



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# JSS

*Language*

# ARTS

JSS  
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## Foreword

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

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

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

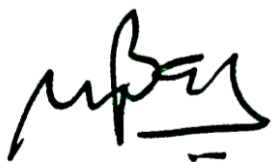
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

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

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

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

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



Dr. Minkailu Bah

Minister of Education, Science and Technology











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# Introduction to the Lesson Plan Manual

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

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



Learning outcomes






Teaching aids



Preparation

<b>Lesson Title:</b> Oral Narrative (Introducing Myself)	<b>Theme:</b> Listening and Speaking (Conversation)	
<b>Lesson Number:</b> L-07-001	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Express themselves orally.</li> <li>2. Introduce themselves.</li> <li>3. Talk about/describe people and objects.</li> </ol>		<p><b>Teaching Aids</b> None</p>		<p><b>Preparation</b> Prepare a brief introduction about yourself with your name, something you like, where you live, and something about where you live.</p>
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### Opening (3 minutes)

Note: Use 'Good morning' if the lesson is in the morning and 'Good afternoon' if the lesson is in the afternoon.

1. **Say:** Good morning/Good afternoon. I am (your name). I am your English Language Arts teacher.
2. Write your name on the board.
3. Ask two pupils to volunteer to introduce themselves. **Say:** Please introduce yourself by saying: Good morning/Good afternoon. I am and say your name.
4. Reply to each pupil who introduces himself/herself. **Say:** Nice to meet you (name of pupil).
5. Invite pupils (one girl and one boy) to stand up and introduce themselves to each other in the same way. Check pupils' pronunciation and help them to correct it if necessary.
6. **Say:** Today we will learn how to introduce ourselves and introduce others in English.

### Introduction of New Material (10 minutes)

1. Write the heading 'Introductions' on the board and the word 'name' underneath it.
2. **Say:** When we introduce ourselves, first we say our name.
3. **Ask:** What other information can we give? Listen to pupils' suggestions. (Example answers: age, what we do, where we live, number of brothers and sisters, hobbies/things we like to do). Write some of their suggestions on the board.
4. Introduce yourself again. This time give more information. **Say:** I am (your name). I teach Language Arts. I like reading and listening to music. I live in Lunsar. Lunsar is a big city.
5. Write your introduction (the same introduction you gave in step 3) on the board and read it to pupils.
6. Underline 'I' in the sentences on the board. **Say:** I use 'I' to talk about myself. **Ask:** What do I use to talk about my sister? (Answer: she) And to talk about my brother? (Answer: he) And to talk about Lunsar? (Answer: it). In the sentences on the board, change 'I' to 'He/She' and 'Lunsar' to 'it'.
7. Ask pupils to look at sentences on the board. Underline these words (verbs): teach, live, like. **Say:** These words are called verbs. Verbs are the action words in a sentence. They tell us what is happening or how someone feels.
8. Ask pupils what happens to these verbs when we use 'he' or 'she'. Guide pupils to answer that the verbs change. Change the verb 'teach' to 'teaches' in the sentence on the board. **Ask:** How do we change 'live' and 'like'? (Answer: lives, likes).

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

1. Ask three or four pupils to stand up and introduce themselves to the class. Tell them to say their name and give one piece of information about themselves and one piece of information about where they live. (Example answer: I am (pupil's name). I like fishing. I live in Lunsar. Lunsar is in Port Loko District.)
2. Ask two pupils to volunteer to come to the front of the class. Tell one pupil to introduce himself/herself to the other pupil. Then ask the second pupil to introduce the first pupil to the class. Remind pupils to use 'I' to talk about themselves and 'he' or 'she' to talk about others.
3. Invite a second pair of pupils to come to the front of the class and repeat the task. One pupil will introduce himself/herself and then the second pupil will introduce the first pupil to the class.
4. When the pupils finish, ask the class to clap for them.

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




1. Ask pupils to get into pairs with someone sitting next to them.
2. Tell pupils they have 3 minutes to practise introducing themselves to their partner. Make sure pupils include one piece of information about themselves and one piece of information about where they live. (Example answer: I am (pupil's name). I like fishing. I live in Lunsar. Lunsar is in Port Loko District.)
3. After 3 minutes, ask them to repeat the task. Make it more difficult. Tell pupils that this time they have to give two pieces of information about themselves and two pieces of information about their town or village. (Example answer: I am (pupil's name). I like fishing. I like to eat fish. I live in Lunsar. Lunsar is in Port Loko District. Lunsar is the biggest town in Port Loko District.)
4. Move around the room observing the pairs of pupils practicing together. Help pupils who are struggling with the task.
5. Invite different pairs to do the task in front of the class. When they finish **Say:** Well done!

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

1. Remind pupils to speak only in English in English Language Arts lessons. **Say:** Speaking English in our class is the best way to improve your English. It will make you more confident speaking English everywhere.
2. Discuss other ways for pupils to speak English. **Ask:** Where can you speak English or listen to English outside the classroom? Who can you speak English with? Guide students to respond. (Possible answers: speak with school friends, speak with family members who speak English, speak with community members who speak English; listen to the radio, watch English TV)
3. Ask pupils to find people to practise speaking English with. Tell them to practise introducing themselves and introducing other people to each other.



<b>Lesson Title:</b> Divisions of Language Arts	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-002	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to name and identify the four areas of study under Language Arts.</p>		<p><b>Teaching Aids</b> Language Arts table</p>		<p><b>Preparation</b> Draw the blank Language Arts table, in the Introduction to the New Material, on the board.</p>
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**Opening (3 minutes)**

- Ask:** How many languages do you know? What are they?
- Invite different pupils to tell the class which languages they know. Listen to pupils' answers. (Example answers: English, Krio, Temne)
- Say:** Today we are going to look at the subject of Language Arts. We will name and identify the four different areas of study under Language Arts.

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

- Point to the table on the board. **Say:** This class is called Language Arts.
- Say:** Language Arts will help you improve your English. You will increase your knowledge and skills in the English language. Language Arts has 4 areas of study. **Ask:** Do you know what they are? Listen to pupils' answers. (Answer: listening and speaking, reading, writing and grammar)
- Write the different areas of study on the board in a table.

Language Arts			
Listening and Speaking	Reading	Writing	Grammar

- Say:** To use a language well, you must have four skills. You must be able to: 1. Listen and understand what you hear. 2. Speak clearly so that people can understand you. 3. Read and understand what is written. 4. Write clearly so people can understand you.
- Say:** We usually practise listening and speaking together. We put them in the same area of study. So, listening and speaking, reading and writing are three areas of study. The fourth is a bit different but it is very important. It is called grammar. You must know English grammar well so you can listen and understand well, so you can speak and communicate well, so you can read and understand well and so you can write and communicate well.
- Ask:** What is grammar? Listen to pupils' answers. Encourage them to share their ideas.
- Write these sentences on the board: Grammar is the system and structure of a language. It is how we build sentences and make them meaningful.
- Ask pupils to copy the sentences about grammar and the Language Arts table in their exercise books.

**Guided Practice (5 minutes)**

- Ask pupils to give you one example for each of the four skills. Listen to pupils' answers and write them in the correct column of the table on the board. (Example answers: Listening and speaking:

listening to the radio, introducing yourself, Reading: reading books, reading newspapers, Writing: writing stories, writing letters, Grammar: verbs, nouns, plural words)

2. Write the following words/phrases on the board: informal letters, formal letters, poems, meeting a foreigner, dialogues/conversations, giving a presentation, copying from the board, tenses. Check pupils understand that an informal letter is a letter to a relative or friend and a formal letter is a letter to someone we don't know. For example, an official letter. Check pupils understand that a foreigner is a person from another place.
3. Tell pupils that some might fit in 2 columns. For example, we can read an informal letter and we can write an informal letter.
4. Discuss the answers as a class and write the different words/phrases in the correct column on the board when pupils give the correct answer.

Language Arts			
Listening and speaking	Reading	Writing	Grammar
dialogues/conversations giving a presentation meeting a foreigner	informal letters formal letters poems	informal letters formal letters poems copying from the board	tenses




#### Independent Practice (10 minutes)

1. Ask pupils to get into pairs with someone sitting next to them.
2. Ask pupils to work with their partner to add more examples of their own to the table. Remind pupils to try to think of ideas for all of the columns. (Example answers: Listening and speaking: pronunciation, watching television, giving a speech, telephone conversations; Reading: text messages, stories, plays/drama, information on a notice board or in a brochure/leaflet, an official form (e.g. passport application), Writing: text messages, stories, plays/drama, completing a form, sentences; Grammar: parts of speech, punctuation, possessives, adjectives, adverbs.)
3. Invite different pairs to give you examples of the different areas of study. Write pupils' examples in the table on the board. Ask each pair to give no more than one or two examples so that you can include more pupils in the activity.

#### Closing (2 minutes)

1. Write this sentence on the board: Language Arts has \_\_\_\_\_ areas of study. \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_.' **Ask:** Can you all help me complete this sentence? Say the answers together as a class. (Answer: Language Arts has four areas of study. Listening and speaking, reading, writing and grammar.)
2. **Say:** Well done! Now you can name and identify the four areas of study under Language Arts.

<b>Lesson Title:</b> Fluent Reading Exercises	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-01-003	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read fluently with appropriate voice and modulation.</p>		<p><b>Teaching Aids</b> Text at the end of the lesson plan.</p>		<p><b>Preparation</b> Write the text at the end of lesson plan on the board.</p>
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### Opening (3 minutes)

1. Write the heading 'Reading Aloud' at the top of the board. **Say:** Today we are going to practise reading aloud.
2. **Ask:** Can you tell me which people need to read aloud in their jobs? (Example answers: pupil, student, teacher, professor, radio or TV presenter, actor) Write pupils' answers on the board.
3. **Say:** Good! All of these people need to read aloud well.

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

1. **Ask:** What do we mean when we say someone is good at reading aloud? Invite pupils to give answers. (Example answers: clear, easy to understand, not too fast, not too slow, good pronunciation, makes interesting words stand out)
2. Tell pupils that they are going to learn how to read aloud well. Ask pupils to look at the text on the board. Ask questions to check that pupils understand the text.
3. **Ask:** Who is the man in the story? (Answer: the Chief) **Ask:** Who is the woman? (Answer: his wife) **Ask:** Why doesn't anybody like the Chief? (Answer: He is frightening) **Ask:** Who isn't afraid of the Chief? (Answer: his wife)
4. Practise pronouncing these words correctly: chief, frightening, lonely, often. Say the words slowly and clearly and have pupils repeat after you.
5. Read the text on the board aloud very fast without stopping or pausing and in a flat voice.
6. **Ask:** Did you understand that? (Answer: No, it was very fast.)
7. **Say:** We need to read slowly and when there is a full stop (.) or a comma (,) we need to pause. Point to the full stop and comma on the board when discussing them. **Say:** We also need to use our voice to make what we read more interesting.
8. Read the text aloud again. Pause at the full stops and commas. Make your voice interesting by making important words stand out. The underlined words are important when you read:

Once upon a time there was a very important Chief. But he was so frightening that everybody was afraid of him and nobody liked him. Often he got so angry that his face went very red. So, everybody tried to stay away from him. Even in the Chief's compound, everybody was afraid of him. The only person who wasn't afraid was his wife.

9. When you finish reading the text, **Ask:** Did you understand what I read? (Answer: Yes) Was it interesting? (Answer: Yes) Did I pause? (Answer: Yes). **Ask:** Where did I pause? (Answer: When there is a comma (,) or a full stop (.)

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

1. Read the text again. Pause at the end of each sentence. Ask pupils to listen and then repeat each sentence after you. Ask pupils to try and copy your voice. Be sure to speak slowly, clearly and with expression.
2. Ask pupils to copy the text in their exercise books.

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

1. Ask pupils to work in pairs. Ask them to practise reading the text to each other. Move around the classroom listening to different pairs reading aloud together and help them when needed.
2. Remind pupils that to read aloud fluently they need to try and understand the meaning of the text, check the pronunciation of difficult words, pause when there is a full stop or comma and make important words stand out.
3. When they finish, invite one male and one female pupil to stand up and read the text to the class.




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

1. **Ask:** What have you learned today? (Answer: to read aloud fluently)
2. **Say:** That's right! You can now read fluently and use your voice to make what you are reading aloud interesting and easy to understand.

[TEXT]

Once upon a time there was a very important Chief. But he was so frightening that everybody was afraid of him and nobody liked him. Often he got so angry that his face went very red. So, everybody tried to stay away from him. Even in the Chief's compound, everybody was afraid of him. The only person who wasn't afraid was his wife.

<b>Lesson Title:</b> Eight Parts of Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-004	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Name the 8 parts of speech.</li> <li>2. Identify the 8 parts of speech in sentences.</li> <li>3. Recall the function of each part of speech.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. The Eight Parts of Speech table</li> <li>2. Sentences</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the 'The Eight Parts of Speech' table, in The Introduction to the New Material, on the board. Read the completed table at the end of the lesson plan.</li> <li>2. Write these sentences on the board: We are the best pupils in the world. We learn quickly and study hard.</li> </ol>
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**Opening (3 minutes)**

1. Read the sentences on the board: We are the best pupils in the world. We learn quickly and study hard.
2. Read the sentences together as a class.
3. **Say:** In a sentence there are different types of words. Each type of word has a special job and each type of word has a special name. We call the different types of words the 8 parts of speech.
4. **Say:** Today we will learn about the 8 parts of speech.

**Introduction to the New Material (12 minutes)**

1. Look at the table on the board. Ask pupils to copy the table into their exercise books.

Part of speech	Examples in sentence 1	Examples in sentence 2	What the part of speech does
1.			

2. Underline the words 'pupils' and 'world' in the sentences on the board. **Ask:** Do you know what type of word 'pupils' and 'world' are? Pupils may not know the answer. If they do not know, **Say:** They are nouns. A noun is a person, place or thing.
3. Write 'noun' next to number 1 in the table and write 'pupils' and 'world' beside it in the 'Examples in sentence 1' column.
4. Underline 'We' in the sentences on the board. **Ask:** Do you know what type of a word 'we' is? (Answer: pronoun) If pupils do not know the answer, **Say:** It is a pronoun. A pronoun replaces a noun.
5. Write 'pronoun' next to number 2 in the table and write 'we' beside it in the 'Examples in sentence 1' column.
6. Underline 'best'. **Ask:** Do you know what type of word 'best' is? (Answer: adjective) If pupils do not know the answer, **Say:** It is an adjective. Adjectives describe nouns.
7. Write 'adjective' next to number 3 in the table and write 'best' beside it in the 'Examples in sentence 1' column.
8. Underline 'are' and 'study'. **Ask:** Do you know what type of word 'are' and 'study' are? (Answer: verbs) If pupils do not know, **Say:** They are verbs. Verbs describe an action, state or happening.

9. Write 'verb' next to number 4 in the table and write 'are' and 'study' beside it in the 'Examples in sentence 1' column.
10. Underline 'quickly' and 'well'. **Ask:** Do you know what type of word 'quickly' and 'well' are? (Answer: adverbs) If pupils do not know, **Say:** They are adverbs. Adverbs describe verbs.
11. Write 'adverb' next to number 5 in the table and write 'quickly' and 'well' beside it in the 'Examples in sentence 1' column.
12. Underline 'the'. **Ask:** Do you know what type of word 'the' is? (Answer: determiner) If pupils do not know the answer, **Say:** It is a determiner. Determiners limit nouns.
13. Write 'determiner' next to number 6 in the table and write 'the' beside it in the 'Examples in sentence 1' column.
14. Underline 'in'. **Ask:** Do you know what type of word 'in' is? (Answer: preposition) If pupils do not know the answer, **Say:** It is a preposition. Prepositions connect a noun to other words in a sentence. They tell us place, position, direction.
15. Write 'preposition' next to number 7 in the table and write 'in' beside it in the 'Examples in sentence 1' column.
16. Underline 'and'. **Ask:** Do you know what type of word 'and' is? (Answer: conjunction) If pupils do not know the answer, **Say:** It is a conjunction. Conjunctions connect sentences or parts of sentences.
17. Write 'conjunction' next to number 8 in the table and write 'and' beside it in the 'Examples in sentence 1' column.
18. **Say:** Look at the table. **Ask:** How many parts of speech are there? (Answer: 8)

#### **Guided Practice** (13 minutes)

1. Review the functions of the 8 parts of speech with pupils. (Table at the end of the lesson plan). Write what each part of speech does, one by one, on the board until the table is complete.
2. Write this sentence on the board: I am Francis. I am from Sierra Leone and I live in a small house.
3. Ask pupils to work in pairs and add the words from the sentence to the correct place in column 3 of the table, 'Examples in sentence 2'.
4. When pupils finish, invite pupils to tell you which parts of speech are in the sentence. Write the words in the table on the board. (Answers: nouns - Sierra Leone, house; pronoun – I; adjective – small; verbs - am, live; determiner – a; prepositions - from, in; conjunction – and)
5. **Ask:** Which part of speech is missing in the sentence? (Answer: adverb) **Say:** Not every sentence has all the parts of speech in it.

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

1. Write this sentence on the board: The teacher walked carefully, but he fell on the muddy road.
2. Tell pupils to work in pairs to look at each word in the sentence and name the part of speech.
3. When they finish, invite different pupils to give you the answers. (Answers: nouns - teacher, road; pronoun – he; adjective – muddy; verbs – walked, fell; adverb – carefully; determiner – the; preposition – on; conjunction – but)




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

1. **Ask:** How many parts of speech are there? (Answer: 8)
2. **Ask:** Can you name the parts of speech? (Answer: noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction)

[TABLE: THE EIGHT PARTS OF SPEECH]

Part of speech	Examples in Sentence 1	Examples in Sentence 2	What the part of speech does
1. noun	pupils, world	Sierra Leone, house	names a person, place or thing
2. pronoun	we	I	replaces a noun
3. adjective	best	small	describes a noun
4. verb	are, study	am, live	Describes an action, state or happening
5. adverb	quickly, well		describes a verb
6. determiner	the	a	limits the noun (a, the: 1; some: 2+)
7. preposition	in	from, in	connects a noun to another word; tells us place, position, direction
8. conjunction	and	and	connects sentences or parts of sentences

<b>Lesson Title:</b> Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-005	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define nouns.</li> <li>2. Use nouns in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. **Say:** I want to see how many people or things you can name in the classroom.
2. Invite different pupils to name someone or something in the classroom. Tell them that they must point to or show the person or thing they identify.
3. **Say:** Good work! Today we are going to learn about nouns.

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

1. **Say:** Last lesson we talked about parts of speech. **Ask:** Can you remember how many parts of speech there are? (Answer: 8)
2. **Ask:** Can you remember what the different parts of speech are? (Answer: noun, pronoun, adjective, verb, adverb, determiner, preposition, conjunction)
3. **Ask:** Who can tell us what a noun is? Listen to pupils' answers.
4. Write this sentence on the board: A noun is a person, place or thing.
5. Ask pupils to repeat some of the names of people and things that they identified at the beginning of the lesson. (Example answers: teacher, desk, door, Joseph, pencil)
6. Write the nouns pupils say on the board under the heading 'Nouns'.
7. Ask pupils to think about people, places and things. Ask them to give you more examples of nouns. Write pupils' examples on the board. Make sure to only write correct answers on the board.

### Guided Practice (10 minutes)

1. Read the text on the board to pupils.

Zeinab cut herself with the knife. She washed her finger in cold water. Her mother tied a handkerchief around her hand.
2. Check that pupils understand the text. **Ask:** Who is the text about? (Answer: Zeinab) What happened to her? (Answer: she cut herself with a knife) What did she do to solve the problem? (Answer: she washed her finger, her mother tied a handkerchief)
3. **Say:** Let's find the nouns in this text.
4. Read the first sentence: Zeinab cut herself with a knife.
5. **Say:** Remember a noun is a person place or thing. How many nouns are there in this sentence? (Answer: 2) **Ask:** What are the nouns in the sentence? (Answer: Zeinab, knife) **Say:** Zeinab is the name of a person. 'Knife' is the name of a thing. Underline 'Zeinab' and 'knife'.
6. **Say:** Now look at the second sentence: She washed her finger in cold water.



7. **Say:** Raise your hands if you can find the nouns. There are 2 nouns in this sentence. Listen to pupils' answers.
8. Underline 'finger' and 'water'. **Say:** Yes, finger and water are nouns.
9. **Say:** Now I will give you a minute. Read the third sentence carefully and find 3 nouns.
10. **Ask:** Where are the nouns? (Answer: mother, handkerchief, hand) **Say:** There are 3 nouns in this sentence. 'Mother' is the name of a person. 'Handkerchief' is the name of a thing. 'Hand' is the name of a part of the body.

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

1. Write this sentence on the board: Joseph arrived at school and...
2. **Say:** Finish the sentence about Joseph. Write another 2 or 3 sentences to continue the short story about Joseph.
3. **Say:** When you finish writing, underline all the nouns in your sentences.
4. Walk around and check work. Have pupils share their finished work with a partner.
5. When pupils finish, 2-3 pupils to read their sentences aloud. After each pupil finishes reading, ask the other pupils to identify which nouns they heard. Write the nouns on the board under the heading 'Nouns'.




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

1. Erase the board.
2. **Ask:** Who can tell us what a noun is? (Answer: a person, place or thing)
3. **Ask:** What nouns are here in our classroom? Listen to pupils' answers.
4. **Say:** Well done! Now you know what a noun is and how to use nouns in sentences.

[TEXT]

Zeinab cut herself with a knife. She washed her finger in cold water. Her mother tied a handkerchief around her hand.

<b>Lesson Title:</b> Reading Comprehension	<b>Theme:</b> Reading and Listening and Speaking	
<b>Lesson Number:</b> L-07-006	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read fluently with appropriate voice modulation.</li> <li>2. Learn new vocabulary words.</li> <li>3. Answer questions from a short passage.</li> </ol>	 <p><b>Teaching Aids</b> Story at the end of the lesson plan.</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story at the end of the lesson plan on the board. Do not include the reading guide marks.</li> <li>2. Practise reading the story at the end of the lesson plan with voice modulation (see reading guide at the end of the lesson plan).</li> </ol>
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### Opening (2 minutes)

1. **Ask:** Who likes stories? **Say:** Tell me the names of some stories you like. Listen to pupils' answers.
2. **Say:** Today we are going to read the beginning of a story and answer questions about it. We will learn some new words too.

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

1. **Ask:** What does 'title' mean? (Answer: The name of the story.)
2. **Say:** Listen to the story. After we read the story, you can tell me which is the best title.
3. Read the story at the end of the lesson plan. Make your voice go up and down, louder and softer, faster and slower. Do not forget to pause when you reach a full stop (.) or comma (,). This will help pupils enjoy the story.
4. When you finish reading, **Ask:** Which is the best title?
  - a) Travelling by boat
  - b) Helmar and his friends
  - c) In trouble at sea (explain that trouble means problems)
 (Answer: In trouble at sea)
5. Ask pupils comprehension questions about the story. (Example questions: Why do you think they are in a small boat? Answer: There was a disaster with the ship they were on. How many people are there in the boat? Answer: There are 3 people. Who are they? Answer: the storyteller, a passenger called Helmar, a sailor)
6. **Say:** Let's look at some new words and find out what they mean. When we do not know what a word means the words around it can give us clues.
7. Underline these words in the passage on the board: disaster, stammer.
8. **Ask:** Which words help us find out the meaning of disaster? (Answer: not prepared) **Ask:** Which word means an event that happens quickly and has bad results? (Answer: disaster)
9. **Ask:** Which words help us find out the meaning of stammer? (Answer: spoke) **Ask:** Which word means to have difficulty saying words, often repeating the first sound of a word? (Answer: stammer)

### Guided Practice (10 minutes)

1. **Say:** Do you remember how to read aloud? It is very important to break up the story by pausing at commas (,) and stopping at full stops (.). Some sentences are long and have a lot of

information. It is a good to find more places to stop inside the sentence. Listen as I read the passage.

2. Read the passage aloud (see the reading guide at the end of the lesson plan).
3. Read the passage again. Pause at the end of each sentence. Ask pupils to listen and repeat the sentence. Ask pupils to try to copy your voice. Be sure to speak slowly, clearly and with expression.

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs. Tell them to read the story to each other. While pupils are reading to each other, write these questions on the board:
  - a) Which word means to look at something for a long time?
  - b) Which word means where the sea and sky meet?
  - c) How does the storyteller describe the sailor?
  - d) When did the people on the boat finish the food and drink?
2. After both pupils have had a turn reading the story, ask pupils to answer the questions on the board:
  - a) Which word means to look at something for a long time? (Answer: stare)
  - b) Which word means where the sea and sky meet? (Answer: horizon)
  - c) How does the storyteller describe the sailor? (Answer: a short, fat man who stammered)
  - d) When did the people on the boat finish the food and drink? (Answer: on the second day)

### Closing (3 minutes)

1. Invite 1 or 2 pupils to read part of the story to the class. Ask them to read fluently. Remind them to use their voice (up and down) to make the story interesting.
2. Thank pupils who read to the class and encourage pupils to practise reading aloud at home.

[TEXT] (Adapted from *The Island of Dr Moreau* by H. G. Wells)

We had only two small bottles of water / and some biscuits / with us.\ The ship was not prepared / for a disaster.\




Two other men escaped with me.\ One man, / Helmar, / was a passenger like me.\ The third person in our small boat / was a sailor.\ I don't know his name.\ He was a short, / fat, /man, /who stammered when he spoke.\

We drifted, / hungry and thirsty, / for three days.\ After the first day, / we did not talk.\ We lay in our places in the boat / and stared at the horizon.\ We finished all the biscuits / and the first bottle of water / on the second day.\ We thought strange things, / but said them only with our eyes.\

### [READING GUIDE]

Symbol	Example	Where is it used	How to use your voice
/	hungry and thirsty/	In the middle of a sentence, after a noun phrase	Let your voice go up. Pause.
\	...as a passenger like me.\	At the end of a sentence	Let your voice fall. Stop.
\	...for a disaster.\	At the end of a paragraph	Let your voice fall. Stop for longer.

<b>Lesson Title:</b> Reading Comprehension (from a Selected Passage)	<b>Theme:</b> Reading and Listening and Speaking	
<b>Lesson Number:</b> L-07-007	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and improve on their reading skills.</li> <li>2. Learn new vocabulary words.</li> <li>3. Answer questions from a short passage/text.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Sentences</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Practise reading the story at the end of the lesson plan with voice modulation.</li> <li>3. Write sentences a-e from the Guided Practice on the board.</li> </ol>
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### Opening (3 minutes)

1. **Say:** Yesterday we read the beginning of a story about 3 men who had trouble at sea. What do you think will happen next? Listen to pupils' ideas.
2. **Say:** Today we are going to read more of the story. We will answer questions about the story and learn some new words too.

