforgiving today, and the store is over an hour’s walk away. I bet some in the village would agree!’



Femi leapt up excitedly. 'Brother, you are a wise old owl!'

The two brothers spent the morning collecting orders from their neighbours. When they saw they had enough profit for their cold drink, they ran like the wind all the way to the store. A few hours later they returned, arms heavy with all their purchases, and distributed them to their neighbours. When they were finished, they returned to their lonely house and plopped down, more tired than they had ever been. They soon realised they had forgotten to buy their own cold drink.

Yetunde turned to his brother with a smile and said, 'Well, maybe we should just save up and get our very own old goat'.

[EXAMPLE SENTENCES]

- Emeka was lightning as he ran the race.
- The lighthouse was a beacon of hope for the sailors.
- He slept like a log.
- Karimu's voice is velvet.
- She was as sweet as sugar.

Lesson Title: Vocabulary Development: Simile, Metaphor and Personification		Theme: Writing	
Lesson Number: L3-L026		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of figurative language by using examples to express an idea. 2. Write a paragraph using appropriate figurative language. 		 Preparation Write the simile activity on the board (see end of lesson).	

Opening (5 minutes)

1. Read the following similes to the class:
 - The chalkboard is as dusty as the ground.
 - The clouds are like a blanket.
2. As a class, discuss the differences between the 2 similes.
 - The first tells you why a chalkboard and the ground are alike. The second does not.
3. Invite 2-3 volunteers to explain how the clouds might be similar to a blanket. (Example answers: They 'cover' areas. They are fluffy.)
4. Tell pupils that today they will be writing their own examples of simile, metaphor and personification.

Teaching and Learning (10 minutes)

1. Invite 5 volunteers to complete the similes on the board (see end of lesson).
Example answers:
 - a. His shoes are as soft as pillows.
 - b. The rice is as white as snow.
 - c. The pupil became as determined as an Olympic runner.
 - d. The laundry smelled as pleasant as flowers.
 - e. My pencil case was as useless as a car without wheels.
2. Read the following metaphors aloud one by one. Have pupils raise their hand to explain their meaning in their own words.
 - You are the light of my life. (Example answer: You give me joy.)
 - She is a night owl. (Example answer: She stays up very late, just like an owl.)
 - There is a new crop of pupils in SSS 3. (Example answer: There is a new group of pupils.)
3. Read the following examples of personification aloud one by one. Have pupils raise their hand to explain their meaning in their own words.
 - The words leapt off the page as I read the book. (Example answer: The words 'leapt' because the book is exciting or interesting.)
 - The storm attacked the village. (Example answer: The storm 'attacked' because it is strong compared to the village.)

- The car moaned as it went uphill. (Example answer: The car 'moaned' because it is old or needs repairs.)
- Time is a thief. (Answer: Time passes quickly without you noticing.)

Practice (20 minutes)



1. Have pupils brainstorm 20 nouns as a class (examples: food, medicine). Write their ideas on the board.
2. Ask pupils to write 5 similes and metaphors in their exercise books making comparisons between different nouns on the board.
3. Do an example for pupils. Choose any 2 nouns from the board and discuss their similarities using simile or metaphor.
Example: Food is medicine. It helps us feel better when we are sick and it makes us stronger.
4. Have pupils share their sentences with seatmates.
5. Move around the classroom to make sure pupils understand and are doing the task correctly.
6. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.
7. Ask pupils to write a descriptive paragraph about one of their friends. They should include at least one example of simile, metaphor and personification in their paragraph.
8. Read the following example to pupils:
My friend Samuel is very active. Every morning **the alarm clock shouts** and he leaps out of bed full of energy. He sings and dances around the house, but alas it is not the most pleasant to listen to. **He sings like a dying lizard**. When **he is hyper like a wild chimpanzee**, it is hard to get his attention or get him to concentrate on anything. **He spins around the house like a tornado**.
9. After pupils have finished writing their paragraph, have them share their writing with seatmates.

Closing (5 minutes)

1. Invite volunteers to read their paragraph aloud to the class. Have the rest of the class identify the figurative language they hear.
2. For homework, have pupils do practice activity PHL3-L026.

[SIMILE ACTIVITY]

- a. His shoes are as soft as _____.
- b. The rice is as white as _____.
- c. The pupil became as determined as _____.
- d. The laundry smelled as pleasant as _____.
- e. My pencil was as useless as _____.

Lesson Title: Vocabulary Development: Idioms, Phrasal Verbs and Collocations		Theme: Reading	
Lesson Number: L3-L027		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define idioms, phrasal verbs and collocations and demonstrate understanding of their functions in a text. 2. Use context clues and inference to determine the meaning of unknown figurative language in a text. 3. Demonstrate understanding of figurative language by explaining examples their in own words. 4. Answer questions on a text. 		 Preparation <ol style="list-style-type: none"> 1. Write the collocations chart on the board (see end of lesson). 2. Write the phrasal verb chart on the board (see end of lesson). Do not write the meanings. 3. Write the idiom chart on the board (see end of lesson). Do not write the meanings. 4. Practise reading the text, 'Dave and Jim' aloud (see end of lesson). 	

Opening (5 minutes)

1. Ask pupils if they know what the word 'literal' means. Invite a volunteer to answer. (Example answers: not figurative or metaphorical, the dictionary meaning of the word, exactly as stated, surface meaning of a word or an expression)
2. Read the following phrases aloud. Invite volunteers to explain what the figurative translation is.
 - He kicked the bucket. (Example answer: He died.)
 - She was over the moon about her new gift. (Example answer: She was excited about her new gift.)
 - One of our athletes has taken up a new challenge. (Example answer: One of our athletes has started a new challenge.)
3. Tell pupils that in today's lesson they will learn more about figurative language, idioms, phrasal verbs and collocations.

Teaching and Learning (17 minutes)

1. Discuss how collocations, phrasal verbs and idioms are similar:
 - They are all expressions of 2 or more words that mean something other than their literal definition.
2. Explain collocations:
 - Expressions consisting of 12 or more words that often go together and sound correct to native speakers of the language.
 - They can be challenging to learn because there is no rule as to why certain words sound natural together.

3. Refer to the collocation chart on the board to show examples of natural and unnatural English (see end of lesson).
4. Explain phrasal verbs:
 - A combination of words that is used as a verb and consists of a verb and an adverb or preposition
5. Revise the phrasal verb chart on the board with pupils (see end of lesson).
6. Invite volunteers to give their own example sentences using the phrasal verbs on the board.
7. Explain idioms:
 - An expression whose meaning is different from the meanings of the individual words within it.
8. Read the examples from the idiom chart on the board to pupils (see end of lesson).
9. Invite volunteers to give their own example sentences using the idioms on the board.

Examples:

- Juliet is not impressed by flashy people or flashy things. She really has her feet on the ground.
 - I gave you my suggestions; now the ball is in your court.
 - They have a house in Freetown and another one by the beach. They really have the best of both worlds.
 - I woke up with a slight fever and now I feel under the weather.
10. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Read the first paragraph of the passage 'Dave and Jim' aloud while pupils follow along.
 11. Invite volunteers to discuss whether the highlighted parts of the text are examples of phrasal verbs, collocations or idioms.

Answers:

- going out – phrasal verb
- dump – idiom
- bob or two – idiom
- on the lookout – collocation
- mixed up – phrasal verb
- spelt trouble – idiom

Practice (17 minutes)

1. Have pupils work with seatmates to re-write the first paragraph of the passage in their own words. Explain that they should replace each of the idioms with a simpler word or phrase that a younger reader would understand.
2. Walk around the classroom to check that pupils are doing the activity correctly. They should be able to demonstrate understanding of the meaning of the highlighted phrases in context.

Example answer:

I first got to know Dave when I was **dating** his sister. Where we lived was a shabby **house**. Dave was one of many people without a job. He was always **looking** for a way of making **money**. Unfortunately, he was the type who got **involved** in foolish things very easily, and those things often **caused problems**.

3. Invite volunteers to finish reading part 1 of the story aloud. Tell the rest of the class to follow along in the Pupils' Handbook.
4. As a class, identify the rest of the collocations, phrasal verbs and idioms in the Part 1 of the story.

Answers:

- looked up to – phrasal verb
- rough character – collocation
- street savvy – collocation
- beyond his station – idiom
- coming up with – phrasal verb
- got on to – phrasal verb
- hold up – phrasal verb
- caught up – phrasal verb
- madcap scheme – idiom
- away for – phrasal verb

5. Ask pupils to work with seatmates and discuss the meaning of the figurative language in bold.
6. Check answers as a class.

Example answers:

- looked up to – admired
- rough character – rude/inconsiderate person
- street savvy – street smart / cunning fellow
- beyond his station – above his place in life
- coming up with – thinking of/inventing
- got on to – started talking about
- hold up – rob
- caught up with – involved in
- madcap scheme – a foolish plan not likely to succeed
- sent away for – ordered

Closing (1 minute)

1. For homework, have pupils do practice activity PHL3-L027 in the Pupils' Handbook.

[TEXT]

Dave and Jim – Part 1¹

I first got to know Dave when I was **going out** with his sister. Where we lived was a run-down **dump**, and there were a lot of people out of work, Dave being one of them. He was always **on the lookout** for a way of making a **bob or two**. Unfortunately, he

was the type who got **mixed up** in foolish things very easily, and those things often **spelt trouble**.

There was a guy on our street Dave really **looked up to** called Jim. Jim was a **rough character**, but what he lacked in affection he made up for in **street savvy**. He worked at the market and could sell anything to anyone.

But sometimes Jim got ideas a bit **beyond his station**, which usually meant **coming up with** crazy ideas.

One day, Jim and Dave were in the pub and they **got on to** the subject of money. Jim decided the easiest way to solve their money problems was to **hold up** a local bank. He got so **caught up with** his **madcap scheme** that he read everything he could about safes, and **sent away for** some special tools.

[COLLOCATIONS]

Natural sounding	Unnatural sounding
a quick meal	a fast meal
fast food	quick food
do me a favour	make me a favour
break someone's heart	hurt someone's heart



[PHRASAL VERBS]

Phrasal verb	Meaning	Example
to live up to	to fulfill (expectations)	I always try to live up to my teacher's high expectations.
to fill out	to complete a form	Fill out this application to apply for the job.
to hold up	to delay	I hate to hold up class, but I have a question.
to hold up (2)	to rob	The two men held up the bank at gunpoint.
to make up for	to compensate for something bad with something good	After yelling at his girlfriend, he made up for it by buying her flowers.

[IDIOMS]

Idiom	Meaning
to have your feet on the ground	to be sensible
the ball is in your court	It is up to you to make the next decision or take the next step.
to have the best of both worlds	to have all the advantages
to feel a bit under the weather	to feel slightly ill

¹Random stories - Three-part phrasal verbs [Web log post]. (2011, June 12). Adapted September 8, 2017, from <http://random-idea-english.blogspot.ca/2011/06/random-stories-three-part-phrasal-verbs.html>

Lesson Title: Vocabulary Development: Idioms, Phrasal Verbs and Collocations		Theme: Writing	
Lesson Number: L3-L028		Class: SSS 3	Time: 40 minutes
	Learning Outcomes		Preparation
	By the end of the lesson, pupils will be able to: 1. Demonstrate understanding of figurative language by using examples to express an idea. 2. Write a text using appropriate figurative language.		1. Write the idioms on the board (see end of lesson). 2. Write the phrasal verbs from the word bank on the board (see end of lesson). 3. Practise reading the text, 'You Reap What You Sow', aloud (see end of the lesson).

Opening (5 minutes)

1. Introduce the topic of idioms, phrasal verbs and collocations as a class, using the following questions:
 - What does it mean for something to 'go over your head'? (Example answer: to not understand)
 - How do we learn all the idioms in English so they do not go 'over our head'? (Example answer: We learn and memorise idioms as we encounter them.)
 - How do we learn all the phrasal verbs and collocations in English? (Example answer: use context clues to determine their meaning; infer their meaning from the words themselves)
2. Tell the pupils that in this lesson, they will learn how to incorporate some common idioms, phrasal verbs and collocations into their writing.

Teaching and Learning (15 minutes)

1. Point to the idioms on the board (see end of lesson).
2. Ask pupils if they are familiar with any of the idioms. Invite volunteers to explain the idioms they know.
3. Write a definition for each word on the board (see example definitions below). Have pupils copy the definitions into their exercise books.
 - You reap what you sow: Your actions have consequences / you suffer the consequences for your actions
 - A feather in one's cap: An achievement
 - To eat one's words: To regret something one has said
 - From the frying pan into the fire: To go from a bad situation to a worse one
 - To kill two birds with one stone: To achieve two things with one action
4. Invite volunteers to give an example of each idiom.

Examples:

 - Cheating will not get you far. Remember, you reap what you sow.
 - To win the race would really be a feather in his cap.

- My brother said I will fail the examination, but I have been studying hard and he is going to eat his words.
 - Oh no! Now their house has flooded. Things have really gone from the frying pan into the fire.
 - We should go shopping and pass by the post office to collect the parcel on the way. Then we can kill two birds with one stone.
5. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
 6. Revise the word bank as a class (see end of lesson).
 7. Discuss the phrasal verbs as a class. Invite pupils to explain the ones they are familiar with and try to guess the meaning of the rest.
 8. Write a definition for each phrasal verb on the board (see example definitions below). Have pupils copy the definitions into their exercise books.
 - To dwell on: To spend a lot of time thinking about
 - To finish off: To complete
 - To get down to: To start working on something
 - To get across: To communicate something clearly
 - To go over: To revise
 - To cook up: To invent; to create
 - To come up with: To develop an idea
 - To take (someone) aback: To surprise
 - To stand out: To be noticeable
 - To own up: To admit
 9. Read the first sentence of the passage 'You Reap What You Sow' aloud (see end of lesson plan). Have pupils follow along in the Pupils' Handbook.
 10. Ask a volunteer to fill in the first blank using the word bank (Answer: dwell on)

Practice (15 minutes)

1. Have pupils copy the text in their exercise books and work with seatmates to fill in the rest of the blanks with appropriate phrases.
2. Invite 2-4 volunteers to read the completed paragraphs aloud. Stop to discuss answers as a class (see answers in bold at the end of lesson).
3. Ask pupils to write a short story with a minimum of 5 sentences. It should end with the idiom 'feather in (one's) cap'.

Example paragraph:

I was never much good at football. So, when I played yesterday, the other kids made me the goalie. In the first five minutes, I let in two goals. Nobody was angrier than I was. In fact, I got so mad that I ran out of the net, stole the ball and scored a goal. My teammates were taken aback. Then, I did it again and again. I do not know how. Yesterday's performance was a real **feather in my cap**.

Closing (5 minutes)

1. Have 1-2 volunteers share their stories with the class.
2. For homework, have pupils do practice activity PHL3-L028 in the Pupils' Handbook.

[IDIOMS]

- You reap what you sow
- A feather in (one's) cap
- To eat (one's) words
- From the frying pan into the fire
- To kill two birds with one stone

[WORD BANK]

called him in	came up with	cooked up	dwelt on
finish off	get up	getting across	getting down
owned up	stood out	taken aback	went over

[READING PASSAGE]

You Reap What You Sow

I did not want to _____ the short story I had to write. Rather, I wanted it done. That required _____ to work, but I was having trouble _____ my ideas. I _____ my notes again and again. Eventually, I just had to _____ from my chair. I went outside, where I _____ an idea to have my brother _____ my story.



What he _____ was great. Unfortunately, it was too good. My teacher was _____ by the strength of the story. It really _____ compared to all my previous writing. He knew my brother and _____ to the classroom. My brother said he had written it. I felt guilty and _____ to the lie. As punishment, my teacher assigned me an extra story to write. I guess it's true: You reap what you sow.

