



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# JSS

*Language*

# ARTS

JSS  
**1**

TERM  
**3**



## Foreword

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

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

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

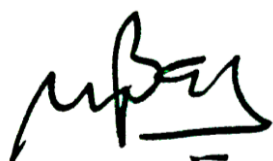
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

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

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

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

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



Dr. Minkailu Bah

Minister of Education, Science and Technology











## Table of Contents

<b>Lesson 106:</b> Oral Narrative (My Family)	2
<b>Lesson 107:</b> Pronunciation (Consonant Sounds)	4
<b>Lesson 108:</b> Present Perfect Tense	6
<b>Lesson 109:</b> Present Perfect Tense (Continuation)	9
<b>Lesson 110:</b> Prose	11
<b>Lesson 111:</b> Letter Writing: Semi-formal Letters	13
<b>Lesson 112:</b> Letter Writing: Semi-formal Letters	16
<b>Lesson 113:</b> A Comprehension Passage	18
<b>Lesson 114:</b> Punctuation	20
<b>Lesson 115:</b> Punctuation	23
<b>Lesson 116:</b> Reading Strategies	25
<b>Lesson 117:</b> Reading Strategies	27
<b>Lesson 118:</b> Question Tags	29
<b>Lesson 119:</b> Question Tags (Continuation)	31
<b>Lesson 120:</b> Pronunciation: Vowel Sounds	33
<b>Lesson 121:</b> Composition: "My first day at school"	35
<b>Lesson 122:</b> A Comprehension Passage	37
<b>Lesson 123:</b> Simple Past Tense	39
<b>Lesson 124:</b> Simple Past Tense (Continuation)	41
<b>Lesson 125:</b> Prose	43
<b>Lesson 126:</b> Drama/Play	46
<b>Lesson 127:</b> Informal Letters	48
<b>Lesson 128:</b> Informal Letters	50
<b>Lesson 129:</b> Possessive Pronouns	52
<b>Lesson 130:</b> Dictation and Spelling	54
<b>Lesson 131:</b> Prepositions	56
<b>Lesson 132:</b> Prepositions and Adverbs	58
<b>Lesson 133:</b> Oral Descriptive	61
<b>Lesson 134:</b> Shakespearean Text (Abridged Form)	63

<b>Lesson 135:</b> Shakespearean Text (Abridged Form)	66
<b>Lesson 136:</b> Present Continuous Tense	68
<b>Lesson 137:</b> Present Continuous Tense	71
<b>Lesson 138:</b> Punctuation and Intonation	73
<b>Lesson 139:</b> Prose	75
<b>Lesson 140:</b> Poetry	77
<b>Lesson 141:</b> Drama: Literary terms	79
<b>Lesson 142:</b> Drama	82
<b>Lesson 143:</b> Drama	84
<b>Lesson 144:</b> Past Continuous Tense	86
<b>Lesson 145:</b> Past Continuous Tense	88
<b>Lesson 146:</b> Simple Future Tenses	90
<b>Lesson 147:</b> Simple Future Tenses (Continuation)	92
<b>Lesson 148:</b> Prose	94
<b>Lesson 149:</b> Composition (Descriptive)	97
<b>Lesson 150:</b> Composition (Descriptive)	99

# Introduction to the Lesson Plan Manual

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

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



Learning outcomes






Teaching aids



Preparation

<b>Lesson Title:</b> Oral Narrative (My Family)	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-106	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about/describe occasions and/or special events.</li> <li>2. Engage effectively in a range of collaborative discussions on various grade JSS 1 topics, texts and issues building on others' ideas and expressing their own clearly.</li> </ol>	 <p><b>Teaching Aids</b> Sentence table at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the sentence table at the end of the lesson plan on the board.</p>
--	--	--

### Opening (2 minutes)

1. Write these words on the board: party, wedding, Eid.
2. Point to the words on the board. **Ask:** What are these? (Example answers: fun days, special days, special occasions)
3. **Ask:** Who do you spend these days with? (Answer: family, friends)
4. **Ask:** Can you name some more special occasions? Write pupils' answers on the board. (Example answers: graduation, birthday, New Year, Independence Day, weddings)
5. **Say:** Today we are going to talk about how your family celebrates special occasions and special events.

### Introduction to the New Material (10 minutes)

1. Draw a picture of a boy on the board. **Say:** This is Samuel. He is at a party with his family.
2. Mime these verbs: cook, eat, dance, talk, sing, drink, play music, laugh. **Ask:** What does Samuel do at parties? (Example: Mime dance. Answer: Samuel dances at parties.)
3. Mime the rest of the verbs and ask pupils to make the sentences.
4. **Ask:** What do you like to do at parties? Listen to pupils' answers.
5. **Ask:** What do your parents like to do at a wedding? Listen to pupils' answers.
6. **Say:** When we talk about parties and celebrations we use 'at' - at a graduation, at a wedding, at Eid, at a party. But we use 'on' if there is a day - on New Year's Day, on her birthday, on Independence Day.
7. **Ask:** What do your grandparents like to do on Independence Day? Listen to pupils' answers.
8. **Ask:** What do your brothers and sisters like to do on their birthdays? Listen to pupils' answers.

### Guided Practice (10 minutes)

1. Point to the sentence table on the board (found at the end of the lesson plan).
2. Ask pupils to work in pairs and ask and answer questions about the special occasions on the board. (Example: Do you dance at parties? No, I don't. I don't like dancing. Does your father sing at New Year? Yes, he does. My father always sings at New Year.)
3. Guide pupils to ask more questions and expand on their answers. (Example: Why don't you like dancing? I don't like dancing because I am shy. What songs does your father sing? My father sings traditional songs.)

4. Move around the classroom to make sure pupils understand and are doing the task.

**Independent Practice** (10 minutes)

1. Ask pupils to work in pairs and tell each other how their family celebrates special occasions. Remind pupils that they can choose any special occasion. Move around the classroom to make sure pupils understand and are doing the task.
2. After both pupils have had the chance to share their story, have pupils ask each other questions about the way their families celebrate. Listen to pupils speaking and correct mistakes you hear.
3. After 5 minutes, ask pupils to repeat the task with a different partner.

**Closing** (3 minutes)




1. **Ask:** What is your favourite special occasion? Raise your hand if it is... (name the different occasions). Count how many pupils put their hands up to find out the class favourite.
2. **Say:** Well done! Now you know how to talk about special occasions with me, with the pupil sitting next to you and with other pupils in the class.

[SENTENCE TABLE]

I	dance	parties
You	eat	Eid
He	sing	birthdays
She	laugh	graduation
We	talk	New Year
They	play music	independence day
My brother/sister/mother/father/cousin etc.		wedding



<b>Lesson Title:</b> Pronunciation (Consonant Sounds)	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-107	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and produce consonant sounds: g/k f/p t/d.</p>		<p><b>Teaching Aids</b> Table in the lesson plan</p>		<p><b>Preparation</b> Draw a picture of a cat on the board.</p>
---	--	---	--	---	---

### Opening (3 minutes)

1. Say or sing the English alphabet with pupils.
2. **Ask:** Which letters are vowels in the alphabet? (Answer: a, e, i, o, u) **Say:** There are 5 vowels in the English alphabet - a, e, i, o, u. The other letters are consonants.
3. **Say:** Today we are going to practise some consonant sounds.

### Introduction to the New Material (10 minutes)

1. Point to the picture of a cat on the board. **Ask:** How do you spell this? (Answer: c-a-t)
2. **Ask:** What is the first sound of the word 'cat'? (Answer: k)
3. Ask pupils if the sound is a vowel or consonant sound. (Answer: consonant sound)
4. **Ask:** Is English spelling always the same as the sound? (Answer: No, it isn't. For example, cat begins with a 'c' but the 'c' is pronounced 'k'.)
5. Write the table below on the board. Ask pupils to copy the table in their exercise books.

k	g	t	d	f	p

6. Tell pupils that all the sounds in the table are consonant sounds.
7. Review all of the sounds with pupils. Have pupils repeat each sound after you. Remember the letter sound is not its name; it is the sound a letter makes.
8. Tell pupils that you are going to say a word and they are going to think about the first sound of the word. Remind pupils that they are thinking about the sounds, not the spelling of the words.
9. **Say:** Say these words slowly and clearly showing pupils how to make the sounds with their mouths:  
flower, car, daughter, teacher, paper, gate, talk, face, danger, cow, game, paint, dance, kick, parent, great, table, family
10. Say the word 'flower'. Emphasis the initial 'f' sound. **Ask:** What is the initial sound? Answer 'f'.
11. Say each word again and ask pupils to identify the initial sound. Listen to pupils' answers and write the word under the correct letter in the table. (Answers: k - car, cow, kick; g - gate, game, great; t - teacher, talk, table; d - daughter, danger, dance; f - flower, face, family; p - paper, paint, parent)

### Guided Practice (10 minutes)

1. Tell pupils that you are going to say some more words. Ask pupils to write each word in the correct column of the table. They should listen for the sound at the beginning of the word. Remind pupils that they are thinking about the sounds, not the spelling of the words.

- Tell pupils that some of the words do not have the sounds on the board, so they should not write these words in the table. Say the words below slowly and clearly.  
came, house, town, do, fan, see, pan, class, mouse, crow, train, pill, glass, fill, game, pull, grow, two, miss, drain, full, saw, down
- Ask:** What sound is class? (Answer: k) Write class under 'k' in the table.
- Ask pupils to identify the sound in the rest of the words and write the words in the table. (see answers below)

k	g	t	d	f	p
came	glass	train	do	fill	pull
crow	grow	two	drain	full	pan
class	game	town	down	fan	pill

Other words: house, see, mouse, miss, saw

- Ask pupils to compare their answers with the answers on the board.
- As a class practise the pronunciation of all of the words in the table.




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

- Ask pupils to work in pairs.
- Ask pupils to practise pronouncing the different words with their partner.
- When they finish, ask pupils to add more words to the table for each of the letter sounds. Move around the classroom to make sure pupils understand and are doing the task.
- After 5 minutes, invite pupils to share their words with the class. Write the additional words in the table on the board.

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

- Ask:** Which letter sounds did we practise today? (Answer: k, g, t, d, f, p)
- Ask:** What kind of letters are these? (Answer: consonants)
- Say:** Well done! Now you know how to identify and produce some consonant sounds.

<b>Lesson Title:</b> Present Perfect Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-108	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

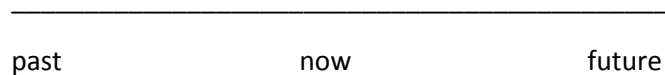
 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the present perfect tense.</li> <li>2. Identify present perfect tense in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Timelines and tables in the lesson plan</li> <li>2. Sentences at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw two boys on the board.</li> <li>2. Write the sentences at the end of the lesson on the board.</li> </ol>
---	--	---

**Opening** (2 minutes)

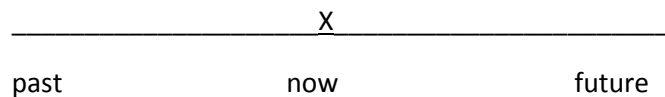
1. Point to the picture of the boys on the board. Say: This is Sowa and Mohamed. Sowa and Mohamed are going to help us today.
2. **Say:** Today we are going to talk about things that were started in the past but continue to the present. We are going to learn about the present perfect tense.

**Introduction to the New Material** (10 minutes)

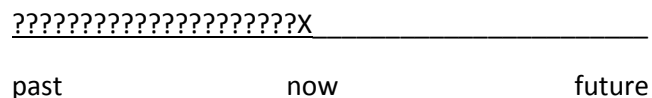
1. Draw this timeline on the board.



2. **Say:** The boys are in the village now.
3. Draw an 'x' over 'now' on the timeline.



4. **Say:** Sowa wants to talk to Mohamed about his life experiences. He wants to find out if Mohamed has done the same things as him. He asks, 'Have you ever eaten fish?'
5. **Ask:** Is Sowa asking about now? (Answer: No) Is Sowa asking about the future? (Answer: No) Is Sowa asking about the past? (Answer: Yes) Do we know exactly when in the past? (Answer: No) Is Sowa asking about anytime in Mohamed's life until now? (Answer: Yes)
6. On the board draw question marks from now until the past like this.



7. **Say:** Have you ever eaten fish? What does Mohamed say?
8. Nod your head. **Say:** Yes, I have eaten fish.
9. **Say:** Now, Mohamed asks Sowa the same question, 'Have you ever eaten fish?'
10. **Say:** What does Sowa say?
11. Shake your head. **Say:** No, I have not. I have not eaten fish.
12. Write the question and the 2 possible answers on the board. (Question: Have you ever eaten fish? Answers: Yes, I have eaten fish. No, I have not eaten fish.)

13. Ask the class the same question. **Say:** Have you ever eaten fish? Tell pupils to raise their hands if they have eaten fish.
14. Invite a pupil to say the answer. (Answer: I have eaten fish.)
15. Ask the class the question again. **Say:** Have you ever eaten fish? Tell pupils to raise their hands if they have never eaten fish.
16. Invite a pupil to say the answer. (Answer: I have never eaten fish.)
17. Draw the table on the board:

Have	I		eaten	fish?
Has	you	ever	(past participle)	(noun)
	he/she/it			
	we			
	they			

No,	I	haven't.
	you	have not.
Yes,	he/she/it	have.
	we	
	they	

18. **Say:** This tense is called the present perfect. Write 'present perfect' on the board.
19. **Say:** The present perfect tense uses the verb 'have' and the past participle form of verbs.
20. Ask pupils to copy the table in their exercise books.

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

1. Ask pupils 3-4 other questions using the present perfect tense. (Example: Have you ever played football? Yes, I have played football. No, I have not played football. Have you ever picked mangoes? Yes, I have picked mangoes. No, I have not picked mangoes. Have you ever been to Freetown? Yes, I have been to Freetown. No, I have not been to Freetown).
2. Ask pupils to work in pairs and practise asking and answering questions using the present perfect tense. Remind pupils to use the table to help them form the questions and answers correctly.
3. Move around the classroom to make sure pupils understand and are doing the task.
4. Point to the sentences on the board (found at the end of the lesson plan). **Ask:** Is the first sentence in present perfect? (Answer: Yes, it is) **Ask:** How do we know it is in present perfect tense? (Answer: Because it says 'Have you ever...' It uses the verb have and the past participle, it talks about something in the past, but not a specific time in the past)
5. **Say:** Work in pairs. With your partner decide which of the sentences are in the present perfect tense.
6. When pupils finish, check the answers as a class. (Answer: sentences 1, 4 and 5 are present perfect tense).

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

1. **Say:** Now you are going to think of 3 more questions to ask someone about their life experiences. You can use any verbs and nouns you like. Write them in your exercise book.
2. Give pupils a few minutes to write their questions. Move around the classroom to make sure pupils understand and are doing the task.
3. Ask pupils to work in pairs. Tell pupils to ask each other the questions they wrote. They should answer each other's questions.
4. Give pupils time to ask and answer. Then invite a few pairs to ask and answer a question in front of the class.




**Closing** (3 minutes)

1. **Ask:** Do we use the present perfect to talk about now? (Answer: No)
2. **Ask:** Do we use the present perfect to ask about the future? (Answer: No)
3. **Ask:** When do we use the present perfect tense: (Answer: to talk about anytime in the past until now)

[SENTENCES]

1. Have you ever been to Nigeria?
2. I went to the market last week.
3. I picked mangoes from the tree last Sunday.
4. No, she has not played football.
5. Have you ever studied the present perfect tense?
6. We studied the past simple tense last term.

<b>Lesson Title:</b> Present Perfect Tense (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-109	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write sentences using 'have' or 'has' and the past participle.		<b>Teaching Aids</b> Table at the end of the lesson plan		<b>Preparation</b> Write the table at the end of this lesson on the board.
---	---	---	---	---	---

**Opening (2 minutes)**

1. **Ask:** What tense did we learn about last lesson? (Answer: present perfect)
2. **Say:** Last lesson we learned about the present perfect tense. We practised asking and answering questions in the present perfect tense.
3. **Say:** Today we are going to learn how to make sentences in the present perfect tense.

**Introduction to the New Material (10 minutes)**

1. **Say:** Last lesson we formed questions starting with the verb 'have'. Today we are writing sentences. When we write sentences in the present perfect our sentences must start with the subject. We first identify 'who'.
2. Write the table on the board.

I you he/she/it we they	have/has	past participle	noun
-------------------------------------	----------	-----------------	------

3. Ask pupils to copy the table in their exercise books.
4. Write these examples on the board: I have been to Accra. He has studied French.
5. Read the examples aloud and underline the verbs (have been, has studied).
6. **Say:** The present perfect tense uses the verb 'have' and the past participle. We form the past participle by adding -ed at the end of the verb.
7. Point to the verb table on the board (found at the end of the lesson plan).
8. **Say:** Look at the regular verbs. We add -ed to these verbs to form the past participle.
9. **Say:** Some verbs are irregular. We cannot form the past participle by adding -ed to the end of these verbs. These verbs have past participles that we must learn and remember.
10. Ask pupils to copy the table in their exercise books.

**Guided Practice (15 minutes)**

1. Let's write the past participle of the verbs in our table together.
2. **Say:** For regular verbs you add -ed. If there is already an -e you just add -d.
3. Demonstrate the first verb to pupils.

4. **Say:** 'Watch' is a regular verb. I need to add –ed to the end to form the past participle. Write 'watched' on the board.
5. Invite pupils to tell you how to form the past participle of the rest of the regular verbs in the table. Write the past participle of the verbs on the board. (Answers: watch – watched, walk – walked, visit – visited, ask – asked, work – worked, live – lived)
6. **Say:** Now let's look at the irregular verbs. Irregular verbs are difficult. You have to learn and remember them.
7. Write the past participle of the irregular verbs on the board and say the words as you write them. After you have finished writing, ask pupils to read the past participle of the irregular verbs aloud with you. (Answers: go – been, tell – told, see – seen, read – read, sing – sung, feel – felt)
8. Ask pupils to copy the past participles in their exercise books.
9. Write the following on the board:
  - a. My father / 10 miles ✗
  - b. They / Bombali ✓
  - c. I / a leopard ✗
  - d. My grandmother / market ✗
  - e. I / a book ✓
10. **Say:** I have written 5 subject and noun pairs on the board. We are going to make sentences with these words. If there is a '✓' then I want you to make the sentence positive. You will write 'has' or 'have' and the past participle. If there is a '✗' then I want you to make the sentence negative. You will write 'has not' or 'have not' and the past participle.
11. Do an example for pupils. Say the sentence and write it on the board. (Example: My father has not walked 10 miles.)
12. Ask pupils to work in pairs to write the rest of the sentences.
13. Give pupils time to write their sentences. Move around the classroom to make sure pupils understand and are doing the task.
14. When they finish, invite different pupils to share their sentences. (Answers: They have been to Bombali. I have not seen a leopard. My grandmother has not gone to the market. I have read a book.)

**Independent Practice (5 minutes)**

1. **Say:** Now you are going to write 5 of your own sentences. You can choose any of the verbs and write a positive or negative sentence.
2. Move around the classroom to make sure pupils understand and are doing the task.




**Closing (3 minutes)**

1. Invite a few pupils to read their sentences.
2. **Ask:** How do we write sentences in the present perfect tense? (Answer: subject + have/has + past participle + noun)

[TABLE]

Regular verbs	Irregular verbs
watch	go
visit	tell
walk	see
ask	read
work	sing
live	feel

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-110	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to recall and summarise important points from the chapters read.</p>		<p><b>Teaching Aids</b> Text at the end of the lesson plan</p>		<p><b>Preparation</b> Write the text at the end of this lesson plan on the board.</p>
---	--	---	--	---	---

### Opening (2 minutes)

1. **Ask:** What do you like to do in the school holidays? Is it more fun than being at school? Do you have to work with your family or can you be lazy? Listen to pupils' answers.
2. **Say:** Today we are going to read a story about a girl called Zainab who wanted to be lazy during school holidays.

### Introduction to the New Material (10 minutes)

1. **Say:** When you tell your family about what you did at school do you tell them everything that you did that day? Do you tell them what happened every minute? No, you give a summary. You share the most important information.
2. **Say:** When we read something new we want to be able to remember the important information and summarise it. This does not mean remembering all of the little details. A summary is the most important parts of a story.
3. **Say:** I am going to read the story. I want you to listen and pay attention to the important parts.
4. Point to the story on the board (found at the end of the lesson plan).
5. Read the story to pupils and have pupils follow along.
6. After reading, **ask:** What was Zainab's biggest mistake? Listen to pupils' answers.
7. **Say:** Zainab forgot that her mother knows her too well.

### Guided Practice (15 minutes)

1. **Say:** Now you are going to read the story again. This time I want you to read the story on your own.
2. **Say:** While you are reading I want you to take notes. I want you to write down the most important parts of the story.
3. Give pupils 5 minutes to read the story and take notes. Move around the classroom to make sure pupils understand and are doing the task.
4. Ask pupils to work in pairs to share and compare their notes.
5. **Say:** Now I want you to work with your partner and write a summary of the story. Use your notes and remember to only choose the most important information. I want you to write what Zainab did, how it went wrong and how she felt at the end.
6. Give pupils time to write in pairs.
7. Invite 1-2 pupils to read their summary. (Example answer: Zainab felt very lazy and wanted to stay in bed. Her mum wanted her to get up so she pretended to be sick. Her mum told her she could stay in bed but she got bored so she went outside. Her family had eaten a cake but there was no cake for Zainab. She decided never to tell a lie again.)