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

1. **Say:** I am going to read you the next part of the story. Listen carefully and read the text on the board.
2. Point to the text on the board as you read.
3. When you finish reading, **Ask:** What happened to the two other men? (Example answers: They fell out of the boat. They fell in the sea. They died. They drowned.)
4. Read the passage again. Pause when you reach a full stop (.) or a comma (,). Ask pupils to listen and repeat each sentence. Ask pupils to try to copy your voice. Be sure to speak slowly, clearly and with expression.
5. Ask pupils to come to the board and underline new words they do not know. Explain or do the action for any new words. (Example answers: attacked: simple past of 'attack' – to try to hurt someone or something; stumbled: simple past of 'stumble' – to nearly fall over when walking, clutched: simple past of 'clutch' – to hold something very tightly, sank: simple past of 'sink' – to go below the water, laughed: simple past of 'laugh' - the sound we make when something is funny)
6. **Say:** Many of the new words in this story are actions. These words are verbs.
7. **Ask:** Who likes acting? Who wants to be an actor?
8. Invite 3 pupils to come to the front. Give each pupil a character from the story: Helmar, the sailor, the storyteller.
9. Read the story again. Tell the actors to do what the text says. (Example: The reader says: 'The sailor got to his feet'. The pupil playing the sailor stands up.)

### Guided Practice (10 minutes)

1. Read these questions on the board:
  - a) Who moved first?

- b) Why did the storyteller take the sailor's legs?
  - c) Why did the sailor stumble?
  - d) Why did Helmar look at the sailor?
  - e) Do you think this was an accident?
2. Tell pupils to work in pairs and discuss the answers together.
  3. Tell pupils that there are 2 types of questions, factual questions and interpretation questions. Explain the difference between them. Check answers as a class.

Note: Questions a-c are factual questions. The answers to factual question are found in the text. Pupils' answers are either 'right' or 'wrong'. Questions d and e are interpretation questions. The answers to these questions show if the pupil understands the story as a whole.

- a. Right answer: The sailor moved first.
- b. Right answer: The storyteller wanted to help Helmar.
- c. Right answer: The sailor stumbled because the boat suddenly moved.
- d. Good answer: He did not want to share the water with the sailor.
- e. Good answer: On the one hand, it was an accident. The men fell into the sea because the boat moved suddenly. On the other hand, all 3 men played some part. Helmar made the sailor angry. The sailor attacked Helmar. The storyteller took the sailor's legs.

**Independent Practice** (5 minutes)

1. Ask pupils to work with a partner to practise reading the story aloud.

**Closing** (2 minutes)




1. **Say:** What do you think happens next in the story?
2. Invite different pupils to give their ideas.

[TEXT]

On the third day, Helmar said the thing we were all thinking: 'There is not enough water for three people.' Then he looked at the sailor. The sailor got to his feet. He attacked Helmar with his two hands. I tried to help Helmar. I took the sailor's legs.

The boat suddenly moved. The sailor stumbled and clutched Helmar. The two men fell against the side of the boat and fell in the sea together. They sank like stones. I laughed and wondered why I was laughing.

<b>Lesson Title:</b> Reading Comprehension (from a Selected Passage)	<b>Theme:</b> Reading and Listening	
<b>Lesson Number:</b> L-07-008	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read silently and answer factual and inferential questions.</li> <li>2. Use new words in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Texts at the end of the lesson plan</li> <li>2. Sentences</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write Text: Part 2 at the end of the lesson plan on the board.</li> <li>2. Write sentences a-e from the Guided Practice on the board.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** Do you remember the story about the men in the boat? Guide pupils to tell you what has happened in the story.
2. **Say:** Today we are going to read the next part of the story and answer questions about it. We will also practise using some new vocabulary words.

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

1. **Say:** Listen to the next part of the story.
2. Read Part 1 of the story.
3. Ask comprehension questions to check for understanding. **Ask:** Where did the boat take them? (Answer: To a deserted island) Who lived on the island? (Answer: Dr Moreau and his assistant)
4. **Say:** Today, you are going to read silently and answer some questions. Let's look at the next part of the story.
5. Point to Text: Part 2 on the board. Ask pupils to copy the text in their exercise books.

### Guided Practice (10 minutes)

1. **Say:** Read the story silently. Try to guess the meaning of any words you do not know.
2. While pupils are reading silently, write some of the words from the text and their definitions on the board:
 

1. a guest	a. close with a key
2. to lock	b. collection of something
3. main	c. outside area which is part of a home or other building
4. a yard	d. first in importance or size
5. a bundle	e. person who is visiting a place for a short or limited period of time
3. Ask pupils to work in pairs and match the words (1-5) on the left to the meaning on the right (a-e).
4. Check answers as a class. (Answers: 1-e, 2-a, 3-d, 4-c, 5-b)
5. Point to sentences (a-e) below on the board. Ask pupils to work in pairs and complete the 5 sentences with one of the new words from step 2.
  - a) Don't forget to \_\_\_\_\_ the door.
  - b) Every morning we play in the school \_\_\_\_\_ before lessons start.
  - c) He closed the back door but forgot to close the \_\_\_\_\_ door.
  - d) He put the \_\_\_\_\_ of keys on the table.
  - e) We have a \_\_\_\_\_ for dinner this evening. I have never met her.
6. When pupils finish, answers as a class. (Answers: a-lock, b-yard, c-main, d-bundle, e-guest)

### Independent Practice (10 minutes)

1. Ask pupils to read the text again. While they are reading, write questions (a-e) on the board.
  - a) Who was the guest?
  - b) How many doors did the apartment have?
  - c) What did the white-haired man have in his pocket?
  - d) What noises did the storyteller hear after the two men left?
  - e) Which is the best title?  
The wooden gate      The locked door      The small window
2. Ask pupils to work in pairs and answer the questions.
3. When pupils finish, check answers as a class. (Answers: a-the storyteller, b-2, c-keys, d-a key in the lock, dogs, e-The locked door)
4. Remind pupils about factual and interpretation questions. The answers to factual question are found in the text. Pupils' answers are either 'right' or 'wrong'. The answers to interpretation questions show if the pupil understands the story as a whole. **Ask:** Which questions are factual? (Answer: a-d) **Ask:** Which question is interpretational? (Answer: e - all the answers could be correct, but 'The locked door' is the best answer.

### Closing (2 minutes)

1. **Say:** We will read more of this story later. Try to find stories to read to yourself. Reading is a very good way to help your English.
2. **Ask:** Who can tell us the name of a book they like reading? Why do you like it? Listen to pupils' answers.

[TEXT: PART 1] [Read this aloud to pupils]

That was not the end of his problems. The captain always drank too much and there were some wild animals on the ship. It took them to a deserted island. A mad scientist, Dr Moreau lived there with his assistant. To escape the ship, the story-teller jumped off the ship and swam to shore.

[TEXT: PART 2]

I waited under the mango tree with Dr Montgomery. A white-haired man was watching workmen unload the boat. At last he turned and walked towards us.

'So, we have a guest. Where can he stay?'




'I've been thinking,' said Montgomery. 'There is my room. It has two doors.'

'That's it.' said the older man. All three of us walked towards the compound. The main entrance was a wooden gate. Next to it was a small door. The white-haired man produced a bundle of keys from the pocket of his jacket. He opened this door and we entered. I found myself in a small apartment. It was almost empty. A small window looked towards the sea. In the opposite wall a second door was open. Montgomery at once closed this door.

The white-haired man told me this was now my apartment. He would lock the door from the other side, 'for fear of accidents.' I must not go out of this room.

They left the room by the main door. After a little while, I heard a key turn in the second door and the noise of dogs. I heard the dogs running, backwards and forwards, across the yard.

<b>Lesson Title:</b> Common and Proper Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-009	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between common and proper nouns.</li> <li>2. Identify each of these nouns in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Nouns table</li> <li>2. Sentences</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Nouns table, in the Introduction to the New Material, on the board.</li> <li>2. Write the sentences from the end of the lesson plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. **Say:** Last week we talked about nouns. **Ask:** What is a noun? (Answer: A noun is a person, place or thing)
2. **Ask:** What does a noun do in a sentence? (Answer: A noun names people, places and things.)
3. **Say:** Nouns are the names of people, places and things. Today we are going to learn about common nouns and proper nouns.

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

1. Write these nouns on the board: phone, Isaac, money, Kabala, sea, Nairobi, Thursday, Liberia, Fatmata, fruit, nurse.
2. **Say:** We have two types of noun on the board. **Ask:** Can you see any difference in the words on the board? (Answer: We write them in different ways. Some nouns begin with small letters. Some nouns begin with capital (big) letters.)
3. Invite pupils to identify all the nouns that start with a capital letter. Then invite pupils to identify all the nouns that start with a small letter.
4. **Say:** Some nouns start with a capital letter because they name a specific person, place or thing. For example, Umaru, Sierra Leone, River Nile.
5. **Say:** We call nouns that start with a capital letter ‘proper nouns.’ They name a specific person, place or thing. We call nouns that name people, places and things generally ‘common nouns’. Common nouns start with a small letter.
6. Look at the table on the board.

Proper nouns	Common nouns

7. Ask pupils to help put these nouns in the correct column: phone, Isaac, money, Kabala, sea, Nairobi, Thursday, Liberia, Fatmata, fruit, nurse. (Answers: Proper nouns - Isaac, Kabala, Nairobi, Thursday, Liberia, Fatmata, Common nouns - phone, money, sea, fruit, nurse)

**Guided Practice (10 minutes)**

1. Write these words in a list under the heading ‘Proper nouns’ on the board: personal names, place names, names of languages, names of days of the week, names of months.
2. Ask pupils to work in pairs. Ask them to think of an example for each of the proper nouns.
3. When they finish, ask pupils to share their examples. (Example answers: Michael, Mary, Freetown, Falaba, Kiro, English, Monday, Friday, March, June)



4. **Ask:** Is the word 'day' a proper noun? (Answer: No, it's a common noun because it names something general) **Ask:** Is the word 'Monday' a proper noun? (Answer: Yes, because it names a specific day.)
5. Ask pupils if these words are proper nouns or common nouns: Barrie, teacher, town, Gbinti, French, language, September, month, river, River Kaba. (Answers: proper nouns - Barrie, Gbinti, French, September, River Kaba; common nouns – teacher, town, language, month, river)
6. **Ask:** What do proper nouns start with? (Answer: a capital letter)

**Independent Practice** (10 minutes)

1. Write this sentence on the board: My brother, Siaka, went to Daru on Friday.
2. **Ask:** Which words are proper nouns? (Answer: Siaka, Daru, Friday) **Ask:** Which words are common nouns? (Answer: brother)
3. Point to the sentences on the board (found at the end of the lesson plan).
4. Ask pupils to write the sentences in their exercise book and underline the proper nouns and circle the common nouns.
5. After 5 minutes, ask pupils to work in pairs to share and compare their answers.
6. Put the answers on the board. (Answers: a. Proper nouns - Sierra Leone, December, March, Common nouns - time; b. proper nouns - Nigeria, Ghana, Sierra Leone, Africa, Common nouns – countries, c. proper nouns - Monday, Friday, Mrs Koroma, Common nouns - school, teacher, name; d. Proper nouns - Mars, Jupiter, Saturn, e. Common nouns - planets)




**Closing** (3 minutes)

1. Write these sentences on the board: My friends, sahr, martha and olivette, are coming to visit me on saturday. They live in alikalia and I do not see them very often.
2. **Say:** I forgot the capital letters on my proper nouns. Can you help me put them in? Ask pupils to raise their hand to give the answer. (Answer: My friends, Sahr, Martha and Olivette, are coming to visit me on Saturday. They live in Alikalia and I do not see them very often.)

*[SENTENCES]*

- a. The best time to visit Sierra Leone is from December to March.
- b. Nigeria, Ghana and Sierra Leone are all countries in the west of Africa.
- c. We go to school from Monday to Friday. Our teacher's name is Mrs Koroma.
- d. Mars, Jupiter and Saturn are all planets.

<b>Lesson Title:</b> Sentence Building	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-010	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the parts of speech used in a sentence.</p>	 <p><b>Teaching Aids</b> Parts of Speech table</p>	 <p><b>Preparation</b> Write the 'Parts of Speech' table from the end of the lesson plan on the board. (Leave the second column blank. Pupils will complete the table during the lesson.)</p>
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### Opening (3 minutes)

1. **Ask:** Who can remember the two types of nouns we learnt yesterday? (Answer: common nouns and proper nouns)
2. Write 'country' and 'Sierra Leone' on the board. **Ask:** Which is a common noun and which is a proper noun? (Answer: country is a common noun; Sierra Leone is a proper noun because it is the name of a specific country)
3. **Say:** Now we know how to use common and proper nouns. Today we are going to practise building our own sentences using the different parts of speech.

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

1. Remind pupils that in English grammar there are 8 parts of speech: noun, verb, pronoun, adjective, adverb, preposition, determiner and conjunction.
2. Write this sentence on the board: She bought Joseph a big football and some chocolate for his birthday and quickly went to his house.
3. Invite a pupil to come to the board and underline the proper and common nouns. (Answers: proper noun - Joseph; common nouns - football, chocolate, birthday, house)
4. **Say:** Remember every sentence must have a verb. **Ask:** Can anyone tell me what a verb does? (Answer: Verbs describe an action, state or happening)
5. Invite a pupil to come to the board and underline the verbs in the sentence. (Answer: bought, went)
6. Circle 'big' in the sentence. **Ask:** Can anyone tell me what part of speech this word is? (Answer: adjective) **Ask:** And what does this part of speech do? (Answer: It describes the noun) **Ask:** What does 'big' describe? (Answer: football)
7. Circle 'quickly' in the sentence. **Ask:** Can anyone tell what part of speech this word is? (Answer: adverb) **Ask:** And what does this part of speech do? (Answer: It describes the verb) **Ask:** What does quickly describe? (Answer: went)
8. Circle 'and' in the sentence. **Ask:** Can anyone tell what part of speech this word is? (Answer: conjunction) Remind pupils that conjunctions connect two parts of a sentence. **Ask:** What does 'and' connect? (Answer: big football and some chocolate)
9. Circle 'some' in the sentence. **Ask:** Can anyone tell what part of speech this word is? (Answer: determiner) **Ask:** And what does a determiner do? (Answer: It tells us about the noun. For example, the number or quantity) **Ask:** What does 'some' tell us? (Answer: It tells us the quantity of chocolate.)

10. Circle 'to' in the sentence. **Ask:** Can anyone tell what part of speech this word is? (Answer: preposition) **Ask:** And what does a preposition do? (Answer: It connects words and tells us about place, position and direction) **Ask:** What does 'to' tell us? (Answer: direction she is going)
11. Circle 'She' in the sentence. **Ask:** Can anyone tell what part of speech this word is? (Answer: pronoun) **Ask:** And what does a pronoun do? (Answer: We use it instead of a noun) **Ask:** What does she replace? (Answer: a female name)

**Guided Practice** (10 minutes)

1. Write these sentences on the board: Mariama lives in a beautiful house. Every morning she gets up quickly, eats a banana and some bread and goes to school.
2. Point to the Parts of Speech table on the board. Remember that the second column should be blank. Pupils will complete the table during the lesson.
3. Tell pupils to copy the sentences and the table in their exercise books.
4. Ask pupils to work in pairs. Tell them to read the sentences. Tell them to put the different words in the sentences in the correct place in the table.
5. Do the first sentence as an example with the class. Write the word 'Mariama' in the second column next to 'Noun'. Make sure pupils understand. Do another example if necessary.
6. When pupils finish, check their answers and write the answers on the board correctly. (Answers: Pronoun – she, Verbs - lives, gets up, eats, goes, Nouns - Mariama, house, banana, bread, school, Adjective – beautiful, Adverb – quickly, Prepositions - in, to, Determiners - a, some, Conjunction - and)

**Independent Practice** (10 minutes)

1. Ask pupils for more examples for each of the 8 parts of speech and add them to the table on the board. (Example answers: five, play, I, friend, loudly, interesting, but, on)
2. Ask pupils to write 5 sentences using the different parts of speech. Move around the classroom to check pupils' understanding and progress completing the task.
3. After 5 minutes, ask pupils to work in pairs and read their sentences to each other. Walk around and check their work.




**Closing** (2 minutes)

1. Ask 1-2 volunteers to read a sentence that they wrote. Write the sentence on the board. Ask pupils to identify the parts of speech in the sentence.
2. **Say:** Now we know the 8 parts of speech and we can write sentences using them.

[TABLE: PARTS OF SPEECH]

Pronoun	she, he, I
Verb	live, get up, eat go, study, like, play
Noun	Mariama, house, banana, bread, school, chocolate, friend, mother, village, maths
Adjective	big, beautiful, small, expensive, interesting, difficult
Adverb	quickly, slowly, quietly, loudly
Preposition	in, to, at, on
Determiner	some, a, an, five
Conjunction	and, but, so

<b>Lesson Title:</b> Meaning of Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-011	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to define prose and differentiate between prose and other forms of writing.</p>	 <p><b>Teaching Aids</b> 1. Poem 'The Highwayman' at the end of the lesson plan 2. Sentences</p>	 <p><b>Preparation</b> 1. Write the poem 'The Highwayman', at the end of the lesson plan, on the board. 2. Write the sentences of poetry and prose in the Guided Practice on the board.</p>
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### Opening (3 minutes)

1. Write these 3 nouns on the board: football, school, Friday.
2. **Say:** How many sentences can you make with these 3 nouns? (Example answer: Abdou played football after school on Friday.) Listen to pupils' answers.
3. **Say:** You have been writing prose. Prose is the kind of writing that we see in newspapers. It is everyday writing used to communicate.
4. **Say:** Today we will learn more about prose.

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

1. Write these sentences on the board: Liverpool is in the race to sign Alexander Isak. He has already scored nine times for his club. He is only 17 years old.
2. Ask the class to read the sentences.
3. **Say:** We call this kind of writing 'prose'. Write the heading 'Prose' above the sentences.
4. Write this definition under the sentences: Prose is the normal style of writing used to communicate. We read prose in things like letters, stories and newspapers.
5. **Ask:** Can you think of other examples where we might read prose? (Example answers: textbooks, emails, notices, essays)
6. Ask pupils to copy the sentences and the definition of prose in their exercise books.
7. **Say:** Now let's look at some writing that is not prose. Listen carefully.
8. Read the poem on the board, The Highway Man, to pupils.
9. **Ask:** Who knows what kind of writing this is? Give pupils a little time to answer. Tell them the answer if they don't know. (Answer: poetry or a poem)
10. **Say:** We know it is a poem because of how it sounds and how it looks on the page. In a poem, we choose words for their meaning and for their sound.
11. Write the heading 'Poetry' on the board. Read the poem to pupils again. Read slowly and clearly.
12. **Say:** Now read the poem with me.
13. Read the poem together as a class.
14. Write this definition under the heading 'Poetry': Poetry is an expression of feelings and ideas through especially chosen language and rhythm. We find poetry in poems and songs.
15. Ask pupils to copy the heading and definition of poetry in their exercise books.

### Guided Practice (10 minutes)

1. While pupils are writing the definition of poetry in their exercise books, write these sentences on the board:

- a) It was hot, sultry evening and everywhere was very quiet. A man was out walking his dog ...
  - b) I knew a simple soldier boy  
Who grinned at life in empty joy ...
  - c) I wandered lonely as a cloud  
That floats on high o'er dales and hills ...
  - d) The accident happened at 6.00 a.m. on Monday morning in the city centre. Police were called to the scene of the accident. The car, a blue ...
2. Ask pupils to work in pairs and discuss which sentences are prose and which sentences are poetry. (Answer: prose - a, d, poetry - b, c)
  3. Invite different pupils to read a sentence aloud and then ask the class if it is prose or poetry.

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

1. Tell pupils to work in pairs.
2. With a partner, ask pupils to add 1 or 2 sentences to the example of prose:
 

Liverpool is in the race to sign Alexander Isak. He has already scored nine times for his club. He is only 17 years old.
3. With a partner, ask pupils to add 2-4 lines to the poem, The Highwayman.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Invite 1 or 2 pupils to read their sentences of prose.
6. Invite 1 or 2 pupils to read their lines of poetry.

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




1. **Ask:** What is the difference between prose and poetry? Guide pupils to use the definitions in their exercise books or to use their own words. (Example answers: poetry is an expression of feelings and ideas, prose is the normal style of writing)
2. Invite pupils to give you an example of 'prose' and an example of 'poetry'. They can use any of the examples from the lesson or their own examples. (Example answers: prose: newspaper, story, poetry: poem, song)

[*POEM*] The Highwayman by Alfred Noyes

When the road is a ribbon of moonlight over the purple moor,  
A highwayman comes riding  
Riding, riding  
A highwayman comes riding, up to the old inn-door.

Note: A 'moor' is high, uncultivated land. A 'highwayman' is an old and historical word for a robber on a horse who took money and jewellery from people travelling on roads.

<b>Lesson Title:</b> Nouns: Abstract Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-012	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of abstract nouns.</li> <li>2. Identify abstract nouns in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Abstract nouns</li> <li>2. Sentences</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Abstract nouns heading and definitions from the end of the lesson plan on the board.</li> <li>2. Write the sentences in the Guided Practice on the board.</li> </ol>
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### Opening (3 minutes)

1. **Say:** I couldn't sleep last night. I started to make a list of all the things I like and all the things I do not like.
2. Write two headings on the board:  

Things I like
Things I do not like
3. **Say:** I'm going to tell you some of the things on my list.
4. Under the heading 'Things I like' write: honesty, bananas, sleep, work, my sister, fun. Under the heading 'Things I do not like write': violence, beans.
5. Ask pupils to look at your list on the board. **Ask:** Who can tell me what part of speech these words are? (Answer: nouns)
6. **Say:** Yes, they are nouns. Today we are going to study nouns. We will study abstract nouns.

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

1. Circle the word 'bananas'. **Ask:** Can you see bananas? (Answer: yes) Can you touch bananas? (Answer: yes) Can you count bananas? (Answer: yes) **Say:** Bananas are concrete nouns. Concrete nouns are things that we can see, touch or count. **Ask:** Can you find more concrete nouns in my list? (Answer: my sister, beans)
2. Underline 'honesty'. **Ask:** Can you see honesty? (Answer: no) Can you touch honesty? (Answer: no) Can you count honesty? (Answer: no) **Say:** Honesty is an abstract noun. Abstract nouns are nouns that we cannot see, touch or count.
3. **Ask:** Can you find more abstract nouns in my list? (Answer: sleep, work, fun, violence)
4. Point to the heading 'Abstract Nouns' on the board.
5. Read the 3 sentences on the board:
  - a) Abstract nouns are the names of things we cannot see, touch or count.
  - b) They never have a plural form.
  - c) They are always used with a singular verb.
6. Ask pupils to copy the heading 'Abstract Nouns' and the 3 sentences in their exercise books.
7. Move around the room and make sure pupils are writing the information correctly.

### Guided Practice (15 minutes)

1. Look at the 5 sentences (a-e) on the board:
  - a) Electricity is very expensive now.
  - b) I need your help to move the table.
  - c) The questions in the test were difficult.

- d) A woman's work is never done.
  - e) Love makes me happy.
2. Ask pupils to copy the 5 sentences in their exercise books. When they finish, tell them to underline the nouns in the sentences.
  3. After 5 minutes, ask pupils to share and compare their answers. (Answer: electricity, help, table, questions, test, work, love)
  4. Write these 2 headings on the board:
 

<u>Abstract Nouns</u>	<u>Concrete Nouns</u>
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  5. Tell pupils to look at the first sentence.
  6. **Ask:** Is electricity an abstract noun or a concrete noun? (Answer: abstract noun) Write electricity under 'abstract nouns'.
  7. Ask pupils to work in pairs. Tell them to look at the other nouns from the sentences and write them under the correct heading, 'Abstract Nouns' or 'Concrete Nouns'. Move around the room and make sure pupils understand and are doing the task.
  8. Invite pupils to give you the answers. (Answer: Abstract nouns - electricity, help, work, love, Concrete nouns - table, questions, test)

**Independent Practice** (5 minutes)

1. Ask the pupils to write 2 sentences of their own using an abstract noun in each sentence. Remind them that there are examples of abstract nouns on the board they can use.
2. After 3 minutes, tell the pupils to stop writing. Invite different pupils to read one of their sentences.
3. Write 1-2 good pupil sentences on the board.

**Closing** (2 minutes)




1. **Ask:** What is an abstract noun? (Answer: a noun which we cannot count, see or touch)
2. **Ask:** Is an abstract noun singular or plural? (Answer: singular)
3. Tell pupils to make a list in their exercise books of all the abstract nouns they discover in speech or reading materials. For example, in newspapers, Bibles and prayer books or the Koran.

[TEXT]

Abstract Nouns

1. Abstract nouns are the names of things we cannot see, touch or count.
2. They never have a plural form.
3. They are always used with a singular verb.

<b>Lesson Title:</b> Writing Compositions: Paragraphs	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-013	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

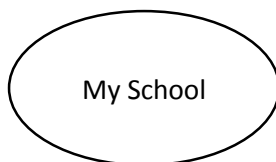
	<b>Learning Outcomes</b> By the end of the lesson pupils will be able to: 1. Explain what a paragraph is. 2. Compose paragraphs on different topics.		<b>Teaching Aids</b> None		<b>Preparation</b> None
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**Opening** (2 minutes)

- Ask:** What do you like about this school? Invite pupils to share what they really like about the school.
- Say:** Today we are going to write a composition. We will write a composition about 'My School'.

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

- Draw a circle in the middle of the board. Write 'My School' in the middle of the circle. Tell pupils that this is a helpful way to organise their ideas when they write about something.



- Say:** Today we are going to write about your school.
- Ask pupils to suggest topics about their school. When pupils give you an idea, write it on the board as below. For each idea pupils give you, draw a new line from the circle and write the word at the end of the line. (Example answers: school buildings, subjects, uniform, friends, timetable, teachers)



- Say:** Today we are going to write a composition about your school. We will write 1 paragraph for each topic.
- Ask:** What is a paragraph? (Answer: a section of writing with 1 theme or topic)
- Say:** If we have 3 topics, how many paragraphs will we write? (Answer: 3)
- Say:** Can you make a sentence for the topic school buildings? Give pupils a chance to make their own sentence.
- Invite pupils to read their sentence. If no pupils volunteer, write this sentence on the board: There are many school buildings in my school.
- Say:** Let's make another sentence about school buildings. Ask pupils to volunteer their ideas. (Example answer: There are classrooms, the head teacher's office, the teachers' room and the school laboratory.) Write a sentence on the board.
- Ask:** Can you make 1 more sentence about school buildings? Ask pupils to volunteer their ideas. (Example answer: The buildings in my school are old, but I like them.) Write a sentence on the board.



11. **Say:** Look, now we have 3 sentences about school buildings. Read the 3 sentences on the board aloud.
12. **Say:** We have written a paragraph about school buildings. Now, let's write another paragraph about another topic for our composition.

**Guided Practice** (10 minutes)

1. Ask pupils to work in pairs with someone next to them.
2. Tell pupils they are going to write a paragraph. Tell pupils to look at the topic 'subjects' from the board.
3. Ask pupils to write 3 sentences about the topic 'subjects' in their school. Move around the classroom and make sure they understand and are doing the task.
4. After 5 minutes, invite different pairs of pupils to read their paragraph about 'subjects'.
5. **Ask:** How many paragraphs do we have now? (Answer: 2) What topics are the paragraphs about? (Answer: school buildings and subjects)
6. **Say:** Good, now let's write a final paragraph for our composition.