[READING PASSAGE WITH ANSWERS]

You Reap What You Sow

I did not want to **dwelt on** the short story I had to write. Rather, I wanted it done. That required **getting down** to work, but I was having trouble **getting across** my ideas. I **went over** my notes again and again. Eventually, I just had to **get up** from my chair. I went outside, where I **came up with** an idea to have my brother **finish off** my story.

What he **cooked up** was great. Unfortunately, it was too good. My teacher was **taken aback** by the strength of the story. It really **stood out** compared to all my previous writing. He knew my brother and **called him in** to the classroom. My brother said he had written it. I felt guilty and **owned up** to the lie. As punishment, my teacher assigned me an extra story to write. I guess it is true: You reap what you sow.

Lesson Title: Conditional Tense – Second Conditional	Theme: Grammar	
Lesson Number: L3-L029	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use the conditional tense. 2. Identify the conditional tense and its meaning in sentences. 3. Use the conditional tense correctly in speech and in writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the fill-in-the-blanks activity on the board (see end of lesson). 2. Write the prompts on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - What would happen if you did not have to attend school?
 - What happens if you drop your pencil?
 - What will happen if it rains on your way home?
2. Introduce the topic of conditional tenses: Conditional tenses let us discuss things that could happen, things that might have happened or things we wish would happen. There are 5 types of conditionals.
3. Tell pupils that in today's lesson, you will revise the zero conditional and the first conditional and learn a bit about the second conditional.

Teaching and Learning (12 minutes)

1. Revise the concept of conditional tenses:
 - The word 'conditional' means that for something to happen, other things must happen. Therefore, conditional tenses ask or answer questions with 'if'.
 - There are 5 types of conditional: zero conditional, first conditional, second conditional, third conditional and mixed conditional.
 - Each conditional sentence has 2 clauses: an 'if' clause and a main clause.
 - The tenses of each clause are usually different.
 - Each of the 5 types of conditionals uses a different combination of tenses.
2. Revise when and how to use the zero conditional tense:
 - Use the zero conditional to discuss general truths.
 - The 'if' clause and the main clause both use the simple present tense.
 - You can often use 'when' instead of 'if'.
 - Form the zero conditional like this: If/when this **happens**, that **happens**.

Examples:

 - If it rains, the ground gets wet.
 - When people eat too much, they get full.
 - If you burn wood, smoke appears.

3. Revise when and how to use the first conditional tense:
 - Use the first conditional to discuss the probable result of something happening now, or something that might happen.
 - The 'if' clause uses simple present; the main clause uses simple future tense.
 - Form the first conditional like this: If this **happens**, that **will happen**.

Examples:

 - If you do not study, you will struggle on the exam.
 - If you eat too much, you will get full.
4. Explain when and how to use the second conditional tense:
 - Use the second conditional to discuss events that are imagined.
 - These are called hypothetical situations.
 - The 'if' clause uses simple past; the main clause uses present conditional tense or present continuous conditional tense.
 - Form the second conditional like this: If this **happened**, that **would happen** (present conditional).
 - Or form the second conditional like this: If this **happened**, that **would be happening** (present continuous conditional).

Examples:

 - I would teach French if I spoke French.
 - If they played better, we would not be losing.
5. Write the following sentences on the board:
 - If you study more, you will score better on the exam.
 - If you studied more, you would score better on the exam.
6. As a class, discuss the differences between the two sentences:
 - The first sentence uses the first conditional. It discusses the probable outcome of an event that could happen – studying more. It could encourage the pupil.
 - The second sentence uses the second conditional. It assumes that studying more – and achieving a better score – is not real. This might discourage the pupil.

Practice (18 minutes)

1. Look at the fill-in-the-blanks activity on the board with pupils (see end of lesson).
2. Ask pupils to copy the sentences and word bank into their exercise books.
3. Tell pupils to fill in the blanks with the correct word from the word bank.
4. Read the sentences aloud and pause when you reach a blank. Have pupils raise their hand to tell you the correct word from the word bank to complete the sentence and name the type of conditional.

Answers:

- a. Second conditional – If you talked, they would **listen**.
- b. Second conditional – If we stopped there, we would **arrive** home late.
- c. First conditional – If they run, we will never **catch** them.
- d. Zero conditional – Wherever I go, she **follows**.

- e. Second conditional – If he drove west, he would **see** the ocean.
5. Refer pupils to the writing prompts on the board (see end of lesson).
 6. Ask pupils to copy the writing prompts into their exercise books and complete the sentences with an appropriate phrase using the second conditional.

Example answers:

- If I met him, I would shake his hand.
 - If he slept more, he would not be so tired.
 - If she lived here, we would see each other often.
 - If I had a job, I would be rich.
 - If I made a joke, they would be laughing.
7. Have pupils read their sentences aloud to seatmates.
 8. Move around the classroom and listen to check that pupils are using the conditional tense correctly.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct mistakes if necessary.
2. For homework, have pupils do practice activity PHL3-L029 in the Pupils' Handbook.



[FILL-IN-THE-BLANKS ACTIVITY]

follows	listen	catch	arrive	see
---------	--------	-------	--------	-----

- a. If you talked, they would _____.
- b. If we stopped there, we would _____ home late.
- c. If they run, we will never _____ them.
- d. Wherever I go, she _____.
- e. If he drove west, he would _____ the ocean.

[WRITING PROMPTS]

- If I met him, _____.
- If he slept more, _____.
- If she lived here, _____.
- _____, I would be rich.
- _____, they would be laughing.

Lesson Title: Conditional Tense – Third Conditional	Theme: Grammar	
Lesson Number: L3-L030	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use the conditional tense. 2. Identify the conditional and its meaning in sentences. 3. Use the conditional tense correctly in speech and in writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the example sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks activity on the board (see end of lesson). 3. Write the prompts on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - Do you ever think about how events in the past might have happened differently?
 - Are there past events you wish would have happened but did not?
 - Are there past events you wish had never happened?
2. Introduce the topic: The third conditional is a way of discussing hypothetical events from the past.

Teaching and Learning (15 minutes)

1. Explain when and how to use the third conditional:
 - Use the third conditional to discuss events from the past that did not happen.
 - It allows you to say what probably would have happened if things had been different.
 - Often, the third conditional is used to show regret or relief at a past action.
 - The 'if' clause uses the past perfect tense. The main clause uses perfect conditional tense or perfect continuous conditional tense. You can place the clauses in any order.
 - Form the third conditional like this: If this **had happened**, that **would have happened** (perfect conditional).
 - Or form the third conditional like this: If this **had happened**, that **would have been happening** (perfect continuous conditional).

Examples:

 - If I had listened, I would have understood.
 - If she had missed the coach, she would have been walking home.
2. Look at the example sentences on the board with pupils (see end of lesson).
3. As a class, discuss the differences between the sentences:
 - The first sentence uses the second conditional. It refers to a state that is not real but could change.

- The second sentence uses the third conditional. It refers to a past event that is too late to change.
- The third sentence also uses the third conditional. It refers to a past event as well but uses the perfect continuous to do so. This implies that the event is ongoing – in this case, there are still more tests so things could change. The listener may feel some suspense about the outcome.

Practice (15 minutes)

1. Look at the fill-in-the-blanks activity on the board with pupils (see end of lesson).
2. Ask pupils to copy the sentences and word bank into their exercise books.
3. Tell pupils to fill in the blanks with the correct phrase from the word bank.
4. Read the sentences aloud and pause when you reach a blank. Have pupils raise their hand to tell you the correct phrase from the word bank to complete the sentence. Write the answers on the board.

Answers:

- a. If I had eaten, I would have been feeling fine.
 - b. If she had listened to the radio, she would have heard the news.
 - c. If I had only known, I would not have done that.
 - d. If they had seen the size of the fish, they would have been amazed.
5. Read the completed sentences aloud to pupils. Ask volunteers to switch the clauses so the main clause comes before the 'if' clause.
Example: She would have heard the news if she had listened to the radio.
 6. Draw pupils' attention to the writing prompts on the board (see end of lesson).
 7. Ask pupils to copy the writing prompts into their exercise books and complete the sentences with an appropriate phrase using the third conditional.

Example answers:

- If I had saved more money, I would have built a house.
 - If they had turned left instead of right, they would have become lost.
 - If we had never met, we would not have become friends.
 - It would have been better if we had never met.
 - If you had come home at 10 o'clock, they would have been sleeping.
8. Have pupils read their sentences aloud to seatmates.
 9. Move around the classroom and listen to check that pupils are using the conditional tense correctly.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct mistakes if necessary.
2. For homework, have pupils do practice activity PHL3-L030 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- If I studied more, I would score better on the exam.
- If I had studied more, I would have scored better on the exam.
- If I had studied more, I would have been scoring better on the exam.



[FILL-IN-THE-BLANKS ACTIVITY]

they would have been amazed	I would not have done that
I would have been feeling fine	she would have heard the news

- a. If I had eaten, _____.
- b. If she had listened to the radio, _____.
- c. If I had only known, _____.
- d. If they had seen the size of the fish, _____.

[WRITING PROMPTS]

- If I had saved more money, _____.
- If they had turned left instead of right, _____.
- If we had never met, _____.
- It would have been better _____.
- _____, they would have been sleeping.

Lesson Title: Reading Skills Development: Skimming and Scanning		Theme: Reading	
Lesson Number: L3-L031		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when to use skimming and scanning when reading a text. 2. Use skimming and scanning to read a text quickly and purposefully. 3. Answer questions on a text. 		 Preparation <ol style="list-style-type: none"> 1. Write the comprehension questions on the board (see end of lesson). 2. Practise reading the formal letter aloud (see end of lesson). 	

Opening (5 minutes)

1. Discuss the following as a class:
 - How can you understand a word you have never seen? (Example answer: look for context clues)
 - How can you comprehend a text you have never read? (Example answer: read it multiple times)
 - How can you comprehend a text quickly? (Example answer: skim and scan)
2. Introduce the topic of the lesson:
 - Texts on examinations can be overwhelming, but the comprehension questions ask you to look for specific information within the text or pull out general ideas – not understand every word.
 - Skimming and scanning are two reading skills that can help you quickly find information and understand the text better. This will be the focus of today's lesson.

Teaching and Learning (15 minutes)

1. Revise skimming with pupils.
 - Skimming is only reading some of a text to try to understand the main ideas.
 - Skimming is a good reading strategy when you have little time because the main idea of any text is often found in just a few places.
 - You can use several strategies to skim:
 - a. Read the first paragraph and the last paragraph.
 - b. Read the first sentence of each paragraph.
 - c. Look for strong vocabulary.
2. Revise scanning with pupils.
 - Scanning is looking for specific information as you read.
 - Scanning is a good reading strategy when you have little time because you can quickly find the information you are looking for.
 - You can use several strategies to scan:

- a. Look for numbers and statistics.
 - b. Look for vocabulary related to the information you want.
3. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
4. Read the opening of the formal letter and the first paragraph aloud. Have pupils follow along in the Pupils' Handbook.
5. Discuss the following questions as a class:
 - Who is receiving the letter? (Answer: Mr Moiwai Lungay, MP)
 - What does the writer want? (Answer: more money for education)
 - What do you think the rest of the letter is about? (Answer: youth education and unemployment)
6. Read the second paragraph aloud. Have pupils follow along in the Pupils' Handbook.
7. As a class, discuss how to skim this paragraph.
 - Read the first sentence: 'According to the United Nations Development Programme, 70 percent of Sierra Leone youth are unemployed or underemployed'.
 - Find strong vocabulary. (Example answers: unemployed, violence, civil war)
8. As a class, discuss how to scan this paragraph.
 - Look for numbers and statistics. (Answers: 70 percent of youth are unemployed or underemployed; 15- to 35-year olds; civil war from 1991 to 2002)
 - Determine the information you want and find related vocabulary, using the following questions:
 - a. How do we know what information we want? (Answer: We use the first sentence as a guide.)
 - b. What information do we want within the second paragraph? (Example answer: How big a problem is unemployment?)
 - c. What vocabulary refers to this? (Example answers: violence, civil war, employment)

Practice (18 minutes)

1. Before reading the remaining paragraphs, direct pupils' attention to the comprehension questions on the board (see end of lesson).
2. Have pupils skim and scan paragraphs 3 through 5.
3. Invite volunteers to answer the comprehension questions.
Answers:
 - a. Truancy officers contact absent pupils and their parents.
 - b. The writer wants the MP to vote for a bill to increase education spending.
 - c. Girls are particularly disadvantaged.
 - d. Fewer than 10 percent of women in Sierra Leone finish secondary school.
 - e. Pupils from the writer's own school have dropped out.

4. Have pupils raise their hand and explain the technique they used to find the answers.
 - a. What do truancy officers do? (Example answer: scanned for the words 'truancy officer')
 - b. What does the writer want the MP to do? (Example answer: skimmed the concluding paragraph, which usually includes a call to action)
 - c. What type of youth is particularly at risk? (Example answer: scanned for words related to 'disadvantaged')
 - d. How many women in Sierra Leone finish secondary school? (Example answer: scanned for a numeral)
 - e. What is the writer's personal experience with the subject? (Example answer: skimmed for words such as 'my' that indicate personal experience)
5. Invite volunteers to summarise each body paragraph in their own words. They do not need to summarise the introduction or conclusion.

Example answers:

- Paragraph 1 – Too many youth in Sierra Leone are unemployed or underemployed, which is not only unacceptable but also dangerous as jobless youth have been violent in the past.
- Paragraph 2 – In order to avoid future conflict and find employment for jobless youth, education needs to improve, especially for girls.
- Paragraph 3 – Lack of funding means that Sierra Leone does little to keep vulnerable children from dropping out of school.
- Paragraph 4 – Evidence from the writer's own school shows that dropping out due to things like pregnancy or looking for employment is very common.

Closing (2 minutes)

1. Ask pupils if the summary of the body paragraphs gives them a summary of the main idea of the letter.
2. For homework, have pupils do practice activity PHL3-L031 in the Pupils' Handbook.

[COMPREHENSION QUESTIONS]

- a. What do truancy officers do?
- b. What does the writer want the MP to do?
- c. What type of youth is particularly disadvantaged?
- d. How many women in Sierra Leone finish secondary school?
- e. What is the writer's personal experience with the subject?

[FORMAL LETTER]

5 Amodu Street
Off Western Avenue
Bo, Sierra Leone.
5th September, 2017

Mr Moiwai Lungay, MP
The Sierra Leone Parliament
Parliament Building, OUA Drive
Tower Hill, Freetown.

Dear Sir,

Spend more on education to combat youth unemployment

I am writing to share my deep concern about youth unemployment and urge you to pass legislation that increases education spending.

According to the United Nations Development Programme, 70 percent of Sierra Leone youth are unemployed or underemployed. This figure is simply unacceptable, as I am sure you would agree. These 15- to 35-year-olds comprise roughly one-third of the country's population and are a key demographic group. Jobless youth in the past have turned to violence. The civil war from 1991 to 2002 may not have happened if there had been more employment opportunities for youth.

Finding employment for youth – and thereby avoiding future conflicts – must start with improved education. Roughly half of working-age Sierra Leoneans have never even attended school, meaning they lack literacy and other essential job skills. Girls are particularly disadvantaged. Fewer than 10 percent of adult women in Sierra Leone have finished secondary school. Often, girls who do enrol in secondary school must drop out after becoming pregnant. An astounding two-thirds of 15- to 35-year-olds have their first child between the ages of 15 and 19.



Unfortunately, Sierra Leone has few ways to keep vulnerable children from dropping out – or getting them back in school once they do. Many countries employ truancy officers to contact absent pupils and their parents. Others ask school staff to call parents of missing pupils. Yet Sierra Leone's schools do not have money for these simple interventions. As a result, most pupils 'fall through the cracks'.