### **Independent Practice** (5 minutes)

1. **Say:** Now I want you to create 2 questions about the story.
2. Give pupils time to read and write their questions.
3. Ask pupils to work in pairs to ask and answer the questions.
4. Invite 2-3 pupils to ask a question to the whole class.




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

1. **Ask:** What did you learn from this story? Is it ever a good idea to lie to your family? What is your advice for Zainab? Listen to pupils' answers.

[STORY]

It was the first day of the school holidays and Zainab was feeling very lazy. She was looking forward to staying in bed late in the holidays. Her mum shouted for her to get up immediately. Zainab turned over and went to sleep. She did not want to go and work with her Mum. After ten minutes her mum shouted again. Zainab had a good idea. She decided to pretend to be sick so she would not have to work. She told her mum she had a fever and was feeling very bad. Her mum felt her head and gave her a strange look. "Ok, you can stay in bed today," she said. Zainab stayed in bed for a couple of hours then was bored so she got up. When she went outside she saw her family sitting outside looking happy. They had just finished eating a very tasty cake, but only the crumbs were left. "Why didn't you call me?" she asked her mum. "You told me you were sick. I hope you weren't lying," her mum replied, smiling at her. Zainab decided never to lie again – her mum knew her too well!

<b>Lesson Title:</b> Letter Writing: Semi-formal Letters	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-111	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>Note the features of a semi-formal letter.</li> <li>Write an outline/draft of a semi-formal letter.</li> </ol>	 <p><b>Teaching Aids</b> Letter at the end of the lesson plan</p>	 <p><b>Preparation</b> Read the letter at the end of the lesson plan.</p>
---	--	--

### Opening (2 minutes)

- Ask:** If you need help with something whom do you normally ask? How do you ask them? Listen to pupils' answers.
- Ask:** What if it is someone far away? Listen to pupils' answers. Guide them to say letters.
- Say:** Today we are going to learn how to write a letter asking for help from your aunt or uncle.

### Introduction to the New Material (10 minutes)

- Ask:** If we are writing a letter asking for help from your aunt and uncle, do you think this letter should be formal or informal? Listen to pupils' answers.
- Say:** We are going to look at writing a letter that is semi-formal. This means it is not very formal like you would write to your school or a job application, but it is not informal like you would write to a friend. This is somewhere in the middle. This is semi-formal.
- Ask:** What kind of help might you need from your aunt or uncle who lives far away? Listen to pupils' answers. (Example answers: for money, to go and stay with them, for them to collect something for you in the city, for medicine, for advice)
- Say:** We are going to write a letter to an aunt and uncle asking if they can send us some books for studying.
- Say:** There are the different parts of a semi-formal letter.
- Write on the board: address, date, greeting, introduction, body, ending, closing, signature.
- Draw a big rectangle on the board. **Ask:** Where do you think these parts of the letter go? Point to the words on the board. **Say:** We used most of these in our informal letters to a friend last term.
- Listen to pupils' ideas and put the headings for the different sections of a letter in the correct part of the rectangle on the board (see the headings in the letter at the end of the lesson).

### Guided Practice (10 mins)

- Say:** Now we are going to share some ideas for our letter.
- Say:** First I am going to write the address and today's date.
- Write the school address and the date under the headings on the board.
- Say:** We want to greet our aunt and uncle. **Ask:** How do we write the greeting of a letter? (Answer: Dear Aunt and Uncle)
- Write the greeting on the board under the heading.

6. **Say:** The introduction is the beginning of our letter. Let's ask about them and say why we are writing. Ask pupils' to share ideas. Write some ideas under the headings on the board. (See sample letter at the end of the lesson plan.)
7. **Say:** The next section of the letter is the body. This is the longest part of your letter. This is where you will explain your problem and why you need help. Ask pupils' to share ideas. Write some ideas under the headings on the board. (See sample letter at the end of the lesson plan.)
8. **Say:** Now we have to write the ending. This is where we end our letter and say something in conclusion. Ask pupils' to share ideas. Write some ideas under the headings on the board. (See sample letter at the end of the lesson plan.)
9. **Say:** Finally we finish our letter with a closing and our signature. Remember when we write an informal letter we write 'With best wishes'. If you are very close friends or family, we can write 'With love' or 'With lots of love' or end with a religious message, if that is your tradition. This is a semi-formal letter to family so we can use the same closing as an informal letter. Write some ideas under the headings on the board.

### Independent Practice (10 minutes)

1. Ask pupils to copy the example letter. **Say:** Now I want you to copy the letter into your exercise books. After you copy the example letter, I want you to think of your own ideas for each part of the letter and write them down.
2. Move around the room to make sure pupils understand and are doing the task.
3. Remind pupils that they are only writing their plan for the letter. In the next lesson they will write the letter in full.

### Closing (3 minutes)

1. **Ask:** Do you think your aunt or uncle would be happy to get a letter like this? Listen to pupils' answers.
2. **Ask:** Do you think they would send you the books? What kind of books would you ask for? Listen to pupils' answers.

[TEXT]

Address
Date
<b>Greeting</b> Dear Aunt and Uncle
<b>Introduction</b> I hope you are well / I miss seeing you / I hope you are feeling better/I need to ask you for some help.../I need your assistance with something.
<b>Body</b> I am trying to study very hard but I don't have any books/I want to make my parents proud of my school results so I need some books/Could you send me some/Do you have any books I could borrow?

**Ending**

I hope you come and visit us soon/I hope I can visit you soon/I hope you can send me the books/I'm looking forward to seeing you soon/I look forward to visiting you soon.




**Closing**

Yours Best wishes

**Signature**

Name

<b>Lesson Title:</b> Letter Writing: Semi-formal Letters	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-112	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the features of a semi-formal letter.</li> <li>2. Write a letter of request to an aunt or uncle.</li> </ol>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> None</p>
---	--	---	--------------------------------------	---	------------------------------------

### Opening (2 minutes)

1. **Say:** Last lesson we started writing a plan for a letter. **Ask:** What kind of letter was it? (Answer: semi-formal letter)
2. **Ask:** Who was the letter to? (Answer: An aunt and uncle) What were we asking for? (Answer: for them to send books for studying)
3. **Say:** Today we are going to write a semi-formal letter of request to an aunt or uncle.

### Introduction to the New Material (5 minutes)

1. **Ask:** What are the different parts of a semi-formal letter? (Answers: address, date, greeting, introduction, body, ending, closing, signature)
2. **Ask:** What greeting can we give in our semi-formal letter? (Answer: Dear Aunt, Dear Uncle, Dear Aunt and Uncle)
3. **Ask:** What can we say in the introduction? (Example answers: ask how they are, send good wishes, say I need help)
4. **Ask:** What can we say in the body? (Example answers: ask for what I need, say why I need it, say how it would help me)
5. **Ask:** What can we say in the ending? (Example answers: say I will be happy if they help, say I hope they visit soon)
6. **Ask:** What can we say in closing? (Example answers: Best wishes, Best regards)
7. **Say:** Good, now we are ready to write our letters.

### Guided Practice (15 minutes)

1. Ask pupils to open their exercise books and read their notes from the last lesson. Tell pupils that this is their plan for the letter they will write today.
2. **Say:** Turn to a new page in your exercise book. Now it is time to write your letter. Start with the date and your address in the top right-hand side of the page.
3. Give pupils time to write their letters. Move around the classroom to check pupils understand and are doing the task. Help struggling pupils.

### Independent Practice (10 minutes)




1. Ask pupils to work in pairs to share and compare their letters.
2. **Say:** Now change your letter with a partner. Read their letter and check that it has all of the parts.

3. **Say:** You have to pretend to be the aunt or the uncle the letter is written to. Decide if you will send them the books. Think of a reason why or why not.
4. Give pupils 5 minutes to read their partner's letter. Move around the classroom and read different pupils' letters.
5. After pupils finish reading, tell them to discuss the letters with their partner. **Ask:** Were all of the parts of a semi-formal letter included in the letter? If you were the aunt or uncle would you send books? Why or why not?
6. Remind pupils that they must discuss both letters. Give pupils time to discuss in pairs.
7. Move around the classroom and listen to different pupils discuss their letters.
8. Invite 1-2 pupils to read their letters to the class.

**Closing** (3 minutes)

1. **Ask:** Can you tell me the parts of the letter in the correct order? (Answer: address, date, greeting, introduction, body, ending, closing, signature)
2. **Say:** Good work! Now you know how to write a semi-formal letter.

<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening	
<b>Lesson Number:</b> L-07-113	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read aloud with fluency.</li> <li>2. Highlight important points or facts from the reading.</li> <li>3. Identify new words.</li> <li>4. Answer factual and inferential questions.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
---	--	--

**Opening (2 minutes)**

1. **Ask:** Is it easy to have your own business? What do you need to start a business? Listen to pupils' answers.
2. **Say:** Today we are going to read and listen to a story about a woman who started her own business.

**Introduction to the New Material (10 minutes)**

1. **Say:** I am going to read the story on the board to you. As I read it I want you to read along and also listen to how I read it. Later you will have to read it aloud too, so pay attention.
2. Read the story aloud. Make sure that you read slowly, clearly with use expression to make the story interesting to pupils.
3. **Say:** Now I am going to ask you two types of questions. Factual questions are questions where you can find the answer in the text.
4. **Say:** Let me ask you a couple of factual questions. Look for the answer in the text.
5. **Ask:** What does Esther sell? (Answer: palm oil) Where does Esther live? (Answer: Makeni)
6. **Say:** Now let me ask you an inferential question. This is a question where you cannot find the answer directly in the text. You need to think about what you heard and answer it well.
7. **Ask:** Why do people think Esther is a good person? (Answer: Because she lends them money for their businesses with no interest)
8. **Say:** This story has some new words that we have not studied before. Write these words on the board: profit, constantly, grateful, generosity.
9. Ask pupils to find the words (profit, constantly, grateful, generosity) in the text.
10. Write these definitions on the board:
  - a) all the time
  - b) kindness and giving
  - c) extra money you make from a business
  - d) giving or feeling thanks
11. **Say:** Now let's match the new words to these definitions. Look at the way the new words are used in the story for clues about their meaning. (Answers: c. profit, a. constantly, d. grateful, b. generosity)

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

1. Ask pupils to work in pairs. Say we are going to practise our reading fluency. The more we read the more we improve our reading fluency.
2. **Say:** Pupil A is going to read the story to Pupil B. Pupil B will take notes on the most important parts as they listen. After Pupil B is going to read the story to Pupil A. Pupil A will take notes on the most important parts as they listen.
3. Move around the classroom to make sure pupils understand and are doing the task.
4. When they finish reading the text to each other, ask pupils to share and compare their notes.

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

1. **Say:** Everyone has notes about the most important parts of the text. Now with your partner you are going to write sentences about the most important parts of the text. Remember, this is called a summary. You only choose the most important information.
2. **Say:** I want you to write what Esther's business is, how she started it and why people like her. You have 6 minutes to write your summary together. (Example answer: Esther used to be poor but now she is a businesswoman in Makeni. One day a friend lent her some money to start her business. She sells palm oil in the market for a profit. Esther is very grateful for her friend's generosity. Now she tries to help other people too by lending money to other women who have a good business plan.)
3. Give pupils time to write in pairs. Move around the classroom to make sure pupils understand and are doing the task.
4. Ask 1-2 pairs to read their summary.

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




1. **Ask:** What did you learn from this story? Do you think Esther has a good business? Do you think Esther is generous? Do you think you are generous too? Listen to pupils' answers.

[TEXT]

Esther is a businesswoman in Makeni. She buys big cans of palm oil and then pours them into smaller bottles she collects from a big hotel and sells them for a profit. She is in the market every morning except Sunday selling her oil. She makes about twenty percent profit on every bottle. She keeps some of this to buy the next can, and of course she spends some of it buying food and clothes for her family. She did not use to have a business. She used to be much poorer and constantly worried about where her money would come from. Then one day a friend in her neighbourhood had some extra money and lent it to her. Esther is very grateful for this and always tries to help other people. If a woman she knows comes to her with a good business plan, she lends her the money with no interest. She sees this as a way of paying back the help she was given. She is very popular in the market because people respect her generosity.



<b>Lesson Title:</b> Punctuation	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-114	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify punctuation marks in reading.</li> <li>2. Use full stops, commas and question marks to punctuate a passage.</li> </ol>	 <p><b>Teaching Aids</b> Texts at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
---	---	--

### Opening (2 minutes)

1. Write these symbols on the board: , . ?
2. **Ask:** What do we call these symbols: (Answer: punctuation marks)
3. **Say:** Today we are going to practise using these punctuation marks.

### Introduction to the New Material (10 minutes)

1. Point to the punctuation marks on the board.
2. Point to each symbol and **ask:** What is this called? (Answer: comma, full stop, question mark)
3. **Ask:** When do we use a question mark? (Answer: at the end of a question)
4. **Ask:** When do we use a full stop? (Answer: at the end of a sentence)
5. **Say:** There are different ways that we use commas, but today we are going to look at lists.
6. Write the following on the board:
  - a) She goes shopping every day
  - b) What does she buy
  - c) She buys okra pineapple rice and wine
7. **Ask:** What punctuation is missing in the first sentence? (Answer: a full stop) **Ask:** Why do we need a full stop? (Answer: It is a sentence.)
8. **Ask:** What punctuation is missing in the second sentence? (Answer: a question mark) **Ask:** Why do we need a question mark? (It is a question.)
9. **Say:** Good, remember words like 'what, where, why, when, how, who, can, could, will, do, did' are all used to ask a question.
10. **Ask:** What punctuation is missing in the last sentence? (Answer: commas and a full stop at the end)
11. **Ask:** Why do we need commas? (Answer: It is a list.) **Ask:** How many commas do we need? (Answer: 2)
12. **Say:** Good, we write commas in a list after every item but not before the word 'and'.
13. Write the punctuation in the sentences on the board. (Answers: She goes shopping every day. What does she buy? She buys okra, pineapple, rice and wine.)
14. Write the sentence below on the board with no punctuation:  
Have any of you been to the seaside I have not been I would love to go because I have heard it is beautiful sunny and fun
15. Ask pupils to tell you where to write the punctuation. (Answer: Have any of you been to the seaside? I have not been. I would love to go because I have heard it is beautiful, sunny and fun.)

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

1. Point to the text on the board (found at the bottom of the lesson plan). **Say:** I'm going to read you a short text that has all of the punctuation marks in it.
2. Read the text aloud to pupils.
3. **Say:** In pairs, I want you to write your own short text like the one on the board. I want you to write about riding a bicycle. There must be questions, sentences and a list.
4. Give the pupils time to write. Move around the classroom to make sure they understand and are doing the task.
5. Invite 1-2 pairs to read their texts to the class.

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

1. **Say:** Everyone turn to a new page in your exercise book and get ready to write.
2. **Say:** Now I am going to read a text to you. I want you to write down what you hear.
3. Read the following text slowly and clearly:

How do people learn how to swim? There are different ways to do it. Some people get lessons from a good swimmer, some people just jump in and hope they learn quickly and some people go to a class to learn from a teacher. Can you swim? How did you learn? Maybe you can teach a friend.

4. **Say:** Now I am going to read the text again. Try to write down everything you hear.
5. Read the text again. Read it slowly.
6. **Say:** I am going to read the text one last time. Check your work to see if you have written down all of the text.
7. Read the text aloud a third time. Ask pupils to work in pairs to share and compare their work.
8. While pupils are working in pairs, write the text on the board without any punctuation (found at the end of the lesson plan).
9. Invite pupils to come to the board to write in the punctuation. Remind pupils that capital letters are punctuation too.
10. Tell pupils to compare their work with the text on the board.

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

1. **Ask:** What punctuation have we studied today? (Answer: full stops, commas and question marks)
2. **Ask:** Why do we need punctuation marks in our writing? (Answer: Punctuation marks are symbols that help us organise our writing and understand what we are reading.)




### *[TEXT 1]*

Aminata loves to cook. She goes shopping every day. Where does she shop? She goes to the market so that she can buy all kinds of fresh food. She buys okra, pineapple, rice and wine.) What do you think she will make with it?

*[TEXT 2: WITHOUT PUNCTUATION MARKS]*

how do people learn how to swim there are different ways to do it some people get lessons from a good swimmer some people just jump in and hope they learn quickly and some people go to a class to learn from a teacher can you swim how did you learn maybe you can teach a friend

<b>Lesson Title:</b> Punctuation	<b>Theme:</b> Reading, Listening and Speaking	
<b>Lesson Number:</b> L-07-115	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to pause, raise voices or lower voices while reading a passage.</p>		<p><b>Teaching Aids</b> Conversation at the end of the lesson plan.</p>		<p><b>Preparation</b> Write the conversation at the end of the lesson plan on the board.</p>
---	---	---	---	---	--

### Opening (3 minutes)

1. Ask pupils some of these questions: Have you ever had an argument with a friend? How did you feel? Were you still friends after the argument? What kind of things do friends argue about? Do you think it is good to argue? Listen to pupils' answers.
2. **Say:** Today we are going to practise using punctuation when we read aloud. We are going to pretend to be friends having an argument.

### Introduction to the New Material (10 minutes)

1. Point to the conversation on the board (found at the end of the lesson plan).
2. **Say:** I am going to read the conversation to you. Listen carefully. Listen carefully to the sound of my voice and pay attention to when my voice goes up and when it goes down. Think about our punctuation from the last lesson.
3. Read the conversation to the class. Remember to make your voice go up for questions with a 'yes' or 'no' answer and down for wh – questions. Your voice should also go down for regular sentences ending in a full stop and exclamations. Try to use one voice for Musa and another for Tamba.
4. Read the conversation to the class again.
5. **Say:** Did you notice what I did with my voice? My voice went up when I asked a yes or no question. My voice went down for wh- questions and sentences ending in a full stop or an exclamation mark.
6. **Say:** I am going to read the conversation again. This time listen for when I pause. Listen carefully and see when there is a small pause in my reading.
7. Read the conversation to the class. Remember to pause where there are commas.
8. Read the conversation again.
9. **Ask:** When did I pause? (Answer: when there is a comma)
10. **Say:** Yes, we stop for a short time when there is a comma (,) and a longer time when there is a full stop (.).

### Guided Practice (10 minutes)

1. Ask pupils to listen and repeat the conversation after you. Read the conversation one line at a time. Be careful to use your voice correctly. Have pupils repeat each line after you, then move on to the next line.
2. Divide the class into 2 halves. Tell the left side of the class that they are Tamba. Tell the right side of the class that they are Musa.
3. **Say:** Pupils on the left side of the class, Tamba, please start the conversation. Pupils on the right side of the class, Musa, please respond.

4. Have pupils read the conversation. Check they are using their voices correctly.
5. Ask the class to switch roles, now the left side is Musa and the right side is Tamba.
6. **Say:** Now I am going to ask you some questions about the conversation. Think about the question and raise your hand if you want to answer. **Ask:** Where was Musa in the morning? (Answer: He was at home.) **Ask:** Did Musa get up early? (Answer: no) **Ask:** What 3 things did Musa do after he got up? (Answer: had breakfast, listened to the radio, played with his sister) **Ask:** Did Tamba tell Musa he needed help? (Answer: no) **Ask:** What 4 things did Tamba need help with? (Answer: cleaning his bicycle, feeding the animals, walking his sister to the market, helping his mum) **Ask:** Why did Tamba's mum need help? (Answer: because she is ill) **Ask:** When will Musa go to help? (Answer: tomorrow)

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

1. Ask pupils to work in pairs.
2. **Say:** Now you are going to read the conversation with your partner. Decide who is Tamba and who is Musa. Remember your voice needs to go up for yes or no questions and down for wh-questions, at a full stop and at an exclamation mark. Don't forget to have a short pause for commas and longer pause at full stops. Try to sound normal, but remember the conversation is an argument.
3. Give pupils time to practise the conversation together.
4. After 5 minutes, **say:** Now you are going to read the conversation again. This time you will change roles. If you were Tamba now you are Musa, if you were Musa now you are Tamba. Remember when your voice should go up, go down and pause.
5. Give pupils time to practise the conversation together.
6. Invite a few pairs to role play the conversation in front of the whole class.

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

1. **Ask:** Do you think Tamba was right to be angry? Do you think Musa was right to say sorry? Do you think Musa will help Tamba tomorrow? Listen to pupils' answers.

### [CONVERSATION: THE ARGUMENT]

Musa: Tamba, are you angry with me?

Tamba: Yes!

Musa: Why?

Tamba: Where were you this morning?

Musa: I got up late, had my breakfast, listened to the radio and played with my sister.

Tamba: You are such a bad friend! I needed you to come and help me. You are so lazy.

Musa: I am not lazy. Why didn't you tell me yesterday? What did you need me to do?




Tamba: I needed help with many things. I had to clean my bicycle, feed the animals, walk my sister to the market and help my mother. She is very ill.

Musa: Oh, I'm so sorry. Do you want my help tomorrow?

Tamba: Yes.

Musa: I'll come to help tomorrow. I hope your mother is better soon.

<b>Lesson Title:</b> Reading Strategies	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-116	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcome</b> By the end of the lesson, pupils will be able to read phrases paying attention to essential words.</p>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board. If possible, cover it with something so pupils cannot see it.</p>
---	--	--

### Opening (3 minutes)

- Say:** We read all the time without thinking about it. Think about this week and tell me some of the things you have read. (Example answers: newspaper, text book, sign, text message, note, Facebook, instructions, advert, poster)
- Ask:** When you read these things do you pay attention to every word? (Answer: no)
- Say:** Today we are going to practise a reading strategy to help make your reading quicker.