**Independent Practice** (10 minutes)

1. Ask pupils to choose a different topic from the board and write 3 sentences about that topic. Move around the classroom and make sure they understand and are doing the task.
2. After 5 minutes, ask pupils to work in pairs. Tell pupils to share their topic and read their paragraphs to each other.
3. Move around the classroom and listen to pupils share and compare their work.

**Closing** (3 minutes)

1. **Ask:** What are the parts of a composition called? (Answer: paragraphs)
2. **Say:** How many paragraphs does your composition have? (Answer: 3)
3. **Ask:** If we write about another topic, how many paragraphs will there be? (Answer: 4)
4. **Say:** Well done! Now you understand what a paragraph is. You can write your own paragraph.
5. Tell pupils if they want to practise more they can add another paragraph to their composition 'My School' at home.

<b>Lesson Title:</b> Composition	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-014	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a composition using the simple present tense.</li> <li>2. Use descriptive words in writing.</li> </ol>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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**Opening (3 minutes)**

1. **Say:** Today we are going to talk about weekends. Raise your hand if you like weekends.
2. Write the heading 'Weekends' on the board.
3. **Say:** Now tell me some of the things you do at the weekends. What do you do on Saturday and Sunday?
4. Write some of the activities that pupils say on the board. (Example answers: go to church, go to mosque, visit friends, go shopping, go to the market, sleep, study)
5. **Say:** Today I want you to write a composition. The title of your composition is 'How I spend my weekends'. You will describe your weekends.

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

1. Write the title 'How I spend my weekends' on the board. Ask pupils to copy the title in their exercise books.
2. Point to the activities you wrote on the board. **Say:** You have lots of things to write about.
3. **Say:** Let's write our first paragraph.
4. **Say:** At the weekend I go shopping. Write the sentence on the board.
5. **Say:** This is a very short sentence. I can write a longer sentence.
6. Erase the full stop (.) at the end of the sentence on the board. Add 'at the market with my mother' to the end of the sentence. Read the sentence: At the weekend I go shopping at the market with my mother.
7. **Say:** Now I have added a description. I have written where I go shopping and with whom.
8. **Say:** One sentence is not a paragraph. I need to write some more sentences about shopping. I can describe the market and say where it is.
9. **Say:** We go to a very busy, colourful market in Mbaondo. Write the sentence on the board.
10. Read the 2 sentences on the board together as a class: At the weekend I go shopping at the market with my mother. We go to a very busy, colourful market in Mbaondo.
11. Underline the words 'busy' and 'colourful'. **Ask:** Which part of speech are these words? (Answer: adjectives) Remind pupils that we use adjectives to describe the noun. **Say:** Adjectives make our writing more interesting and descriptive.
12. Ask pupils to give you examples of other adjectives and write them on the board. (Example answers: friendly, interesting, lovely, beautiful, big, wonderful)

**Guided Practice (10 minutes)**

1. Ask pupils to copy the 2 sentences in their exercise books.

2. **Say:** Look at the board. Check that your sentences are the same as mine.
3. **Say:** There are 5 important things to remember when we write our composition.
4. Point to the capital letter 'W' in 'We'. **Say:** Every sentence must begin with an upper case letter.
5. Underline the verb 'go'. **Say:** The verb must be in the present simple tense, because you are writing what you always or often do.
6. Point to the capital letter 'M' in 'Mbaondo.' **Say:** All the names of people and places are proper nouns. Proper nouns must begin with an upper case letter.
7. Point to the full stop (.). **Say:** Every sentence must end with punctuation.
8. Point the adjective 'busy'. **Say:** Busy is an adjective. It describes the market. Adjectives make our writing more interesting and descriptive.
9. **Say:** I want you to work in pairs.
10. **Say:** 2 sentences is a very short paragraph. I want you to write 2 more sentences for this paragraph. Write about why you like the market and what you buy at the market. Don't forget the 5 important things!
11. When pupils finish, ask volunteers to read their sentences to the class.




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

1. **Ask:** What do you remember about paragraphs from yesterday's lesson? (Example answer: Each paragraph is about a topic. If we want to talk about another topic, we need to start a new paragraph.)
2. **Say:** Remember to leave a space after the first paragraph and begin on a new line. Every new paragraph begins on a new line and has a space after the paragraph before it.
3. **Ask:** What are the 5 important things? (Answer: every sentence must begin with an uppercase letter, the verb must be in the present simple tense, proper nouns must begin with an uppercase letter, every sentence must end with punctuation, adjectives make our writing more interesting and descriptive)
4. **Say:** Now you are going to write a second paragraph for our composition. Choose a different topic from the board. This paragraph will be about something else that you do at weekend.
5. Move around the classroom and read pupils' paragraphs. Make sure pupils understand and are doing the task.
6. When they finish, ask pupils work in pairs and compare and share their paragraphs.

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

1. Remind pupils what the 5 important things are. Ask pupils to check for the five important things in their own paragraph.
2. **Say:** Well done! Practise writing more paragraphs at home for your composition about how you spend your weekends.

<b>Lesson Title:</b> Nouns: Collective Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-015	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of collective nouns.</li> <li>2. Use collective nouns in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Noun table</p>	 <p><b>Preparation</b> Write the Noun table, in the Introduction to the New Material, on the board.</p>
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**Opening (3 minutes)**

1. Write the word 'collect' on the board. Ask pupils to raise their hands if they know what the word means.
2. **Say:** Collect means bringing together lots of the same types of things. Some people collect books. Some people collect music.
3. **Ask:** Do you collect anything? Listen to pupils' answers.
4. Change the word 'collect' on the board to 'collective nouns'. **Say:** Can anyone guess what type of nouns these are? Listen to pupils' answers.
5. **Say:** Collective nouns name a group of things or a group of people. Today we are going to learn about collective nouns and use them in sentences.

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

1. Write these words on the board: choir, class, army, band, team.
2. Point to the pupils. **Say:** You are all pupils. We use a special word when we talk about pupils as a group. Point to the words on the board and **Ask:** Which of these words do we use? Listen to pupils' answers. (Answer: class) **Say:** Yes, a group of pupils is a class.
3. **Ask:** Which word do we use for a group of football players? Listen to pupils' answers. (Answer: team) **Say:** Yes, a group of football players is a team.
4. **Ask:** Which word do we use for a group of singers? Listen to pupils' answers. (Answer: choir) **Say:** Yes, a group of singers is a choir.
5. **Ask:** Which word do we use for a group of musicians? Listen to pupils' answers. (Answer: band) **Say:** Yes, a group of musicians is a band.
6. **Ask:** Which word do we use for a large group of soldiers? Listen to pupils' answers. (Answer: army) **Say:** Yes, a large group of soldiers is an army.
7. Look at the table on the board and ask pupils to copy it in their exercise books.

class army choir band team	
<b>Noun</b>	<b>Collective noun</b>
pupils	
football players	
soldiers	
singers	
musicians	

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

1. Tell pupils to look at the table on the board. **Ask:** What is column 1 for? (Answer: nouns) **Ask:** What is column 2 for? (Answer: collective nouns) **Ask:** What are the nouns at the top of the table? (Answer: collective nouns)
2. Ask pupils to put the nouns at the top of the table in column 2 next to the correct word in the column 1. Do the first one as an example on the board. Write 'class' in column 2, next to the word 'pupils'.
3. Ask pupils to work in pairs and complete the table. Mover around the classroom to make sure they understand and are doing the task.
4. Check answers as a class. (Answers: football players – team, soldiers – army, singers – choir, musicians - band)
5. Tell pupils to look at the nouns in the first column. **Ask:** Are they singular or plural? (Answer: plural) **Ask:** What about the nouns in the second column? (Answer: singular) **Say:** Yes, they are singular. They do not end in 's'. There are many people but they are 1 group. We usually use a singular verb with a collective noun.
6. Write these 3 sentences on the board. Ask pupils to copy them in their exercise books.
  - a) The class is working hard now because they have a test next week.
  - b) The army is fighting to protect the country.
  - c) The band is playing and we are enjoying the music.
7. Tell pupils to underline the collective nouns in each sentence. Underline the collective nouns on the board. (Answers: class, army, band)




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

1. Ask pupils to work in pairs.
2. **Say:** Write 5 sentences using a collective noun in each sentence. Remind pupils to make sure they use a singular verb, because collective nouns are usually singular not plural. Move around the classroom to make sure pupils understand and are doing the task.
3. When they finish, invite different pairs to read 1 of their sentences. Write 2-3 good example sentences on the board. Ask pupils to name the collective nouns in the sentences.

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

1. **Ask:** What is a collective noun? (Answer: a noun we use for a group of people or things)
2. **Ask:** Which collective nouns have you learned today? (Answer: class, band, team, choir, army)
3. Ask pupils to find more collective nouns and write sentences using them in their exercise books at home.

<b>Lesson Title:</b> Types of Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-016	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the various divisions of prose: narrative, descriptive and explanatory.</p>	 <p><b>Teaching Aids</b> Texts at the end of the lesson plan.</p>	 <p><b>Preparation</b> 1. Write the three texts at the end of the lesson plan on the board. 2. Read through the texts at the end of the lesson plan and practise reading them aloud.</p>
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### Opening (3 minutes)

1. **Say:** You wrote a composition about what you do at weekends. Now who can tell us what they did on the best day of their life? Listen to pupils' answers.
2. **Say:** You have some interesting stories! Today we are going to learn about different kinds of prose.
3. **Ask:** Do you know what prose is? If pupils do not reply, **Say:** Prose is any writing that is not poetry.

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

1. **Say:** I'm going to read you a text.
2. Read Text A from the board. Ask pupils listen and read along.
3. When you finish, ask pupils questions about the story. Use your own questions or you can **Ask:** What happens in the story? What is a good title for the story? Why is that a good title?
4. Tell pupils that the story is an example of narrative text. At the side of the board, write 'Narrative text'. **Say:** A narrative text is a story or a sequence of events usually told in the simple past tense)
5. **Say:** Now I'm going to read you another text.
6. Read Text B from the board. Ask pupils listen and read along.
7. **Ask:** Is this a narrative text? (Answer: no) **Ask:** Is it a story? What do you think is the purpose of the text? If pupils don't know, tell them the answer.
8. **Say:** It is not a narrative text. It is a text that gives information or tries to explain something. School textbooks are an example of this kind of text. It is called an explanatory text.
9. Write 'Explanatory text' at the side of the board under 'Narrative text'.
10. **Say:** I will read one more text. It is not a narrative and it is not an explanatory text.
11. Read Text C from the board. Ask pupils listen and read along.
12. **Say:** This is a descriptive text. It uses interesting words to make a clear picture in our minds. For example, covered them like thick blankets, leaves of the mango trees chatter together,
13. Write 'Descriptive text' on the board under 'Explanatory text'.

### Guided Practice (10 minutes)

1. Ask pupils to work in pairs. Ask them to look at the board and match the headings at the side of the board to the correct text.
2. Ask pupils to copy the headings and texts into their exercise books.

- Say:** Draw 3 columns in your exercise books. Use these headings for each column: Narrative text, Explanatory text, Descriptive text.

Narrative text	Explanatory text	Descriptive text

- Write the following titles on the board: How to grow cassava, My big brother, Bintu had a bad day, Planet Mars, Primary English for Sierra Leone and My bedroom. You can also add some titles of well-known stories or textbooks in Sierra Leone.
- Say:** Work in pairs and put the titles into the correct columns.
- Invite different groups to tell you the answers. (Answer: Narrative – Bintu had a bad day, Explanatory - Planet Mars, Primary English for Sierra Leone, Descriptive - My big brother, My bedroom)

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

- Tell pupils to look at the 3 texts on the board. Remind pupils of the differences between the three types of text.
- Say:** I want you to read each of the texts again. Then I want to you write 1-2 more sentences for each text.
- Move around the classroom to make sure pupils understand the text and are doing the task.
- After 5 minutes, ask pupils to work in pairs and share the sentences they have written for each text with each other.

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

- Ask pupils to name the different types of text they have studied today. (Answer: narrative, explanatory and descriptive)
- Encourage pupils to finish writing the story of Hara (narrative text) for homework. They can then read it to the class at another lesson.




#### [TEXTS]

Text A: Hara ran all the way to the market. Her grandmother was sitting beside a pile of tomatoes. Hara greeted her quietly. She wanted to tell her grandmother what she had seen, but she was afraid. What would her grandmother do if she knew what happened?

Text B: The planet earth is like the human body. We become hot with fever when we are infected by a disease. The earth too is becoming hotter because heat is trapped inside the atmosphere by greenhouse gases.

Text C: The tops of the hills were hidden in the clouds, which covered them like thick blankets. The wind made the leaves of the mango trees chatter together and tossed the birds into the sky. The children in the village were running as if the wind was chasing them.

<b>Lesson Title:</b> Narrative Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-017	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define narrative prose.</li> <li>2. Differentiate between fiction and non-fiction.</li> <li>3. Give an example of a narrative prose.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Two texts at the end of the lesson plan</li> <li>2. Poem 'The Highwayman' at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the texts at the end of the lesson plan on the board.</li> <li>2. Write the first 3 lines of the poem The Highwayman on the board.</li> </ol>
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### Opening (2 minutes)

1. **Ask:** What is prose? Listen to pupils' answers. (Answer: Prose is the ordinary language we use in speaking and writing. It is any kind of writing that is not poetry.)
2. **Ask:** What is the difference between prose and poetry? Listen to pupils' answers. Do not tell them if they are right or wrong yet.

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

1. Write these sentences on the board:

Liverpool is in the race to sign Alexander Isak. He has already scored nine times for his club. He is only 17 years old.

2. **Say:** This is narrative prose. Remember that a narrative is a sequence of events usually told in past simple tense. We use sentences in a narrative.
3. Look at the first 3 lines of The Highway Man on the board:

When the road is a ribbon of moonlight over the purple moor,  
A highwayman comes riding  
Riding, riding

4. **Say:** A poem is written in a different way to prose. Point to the poem on the board. Remind pupils that poems have lines not sentences. Remind them that just two words or even one can make the line of a poem.
5. **Say:** Today we will talk about narrative prose. We will talk more about poems later.
6. Write this sentence on the board: Narrative is the art or technique of telling a story.
7. **Say:** There are two kinds of narrative prose. We can write stories which are not true. They are from our imagination. These are called fiction. We can also write stories about things which happened and are true. These are called non-fiction.
8. Write the headings 'Fiction' and 'Non-fiction' on the board.
9. **Ask:** Is a story about monsters fiction or non-fiction? (Answer: fiction) **Ask:** What about a paragraph from a book about the history of Sierra Leone? (Answer: non-fiction) **Ask:** What about a newspaper article? (Answer: non-fiction) **Ask:** What about a composition about what you did at the weekend? (Answer: non-fiction)
10. **Ask:** Who can give an example of a non-fiction story? Listen to pupils' answers.
11. **Ask:** Who can give an example of a fiction story? Listen to pupils' answers.



### Guided Practice (10 minutes)

1. Point to the 2 texts on the board.
2. **Say:** Work in pairs. I want you to decide if the texts are fiction or non-fiction and explain why. Discuss where you think the text comes from.
3. After 5 minutes, **Ask:** Is the first text, fiction or non-fiction? (Answer: non-fiction) **Ask:** Why? (Example answer: Bai Bureh was a real person. It is an historical event.) **Ask:** Where does the text come from? (Example answer: a history book)
4. **Ask:** Is the second text, fiction or non-fiction? (Answer: fiction) **Ask:** Why? (Example answer: Rats don't have a king. Rats can't talk.) **Ask:** Where does the text come from? (Example answer: a story or a novel)

### Independent Practice (10 minutes)

1. Write the heading 'The Slave Trade' on the board.
2. **Say:** Begin a short narrative with this heading. You can choose to write non-fiction or fiction. If you choose non-fiction, write some facts you remember about the Slave Trade. If you choose fiction, use your imagination. Create some characters. What do they do? What do they say?
3. After 6 or 7 minutes, tell the pupils to stop writing.
4. **Say:** Now read your narrative to a partner. Ask them to guess. Is it fiction or non-fiction? Ask them how they know.

### Closing (3 minutes)

1. Invite 2-3 pupils to read their narratives aloud.
2. Ask the class to guess if each narrative is fiction or non-fiction. Ask them how they know.
3. **Say:** Well done. **Ask:** What two types of narrative prose are there? (Answer: fiction and non-fiction)

### [TEXTS]

Text 1: The British tried to capture Bai Bureh. His warriors disguised themselves and hid in the bushes. They shouted at the British soldiers. The officer ordered the soldiers to fire.




Text 2: The king of the rats was very big. He had long yellow teeth and a red tongue. He said to the old woman, 'Give me some chicken stew. Or I will eat you up'.

### [POEM] The Highwayman by Alfred Noyes

When the road is a ribbon of moonlight over the purple moor,  
A highwayman comes riding  
Riding, riding  
A highwayman comes riding, up to the old inn-door.

Note: A 'moor' is high, uncultivated land. A 'highwayman' is an old and historical word for a robber on a horse who took money and jewellery from people travelling on roads.

<b>Lesson Title:</b> Singular and Plural Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-018	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Form plural nouns using 's' and 'es'.</li> <li>2. Use 's' and 'es' plural nouns in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Singular and Plural Nouns table</li> <li>2. Sentences</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Singular and Plural Nouns table, in Introduction to the New Material, on the board.</li> <li>2. Write the sentences at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Ask:** What is a noun? (Answer: A word that tells us the names of specific or general people, places or things.)
2. Ask one pupil to stand up. **Ask:** How many pupils are standing up? (Answer: one pupil)
3. Tell three pupils to stand up. **Ask:** How many pupils are standing up? (Answer: three pupils)
4. Write 'a pupil' and 'three pupils' on the board.
5. **Ask:** What is the difference between 'pupil' and 'pupils'? (Example answers: pupils has an 's', pupils is more than one, pupils is plural)
6. **Say:** Today we are going to study singular and plural nouns.

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

1. Look at the table on the board. Ask pupils to copy the table in their exercise books.

Singular nouns	Plural nouns
cats bag phone plates bottles watch trucks box watches brush class	

2. **Ask:** How can we tell the difference between singular and plural nouns? (Answer: plural nouns have a final 's')
3. Ask pupils to work in pairs and put the words in the correct column.
4. When pupils finish, check the answers. (Answers: singular nouns - bag, phone, watch, box, brush, class; plural nouns - cats, plates, bottles, trucks, watches)
5. Point to the first column of the board. **Say:** Let's change these singular nouns into plural nouns. Let's change this word: 'bag'.
6. Write 'bags' in the second column next to 'bag'.
7. **Say:** Bag means there is one. Bags means there is more than one bag. We added '-s' to make the noun plural.
8. Ask pupils what the plural for 'phone' is. (Answer: phones) Write 'phones' in the second column next to 'phone'.
9. **Say:** For many words we can add '-s' to make them plural but some nouns are different.

10. In the second column of the table write 'watches' next to 'watch', 'boxes' next to 'box', 'brushes' next to 'brush' and 'classes' next to 'class'.
11. **Ask:** What do we add to the noun to make these words plural? (Answer: '-es')
12. **Ask:** Do you know why? Pupils may not know the answer. Underline the last two letters of 'watch', the last letter of 'box', the last two letters of 'brush' and the last two letters of 'class'.
13. **Say:** We add '-es' to nouns which end in '-ch', '-sh', '-ss' and '-x'.

**Guided Practice** (10 minutes)

1. Write these words in the first column of the table in a list: match, catch, wash, glass, dress, boss, tax.
2. Ask pupils to write the plural of the nouns in the second column. When they finish, check answers as a class. (Answer: matches, catches, washes, glasses, dresses, bosses, taxes)
3. Point to the sentences on the board (found at the end of the lesson plan).
4. Ask pupils to complete the sentences with a plural noun.
5. When they finish, ask pupils to work in pairs to check their answers.
6. Check answers with the class. (Answers: a. matches, b. glasses, c. pupils, d. bags, e. classes)

**Independent Practice** (10 minutes)

1. Ask pupils to write five of their own sentences. Tell pupils to use the plural nouns on the board.
2. When they finish, ask them to underline the plural nouns in the sentences.
3. After 5 minutes, invite different pupils to read their sentences to the class. Ask pupils to identify the plural nouns in the sentences they hear.
4. Write the sentence frame below on the board.

For many nouns we add \_\_\_\_\_ to form the plural. For nouns ending in -ch, -sh, -ss and -x, we add \_\_\_\_\_ to form the plural.

5. Ask pupils to copy the sentence frame in their exercise books and complete it. (Answer: -s, -es)




**Closing** (2 minutes)

1. **Ask:** What is the difference between singular and plural nouns? (Answer: plural nouns have a final 's', plural nouns are more than 1)
2. Tell pupils to look at newspapers, magazines and textbooks and find more plural nouns and write them in their exercise books.

**[SENTENCES]**

- a. We love going to football \_\_\_\_\_ (match).
- b. There are six \_\_\_\_\_ (glass) on the table.
- c. They are very good \_\_\_\_\_ (pupil).
- d. Please put all your \_\_\_\_\_ (bag) on the table.
- e. There are a lot of \_\_\_\_\_ (class) in my school.

<b>Lesson Title:</b> Singular and Plural Nouns (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-019	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Form plural nouns from singular nouns ending with –f or -fe.</li> <li>2. Form plural nouns from singular nouns ending with -y preceded by a consonant.</li> </ol>	 <p><b>Teaching Aids</b> Singular and Plural Nouns table</p>	 <p><b>Preparation</b> Write the Singular and Plural Nouns table at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** What rule about plural nouns did we study yesterday? Listen to pupils' answers. (Answer: To make nouns plural we add 's'. If a noun ends in –ss, -sh, -ch, -s or -x, we add '-es' to make the plural form.)
2. **Say:** Today we will look at some more irregular plural nouns.

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

1. Point to the table on to the board (found at the end of the lesson plan). Ask pupils to copy it in their exercise books.
2. **Say:** Work in pairs. Complete the table. Use the other words in the table to help you.
3. Move around the room to make sure pupils understand and are doing the task.
4. Wait until most pupils have finished. Invite 3 pupils to come to the board and complete one word in the table correctly. When they finish, ask the other pupils if they think the spellings are correct. (Answer: wives, leaves, countries)
5. **Ask:** We can see 3 more irregular plural nouns. These plural nouns have rules.
6. Write the rules on the board.

If the noun ends in '-fe', we change '-fe' to '-ves' to form the plural.

If the noun ends in '-f', we change '-f' to '-ves' to form the plural.

If the noun ends in consonant +'-y', we change '-y' to '-ies' to form the plural.

7. Remind pupils of the difference between a vowel and a consonant. **Ask:** Which letters of the alphabet are vowels? (Answer: a, e, i, o, u) **Ask:** What are the other letters called? (Answer: consonants)
8. Read the rules to pupils. Ask pupils to copy the rules in their exercise books.

### Guided Practice (5 minutes)

1. Ask pupils to work in pairs. **Say:** Let's think of more examples for these rules.
2. After a couple of minutes, invite different pupils to come to the board and write more examples of these irregular plural nouns. (Example answers: life-lives; calf-calves; loaf-loaves; baby-babies; berry-berries)
3. Ask pupils to raise their hand to identify which rule each example follows.

### Independent Practice (15 minutes)

1. Remind pupils of the rules they learned yesterday. If the noun ends in –ss, -sh, -ch, -s or -x, we add ‘-es’ to make the plural form. Write the rule on the board if pupils don’t remember.
2. Write these words on the board: ladies, matches, dishes, boxes, classes, wishes, churches, wives, lives, babies, thieves, parties. Help pupils with the meanings of any words they do not understand.
3. Ask pupils to work in pairs. **Say:** You have five minutes to write a short story together. You must use at least five of the words on the board in your story.
4. After five minutes, ask pupils to stop writing.
5. Invite different pupils to read their stories to the class. Have the rest of the pupils identify the plural nouns they used.




### Closing (3 minutes)

1. Write this sentence on the board: The wife of the thief cut the leaf with the knife at the party.
2. Ask pupils to help you write the sentence with plurals. (Answer: The wives of the thieves cut the leaves with the knives at the parties.)
3. Read the sentence with plurals together as a class.

[TABLE]

Singular	Plural
knife	knives
wife	
thief	thieves
leaf	
party	parties
country	

<b>Lesson Title:</b> Pronunciation	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-020	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and produce vowel sounds.</li> <li>2. Differentiate between different vowel sounds.</li> </ol>	 <p><b>Teaching Aids</b> Vowel table</p>	 <p><b>Preparation</b> Write the Vowel table at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Ask pupils to say (or sing) the alphabet together.
2. **Say:** The alphabet contains two different types of letters, vowels and consonants.
3. **Say:** Today we are going to learn about vowel sounds.

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

1. Point to the word ‘vowels’ on the board. **Ask:** Can anybody write the letters of the vowels on the board under ‘vowels’?
2. Invite a pupil who knows the answer to write them on the board. If pupils do not know the answer write ‘a, e, i, o, u’ on the board. Explain that we call these letters ‘vowels’.
3. **Ask:** How many vowels are there? (Answer: 5)
4. **Say:** Yes, there are 5 letters that are vowels.
5. **Say:** What is a vowel sound? Listen to pupils’ answers. **Say:** A vowel sound is the sound that a vowel makes. We make vowel sounds with our teeth and lips open.
6. **Ask:** Do you know how many vowel sounds there are? Invite pupils to guess. **Say:** In British English, which we use in Sierra Leone, there are 20 different vowel sounds.
7. Write ‘it’ and ‘at’ on the board. Ask pupils to read and say the words.
8. **Say:** /i/ (the sound not the letter) is the vowel sound in ‘it’. Ask pupils what the vowel sound is in ‘at’. (Answer: /a/) Pupils listen and repeat.
9. Write ‘eat’ and ‘ate’ on the board.
10. **Say:** The vowel sound in ‘eat’ is like ‘ee’. Ask pupils what the vowel sound is in ‘eight’. (Answer: /ei/ as in eight, may, say)
11. **Say:** it, eat, at, eight.
12. Write ‘hair’ on the board. **Say:** The vowel sound in ‘hair’ sounds like two short vowel sounds together. You can hear the change in sound. **Say:** hair.
13. **Say:** In English, there are three types of vowel sounds - short vowel sounds (it, at), long vowel sounds (eat, eight) and sounds which sound like two short vowel sounds together (hair).