At my own school, over 30 girls have become pregnant this year. Of those, all but eight have dropped out. Many boys, too, have dropped out, sometimes to find temporary mining jobs. Once they realise the jobs are limited, very few come back to school because they are too embarrassed. Many teachers are concerned, but with over 50 pupils per class, they are unable to support the struggling pupils who are most in need of help.

As a country, we must invest more money and effort in keeping young people in school. Only with an education will they be able to secure well-paying jobs. Please vote for legislation to increase education spending.

Yours faithfully,

Lucy Kallon
SSS 3 Pupil.

Lesson Title: Consonant Sounds	Theme: Listening and Speaking	
Lesson Number: L3-L032	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify and pronounce the 24 consonant sounds of the English language. 2. Pronounce consonant sounds in initial, medial and end position in words. 3. Identify consonant sounds in a listening passage. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the listening passage aloud (see end of lesson). 2. Write the multiple-choice activity on the board (see end of lesson). 	

Opening (5 minutes)

1. Read the following rhyme aloud to the class: Do I dare share the chair by the stair over there?
2. Discuss the following as a class:
 - What makes the rhyming words (dare, share, chair, stair, there) sound different from one another? (Answer: the beginning consonant sound of each word changes)
 - What are consonant sounds? (Example answer: letter sounds that are not vowels)
 - What are some examples of consonant sounds? (Example answers: /d/, /b/, /p/)
3. Introduce the topic: There are 24 consonant sounds in the English language. Today we will revise pronouncing all of them.

Teaching and Learning (20 minutes)

1. Explain that consonant sounds can come at the beginning (initial), middle (medial) or end position of a word, but not all sounds can be found in all 3 positions.
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson.
3. Use the table to revise the following: consonant sounds, the letters and letter combinations that make consonant sounds, examples of the consonant sounds in different positions in a word – initial, medial and end.

Consonant sound	Written as	Example of initial sound	Example of medial sound	Example of end sound
/b/	b	bed	table	proverb
/k/	c, k, ck, ch	carry	tackle	lock
/d/	d	dawn	muddy	paid
/f/	f, ph, gh	fire	after	tough

/g/	g	give	bragged	peg
/h/	h, wh	half	behave	N/A
/j/	j, dge, g	journal	manager	knowledge
/l/	l	lightning	island	pencil
/m/	m, mb	marriage	human	thumb
/n/	n, kn	neighbour	banana	mountain
/p/	p	parent	capital	scholarship
/r/	r	revise	direction	seashore
/s/	s, sc, c	simple	officer	enormous
/t/	t, ght, ed	tongue	computer	coconut
/v/	v	violin	never	relieve
/w/	w	worker	power	low
/y/	y, u	useless	lawyer	prayer
/z/	z, zz, s	zero	buzzer	cheese
/thth/	th	thanks	author	path
/th/	th	this	other	smooth
/zh/	s, ge	N/A	vision	beige
/sh/	sh, c, ss	shake	pressure	mash
/ch/	ch, tch, t	chess	matches	spinach
/ng/	ng	N/A	singer	taking

4. Have pupils say the consonant sounds and example words aloud.
5. Read the following sentences aloud and invite volunteers to identify the initial consonant sound of the words in bold.
 - The **day** was **dark**. (Answer: /d/)
 - The **night** was **new**. (Answer: /n/)
 - He **chased** the **chess** player. (Answer: /ch/)
6. Read the following sentences aloud and invite volunteers to identify the medial consonant sound of the words in bold.
 - It was a **pleasure** to see that **vision**. (Answer: /zh/)
 - He **never loved** her. (Answer: /v/)
 - The **buzzer** was **bizarre**. (Answer: /z/)
7. Read the following sentences aloud and invite volunteers to identify the end consonant sound of the words in bold.
 - He lost his **ring** while **walking**. (Answer: /ng/)
 - The **patch** of grass had some **spinach**. (Answer: /ch/)
 - The **bus** hit the **house**. (Answer: /s/)
8. Do the following activity orally with pupils. Say the consonant sound and then the 3 words that follow. Ask volunteers to identify the word from the given options that does not have the sound in it. (Answers are given in bold.)

- /z/: a. otherwise b. others c. **thoughts**
- /k/: a. correctly b. **speech** c. take
- /w/: a. would b. **write** c. word
- /y/: a. you b. **way** c. used
- /ch/: a. **should** b. check c. speech
- /h/: a. half b. **others** c. whole
- /j/: a. imagine b. just c. **conversations**
- /t/: a. that b. banished c. **used**
- /sh/: a. banished b. **thoughts** c. pronunciation
- /th/: a. **thoughts** b. that c. others

Practice (10 minutes)

1. Draw pupils' attention to the activity on the board (see end of lesson).
2. Ask pupils to work with seatmates to identify the word that has the same consonant sound as the one underlined. Remind them that the sound could be in any positions – initial, medial or end. Also remind them that they can use the sound chart in the Pupils' Handbook to help them. Do an example for pupils:
 - Example: train a. asked b. dared c. raided
 - Answer: asked – the 'ed' in 'asked' has the same /t/ sound as the 't' in 'train'
3. Move around the classroom to make sure pupils understand and are doing the activity correctly.
4. Invite volunteers to share their answers with the class.

Answers:

- | | | | |
|--------------------|-------------------------|------------------------|-------------------------|
| • <u>C</u> lear | a. knowledge | b. price | c. <u>a</u>ction |
| • <u>P</u> ledge | a. <u>s</u>tage | b. hung | c. rang |
| • <u>E</u> asy | a. simple | b. yelled | c. <u>z</u>oo |
| • <u>A</u> nnounce | a. country | b. care | c. <u>s</u>tar |
| • <u>P</u> raise | a. physician | b. psychic | c. <u>t</u>hump |
| • <u>L</u> ook | a. <u>w</u>ill | b. would | c. should |
| • <u>A</u> ttire | a. there | b. <u>r</u>ight | c. dire |
| • <u>J</u> ustice | a. <u>m</u>anage | b. pleasure | c. gracious |
| • <u>S</u> hoot | a. chute | b. soot | c. <u>s</u>hame |
| • <u>T</u> rade | a. trait | b. <u>p</u>aid | c. finished |



5. Read aloud all the answers with the given words for pupils to hear the correct pronunciations.

Closing (5 minutes)

1. Have pupils practise reading consonant sounds and example words from the table aloud with their seatmates.
2. For homework, have pupils do practice activity PHL3-L032 in the Pupils' Handbook.

[MULTIPLE CHOICE ACTIVITY]

- Clear a. knowledge b. price c. action
- Pledge a. stage b. hung c. rang
- Easy a. simple b. yelled c. zoo
- Announce a. country b. care c. star
- Praise a. physician b. psychic c. thump
- Look a. will b. would c. should
- Attire a. there b. right c. dire
- Justice a. manage b. pleasure c. gracious
- Shoot a. chute b. soot c. shame
- Trade a. trait b. paid c. finished

Lesson Title: Conditional Tense – Mixed Conditional	Theme: Grammar	
Lesson Number: L3-L033	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use the conditional tense. 2. Identify the conditional tense and its meaning in sentences. 3. Use the conditional tense correctly in speech and in writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the example sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks activity on the board (see end of lesson). 3. Write the prompts on the board (see end of lesson). 	

Opening (5 minutes)

1. Revise what pupils know about conditionals so far, using the following questions:
 - Why do we use the zero conditional? (Example answer: to discuss general truths)
 - Why do we use the first conditional? (Example answer: to discuss the result of something that is happening or will happen)
 - Why do we use the second conditional? (Example answer: to discuss hypothetical events)
 - Why do we use the third conditional? (Example answer: to discuss how the past might have been different)
2. Discuss the following questions as a class:
 - What are some examples of your past decisions that are affecting you now?
 - If your past was different, would things be different for you now? Would things be different in the future?
3. Explain that today's lesson will focus on the mixed conditional – a way of discussing hypothetical events from the past and how they would affect the present and the future.

Teaching and Learning (20 minutes)

1. Explain to pupils that they will be practising 2 different ways to use the mixed conditional.
2. Introduce the first type of mixed conditional:
 - Use the mixed conditional to discuss events from the past that did not happen, as well as the probable results of those hypothetical events.
 - Unlike the third conditional, which discusses how the past would have been different, the mixed conditional talks about how the present would be different.
 - Like the third conditional, the mixed conditional is often used to show regret or relief at a past action.

- The 'if' clause uses the past perfect. The main clause uses present conditional. You can place the clauses in any order.
 - Form the mixed conditional like this: If this **had happened**, that **would happen**. Examples:
 - If I **had learned** French, I **would live** in France now.
 - If they **had started** yesterday, they **would be** done.
3. Explain when and how to use the second type of mixed conditional:
- Another way to use the mixed conditional is to discuss a past result that happened because of an ongoing condition.
 - The 'if' clause uses simple past tense. The main clause uses perfect conditional tense.
 - Form the mixed conditional like this: If this **happened**, that **would have happened**.
Examples:
 - If she hated spiders, she would have stepped on that one.
 - If I was not busy, I would have helped.
 - He would have turned red if he ate the pepper.
4. Look at the example sentences on the board with pupils (see end of lesson).
5. As a class, discuss the differences between each sentence:
- The first sentence uses the third conditional. It refers to how a past choice (not to study more) affected a past event (the examination).
 - The second sentence uses the mixed conditional. It refers to how a past choice (not to study more) is affecting a present event (the examination).
 - The third sentence also uses the mixed conditional. It refers to how a general state (not studying) has affected the writer in the past.

Practice (10 minutes)

1. Look at the fill-in-the-blanks activity on the board with pupils (see end of lesson).
2. Ask pupils to copy the sentences and word bank into their exercise books.
3. Tell pupils to fill in the blanks with the correct phrase from the word bank.
4. Read the sentences aloud and pause when you reach a blank. Have pupils raise their hand to tell you the correct phrase from the word bank to complete the sentence. Write the answers on the board.
Answers:
 - a. If the tree had fallen, I would be dead.
 - b. She would be champion, if she had won.
 - c. If he read books, he would have something to do.
 - d. If I cooked, my guests would not have gone hungry.
5. Point to the writing prompts on the board (see end of lesson).
6. Ask pupils to copy the writing prompts into their exercise books and complete the sentences with an appropriate phrase using the mixed conditional.

Examples:

- If I had stopped playing earlier, I would still have energy.
- If it had rained, I would be wet.
- If they had travelled further north, they would be in Guinea.
- If you had only listened to Mother, we would not be in trouble.
- If I played music, I would have written a song.

7. Have pupils read their sentences aloud to seatmates.
8. Move around the classroom and listen to check that pupils are using the conditional tense correctly.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct mistakes if necessary.
2. For homework, have pupils do practice activity PHL3-L033 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- If I had studied more, I would have scored better on the examination.
- If I had studied more, I would be doing better on the examination.
- If I studied, I would have done better on the examination.



[FILL-IN-THE-BLANKS ACTIVITY]

if she had won	if he read books	if I cooked	if the tree had fallen
----------------	------------------	-------------	------------------------

- a. _____, I would be dead.
- b. She would be champion _____.
- c. _____, he would have something to do.
- d. _____, my guests would not have gone hungry.

[WRITING PROMPTS]

- If I had stopped playing earlier, _____.
- If it had rained, _____.
- If they had travelled further north, _____.
- If you had only listened to mother, _____.
- If I played music, _____.

Lesson Title: Case in Nouns – Subjective	Theme: Grammar	
Lesson Number: L3-L034	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different cases and demonstrate understanding of their function in a sentence. 2. Identify different cases in a sentence. 3. Write sentences using different cases correctly. 	 Preparation None	

Opening (3 minutes)

1. Discuss the following questions as a class:
 - What is the difference between a noun and a pronoun? (Example answer: A noun refers to a person, place or thing; a pronoun refers to a noun.)
 - What is the difference between a subject and an object? (Example answer: A subject does the action; an object receives the action.)
2. Explain that today you will be looking at subjective case in nouns and pronouns.

Teaching and Learning (24 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Have pupils follow along as you revise the key concepts.
2. Explain case to pupils:
 - Nouns and pronouns can change form depending on how they are used in a sentence.
 - They take one of 3 cases: subjective (for subjects), objective (for objects) and possessive.
3. Revise the concept of subjects and objects.
 - **Subject:** Who or what does the action
Example: The **principal** arrives at 7:00. **She** arrives at 7:00.
 - **Subject complement:** A word that renames or describes the subject after a linking (non-action) verb (such as 'to be')
Example: Janet is **the principal**. Janet is **she**.
 - **Object:** Who or what receives the action
Example: The pupils greeted the **principal**.
 - **Indirect object:** Who or what receives the direct object
Example: The teachers gave the **principal** their attention.
 - **Object complement:** A word that renames or describes the object
Example: They hired her as **principal** of the school.
 - **Genitive:** A word that indicates possession or close association
Example: Our **principal** is at the school.

4. Revise the subjective case of the pronoun:
 - I, you, he, she, it, we, they and who (for questions)
 - Use the subjective case to replace subject nouns and, sometimes, subject complements.
 - Using these subjective pronouns, we can add a verb to make a sentence. Examples: I know, you know, he knows, she knows, it knows, we know, they know, who knows?
5. Write the following sentences on the board. Have volunteers to identify the subjects and turn them into pronouns.
 - Fatu is an excellent pupil. (Answer: Fatu – **She** is an excellent pupil.)
 - The notebook is dusty. (Answer: the notebook – **It** is dusty.)
 - Claudetta and Samuel are siblings. (Answer: Claudetta and Samuel – **They** are siblings.)
6. Write the following sentences on the board:
 - I see the car.
 - She is a good cook.
 - Who is Michael?
 - The dog is mean.
7. Ask volunteers to identify the sentences with subject complements. (See answers and explanations below.)
 - ‘She is a **good cook**’ and ‘Who is **Michael**?’ have subject complements.
 - We know that they are subject complements because the subject complement and subject can be switched without changing the meaning.
 - We know that they have subject complements because of the verb ‘to be’.
8. Write the following sentences on the board. Have volunteers identify the subject complements and turn them into pronouns.
 - The best pupils are Ibrahim and Gabriel. (Answer: Ibrahim and Gabriel – The best pupils are **they**.)
 - The injured player was Aminata. (Answer: Aminata – The injured player was **she**.)
9. Ask 2 volunteers to change the sentence so the pronoun comes first. Answers:
 - They are the best pupils.
 - She was the injured player.



Practice (10 minutes)

1. Have pupils write 5 sentences with a subject and/or subject complement in their exercise books. Explain that they should use nouns, not pronouns. Example: Felix is the bus driver.
2. Have pupils switch exercise books with a partner. Tell them to rewrite their partner’s sentences with subjective pronouns instead of nouns. Example: He is the bus driver.

3. Move around the classroom to make sure that pupils understand and are doing the activity correctly.

Closing (3 minutes)

1. Invite volunteers to share their sentences with the class. Correct mistakes if necessary.
2. For homework, have pupils do practice activity PHL3-L034 in the Pupils' Handbook.

Lesson Title: Case in Nouns – Objective	Theme: Grammar	
Lesson Number: L3-L035	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different cases and demonstrate understanding of their function in a sentence. 2. Identify different cases in a sentence. 3. Write sentences using different cases correctly. 	 Preparation Write the fill-in-the-blanks activity on the board (see end of lesson).	

Opening (3 minutes)

1. Discuss the following questions as a class:
 - Why do many sentences have objects? (Example answer: To explain who/what the action is happening to)
 - What is the difference between a direct object and an indirect object? (Example answer: A direct object receives the action; an indirect object receives the direct object. For example, the man gave his mother money; mother is the indirect object because she receives money.)
2. Explain to pupils that today's lesson is about the objective case in nouns. Objective pronouns take a different form than subjective pronouns. We use them to replace direct objects and indirect objects.

