



Ministry of  
Basic and  
Senior  
Secondary  
Education

Lesson Plans for  
Senior Secondary  
*English*  
*Language*

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## **Foreword**

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

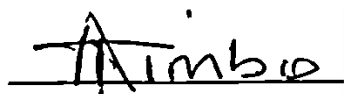
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



**Mr. Alpha Osman Timbo**

Minister of Basic and Senior Secondary Education

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

**To achieve thus, DO NOT WRITE IN THE BOOKS.**

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# Introduction to the Lesson Plans

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

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

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

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

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

### **Listening and speaking**

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

### **Writing**

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

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



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

## Reading comprehension

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

## FACILITATION STRATEGIES

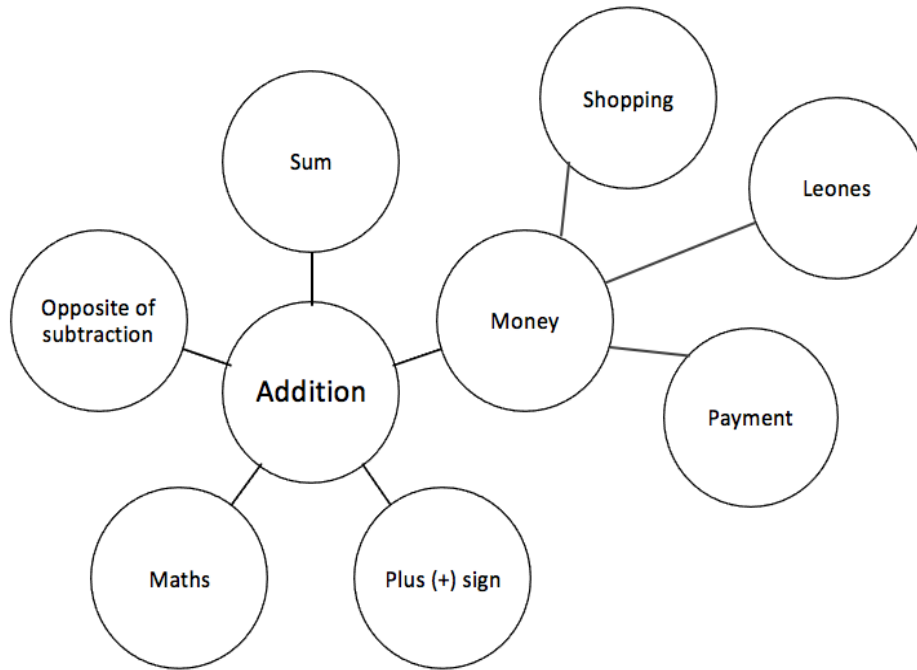
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior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

### Strategies for introducing a new concept

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

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

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



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

### Strategies for assessing learning without writing



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

## Strategies for assessing learning with writing

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

## Strategies for engaging different kinds of learners

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

<b>Lesson Title:</b> Comprehending a Listening Passage – Giving Instructions		<b>Theme:</b> Listening	
<b>Lesson Number:</b> L2-L049		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on an unknown text.</li> <li>2. Use context clues to infer meaning of new words.</li> </ol>		 <b>Preparation</b> 1. Practise reading the listening passage, 'Giving First Aid', aloud (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain first aid in their own words. (Example answer: immediate help given to an injured person)
2. Tell pupils that in this lesson, they will listen to a passage about giving first aid.

### Teaching and Learning (13 minutes)

1. Have pupils close all books except for their exercise books to make notes.
2. Tell pupils to listen carefully when you read out the passage on first aid. Ask them to make notes in their exercise book of the most important information they hear.
3. Read the entire passage aloud with expression to make it interesting for pupils (see end of lesson).
4. Ask pupils to identify what type of text the passage is. (Answer: expository, because it is giving information and explaining a process)
5. Tell pupils that you are going to read the passage again, paragraph by paragraph.
6. Read the first paragraph of the passage aloud. Focus on reading with correct pronunciation and intonation.
7. Summarise the paragraph for pupils. (Example: First aid is the help given to an injured person until professional medical help arrives.)
8. Re-read this sentence to pupils: First aid is medical help given to an ill or injured person until professional medical assistance is available.
9. Explain the meaning of 'medical assistance' to pupils. (Example: the help given to an injured victim by a professional or caregiver)
10. Make a sentence with 'medical assistance' for pupils. (Example: Javed requires medical assistance because he was bitten by a snake.)
11. Invite volunteers to give their own example sentences.

### Practice (18 minutes)

1. Read the second paragraph to pupils.
2. Invite a volunteer to summarise the paragraph.  
Example:

Before first aid, one must call for a doctor or an ambulance. Then one must clean their hands with soap and water.

3. Read the third paragraph to pupils.
4. Invite a volunteer to summarise the paragraph.

Example:

For bleeding, apply pressure on the wound and elevate the wound above the heart. For minor injuries, wash the injury, dab it dry and apply a bandage.

5. Read this sentence aloud to pupils again: Then elevate their wound above the heart. Have pupils identify the meaning of 'elevate'.
6. Invite a volunteer to answer. (Answer: raise)
7. Invite another volunteer to make a sentence with 'elevate'.  
Example: My fractured foot was elevated on a platform until it healed.
8. Read the fourth paragraph aloud to pupils.
9. Invite a volunteer to summarise this paragraph.

Example:

In first-degree and second-degree burns, keep the burnt skin in cool water. Then apply an ointment. In third-degree burns, cover the burnt area with a clean cloth and go to a hospital.

10. Reread this sentence to pupils: Third-degree burns are the most severe, in which the skin may appear charred or white.
11. Have pupils identify the meaning of 'charred'.
12. Invite a volunteer to share their answer. (Answers: burnt, blackened)
13. Invite another volunteer to make a sentence with 'charred'.

Example: The vegetables had been on the stove for over an hour and were charred.

14. Read aloud the whole passage again, if needed.
15. Invite volunteers to answer the following comprehension questions by raising their hand:
  - What is the first step of first aid when somebody has an injury?  
Answer: The first step is to call a doctor or an ambulance, if needed.
  - Why must you wash your hands before touching a victim?  
Answer: You must wash your hands to prevent spreading any germs to the injured person.
  - What should you do after applying pressure to the source of bleeding?  
Answer: You should elevate the wound above the heart.
  - How can a third-degree burn be identified?  
Answer: A third-degree burn will cause the skin to be charred or white. It is caused after contact with fire.
  - If you burn your finger while cooking in the kitchen, what should you do?  
Answer: You should keep the finger in cool water until the pain subsides, then apply a medical ointment, if available.

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

1. Ask pupils if they have ever given or received first aid. Invite volunteers to describe what happened.
2. For homework, have pupils do practice activity PHL2-L049 in the Pupils' Handbook.

### **[LISTENING PASSAGE]**



#### **Giving First Aid**

First aid is medical help given to an ill or injured person until professional medical assistance is available. Imagine that you are in a situation where someone has a knife cut, a head wound, a snake bite or a burn. With first-aid information at hand, you can help someone until a doctor or an ambulance arrives.

The first step in any first-aid situation is to call an emergency number for a doctor or an ambulance. After that, you must wash your hands with soap to get rid of any germs before you have contact with the victim. Then, take necessary steps depending on the kind of accident.

In case of a massive bleed, have the victim lie down. Press their wound or point of bleeding with a sterile cloth. Apply pressure, then elevate their wound above the heart. For example, if the bleeding is on the leg, the leg can be raised on a cushion. If the bleeding is excessive, cover the victim with a blanket to keep them warm. When someone has a minor injury such as those that occur while playing sports, clean the wound with soap and water. Then dab it dry. Apply some antibiotic ointment and cover the wound with gauze or a bandage.

Burns are more complicated. First-degree burns make the skin appear red. These can happen due to accidents such as steam burns and touching a hot pot in the kitchen. Second-degree burns cause redness and blisters. Third-degree burns are the most severe burns, in which the skin may appear charred or white. They are usually caused by prolonged contact with fire. In the case of a third-degree burn, just cover the affected area with a clean cloth and go to a hospital immediately. Do not apply anything on the burnt skin and do not remove any clothing stuck to the skin. In case of first-degree and second-degree burns, keep the skin under cool water until the pain subsides. Do not touch the blisters and apply a medically recommended ointment, if available.

<b>Lesson Title:</b> Sentence Stress	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L050	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify stress patterns in sentences.</li> <li>2. Pronounce words with their correct stress pattern.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sentences on the board (see end of lesson).</li> <li>2. Write the paragraph on the board and practise reading it aloud, stressing the underlined words (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils the following 2 questions. While speaking, put stress on the bold words:
  - Have **you** seen my book?
  - Have you seen **my** book?
2. Invite volunteers to answer the questions.
3. Tell pupils that the words you stressed in these questions determine what you are asking.
4. Tell pupils that in this lesson, they will practise using stress in sentences.

### Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Explain emphatic stress to pupils: Emphatic stress is the stress placed orally on words in a sentence to draw the listener's attention to those words. Stress can usually be placed by:
  - Speaking the stressed word more slowly than the other words.
  - Speaking the stressed word louder than the other words.
3. Discuss the functions of emphatic stress. Stress the bold words while reading the following sentences aloud:
  - To introduce a new word or new terminology  
Example: The name of this building is **Froshner** building.
  - To ask a specific question  
Example: Would you like **ice cream** for dessert?
  - To highlight the more important words in one's speech  
Example: It is not my car I want to sell, but my **bicycle**.
4. Have pupils repeat the above sentences after you with stress on the bold words.
5. Explain that usually in sentences, some words are stressed while others are not. Note that there can be more than 1 word stressed in a sentence:
  - Nouns and verbs that contain the important content of a sentence have emphatic stress.  
Example: I am **planning** a **holiday** to **Egypt**.



- Prepositions usually do not have emphatic stress.  
Example: I am **walking** to the **market**.
6. Have pupils repeat the above sentences after you with stress on the bold words.
  7. Tell pupils that the rules for stress are flexible. Speakers can choose which words to stress depending on the message they want to convey.  
Examples (read out the bold words with stress):
    - I want **ice cream** for dessert.
      - The speaker is choosing what to have for dessert.
    - I want ice cream for **dessert**.
      - The speaker is saying that they want ice cream when it is time to have dessert, not during any other meal.
  8. Have pupils repeat the above sentences after you with stress on the bold words.
  9. Explain that you can understand the question a speaker is answering by listening to where emphatic stress is placed in their response. Discuss the examples below with pupils:
    - I want **3** pencils from the market.  
Possible question: How many pencils do you want from the market?
    - I want 3 pencils from the **market**.  
Possible question: From where do you want 3 pencils?
    - I want 3 **pencils** from the market.  
Possible question: What do you want from the market?
  10. Have pupils repeat the above sentences after you with stress on the bold words.

### **Practice** (21 minutes)

1. Read out each of the following sentences, and the 2 questions below them. Say the bold words with emphatic stress.
2. Have pupils raise their hand to identify which question the sentence is answering. Have pupils repeat the sentences after you with stress on the bold words:
  - My **sister** will help me repair my car.  
Question 1: Who will help you repair your car? (Correct answer)  
Question 2: Will your sister help you repair your bicycle?
  - Isata's mother **dislikes** fruits.  
Question 1: Does Isata's father dislike fruits?  
Question 2: Does Isata's mother like fruits? (Correct answer)
  - The **party** is at my house tomorrow.  
Question 1: Is the lunch at your house tomorrow? (Correct answer)  
Question 2: When is the party at your house?
  - This classroom has furniture to accommodate **fifty** pupils.  
Question 1: Which classroom has furniture to accommodate fifty pupils?  
Question 2: How many pupils can this classroom accommodate? (Correct answer)

3. Draw pupils' attention to the sentences on the board (see end of lesson). Have pupils copy the sentences into their exercise books. Explain that the underlined words have emphatic stress.
4. Tell pupils to take turns reading the sentences from the board to seatmates with correct emphatic stress. The pupil listening must identify the question the sentence is answering.
5. Discuss the answers as a class.  
Answers:
  - a. I cannot decide if I should buy a new coat.  
Question: Have you decided if you want to buy a new coat?
  - b. These flowers will bloom in spring.  
Question: When will these flowers bloom?
  - c. I want red chillies and olives in my pasta.  
Question: What do you want in your pasta?
  - d. Buddhism is a religion that originated in south Asia.  
Question: Which religion originated in south Asia?
6. Have pupils read these 4 sentences aloud with correct emphatic stress.
7. Ask pupils to copy the paragraph on the board into their exercise books.
8. Tell pupils that you are going to read the paragraph aloud. They should listen carefully and underline the words or phrases with emphatic stress.
9. Read the paragraph aloud, emphasising the underlined words (see below).  
Last weekend my family took a trip to the beach. It was a beautiful day and the sun was shining bright. My little sister decided to dig about in the sand. Suddenly I heard her scream. She was shouting and crying at the same time so I rushed over to pick her up. Poor thing, a crab clearly did not like her digging and had pinched her toe. I had to pry the crab off. Then I bought her an ice cream to stop her tears.
10. Invite volunteers to come to the front and underline the emphatic stress in the paragraph on the board (Answer: see underlined words above).

### **Closing (1 minute)**



1. For homework, have pupils do practice activity PHL2-L050 in the Pupils' Handbook.

### **[SENTENCES]**

- a. I cannot decide if I should buy a new coat.
- b. These flowers will bloom in spring.
- c. I want red chillies and olives in my pasta.
- d. Buddhism is a religion that originated in south Asia.

*[PARAGRAPH]*

Last weekend my family took a trip to the beach. It was a beautiful day and the sun was shining bright. My little sister decided to dig about in the sand. Suddenly I heard her scream. She was shouting and crying at the same time so I rushed over to pick her up. Poor thing, a crab clearly did not like her digging and had pinched her toe. I had to pry the crab off. Then I bought her an ice cream to stop her tears.

<b>Lesson Title:</b> Types of Phrases	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L051	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define phrases and demonstrate understanding of the function of different phrases in a sentence.</li> <li>2. Identify different types of phrases in sentences and their function.</li> <li>3. Write sentences using different types of phrases correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the example sentences on the board (see end of lesson).</li> <li>2. Write the sentences for written practice on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

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

### Teaching and Learning (20 minutes)

1. Explain 'phrases' to pupils: A phrase is a group of 2 or more words which does not have a subject-predicate relationship. It is not a complete thought in itself. (Example: on the chair; in the garden)
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Define different types of phrases:
  - Noun phrase: A group of words which acts and appears as a noun would in a sentence. It can be a subject or an object in the sentence. It is formed using a noun or a pronoun with its modifiers, such as adjectives.  
Examples:
    - **One of my cousins** is arriving today.
    - I like to pick **small blue flowers**.
  - Verb phrase: A group of words that functions as a verb. It is formed with a main verb and 1 or more auxiliary verbs.  
Examples:
    - You **should go** to school.
    - She **will sing** on stage.
  - Adverb phrase/adverbial phrase: A group of words which contains an adverb or functions as an adverb. It describes verbs and adjectives.  
Examples:
    - The flight will land **this evening**.
    - I eat my meals **very slowly**.
  - Adjective phrase/adjectival phrase: A group of words that contains an adjective or functions as an adjective.

Examples:

- There is a boy **outside the class**.
- Her raincoat is **yellow in colour**.
- Prepositional phrase: A group of words that contains a preposition or functions as a preposition. It is formed with a preposition, its object and associated adjectives and adverbs.

Examples:

- She was hiding **in her house**.
  - My uncle built a fence **along the boundary**.
4. Explain that sometimes the same phrase can belong to more than 1 category of phrases.  
Example: Pick up the book **on the table**. The phrase, 'on the table', acts as an adjective phrase describing the book, and as a prepositional phrase containing the preposition 'on'.
5. Demonstrate how to identify different phrases in a sentence using the example sentences on the board (see end of lesson):
- a. The little girl – noun phrase; does not have – verb phrase; a textbook about geography – noun phrase; about geography – adjectival phrase
  - b. The captain of the team – noun phrase; was talking – verb phrase; about their strategy – adverbial phrase and prepositional phrase; to his team – prepositional phrase

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

1. Have pupils copy the 3 sentences for written practice from the board into their exercise books (see end of lesson).
2. Have pupils work with seatmates to identify the underlined phrases in the sentences.
3. Invite volunteers to share their answers with the class.
  - a. will wind – verb phrase; before I sleep – prepositional phrase, adverbial phrase
  - b. inside out – adverbial phrase
  - c. The house behind the playground – noun phrase; behind the playground – prepositional phrase, adjectival phrase; being repaired – verb phrase
4. Ask pupils to make a sentence with each of the 5 kinds of phrases in their exercise books.
5. Have pupils share their sentences with seatmates.
6. Move around the classroom to make sure pupils understand and are doing the activity correctly.
7. Invite volunteers to share their sentences with the class.

Example answers:

- Noun phrase: I painted **the gate** green in colour.
- Verb phrase: After dinner, we **were washing** the utensils.
- Adjectival phrase: Today was a **terrible and gloomy** day.

- Adverbial phrase: Drive the car **very slowly**.
- Prepositional phrase: Please walk **into the principal's office**.

**Closing** (1 minute)



1. For homework, have pupils do practice activity PHL2-L051 in the Pupils' Handbook.

*[EXAMPLE SENTENCES]*

- a. The little girl does not have a textbook about geography.
- b. The captain of the team was talking to his team about their strategy.

*[SENTENCES FOR WRITTEN PRACTICE]*

- a. I will wind the clock before I sleep.
- b. Turn the sweater inside out.
- c. The house behind the playground is being repaired.

<b>Lesson Title:</b> Phrases – Noun Phrases and Adjectival Phrases	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L052	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define phrases and demonstrate understanding of the function of different phrases in a sentence.</li> <li>2. Identify different types of phrases in sentences and their function.</li> <li>3. Write sentences using different types of phrases correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the example sentences on the board (see end of lesson).</li> <li>2. Write the sentences for written practice on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain noun phrase and adjectival phrase. (Example answers: noun phrases have a noun/pronoun; adjectival phrases describe the noun)
2. Tell pupils that in this lesson, they will focus on noun and adjectival phrases.

### Teaching and Learning (18 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Explain noun phrases:
  - A noun phrase is a group of words that acts and appears as a noun would in a sentence. It is formed using a noun or a pronoun with its modifiers, such as adjectives.  
Example: **One of my cousins** is arriving today.
  - It can be a subject or an object in a sentence.  
Examples:
    - **My sister Fatu** seemed distracted today.
    - Please keep **the rubbish bin** outside.
  - It can be the subject complement or object complement.  
Examples:
    - Memuna is **an electrical engineer**.
    - The audience praised **the performance**.
  - It can be a group of words acting as a noun.  
Examples:
    - **The head of the clan** oversees **marital problems** in tribes.
    - **Students wearing the wrong uniform** will be questioned.
2. Discuss the adjective phrase/adjectival phrase in detail:

- An adjectival phrase is a group of words that contains an adjective word or group of words that function as an adjective. It is also called an adjective phrase.

Examples:

- That is a **small but airy** classroom.
- I read the book **with the black cover**.

3. Explain the following to pupils:

- To distinguish between the types of phrases, pupils should look at the function of the phrase in the sentence.
- Noun phrases may contain adjectival phrases.

Example:

**The boy outside the classroom** is naughty. Here, the noun phrase, 'The boy outside the classroom', contains the adjectival phrase, 'outside the classroom'.

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

5. Demonstrate how to identify and distinguish between noun phrases and adjectival phrases in the sentences:

- a. Ramatu, the vice-captain of the team – noun phrase; the vice-captain of the team – adjectival phrase; extremely disappointed – adjectival phrase; the team's performance – noun phrase
- b. The 3 of us – noun phrase; sitting in the front – adjectival phrase

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

1. Have pupils copy the 4 sentences from the board into their exercise books (see end of lesson).
2. Have pupils work with seatmates to identify the underlined phrases in the sentences.
3. Invite volunteers to share their answers with the class.
  - a. The strict teacher – noun phrase; disturbing everyone – adjectival phrase
  - b. the suitcase with the red straps – noun phrase; with the red straps – adjectival phrase
  - c. from Ivory Coast – adjectival phrase; the football World Cup – noun phrase
  - d. the bedsheets – noun phrase; in the room upstairs – adjectival phrase
4. Ask pupils to make 2 sentences with a noun phrase and 2 sentences with an adjective phrase/adjectival phrase.
5. Have pupils share their sentences with seatmates.
6. Invite volunteers to share their sentences with the class.

Example answers:

- Noun phrase: **People without table manners** are irritating.
- Adjectival phrase: This is a **well-researched** essay.



**Closing (1 minute)**



1. For homework, have pupils do practice activity PHL2-L052 in the Pupils' Handbook.

*[EXAMPLE SENTENCES]*

- a. Ramatu, the vice-captain of the team, is extremely disappointed with the team's performance.
- b. The 3 of us sitting in the front could hear everything.

*[SENTENCES FOR WRITTEN PRACTICE]*

- a. The strict teacher gave a warning to the pupil disturbing everyone.
- b. Could you pass me the suitcase with the red straps?
- c. Players from Ivory Coast performed well at the football World Cup.
- d. I will change the bedsheets in the room upstairs.

<b>Lesson Title:</b> Figurative Language: Simile, Metaphor, Personification	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L053	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define simile, metaphor and personification and demonstrate understanding of their function in a text.</li> <li>2. Use context clues and inference to determine the meaning of unknown figurative language in a text.</li> <li>3. Demonstrate understanding of figurative language by explaining examples in their own words.</li> <li>4. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the passage, 'The Gold-Coin Snake' (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain figurative language and give examples. (Example answers: language that uses words or expressions with a meaning that is different from the literal meaning; simile, metaphor, idioms)
2. Tell pupils that in this lesson, they will read a text with figurative language.

### Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Define figurative language for pupils:
  - Figurative language is language that needs to be 'figured out', or, the meaning of which needs to be inferred or interpreted by the reader.
  - It is used in prose and in poems to add details to the text.
  - It helps the reader visualise and imagine descriptions.  
 Example sentence: This story is **as ancient as the sun**.  
 Meaning: This story is extremely old.
3. Discuss the meaning of similes as a class:
  - A simile is a figure of speech in which 2 things are compared.
  - The comparison is direct and obvious.
  - It uses words such as 'like' and 'as' for comparison.  
 Examples:
    - Her face was **as red as a tomato**.
    - My dress is **white like the moon**.
4. Discuss metaphors as a class:

- A metaphor is a figure of speech in which 2 dissimilar things are compared without using 'like' or 'as'.  
Examples:
    - **Her eyes were fireflies**, glowing in the dark.
    - **A wave of letters** came at me when I opened the mailbox after a month.
5. Discuss the meaning of personification:
    - Personification is when the writer gives human characteristics, qualities and traits to an animal, idea or an object.  
Examples:
      - The weak old chair **creaked in protest** when the large man sat on it.
      - **Love had packed its bags and left** Maria's home forever.
  6. Tell pupils that, although some stories contain animal characters, they are not allowed to write stories with animal characters in the WASSCE.
  7. Read the first paragraph of the story aloud and summarise it for pupils (see end of lesson).  
Example:  
Lamin was a poor wheat farmer. He found a snake that would give him a gold coin in exchange for some milk every day. Lamin was looking forward to becoming rich.
  8. Write the phrase 'busy as a bee' on the board. Tell pupils that it is a simile.
  9. Invite volunteers to explain why it is a simile. (Answers: it uses the word 'as'; it compares Lamin to a bee)
  10. Show pupils how to make a sentence with the simile.  
Example: During my final examinations, I was studying day and night and was busy as a bee.

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

1. Invite a volunteer to read the second paragraph aloud.
2. Have another volunteer summarise the second paragraph.  
Example:  
Lamin decided to kill the snake and take all of its gold coins. He hit the snake with a stick but it did not die. It just slithered away, offended.
3. Invite volunteers to identify the figure of speech in 'gold mine' with their reasons. (Answer: metaphor; compares the snake to a mine of gold)
4. Invite a volunteer to make a sentence with the metaphor 'gold mine'. (Example: The new cloth business I am investing in is doing well and is a gold mine.)
5. Invite a volunteer to read the third and fourth paragraphs aloud.
6. Invite another volunteer to summarise the last 2 paragraphs.  
Example:  
Lamin was scared when he went back to the field. The snake told Lamin that he would be punished by the 'wrath of the skies' for being greedy.
7. Have pupils work with seatmates to identify personification in the last 2 paragraphs.

8. Invite volunteers to share their answers and explain the meaning of the sentence. (Answer: 'the clouds grumbled and showered their mighty curses' – there was thundering and it rained excessively)
9. Have pupils copy the questions from the board in their exercise books (see end of lesson).
10. Ask pupils to work with seatmates to answer the questions.
11. Invite volunteers to share their answers with the class.

Answers:

- a. Figures of speech:
    - Metaphor – The snake is compared to an angel or messenger sent by god.
    - Metaphor – The snake's body is described as an iron brick.
    - Simile – Lamin was busy as a bee.
    - Metaphor – The heavy rain is compared to terrifying curses.
  - b. 'Kingdom' refers to the mansion and the luxurious life that Lamin had imagined for himself after he received a lot of gold. It is a metaphor for his life after he became rich. 'His greed had snatched' is personification. It means that Lamin's greed had destroyed his dream of becoming rich.
  - c. Personification has been used. The snake behaves like a human in the passage. It talks and gets 'offended'.
12. Invite volunteers to identify any other figurative language they see in the reading passage.

Answers:

- Quick as a lightning flash – Simile
- Rich like a king – Simile
- Golden garden – Metaphor
- Sun finally showed benevolence – personification

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L053 in the Pupils' Handbook.

### **[READING PASSAGE]**

#### The Gold-Coin Snake

Once upon a time, there was a hardworking but poor farmer named Lamin. He was always **busy as a bee** in his wheat fields, but could not earn enough. He yearned to see the day his wheat crop would become ripe and golden, and turn his future around.

One day, he saw a snake with a big hood coming out of an anthill. Lamin had heard from his grandmother that snakes were a good sign for the crops. He exclaimed, 'Oh deity of the fields! You are **an angel, a messenger from above** and I have never worshipped you. Maybe this is why I am poor!' **Quick as a lightning flash**, he went

to get some milk and offered the milk in a bowl to the snake. Then he went home. The next day, he found a gold coin in the bowl. This became a daily ritual. He started looking forward to the day he would have a large mansion with many people serving him.



One day, Lamin realised that the snake's body must be composed of gold coins. He realised that the snake was a **gold mine**! Why not take all the gold at once instead of waiting every day? He decided to kill it with a stick to acquire all the gold coins at once. The next day, while offering milk to the snake, he struck its head with the stick. To Lamin's astonishment, nothing happened to the snake. His body was **an iron brick**, resilient and strong. **Offended**, the snake left the milk and slithered away. Lamin, confused and disappointed, went home.

**Scared as a cornered rat**, Lamin did not go to the field for days. Finally, he gathered the courage to go to the snake and resume the previous ritual of milk offering. When he reached the field, the snake appeared and said, 'Lamin, you have come here out of greed. I had planned to make you **rich like a king**. But you betrayed my trust. You have invited the wrath of the skies by displeasing me!'

Soon **the clouds grumbled and showered their mighty curses** on Lamin's field. The **terrifying curses** lasted two days and two nights, flooding Lamin's crops and fields. When the sun finally showed benevolence and came out on the third day, Lamin had lost his **golden garden**. The crop had been destroyed. Lamin was remorseful. His greed had snatched his **kingdom** from him.

### *[QUESTIONS]*

- a. Identify the figure of speech:
  - an angel, a messenger from above
  - an iron brick
  - scared as a cornered rat
  - terrifying curses
- b. What does the writer mean by, 'His greed **had snatched** his **kingdom** from him'? Which 2 figures of speech are used here?
- c. Based on the snake's character, which figure of speech has been used throughout the passage? Give reasons for your answer.

<b>Lesson Title:</b> Figurative Language: Simile, Metaphor, Personification		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L054		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of figurative language by using examples to express an idea.</li> <li>2. Write a text using appropriate figurative language.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the fill-in-the-blanks sentences on the board (see end of lesson).</li> <li>2. Write the paragraph for written practice on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain the difference between a simile and a metaphor using examples. (Example answers: simile uses the words 'as' and 'like'; metaphor does not use those words; he is as wise as an owl, he is a wise owl)
2. Tell pupils that in this lesson, they will practise writing with figurative language.

### Teaching and Learning (18 minutes)

1. Revise the definitions of simile, metaphor and personification with pupils:
  - Simile: A simile is a figure of speech in which 2 things are compared using 'like' or 'as'.  
Example: The soldier was **as brave as a lion**.
  - Metaphor: A metaphor is a figure of speech in which 2 dissimilar things are compared without using 'like' or 'as'.  
Example: **Her eyes were fireflies**, glowing in the dark.
  - Personification: Personification is when the writer gives human characteristics, qualities and traits to an animal, idea or object.  
Example: The weak old chair **creaked in protest** when the big man sat on it.
2. Explain the steps for writing similes and metaphors:
  - Identify the quality or characteristic in a person or an object which you want to describe.
  - Identify other things that share the same characteristic.
  - Put the 2 things in the same sentence and compare them.
3. Demonstrate how to create a simile and metaphor to pupils.
4. Invite pupils to identify a person or an object they want to describe. (Example: a **loving** pet dog)
5. Invite volunteers to share examples of other people or objects that are loving or remind them of love. (Example answer: a caring mother, a close friend, a favourite meal)
6. Make sentences to demonstrate how to describe 'a loving dog' with a simile and with a metaphor:
  - Simile: My dog is **as loving as my best friend**.