### Introduction to the New Material (10 minutes)

- Point to the text on the board (found at the end of the lesson plan).
- Say:** I want you to read the text on the board. And read quickly because you only have 30 seconds. While you are reading, find the answer to this question. Why did Mustapha have an accident?
- Give the pupils 30 seconds to read.
- Ask:** Why did Mustapha have an accident? (Answer: because the road had holes in it)
- Ask:** Did you manage to read the whole text? Did you read every word?
- Say:** When you read carefully you pay attention to every word. This helps you read all of the information, but it makes you read slowly. To read quickly you should only look for the important words. Let's read again for different information.
- Say:** This time you are going to read for 1 minute. I want you to try to find all the nouns in the text. After 1 minute you will close your eyes. No cheating!
- Give pupils 1 minute to read the text.
- Say:** Close your eyes. Keep them closed and think of the nouns. Try to remember them.
- Ask:** Who can tell me a noun? (Answers: Mustapha, bicycle, year, road, village, accident, people, lady, basket, holes)
- Say:** Open your eyes.
- Say:** You are going to read again for 1 minute. I want you to try to find all the verbs in the text. After 1 minute you will close your eyes. No cheating!
- Give pupils 1 minute to read the text.
- Ask:** Who can tell me a verb? (Answers: rides, is, falling, hurting, was riding, had, were, fell, helped, laughed, felt, shouted, knocked, wasn't, had)
- Say:** Open your eyes.

### Guided Practice (10 minutes)

- Say:** One way to read quickly is to cut the text into small pieces. If you are eating a watermelon you do not put it all in your mouth at the same time. You cut it into pieces. You can do the same with reading. Let's look at how to do that.

2. **Ask:** Look at the text on the board. Let's try to cut it into phrases. A phrase is a small group of words that have meaning, but not a complete sentence.
3. **Ask:** Where can I make the first cut?
4. Go through the whole text with pupils asking them where they can cut the text. Put lines where the pieces of information end. It should look something like this:

Mustapha rides his bicycle/ very slowly/ because he is afraid of / falling off/ and hurting himself./ Last year/ when he was riding down the road/ in his village/ he had an accident/ because the road is bad/ and there were many people in the way./ When he fell off/ some people were kind and helped him,/ but others laughed/ and he felt sad. / One lady shouted at him/ because he had knocked over her basket/ when he fell off,/ but it wasn't his fault/ the road had holes in it.

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

1. Ask pupils to copy the text with lines where you cut it, just like on the board.
2. Give pupils 5 minutes to copy the text.
3. **Say:** I want you to read this again. Read it phrase-by-phrase and think about the meaning. When you read the phrases pay attention to the important words.
4. Give pupils a few minutes to read the text.
5. **Say:** Now I am going to ask you some questions. You can try to remember, or you can find the answers by looking at the text and finding the correct phrase. Ask these questions:
  - a) Does Mustapha ride quickly? (Answer: no)
  - b) Did he fall off this year? (Answer: no)
  - c) Is the road bad? (Answer: yes)
  - d) Were there many people in the road? (Answer: yes)
  - e) Did everyone laugh? (Answer: no)
  - f) Was the accident his fault? (Answer: no)




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

1. **Ask:** What are some ways to make your reading quicker? (Answers: look for important words, cut the text into small pieces, do not read every word)
2. **Say:** Try to practise this when you read this week. Practise reading in small pieces and finding the important words. You can do it in English but also in Krio or another language.

[TEXT]

Mustapha rides his bicycle very slowly because he is afraid of falling off and hurting himself. Last year when he was riding down the road in his village he had an accident because the road is bad and there were many people in the way. When he fell off some people were kind and helped him, but others laughed and he felt sad. One lady shouted at him because he had knocked over her basket when he fell off, but it was not his fault the road had holes in it.

<b>Lesson Title:</b> Reading Strategies	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-117	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to demonstrate reading skills such as skimming and scanning.</p>	 <p><b>Teaching Aids</b> Text in lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board. If possible, cover it with something so pupils cannot see it.</p>
--	---	--

### Opening (2 minutes)

1. **Ask:** What are some ways to make your reading quicker? (Answers: look for important words, cut the text into small phrases, do not read every word)
2. **Say:** Last lesson we practised reading quickly by cutting texts into phrases and identifying important words. Today we are going to practice two more reading strategies, skimming and scanning.

### Introduction to the New Material (10 minutes)

1. **Say:** Today I saw an advert for a party. There was a poster by a shop in the market. I need you to help me understand it.
2. **Say:** Look at the board. What do you see? (Answer: an invitation, an advert)
3. **Ask:** How do you know? (Possible answers: it has a time, a date, it says party)
4. **Say:** I want you to read this text very quickly. Do not read every word. I want you to tell me what kind of information it gives. Just tell me the general topics. For example 'time' or 'when'. You have 30 seconds to read it quickly.
5. Give pupils 30 seconds to read.
6. **Ask:** Which topics did you find? (Answers: event, reason, place, date, time, people, entertainment, food, price/cost. Other possible answers: what, why, where, when, who, how much)
7. **Ask:** How did you find this information? Listen to pupils' answers.
8. This reading strategy is called skimming. Looking at a text to find the main information without details. It is useful to get the main idea.

### Guided Practice (10 minutes)

1. **Say:** Now I am going to ask you questions and you are going to find the information. Do not read every word. Just look over the text quickly until you find the place that has the information.
2. **Ask:** Where is the party? You have 10 seconds to find it. (Answer: in the garden behind the church)
3. **Ask:** What is the name of the church? You have 10 seconds to find it. (Answer: Morrow Church)
4. **Ask:** What is the party for? What is the reason? You have 10 seconds to find it. (50<sup>th</sup> anniversary)
5. **Ask:** What food will there be? You have 10 seconds. (Answer: BBQ)
6. **Ask:** What can you drink? You have 10 seconds. (Answer: soft drinks)
7. **Ask:** Who can go? You have 10 seconds. (Answer: everyone)
8. **Ask:** How much is the party? You have 10 seconds. (Answer: 20,000 Leone)
9. **Ask:** What is the entertainment? You have 10 seconds. (Answers: music and games)



10. **Ask:** What time is the party? You have 10 seconds. (Answer: 2pm – 8pm)
11. **Say:** Well done, that was very quick. This is called scanning. Scanning is the opposite of skimming. Skimming is looking for general information to get the main idea, scanning is just looking for the specific information you need.

**Independent Practice** (10 minutes)

1. **Say:** I want you to write your own advert for a party. Make sure that you include the date, time, place and reason for the party. Include details such as entertainment, cost and any other interesting information about the party you want.
2. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
3. After 5 minutes, ask pupils to work in pairs to share and compare their adverts.
4. Ask pupils to answer these questions about their partner's advert: Where? Why? When?
5. **Say:** When you looked at your partner's advert did you use skimming or scanning? Why? Listen to pupils' answers. (Answer: scanning because you want to find specific information)

**Closing** (3 minutes)

1. **Ask:** What are our new ways to make your reading quicker? (Answers: skimming and scanning)
2. **Say:** Try to practise this when you read this week. Practise reading in small pieces and finding the important words. You can do it in English but also in Krio or another language.

[TEXT]

Come to our party! Big celebration!

50<sup>th</sup> anniversary of Morrow Church Opening

In the garden behind the church

25<sup>th</sup> of November

2pm – 8pm

Everyone welcome! All religions, bring your family and friends




Music from Papa Sam's Maringa band

BBQ and soft drinks

Games for children

Only 20,000 Leone

<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Grammar	
Lesson Number: L-07-118	Class/Level: JSS 1	Time: 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify question tags.</li> <li>2. Use question tags in positive questions.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Table at the end of the lesson plan</li> <li>2. Questions at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the table at the end of the lesson plan on the board.</li> <li>2. Write the questions at the end of the lesson plan on the board.</li> </ol>
---	--	--

### Opening (3 minutes)

1. **Ask:** Which words can you use to ask questions? (Answers: who, when, what, why, where, how)
2. **Say:** Sometimes you ask a question when you really do not know the answer. For example ‘What is the biggest country in Africa?’ or ‘What time does the train leave for Kabala?’
3. **Say:** Other times we ask questions to check if what we think about something is correct. For example, ‘Algeria is the biggest country in Africa, isn’t it?’ or ‘The train leaves for Kabala at 10 o’clock, doesn’t it?’
4. **Say:** We are going to learn more about this kind of question today.

### Introduction to the New Material (15 minutes)

1. **Say:** When we ask a question to confirm if we are correct about something we use question tags. Question tags go at the end of a statement to confirm if what we think is right.
2. Draw a picture of a footballer on the board.
3. **Say:** This is one of the most famous footballers in the world. It is David Beckham. Have you heard of him? Do you know anything about him? Listen to pupils’ answers.
4. Ask the following questions and write only the answers on the board. It does not matter if the answers are right or wrong.
5. **Ask:** Where was he born? (Example answer: England)
6. **Ask:** Which football team did he play for? (Example answer: Manchester United)
7. **Ask:** Has he been to Sierra Leone? (Example answer: yes)
8. **Ask:** How many children does he have? (Example answer: 4)
9. **Say:** We want to check if what we think about David Beckham is right. If we do not know the answer then we would ask ‘Where was he born?’ but we think we know the answer so instead we can ask, ‘He was born in England, wasn’t he?’
10. **Ask:** Do we think we know the answer? (Answer: yes) Are we just checking if we are right? (Answer: yes)
11. Write the question on the board and underline the question tag. (Answer: He was born in England, wasn’t he?)
12. **Say:** He was born in England, wasn’t he?
13. Repeat with the other questions:
  - He played for Manchester United, didn’t he?
  - He has been to Sierra Leone, hasn’t he?
  - He has 4 children, hasn’t he?
14. Point to the table on the board (found at the end of the lesson plan).

15. **Say:** When we have a positive statement we use a negative question tag.
16. Ask pupils to copy the sentences and the table in their exercise books.

**Guided Practice (5 minutes)**

1. **Say:** Look at the questions on the board (found at the end of the lesson plan). I want you to add the correct question tag. Remember the question tag should be negative because the statements are positive. Let's do the first two together.
2. **Say:** I have some questions for you about Sierra Leone. There are some things that I think, but I want you to make sure I am right.
3. Ask the following questions:
  - The capital of Sierra Leone is Freetown, \_\_\_\_? (Answer: isn't it)
  - Sierra Leone shares a border with Liberia, \_\_\_\_? (Answer: doesn't it)
4. Ask pupils to work in pairs to complete the other questions. Move around the classroom to make sure pupils understand and are doing the task.
5. Invite pupils to help you write the correct question tags on the board.

**Independent Practice (10 minutes)**

1. Ask pupils to write their own questions using question tags. For example, 'You were born in this town, weren't you?'
2. Give pupils 5 minutes to write their questions. Move around the classroom to make sure pupils understand and are doing the task.
3. Ask pupils to work in pairs. Tell pupils to ask their partner the questions and answer the questions their partner has written.
4. Invite 2-3 pupils to ask and answer a question for the whole class.

**Closing (2 minutes)**

1. **Ask:** When do we use question tags? (Answer: if we think we might know the answer)
2. **Ask:** Do we use question tags when we have no idea about the answer? (Answer: no)
3. **Say:** Now we know another way of asking questions. Next lesson we will learn more about question tags.




[TABLE]

Positive statement	Negative question tag
is/was	isn't/wasn't
has/had	hasn't/hadn't
verb	don't/doesn't/didn't

[QUESTIONS]

- The capital of Sierra Leone is Freetown, \_\_\_\_? (Answer: isn't it)
- Sierra Leone shares a border with Liberia, \_\_\_\_? (Answer: doesn't it)
- William Shakespeare was from England, \_\_\_\_? (Answer: wasn't he)
- Elephants are an endangered species, \_\_\_\_? (Answer: aren't they)
- The Nile is the longest river in the world, \_\_\_\_? (Answer: isn't it)

<b>Lesson Title:</b> Question Tags (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-119	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use question tags in negative questions.	 <b>Teaching Aids</b> Table at the end of the lesson plan	 <b>Preparation</b> None
---	---	--

### Opening (2 minutes)

1. **Ask:** You remember what we did last lesson, don't you?
2. **Say:** Last lesson we learned about question tags in positive questions. We use question tags when we think we know the answer to something and are checking if we are right. Today we are going to learn about question tags in negative questions.

### Introduction to the New Material (10 minutes)

1. Draw two people on the board.
2. **Say:** This is Mamie and this is Mity.
3. **Say:** Mity is going to visit her Uncle Obi in Pepel. Mamie is asking about him. She remembers some things Mity has told her about Uncle Obi and wants to check her information.
4. **Say:** Here is what she thinks she knows. (Write the sentences on the board)
  - a) He isn't rich.
  - b) He doesn't have a car.
  - c) He hasn't lived in Pepel long.
  - d) He didn't send Mity a birthday present.
5. **Say:** These sentences are negative. The verb is negative. For example, isn't, doesn't, hasn't.
6. **Say:** Remember when we have positive statements the question tag is negative. For example, 'He drives a taxi, doesn't he?' So when the statement or sentence is negative then the question tag must be positive. For example, 'She isn't from Koidu, is she?'
7. Point to the sentences on the board and ask pupils to help you add the question tags.
8. Write the questions on the board and underline the question tags.
9. Say the completed questions out loud and ask pupils to repeat them:
  - a) He isn't rich, is he? (Yes, he is. No, he isn't.)
  - b) He doesn't have a car, does he? (Yes, he does. No, he doesn't.)
  - c) He hasn't lived in Pepel long, has he? (Yes, he has. No, he hasn't.)
  - d) He didn't send you a birthday present, did he? (Yes, he did. No, he didn't.)
10. Ask the pupils for the answers.
11. **Say:** There is something strange about these answers. When you agree with someone you normally say yes. When you disagree with someone you normally say no. But here it is the opposite because the sentences are negative. For example, 'He isn't rich, is he?' If I want to agree I answer, 'No, he isn't.'

### Guided Practice (10 minutes)

1. Write the first column of the table at the end of the lesson plan on the board.

2. **Say:** Let's make these sentences into questions by adding a question tag. I will show you how to do the first one.
3. **Say:** She doesn't like ice cream, does she?
4. Ask pupils to work in pairs to make the rest of the sentences into questions by adding a question tag.
5. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
6. Invite pupils to share their answers. Write the answers in the second column (see the table at the end of the lesson plan).
7. Put ticks beside the first two questions (✓) and crosses (✗) beside the last two questions.
8. Ask pupils to answer the questions with yes or no, depending on whether there is a (✓) or a (✗).
9. Invite pupils to give you the answers. Write them in the third column.

**Independent Practice (10 minutes)**

1. **Say:** You are going to write questions to interview a famous person. First, decide who you want to interview. It can be anyone you like.
2. **Say:** Write as many questions as you can. Use question tags to because you are checking information you think you know. You can use positive question tags like we did in the last lesson, or negative question tags like we did today. For example, 'You studied music at university, didn't you?' or 'You didn't learn how to swim until you were a teenager, did you?'
3. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
4. Ask pupils to work in pairs.
5. **Say:** Tell your partner who your famous person is and they will pretend to be that person. Then I want you to ask them your questions. They will make up an answer.
6. Give pupils time to ask and answer their questions. Move around the classroom to make sure pupils understand and are doing the task.




**Closing (3 minutes)**

1. Invite 2 pairs of pupils to stand up and interview their partners for the whole class.

[TABLE]

She doesn't like ice cream.	She doesn't like ice cream, does she? ✓	Yes, she does.
They don't live in this town.	They don't live in this town, do they? ✓	Yes, they do.
He hasn't seen the new film.	He hasn't seen the new film, has he? ✗	No, he hasn't.
You didn't arrive on time.	You didn't arrive on time, did you? ✗	No, I didn't.

<b>Lesson Title:</b> Pronunciation: Vowel Sounds	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-120	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and produce vowel sounds.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Tongue twisters in the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table at the end of the lesson plan on the board. 2. Write the tongue twisters at the end of the lesson plan on the board.</p>
---	--	---

### Opening (3 minutes)

1. Say or sing the alphabet with pupils.
2. **Ask:** What are the two types of letters in the English alphabet? (Answer: consonants and vowels)
3. **Say:** Today we are going to learn about vowel sounds.

### Introduction to the New Material (10 minutes)

1. **Say:** All vowels have a long sound and a short sound.
2. Point to the table on the board (found at the end of the lesson plan).
3. **Say:** In English, spelling is difficult because words do not always look like they sound. You have to learn how a word is said and how it is spelt.
4. Review the table. Review all of the vowels and their long and short vowel sounds.
5. Start with the short vowel sounds. Say each word in the table slowly and stress the vowel sounds when you say them. Have pupils repeat each word after you.
6. Repeat with the long vowel sounds. Say each word in the table slowly and stress the vowel sounds when you say them. Have pupils repeat each word after you.
7. **Say:** Did you notice that the long vowel sounds say the letter name. For example, cake, peek, mice, rope, tube.
8. Ask pupils to copy the table into their exercise books.

### Guided Practice (10 minutes)

1. **Say:** We can use tongue twisters to help use practise pronouncing the different vowels sounds. Tongue twisters are fun! Tongue twisters repeat sounds in a sentence or phrase. They are often funny and difficult to say quickly.
2. We are going to practise our pronunciation using the tongue twisters on the board (found at the end of the lesson).
3. Read each tongue twister. First read the tongue twister to pupils slowly, emphasising the long and short vowel sounds.
4. Read the tongue twister again and have pupils repeat after you. Then read the tongue twister together with pupils.
5. After you have read a tongue twister 3 times move on to the next one.
6. Ask pupils to copy the tongue twisters into their exercise books.

### Independent Practice (10 minutes)

1. Draw this table on the board. Ask pupils to copy the table into their exercise books.

short vowel sounds	long vowel sounds

- Say:** I am going to say some words. I want you to decide if they are short or long vowel sounds.
- Say:** Let's do the first 2 together. **Say:** broke. **Ask:** Is broke a short or long 'o' sound? (Answer: long) **Say:** far. **Ask:** Is 'far' a short or long 'a' sound? (Answer: short)
- Write the words in the correct column of the table.
- Say these words to pupils: coal, cork, cat, curb, keep, witch, wore, won, kick, rake, eat, ate, play, rock, light, iron, loan, bend, tube.
- Read each word slowly, emphasising the vowel sound. Ask pupils to identify if the word has a long or short vowel sound. Write the word in the correct column. (Answers: short vowel sounds – cork, cat, curb, witch, wore, kick, play, rock, bend; long vowel sounds – coal, rake, eat, ate, keep, light, iron, loan, tube)
- Read the list of short vowel sound words aloud. Ask pupils to repeat the words after you.
- Read the list of long vowel sound words aloud. Ask pupils to repeat the words after you.
- Ask pupils to copy the completed table into their exercise books.

**Closing** (2 minutes)

- Ask:** How many sounds do vowels make? (Answer: 2)
- Ask:** What do we call the different vowel sounds? (Answer: short sounds and long sounds)




[TABLE]

vowel	short vowel sound	long vowel sound
a	nap, man, cat, rag	lake, ate, race, made
e	bell, hen, nest, wet	sleep, pea, eat, week
i	sit, pick, did, hill	bite, fight, mind, ride
o	got, hop, not, dog	goat, hope, road, pole
u	hut, run, rub, mug	cube, mute, tune, duke

[TONGUE TWISTERS]

- Mad Max made a sad bat wear a hat he hates. (long and short 'a' sounds)
- Ben even eats wet hen's eggs. (long and short 'e' sounds)
- Silly Sid fixed Mike's six sick kites. (long and short 'i' sounds)
- John's coat is on the cold boat. (long and short 'o' sounds)
- The duke's ducks run to a tune. (long and short 'u' sounds)

<b>Lesson Title:</b> Composition: "My first day at school"	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-121	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write narrative essays.</li> <li>2. Use simple present tense in essay writing.</li> </ol>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> None</p>
---	---	---	--------------------------------------	---	------------------------------------

### Opening (2 minutes)

1. **Ask:** After the school holidays are you excited to come back to school? Are you sorry that the holiday is over? Are you happy to be with your friends again? Do you like learning? Listen to pupils' answers.
2. **Say:** Today we are going to write about your first day at school.

### Introduction to the New Material (10 minutes)

1. **Ask:** What do you do on the first day of school? Think about the things that you do every term on the first day on school. Listen to pupils' answers.
2. Take ideas from the pupils and write them on the board. (Example answers: wake up, get dressed, wash, eat breakfast, walk to school)
3. **Ask:** When we are telling a story how can we show that time is passing? How can we show that one thing happens and another and another? What kind of words can we use?
4. Take ideas from the pupils and write them on the board. (Example answer: first, then, after, next, later, finally, lastly)
5. Write on the board: 7:00 get up, 7:15 wash, 7:25 get dressed, 7:30 eat breakfast, 7:45 walk to school.
6. **Say:** I want to put these actions together to tell a narrative about my morning. Let's see how we can do this without using the times.
7. **Say:** First, I get up. Then I wash. After that I put on my uniform. Next I eat breakfast. Finally I walk to school. (Write the sentences on the board.)
8. **Say:** These words help us understand time. They show us the sequence or order of events.
9. Underline first, then, after, next finally in the sentences on the board.

### Guided Practice (5 minutes)

1. **Ask:** What do you like about school? Listen to pupils' answers.
2. Write some of the ideas on the board. (Example answers: the room, the teacher, my friends, Science, English, singing)
3. **Say:** We can add adjectives to describe how things look and feel. For example, instead of saying 'I like singing.' You can say, 'I like singing because it makes me happy and the music is beautiful.' This gives us a nice picture.
4. Ask pupils to work in pairs.
5. **Say:** I want you to talk to your partner and tell them what you do on the first day of school and what you like about school. Remember to include descriptions.