Teaching and Learning (24 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Have pupils follow along as you revise the key concepts.
2. Revise the objective case of the pronoun:
 - The objective case is different from the subjective case: me, you, him, her, it, us, them, whom
 - You cannot use objective pronouns in front of a verb to form a sentence. Example: 'Me know' is not a sentence because there is no subject.
 - To use an object, you must first have a subject and a verb, even if the subject is implied. Example: In the sentence 'understand me', the subject is implied to be 'you'; the sentence is a command.
 - To use an indirect object, you must first have a direct object.
3. Write the following sentences on the board. Have volunteers identify the objects and turn them into pronouns.
 - Marai ate the rice. (Answer: rice – Marai ate **it**.)
 - Amadu threw the balls. (Answer: the balls – Amadu threw **them**.)

- Hussein asked Unisa. (Answer: Unisa – Hussein asked **him**.)
4. Write the following sentences on the board:
 - I listened to him.
 - They neatly arranged the bicycles.
 - I handed the teacher the homework.
 - Did she give Kossi the book?
 5. Ask volunteers to identify the sentences with indirect objects. (See answers and explanations below.)
 - 'I handed **the teacher** the homework' and 'Did she give **Kossi** the book?' have indirect objects.
 - We know these have indirect objects because each sentence has a direct object: the homework; the book.
 - You can switch the direct object and the indirect object by adding a preposition without changing the meaning. (Examples: I handed the homework to the teacher. Did she give the book to Kossi?)
 6. Write the following sentences on the board. Invite volunteers to identify the indirect objects and turn them into objective pronouns.
 - Lucy passed Doris the ball. (Answer: Doris – Lucy passed **her** the ball.)
 - My family made the small boys lunch. (Answer: the small boys – My family made **them** lunch.)
 7. Ask volunteers to change the sentence so the objective pronoun comes last. Answers:
 - Lucy passed the ball to **her**.
 - My family made lunch for **them**.
 8. Ask volunteers to turn the subject and direct object into pronouns. Answers:
 - **She** passed **it** to her.
 - **We** made **it** for them.
 9. Read aloud the sentences from the fill-in-the-blanks activity on the board (see end of lesson). Pause when you reach a blank.
 10. Ask pupils to decide whether the missing word is a subjective pronoun or objective pronoun. Have volunteers raise their hand to identify which word in brackets completes the sentence. Answers:
 - a. she – subjective
 - b. whom – objective
 - c. me – objective
 - d. he – subjective; subjective complement
 - e. us – objective
 - f. we – subjective
 - g. who – subjective
 - h. whoever – subjective
 - i. him – objective
 - j. her – objective
 11. After each sentence has been completed, read it aloud to pupils.

Practice (10 minutes)



1. Have pupils write 5 sentences with an object or an indirect object in their exercise books. Explain that they should use nouns not pronouns.
Example: My mother cooked beans.
2. Have pupils switch exercise books with a partner. Tell them to rewrite their partner's sentences with objective pronouns instead of nouns.
Example: My mother cooked it.
3. Move around the classroom to make sure that pupils understand and are doing the activity correctly.

Closing (3 minutes)

1. Invite volunteers to share their sentences with the class. Correct mistakes if necessary.
2. For homework, have pupils do practice activity PHL3-L035 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS ACTIVITY]

- a. Favour and _____ (she/her) will be walking home after class.
- b. _____ (who/whom) did you see?
- c. My grandmother left my sister and _____ (I/me) her necklaces.
- d. The two prefects, Momka and _____ (he/him), will give a speech to new pupils.
- e. The school cannot expect _____ (we/us) pupils to arrive at school so early.
- f. (we/us) _____ Sierra Leoneans should be proud of our country.
- g. (Who/whom) _____ told you about that?
- h. (Whoever/whomever) _____ decided to swim in the river made a bad mistake.
- i. I tried to warn _____ (he/him), but he would not listen.
- j. The police officer stopped _____ (she/her).

Lesson Title: Case in Nouns – Possessive	Theme: Grammar	
Lesson Number: L3-L036	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define different cases and demonstrate understanding of their function in a sentence. 2. Identify different cases in a sentence. 3. Write sentences using different cases correctly. 	 Preparation Write the 2 fill-in-the-blanks activities on the board (see end of lesson).	

Opening (2 minutes)

1. Discuss the following question as a class:
 - How do we indicate that a noun — a person, place or thing — belongs to (or is related to) someone or something else? (Example answer: use a possessive pronoun.)
2. Tell pupils that today's lesson is about the objective case in nouns. Possessive pronouns take a different form than subjective or objective pronouns.

Teaching and Learning (23 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Have pupils follow along as you revise the key concepts.
2. Use the table to revise case with pupils.

	Subjective	Objective	Possessive
1 st person	I	me	my, mine
	we	us	our, ours
2 nd person	you	you	your, yours
3 rd person	he	him	his
	she	her	her, hers
	it	it	its
	they	them	their, theirs
Relative and interrogative pronouns	who	whom	whose
Indefinite pronouns	everybody	everybody	everybody's

3. Write the following sentences on the board, then ask volunteers to identify the possessive nouns or pronouns.
 - Marai ate her rice. (Answer: her)

- Amadu threw their balls. (Answer: their)
 - Hussein asked Unisa's sister. (Answer: Unisa's)
- Write the following sentences on the board:
 - I listened to their discussion.
 - They never listened to him.
 - We spent our money on beans.
 - He did not know whom to trust.
 - Ask volunteers to identify the sentences with possessives.
Answers:
 - 'I listened to **their** discussion' and 'We spent **our** money on beans' have possessive pronouns.
 - We know these are possessive because of the form the pronouns take.
 - The possessive answers the question of 'whose?'
Examples: Whose discussion? Whose money?
 - Explain that several possessives have multiple forms: my and mine; your and yours; her and hers; our and ours; their and theirs
 - In each case, one form is used in front of nouns to indicate possession.
Examples:
 - my brother
 - your desk
 - her hair
 - our classroom
 - their father
 - The other form is used without a noun to refer to an implied subject or object.
Examples:
 - Mine is over here.
 - She ate yours.
 - The voice was not hers.
 - It is not ours.
 - Theirs is a happy home.
 - Remind pupils that possessions pronouns that end in 's' – like 'yours', 'hers', 'ours' – do not take the apostrophe.
 - Write the following sentence on the board: Mary's favourite teachers, Mrs. Pratt and she, greeted her outside class.
 - Ask volunteers to come to the front and circle each noun and pronoun on the board. Make corrections if necessary.
Answer: **Mary's** favourite **teachers**, **Mrs. Pratt** and **she**, greeted **her** outside **class**.
 - Ask different volunteers to come to the front and identify the case for each of the nouns and pronouns. They should write 'S' for subjective, 'O' for objective or 'P' for possessive next to each noun/pronoun on the board.
(Answers: subjective – teachers, Mrs. Pratt, she; objective – her, class; possessive – Mary's)
 - Read aloud the sentences from the fill-in-the-blanks activity on the board (see end of lesson). Pause when you reach a blank.

12. Ask pupils to decide whether the missing word is subjective, objective or possessive. Have volunteers raise their hand to identify which word in brackets completes the sentence.

Example answers:

- a. **She** would not take **our** advice. (subjective; possessive)
- b. **They** should remember **their** history. (subjective; possessive)
- c. Mine is here, but **Juliet's** is there. (possessive)
- d. **I** want to visit **my** grandmother because I have not seen **her** in a long time. (subjective; possessive; objective)
- e. Why does **he** care about **your** grades? (subjective; possessive)

Practice (12 minutes)

1. Have pupils copy the second fill-in-the-blanks activity on the board into their exercise books.
2. Ask pupils to fill in the missing blanks with the appropriate subjective, objective or possessive.
3. Check answers as a class. Write the correct answers in the blanks on the board.

Answers:

- f. The players, Samuel and **he**, never cared for **their** coach, **who** always yelled at **them**.
 - g. **Our** principal is interested in improving **his** pupils' grades.
 - h. The meat tasted good, but **her** stomach hurt too much, so she gave **hers** to **him**.
 - i. **They** were not very nice to Olivette and **me**, so **I** did not like **them**.
 - j. To **whom** am **I** speaking? **Who** are **you**?
4. Have pupils write 5 sentences using a possessive noun or pronoun.

Closing (3 minutes)



1. Invite volunteers to share their sentences with the class. Correct mistakes if necessary.
2. For homework, have pupils do practice activity PHL3-L036 in the Pupils' Handbook.

[FILL-IN-THE-BLANKS ACTIVITY 1]

- a. _____ would not take _____ advice.
- b. _____ should remember _____ history.
- c. Mine is here, but _____ is there.
- d. _____ want to visit _____ grandmother because I have not seen _____ in a long time.
- e. Why does _____ care about _____ grades?

[FILL-IN-THE-BLANKS ACTIVITY 2]

- f. The players, Samuel and _____, never cared for _____ coach, _____ always yelled at _____. (their, them, who, he)
- g. _____ principal is interested in improving _____ pupils' grades. (his, our)
- h. The meat tasted good, but _____ stomach hurt too much, so she gave _____ to _____. (her, him, hers)
- i. _____ were not very nice to Olivette and _____, so _____ did not like _____. (they, them, I, me)
- j. To _____ am _____ speaking? _____ are _____? (who, whom, I, you)

Lesson Title: Reading Comprehension – Drama	Theme: Reading	
Lesson Number: L3-L037	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a drama. 2. Read a text with fluency. 3. Role-play a drama excerpt. 4. Infer meaning from a text. 5. Answer questions on a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the excerpt from 'The Trifles' aloud (see end of lesson). 2. Write the features of drama on the board (see end of lesson). 	

Opening (5 minutes)

1. Discuss the following questions as a class:
 - What are the different types of creative writing? (Example answers: poems, plays, television shows, movies, short stories, novels, memoirs)
 - Which types of creative writing are meant to be performed for other people? (Answers: plays, television shows and movies)
2. Tell pupils that today's lesson discusses how to read and understand dramas.

Teaching and Learning (20 minutes)

1. Explain a drama to pupils:
 - a play that is performed on stage, on television or on movie screens for other people to watch
2. Revise the features of drama with pupils (see end of lesson).
3. Introduce the text to pupils, using the features of drama as a guide.
 - Title: It is an excerpt from the play 'Trifles'.
 - Plot: Two women solve the murder of a neighbour.
 - Themes: It deals with themes of death, gender and community.
 - Characters: There are 5 characters:
 - George Henderson, the county attorney (prosecutor)
 - Henry Peters, the sheriff (police chief)
 - Lewis Hale, a farmer
 - Mrs Peters, the sheriff's wife
 - Mrs Hale, the farmer's wife
 - Setting: The abandoned farmhouse of John Wright in America in the early 1900s
 - Conflict: John Wright is dead and the characters want to know who killed him.
 - Point of view: The characters and audience are separated by the 'fourth wall'. There is no narrator to guide them.
4. Explain the fourth wall to pupils:
 - In a drama the fourth wall is an invisible, imaginary wall that separates the actors from the audience.

- It separates what is happening in the drama.
 - The audience can see the actors and watch what they are doing, but the actors ignore the audience as if they are not there, or as if a wall separates them.
5. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
 6. Read the first 5 parts aloud to pupils, including the names and brackets. Have pupils follow along in their Pupils' Handbooks.
 7. Discuss the following with pupils:
 - The names at the beginning of each paragraph indicate that character is speaking. During a performance, that actor says the line without the name.
 - The words in brackets are directions to the actor. The actor does not say the words in the brackets. Instead, the actor does those actions.
 8. Re-read the first 5 paragraphs aloud, this time without saying the name or actor directions. Perform the directions in the brackets.
 9. Invite 1-2 volunteers to summarise what is happening in their own words.
Example answer:
Everyone is arriving from outside into the farmhouse. The sheriff is asking a witness to explain whether the farmhouse looks the same as it did yesterday.
 10. Ask volunteers to identify the context clues that help to determine the meaning of 'below zero'. What words or phrases help them understand the meaning of the new vocabulary? (Context clues: 'cold', 'make a fire')
 11. After discussing 'below zero' as a class, write a definition for it on the board.
Example definition: A freezing temperature
 12. Invite 5 volunteers to come to the front and role-play the drama for the class.

Practice (13 minutes)

1. Ask pupils to read the play aloud with seatmates, role-playing the different characters.
2. After pupils have finished reading, invite 1-2 pupils to summarise the excerpt in their own words.
Example answer: Hale visited the farmhouse, and Mrs. Wright said her husband was dead.
3. Write the following vocabulary on the board:
 - party telephone
 - rocker
 - pleating
 - sharp
4. Have pupils work with seatmates to infer the meaning of the words based on their use in the text.
5. Invite volunteers to give a definition of the new words.
6. Write a definition for each word on the board.
Example definitions:

- Party telephone: A telephone that a group of people share
 - Rocker: Rocking chair
 - Pleating: Folding the fabric
 - Sharp: Critical and irritable
7. Invite volunteers to use the words in sentences.
Examples:
- All of the families in the village shared a party telephone.
 - My grandfather sat outside in a rocker.
 - The young girl kept pleating her skirt.
 - When she does not get enough sleep, my little sister can be very sharp.
8. Ask pupils the following comprehension questions.
- a. Who is in charge of the investigation at this point?
 - b. Why does the county attorney interrupt Mr Hale?
 - c. How is Mrs Wight feeling?
9. Discuss the answers as a class.
Example answers:
- a. The county attorney is in charge. He is the one asking all the questions.
 - b. The attorney interrupts Mr Hale because he is discussing irrelevant details.
The county attorney wants him to discuss only the important information.
 - c. She is in shock, which is why she is acting strange, or 'queer'.

Closing (2 minutes)

1. For homework, have pupils complete practice activity PHL3-L037 in the Pupils' Handbook.

[FEATURES OF DRAMA]

- Plot: What happens?
- Themes: What are the general topics?
- Characters: Who is doing the action?
- Setting: Where and when does it take place?
- Conflict: What problem does the main character have?
- Point of view: Who is telling the story and when is it happening?
 - Some plays use a narrator to discuss what is happening to characters.
 - Many plays just place the audience in front of the characters so we can see what is happening in the present.

[TEXT]

Excerpt from 'The Trifles' by Susan Glaspell¹

County

Attorney: (*rubbing his hands*) This feels good. Come up to the fire, ladies.

Mrs Peters: (*after taking a step forward*) I'm not—cold.

Sheriff: (*unbuttoning his overcoat and stepping away from the stove as if to mark the beginning of official business*) Now, Mr Hale, before we move things about, you explain to Mr Henderson just what you saw when you came here yesterday morning.

County

Attorney: By the way, has anything been moved? Are things just as you left them yesterday?

Sheriff: (*looking about*) It's just the same. When it dropped below zero last night I thought I'd better send Frank out this morning to make a fire for us—no use getting pneumonia with a big case on, but I told him not to touch anything except the stove—and you know Frank.

County

Attorney: Somebody should have been left here yesterday.

Sheriff: Oh—yesterday. When I had to send Frank to Morris Center for that man who went crazy—I want you to know I had my hands full yesterday. I knew you could get back from Omaha by today and as long as I went over everything here myself—

County

Attorney: Well, Mr Hale, tell just what happened when you came here yesterday morning.

Hale: Harry and I had started to town with a load of potatoes. We came along the road from my place and as I got here, I said I'm going to see if I can't get John Wright to go in with me on a party telephone. I spoke to Wright about it once before and he put me off, saying folks talked too much anyway, and all he asked was peace and quiet—I guess you know about how much he talked himself; but I thought maybe if I went to the house and talked about it before his wife, though I said to Harry that I didn't know as what his wife wanted made much difference to John—

County

Attorney: Let's talk about that later, Mr Hale. I do want to talk about that, but tell now just what happened when you got to the house.