**Guided Practice (10 minutes)**

1. Point to the table on the board. Ask the pupils to copy the table in their books.

Short vowel sound	Long vowel sound	Two short vowel sounds

2. **Say:** I will say some words. Listen carefully to each word. Is it a very short vowel sound, a long vowel sound or two short vowel sounds together (you can hear the change in sound)?
3. Say the words one at a time. Say the words slowly and clearly: sit, seat, lip, leap, bear, fat, bit, chair.
4. Write the words on the board and say the words again. Pause after each word and then read the next word.
5. Ask pupils to write the words in the correct column of the table as they listen. Say the words a few more times slowly and clearly. Pause after each word and then read the next word.
6. Ask pupils to work in pairs and check their answers.
7. Invite pupils to tell you the words with the short vowel sound. (Answer: sit, lip, fat, bit)
8. Invite pupils to tell you the words with the long vowel sound. (Answer: seat, leap)
9. Invite pupils to tell you the words with two short sounds together. (Answer: bear, chair)

**Independent Practice** (10 minutes)

1. Write these words on the board: egg, bed, sheep, with, sleep, two, fair, wear, cat, fit, feet.
2. Ask pupils to work in pairs and practise saying the words.
3. After a couple of minutes, ask pupils to write the words in the correct column of the table.
4. Invite pupils to tell you the words with the short vowel sound. (Answer: cat, with, egg, bed, fit)
5. Invite pupils to tell you the words with the long vowel sound. (Answer: sheep, sleep, feet)
6. Invite pupils to tell you the words with 2 short sounds together. (Answer: fair, wear)




**Closing** (2 minutes)

1. Practise saying the words in the table as a class. Review the short vowel sound, long vowel sound and two short vowel sound words one at a time.
2. Invite pupils to identify other words that have the short vowel sound, long vowel sound and two short vowel sound words.

[TABLE]

Short vowel sound	Long vowel sound	Two short vowel sounds

<b>Lesson Title:</b> Types of Drama (Tragedy and Comedy)	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-021	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Name the two types of drama.</li> <li>2. Differentiate between tragedy and comedy.</li> </ol>	 <p><b>Teaching Aids</b> Text summary of Romeo and Juliet at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Practise reading the summary of Romeo and Juliet at the end of the lesson plan.</li> <li>2. Write the conversation, in the Introduction to the New Material, on the board.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** Do you like to watch a play? Do you like movies or television programs? Listen to pupils' answers.
2. **Say:** Plays, movies and television programs are all dramas. Today we are going to talk about two types of drama, tragedy and comedy.

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

1. **Say:** Look at this short conversation on the board:

Parent: You must work harder in school!

Pupil: But I have so much work to do at home.

2. **Say:** I want two pupils to act this. One is the angry parent. One is the pupil. **Ask:** Who wants to act?
3. Invite 2 pupils to come and act the conversation. When the pupils finish, **Say:** Well done.
4. **Say:** They were acting a short play. A play is a 'drama'. Write the word 'drama' on the board.
5. Ask pupils to copy the heading in their exercise books.
6. **Ask:** Will the drama of the parent and pupil have a happy ending? Or will it end badly?
7. Listen to pupils' answers. These are their opinions. There is no right answer.
8. Draw a smiling face on the board and write 'comedy' next to it. Draw a sad face on the board and write 'tragedy' next to it.
9. **Say:** There are 2 types of drama - a comedy and a tragedy. A comedy begins in an ordinary or quite bad situation and has a happy ending. A comedy makes you laugh. A tragedy begins in an ordinary or good situation and ends badly.
10. Ask pupils what the difference between a comedy and tragedy is.

### Guided Practice (10 minutes)

1. **Say:** I will now read you the summary of a famous drama by William Shakespeare called Romeo and Juliet. Listen and think about these questions: Is it a comedy or tragedy? Does it have a happy or sad ending?
2. Read the summary of Romeo and Juliet at the end of the lesson plan.
3. When you finish reading, **Say:** Raise your hands if you think it is a tragedy.
4. **Say:** If you raised your hand you are right. It is a tragedy. Romeo and Juliet has a very sad ending.



### Independent Practice (10 minutes)

1. **Say:** Now let's finish the drama of the angry parent and the pupil. Everyone at the back of the class is going to write a drama that ends badly. Everyone at the front is going to write one with a happy ending.
2. **Say:** Raise your hands if you are going to write a tragedy. (Pupils at the back of the class raise their hands.) **Say:** Raise your hands if you are going to write a comedy. (Pupils at the front of the class raise their hands.)
3. Tell pupils to work in pairs to write their drama.
4. Point to the sentences on the board of the angry parent and the pupil. Continue the example below on the board:

Parent: You must work harder!

Pupil: But I have so much work to do at home.

Parent: ...

Pupil: ...

Parent: ...

Pupil: ...

5. **Say:** Write your drama like this. Write the name of the speaker and a colon (:). Next to the colon, write the words the speaker says. Write 2 or 3 sentences for each speaker.




### Closing (2 minutes)

1. Invite 2 or 3 pairs to act the drama they have written. When the pair has finished, ask other pupils if it a comedy or a tragedy.
2. **Ask:** What are the two types of drama called? (Answer: comedy and tragedy) **Ask:** Which has a happy ending and which has a sad ending? (Answer: comedy has a happy ending, tragedy has a sad ending)

### [TEXT: SUMMARY OF ROMEO AND JULIET]

In Verona in Italy, two families do not like each other and always fight. Romeo from one family falls in love with Juliet from the other family. They are married in secret by a friendly priest, Friar Laurence. But Juliet's cousin, Tybalt kills Romeo's best friend and so Romeo kills Tybalt and then runs away to save his life. Juliet's parents want her to marry a rich nobleman. Friar Laurence is sorry for Juliet and gives her a drug to make her look dead. Everyone thinks she is dead and she is taken to the family tomb. But she is not dead and after 42 hours she will wake up. The priest promises to send Romeo a letter to tell him the plan. Romeo can then come and save Juliet. But Romeo never receives the letter and hears that Juliet is dead. He is very sad and buys some poison. He goes to visit Juliet's dead body. He wants to die next to her. Romeo finds the man who Juliet's parents wanted her to marry there. He is also sad for Juliet. Jealous, Romeo kills the man and then kisses Juliet to say goodbye to her. Then Romeo drinks the poison and kills himself. A little later, Juliet wakes up. She sees the dead body of her beloved Romeo lying next to her. She takes the knife from Romeo's belt, stabs it into her heart and dies.

<b>Lesson Title:</b> Characterisation	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-022	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the various characters in a play and describe their roles.</p>	 <p><b>Teaching Aids</b> 1. Character table 2. Text summary of Romeo and Juliet at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the Character table, in the Introduction to the New Material, on the board. 2. Practise reading the summary of Romeo and Juliet at the end of the lesson plan.</p>
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### Opening (3 minutes)

- Say:** Last lesson we talked about two types of drama. **Ask:** What are they called? (Answer: comedy and tragedy)
- Ask:** Do you remember the name of the play we read by William Shakespeare? (Answer: Romeo and Juliet)
- Ask:** What kind of drama is it and why? (Answer: It's a tragedy because it has a very sad ending. Romeo and Juliet love each other but they both die.)
- Say:** Today we are going to talk about the people in a play. We call them characters.

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

- Write 'Characters' on the board. **Say:** When we talk about the people in a play, we call them 'characters'. **Say:** I am going to read the summary of Romeo and Juliet again. Listen carefully.
- Read the summary of Romeo and Juliet at the end of the lesson plan. **Ask:** How many characters are named in the play? (Answer: 4)
- When you finish, write the table below on the board.

Characters in Romeo and Juliet		
Name	Description	What happens to them?
Romeo	a young man who is in love with Juliet	
Juliet	a young woman who is in love with Romeo	
Friar Laurence	a priest and Romeo and Juliet's friend	
Tybalt	Juliet's cousin	

### Guided Practice (10 minutes)

- Say:** Look at the table. Who are the characters? (Answer: Romeo, Juliet, Friar Laurence and Tybalt). Ask pupils to read the description of each character. When they finish, write these questions on the board: Who is Romeo? Who is Juliet? Who is Friar Laurence? Who is Tybalt?
- Tell pupils to work in pairs and ask and answer the questions. Tell pupils to use the information in the table to find the answers.
- After a few minutes, ask pupils to listen again to the summary of Romeo and Juliet. Ask them to listen carefully. Ask them to listen for what each character does in the play or what happens to the character.
- Read the summary slowly and clearly. Act out parts of the play to help pupils understand.
- When you finish reading, ask pupils if they can help you complete column 3 of the table. (Answer: Romeo kills himself because he thinks Juliet is dead. Juliet kills herself with a knife)

because Romeo is dead. Friar Laurence gives Juliet a drug which will make her look dead. He also sends a letter to Romeo but Romeo does not receive the letter. Tybalt kills Romeo's best friend. Romeo kills Tybalt.)

6. **Say:** Romeo and Juliet were not real people. They never existed. They are only characters in a very famous play by William Shakespeare.

**Independent Practice (10 minutes)**

1. Tell pupils that they are going to think of some characters for their own comedy or tragedy.
2. Tell pupils that there are often two main characters in a play - the 'hero' and the 'heroine'. **Say:** The hero is usually a good, strong and brave man. The heroine is usually a good, strong and brave woman. Write the table below on the board:

Characters in my play		
Name	Description	What do they do in the play? What happens to them?
	hero	
	heroine	

3. Ask pupils to work in pairs to complete the table for their own comedy or tragedy. They must have a hero and a heroine and 2 other characters.




**Closing (2 minutes)**

1. Invite different pairs to tell the class about the characters in their play. Ask the groups if their play is a comedy or tragedy.
2. **Ask:** What are the 2 types of drama? (Answer: comedy and tragedy)
3. **Ask:** What do we call the people in a play? (Answer: characters)
4. **Ask:** What do we call the main man in a play if he is good, strong and brave? (Answer: hero) And what is the word for a good, strong and brave woman? (Answer: heroine)

[TEXT: SUMMARY OF ROMEO AND JULIET]

In Verona in Italy, two families do not like each other and always fight. Romeo from one family falls in love with Juliet from the other family. They are married in secret by a friendly priest, Friar Laurence. But Juliet's cousin, Tybalt kills Romeo's best friend and so Romeo kills Tybalt and then runs away to save his life. Juliet's parents want her to marry a rich nobleman. Friar Laurence is sorry for Juliet and gives her a drug to make her look dead. Everyone thinks she is dead and she is taken to the family tomb. But she is not dead and after 42 hours she will wake up. The priest promises to send Romeo a letter to tell him the plan. Romeo can then come and save Juliet. But Romeo never receives the letter and hears that Juliet is dead. He is very sad and buys some poison. He goes to visit Juliet's dead body. He wants to die next to her. Romeo finds the man who Juliet's parents wanted her to marry there. He is also sad for Juliet. Jealous, Romeo kills the man and then kisses Juliet to say goodbye to her. Then Romeo drinks the poison and kills himself. A little later, Juliet wakes up. She sees the dead body of her beloved Romeo lying next to her. She takes the knife from Romeo's belt, stabs it into her heart and dies.

<b>Lesson Title:</b> Pronouns	Theme: Grammar	
<b>Lesson Number:</b> L-07-023	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify pronouns in sentences.</li> <li>2. Define pronouns.</li> <li>3. Use pronouns in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Sentences</p>	 <p><b>Preparation</b> Write the sentences a-e, in the Introduction to the New Material, on the board.</p>
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### Opening (2 minutes)

1. **Say:** What do you like doing after school?
2. Listen to pupils' answers. Write some of the pupils' answers on the board.
3. **Say:** My mother likes cooking. She is a good cook.
4. **Say:** Today we are going to learn about pronouns. Pronouns are words like 'she'.

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

1. Write the following sentence on the board: 'I like talking to Uncle Ali,' said Joy.
2. Read the sentence to the pupils. **Ask:** Who is speaking? (Answer: Joy)
3. Circle the word 'Joy' on the board.
4. **Say:** The name of the person speaking is Joy. What did Joy say? (Answer: I like talking to Uncle Ali.) **Say:** Yes, Joy said, 'I like talking to Uncle Ali.'
5. Circle the word 'I' on the board. Draw a line from the circle with 'I' to the circle with 'Joy'.
6. **Ask:** Do you think 'Joy' and 'I' is the same person? (Answer: Yes, they are the same person.)
7. **Say:** 'Joy' and 'I' is the same person. The word 'Joy' is a noun. The word 'I' is a pronoun. We can use a pronoun to replace a noun in a sentence.
8. On the board, write the heading 'nouns' and write 'Joy' under the heading. On the board, write the heading 'pronouns' and write 'I' under the heading.
9. Write this definition on the board: A pronoun can replace a noun in a sentence.
10. Read the sentence to pupils.
11. Write this sentence. Saidu loves the beach and the sea because he loves swimming.
12. Circle 'Saidu' and circle 'he'. **Ask:** Which is the noun and which is the pronoun? (Answer: Saidu is a noun and 'he' is a pronoun.)
13. Explain to pupils that we often use pronouns to avoid repeating the same noun(s) again and again.
14. Look at the sentences (a-e) on the board. Ask pupils to copy the sentences.
  - a) (Teacher to student) Patrick, what time is it? You are late.
  - b) Lungi is to the north of Freetown. It is near the international airport.
  - c) (Teacher to pupils) Marie and Suzan stand up. You must listen carefully.
  - d) Solomon and I are best friends. We were born on the same day in the same village.
  - e) My parents are visiting my aunt this weekend. They will be come back on Sunday evening.

### Guided Practice (10 minutes)

1. Ask pupils to work in pairs. Ask pupils to circle the pronoun that goes with the underlined nouns in the sentences. Move around the classroom to check that pupils understand the task and check their work.
2. **Say:** In sentence a) the teacher is speaking to the student, Patrick. **Ask:** Can you tell me the pronoun in the sentence? (Answer: You)
3. **Ask:** In sentence b) can you tell me the pronoun for the noun 'Lungi'? (Answer: It)
4. **Ask:** In sentence c) the teacher is talking to 2 pupils. Which pronoun replaces 'Marie and Suzan'? (Answer: You)
5. **Ask:** In sentence d) which pronoun replaces 'Solomon and I'? (Answer: We)
6. **Ask:** In sentence e) which pronoun replaces 'My parents'? (Answer: They)
7. Write the table on the board. Ask pupils to copy and complete table.

	Pronoun
1. Patrick	
2. Lungi	
3. Marie and Suzan	
4. Solomon and I	
5. My parents	

(Answers: 1. you, 2. it, 3. you, 4. we, 5. they)




### Independent Practice (10 minutes)

1. Write the sentences on the board. Ask pupils to work in pairs and complete the sentences.
  - a) Claudetta studies hard at school because \_\_\_\_\_ wants to go to university.
  - b) The teachers are preparing their lessons after school. \_\_\_\_\_ have classes all day today.
  - c) George is studying hard because \_\_\_\_\_ has exams tomorrow.
  - d) The Mano River is in Sierra Leone. \_\_\_\_\_ is on the border with Liberia.
2. After a few minutes, check their answers as a class. (Answers: a. She, b. They, c. He, d. It)
3. **Say:** Now write three sentences of your own. For example, write what you and your friends do after school. Write what your parents do in the evenings. Remember to use nouns and pronouns.

### Closing (2 minutes)

1. Invite different pupils to read one of their sentences to the class.
2. **Ask:** What does a pronoun replace? (Answer: a noun)
3. **Ask:** Why do we often use pronouns? (Answer: to avoid repeating the same noun)

<b>Lesson Title:</b> Pronouns (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-024	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use pronouns in sentences.</li> <li>2. Replace nouns with pronouns in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Sentences</p>	 <p><b>Preparation</b> Write the sentences from the end of the lesson on the board.</p>
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### Opening (3 minutes)

1. **Ask:** What was the topic of our last lesson? (Answer: pronouns)
2. **Ask:** What does a pronoun do? (Answers: A pronoun replaces a noun. It helps us avoid repetition.) **Ask:** Which pronouns did we practise using? (I, you (singular), he, she, it, we, you (plural), they)
3. Wait for pupils to answer if they can. If they cannot remember tell them the answers.
4. **Say:** Today we are going to learn more about pronouns. We will practise writing pronouns in sentences.

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

1. Write these sentences on the board: He charged the mobile phone. She called the number. The phone rang. They spoke for five minutes.
2. Invite 4 pupils (2 male, 2 female) to each read one of the sentences on the board and underline the pronouns in the sentences. (Answer; He, She, the 3<sup>rd</sup> sentence has no pronoun, They)
3. Ask the other pupils if the underlined words are correct.
4. Point to the pronoun 'he'. **Ask:** Who charged the phone? Was it a man or a woman? (Answer: a man) **Say:** Yes, it was a man. In English we use the pronoun 'he' is to talk about a man or a boy.
5. Point to the pronoun 'she'. **Ask:** Who called the number? Was it a man or a woman? (Answer: a woman) **Say:** Yes, it was a woman. In English we use the pronoun 'she' is to talk about a woman or a girl.
6. Point to the pronoun 'they'. **Ask:** Who spoke on the phone? (Answer: the man and the woman) **Say:** Yes. The man and the woman both spoke on the phone. In English we use the pronoun 'they' to talk about more than one person or thing. It could be two or more men/boys, two or more women/girls or it could be a man/boy and a woman/girl. It could also be 2 or more things.
7. Write this sentence on the board: The phone rang once and then the phone rang again.
8. **Say:** We can replace 'the phone' with 'it'. 'It' is the pronoun we use to talk about a place or a thing.
9. Change the sentence on the board to: The phone rang once and then it rang again.

### Guided Practice (10 minutes)

1. Point to the sentences on the board:
  - a) There are many beaches on the coast of Sierra Leone. The beaches are beautiful.
  - b) My mother bought some mangoes at the market. The mangoes were delicious.
  - c) My family and I went to church on Sunday. Afterwards my family and I went home.
  - d) Makeni is the fifth largest city in Sierra Leone. Makeni is in the northern province.

- e) The wildlife of Sierra Leone is very diverse. The wildlife has a variety of different habitats.
- f) My aunt lives in Yana. My aunt is a teacher.
2. Ask pupils to copy the sentences in their exercise books.
  3. Ask pupils to work in pairs. **Say:** Replace the underlined words with a pronoun.
  4. When pupils finish, ask different pupils to come to the board and replace the underlined words with the correct pronoun. (Answers: a. They, b. They, c. We, d. It, e. It, f. She)

**Independent Practice** (10 minutes)

1. Ask pupils to write their own sentences. They must write one sentence using each of the pronouns: I, he, she, it, we, they.
2. After 5 minutes, ask pupils to work in pairs and share and compare their sentences. Move around the classroom and check pupils' work.




**Closing** (2 minutes)

1. **Ask:** Can you tell me all the pronouns? (Answer: I, you (singular), he, she, it, you (plural), we, they)
2. **Ask:** What do pronouns replace and why do we use them? (Answer: They replace nouns. We use them to avoid repeating the same words.)

[SENTENCES]

- a. There are many beaches on the coast of Sierra Leone. The beaches are beautiful.
- b. My mother bought some mangoes at the market. The mangoes were delicious.
- c. My family and I went to church on Sunday. Afterwards my family and I went home.
- d. Makeni is the fifth largest city in Sierra Leone. Makeni is in the northern province.
- e. The wildlife of Sierra Leone is very diverse. The wildlife has a variety of different habitats.
- f. My aunt lives in Yana. My aunt is a teacher.

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-025	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write short poems.</li> <li>2. Identify two figures of speech in the poem.</li> </ol>		<p><b>Teaching Aids</b> Poem at the end of the lesson plan</p>		<p><b>Preparation</b> Write the poem at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. **Ask:** Do you remember this poem? Read the poem The Highwayman.

The Highwayman by Alfred Noyes  
When the road is a ribbon of moonlight over the purple moor,  
A highwayman comes riding  
Riding, riding  
A highwayman comes riding, up to the old inn-door.

2. **Say:** Remember poetry is different from prose. In ordinary writing we want to make our ideas clear. In a poem we want to create feelings and rhythm as well.
3. **Ask:** How many people like writing poems? Raise your hands.
4. **Say:** Today we are going to read another poem. We are also going to write our own short poems.

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

1. Read the poem on the board slowly and clearly. Read it 2 times.
2. Ask pupils if they have a picture in their mind. **Ask:** What is the picture in your mind? Listen to pupils' answers.
3. Write these sentences on the board:

The poet compares clouds to \_\_\_\_\_.  
The poet compares the sky to a blue \_\_\_\_\_.

4. **Ask:** What are the missing words? (Answer: sheep, hill)
5. **Say:** The poet compares clouds to sheep and the sky to a blue hill.
6. **Say:** In poetry we call this a 'metaphor'. The poet does not directly compare sheep to clouds or the sky to a hill. She doesn't say 'Sheep are like clouds' but we understand that this is what she means.
7. Underline the lines 'When the wind blows, You all walk away.'
8. **Ask:** Can clouds walk? (Answer: No, people and animals can walk.)
9. **Say:** The poet is painting a picture in our mind of clouds walking. In poetry we call this 'personification'. This is when we give things human qualities or characteristics to things which are not human.

### Guided Practice (5 minutes)

1. Write the lines below on the board:
  - a) My love is a garden on a summer's day.



- b) Fear is calling out, Can you hear?
  - c) Raindrops, tears on her face.
  - d) Flowers, dancing in the green, Flowers, bowing in the wind ...
2. Ask pupils to work in pairs. **Ask:** Do the lines from the poems have a metaphor or are they examples of personification? Write 'M' for metaphor and 'P' for personification.
  3. Move around the classroom to make sure pupils understand and are doing the task.
  4. Invite different pupils to read different lines and say if there is a metaphor or personification.  
(Answers: a. metaphor, b. personification, c. metaphor, d. personification)

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

1. Write these words on the board: rain, thunder, the forest, the sun, the wind, the sea.
2. Ask pupils to close their eyes. Tell them you are going to say each word. Ask pupils to paint a picture in their mind when you say the words. Say the words.
3. Ask pupils to work in pairs. Ask them to choose one of the words. Tell them to write a short poem of 4-5 lines about the word. Tell them they must use a metaphor or personification in their poems.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. When pupils finish, invite 1 or 2 pairs to read their poems to the class.




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

1. **Ask:** What do we know about poems? (Answers: Poems have lines that do not need to be full sentences. Poems can have lines of just 1 or 2 words. Poems use metaphors and personification to say something is similar to something else and paint a picture in our mind.)

[*POEM*] *Clouds* by Christina Rossetti

White sheep, white sheep,  
 on a blue hill,  
 When the wind stops,  
 You all stand still.  
 When the wind blows,  
 You walk away slow.  
 White sheep, white sheep,  
 Where do you go?

<b>Lesson Title:</b> Reading the First Chapter of the Prose Text	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-026	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the story in their own words.</li> <li>2. Identify some main characters and their roles.</li> </ol>	 <p><b>Teaching Aids</b> Texts at the end of the lesson plan.</p>	 <p><b>Preparation</b> 1. Write Text: Part 2 on the board. 2. Practise reading the texts at the end of the lesson plan.</p>
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### Opening (3 minutes)

1. Write on the board: Round the World in 80 days.
2. **Say:** This is the title of a very famous book. We will read the first part of the story. The book was written almost 150 years ago. The writer's name was Jules Verne and he was French.
3. Point to the title. **Ask:** What is the story about? Listen to pupils' ideas. **Say:** It is about a man who travels in a circle (draw a circle in the air) around the world. He goes across many countries, across mountains and oceans. **Ask:** How long does it take him? How long does he travel for? (Point to the words 80 days) **Say:** Remember 150 years ago there were no planes, no cars or buses, no radio, no telephones. So he had many adventures.
4. **Say:** Today we will read part of the story, talk about it and discuss some of the main characters.

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

1. Read the first part of the text to the pupils. Read it two times.
2. **Ask:** Where does the story take place? (Answer: London)
3. **Ask:** Can you describe Mr Phileas Fogg? (Example answers: not married, rich, not generous but not mean, he does the same things every day, very exact)
4. **Ask:** What are his hobbies? Remind pupils that hobbies are things people like to do in their free time. (Answer: reading the newspaper, playing cards after dinner)
5. Write 'Mr Phileas Fogg' on the board.
6. Read the first part of the text again. When you finish reading, ask pupils to make notes about the character Mr Phileas Fogg.
7. When pupils finish, ask them to work in pairs and compare their notes.

### Guided Practice (10 minutes)

1. Point to the second part of the text on the board.
2. Tell pupils to read the text silently.
3. While pupils read, write the questions at the end of the lesson plan on the board.
4. When pupils finish reading, ask them to work in pairs to answer the questions.
5. Check the answers with the whole class. See 'Answers' at the end of the lesson plan.

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs and retell the story using their own words.
2. Tell pupils to talk about the following:

- a) Where and when the story takes place
  - b) Describe Mr Phileas Fogg
  - c) Describe what happened to Mr Fogg's servant
  - d) Describe the new servant, Jean Passepartout
  - e) Do they think Mr Fogg and Mr Passepartout will work well together
3. When they finish, invite 1-2 pupils to retell the story. Ask other pupils to add any information that they missed.

**Closing (2 minutes)**

1. **Ask:** What do you think happens next? Will Mr Fogg and his new servant work well together? Will Passepartout have a quiet life? Listen to pupils' answers.

[TEXT: PART 1]

Mr Phileas Fogg lived in London. He was a member of the Reform Club and he was rich. But nobody knew how he made his money. He was not very generous. But he was not mean. He talked very little. This made him seem rather mysterious.

He did exactly the same thing every day. His only hobbies were reading the newspapers in the morning and playing cards after dinner. He was good at cards. But if he won any money he gave it away. He was not married. He had no children. He lived in a big house with one servant, James. He ate his breakfast and dinner at his club. He always ate at exactly the same time. He always ordered the best food and drink.

[TEXT: PART 2]

Mr Phileas Fogg thought everyone should be like him. On 2<sup>nd</sup> October 1873, his servant, James, lost his job. What did the poor man do? Phileas Fogg expected his water to be exactly 86.4° hot every morning. On 2<sup>nd</sup> October, James brought him water only 86° hot. Later the same morning, Phileas Fogg was sitting in his armchair. He was watching the clock. The clock was a very complicated one. It indicated the hours, the minutes, the seconds, the days, the months and the years.

At 11.30 exactly, Phileas Fogg always left the house. But today at 11.20 there was a knock at the door. It was his new servant. The young man came in. He bowed.

'You are a Frenchman I believe. And your name is John,' said Mr. Fogg.

'Jean Passepartout. It is a good name for me. It means 'go everywhere'. I know many trades. I've been a singer, a circus rider, a professor of gymnastics, a fireman. But now I have come to London. I want to be a servant. I am looking for a quiet life. I want to forget my name Passepartout.'

'The name Passepartout is fine. Now, what time is it?' said Mr Fogg.

'22 minutes after 11 o'clock.' His new servant pulled a very big silver watch from his pocket.




'You are too slow,' said Mr Fogg. 'You are four minutes too slow. Now from this moment, 26 minutes after 11 a.m., this Wednesday, October 2<sup>nd</sup> 1873, you work for me.'

[QUESTIONS AND ANSWERS]

1. Why did James lose his job? James lost his job because Mr Fogg's water was not exactly 86.4°.
2. Who is Jean Passepartout? Jean Passepartout is Mr Fogg's new servant.
3. What does Passepartout mean? It means go everywhere.

4. What jobs has Jean Passepartout done before? He has been a singer, rider, professor of gymnastics and a fireman.
5. Does Jean want a busy and exciting life? No, he does not. He wants a quiet life.
6. Do you think Mr Fogg and Jean will work well together? Pupils' own answers, but yes, probably. They are both precise.