6. Give pupils time to talk. Move around the classroom to check pupils understand and are doing the task.




**Independent Practice** (15 minutes)

1. **Say:** Now you are going to write a narrative of what you do every term on the first day of school.
2. **Say:** Use words like first, second, then and finally to show time passing.
3. **Say:** Use adjectives and description to make it more interesting.
4. **Ask:** You are writing about a routine, a repeated action, that you do every term. Which tense will you use? (Answer: present simple)
5. **Say:** Start your narrative in the morning when you wake up.
6. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
7. Ask pupils to work in pairs. Tell pupils to exchange exercise books to share and compare their stories.

**Closing** (3 minutes)

1. Invite 2-3 pupils to read their stories to the class.
2. **Say:** Now we know how to write a narrative about our routines.

<b>Lesson Title:</b> A Comprehension Passage	<b>Theme:</b> Reading and Listening	
<b>Lesson Number:</b> L-07-122	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Sustain the habit of reading.</li> <li>2. Answer comprehension questions from the text.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. True or false statements</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the true or false statements on the board.</li> </ol>
--	--	--

### Opening (2 minutes)

1. **Ask:** Do you think technology is a good thing? What kinds of technology do you like using or would you like to use? Listen to pupils' answers.
2. **Say:** Today we are going to read about mobile phones and what people think about them. We will read the text and answer questions about it.

### Introduction to the New Material (10 minutes)

1. Point to the text on the board (found at the end of the lesson plan).
2. **Say:** While we are reading, I want you to think about the answer to this question: Does everyone think mobile phones are a good idea?
3. Read the text to pupils. Ask pupils to look at the text on the board and read along silently with you.
4. **Ask:** Does everyone think technology is a good idea? (Answer: no)
5. Write a-c below on the board:
  - a) making something happen
  - b) a village or a farm away from the city
  - c) to send something from one place to another
6. **Say:** Now I want us to look at some vocabulary words from the text. I have written 3 definitions on the board. I want you to read the text silently and look for the words whose meaning is on the board.
7. Give pupils time to read.
8. **Say:** Let's do the first one together. **Ask:** What word in the text means 'to make something happen'? Listen to pupils' answers.
9. **Say:** To cause is to make something happen. The text says, 'Some people say that the technology is a bad thing because it is causing family problems.' It is making family problems happen.
10. Repeat for the other 2 definitions. (Answers: a. causing; b. rural; c. to transfer)

### Guided Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Now we are going to read to identify the good and bad things about mobile phones. Make two columns in your exercise books. Write 'Good' on one side and 'Bad' on the other. **Say:** You are going to organise the ideas from the text into 2 groups, good and bad.
3. Give pupils time to read. Move around the classroom to make sure pupils understand and are doing the task.
4. Invite pupils to tell you the answers and write them on the board like this:

<u>Good</u>	<u>Bad</u>
<ul style="list-style-type: none"> <li>• help with studying</li> <li>• learn new things</li> <li>• learn languages</li> <li>• transfer money</li> <li>• keep in touch with people</li> </ul>	<ul style="list-style-type: none"> <li>• causes family problems</li> <li>• teenagers don't talk to their family</li> <li>• expensive</li> </ul>

**Independent Practice** (10 minutes)

1. Point to the true or false statements at the end of the lesson plan on the board.
2. **Say:** I want you to read the text more carefully and tell me if these sentences are true or false.
3. Give pupils time to read.
4. Ask pupils to work in pairs to share and compare their answers.
5. Invite pupils to share answers with the class. (Answers: 1. F, 2. F, 3. T, 4. T, 5. F)

**Closing** (3 minutes)

1. **Ask:** Can you think of any other good and bad things about mobile phones? Listen to pupils' answers.




[TEXT]

Many people around the world have mobile phones these days. You can do many things on them as well as calling, such as texting, playing games and checking web pages. Some people say that the technology is a bad thing because it is causing family problems. Sometimes teenagers sit at dinner and text their friends instead of helping or talking to their families. Mobile phones are also expensive and not everyone can buy them. Other people say that the technology is a good thing because people can find answers to help them study, learn new things and even learn languages. People in rural communities can use them to transfer money and to keep in touch with people far away. One thing is for sure, technology is changing very quickly and life is changing because of it.

[TRUE/FALSE]

1. Everyone has a mobile phone now. T/F
2. Teenagers never text at dinner. T/F
3. Mobile phones cost a lot of money. T/F
4. Mobile phones can help you study. T/F
5. You can only use mobile phones in the city. T/F

<b>Lesson Title:</b> Simple Past Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-123	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use the simple past tense in sentences.		<b>Teaching Aids</b> Table at the end of the lesson plan		<b>Preparation</b> None
---	--	---	---	---	----------------------------

**Opening (2 minute)**

- Ask:** When was the last time you went to a wedding? Did you have a good time? Listen to pupils' answers.
- Say:** If we are talking about a wedding that happened in the past, we use the simple past tense. Today we are going to learn more about the simple past tense.

**Introduction to the New Material (10 minutes)**

- Say:** If you want to tell your friend about a wedding you went to, what topics will you talk about? What is important information about a wedding? (Example answers: people, clothes, food, entertainment, church/mosque) Write some pupils' answers on the board.
- Use pupils' answers as headings in a table. For example:

people	clothes	food	entertainment	church/mosque

- Ask:** What verbs can we use to talk about these topics? How can we talk about these topics? Listen to pupils' answers.
- Invite pupils to give you different verbs for each topic. (Example answers can be found in the table at the end of the lesson plan.)
- Say:** Remember, we are talking about an event that happened at a specific time in the past so we will use the simple past tense.
- Ask:** Can you help me put these verbs into the simple past? Listen to pupils' answers and write them in the table correctly. (Example answers can be found in the table at the end of the lesson plan.)
- Ask pupils to copy the table in their exercise books.

**Guided Practice (10 minutes)**

- Ask pupils to work in pairs to discuss a wedding that they went to in the past. Have pupils ask each other questions about the wedding.
- Remind pupils how to ask and answer questions using the simple past tense. **Say:** If I want to ask about clothing I can say, 'Did you wear something nice? What did you wear?' **Say:** The answer could be, 'Yes, I did. I wore a red dress.'
- Give pupils time to ask and answer questions about a wedding using the verbs on the board.
- Move around the classroom to make sure pupils understand and are doing the task.

**Independent Practice (10 minutes)**

1. **Say:** Now, I want you to write 5 sentences about the wedding you went to.
2. Ask pupils to write using the simple past tense and the verbs in the list.
3. Give pupils time to write. Move around the classroom to check that pupils understand and are doing the task.
4. Ask pupils to work in pairs to share and compare their sentences.




**Closing (3 minutes)**

1. Invite 2-3 pupils to read out their sentences to the class.
2. **Ask:** Which tense should we use to talk about an event that happened in the past? (Answer: simple past tense)

[TABLE]

people	clothes	food	entertainment	church/mosque
come - came enjoy - enjoyed talk - talked greet - greeted leave - left	wear - wore put on – put on have - had look - looked	cook - cooked eat - ate serve - served chop - chopped boil - boiled roast - roasted	play - played sing - sang dance - danced	sing - sang listen - listened speak - spoke praise - praised pray - prayed

<b>Lesson Title:</b> Simple Past Tense (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-124	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write sentences using the simple past tense.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.</p>
---	---	---

### Opening (2 minutes)

1. **Say:** In the last lesson we talked about a wedding you went to. Today we are going to use the simple past tense to write about the wedding of famous people.
2. **Ask:** Has anyone ever been to the wedding of a famous person? What do you think might be different? Do you think it might be on television or in the newspaper? Listen to pupils' answers.

### Introduction to the New Material (10 minutes)

1. Point to the table on the board (found at the end of the lesson plan).
2. Ask pupils if there are any other verbs that they could use to talk about a wedding. Listen to pupils' answers. Add any new words to the table.
3. **Say:** Today we are going to be news reporters. I want you to pretend to be reporters for a newspaper. Yesterday you went to the wedding of a very famous person. You can choose someone real or make it up.
4. **Say:** First, you are going to plan your article. I want you to work in pairs and discuss the questions on the board (found at the end of the lesson plan).
5. Ask pupils to copy the questions on the board and write down their ideas with their partner.

### Guided Practice (5 minutes)

1. **Say:** A news article is organised into an introduction, a body and a conclusion. It also needs to have a title. Remember the introduction is where you introduce the topic of the article, the body is where you write most of the information and the conclusion is where you finish your ideas.
2. **Say:** For example, in the introduction you might write information about the couple and where the wedding was. In the body you might write information about what the couple wore, information about the food and information about the entertainment. In the conclusion you might write what you thought about the wedding or share good wishes for the couple.
3. Tell pupils to organise their ideas into an introduction, body and conclusion. Move around the classroom to make sure pupils understand and are doing the task.

### Independent Practice (15 minutes)

1. **Say:** Now, I want you to write your newspaper article. You are working in pairs. Use the words in the table. Remember that you are writing about a wedding in the past, so do not forget to use the simple past tense. Use adjectives and give descriptions to make your article interesting.

2. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task and help pupils who are struggling.

**Closing** (2 minutes)

1. Invite 1-2 pairs of pupils to read their articles to the class.




[TABLE]

people	clothes	food	entertainment	church/mosque
come - came enjoy - enjoyed talk - talked greet - greeted leave - left	wear - wore put on – put on have - had look - looked	cook - cooked eat - ate serve - served chop - chopped boil - boiled roast - roasted	play - played sing - sang dance - danced	sing - sang listen - listened speak - spoke praise - praised pray -prayed

[QUESTIONS]

1. Whose wedding did you go to?
2. Where was it?
3. How many people were there?
4. What did the couple wear?
5. What was the food like?
6. What entertainment did they have?

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading, Listening and Speaking	
<b>Lesson Number:</b> L-07-125	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to summarise chapters read and discuss important points from the reading.</p>		<p><b>Teaching Aids</b> Text at the end of the lesson plan</p>		<p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
---	---	---	--	---	--

### Opening (3 minutes)

1. **Ask:** Do you believe in magic? Do you think there is magic in Sierra Leone? Do you think there was magic in the world a long time ago? Listen to pupils' answers.
2. **Say:** Today we are going to read about a king in England who lived a very long time ago. One day a very strange thing happened to him.

### Introduction to the New Material (10 minutes)

1. **Say:** Before we start reading, let's discuss a few new vocabulary words from the text.
2. Write these words on the board: battle, calm, spell.
3. **Say:** A battle is a very big fight. In a battle two armies or groups of people fight. Usually many people are hurt. Sometimes a battle can also be an important fight between 2 powerful people.
4. **Ask:** Do you think it is a battle when a brother and sister fight? (Answer: no) Do you think it is a battle when soldiers fight? (Answer: yes)
5. **Say:** The word battle is a noun. Let's use it in a sentence.
6. **Say:** There was a battle between the 2 tribes. Write the sentence on the board and underline the word 'battle'.
7. **Say:** When the weather is bad and there is rain and rough wind we say that it is stormy. When the weather is very nice and there is no wind or rain we say that it is calm.
8. **Ask:** Do you think it is calm when it is raining and all the leaves are falling off the trees? (Answer: no) Do you think it is calm when it is a sunny day and nothing is moving? (Answer: yes)
9. **Say:** The word calm is a noun. Let's use it in a sentence.
10. **Say:** The day was clear and calm. Write the sentence on the board and underline the word 'calm'.
11. **Say:** A spell is something magical. A spell is when someone says words to change something or make something happen. For example, a witch may do a spell.
12. **Ask:** Do you think it is a spell when your mother tells you to clean the kitchen? (Answer: no) Do you think it is a spell when someone with magic says words to hurt you? (Answer: yes)
13. **Say:** The word spell is a noun. Let's use it in a sentence.
14. **Say:** The man cast a spell to make his goat talk. Write the sentence on the board and underline the word 'spell'.
15. Ask pupils to write their own sentences for the new words. Give pupils time to write their sentences.
16. Have pupils work in pairs to share and compare their sentences.



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

1. **Say:** Now we are going to read the story on the board (found at the end of the lesson plan). I am going to read it aloud and I want you to follow along with me. While you are reading, I want you to think about the general meaning of the story.
2. Read the text aloud to the class.
3. **Ask:** Who put the spell on King Arthur? (Answer: his sister, Morgana)
4. **Say:** Now I want you to read the text again more carefully. Read 1 paragraph at a time and then write a 1 sentence summary for each chapter. Choose only the most important information.
5. **Say:** Let's do the first chapter together.
6. Read the first chapter aloud.
7. **Ask:** What is the main idea of this chapter? Listen to pupils' answers.
8. Write a 1 sentence summary on the board. (Example answer: King Arthur's sister Morgana stole his magic sword.)
9. Ask pupils to work in pairs.
10. Give the pupils time to read the other 2 chapters and write a 1 sentence summary for each. Move around the classroom to make sure pupils understand and are doing the task.
11. Invite a few pupils to read their summaries.

### **Independent Practice** (5 minutes)

1. Ask pupils to work in pairs.
2. Write on board: How is King Arthur clever? Why do you think Morgana stole the sword? Why do you think Morgana made the spell?
3. **Say:** I want you to talk discuss these 3 questions with your partner. These are inferential questions. You have to think about the answer, you will not find it directly in the text.
4. Give pupils time to discuss and share their thoughts.

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

1. **Ask:** Do you think King Arthur recovered the sword? Listen to pupils' answers.

[TEXT]

#### Chapter One

King Arthur had a magic sword. It helped him in battles and he never got injured. He always kept it by his bed. One morning he woke up and his sword was missing. He was very angry and asked everyone where it was. He found out that his sister Morgana had taken it. Morgana also had magic powers.




#### Chapter Two

King Arthur and his men took their horses and went to look for Morgana. They couldn't find her, or the sword anywhere. They decided to rest by a calm blue lake. While they were resting they saw something very strange. The water began to move and a beautiful lady came out of the lake. She was holding a fur coat. The lady came up to King Arthur and told him his sister was very sorry and had sent the coat to apologise.

### Chapter Three

King Arthur was worried and asked the lady to put on the coat first to check there was no evil spell. The lady said, "This coat is only for a king. I am not a king so I can't wear it." King Arthur told her to put the coat on anyway and she did. As soon as she was wearing the coat her face changed into the face of Morgana. It was a spell! She screamed and turned into dust on the ground and the coat lay there empty. King Arthur was very glad he had been suspicious.

<b>Lesson Title:</b> Drama/Play	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-126	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify moral values from the passage, such as honesty.</li> <li>2. Recognise the role of each of the different characters.</li> </ol>	 <p><b>Teaching Aids</b> Text, <i>The Magic Fish</i>, at the end of the lesson plan</p>	 <p><b>Preparation</b> Write text at the end of the lesson plan on the board.</p>
--	--	--

### Opening (2 minutes)

1. **Say:** In the last lesson we talked about magic. Today we are going to hear about something strange that happened to Kumba and Fatmata.
2. **Say:** We are going to talk about Kumba and Fatmata and a lesson about honesty.

### Introduction to the New Material (5 minutes)

1. Draw a picture of an axe, a fish, a happy face and a sad face on the board.
2. **Ask:** What are these? (Answers: axe, fish, happy face, sad face)
3. **Say:** All of these things are in our lesson today. Let's make some predictions. We can guess what the play could be about.
4. Ask pupils to work in pairs to share their ideas. Give pupils time to talk.
5. Invite some pupils to share their ideas. (Answers: all answers are correct)

### Guided Practice (5 minutes)

1. **Say:** You are going to read part of a play. This is a dialogue between 2 characters. A dialogue is what we call a conversation in a drama or play. The characters in our play are Kumba and Fatmata.
2. Read the dialogue aloud. Try to change your voice for the 2 different characters. Speak slowly and clearly and use emotion to make the text interesting to pupils.
3. **Say:** Let's see if any of our predictions about the play were correct.
4. **Ask:** Was the play similar to any of your predictions? Listen to pupils' answers.

### Independent Practice (15 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Now I want you to read the dialogue more carefully. One pupil can be 'Kumba' and the other pupil can be 'Fatmata'.
3. **Say:** While you are reading try to answer these questions. Write these questions on the board:
  - a) How many axes did Kumba come home with?
  - b) How many axes did Fatmata come home with?
  - c) Why was Kumba given the silver axe?
  - d) What was Fatmata's mistake?
4. Give the pupils time to read and discuss the questions in pairs. Move around the classroom to make sure pupils understand and are doing the task.

5. Invite pupils to answer the questions. (Answers: a. 2, b. none, c. because she was honest, d. she was not honest and lied to the fish)
6. **Say:** Now I want you to imagine Fatmata goes back to the river to say sorry to the fish. In pairs, I want you to write what she says to the fish and what the fish says to her.
7. Give the pupils time to write their dialogue. Move around the classroom to make sure pupils understand and are doing the task.

**Closing** (3 minutes)

1. Invite a pair of pupils to act out their dialogue in front of the class.
2. **Ask:** What moral lesson did you learn from the story? (Example answer: We shouldn't tell lies. It is important to be honest.)

[TEXT: THE MAGIC FISH]

Kumba: Come here and listen. You will never guess what happened to me today!

Fatmata: What happened? Tell me your story.

Kumba: I was cutting wood from a tree above a river when my axe fell into the water. I was so sad. Without my axe I have no money. I cried and my tears fell in the water. I prayed for help.

Fatmata: Did it work? No one cares about woodcutters!

Kumba: It did. A magic fish came out of the water with a silver axe. I told the fish that was not my axe. Then the fish came with my old axe and I took it and said thank you. The fish was very happy and gave me the silver axe and my axe to take home. I was very lucky.

The next day Fatmata went to the river because she wanted to try the same thing. Later she came to talk to Kumba. She was very sad.

Fatmata: Come here and listen. You have to hear what happened to me today.

Kumba: You look very sad. What happened? Tell me your story.




Fatmata: I was cutting wood from the same tree and I threw my axe in the river. I pretended to be sad and cried so my tears fell in the water. I prayed for help.

Kumba: Did it work? I don't think you should have pretended.

Fatmata: The magic fish came out of the water with a gold axe. Imagine! Gold! I wanted the axe so I told the fish it was my axe. The fish gave me a strange look and swam away with the gold axe. Now I do not have the gold axe and I do not have my axe either.

Kumba: I am sorry for you, but you made a big mistake!

<b>Lesson Title:</b> Informal Letters	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-127	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write informal letters using the correct features.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
---	--	--

### Opening (2 minutes)

1. **Ask:** Do you like writing letters? How often do you write lessons? Listen to pupils' answers.
2. **Say:** Today we are going to write informal letters.

### Introduction to the New Material (5 minutes)

1. **Ask:** What do you think the difference is between formal and informal letters? (Example answers: the purpose is different; formal letters are to people we do not know or do not know well and can be requesting something or applying for a job or complaining; informal letters are to give news to family or friends; the letters use different vocabulary and phrases; formal letters have a specific purpose, informal letters can be more like a conversation)
2. **Say:** We studied informal letters in term 1. **Ask:** What do we need to include in an informal letter? (Answer: address, greeting, introduction, body, ending, closing, signature)
3. Write the different sections of an informal letter on the board. Make sure you write the sections in the correct order (address, greeting, introduction, body, ending, closing, signature).

### Guided Practice (10 minutes)

1. **Say:** Let's talk about informal letters. We need to review the parts of informal letters before we practise writing them.
2. Ask pupils these questions:
  - a. Where do we write the address in an informal letter? (Answer: top right)
  - b. Why do we put the address? (Answer: so people can write back)
  - c. Where do we put the date? (Answer: under the address)
  - d. Why do we write the date? (Answer: so people know when the letter was written)
  - e. What can we write for a greeting? (Answers: Dear + first name, Hello, Hi, Hi there)
  - f. What do we put in the introduction? (Example answers: reason for writing, that you miss them, thanking them for a letter etc.)
  - g. What do we write in the body? (Example answers: news about you, news about your family and friends, things you have done, what you want to do)
  - h. What do we write in the ending? (Example answers: questions about the person you are writing to, saying you hope you see them soon, wishing them luck with something)
  - i. What do we write for the closing? (Example answers: love, love from, best wishes, best regards)
  - j. Do we sign our full name or only our first name? (Answer: first name)

### Independent Practice (15 minutes)




1. **Say:** Now, we are going to write a letter to a friend about our school. Write your address and the date.

2. Give pupils time to write.
3. **Say:** Write the greeting.
4. Give pupils time to write.
5. **Say:** Now you are going to write the introduction. Write that you are going to talk about school and what you like and do not like about it. You have 2 minutes.
6. Give pupils time to write.
7. **Say:** Now we are going to write the body. Write about your favourite subject and about your friends at school. You have 5 minutes.
8. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
9. **Say:** Now we are going to write the ending. Write a question about your friend's school. Say you hope to hear from them soon. You have 2 minutes.
10. Give pupils time to write.
11. **Say:** Now write your closing and sign your letter.
12. Ask pupils to work in pairs to share and compare their letters. Tell pupils to check that their partner has written all of the sections of an informal letter. Pupils can look at the board for the correct order of the sections.

**Closing** (3 minutes)

1. Invite 1-2 pupils to read out their letters to the class.

<b>Lesson Title:</b> Informal Letters	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-128	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write informal letters using the correct features.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
---	--	--

### Opening (2 minutes)

1. **Ask:** Whom do you write informal letters to? (Answer: people we know well, family, friends)
2. **Say:** In the last lesson we practised writing an informal letter. Today you are going to practise writing another informal letter.