Hale: I didn't hear or see anything; I knocked at the door, and still it was all quiet inside. I knew they must be up, it was past eight o'clock. So I knocked again, and I thought I heard somebody say, 'Come in'. I wasn't sure, I'm not sure yet, but I opened the door—this door (*indicating the door by which the two women are still standing*) and there in that rocker—(*pointing to it*) sat Mrs Wright.

(*They all look at the rocker.*)

County
Attorney:

What—was she doing?

Hale: She was rockin' back and forth. She had her apron in her hand and was kind of—pleating it.

County
attorney:

And how did she—look?

Hale: Well, she looked queer.

County
Attorney:

How do you mean—queer?



Hale: Well, as if she didn't know what she was going to do next. And kind of done up.

County
Attorney:

How did she seem to feel about your coming?

Hale: Why, I don't think she minded—one way or other. She didn't pay much attention. I said, 'How do, Mrs Wright, it's cold, ain't it?' And she said, 'Is it?'—and went on kind of pleating at her apron. Well, I was surprised; she didn't ask me to come up to the stove, or to set down, but just sat there, not even looking at me, so I said, 'I want to see John'. And then she—laughed. I guess you would call it a laugh. I thought of Harry and the team outside, so I said a little sharp: 'Can't I see John?' 'No', she says, kind o' dull like. 'Ain't he home?' says I. 'Yes', says she, 'he's home'. 'Then why can't I see him?' I asked her, out of patience. 'Cause he's dead', says she. 'Dead?' says I. She just nodded her head, not getting a bit excited, but rockin' back and forth. 'Why—where is he?' says I, not knowing what to say. She just pointed upstairs—like that (*himself pointing to the room above*)—I got up, with the idea of going up there. I walked from there to here—then I says, 'Why, what did he die of?' 'He died of a rope round his neck', says she, and just went on pleatin' at her apron. Well, I went out and called Harry. I thought I might—need help. We went upstairs and there he was lyin'—

¹'The Trifles' by Susan Glaspell (1916) is in the public domain.

Lesson Title: Drama	Theme: Writing	
Lesson Number: L3-L038	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the features of a drama. 2. Use an outline to draft a drama. 3. Write a drama demonstrating correct usage of the features of a drama. 4. Use appropriate and relevant vocabulary when writing a drama. 5. Write a drama with correct grammar and spelling. 	 Preparation <ol style="list-style-type: none"> 1. Write the short dialogue on the board (see end of lesson). 2. Write the blank outline on the board (see end of lesson). 	

Opening (5 minutes)

1. Have pupils practise role-playing the short dialogue with a partner (see end of lesson).
2. Explain to pupils that in today's lesson, they will write an outline for a drama.

Teaching and Learning (15 minutes)

1. Revise the features of the creative writing outline on the board with pupils (see end of lesson).
2. Demonstrate how to complete the outline to prepare to write a drama. Complete the outline on the board using the example below:

Introduction

Place: A boat in the ocean

Time: Present day

Characters: The captain, the cook, crew members

Rising Action

What happens to the main character?

A huge wave hits the boat, knocking the entire crew overboard. All that remain on the boat are the captain and the cook.

How does the character respond?

The captain tries to save the crew members while the cook sits on the deck and reads a book.

What obstacle stands in her or his way?

The cook is sitting on top of the rescue boat and refuses to move or help because he does not want to cook anymore.

How does the character overcome the obstacle(s)?

The captain threatens to throw the cook overboard as well.

Climax

What is the final (and biggest) obstacle the main character faces?

The cook gets up and finds a pan to knock the captain unconscious with. The captain sees the cook sneaking up on him and throws him overboard.

Resolution

What is the outcome of the character facing this obstacle?

The captain rescues all the crew members, but they have nothing to cook with because the pan is now at the bottom of the ocean.

3. Ask volunteers to explain how this outline has each feature of a drama.
 - Plot: The captain tries to save the crew.
 - Themes: It deals with themes of death and cooperation.
 - Characters: In addition to crew members, there are 2 speaking characters:
 - The captain
 - The cook
 - Setting: A boat on the ocean
 - Conflict: The cook refuses to help the captain save the crew.
4. Tell pupils: The main challenge of using an outline to write a drama is that we must convert these ideas into dialogues as well as actions.
5. As a class, convert the rising action into dialogue (see example below).

Captain: Oh, no! We must save the crew.
Cook: I'm fine here, thanks.
Captain: You must get up so I can save them.
Cook: No. Because then they'll be hungry and want me to cook for them.
Captain: But that is your job! You must get up, or I will throw you overboard.

Practice (15 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. They should use the outline in the Pupils' Handbook to develop their own drama ideas.
2. After pupils have completed the outline, they should give their drama a title.

Closing (5 minutes)

1. Invite pupils to share their drama ideas with the class.
2. For homework, have pupils complete their outline and do practice activity PHL3-L038 in the Pupils' Handbook.

[DIALOGUE]

Mr Bundor: *(reaching out a hand to greet the woman)* Hello, Madam Claudette. How are you today?

Madam

Claudette: *(shaking his hand)* Mr Bundor, what a surprise! I haven't seen you in ages. I am well, thank you, and yourself?

Mr Bundor: *(smiling)* Glad to hear it. I am doing very well, thank you. How is the family?

Madam

Claudette: Everyone is well. Alfred has gone off to university in Nigeria and Suzette is sitting her SSS 4 examinations this year. We are very proud of them.

[OUTLINE]

Introduction

Place: _____

Time: _____

Characters: _____, _____

Rising Action

What happens to the main character?

How does the character respond?

What obstacle stands in her or his way?



How does the character overcome the obstacle(s)?

Climax

What is the final (and biggest) obstacle the main character faces?

Resolution

What is the outcome of the character facing this obstacle?

Lesson Title: Question Tags – Present Tense	Theme: Grammar	
Lesson Number: L3-L039	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify question tags in the present tenses. 2. Use question tags in positive and negative questions. 	 Preparation None	

Opening (3 minutes)

1. Discuss the following questions as a class:
 - How can we confirm a statement we make? (Example answer: Ask questions)
 - What are some ways we can ask questions? (Example answer: Do you agree? Do you know?)
2. Explain that today you will discuss question tags, which are used in a sentence to confirm a statement or ask a rhetorical question. (A rhetorical question is one that needs no answer.)

Teaching and Learning (22 minutes)

1. Explain question tags to pupils:
 - Question tags are short questions at the end of sentences.
 - They turn a statement into a question.
 - They can be real questions or rhetorical questions.
 - If the statement is positive, the question tag is negative.
 - If the statement is negative, the question tag is positive.
2. Tell pupils that, to use question tags in the present tense, we must understand how to use the 4 tenses: simple, continuous (or progressive), perfect and perfect continuous.
3. Revise the 4 present tenses using the table below:

	Simple	Continuous	Perfect	Perfect continuous
Present	Sandra teaches.	Sandra is teaching.	Sandra has taught.	Sandra has been teaching.

4. Discuss the 5 ways to make question tags in the present tense:
 - If the sentence is in simple present tense and has no auxiliary verb, use 'don't/doesn't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - Paul loves her, doesn't he?

- You know the answer, don't you?
 - If the sentence is in simple present or present continuous tense and has the auxiliary verb 'to be', use 'aren't/isn't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - Barbara is great, isn't she?
 - They are winning, aren't they?
 - If the sentence is in present perfect or present perfect continuous tense, use 'haven't/hasn't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - It has been a long time, hasn't it?
 - They have been playing well, haven't they?
 - If the sentence uses a modal verb, such as 'can', 'could' or 'should', ignore the rules. Instead, use the same modal verb for the question tag. Place the subject as a pronoun at the end.
Examples:
 - I can go on the trip, can't I?
 - They should know better, shouldn't they?
 - If the sentence starts with 'there is' or 'there are', ignore the rules. Instead, use 'aren't there' or 'isn't there' for the question tag.
Examples:
 - There is room for one more, isn't there?
 - There are more hotel rooms available, aren't there?
5. Write the following phrases on the board: eat fufu, be safe, have been happy, live here, be strong, have eaten
6. Demonstrate how to use question tags for the present tense by conjugating the first 3 examples using question tags:
- Eat fufu
 - I eat fufu, don't I?
 - You eat fufu, don't you?
 - He eats fufu, doesn't he?
 - She eats fufu, doesn't she?
 - We eat fufu, don't we?
 - They eat fufu, don't they?
 - Be safe
 - I am safe, aren't I?
 - You are safe, aren't you?
 - He is safe, isn't he?
 - She is safe, isn't she?
 - We are safe, aren't we?
 - They are safe, aren't they?
 - Have been happy
 - I have been happy, haven't I?

- You have been happy, haven't you?
 - He has been happy, hasn't he?
 - She has been happy, hasn't she?
 - We have been happy, haven't we?
 - They have been happy, haven't they?
7. Ask volunteers to conjugate the remaining phrase using questions tags.
- Live here
Answers:
 - I live here, don't I?
 - You live here, don't you?
 - He lives here, doesn't he?
 - She lives here, doesn't she?
 - We live here, don't we?
 - They live here, don't they?
 - Have eaten
Answers:
 - I have eaten, haven't I?
 - You have eaten, haven't you?
 - He has eaten, hasn't he?
 - She has eaten, hasn't she?
 - We have eaten, haven't we?
 - They have eaten, haven't they?
8. Discuss the 4 ways to make question tags **negative** in the present tense:
- If the sentence is in simple present and has no auxiliary verb, use 'do/does' for the question tag.
Examples:
 - They do not own a car, do they?
 - It does not smell good in here, does it?
 - If the sentence is in simple present or present continuous and has the auxiliary verb 'to be', use 'am/are/is' for the question tag.
Examples:
 - You are not feeling well, are you?
 - I am not there, am I?
 - He is not ready, is he?
 - If the sentence is in present perfect or present perfect continuous, use 'have/has' for the question tag.
Examples:
 - You have not been waiting too long, have you?
 - It has not been raining, has it?
 - If the sentence uses a modal verb, such as 'can', 'could' or 'should', ignore the rules. Instead, use the same modal verb for the question tag.
Examples:
 - You cannot hear the music, can you?

- I could not do any better, could I?
- If the sentence starts with 'there is not/no' or 'there are not/no', ignore the rules. Instead, use 'is there' or 'are there' for the question tag.

Examples:

- There is not much left, is there?
- There are no fish in the lake, are there?

9. Demonstrate how to use question tags in the negative by conjugating the phrases 'eat fufu', 'be safe' and 'have been happy':

- Eat fufu
 - I do not eat fufu, do I?
 - You do not eat fufu, do you?
 - He does not eat fufu, does he?
 - She does not eat fufu, does she?
 - We do not eat fufu, do we?
 - They do not eat fufu, do they?
- Be safe
 - I am not safe, am I?
 - You are not safe, are you?
 - He is not safe, is he?
 - She is not safe, is she?
 - We are not safe, are we?
 - They are not safe, are they?
- Have been happy
 - I have not been happy, have I?
 - You have not been happy, have you?
 - He has not been happy, has he?
 - She has not been happy, has she?
 - We have not been happy, have we?
 - They have not been happy, have they?

10. Ask volunteers to conjugate the remaining phrases into the negative form of the present tense using questions tags.

- Live here

Answers:

 - I do not live here, do I?
 - You do not live here, do you?
 - He does not live here, does he?
 - She does not live here, does she?
 - We do not live here, do we?
 - They do not live here, do they?
- Have eaten

Answers:

 - I have not eaten, have I?
 - You have not eaten, have you?



- He has not eaten, has he?
- She has not eaten, has she?
- We have not eaten, have we?
- They have not eaten, have they?

Practice (12 minutes)

1. Have pupils work individually to write 3 of their own sentences with question tags for each of the 4 present tenses using the following verbs:
 - Simple present: think
Example: I think about it all the time, don't I?
 - Present continuous: work
Example: It is working, isn't it?
 - Present perfect: understand
Example: They have understood the instructions, haven't they?
 - Present perfect continuous: take
Example: We have been taking a break, haven't we?
2. Have pupils share their sentences with seatmates.
3. Ask pupils to change a seatmate's positive sentences into negative ones.
4. Move around the classroom to make sure that pupils understand and are doing the activity correctly.

Closing (3 minutes)

1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL3-L039 in the Pupils' Handbook.

Lesson Title: Question Tags – Past Tense	Theme: Grammar	
Lesson Number: L3-L040	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify question tags in the past tenses. 2. Use question tags in positive and negative questions. 	 Preparation Write the 6 phrases on the board (see end of lesson).	

Opening (5 minutes)

1. Have pupils raise their hands to explain what they know about question tags.
Example answers:
 - Question tags are short questions at the end of a sentence.
 - They turn a statement into a question.
 - They can be real questions or rhetorical questions.
 - If the statement is positive, the question tag is negative.
 - If the statement is negative, the question tag is positive.
2. Tell pupils that today you will discuss question tags using the past tense. They are used in similar ways as with the present tense, with a few differences.

Teaching and Learning (20 minutes)

1. Revise the 4 past tenses using the table below:

	Simple	Continuous	Perfect	Perfect continuous
Past	Sandra taught.	Sandra was teaching.	Sandra had taught.	Sandra had been teaching.

2. Discuss the 3 ways to make question tags in the past tense:
 - If the sentence is in simple past and has no auxiliary verb, use 'didn't' for the question tag and place the subject at the end as a pronoun.
Example: You lost it again, didn't you?
 - If the sentence is in simple past or past continuous and has the auxiliary verb 'to be', use 'weren't/wasn't' for the question tag and place the subject at the end.
Examples:
 - It was a bit sad, wasn't it?
 - You were listening to the radio, weren't you?
 - If the sentence is in past perfect or past perfect continuous, use 'hadn't' for the question tag and place the subject at the end.
Examples:
 - Peter had been reading that book for a month, hadn't he?

- They had completed the assignment, hadn't they?
3. Draw pupils' attention to the phrases on the board (see end of lesson).
 4. Demonstrate how to use question tags for the past tense by conjugating the first 3 examples using question tags:
 - Forget
 - I forgot, didn't I?
 - You forgot, didn't you?
 - He forgot, didn't he?
 - She forgot, didn't she?
 - You and I forgot, didn't we?
 - They forgot, didn't they?
 - Be speaking
 - I was speaking, wasn't I?
 - You were speaking, weren't you?
 - He was speaking, wasn't he?
 - Sarah was speaking, wasn't she?
 - We were speaking, weren't we?
 - They were speaking, weren't they?
 - Have finished
 - I had finished, hadn't I?
 - You had finished, hadn't you?
 - He had finished, hadn't he?
 - She had finished, hadn't she?
 - We had finished, hadn't we?
 - The pupils had finished, hadn't they?
 5. Ask volunteers to conjugate the remaining phrases into present tense using questions tags.
 - Have a book

Answers:

 - I had a book, didn't I?
 - You had a book, didn't you?
 - He had a book, didn't he?
 - She had a book, didn't she?
 - We had a book, didn't we?
 - They had a book, didn't they?
 - Be a good person

Answers:

 - I was a good person, wasn't I?
 - You were a good person, weren't you?
 - He was a good person, wasn't he?
 - She was a good person, wasn't she?
 - We were good people, weren't we?
 - They were good people, weren't they?