- Metaphor: My dog's company **is a bowl of warm soup** on a cold night.
7. Explain how to use personification when writing a text:
    - Identify the quality or characteristic in an object you want to describe.
    - Think of the vocabulary associated with people who have the same quality.
    - Make a sentence using the verbs and adjectives for people to describe the object.
  8. Demonstrate to pupils how to create personification.
  9. Invite pupils to identify an animal or an object they want to describe. (Example: a comfortable bedroom)
  10. Invite volunteers to share examples of vocabulary associated with people who have the same quality. (Example answer: a caring mother, an inviting friend)
  11. Make a sentence to demonstrate how to describe 'a comfortable bedroom' using personification:  
Example: My warm and comfortable bedroom **was inviting me** to stay in for the day.

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

1. Have pupils copy the fill-in-the-blanks sentences from the board in their exercise books (see end of lesson).
2. Ask pupils to fill in the blanks in these sentences with appropriate figures of speech.
3. Invite volunteers to share their answers with the class.
  - a. That boy from our class is **tall like a eucalyptus tree**.
  - b. This class is so noisy; it is **a zoo**.
  - c. It was a breezy day in summer and the beach **was calling out to me**.
4. Have pupils copy the paragraph on the board in their exercise books (see end of lesson).
5. Ask pupils to rewrite the paragraph using at least 1 simile, 1 metaphor and 1 personification.
6. Move around the classroom to make sure pupils understand and are doing the activity correctly.
7. Have pupils share their paragraphs with seatmates.
8. Invite volunteers to share their paragraphs with the class. Correct mistakes as needed.

Example:

The annual school fair takes place every year in February. It always gets **as crowded as an international football stadium during a Premier League match** (simile). There is **a sea of pupils** (metaphor) at every stall playing games and watching performances. The school premises suddenly become **cheerful and inviting** (personification). One can hardly remember that this is the place where we study and take examinations.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L054 in the Pupils' Handbook.



*[FILL-IN-THE-BLANKS]*

1. That boy from our class is \_\_\_\_\_. (simile)
2. This class is so noisy; it is \_\_\_\_\_. (metaphor)
3. It was a breezy day in summer and the beach \_\_\_\_\_. (personification)

*[PARAGRAPH FOR WRITTEN PRACTICE]*

The annual school fair takes place every year in February. It always gets very crowded. There are scores of pupils at every stall playing games and watching performances. The school premises suddenly become very colourful. One can hardly remember that this is the place where we study and take examinations.



<b>Lesson Title:</b> Reading Comprehension – Poetry	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L055	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Identify the features of a poem.</li> <li>3. Summarise a poem in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the poem, 'I Wandered Lonely as a Cloud', aloud (see end of lesson).</li> <li>2. Practise reading the poem, "Hope" is the Thing with Feathers' (see end of lesson).</li> <li>3. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to give 1 example each of a simile, a metaphor and personification. (Example answers: simile – He is as fat as a pig; metaphor – She was an angel; personification – My blanket looks old and sad)
2. Tell pupils that in this lesson, they will read poems with figurative language.

### Teaching and Learning (18 minutes)

1. Revise the definitions of simile, metaphor and personification with pupils:
  - Simile: A simile is a figure of speech in which 2 unlike things are compared.  
Example: The soldier was **as brave as a lion**.
  - Metaphor: A metaphor is a figure of speech in which 2 dissimilar things are compared without using 'like' or 'as'.  
Example: **Her eyes were fireflies**, glowing in the dark.
  - Personification: Personification is when the writer gives human characteristics, qualities and traits to an idea or an object.  
Example: The weak old chair **creaked in protest** when the large man sat on it.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Discuss the features of a poem as a class:
  - Poems are divided into paragraphs called 'stanzas' or 'verses'.
  - Poems have imagery and descriptive language to help the reader visualise or imagine the contents of the poem.
  - They usually have a rhythmic pattern, meaning a sequence of stressed and unstressed syllables.
  - They often have rhyming words at the end of sentences.
  - They usually have very moving language to express feelings and emotions.
4. Tell pupils about the 2 poems in the Pupils' Handbook:
  - 'I Wandered Lonely as a Cloud': In this poem, the poet, William Wordsworth, describes a field of daffodils (a kind of flower) and the joy the sight gives him.

Wordsworth was an English romantic poet who lived in the 18<sup>th</sup> and the 19<sup>th</sup> centuries. He wrote many poems about nature.

- “Hope” is the Thing with Feathers’: In this poem, the poet, Emily Dickinson, talks about hope. Dickinson was an American poet in the 19<sup>th</sup> century. She wrote mostly about death and immortality.
5. Read the first stanza of the poem ‘I Wandered Lonely as a Cloud’ aloud (see end of lesson).
  6. Summarise the first stanza for pupils.  
Example:  
The poet says that he was alone when he saw a field full of daffodils. The daffodils seemed to be fluttering and dancing.
  7. Write the line ‘I wandered lonely as a cloud’ on the board. Explain to pupils that it is a simile because:
    - It compares the poet’s solitude with a lonely cloud.
    - It contains the word ‘as’.
  8. Tell pupils to identify the figure of speech in these lines:  
‘When all at once I saw a crowd,  
A host, of golden daffodils’.
  9. Invite volunteers to share their answers and identify the meaning of the sentences.  
Answer:  
Personification – ‘crowd’, ‘a host’. The daffodils are being compared with a crowd or a host of people; this means that there were many daffodils.

### **Practice** (19 minutes)

1. Invite a volunteer to read the second stanza of the poem aloud.
2. Invite a volunteer to summarise the second stanza.  
Example:  
The poet describes how he saw innumerable daffodils in a line. They looked like stars that shine in the Milky Way.
3. Have pupils identify a simile in the second stanza.
4. Invite volunteers to share their answers. (Answer: ‘Continuous as the stars that shine’ – comparing the daffodils to stars.)
5. Invite a volunteer to read aloud the first stanza of the poem “Hope” is the Thing with Feathers’ (see end of lesson).
6. Invite a volunteer to summarise it.  
Example: The poet talks about how hope resides in people’s souls and seems always to be singing.
7. Have pupils work with seatmates to identify a metaphor and its meaning in the first stanza.
8. Invite volunteers to share their answers with the class.  
Example:

Metaphor – ‘Hope is the thing with feathers that perches in the soul’. The poet is calling hope a bird that stays in the soul.

9. Invite a volunteer to read aloud the second stanza of the poem.

10. Invite another volunteer to summarise the second stanza.

Example:

The poet continues to describe how sweet the tune of hope is. Such hope can be beaten only by a very strong storm or challenge.

11. Have pupils copy the comprehension questions from the board into their exercise books (see end of lesson).

12. Have pupils answer the questions in their exercise books.

13. Discuss answers as a class.

Answers:

- a. The daffodils were fluttering in the wind and looked like they were dancing cheerfully. The figure of speech is personification because the daffodils are ‘tossing their heads’ like humans.
- b. Dickinson means that hope is like a bird that stays in the soul of a person.
- c. The ‘storm’ represents any difficulties or challenges that people face in life. It is a metaphor.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L055 in the Pupils’ Handbook.

### *[POEMS]*

#### ‘I Wandered Lonely as a Cloud’

by William Wordsworth

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

Excerpt from “Hope” is the Thing with Feathers<sup>2</sup>  
by Emily Dickinson

'Hope' is the thing with feathers—  
That perches in the soul—  
And sings the tune without the words—  
And never stops—at all—



And sweetest—in the Gale—is heard—  
And sore must be the storm—  
That could abash the little Bird  
That kept so many warm—

*[COMPREHENSION QUESTIONS]*

- a. What does Wordsworth mean by ‘Tossing their heads in a sprightly dance’?  
Which figure of speech has been used here?
- b. What does Dickinson mean by ‘perches in the soul’?
- c. What does the ‘storm’ in the second stanza of Dickinson’s poem represent?  
Which figure of speech has been used here?

<sup>1</sup>Wordsworth, W. (1807). I Wandered Lonely as a Cloud. Retrieved from <https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud>

<sup>2</sup>Dickinson, E. (1891). ‘Hope’ is the Thing with Feathers. Retrieved and adapted from <https://www.commonlit.org/texts/hope-is-the-thing-with-feathers-319>

<b>Lesson Title:</b> Phrases – Verb Phrases and Adverbial Phrases		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L056		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define phrases and demonstrate understanding of the function of different phrases in sentences.</li> <li>2. Identify different types of phrases in sentences and their function.</li> <li>3. Write sentences using different types of phrases correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the example sentences on the board (see end of lesson).</li> <li>2. Write the sentences to identify phrases on the board (see end of lesson).</li> <li>3. Write the fill-in-the-blanks sentences on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain verbs and adverbs, using examples. (Example answers: verbs describe actions; adverbs modify verbs and adjectives; 'play' is a verb; 'play carefully' has an adverb)
2. Tell pupils that in this lesson, they will focus on verb phrases and adverbial phrases.

### Teaching and Learning (18 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Discuss the verb phrase in detail as a class:
  - A verb phrase appears and functions as a verb would in a sentence. It is formed using a main verb and 1 or more auxiliary verbs.
 Examples:
  - My cousin **is arriving** today. (is – auxiliary verb; arriving – main verb)
  - This book **is reserved** for someone else. (is – auxiliary verb; reserved – main verb in passive voice)
  - My mother **can play** many musical instruments. (can – auxiliary verb; play – main verb)
3. Discuss the adverbial phrase in detail:
  - An adverbial phrase is a group of words which contains an adverb or functions as an adverb in a sentence.
  - It modifies verbs and adjectives.  
Example: Chew your food **carefully and quietly**.
  - It answers the 'why', 'how', 'when' and 'where' questions of verbs.  
Examples:
    - I will go to the market **to buy vegetables**.
    - I want to read **while sitting in the park**.

4. Draw pupils' attention to the example sentences on the board (see end of lesson). Demonstrate how to identify different types of phrases:
  - a. will start – verb phrase; after the water break – adverbial phrase
  - b. like to eat – verb phrase; late at night – adverbial phrase
  - c. has written – verb phrase; very neatly – adverbial phrase

**Practice** (18 minutes)

1. Have pupils copy the 4 sentences to identify phrases from the board in their exercise books (see end of lesson).
2. Have pupils work with seatmates to identify the underlined phrases in the sentences.
3. Invite volunteers to share their answers with the class.  
Answers:
  - a. is swollen – verb phrase; to the point of being blue and purple – adverbial phrase
  - b. Quietly and calmly – adverbial phrase; was pushing – verb phrase
  - c. decided to use – verb phrase; so that I would not get lost – adverbial phrase
  - d. will start – verb phrase; in an hour – adverbial phrase
5. Tell pupils to copy the fill-in-the-blanks sentences from the board in their exercise books (see end of lesson).
6. Have pupils fill in the blanks with adverbial phrases.
7. Invite volunteers to share their sentences with the class.  
Example answers:
  - a. You have to park the car outside the house.
  - b. The train will arrive very soon.
  - c. Before the examination, pupils must read all the questions carefully.
  - d. After a lot of thought, I have made this difficult decision.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L056 in the Pupils' Handbook.

*[EXAMPLE SENTENCES]*



- a. The match will start after the water break.
- b. I like to eat a snack late at night.
- c. Zaria has written her poem very neatly.

*[SENTENCES TO IDENTIFY PHRASES]*

- a. My ankle is swollen to the point of being blue and purple.
- b. Quietly and calmly, she was pushing the spider off my shoulder.
- c. I decided to use a map so that I would not get lost.
- d. The play will start in an hour.

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

- a. You have to park the car \_\_\_\_\_.
- b. The train will arrive \_\_\_\_\_.
- c. \_\_\_\_\_, pupils must read all the questions carefully.
- d. \_\_\_\_\_, I have made this difficult decision.

<b>Lesson Title:</b> Vocabulary Development: Prefixes	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L057	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define prefixes and demonstrate understanding of their functions.</li> <li>2. Identify prefixes and root words.</li> <li>3. Write sentences using prefixes correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the words without prefixes on the board (see end of lesson).</li> <li>2. Write the sentences for written practice on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain prefixes and give examples. (Example answers: letters that come before words; probable – improbable; marital – extramarital)
2. Tell pupils that in this lesson, they will learn how and when to use prefixes.

### Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Discuss the definition of prefixes: Prefixes are a group of letters or words that appear before a word to change its meaning.
3. Explain that prefixes can have different functions:
  - To change a word into its antonym  
Examples:
    - cut – uncut
    - reversible – irreversible
  - To explain the timing of something  
Examples: pre-war – post-war
  - To explain the physical aspects of a word  
Examples:
    - **micro**organism
    - **sub**marine
4. Discuss some commonly used prefixes with pupils:

Prefix	Meaning	Example words
anti–	against/opposed to	anti-war
pro–	in favour of	pro-democracy
de–	reverse or change	demotivate
dis–	reverse or remove	disagree
il–, im–, in–, ir–	not	illegal, impossible, insecure, irrevocable
non–	not	non-smoking



un–	remove, reverse, not	undo
inter–	between	interschool
mid–	middle	midday
mis–	incorrectly, badly	mislead
over–	too much	overcook
under–	less than, beneath	undercook
up–	make or move higher	upgrade
out–	go beyond	outshine
post–	after	postoperative
pre–	before	prehistoric
semi–	half	semicircle
sub–	under, below	submarine
super–	above, beyond	superhero
tele–	at a distance	television

5. Explain to pupils that in some words, there is a hyphen (-) between the prefix and the word. The best place to check whether a hyphen is needed is the dictionary. The following are some examples of when to use hyphens with prefixes:
- Use a hyphen with proper nouns.  
Example: anti-Nazi
  - Hyphenate if the prefix ends in the same vowel that the root word starts with.  
Example: re-enter
  - Usually use a hyphen with the prefixes 'ex–' and 'self–'.  
Examples: ex-husband, self-contained
  - Use a hyphen if the unhyphenated word could be confused for another word.  
Example: re-cover not recover

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

1. Have pupils copy the words without prefixes on the board in their exercise books (see end of lesson).
2. Have pupils attach prefixes to these words to change their meaning.
3. Discuss answers as a class.  
Answers:
  - a. disinterested, uninterested
  - b. disengaged
  - c. underweight, overweight
  - d. international
  - e. underestimate, overestimate
  - f. incurable
4. Have pupils copy the sentences from the board in their exercise books (see end of lesson).

5. Have pupils attach prefixes to the underlined words based on the meaning of the sentence.
6. Discuss answers as a class.

Answers:

- a. non-vegetarian
- b. outdid
- c. post-election
- d. supernatural
- e. semiformal

### **Closing** (1 minute)



1. For homework, have pupils do practice activity PHL2-L057 in the Pupils' Handbook.

### *[WORDS WITHOUT PREFIXES]*

- a. interested
- b. engaged
- c. weight
- d. national
- e. estimate
- f. curable

### *[SENTENCES FOR WRITTEN PRACTICE]*

- a. He loves to eat meat. He is a vegetarian.
- b. She did her last performance. This one was better than the one before.
- c. The election results will come out 2 hours after the election.
- d. Horror stories belong in the natural genre.
- e. The event is neither too formal nor too informal. It is formal.

<b>Lesson Title:</b> Vocabulary Development: Suffixes	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L058	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define suffixes and demonstrate understanding of their functions.</li> <li>2. Identify suffixes and root words.</li> <li>3. Write sentences using suffixes correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the words for suffixes on the board (see end of lesson).</li> <li>2. Write the fill-in-the-blanks sentences on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain suffixes and give examples. (Example answers: letters that come after words; **childlike**, **homicide**)
2. Tell pupils that in this lesson they will learn about suffixes.

### Teaching and Learning (22 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Explain the meaning of suffixes: Suffixes are letters or groups of letters added after words to change their meaning.
3. Discuss the different functions of suffixes:
  - Suffixes can change a word to have the opposite meaning.  
Example: **useful** – **useless**
  - Suffixes can determine if the word is a noun, verb, adjective or adverb.  
Examples:
    - **motherhood** – noun
    - **mothering** – verb
4. Discuss some common suffixes used with nouns:

Suffix	Example words
-age	baggage
-al	arrival
-ance, -ence	dominance, insistence
-dom	kingdom
-ee	employee
-er, -or	driver, actor
-hood	motherhood
-ism	socialism
-ity, -ty	diversity, honesty
-ment	argument
-ness	sickness
-ry	entry

-ship	scholarship
-sion, -tion, -xion	extension, election, flexion

- Invite volunteers to name other nouns that include the common suffixes.
- Discuss some common suffixes used with adjectives:

Suffix	Example words
-able, -ible	dependable, flexible
-al	postal
-en	wooden
-ese	Chinese
-ful	helpful
-ic	classic
-ish	childish
-ive	impressive
-ian	librarian
-less	speechless
-ly	daily
-ous	dangerous
-y	cloudy

- Invite volunteers to name other adjectives that include the common suffixes.
- Discuss some common suffixes used with verbs:

Suffix	Example words
-ate	coordinate
-en	loosen
-ify	identify
-ise	computerise

- Invite volunteers to name other verbs that include the common suffixes.
- Discuss some common suffixes used with adverbs:

Suffix	Example words
-ly	slowly
-ward(s)	downwards
-wise	clockwise

- Invite volunteers to name other adverbs that include the common suffixes.
- Demonstrate how changing the suffix in a root word can change it from 1 part of speech to another.
  - impress – **impressive**: verb – adjective
  - discuss – **discussion**: verb – noun
  - gradual – **gradually**: adjective – adverb

**Practice** (15 minutes)

1. Have pupils copy the words for suffixes from the board in their exercise books (see end of lesson).
2. Ask pupils to add suffixes to these words to change them into another part of speech following the instructions in the brackets.

3. Discuss answers as a class.

Answers:

- a. coordination
  - b. analysis
  - c. identify
  - d. beautifully
  - e. skilful
  - f. childhood
4. Have pupils copy the fill-in-the-blanks sentences from the board in their exercise books (see end of lesson).
  5. Ask pupils to fill in the blanks with the words in brackets. Tell them that each of the words needs a suffix.
  6. Discuss answers as a class.

Answers:

- a. immediately
- b. graceful
- c. investigation
- d. determination
- e. concentrate

**Closing** (1 minute)



1. For homework, have pupils do practice activity PHL2-L058 in the Pupils' Handbook.

*[WORDS FOR SUFFIXES]*

- a. coordinate (noun)
- b. analyse (noun)
- c. identification (verb)
- d. beautiful (adverb)
- e. skill (adjective)
- f. childlike (noun)

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

- a. He did not get a promotion, so he resigned \_\_\_\_\_. (immediate)
- b. She is a skilled dancer and is very \_\_\_\_\_. (grace)
- c. We will conduct an \_\_\_\_\_ to find the culprit of the crime. (investigate)
- d. You need a lot of \_\_\_\_\_ to climb Mount Everest. (determined)
- e. Please \_\_\_\_\_ on your own work. (concentration)

<b>Lesson Title:</b> Vocabulary Development: Science and Technology		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L059		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of science and technology.</li> <li>2. Use context clues and inference to determine the meaning of unknown vocabulary in a text.</li> </ol>		 <b>Preparation</b> Read the passage, 'Genetic Engineering' (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain genes. (Example answers: the smallest component of cells in living beings; part of DNA)
2. Tell pupils that in this lesson, they will read a text on science and technology.

### Teaching and Learning (12 minutes)

1. Define 'gene' for pupils: A gene is an extremely small part of the cells and materials that make up living beings.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Read the first paragraph of the text aloud to pupils (see end of lesson).
4. Summarise the first paragraph for pupils.  
 Example:  
 Advances in genetic engineering and medicine can help cure diseases that were incurable in the past. Scientists can identify specific genes that might contain diseases and replace them with healthy cells.
5. Write the phrase 'genetic engineering' on the board. Have pupils identify its meaning using inference and context clues from the text.
6. Invite volunteers to share their answers. (Answer: the science of changing the composition of genes in living beings)
7. Make a sentence with 'genetic engineering' for pupils.  
 Example: Genetic engineering may be used to make clones of people using their genes.
8. Invite volunteers to share their own example sentence.

### Practice (25 minutes)

1. Invite a volunteer to read aloud the second paragraph of the passage as other pupils follow along in the Pupils' Handbook.
2. Have pupils summarise this paragraph in 2 sentences in their exercise books.

3. Invite 2 volunteers to share their summaries with the class.  
Example:  
Genetic engineering can help ensure that fetuses do not have any unhealthy genes. The science is also used to develop organs for organ transplants.
4. Have pupils identify the meaning of 'transplant' using inference and context clues from the text.
5. Invite a volunteer to share their answer and make a sentence with 'transplant'.  
Example definition: A transplant is a process where an organ or a tissue in a living being is replaced with a new and healthy organ from a donor.  
Example sentence: The heart transplant helped my grandfather exercise comfortably again.
6. Invite volunteers to answer the following comprehension questions:
  - How can diseases be eradicated using genetic engineering?  
Answer: They can be eradicated by identifying the diseased gene and replacing it with a healthy one in living beings.
  - What is the relationship between preventive medicine and genetic engineering?  
Answer: Genetic engineering can help prevent diseases in fetuses. This means it replaces an unhealthy gene before it can develop into a disease.
7. Write the following vocabulary on the board and have pupils copy the list in their exercise books:
  - geneticists                      • research
  - technology                      • fetus
8. Have pupils work with seatmates to identify the meaning of the words. If dictionaries are available, invite pupils to use them.
9. Invite pupils to share their answers with the class.  
Example definitions:
  - Geneticists: Scientists who study genetics and genes
  - Technology: The application of scientific knowledge for practical things
  - Research: Study and investigation done to prove a theory and answer a specific question
  - Fetus: A baby that is still developing in a woman's womb before it is born
10. Have pupils make a sentence with each of these words in their exercise books.
11. Invite volunteers to share their sentences with the class.  
Examples:
  - Geneticists: I need to consult a geneticist to determine if I have a history of diabetes in my family.
  - Technology: The latest technology can help charge cars using solar power.
  - Research: Next month, I will travel to the Caribbean islands to do some research on their cultures.
  - Fetus: Some say a fetus can recognise the mother's voice inside the womb.
12. Write the following vocabulary list on the board. Have pupils copy these words in their exercise books to make a word bank for science and technology:



- gene
- genetic engineering
- geneticist
- research
- medicine
- transplant
- technology
- fetus
- neurons

13. Explain the meaning of any words pupils do not understand.

Examples:

- Medicine: The field of science and practice related to prevention of diseases in living beings
- Neurons: The cells of nerves in living beings

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L059 in the Pupils' Handbook.



### *[READING PASSAGE]*

#### Genetic Engineering<sup>1</sup>

In the past few decades, there have been some remarkable **advances** in **genetic engineering**. Genetic revolution or **gene therapy** has many benefits in the field of **medicine**. Many diseases which were previously incurable can now be eradicated using genetic engineering. Sometimes, scientists are able to identify the specific **gene** responsible for a particular **disease** and replace it with a healthy one. New **technology** can also be used to cure serious diseases such as diabetes, sickle-cell anemia and **cancer**. According to some **geneticists**, we could slow down the ageing process of humans by increasing the **neurons** in the brain.

All this progress in genetic and medical **research** implies that we can probably redesign the human body to make it function more efficiently. In **preventive medicine**, doctors can ensure that a **fetus** does not contain any genes that could develop into a disease later on. Moreover, scientists can now build or develop **organs** for **transplant surgeries**. Patients who need heart or kidney **transplants** do not need to wait for weeks and years. Also, they need not worry that the donated organs could be rejected by their body's **immune system**.

<sup>1</sup> This passage is adapted from WAEC English Language Examination, 2002

<b>Lesson Title:</b> Vocabulary Development: Science and Technology		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L060		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of science and technology.</li> <li>3. Use context clues and inference to determine the meaning of unknown vocabulary in a text.</li> <li>4. Complete a text using appropriate vocabulary.</li> </ol>		 <b>Preparation</b> Write the fill-in-the-blanks text and word bank on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to name some vocabulary related to science and technology from the previous lesson. (Example answers: gene, genetic engineering, technology, research)
2. Tell pupils that in this lesson, they will practise writing using words related to science and technology.

### Teaching and Learning (12 minutes)

1. Revise the meaning of the following terms from the previous lesson as a class.
  - Gene: An extremely small part of the cells and materials that make up living beings
  - Technology: The application of scientific knowledge for practical things
  - Research: The study and investigation done to prove a theory and answer a specific question
2. Invite volunteers to use the words in sentences.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Discuss the meaning of the following new vocabulary:
  - Data: Information collected about a specific topic or field
  - Computerised: Something that has been calculated or produced using a computer
  - Digital information: Information recorded using numeric codes such as 0 and 1 in computers
  - Radio waves: Waves that transmit information for radio communication
  - Global: Related to the whole world
  - Lathe: A machine that holds a piece of wood or metal and is used to shape it
  - Electrification: The process of making something work by using electricity

- Carpentry: The technology used to make objects out of wood
5. Make sentences with the first 4 vocabulary for pupils.  
Example sentences:
- Data: I have collected the data on everyone's family history for our project.
  - Computerised: All the files in the municipality have been computerised, and one can find them online.
  - Digital information: The calculator is a device that stores digital information.
  - Radio waves: Radio waves were used by soldiers to communicate during the World Wars.

**Practice (25 minutes)**

1. Have pupils add these words to their word bank from the previous lesson in their exercise books and write an example sentence for each:
- |                       |                           |
|-----------------------|---------------------------|
| • data                | • electrification         |
| • computerised        | • carpentry               |
| • digital information | • industrial              |
| • radio waves         | • artificial intelligence |
| • global              | • manufacturing           |
| • lathe               |                           |

2. Move around the classroom to check pupils' sentences.  
3. Invite volunteers to share their sentences with the class.

Examples:

- Global: The drying up of rivers is a global problem affecting several countries.
- Lathe: The mechanic will use a lathe to design the perfect screw for the car door.
- Electrification: Many people purify their water through the electrification of filters.
- Carpentry: I want to make my own furniture and plan to take a course in carpentry.

4. Have volunteers copy the fill-in-the-blank text from the board into their exercise books (see end of lesson).  
5. Have pupils fill in the blanks with appropriate vocabulary from the word bank.  
6. Check answers as a class. Write the correct answers in the blanks on the board and have pupils check their work against the correct answers.  
(Answers: a. industrial b. machine c. manufacturing d. technology e. artificial intelligence f. telecommunication g. Internet h. carpenter)  
7. Explain the meaning of any words that pupils do not understand.

Examples:

- Industrial: Related to industries, factories and production of goods
- Manufacturing: The mass production of goods
- Artificial Intelligence: The ability of computers to perform tasks that usually only humans can do.

**Closing (1 minute)**

1. For homework, have pupils do practice activity PHL2-L060 in the Pupils' Handbook.



*[WORD BANK]*

artificial intelligence	carpenter	manufacturing	telecommunication
machine	industrial	technology	Internet

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

Man and Machine

When the a. \_\_\_\_\_ revolution started in the 18<sup>th</sup> century, it created a relationship between man and b. \_\_\_\_\_. Machines opened the doorway for mass production and c. \_\_\_\_\_ of goods. Businesses thrived. Over two centuries, advances in d. \_\_\_\_\_ have made machines so sophisticated that they can now replace humans for some jobs. This is called e. \_\_\_\_\_. Moreover, globalisation and f. \_\_\_\_\_ changed the definition of labour. For instance, an organisation can have an employee using the g. \_\_\_\_\_ to work from another part of the world. However, some vocational skills still require the human brain and body. For example, while machines can make furniture, a h. \_\_\_\_\_ can customise it for his or her clients in a way machines probably cannot.

<b>Lesson Title:</b> Determiners (definite and indefinite articles – a, an, the)		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L061		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define determiners and demonstrate understanding of their function in a sentence.</li> <li>2. Define definite and indefinite articles and demonstrate understanding of their function in a sentence.</li> <li>3. Identify definite and indefinite articles in a sentence.</li> <li>4. Write sentences using different articles correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the example paragraph on the board (see end of lesson).</li> <li>2. Write the incomplete sentences on the board (see end of lesson).</li> <li>3. Write the incorrect sentences on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to identify what 'a', 'an' and 'the' are. (Answer: definite and indefinite articles)
2. Tell pupils that in this lesson, they will learn about 'determiners' and articles.

### Teaching and Learning (25 minutes)

1. Define determiners for pupils: Determiners are words placed in front of a noun to make it clear what the noun refers to.  
 Example:
  - **Both** sisters have curly hair. (Which sisters?)
  - There are **six hundred** roses in the field. (How many roses?)
2. Have pupils open the Pupils' Handbook at the page that corresponds with this lesson and follow along.
3. Use the table to discuss the types of determiners:

Determiner type	Determiner examples	Example sentences
definite article	the	The man was in his room.
indefinite article	a, an	I saw a cherry tree.
demonstratives	this, that, these	This book is yours.
pronouns and possessive determiners	my, your, his, their, our, its	Our house is down this road.
quantifiers	a few, many, a little, most	Please give me a few bananas.
numbers	two, fourteen, hundred	I have five brothers.
distributives	both, half, enough, either	You have eaten enough today.
difference words	other, another	Zoya wants another pen.
pre-determiners	such, what, quite	That is quite a nice film.