<b>Lesson Title:</b> Reviewing of Previous Chapter of the Prose Text	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-027	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer comprehension questions from the text.</p>	 <p><b>Teaching Aids</b> 1. Text at the end of the lesson plan 2. Questions</p>	 <p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Practise reading the text at the end of the lesson plan. 3. Write questions a-e in the Independent Practice on the board.</p>
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### Opening (3 minutes)

1. **Ask:** Who can tell me the title of the story we are reading? (Answer: Round the World in 80 days)
2. Write the names 'Mr Phileas Fogg' and 'Jean Passepartout' on the board. **Ask:** Who can tell me about the two main characters in the story? Listen to pupils' answers.
3. Write what pupils remember about the two characters under each name on the board.
4. **Say:** Today we are going to talk about the story we are reading.

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

1. Ask pupils what they remember about the characters. (Answer: Mr Fogg is a rich man and he is a very exact man. He likes doing the same thing every day. He likes everything to be on time. Pasespartout is French and his name means 'go everywhere'. He has done different jobs. He has been a singer, rider, professor of gymnastics and a fireman.)
2. Tell pupils they will continue the story. Ask them to read the text on the board silently. When they finish, ask them to open their exercise books and find the notes they made yesterday about Jean Passepartout.
3. **Say:** Write some more notes about Jean Passepartout. **Ask:** What new information have we learned about him today?
4. When pupils finish, ask them to work in pairs and compare notes.
5. **Ask:** What else do we know about him from today's text? Check answers as a class. (Answer: Passepartout had a red face, blue eyes, a round body and curly hair. He had worked as a servant in ten houses in England.)

### Guided Practice (10 minutes)

1. Write these times on the board: 9.37, 12.00, 1.13, 3.45.
2. Tell pupils to look quickly at the text and find the time 9.37. **Say:** Raise your hand when you find the time.
3. Ask the first pupil who raises his/her hand to come to the board and underline the time.
4. **Ask:** What happened at that time in the text? What must Jean take Mr Fogg at 9.37? (Answer: hot water)

5. Tell pupils to look quickly at the text and find the time 12.00. **Say:** Raise your hand when you find the time.
6. **Ask:** What usually happens at 12.00? (Answer: Mr Fogg goes to bed.)
7. Tell pupils to look quickly at the text and find the time 1.13. **Say:** Raise your hand when you find the time.
8. **Ask:** What happened at 1.13? (Mr Fogg got up after lunch and went to the Reading Room of his club.)
9. Tell pupils to look quickly at the text and find the time 3.45. **Say:** Raise your hand when you find the time.
10. **Ask:** What happened at 3.45? (Answer: He finished reading the newspaper.)
11. Tell pupils that this reading technique is called 'skimming'. We look quickly for the information we need in the text. We do not read every word of the text.

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

1. Write these comprehension questions on the board.
  - a) What time is Jean Passepartout's first duty for Mr Fogg?
  - b) Is Jean Passepartout's working day short or long?
  - c) What is unusual about Mr Fogg's wardrobe?
  - d) What does Jean Passepartout compare Mr Fogg to?
  - e) Why do you think Jean is happy about what he finds in Mr Fogg's bedroom?
  - f) Why do you think Mr Fogg went to his club?
2. Read the questions to the pupils.
3. **Say:** Sometimes the information you need to answer questions is directly in the text. Sometimes you have to think about what the writer is saying. Look at the first question (question a). The answer is easy to find.
4. Ask the first question and listen to pupils' answers. (Answer: 8.23).
5. **Say:** Now look at the second question. The answer is a bit more difficult to find. Ask the second question (question b) and listen to pupils' answers. Answer: Long because he starts before 8.23 as he must prepare Mr Fogg's tea and toast and finishes at midnight.)
6. **Say:** Work in pairs and answer questions c-f.
7. Invite different pupils to answer the questions. (c-Mr Fogg indicates the day, the month and the hour he will wear his clothes. d-He compares him to a machine. e-Mr Fogg is very neat, tidy and exact. There will be neither surprises nor sudden change of habit or time. f-To have lunch, read the newspaper and have dinner, which is his usual routine.)

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

1. **Ask:** Which is the best title for the passage, 'Passepartout discovers his duties' or 'Mr Fogg goes to bed at midnight'? Listen to pupils' answers. **Say:** 'Passepartout discovers his duties' is better. It describes the passage in general. 'Mr Fogg goes to bed at midnight' is a detail. It describes what happens at a specific part of the passage.

[TEXT]




Passepartout had a red face, blue eyes and a round body. He could not straighten his curly hair. He had already worked as a servant in ten houses in England. He looked carefully around the house. He

went to his new bedroom. On the door he found a list of his duties. He read it quickly. 8.23. Bring tea and toast. 9.37. Bring hot water. 9.40 Bring clean towels. The list continued until midnight. At 12.00 exactly Mr Fogg went to bed.

He went into Mr Fogg's bedroom. There was a large wardrobe. He opened it. It was full. The clothes were in rows. Each pair of trousers, each shirt had a number. The number indicated the day, the month and the hour Mr Fogg would wear it. Passepartout looked everywhere. Everything was neat and tidy. He rubbed his hands. 'Good,' he said joyfully. 'This is just what I wanted. The man is just like a machine.'

Mr Fogg, meanwhile, was walking to his club. He put his left foot forward 575 times. He put his right foot forward 576 times. He arrived at the front door of the Reform Club. He went at once to the Dining Room. He sat down at his usual table. His lunch consisted of fish and meat and pie and cheese. This was washed down with several cups of tea. He got up at 1.13 pm. He went to the Reading Room. A servant handed him *The Times*. He read the newspaper until 3.45. Then he read the evening paper until it was time for dinner.

<b>Lesson Title:</b> Verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-028	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain/define verbs.</li> <li>2. Identify and use verbs in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan.</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. **Say:** Let's get started with some actions.
2. Ask pupils to stand up. Tell them that they can only move when you **Say:** 'The teacher says...' If they do not hear 'The teacher says ...' then they must not move. For example, when you **Say:** 'The teacher says sit down.' pupils must sit down. When you **Say:** 'Sit down' (without 'The teacher says ...') pupils must not move.
3. Give each instruction and watch what pupils do. Pupils who move without hearing 'The teacher says...' must sit down and stop playing the game. **Say:** The teacher says sit down. **Say:** Stand up. **Say:** The teacher says stand up. **Say:** Point. **Say:** The teacher says point to the door. **Say:** Touch. **Say:** The teacher say touch your nose.
4. **Say:** Now we have practised some actions. We are ready to learn about verbs.

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

1. **Ask:** What did I ask you to do? (Answer: sit down, stand up, point, touch)
2. Write the actions on the board.
3. **Say:** All these words are verbs. **Ask:** What do verbs do? (Answer: Verbs are important. Every sentence must have a verb. Verbs tell us what someone or something does.)
4. Write a full stop (.) after the word 'stop' and change the first small letter of the word to a capital letter. **Say:** We can use just one verb to give an instruction. For example, Stop.
5. **Say:** We usually add more information. For example, we say who did the action. We say where they did it. We say who they did it with. To do this we need nouns.
6. Write these proper and common nouns on the board: Aminata, Ibrahim, village, policeman, taxi. **Say:** Remember proper nouns are the names of people and places, they must start with a capital letter.
7. **Ask:** Can you make a sentence with these words? Listen to pupils' answers.
8. Write pupils' sentences on the board. Underline the verbs. (Example answers: Aminata and Ibrahim live in a village. The policeman stopped the taxi. Ibrahim drives a taxi. The policeman arrested Ibrahim.)
9. **Say:** Well done everyone. Remember every sentence must have a verb. Verbs can describe actions and states in the past, present and future.

### Guided Practice (10 minutes)

1. Point to the text on the board.
2. Ask pupils to copy the text.



3. **Say:** Read the text carefully and underline the verb(s) in each sentence. Move around the classroom to make sure pupils understand and are doing the task.
4. After 5 minutes, ask pupils to work in pairs and check their answers.
5. Invite different pupils to underline the verbs in the text on the board. (Answers: share, snores, makes, borrows, helps, listens, fight)

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

1. **Say:** You are going to write your own paragraph. Think about what your brother or sister does or never does. Try to write 4 or 5 sentences about your brother or sister and the actions they do or do not do.
2. **Say:** After you have written your paragraph, underline the verbs you used in each sentence.
3. Move around the room to make sure pupils understand and are doing the task.
4. After 5-6 minutes, **Say:** Now work in pairs. Read your paragraph to your partner. As you read, your partner must listen and say 'stop' when he/she hears a verb.




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

1. Write this rule on the board: Verbs describe \_\_\_\_\_, states and things that happen. \_\_\_\_\_ sentence must have a verb.
2. Ask pupils to fill in the missing words. (Answer: actions, every)
3. **Say:** When you are reading at home try to identify the verbs in different texts that you read.

[TEXT]

I share a room with my older brother. At night he snores very loudly. He always makes a terrible mess. On Sundays he borrows my best clothes. He never helps with the jobs in the house. He never listens to me. We fight a lot.

<b>Lesson Title:</b> Verb Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-029	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify verb tenses.</li> <li>2. Use them in sentences.</li> </ol>		<p><b>Teaching Aids</b> Verb Tenses table at the end of the lesson.</p>		<p><b>Preparation</b> Write the Verb Tenses table at the end of the lesson on the board.</p>
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### Opening (3 minutes)

1. **Say:** Today we are going to talk about time. We call this a timeline. Draw a timeline on the board.  
1800s ..... 1961 ..... 2002 ..... 2017 ..... 2018 ..... 2066 ..... 2100s
2. Point to 1961. **Ask:** What happened in Sierra Leone in 1961? (Answer: In 1961, Sierra Leone became independent.)
3. Point to the current year. **Ask:** What is happening now? Invite pupils to give their ideas.
4. Point to a date in the future. **Ask:** What do you think will happen in the future? Invite pupils to give their ideas.
5. **Say:** Today we are going to talk about the different verb tenses and practise using them in sentences.

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

1. **Say:** Sierra Leone obtained independence in 1961. Write the sentence on the board and underline the verb 'obtained'. **Ask:** Is this sentence past, present or future? (Answer: past). **Say:** We are talking about the past so we use the verb in the past tense.
2. Write the word 'Tense' on the board. **Say:** Verbs can tell you the time something happens. This is called tense. Verbs show tense by changing their form. Sometimes the end of the verb changes.
3. Write these verbs on the board: wash, open.
4. **Ask:** What do we usually add to show that a verb happened in the past? Point to the verb 'obtained' on the board. Ask pupils to raise their hands if they know the answer. (Answer: 'ed')
5. **Say:** Yes, we add 'ed' to make the simple past tense.
6. Point to wash and open. **Ask:** How do we change these verbs to the simple past tense? (Answer: add 'ed') Write washed and opened on the board.
7. **Say:** I washed my hair this morning. I opened the window last night.
8. Ask pupils to give you some more examples using these two verbs in the simple past. (Example answers: We washed our shoes. She opened the lid of the box.)
9. **Say:** Sometimes verbs show time by adding 'helping verbs' called 'auxiliary verbs' in front. If I want to talk about something in the future, I can add 'will' or the verb 'be' and 'going to'.
10. Write these sentences on the board: I will wash my T-shirt tomorrow. I am going to open the door at the end of the lesson.
11. Tell pupils to read the sentences. **Ask:** Who can underline the auxiliary verb?
12. Ask a pupil to volunteer to come and underline the auxiliary verbs. (Answer: I will wash my T-shirt tomorrow. I am going to open the door at the end of the lesson.)

### Guided Practice (10 minutes)

1. Point to the table on the board (at end of lesson plan).
2. Ask pupils to copy the table in their exercise books.
3. Ask pupils to work in pairs. **Say:** Read the sentence and decide if it is in the past, present or future tense? Mark an 'x' in the correct column A, B or C.
4. When pupils finish, **Ask:** Which tense is sentence 1? (Answer: past). Repeat this step for the other sentences in the table. Write the 'x' in the table on the board as pupils give you the answers. (Answers: 1: past, 2: past, 3: present, 4: future, 5: present)
5. **Ask:** Did you put all the sentences in the correct column?

### Independent Practice (10 minutes)

1. Write these verbs on the board: cook, play, wash, open, move, watch, live.
2. Remind pupils of the past form of the verbs. (Answer: cooked, played, washed, opened, moved, watched, lived)
3. Remind pupils that to make a verb in the future tense they can add 'will' or the verb 'be' and 'going to' before the verb.
4. Write these times on the board: last year, every day, next year.
5. Ask pupils to work in pairs. Ask them to write 5 sentences. Tell them to make sure they use different tenses.




### Closing (2 minutes)

1. Invite different pupils to read some of their sentences. Ask other pupils in the class which tense they used: past, present or future.
2. **Say:** Well done. You can now write sentences in the past, present and future.

[TABLE]

Sentence	A: Past	B: Present	C: Future
1. Arsenal defeated Spurs 4-1.			
2. They moved to the USA.			
3. He cooks very well.			
4. She will go to the police station.			
5. I never play basketball.			

<b>Lesson Title:</b> Simple Present Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-030	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define simple present tense.</li> <li>2. Construct sentences in the simple present tense.</li> </ol>	 <p><b>Teaching Aids</b> Present Tense table at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the Present Tense table at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. Write on the board: Before I come to school, I ...
2. **Say:** I know many of you are very busy. Tell me something you do before you come to school. Do not repeat what somebody has already said.
3. **Say:** Write pupils' answers on the board.
4. **Say:** Things we usually do are talked about in the simple present tense. Today we are going to learn more about the simple present tense.

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

1. Write these sentences on the board: I drink tea before I come to school. I do not drink coffee. Underline the verbs drink and do not drink. **Ask:** What tense is this? (Answer: simple present) **Ask:** When do we use it? (Answer: to discuss activities or events which happen regularly)
2. Write this sentence on the board: Sierra Leone is in West Africa. Underline the verb 'is'. **Ask:** What tense is this? (Answer: simple present) **Say:** We also use the simple present to describe things which are always true and do not change.
3. Write this sentence on the board: We use the simple present to speak about things which happen regularly and to speak about things which are always true. Ask pupils to copy the sentence in their exercise books.
4. **Ask:** Do we use simple present to speak about activities we do every day? (Answer: Yes) **Ask:** Do we use simple present to speak about something which does not change? (Answer: Yes) **Ask:** Do we use simple present to speak about something which happened yesterday? (Answer: No)
5. **Say:** The simple present tense is quite easy to use. The verb usually stays the same. It does not have any endings. **Say:** I sing. You sing. We sing. They sing. **Say:** And if it is negative we use do not before the verb: I do not sing. Point to yourself for 'I'. Point to the class for 'you'. Include yourself and the class for 'we'. Point to a group of pupils for 'they'.
6. **Say:** The most common mistake in English is to forget the 's'. **Ask:** When do we add 's' in the simple present? Listen to pupils' answers. **Say:** We add 's' to the verb when the verb refers to 'he' or 'she' or 'it'. **Say:** He sings. She sings. It sings. Emphasise the 's' at the end of the verb when you say the word.
7. Point to the table on the board (table at the end of the lesson plan). **Say:** The rules for adding 's' to the verb in the simple present are similar to the rules for adding 's' to nouns to make plurals.
8. Ask pupils to help you complete the table. Point to the first verb 'make' and **Say:** He/She/It ...? Pupils Say: makes. Write 'makes' in column 4. Repeat this for all the verbs. (Answers: makes, plays, studies, watches, washes, passes, fixes, goes, has, is)

9. Explain to pupils that if we want to make a negative sentence, we do not need to add 's' to the verb. We need to put 'does not' or 'doesn't' before the verb.
10. As a class, say all of the verbs in the negative. (Answers: does not make, does not play, does not study, does not watch, does not wash, does not pass, does not fix, does not go, does not have, is not)

#### **Guided Practice** (5 minutes)

1. Ask pupils to copy the table in their exercise books. While they are copying the table, write these sentences on the board:
  - a) I \_\_\_\_\_ (get) up at 6 a.m. every morning.
  - b) My mother \_\_\_\_\_ (go) to the market every Saturday.
  - c) We \_\_\_\_\_ (come) to school on weekdays.
  - d) My older sister \_\_\_\_\_ (study) in the evenings.
2. Ask pupils to work in pairs. Ask pupils to write the sentences using the verb in brackets ( ).
3. When they finish, invite pupils to read their sentences. (Answer: get, goes, come, studies)

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

1. Ask pupils to work in pairs and to make the 4 sentences they just wrote negative. When they finish, invite pupils to read their sentences. (Answers: I do not (don't) get up at 6 a.m. every morning. My mother does not (doesn't) go the market every Saturday. We do not (don't) come to school on weekdays. My older sister does not (doesn't) study in the evenings.)
2. Ask pupils to write their own sentences using the simple present tense. They can use the verbs in the table or choose their own verbs. They must write three positive and three negative sentences. The sentences should be about things they or their family members or friends usually do during the week. (Example answer: I go to school. The baby does not go to school. We play football. They do not play football.) Move around the room to make sure pupils understand the task and are doing the work.
3. When they finish, have pupils share and compare their sentences in pairs.

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




1. **Say:** I will say 'I' and the verb in the simple present tense. Then I want you to say 'he' and the same verb in the simple present tense. **Say:** I wash. Pupils Say: He washes. **Say:** I play. Pupils Say: He plays. **Say:** I like. Pupils Say: He likes.
2. **Say:** Now let's do the same using 'she'. **Say:** I study. Pupils Say: She studies. **Say:** I make. Pupils Say: She makes. **Say:** I fix. Pupils Say: She fixes.
3. **Say:** Good work! Now we can construct sentences in the simple present tense.

[TABLE]

Rules for Simple Present Tense: 3<sup>rd</sup> person singular (He/She/It ...)

<b>Verb</b>	<b>Example</b>	<b>Rule</b>	<b>He/She/It</b>
Most verbs	make	add: s	
Verbs ending in a vowel + -y	play	add: s	
Verbs ending in consonant + -y	study	change y to i and add: es	
Verbs ending in -ch, -sh, -ss, -x	watch/wash/pass/fix	add: es	
Verbs ending in -o	go	add: es	
Exceptions	have am/are	...	

<b>Lesson Title:</b> The Simple Past Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-031	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define simple past tense.</li> <li>2. Make sentences in the simple past tense.</li> </ol>	 <p><b>Teaching Aids</b> Tenses Table at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the Tenses table at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. **Ask:** Can you tell me about your journey to school today? Listen to pupils' answers.
2. **Say:** Your journey to school ended when you reached school. It happened in the past. Today we are going to study the simple past tense.

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

1. Write these sentences on the board: I left my house at 7.00am. I walked down the road. I met my friend and we walked to school together. We talked about the test we did at school yesterday.
2. **Ask:** What tense do we use to describe the journey to school this morning? Raise your hand if you think it was the simple past tense. Raise your hand if you think it was the simple present tense. Raise your hand if you think it was the future tense. (Answer: simple past tense)
3. **Say:** It was the simple past. We use the simple past tense to tell us what happened in the past.
4. **Ask:** When do we use the simple past tense? (Answer: to tell a story and to describe events which happened in the past)
5. On the board write this sentence. We use the simple past to tell a story and to describe something which happened in the past.
6. Ask pupils to copy the sentence in their exercise books.
7. Underline the verbs 'walked' and 'talked' in the sentences on the board. (I walked down the road. I met my friend and we walked to school together. We talked about the test we did at school yesterday.)
8. **Ask:** What is the simple past of 'walk' and 'talk'? (Answer: walked, talked)
9. On the board write 'walk + ed' and 'talk + ed'.
10. **Say:** We usually form the simple past tense by adding 'ed' to the verb.
11. Ask pupils for examples of simple past verbs ending in 'ed.' (Example answers: played, liked, waited, cooked, watched, listened, wanted)
12. **Say:** A lot of common verbs are written differently in the simple past tense. There is no rule, liked add 'ed' for these verbs. You have to learn these verbs by memorising them. We call these verbs 'irregular verbs'.

### Guided Practice (10 minutes)

1. Point to the table on the board (found at the end of the lesson plan).
2. **Say:** I am sure you know many examples of verbs that do not have 'ed' for the simple past tense.
3. Point to the sentences on the board from the Introduction to New Material. Underline 'left' in the first sentence: I left my house at 7.00am. **Ask:** What is the simple past of 'leave'? (Answer:

left) Write 'left' next to 'leave' in the second column of the table. Repeat this for the verbs 'meet' and 'do'. (Answers: met, did)

4. **Say:** Now let's complete the second column of the table for the other verbs. Ask pupils if they know the simple past tense of any of the other verbs in the table. Complete the table with pupils. (Answers: go-went, see-saw, sit-sat, can-could, have/has-had, am/is/are-was/were)
5. Point to the third column of the table (the column with the heading 'Example').
6. Write an example sentence for 'left'. You can use the sentence from step 1 in the Introduction to the New Material: I left my house at 7.00am.
7. Ask pupils to work in pairs and write an example sentence using the simple past tense for each of the verbs in the table.
8. Move around the classroom to make sure that pupils understand and are doing the task.

**Independent Practice** (10 minutes)

1. Give pupils a few minutes to work in pairs and talk about their journey to school this morning.
2. When they finish, ask pupils to write sentences about their journey to school today. Remind them that their sentences should be in the simple past tense because the journey to school already happened.
3. Tell them to write about:
  - a) What time they left home
  - b) How they went to school
  - c) Who they saw or met on the way
  - d) What time they arrived at school
  - e) What they did when they arrived at school
4. Invite two male and two female pupils to read their sentences to the class.

**Closing** (2 minutes)




1. **Ask:** What tense did you use to write your sentences? Why? (Answer: simple past tense, because we described something which happened in the past)
2. **Say:** I will say the simple present tense of the verb. I want you to tell me the verb in the simple past tense.
3. **Ask:** What is the simple past of the verb 'go'? (Answer: went) Repeat this for the verbs in the table.

[TABLE]

Simple present	Simple past	Example
leave		
meet		
do		
go		
see		
sit		
can		
have/has		
am/is/are		



<b>Lesson Title:</b> The Simple Past Tense (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-032	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: 1. Review the simple past tense. 2. Identify key words used with the simple past tense.		<b>Teaching Aids</b> None		<b>Preparation</b> None
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### Opening (3 minutes)

- Say:** Yesterday you wrote the uses of the simple past tense in your exercise books. **Ask:** Can you open your books and find what you wrote?
- Ask the pupils to read what they wrote about the simple past.
- Write this heading on board: Uses of the Simple Past Tense. Under the heading, write:
  - To tell a story
  - To describe an event in the past
- Say:** Remember, most simple past verb end in 'ed'. However, some verbs are different.
- Say:** Today we are going to learn more about the simple past tense.

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

- Say:** Yesterday we used the simple past tense to tell a story. Today we will use the simple past to describe events in the past. Remember an event is something that happened. For example, a party, or an accident or an exam.
- Ask:** Who can tell me about an event they remember well? Raise your hands.
- Listen to answers from a few pupils. Respond with: 'That's interesting' or 'Very good'.
- Say:** When we describe an event we need to be accurate. We want our listeners and readers to know exactly what happened. We want them to know when things happened.
- Write on the board: yesterday, last year, three months ago. **Say:** We use words like these to say when the event happened. They are called 'past time markers'.
- Ask pupils if they can tell you any other past time markers. Write them on the board. (Example answers: last Friday, the day before yesterday, last Christmas/Eid, yesterday evening)
- Say:** We often put past time markers at the beginning or end of a sentence.
- Write these sentences on the board: Yesterday I had a bad accident. We studied verbs last week. Underline the verbs 'had' and 'studied' and the past time markers 'yesterday' and 'last week'. (Yesterday I had a bad accident. We studied verbs last week.) Ask pupils to copy the sentences in their exercise books.

### Guided Practice (10 minutes)

- Point to the sentences on the board (Yesterday I had a bad accident. We studied verbs last week.)
- Ask pupils to write as many sentences as they can. Tell them to use the same sentences as the ones on the board, but change the past time markers. (Example: Last night I had a bad accident. We studied verbs last month.)

3. Move around the room to make sure pupils understand and are doing the task.
4. After a few minutes, ask pupils to work in pairs and compare and share their sentences with each other.
5. Invite pupils to read their sentences aloud. After each sentence, ask the rest of the class what past time marker they heard.




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

2. Review verbs in the simple past tense with the pupils. **Say:** I will say a verb and I want you to tell me the simple past tense of the verb. **Say:** play. Pupils Say: played. **Say:** make. Pupils Say: made. **Say:** see. Pupils Say: saw. Repeat with other verbs like watch, wash, study, read, go, look, walk.
3. Write the sentences below on the board:
  - a) Something that happened yesterday
  - b) Something that happened last Sunday
  - c) Something that happened last term
  - d) Something that happened 5 years ago
4. Ask pupils to work in pairs and write 1 sentence for a, b, c and d.
5. Move around the room to make sure pupils understand and are doing the task.
6. Invite pupils to read their sentences aloud. After each sentence, ask the rest of the class which time marker and simple past tense verb they used.

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

1. Ask pupils to tell you all the past time markers they have used in the lesson. (Example answers: yesterday, the day before yesterday, last Sunday, last weekend, last week, two weeks ago, last year, five years ago)
2. Ask pupils to look for past time markers in things that they read today. For example, textbooks, the newspaper, stories.

<b>Lesson Title:</b> Pronunciation (Continuation)	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-07-033	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and produce consonant sounds.</li> <li>2. Differentiate between different consonant sounds.</li> </ol>	 <p><b>Teaching Aids</b> Consonant Table at the end of the lesson plan.</p>	 <p><b>Preparation</b> Write the Consonant table at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Write the alphabet in a line at the top of the board.
2. **Say:** A few weeks ago we talked about vowels. **Ask:** Which letters are vowels? (Answer: a, e, i, o, u). Circle the vowels on the board.
3. **Ask:** Can you remember how many vowel sounds there are in the English language? (Answer: 20)
4. Tell pupils that today they are going to study the rest of the letters and their sounds.

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

1. **Say:** Look at the other letters (the letters which are not circled). **Ask:** Who knows the name for these letters? Wait for pupils to answer. **Say:** The correct name for these letters is consonants. Write the word 'consonants' on the board. **Ask:** How many letters are consonants? (Answer: 21)
2. **Say:** Consonant sounds are the sounds that consonants make when we say them. We can make consonant sounds by stopping the air coming from our mouths in different ways. We use our lips and our tongues and our teeth.
3. Tell the pupils they will practise consonant sounds. **Say:** Say 'b' as in 'baby'. Pause as pupils repeat the sound. **Say:** Press your lips together.
4. Now **Say:** 't' as in 'tea'. Pause as pupils repeat the sound. **Say:** Feel your tongue on the back of your teeth.
5. **Say:** Now let's read the list of English consonant sounds. We will find an example for each one.
6. Go to the board. Point to the Consonant table.
7. Point to each consonant in turn. First say the example word and then say the sound. Repeat the example word again. For example, **Say:** man, 'm', man. Practise together as a class. Ask pupils to feel what their mouth does when they say each word and sound.