- Have been running
Answers:
 - I had been running, hadn't I?
 - You had been running, hadn't you?
 - He had been running, hadn't he?
 - She had been running, hadn't she?
 - We had been running, hadn't we?
 - They had been running, hadn't they?
6. Discuss the 3 ways to make question tags **negative** in the past tense:
- If the sentence is in simple past and has no auxiliary verb, use 'did' for the question tag.
 - If the sentence is in simple past or past continuous and has the auxiliary verb 'to be', use 'were/was' for the question tag.
 - If the sentence is in past perfect or past perfect continuous, use 'had' for the question tag.
7. Demonstrate how to use question tags in the negative by conjugating the phrases 'forget', 'be correct' and 'have finished'.
- Forget
 - I did not forget, did I?
 - You did not forget, did you?
 - The caretaker did not forget, did he?
 - She did not forget, did she?
 - We did not forget, did we?
 - They did not forget, did they?
 - Be speaking
 - I was not speaking, was I?
 - You were not speaking, were you?
 - He was not speaking, was he?
 - Our mother was not speaking, was she?
 - We were not speaking, were we?
 - They were not speaking, were they?
 - Have finished
 - I had not finished, had I?
 - You had not finished, had you?
 - He had not finished, had he?
 - She had not finished, had she?
 - We had not finished, had we?
 - They had not finished, had they?
8. Ask volunteers to change the remaining phrases into the negative form of the past tense using questions tags. (See answers below.)
- Have a book
Answers:
 - I did not have a book, did I?

- You did not have a book, did you?
- He did not have a book, did he?
- She did not have a book, did she?
- We did not have a book, did we?
- They did not have a book, did they?
- Be a good person
Answers:
 - I was not a good person, was I?
 - You were not a good person, were you?
 - He was not a good person, was he?
 - She was not a good person, was she?
 - We were not good people, were we?
 - They were not good people, were they?
- Have been running
Answers:
 - I had not been running, had I?
 - You had not been running, had you?
 - He had not been running, had he?
 - She had not been running, had she?
 - We had not been running, had we?
 - They had not been running, had they?

Practice (12 minutes)



1. Have pupils work individually to write 3 of their own sentences with question tags in each of the 4 past tenses using the verbs below. Each sentence should include at least 1 preposition and 1 noun (aside from the subject):
 - Simple past: be
Example: He was asleep on the couch, wasn't he?
 - Past continuous: study
Example: She was studying for her exam, wasn't she?
 - Past perfect: wear
Example: I had worn that jacket for three days, hadn't I?
 - Past perfect continuous: want
Example: They had been wanting to travel around the country for some time, hadn't they?
2. Have pupils share their sentences with seatmates.
3. Ask pupils to change a seatmate's positive sentences into negative ones.
4. Move around the classroom to make sure that pupils understand and are doing the activity correctly.

Closing (3 minutes)

1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do the practice activity PHL3-L040 in the Pupils' Handbook.

[PHRASES]

- forget
- be speaking
- have finished
- have a book
- be a good person
- have been running

Lesson Title: Conditional Tenses Review	Theme: Grammar	
Lesson Number: L3-L041	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate understanding of when and how to use conditional tenses. 2. Identify the different conditional tenses in sentences and their meaning. 3. Use the conditional tenses correctly in speech and in writing. 	 Preparation <ol style="list-style-type: none"> 1. Write the example sentences on the board (see end of lesson). 2. Practise reading the text 'If I Had Only Listened to my Mother' aloud (see end of lesson). 	

Opening (5 minutes)

1. Ask pupils to identify the different conditional tenses.
2. Invite volunteers to name some ways to tell the difference between conditional tenses. (Example answer: look for words like 'will', 'would', 'had' and 'would have')
3. Tell pupils that today's lesson will focus on conditional tenses to discuss the past, present and future.

Teaching and Learning (18 minutes)

1. Have pupils open their Pupils' Handbooks to the page that corresponds with this lesson.
2. Revise what pupils know about conditionals so far, using the conditionals table (see end of lesson). Have pupils follow along in their Pupils' Handbooks.
3. Draw pupils' attention to the sentences on the board (see end of lesson).
4. As a class, discuss the differences between each of the following sentences:
 - If you sleep well, you feel rested the next day. (zero conditional; refers to a general truth)
 - If you sleep well, you will feel rested the next day. (first conditional; discusses the probable result of an action)
 - If you slept well, you would feel rested. (second conditional; refers to a hypothetical event)
 - If you had slept well, you would have felt rested the next day. (third conditional; refers to the past)
 - If you had slept well, you would feel rested. (mixed conditional; refers to the effect of the past on the present)
5. Have pupils open to the Pupils' Handbook at the practice activity that corresponds with the lesson (see end of lesson).
6. Read the first paragraph aloud. Have pupils follow along.

7. Ask volunteers to identify sentences that use conditional tenses and answer the following questions (see underlined sentences in the text at the end of the lesson).
- What conditional is being used?
 - What does the conditional in this instance tell us about the person/thing using it?
- Answers:
- a. Mixed – The writer has regrets about a past decision.
 - b. Zero – This is a general truth, or fact.
 - c. First – The mother points out that he regularly does something wrong.

Practice (16 minutes)

1. Ask pupils to read the last 2 paragraphs independently. Have them write each sentence that uses the conditional tense in their exercise books.
 2. Pupils should also answer the following:
 - What conditional is being used?
 - What does the conditional in this instance tell us about the person/thing using it?
 3. Check answers as a class (see underlined sentences in the text at the end of the lesson).
- Answers:
- d. Mixed – The writer is not good at Maths and this affected his ability to complete the homework.
 - e. Second – His mother wants him to do his homework differently.
 - f. Third – The writer has regrets about a past decision and past result.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL3-L041 in the Pupils' Handbook.

[EXAMPLE SENTENCES]

- If you sleep well, you feel rested the next day.
- If you sleep well, you will feel rested the next day.
- If you slept well, you would feel rested.
- If you had slept well, you would have felt rested the next day.
- If you had slept well, you would feel rested.

[CONDITIONALS TABLE]

Conditional Type	Use to discuss	'If' clause	Main clause
Zero	A general truth	Simple present	Simple present
First	A possible condition and its likely result	Simple present	Simple future
Second	A hypothetical condition and its likely result	Simple past	Present conditional or present continuous conditional
Third	A hypothetical past condition and its likely result in the past	Past perfect	Perfect conditional
Mixed	A hypothetical past condition and its likely result in the present	Past perfect	Present conditional

[TEXT]

If I Had Only Listened to My Mother

If I had only listened to my mother, I would not be in this bad situation now. It all started when I came home from school yesterday. I was trying to figure out how to do my Maths homework. The instructions said, 'If you multiply the two numbers, you get the answer'. But I could not remember how to multiply numbers larger than 11, so I started to count on my fingers. My mother saw me and said, 'If you always use your fingers to multiply, you will never learn how to do it on paper!'

Thereafter, I tried to do the multiplication problems on paper. If I was good at Maths, I would have finished right away. However, the homework was taking forever. Frustrated, I ripped up the last of my paper. My mother scolded me again. 'You would still have paper if you multiplied in your head!' I was so mad, I refused to do any more homework that day.

When I went to school the next day, I did not have my homework with me. I also still did not know how to multiply large numbers. That day, the teacher collected homework. If I had not ripped my paper, I would have been able to show my homework to the teacher. Instead, I had nothing to show. As a punishment, the teacher assigned me extra homework. That is what I am doing now.



[TEXT WITH ANSWERS]

If I Had Only Listened to My Mother

a. If I had only listened to my mother, I would not be in this bad situation now. It all started when I came home from school yesterday. I was trying to figure out how to do my Maths homework. The instructions said, b. 'If you multiply the two numbers, you get the answer.' But I could not remember how to multiply numbers larger than 11, so I started to count on my fingers. My mother saw me and said, c. 'If you always use your fingers to multiply, you will never learn how to do it on paper!'

Thereafter, I tried to do the multiplication problems on paper. d. If I was good at Maths, I would have finished right away. However, the homework was taking forever. Frustrated, I ripped up the last of my paper. I asked my mother to buy more. She scolded me again. e. 'You would still have paper if you multiplied in your head!' I was so mad, I refused to do any more homework that day.

When I went to school the next day, I did not have my homework with me. I also still did not know how to multiply large numbers. That day, the teacher collected the homework. f. If I had not ripped my paper, I would have been able to show my homework to the teacher. Instead, I had nothing to show. As a punishment, the teacher assigned me extra homework. That is what I am doing now.

Lesson Title: Reading Skills Development: Summarising	Theme: Reading	
Lesson Number: L3-L042	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read a text and summarise the important information. 2. Demonstrate reading comprehension by summarising main ideas. 3. Answer questions on a text. 	 Preparation Practise reading the text 'The Effects of Inadequate Housing on Poverty' aloud (see end of lesson).	

Opening (3 minutes)

1. Invite volunteers to explain summarising in their own words. (Example answer: the restating of main ideas of a text in just a few words)
2. Ask pupils to identify summarising techniques they already use. (Example answers: read the first and last paragraph; look at the topic sentences)
3. Tell pupils that today you will talk about summarising. Using summarisation techniques can help us to remember the most important parts of what we read.

Teaching and Learning (17 minutes)

1. Discuss the concept of summarising using the following table:

Do

- Use your own words
- Restate the main idea
- Include important information
- Reduce the words used

Do not

- Copy from the text
- Change a few words or switch their order
- Include unnecessary details
- Change the main idea

2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Introduce the 3 new summarising strategies and have pupils follow along in their Pupils' Handbooks.
 - Who-What-Where-When-Why-How
 - Who is being discussed?
 - What is happening? / What happened? / What will happen?
 - Where is this happening?
 - When is it happening?
 - Why is it happening?
 - How is it important?
 - Somebody-Wants-But-So: Explain who wants something, what they want, what conflict happened and what the resolution was.

Example: **Romeo and Juliet wanted** to be married, **but** their families were enemies, **so** they died.

- 1-2 word summaries: This allows us to check that we understand the topic or theme.
 - 3-2-1: Write 3 things you learned, 2 things you found interesting and 1 question you still have.
4. Read the first paragraph of the text aloud to pupils. Have pupils follow along in their Pupils' Handbooks.
 5. Summarise the paragraph: 'Living in a slum increases the effects of poverty'.
 6. Invite volunteers to sum up the paragraph in 1-2 words. (Example answers: slums, poverty, urbanisation, population growth).
 7. Read the second paragraph aloud to pupils. Have pupils follow along in their book.
 8. As a class, summarise the paragraph using Who-What-Where-When-Why-How. Example answer:
 - Who is being discussed? Poor people
 - What is happening? Growing as a population
 - Where is this happening? Around the world
 - When is it happening? Right now
 - Why is it happening? There are not enough houses
 - How is this important? People do not have good homes to live in
 9. As a class, convert the Who-What-Where-When-Why-How questions into 1 sentence.
Example: The population is growing around the world, yet there are not enough good homes for poorer people to live in.
 10. Ask 1-2 volunteers to summarise the paragraph using the Somebody-Wants-But-So technique.
Examples:
 - Countries do not want to invest in housing, but the population is increasing, so poorer people lack homes.
 - The world's poor want housing but there is not enough, so more are needed.

Practice (17 minutes)

1. Ask pupils to read the remaining paragraphs silently to themselves.
2. Have pupils use both the Who-What-Where-When-Why-How method and the Somebody-Wants-But-So method to summarise each paragraph.
3. Have seatmates compare their summaries and decide which method worked better for each paragraph.
4. Move around the classroom to make sure pupils understand and are doing the activity correctly.
5. Have pupils write 3 things they have learned from the text, 2 things they found interesting and 1 question they still have in their exercise books.

Closing (3 minutes)

1. Invite volunteers to share with the class things they have learned from the text, things they found interesting and a question they still have.
2. For homework, have pupils do practice activity PHL3-L042 in the Pupils' Handbook.

[TEXT]

The Effect of Inadequate Housing on Poverty¹

The number of people living in slums worldwide is estimated to be more than a billion. Experts in urbanisation fear that the ever-growing slums in the world will soon become more populous than the cities. Findings like these, however, do not show clearly the devastating effect which substandard living conditions have on the poor. The situation is more serious in developing countries, where many people lack basic amenities such as adequate housing and modern health care services.



It is ironic that while some of the richest nations want to build colonies on the moon and explore Mars, growing numbers of their poorest citizens cannot afford a decent place to live here on Earth. It might be easy to conclude that the poor could remedy their situation if they showed more initiative, but factors involved in the housing crisis are beyond their control. The world's population is increasing at an alarming rate, such that millions of houses are needed to keep pace with this development.

It is a fact that cities provide more facilities than the rural areas. It is easier to get electricity and good water supply, pursue one's education and secure well-paid jobs in cities than in villages. Very often those in the villages hanker for such opportunities. One cannot, therefore, blame them when they seize the first opportunity to reside in the cities. They do not mind going away from the villages to reside in congested cities, thereby contributing to over-population in the cities.

In troubled areas of the world, political disasters, civil wars and suicide bombing are common. Poor people, women and children run away from such troubled areas to preserve their lives. They seek refuge in whatever shelter they can find when existing buildings are completely destroyed. The relationship between housing and poverty cannot be ignored. People who cannot afford such basic necessities as food and clothing may not be able to rent or build decent houses. These and other factors have forced millions of people to settle for substandard housing. They live in abandoned buses, shipping containers, cardboard boxes and other unthinkable places.

The housing problems, just like many other problems facing the world, should be tackled with urgency. However, the cost of land for the erection of houses is high. Even when land is secured, the high cost of building materials is another problem to contend with. One must not, therefore, blame building agencies which employ methods that enable them to build inexpensive houses.

¹This passage is adapted from WAEC English Language Examination, 2012.

Lesson Title: Consonant Clusters	Theme: Listening and Speaking	
Lesson Number: L3-L043	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify and pronounce consonant clusters in words. 2. Identify and demonstrate understanding of consonant clusters in initial, medial, and end position in words. 3. Identify consonant clusters in sentences. 	 Preparation Write the similar-sounding words on the board (see end of lesson).	

Opening (5 minutes)

1. Read the following tongue twister aloud to the class: He threw 3 free throws.
2. Discuss the following as a class:
 - Why do you think this is called a tongue twister? (Answer: Because it is difficult to say.)
 - Why is it difficult to say? (Example answer: The words are very similar but slightly different.)
 - What consonant sounds do you hear more than once? (Answer: /th/ and /r/)
 - What consonant sounds are close together? (Answer: /th/ and /r/)
3. Introduce the topic: Consonant clusters are consonant sounds that are pronounced together. Today we will learn how to pronounce 10 consonant clusters.