4. Invite pupils to raise their hand to give their own example sentences for each of the different types of determiners.
5. Tell pupils that determiners show the relationship between the speaker and the noun.  
Example:
  - Person 1: I want **those** flowers.
  - Person 2: Do you want **these** flowers?
    - Both people are talking about the same flowers, but they use different determiners based on their relationship and proximity to the noun, flowers.
6. Explain indefinite articles: An indefinite article is used to refer to something for the first time or to refer to a particular member of a group or class.  
Example:
  - I am reading an atlas.
  - Please pass me a bunch of grapes.
7. Discuss when to use 'a':
  - Before words starting with a consonant sound  
Example: a player, a cow
  - Before words starting with 'eu' or 'u' when they have a long vowel sound  
Example: a university
8. Discuss when to use 'an':
  - Before words starting with a vowel sound  
Example: an owl, an umbrella
9. Explain the definite article 'the'. It is used when:
  - Referring to a specific person, place or thing.  
Example: The boy who lives next door has a red bicycle.
  - The reader knows there is only one of something specific.  
Example: I liked the film you took me for.
  - You want to identify something specific for the first time.  
Example: I like the pastry with the chocolate icing.
  - Referring to something unique  
Example: The moon looks exceptionally big tonight.
  - Referring to a specific group of people.  
Example: The English like their tea a lot.
  - We do not use 'the' when referring to a concept or idea
    - Correct: I need motivation.
    - Incorrect: I need the motivation.
10. Draw pupils' attention to the example paragraph on the board (see end of lesson). Demonstrate how to complete the example paragraph on the board with appropriate articles.  
  
I have a new stereo speaker system. The new speaker has an attachable electrical wire to charge it. The wire is black.

**Practice (12 minutes)**

1. Have pupils copy the sentences from the board in their exercise books (see end of lesson).
2. Have pupils insert articles in these sentences where necessary.
3. Discuss answers as a class.

Answers:

- a. In the morning, the sun rises and a bird comes to my window.
  - b. Do you have a spare hair clip?
  - c. Please cut the vegetables kept on the counter.
  - d. The book you want is kept on a shelf in my room.
  - e. The Greeks are very proud of their history.
  - f. I have an idea which will transform the presentation.
4. Have pupils copy the 3 incorrect sentences from the board into their exercise books (see end of lesson).
  5. Have pupils identify the errors and missing articles and rewrite the sentences using correct articles.
  6. Discuss answers as a class.

Answers:

- a. I need encouragement to complete the project.
- b. A unicorn is a mythical creature.
- c. The people living in the building are always quiet.

**Closing (1 minute)**

1. For homework, have pupils do practice activity PHL2-L061 in the Pupils' Handbook.

*[EXAMPLE PARAGRAPH]*



I have \_\_\_\_\_ new stereo speaker system. \_\_\_\_\_ new speaker has \_\_\_\_\_ attachable electrical wire to charge it. \_\_\_\_\_ wire is black.

*[INCOMPLETE SENTENCES]*

- a. In \_\_\_\_\_ morning, \_\_\_\_\_ sun rises and \_\_\_\_\_ bird comes to my window.
- b. Do you have \_\_\_\_\_ spare hair clip?
- c. Please cut \_\_\_\_\_ vegetables kept on \_\_\_\_\_ counter.
- d. \_\_\_\_\_ book you want is kept on \_\_\_\_\_ shelf in my room.
- e. \_\_\_\_\_ Greeks are very proud of their history.
- f. I have \_\_\_\_\_ idea which will transform \_\_\_\_\_ presentation.

*[INCORRECT SENTENCES]*

- a. I need the encouragement to complete project.
- b. An unicorn is the mythical creature.
- c. People living in a building are always quiet.

<b>Lesson Title:</b> Determiners vs Adjectives		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L062		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define determiners and adjectives and demonstrate understanding of their function in a sentence.</li> <li>2. Demonstrate understanding of the difference between adjectives and determiners.</li> <li>3. Identify and distinguish between adjectives and determiners in a sentence.</li> <li>4. Write sentences using different adjectives and determiners correctly.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sentences on the board (see end of lesson).</li> <li>2. Write the fill-in-the-blanks exercise on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain adjectives, using examples. (Example answers: words that describe nouns and pronouns; big, yellow, large, sweet)
2. Tell pupils that in this lesson they will focus on adjectives and determiners.

### Teaching and Learning (19 minutes)

1. Discuss adjectives with pupils: Adjectives are words that describe nouns and pronouns.  
Example: I live in a **small** house.
2. Discuss the functions of adjectives:
  - They describe the quality of nouns and pronouns.  
Example: a **red** umbrella, a **gentle** dog, a **difficult** situation
  - They describe the quantity of nouns or pronouns.  
Example: **six** candles, **some** food
  - They explain the relationship between the noun and the writer or speaker.  
Example: **that** table, **her** father
3. Revise determiners: Determiners are words placed in front of a noun to make it clear what the noun refers to.
4. Have pupils open the Pupils' Handbook at the page that corresponds with this lesson and follow along.
5. Use the following table to revise the types of determiners:

Determiner type	Determiner examples	Example sentences
definite article	the	The man was in his room.
indefinite article	a, an	I saw a cherry tree.
demonstratives	this, that, these	This book is yours.



pronouns and possessive determiners	my, your, his, their, our, its	Our house is down this road.
quantifiers	a few, many, a little, most	Please give me a few bananas.
numbers	two, fourteen, hundred	I have five brothers.
distributives	both, half, enough, either	You have eaten enough today.
difference words	other, another	Zoya wants another pen.
pre-determiners	such, what, quite	That is quite a nice film.

6. Use the following table to discuss how adjectives and determiners are different:

<b>Adjectives</b>	<b>Determiners</b>
They describe quality of nouns. Example: red, brilliant, beautiful	They do not describe quality.
They have comparatives and superlatives. Example: big, bigger, biggest	They do not have comparatives or superlatives.
Adjectives can come before or after a noun phrase.	Determiners come before the noun or noun phrase.
Adjectives for a noun are constant. They do not change. Example: a green tree	Determiners can change based on the speaker. Example: that tree, this tree

7. Tell pupils that some determiners are also adjectives.

Example: **this** book, **my** dress, **some** food

8. Usually in sentences, determiners come before adjectives.

Examples:

- Those blue birds are pretty.
  - Those – determiner; blue – adjective
- I have some old currency with me.
  - some – determiner; old – adjective

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

1. Have pupils copy the first 4 sentences from the board into their exercise books (see end of lesson).
2. Have pupils identify determiners and adjectives in each of these sentences.
3. Discuss the answers as a class.

Answers:

- a. an – determiner; ambitious – adjective.
- b. Many – determiner, the – determiner; overnight – adjective
- c. a – determiner; scary – adjective; our – determiner
- d. The – determiner; the – determiner; lost – adjective

4. Have pupils copy the fill-in-the-blank sentences from the board into their exercise books (see end of lesson).
5. Ask pupils to fill in the blanks using appropriate adjectives or determiners as mentioned in brackets.
6. Discuss answers as a class.  
Example answers:
  - a. The naughty boy was playing on the ground.
  - b. My friend Amara is drinking the fresh fruit juice.
  - c. All pupils must come for the morning assembly.
7. Ask pupils to look at the table with the different types of determiners in the Pupils' Handbook.
8. Ask pupils to write a paragraph that includes at least 1 example of each type of determiner.  
Example paragraph:  
**This** is **my** goat. **My** sister has **two** goats. **Both** of them are female. She wants **another** so that she can sell more milk. **Our** older brother does not have **any** goats; he has **an** ox instead. **The** ox is old and only has **a few** teeth left. We have **quite** the farm!
9. Move around the classroom to make sure pupils understand and are doing the activity correctly.
10. Have pupils share their paragraphs with seatmates and identify the types of determiners in each other's work.

### **Closing** (1 minute)



1. For homework, have pupils do practice activity PHL2-L062 in the Pupils' Handbook.

### *[SENTENCES]*

- a. She is an ambitious woman.
- b. Many people have come to the overnight party.
- c. There is a scary mouse in our bedroom.
- d. The man in the car looks lost.

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

- a. The \_\_\_\_\_ (adjective) boy was playing on \_\_\_\_\_ (determiner) ground.
- b. \_\_\_\_\_(determiner) friend Amara is drinking the \_\_\_\_\_ (adjective) fruit juice.
- c. \_\_\_\_\_(determiner) pupils must come for the \_\_\_\_\_ (adjective) assembly.

<b>Lesson Title:</b> Conditional Tense – Zero Conditional	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L063	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when and how to use the conditional tense.</li> <li>2. Identify the conditional in sentences and its meaning.</li> <li>3. Use the conditional correctly in speech and in writing.</li> </ol>	 <b>Preparation</b> Write the incomplete sentences on the board (see end of lesson).	

### Opening (5 minutes)

1. Read the following sentences aloud to the class:
  - If I win the lottery, I will travel the world.
  - If pupils are quiet, the teacher can teach.
2. Invite volunteers to identify what is common in these sentences. (Example answers: They have 'if'; they have an imaginary situation)
3. Tell pupils that in this lesson, they will learn about conditional tenses.

### Teaching and Learning (17 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Introduce conditional tenses to pupils:
  - Conditional tenses let us discuss things that could happen, things that might have happened or things we wish would happen.
  - They are used to indicate an action or an event that is dependent on another action or event happening.
  - They help us answer the question of 'what if'.
  - There are 5 types of conditionals: zero conditional, first conditional, second conditional, third conditional and mixed conditional.
  - Conditional tenses are used to indicate an action or an event that is dependent on another action or event happening.
3. Discuss the features of the zero-conditional tense as a class:
  - It is used to talk to about general or universal truths.
  - It is formed by: If/When/Unless + simple present tense + simple present tense
  - Form the zero conditional like this: If/when/unless this **happens**, that **happens**  
Example: If you eat your food, you can watch television.  
Action 1: eat your food  
Action 2: watch television
    - Action 2 is dependent upon Action 1.
    - In other words, Action 2 will take place on the 'condition' that Action 1 happens first.

4. Demonstrate how to use 'if' in conditional sentences:
  - If you keep quiet, you get a treat.
  - If people exercise, they stay fit.
5. Demonstrate how to use 'when' in conditional sentences:
  - When you heat ice, it melts.
  - When the sun rises, birds chirp.
6. Demonstrate how to use 'unless' in conditional sentences:
  - Unless people vote, democracy is useless.
  - Unless we study, we cannot pass the examination.

**Practice** (17 minutes)

1. Have pupils copy the incomplete sentences from the board in their exercise books (see end of lesson).
2. Have pupils complete these sentences using the zero-conditional tense.
3. Invite volunteers to tell you some of their answers.

Example answers:



- a. If water is tasteless and odourless, it is pure.
- b. When a dog wags its tail, it is happy.
- c. When the police catch a suspect, they put handcuffs on him or her.
- d. Unless we wash our hands with soap, we carry germs.
- e. If fruits ripen, they fall off the tree.
- f. When autumn comes, leaves fall.
- g. If people have tears in their eyes, they are either sad or overwhelmed.
- h. When food enters the stomach, it breaks down.
- i. Unless there is a drainage system, a city gets flooded.
- j. If you jump off a high building, you die or break your bones.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L063 in the Pupils' Handbook.

**[INCOMPLETE SENTENCES]**

- a. If water is tasteless and odourless, \_\_\_\_\_.
- b. When a dog wags its tail, \_\_\_\_\_.
- c. \_\_\_\_\_, they put handcuffs on him or her.
- d. \_\_\_\_\_ we wash our hands with soap, we carry germs.
- e. If fruits ripen, \_\_\_\_\_.
- f. \_\_\_\_\_ autumn comes, leaves fall.
- g. If people have tears in their eyes, \_\_\_\_\_.
- h. When food enters the stomach, \_\_\_\_\_.
- i. \_\_\_\_\_ there is a drainage system, a city gets flooded.
- j. \_\_\_\_\_ you jump off a high building, you die or break your bones.

<b>Lesson Title:</b> Conditional Tense – First Conditional	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L064	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when and how to use the conditional tense.</li> <li>2. Identify the conditional tense in sentences and its meaning.</li> <li>3. Use the conditional tense correctly in speech and in writing.</li> </ol>	 <b>Preparation</b> Write the incomplete sentences on the board (see end of lesson).	

### Opening (5 minutes)

1. Invite volunteers to explain conditional tenses in their own words. (Example answers: when an action depends on another; discuss things that could happen, things that might have happened or things we wish would happen; use words like: if, when, unless)
2. Invite volunteers to share examples using the zero-conditional from the previous lesson. (Example: When it rains, we get wet.)
3. Tell pupils that in this lesson, they will learn about the first-conditional tense.

### Teaching and Learning (19 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise conditionals:
  - Conditional tenses let us discuss things that could happen, things that might have happened or things we wish would happen.
  - They are used to indicate an action or an event that is dependent on another action or event happening.
  - They help us answer the question of 'What if?'
  - There are 5 types of conditionals: zero conditional, first conditional, second conditional, third conditional and mixed conditional.
3. Discuss the features of the first-conditional tense as a class:
  - It is used to talk about a possible condition and its probable result.
  - It is formed by: If/Unless + simple present tense + simple future tense.
  - The 'if' clause uses simple present; the main clause uses simple future.
  - Form the first conditional like this: If this **happens**, that **will happen**.  
 Example: If you take your medicine, you will feel better.  
 Action 1: take your medicine  
 Action 2: will feel better  
 - Action 2 is dependent upon Action 1.

- In other words, Action 2 will take place on the 'condition' that Action 1 happens first.
4. Demonstrate how to use 'if' and 'unless' in sentences with the first-conditional tense:
- If people arrive, we will leave for the market.
  - Unless you study, you will not pass the examination. (negative sentence)

**Practice** (15 minutes)

1. Have pupils copy the incomplete sentences from the board into their exercise books (see end of lesson).
2. Ask pupils to complete these sentences using the first-conditional tense.
3. Invite volunteers to share their answers.

Answers:



- a. If I finish my meal now, I will go for a walk outside.
- b. If we are on time, we will catch the train.
- c. If Banya sits in the sun, she will get tanned.
- d. Unless you drink water, you will get dehydrated.
- e. If you ring the bell, the dog will come out of the house.
- f. Unless the teacher explains this Maths problem, I will not understand it.
- g. If my father is here, we will cut the birthday cake.
- h. Unless you know how to drive a car, you will not park it.
- i. If you fold the blanket, the bed will look tidy.
- j. If scientists find the cure, it will help millions worldwide.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L064 in the Pupils' Handbook.

*[INCOMPLETE SENTENCES]*

- a. \_\_\_\_\_, I will go for a walk outside.
- b. If we are on time, \_\_\_\_\_.
- c. \_\_\_\_\_ Banya sits in the sun, she will get tanned.
- d. \_\_\_\_\_ you drink water, you will get dehydrated.
- e. If you ring the bell, \_\_\_\_\_.
- f. \_\_\_\_\_ the teacher explains this Maths problem, I will not understand it.
- g. \_\_\_\_\_, we will cut the birthday cake.
- h. Unless you know how to drive a car, \_\_\_\_\_.
- i. If you fold the blanket, \_\_\_\_\_.
- j. \_\_\_\_\_ scientists find the cure, it will help millions worldwide.

<b>Lesson Title:</b> Figurative Language – Irony	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L065	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define different types of irony and demonstrate understanding of their function in a text.</li> <li>2. Use context clues and inference to determine the meaning of irony in a text.</li> <li>3. Demonstrate understanding of irony by explaining examples in their own words.</li> <li>4. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the 3 paragraphs (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain figurative language using examples. (Example answers: language that needs to be inferred; has a meaning beyond the literal meaning; examples: simile, metaphor, personification)
2. Tell pupils that in this lesson, they will learn about irony.

### Teaching and Learning (15 minutes)

1. Define 'irony' for pupils: Irony is a figure of speech where the opposite of what is expected is said or happens.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Discuss the 3 types of irony:
  - Verbal irony: This is used when someone says one thing but means something else, or the complete opposite.  
Example: When my aunt saw my messy bedroom, she said, 'Wow! You must be the neatest person I know'.  
- The aunt said, 'Wow! You must be the neatest person I know', but she means that the person is very messy.
  - Situational irony: This is used when what happens is the opposite of what is expected or appropriate.  
Example: I recently found out that my dentist's teeth are all rotten.  
- Because a dentist takes care of our teeth, we expect them to have very good teeth; however, in this case the dentist's teeth are very bad.
  - Dramatic irony: This is used when the reader or the audience knows more about the events than the character does in the story.  
Example:

In *Romeo and Juliet*, Romeo kills himself because he thinks that Juliet is dead. The audience knows she has just taken a sleeping potion to make it look like she died.

4. Discuss the functions of irony in a text:
  - To make a text humorous
  - To engage the reader
  - To make the reader analyse the text in depth
  - To make the storyline dramatic and interesting
5. Direct pupils to the reading passages in the Pupils' Handbook.
6. Read the first paragraph aloud to pupils (see end of lesson).
7. Summarise the paragraph for pupils.

Example:

Sayida and Wahid had planned a picnic during their summer vacation. On their picnic, it started drizzling and they found ants in their lunchbox.

8. Reread the sentence for pupils: "Well, isn't this a fine summer's day!" said Sayida, even though her hair was soaking wet'.
9. Invite volunteers to explain whether or not Sayida actually thought it was a 'fine summer's day'. (Answer: No, she did not think so.)
10. Tell pupils that this is an example of verbal irony. Have pupils identify context clues to explain why it is verbal irony.
11. Invite volunteers to share their answers. (Context clues: 'her hair was soaking wet'; waiting for the rain to subside)

### **Practice** (22 minutes)

1. Invite a volunteer to read the second paragraph aloud. Have the rest of the class follow along in the Pupils' Handbook.
2. Invite a different volunteer to summarise this paragraph.

Example:

The writer had to replace the old tube of toothpaste with a new one. They accidentally kept a tube of mosquito repellent in the bathroom. The writer's sister shrieked the next day when she brushed her teeth with mosquito repellent.
3. Invite volunteers to answer the following questions:
  - Did the reader know that the new tube contained mosquito repellent? (Answer: Yes)
  - Did the writer's sister know that the new tube contained mosquito repellent before she brushed her teeth with it? (Answer: No)
4. Have pupils work with seatmates to identify the kind of irony used in this paragraph.
5. Invite volunteers to share their answers with the class and give reasons for their answer.

Answer: Dramatic irony – The readers knew about the mosquito repellent before the sister knew it.
6. Invite a volunteer to read the third paragraph aloud.



7. Invite a different volunteer to summarise the third paragraph.

Example:

Marie Curie was a Nobel Prize winner who did research on radioactivity. She died because of an illness that was caused by too much exposure to radiation.

8. Discuss the meaning of 'radioactivity': The process of some elements naturally emitting high-energy particles and electromagnetic waves.
9. Invite volunteers to answer the following questions:
  - What did Marie Curie win Nobel Prizes for? (Answer: her work on the theory of radiation)
  - How did Marie Curie die? (Answer: by excessive exposure to radiation)
10. Have pupils work with seatmates to identify the type of irony used in this paragraph.
11. Invite volunteers to share their answers with the class, with reasons for their answer.

Answer: Situational irony – She died of the very thing that was her biggest achievement in life.
12. Have pupils copy the comprehension questions on the board into their exercise books (see end of lesson).
13. Ask pupils to answer the questions in their exercise books.
14. Discuss answers as a class.

Answers:

- a. "“This is just the perfect picnic”, sighed Wahid’. This is verbal irony because Wahid did not actually mean that it was a perfect picnic. It was a relatively bad picnic.
- b. The writer’s sister was unaware that the tube contained mosquito repellent. She thought it was toothpaste.
- c. Situational irony has been used. Wahid and Sayida were expecting a clear summer’s day. Instead, it started raining. Moreover, they were hoping to eat a nice meal but ants entered their lunchbox.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L065 in the Pupils’ Handbook.

### **[PARAGRAPHS]**

#### Paragraph 1

During their summer vacation, Sayida and Wahid decided to go on a picnic. They had been pining for a day outdoors and were looking forward to a peaceful lunch followed by some bicycling. As soon as the two reached their picnic spot under an old oak tree, it started drizzling. ‘Well, isn’t this a fine summer’s day!’ said Sayida, even though her hair was soaking wet. Wahid suggested they eat their lunch while waiting for the rain to subside. To his shock, when he opened the lunchbox, it was filled with ants. ‘This is just the perfect picnic’, sighed Wahid.

### Paragraph 2



The toothpaste in our bathroom had finished. My sister requested that I replace it with a new tube of toothpaste. It had been a tiring day for me and I was rather preoccupied when I replaced the old tube of toothpaste. Unknown to me at that time, I had put a tube of mosquito repellent in the bathroom cupboard. I suppose it is not surprising, then, that I woke up to my sister shrieking. She had accidentally brushed her teeth with the mosquito repellent. I spent the day apologising to her profusely.

### Paragraph 3

Marie Curie was a physicist and chemist who did research on radioactivity. She discovered the elements radium and polonium. She is best known for her work in establishing the theory of radioactivity. Marie Curie won two Nobel Prizes for her work. Unfortunately, she discovered that radioactivity also has adverse effects on people's health. She died due to excessive exposure to radiation in 1934.

### *[COMPREHENSION QUESTIONS]*

- a. Identify another example of verbal irony in the first paragraph. Give reasons for your answer.
- b. Why did the writer's sister brush her teeth with mosquito repellent in the second paragraph?
- c. Read the first paragraph. Apart from the 2 examples of verbal irony, which other form of irony has been used throughout the paragraph?

<b>Lesson Title:</b> Figurative Language – Irony	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L066	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of irony by using examples to express an idea.</li> <li>2. Write a text using appropriate vocabulary and irony.</li> </ol>	 <b>Preparation</b> Write the writing outline on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain irony using examples. (Example answers: a figure of speech in which the opposite of the expected is said or takes place; verbal irony, dramatic irony, situational irony)
2. Tell pupils that in this lesson, they will practise using irony in their writing.

### Teaching and Learning (15 minutes)

1. Revise the meaning of irony: Irony is a figure of speech where the opposite of what is expected is said or happens.
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson and follow along.
3. Revise the 3 types of irony with pupils:
  - Verbal irony: This is used when a character says one thing but means something else or the complete opposite.
  - Situational irony: This is used when the thing that happens is the opposite of what is expected or appropriate.
  - Dramatic irony: This is used when the reader or the audience knows more about the events than the character does in the story.
4. Revise the functions of irony in a text:
  - It makes a text humorous or tragic.
  - It engages the reader.
  - It makes the reader analyse the text in depth.
  - It makes the storyline dramatic and interesting.
4. Explain how to write a text with verbal irony:
  - Have a character say the opposite of what they really mean or feel.  
Example:  
I was terribly bored at the party. The host asked me if I was having fun. 'I am having the best time of my life!' I exclaimed.
  - Write things that contradict each other or are generally not used together.  
Example: The mattress was as soft as a cement wall.

5. Explain how to write a text using situational irony:
  - Introduce a twist in the plot which is unexpected or the absolute opposite of what is expected.  
Example: My martial arts teacher got attacked and robbed by a thief last night.
6. Explain how to write a text using dramatic irony:
  - Have the reader know about an obstacle, a challenge or a twist in the plot.
  - Have the character discover the twist or challenge after the unexpected event takes place.  
Example:  
I was complaining about my mother to my friends. My friends were giggling because they saw my mother standing behind me. I was completely unaware of this. I continued complaining. When I finally turned around, I was shocked to find my mother standing there, looking stern.
7. Tell pupils that they will write a personal narrative or creative writing story in about 250-300 words using at least 2 kinds of irony. The topic will be: My recent birthday celebration.
8. Draw pupils' attention to the writing outline on the board (see end of lesson). Ask them to copy it into their exercise books.
9. Demonstrate how to fill the outline with main ideas:

### My Birthday Celebration

- a. Introductory paragraph:
  - Introduce characters and setting: All six of my cousins came together at my house for my birthday celebration.
- b. Body:
  - Develop characters and setting: We were dancing. They decided to do a special routine in which they lift the birthday girl above their shoulders. They wanted me to enjoy my party immensely.
  - Irony
    - Build up to something that is expected: My two strongest cousins placed me on a chair and hoisted me up above their shoulders. The other four helped them balance the chair.
    - Introduce the twist, challenge or the unexpected event: In all the fun and cheer, I started dancing to the music in my chair. The old chair broke. I fell down, sprained my ankle and bruised my knees. (situational irony)
    - Another type of irony: "What a wonderful way for me to celebrate my birthday", I said, sitting immobile on a chair in a corner'. (verbal irony)
- c. Closing paragraph: We then decided to play games that I could play while sitting.

**Practice** (20 minutes)

1. Have pupils open their exercise books and organise their main ideas using the writing outline.
2. Have pupils discuss their outline with seatmates.
3. Invite 2 volunteers to share their main ideas with the class.
4. Ask pupils to use their completed outline to write a text using at least 2 types of irony.
5. While pupils write, move around the class to check that pupils understand and are doing the activity correctly.



**Closing** (3 minutes)

1. Invite volunteers to read their essays aloud to the class.
2. Correct any errors in using irony.
3. For homework, have pupils do practice activity PHL2-L066 in the Pupils' Handbook.

*[WRITING OUTLINE]*

**Personal Narrative/Creative Writing with Irony**

- a. Introductory paragraph:
  - Introduce characters and setting
- b. Body:
  - Develop characters and setting
  - Irony
    - Build up to something that is expected
    - Introduce the twist, challenge or unexpected event
    - Also include another type of irony
- c. Closing paragraph: How the challenge or problem was resolved

<b>Lesson Title:</b> Reading Skills Development – Identifying Theme (fable)		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L067		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of how to identify theme.</li> <li>2. Identify theme in a given text.</li> <li>3. Use theme to help summarise a text.</li> </ol>		 <b>Preparation</b> Practise reading the fables, ‘The Lion in Love’ and ‘The Grasshopper’ aloud (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain a fable in their own words. (Example answers: a short story with animal characters; has a lesson)
2. Tell pupils that in this lesson, they will read fables to practise identifying theme.

### Teaching and Learning (18 minutes)

1. Define ‘fable’ for pupils: A fable is a short story with animal characters. It usually has a lesson or a moral.
2. Remind pupils that although fables are interesting to read and write, in the WASSCE they are not allowed to use fables or animal characters in their writing.
3. Have pupils open the Pupils’ Handbook at the page that corresponds with the lesson, and follow along.
4. Discuss ‘theme’ with pupils: The theme of a story is its main underlying idea or message.
5. Discuss the main features of themes in a text:
  - Themes are usually concepts such as courage, happiness, wisdom or greed.
  - Themes are not clearly stated in the text. Readers have to infer, or guess, what the theme is.
  - A theme helps the reader understand the message that the writer wants to send.
  - A theme is something that most people can relate to, such as fear, happiness, loss or facing challenges.
  - Themes give depth and meaning to a text and make it interesting.
5. Discuss how to identify themes in a text or a story:
  - First identify the subject – Who or what is the story about?
  - Next identify the plot – What happens in the story?
  - Then identify the main message or moral – What does the writer want you to tell you? What lesson did the main character learn? How did that character change?
  - Finally, identify a theme from the moral or message so that it is something that anyone and everyone can relate to.

- Themes are different from the subjects of a text. The subject is the main topic while the theme is the underlying message.

Examples:

- Subject – New Year’s Eve party; Theme – Celebration:  
As soon as it was midnight, everybody wished each other a very happy new year. It was hugs and smiles all around.
- Subject – My monthly allowance; Theme – Greed/unfulfilled wishes/finances in the household:  
I wanted more money to go out to musical events and cafes with my friends. I asked my mother to increase my monthly allowance. She scolded me for never helping with house chores and always asking for more. Sadly, she cancelled my monthly allowance for the next two months as well to punish me for being selfish.

6. Read the fable ‘The Lion in Love’ aloud for pupils (see end of lesson). Pupils can follow along in the Pupils’ Handbook.

7. Summarise the fable for pupils.

Example summary:

A lion asked a woodcutter to give him his daughter’s hand in marriage. The woodcutter agreed on the condition that the lion give him his claws and teeth. When the lion came again without the teeth and the claws, the woodcutter drove him away.

8. Write the word ‘assented’ on the board. Have pupils infer its meaning from the sentence.

9. Invite volunteers to share their answers with the class. (Answer: ‘assented’ means ‘agreed’)

10. Make a sentence with ‘assented’ for pupils.

Example: The principal assented to giving the naughty child another chance.