### Introduction to the New Material (10 minutes)

1. **Ask:** What do we need to include in an informal letter? (Answer: address, greeting, introduction, body, ending, closing, signature)
2. Write the different sections of an informal letter on the board. Make sure you write the sections in the correct order (address, greeting, introduction, body, ending, closing, signature).
3. **Ask:** What kind of things can we write to friends about? (Example answers: what we have been doing, asking questions, asking for help, what we like, what we do not like, a party or a special occasion, good news, bad news)
4. **Say:** Today you are going to write another informal letter. Decide whom you are going to write to. You can write to anyone you like. You can write about any topic you like.
5. Ask pupils to work in pairs to discuss ideas for their letters.

### Guided Practice (5 minutes)

1. **Say:** Let's talk about informal letters. We need to review the parts of informal letters before we practise writing them.
2. Ask pupils these questions:
  - a) Where do we write the address in an informal letter? (Answer: top right)
  - b) Why do we put the address? (Answer: so people can write back)
  - c) Where do we put the date? (Answer: under the address)
  - d) Why do we write the date? (Answer: so people know when the letter was written)
  - e) What can we write for a greeting? (Answers: Dear + first name, Hello, Hi, Hi there)
  - f) What do we put in the introduction? (Example answers: reason for writing, that you miss them, thanking them for a letter etc.)
  - g) What do we write in the body? (Example answers: news about you, news about your family and friends, things you have done, what you want to do)
  - h) What do we write in the ending? (Example answers: questions about the person you are writing to, saying you hope you see them soon, wishing them luck with something)
  - i) What do we write for the closing? (Example answers: love, love from, best wishes, best regards)
  - j) Do we sign our full name or only our first name? (Answer: first name)

**Independent Practice** (15 minutes)




1. **Say:** Take a new page in your exercise book and make notes about your letter. You are planning your letter. Do not write the letter just write your ideas for each section.
2. After 5 minutes, **say:** Good. Now we are ready to write.
3. **Say:** Now, you are going to write your letter. Use the notes that you just made to write the different sections of the letter.
4. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
5. When pupils have finished writing, ask pupils to work in pairs. Ask pupils to exchange their letters to share and compare their work.

**Closing** (3 minutes)

1. Invite a few pupils to read out their letters to the whole class.



<b>Lesson Title:</b> Possessive Pronouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-129	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> At the end of the lesson, pupils will be able to use possessive pronouns correctly.</p>		<p><b>Teaching Aids</b> Table at the end of the lesson plan.</p>		<p><b>Preparation</b> Bring a bag or a box to class.</p>
---	---	---	--	---	--

### Opening (3 minutes)

1. Hold up a bag and **ask:** What do I have? (Answer: a bag)
2. **Say:** I have a bag. This is my bag. This bag is mine.
3. **Say:** Today we are going to talk about possessive pronouns. We will practise saying whom things belong to.

### Introduction to the New Material (10 minutes)

1. **Say:** First I want to borrow some of your things. Do not worry! You will get them back in a minute. Who can give me something?
2. Collect items from pupils and put them in the bag. It can be anything. Put about 10 things in the bag. (Examples: watch, phone, pen, bracelet, etc.)
3. Take one item from the bag.
4. **Ask:** Whom does this belong to? **Say:** This is a pen. It is not my pen. It is not mine. It is....
5. Try to get pupils to answer. (Answer: It is hers/his.) Return the item to the owner.
6. Ask a pupil to take another item from the bag. **Ask:** Is it yours? (Answer: It is not mine.)
7. **Ask:** Whose pen/bracelet/watch is it? (Answer: It is hers/his.) Return the item to the owner.
8. Repeat for all of the items.
9. Draw the table at the end of the lesson plan on the board. Write the pronouns in the table (I, you, he, she, it, we, they).
10. **Say:** These are pronouns. Write 'pronouns' at the top of the first column.
11. Write the possessive adjectives in the second column (my, your, his, her, its, our, their).
12. **Ask:** What part of speech are these? (Answer: possessive adjectives) Write 'possessive adjectives' at the top of the second column.
13. Write the possessive pronouns in the third column (mine, yours, his, hers, its, ours, theirs).
14. **Ask:** What part of speech are these? (Answer: possessive pronouns) Write 'possessive pronouns' at the top of the third column.
15. Ask pupils to copy the table in their exercise books. Give pupils time to write.

### Guided Practice (10 minutes)

1. Write the following groups of words on the board:
  - a) Albert – pencil, book, bag
  - b) teacher – pen, chalk, watch
  - c) Ella – hat, phone, glasses
  - d) class – classroom, books, desks
  - e) Mr. and Mrs. Williams – house, daughter, camera
  - f) donkey – food, water, straw
2. Point to the first group of words, 'Albert – pencil, book, bag.'

3. **Ask:** Whose pencil is this? (Answer: It is his.) Whose book is this? (Answer: It is his.) Whose bag is this? (Answer: It is his.)
4. Repeat for all the words. For teacher, pupils should say, 'It is yours.' For class they should say, 'It is ours.' Remember, if the item is plural pupils must say, 'They are...'

**Independent Practice** (10 minutes)

1. Write on board: Doctor Eunice, Farmer Joseph, football team, dog.
2. **Say:** Write these words down in your exercise books.
3. **Say:** I want you to write as many things as you can for each. Write the possessions that they have. For example, A football team has..... (Example answers: shorts, ball, football boots).  
Remind pupils that we say 'it' for an animal if it is not a pet or if we do not know if it is a male or a female.
4. Give pupils 5 minutes to write.
5. Ask pupils to work in pairs to share and compare their notes. They should take turns making sentences using possessive pronouns. For example, Pupil A says, 'Doctor Eunice has a car' and Pupil B answers, 'The car is hers.'
6. Move around the classroom to make sure pupils understand and are doing the task.




**Closing** (2 minutes)

1. **Ask:** What are the possessive adjectives for I, you, he, she, it, we, they? (Answer: my your, his, her, its, our, their)
2. **Ask:** What are the possessive pronouns for I, you, he, she, it, we, they? (Answer: mine, yours, his, hers, its, theirs)

[TABLE]

pronouns	possessive adjectives	possessive pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

<b>Lesson Title:</b> Dictation and Spelling	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-130	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Listen attentively and write down what they hear.</li> <li>2. Spell words correctly.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan.</p>	 <p><b>Preparation</b> Practise reading the text at the end of the lesson plan.</p>
--	---	--

### Opening (2 minutes)

1. **Ask:** Do you think it is important to be on time? What kind of things can make you late? Listen to pupils' answers.
2. **Say:** Today we are going to do a dictation about someone who is very late.

### Introduction to the New Material (10 minutes)

1. Write these words on the board: crossroads, tourist, chat.
2. **Say:** These words are from the text I am going to read to you.
3. **Say:** The words on the board will be in the dictation. First we need to check that we understand their meaning.
4. **Ask:** Which word means to talk in a friendly way? (Answer: chat)
5. **Ask:** Who can give me a sentence using the word 'chat'? Listen to pupils' answers. Write a good example sentence on the board.
6. **Ask:** Which word means where two roads cross one another? (Answer: crossroads)
7. **Ask:** Who can give me a sentence using the word 'crossroads'? Listen to pupils' answers. Write a good example sentence on the board.
8. **Ask:** Which word describes a person who is travelling for pleasure? (Answer: tourist)
9. **Ask:** Who can give me a sentence using the word 'tourist'? Listen to pupils' answers. Write a good example sentence on the board.
10. Ask pupils to copy the vocabulary words and example sentences into their exercise book.
11. Erase the words from the board.

### Guided Practice (5 minutes)

1. **Say:** I am going to read the text to you. I want you to listen carefully. While I am reading I want you to think about this question: Was Gabriel really late?
2. Read the text slowly and clearly to pupils (found at the end of the lesson plan). Be sure to use correct intonation and pronunciation.
3. **Ask:** Was Gabriel really late? (Answer: No)
4. **Say:** Now I am going to read the text to you again. While I am reading I want you to think about the answer to this question: Why did Gabriel stop twice on his way to university?
5. Read the text to pupils again. Focus on your pronunciation and intonation.
6. **Ask:** Why did Gabriel stop twice on his way to university? (Answer: to give directions to a tourist and to help a child find his mother)

### Independent Practice (15 minutes)

1. **Say:** Turn to a new page in your exercise book.

2. **Say:** Now I am going to read the text to you. I will read it three times. The first time I want you to write down as much information as you can. Pay attention to spelling and punctuation.
3. Read the text aloud slowly. Focus on your pronunciation and intonation.
4. **Say:** Now I am going to read the text again. Add any parts you have missed.
5. Read the text aloud slowly. Focus on your pronunciation and intonation.
6. **Say:** Now you have 2 minutes to check your own writing. Pay attention to spelling and punctuation.
7. Give pupils time to check their writing.
8. **Say:** Now I am going to read the text one last time. Add any parts you have missed.
9. Read the text aloud slowly. Focus on your pronunciation and intonation.
10. Ask pupils to work in pairs to share and compare their work.
11. **Say:** Now I want you to swap your exercise book with a partner. You can help each other correct your work.
12. Give pupils time to read and correct. While pupils are working in pairs write the text (found at the end of the lesson plan) on the board.
13. Ask pupils to look at the text on the board. **Say:** I want you to compare your work with the text that I have written on the board. Look at what I have written. Is your text the same as mine? If you have made mistakes, please correct them.
14. Give pupils time to make corrections to their work.

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




1. **Ask:** Do you think Gabriel was right to stop for the tourist and the child? How do you think Gabriel felt when he discovered he was early? Listen to pupils' answers.

[TEXT]

Gabriel woke up and looked at his clock. It was already seven and he was late for university! He jumped out of bed and ran out of the house without having breakfast. He hurried down the road as fast as he could. When he got to the crossroads a tourist stopped him and asked for directions. Gabriel did not have any time but stopped and chatted with the tourist and helped her find her hotel. He was even later now! He quickly crossed the road and went into the market. As he was passing a vegetable shop he saw a boy crying. He did not want to stop but he could not leave the boy. He stayed and talked to him until the worried mother came to find him. She wanted to buy Gabriel tea to thank him but he did not have time. He was very late now.

Finally, Gabriel got to the university. He went upstairs to his classroom and was very surprised that it was empty. Maybe everyone else was late too! The cleaner came in and said, "You are so early, it is only seven o'clock." Gabriel realised that his clock must have stopped at seven the night before and he was not late at all!

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-131	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use prepositions in sentences.		<b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan		<b>Preparation</b> Write the sentences at the end of the lesson plan on the board.
---	---	---	--	---	---

**Opening (2 minutes)**

- Say:** I was born in 1982. I was born in November. I was born on November 23<sup>rd</sup>. I was born on a Tuesday. I was born in the morning. I was born at 7:30 a.m.
- Ask:** What type of information am I giving you? (Example answer: information about when you were born, information about time)
- Say:** I gave you some information about time. Today we are going to practise using prepositions to talk about time.

**Introduction to the New Material (10 minutes)**

- Write on the board: 11:30, 2 o'clock.
- Ask:** What time is my bus leaving? Point at 11:30. (Answer: Your bus is leaving at 11:30.)
- Ask:** What time is his appointment at the doctor? Point at 2 o'clock. (Answer: His appointment is at 2 o'clock.)
- Ask:** When do we use 'at'? (Answer: for times)
- Draw the table on the board. (Answers found at the end of the lesson plan)

at	on	in

- Ask:** What should I write in the first column? (Answer: time, 11:30, 2 o'clock)
- Write these in the first column.
- Write on the board: Monday, 20<sup>th</sup> of July, Tuesday morning.
- Ask:** What day does Esther have her test? (Answer: She has her test on Monday.)
- Ask:** When is the new doctor arriving? (Answer: He/She is arriving on the 20<sup>th</sup> of July.)
- Ask:** When did they leave? (Answer: They left on Tuesday morning.)
- Ask:** When do we use 'on'? (Answer: dates and days)
- Ask:** What should I write in the second column? (Answer: dates and days, Monday, 20<sup>th</sup> of July, Tuesday morning)
- Write these in the second column.
- Write on the board: the afternoon, winter, 2010, September.
- Ask:** When will the job be finished? (Answer: It will be finished in the afternoon.)
- Ask:** When is the weather cold? (Answer: It is cold in winter.)
- Ask:** When was she born? (Answer: She was born in 2010.)
- Ask:** When is the wedding? (Answer: in September)
- Ask:** When do we use 'in'? (Answer: seasons, years, months, non-exact times of the day)
- Ask:** What should I write in the third column? (Answer: seasons, years, months, afternoon, winter, 2010, September)
- Write these in the third column.

**Guided Practice (10 minutes)**

1. Point to the sentences on the board (found at the end of the lesson plan).
2. Ask pupils to copy the sentences in their exercise book. Give pupils time to write.
3. Ask pupils to work in pairs and write the correct prepositions to complete the sentences.
4. Give pupils 5 minutes to do the activity. Move around the classroom to make sure pupils understand and are doing the task.
5. Check answers as a class. (Answers: 1. at, 2. on, 3. at, 4. on, 5.in, 6. in. 7. on, 8. in)

**Independent Practice (10 minutes)**

1. **Say:** I want you to write 5 questions that start with 'What time...?' or 'When...?' or 'What month/year/day...?' For example, 'What time is the football match?' or 'What year were you born in?'
2. Give pupils 5 minutes to write their questions. Move around the classroom to make sure they understand and are doing the task.
3. Ask pupils to work in pairs.
4. **Say:** Now I want you to turn to your partner. Ask your partner your questions. Be careful to use the correct preposition when you reply.
5. Tell pupils to make sure that both partners get a chance to ask their questions. Give pupils time to ask and answer questions. Move around the classroom to make sure they understand and are doing the task.

**Closing (3 minutes)**

1. Invite different pupils to ask and answer their questions in front of the class.




[TABLE]

at	on	in
time 11:30 14:20 midday	dates days Monday the 20 <sup>th</sup> of July Tuesday morning	non- exact times of the day seasons years months afternoon winter 2010 September

[SENTENCES]

- 1 The bus leaves \_\_\_ 10:00.
- 2 Samuel is arriving \_\_\_ Friday afternoon.
- 3 The party finished \_\_\_ midnight.
- 4 Your letter arrived \_\_\_ 30<sup>th</sup> of March.
- 5 He is leaving \_\_\_ the morning.
- 6 The weather is nice \_\_\_ Spring.
- 7 The test was \_\_\_Friday.
- 8 We moved here in \_\_\_ 2015.

<b>Lesson Title:</b> Prepositions and Adverbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-132	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to make correct use of adverbs and prepositions.		<b>Teaching Aids</b> Table at the end of the lesson plan.		<b>Preparation</b> None
---	--	---	--	---	----------------------------

**Opening (2 minutes)**

- Ask:** If you are lost and do not know where to go what do you do? (Example answers: ask someone for help, look at a map, walk around looking)
- Say:** Today we are going to practise giving directions. This will help us use adverbs and prepositions correctly.

**Introduction to the New Material (10 minutes)**

- Ask:** What is an adverb? (Answer: An adverb describes a verb.)
- Ask:** What is a preposition? (Answer: A preposition tells us where something is, where a noun is located.)
- Copy the table on the board. Leave it empty. (Example answers found at the end of the lesson plan)

verbs	adverbs	nouns	prepositions

- Ask:** What are some verbs we use when giving people directions? (Example answers: walk, go, take, cross, turn)
- Write pupils' answers in the 'verbs' column of the table. If pupils only name a few, add additional verbs.
- Ask:** What are some nouns we use when giving directions? (Example answers: road, path, bridge, river, hill)
- Write pupils' answers in the 'nouns' column. If pupils only name a few, add additional nouns.
- Ask:** What are some prepositions we use when giving directions? (Example answers: in, beside, in front of, between)
- Write pupils' answers in the 'prepositions' column. If pupils only name a few, add additional prepositions.
- Ask:** What are some adverbs we can use to describe the verbs? (Answer: across, slowly, quickly, over, up, along)
- Write pupils' answers in the 'adverbs' column. If pupils only name a few, add additional adverbs.

**Guided Practice (10 minutes)**

- Say:** Now we are going to practise giving directions. I am going to read some sentences and I want you to tell me if each sentence has a preposition or an adverb or neither.
- Read out the following sentences and ask pupils for the answers.
  - Walk across the bridge. (Answer: adverb)

- Turn left. (Answer: adverb)
  - You will see the shop in front of the church. (Answer: preposition)
  - Cross the road. (Answer: neither)
  - Walk along the river. (Answer: adverb)
  - It is under the bridge. (Answer: preposition)
3. **Say:** I want you to write 4 sentences giving directions. Write 2 sentences with prepositions and 2 sentences with adverbs. You can work with a partner. You have 5 minutes to write.
  4. Give pupils time to write. Move around the classroom to check that they understand and are doing the task.
  5. Invite 2-3 pupils to read their sentences to the class.

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

1. Ask pupils to work in pairs.
2. **Say:** Turn to a new page in your exercise books. I want you to draw a simple map. Imagine a village. You can draw streets, houses, a river, a bridge, a hill – anything! You have 4 minutes to draw your map.
3. Give pupils time to draw.
4. **Say:** Now, I want you to put a cross somewhere on the map. This is where you will start.
5. **Say:** Next I want you to choose a place on the map. Choose a location. Do not tell your partner what the place is. It's a secret!
6. Give pupils a minute to choose a location.
7. **Say:** Now one of you will be Pupil A and the other will be Pupil B. I want Pupil A to give Pupil B directions to get from the cross to your secret location. Do not say the location! Pupil B, you have to follow the map with your finger and listen carefully to get to the right place. You have 2 minutes to give the directions and find the place.
8. Give pupils time to do the exercise.
9. **Say:** Time is up! Now Pupil B I want you to give Pupil A directions to get from the cross to your location. Do not say the location! Pupil A, you have to follow the map with your finger and listen carefully to get to the right place. You have 2 minutes to give the directions and find the place.
10. Give pupils time to do the exercise.

### **Closing** (3 minute)




1. **Say:** Raise your hands if you found the right location.
2. **Ask:** Was it easy? Did you understand the directions? Do you think your partner gives good directions? Listen to pupils' answers.



[TABLE]

verbs	adverbs	nouns	prepositions
walk	over	road	in
go	up	path	beside
take	along	bridge	in front of
cross	across	river	behind
turn	past	hill	on
follow	through	crossroads	next to
continue	left	traffic lights	under
pass	right	buildings – shop, school, post office,	

<b>Lesson Title:</b> Oral Descriptive	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-133	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to express themselves orally by describing their school and their house.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
--	--	--

### Opening (2 minutes)

1. **Ask:** Where do you spend most of your time? Listen to pupils' answers.
2. **Say:** We are going to practise expressing ourselves by describing our school and our houses. I think all of you spend a lot of time in these 2 places.

### Introduction to the New Material (10 minutes)

1. **Say:** Today we are going to talk about our house and our school. First let's think about some of the words that we can use to describe our school.
2. Write the word 'location' on the board. Ask pupils to describe the location of the school. Write pupils' ideas on the board.
3. Write the word 'appearance' on the board. Ask pupils to describe the appearance of the school. Write pupils' ideas on the board.
4. Write the word 'teachers' on the board. Ask pupils to describe the teachers at the school. Write pupils' ideas on the board.
5. Write the word 'pupils' on the board. Ask pupils to describe the pupils at the school. Write pupils' ideas on the board.
6. **Say:** Good work! Now we have many words that we can use to describe our school.

### Guided Practice (10 minutes)

1. **Say:** We use the simple present tense when we describe places.
2. **Ask:** Who can give a description of the school? **Say:** I want to be able to imagine the school with my senses. What does it sound like? What smells are there? What does it look like? What can I touch or taste?
3. Ask pupils to work in pairs and practise describing their school to each other.
4. Invite 3-4 pupils to describe the school to the rest of the class.

### Independent Practice (10 minutes)




1. **Say:** I want you to close your eyes. Think about your house. Think about what it looks like. Can you see colours? Can you see people? What are they doing? Think about what it smells like. Can you smell cooking? Think about the sounds. Can you hear music? Can you hear the radio? Can you hear people talking or laughing?
2. Ask pupils to open their exercise books and write notes about their house. Remind them that they do not have to write full sentences, just ideas.
3. Give pupils a few minutes to write down their thoughts.

4. **Say:** Work in pairs. I want you to describe your house to your partner. Make sure to be very descriptive so your partner can really imagine your place. I want them to be able to see, smell and hear your house. Remember to listen carefully to your partner. You each have 3 minutes to speak.
5. Give pupils time to speak. Move around the classroom to make sure they understand and are doing the task. After 3 minutes tell them to change and give the other pupil a chance to speak.

**Closing** (3 minutes)

1. Invite 2-3 pupils to describe their house to the class.

<b>Lesson Title:</b> Shakespearean Text (Abridged Form)	<b>Theme:</b> Reading, Listening and Speaking	
<b>Lesson Number:</b> L-07-134	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to engage effectively in a range of collaborative discussions on a text, and express their own ideas clearly.</p>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write text at the end of the lesson plan on the board.</p>
---	--	--

**Opening (2 minutes)**

1. **Ask:** Today we are going to read part of a play by William Shakespeare. We have already read some Shakespeare this year. Who can tell me who he was? (Answer: A famous British writer)
2. **Say:** The text we will read and discuss today is from a play called *Macbeth*.