Teaching and Learning (20 minutes)

1. Revise the features of consonant clusters with pupils:
 - Consonant clusters are groups of 2 or more consonant sounds. (Example: st)
 - They can come before a vowel, after a vowel or between vowels. (Example: steal, east, tested)
 - Consonant clusters can be found at the beginning, middle or end of a word. (Example: **st**art, **rest**ed, **best**) Most, however, are found either toward the beginning or end of words.
 - Some words that look like they have consonant clusters do not. For instance, 'bl', as in black, is at the beginning of many words. The letters 'bl' also appear in words such as 'capable' or 'suitable', but such words have a vowel sound between the /b/ and the /l/. Therefore, 'bl' in those cases is not a consonant cluster.
2. Read the following consonant clusters aloud and have pupils repeat them after you: bl, cl, fl, gl, sl, thr, shr, chr

3. Re-read the clusters and ask volunteers to identify the 2 consonant sounds that make them (see answers below).
 - bl: /b/ and /l/
 - cl: /k/ and /l/
 - fl: /f/ and /l/
 - gl: /g/ and /l/
 - sl: /s/ and /l/
 - thr: /th/ and /r/
 - shr: /sh/ and /r/
 - chr: /k/ and /r/
4. Read the following consonant clusters aloud and have pupils repeat them after you: str, spr.
5. Re-read the clusters and ask volunteers to identify the 3 consonant sounds that make them (see answers below).
 - str: /s/, /t/ and /r/
 - spr: /s/, /p/ and /r/
6. Read the consonant clusters and example words in the table aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook and repeat them after you.
7. Invite different volunteers to say the consonant clusters and example words aloud, using the Pupils' Handbook.
8. Slowly read the following sentences aloud, pausing after each sentence to have volunteers identify the consonant sounds within the sentence:
 - On **Christmas**, I **gladly** ate **shrimp** from the sea. (Answer: chr, gl, shr)
 - The **clean clam** comfortably **clung** to its **shiny shell** **through** the **strange spring**. (Answer: bl, cl, thr, str, spr)
 - The **flowers** I grew **slid** down the hill in the rain shower. (Answer: fl, sl – note that gr is also a consonant cluster, but not covered in this lesson)

Practice (10 minutes)

1. Say each of the following consonant clusters aloud and read the list of words beside it. Ask pupils to write down in their exercise books the word from the given options that **does not** have the sound in it.
 - bl bled, **fashionable**, fashionably
 - cl **icicle**, climb, cloud
 - fl flood, **waffle**, fly
 - gl glance, gloomy, **struggle**
 - sl sleep, slept, **measles**
 - thr threat, **other**, throat
 - shr shriek, **sheriff**, shred
 - chr **church**, christen, chronicle
 - str strict, pastry, **mustard**
 - spr sprite, **spirit**, sprint

2. Check answers as a class (see answers in bold above).
3. Draw pupil's attention to the similar-sounding words on the board (see end of lesson) and have pupils practise reading them aloud with seatmates.
4. Ask pupils to work with seatmates to identify 2 new words that have the same consonant clusters. These should not be words covered in the lesson.

Closing (5 minutes)



1. Have pupils practise reading all the consonant clusters from the table aloud with their seatmates. Remind them to focus on proper pronunciation.
2. For homework, have pupils do practice activity PHL3-L043 in the Pupils' Handbook.

[CONSONANT CLUSTERS]

Consonant cluster	Sounds	Examples		
bl	/b/ and /l/	blame	blue	capably
cl	/k/ and /l/	clean	class	sickly
fl	/f/ and /l/	flat	flow	affluent
gl	/g/ and /l/	glass	strangler	aglow
sl	/s/ and /l/	slim	slow	asleep
thr	/th/ and /r/	three	through	throw
shr	/sh/ and /r/	shrimp	shrink	shroud
chr	/k/ and /r/	Christmas	chrome	chronology
str	/s/, /t/ and /r/	strand	strap	extra
spr	/s/, /p/ and /r/	spray	spring	spread

[SIMILAR-SOUNDING WORDS]

- a. fair, flair
- b. flagrant, fragrant
- c. sped, spend, spread
- d. said, shred, thread, tread
- e. glare, glare, flare
- f. sprawl, crawl, flaw
- g. shriek, sleek, streak
- h. cue, crew, clue
- i. comb, roam, chrome

Lesson Title: Linking Verbs	Theme: Grammar	
Lesson Number: L3-L044	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define action verbs and linking verbs and demonstrate understanding of their function in a sentence. 2. Explain the difference between action verbs and linking verbs. 3. Identify action verbs and linking verbs in sentences. 4. Write sentences using action verbs and linking verbs correctly. 	 Preparation Write the sentences on the board (see end of lesson).	

Opening (5 minutes)

1. Discuss verbs using the following questions:
 - What do verbs do in a sentence? (Example answer: show action or a state of being)
 - What are some examples of verbs? (Examples: to play, to walk, to cook)
 - Of the verbs 'to be', 'to stand' and 'to taste', which ones show action and which ones show a state of being?

Answers:

- The verb 'to be' shows a state of being
 - The verb 'to stand' shows the action of moving one's body upward
 - The verb 'to taste' can be either, depending on the sentence.
2. Tell pupils that today they will learn about the difference between action verbs and linking verbs, and learn why the verb 'to taste' can be both.

Teaching and Learning (15 minutes)

1. Explain action verbs:
 - Show the relationship between a subject and an object.
 - Explain what a subject does.
 - Can describe a physical action, such as 'to walk', 'to speak'.
 - Can describe a mental action, such as 'to worry', 'to remember'.
 - The action verb 'to have' can describe ownership. (Example: He has 9 goats.)
2. Write the following sentences on the board:
 - Sulaiman stole his sister's notebook.
 - Their grandfather will forget his birthday.
3. As a class, explore action verbs using the first example and guiding questions:
 - What is the subject of this sentence? (Answer: Sulaiman)
 - What is the object: (Answer: his sister's notebook)
 - What action did the subject do? (Answer: stole)

4. Have pupils brainstorm other actions Sulaiman could have done to his sister's notebook. (Example: kicked, touched, returned)
5. As a class, explore action verbs using the second example and guiding questions:
 - What is the subject of this sentence? (Answer: their grandfather)
 - What is the object: (Answer: his birthday)
 - What mental action will the subject do? (Answer: forget)
6. Have pupils brainstorm other mental actions the grandfather could do. (Examples: remember, dream of, think about)
7. Discuss linking verbs:
 - A linking verb shows a relationship between the subject and an adjective.
 - A linking verb describes a state of being.
 - The most common linking verbs are 'to be' or 'to become'.
 - Other common linking verbs include: to appear, to feel, to grow, to look, to remain, to seem, to smell, to sound, to stay and to taste.
 - If a verb can be replaced with a form of the verb 'to be' or 'to become' and still make sense, it is a linking verb.
8. Write the following sentences on the board:
 - The chicken stew smells amazing.
 - I felt tired after a long day.
 - Ejatu is a nice girl.
9. As a class, explore linking verbs using the first example and guiding questions:
 - What is the subject of this sentence? (Answer: the chicken stew)
 - What action is the subject doing? (Answer: nothing)
 - What is the adjective? (Answer: amazing)
 - What is the verb? (Answer: smells)
 - Can you change the verb to a form of 'to be' or 'to become'? (Answer: Yes. The chicken is amazing.)
10. As a class, explore linking verbs using the second example and guiding questions:
 - What is the subject of this sentence? (Answer: I)
 - What action is the subject doing? (Answer: nothing – an internal feeling is not an action)
 - What adjective do you see? (Answer: tired)
 - What verb do you see? (Answer: felt)
 - Can you change the verb to a form of 'to be' or 'to become'? (Answer: Yes. I was/became tired after a long day.)
11. As a class, explore linking verbs using the third example and guiding questions:
 - What is the subject of this sentence? (Answer: Ejatu)
 - What action is the subject doing? (Answer: nothing – she is being)
 - What adjective do you see? (Answer: nice)
 - What verb do you see? (Answer: is)
 - Can you change the verb to a form of 'to be' or 'to become'? (Answer: Yes. 'Is' is a form of 'to be'.)

Practice (15 minutes)

1. Draw pupils' attention to the sentences on the board (see end of lesson).
2. Ask pupils to copy the sentences into their exercise books and identify the linking verb.
3. Check answers as a class. Underline the linking verbs in the sentences on the board. Have pupils self-check their answers in their exercise books.

Answers:

- a. I grew tomatoes in my garden. I grew tired of waiting for them to ripen.
 - b. Your injuries sound bad. I will sound the alarm.
 - c. Have you tasted her cooking? Her groundnut soup tastes delicious.
 - d. I looked into the house. It looked empty.
 - e. I felt my homework assignment leave my hand. It felt good to be finished.
 - f. The milk had turned sour. I turned around to throw it in the rubbish bin.
4. After pupils have completed the exercise, discuss the answers by taking them through the following process for each sentence:
 - What is the subject?
 - Is the verb showing the relationship between a subject and an object or between a subject and an adjective?
 - Can you replace the verb with 'to be' or 'to become'?
 5. Have pupils write 3 pairs of sentences using 'look', 'taste' and 'grow' as both an action verb and a linking verb.



Example: The flower smelled lovely. I smelled it again.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL3-L044 in the Pupils' Handbook.

[SENTENCES]

- a. I grew tomatoes in my garden. I grew tired of waiting for them to ripen.
- b. Your injuries sound bad. I will sound the alarm.
- c. Have you tasted her cooking? Her groundnut soup tastes delicious.
- d. I looked into the house. It looked empty.
- e. I felt my homework assignment leave my hand. It felt good to be finished.
- f. The milk had turned sour. I turned around to throw it in the rubbish bin.

Lesson Title: Finite and Non-finite Verbs	Theme: Grammar	
Lesson Number: L3-L045	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define finite and non-finite verbs and demonstrate understanding of their function in a sentence. 2. Explain the difference between finite and non-finite verbs. 3. Identify finite and non-finite verbs in sentences. 4. Write sentences using finite and non-finite verbs correctly. 	 Preparation Write the sentence prompts in columns on the board (see end of lesson).	

Opening (3 minutes)

1. As a class, discuss the concept of infinity using the following questions:
 - What does it mean to have finite, or limited, possibilities? (Example answer: It means there are boundaries or rules.)
 - What would it mean to have non-finite, or unlimited, possibilities? (Example answer: It means you can do anything.)
2. Explain to pupils that today you will talk about finite verbs and non-finite verbs. Non-finite verbs are also called infinite verbs.

Teaching and Learning (22 minutes)

1. Discuss the difference between non-finite and finite verbs:
 - Both finite verbs and non-finite verbs are used in sentences.
 - Non-finite verbs do not modify the subject of a clause.
 - In other words, they do not refer to who is doing an action or when the action takes place. (Example: to escape)
 - Therefore, anyone or anything could be doing the action at any point in the past, present or future.
 - Finite verbs, on the other hand, use tense and a subject to explain who is doing the action and when the action happens. (Example: Joseph **escapes**; Joseph **is escaping**)
2. Discuss the concept of the infinitive form:
 - Infinitives are the most common type of non-finite verbs.
 - An infinitive is the verb as it is listed in the dictionary. You will often see an infinitive with the word 'to' in front of it. (Examples: to laugh, to cry, to sing)
 - To turn an infinitive verb into a finite verb, we simply add a subject and give it a tense. (Examples: he will sing; we are singing; you sang)

- Finite verbs can stand alone as the main verb, but infinitives need other verbs to form a sentence.
Example (finite): He **hurt** his knee.
Example (infinitive): His knee began to **hurt**.
3. Write the following sentence on the board:
 - I wanted to go to the village.
 4. Discuss the sentence, explaining the following:
 - Who is the subject? I
 - What action does the subject do? wanted
 - What is the infinitive? to go
 - Can the infinitive stand on its own with the subject? No. 'I go' or 'I went' is misleading because the sentence is about **wanting** to go, not actually doing it.
 5. Write the following sentences on the board:
 - a. He needs someone to take notes.
 - b. To be honest, I do not think about it that much.
 - c. What did you want to know about them?
 6. Invite 3 volunteers to identify the infinitive verb in each sentence (a-c) and the finite verb.
 - a. He needs someone to take notes. (Answers: infinitive – to take; finite – needs)
 - b. To be honest, I do not think about it that much. (Answers: infinitive – to be; finite – do, think)
 - c. What did you want to know about them? (Answers: infinitive – to know; finite – want)
 7. Discuss the above sentences as a class using the following guiding questions (see answers below):
 - Who is the subject of the sentence?
 - a. he
 - b. I
 - c. you
 - What is the subject doing?
 - a. needs
 - b. do not think
 - c. want
 - What is the infinitive?
 - a. to take
 - b. to be
 - c. to know
 - Can the infinitive stand on its own with the subject?
 - a. No. He is not taking notes. He needs someone to do it.
 - b. No. The sentence is not about being honest. It is about not thinking – 'to be honest' is not part of the main clause.
 - c. No. The sentence is about wanting to know, not actually knowing.

8. Explain infinitives further.
 - Infinitive verbs do not always have 'to' in front of them.
 - The 'to' is dropped for modal verbs: can, could, may, might, must, shall, should, will, would
Example: I might tell you.
 - The 'to' is often dropped for verbs that come after certain verbs and a direct object: feel, hear, help, let, make, see and watch.
Example: You let him help.
9. Write the following sentences on the board:
 - a. You can give me more details tomorrow.
 - b. The teacher is making us do homework.
 - c. I shall call you next week.
10. Invite 3 volunteers to identify the subject, the finite verb and the infinitive for each sentence.
Answers:
 - a. you – subject; can – finite verb; give – infinitive
 - b. the teacher – subject; is making – finite verb; do – infinitive
 - c. I – subject; shall – finite verb; call – infinitive

Practice (12 minutes)



1. Draw pupils' attention to the sentence prompts in columns on the board (see end of lesson).
2. Have pupils copy the sentence prompts into their exercise books.
3. Ask pupils to write 5 sentences using the words from the sentence prompt columns. Remind them that they may need to add an object and modify the infinitive verb or add 'to' to the infinitive verb.
4. Demonstrate how to make a sentence using the sentence prompts for pupils.
(Example: You must marry her.)
Examples:
 - Mustapha is trying to move his bicycle.
 - Titi is going to eat bread.
 - Yannoh and Abubacar watched us cook their food.
 - Our leader wants to know your opinion.
 - Your sister needed to hear your voice.
 - The dog heard the neighbour call him.
5. Have pupils share their sentences with seatmates and self-correct their work.
6. Move around the classroom to make sure pupils understand and are doing the activity correctly.

Closing (3 minutes)

1. Have volunteers share their sentences with the class. Correct mistakes if necessary.
2. For homework, have pupils do practice activity PHL3-L045 in the Pupils' Handbook.

[SENTENCE PROMPTS]

Subject	Finite verb	Infinitive verb
I	started	to chase
You	must	to marry
Mustapha	is trying	to move
Titi	is going	to eat
We pupils	can	to learn
Yannoh and Abubacar	watched	to cook
The Ghanaian policeman	helps	to find
Our leader	wants	to know
Your sister	needed	to hear
The dog	heard	to call

Lesson Title: Finite and Non-finite Verbs	Theme: Grammar	
Lesson Number: L3-L046	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Define finite and non-finite verbs and demonstrate understanding of their function in a sentence. 2. Explain the difference between finite and non-finite verbs. 3. Identify finite and non-finite verbs in sentences. 4. Write sentences using finite and non-finite verbs correctly. 	 Preparation Write the sentence prompts in columns on the board (see end of lesson).	

Opening (3 minutes)

1. Revise finite and non-finite verbs using the following questions:
 - Which do not refer to who is doing an action or when the action takes place? (Answer: non-finite verbs)
 - Which use tense and a subject to explain who is doing the action and when the action happens? (Answer: finite verbs)
 - Is the infinitive a finite or non-finite verb? (Answer: non-finite verb)
2. Tell pupils that today you will discuss gerunds and participles. Like infinitives, they are non-finite verbs.