**Guided Practice (10 minutes)**

1. Ask pupils to copy the table in their exercise books. Ask them to write another word for each consonant sound.
2. Tell pupils to work in pairs to share and compare the words they have added to the table.
3. Invite pupils to volunteer to share words with the class.
4. **Say:** Some English consonant sounds are shown by two letters. These two sounds blend together. An important one is the sound for 'th'. Sometimes we confuse it with the sounds for 'd' or 't'.
5. Divide the board in 3 columns. Write the headings 'd', 't' and 'th' in each column.

d	t	th

6. **Ask:** Can you hear the difference between these sounds? Listen carefully. The first is 'd' like 'dog' or 'danger'. The second is 't' like 'top' or 'ten'. The last is 'th' like 'think' or 'thank'.
7. **Say:** I will read some words. Listen carefully and write the word in column 1 if the sound is 'd', column 2 if the sound is 't' and column 3 if the sound is 'th'.
8. Read these words to the class: thank, tank, den, ten, theme, team, dinner, thinner, dog. Pause after each word so that pupils have time to write the word in the correct column.
9. Say each word again. Ask pupils which column the word belongs in. (answers below)

d	t	th
den, dinner, dog	tank, ten, team	thank, theme, thinner

10. **Ask:** Did anybody get all of the words right? Well done. We all need to practise listening carefully.

### Independent Practice (10 minutes)

1. **Say:** I am going to write some sentences on the board. These sentences are called 'tongue twisters'. A tongue twister is a sentence with sounds that are difficult to say together.
2. **Say:** Tongue twisters can help us with our pronunciation. These tongue twisters will help us with the 't' and 'th' consonant sounds.
3. Write the tongue twisters below on the board.
  - a) Ten teachers are teaching ten twins.
  - b) Three thousand three hundred and thirty three.
  - c) He threw three free throws.
  - d) If I don't eat dinner, I'll get thinner.
  - e) Ten thin thieves are thinking.
4. Practise saying the tongue twisters together as a class.
5. Ask pupils to work in pairs. Ask pupils to practise saying the tongue twisters to each other. Tell pupils to say the tongue twisters slowly first and then try and say them faster and faster. Move around the room to make sure pupils understand and are doing the task.




### Closing (2 minutes)

1. **Ask:** Can you say the alphabet using only consonants and no vowels? **Say:** Let's try!
2. Point to the alphabet on the board and say it together as a class, without saying the consonants.
3. **Say:** Good. Now I am sure everyone knows what consonants are.

### [TABLE] Consonants

<b>b</b>	baby	<b>k</b>	key	<b>s</b>	sun
<b>c</b>	city	<b>l</b>	love	<b>t</b>	time
<b>d</b>	day	<b>m</b>	man	<b>v</b>	village
<b>f</b>	fire	<b>n</b>	new	<b>w</b>	water
<b>g</b>	green	<b>p</b>	path	<b>x</b>	fix
<b>h</b>	hand	<b>q</b>	queen	<b>y</b>	yes
<b>j</b>	jeans	<b>r</b>	rain	<b>z</b>	zebra

<b>Lesson Title:</b> Literary Terms	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-034	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning of literary terms.</li> <li>2. Identify similes, metaphors and personification in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Matching activity at the end of the lesson plan.</p>	 <p><b>Preparation</b> Write the Matching activity at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. Write this sentence on the board: The old man's hair is as white as snow.
2. **Ask:** Who has white hair? (Answer: the old man) What colour is snow? (Answer: white) Is the colour of the man's hair similar to snow? (Answer: Yes) Why? (Answer: It is the same colour.)
3. **Say:** Today we are going to study some literary terms that can make our writing paint pictures in our minds. We are going to study how to make our words come alive.

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

1. Write the heading 'Simile' on the board. Under the heading write this sentence: My love is like a red rose.
2. **Ask:** What is this person's love similar to? (Answer: a red rose) Why do you think this person compares love to a red rose? (Example answer: Love and roses are both beautiful.)
3. **Say:** The two sentences on the board are examples of 'similes' because they say something is similar to something else. We say one thing is like another. When we do this, we have a very clear picture in our mind. For example, we can imagine the colour of the man's white hair. Similes are often used in poetry, stories and other literature.
4. Write the heading 'Metaphor' on the board. Under the heading write this sentence: Love is a garden.
5. **Ask:** What is love similar to in this sentence? (Answer: a garden) **Ask:** Can you see the words 'like' or 'as'? (Answer: No) **Say:** This is a 'metaphor'. It is similar to a 'simile' but it doesn't have words 'like' or 'as'. Why do you think love is a garden? (Example answer: you have to care for a garden and you also have to care for love)
6. Explain that a simile is a direct comparison. It says one thing is like another. You know exactly what is being compared. A metaphor is different. It is an indirect or hidden comparison. You have to find out what the connection is between what is being compared.
7. Write the heading 'Personification' on the board. Under the heading write this sentence: My love for you dances and sings.
8. **Ask:** Can love dance and sing? (Answer: No) **Ask:** Who can sing and dance? (Answer: a person) **Say:** This is 'personification'. It gives a human quality to something that is not human. In this sentence love is being personified. Love acts like a human. It dances and sings.
9. Write these sentences on the board. Ask pupils to copy the sentences in their exercise books. They can do this as you write.

- a) Similes are a direct comparison. They say something is similar to something else to paint a picture in our mind. They use the words 'like' and 'as'. For example: My love is like a red rose. The old man's hair is as white as snow.
- b) Metaphors compare something to something else indirectly. They don't use the words 'like' or 'as'. For example: Love is a garden.
- c) Personification gives human qualities to something that is not human. For example: My love for you dances and sings.

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

1. Point to the sentences on the board (sentences found at the end of the lesson plan).
2. **Say:** We are going to match the beginning of these sentences with the right ending.
3. Do the first sentence as a class. **Say:** He sings like a... **Ask:** Do eyes sing? (Answer: No) **Ask:** Does ice sing? (Answer: No) **Ask:** What sings? (Answer: a bird) **Say:** Yes, He sings like a bird.
4. Ask pupils to work in pairs and match the beginning of the sentence (1-7) with the correct ending (a-g).
5. After a few minutes, invite them to tell you the correct answers. (Answers: 1-a, 2-d, 3-e, 4-c, 5-b, 6-g, 7-f)
6. **Ask:** Which ones are similes? (Answer: 1, 4, 7) **Ask:** How do we know they are similes? (Answer: The sentences have 'like' or 'as'.)
7. **Ask:** Which ones are metaphors? (Answer: 2, 6) **Ask:** How do we know they are metaphors? (Answer: They compare things without using 'like' or 'as'.)
8. **Ask:** Which ones are personification? (Answer: 5) **Ask:** How do we know this is personification? (Answer: because time cannot fly)

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

1. Write these sentences on the board:
  - a) He is as big as an elephant.
  - b) She swims like a fish.
  - c) Time will tell what will happen.
  - d) The lake was a mirror.
2. Ask pupils to work in pairs and decide if each sentence is an example of a simile, metaphor or personification.
3. When pupils finish, check their answers as a class. (Answers: a. simile-because there is a direct comparison and has the word 'as' b. simile-because there is a direct comparison and has the word 'like' c. personification-time cannot talk, d. metaphor-it compares the lake to a mirror but not directly and there is no 'as' or 'like' in the sentence)




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

1. **Say:** Similes, metaphors and personification are all literary terms. They are used in poems, stories and drama. Sometimes we use them in everyday English conversation. They all say something is similar to something else but in different ways. They all paint pictures in our mind.
2. Ask pupils to practise looking for similes, metaphors and personification when they read.

*[MATCHING ACTIVITY]*

- |                             |                          |
|-----------------------------|--------------------------|
| 1. He sings like a ...      | a. bird.                 |
| 2. Love is a ...            | b. and waits for no one. |
| 3. He was as brave as a ... | c. ice.                  |
| 4. It is as cold as ....    | d. summer's day.         |
| 5. Time flies ...           | e. lion.                 |
| 6. He has eagle ...         | f. mango.                |
| 7. It is as sweet as a ...  | g. eyes.                 |

<b>Lesson Title:</b> Chapters 2 and 3 of Prose Text	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-035	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify new words.</li> <li>2. Answer short questions from the passage.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Questions</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Practise reading the text at the end of the lesson plan.</li> <li>3. Write the questions in the Independent Practice on the board.</li> </ol>
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### Opening (3 minutes)

1. **Say:** Today we are going to continue reading the story 'Around the World in 80 Days'.
2. **Ask:** Who can remember where Mr Fogg was the last time we read? (Answer: He was at this club. He followed his usual routine. He had his lunch and read the newspaper.)

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

1. Write this question on the board: Which is the best title for this part of the story?
  - a. The bank robbery
  - b. Mr Fogg accepts a challenge
  - c. Mr Fogg goes by train
2. Explain the word 'challenge'.
3. **Say:** Let's continue the story.
4. Tell pupils to read the story silently and think about the question on the board.
5. When pupils finish reading, ask them which title is the best. (Answer: b. Mr Fogg wants to prove you can travel round the world in 80 days. His friends don't think it is possible but the timetables say you can. He believes in timetables.)

### Guided Practice (10 minutes)

1. Write these words on the board: robbery, thief, hide, timetable, agree, fail.
2. Write the meanings of the words on the board.
  - a) To have the same opinion
  - b) The crime of taking money or other things of value which are not yours
  - c) A chart or list that gives information about when public transport (e.g. bus, train) leaves and arrives
  - d) The opposite of succeed; to do something which does not have the result you want
  - e) A person who takes money or other things of value which are not his/hers
  - f) To put something/someone in a place so that nobody can find it or to go somewhere nobody can find you
3. Ask pupils to find the words in the text.
4. Do the first word as a class. **Say:** Robbery. What is a robbery? (Answer: b- the crime of taking money or other things of value which are not yours)
5. Ask pupils to work in pairs and match the words on the board to the correct meaning.
6. Invite different groups to tell you the answers. (Answers: robbery-b, thief-e, hide-f, timetable-c, agree-a, fail-d)



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

1. **Ask:** Why doesn't Mr Fogg think the world is big enough to hide the thief? (Answer: He thinks it was in the past but now the world is smaller because we have railways and ships and can travel from one place to another quickly.)
2. Read the questions on the board:
  - a) How long does Mr Fogg say it takes to travel around the world?
  - b) How long does it take to get from London to Suez?
  - c) What does Mr Fogg say he will do?
  - d) What will Mr Fogg do if he fails to go around the world in 80 days?
  - e) When will Mr Fogg leave and return to London?
3. Ask pupils to work in pairs and answer the questions.
4. When they finish, check answers with the class. (Answers: a. 80 days, b. 7 days, c. He will travel around the world in 80 days. d. He will give all of his money to his friends. e. He will leave this evening (Wednesday 2<sup>nd</sup> October) and return to London on Sunday 21<sup>st</sup> December.)

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

1. **Ask:** How do you think Jean Passepartout will feel about the trip? Listen to pupils' answers. (Answer: He probably will not be happy. He wants a quiet life.)
2. **Ask:** Are you enjoying the story? Listen to pupils' answers.

[TEXT] Mr Fogg is at the club with his friends. They are talking about a bank robbery while they play cards.

Between rounds of cards, the conversation continued. They discussed where the thief might have gone. 'He could be anywhere in the world,' said one man. 'The world is big enough to hide him.' 'In the past it was,' said Mr. Fogg. The others agreed the world had grown smaller. Now with railways and steam-ships, you could go round the world in three months.




'In 80 days,' said Mr. Fogg. They all looked at the timetable printed in his newspaper. The exact times were given. London to Suez: 7 days, Suez to Bombay: 13 days... Then to Hong Kong, to San Francisco, to New York and back to London; the whole journey would take exactly 80 days.

'I don't believe it,' said one of the players. 'Such a journey is not possible.'

'I will go around world in 80 days,' said Mr. Fogg. 'If I fail, I will give you all the money I have.'

'We accept,' said the other men. 'Good,' said Mr. Fogg. 'The boat-train leaves for Dover at 8.45. I will catch that.' 'This evening?' his friends asked, amazed. 'This very evening.' Mr. Fogg took out his pocket diary. 'Today is Wednesday 2<sup>nd</sup> October. I shall be due back in London, at the Reform Club on Sunday 21<sup>st</sup> December at 8.45pm.'

<b>Lesson Title:</b> Punctuation Marks	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-036	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Tell what punctuation marks are.</li> <li>2. Insert them in unpunctuated sentences. (Example: full stop, comma, question mark)</li> </ol>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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### Opening (3 minutes)

1. Write this sentence on the board: Pupils like to learn.
2. **Ask:** Who can tell us what a sentence begins with? (Answer: uppercase letter) Underline the 'P' in pupils.
3. **Say:** Good. We know what sentences begin with.
4. **Ask:** Who can tell us what sentences end with? (Answer: punctuation marks-full stop, question mark, exclamation mark) Guide pupils to get the correct answer.
5. **Say:** Today we are going to study punctuation marks and learn how to use them in a sentence.

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

1. Write the heading 'Punctuation Marks' on the board. Ask pupils to write the heading in their exercise books. **Say:** When we write, we need punctuation marks. Punctuation marks are symbols that help us organise our writing and understand what we are reading. All sentences have punctuation marks.
2. Point to the full stop at the end of the sentence on the board. (Pupils like to learn.) **Say:** This is a full stop. **Say:** Full stops are important punctuation marks. They go at the end of a sentence. They tell us that the sentence is finished.
3. Write this sentence on the board: suddenly the bus stopped a child ran across the road
4. **Say:** It is difficult to read this sentence because there is no punctuation.
5. Ask if pupils know where to put the full stops. Listen to pupils' answers.
6. Write these sentences on the board: Suddenly the bus stopped. A child ran across the road.
7. **Say:** Now we understand two things happened because we have punctuation in the sentence. First the bus stopped. Then the child ran across the road.
8. **Say:** Perhaps some people did not see what happened. They heard the noise of the bus stopping. They would ask some questions.
9. Write this question on the board: Why did the bus stop
10. **Ask:** How do we show this is a question? Listen to pupils' answers. (Answer: We must use a question mark.)
11. Put a question mark at the end of the sentence. (Why did the bus stop?)
12. **Say:** A third kind of punctuation mark is the 'comma'. A comma is never used at the end of a sentence. It is used inside the sentence. It makes a short pause between 2 words. For example, we use commas in a list of things.
13. Write this sentence on the board: I like dancing singing reading and playing games.
14. Ask pupils where to put the commas. (Answer: after dancing and after singing)

15. Add the commas to the sentence. (I like dancing, singing, reading and playing games.) **Say:** I never put a comma before the word and.

**Guided Practice** (10 minutes)

1. Write the sentences below on the board. Ask pupils to copy the sentences and complete the rules. (Answers: a. beginning b. end c. question d. list)
  - a) We use capital letters at the \_\_\_\_\_ of a sentence and for the names of specific people, places or things.
  - b) We use full stops at the \_\_\_\_\_ of a sentence.
  - c) We use question marks at the end of a \_\_\_\_\_.
  - d) We use commas in a \_\_\_\_\_ of things.
2. Write this sentence on the board: in the market I bought two chickens ten mangoes a packet of washing powder a pair of scissors and a new bag
3. **Ask:** Which word needs an upper case letter and why? (Answer: the first word 'in' to mark the beginning of a new sentence) **Ask:** Where do I need to put a full stop and why? (Answer: After 'bag' because it is the end of the sentence.)
4. **Say:** Now, I will read the sentence. Listen for the pauses. At every pause you need a comma.
5. Read the sentence with a pause after chickens, after mangoes and after powder.
6. **Say:** Now everyone, tell me where to put the commas. (Answer: after chickens, after mangoes and after powder)
7. **Ask:** Do I need any more commas? **Say:** No, I do not. When we use 'and', we do not need a comma.
8. Add the correct punctuation to the sentence on the board and read the sentence aloud as a class: In the market I bought two chickens, ten mangoes, a packet of washing powder and a new bag.




**Independent Practice** (10 minutes)

1. Write these sentences on the board:
  - a) Did she pass her exam
  - b) We cooked groundnut sauce cassava leaves rice and beans
  - c) He went to Freetown and Kono last year
  - d) Is that your older brother
  - e) I have a pencil a pen a pencil sharpener a ruler and a rubber in my pencil case
2. Ask pupils to copy the sentences in their exercise books.
3. When pupils finish, ask them to work in pairs to put the missing punctuation marks in the sentences. Tell them to use capital letters, full stops, commas and question marks.
4. Invite different pupils to come to the board and put the punctuation marks in the sentences. (Answers: a. Did she pass her exam? b. We cooked groundnut sauce, cassava leaves and beans. c. He went to Freetown and Kono last year. d. Is that your older brother? e. I have a pencil, a pen, a pencil sharpener, a ruler and a rubber in my pencil case.)

**Closing** (2 minutes)

1. Ask different pupils to tell you the rules for using upper case letters, full stops, commas and question marks.
2. **Say:** Well done. Now you know how to use upper case letters, full stops, commas and question marks.

<b>Lesson Title:</b> Punctuation Marks (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-037	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Tell what apostrophe, inverted commas and exclamation marks are.</li> <li>2. Punctuate a passage using these marks.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Story in the Independent Practice</li> <li>2. Matching activity at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the story in the Independent Practice on the board.</li> <li>2. Write the Matching activity at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Review the punctuation marks from the last lesson - full stop, question mark and comma.
2. **Say:** Today we are going to study 3 more punctuation marks and learn how to use them in a sentence.

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

1. Write these words on the board: apostrophe, inverted commas, exclamation mark.
2. Ask pupils if they know the marks/symbols for these words.
3. Invite pupils to come to the board if they know. If they don't know write the marks/symbols on the board: apostrophe ('), inverted commas ("), exclamation mark (!).
4. Write this sentence on the board: They said, 'He took the girl's football. She's very angry!'
5. Circle the apostrophe in 'girl's'. **Say:** This is an apostrophe. When we write English, apostrophes are very important. They are used to show possession. The 'football' belongs to the 'girl' so we use an apostrophe to show this.
6. **Say:** If the noun is singular, we use 's (the girl's football = one girl) but if the noun is plural and ends with an 's', we just use the apostrophe (the girls' football = more than one girl).
7. Write these sentences on the board: The pupil's English is good. The pupils' English is good.
8. **Ask:** How many pupils are there in the first sentence and how many in the second sentence? (Answer: In the first sentence there is only one pupil - pupil's. In the second there is more than one pupil - pupils'.)
9. Point to the apostrophe in 'She's'. **Say:** In English, we often put two words together using an apostrophe. The apostrophe replaces the vowel 'i' in 'is'. For example, 'She is' can become 'She's'. This is common when we use verbs like 'am, is, do, have, can, will'.
10. Point to the inverted commas and **Ask:** We use inverted commas to show that someone is speaking. They go around the words that someone says. We can also call these quotation marks.
11. **Ask:** Why do we use inverted commas in this sentence? (Answer: because someone is speaking)  
**Ask:** Who is speaking? (Answer: they are)
12. Point to the exclamation mark and **Say:** Exclamation marks go at the end of a sentence. We use exclamation marks to show strong emotion, like excitement. We also use them if someone is shouting.
13. **Ask:** Why do we use an exclamation mark in this sentence? (Answer: to show emotion; she is very angry!)

### Guided Practice (10 minutes)

1. Point to the table and definitions on the board (found at the end of the lesson plan). Ask pupils to copy the table and definitions in their exercise books.
2. Ask pupils to match the definition sentences (a-f) to the correct sentence (1-6) in the table. Do the first sentence and definition as a class.
3. When pupils finish, invite different pupils to come to the front of the class and write the correct letter in the table. After writing the letter they should read the sentences. (Answers: 1. f, 2. a, 3.d, 4.e, 5.c, 6.b)

### Independent Practice (10 minutes)

1. Read the short story below on the board. Ask pupils to put exclamation marks, apostrophes and inverted commas into the text.

Tonight Im helping at home. I cant come with you. Mariama said.  
Oh no shouted Afra. My sisters friend is here. Shes hoping to meet you.  
Im so sorry exclaimed Mariama. I must go now.

2. After a few minutes, ask pupils to work in pairs to compare and share their answers.
3. Invite different pupils to come to the board and correct the text by putting in punctuation marks. See answer below.

‘Tonight I’m helping at home. I can’t come with you.’ Mariama said.  
‘Oh no!’ shouted Afra. ‘My sister’s friend is here. She’s hoping to meet you.’  
‘I’m so sorry!’ exclaimed Mariama. ‘I must go now.’

### Closing (2 minutes)




1. Ask pupils to tell you the rules for using apostrophes, exclamation marks and inverted commas.
2. **Say:** Well done. Now you know how to use six different punctuation marks - full stops, commas, question marks, apostrophes, exclamation marks and inverted commas.

### [MATCHING ACTIVITY]

Sentence	Letter
1. He said, ‘I will go tomorrow.’	
2. She used the teacher’s pen.	
3. Come on. Hurry up!	
4. We won’t get to school on time if we don’t walk quickly.	
5. I am very angry with you!	
6. The pupils’ exams results were very good.	

- a. We use an apostrophe + s to say something belongs to someone.
- b. We use an apostrophe to say something belongs to more than one person.
- c. We use an exclamation mark to express strong feeling.
- d. We use an exclamation mark to show that someone is using a loud voice.
- e. We use an apostrophe to join 2 words and replace a vowel.
- f. We use inverted commas to show us what someone says.

<b>Lesson Title:</b> Narrative Prose (Continuation)	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-038	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Continue reading prose (Chapters 4 and 5 if you have a set text).</li> <li>2. Write short notes on main facts.</li> </ol>	 <p><b>Teaching Aids</b> Texts at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write Text 1 at the end of the lesson plan on the board. 2. Practise reading Text 2 at the end of the lesson plan.</p>
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### Opening (3 minutes)

1. Write this sentence on the board. 'I shall be due back in London, at the Reform Club on Sunday 21<sup>st</sup> December at 8.45pm.'
2. **Ask:** Can you remember who said these words? Why was this important? Listen to pupils' answers. **Say:** Yes, the speaker was Mr Fogg. He believes he can travel around the world in 80 days. If he fails, he will give all his money to his friends.
3. **Say:** Today we are going to continue reading the story and take notes about the main facts.

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

1. **Say:** I'm going to continue the story. Listen carefully.
2. Read the story at the end of the lesson plan. When you finish, **Say:** In this part of the story, Mr Fogg and Passepartout start their journey. How does Passepartout feel about the trip? What words can describe his feelings? Is he happy? Listen to pupils' answers. (Example answers: sad, unhappy, confused, puzzled, horrified)
3. Write these words on board: shirts, shorts, towel, socks, underwear, jeans, trainers, walking shoes, hat, reading book, pen, timetable, notebook, keys, money, food, identity (ID) card.
4. Point to the words on the board and **Say:** These are things that people often take with them when they travel. Mr Fogg told Passepartout to pack their luggage. They had two small bags. What did they take with them? I'm going to read the story again. Listen carefully and write down the things they take with them.
5. Read the story. When you finish reading, invite different pupils to say which items Mr Fogg and Passepartout took. (Answer: shirts, socks, walking shoes, timetables, money)

### Guided Practice (10 minutes)

1. Point to the text on the board:

By 8 o'clock he had packed the two small bags. Mr Fogg was also ready. Under his arm he had a fat, red book full of timetables. They showed the arrival and departure times of railways and steamships. He took a carpet bag and opened it. He slipped inside a thick roll of pound notes. He handed the bag back to Passepartout. 'Take good care of it. There is 20,000 pounds inside.' Passepartout nearly dropped the bag.

2. Ask student to read the text silently. When pupils finish, **Ask:** Why did Passepartout nearly drop the bag? Listen to pupils' answers. **Say:** The answer is not in the text. You have to think about what is happening in the story.
3. Read the underlined words again. **Say:** Passepartout sees Mr Fogg put money in the bag. He gives him the bag to carry. He warns him to be careful. He tells him it is a very large amount of money. Perhaps Passepartout is shocked. Perhaps he is scared.

**Independent Practice** (10 minutes)

1. Write this list of times on the board: 7.25, 8.00, 8.20, 8.40, 8.45. **Say:** These times are all mentioned in the story.
2. Ask pupils to listen to the story again and make notes of what happened at each time.
3. Ask pupils to work in pairs to share and compare their answers. Move around the classroom to make sure pupils understand and are doing the task.
4. Check the answers as a class. Invite different pupils to answer. Write the answers on the board. (Answers: 7.25- Fogg arrived home; 8.00- They were both ready; 8.20- They reached the station; 8.40- They were sitting in their carriage; 8.45- The whistle blew and the train left)

**Closing** (2 minutes)

1. Invite different pupils to give a summary of the main facts in the story.

[TEXT 1-WRITE ON BOARD]

By 8 o'clock he had packed the two small bags. Mr Fogg was also ready. Under his arm he had a fat, red book full of timetables. They showed the arrival and departure times of railways and steamships. He took a carpet bag and opened it. He slipped inside a thick roll of pound notes. He handed the bag back to Passepartout. 'Take good care of it. There is 20,000 pounds inside.' Passepartout nearly dropped the bag.

[TEXT 2-READ ALOUD]

At 7.25 Phileas Fogg left the Reform Club. Passepartout had studied his duties carefully and was very surprised to see him at this time. He did not come when Fogg called his name. Fogg called again. 'I called you twice.' he said, when Passepartout finally appeared.

'But it is not mid-night' said the servant showing his watch.

'I know. I am not blaming you. But we start for Dover and for France in 30 minutes.

A puzzled look spread over Passepartout's face. 'You are leaving home, Sir?'

'Yes, we are going round the world.'

Passepartout opened his eyes wide, raised his eyebrows and held up his hands. 'Round the world,' he murmured, horrified.

'In 80 days,' responded Mr. Fogg. 'So we haven't a moment to lose. We'll take no trunks. Only a carpet bag, with two shirts and three pairs of socks for me. And the same for you. We'll buy our clothes on the way. But bring some walking shoes. We may need them. Make haste!'

Passepartout tried to reply, but could not. He climbed to his room. He fell into a chair and muttered: 'And I just wanted to stay quiet.'




By 8 o'clock he had packed the two small bags. Mr Fogg was also ready. Under his arm he had a fat, red book full of timetables. They showed the arrival and departure times of railways and steamships.

He took a carpet bag and opened it. He slipped inside a thick roll of pound notes. He handed the bag back to Passepartout. 'Take good care of it. There is 20,000 pounds inside.' Passepartout nearly dropped the bag.

They took a cab and drove to the station. It was 8.20 when they arrived. Two first class tickets to Paris were quickly bought. At 8.40 they were sitting in the railway carriage. At 8.45 later a whistle screamed. They were off.



<b>Lesson Title:</b> Poems	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-039	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read the poem.</li> <li>2. Answer questions on it.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Poem, The Highwayman, at the end of the lesson plan.</li> <li>2. Vocabulary guides at the end of the lesson plan.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the verses of the poem, The Highwayman, at the end of the lesson plan on the board.</li> <li>2. Write the Vocabulary guide at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Read the first verse (first four lines) of the poem, The Highwayman.
2. Ask pupils to raise their hand if they remember the poem.
3. **Say:** This poem is about a highwayman. A highwayman is a robber who rides on roads at night. He stops rich travellers and takes their money.
4. **Say:** This is the first verse of a long narrative poem. A narrative poem tells a story. Today we will read more of the poem and learn about it.