11. Use the fable to highlight the differences between subject, theme and moral.

- Identify the subject of the fable for pupils. (Example answers: the woodcutter’s idea; the lion who fell in love)
- Identify the moral of the fable. (Example answers: One can overcome challenges by thinking quickly in the moment; One needs to be clever)
- Identify the theme of the fable. (Example answer: solving problems using intelligence)

### **Practice** (19 minutes)

1. Invite a volunteer to read the fable, ‘The Grasshopper’, aloud to the class (see end of lesson). Pupils can follow along in the Pupils’ Handbook.

2. Have volunteers answer the following comprehension questions by raising their hand:

- What did the grasshopper want from the ants?

Answer: He wanted some food.

- Why did the grasshopper not store his own food?  
Answer: He spent the summer making music.
- Why did the ants shrug their shoulders in disgust?  
Answer: They were shocked that the grasshopper did not store food for the winter.
- What did the ants mean when they said, 'Very well, now dance!'  
Answer:  
The ants were being ironic. They refused to give the grasshopper any food since he had not stocked up on food at the right time.

3. Invite volunteers to identify the moral or lesson of the fable. (Example answers: It pays to prepare in advance; He who plays now suffers later)
4. Invite volunteers to identify the underlying message or theme of this fable. (Example answers: using time wisely; planning for the future; doing work on time)
5. Have pupils summarise the fable with their seatmates and write a summary of the fable in 2-3 sentences using the theme: 'Using time wisely'.
6. Invite volunteers to share their summaries with the class.

Example summary:

The grasshopper had spent the summer making music when he should have been storing food for the winter. When he asked the ants for food, they refused. The ants said that since he wasted time making music, he should now dance.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L067 in the Pupils' Handbook.

### **[FABLES]**

#### The Lion in Love

A lion fell in love with a woodcutter's daughter and demanded her hand in marriage. The father was unwilling to meet this demand but was also scared of the lion. Then an idea struck him. He accepted the lion's proposal on one condition – that the lion should allow him to extract his teeth and cut off his claws, as his daughter was terribly afraid of both. The lion cheerfully assented to the proposal. But when the toothless, clawless lion returned to get married, the woodcutter, no longer afraid, threatened to hit the lion with his axe, and drove him away into the forest.

#### The Grasshopper



One bright day in late autumn, a family of ants was bustling about in the warm sunshine, drying out the grain they had stored up during the summer. A starving grasshopper came up and begged for a bite to eat. 'What!' cried the ants in surprise.



'Have you not stored anything away for the winter? What in the world were you doing all last summer?'

'I did not have time to store any food', whined the grasshopper. 'I was so busy making music that before I knew it the summer was gone'.

The ants shrugged their shoulders in disgust. 'Making music, were you?' they said. 'Very well, now dance!' they said as they turned their backs on the grasshopper and went on with their work.

<b>Lesson Title:</b> Paragraphs – Topic Sentence and Supporting Sentences		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L068		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define topic sentences and supporting sentences and demonstrate understanding of their function in a text.</li> <li>2. Identify the qualities of a good topic sentence and supporting sentences.</li> <li>3. Write a topic sentence and supporting sentences on a given topic.</li> </ol>		 <b>Preparation</b> Write the topics for paragraphs on the board (see end of lesson).	

### **Opening** (2 minutes)

1. Invite volunteers to explain what a topic sentence is in writing. (Example answers: the sentence that has the main idea; introduces the main idea of paragraphs)
2. Tell pupils that in this lesson, they will practise writing topic sentences and supporting sentences.

### **Teaching and Learning** (20 minutes)

1. Discuss topic sentences with pupils: A topic sentence is the sentence that contains the main idea of a paragraph or an essay.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Discuss the features of a topic sentence:
  - Mentions the topic
  - Contains the main idea of the paragraph
  - Contains a controlling idea to move the essay in a specific direction
  - In the case of the introductory paragraph, sets the tone of the entire essay
4. Give pupils an example of a topic sentence for the topic: Preparing for an examination.  
 Example:  
 When preparing for an examination, pupils can use a number of different methods, such as revising previous classwork and making notes on specific topics.
5. Explain to pupils that the example above is a topic sentence because it introduces the reader to the methods that will follow.
6. Discuss supporting sentences with pupils: A supporting sentence adds evidence and more details to a paragraph and its topic sentence.
7. Discuss the main features of a supporting sentence:

- Gives the paragraph a purpose
  - Explains why the topic sentence is meaningful
  - Uses facts, statistics, details, examples, stories, quotes or paraphrased material, depending on the type of writing
  - Works with other supporting sentences
  - A paragraph typically has between 2 and 5 supporting sentences.
8. Give pupils an example of a supporting sentence using the topic sentence above.  
Examples:
- Research says that making your own notes on a subject helps you understand it in depth.
  - Revising previous classwork helps pupils recall specific information that the teacher gave.
9. Tell pupils that these are good supporting sentences because they add more relevant content to the idea introduced in the topic sentence.
10. Tell pupils that topic sentences and supporting sentences should be organised in a paragraph:
- Using a logical order, such as the development of ideas or chronological order
  - Using linking expression and conjunctions, such as 'however', 'moreover', 'for example'.
11. Read the following example paragraph to pupils.  
Example:  
When preparing for an examination, pupils can use a number of different methods, such as revising previous classwork and making notes on specific topics. Revising previous classwork helps pupils recollect specific information that the teacher gave. Moreover, research says that making your own notes on a subject helps you understand it in depth.

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

1. Have pupils copy the topics for paragraphs from the board into their exercise books (see end of lesson).
2. Ask pupils to write a topic sentence and at least 2 supporting sentences for each topic.
3. Tell pupils to arrange the sentences into a paragraph using linking expressions and a logical order.
4. While pupils write, move around the classroom to check their work and help them, if needed.
5. Check pupils' work for any errors in writing good topic sentences and supporting sentences.
6. Have pupils share their sentences and paragraphs with their seatmates.
7. Invite volunteers to share their sentences and paragraphs on the topic: Wearing a uniform to school (see example below).



- Topic sentence: Having all pupils wear a uniform prevents any socioeconomic discrimination at school and also teaches pupils how to conduct themselves in formal outfits.
  - Supporting sentence 1: Studies done in the US reveal that when pupils do not wear uniforms, they are more likely to choose their friends based on the clothes they wear.
  - Supporting sentence 2: This ability to differentiate may prevent pupils from making friends with people who do not look or dress like them.
  - Supporting sentence 3: Many pupils learn responsibility by washing and ironing their own uniforms at home.
  - Example paragraph:  
Having all pupils wear a uniform prevents any socioeconomic discrimination at school and also teaches pupils how to conduct themselves in formal outfits. Studies done in the US reveal that when students do not wear uniforms, they are more likely to choose their friends based on the clothes they wear. This ability to differentiate may prevent pupils from making friends with people who do not look or dress like them. Also, many pupils learn responsibility by washing and ironing their own uniforms at home.
8. Invite volunteers to share their sentences and paragraphs for the topic: The importance of reading books (see example below).
- Topic sentence: Reading regularly not only improves reading speed and fluency, but also develops skills such as problem solving, reasoning and analysis.
  - Supporting sentence 1: There is enough research to prove that the more you read in a language, the more fluent you become in that language.
  - Supporting sentence 2: A study done in 2012 found that people who reported having read over 100 books in their lives performed better at problem solving tasks than people who had read less than 50 books in their lives.
  - Supporting sentence 3: CEOs of big companies say that reading has helped them improve at analysing complex topics and challenges.
  - Example paragraph:  
There is enough research to prove that the more you read, the more fluent you become in that language. Reading regularly not only improves reading speed and fluency, but also develops skills such as problem solving, reasoning and analysis. For instance, a study done in 2012 found that people who reported having read over 100 books in their lives performed better at problem solving tasks than people who had read less than 50 books in their lives. Moreover, CEOs of big companies say that reading has helped them improve at analysing complex topics and challenges.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L068 in the Pupils' Handbook.

*[TOPICS FOR PARAGRAPHS]*

- Wearing a uniform to school
- The importance of reading books

<b>Lesson Title:</b> Speech	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L069	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use an outline to plan a speech.</li> <li>2. Draft a speech relevant to the topic with well-organised ideas.</li> <li>3. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <b>Preparation</b> Write the outline of a speech on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to name any speech they have heard or enjoyed. (Example answers: the school principal's welcome speech; a teacher's farewell speech; a speech by a favourite sportsperson)
2. Tell pupils that in this lesson, they will learn how to write a speech.

### Teaching and Learning (19 minutes)

1. Discuss the definition of a speech with pupils: A speech is a talk given to an audience to send a specific message.
2. Discuss the features of a speech as a class:
  - It uses vocatives to address the audience, which means it calls out to them directly.  
Example: Pay attention to what I say, fellow pupils!
  - It gives information or shares ideas about someone, something, an event or an experience.
  - It is given to an audience that the speaker wants to connect with.
  - It is written in the first-person point of view, either singular or plural.  
Example: I strongly believe that examinations should be held twice a year.
  - It often contains rhetorical questions and makes references to sources such as reports, evidence, quotes or analogies.
  - It uses convincing or persuasive language to connect with the audience.  
Example: Fellow pupils, join me in reforming our beloved school into the spectacular institution we deserve!
  - It is used in debates and public events.
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and direct them to the outline of a speech.
4. Use the outline on the board to discuss the parts of a speech (see end of lesson):
  - Introduction:
    - It should begin with vocatives to greet the audience.
    - It should start with something to engage the audience immediately.
    - It should state the main argument, or thesis, of the speech.

- It may contain a summary of the main ideas of the speech.
  - Body:
    - It must contain at least 3 paragraphs.
    - Every paragraph should state an argument with reasons to support it.
  - Closing statement:
    - It should summarise the speech.
    - It should repeat the thesis statement or the main idea.
    - It should thank the audience or call them to action, if needed.
5. Introduce the topic of the speech pupils will be working on in this lesson:  
Convince fellow pupils to elect you as the class prefect.
6. Demonstrate how to use the outline to organise the main ideas for a speech by filling in the outline on the board with the following information.

### **Introduction**

- Vocatives: Fellow pupils, faculty and our esteemed Principal, thank you for joining us today.
- Attention-grabbing statement: Imagine a football club for football fans after school, an active debate society to communicate all our perspectives, a dance class for budding dancers. Everything you all want.
- Thesis statement: These are just some of the reasons why I should be elected class prefect.
- Explanation of why the audience should listen to you: Let me enumerate the many reasons I am perfect for this role.
- Summary of main points: I have previous experience from JSS. I already lead a club and am a participant in many activities at school.

### **Body – at least 3 paragraphs**

- Point 1: I am experienced
  - Detail: I was class prefect in JSS.
  - Detail: My class fellows remember that time very fondly.
- Point 2: I am an active participant in school activities.
  - Detail: I am the leader of the debate society.
  - Detail: I am on the football team and also play the keyboard in the band.
- Point 3: I am a team worker and a good listener.
  - Detail: I hope to address your issues and work with you.
  - Detail: I am always available for my fellow pupils if they should need me.

### **Closing statement**

- Transition (for example, 'In conclusion ...): As you can see, I am a good fit for this appointment.
- Restatement of thesis: I am keen to be a hardworking and innovative prefect.
- Summary of main points: I come with both experience and skills.
- Thank audience: I am grateful that you gave me a chance to justify my candidacy. I am looking forward to meeting you all during the election!

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

1. Tell pupils that they are going to write their own speech on the topic: Convince fellow pupils to elect you as the class prefect.
2. Ask pupils to write their main ideas for the speech in their exercise books, using the outline as guidance.
3. While pupils write, move around the classroom to check their work. Make sure that they are following the outline and including all of the components of a speech.
4. Have pupils share their outlines with seatmates.
5. Invite 3 volunteers to share their ideas with the class.
6. Correct any structural issues in the pupils' outlines and ideas.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L069 in the Pupils' Handbook.

### *[OUTLINE OF A SPEECH]*

#### **Introduction**

- Vocatives
- Attention-grabbing statement, story or rhetorical question
- Thesis statement
- Explanation of why the audience should listen to you
- Summary of main points



#### **Body** – at least 3 paragraphs

- Point 1
  - Detail
  - Detail
- Point 2
  - Detail
  - Detail
- Point 3
  - Detail
  - Detail

#### **Closing statement**

- Transition (for example, 'In conclusion ...')
- Restatement of main points
- Summary of main points
- Thank audience



<b>Lesson Title:</b> Speech	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L070	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a speech relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a speech with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> Practise reading the speech, 'Why I Should be Elected', aloud (see end of lesson).	

### Opening (3 minutes)

1. Have pupils open their exercise books at the completed outline of a speech from the previous lesson.
2. Invite volunteers to share their main ideas from the outline with the class.
3. Tell pupils that in this lesson, they will finish writing their speech.

### Teaching and Learning (14 minutes)

1. Revise the definition of a speech: A speech is a talk given to an audience to send a specific message.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Revise the features of a speech:
  - It uses vocatives to address the audience, which means it calls out to them directly.  
Example: Pay attention to what I say, fellow pupils!
  - It gives information or shares ideas about someone, something, an event or an experience.
  - It is given to an audience that the speaker wants to connect with.
  - It is written in the first-person point of view, either singular or plural.  
Example: I strongly believe that examinations should be held twice a year.
  - It often contains rhetorical questions and makes references to sources such as reports, evidence, quotes or analogies.
  - It uses convincing or persuasive language to connect with the audience.  
Example: Fellow pupils, join me in reforming our beloved school into the spectacular institution we deserve!
  - It is used in debates and public events.
4. Revise the components of the speech and then look at the completed outline filled with main ideas as pupils follow along:
  - Introduction:
    - It should begin with vocatives to greet the audience.

- It should start with something to engage the audience immediately.
  - It should state the main argument, or thesis, of the speech.
  - It may contain a summary of the main ideas of the speech.
  - Body:
    - Must contain at least 3 paragraphs.
    - Every paragraph should state an argument with reasons to support it.
  - Closing statement:
    - It should summarise the speech.
    - It should repeat the thesis statement or the main idea.
    - It should thank the audience or call them to action, if needed.
5. Read the speech aloud to pupils with appropriate tone, clarity and expression (see end of lesson).

### **Practice** (22 minutes)

1. Have pupils use the completed outline from the previous lesson as a guide to write their speech of about 450 words.
2. Tell pupils to use linking expressions and conjunctions to link their paragraphs together.

Examples:

- **Let me start by** telling you more about myself.
  - **Firstly**, I am someone who has already been a prefect for 2 years. **Clearly**, I come with experience.
  - **Some of you may be questioning** what my goals are as a potential prefect.
  - **Furthermore**, I am already a participant of many clubs and societies.
  - **In the end**, I will leave you with this quote ...
3. While pupils write, move around the classroom to check their work. Make sure that they are including all of the parts of the essay.
  4. Invite volunteers to read their speech aloud to the class. Encourage pupils to read them in a loud and clear voice.
  5. Correct any grammatical mistakes and suggest what pupils can add to their speech.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L070 in the Pupils' Handbook.

*[SAMPLE SPEECH]*

#### Why I Should be Elected

Good morning, fellow pupils! Before I tell you why I stand here to speak, I want you to join me in imagining a scenario. Imagine a football club for all ardent football fans after school, an active debate society to communicate all of our perspectives in a healthy way and a dance class for all you budding dancers. These are things I know

we all want and have talked about together many times. To make these dreams come true, I am here to convince you that you should elect me as class prefect. Let me enumerate the many reasons I am perfect for this role.



Classmates, I have previous experience from when I was class prefect in JSS 2 and 3. In those two years, I learned how to understand what my colleagues want, and convey it to the school authorities. I also learned how to work with other people to achieve a common goal. Currently, I use these leadership skills to lead the debate club. As you all know, this is the most active our debate club has ever been.

My class fellows and close friends remember my time as class prefect fondly. Yes, I enforced school rules and made sure that we were disciplined, but I also respected everyone's wishes and grievances. Many of you might remember that we wanted our football ground renovated but the school lacked funds. That was when I mobilised a group of thirty boys and girls to improve our playing ground over three months. This is exactly the kind of teamwork and camaraderie that I want to share again to take our school to greater heights.

Fellow pupils, in me you will not have an elusive representative but an active friend, approachable to you all the time. I am active in many circles and activities already. Apart from the debate society, I am also on the football team and play the keyboard in the band. So, you see, you will find me working hard among you.

I have done my best in putting all my worthy credentials in front of you. Let me remind you that I will be your friend and guide, with previous experience as a leader. I am proud of myself for being a team worker and good listener. I genuinely hope to address your issues and work with you. I am always available for my fellow pupils if they should need me. Let me tell you that once I commit to something, I commit to it one hundred per cent! Even if I have to work hard during after-school hours, I am ready and keen to do it. I am confident now that you can all see why I am a good fit for this appointment. Now, it is only a matter of you choosing me. I urge you to make a smart, thought-out and productive decision for the betterment of this school and your own individual interests in SSS as well.

I have nothing more to add but that I am grateful that you gave me a chance to justify my candidacy. I am looking forward to meeting you all during the election!

<b>Lesson Title:</b> Intonation – Rising Pattern and Falling Pattern	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L071	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define intonation and what its purpose is in spoken English.</li> <li>2. Demonstrate understanding of the difference between rising and falling pattern.</li> <li>3. Identify rising and falling pattern in sentences.</li> </ol>	 <b>Preparation</b> Write the sentences for intonation practice on the board (see end of lesson).	

### Opening (5 minutes)

1. Have pupils listen carefully for tone as you read the following sentences aloud:
  - My name is Sulaiman.
  - At which school do you study?
  - For dinner, I like to eat grilled vegetables with chicken or fish.
2. Invite volunteers to identify any changes they noticed in the tone and pitch of your voice.
3. Tell pupils that in this lesson, they will practise using intonation while speaking.

### Teaching and Learning (22 minutes)

1. Define 'intonation' for pupils: Intonation is the rise and fall of our voice and its pitch as we speak. It is used to express emotion and meaning to the listener.
2. Read the following sentence aloud twice for pupils – once in a flat toneless voice and then again with correct intonation and expression: I would love it if you came to my party!
3. Discuss the difference between the way you spoke the sentence.
  - The first time did not sound genuine or inviting.
  - The second time, the sentence sounded genuine and natural.
4. Explain the meaning of 'pitch' to the class: Pitch is the amount by which a voice rises or falls while talking or singing. A high pitch sounds shriller, while a low pitch sounds deeper.
5. Explain that there are 2 basic types of intonation in English: rising and falling. When we use falling intonation, our voice deepens for a moment. When we use rising intonation, our voice gets higher for a moment.
6. Explain rising intonation. Rising intonation is when the voice becomes higher in pitch towards the end of the sentence. It is used in the following instances:
  - It is commonly used in questions with a 'yes' or 'no' answer.  
Example: Will you return tomorrow?
  - It is used when we are unsure of something or have more to say.

Example (have more to add): I don't have an answer for you right now ...

- It is used with question tags that seek confirmation.

Example: You are a brave girl, aren't you?

7. Explain falling intonation. Falling intonation is when the voice becomes lower in pitch towards the end of the sentence. It is used in the following instances:

- It is commonly used in WH questions – questions starting with 'who', 'what', 'when', 'where', 'why' and 'how'.

Example: Where are you going?

- It is used to make a statement that is complete and confident.

Example: The car is parked outside.

- It is used with question tags that are rhetorical and do not need a response.

Example: I told you to bring lunch, didn't I?

8. Explain that these rules are flexible. Based on what the speaker is trying to say, intonation can change. We can use both rising and falling patterns in the same sentence:

- We use both rising and falling intonation with lists. The voice rises with each item except the last item. That is when it falls.

Example: 'I need to buy rice, beans and fish.' The voice rises on 'rice' and 'beans' and falls on 'fish'.

- We can use rising intonation for introductory words and phrases. After that, the intonation falls.

Examples: for example, meanwhile, in fact, in other words

- We can use rising intonation for choices. The intonation rises for each option.

Example: Do you want to watch a film or go to the beach?

9. Tell pupils that they can use the rules of sentence stress to help them decide what intonation a sentence needs. If a word is being stressed, the voice may rise while stressing it.

- **I have 5 people** living at home with me.

- Answers the question: Does anyone live with you?

- I have **5 people** living at home with me.

- Answers the question: How many people live with you?

10. Explain to pupils that when reading, we can determine the intonation by asking the following questions:

- Is it a yes/no question?

- If so, it typically has rising intonation.

- Is it a confident statement?

- If so, it typically has falling intonation.

- Is it a who/what/where/when/why/how question?

- If so, it typically has falling intonation.

- Is it a question tag that seeks confirmation?

- If so, it typically has rising intonation.

- Is it a rhetorical question tag?

- If so, it typically has falling intonation.

11. Have pupils repeat some of the example sentences above after you with correct intonation.

**Practice** (12 minutes)



1. Have pupils copy the sentences on the board in their exercise books (see end of lesson).
2. Tell pupils to practise saying the sentences aloud to seatmates.
3. Instruct pupils to identify whether each of the sentences has rising or falling pattern.
4. Discuss answers as a class. (Answers: a. falling b. falling c. rising d. falling e. falling f. rising g. rising h. falling i. falling j. rising)
5. Have volunteers read each of these sentences aloud. Correct any mistakes in intonation.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L071 in the Pupils' Handbook.

*[SENTENCES FOR INTONATION PRACTICE]*

- a. Open the door, please!
- b. Why did you go outside the class?
- c. This is where we buy our vegetables, isn't it?
- d. My aunt is waiting for me at her house.
- e. Bring the cat inside.
- f. Do you have an idea for your essay?
- g. Is there a shortcut to get to the potato field?
- h. Where is the shortcut to get to the potato field?
- i. How do you bake a banana cake?
- j. Would you like to join me for this dance?

<b>Lesson Title:</b> Intonation – Rising Pattern and Falling Pattern	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L072	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define intonation and what its purpose is in spoken English.</li> <li>2. Demonstrate understanding of the difference between rising and falling pattern.</li> <li>3. Identify rising and falling pattern in a listening passage.</li> </ol>	 <b>Preparation</b> Practise reading the listening passage, 'The Storyteller', aloud with correct stress and intonation (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain intonation in their own words. (Example answers: the tone and pitch used to speak; it rises and falls)
2. Tell pupils that in this lesson, they will continue practicing rising and falling intonation.

### Teaching and Learning (17 minutes)

1. Revise the meaning of intonation: Intonation is the rise and fall of our voice and its pitch as we speak. It is used to express emotion and meaning to the listener.
2. Revise the meaning of pitch: Pitch is the amount by which a voice rises or falls while talking or singing. High pitch sounds sound shriller. Low pitch sounds sound deeper.
3. Revise rising intonation. Rising intonation is when the voice becomes higher in pitch towards the end of the sentence. It is used in the following instances:
  - It is commonly used in questions with a 'yes' or 'no' answer.  
Example: Will you return tomorrow?
  - It is used when we are unsure of something or have more to say.  
Example (have more to add): I don't have an answer for you right now ...
  - It is used with questions tags that seek confirmation.  
Example: You are a brave girl, aren't you?
4. Revise falling intonation. Falling intonation is when the voice becomes lower in pitch towards the end of the sentence. It is used in the following instances:
  - It is commonly used in WH questions – questions starting with 'who', 'what', 'when', 'where', 'why' and 'how'.  
Example: Where are you going?
  - It is used to make a statement that is complete and confident.  
Example: The car is parked outside.
  - It is used with question tags that are rhetorical and do not need a response.  
Example: I told you to bring lunch, didn't I?

5. Remind pupils that intonation can change in long, complex sentences. They can use the rules of sentence stress in deciding what intonation a sentence needs. If a word is being stressed, the voice may rise while stressing it.
6. Have pupils close all books and prepare to listen carefully to a listening passage to identify intonation.
7. Read the first paragraph aloud to pupils with correct intonation and stress (see end of lesson).
8. Summarise the first paragraph for pupils:  
Example:  
In a hot train compartment, an aunt sat with 3 children: 2 girls and a boy. A bachelor who did not know them also sat there.
9. Tell pupils that the overall intonation pattern of this paragraph is falling because all of the sentences are statements.
10. Read the second paragraph aloud to pupils with correct intonation and stress.
11. Read this line aloud again for pupils: “Don't Cyril, don't!” exclaimed the aunt’.
12. Have pupils identify the stress in this sentence.
13. Invite volunteers to share their answers. (Answer: “**Don't** Cyril, **don't!**” exclaimed the aunt’.)
14. Invite volunteers to summarise the second paragraph in 1 sentence. (Example: The bachelor sat silently on the train while the aunt kept telling the children what not to do.)

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

1. Read the rest of the passage aloud to pupils with correct intonation.
2. Read the following sentences aloud again and have pupils repeat them after you with correct intonation. Have pupils identify the rising and falling patterns and explain their answers:
  - ‘Why are those sheep being driven out of that field?’  
Answer: Falling pattern – WH question
  - “‘But there is lots of grass in that field”, protested the boy’.  
Answer: Falling pattern – statement
  - ‘Perhaps the grass in the other field is better’.  
Answer: Falling pattern – statement
  - ‘Do you know why it is better?’  
Answer: Rising pattern – yes/no question
  - “‘Oh, look at those cows!’” exclaimed the aunt’.  
Answer: Falling pattern – exclamatory statement
3. Read the section of the text after the first 2 paragraphs aloud again, line-by-line. Have pupils repeat each sentence after you with correct intonation.



## Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L072 in the Pupils' Handbook.

### [LISTENING PASSAGE]

#### The Storyteller<sup>1</sup> by Saki

It was a hot afternoon, and the railway carriage was sultry. The next stop was at Templecombe, nearly an hour ahead. The occupants of the carriage were a small girl, a smaller girl and a small boy. The aunt of the children occupied one corner seat, and the further corner seat on the opposite side was occupied by a bachelor who was a stranger to their party.

Most of the aunt's remarks seemed to begin with '**Don't**', and nearly all of the children's remarks began with '**Why?**' The bachelor said nothing. '**Don't** Cyril, **don't!**' exclaimed the aunt, as the small boy began smacking the cushions of the seat, producing a cloud of dust at each blow.

'**Come** and look out of the window', she added.

The child moved reluctantly to the window. '**Why** are those sheep being driven out of that field?' he asked.

'I expect they are being driven to **another** field where there is **more** grass', said the aunt weakly.

'But there is **lots of** grass in that field', protested the boy. 'There's nothing **else** but grass there. Aunt, there's **lots of** grass in that field'.



'Perhaps the grass in the other field is better', suggested the aunt.

'Do you know why it **is better?**' came the swift, inevitable question.

'**Oh**, look at those cows!' exclaimed the aunt. Nearly every field along the line had contained cows or bullocks, but she spoke as though she were drawing attention to a rarity.

'**Why** is the grass in the other field better?' persisted Cyril.

<sup>1</sup>The Storyteller' by Saki (1914) is in the public domain.

<b>Lesson Title:</b> Idioms and Phrasal Verbs	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L073	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use context clues and inference to determine the meaning of idioms and phrasal verbs in a text.</li> <li>2. Demonstrate understanding of idioms and phrasal verbs by explaining them in their own words.</li> <li>3. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the passage 'Little Jebeh's Worries' aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain what the following phrases in bold mean:
  - You should mind your own business. **Curiosity killed the cat!** (Example answer: Being too curious about something can land you in trouble.)
  - I am sorry I did not call before I decided to **drop by**. (Example answer: To visit someone without appointment)
2. Tell pupils these are examples of idioms and phrasal verbs, which they will learn about in this lesson.

### Teaching and Learning (20 minutes)

1. Discuss phrasal verbs:
  - A phrasal verb is a group of words that functions as a verb, but has a meaning different from those of the individual words.
  - It is made up of a main verb and an adverb or preposition, or both.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Use the table to discuss some commonly used phrasal verbs. Have pupils follow along in the Pupils' Handbook:

Phrasal Verb	Meaning	Example sentence
To add up	To make logical sense	That you walked 40 kilometres in just 3 hours does not add up.
To bring up	To introduce something in a discussion	When we were talking about environmental issues, he brought up the issue of noise pollution.
To crop up	To happen suddenly or unexpectedly	Every time we solve a problem in our office, a new one crops up.
To drop out	To stop attending or participating	Unfortunately, in many countries, girls drop out of school before they complete primary level.

To end up	To be in a situation in the end	If you do not control your drinking now, you will end up being an alcoholic.
To give up	To surrender; to accept defeat; to discontinue a thing or a habit	I have decided to give up sugar until I lose some weight.
To keep up with	To remain at the same level or position as someone else	I was trying to follow the lead runner's pace but it was hard to keep up with her.
To pull off	To manage to complete something successfully	I thought he would not be able to complete the examination in time but he was able to pull it off.

4. Discuss idioms:

- An idiom is a group of words or phrases that has a meaning completely different from the literal meaning of the individual words.

5. Use the table to discuss some commonly used idioms:

Idiom	Meaning	Example sentence
At the eleventh hour	At the last moment	We almost missed our train but caught it at the eleventh hour.
A cock and bull story	An incredible or unbelievable story	The pupil made up a cock and bull story about why he missed class.
To call it a day	To decide when one has done enough for a day	After working for 10 hours, the salesman decided to call it a day.
To cry over spilt milk	To worry about something that one can do nothing about	You have lost the money you invested; no point in crying over spilt milk now.
To eat one's words	To take back something one has said	When Marie saw her friend leave angrily after their argument, she decided to eat her words and apologise.
To let bygones be bygones	To forget the past	The divorced couple decided to let bygones be bygones and remain friends.
To save for a rainy day	To save money for an emergency	This savings group will help us save for a rainy day.