Teaching and Learning (18 minutes)

1. Identify the 3 types of non-finite verbs.
 - Infinitive: The basic form of a verb (Examples: to run, to walk, to swim)
 - Gerund: A verb used as a noun. It takes the '-ing' form at the end.
Examples:
 - **Running** is boring.
 - I like **walking**.
 - Before **swimming**, I eat.
 - Participles: usually a verb used as an adjective (example: **broken** door)
2. Discuss participles and gerunds as a class.
 - Present participle: Like a gerund, a present participle ends with '-ing'. It is slightly different from the gerund in how it is used, but both are non-finite verbs. Many people refer to any '-ing' form as a gerund-participle.
 - Past participle: This is the form of the verb one uses for the present, past or future perfect tenses. (examples: have **run**, had **walked**, will have **swum**)

- Because participles take the same form in the past, present and future tenses, they do not help one identify when something happened. Therefore, they are non-finite.
3. Write the following sentences on the board:
 - Painting is one of my favourite hobbies.
 - My room is painted red.
 - I want to paint another picture.
 - I am painting pictures of my parents.
 4. Show pupils how to find which sentence uses 'paint' as a finite verb by asking the following questions of each sentence:
 - Is it being used as a noun? If so, it is a gerund.
Answer: Painting is one of my favourite hobbies.
 - Is it being used as an adjective? If so, it is a participle.
Answer: My room is painted red.
 - Does it come after the word 'to'? If so, it is an infinitive verb.
Answer: I want to paint another picture.
 - Does it take a subject? If so, it is a finite verb.
Answer: I am painting pictures of my parents.
 5. Write the following sentences on the board:
 - My father tried to enjoy listening to music.
 - I love working in the school garden.
 - Speaking of classmates, what will happen to Lansana?
 6. Ask 3 volunteers to find the finite verb and the gerund-participle in each sentence by looking for an adjective used as a noun.
 - My father tried to enjoy listening to music. (Answers: gerund – listening; finite – tried)
 - I love working in the school garden. (Answers: gerund – working; finite – love)
 - Speaking of classmates, what will happen to Lansana? (Answers: gerund – speaking; finite – happen)
 7. Write the following sentences on the board:
 - He wore a bad jacket.
 - The girl taken to the hospital was very sick.
 - Finally closed, the door stopped making noise.
 8. Ask 3 volunteers to find the finite verb and the past participle in each sentence by looking for a verb used as an adjective.
 - He wore a torn jacket. (Answers: participle – torn; finite – wore)
 - The girl taken to the hospital was very sick. (Answers: participle – taken; finite – was)
 - Finally closed, the door stopped making noise. (Answers: participle – closed; finite – stopped)

Practice (16 minutes)



1. Draw pupils' attention to the sentence prompts in columns on the board (see end of lesson).
2. Have pupils copy the sentence prompts into their exercise books.
3. Ask pupils to write 5 sentences using the words from the sentence prompt columns. Tell them to modify the non-finite verb into a gerund-participle. Remind them that they must add an object before or after the non-finite verb.
4. Demonstrate how to make a sentence using the sentence prompts for pupils. (Example: Momodu tried **moving** away from **the noise**.)
Example sentences:
 - The men saw us running along the beach.
 - Our village loved knowing the latest news.
 - My cousin hates hearing his name.
5. Have pupils share their sentences with seatmates and self-correct their work.
6. Move around the classroom to make sure pupils understand and are doing the activity correctly.
7. Ask pupils to write 5 new sentences using the same words. Tell them to modify the non-finite verb into the infinitive form. Remind them that they must also add an object noun. (Example: The cow likes **to chew grass**.)
Example sentences:
 - I started to chase them down the hall.
 - Momodu tried to move the cheese.
 - My cousin hates to hear bad news.
8. Have pupils share their sentences with seatmates and self-correct their work.
9. Move around the classroom to make sure pupils understand and are doing the activity correctly.

Closing (3 minutes)

1. Invite volunteers to share their sentences with the class. Correct mistakes if necessary.
2. For homework, have pupils do practice activity PHL3-L046 in the Pupils' Handbook.

[SENTENCE PROMPTS]

Subject	Finite verb	Non-finite Verb
I	started	chase
You	remember	marry
Momodu	tried	move
We teachers	remember	be
The men	saw	run
The stranger	helped	cook
Our village	loved	know
My cousin	hates	hear
The cow	likes	chew

Lesson Title: Question Tags – Future Tense		Theme: Grammar	
Lesson Number: L3-L047		Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify question tags in the future tenses. 2. Use question tags in positive and negative questions. 		 Preparation Write the 4 example phrases on the board (see end of lesson).	

Opening (2 minutes)

1. Tell pupils that today you will discuss question tags using the future tense. Explain that they are used in similar ways as with the present tense, with some small differences.

Teaching and Learning (18 minutes)

1. Revise why question tags are used:
 - Question tags are short questions at the end of a sentence.
 - They turn a statement into a question.
 - They can be real questions or rhetorical questions.
 - If the statement is positive, the question tag is negative.
 - If the statement is negative, the question tag is positive.
2. Revise the 4 future tenses using the table below.

	Simple	Continuous	Perfect	Perfect continuous
Future	Sandra will teach.	Sandra will be teaching.	Sandra will have taught.	Sandra will have been teaching.

3. Discuss how to make question tags in the future tense:
 - Regardless of what future tense the subject is in, if it uses the word 'will', use 'won't' for the question tag. Place the subject as a pronoun at the end.
Example: Zainab will be there, won't she?
 - If the sentence uses 'going to' with an auxiliary verb ('to be') but not 'will', use 'isn't/aren't' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - Alhaji and Alusine are going to be alright, aren't they?
 - The sports day is going to be fun, isn't it?
4. Draw pupils' attention to the phrases on the board (see end of lesson).
5. Demonstrate how to use question tags for the future tense by conjugating the first examples using question tags.

- Write
 - I will write, won't I?
 - You will write, won't you?
 - He will write, won't he?
 - She will write, won't she?
 - We will write, won't we?
 - They will write, won't they?
 - Going to write
 - I am going to write, aren't I?
 - You are going to write, aren't you?
 - He is going to write, isn't he?
 - She is going to write, isn't she?
 - We are going to write, aren't we?
 - They are going to write, aren't they?
6. Ask volunteers to conjugate the remaining phrase using questions tags.
- Think about it

Answers:

 - I will think about it, won't I?
 - You will think about it, won't you?
 - He will think about it, won't he?
 - She will think about it, won't she?
 - We will think about it, won't we?
 - They will think about it, won't they?
 - Going to think about it

Answers:

 - I am going to think about it, aren't I?
 - You are going to think about it, aren't you?
 - He is going to think about it, isn't he?
 - She is going to think about it, isn't she?
 - We are going to think about it, aren't we?
 - They are going to think about it, aren't they?
7. Discuss how to make question tags **negative** in the future tense:
- Regardless of what future tense the subject is in, if a negative sentence uses the word 'will' (or the contraction 'won't'), use 'will' for the question tag. Place the subject as a pronoun at the end.
Example: Zainab will not be there, will she?
 - If the sentence uses 'going to' with an auxiliary verb ('to be') but not 'will', use 'is/am/are' for the question tag. Place the subject as a pronoun at the end.
Examples:
 - Alhaji and Alusine are not going to be alright, are they?
 - The sports day is not going to be fun, is it?
 - I am not going to win, am I?

8. Demonstrate how to use question tags in the negative by conjugating the phrases 'write' and 'going to write'.

- Write
 - I will not write, will I?
 - You will not write, will you?
 - He will not write, will he?
 - She will not write, will she?
 - We will not write, will we?
 - They will not write, will they?
- Going to write
 - I am not going to write, am I?
 - You are not going to write, are you?
 - He is not going to write, is he?
 - She is not going to write, is she?
 - We are not going to write, are we?
 - They are not going to write, are they?

9. Ask volunteers to conjugate the remaining phrases into the negative form of the future tense using questions tags.

- Think about it
Answers:
 - I will not think about it, will I?
 - You will not think about it, will you?
 - He will not think about it, will he?
 - She will not think about it, will she?
 - We will not think about it, will we?
 - They will not think about it, will they?
- Going to think about it
Answers:
 - I am not going to think about it, am I?
 - You are not going to think about it, are you?
 - He is not going to think about it, is he?
 - She is not going to think about it, is she?
 - We are not going to think about it, are we?
 - They are not going to think about it, are they?

Practice (15 minutes)

1. Read the following sentences aloud. Have pupils write the correct question tags and pronouns in their exercise books.
 - a. You will see Unama tomorrow, _____?
 - b. We will not be leaving until 7:00, _____?
 - c. This is going to be an interesting exercise, _____?
 - d. Your uncle will never leave this village, _____?
 - e. Memuna is going home, _____?

- f. You will be going to the movie, _____?
- g. Idrissa and Hassan will not come, _____?
- h. Foday and he are going to be late for dinner, _____?
- i. There will not be anything to stop you, _____?
- j. I am not going to be seeing you again, _____?

2. Check answers as a class.

Answers:



- a. You will see Unama tomorrow, **won't you?**
 - b. We will not be leaving until 7:00, **will we?**
 - c. This is going to be an interesting exercise, **isn't it?**
 - d. Your uncle will never leave this village, **will he?**
 - e. Memuna is going home, **isn't she?**
 - f. You will be going to the movie, **won't you?**
 - g. Idrissa and Hassan will not come, **will they?**
 - h. Foday and he are going to be late for dinner, **aren't they?**
 - i. There will not be anything to stop you, **will there?**
 - j. I am not going to be seeing you again, **am I?**
3. Have pupils work individually to write 2 of their own sentences using 'won't' question tags for each of the following tenses and verbs:
- Simple future: to bend
Example: Yenor will bend that stick until it breaks, won't she?
 - Future continuous: to meet
Example: Brima will be meeting her at 2:00, won't he?
 - Future perfect: to put
Example: Foday and Hassan will have put the animals away, won't they?
 - Future perfect continuous: to spread
Example: Our teachers will have been spreading themselves too thin by end of term, won't they?
4. Have pupils work individually to write 2 unique sentences using 'going to' for each of the following tenses and verbs:
- Simple future: to fish
Example: Abu is going to fish all by himself, isn't he?
 - Simple continuous: to shut
Example: They are going to shut off the power, aren't they?
5. Have pupils share their sentences with seatmates.
6. Ask pupils to change a seatmate's positive sentences into negative ones using question tags.

Closing (5 minutes)

1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL3-L047 in the Pupils' Handbook.

[EXAMPLE PHRASES]

- Write
- Going to write
- Think about it
- Going to think about it

Lesson Title: Listening Comprehension – Question Tags	Theme: Listening	
Lesson Number: L3-L048	Class: SSS 3	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify question tags within a listening passage. 2. Answer comprehension questions on a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the passage, 'Directions to the Museum' aloud (see end of lesson). 2. Write the vocabulary on the board (see end of lesson). 	

Opening (3 minutes)

1. Discuss the topic of directions using the following questions:
 - What can you do if you do not know how to get somewhere? (Example answers: ask someone; look at a map)
 - Is it easy to ask strangers for information?
 - What can you do to confirm you are going the right way? (Example: ask a question, use question tags)
2. Introduce the text: Today's text is a dialogue between a man driving to Bo and an employee at a petrol station. The driver has stopped to get directions.

Teaching and Learning (20 minutes)

1. Revise the 2 common uses of question tags:
 - Question tags can be used to confirm information one is unsure about.
Example: 'You do not like him very much, do you?'
 - Question tags can be used rhetorically. Rhetorical questions are questions that are asked without expecting an answer.
 - The question may have an obvious answer.
Example: The Earth is round, isn't it?
 - The question may have no answer.
Example: There is no hope, is there?
 - The speaker may be asking the question to make a point and not want an answer.
Example: You are quite clever, aren't you?
2. Read the dialogue slowly and with expression aloud to pupils (see end of lesson). Focus on using correct pronunciation and intonation.
3. Ask a volunteer to explain why the driver uses the question tag, 'This road leads to Bo, doesn't it?' What does this tell us about the driver? (Example answers: the driver asks because he is unsure; he wants confirmation; he is not from around the area)
4. Invite 1-2 volunteers to summarise the dialogue into their own words using the following guiding questions:

- After the driver asks for directions, what do the driver and employee discuss?
Example answer: They discuss the museum's opening hours.
 - Why does the employee ask him whether he is visiting the museum tonight?
Example answer: He asks because he wants to inform him that the museum is closed.
 - Does the employee know where the museum is?
No, he does not.
5. Draw pupils' attention to the vocabulary on the board (see end of lesson).
 6. Read the passage aloud again. Pause after each sentence in which the words/phrases appear.
 7. Ask pupils to think of context clues and make inferences about the meaning of each phrase.
 8. Discuss the definitions as a class and ask pupils to explain the context clues and inferential clues they used to guess the meaning.
Example definitions:
 - Figuring out: Solving
 - Outskirts: The outer parts of a town
 - At a loose end: Have nothing interesting to do
 - I am afraid: Polite way of apologising
 - Have no idea: Do not know
 Context clues/inference:
 - Figuring out: 'where I need to go'
 - Outskirts: the prefix 'out'
 - At a loose end: 'what am I going to do?'
 - I am afraid: 'I do not quite understand'
 - Have no idea: idea is another word for 'thoughts'

Practice (12 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Have pupils role-play the dialogue with seatmates. They should take turns playing both roles.
3. Ask pupils to identify all of the question tags used in the dialogue.
4. Invite volunteers to share answers with the class.

Answers:

- This road leads to Bo, doesn't it?
- It is worth going to, isn't it?
- You have a map, don't you?
- The people who made that map did not do a very good job, then, did they?
- You will not be trying to drive there tonight, will you?
- It stays open later during the summer, doesn't it?
- Well, that certainly leaves me at a loose end, doesn't it?

- You are still planning on going to Bo, aren't you?
- It will still look the same as it does today, won't it?
- I have not told you, have I?

Closing (5 minutes)

1. Invite 2 volunteers to read the dialogue in front of the class.
2. For homework, have pupils do practice activity PHL3-L048 in the Pupils' Handbook.

[VOCABULARY]

- Figuring out
- Outskirts
- At a loose end
- I am afraid
- Have no idea

[TEXT]

Directions to the Museum

- Driver: Hello. This road leads to Bo, doesn't it?
- Employee: Yes, it does.
- Driver: I'm having trouble figuring out exactly where I need to go. I know it is somewhere in the city.
- Employee: What are you looking for?
- Driver: I'm looking for the museum there. It is worth going to, isn't it? That's what I have heard.
- Employee: I have never been, but I know the one you are talking about. You have a map, don't you?
- Driver: Yes, but I cannot find it on the map.
- Employee: The people who made that map did not do a very good job, then, did they?
- Driver: No, I suppose not.
- Employee: Let's see ... the museum. It should take you another few hours to get there because it is on the outskirts of town. You will not be trying to drive there tonight, will you? It closes early.

Driver: Really? I do not think so. It stays open later during the summer, doesn't it?

Employee: It used to, but not anymore.

Driver: Well, that certainly leaves me at a loose end, doesn't it? What am I going to do?

Employee: I am afraid I do not quite understand the problem. You are still planning on going to Bo, aren't you?

Driver: Yes, of course.

Employee: Well, then, just see the museum tomorrow. It will still look the same as it does today, won't it?

Driver: That is true. I did not think of that. Thanks for the suggestion! Oh, I almost forgot: Where is it?

Employee: I have not told you, have I?

Driver: Told me what?

Employee: I have no idea how to get there.

FUNDED BY



UKaid
from the British people

IN PARTNERSHIP WITH



NOT FOR SALE

Document information:

Leh Wi Learn (2018). "*Maths, SeniorSecondarySchool Year 3, Term 1 MS0722, teachers guide.*" A resource produced by the Sierra Leone Secondary Education Improvement Programme (SSEIP). DOI: 10.5281/zenodo.3745408.

Document available under Creative Commons Attribution 4.0,
<https://creativecommons.org/licenses/by/4.0/>.

Uploaded by the EdTech Hub, <https://edtechhub.org>.

For more information, see <https://edtechhub.org/oer>.

Archived on Zenodo: April 2020.

DOI: 10.5281/zenodo.3745408

Please attribute this document as follows:

Leh Wi Learn (2018). "*Maths, SeniorSecondarySchool Year 3, Term 1 MS0722, teachers guide.*" A resource produced by the Sierra Leone Secondary Education Improvement Programme (SSEIP). DOI 10.5281/zenodo.3745408. Available under Creative Commons Attribution 4.0 (<https://creativecommons.org/licenses/by/4.0/>). A Global Public Good hosted by the EdTech Hub, <https://edtechhub.org>. For more information, see <https://edtechhub.org/oer>.