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

1. Read the first verse of the poem aloud (found at the end of the lesson plan). Make sure you read it with rhythm and rhyme and the mystery of the night.
2. Ask pupils to read the first verse of the poem silently. Give them a few minutes to read.
3. **Ask:** What time of day is it and how do we know? (Answer: It is night. We know this because the highwayman is on a moonlit road.) **Ask:** What is the highwayman doing? (Answer: riding) **Ask:** Where does he arrive? (Answer: at an old inn-door) Explain that an 'inn' is similar to a bar - a place where people eat, drink and sometimes sleep for the night.
4. **Say:** Remember poems are written differently to prose. We can be creative with words, language and structure. **Ask:** The poet is creative with language in this poem. Which verb does the poet repeat a lot? (Answer: riding)
5. **Ask:** Why do you think the poet repeats this verb? (Answer: to paint a picture, to express the continuous action of riding the horse.)
6. Remind pupils that poems often rhyme. A rhyme is when two words sound similar. **Ask:** Which two words rhyme in the poem? (Answer: moor and door)

### Guided Practice (15 minutes)

1. Read the second verse of the poem aloud. Make sure you read it with rhythm and rhyme.
2. **Say:** There are a lot of difficult new words in this verse. The words are descriptive of the sounds and the atmosphere. They paint a very good picture.
3. Ask pupils to read the second verse of the poem silently. Tell them to use the vocabulary guide to help them understand the story of the poem. Give them a few minutes to read.
4. When pupils finish reading, **Ask:** Who is 'he' in the first line? (Answer: the highwayman)
5. **Ask:** Who is waiting for the highwayman? (Answer: the landlord's daughter) **Ask:** Where is she waiting? (Answer: at the window of the inn) **Ask:** What is she doing? (Answer: plaiting her hair)

6. **Ask:** What do we know about the landlord's daughter? (Answer: black-eyed with long hair) **Ask:** What do you think the relationship is between the highwayman and the landlord's daughter? Listen to pupils' ideas. (Answer: They love each other. We know because of 'love-knot'.)
7. **Ask:** Which words rhyme in the second verse? Sometimes words do not look similar when written but they sound similar when we say them. (Answer: yard, barred; there, hair)
8. Underline 'Over the cobbles he clattered and clashed'. **Ask:** Which sound is repeated in this line? (Answer: 'k': cobbles, clattered, clashed) Tell pupils that when sounds are repeated in poems, it is called 'alliteration'. Write 'rhyme' and 'alliteration' on the board. Under the heading 'rhyme' write: moor, door; yard, barred, there, hair. Under the heading 'alliteration' write: cobbles, clattered, clashed.
9. Read the entire poem line by line and ask pupils to repeat each line after you.
10. Divide the class into two. Ask one half to read the first verse and the other half to read the second verse.

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

1. Ask pupils to work in pairs. **Say:** Practise reading the poem to each other. Read one verse each and then change and read the other verse. Move around the classroom listening to different pairs read to each other.
2. When pupils finish, invite a female pupil to read the first verse and a male student to read the second verse aloud to the class.

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

1. **Say:** The story of the highwayman and landlord's daughter is a love story.
2. **Ask:** What other love story have we studied this term? (Answer: Romeo and Juliet) **Ask:** What happened to them? (Answer: They both died.)
3. **Ask:** What do you think will happen to the landlord's daughter and the highwayman? Listen to pupils' answers.

[*POEM: THE HIGHWAYMAN BY ALFRED NOYES*]




[*Verse 1*]        When the road is a ribbon of moonlight over the purple moor,  
                       A highwayman comes riding  
                       Riding, riding  
                       A highwayman comes riding, up to the old inn-door.

[Vocabulary: moor: high, uncultivated land, highwayman: an old word for a robber on a horse who took money and jewellery from people travelling on roads]

[*Verse 2*]        Over the cobbles he clattered and clashed in the dark inn-yard  
                       He tapped with his whip on the shutters, but all was locked and barred.  
                       He whistled a tune to the window, and who should be waiting there  
                       But the landlord's black-eyed daughter,  
                       Bess, the landlord's daughter,  
                       Plaiting a dark red love-knot into her long black hair.

[Vocabulary: cobble: a small stone used to surface a road, clatter: to make a continuous sound (of horse's hooves on stones), clash: to make a loud sound (two hard objects hitting together), tap: to touch lightly, whip: a long leather strip used in horse-riding, shutters: similar to doors but to protect windows, bar: to block, landlord: owner of a pub/bar or a guest house; plait: to divide your hair into three and tie together to make one long piece]

<b>Lesson Title:</b> Poems (Continuation)	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-040	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Revise literary terms-simile, metaphor and personification.</li> <li>2. Give examples of each.</li> </ol>	 <p><b>Teaching Aids</b> Poems at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the verses of the poem, The Highwayman, at the end of the lesson plan on the board.</li> <li>2. Write the Vocabulary guide at the end of the lesson plan on the board.</li> <li>3. Practise reading the poems aloud.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** What do we know about poetry? Listen to pupils' answers. (Example answers: Poetry is different from prose. Poems have lines not sentences. Poems can have sentences of just one or two words. We use descriptive language in poems. Poems can tell stories. Poems often use similes, metaphors and personification.)
2. **Say:** Today we are going to practise using similes, metaphors and personification.
3. Write the words on the board.

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

1. Write 1-3 and a-c on the board:
  - 1) Which line of poetry makes a direct comparison?
  - 2) Which line of poetry compares something to something else indirectly?
  - 3) Which line of poetry gives human characteristics to something which is not human?
    - a) When the road is a river of moonlight ...
    - b) All within is dark as night ...
    - c) In the evening the city goes to bed
2. Answer the questions as a class. Read each question and ask pupils to give you the correct answer.
3. **Ask:** Which line of poetry makes a direct comparison? (Answer: b) **Ask:** How do we know 'b' is a direct comparison? (Answer: the word 'as')
4. **Ask:** Which line of poetry compares something to something else indirectly? (Answer: 'a') **Ask:** How do we know 'b' is an indirect comparison? (Answer: because it does not have the word 'as' or 'like')
5. **Ask:** Which line of poetry gives human characteristics to something that is not human? (Answer: 'c') **Ask:** Do cities go to bed? (Answer: No) **Ask:** Who goes to bed? (Answer: people)
6. Ask pupils which literary device the line of poetry in a) uses. (Answer: metaphor)
7. Ask pupils which literary device the line of poetry in b) uses. (Answer: simile)
8. Ask pupils which literary device the line of poetry in c) uses. (Answer: personification)

### Guided Practice (5 minutes)

1. Ask pupils to look at the first verse of the poem by William Wordsworth.
2. Tell pupils to read the poem using the vocabulary guide to help them understand better.
3. When they finish reading, ask pupils to work in pairs and find one simile, one metaphor and one example of personification in the poem. Move around the classroom
4. to make sure pupils understand and are doing the task.
5. When pupils finish, check answers as a class.
6. As pupils give you the correct answers, underline the answers in the poem on the board.  
(Answers: Simile: I wandered lonely as a cloud- the poet compares himself to a cloud using the word 'as'; Metaphor: a crowd, a host of golden daffodils - the poet compares the daffodils (flowers) to a crowd of people but doesn't use a direct comparative word like 'as' or 'like'; personification: dancing in the breeze-the poet compares the movement of the daffodils to dancing - flowers do not dance, people dance)

### Independent Practice (10 minutes)

1. Ask pupils to work with a partner. **Say:** Read the poem, The City, by Langston Hughes.
2. **Say:** As you read, write down all the words that normally describe living things.
3. **Say:** After you read the first verse, decide what kind of living thing the city seems to be in the first verse.
4. **Say:** Then read the second verse. After you finish reading, decide what kind of living thing the city seems to be in the second verse.
5. Give pupils time to read the poem and work in pairs. Move around the classroom to make sure that pupils understand and are working on the task.
6. **Ask:** What kind of living thing is the poet comparing the city to in the first verse? Which words give you this idea? (Answer: a bird: spreads, wings, song, sings) **Ask:** What kind of living thing is the poet comparing the city to in the second verse? (Answer: a person: goes to bed, hanging lights above its head)
7. **Ask:** The poet uses two literary terms. What are they? (Answer: metaphor- comparing the city to a bird and a person but not directly; personification- giving the city human characteristics)

### Closing (2 minutes)

1. **Say:** Today we have practised the use of three literary terms - metaphor, simile, and personification.
2. **Say:** Remember, a metaphor identifies one thing as another. A simile says one thing is directly like another. Personification describes things as people or living beings.

[POEM 1]

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  
Fluttering and dancing in the breeze.

[POEM 2]




The City  
by Langston Hughes

In the morning the city  
Spreads its wings  
Making a song  
in stone that sings

In the evening the city  
Goes to bed  
Hanging lights  
Above its head

[Vocabulary guide: float: to move slowly on air or water, vale: a valley, daffodil: a yellow flower (European), flutter: fly or move by using wings quickly, a breeze: a very light wind]

<b>Lesson Title:</b> Countable and Uncountable Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-041	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define countable and uncountable nouns.</li> <li>2. Identify them in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Countable and Uncountable Nouns rule</li> <li>2. Sentences</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Countable and Uncountable Nouns rule, in the Introduction to the New Material, on the board.</li> <li>2. Write the sentences at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Write these words on the board: air, pineapple.
2. **Ask:** If you go to the market can you count pineapples? (Answer: Yes)
3. **Ask:** If you go to the market can you count air? (Answer: No)
4. **Say:** Pineapples are countable nouns and air is an uncountable noun. Today we are going to learn about these 2 types of nouns.

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

1. Draw a ball on the board. **Ask:** How many balls are there? (Answer: one)
2. Draw three balls on the board. **Ask:** How many balls are there? (Answer: three)
3. **Say:** We can count balls. Nouns which we can count are called countable nouns. They have a singular and plural form.
4. Under the drawing write these sentences: 'a ball, three balls'
5. **Ask:** How do we usually make nouns plural? (Answer: add -s)
6. Draw a bowl of fruit on the board. **Ask:** What is it? (Answer: fruit) **Say:** We can count the pieces of fruit in the bowl. We can count the number of bananas or the number of pineapples, but the word 'fruit' is a general word for all the different kinds of fruit together. We don't usually say 'a fruit' or 'ten fruits,' we say 'fruit' or 'some fruit'. Fruit is an uncountable noun.
7. Under the drawing write 'fruit, some fruit'.
8. Draw a chicken on the board. **Ask:** How many chickens are there? (Answer: one)
9. Draw two chickens on the board. **Ask:** How many chickens are there? (Answer: two)
10. **Say:** We can count chickens. Under the drawing write 'a chicken, two chickens'.
11. Draw meat on a plate. **Say:** We do not usually eat a whole cow for dinner, do we? We eat some meat. We eat part of a goat, not all of it.
12. Under the drawing write 'meat, some meat'.
13. Write this rule on the board:

Nouns we can count are called countable nouns. Nouns we cannot count are called uncountable nouns. Some nouns are countable and uncountable. We can make countable nouns plural and they end in -s, -es and -ies. We cannot make uncountable nouns plural. We must use a singular verb with uncountable nouns.

14. Ask pupils to copy the rule in their exercise books.

### Guided Practice (10 minutes)

1. **Say:** Some nouns are countable only, some nouns are uncountable only and some are both depending on how we are talking about them.
2. Write these words on the board: test, homework, cow, beef, tea, electricity, energy, light bulb. Write the table below on the board.

Countable nouns	Uncountable nouns	Both

3. **Say:** Is a test countable? Can we have one test or two tests? (Answer: Yes) Write test in the first column under countable nouns.
4. Ask pupils to work in pairs and put the rest of the nouns in the correct column of the table: countable, uncountable or both.
5. After 5 minutes, ask pupils to volunteer their answers. (Answers: countable nouns-test, cow, light bulb; uncountable nouns-homework, beef, electricity, energy; both-tea, because we can say 'a tea' when we specifically mean 'a cup of tea' or 'some tea' when we are talking about it more generally)

### Independent Practice (10 minutes)

1. Point to the sentences on the board.
2. Ask pupils to copy the sentences in their exercise books.
3. **Say:** Complete the sentences with 'a' if it is a countable noun or 'some' if it is an uncountable noun.
4. After 5 minutes, ask pupils to work in pairs to share and compare their answers.
5. Invite different pupils to come to the board and complete the sentences. (Answers: a. a, b. some, c. some, d. a, e. some, f. a)

### Closing (2 minutes)




1. **Ask:** What is a countable noun? (Answer: a noun which we can count)
2. **Ask:** What is an uncountable noun? (Answer: a noun which we cannot count)
3. **Say:** I will say a noun and you tell me if it is countable or uncountable.
4. Say these nouns and have pupils identify whether they are countable or uncountable nouns: banana, work, help, carrot, beauty. (Answers: banana-countable, work-uncountable, help-uncountable, carrot-countable, beauty-uncountable)

### [SENTENCES]

- a. We have \_\_\_\_\_ cow.
- b. I had \_\_\_\_\_ beef for dinner last night.
- c. We need \_\_\_\_\_ electricity to charge our mobile phones.
- d. My mother bought \_\_\_\_\_ light bulb at the market.
- e. I cannot go out this evening. I have \_\_\_\_\_ homework to do.
- f. We had \_\_\_\_\_ history test last week.



<b>Lesson Title:</b> Countable and Uncountable Nouns (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-042	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b></p> <p>By the end of the lesson, pupils will be able to revise countable and uncountable nouns.</p>		<p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sentences</li> <li>2. Answers</li> </ol>		<p><b>Preparation</b></p> <p>Write the sentences in Step 1 of the Introduction to the New Material on the board. (Answers found at the end of the lesson plan.)</p>
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### Opening (3 minutes)

1. Write these words on the board: beef, cow, electricity, light bulb, homework.
2. **Ask:** Which of the nouns are countable and which are uncountable? (Answer: beef-uncountable, cow-countable, electricity-uncountable, light bulb-countable, homework-uncountable)
3. **Ask:** What is the difference between countable and uncountable nouns. (Answer: Countable nouns are nouns we can count. They can be singular or plural. We cannot count uncountable nouns. They must have a singular verb.)
4. **Say:** Today we are going to review countable and uncountable nouns and learn more about them.

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

1. Read these sentences on the board:
  - a) I have a test tomorrow.
  - b) Can I have an apple, please?
  - c) There are some carrots on my plate.
  - d) There is some beef on my plate.
  - e) There are not any potatoes on my plate.
  - f) There is not any meat on my plate.
  - g) How many pencils do you have?
  - h) How much homework do you have?
  - i) I have a lot of pencils.
  - j) I have a lot of homework.
  - k) I have a few pencils.
  - l) I have a little homework
2. Ask pupils to write the sentences in their exercise books.
3. Do the first two sentences as a class.
4. **Ask:** Where is the noun in the first sentence? (Answer: test) Underline test.
5. **Ask:** Is test a countable or uncountable noun? (Answer: countable because you can have 1 test or 2 tests etc.) Write a 'C' next to the sentence.
6. **Ask:** Where is the noun in the second sentence? (Answer: apple) Underline apple. **Ask:** Is apple a countable or uncountable noun? (Answer: countable because you can have 1 apple or 2 apples etc.) Write a 'C' next to the sentence.
7. Ask pupils to work in pairs. Tell pupils to read the rest of the sentences and underline the nouns.

8. Tell pupils to write a 'C' next to the sentence if it has a countable noun. Write a 'U' next to the sentence if it has an uncountable noun or the noun is being used as an uncountable noun.
9. Move around the classroom to make sure pupils understand and are doing the task.
10. After 5 minutes, check their answers. (See answers at the end of the lesson plan)

**Guided Practice** (10 minutes)

1. **Say:** We use different words to tell us how much or how many we have of something.
2. Write the table on the board. Read the table to pupils.

Countable Nouns	Uncountable Nouns
A countable noun can be singular or plural. Example: cow, cows	An uncountable noun is singular. Example: beef
Words we can use with countable nouns: a, an, some, any, many, a lot, few	Words we can use with uncountable nouns: some, any, much, a lot, a little

3. Ask pupils to copy the table in their exercise books.
4. **Say:** Let's look at the sentences on the board. Remember all of these sentences have uncountable and countable nouns.
5. Read the first sentence: 'I have a test tomorrow.' **Say:** We know test is countable. What word is used with test? Underline a.
6. Ask pupils to work in pairs. **Say:** Read the sentences again and underline the words we can use with the countable and uncountable nouns in each sentence.
7. Move around the classroom to make sure pupils understand and are doing the task.
8. When pupils finish, invite different pupils to read each sentence and tell you which word they have underlined.

**Independent Practice** (10 minutes)

1. Write these sentence starters on the board:
 

a. Do you have any ...?	b. My sister has a lot of ....
c. There are a lot of ...	d. There is not any ....
e. Is there any ...?	f. We have a few ...
g. How many ...?	h. How much ...?
2. Ask pupils to complete the sentences using countable and uncountable nouns.
3. Remind pupils that the sentence starters have clues to tell them if they should use a countable or uncountable noun (any, a lot of, many)
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Ask pupils to work in pairs to share and compare their answers.
6. When pupils finish, invite different pairs to read their completed sentences.




**Closing** (2 minutes)

1. **Ask:** What is a countable noun? (Answer: a noun which we can count)
2. **Ask:** What is an uncountable noun? (Answer: a noun which we cannot count)

[SENTENCES: ANSWERS]

- |   |             |
|---|-------------|
| a. I have a <u>test</u> tomorrow.                         | countable   |
| b. Can I have an <u>apple</u> , please?                   | countable   |
| c. There are some <u>carrots</u> on my <u>plate</u> .     | countable   |
| d. There is some <u>beef</u> on my <u>plate</u> .         | uncountable |
| e. There are not any <u>potatoes</u> on my <u>plate</u> . | countable   |
| f. There is not any <u>meat</u> on my <u>plate</u> .      | uncountable |
| g. How many <u>pencils</u> do you have?                   | countable   |
| h. How much <u>homework</u> do you have?                  | uncountable |
| i. I have a lot of <u>pencils</u> .                       | countable   |
| j. I have a lot of <u>homework</u> .                      | uncountable |
| k. I have a few <u>pencils</u> .                          | countable   |
| l. I have a little <u>homework</u> .                      | uncountable |

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-043	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret the messages and morals of stories.</li> <li>2. Read purposely and with understanding.</li> </ol>	 <p><b>Teaching Aids</b> Texts 1 and 2 at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw a picture of a peacock on the board.</li> <li>2. Write the text (Part 2) at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. **Say:** All over the world people tell stories. Stories often have a message or a moral. They tell us how to be good and honest or how to be brave, kind, or clever. **Ask:** Do you know any stories like this? Listen to pupils' answers.
2. **Say:** Today we will read the story of the peacock. This story is from Ancient Greece and is very old. Long ago before Christianity or Islam, people believed gods and goddesses lived among them and that they could change people's lives.

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

1. Write the word 'moral' on the board and **Say:** 'Moral' is the lesson a story teaches us. I can say 'What is the lesson of this story?' or I can say 'What is the moral of this story?'
2. **Say:** The story we are going to read has a moral. There is a lesson we can learn from the experience of the peacock.
3. **Ask:** What is a peacock? (Answer: a bird) **Ask:** Is it a beautiful or ugly bird? (Answer: beautiful) **Ask:** Why is it beautiful? (It has colourful feathers and a long tail.) **Ask:** Can it fly? (Answer: No)
4. Point to the picture of a peacock on the board.
5. **Ask:** Do you know any other words to describe a peacock? Listen to pupils' answers.
6. Write these sentences on the board: Peacocks are magnificent birds. They are beautiful and proud. Peacocks cannot fly.
7. Explain the words 'magnificent' and 'proud'. If something is magnificent it is impressively beautiful, so beautiful you have to look at it. If someone is proud they think that they are very important.
8. **Say:** Listen to the first part of the story about peacocks. I will read it two times. Listen carefully and when I finish, tell me who the peacock met and what it asked for.
9. Read Part 1 of the story two times (found at end of lesson plan).
10. When you finish, **Ask:** Who did the peacock meet? Listen to pupils' answers. (Answer: A beautiful woman - the goddess Juno) **Ask:** What did the peacock ask for? (Answer: The peacock wanted to be beautiful and to be the most magnificent bird in the world.)
11. **Ask:** What lesson do you think the goddess will teach the peacock? Listen to pupils' answers.

### Guided Practice (10 minutes)

1. Point to the text on the board. Ask pupils to read Part 2 of the text silently.
2. While pupils are reading, write the questions (a-c) on the board.
  - a) Did the goddess give the peacock what it wanted?

- b) What happened to the peacock's feathers?
- c) Why couldn't the peacock fly?
3. When they finish reading, ask pupils to work in pairs and answer the questions. Move around the classroom to make sure pupils understand and are doing the task.
4. Invite different pairs to tell their answers to the class. (Answer: a-Yes, she did. b-They changed from grey to beautiful colours, they became heavy. c-Its feathers were too heavy.)

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

1. Ask pupils to work in pairs. Ask them to discuss the moral of the story.
2. **Ask:** What lesson does the story teach us? What is the moral of the story?
3. After a few minutes, invite different pairs to share their ideas with the class. (Example answers: beauty is not the most important thing, we should be happy with what we have, it is bad to be too proud, we cannot have everything we want, it is bad to be envious of what others have)

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

1. **Ask:** Did you like the story? What did you learn from the story? (pupils learn the moral, the same answers as step 3 in the independent practice)
2. **Ask:** Do you think stories are a good way to teach us morals? Listen to pupils' answers.

#### [TEXT: PART 1]

Long ago, a peacock was an ordinary bird with grey feathers. But the peacock was very proud. He thought he was better than the other birds. He deserved better, more beautiful feathers with brighter colours.




One day, he was by the lake looking at his face in the water. Suddenly, behind him he saw a beautiful woman. He knew it was the goddess Juno. This was his chance. She could make him beautiful. 'Oh Juno, lovely goddess, you are so beautiful. I want to be beautiful too. I want to be the most magnificent bird in the world. I want even the king to admire me. I pray, dear goddess, make me magnificent.' Juno looked at this very ordinary bird and thought, 'How proud and stupid he is! I will give him what he wants, but I will teach him a lesson.'

#### [TEXT: PART 2]

When the peacock looked in the water again, he was more beautiful than he could believe. His brilliant blue and green tail feathers shone in the sunlight. The black circles at their tips looked like a hundred eyes. The other ordinary birds rushed to admire him. He walked up and down like a king, opening and closing his tail. But then the other birds stopped looking at him. They began staring up into the sky. He looked up too. He saw the powerful eagle high above. It spread its great wings wide and looked down on the whole world. The eagle was certainly a king of birds.

Immediately the peacock became jealous, 'I am more beautiful than the eagle. I will fly even higher. Everyone in the whole world will see my beauty. They will know I am the most beautiful bird in the world.' He lifted his wings and tried to fly. But his wings were so heavy. He could not leave the ground. The goddess made him pay for his beauty. Yes, he looked beautiful, but he could not fly.

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-044	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write short stories.</li> <li>2. Make use of the simple past tense.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Five steps for writing a story at the end of the lesson plan</li> <li>2. Text at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Five Steps for Writing a Story, at the end of the lesson plan, on the board.</li> <li>2. Write the text at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. **Say:** Last lesson we read the story of the peacock. **Ask:** Did you enjoy the story? Listen to pupils' answers.
2. **Say:** Today you are going to write our own short story. It can be a traditional story or it can be a modern story.

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

1. **Say:** It is good to think about and plan a story before we write it.
2. Point to the 5 steps on the board. **Say:** Here are five steps to follow when writing a story.  
Read the five steps:
  - Step 1: Describe the situation at the beginning.
  - Step 2: Say how or why a change came about.
  - Step 3: Describe the new situation.
  - Step 4: Say what the character discovered.
  - Step 5: Include the moral of the story.
3. **Say:** Write one paragraph for each step. That will make your story easy to read. Remember to start a new paragraph on a new line. You can write what the moral of the story is or you can let the readers to try to understand the moral from the story.
4. **Say:** Remember to think about your verbs. When you tell your story I want you to use the simple past tense.
5. **Say:** Look at the ending of the story about the peacock (found at the end of the lesson plan).
6. Point to the text on the board. **Ask:** Which are the simple past verbs? (Answer: became, lifted, tried, were, could, made, looked)
7. **Ask:** Which verbs end in -ed? (Answer: looked, lifted, tried) **Say:** Many simple past verbs end in -ed. **Ask:** Which verbs do not end in -ed? (Answer: became, were, could, made) **Say:** There are many verbs which don't end in -ed. These are irregular verbs. They do not follow the general rule.
8. Write these verbs from the story in the last lesson on the board: become, think, see, know, shine, begin.
9. Ask pupils if they can tell you the simple past tense for each verb. (Answer: became, thought, saw, knew, shone, began)

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

1. Write the heading 'A Short Story' on the board.
2. Ask pupils to work in pairs. Ask them to discuss what the moral of the story will be? What lesson do they want the reader to learn?
3. When pupils finish, invite one or two pairs to share their ideas with the class.
4. Ask pupils to work in the same pairs. Point to steps 1-5 on how to write a short story on the board. Ask pupils to discuss ideas for each step. Tell them to take some notes for each step.

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

1. Invite one or two pairs to give other pupils in the class a summary of the story they are going to write.
2. **Say:** Now, write the first paragraph of your short story. Describe the situation as it was. Try to write three or four sentences. Remember to use simple past verbs.
3. Move around the classroom to check pupils understand and are doing the task.

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

1. Invite one or two pupils to read their paragraph to the class. Check pupils have used the simple past. Correct any mistakes you hear.
3. Write the correct simple past verbs the pupils use on the board.
4. **Say:** Well done. Now you know how to use simple past verbs to write a short story. Next lesson we will practise using simple past verbs again and we will finish our short stories.

### *[STEPS]*




#### Five Steps for Writing a Story

- Step 1: Describe the situation at the beginning.
- Step 2: Say how or why a change came about.
- Step 3: Describe the new situation.
- Step 4: Say what the character discovered.
- Step 5: Include the moral of the story.

### *[TEXT]*

Immediately the peacock became jealous, 'I am more beautiful than the eagle. I will fly even higher. Everyone in the whole world will see my beauty. They will know I am the most beautiful bird in the world.' He lifted his wings and tried to fly. But his wings were so heavy. He could not leave the ground. The goddess made him pay for his beauty. Yes, he looked beautiful, but he could not fly.

<b>Lesson Title:</b> Creative Writing (Continuation)	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-045	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write short stories.</li> <li>2. Make use of the simple past tense.</li> </ol>	 <p><b>Teaching Aids</b> Five Steps for Writing a Story at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the Five Steps for Writing a Story, at the end of the lesson plan, on the board.</p>
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### Opening (3 minutes)

1. Write these verbs on the board: listen, walk, look, see, know, become, lift, can, give, become, make.
2. Point to each verb on the board. **Ask:** What is the simple past tense of the verb? (Answer: listened, walked, looked, saw, knew, became, lifted, could, became, made)
3. Write the simple past tense of the verbs on the board correctly.
4. **Say:** Today we will continue writing and finish our short stories using the simple past tense.