**Introduction to the New Material (15 minutes)**

1. **Say:** In the play, Macbeth is a very important man in Scotland. He lives with his wife in a big castle. One day, he met some witches who knew magic and could see the future. They told Macbeth he would become King of Scotland in the future, so Macbeth and his wife decide to kill the King to make the magic come true. The King comes to visit Macbeth's castle so they have a chance to kill him. But Macbeth is afraid.
2. **Say:** Before we read the text, let's look at the new vocabulary words.
3. Write these words on the board: honor, pale, coward, dare, courage, evil, guilty.
4. **Say:** I am going to give you the definitions for these words. Let's try to match the definitions with the words on the board.
5. **Say:** This is a noun. It is a state of mind that lets people do something brave or difficult without being afraid. (Answer: courage)
6. Use the word in a sentence. For example say, 'Firemen need courage to go into a burning building.'
7. **Say:** This is an adjective. Having done something wrong, something bad or a crime. (Answer: guilty)
8. Use the word in a sentence. For example say, 'He is guilty of stealing the car.'
9. **Say:** This is a verb. To give someone respect, give them an award or a prize. (Answer: honor)
10. Use the word in a sentence. For example say, 'We honor our grandparents when we show them respect.'
11. **Say:** This is an adjective. To be very white, without colour. (Answer: pale)
12. Use the word in a sentence. For example say, 'The moon is very pale tonight.'
13. **Say:** This is a noun. To not be brave when something is difficult or dangerous. (Answer: coward)
14. Use the word in a sentence. For example say, 'The hyena ran away from the lion, it is a coward.'
15. **Say:** This is a noun. Very bad or wrong. (Answer: evil)
16. Use the word in a sentence. For example say, 'The evil witch cast a spell on the poor girl.'

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

1. **Say:** Now we are going to read the play. We will read a dialogue between Macbeth and his wife, Lady Macbeth. A dialogue is a conversation in a play. Listen to me and follow along.
2. Read the play to pupils. Try to use different voices for Macbeth and Lady Macbeth.
3. **Ask:** Why is Macbeth not sure he if he wants to kill the King? (Answer: the King has honoured him and he wants to enjoy the honours)
4. **Say:** I am going to read the play again. Listen to me and read along silently. While you are reading think about the answer to this question: How are they going to get to the King so that they can kill him?
5. Read the play out loud. Try to do different voices for Macbeth and Lady Macbeth.
6. **Ask:** How will Macbeth and Lady Macbeth get to the King? (Answer: get the servants drunk)

### **Independent Practice** (5 minutes)

1. Ask pupils to work in pairs.
2. **Ask:** Do you think they should kill the King? Why or why not? **Say:** There is no right or wrong answer, just give your opinion.
3. Give pupils time to discuss. Move around the classroom to check they understand and are doing the task.
4. Invite a few pupils to give their opinion. (Answer: there is no right/wrong answer, but make sure pupils share the reason why or why not)
5. **Ask:** Is Lady Macbeth stronger and more evil than Macbeth? Why or why not?
6. Give pupils time to discuss. Move around the classroom to check they understand and are doing the task.
7. Invite a few pupils to give their opinion. (Answer: there is no right/wrong answer, but make sure pupils share the reason why or why not)

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

1. **Ask:** Do you think Macbeth and his wife will the King? Why or why not? Listen to pupils' answers.
2. Tell pupils we will talk more about Macbeth in the next lesson.

[TEXT]

Macbeth: We can't go on with this plan. The king has just honoured me, and I have the good opinion of many people. I want to enjoy these honours and not throw them away so soon.

Lady Macbeth: Were you drunk when you seemed so hopeful before? Have you gone to sleep and woken up green and pale in fear? Are you afraid to act the way you want to? Will you take the crown you want so badly, or will you live as a coward, always saying, "I can't" after you say, "I want to"?

Macbeth: Please, stop! I want to do only what is good for a man to do. He who wants to do more is not a man at all.




Lady Macbeth: If you weren't a man, then what were you when you told me you wanted to do this? When you wanted to do it, that's when you were a man. And if you do it you'll be a real man. The time and place are just right, but you are afraid.

Macbeth: But if we fail?

Lady Macbeth: We, fail? If you get your courage up, we can't fail. When the King is asleep I'll get his two servants so drunk that their memory will go up in smoke through the chimneys of their brains. When they lie asleep like pigs, so drunk they'll be dead to the world, what won't you and I be able to do to the unguarded King? And whatever we do, we can lay all the blame on the drunken servants.

Macbeth: Your fearless spirit is like a man. Now I'm decided, and I will use every muscle in my body to commit this crime. Go now, and pretend to be a friendly hostess. Hide with a false pleasant face what you know in your false, evil heart.

<b>Lesson Title:</b> Shakespearean Text (Abridged Form)	<b>Theme:</b> Reading, Listening and Speaking	
<b>Lesson Number:</b> L-07-135	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to explain each of the characters and their roles.	 <b>Teaching Aids</b> Text at the end of the lesson plan.	 <b>Preparation</b> Write the text at the end of the lesson plan on the board.
--	---	--

### Opening (2 minutes)

1. **Say:** In the last lesson we read part of a Shakespeare play called ‘Macbeth’.
2. Ask pupils to summarise the play. (Example answer: Macbeth and Lady Macbeth were talking about killing the King because some witches told Macbeth he would be King. Lady Macbeth called her husband a coward. He was worried and could not decide if they should kill the King. In the end they decided to kill the King.)

### Introduction to the New Material (10 minutes)

1. Read the part of the play from the last lesson aloud (found at the end of the lesson plan).
2. **Ask:** Who are the most important characters? (Answer: Macbeth and Lady Macbeth)
3. **Ask:** What are some words to describe Macbeth? (Example answers: a coward, weak, afraid)
4. **Ask:** What are some words to describe Lady Macbeth? (Example answers: evil, strong, ambitious)
5. **Ask:** What is Lady Macbeth trying to do in this part of the play? (Answer: make her husband kill the King)
6. **Ask:** What is Macbeth trying to do in this part of the play? (Answer: convince his wife it is a bad idea)
7. **Ask:** What benefit do you think Macbeth would get from killing the King? (Answer: he would become the new King)
8. **Ask:** What benefit do you think Lady Macbeth would get from killing the King? (Answer: she would be the King’s wife, the Queen)
9. **Say:** Remember the witches told Macbeth he would be King. **Ask:** Why do you think they told him this? (Example answers: to make him kill the King, to make the future come true, because they are evil and want bad things to happen)

### Guided Practice (5 minutes)

1. **Say:** Do you think Macbeth and Lady Macbeth will kill the King? If they do, what will happen next? Will they be happy that they killed him or will they feel bad? Will Macbeth become King? How will he feel? How will Lady Macbeth feel? Listen to pupils’ answers.
2. **Ask:** If they don’t kill the King what do you think will happen? Will Macbeth become King? Will they regret not killing him? What will the king do? How will the play end? Listen to pupils’ answers.

### Independent Practice (15 minutes)

1. Ask pupils to work in pairs.

2. **Say:** I want you to practise reading the play. One pupil will read Macbeth and the other will read Lady Macbeth. When you finish reading, change roles. Everyone should take a turn reading both Macbeth and Lady Macbeth.
3. Give pupils 5 minutes to practise reading the play. Move around the classroom to make sure pupils understand and are doing the task.
4. **Say:** Now I want you to describe the characters of Macbeth and Lady Macbeth. Discuss them with your partner and make notes.
5. Give pupils time to discuss the characters.

**Closing** (3 minutes)

1. Invite pupils to describe the main characters. Listen to pupils' answers.

[TEXT]

Macbeth: We can't go on with this plan. The king has just honoured me, and I have the good opinion of many people. I want to enjoy these honours and not throw them away so soon.

Lady Macbeth: Were you drunk when you seemed so hopeful before? Have you gone to sleep and woken up green and pale in fear? Are you afraid to act the way you want to? Will you take the crown you want so badly, or will you live as a coward, always saying, "I can't" after you say, "I want to"?

Macbeth: Please, stop! I want to do only what is good for a man to do. He who wants to do more is not a man at all.

Lady Macbeth: If you weren't a man, then what were you when you told me you wanted to do this? When you wanted to do it, that's when you were a man. And if you do it you'll be a real man. The time and place are just right, but you are afraid.




Macbeth: But if we fail?

Lady Macbeth: We, fail? If you get your courage up, we can't fail. When the King is asleep I'll get his two servants so drunk that their memory will go up in smoke through the chimneys of their brains. When they lie asleep like pigs, so drunk they'll be dead to the world, what won't you and I be able to do to the unguarded King? And whatever we do, we can lay all the blame on the drunken servants.

Macbeth: Your fearless spirit is like a man. Now I'm decided, and I will use every muscle in my body to commit this crime. Go now, and pretend to be a friendly hostess. Hide with a false pleasant face what you know in your false, evil heart.



<b>Lesson Title:</b> Present Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-136	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to conjugate verbs in the present continuous tense.</p>		<p><b>Teaching Aids</b> Tables at the end of the lesson plan</p>		<p><b>Preparation</b> Write the tables at the end of the lesson plan on the board.</p>
---	---	---	--	---	--

### Opening (2 minutes)

- Say:** I want you to tell me what is happening at home right now? (Example answers: Grandmother is working in the garden. Mother is shopping in the market. Father is building a fence.)
- Say:** Today we are going to talk about what is happening now and actions in progress. This is the present continuous tense.

### Introduction to the New Material (10 minutes)

- Say:** We studied the present continuous tense in term 1. **Ask:** When do we use present continuous tense? (Answer: to talk about things that are happening now, at or around the time of speaking, to talk about actions in progress)
- Say:** Look at the verbs in the table. Why do you think there are 4 columns? Let's look carefully.
- Write these words on the board: eat, swim, leave, love.
- Write on the board: 'person + am/is/are + verb + ing'
- Write this sentence on the board: I am eating rice.
- Say:** The first column has regular verbs. We add -ing to make the present continuous.
- Ask:** Look at column 2. Who can give me a present continuous sentence with 'swim' in it? (Example answer: He is swimming in the river. Write the sentence on the board: He is swimming in the river.)
- Ask:** What has changed here? (Answer: double -m)
- Say:** Yes, all the words in column 2 have a double letter in present continuous. When you have a consonant + a vowel + a consonant at the end of a word you double the last letter.
- Say:** Let's look at column 3. **Ask:** Who can give me a present continuous sentence with 'leave' in it? (Example answer: We are leaving home now. Write the sentence on the board: We are leaving home now.)
- Ask:** What has changed here? (Answer: take off the -e)
- Say:** All of the words in column 3 end in 'e'. When a word ends in 'e' you have to take off the 'e' and add -ing.
- Say:** Now look at column 4. These words are different. These words cannot be used in the present continuous tense. For example, when we talk about 'love' we do not say, 'I am loving you'. We say, 'I love you'. We use the present simple tense.
- Point to the second table on the board.
- Say:** This is how we form different types of sentences in the present continuous tense.
- Ask:** What is the first row? (Answer: positive sentence) What is the second row? (Answer: negative sentence) What is the third row? (Answer: question)
- Ask pupils to copy both tables in their exercise books.

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

1. Write on the board:
  - a) He/study/English
  - b) They/run/a race
  - c) I/bake/a cake
  - d) You/like/mangoes
2. **Say:** I want you to write a positive sentence, a negative sentence and a question for each of these.
3. **Say:** Let's do the first one together.
4. **Say:** He is studying English. This is a positive sentence. Write the sentence on the board.
5. **Ask:** How do we make this a negative sentence? (Answer: He is not studying English.) Write the negative sentence on the board.
6. **Ask:** How do we make this a question? (Answer: Is he studying English?) Write the question on the board.
7. Ask pupils to work in pairs to complete the task.
8. **Say:** You need to write 3 sentences for each. Remember, one of them cannot be in the present continuous. Be careful about your spelling.
9. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
10. Invite pupils to tell you the answers. (Answers: They are running a race. They are not running a race. Are they running a race? / I am baking a cake. I am not baking a cake. Am I baking a cake? / You like mangoes. You do not like mangoes. Do you like mangoes?)

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

1. Ask pupils to write their own sentences using the verbs from the table. Remind them to write a positive sentence, negative sentence and a question for each verb they select.
2. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
3. Ask pupils to work in pairs to share and compare their sentences.
4. Invite a few pupils to read a sentence or a question. Ask about the spelling and correct any mistakes.

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

1. Review the rules for writing the present continuous tense for each column. (Answer: column 1 – add –ing, column 2 - when you have a consonant + a vowel + a consonant at the end of a word you double the last letter and add –ing, column 3 – take off the 'e' and add –ing, column 4 – use simple present, these verbs cannot be used in the present continuous)




[TABLE 1]

eat	swim	leave	love
sleep	put	argue	like
play	run	bake	hate
buy	stop	ride	think
study	begin	drive	believe
walk		write	need
go		dance	hear
rain		make	see
talk			smell
cook			taste
learn			

[TABLE 2]

I/you/he/she/it/we/they	am/is/are	verb + ing
I/you/he/she/it/we/they	am/is/are not	verb + ing
am/is/are	I/you/he/she/it/we/they	verb + ing?

<b>Lesson Title:</b> Present Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-137	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write sentences using the present continuous tense.	 <b>Teaching Aids</b> Tables in the lesson plan	 <b>Preparation</b> None
--	---	--

### Opening (2 minutes)

- Say:** I want you all to watch me and ask me what I'm doing. (Pretend to run) (Answer: Are you running?)
- Repeat with other actions.
- Say:** Last lesson we practised the present continuous tense. Today we are going to do more writing using the present continuous tense.

### Introduction to the New Material (10 minutes)

- Say:** I want a pupil to come to the front of the class and pretend to do something. We will ask you questions to find out what you are doing.
- Invite pupils to come to the front of the class and mime different actions. Encourage the others to guess and make sure they use the correct grammar. (Are you... ing? No, I am not. Yes, I am.)
- Repeat for 3-5 pupils.
- Say:** Today we are going to look at contractions. Contractions are when we put two words together and shorten them into one word. We use contractions when we use the present continuous tense. We also use contractions a lot when we are speaking.
- Say:** Look at this sentence. Write on the board 'I am running'.
- Ask:** How can I put 'I' and 'am' together to make one word? (Answer: I'm)
- Ask:** How can I put you and are together to make one word? (Answer: you're)
- Say:** Let's do the same for he, she, it, we, they. (Answers: he's, she's, it's, we're, they're)
- Say:** Usually we use the short form when we are speaking and writing informally.
- Write the table on the board.

I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
they are	they're

- As a class, practise making positive sentences in the present continuous tense using the short form. For example, 'I'm writing on the board'.
- Say:** Let's see how to write the short form with negatives. Write the table on the board.

I am not	I'm not
you are not	you aren't
he is not	he isn't

she is not	she isn't
it is not	it isn't
we are not	we aren't
they are not	they aren't

- As a class, practise making negative sentences in the present continuous tense using the short form. For example, 'We aren't studying science today'.
- Say:** We can use the short form to make positive and negative sentences, but we can't use the short form to make questions.

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

- Ask pupils to work in pairs.
- Ask pupils to practise asking and answering questions in the present continuous tense. Remind pupils to use the short form when they answer questions. For example, Pupil A says, "Are you reading about Shakespeare?" and Pupil B answers, "Yes, I'm reading about Shakespeare" or "No, I'm not reading about Shakespeare".
- After 5 minutes, ask pupils to write positive and negative sentences in the present continuous tense about what they discussed with their partner.
- Give pupils time to write. Move around the classroom to check pupils understand and are doing the task.
- Invite a few pupils to share a sentence with the class.




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

- Say:** I want you to imagine we all have a very good friend called John. He is on holiday now in a very nice place by the sea. Try to think about what he's doing. Think about what he isn't doing because he is not at school. Think about what his family is doing on their holiday now. Think about what they aren't doing because they aren't working this week.
- Ask pupils to write a paragraph about John and his holiday using the present continuous tense. Remind pupils to write carefully and think about their spelling. They can use the short forms on the board because what they are writing is not formal.
- Give pupils time to write. Move around the classroom to check pupils understand and are doing the task.
- Ask pupils to work in pairs. Ask pupils to exchange exercise books and read each other's paragraphs. Tell them to share and compare their work.

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

- Invite a few pupils to read their paragraph about John and his family. Make sure pupils use the present continuous tense correctly.

<b>Lesson Title:</b> Punctuation and Intonation	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-138	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise punctuation marks in writing.</li> <li>2. Use intonation in reading.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Draw a watch with a watchstrap and a vase of flowers on the board.</li> </ol>
---	--	--

### Opening (3 minutes)

1. **Ask:** How do people celebrate Eid and Christmas? Do you have special food? What is your favourite part of the celebrations? Listen to pupils' answers.
2. **Say:** Today and in the next lesson we are going to read a story about a man and his wife at Eid.

### Introduction to the New Material (10 minutes)

1. I am going to read you the story on the board. I want you to listen carefully and follow along as I read. Pay attention to the punctuation and how I read the story aloud.
2. **Say:** Before we read the story I want to discuss 2 important vocabulary words in the story.
3. **Ask:** What is this? Point to the drawing of a watch strap on the board. (Answer: a watch, a watch strap)
4. **Ask:** What is this? Point to the drawing of the vase with flowers on the board. (Answer: flowers, a vase)
5. Write 'watch strap' and 'vase' on the board. Explain that the watch strap holds the watch to the wrist and a vase is a container for holding flowers.
6. Read the text to pupils (found at the end of the lesson plan). Read slowly and clearly with expression to make the text interesting.
7. **Ask:** Why does Ahmad need a new watch strap? (Answer: because his old one is broken, because Mariama wants him to look smart for job interviews)
8. **Ask:** How does Mariama plan to get the watch strap? (Answer: she will sell her favourite vase)
9. **Say:** Let's look at the punctuation. What punctuation can you see in the story? (Answer: capital letters, commas, full stops, inverted commas, exclamation mark)
10. **Ask:** When do we use a capital letter? (Answer: the start of sentences, for proper nouns, after the first inverted commas)
11. **Ask:** When do we use commas? (Answer: for a pause in a sentence, between adjectives, in a list, before inverted commas if the sentence is not finished)
12. **Ask:** When do we use full stops? (Answer: at the end of a sentence)
13. **Ask:** When do we use inverted commas? (Answer: around what someone says or thinks)
14. **Ask:** When do we use exclamation marks? (Answer: after strong feelings like happiness, excitement, shock, surprise)

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

1. **Say:** I'm going to read the story again. Listen carefully to how I read it. Reading is a little like singing. You have to go up and down like in a song. Listen carefully and see where I go up and down and where I pause.
2. **Say:** We are going to read this together. We will read one sentence at a time. I will read and then you will repeat after me. Try to copy how I read it.
3. Read one sentence at a time and ask the pupils to read aloud after you. Do this for the whole story.

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

1. Ask pupils to work in pairs.
2. **Say:** Now I want you to read the story to your partner. Remember that the punctuation is there to tell you when to stop, when to pause and when to raise or lower your voice. Take turns reading to each other. Make sure both pupils get time to read.
3. Give pupils time to read to each other. Move around the classroom to check pupils understand and are doing the task.

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

1. Invite different pupils to read one sentence each from the story to the rest of the class.

[TEXT]




#### Chapter One: Mariama's Problem

Mariama was worried about Eid. She had been married to her husband Ahmad for thirty years and loved him very much but had no money to buy him a present. Her children lived away from home and did not help them. She did not want Ahmad not to have a present to open and did not know what to do. She wanted to buy him a nice, new leather strap for his watch. He had a lot of job interviews to go to and she wanted him to look smart. She was sitting at the table in her house thinking what to do when she looked at a vase on the shelf. It was one of her favourite things and she had bought it many years before when times were better, but now they could not afford flowers so it was always empty. She thought, "I know! I'll go and sell the vase to get money for the watch strap." She managed to get a good price and bought a beautiful blue strap. She wrapped up the present in pretty paper and hid it in the kitchen so Ahmad would not find it before Eid.

#### Chapter Two: Ahmad's Problem

Ahmad was also worried about Eid. He did not have money for a present for Mariama. He loved her very much and did not want her to be sad. He did not have a good job and although he tried to get another one by going for interviews he was not lucky. He looked at his watch which was tied to his wrist with some material because the strap was broken. He was late. He had to get home to Mariama.

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-139	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Continue reading prose text.</li> <li>2. Answer questions from different chapters.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
---	--	--

### Opening (2 minutes)

1. **Ask:** Do you remember the story about Ahmad and Mariama? What was the story about? Listen to pupils' answers. (Example answer: Ahmad and Mariama have been married for a long time. They do not have much money but they want to buy each other a gift for Eid. Mariama decides to sell her vase so that she can buy Ahmad a new watch strap.)
2. **Say:** Today we are going to hear the end of the story.

### Introduction to the New Material (5 minutes)

1. **Say:** Before we read the rest of the story I want you to answer some questions about chapters 1 and 2.
2. **Ask:** Why was Mariama worried in the first chapter of the story? (Answer: because she wanted to buy Ahmad a present but did not have money)
3. **Ask:** What did she want to buy Ahmad? (Answer: a watch strap)
4. **Ask:** Why did she want to buy him a watch strap? (Answer: because it broken and she wanted him to look smart at job interviews)
5. **Ask:** How do we know he needed a new watch strap? (Answer: because it was broken and tied with material)
6. **Ask:** How did she get the money? (Answer: she sold her vase)
7. **Ask:** In chapter two why was Ahmad worried? (Answer: because he wanted to buy Mariama a present but did not have money)
8. **Ask:** Why didn't he have money? (Answer: he did not have a good job)

### Guided Practice (10 minutes)

1. **Say:** I'm going to read the third chapter to you. This is the last chapter.
2. Read the story slowly, clearly and with expression.
3. **Ask:** Why were Mariama and Ahmad laughing? (Answer: because Mariama sold her vase and had nowhere to put the flowers Ahmad bought and Ahmad sold his watch and had nothing to put on the strap)
4. **Ask:** How did Ahmad feel when he saw the watch strap? (Answer: shocked and sad)
5. **Say:** Now I want you to read the story again by yourselves. I want you to read silently and think of the answer to this question: What is Ahmad going to do in the future?
6. Give pupils time to read the story independently.
7. **Ask:** What is Ahmad going to do in the future? (Answer: get a good job, buy flowers and a new vase, buy a new watch)



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

1. Ask pupils to work in pairs.
2. **Say:** I want you to think about a new chapter for this story. This chapter happens two years later.
3. Write these questions on the board:
  - a) Is it a happy chapter or a sad chapter?
  - b) What happened to Mariama and Ahmad?
  - c) Did Ahmad get a good job? Did he buy the vase, the watch and more flowers?
  - d) Did anything else happen?
4. Give pupils 10 minutes to discuss the new chapter with a partner and write their ideas in their exercise books. Move around the classroom to check they understand and are doing the task.
5. Invite 2-3 pupils to tell you about their chapter of the story.