6. Draw pupils' attention to the reading passage in the Pupils' Handbook.

7. Read the first paragraph aloud to pupils (see end of lesson).

8. Invite a volunteer to summarise the paragraph.

Example:

Jebeh was very scared of her teacher. She would throw a tantrum at home if she had even one less pencil than what was required in class.

9. Write the phrase, 'to make a mountain out of a molehill', on the board.

10. Explain the meaning of this idiom, based on context clues. (Context clue: throw a tantrum)
11. Write the definition on the board: To make a small problem seem like a big one.
12. Make a sentence with the idiom. (Example: When I accidentally spilt some water on my friend's dress, she complained all day long, making a mountain of a molehill.)

**Practice** (16 minutes)

1. Invite a volunteer to read the second paragraph aloud.
2. Invite another volunteer to summarise the paragraph.  
Example:  
Jebah's mother decided to meet the teacher, which made Jebah very nervous. When Jebah saw that her teacher praised her to her mother and smiled warmly, she started liking her teacher more.
3. Write the phrasal verb 'to call in' on the board. Have pupils infer its meaning based on its use in the sentence.
4. Invite a volunteer to share their answer. (Answer: to visit someone)
5. Write the idiom 'out of the blue' on the board. Have pupils identify its meaning based on context clues. (Context clue: without any warning)
6. Invite a volunteer to explain the idiom. (Answer: when an event happens suddenly or unexpectedly)
7. Ask pupils to write a sentence using 'to call in' and another using 'out of the blue' in their exercise books.
8. Invite volunteers to share their sentences with the class.  
Example sentences:
  - To call in: I heard my grandfather had a fever so I decided to call in on him.
  - Out of the blue: Kaday was not prepared when her boss fired her out of the blue.
9. Instruct pupils to copy the comprehension questions on the board into their exercise books (see end of lesson).
10. Have pupils work with seatmates to answer the questions in their exercise books.
11. Discuss answers.  
Answers:
  - a. The writer told Jebah repeatedly that her teacher was not as scary as she imagined.
  - b. Jebah panicked because she feared her teacher and probably felt that her teacher would complain about her.
  - c. The writer means that Jebah started liking her teacher as the year went on. 'To grow on someone' is a phrasal verb that means to like someone more as time passes.

### **Closing (1 minute)**

1. For homework, have pupils do practice activity PHL2-L073 in the Pupils' Handbook.

### *[READING PASSAGE]*



#### Little Jebeh's Worries

When my younger sister Jebeh was a child, she was extremely scared of her teacher. For instance, if she had one less pencil than the number required in class, she would throw a tantrum and **make a mountain out of a molehill** until we bought a new one and. I **left no stone unturned** in letting her know that her teacher was not as evil as she imagined.

One day, without any warning, **out of the blue**, my mother declared that she would **call in** on my sister's teacher. She thought she would **kill two birds with one stone** – get updated on Jebeh's progress and show Jebeh that her teacher was actually quite friendly and conversational. Jebeh panicked over what I thought was just **a storm in a teacup**. I instructed her to sleep early the night before to prevent her from **dwelling on** this meeting too much. The next morning, I thought that her anxiety would have **died down** but it was not so. When my mother reached Jebeh's classroom, the teacher gladly **filled her in** on all of Jebeh's great work. She praised Jebeh immensely and even flashed her a warm smile. My sister was pleasantly surprised. She had not known that her teacher thought so highly of her. Over the year, the teacher managed to **grow on** Jebeh.

### *[COMPREHENSION QUESTIONS]*

- a. How did the writer try to help Jebeh be less scared of her teacher?
- b. Why did Jebeh panic when she learned that her mother was going to visit her teacher?
- c. What does the writer mean by 'grow on Jebeh'? Which literary device is this?

<b>Lesson Title:</b> Idioms and Phrasal Verbs	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L074	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of idioms and phrasal verbs by using them to express an idea.</li> <li>2. Write a text using appropriate idioms and phrasal verbs.</li> </ol>	 <b>Preparation</b> Write the fill-in-the-blanks sentences on the board (see end of lesson).	

### Opening (5 minutes)

1. Invite volunteers to give examples of phrasal verbs and idioms. Invite others to explain the meaning. (Example answers: to kill 2 birds with 1 stone; out of the blue; to die down; to fill someone in)
2. Tell pupils that in this lesson, they will practise using idioms and phrasal verbs in their writing.

### Teaching and Learning (16 minutes)

1. Revise phrasal verbs:
  - A phrasal verb is a group of words that functions as a verb, but has a meaning different from those of the individual words.
  - It is made up of a main verb and an adverb or preposition, or both.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Revise the phrasal verbs from the previous lesson:

Phrasal Verb	Meaning	Example sentence
To add up	To make logical sense	That you walked 40 kilometres in just 3 hours does not add up.
To bring up	To introduce something in a discussion	When we were talking about environmental issues, he brought up the issue of noise pollution.
To crop up	To happen suddenly or unexpectedly	Every time we solve a problem in our office, a new one crops up.
To drop out	To stop attending or participating	Unfortunately, in many countries, women drop out of school when they are fourteen years old.
To end up	To be in a situation in the end	If you do not decrease your drinking habit now, you will end up being an alcoholic.
To give up	To surrender; to accept defeat; to leave a thing or a habit	I have decided to give up sugar until I lose some weight.

To keep up with	To remain at the same level or position as someone else	I was trying to follow my boss' quick instructions but it was hard to keep up with her.
To pull off	To manage to complete something successfully	I thought he would not be able to complete a 5-hour marathon but he was able to pull it off.

4. Invite pupils to share their own example sentences using the phrasal verbs.
5. Revise idioms:
  - An idiom is a group of words or phrases that has a meaning completely different from the literal meaning of the individual words.
6. Revise the idioms from the previous lesson:

Idiom	Meaning	Example sentence
At the eleventh hour	At the last moment	We almost missed our train but caught it at the eleventh hour.
A cock and bull story	An incredible or unbelievable story	The pupil made up a cock and bull story about why he missed class.
To call it a day	To decide when one has done enough for a day	After having signed six clients, the salesman decided to call it a day.
To cry over spilt milk	To worry about something that one can do nothing about	You have lost the money you invested; no point in crying over spilt milk now.
To eat one's words	To take back something one has said	When Marie saw her angry friend leaving after the fight, she decided to eat her words and apologise.
To let bygones be bygones	To forget the past	The divorced couple decided to let bygones be bygones and be friends.
To save for a rainy day	To save money for an emergency	This piggy bank will help us save for a rainy day.

7. Invite pupils to share their own example sentences using the idioms.
8. Tell pupils that they will use some of these phrasal verbs and idioms in their writing today.

### **Practice** (14 minutes)

1. Have pupils copy the fill-in-the-blanks sentences from the board in their exercise books (see end of lesson).
2. Ask pupils to fill in the blanks in their exercise books with appropriate phrasal verbs and idioms from the word bank.
3. Discuss answers as a class.

Answers:

- a. crop up
- b. let bygones be bygones
- c. call it a day
- d. add up
- e. at the eleventh hour
- f. eat your words

**Closing (5 minutes)**

1. Tell pupils that most languages have their own idioms. As a class, discuss any common idioms people use in their community.
2. For homework, have pupils do practice activity PHL2-L074 in the Pupils' Handbook.



*[FILL-IN-THE-BLANKS]*

Word Bank

eat your words	add up	at the eleventh hour
call it a day	crop up	let bygones be bygones

- a. After dealing with financial challenges in my business, I did not expect more problems to \_\_\_\_\_.
- b. Why should we fight over something that happened between our families twenty years ago? Come on, \_\_\_\_\_.
- c. I think I would like to \_\_\_\_\_ because I have done 2 hours of homework today.
- d. It does not \_\_\_\_\_ that you managed to buy so many vegetables with the very little money that I gave you.
- e. Why do you not plan your assignments in advance? Must you do everything \_\_\_\_\_?
- f. It was you who said that I could not score a goal in football. Yet, I have scored w! You now must \_\_\_\_\_.



<b>Lesson Title:</b> Direct Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L075	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define direct speech and indirect speech and demonstrate understanding of their functions in a sentence.</li> <li>2. Demonstrate understanding of the difference between direct and indirect speech.</li> <li>3. Identify direct and indirect speech in a sentence.</li> <li>4. Write sentences using direct and indirect speech correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sentences on the board (see end of lesson).</li> <li>2. Write the tense table on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain the difference between these 2 sentences:
  - He said, 'I will come to your house'.
  - He said that he will come to my house.  
(Example answers: only 1 uses inverted commas; pronoun 'I' changed; direct and indirect speech)
2. Tell pupils that in this lesson, they will learn about direct and indirect speech.

### Teaching and Learning (20 minutes)

1. Explain direct speech:
  - Direct speech repeats, or quotes, the exact words spoken by someone.
  - In sentences with direct speech, quotes or words spoken by someone are put in inverted commas.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and have pupils follow along.
3. Discuss the function of direct speech:
  - To report a quote or something being said in the present  
Example: He says, 'Do not be late for dinner'.
  - To tell someone about a previous conversation  
Example: When we spoke, she said, 'I have applied to another job'.
4. Explain indirect speech:
  - Indirect speech, or reported speech, is used to talk about something that was said in the past.
5. Discuss the main features of indirect speech:
  - It does not use inverted commas.

- Usually, the word 'that' is inserted between what was outside and inside the inverted commas to connect them.
  - In indirect speech, the following change according to who reports the quotes and when:
    - tenses
    - pronouns
    - reference to time
    - reference to places
6. Discuss how pronouns change in indirect speech:
- Pronouns in quotes change to third-person pronouns.  
Example:
    - Direct speech: She said, '**You** are in the tenth standard'.
    - Indirect speech: She said that **he** is in the tenth standard.
  - 'This' changes to 'that' and 'these' changes to 'those'.  
Example:
    - Direct speech: I said, '**This** is my book'.
    - Indirect speech: I said that **that** was my book.
7. Discuss how tenses change in indirect speech:
- If the introductory clause or the part of the sentence outside the quote is in simple present tense, then the tense in indirect speech does not change.  
Example:
    - Direct speech: The president **says**, 'We will fight poverty'.
    - Indirect speech: The president **says** that we will fight poverty.
  - The past perfect and past perfect continuous tenses do not change.  
Example:
    - Direct speech: He said, 'I **had exercised** when you arrived'.
    - Indirect speech: He said that he **had exercised** when I arrived.
  - In sentences with future tense, 'will' changes to 'would'.  
Example:
    - Direct speech: Musa said, 'I **will** be in school tomorrow'.
    - Indirect speech: Musa said that he **would** be in school the next day.
  - Use the tense table on the board to show how the verbs inside a quote usually change to 1 tense further in the past (see end of lesson).
8. Tell pupils that they will learn how to change references to time and place in the next lesson.

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

1. Have pupils copy the sentences in direct speech from the board in their exercise books (see end of lesson).
2. Instruct pupils to rewrite these sentences in indirect speech.
3. Discuss answers as a class.

Answers:

- a. Umaru said that he could not find his notebook.
  - b. My teacher said that I had been performing well in class.
  - c. The girl said that she would be in the market on Friday.
  - d. She told me that she was cooking rice and vegetables.
  - e. Nasratha said that those boys were her brothers.
  - f. My father says that everyone must face challenges in life.
4. Ask pupils to write 5 of their own sentences in direct speech.
  5. Move around and check pupils' sentences.
  6. Have pupils exchange exercise books with seatmates and rewrite each other's sentences in indirect speech.
  7. Move around the classroom to make sure pupils understand and are doing the activity correctly.

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



1. Invite volunteers to read a direct speech sentence aloud. Have pupils raise their hand to change the sentence into indirect speech.
2. For homework, have pupils do practice activity PHL2-L075 in the Pupils' Handbook.

### *[TENSE TABLE]*

simple present → simple past	She said, 'I always drink tea'.	She said that she always drank tea.
present continuous → past continuous	'I am reading a book', he explained.	He explained that he was reading a book.
present perfect → past perfect	She said, 'He has finished his work'.	She said that he had finished his work.
simple past → past perfect	'Saidu arrived on Saturday', he said.	He said that Saidu had arrived on Saturday.
past continuous → past perfect continuous	'We were living in Nigeria', they told me.	They told me that they had been living in Nigeria.

### *[SENTENCES IN DIRECT SPEECH]*

- a. Umaru said, 'I cannot find my notebook'.
- b. My teacher said, 'You have been performing well in class'.
- c. 'I will be in the market on Friday', said the girl.
- d. She told me, 'I am cooking rice and vegetables'.
- e. 'These boys are my brothers', said Nasratha.
- f. My father says, 'Everyone must face challenges in life'.

<b>Lesson Title:</b> Indirect Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L076	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define direct speech and indirect speech and demonstrate understanding of their functions in a sentence.</li> <li>2. Demonstrate understanding of the difference between direct and indirect speech.</li> <li>3. Identify direct and indirect speech in a sentence.</li> <li>4. Write sentences using direct and indirect speech correctly.</li> </ol>	 <b>Preparation</b> Write the sentences in direct speech on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite a volunteer to explain the difference between these sentences:
  - He asked me, 'Do you have any chocolate?'
  - He asked me if I had any chocolate.  
(Answer: One is direct speech; the other is indirect speech.)
2. Tell pupils that in this lesson they will learn more about direct and indirect speech.

### Teaching and Learning (20 minutes)

1. Revise direct speech:
  - Direct speech repeats, or quotes, the exact words spoken by someone.
  - In sentences with direct speech, quotes or words spoken by someone are put in inverted commas.
2. Revise indirect speech:
  - Indirect speech, or reported speech, is used to talk about something that was said in the past.
3. Revise the main features of indirect speech:
  - It does not use inverted commas.
  - Usually, the word 'that' is inserted between what was outside and inside the inverted commas to connect them.
  - In indirect speech, the following change according to who reports the quotes and when:
    - tenses
    - pronouns
    - reference to time
    - reference to places

Example:

- Direct speech: He said, 'You have made such a beautiful painting'.
- Indirect speech: He said that I had made such a beautiful painting.

4. Discuss how indirect speech changes questions:

- Question marks are removed in indirect speech.
- We use 'if' or 'whether' in questions starting with an auxiliary verb.

Example:

- Direct speech: He asked me, 'Are you an athlete?'
- Indirect speech: He asked me if I was an athlete.
- No conjunction is used if the question is a WH question (where, what, why, when, how).

Example:

- Direct speech: He asked, 'Why are you limping?'
- Indirect speech: He asked me why I was limping.

5. Discuss how references to places and time change in indirect speech:

Direct speech	Indirect speech
here	there
now	then
today	that day
this morning	that morning
yesterday	the day before/the previous day
next week	the following week
ago	before/earlier

Examples:

- Direct speech: He said, 'The party is here'.
- Indirect speech: He said that the party was there.
- Direct speech: She asked, 'Where were you this morning?'
- Indirect speech: She asked me where I had been that morning.

6. Discuss how imperative sentences change in indirect speech:

Direct speech – Type of sentence	Indirect speech – Reporting verb
order	ordered
request	requested
advice	advised
suggestion	suggested
warning	warned

Examples:

- Direct speech: My teacher said, 'Come here right now'.
- Indirect speech: My teacher ordered me to go there right then.
- Direct speech: He said, 'You should try this dish'.
- Indirect speech: He suggested that I try that dish.

7. Time, place and tense do not change if the direct speech uses the simple present tense and the situation is unchanged.

Examples:

- Direct speech: He said, 'The capital of Sierra Leone is Freetown'.
- Indirect speech: He said that the capital of Sierra Leone is Freetown.
- Direct speech: He said, 'We are going to the market today'.
- Indirect speech (on the same day): He said that they are going to the market today.

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



1. Have pupils copy the sentences in direct speech from the board in their exercise books (see end of lesson).
2. Have pupils work with seatmates to change the sentences to indirect speech.
3. Discuss answers as a class.
4. Answers:
  - a. He asked me if I was performing that day.
  - b. Aminata asked me where I was going the next day.
  - c. My mother told them that she has 2 daughters.
  - d. He said that he wishes he had met his wife ten years earlier/before.
  - e. Sheiku said that I should go see a doctor.
  - f. The prefect suggested that I try out for the football team.
  - g. The old man asked whether we had met the day before.
5. Ask pupils to write 5 of their own sentences in direct speech.
6. Move around and check pupils' sentences.
7. Have pupils exchange exercise books with seatmates and rewrite each other's sentences in indirect speech.
8. Move around the classroom to make sure pupils understand and are doing the activity correctly.

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

1. Invite volunteers to read a direct speech sentence aloud. Have pupils raise their hand to change the sentence into indirect speech.
2. For homework, have pupils do practice activity PHL2-L076 in the Pupils' Handbook.

### *[SENTENCES IN DIRECT SPEECH]*

- a. He asked me, 'Are you performing today?'
- b. Aminata asked me, 'Where are you going tomorrow?'
- c. My mother told them, 'I have 2 daughters'.
- d. He said, 'I wish I had met my wife ten years ago'.
- e. Sheiku said, 'You should go see a doctor'.
- f. The prefect said, 'You should try out for the football team'.
- g. The old man asked, 'Did we meet yesterday?'

<b>Lesson Title:</b> Concord – Subject-Verb Agreement	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L077	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define concord and demonstrate understanding of the importance of subject-verb agreement in a sentence.</li> <li>2. Identify whether the subject and verb in a sentence are in agreement.</li> <li>3. Write sentences using concord correctly.</li> </ol>	 <b>Preparation</b> Write the sentences on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to identify which of these sentences are grammatically correct:
  - He likes eating apples.
  - We likes eating apples.
  - They like eating apples.

Answer: The first sentence and the third sentence are correct. The second one should be: We **like** eating apples.
2. Tell pupils that in this lesson, they will learn about subject-verb agreement.

### Teaching and Learning (24 minutes)

1. Explain concord:
  - Concord is the grammatical agreement between 2 words in a sentence.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Explain subject-verb agreement:
  - Subject-verb agreement is a type of concord, which defines the relationship of the number of the subject with the verb.
4. Discuss the rules of subject-verb agreement:
  - Singular subjects have singular verbs.  
Example: The **dog barks** when he is angry.
  - Plural subjects have plural verbs.  
Example: The **dogs bark** when they are angry.
  - A subject will always come before a phrase beginning with 'of'. The verb should be decided based on that subject.  
Example: A **bouquet** of roses **was** kept on the table.
    - The verb is singular because the subject is 'bouquet', not 'roses'.

- The verbs in a sentence with 'either/or', and 'neither/nor' agree with the subject closest to them.  
Examples:
  - Either the monkey or **the birds eat** these fruits.
  - Either the birds or **the monkey eats** these fruits.
- Two singular subjects connected by 'or' agree with singular verbs.  
Example: My mother or my sister **arrives** today.
- If 2 subjects form a compound noun together, they agree with a singular verb.  
Example: The bed and breakfast **looks** attractive.
  - The words 'bed' and 'breakfast' are 2 nouns that together act as 1 compound noun.
- Collective nouns agree with singular verbs.  
Examples:
  - **The herd** (of deer) **was looking** for grass to eat.
  - **The swarm** (of bees) **is making** a bee hive.
- When subjects are separated from verbs by prepositional phrases or other nouns/pronouns, they still agree with the verb. Ignore the phrases and words in the middle.  
Examples:
  - **The man**, who loves dogs, **lives** there.
  - **The men**, along with a little boy, **live** here.
  - **Those girls**, standing behind the wall, **are** protestors.
- Singular and plural subjects connected by 'and' or 'as well as' agree with plural verbs.  
Examples:
  - **The boy** and **girls are** standing in a line.
  - A **book** and a **pen are** kept on the table.
- If a sentence starts with 'here' or 'there', the verbs agree with the actual subject.  
Example: There **are** some **cookies** kept on the table.

### **Practice** (12 minutes)

1. Have pupils copy the sentences from the board into their exercise books (see end of lesson).
2. Ask pupils to fill in the blanks with the correct form of the verb in brackets so that there is subject-verb agreement.
3. Discuss answers as a class. (Answers: a. are b. practises c. is d. contains e. is f. like g. is h. is)





**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L077 in the Pupils' Handbook.

*[SENTENCES]*

- a. Nuhou and Musa \_\_\_\_\_ coming home tomorrow. (to be)
- b. On Sundays, the football team \_\_\_\_\_ all day long. (to practise)
- c. Love \_\_\_\_\_ hard to find in this materialistic world. (to be)
- d. Either the blue box or the red box \_\_\_\_\_ a sewing kit. (to contain)
- e. Science and technology \_\_\_\_\_ one of my favourite subjects. (to be)
- f. My neighbours, who live beside me, \_\_\_\_\_ parties. (to like)
- g. Aminata, daughter of Unisa and Sabatu, \_\_\_\_\_ getting married tomorrow. (to be)
- h. Some of the pie \_\_\_\_\_ still left in the plate. (to be)

<b>Lesson Title:</b> Concord – Subject-Verb Agreement	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L078	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define concord and demonstrate understanding of the importance of subject-verb agreement in a sentence.</li> <li>2. Identify whether the subject and verb in a sentence are in agreement.</li> <li>3. Write sentences using concord correctly.</li> </ol>	 <b>Preparation</b> Write the fill-in-the-blanks sentences on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to identify which of these 2 sentences is grammatically correct:
  - The pupils collected his bags.
  - The pupils collected their bags.

Answer: The second sentence because the noun and pronoun are both plural.
2. Tell pupils that in this lesson, they will learn more about concord.

### Teaching and Learning (22 minutes)

1. Revise concord and subject-verb agreement:
  - Concord is the grammatical agreement between 2 words in a sentence.
  - Subject-verb agreement is a type of concord that defines the relationship of the number of the subject with the verb.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
3. Explain antecedent:
  - A pronoun's antecedent is the noun or subject that the pronoun refers to.

Example: I went to pick up **my** sister

- The pronoun 'my' refers to 'I'.
4. Discuss the rules of pronoun-antecedent agreement in sentences:
  - A singular antecedent agrees with a singular pronoun.  
Example: The **boy** went to **his** room.
  - A plural antecedent agrees with a plural pronoun.  
Example: The **boys** went to **their** room.
  - A phrase or a clause between a subject and a verb does not change the number of the antecedent.  
Example: **A box** of dark chocolates **sits** on the shelf.
  - Singular indefinite pronoun antecedents agree with singular pronouns.

- These pronouns are: each, either, neither, none, nobody, nothing, someone, everyone, everybody, anything, everything.

Example: **Each** of the pupils should write neatly in **his** or **her** notebook.

- Plural indefinite antecedents agree with plural pronouns. Some of these are: several, few, both, many.

Example: **Many** friends invite me to **their** parties.

- Some indefinite pronoun antecedents, modified by a prepositional phrase, agree with singular pronouns if they are uncountable.

Example: **Some** of the salt has lost **its** flavour.

- Salt is uncountable.

- Some indefinite pronoun antecedents, modified by a prepositional phrase, agree with plural pronouns if they are countable.

Example: **Some** of the apples have lost **their** flavour.

- Apples can be counted.

- Two nouns or subjects connected by 'and' or 'as well as' agree with plural pronouns.

Example: **Yaema and Abraham** went to **their** room.

- Pronouns in sentences with 2 nouns and subjects connected by 'neither/nor' agree with the antecedent closer to it in the sentence.

Example: Neither Hassan nor **his friends** invited us to **their** green room.

- '**The** number of' agrees with singular pronouns, while '**a** number of' agrees with plural pronouns.

Examples:

- **The** number of pupils in attendance **is** impressive.
- **A** number of students have offered **their** help.

### **Practice** (14 minutes)

1. Have pupils copy the sentences from the board in their exercise books (see end of lesson).
2. Have pupils fill in the blanks in the sentences with appropriate pronouns that agree in number with the antecedents.
3. Discuss answers as a class. (Answers: a. their b. our c. his d. his or her e. their f. have g. its)



### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L078 in the Pupils' Handbook.

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

- a. The students are working hard to improve \_\_\_\_\_ skills.
- b. My friends and I have kept \_\_\_\_\_ wallets safely.
- c. One of the men in my neighbourhood lost \_\_\_\_\_ car.

- d. Every pupil must bring \_\_\_\_\_ own pen to school.
- e. Several friends brought \_\_\_\_\_ children to the party.
- f. Neither Sulaiman nor his brothers left \_\_\_\_\_ home yet.
- g. A herd of deer was on \_\_\_\_\_ way to the river.

<b>Lesson Title:</b> Reading Skills Development: Identifying Tone	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L079	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of how to identify tone in a text.</li> <li>2. Identify different ways a writer can use tone in a text.</li> <li>3. Identify the tone of an unknown text.</li> <li>4. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Practise reading the excerpt from 'Story of my Life' aloud (see end of lesson).	

### Opening (3 minutes)

1. Read the following sentences aloud to pupils with appropriate tone and expression.
  - Excited tone – I am so excited for my upcoming vacation!
  - Formal tone – Kindly submit your application for leave immediately.
2. Invite volunteers to identify the difference in the tone of the 2 sentences.
3. Tell pupils that in this lesson they will learn about tone in writing.

### Teaching and Learning (17 minutes)

1. Discuss tone:
  - Tone is the expression and attitude that an author uses in writing.  
Examples: sentimental, humorous, serious, formal
2. Discuss the functions of tone in writing:
  - To give 'mood': Mood gives the reader a certain feeling when they read the text.  
Examples: hopeful, optimistic, depressing
  - To show the writer's attitude towards the theme
  - To engage readers
3. Discuss the 2 main types of tone writers use:
  - Objective tone:
    - Used mostly in formal and essay writing
    - Used to state impartial and unbiased ideas  
Example: In autumn, the leaves on trees change colour and fall.
  - Subjective tone:
    - Used in informal writing and descriptive and narrative essays
    - Expresses the writer's personal views and opinion  
Example: My mother was the kindest person I ever knew.

4. Discuss some common examples of subjective tone:
  - Sentimental  
Example: I cannot describe the feeling I had when my sister got married. I was definitely going to miss her.
  - Nostalgic  
Example: I visited the park where my cousins and I had spent many sunny afternoons.
  - Serious  
Example: Ms Kamara, my landlord, told me solemnly, 'You must vacate your house by the end of next month'.
  - Hopeful  
Example: I won the school-level 100-metre race! Perhaps I can now participate in a district-level race.
  - Joyful  
Example: The whole house looked cheerful, decorated with many festive candles and colourful flowers.
  - Sarcastic/ironic  
Example: My friend saw my rain-soaked dress and remarked, 'I suppose you could use a shower'.
5. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and find the reading passage.
6. Tell pupils that this passage is from the autobiography of Helen Keller, a blind, deaf and mute woman who was born in 1880. She learned to read, write and express herself using sign language with the help of a teacher.
7. Read the first paragraph aloud to pupils (see end of lesson).
8. As a class, summarise the paragraph for pupils.  
Example:  
The writer, Helen, is recalling the day when she was seven years old and met her teacher, Miss Sullivan, for the first time. She sensed from her mother's behaviour that someone was about to visit.
9. Demonstrate to pupils how to identify the tone of the paragraph using the following guiding questions:
  - Is the writer talking about the present or the past? (Answer: past)
  - How does the writer feel about the day she met her teacher?  
(Answer: happy; thought it was the most important day of her life)
10. As a class, identify the tone of this paragraph.  
Example answers:
  - Nostalgic: The writer is looking back at the past fondly.
  - Excited: The writer was eager to meet a new person.

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

1. Invite a volunteer to read the second paragraph aloud.
2. Invite another volunteer to summarise the paragraph for the class.

Example:

Helen is explaining how she stood on a sunny afternoon on her porch. Her teacher came and Helen reached out to her. The teacher hugged Helen.

3. Have pupils work with seatmates to identify the tone of this paragraph.
4. Invite volunteers to share their answers and explain them.

Example answers:

- Nostalgic: Helen is remembering the moment she met her teacher.
- Grateful: Helen felt that this teacher had come to teach her and love her.
- Hopeful: Helen talks about this teacher who would 'reveal' all things to her.

5. Invite a volunteer to read the third paragraph aloud.
6. Have pupils summarise the paragraph to their seatmates.
7. Invite a volunteer to share their summary.

Example:

The teacher gave Helen a doll. Then she taught her how to spell 'doll' on her hand. This made Helen very happy and she tried to spell other words on her hand.

8. Ask pupils to identify the tone in the line: 'When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride'.
9. Invite volunteers to share their answers. (Answer: nostalgic; joyful)
10. Invite volunteers to answer the following questions by raising their hand:
  - a. How did the writer know that someone was going to visit their house? (Answer: The writer sensed it from people's movements and her mother's signs.)
  - b. '... and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me'. Who is the writer talking about in this sentence? (Answer: The writer is talking about her new teacher, Miss Sullivan.)
  - c. How did Miss Sullivan start teaching words to Helen? (Answer: Miss Sullivan would spell out verbs and the names of objects on Helen's hands.)
  - d. 'But my teacher had been with me several weeks before I understood that everything has a name'. In this sentence, is the tone objective or subjective? Why? (Answer: It is objective. It states a fact without any bias.)

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

1. Discuss the passage with pupils using questions such as:
  - What was the relationship between Helen and Miss Sullivan like?
  - What was unique about Helen Keller?
  - How did the arrival of Miss Sullivan change her life?
2. For homework, have pupils do practice activity PHL2-L079 in the Pupils' Handbook.

[TEXT]

Excerpt from 'The Story of My Life'<sup>1</sup>  
by Helen Keller



The most important day of my life would undoubtedly be the one on which my teacher, Anne Mansfield Sullivan, came to me. It was the third of March 1887, three months before I turned seven years old. On the afternoon of that eventful day, I stood on the porch waiting eagerly, dumb and expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps.

The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held for me. Over the years, a lot of anger and bitterness had set in me because of my struggles. I felt approaching footsteps. I stretched out my hand as I was supposed to, to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came, she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word 'd-o-l-l'. I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for 'doll'. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed, I learned to spell a great many words in this uncomprehending way, among them 'pin', 'hat' and 'cup' and a few verbs like 'sit', 'stand' and 'walk'. But my teacher had been with me several weeks before I understood that everything has a name.

<sup>1</sup>'The Story of My Life' by Helen Keller (1906) is in the public domain.



<b>Lesson Title:</b> Reading Skills Development: Tone	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L080	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of how to identify tone in a text.</li> <li>2. Identify different ways a writer can use tone in a text.</li> <li>3. Identify the tone of an unknown text.</li> <li>4. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Practise reading the text, 'Formal Letter to the Editor,' aloud (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain tone using examples. (Example answers: the attitude with which a writer writes; joyful, sentimental, serious)
2. Tell pupils, that in this lesson, they will learn about formal tones.

### Teaching and Learning (17 minutes)

1. Revise tone:
  - Tone is the expression and attitude that an author uses in writing.  
Examples: sentimental, humorous, serious, formal
2. Revise the types of tones:
  - Objective tone:
    - Used mostly in formal and essay writing
    - Used to state impartial and unbiased ideas  
Example: In autumn, the leaves on trees change colour and fall.
  - Subjective tone:
    - Used in informal writing and descriptive and narrative essays
    - Expresses the writer's personal views and opinion  
Example: My mother was the kindest person I ever knew.
3. Discuss the objective tone with pupils:
  - Uses impersonal and formal language.
  - Does not express the writer's personal opinions
  - States information, facts and evidence
  - Is used in expository essays, formal letters and reports and academic texts
4. Discuss some of the types of objective tone:
  - Positive tone  
Example: The new law to help women complete higher education has been welcomed enthusiastically.

- Negative tone  
Example: Students have complained that they do not get enough revision time before examinations.
  - Analytical tone  
Example: An increase in the rural health camps in the past year has led to fewer people visiting the hospital in the city.
  - Descriptive tone  
Example: This car is equipped with air bags for safety.
  - Formal tone  
Example: Please note that the official time of the ceremony is 8 a.m.
  - Critical tone  
Example: The new health minister has done little to provide emergency medicines.
5. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and direct their attention to the formal letter.
  6. Read the first 2 paragraphs aloud to pupils (see end of lesson).
  7. As a class, summarise the paragraphs.  
Example:  
The writer is writing to talk about vandalism of public property. He says that vandals do not feel any ownership of public facilities and do not realise the harm they are causing to themselves.
  8. Identify the tone in the sentence: 'I would first like to commend you on the outstanding work that your newspaper does in serving the citizens of our city'.  
Example answers:
    - Formal tone: The sentence has formal language.
    - Positive tone: The writer is praising the newspaper's work.

**Practice** (17 minutes)

1. Invite a volunteer to read the third and fourth paragraphs of the letter aloud.
2. Invite another volunteer to summarise the paragraphs.  
Example:  
The writer says that vandals also ruin public toilets. These toilets are very important for health and hygiene. Also, people misuse and destroy public water taps which then leak and cause water shortages.
3. Have volunteers identify the tone of these 2 paragraphs with their seatmates.
4. Invite volunteers to share their answers.  
Example answers:
  - Critical tone: The writer talks about common vandalism issues.
  - Negative tone: The writer talks about how vandalism affects people negatively.
5. Invite a volunteer to read the fifth and sixth paragraphs of the letter aloud.
6. Invite another volunteer to summarise the paragraphs.  
Example:

The writer suggests that firstly, there should be vigilante groups in public spaces. Secondly, there should be emergency numbers to report vandals. The writer closes the letter requesting the editor to publish this problem in the next issue.

7. Have volunteers identify the tone of these 2 paragraphs with their seatmates.
8. Invite volunteers to share their answers.

Example answers:

- Analytical tone: The writer makes suggestions to prevent more vandalism.
  - Positive tone: The writer feels that raising awareness about vandalism will help prevent it.
9. Invite volunteers to answer the following comprehension questions by raising their hand:
    - a. Why does the writer say that vandals need to have a sense of ownership toward public property? (Answer: It will help people feel responsible for public facilities and look after them.)
    - b. How does ruining public toilets affect people?  
Answer: First, it makes toilets unhygienic. Secondly, it affects homeless people who do not have access to other toilets.
    - c. What suggestions does the writer make to address vandalism?  
Answer: Firstly, there should be vigilante groups that report incidents in public places. Secondly, there should be SOS numbers in all public places to report vandals immediately.

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

1. As a class, discuss some of the differences in tone between the formal letter they read today and the excerpt about Helen Keller in the previous lesson (Example answers: letter is more serious; biography was more personal and more emotional)
2. For homework, have pupils do practice activity PHL2-L080 in the Pupils' Handbook.

[READING PASSAGE]

Formal Letter to the Editor<sup>1</sup>

17, Adedeji Street  
Freetown.  
16<sup>th</sup> September, 2017

The Editor  
Punch Newspapers  
Freetown.

Dear Sir,

VANDALISM OF PUBLIC FACILITIES

I would first like to commend you on the outstanding work that your newspaper does in serving the citizens of our city. In that regard, I am writing to you about an issue that deeply concerns our city – the rampant vandalism of public facilities.

It is horrifying to see how people have the audacity to ruin public property, all the while stating that it is actually the government's property. Many of these vandals have no sense of ownership and responsibility for this city. An example is the increasing rate of vandalised petroleum, gas and water pipes. People need to wake up and realise that they are causing themselves inconvenience and misery.

Public toilets are also victims of these vandals. Not only is there obscene and inappropriate graffiti but also broken doors, flush tanks and sinks. The government has made public toilets for the convenience of its people and keeping in mind their health and hygiene. Public toilets are invaluable for homeless people who have nowhere else to go to excrete or clean themselves.



Lastly, people are careless when it comes to using potable water sources such as public taps. They either yank them loose or overturn the knobs, making them leak. This wastes a lot of water and consequently causes water shortage, too.

I suggest the following methods to keep a check on vandalism. Firstly, there should be vigilante groups to oversee the use of such facilities and report any incidents. Secondly, the government should provide SOS telephone numbers in these facilities for people to report vandals.

I request you to please take this problem into consideration for your next issue. I believe that creating awareness on this will help gather more citizens to prevent vandalism.

Yours faithfully,  
Olukosi Babatunde  
Social Activist.

<sup>1</sup> This passage is adapted from WAEC English Language Examination, 2008.

<b>Lesson Title:</b> Article for Publication in a Newspaper or Magazine		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L081		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use an outline to plan a text.</li> <li>2. Draft a text relevant to the topic with well-organised ideas.</li> <li>3. Use appropriate vocabulary and grammar when writing.</li> </ol>		 <b>Preparation</b> Write the outline of an article for publication on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to describe an article they liked from a magazine or a newspaper. (Example answers: an article about video games; an article in the school magazine)
2. Tell pupils that in this lesson, they will learn how to write an article for publication.

### Teaching and Learning (18 minutes)

1. Discuss articles for publication:
  - They are articles about a topic that the public would be interested in and are fit to be published in a newspaper or a magazine.
2. Discuss the features of an article for publication:
  - It seeks to capture the reader's attention.
  - It addresses an issue that is relevant to the reader or community.
  - It uses facts and evidence to support statements or an opinion.
  - It uses formal language when addressing an issue for a wider audience.
  - Less formal language can be used if the audience is the school community.
3. Direct pupils' attention to the outline on the board (see end of lesson). Have them copy the outline into their exercise books.
4. Use the outline on the board to discuss the components of an article for publication:
  - Title: Written in uppercase or title case (with the first letter of every important word in uppercase)
  - Introductory paragraph: Introduces the reader to the main idea of the article and reactivates prior knowledge about the topic
    - Prior knowledge is what someone already knows about a topic.
  - Body: Consists of at least 3 paragraphs
    - Each paragraph has a main idea and supporting statements and details.
  - Closing paragraph: Summarises the main ideas and writer's opinions.
  - Subscript: The writer's name and designation

- If the newspaper or magazine is national or international, then include the full address as well.
5. Demonstrate how to fill the outline on the board with main ideas using the topic 'Drug abuse among youth'.

<b>Title: The Dangers of Drug Abuse in Young People</b>
<p><b>Introductory Paragraph</b></p> <ul style="list-style-type: none"> <li>• Main idea of article: The ill effects of drug abuse include various health and mental issues.</li> <li>• Introduction of new idea/connect to prior knowledge: Young adults and teenagers are more susceptible to drug addiction.</li> </ul>
<p><b>Body</b></p> <ul style="list-style-type: none"> <li>• Subtopic/Idea 1: Long-term drug abuse affects the health of organs. <ul style="list-style-type: none"> <li>- Detail 1: Organs likely to get damaged – heart, liver, kidneys, brain cells</li> </ul> </li> <li>• Subtopic/Idea 2: Infections and diseases such as HIV and hepatitis <ul style="list-style-type: none"> <li>- Detail 2: Through sharing of needles and other equipment used</li> </ul> </li> <li>• Subtopic/Idea 3: Effect on mental health <ul style="list-style-type: none"> <li>- Detail 3: Can cause depression and early onset of Alzheimer's disease</li> </ul> </li> </ul>
<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Summary of main ideas: It has irreversible physiological and mental effects.</li> <li>• Closing ideas/opinion: More awareness camps needed to send this message to the youth.</li> </ul>
<p>Name: Maliki Banya  Designation: Chairman, Youth for Peace  Address: 114, Filayah Street, Freetown.</p>

**Practice (15 minutes)**

1. Tell pupils that they are going to complete their own outline on the topic 'Improving WASSCE examination scores in Sierra Leone'.
2. Have pupils work with seatmates to discuss ideas for improving WASSCE scores.
3. Ask pupils to work independently to complete the outline on the topic.
4. Move around the classroom to make sure pupils understand and are doing the task.



**Closing (4 minutes)**

1. Invite volunteers to share their ideas with the class. Correct any mistakes you hear.
2. Tell pupils that in the next lesson they will use their outlines to write an article.
3. For homework, have pupils do practice activity PHL2-081 in the Pupils' Handbook.

[OUTLINE]

Outline of an Article for Publication

<b>Title</b>
<b>Introductory Paragraph</b> <ul style="list-style-type: none"><li>• Main Idea of article</li><li>• Introduction of new idea/connect to prior knowledge</li></ul>
<b>Body</b> <ul style="list-style-type: none"><li>• Subtopic/Idea 1<ul style="list-style-type: none"><li>- Detail 1</li></ul></li><li>• Subtopic/Idea 2<ul style="list-style-type: none"><li>- Detail 2</li></ul></li><li>• Subtopic/Idea 3<ul style="list-style-type: none"><li>- Detail 3</li></ul></li></ul>
<b>Closing</b> <ul style="list-style-type: none"><li>• Summary of main ideas</li><li>• Closing ideas/opinion</li></ul>
Name Designation Address (for national and international publications).

<b>Lesson Title:</b> Article for Publication in a Newspaper or Magazine	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L082	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a text relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> None	

### Opening (2 minutes)

1. Invite a volunteer to share his or her completed outline from the previous lesson.
2. Tell pupils that in this lesson, they will use the outline to write an article for publication.

### Teaching and Learning (15 minutes)

1. Revise the features of an article for publication:
  - It seeks to capture the reader's attention.
  - It addresses an issue that is relevant to the reader or community.
  - It uses facts and evidence to support statements or an opinion.
  - It uses formal language when addressing an issue for a wider audience.
  - Less formal language can be used if the audience is the school community.
2. Use the outline on the board to revise the components of the outline of an article:
  - Title: Written in uppercase or title case (with the first letter of every important word in uppercase)
  - Introductory paragraph: Introduces the reader to the main idea of the article and reactivates prior knowledge about the topic
  - Body: Consists of at least 3 paragraphs.
    - Each paragraph has a main idea and supporting statements and details.
  - Closing paragraph: Summarises the main ideas and writer's opinions.
  - Subscript: The writer's name and designation
    - If the newspaper or magazine is national or international, then include the full address as well.
3. Discuss the ways in which an introductory paragraph can start:
  - With an anecdote or personal experience relevant to the topic  
 Example: The first time I sat WASSCE I failed the examination, and I was devastated.
  - With facts or statistics to grab the reader's attention  
 Example: Did you know that more than 50% of pupils in Sierra Leone fail WASSCE the first time they sit it?



- With the main idea or topic sentence  
Example: The failure rate of Sierra Leonean pupils at WASSCE is alarming.
  - With a reference to another article or news story  
Example: A recent article in the Concord times compared WASSCE scores between the different participating countries.
4. Read the example article aloud (see end of lesson).

**Practice** (19 minutes)

1. Tell pupils that they are going to use their outline from the previous lesson to write a news article for publication on the topic: ‘Improving WASSCE scores in Sierra Leone’.
2. Have pupils open their Pupils’ Handbook at the page that corresponds with the lesson if they need help.
3. Move around the classroom to make sure pupils understand and are doing the activity correctly. Check pupils’ work.

**Closing** (4 minutes)

1. Invite a volunteer to read his or her article aloud to the class. Correct any mistakes.
2. For homework, have pupils do practice activity PHL2-L082 in the Pupils’ Handbook.

[OUTLINE]

<b>Title:</b> Sierra Leone Needs to Support Pupils to Improve WASSCE Scores
<p><b>Introductory Paragraph</b></p> <ul style="list-style-type: none"> <li>• Main idea of article: Pupils in Sierra Leone need to improve their scores on the WASSCE.</li> <li>• Introduction of new idea/connect to prior knowledge: Young people in Sierra Leone perform poorly on WASSCE and less than 50 percent pass the examination the first time they take it.</li> </ul>
<p><b>Body</b></p> <ul style="list-style-type: none"> <li>• Subtopic/Idea 1: Schools need to support pupils. <ul style="list-style-type: none"> <li>- Detail 1: Pupils need more resources in the classroom to prepare for the examination.</li> </ul> </li> <li>• Subtopic/Idea 2: Teachers need to prepare pupils better. <ul style="list-style-type: none"> <li>- Detail 2: Teachers can offer extra classes or practice activities to better prepare pupils.</li> </ul> </li> <li>• Subtopic/Idea 3: Pupils need to study more. <ul style="list-style-type: none"> <li>- Detail 3: Pupils should work hard and take responsibility for their own success on WASSCE.</li> </ul> </li> </ul>

## **Closing**

- Summary of main ideas: Schools, teachers and pupils need to work together to improve pupils' WASSCE scores.
- Closing ideas/opinion: More effective teaching and learning needs to take place.

Name: Aminata Charles

Designation: Sierra Leone Teacher's Union representative

Address: 114, Wilkinson Road, Freetown.

## *[EXAMPLE NEWS ARTICLE]*

### Sierra Leone Needs to Support Pupils to Improve WASSCE Scores

In 1989, when I was a pupil myself, I first sat for the WASSCE examination. I remember sitting the exam and forgetting about it for the next few weeks while I celebrated my summer vacations with my family. That celebration was soon over when I found out that I had failed the examination. I was devastated. Thereon, I worked extremely hard to prepare for the next WASSCE examination, and I am proud to say that I performed well. Soon, I became a teacher. In all that time, I have done much reflection and research on how pupils' scores can improve.



Since less than 50 percent of pupils actually pass the examination, part of the problem clearly starts with how schools prepare pupils to pass the examination. In an informal poll I conducted with fifty pupils who had failed in 2015, I found that writing was pupils' weakest skill. Looking back, I can see that everyone needed more practice with writing so that they could apply the rules of grammar and essay construction that they learnt in class. Moreover, we desperately needed resources such as access to current news articles, essays, prose and stories.

Coming to the classroom level, I do believe that my fellow teachers can push their pupils more. Whether it is urban or rural schools, there is more emphasis on theory than practice. The average secondary school pupil knows the rules of the English language like the back of their hand. But when asked to apply that knowledge in conversation, comprehension and practice, they are less than confident. What we need is intensive practice time before the WASSCE examination where pupils' time is devoted to practising and testing the skills that they have learnt in various subjects. Teachers can help by giving specialised after-school classes. I, for one, supported my pupils after school four days a week during the last six months of SSS 4.

Last but not least, the conviction and willingness to work hard has to come from pupils themselves. Often, pupils' undisciplined behaviour makes it hard for a teacher to do his or her job efficiently. Pupils have to take responsibility for their future since they are almost adults when they leave school. Imagine how much more effective a lesson would be if they just cooperated and tried their very best. The blame also lies with pupils for not making excellence a standard. We teachers must show them the way.

I am reaching out to everyone in the education field – schools, teachers and pupils, who need to work hand in hand to improve WASSCE scores. With more effective teaching and keen learning, we can easily improve pupils' prospects. Why should one examination deter the success and happiness of so many people? Let us change that together.

Aminata Charles  
Sierra Leone Teacher's Union representative  
114, Wilkinson Road, Freetown.

<b>Lesson Title:</b> Comprehending a Listening Passage – Debate	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L2-L083	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on an unknown text.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> Practise reading the listening passage, 'Parents Should Allow Children to Choose their Careers', aloud (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain what a debate is in their own words. (Example answers: presenting an argument in favour of or against a statement)
2. Tell pupils that in this lesson they will listen to a debate.

### Teaching and Learning (17 minutes)

1. Discuss debate:
  - A formal discussion on a topic that is relevant to society, in which opposing arguments are put forward.
2. Explain what a 'motion' is:
  - A motion is a statement that sets the topic for the debate.
  - Speakers at a debate have to speak 'for the motion' (in favour of the motion), or 'against the motion'.
3. Discuss the features of a speech to be given at a debate:
  - States an opinion and presents an argument for or against it
  - Gives evidence to support an argument using facts, statistics and examples
  - Seeks to convince the audience of a specific point of view
  - Uses emotive language and vocabulary, including reasoning and rhetorical questions
  - Is written in the first-person point of view
  - Demonstrates an understanding of the opposing point of view and seeks to disprove it
  - Uses vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen)
  - Is usually written to be spoken in front of an audience
4. Tell pupils that the WASSCE requires pupils to know how to write a speech for a debate.
5. Have pupils close all books to focus on listening to the speech. They may use an exercise book to note down important points as they listen.

6. Read the entire speech aloud (see end of lesson).
7. Ask pupils what motion the debate was about. (Answer: Parents should allow their children to choose their own careers)
8. Ask pupils if the speaker is in favour of or opposed to the motion. (Answer: in favour of)
9. Read the first paragraph of the speech aloud.
10. Ask a volunteer to summarise the paragraph.  
Example:  
The speaker uses vocatives to address the audience, then states that he or she is speaking for the motion. This means that the speaker believes that children should be allowed to choose their own careers.
11. Read the second and third paragraphs aloud.
12. Invite a volunteer to summarise these 2 paragraphs.  
Example:  
The speaker says that many people resent their parents for not allowing them to choose their own career. Parents often choose a certain career for their child because it is financially stable and not because their child has the aptitude for it.
13. Write the word 'aptitude' on the board. As a class, identify its meaning based on its use in the text. (Context clue: inclination – third paragraph)
14. Write the definition on the board: Skill and interest in a certain field.
15. Invite a volunteer to make a sentence with 'aptitude'. (Example: I have an aptitude for spatial understanding so I think I would be a good architect.)

### **Practice** (16 minutes)

1. Read the fourth and fifth paragraphs of the speech aloud.
2. Have pupils summarise these 2 paragraphs with their seatmates.
3. Invite a volunteer to share their summary with the class.  
Example:  
The speaker argues that having children pursue their interests helps the nation develop as it needs experts in many fields. Parents should rely more on their children's aptitude to decide which career is good for them. This will also develop healthy relationships between parents and children.
4. Read the entire speech aloud again without interruptions.
5. Invite volunteers to answer the following comprehension questions by raising their hand:
  - a. In which part of the speech does the speaker state whether they are for or against the motion?  
Answer: The speaker states this in the introduction.
  - b. What is the speaker's first argument for the motion?  
Answer: The first argument is that parents tend to choose a career for their child based on what is advantageous to them, the parents. This makes children resent parents.

- c. Does the speaker address the opponent's arguments? How?

Answer: Yes, the speaker addresses the opponent's point of view that parents understand their children best. The speaker counters this by explaining that parents choose a field where they think the child would be financially stable rather than what will make the child happy.

- d. Why does the speaker use Fela Kuti's example?

Answer: To make a point that people like Fela Kuti, who chose their own careers in spite of their parents' alternative preferences, can be successful.

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

1. Discuss the following questions as a class:

- What did you think of the arguments in the speech? Were they convincing?
- Would you be in favour of or opposed to the motion: Parents should allow their children to choose their own careers? Explain your reasons.
- What other arguments could you add to the speech to strengthen the argument?

2. For homework, have pupils do practice activity PHL2-L083 in the Pupils' Handbook.

### **[LISTENING PASSAGE]**

#### Parents Should Allow Children to Choose their Careers<sup>1</sup>

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Olukosi Adebayo and I stand before you today to talk for the motion: Parents should allow their children to choose their own careers.

It is pertinent to note that nowadays the majority of parents are choosing the careers of their children. They often do this for reasons that are advantageous and comforting to them rather than to their children. A good example is the desire of lawyers and accountants for their children to take up careers in the same fields. While children may actually become successful in these careers, they have resentment against their parents for not allowing them to try their hand at a profession of their choice.

My opponent made a point that parents are more experienced and know their children better than we assume. That they are good judges of what their children need. I agree, but there is a flip side to this love and concern. Often, concerned parents want their children to choose safe career options which will ensure financial stability. To cast this anxiety for their child aside, parents force their children into a field which they themselves are familiar with so that they can guide them easily and provide professional connections. For example, a businessman will often insist that his child take up his business regardless of whether the child has an inclination and aptitude for business. The result of this is the failure of many ventures as the children lack the essential interest and personal connectivity required for that field.



Apart from this, letting children choose their own careers may help in the country's development. For a nation to progress, Mr Chairman, does it not need experts in a variety of fields such as environment, sport, literature, performing arts, event management and advertising? If we leave it up to parents to make all their children doctors, lawyers and accountants, where will our artists and thinkers come from? From where will Sierra Leone get its pioneers and inventors? Take the example of the late Afro-beat king Fela Anikulapo Kuti, whose parents wanted him to become a doctor. Fortunately, he switched to music once he went to London, and he became a legend in the music industry.

I am not denying that children should take advice from their parents. But choosing a career should be based more on interest, skill level and aptitude rather than a safe bet. If mankind has achieved so many great feats in history, then a little encouragement and help given to a child in his or her field of interest can go a long way in ensuring success. Not to mention, it will pave the way for an everlasting healthy relationship between parents and children.

In conclusion, I hope you all agree that children should be allowed to choose their own careers.

Thank you.

<sup>1</sup> This passage is adapted from WAEC English Language Examination, 2009.

<b>Lesson Title:</b> Debate	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L084	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a text relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> Write the outline of a speech for a debate on the board (see end of lesson).	

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

1. Invite volunteers to explain what 'for' and 'against' the motion means in debates. (Example answers: 'for' means in favour of the motion; 'against' means not in favour of the motion)
2. As a class, discuss the benefits and disadvantages of parents choosing their children's career for them.
3. Tell pupils that in this lesson, they will write a speech for a debate.

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

1. Define debate:
  - A formal discussion on a topic that is relevant to society, in which opposing arguments are put forward.
2. A debate:
  - States an opinion and presents an argument for or against it
  - Gives evidence to support an argument using facts, statistics and examples
  - Seeks to convince the audience of a specific point of view
  - Uses emotive language and vocabulary, including reasoning and rhetorical questions
  - Is written in the first-person point of view
  - Demonstrates an understanding of the opposing point of view and seeks to disprove it
  - Uses vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen)
  - Is usually written to be spoken in front of an audience
3. Have pupils look at the outline of a speech for a debate on the board and copy it in their exercise books (see end of lesson).
4. Discuss the main components of such a speech using the outline on the board. Explain that a speech for a debate usually follows the organisation of a 5-paragraph essay:



- Introductory paragraph: Addresses the audience and states whether the speaker is for or against the motion.
  - Body: At least 3 paragraphs with 1 main idea in each.
    - Include supporting statements, examples, facts and statistics to support the main argument of the paragraph.
  - Closing paragraph: Summarises the main points and restates the speaker/writer's point of view.
  - Thank you: Write/say 'thank you' at the end of the speech.
5. Demonstrate how to fill the outline on the board with main ideas on the topic: Children should be allowed to choose their own careers – against the motion.

### **Introduction**

- Vocatives (address the audience): Principal, Judges, Staff and Fellow Pupils
- Thesis statement/point of view: I stand here today speaking against the motion: Children should be allowed to choose their own careers.

### **Body** – at least 3 paragraphs

- Argument 1: Children are often unsure where they can apply their skills.
  - Fact or example: My father sensed that I could write well and suggested journalism.
- Argument 2: Children are inexperienced and need guidance.
  - Fact or example: A study revealed that many university students are not even aware of all the professions they can pursue in their field.
- Argument 3: Parents will choose a career that ensures financial stability and a means to earn a living.
  - Fact or example: Parents have professional connections.
- Counter-argument: My opponent does not think financial stability is as important as aptitude. But for many people, having a stable source of income itself is the biggest achievement.
  - Reason the opponent is wrong with examples: There is a difference between a hobby and a career. Your hobby cannot always become your career as it is not practical.

### **Closing statement**

- Summary of main ideas: Parents are more experienced and can guide their children best.
- Restate the point of view: Children should take on their parents' choice of career.

Thank you.

### **Practice** (22 minutes)

1. Have pupils complete their own outline for their speech in their exercise books.
2. Explain that the outline on the board is against the motion. Tell pupils that their speech should be for the motion.



3. Move around the classroom to make sure pupils understand and are doing the task correctly.
4. Have pupils compare and share their outlines with seatmates.
5. Instruct pupils to use their outlines to write their speech for a debate.
6. While pupils write, move around the classroom to check their work. Correct any mistakes you see.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L084 in the Pupils' Handbook.

*[OUTLINE OF A SPEECH FOR A DEBATE]*

<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Vocatives (address the audience)</li> <li>• Thesis statement/point of view</li> </ul>
<p><b>Body</b> – at least 3 paragraphs</p> <ul style="list-style-type: none"> <li>• Argument 1 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Argument 2 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Argument 3 <ul style="list-style-type: none"> <li>- Fact or example</li> </ul> </li> <li>• Counter-argument <ul style="list-style-type: none"> <li>- Reason the opponent is wrong with examples</li> </ul> </li> </ul>
<p><b>Closing statement</b></p> <ul style="list-style-type: none"> <li>• Summary of main ideas</li> <li>• Restate the point of view</li> </ul>
<p>Thank you.</p>

<b>Lesson Title:</b> Debate	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L085	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Speak with fluency and expression to discuss an issue.</li> <li>2. Use appropriate tone and intonation.</li> <li>3. Demonstrate understanding of relevant ideas to support an argument.</li> <li>4. Use appropriate vocabulary to discuss an issue.</li> </ol>	 <b>Preparation</b> Practise reading the example paragraphs aloud (see end of lesson).	

### Opening (5 minutes)

1. Invite volunteers to read the speech they wrote in the previous lesson, for the motion: Parents should allow children to choose their careers.
2. Tell pupils that in this lesson, they will practise debating.

### Teaching and Learning (11 minutes)

1. Revise debate:
  - A formal discussion on a topic that is relevant to society in which opposing arguments are put forward.
2. A debate:
  - States an opinion and presents an argument for or against it
  - Gives evidence to support an argument using facts, statistics and examples
  - Seeks to convince the audience of a specific point of view
  - Uses emotive language and vocabulary, including reasoning and rhetorical questions
  - Is written in the first-person point of view
  - Demonstrates an understanding of the opposing point of view and seeks to disprove it
  - Uses vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen)
  - Is usually written to be spoken in front of an audience
3. Write the topic of the debate on the board: Parents should allow children to choose their careers.
4. Demonstrate how to speak 'for' the motion in a debate. Read the 2 example paragraphs aloud to pupils with appropriate tone and intonation, and with expression (see end of lesson).

5. Demonstrate how to speak 'against' the motion: Read the example paragraph aloud to pupils with appropriate tone and intonation, and with expression (see end of lesson).
6. Explain how to prepare a counter-argument:
  - Listen carefully to the opponent's arguments and make quick notes.
  - Present facts, evidence or logic to challenge their argument.
7. Demonstrate how to present a counter-argument when speaking against the motion: Read the example paragraph aloud to pupils (see end of lesson).