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




1. Ask: What do you think about Mariama and Ahmad? What kind of people are they? Listen to pupils' answers.

[TEXT]

#### Chapter Three: Surprises at Eid

On the first morning of Eid, after Ahmad came back from the mosque Miriam told him she had a surprise for him. She gave him the present and he opened it. When he saw the beautiful watch strap he looked shocked and sad. "What's wrong?" asked Mariama. "Don't you like it? I sold my vase to get it for you." "I love it," said Ahmad, "but there is a big problem". He went to get his shopping bag and took out a big bunch of colourful flowers from the best florist in the city. "I sold my watch to buy these for you and now there is nowhere to put them." Miriam started laughing and after some time Ahmad laughed too. "Never mind," he said, "I also bought some special food for today. We can eat that and celebrate and when I get a good job I'll buy you more flowers, a nice new vase and I'll get myself a new watch too."

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-140	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write short poems on their own using ideas/thoughts.</p>		<p><b>Teaching Aids</b> Poem at the end of the lesson plan</p>		<p><b>Preparation</b> Write the poem at the end of the lesson plan on the board.</p>
---	---	---	--	---	--

### Opening (2 minutes)

1. **Ask:** Do you like reading poems? Do you like writing poems? Do you think it is difficult to read and write poems? Listen to pupils' answers.
2. **Say:** Today we are all going to write a poem about our family using our own thoughts and ideas.

### Introduction to the New Material (10 minutes)

1. **Say:** We are going to read the poem. I will read it to you and I want you follow along.
2. Read the poem slowly, clearly and with expression.
3. **Ask:** Which description do you like best? (Answers: no right/wrong answer, it depends what the pupil likes)
4. **Say:** I'm going to read the poem again. This time I want you to think about what kind of people they are. What are the writer's mother, father, brother, sister, uncle and aunt like? What about the writer's grandfather?
5. Read the poem slowly, clearly and with expression.
6. **Say:** What kind of people are they? For example, his mother is not really a blanket. This is a metaphor. A metaphor compares one thing to another thing to show what it is like. If the writer says his mother is a blanket what does that mean? (Example answer: she makes him feel warm and safe) Listen to pupils' answers.
7. Discuss the different people in the poem one by one. Ask pupils what they think the descriptions mean. What do the descriptions tell us about the different family members? How do they make the writer feel? Listen to pupils' answers. (Note: the grandfather is dead and the author is very sad about this.)

### Guided Practice (5 minutes)

1. Ask pupils to work in pairs.
2. **Say:** I want you to think about the people in your family. Choose 1 person you want to write about. Think of something you can compare them to. Think about their best quality and then say why. Are they strong, kind, talkative, quiet, fun, friendly? For example, 'My grandmother is songbird. She lifts me up when I feel sad and lonely.'
3. Remind pupils that they are writing metaphors. They should say that the person is something else and then show how that makes them feel. Tell pupils to use the poem on the board to help them.
4. Give pupils time to discuss their ideas with a partner and help each other write the metaphor.
5. Move around to check they understand and are doing the task.

**Independent Practice** (15 minutes)

1. **Say:** Think about the other people in your family. Now you are going to write your own poem like the one on the board. Try to make the sentences more or less the same length. First you say 'My ..... is a.....' then in the next line you say why. If you have a very big family choose a few people.
2. Give pupils time to think and write. Move around to check they understand and are doing the task. If pupils are struggling invite them to work in pairs.
3. Ask pupils to work in pairs to share and compare their work.




**Closing** (3 minutes)

1. Invite a few pupils to read their poems.
2. Suggest that pupils share their poems with their families at home.

*[POEM]*

My mother is a blanket that is warm.  
She wraps me up when I am scared and cold.  
My father is a ladder that stands strong.  
He holds me when I climb his steps to learn.  
My brother is a needle, sharp and sometimes mean.  
But he sews me when I tear myself apart.  
My sister is a book that holds a million words.  
She tells me about places far away.  
My uncle is a huge, calm tree that reaches to the sky.  
He protects me with his branches when I run in from the rain.  
My aunt is a mango that's been growing in the sun.  
She feeds me with her sweetness and her warmth.  
My granddad was the universe.  
But the universe has gone.

<b>Lesson Title:</b> Drama: Literary terms	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-141	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to give more examples of literary terms (simile, metaphor, personification).</p>		<p><b>Teaching Aids</b> Text at the end of the lesson plan</p>		<p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
---	--	---	--	---	--

### Opening (2 minutes)

- Say:** Today we are going to review 3 literary terms: simile, metaphor and personification.
- Ask:** What do you do in the school holidays? Do you have to work or can you relax? Listen to pupils' answers.
- Say:** We are going to read a short play about two boys called Jusu and Sao. Let's see how they spend their summer holidays.

### Introduction to the New Material (10 minutes)

- Say:** Before we read the play, let's review these literary terms: simile, metaphor, personification. We often see them in stories, poems and plays.
- Say:** A simile compares something to another thing, and uses the words 'like' or 'as'. A metaphor says something is another thing and does not use the words 'like' or 'as'. Personification is when we give human qualities to animals and things.
- Write these sentences on the board:
  - The sun came up in the morning smiling.
  - The truck was a monster.
  - She was as light as a feather.
- Ask:** Which one is which a simile? (Answer: She was as light as a feather.) **Ask:** How do we know this is a simile? (Answer: compares she and a feather using the word 'as') **Ask:** What does it mean? (Example answer: she was very light, not heavy)
- Ask:** Which one is a metaphor? (Answer: The truck was a monster.) **Ask:** How do we know it is a metaphor? (Answer: compares the truck and a monster without the words 'like' or 'as') **Ask:** What does it mean? (Example answer: it was a big, scary truck)
- Ask:** Which one is personification? (Answer: The sun came up in the morning smiling.) **Ask:** How do we know it is personification? (Answer: sun does not smile) **Ask:** What does it mean? (Example answer: it was very sunny)
- Say:** We are going to read the play now. I will read it and I want you listen carefully and follow along.
- Read the play slowly and clearly. Try to do different voices for Jusu and Sao.
- Ask:** Who will have the best life in term time? (Answer: Sao, because he can get up later in the morning and not have to walk.)

### Guided Practice (10 minutes)

- Say:** I am going to read the play again. Listen carefully and follow along as I read. This time think of the answer to this question: Who do you think is the cleverest?
- Read the play slowly and clearly. Try to do different voices for Jusu and Sao.

3. **Ask:** Who do you think is the cleverest? Listen to pupils' answers. (Example answers: Jusu because he has a nice summer or Sao because he will have a better term time. Both answers are correct. See what opinions your pupils have.)
4. Ask pupils to work in pairs.
5. Have pupils read the play with a partner. One pupil will be Jusu and the other pupil will be Sao.
6. Give pupils time to read the play with a partner.
7. **Say:** I want you to work with your partner to find examples of similes, metaphors and personification.
8. Give pupils time to find examples in the play. Move around the classroom to check pupils understand and are doing the task.
9. **Ask:** What similes did you find? (Answer: as tired as dog, as lazy as a cat)
10. **Ask:** What metaphors did you find? (Answer: Work is a headache. He's a nightmare.)
11. **Ask:** What personification did you find? (Answer: bricks jumping out of my hands, my dinner calling to me)

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

1. **Say:** Now I want you to write 3 sentences. I want you to describe yourself or another person using a simile. Next describe yourself or another person using a metaphor. Then choose an object and describe it using personification. For example you could say, 'My sister runs like the wind when she is late.' 'I am a lion when I eat because I am sleepy afterwards.' 'My uncle's car coughs every morning when he starts it.'
2. Give pupils time to work. Move around the classroom to check they understand and are doing the task.
3. Ask pupils to work in pairs to share and compare their sentences.

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

1. **Ask:** Do you think you are more like Jusu or Sao? Would you rather work hard for a short time to get something good for the future or would you rather have fun while you can and not worry about the future? Listen to pupils' answers.

[TEXT]

Jusu: Hi Sao, how are you?

Sao: I'm very, very tired. I've been working like a dog all week.

Jusu: Work is a headache. Where do you work?

Sao: On the construction site in the town. It's ok for the men. They are strong and can work much harder than me, but I'm much younger than them.

Jusu: That sounds terrible. I'm having a great summer. Lying around all day as lazy as cat, doing nothing.




Sao: Lucky you. I have to carry bricks all day and they keep jumping out of my hands and breaking on the ground. The boss shouts at me all the time. He's a nightmare.

Jusu: You must be jealous of me. I have a perfect life. I sit and talk with friends all morning, listening to music until I hear my dinner calling to me. Then I eat and have a rest in the afternoon. It's a shame you have to work.

Sao: Oh, I don't have to work. I want to. I'm going to buy a new bicycle with all the money so I can sleep later every day in term time and ride quickly to school. How will you get there?

Jusu: I'll have to get up early every day and walk. I guess I should have gotten a job too!

<b>Lesson Title:</b> Drama	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-142	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read from the prescribed texts, role playing sections from the play in class.</p>	 <p><b>Teaching Aids</b> Play at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the play at the end of the lesson plan on the board.</p>
--	--	--

### Opening (3 minutes)

1. **Ask:** What do you do on your birthday? Is it a special day or a normal day? How would you feel if no one cared about your birthday? Would you be angry? Would you be sad? Listen to pupils' answers.
2. **Say:** We are going to read a play about a boy called Alfred who is very sad and angry on his birthday.

### Introduction to the New Material (10 minutes)

1. **Say:** I'm going to read the play. For now just listen and follow along. Listen carefully to how I read the different characters. The names on the board show you which character is speaking.
2. **Say:** While you are listening and reading think of the answer to this question: Why is Alfred sad and angry?
3. Read the play slowly and clearly. Try to do different voices for the different characters.
4. **Ask:** Why is Alfred sad and angry? (Answer: because his mum and his friends are too busy to be with him on his birthday)
5. **Say:** I am going to read the play again. Listen carefully to how I read it. Think of the answer to this question: What excuses do Alfred's friends make to not go to town with him?
6. Read the play slowly and clearly. Try to do different voices for the different characters.
7. **Ask:** What excuses do Alfred's friends make to not go to town with him? (Answers: Hassan has to do homework. Esther wants to listen to the radio.)
8. **Ask:** Do you think Alfred is happy at the end of the play? Why or why not? Listen to pupils' answers.

### Guided Practice (10 minutes)

1. **Ask:** How many characters are in the play? (Answer: 4 - Alfred, Alfred's mum, Hassan, Esther)
2. **Say:** I want us to practise the play with 4 different people.
3. Invite 4 pupils to come to the front and role play. Each pupil will be a different character in the play. Tell the other pupils to watch them and follow along.
4. Remind pupils that it is important to speak slowly and clearly and with expression. The punctuation in the play tells you what to do with your voice when you read aloud.
5. Invite 4 other pupils to come to the front and role play. Each pupil will be a different character in the play. Tell the other pupils to watch them and follow along.

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs.

2. **Say:** I want you to role play with your partner. Each pupil will need to read for 2 of the characters.
3. Give the pupils time to practise the play multiple times. Move around the classroom to check that they understand the task and are doing it.

**Closing** (2 minutes)

1. **Ask:** Do you think Alfred's mum and his friends were right to trick him? How would you feel if that happened to you? Listen to pupils' answers.

[PLAY]

Alfred: Mum, I'm going out with my friends.

Alfred's mum: Alfred you are not going out with your friends! I have a lot of things I need you to do. I am tired of you being lazy and not helping me.

Alfred: But Mum it's my birthday! I should see my friends on my birthday.

Alfred's mum: Don't be ungrateful. We gave you a present this morning. You can't avoid helping me all day because it is your birthday. Here is a list of things I want you to do in town. Go, and don't come back until you have done everything.

Alfred leaves the house sad and angry. He sees his friend Hassan walking down the road.

Alfred: Hassan! Come here. It's my birthday but I have to do things for my mum. Can you keep me company while I go into town?

Hassan: No, sorry. I have too much homework to do for Monday.

Alfred: Homework is more important than your friend? First my mum is unkind to me and now you. This is a terrible birthday.

Hassan: Alfred, studying hard for school is more important to me than going with you on your birthday.

Alfred walks away angrier and sadder. He sees his friend Esther.

Alfred: Esther! Come here, it's my birthday but I have to do things for my mum. Can you keep me company while I go into town?

Esther: No, sorry. I am going home. There is a program I want to listen to on the radio.

Alfred: Listening to the radio is more important than your friend? First my mum is unkind to me, then Hassan, and now you. This is a terrible birthday.

Alfred walks away angrier and sadder than ever. He goes to town and does all the things his mum asked him to. When he comes back he walks into the house.




Alfred's mum, Esther, Hassan and more friends: SURPRISE!

Alfred: A party? For me? I thought you all hated me!

Alfred's mum: Of course not Alfred. We all love you! We had to get you out of the way so we could plan your surprise party!



<b>Lesson Title:</b> Drama	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-143	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read from the prescribed texts, role playing sections from the play in class.</p>	 <p><b>Teaching Aids</b> Play at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the play at the end of the lesson plan on the board.</p>
--	--	--

### Opening (2 minutes)

1. **Say:** Do you remember what happened to Alfred on his birthday? Listen to pupils' answers.
2. **Say:** Today some of you are going to act the play in front of the class.

### Introduction to the New Material (5 minutes)

1. **Ask:** How did Alfred feel at the beginning of the play? How did he feel at the end? Listen to pupils' answers.
2. **Say:** I'm going to read this play to you one last time. When I am speaking listen carefully to how I read it. You can see by the names on the board which character is speaking.
3. Read the play slowly and clearly. Try to do different voices for the different characters.

### Guided Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** I want you to practise reading the play. Take turns reading the different characters. Try to do the role play without reading the text on the board.
3. Give the pupils time to practise. Move around the classroom to make sure they understand the task and are doing it.

### Independent Practice (15 minutes)

1. **Say:** Now I am going to invite different pupils to role play the play in front of the class. **Say:** If you want to volunteer raise your hand.
2. Invite a group of 4 pupils to come to the front and act out the play. Tell the rest of the class to read along with them.
3. After a group finishes, ask everyone to clap.
4. Invite another group to come up and act the play. Have as many different pupils role play as possible.

### Closing (3 minutes)

1. **Ask:** What did you think about the play? What did Alfred learn? Listen to pupils' answers.

[PLAY]

Alfred: Mum, I'm going out with my friends.

Alfred's mum: Alfred you are not going out with your friends! I have a lot of things I need you to do. I am tired of you being lazy and not helping me.

Alfred: But Mum it's my birthday! I should see my friends on my birthday.

Alfred's mum: Don't be ungrateful. We gave you a present this morning. You can't avoid helping me all day because it is your birthday. Here is a list of things I want you to do in town. Go, and don't come back until you have done everything.

Alfred leaves the house sad and angry. He sees his friend Hassan walking down the road.

Alfred: Hassan! Come here. It's my birthday but I have to do things for my mum. Can you keep me company while I go into town?

Hassan: No, sorry. I have too much homework to do for Monday.

Alfred: Homework is more important than your friend? First my mum is unkind to me and now you. This is a terrible birthday.

Hassan: Alfred, studying hard for school is more important to me than going with you on your birthday.

Alfred walks away angrier and sadder. He sees his friend Esther.

Alfred: Esther! Come here, it's my birthday but I have to do things for my mum. Can you keep me company while I go into town?

Esther: No, sorry. I am going home. There is a program I want to listen to on the radio.

Alfred: Listening to the radio is more important than your friend? First my mum is unkind to me, then Hassan, and now you. This is a terrible birthday.




Alfred walks away angrier and sadder than ever. He goes to town and does all the things his mum asked him to. When he comes back he walks into the house.

Alfred's mum, Esther, Hassan and more friends: SURPRISE!

Alfred: A party? For me? I thought you all hated me!

Alfred's mum: Of course not Alfred. We all love you! We had to get you out of the way so we could plan your surprise party!

<b>Lesson Title:</b> Past Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-144	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

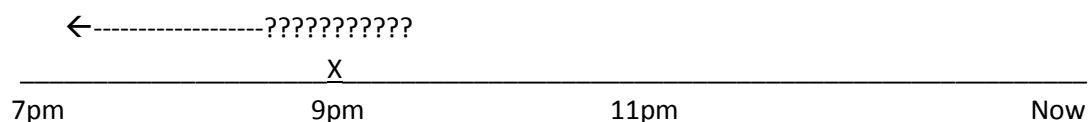
	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to construct sentences in the past continuous tense.		<b>Teaching Aids</b> Table at the end of the lesson plan		<b>Preparation</b> Write the table at the end of the lesson plan on the board.
---	--	---	---	---	---

**Opening (2 minutes)**

- Say:** Today we are going to practise using the past continuous tense. I have a good story to help us.
- Say:** Yesterday there was a very big robbery. Some thieves broke into the chocolate bank in town and stole 1 million bars of chocolate! Can you imagine! All of the kids in town are very sad because there is no chocolate left. Today we are going to help the police ask people questions to find out what happened.

**Introduction to the New Material (10 minutes)**

- Check pupils understand 'robbery', 'thieves' and 'evidence'. Explain the meaning if necessary.
- Ask pupils to close their eyes and imagine Inspector Kamara. Inspector Kamara is a police officer that is trying to get evidence about the robbery.
- Say:** Inspector Kamara is trying to get evidence about the robbery. The robbery happened at 9pm. Inspector Kamara is interviewing people to find out where they were at 9pm. He wants to know what different people were doing when the robbery happened.
- Draw the timeline on the board.



- Say:** What question can Inspector Kamara ask to find out where people were at 9pm last night? (Answer: What were you doing at 9pm last night?)
- Ask:** Is he talking about the present? (Answer: no) Is he talking about the past? (Answer: yes)
- Draw four people on the board and write this beside them: Patricia/reading at home with my mum, Ibrahim and Fatu/sleeping in our flat, Rodney/walking in town.
- Ask:** What does Inspector Kamara ask Patricia? (Answer: What were you doing at 9pm last night?) What does Patricia say? (Answer: I was reading at home with my mum.)
- Ask:** What does Inspector Kamara ask Ibrahim and Fatu? (Answer: What were you doing at 9pm last night?) What do Kamara and Ibrahim say? (Answer: We were sleeping in our flat.)
- Ask:** What does Inspector Kamara ask Rodney? (Answer: What were you doing at 9pm last night?) What does Rodney say? (Answer: I was walking in town.)

**Guided Practice (15 minutes)**

- Say:** We use the past continuous tense to talk about what we were doing when an event happened in the past. How do we form the past continuous tense? It is the same as the present continuous but with the verb 'be' in the simple past. For example, instead of saying, 'I am working' I say, "I was working'.

2. Point to the table on the board (found at the end of the lesson plan). Review how to form positive sentences, negative sentences and questions in the past continuous tense with pupils.
3. Ask pupils to copy the table into their exercise book.
4. Write on the board:
  - a) John and Francis/visit/their uncle
  - b) Yusuf/dance/at a party
  - c) Amadu/run/at the gym
5. **Say:** Let's practise writing sentences in the past continuous tense. We will do the first one together.
6. Read the first set of words on the board (John and Francis/visit/their uncle).
7. **Say:** To make a sentence in the past continuous tense we need to change the verb. **Ask:** How do we write this as a positive sentence in the past continuous? (Answer: John and Francis were visiting their uncle.)
8. **Ask:** How do we write this as a negative sentence in the past continuous? (Answer: John and Francis were not visiting their uncle.)
9. **Ask:** How do we write this as a question in the past continuous? (Answer: Were John and Francis visiting their uncle?)
10. Ask pupils to work in pairs.
11. **Say:** I want you to write a positive sentence, a negative sentence and a question for the other words on the board.
12. Give pupils time to write. Move around the room to make sure they understand the task and are doing it.
13. Ask the class to share the answers. (Answers: Yusuf was dancing at a party. Yusuf was not dancing at a party. Was Yusuf dancing at a party? / Amadu was running at the gym. Amadu was not running at the gym. Was Amadu running at the gym?)

#### **Independent Practice (5 minutes)**

1. **Say:** We did not find out who did the robbery. In a minute Inspector Kamara is going to ask you what you were doing, so you need to be ready.
2. Ask pupils to think about what they were doing last night at 9pm. It can be true or they can make something up. Tell pupils to write what they were doing in their exercise books.
3. Give pupils time to write. Move around the classroom to make sure they understand and are doing the task.
4. Ask pupils to work in pairs to share and compare their sentences.




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

1. **Ask:** Whom do you think stole 1 million bars of chocolate? Why do you think that? Listen to pupils' answers.

[TABLE]

I/you/he/she/it/we/they	was/were	verb + ing
I/you/he/she/it/we/they	was not/were not	verb + ing
was/were	I/you/he/she/it/we/they	verb + ing?

<b>Lesson Title:</b> Past Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-145	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to construct sentences in the past continuous tense.</p>		<p><b>Teaching Aids</b> Table at the end of the lesson plan.</p>		<p><b>Preparation</b> Write the table at the end of the lesson plan on the board.</p>
---	--	---	--	---	---

**Opening** (3 minutes)

- Say:** Today we are going to learn more about the past continuous tense.
- Ask pupils if they can remember how to form the past continuous tense. **Say:** Look at the table on the board if you need help. (Answer: I, you, he, she, it, we, you, they + was/were + -ing form of the verb)

**Introduction to the New Material** (10 minutes)

- Say:** We learned about contractions with the present continuous tense. Now we are going to learn about contractions with the past continuous tense.
- Say:** We are going to look at contractions. Contractions are when we put two words together and shorten them into one word. We can use contractions when we use the past continuous tense. Remember, we use contractions when we are speaking or writing informally. We do not use contractions in formal writing.
- Say:** Look at this sentence. Write on the board 'I was fishing'.
- Ask:** Can I put 'I' and 'was' together to make one word? (Answer: no)
- Say:** We can use contraction to make negative sentences, but we can't use the short form to make positive sentences or questions.
- Say:** Let's see how to write the short form with negatives. Write the table on the board.

I was not	I wasn't
you were not	you weren't
he was not	he wasn't
she was not	she wasn't
it was not	it wasn't
we were not	we weren't
they were not	they weren't

- As a class, practise making negative sentence in the present continuous tense using the short form. For example, 'We weren't playing football yesterday'.

**Guided Practice** (5 minutes)

- Say:** Now you are all going to do an action. You can do anything you like. Maybe tapping your fingers. Standing up and sitting down. Yawning. Singing. Dancing. You have to do the action until I say stop.
- Let pupils do their actions for 15 seconds and then say, 'stop'.
- Ask:** What were you doing when I said stop? Listen to pupils' answers. (Example answers: I was tapping my fingers when you said stop. I was dancing when you said stop.)

4. Invite 4 pupils to the front of the class. Tell those pupils to do an action until you say stop.
5. Let pupils do their actions for 15 seconds and then say, 'stop'.
6. **Ask:** What were they doing when I said stop? Listen to pupils' answers. (Example answers: He was reading when you said stop. She was singing when you said stop. They were talking when you said stop.)

**Independent Practice** (15 minutes)

1. **Say:** This morning I was in my kitchen when suddenly I heard a loud bang outside. **Ask:** Which action is longer, a bang or washing dishes? (Answer: washing dishes)
2. **Say:** We use the past continuous for a longer action that was happening when something else, a shorter action, happened.
3. Write on the board: he read on the bus/it crash
4. **Ask:** Which is the longer action? Read or crash? (Answer: read) **Say:** So let's make a sentence. (Answer: He was reading on the bus when it crashed.)
5. Write these sentence fragments on the board:
  - a) he arrive at the wedding/they eat
  - b) you listen to the radio/she phone
  - c) he children not do homework/I leave
6. Ask pupils to work in pairs.
7. Ask pupils to write 1 positive sentence, 1 negative sentence and 1 question for a-c. Remind them that the short action is written in the past simple and the longer action in the past continuous. Ask pupils to use the short forms for continuous tenses when they can.
8. Give pupils time to write. Move around the classroom to make sure they understand the task and are doing it.
9. Ask pupils to share their answers with the class. (Answers: He arrived at the wedding when they were eating. He arrived at the wedding when they weren't eating. Were they eating when he arrived at the wedding? / You were listening to the radio when she phoned. You weren't listening to the radio when she phoned. Were you listening to the radio when she phoned? The children were doing homework when I left. The children weren't doing homework when I left. Were the children doing homework when I left?)




**Closing** (2 minutes)

1. **Ask:** When do we use the past continuous tense? Answer: (for a longer action that was happening when something else, a shorter action, happened)

[TABLE]

I/you/he/she/it/we/they	was/were	verb + ing
I/you/he/she/it/we/they	was not/were not	verb + ing
was/were	I/you/he/she/it/we/they	verb + ing?

<b>Lesson Title:</b> Simple Future Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-146	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to know that future tenses are used for actions that have not yet taken place.		<b>Teaching Aids</b> Table in the lesson plan		<b>Preparation</b> None
---	--	---	--	---	----------------------------

### Opening (2 minutes)

- Ask:** Do you ever think about your life in the future? After you leave school, go to work? Maybe you will get married and have children? Maybe you will become an important person? Listen to pupils' answers.
- Say:** Today we are going to talk about the simple future tense.

### Introduction to the New Material (10 minutes)

- Say:** Does anyone know what will happen in the future? (Answer: no) Can you make plans for the future? (Answer: yes) Can you try to guess what will happen in the future? (Answer: yes)
- Write on the board: 2050 - technology, healthcare, travel
- Say:** Here we have the year 2050. I think this: In 2050 everyone in the world will have a computer.
- Ask:** Am I talking about now or the past? (Answer: no) Am I talking about the future? (Answer: yes) Am I 100 percent sure this will happen? (Answer: no) Am I guessing? (Answer: yes)
- Ask:** How do we make a positive future simple sentence? (Answer: I/you/he/she/it/we/they + will + verb...) Write it on the board.
- Ask:** How do we make a negative future simple sentence? (Answer: I/you/he/she/it/we/they + will not + verb...) Write it on the board.
- Ask:** How do we make a future simple question? (Answer: Will + I/you/he/she/it/we/they + verb...) Write it on the board.

positive sentence	I/you/he/she/it/we/they + will + verb
negative sentence	I/you/he/she/it/we/they + will not + verb
question	Will + I/you/he/she/it/we/they + verb?

- Ask pupils to copy the table in their exercise book.

### Guided Practice (10 minutes)

- Ask pupils to work in pairs.
- Say:** Now I want you to say what you think will change and will not change in technology, healthcare and travel in Sierra Leone by 2050. I said I think everyone in the world will have a computer, so that means in Sierra Leone too. What do you think?
- Give pupils time to discuss and write. Move around the classroom to make sure they understand the task and are doing it.
- Invite pupils to tell you their sentences. Correct any mistakes you see.

**Independent Practice** (10 minutes)




1. **Say:** Now you are going to work alone. I want you to think about your life in the future. What do you want to happen? What don't you want to happen? (Write on board: married, job, college, family, health, money) I want you to write about your future. Remember to use 'will' and 'will not' to talk about the future.
2. Give pupils time to write. Move around the classroom to make sure they understand the task and are doing it.
3. Ask pupils to work in pairs to share and compare their sentences.

**Closing** (3 minutes)

1. Invite some pupils to read out their sentences.



<b>Lesson Title:</b> Simple Future Tenses (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-147	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use 'shall' and 'will' in sentences and to ask questions.		<b>Teaching Aids</b> Table at the end of the lesson plan		<b>Preparation</b> Write the table at the end of the lesson plan on the board.
---	--	---	---	---	---

### Opening (2 minutes)

- Say:** In the last lesson we talked about the future in 2050. **Ask:** Which verbs do we use to talk about the future? (Answer: will and shall)
- Ask:** What is the difference between 'will' and 'shall'? (Answer: shall is formal, shall is only used with 'we' and 'I')
- Say:** Today we are going to practise using the verbs 'shall' and 'will'.

### Introduction to the New Material (10 minutes)

- Use the table to review how to make positive and negative sentences about the future using will and shall.

Positive sentence using 'will'	subject + will + verb	She will become a doctor.
Negative sentence using 'will'	subject + will not + verb	It will not rain tomorrow.
Positive sentence using 'shall'	subject + shall + verb	We shall be late.
Negative sentence using 'shall'	subject + shall not + verb	I shall not eat peas again.

- Ask pupils to give examples of positive sentences and negative sentences using 'will' and 'shall'. Listen to pupils' answers.
- Say:** I would like to talk to you about ways that we can use 'will' and 'shall' to ask questions.
- Say:** If you see a lady coming into the room carrying a heavy bag and lots of books and you want to help her, what could you say? (Example answer: Can I help you? Shall I help you?)
- Ask:** Did we know we were going to help before she came in? (Answer: No) **Ask:** Did we plan to help? (Answer: No) **Ask:** When did we decide? (Answer: when we saw her) **Ask:** Is this an offer for the future? (Answer: Yes, because we are not helping her yet.)
- Say:** We use 'shall' to make an offer to do something using 'I' or 'we'. For example, 'Shall I help you?' or 'Shall we help you?' We do not say, 'Will I help you?' or 'Will we help you?'
- Say:** We use 'will' to ask questions about the future when we are uncertain what will happen. For example, 'I am sick. When will I get better?' or 'Will they have enough money to go to the fair?'

### Guided Practice (10 minutes)

- Write these sentences on the board:
  - Your friend feels too hot.
  - Musa has lost his pen.
  - George feels very ill.

- d) Lucy has no money.  
e) Marie and Francis are lost.
2. **Say:** Look at the 5 sentences on the board. I want you to write what you would offer to do to help in these situations. You can write more than one answer for each situation.
  3. **Say:** Let's do the first sentence together.
  4. Read the sentence to pupils. Ask pupils what help they could offer a friend who was too hot. (Example answers: Shall I get you cold water to drink? Shall we go swimming together?)
  5. **Say:** Now I want you to work in pairs to do the other 4 sentences.
  6. Move around the room to make sure pupils understand and are doing the task.
  7. Check answers as a class. (Example answers: b. Shall I lend you a pen? c. Shall I call the doctor? d. Shall I give you some money? e. Shall I show you the way?)
  8. **Say:** I want you all to write down 2-3 small problems. Nothing very big, just something small like, 'I forgot my book' or 'I am cold'. They can be true or not true.
  9. Give pupils time to think and write. Move around the classroom to make sure they understand the task and are doing it.
  10. **Say:** Now you are going to tell us your small problems. Others in the class will offer to do something to solve the problem.
  11. Invite a pupil to stand up and share one of their problems. Invite other pupils to offer help. Correct any mistakes you hear. Clap for pupils who participate.
  12. Repeat this with different pupils.

**Independent Practice** (10 minutes)

1. **Say:** Imagine that you are at a fair. There is a fortune teller at the fair and she can see far into the future. What questions would you ask her? What would you like to know? For example, 'Will I be rich?' or 'Will it ever snow in Sierra Leone?'
2. Ask pupils to write down 5 questions that they would ask a fortune teller. Give pupils time to write.
3. Ask pupils to work in pairs to share and compare their questions.




**Closing** (2 minutes)

1. Invite 2-3 pupils to share their questions for the fortune teller with the class.

[TABLE]

Positive sentence using 'will'	subject + will + verb	She will become a doctor.
Negative sentence using 'will'	subject + will not + verb	It will not rain tomorrow.
Positive sentence using 'shall'	subject + shall + verb	We shall be late.
Negative sentence using 'shall'	subject + shall not + verb	I shall not eat peas again.

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-148	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read chapters.</li> <li>2. Explain chapters.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
---	--	--

### Opening (2 minutes)

1. **Ask:** Do you ever get angry? What do you do when you are angry? Listen to pupils' answers.
2. **Ask:** What is another way to say 'get angry'? (Answer: lose your temper)
3. **Say:** Today we are going to read about a boy who was often very angry.

### Introduction to the New Material (10 minutes)

1. **Say:** Before we read I want us to practise some of our reading strategies.
2. **Say:** First let's practise scanning. Remember, scanning is just looking for the specific information you need. Look at the first chapter on the board. Without carefully reading the text I want you to answer these 2 questions:
  - a) Who did the boy live with? (Answer: mother and father)
  - b) Where did they live? (Answer: a small village)
3. **Say:** Tell pupils to find the information as quickly as possible and raise their hand once they know the answer. Listen to pupils' answers.
4. **Say:** Now let's practise skimming. Skimming is looking at a text to find the main information without details. It is useful to get the general idea. Look at the first chapter again, I want you to answer these 2 questions:
  - a) What was the boy's problem? (his bad temper)
  - b) How did his parents feel? (sad and worried)
5. **Say:** Tell pupils to find the information as quickly as possible and raise their hand once they know the answer. Listen to pupils' answers.

### Guided Practice (10 minutes)

1. **Say:** The story that we are going to read has today has 3 chapters. We are going to read each chapter and discuss it. Then we will read the next chapter.
2. **Say:** I am going to read the first chapter to you. Listen and follow along as I read. While you are reading I want you to think of the answer to this question: Why did people stay away from the boy?
3. Read the first chapter slowly, clearly and with expression.
4. **Ask:** Why did people stay away from the boy? (Answer: because he is angry, loses his temper, says things to hurt people)
5. Ask pupils to summarise what happened in the first chapter. Listen to pupils' answers.
6. **Say:** Now I am going to read the second chapter to you. Listen and follow along as I read. While you are reading I want you to think of the answer to this question: Why did the boy stop hammering in the nails?
7. Read the second chapter slowly, clearly and with expression.

8. **Ask:** Why did the boy stop hammering in the nails? (Answer: because it was difficult so he decided to control his temper)
9. Ask pupils to summarise what happened in the second chapter. Listen to pupils' answers.

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

1. **Say:** Now I want you to read the third chapter by yourself. While you are reading I want you to think of the answer to this question: Why did the father give the boy this task?
2. Give pupils time to read the chapter. Move around the classroom to make sure they understand and are doing the task.
3. **Ask:** Why did the father give the boy this task? (Answer: to show him that words can leave scars in people just like the nails left scars on the fence)
4. Ask pupils to work in pairs to summarise what happened in the third chapter. Move around the classroom to make sure they understand and are doing the task.
5. Invite pupils to share their summary with the class.

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

1. **Ask:** Do you think the father's idea was good? Do you think the boy has changed now? Do you think it is true that words can hurt more than hitting someone? Listen to pupils' answers.

[TEXT]

#### Chapter One: The Bad Tempered Boy

In a small village, a boy lived with his father and mother. The parents of the boy were very sad because of his bad temper. The boy used to get angry very quickly and shout at people. He used words that hurt others. He was rude to kids, neighbours and even his friends. His friends and neighbours stayed away from him, and his parents were really worried about him.

His mother and father advised him many times to control his anger and be kinder. Unfortunately, all their attempts failed. Finally, the boy's father came up with an idea.

#### Chapter Two: The Nails

One day, the father gave his son a huge bag of nails. He asked him to hammer one nail into the fence every time he became angry and lost his temper. The boy found it amusing and accepted the task.

Every time he lost his temper, he ran to the fence and hammered in a nail. His anger made him hammer nails into the fence 30 times on the first day! After a few days, the number of nails hammered into the fence was reduced to half. The boy found it very difficult to hammer in the nails and decided to control his temper.

Over time, the number of nails hammered into the fence was reduced and the day arrived when not one nail was hammered in! The boy did not lose his temper at all that day and for the next few days.

#### Chapter Three: The Scars

His father told him to remove a nail each time he controlled his anger. Several days passed and the boy was able to pull out most of the nails from the fence. However, there remained a few nails that he could not pull out.




The boy told his father about it. The father went to the fence with him and asked, "What do you see there?"

The boy replied, "A hole in the fence!"

He told the boy, "The nails were your bad temper and they were hammered into people. You can remove the nails but the holes in the fence will still be there. The fence will never look the same. It has scars all over. Some nails cannot even be pulled out. You can stab a man with a knife, and say sorry later, but the wound will remain there forever. Your bad temper and angry words were like that! Words can be more painful than hitting someone. Use words for good things. Use them to grow relationships. Use them to show the love and kindness in your heart!"

Story adapted from <http://www.kidsworldfun.com/>

<b>Lesson Title:</b> Composition (Descriptive)	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-149	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write descriptive composition.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
---	--	--

### Opening (2 minutes)

- Ask:** Where do you eat at lunch time? Do you eat here at school? Do you eat at home? Do you bring food with you? Do you get food here? Listen to pupils' answers.
- Say:** Today you are going to write compositions about your lunch time.

### Introduction to the New Material (10 minutes)

- Draw the table on the board.

nouns	adjectives	verbs	adverbs

- Ask:** Can you tell me any nouns related to your lunch time? They can be connected with the food you eat, where you eat or the people you eat with.
- Invite pupils to tell you nouns and write them on the board. (Example answers: okra, rice, friends, mother, home, school)
- Ask:** Can you tell me any adjectives to describe these nouns? Something to make your writing more descriptive, to make the writing come alive.
- Invite pupils to tell you adjectives and write them on the board. (Example answers: delicious, colourful, tasty)
- Ask:** Can you tell me any verbs related to your lunch time? It can be about your food, where you go, how you get there or what you do.
- Invite pupils to tell you verbs and write them on the board. (Example answers: eat, drink, walk, ride, run, cook, mingle, rest)
- Ask:** Can you tell me any adverbs related to these verbs? Something to show how you do something, to make the reader imagine it better.
- Invite pupils to tell you adverbs and write them on the board. (Example answers: quickly, slowly, well, here, there)
- Ask pupils to copy the completed table on the board in their exercise books.

### Guided Practice (10 minutes)

- Say:** You are going to write 3 paragraphs and give your composition a title.
- Say:** The first paragraph is going to be about the place where you eat lunch. What could you write about? Listen to pupils' answers. (Example answers: where it is, how you get there, the tables, the chairs, the colours, the sounds, the smells, the people) Write pupils' ideas on the board.

3. **Say:** The second paragraph is going to be about the food you eat. What could you write about? Listen to pupils' answers. (Example answers: how the food looks, how it smells, how it tastes, what kind of food it is, what kind of drinks, how much food there is) Write pupils' ideas on the board.
4. **Say:** The third paragraph is going to be about your likes and dislikes. Write about what you like and don't like about your lunch time. What could you write about? Listen to pupils' answers. (Example answers: amount of food, taste of food, place, people, time) Write pupils' ideas on the board.
5. **Ask:** What is the first paragraph about? (Answer: the place) What is the second paragraph about? (Answer: the food) What is the third paragraph about? (Answer: likes and dislikes)




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

1. **Say:** Now you are ready to write. Today I want you to plan your composition. Write any ideas you have in your head and organise them into the 3 paragraphs. Don't worry too much about making it perfect. Tomorrow we will make it better.
2. Give pupils time to write. Move around the classroom to make sure they understand the task and are doing it. Remind pupils to work on all 3 paragraphs.

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

1. **Say:** Now I want you to think of a title for your composition. Try to make it something interesting. Don't just say, 'My Lunch,' be creative.
2. Invite pupils to share their titles with the class.

<b>Lesson Title:</b> Composition (Descriptive)	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-150	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write descriptive compositions; e.g. 'Lunch time in my school'.</p>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> None</p>
---	--	---	--------------------------------------	---	------------------------------------

### Opening (2 minutes)

1. **Say:** In the last lesson we started writing a composition about your lunch time. You wrote the first draft. The first draft is when you get all of your ideas on the page. Today we are going to write the second draft. We are going to improve our writing.
2. **Ask:** How many paragraphs did we work on in the last lesson? (Answer: 3)
3. **Ask:** What are the 3 paragraphs about? (Answer: the place, the food, likes and dislikes)

### Introduction to the New Material (5 minutes)

1. **Say:** Today we are working on our second draft. Before we work on our second draft we want to think about how we can improve our compositions. Think about your descriptions. Try to add more adjectives and adverbs to make your writing interesting.
2. Ask pupils to exchange exercise books to share and compare their compositions.
3. **Say:** Show each other what you have written and discuss what else you want to write. Help each other with your ideas and your writing.
4. Move around the classroom to make sure pupils understand the task and are doing it. After a couple of minutes ask them to stop talking about the first pupil's work and begin talking about the second pupil's work.

### Guided Practice (15 minutes)

1. **Say:** Take a clean page in your exercise book. Put your title at the top of the page. You have 1 minute.
2. Give pupils time to write. Check they understand the task and are doing it.
3. **Say:** Let's begin to write the first paragraph. Try to improve on your first draft. You have 5 minutes.
4. Give pupils time to write. Move around the classroom to make sure pupils understand the task and are doing it.
5. **Say:** Now I want you to work on your second paragraph. Remember to include interesting descriptions. You have 5 minutes.
6. Give pupils time to write. Move around the classroom to make sure pupils understand the task and are doing it.
7. **Say:** Now it is time to write the third paragraph. Try to include new ideas from today. You have 5 minutes.
8. Give pupils time to write. Move around the classroom to make sure pupils understand the task and are doing it.



**Independent Practice** (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** I want you to work in pairs. You are going to read your composition to your partner. When you are finished reading, your partner can ask you questions and tell you what they think about your composition. Remember to say something positive first, before giving a suggestion for improvement.
3. Give pupils time to read and discuss. Move around the classroom to make sure pupils understand the task and are doing it.
4. After 4-5 minutes tell pupils to stop discussing the first person's composition and move on to the second person.
5. Give pupils time to read and discuss. Move around the classroom to make sure pupils understand the task and are doing it.

**Closing** (3 minutes)

1. **Ask:** Who can tell me something interesting they read? Listen to pupils' answers.
2. Encourage pupils to tell you what they liked about their partner's compositions.























FUNDED BY



IN PARTNERSHIP WITH



NOT FOR SALE

Document information:

Leh Wi Learn (2016). "*English, Class 07, Term 03, lesson plan.*" A resource produced by the Sierra Leone Secondary Education Improvement Programme (SSEIP). DOI: 10.5281/zenodo.3745159.

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.3745159

Please attribute this document as follows:

Leh Wi Learn (2016). "*English, Class 07, Term 03, lesson plan.*" A resource produced by the Sierra Leone Secondary Education Improvement Programme (SSEIP). DOI 10.5281/zenodo.3745159. 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>.