**Practice** (21 minutes)

1. Tell pupils that they are going to practise debating as a class. They will use the speech they wrote as the starting point for the debate. Remind them to focus on making counter-arguments. They must make different arguments, not restate what someone else has already said.
2. Invite a volunteer to read aloud a paragraph from their written speech in favour of the motion.

Example:

Letting children choose their own careers may help in the country's development. For a nation to progress, Mr Chairman, does it not need experts in a variety of fields such as environment, sport, literature, performing arts, event management and advertising? If we leave it up to parents to make all their children doctors, lawyers and accountants, where will our artists and thinkers come from? From where will Sierra Leone get its pioneers and inventors? Take the example of the late Afro-beat king Fela Anikulapo Kuti, whose parents wanted him to become a doctor. Fortunately, he switched to music once he went to London and he became a legend in the music industry.

3. Suggest any changes pupils should make in their tone, intonation and expression while speaking.
4. Have the rest of the class quickly write down 1-2 main ideas as counter-arguments based on what the volunteers said.
5. Invite volunteers to share their counter-arguments with the class.

Example:

My opponent said that Sierra Leone's artists and thinkers will come from people who choose their own careers and gave the example of Fela Kuti. But Fela Kuti is an exception, not the norm. Can everyone in this classroom who is good at singing hope to become a successful singer one day? I would argue not. If some children do have exceptional artistic abilities and talents, then I am sure that well-meaning parents would guide them further in that direction.

6. Invite a different volunteer to read a paragraph from their speech in favour of the motion. This argument must present a new idea.

Example:

Even with all the information available to pupils today, parents still have more experience when it comes to careers. They have seen their friends and relatives

in different fields succeed and fail. They know the fields and professions which are prospering and the industries that are not hiring. This realistic perspective can ensure that their child goes through life comparatively smoothly.

7. Have the rest of the class write down 1-2 main ideas as counter-arguments for what the speakers said.
8. Invite volunteers to share their counter-arguments with the class.

Example:

My opponent stated that parents know which fields and industries are prospering. However, I would argue that many people are limited in their perspective because their colleagues and friends may work in the same field. For example, my mother works in a bank and can give me her expertise only in the field of banking and no other.

9. Divide pupils into 2 groups. Tell one group they will argue for the motion, and the other that they will argue against the motion.
10. Have pupils practise debating the topic with seatmates. Remind them that they need to take turns speaking and to focus on developing counter-arguments.

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

1. Conduct a class poll to see which side of the motion, 'Parents should allow their children to choose their own careers', is favoured more:
  - Have pupils raise their hand if they support the arguments for the motion.
  - Have pupils raise their hand if they support the arguments against the motion.
2. For homework, have pupils do practice activity PHL2-L085 in the Pupils' Handbook.

### **[EXAMPLE PARAGRAPH – FOR]**

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! My name is Olukosi Adebayo and I stand before you today to talk for the motion: Parents should allow their children to choose their own careers.

It is important to note that nowadays the majority of parents are choosing the careers of their children. They often do this for reasons that are advantageous and comforting to them rather than to their children. A good example is the desire of lawyers and accountants for their children to follow in their footsteps. While children may actually become successful in these careers, they have resentment against their parents for not allowing them to choose the profession of their choice.



### **[EXAMPLE PARAGRAPH – AGAINST]**

Firstly, I believe that parents know in which field their children can apply their skills best. For instance, many of you have praised my writing skills. I take pride in being able to present my opinions and arguments well. But it was my father who suggested

that this skill could be productive if I decided to take up journalism. Thanks to his guidance, I feel less apprehensive about what to study at the university level.

*[EXAMPLE PARAGRAPH – COUNTER-ARGUMENT]*

My opponent presents a reasonable argument that children may resent their parents for choosing a career they do not like. However, parents would rather have you resent them than ruin your life. A child will grow up to understand the importance of a stable career and eventually thank their parents for the guidance.

<b>Lesson Title:</b> Debate	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L086	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Speak with fluency and expression to discuss an issue.</li> <li>2. Use appropriate tone and intonation.</li> <li>3. Demonstrate understanding of relevant ideas to support an argument.</li> <li>4. Use appropriate vocabulary to discuss an issue.</li> </ol>	 <b>Preparation</b> Practise reading the introductory paragraph aloud (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain a counter-argument. (Answer: an argument to challenge the opponent's stance in a debate)
2. Tell pupils that in this lesson they will practise listening and speaking by focusing on a debate on the motion: Wealth is the most important thing for happiness.

### Teaching and Learning (10 minutes)

1. Revise the main components of a speech to be used in a debate:
  - An introductory paragraph that addresses the audience and the panel members and also states the motion of the debate
  - At least 3 paragraphs or arguments with evidence, facts and reasons to support them
  - Any counter-arguments based on what the opponents said
  - A closing paragraph summarising the main ideas and stating the speaker's stance again
2. Revise how to prepare a counter-argument:
  - Listen carefully to the opponent's arguments and make quick notes.
  - Present facts, evidence or logic to challenge their argument.
3. Tell pupils to keep the following in mind when participating in a debate:
  - They should speak with confidence.
  - They should speak with appropriate expression, speed, tone and intonation.
  - Their voice should be loud and clear.
  - They must look at their audience and panel members while addressing them.
  - When their opponent is speaking, they must listen very carefully.
4. Demonstrate how to start a debate with an introductory paragraph by reading the introductory paragraph aloud with appropriate speed, expression, tone and intonation (see end of lesson).

### **Practice** (26 minutes)

1. Have pupils open their exercise books to the speech they wrote for or against the motion in lesson L084.
2. Have pupils practise reading their speeches to their seatmates with appropriate expression, tone, clarity and intonation.
3. Have pupils make notes for counter-arguments while listening to their seatmates.
4. Move around the classroom and listen to pupils' speeches and offer suggestions for improvement.
5. Have pupils present their counter-arguments to their seatmates.
6. Invite a volunteer to read aloud their debate for the motion.

Example paragraph:

If you want a healthy lifestyle in today's world, then you definitely need a stable income. For example, an ideal lifestyle would contain a diet that includes dried and fresh fruits in addition to the standard 3 meals a day. These commodities have become expensive in today's commercialised world and are not affordable for every family.

7. Invite another volunteer to read their speech against the motion. The volunteer may also present counter-arguments based on what the previous pupil said.

Example paragraph:

Let me inform you about a recent research study which found that middle-income people are happier than low-income people. However, there is not much difference in the level of happiness between middle-income and high-income groups. This proves that while money is a factor, it is not the only, or the most important, factor for happiness.

8. Invite volunteers to make counter-arguments to challenge both speakers' arguments.

Example answers:

- My opponent pointed out a study that did find a difference between the happiness of low-income and middle-income groups. If money is the only difference between the groups' happiness, then obviously, it is the most important and essential thing!
- My opponent stated that healthy food is expensive in a commercialised world. I would like to ask him/her: Where is the origin of commercialisation? The answer is: money. In many communities around the world that are remote and still isolated from commercialisation, local and fresh produce is consumed by people at a cheap cost. This communal bond is what allows people to live comfortably and happily with other members of the society.



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

1. Conduct a quick poll of the class to see which side of the motion is more popular.
  - Have pupils raise their hand if they support the arguments for the motion.
  - Have pupils raise their hand if they support the arguments against the motion.
2. For homework, have pupils do practice activity PHL2-L086 in the Pupils' Handbook.



*[INTRODUCTORY PARAGRAPH]*

A very good morning to the principal, judges, staff and fellow pupils. I, Musa, from SSS 2, stand before you today to present my opinions for the motion: Wealth is the most important thing for happiness.

<b>Lesson Title:</b> Reading Comprehension – Academic Text (science)		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L087		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Summarise text in their own words.</li> <li>3. Infer meaning from a text.</li> <li>4. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the science text 'Neuroplasticity for a Sharper Brain' aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain what nerves are, in the human body. (Example answers: They send signals to the brain; they are fibres spread throughout the body)
2. Tell pupils that in this lesson, they will read a science text about nerve cells or neurons.

### Teaching and Learning (14 minutes)

1. Explain to pupils that reading an academic text is different from reading other texts. A science text will often present the reader with many new and unfamiliar words.
2. Discuss what to pay attention to when reading a science text:
  - The main idea of the passage
  - The main idea of every paragraph
  - New vocabulary and context clues to understand their meaning
  - Figurative language that helps to explain a concept
  - Facts, figures and statistics that help to explain a concept
3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Read the first paragraph aloud (see end of lesson) and have pupils follow along in the Pupils' Handbook.
5. Summarise the first paragraph as a class.  
 Example:  
 Neuroscientists are interested in studying neural connections in the human body. Currently, they are most interested in neuroplasticity, the ability to form and eliminate neural connections in the brain.
6. Write the term 'neural connections' on the board. Identify its meaning based on context clues in the text. (Context clue: pathways between neurons; send a signal from one nerve to another)
7. Write the definition on the board: Pathways between neurons to transmit signals to and from the brain.

8. Make a sentence with 'neural connections' for pupils.  
Example: Strong neural connections between nerves may indicate that signals can travel faster to and from the brain.

**Practice** (21 minutes)

1. Invite a volunteer to read the second paragraph of the passage aloud.  
Have pupils summarise the second paragraph with their seatmates.
2. Invite a volunteer to share their summary.  
Example:  
Nerves are spread throughout the body. The brain and the spinal cord are the nerve centres, much like the electrical centres of a city. Toddlers learn about concepts such as 'mummy' when they form a neural connection that tells the brain that the word 'mummy' refers to their mother. The more they practise the association, the stronger that neural connection becomes over time.
3. Write the word 'fibre' on the board. Have pupils infer its meaning based on its use in the paragraph.
4. Invite volunteers to share their answers:
  - Context clue: like electrical wire, nerves
  - Definition: A piece of material that is long and thin.
5. Invite a volunteer to make a sentence with 'fibre'.  
Example: Too much washing can weaken the fibres of a cloth and make it tear.
6. Invite a volunteer to read the third paragraph aloud.
7. Have pupils summarise the third paragraph with their seatmates.
8. Invite a volunteer to share their summary.  
Example: More neural pathways means the brain is more likely to learn new ideas and skills. Children and teenagers have the most neural pathways, which decrease as people become adults. Neural networks that are not used to being used get eliminated over time.
9. Invite a volunteer to read the fourth paragraph aloud.
10. Write the word 'reactivate' on the board. Have pupils identify its meaning based on its usage in the paragraph. (Answer: To make something active again)
11. Invite a volunteer to make a sentence with 'reactivate'.  
Example: I reactivated my phone, hoping that it would function normally this time.
12. Direct pupils' attention to the comprehension questions on the board (see end of lesson).
13. Have pupils copy the comprehension questions from the board in their exercise books and answer them.
14. Discuss answers as a class.  
Answers:
  - a. Neural connections are pathways or connections between different neurons. They transmit signals from the rest of the body to the brain.

- b. The writer explains that when a toddler associates the mother with the word 'mummy', a neural connection is formed for this association. Over time, with practice, it becomes stronger.
- c. One can increase one's neuroplasticity by being mentally active and engaging in activities like solving puzzles and reading about other cultures.

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

1. Discuss the use of metaphors in the text:
  - a. What does the writer compare the body to? (Answer: a city)
  - b. What does the writer compare the brain and spinal cord to? (Answer: energy sources of the city)
2. For homework, have pupils do practice activity PHL2-L087 in the Pupils' Handbook.

### *[SCIENCE TEXT]*

#### Neuroplasticity for a Sharper Brain

The field of neuroscience is always abuzz with interesting discoveries about the capabilities of the human brain. Neuroscientists, who study the nervous system and nerves, are currently interested in neuroplasticity, the ability of the brain to develop and reorganise neural connections over the course of a person's life. Nerve cells are called neurons. Neurons are connected to each other through neural connections. These neural connections are the pathways between neurons that help send a signal from one nerve to another in the human brain. All functions of the body have their own neural connections between organs and the brain.

Imagine that your body is a city. Your brain and the spinal cord are the electrical energy sources of the city which supply electricity – that is, signals – to the rest of the body. Your nerves are like thin fibres that run throughout your body, just like electrical wires, that connect different electric poles across a city. Now, when you were a toddler, at some point, your mother must have taught you to say 'mummy' or 'ma'. When you started understanding that the word 'mummy' refers to your mother, a new neural pathway would have been formed in the brain, connecting the image of your mother to the word 'mummy'. Repeated practice of associating your mother with the word 'mummy' made that neural connection stronger over time. Now, you are unlikely to ever forget what 'mummy' means.



Scientists say that the more neural pathways one has in the brain, the more concepts and ideas they can learn and understand. Children and teenagers have the maximum number of neural networks since they are growing and developing. They constantly learn new information and concepts, and their brain is open to absorbing all this information. As a person becomes an adult, their brain filters out the neural connections being used the least and eliminates those pathways completely over

time, if they are left unused. For example, if you have ever tried to learn a new language, you will find that you lose your fluency in that language unless you practise it regularly. That is because the neural connections in the brain that stored the information for that language have either become weak or have been eliminated.

The good news is that neuroplasticity allows one to reactivate and form new neural pathways. Understanding neuroplasticity can help people keep their brain sharp throughout their life. If you want to be someone who can always understand new ideas easily, learn new skills and have wider perspectives even in old age, you need to keep your neural pathways active. That is, you need to be mentally active. This can be done by acquiring and practising new skills throughout one's life. One can challenge the brain by solving complicated puzzles to improve their problem-solution abilities. For a wider social perspective, one could read about different communities and cultures. To keep one's reflexes quick, one could practise or pick up a new sport. The more the brain is made to engage in new tasks, the more it will develop and maintain many neural pathways. It is all about oiling and running the machine regularly.

*[COMPREHENSION QUESTIONS]*

- a. What are neural connections? What is their function?
- b. Why does the writer mention 'mummy' to explain neural connections?
- c. How can one increase one's neuroplasticity?

<b>Lesson Title:</b> Reading Comprehension – News Article (economic development)		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L088		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Summarise text in their own words.</li> <li>3. Infer meaning from a text.</li> <li>4. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the article, 'Women in Agriculture', aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Invite volunteers to explain 'economic development'. (Example answers: increase people's income; more employment; increase in nation's wealth)
2. Write a definition of economic development on the board: The development of a nation's industry, finances and living standards.
3. Tell pupils that in this lesson, they will read a text on economic development.

### Teaching and Learning (12 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds to the lesson. Direct their attention to the reading passage and have them follow along as you read.
2. Read the first 2 paragraphs aloud to pupils (see end of lesson).
3. Summarise the first 2 paragraphs for pupils.  
 Example:  
 For Sierra Leone's economy to grow, the agriculture business must develop. This can be done through infrastructure, management and business skills. However, 70 percent of the farmers and labourers in the field of agriculture are women, who do not possess these skills. So, the solution may lie in empowering women farmers.
4. Write the term 'agro-business' on the board. Identify its meaning using context clues from the text. (Context clues: crop- and produce-based businesses)
5. Write the definition on the board: Business in the field of agriculture and farming.
6. Use 'agro-business' in a sentence.  
 Example: Our family is planning to start an agro-business where we will grow apples and make products out of them.

### Practice (23 minutes)

1. Invite a volunteer to read the third and fourth paragraphs aloud.
2. Have pupils summarise these 2 paragraphs to their seatmates.
3. Invite volunteers to share their summary.  
 Example: Women farmers need to be equipped with more skills, such as business

and management, to set up agro-businesses and feel confident. Laws that prevent women from owning land need to change.

4. Write the word 'licence' on the board. Have pupils identify its meaning based on context clues.
5. Invite a volunteer to share his/her answer with the class.

Answers:

- Context clue: permissions for trade and business
- Definition: A legal document giving someone permission to do something

6. Invite another volunteer to make a sentence using 'licence'.

Example: The physician received the licence to practise medicine in her own clinic.

7. Invite a volunteer to read the fifth paragraph aloud.
8. Invite another volunteer to summarise the fifth paragraph for the class.

Example:

Sierra Leone needs projects such as the Koinadugu Vegetable Women Farmers' Cooperative to educate and improve farm families' skills in production and business. A change in mindset is also required to allow women to engage in trade and business without any restrictions.

9. Have pupils copy the comprehension questions from the board into their exercise books and answer them (see end of lesson).
10. Discuss answers as a class.

Answers:

- a. Sierra Leone lacks infrastructure, small-scale industries and management to boost its economic development. Also, most of the women farmers are not educated enough about their field or business.
- b. The writer suggests that empowering women farmers would require tackling many systemic issues, such as laws and education programs.
- c. The example shows that such projects can assist women by educating them about increased crop production and other forms of livelihood in the field of agriculture.

### **Closing (1 minute)**

1. For homework, have pupils do practice activity PHL2-L088 in the Pupils' Handbook.

*[ARTICLE]*

#### Women in Agriculture

In most developing countries in Asia and Africa, agriculture is the mainstay of their economies. Agriculture is usually the easiest and most viable source of employment in rural areas, as such places do not yet have the infrastructure to support large manufacturing units and industries. However, to use farming to boost the agricultural industry and the economy requires planning, small-scale industries and a lot of

management. This is where Sierra Leone is currently lacking. The solution may lie in empowering women farmers.

Setting up multiple agro-businesses would require intricate professional networks, knowledge of business, management skills and some financial availability. Usually, farmers in rural areas are not highly educated and do not possess all these skills. But it is even tougher for women to set up crop- and produce-based businesses in Sierra Leone. Women, who account for about 70-80 percent of the labour involved in agriculture, are less educated and financially stable than men in Sierra Leone.

The need of the hour is a multi-pronged approach to break down the systemic barriers that keep women farmers from being successful. The most important areas for skill development for women are technical literacy, entrepreneurial skills, financial literacy and business and networking skills. Education programs in these areas could equip women to engage in business more confidently.



There is also the issue of old laws obstructing both women's empowerment and economic development. According to a news report in Sierra Leone Telegraph (2013), the laws of inheritance of property in Sierra Leone mostly favour men. This means that women hardly ever own land. Consequently, with no documentation to prove that they own the land they are working on, women find it hard to get licences and permissions for trade and business.

For the economy to grow, there needs to be an overhaul of the system that keeps gender inequality alive. Apart from education and law reforms, a change in cultural and social mindset would make it easier for women to be more mobile, step out of their communities and engage with others in their profession. As per a news article from the Sierra Leone Telegraph (2017), a relevant example is the Koinadugu Vegetable Women Farmers' Cooperative, which is helping 750 farm families in the Koinadugu district. The project is aimed at increasing technical knowledge about farming, increasing incomes and giving the farmers a diverse set of skills for their livelihood. The project hopes to see an increase in the production of crops this year, resulting in increased trade and business opportunities in the near future.

#### *[COMPREHENSION QUESTIONS]*

- a. According to the writer, what is Sierra Leone's agricultural field lacking in?
- b. What does the writer mean by 'multi-pronged approach' in the third paragraph?
- c. How does the example of Koinadugu Vegetable Women Farmers' Cooperative help support the writer's main idea in the passage?



<b>Lesson Title:</b> Vocabulary Development: Cultures and Institutions		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L089		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of culture and institutions.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text, 'Ethics of Studying Communities', aloud (see end of lesson).</li> <li>2. Write the vocabulary list on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain culture. (Example answers: customs of a community; practices and behaviours of certain people)
2. Discuss different examples of culture within pupils' own communities.
3. Tell pupils that in this lesson they will read a passage about cultures and institutions.

### Teaching and Learning (12 minutes)

1. Define culture:
  - Culture is the beliefs, customs, rituals and behaviours of a specific community or group of people.
2. Define institution:
  - An institution is an established law or practice accepted by a society.  
Examples: the institution of marriage; institutions of tribes
3. Have pupils open the Pupils' Handbook at the page that corresponds to the lesson.  
Direct them to the reading passage and ask them to follow along as you read.
4. Read the first paragraph aloud to pupils (see end of lesson).
5. Summarise the first paragraph for pupils.  
Example:  
Anthropologists need to be cautious in how they observe and report on unfamiliar communities. They should not study a culture only to criticise and reform it.
6. Write the word 'anthropologist' on the board. Identify its meaning for pupils using context clues from the passage. (Context clue: study unique culture, society and behaviours)
7. Write the definition on the board: A person who studies human races, origins, societies and cultures
8. Make a sentence with 'anthropologist'.  
Example: An anthropologist was hired to understand how the tribes in the islands of the Indian Ocean survive by living only in the forests.

### Practice (25 minutes)

1. Invite a volunteer to read the second paragraph aloud.
2. Invite another volunteer to summarise the second paragraph.

Example:

Imperialist Western countries sent anthropologists to their colonies to study their culture. But they usually reported their observations in a poor light, portraying people from these colonies as barbarous and outdated. Over time, this led to the bias and prejudice against the people of some communities.

3. Write the word 'rituals' on the board. Have pupils identify its meaning based on context clues.
4. Invite a volunteer to share their answer.
5. Answers:

- Context clue: native practices
- Rituals: A series of actions or behaviours followed by the people of a culture

6. Invite a volunteer to read the third paragraph aloud.
7. Invite a different volunteer to summarise the third paragraph.

Example:

Anthropologists are now aware that they should observe unfamiliar communities with an open mind. They must investigate and understand the underlying beliefs, norms and morals of a specific society.

8. Have pupils answer the following comprehension questions by raising their hand:
  - What are modern-day anthropologists 'cautious' about?  
Answer: They are cautious about not judging or portraying another culture in a poor light.
  - Why has the writer mentioned the Sub-Saharan African celebration dance?  
Answer: To give an example of how colonisers made fun of their culture, which contributed to the stereotypes against their culture.
  - Are chieftains and leaders of tribes respected in their own communities?  
Answer: Yes, chieftains and leaders are often respected and protected by the constitution of their country.
9. Have pupils copy the vocabulary from the board in their exercise books (see end of lesson).
10. Instruct pupils to work with seatmates to write a definition of each.
11. Invite volunteers to share their answers.

Answers:

- a. Social: Related to society
- b. Norms: Accepted rules and practices
- c. Social institutions: Social practices and behaviours
- d. Chieftain: The head or chief of a tribe or community
- e. Native: Belonging to a particular place
- f. Festival: A celebration marking a special event or occasion
- g. Hierarchy: A system in which people are ranked in society by their wealth, family or status in society

- h. Polyandry: Marriages where women have more than one husband
12. Ask pupils to write a sentence with each of these words and terms in their exercise books.
  13. While pupils write, move around the classroom and check their work.
  14. Invite volunteers to share their sentences.

Example sentences:

- a. Social: Festivals are social events because everyone gathers together to celebrate.
- b. Norms: As per the norms of our school, we do not eat until the teacher leaves the classroom or gives permission.
- c. Social institutions: Marriage is the one social institution that most communities throughout the world believe in.
- d. Chieftain: The chieftain of my village called all the elders for a meeting.
- e. Native: The native people of some Pacific islands have never travelled to other islands or mainlands.
- f. Festival: The Hindu people in India have at least one festival every week.
- g. Hierarchy: A wealth-based hierarchy caused the rich and the poor to live in different areas of the same city.
- h. Polyandry: In polyandrous marriages, women often marry men of the same family to keep the family together.

### **Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L089 in the Pupils' Handbook.

[TEXT]

### Ethics of Studying Communities

Modern-day anthropologists who study unique cultures, societies and their behaviours have to be extremely cautious in how they observe and describe the people of other communities. In anthropology, there is no room for judgment or reformation. That is, an anthropologist should not go to observe a community's social structure and norms, only to be critical of them and portray the culture in a poor light. Instead, they must go in with an open mind, accept the differences between the culture they are studying and what they themselves are familiar with and attempt to learn something new.



This concern surrounding the ethics of anthropological study stems from the work of a few colonial anthropologists over the past few centuries. Typically, Western imperialist countries such as Great Britain, France, Spain, Portugal and Holland sent their sociologists and anthropologists to study the cultures and social institutions of their colonies in Africa, Asia and South America. These experts would often return with horrifying accounts of native rituals and practices that they had observed, presenting it all in a very primitive and barbarian way. At other times, they trivialised

the significance of customs and festivals they witnessed. For instance, a colourful dance celebration after selecting a new chieftain in Sub-Saharan African tribes was laughed at and even imitated in a disrespectful way in the 19<sup>th</sup> century. Over time, this led to the stereotyping and biases that labelled many Eastern and African cultures as unsophisticated and outdated. This happened in spite of the fact that a chieftain's or community leader's verdicts were, and are still, valued and protected by many constitutions around the world.

With this history of anthropology, experts in the field now insist that researchers should observe unfamiliar cultures using the lens of a sincere student or an explorer. Rather than approach a community with prejudice, one should go deeper and understand the philosophy, morals and social ethics underlying the behaviours. While some researchers feel compelled to reform outdated social hierarchies that oppress some people, they need to be fair and just in the way they report their observations. A good example is the study of polyandry in some regions of Nepal, in Asia. While early researchers reported that these women with multiple husbands were victims of oppression, the latest research points out that many women from these communities actually feel empowered and secure in these relationships. Clearly, one cannot judge a book by its cover.

*[VOCABULARY LIST]*

- a. social
- b. norms
- c. social institutions
- d. chieftain
- e. native
- f. festival
- g. hierarchy

<b>Lesson Title:</b> Vocabulary Development: Culture and Institutions		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L090		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of culture and institutions.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> <li>3. Write a text using appropriate vocabulary.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the outline of an informal letter on the board (see end of lesson).</li> <li>2. Write the vocabulary on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain institutions. (Example answer: an established law or practice accepted by a society)
2. Discuss different examples of institutions within pupils' own communities.
3. Tell pupils that in this lesson, they will practise writing with vocabulary related to culture and institutions.

### Teaching and Learning (15 minutes)

1. Revise the vocabulary from the previous lesson:
  - Culture: The beliefs, customs, rituals and behaviours of a specific community or group of people.
  - Institution: An established law or practice accepted by a society  
Examples: the institution of marriage; institutions of tribes
  - Social: Related to society
  - Norms: Accepted rules and practices
  - Social institutions: Social practices and behaviours
  - Chieftain: The head or chief of a tribe or community
  - Native: Belonging to a particular place
  - Festival: A celebration marking a special event or occasion
  - Hierarchy: A system in which people are ranked in society by their wealth, family or status in society
  - Polyandry: Marriages where women have more than one husband
2. Introduce pupils to the new vocabulary related to culture and institutions on the board (see end of lesson).
3. As a class, use the new vocabulary in sentences. Give pupils a few examples to get started.  
Examples:

- Chieftaincy: The leader was sure that no one would betray his trust in his chieftaincy.
  - Social affair: The fundraiser party is going to be the grandest social affair in Freetown this year.
  - Polygamy: In polygamous marriages, wives often share the responsibility of all the children of the family.
4. As a class, revise the format of an informal letter (see end of lesson).
  5. Revise the features of an informal letter:
    - When writing an informal letter, you do not have to use formal language.
    - It is a letter written to friends or family and has a light, personal tone.
    - An informal letter should include the following:
      - Address
      - Date
      - Greeting
      - Introduction
      - Body
      - Conclusion
      - Subscript
      - Name

**Practice** (18 minutes)

1. Tell pupils that they are going to write a 300-word letter to a friend in another country describing the culture and social institutions of their community. Tell them to use the outline on the board to plan their letter before writing.
2. Read the example letter out to pupils (see end of lesson).
3. Discuss some example information to include in the letter:
  - Their community and its leader
    - What kind of decisions they make
  - Marriages in their community
    - Who marries whom and how the marriage is arranged
  - Principles and values of the people from their community
    - How they are taught these norms
4. While pupils fill in the outline in their exercise books, move around the classroom to check their work.
5. After pupils have finished filling in the outline, instruct them to write the letter.
6. While pupils write, check their work and help them if needed.

**Closing** (4 minutes)

1. Invite 2 volunteers to read their letters out to the class.
2. For homework, have pupils do practice activity PHL2-090 in the Pupils' Handbook.

*[OUTLINE OF AN INFORMAL LETTER]*

	<u>Your address</u> _____
	<u>Date</u> _____.
<u>Greeting (Dear, Dearest),</u>	
<u>Opening</u>	_____.
<u>Body</u>	_____.
<u>Closing</u>	_____.
	<u>Yours sincerely,</u> <u>Your name.</u>

*[VOCABULARY]*

- Chieftaincy: The area or office overseen by a chief of a community
- Social affairs: Gatherings of people in a society on a special occasion or for a specific task
- Polygamy: A marriage in which a man has more than one wife
- Principles: Moral rules and beliefs of a person or a community
- Values: The collective beliefs of a community on what is morally good or bad
- Family life: The domestic life after marriage and having children
- Social class: The hierarchy that people fall into in society  
Example: high class or high income, middle class or middle income and low class or low income

[EXAMPLE INFORMAL LETTER]

Letter to a Friend Describing your Community

15, Aberdeen Street  
Freetown.

17<sup>th</sup> September, 2017

Dear Henry,

I was glad to receive your letter last week describing what your life is like in Ireland. Indeed, it seems like another world. I do hope to visit someday. As per your request, I will now tell you about our life and **culture** here in Sierra Leone.

Since I live in the city now, I am a little removed from the culture of my village. My **ancestral** village is where my parents grew up and I go there during all my vacations. The **community** and the bond in our village is very strong. My family has a **high status** in that village because my grandfather was the **village head** twenty-five years ago. It has been a long time but we **value** and remember our **leaders** forever.



My grandfather actually helped a lot people with problems, such as finding jobs and starting businesses. He also took great pleasure in resolving **domestic issues**. My grandmother was always trying to prevent him from intervening in other people's **married lives**. But my grandfather persisted because he thought of the whole community as a single unit. He never treated anybody differently because of their **social class**.

Today, the village has certainly become more modern with some Internet access. However, we have not lost touch with our cultural **norms** and **beliefs**. **Marriages** are still arranged with the approval of the elders and we cherish the guidance they give us. Perhaps this sounds strange to you. But honestly, these are people who will support me during the good times and the tough ones.

I wish I could write more but I must study for my examinations. I hope to hear from you soon.

Yours sincerely,  
Ramatu.



<b>Lesson Title:</b> Descriptive Writing (culture, institutions and ceremonies)	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L091	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use an outline to plan a text.</li> <li>2. Draft a text relevant to the topic with well-organised ideas.</li> <li>3. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <b>Preparation</b> Write the outline of a descriptive essay on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain what 'description' means. (Example answers: describing something; giving details about something)
2. Tell pupils that in this lesson they will learn how to write a descriptive text.

### Teaching and Learning (16 minutes)

1. Define descriptive essay:
  - A descriptive text or essay is one that describes something in detail, such as a person, an object, a place, a concept or an experience.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson, and direct them to the main features of a descriptive essay.
3. Discuss the features of a descriptive essay as pupils follow along:
  - It describes someone, something, an event, an experience or an idea.
  - It uses descriptive vocabulary to paint a picture in the reader's mind.
  - It includes a variety of details about what is being described.
  - It engages the reader's 5 senses.
  - It employs literary devices and figurative language.
4. Draw pupils' attention to the outline of a descriptive essay on the board (see end of lesson).
5. Have pupils copy the outline into their exercise books.
6. Demonstrate how to fill the outline with main ideas using the topic, 'My cousin's engagement' (see below).

#### My Cousin's Engagement

<b>See</b>	<ul style="list-style-type: none"> <li>• Bright clothes</li> <li>• Decorations</li> <li>• Food</li> <li>• Items for the religious ceremony</li> <li>• Magnificent engagement rings</li> </ul>
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<b>Hear</b>	<ul style="list-style-type: none"> <li>• Traditional music</li> <li>• Children playing noisily</li> <li>• My grandmothers doting over my cousin</li> <li>• Laughter</li> <li>• Joyful, congratulatory messages</li> <li>• Heartfelt blessings</li> </ul>
<b>Taste</b>	<ul style="list-style-type: none"> <li>• Chicken, rice and fish</li> <li>• Snack</li> <li>• Sweets</li> <li>• Cool drinks</li> </ul>
<b>Touch</b>	<ul style="list-style-type: none"> <li>• Silky cloths for decoration</li> <li>• My dress made of soft fabric</li> </ul>
<b>Smell</b>	<ul style="list-style-type: none"> <li>• Strong and delicate perfumes</li> <li>• Inviting feast</li> <li>• Calming incense sticks</li> </ul>
<b>Details to include:</b> <ul style="list-style-type: none"> <li>• The bride and groom's appearance</li> <li>• The setting of the engagement and its decorations</li> <li>• The gifts the families exchanged</li> <li>• The wishes and blessings given to the engaged couple</li> <li>• The dance party</li> <li>• The feast</li> </ul>	

7. Invite volunteers to give more ideas of things to describe and adjectives that can describe them.

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

1. Have pupils use the outline to write their main ideas and descriptive words for the descriptive essay in their exercise books.
2. Explain to pupils that they can choose to describe any ceremony or cultural event that they have seen in their community.
3. While pupils write, move around the classroom to check their work and help them, if needed.
4. Have pupils share and compare their outlines with seatmates. Encourage them to offer each other suggestions of more descriptive details to include.



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

1. Invite volunteers to share the ceremony or cultural event that they plan to write about.
2. For homework, have pupils do practice activity PHL2-L091 in the Pupils' Handbook.

*[OUTLINE OF A DESCRIPTIVE ESSAY]*

Description of a Ceremony or Cultural Event

<b>See</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Touch</b>	
<b>Smell</b>	
<b>Types of details to include:</b> <ul style="list-style-type: none"><li>• The people and their appearance</li><li>• The decorations</li><li>• The ceremonies and rituals</li><li>• The food and music arrangements</li></ul>	

<b>Lesson Title:</b> Descriptive Writing (culture, institutions and ceremonies)	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L092	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a text relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> None	

### Opening (5 minutes)

1. Invite volunteers to share their outline of a descriptive essay from the previous lesson.
2. Tell pupils that in this lesson they will write their descriptive essay.

### Teaching and Learning (12 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. A descriptive essay:
  - Describes someone, something, an event, an experience or an idea.
  - Uses descriptive vocabulary to paint a picture in the reader's mind.
  - Includes a variety of details about what is being described.
  - Engages the reader's 5 senses.
  - Employs literary devices and figurative language.
3. Discuss the components of a descriptive essay, using the example topic of a ceremony:
  - Introductory paragraph: Introduces the setting of the ceremony and people involved in it.
  - Body: At least 3 paragraphs to describe elements such as:
    - The people and their appearance
    - The decorations
    - The ceremonies and rituals
    - The food and music arrangements
  - Closing paragraph: It can describe how the ceremony ended and the writer's feelings or emotions.
4. Read aloud the example introductory paragraph to pupils:  
I could not believe, as I entered my cousin's glittering house, that it was her day of engagement. My parents were busy admiring the magnificent decorations and the

twinkling lights, but I was travelling into the past, recalling how my cousin Ramatu and I used to do roleplays of our own engagements as little girls.



5. Read aloud the example paragraph describing the couple to pupils:  
I saw Ramatu at last. She was wearing the same white dress that we all wear on auspicious occasions, but somehow, she was still glowing more than anyone else. Clearly, all the happiness inside her heart was showing in her appearance. I looked at her fiancé-to-be and he looked flustered. Our family had alarmed him by suddenly coming as a group of thirty people to shower blessings and affections on him. His six-foot frame looked timid and meek in the sea of people (figurative language).
6. Read aloud an example closing paragraph to pupils:  
I had barely begun to enjoy that peace when someone announced that it was time to party. My cousins and I all ran to the dance floor and danced for many hours, completely immersed in our celebration. It took my father about an hour to tear me away from the hypnotic trance that all of us cousins were in. We were back in our childhood days, dancing away carelessly. I had even forgotten to sample the desserts I had spotted earlier. But my cousin's sweet smile and happiness on seeing me, her best friend since childhood, easily made up for that.
7. Remind pupils of the following:
  - Like with any 5-paragraph essay, they must connect all paragraphs in a logical or chronological order.
  - They must remember to use descriptive language such as adjectives, adverbs and figurative language.

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

1. Have pupils use their completed outline to write their descriptive essay in about 450-500 words.
2. While pupils write, move around the classroom to check their work and help them, if needed.
3. Remind pupils to give their essay a suitable title.

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

1. Invite 1-2 volunteers to read their essays aloud to the class.
2. Correct any errors that pupils may have made.
3. For homework, have pupils do practice activity PHL2-L092 in the Pupils' Handbook.

<b>Lesson Title:</b> Reading Comprehension – Literature	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L093	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Make predictions about a text.</li> <li>3. Infer meaning from a text.</li> <li>4. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Practise reading the passage, 'The Gift of the Magi (Part 1)', aloud (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to name any piece of literature they may have read and enjoyed.  
(Example answers: short stories by Saki; novels by Jane Austen)
2. Tell pupils that in this lesson they will read a short story by O. Henry.

### Teaching and Learning (12 minutes)

1. Define literature:
  - Any written work that is considered to be excellent and superior in merit.
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Tell pupils about the author, O. Henry:
  - He was an American author who was born in 1862.
  - He was well known for many of his short stories.
4. Tell pupils what the title 'The Gift of the Magi' means:
  - The Magi were 3 kings, or wise men, who visited Jesus just after his birth to give him useful gifts.
5. Invite volunteers to predict what the story will be about based on the title.  
(Example answers: about Jesus; about gifts; about Christmas; about an incident after Jesus was born)
6. Read the first 2 paragraphs aloud to pupils. Have pupils follow along in the Pupils' Handbook.
7. Summarise the paragraphs for pupils.  
Example:  
Della was upset because she had very little money to buy Jim a Christmas present and it was already the day before Christmas. She cried and stood by the window, thinking about how she had hoped to buy a special present for him.
8. Write the word 'sterling' on the board. Show pupils how to identify its meaning based on context clues. (Context clue: fine and rare)
9. Write the definition of 'sterling' on the board: Extraordinary
10. Make a sentence with 'sterling' for pupils.  
Example: Kindness and patience are sterling qualities to be admired in any1.

### Practice (22 minutes)

1. Invite a volunteer to read the third paragraph aloud.
2. Invite a volunteer to summarise the paragraph.

Example:

Della and Jim had two prized possessions – her long hair and his gold watch. Della pulled down her hair and looked in the mirror. Then she went to a shop that bought hair. The lady at the shop said she would give Della twenty dollars in exchange for her hair. Della agreed.

3. Invite volunteers to predict what Della will do with the twenty dollars.  
(Example answers: buy Jim a good Christmas present; buy food to make a Christmas meal)
4. Invite a volunteer to read the fourth and fifth paragraphs aloud.
5. Have volunteers summarise these paragraphs with their seatmates.
6. Invite a volunteer to share their summary with the class.

Example:

Della went looking in many shops for Jim's gift and finally found a platinum chain for his watch. She paid twenty-1 dollars for it and returned home with eighty-seven cents. She nervously waited for him to return home and react to her short hair.

7. Write the word 'chaste' on the board. Have pupils identify its meaning using context clues.
8. Invite volunteers to share their answer.

Answers:

- Context clue: simple
- Definition: Plain and simple

9. Invite volunteers to answer the following comprehension questions by raising their hand:

- Why did Della start crying on the couch?

Answer: She had very little money to buy Jim a good Christmas present.

- What kind of a present had Della hoped to buy for Jim?

Answer: She had hoped to buy him something extraordinary and sterling.

- In the third paragraph, why did Della's face lose colour even though her eyes were shining brightly?

Answer: She had thought of the idea of selling her long, beautiful hair to buy Jim a Christmas present. The thought of losing her hair probably made her very nervous.

- Why did Della like the chain she picked for Jim?

Answer: It was a simple chain and it reminded Della of Jim's quiet nature.

- Was Della more excited or nervous when she reached home? How do you know?

Answer: Della was very nervous. She kept thinking about how Jim might be very upset at seeing her hair cut.

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

1. Tell pupils that they will read the second part of this story in the next lesson.
2. Invite volunteers to predict what will happen next in the story.  
(Example answers: Jim will be unhappy to see her short hair; Jim will have brought a Christmas bonus home; Jim will be happy to see his present)
3. For homework, have pupils do practice activity PHL2-L093 in the Pupils' Handbook.

### **[READING PASSAGE]**

#### **The Gift of the Magi (Part 1)<sup>1</sup>**

One dollar and eighty-seven cents. That was all. Pennies saved one and two at a time. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. There was clearly nothing to do but flop down on the shabby little couch and howl. So, Della did.

Meanwhile, take a look at the home. The small but cozy home of 'Mr James Dillingham Young'. Della stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling!

Suddenly, Della whirled from the window and stood before a mirror. Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds. Rapidly, she pulled down her hair and let it fall to its full length. Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Her beautiful hair fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly.

On went her old brown jacket; on went her old brown hat. With a brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street. Where she stopped, the sign read: 'Mme Sofronie. Hair Goods of All Kinds'. One flight up Della ran, and collected herself, panting.

'Will you buy my hair?' asked Della.

'I buy hair', said Madame. 'Take your hat off and let's have a sight at the looks of it'.

Down rippled the brown cascade.

'Twenty dollars', said Madame, lifting the mass with a practised hand.

'Give it to me quick', said Della.





Oh, and the next two hours went by so fast! She was ransacking the stores for Jim's present. She found it at last. It surely had been made for Jim and no one else. It was a platinum chain simple and chaste in design. As soon as she saw it, she knew that it must be Jim's. It was like him. Quietness and value – the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the eighty-seven cents. When Della reached home, she got out her curling irons and lighted the gas and went to work. Within forty minutes, her head was covered with tiny, close-lying curls that made her look wonderfully like a naughty schoolboy. She looked at her reflection in the mirror long, carefully and critically.

'If Jim doesn't kill me', she said to herself, 'before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do? Oh! what could I do with a dollar and eighty-seven cents?'

At 7 o'clock, the coffee was made and it was time for Jim to return home. Jim was never late. Della doubled the chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stairway and her face turned white for a moment. She whispered, 'Please God, make him think I am still pretty'.

<sup>1</sup> 'The Gift of the Magi' by O. Henry (1905) is in the public domain.

<b>Lesson Title:</b> Reading Comprehension – Literature	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L094	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Infer meaning from a text.</li> <li>3. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Practise reading the passage, 'The Gift of the Magi (Part 2)', aloud (see end of lesson).	

### Opening (4 minutes)

1. Invite volunteers to explain where the story 'The Gift of The Magi' ended in the previous lesson.

Answer:

Della had cut her long, beautiful hair to buy Jim a chain for his watch. She was nervous about how Jim would react when he came home and saw her short hair.

2. Tell pupils that in this lesson they will continue reading the short story.

### Teaching and Learning (8 minutes)

1. Read the first paragraph of the text aloud to pupils (see end of lesson).
2. Summarise the first paragraph for pupils.

Example:

When Jim came home, he just stared at Della and did not say anything. It was hard for Della to figure out what his expression meant.

3. Write the word 'sentiment' on the board. Show pupils how to identify the meaning of the word using context clues from the passage. (Context clue: an expression; not anger, not surprise)
4. Write the definition of 'sentiment' on the board: Emotions and feelings
5. Use the word 'sentiment' in a sentence.  
Example: The letter you sent me for my birthday made me happy because it was warm and full of sentiment.
6. Invite volunteers to guess why Jim had a 'peculiar expression' on his face.  
(Example answers: he was shocked to see her short hair; he was angry with her; he was confused; he was unprepared to see her like that)

### Practice (25 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Invite a volunteer to read the second and third paragraphs of the text aloud while the other pupils follow along.
3. Invite a volunteer to summarise these 2 paragraphs for the class.

Example:

Della tried to get a response from Jim and asked if he was angry. Jim seemed to be in disbelief and asked her again if her hair was gone. Then Jim reassured her that he would love her regardless of her hair. He told her that she would understand his expression if she opened the package.

4. Invite volunteers to predict what the package would contain. (Example answers: some money; a Christmas present)
5. Invite a volunteer to read the fourth and fifth paragraphs aloud.
6. Have pupils summarise these 2 paragraphs to their seatmates.
7. Invite a volunteer to share their summary.

Example:

Della opened the package to find that Jim had bought her a set of expensive combs for her long hair. Initially, she was very upset but then she said that her hair grows very fast. She held out the present she had bought for Jim, the platinum chain for his gold watch. Jim told her that he had sold his gold watch to buy her the Christmas present.

8. Write the word 'ecstatic' on the board. Have pupils identify its meaning based on context clues.
9. Invite a volunteer to share their answer.

Answers:

- Context clue: scream of joy
- Ecstatic: Extremely happy

10. Invite another volunteer to use 'ecstatic' in a sentence.

Example: I was ecstatic when I came to know that I had achieved good marks in all my papers in the final examinations.

11. Invite volunteers to answer the following comprehension questions by raising their hand:

- Why were Jim's eyes fixed on Della when he entered the house?  
Answer: Jim could not believe that Della had cut off her hair.
- Why did Jim repeatedly ask Della if her hair was gone?  
Answer: Jim could not believe that her hair was gone because he had bought her a Christmas present specifically for her long hair.
- The author introduced 2 twists in the plot of the story. What are they?  
Answer: The first twist was when Della realised that Jim had bought her the perfect Christmas present for her long hair, which she no longer had. The second twist was when Jim told her that he had sold his gold watch to be able to afford the set of combs.
- Why do you think this story is called 'The Gift of the Magi'?  
Example answer: It is probably called this because, like the Magi, Della and Jim also wanted to get the best and the perfect gifts for each other on Christmas.

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

1. Ask pupils what they thought of the story. Did they like it? Why or why not?
2. For homework, have pupils do practice activity PHL2-L094 in the Pupils' Handbook.

### **[READING PASSAGE]**

#### The Gift of The Magi (Part 2)<sup>1</sup>

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two – and to be burdened with a family! He needed a new overcoat and he was without gloves. Jim stopped inside the door. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

'Jim, darling', Della cried, 'don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again – you won't mind, will you? I just had to do it'.

'You've cut off your hair?' asked Jim.

'Cut it off and sold it', said Della. 'Don't you like me just as well, anyhow? I'm me without my hair, ain't I?'

Jim looked about the room curiously.

'You say your hair is gone?' he said, with an air almost of idiocy.



Jim drew a package from his overcoat pocket and threw it upon the table.

'Don't make any mistake, Dell', he said, 'about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first'.

She tore at the string and paper. And then an ecstatic scream of joy; and then, alas! A quick feminine change to hysterical tears and wails. For there lay The Combs – the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs with jewelled rims – just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them for the longest time. And now, they were hers, but the tresses were gone. But she hugged them to her bosom and said, 'My hair grows so fast, Jim!' And then Della leaped up like a little singed cat and cried, 'Oh, oh!' Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

'Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it'. Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled. 'Dell', said he, 'let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs'.

<sup>1</sup> 'The Gift of the Magi' by O. Henry (1905) is in the public domain.

<b>Lesson Title:</b> Emphatic Stress	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L095	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify stress patterns in sentences.</li> <li>2. Pronounce words with their correct stress pattern.</li> </ol>	 <b>Preparation</b> Write the sentences for written practice on the board (see end of lesson).	

### Opening (4 minutes)

1. Ask pupils the following questions. While speaking, stress the bold words:
  - Is **she** your sister?
  - Is she **your** sister?
2. Tell pupils that the words you stressed in these questions determine what you are asking.
3. Tell pupils that in this lesson they will practise using emphatic stress in sentences.

### Teaching and Learning (14 minutes)

1. Revise emphatic stress:
  - Emphatic stress is the stress placed on words in a spoken sentence to draw the listener's attention to those words.
  - Stress can be placed by:
    - Speaking the stressed word more slowly than other words.
    - Speaking the stressed word louder than the other words.
2. Revise the functions of emphatic stress. Stress the bold words while reading them aloud:
  - To introduce a new word or new terminology  
Example: The science of identification is called **biometrics**.
  - To ask a specific question  
Example: Would you like to purchase **non-fat** milk?
  - To highlight the more important words in one's speech  
Example: It is not my sister that I am angry with; it is my **aunt**.
3. Explain that in sentences, usually some words are stressed while others are not:
  - Nouns and verbs that contain the important information of a sentence usually have emphatic stress.  
Example: I am **planning** a **holiday** to **Egypt**.
  - Prepositions usually do not have emphatic stress.  
Example: I am **walking** to the **market**.
4. Tell pupils that these rules for stress are flexible. Speakers can choose which words to stress depending on the message they want to convey.  
Examples (read out the bold words with stress):

- I want to purchase **non-fat** milk: The speaker is emphasising the kind of milk they want to purchase.
  - I want to **purchase** non-fat milk: The speaker is emphasising that they want to purchase the non-fat milk, not borrow it or sample it.
5. Have pupils repeat the 2 sentences above after you, putting emphatic stress on the bold words.
  6. Demonstrate how to understand the question a speaker is answering by listening to where emphatic stress is placed. Have pupils repeat each sentence after you, putting emphatic stress on the bold words:
    - I want **red** roses from the flower shop.
      - Possible question: Which colour roses do you want from the flower shop?
    - I want red roses from the **flower** shop.
      - Possible question: From where do you want the red roses?
    - I want red **roses** from the flower shop.
      - Possible question: Do you want red dahlias from the flower shop?

### Practice (21 minutes)

1. Explain to pupils that they will listen to you read 4 sentences. For each sentence, they must identify the question that is being asked.
2. Read out each sentence followed by 2 questions. Say the bold words with emphatic stress.
3. Have pupils identify the question each sentence is answering by raising their hand. Have pupils repeat the sentences after you with correct stress:
  - **This** afternoon, I will come to teach you Maths.
    - Question 1: On which afternoon will you come to teach me Maths? (Correct answer)
    - Question 2: What will you teach me this afternoon?
  - I want to eat my dinner and **then** have ice cream.
    - Question 1: What do you want to eat after dinner?
    - Question 2: Do you want to eat ice cream before dinner? (Correct answer)
  - My cell phone is **not** functioning properly.
    - Question 1: Is your cellphone functioning properly? (Correct answer)
    - Question 2: What is not functioning properly?
  - This **new** car has a superior engine ideal for mountainous terrains.
    - Question 1: For what kind of terrain is this new car ideal?
    - Question 2: Which car is ideal for mountainous terrain? (Correct answer)
4. Have pupils copy the sentences for written practice from the board in their exercise books (see end of lesson). Underlined words have emphatic stress.
5. Tell pupils to take turns reading the sentences from the board to their seatmates with correct emphatic stress.
6. Instruct pupils to identify the question their seatmate is asking.
7. Discuss answers as a class.

Answers:

- a. How can you control your diabetic condition?
  - b. Will the clothes have dried by tomorrow evening?
  - c. What do you need to buy from the market?
  - d. What is the name of that famous Mexican artist?
8. Have pupils practise reading these 4 sentences aloud with correct emphatic stress.



**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L095 in the Pupils' Handbook.

*[SENTENCES FOR WRITTEN PRACTICE]*

- a. I need to start walking to control my diabetic condition.
- b. The clothes will have dried by tomorrow morning.
- c. I need to buy tomatoes, potatoes and onions from the market.
- d. Frieda Kahlo is the name of that famous Mexican artist.



<b>Lesson Title:</b> Comprehending a Listening Passage – Identifying Mood, Tone and Purpose	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L096	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on an unseen prose.</li> <li>2. Identify writer’s mood, tone and purpose.</li> <li>3. Summarise a listening text in their own words.</li> <li>4. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> Practise reading the listening passage, ‘Buddha Counsels a Mourning Mother’, aloud (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain what tone is. (Example answer: expression and attitude of the writer)
2. Tell pupils that in this lesson they will listen to a passage and identify tone, mood and purpose.

### Teaching and Learning (12 minutes)

1. Revise tone:
  - Tone is the expression and attitude that an author uses in writing.  
Examples: sentimental, humorous, serious, formal
  - The functions of tone in writing are:
    - To develop the ‘mood’
    - To show the writer’s attitude towards the theme
    - To engage readers
2. Revise objective and subjective tone:
  - Objective tone:
    - Used mostly in formal and essay writing
    - Used to state impartial and unbiased ideas  
Example: In autumn, the leaves on trees change colour and fall.
  - Subjective tone:
    - Used in informal writing and descriptive and narrative essays
    - Expresses the writer’s personal views and opinions  
Example: My mother was the kindest person I ever knew.
3. Revise mood:
  - Mood gives the reader a certain feeling when they read the text.  
Examples: hopeful, optimistic, depressing
4. Discuss what ‘purpose of the author’ means:

- The purpose of the author is the message and main idea that the author wants to give to his or her readers.
  - Purpose may serve different functions:
    - To inform the reader about something
    - To persuade the reader about something
    - To evoke specific feelings and emotions in readers
    - To entertain the reader
5. Tell pupils that they are going to listen to a story about Buddha. Explain to pupils that they must pay attention to identify the tone, mood and purpose in the text.
  6. Read the entire text aloud.
  7. Ask pupils what the text was about. (Answer: the life of Buddha; Buddha teaching a woman about death)
  8. Read the first paragraph of the passage aloud (see end of lesson).
  9. Summarise the paragraph as a class.  
Example:  
Gautama Buddha lived in India during the 5<sup>th</sup> century BC. He was born a prince but he gave up that life to live a simple life in the forest where he meditated a lot and achieved enlightenment.
  10. As a class, identify the tone, mood and purpose of the first paragraph.  
Answers:
    - Objective tone: The author is stating facts about Buddha's life.
    - Mood: No mood is created for the reader.
    - Purpose: To inform the reader about Buddha
  11. Write the word 'enlightenment' on the board. Discuss the meaning based on its use in the text.
  12. Write the definition of 'enlightenment' on the board: The truth behind how to live happily and peacefully in spite of adverse circumstances

### **Practice** (25 minutes)

1. Read the second paragraph aloud to pupils with appropriate tone and expression.
2. Invite a volunteer to summarise the second paragraph.  
Example:  
When Buddha was travelling, a widow and mother of a dead two-year-old boy came to him, begging that he bring her son back to life. Seeing this, the other villagers were moved and also asked Buddha to help her.
3. Invite volunteers to identify the tone, mood and purpose of this paragraph.  
Answers:
  - Tone: Gloomy, tragic
  - Mood: Sadness, sympathy
  - Purpose: The author wants to make the reader feel sympathetic towards the widow.
4. Read the third paragraph aloud to pupils with appropriate tone and expression.
5. Invite volunteers to identify tone, mood and purpose in this paragraph.

Answers:

- Tone: Hopeful, sentimental
- Mood: Hopeful
- Purpose: To make the reader hopeful that the mother would be reunited with her son

6. Read the last paragraph aloud to pupils with appropriate tone and expression.
7. Invite a volunteer to summarise the paragraph.

Example:

The woman could not find a house where no one had ever died. Exhausted, she returned to Buddha and told him that. Buddha then explained to her that death was a part of everyone's life and that she would have to accept her son's death.

8. Invite volunteers to identify tone, mood and purpose of this paragraph.

Answers:

- Tone: Despair, gloom, philosophical, rational
- Mood: Sadness, sympathy
- Purpose: To make the reader face the truth of life which includes death and suffering.

9. Write the word 'hopeless' on the board. Have pupils identify its meaning based on its usage in the paragraph.
10. Invite volunteers to share their answers. (Answer: without hope; feeling despair)
11. Invite a volunteer to use 'hopeless' in a sentence. (Example: I had so much homework to complete and there was no way I could get it all done, so I felt hopeless.)

12. Read the whole passage aloud again for pupils.

13. Invite volunteers to answer the following questions by raising their hand:

- What did the woman hope Buddha would do for her?  
Answer: The woman hoped that Buddha would bring her son back to life.
- Why were the villagers also asking Buddha to help the woman?  
Answer: They felt pity and sympathy for her.
- Was Buddha affected emotionally by this woman? How can you tell?  
Answer: No, Buddha was not affected by the despair of the woman. He continued speaking calmly.
- How does the author create a shift in the tone and mood in the third paragraph? What could be the author's purpose in doing that?

Answer:

In the second paragraph, the tone and mood were of sadness and gloom. The author brought in a hopeful tone in the third paragraph to build up to the closing paragraph. The author did this to make the reader empathise with the woman and feel sadness and joy just like she did as the story went along.

### **Closing (1 minute)**

1. For homework, have pupils do practice activity PHL2-L096 in the Pupils' Handbook.

*[LISTENING PASSAGE]*

Buddha Counsels a Mourning Mother

Gautama Buddha was a king in India who lived in the 5<sup>th</sup> century BC. When he was a young prince, he gave up his palace and life of luxury to live in the forest. He wanted to live with self-discipline, little money, simple clothes and a simple home. In the forest, he meditated a lot. After a few years, he achieved enlightenment, that is, the truth behind how to live happily and peacefully in spite of adverse circumstances. He would spend most of his time travelling through forests and villages.

When Buddha was on one of his journeys, the villagers from nearby came to visit this sage. They had all heard a lot about his simple but inspiring philosophies. Among them was a woman in despair, sobbing uncontrollably. She came to Buddha and put a two-year-old boy in front of him. Buddha immediately realised that the little boy was dead. However, he expressed no emotions to the crying woman. The woman told him that she had heard about his miracles and that she wanted him to bring her son back to life. She begged that Buddha help her as she was a widow as well. When the villagers nearby heard this, they were very moved by her story. Even they cried out to Buddha to help this woman. They folded their hands and touched his feet, and implored him to grant her wish.

Buddha, forever calm, told the woman he could bring her son back to life on one condition. She must return to her village and bring two spoons of sesame seeds from a home where no one had died. The woman left for her village immediately. She never even thought about the logic behind this method. And why would she? She only cared about seeing her little son in her arms again. For that, she was ready to face anything. The woman started her journey with a spark of renewed hope in her heart. She went from house to house asking for sesame seeds.

But she could find no such house. Somebody had died in every house. Some talked of how they had lost their parents, some had lost siblings and there were other widows who had lost their husbands too. Exhausted, the woman returned to Buddha. Looking hopeless, she told him that she had not been able to find any house where death had not occurred. 'Precisely', said Buddha. 'There is no house, no home, no family that has not seen death'. Buddha went on to tell the woman to find peace in accepting that her son had died, for there was no way to escape this truth.

















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