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

1. **Say:** Let's start by hearing the first paragraph of your stories from yesterday.
2. Invite one or two pupils to read their paragraphs.
3. Remind pupils that yesterday they decided the lesson of the story - the moral of the story.
4. Invite different pupils to tell you what the moral of their stories is going to be.
5. Remind pupils of the 5 steps for writing a short story. Point to the steps on the board.

### Guided Practice (10 minutes)

1. **Say:** Now write the second and third paragraphs of your story. Say how or why the change came about. Describe the new situation. For example, at the beginning the old man could not read because he never went to school. Then a change happened. His granddaughter taught him how to read. She brought books home from school and they studied together.
2. Move around the classroom to check pupils understand and are doing the task. Help pupils who need it.
3. After 8 minutes, invite one or two pupils to read their second and third paragraphs.

### Independent Practice (10 minutes)

1. **Say:** Now, complete your stories. Say what the character or characters discovered. Do not forget to include the moral of the story. **Say:** Remember the peacock. He discovered that beauty is not everything. He looked beautiful but he could not fly.
2. Move around the classroom to check pupils understand and are doing the task. Help pupils who need it.
3. When they finish, tell pupils to think of a title for their story.

### Closing (2 minutes)

1. Invite a pupil to read his/her complete story. Tell pupils to start by telling the class the title of their story.
2. **Say:** Well done! Now you can write a short story using the simple past.



*[Steps]*

Five Steps for Writing a Story

Step 1: Describe the situation at the beginning.




Step 2: Say how or why a change came about.

Step 3: Describe the new situation.

Step 4: Say what the character discovered.

Step 5: Include the moral of the story.

<b>Lesson Title:</b> Present Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-046	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the present continuous tense.</li> <li>2. Construct sentences in the present continuous tense.</li> </ol>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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### Opening (3 minutes)

1. **Say:** Let's talk about what is happening now.
2. **Ask:** What is happening in this room now? (Example answers: We are studying. We are learning English. We are studying English Language Arts. We are listening to our teacher.)
3. **Say:** Today we are going to learn how to talk about what is happening now and actions in progress.

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

1. Write these sentences on the board.
  - a) I am teaching secondary pupils at the moment.
  - b) We are studying Language Arts now.
  - c) The pupils are learning English in this lesson.
2. **Ask:** What time are the sentences talking about? (Answer: now, the present)
3. **Say:** We use the present continuous tense to describe actions happening now.
4. Write this sentence on the board: We use the present continuous to describe actions in progress at the time of speaking or writing.
5. **Say:** The first part of the present continuous is always the verb 'to be'. I am, you are, he is/she is/it is, we are, they are.
6. **Say:** Then we add the verb in -ing form.
7. **Say:** For most verbs, we just add -ing to the verb to make the -ing form. **Say:** I am going to give you a verb and I want you to tell me the -ing form of the verb.
8. **Say:** teach. Pupils Say: teaching. **Say:** study. Pupils Say: studying. Repeat this step for these verbs: eat, sit, dance, write, read, see.
9. **Say:** Some verbs are different. For most verbs ending in 'e', we take away the 'e' and add '-ing'.
10. Write: dance - dancing, write - writing.
11. **Say:** But for verbs that end in 'ee' we just add '-ing'.
12. Write: see - seeing, free - freeing.
13. **Say:** For verbs ending in 'ie', we change 'ie' to 'y' and add -ing.
14. Write: die - dying, tie - tying.
15. **Say:** For verbs ending in consonant, vowel, consonant, we usually double the final consonant.
16. Write: sit - sitting, cut - cutting.
17. **Say:** There are words and expressions that we use to help show that something is happening now. We call these time expressions. We often use the present continuous with these time expressions.
18. Write these time expressions on the board: now, at the moment, in this lesson, this week, this year.

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

1. Write these verbs on the board: have, lie, die, bite, watch, finish, live, tip.
2. Say: Let's change these verbs to the -ing form.
3. Invite pupils to change the verbs. Write the answers on the board. (Answers: having, lying, dying, watching, finishing, living, tipping)
4. Write these sentences on the board:
  - a) Miatta ...
  - b) Yabu and Dennis ...
  - c) We ...
  - d) Tamba ...
  - e) I ...
  - f) You are ...
5. **Say:** Now let's use these verbs in a sentence.
6. **Say:** Miatta is lying on the mat. Write the sentence on the board and underline the present continuous tense.
7. **Say:** Who can give us a sentence for Yabu and Dennis? Listen to pupils' answers.
8. Ask pupils to work in pairs and complete the sentences on the board using the verbs in the present continuous tense. Move around the classroom to make sure pupils understand and are doing the task.




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

1. Ask pupils to work in pairs. **Say:** Tell each other what different family members are doing or not doing now. For example: My mother is working now. My father is not having lunch at the moment.
2. After 5 minutes, ask pupils to work independently and write sentences about what their family members are doing and not doing now.
3. Invite different pupils to read their sentences to the class.

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

1. **Ask:** How do we form the present continuous? (Answer: verb 'be' and the -ing form of the verb)
2. **Ask:** When do we use the present continuous? (Answer: To talk about something that is happening at or around the time of speaking, to talk about an action in progress)
3. **Ask:** Which verbs do we usually use the present continuous form with? (Answer: action verbs)

<b>Lesson Title:</b> Present Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-047	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop knowledge of this type of tense.</li> <li>2. Identify the present continuous tense in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Present Continuous Tense Table</li> <li>2. Text at the end of the lesson</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the Present Continuous Tense table, in the Introduction to the New Material, on the board.</li> <li>2. Write the text at the end of the lesson on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Say:** Yesterday we talked about the present continuous tense. **Ask:** Who can give me an example using the present continuous tense? Listen to pupils' examples.
2. **Ask:** When do we use present continuous tense? (Answer: We use the present continuous to talk about things that are happening now, at or around the time of speaking. We also use the present continuous to talk about actions in progress.)
3. **Say:** Today we are going to learn more about the present continuous tense.

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

1. Read this table on the board:

What is happening now	I am teaching the pupils now.	subject + verb 'be' +- ing form
What is not happening now	They are not studying science.	subject + verb 'be' + 'not' + -ing form
Asking a question	Are they studying history now?	verb 'be' + subject + -ing form

2. Write this sentence on the board: She is drinking tea now.
3. Ask pupils to identify the present continuous. Underline the present continuous. (Answer: She is drinking)
4. Write this sentence on the board: They are playing football now.
5. Ask pupils to identify the present continuous. Underline the present continuous. (Answer: They are playing)
6. Write this sentence on the board: I am not waiting any longer.
7. Ask pupils to identify the present continuous. Underline the present continuous. (Answer: I am not waiting)
8. **Say:** To make the sentence negative we add 'not' between the verb 'am' and the '-ing' form of the verb.
9. Write this sentence on the board: Is he studying hard?
10. Ask pupils to identify the present continuous. Underline the present continuous. (Answer: Is he studying)
11. **Say:** To make a question we changed the order of the verb 'is' and the subject 'he'.

**Guided Practice (10 minutes)**

1. Write these sentences on the board.
  - a) We \_\_\_\_\_ not \_\_\_\_\_ (do) our national exams this year.
  - b) The pupils \_\_\_\_\_ (learn) about the present continuous now.

- c) What \_\_\_\_\_ you \_\_\_\_\_ (talk) about?  
 d) My parents \_\_\_\_\_ \_\_\_\_\_ (visit) relatives in the north of the country this week.  
 e) My sister \_\_\_\_\_ \_\_\_\_\_ (attend) her final year of university.
2. **Say:** Let's do the first one together. Ask pupils to volunteer the answer. (Answer: We are not doing our national exams this year.) Write the answer on the board.
  3. Ask pupils to work in pairs and complete the sentences using the verb in brackets ().
  4. When they finish, invite different pupils to come to the board and complete the sentences. (Answer: a-are/doing, b-are learning, c-are/talking, d-are visiting, e-is attending)

### Independent Practice (10 minutes)

1. Point to the text on the board (found at the end of the lesson plan).
2. Ask pupils to read the text. **Ask:** What is Julius studying? (Answer: BSc in Veterinary Science)
3. Ask pupils to write the text in their exercise books.
4. Ask pupils to underline all the examples of the present continuous in the text. Move around the classroom to make sure that pupils understand and are doing the task.
5. Ask pupils to share and compare their answers in pairs.
6. Invite different pupils to come to the board and underline the present continuous. (See answers at the end of the lesson plan.)
7. **Ask:** Why do we use the present continuous in the text? (Answer: Because we are talking about actions in progress at the time of speaking)

### Closing (2 minutes)

1. **Say:** I am going to say a sentence using simple present and I want you to change it to present continuous.
2. **Say:** I wash. Pupils Say: I am washing. **Say:** We study. Pupils Say: We are studying. **Say:** He cooks. Pupils Say: He is cooking.
3. Good job. Now we know how to use the present continuous tense.




### [TEXT]

Julius is a student at Njala University. He is studying for a Bachelor of Science (BSc) degree in Veterinary Science. Mathematics and chemistry are compulsory subjects. Now he is working on a project about rabies. He is not worried about catching the disease himself. Is he taking care to protect himself? 'Of course,' he says. 'I am not foolish. I am being very careful and my skills are improving all the time.'

### [TEXT: ANSWERS]

Julius is a student at Njala University. He is studying for a Bachelor of Science (BSc) degree in Veterinary Science. Mathematics and chemistry are compulsory subjects. Now he is working on a project about rabies. He is not worried about catching the disease himself. Is he taking care to protect himself? 'Of course,' he says. 'I am not foolish. I am being very careful and my skills are improving all the time.'

<b>Lesson Title:</b> Informal Letters	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-048	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define informal letters.</li> <li>2. Outline the features of informal letters.</li> </ol>	 <p><b>Teaching Aids</b> Letter outline at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the letter outline at the end of the lesson on the board.</p>
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### Opening (3 minutes)

1. **Say:** We all like talking to our friends. What do you talk about with your friends? Listen to pupils' answers. Write some of their ideas on the board. (Example answers: home, school, other friends, music)
2. **Say:** Perhaps your friend goes away. How do you keep in contact? Listen to pupils' answers and write them on the board. (Example answers: mobile phone, internet, letters)
3. Tell pupils that today they are going to study how to write a letter to a friend. This is called an informal letter.

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

1. **Say:** We call a letter to a friend an informal letter. Write the heading 'Informal letters' on the board.
2. **Say:** Informal letters are like talking to friends. But you talk on paper. Your friend cannot ask you questions. So you have to give lots of information. That is why we organise these letters in a special way.
3. Point to the letter outline on the board (at the end of the lesson plan).
4. Point to the address. **Ask:** What is this? (Answer: the address of the person writing the letter)  
**Say:** Always write the address in the top right corner of the letter. If you live in a big town like Bo, begin with the number of your house. (Point to the number.) Then the street name. (Point to the street name.) Then the name of the town. (Point to the name of the town.) **Say:** If you live in a village, write the name of the village and on the next line write 'Nr.' (for 'near') and the name of the largest nearby town or city. Write the example below on the board.  
Mowana village  
Nr. Makeni
5. **Say:** If your friend lives in a different country, write the name of the country too. (Point to the name of the country.)
6. Point to the date. **Ask:** What's this? (Answer: the date) **Say:** Always write the date. Write the month, the day and the year. Make sure you write the month with a capital letter.
7. Point to 'Dear'. **Ask:** What's this? (Answer: greeting) **Say:** When we speak we say 'Hello' and the name of the person we are speaking to. When we write a letter we use 'Dear' (point to the word) and the name of the person we are writing to.
8. We call the main part of a letter the 'body' of a letter. We begin the first sentence on the next line after the salutation or greeting (point to position of first sentence).
9. **Say:** Good informal letters contain these four parts. (Point to each section) First, ask about the person you are writing to. Second, say why you are writing the letter. Third, share your news. Fourth, end the letter.

10. Point to 'With best wishes'. **Ask:** What's this? (Answer: closing) **Say:** When we speak we say 'Goodbye'. When we write an informal letter we write 'With best wishes'. If you are very close friends, we can write 'With love' or 'With lots of love' or end with a religious message, if that is your tradition. Finally, sign your name.

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

1. Ask pupils to copy the outline of the informal letter in their exercise books.
2. **Say:** Let's look at the 4 parts of the body of the letter before we write our own letters.
  - a) Ask about your friend. For example: 'I hope you are well.' 'How is your family?' 'How is school?'
  - b) Say why you are writing. For example, 'I haven't heard from you for a long time.'
  - c) Tell your friend your news. This is usually the longest part of the letter. For example, 'I am now in class 7. My sister Kadiatu got married last week. Our team beat Kamboi stars.'
  - d) End the letter. For example, 'I think that is all my news' or 'I have to go and do my homework now'.
3. Ask pupils to work in pairs and discuss to whom they will write a letter to and what they will write about.

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

1. **Say:** Choose a friend to write to. Someone you have not seen recently. Begin your letter using the outline on the board and in your exercise books.
2. **Say:** Today we are going to write the first part of the letter.
3. Ask pupils to write their own address and today's date.
4. **Ask:** What do I write for the first part of the letter? (Answer: Ask about your friend and say why you are writing.)
5. Tell pupils to begin their letters and move around the room to make sure pupils understand and are doing the task.

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

1. Invite 1 or 2 pupils to read the first part of their informal letter.
2. Tell pupils they will complete their informal letters in the next lesson.




#### [LETTER OUTLINE

34 Macaulay Street  
Bo  
Sierra Leone  
1<sup>st</sup> December 2016

[salutation] Dear Iseta,

- Ask about your friend (e.g. I hope you are well.)
- Say why you are writing (e.g. I haven't heard from you for a long time.)
- Tell your friend your news
- End the letter (e.g. I have to go and do my homework now. Take care. Write soon.)
- Closing (e.g. With best wishes, Regards)
- Sign the letter

<b>Lesson Title:</b> Informal Letters (Continuation)	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-07-049	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to develop an informal letter.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (3 minutes)

1. **Say:** Last lesson you started writing a letter to a friend.
2. **Ask:** What do we call this type of letter? (Answer: an informal letter)
3. **Say:** Informal letters are like talking to friends. In informal letters we use ordinary, everyday language. Today we are going to finish writing our informal letters.

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

1. **Say:** Open your exercise books and find the letter you started.
2. **Say:** First you wrote your address in the top right corner. Point to your address. Is it there? (Pupils should all be pointing to the address)
3. **Say:** Below the address you wrote the date. Point to the date. (Pupils should all be pointing to the date)
4. Then you wrote your greeting. **Ask:** What is the greeting? (Answer: 'Dear' and the name of your friend.) Point to the greeting. (Pupils should all be pointing to the greeting)
5. **Ask:** What did you write next? Listen to pupils' answers. (Answer: asked about the friend's health and well-being and the reason for writing the letter)
6. **Say:** Now you are going to write your news. This will be the longest part of the letter. It is like writing a composition.
7. **Say:** You know whom you are writing to. This helps you in two ways. First, it helps you choose what to write about. What will your friend want to know or be interested in? What do they already know about? What don't they know? What do you need to explain? Secondly, it helps you organise your ideas. What is the most important news you have? What does your friend need to know? What will your friend be most interested in?
8. **Ask:** How do you think you end your letter? Think about when you end a conversation with a friend. What do you say? Listen to pupils' answers and write them on the board. (Example answers: I have to go now. It's time to have dinner. It is time to pray. I hope to see you soon. See you on (day/date). I miss you (if your friend is far away). Say hello to (name). Take care.)

### Guided Practice (10 minutes)

1. **Say:** Now you have five minutes. First make a list of your news. Then choose the three most important pieces of news. Decide the order of importance and number them 1, 2 and 3.
2. Give pupils time to write their list. Move around the classroom and make sure pupils understand and are doing the task.
3. When pupils finish, ask them to work in pairs to share and compare their work. Ask them to tell each other their 3 most important pieces of news.
4. Invite different pupils to share their news with the class.



5. **Say:** Now think about your ending. **Ask:** How do you want to say 'goodbye' in your letter?  
(Example answers: With love, Blessings, Best wishes, Regards)




**Independent Practice** (10 minutes)

1. **Say:** Now you are ready to write your letter. **Ask:** How many pieces of news do you have?  
(Answer: 3) **Ask:** How many paragraphs is that? (Answer: 3) **Ask:** Why? (Answer: Each piece of news is a new topic so we start a new paragraph.) **Say:** Don't forget to write a good ending for your letter and sign it.
2. Give pupils time to write their letters. Help pupils who are having difficulties and answer any questions pupils have.
3. When they finish, ask pupils to work in pairs and read each other's letters.

**Closing** (2 minutes)

1. Ask one or two pupils to volunteer to read their letters to the class.
2. Tell any pupils who have not finished, to complete their letters at home.
3. **Say:** Now you know how to write an informal letter to a friend and give them your news.

<b>Lesson Title:</b> Descriptive Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-050	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read purposefully and with understanding.</li> <li>2. Describe some major characters in the prose text.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. **Say:** Today you are going to meet two of the most famous characters in American literature.
2. On one side of the board write 'Huckleberry Finn' and on the other write 'Tom Sawyer'.
3. **Say:** Huckleberry Finn and Tom Sawyer were two young boys. They lived in a small town on the Mississippi River. The writer was Mark Twain. The books are fiction. The two boys only existed in Mark Twain's imagination, but Mark Twain describes their lives so well that people think of them as real.
4. **Say:** We are going to read Mark Twain's description of Huckleberry Finn and learn about descriptive prose.

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

1. Write the heading 'Descriptive Prose' on the board.
2. **Say:** The passage we are going to read is descriptive prose. We call this descriptive prose because the writing is very descriptive. The writer describes the character very well.
3. **Say:** In this passage we meet Huckleberry Finn. The writer doesn't say much about Tom Sawyer. But listen carefully. How do you imagine both boys?
4. Read the text to the pupils (found at the end of the lesson plan).
5. **Ask:** Have you got a picture of Huckleberry and Tom? What kind of boys were they? Listen to pupils' answers.
6. **Say:** One is a poor boy who lived in the streets. He did not go to school. One is a boy who would like to live in the streets and be free.
7. **Ask:** Who did not go to school? (Answer: Huckleberry) **Ask:** Who went to school? (Answer: Tom)

### Guided Practice (15 minutes)

1. Ask pupils to read the text on the board. Tell them to read silently.
2. While pupils are reading, write the comprehension questions on the board:
  - a) Why do you think the mothers of the other boys did not like Huckleberry?
  - b) Do you think Huckleberry and Tom were friends? Why or why not?
  - c) Name three things Huckleberry did not do and name three things that you think Tom did.
3. As a class discuss the questions. Invite different pupils to give you the answers. (Example answers: a. Because he was the son of the town drunk/because they thought he was lazy, disobedient and bad, b. Yes, because they played together when Tom got the chance, c. Huckleberry didn't go to school or church, didn't wear shoes, didn't wash or put on clean

clothes, didn't go to bed early, Tom probably went to school and church, wore shoes, washed and put on clean clothes and went to bed early.)

4. **Say:** The writer, Mark Twain, gives us a good picture of his characters. He chooses a lot of strong adjectives and words to describe what his characters do and how they feel.
5. Underline these words in the text: hated, feared, lazy, disobedient, bad.
6. **Ask:** Are these positive or negative adjectives? (Answer: negative) **Ask:** Who thinks Huckleberry is lazy, disobedient and bad? (Answer: all the mothers)
7. Underline these words in the text: admired, wanted and wished. **Ask:** Are these positive or negative verbs? (Answer: positive) **Ask:** How did the children feel about Huckleberry Finn? (Answer: They admired him, wanted to play with him and wished they could live like he did.)

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

1. **Say:** Now write the heading 'Huckleberry Finn' in your books.
2. **Say:** Read the text silently. Make a list of all the words and expressions that give you a clear picture of Huckleberry Finn.
3. When pupils are finished, ask pupils to work in pairs to share and compare their answers.
4. Discuss Huckleberry Finn as a class. **Ask:** Who can tell us something about Huckleberry Finn? Listen to pupils' answers. (Example answers: dressed in very old clothes, went barefoot all summer, did what he wanted)

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




1. **Say:** These words and phrases are all examples of descriptive prose. Remember 'prose' is the ordinary language we use when we speak and write (compared to a poem or a play).
2. **Say:** We can make language more interesting and vivid using descriptive words and phrases that paint a picture in our mind.

### [TEXT: HUCKLEBERRY FINN]

Huckleberry Finn was the son of the town drunk. Huckleberry was hated and feared by all the mothers of the town because he was lazy, disobedient and bad and because all their children admired him, wanted to play with him and wished they could live like he did. Tom Sawyer was like the rest of the boys. He wanted Huckleberry's freedom and was told not to play with him. So he played with him every time he got a chance.

Huckleberry was always dressed in very old clothes. Huckleberry did what he wanted. He slept on doorsteps in good weather and in empty sheds when the weather was bad. He did not go to school or to church. He could go fishing or swimming when and where he chose and stay as long as he wanted. Nobody told him not to fight. He could stay up as late as he pleased. He went barefoot all summer. He never had to wash, nor put on clean clothes. He could do anything he wanted. And all the other boys were jealous.

<b>Lesson Title:</b> Possessive Pronouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-051	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define possessive pronouns.</li> <li>2. Identify singular possessive pronouns.</li> <li>3. Use them in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Drawing of a boy, girl and dog</p>	 <p><b>Preparation</b> Display or draw a picture of a boy, a girl and a dog on the board.</p>
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**Opening (2 minutes)**

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

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

1. Point to the picture of a boy, a girl and a dog on the board.
2. **Say:** I want you to think about some things the boy, the girl and the dog can have, things that belong to them. For example, maybe the girl has a phone, the boy has a bag and the dog has a tail. Give pupils a moment to think.
3. **Ask:** Who can tell me what the girl has? Listen to pupils' answers. Write pupils' answers beside the picture of a girl on the board.
4. **Ask:** Who can tell me what the boy has? Listen to pupils' answers. Write pupils' answers beside the picture of a boy on the board.
5. **Ask:** Who can tell me what the dog has? Listen to pupils' answers. Write pupils' answers beside the picture of a dog on the board.
6. Draw the table on the board. Ask pupils to copy it in their books.

Subject	Possessive Pronoun
I	mine
you	yours
he	his
she	hers
it	its
we	ours
they	theirs

7. Review the subjects and possessive pronouns with pupils.
8. **Say:** If something belongs to me, it is mine. Hold up a piece of chalk and **Say:** This chalk belongs to me. It is mine.
9. **Say:** If something belongs to you, it is yours. All of you have uniforms. The uniforms are yours.
10. **Say:** The bag belongs to the boy. **Ask:** Whose bag is this? (Answer: his)
11. **Say:** The phone belongs to the girl. **Ask:** Whose phone is this? (Answer: hers)

12. **Say:** The tail belongs to the dog. **Ask:** Whose tail is this? (Answer: The tail is its. We use its because we do not know if the dog is male or female.)
13. **Say:** We have a classroom. The classroom is ours.
14. **Say:** The football team has a football. The football is theirs.
15. **Ask:** What do we say for me? (Answer: mine) What do we say for you? (Answer: yours) What do we say for he? (Answer: his) What do we say for her? (Answer: hers) What do we say for it? (Answer: its) What do we say for we? (Answer: ours) What do we say for they? (Answer: theirs)

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

1. **Say:** Now I want us to write sentences about the people and the things on the board. Remember to use possessive pronouns. For example you can write 'The phone is hers.'
2. **Ask:** Who can tell us a sentence about the dog? Listen pupils' answers and write a few examples correctly on the board.
3. **Say:** We have written sentences about the dog as a class. Now I want you to write sentences about the boy and the girl in pairs.
4. Give pupils 5 minutes to work in pairs to write as many sentences as they can. Move around the class and make sure understand the task and are doing it.
5. Invite pupils to tell you their sentences. Write them on the board.




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

1. **Say:** Now I want you to write sentences using the other possessive pronouns: mine, yours, ours, theirs.
2. Give pupils 5 minutes to write as many sentences as they can. Move around the class and make sure understand the task and are doing it.
3. Ask pupils to work in pairs to share and compare their sentences.
4. Visit different pairs and invite as many pupils as possible to tell you some of their sentences. Correct any mistakes you hear.

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

1. Ask pupils to tell you the possessive pronouns for I, you, he, she, it. (Answer: mine, yours, his, hers, it)
2. Invite pupils to tell you a sentence for each of the possessive pronouns they learned about today.

<b>Lesson Title:</b> A Drama-based Story	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-052	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> At the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify characters and their roles in the play.</li> <li>2. Read a selected literature text.</li> </ol>	 <p><b>Teaching Aids</b> Play at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the play at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Ask:** Do you think it is a good idea to help a friend? What if the friend is very lazy, should you still help?
2. **Say:** Today we are going to read a play about a lazy friend and talk about the characters in the play.

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

1. **Say:** I am going to read the play to you, but first I want to discuss some vocabulary words with you. They all start with the letter 'p'.
2. **Ask:** What do you call it when you plan something and come up to the front of the class to tell everyone about it? Listen to pupils' answers. (Answer: presentation)
3. **Ask:** What do you call a big pieces of paper with information and pictures on it? For example, information about malaria, or an advert for a party? Listen to pupils' answers. (Answer: poster)
4. **Ask:** If you do something well and are the best, for example in a competition or at sports, what do you sometimes win at the end? Listen to pupils' answers. (Answer: a prize)
5. **Ask:** What is a verb for saying or doing something that is not true? For example if you tell someone you know how to ride a bike when you do not. It is like lying, but a different word. Listen to pupils' answers. (Answer: pretend)
6. Write the words on the board and ask pupils to copy them in their exercise books.
7. **Say:** I am going to read a play to you now. Listen, follow and try to find the answer to this question: What are the 3 boys pretending?
8. Read the play to pupils. Read slowly and clearly. Remember that a play has different characters. Try to do a different voice for each character.
9. After reading the play **Ask:** What are the 3 boys pretending? (Answer: that they all planned the presentation together)

**Guided Practice (10 minutes)**

1. **Say:** We are going to read the play again. This time I want you to find the answers to these questions. (Write the questions on the board.)
  - a) Why didn't Abubakarr want to work?
  - b) Why did Francis and Abdul do the work for him?
  - c) In the morning, what did they decide Abubakarr will do in the presentation?
  - d) How did they get caught?
2. Read the play to pupils. Read slowly and clearly.

3. Ask pupils the questions on the board.
4. Invite pupils to tell you the answers. (Answers: 1. He wants to go swimming. 2. Because he is their friend. 3. He will hold the poster while the other two present. 4. The teacher asked only Abubakarr to present.
5. **Say:** There are 4 characters in the play: Abdul, Francis, Abubakarr and their teacher. Let's see 4 pupils act out the play.
6. Invite 4 pupils to come to the front of the class and read the lines for one of the characters. Tell the other pupils to watch them and think about the different characters.

**Independent Practice** (10 minutes)

1. Ask pupils to read the play quietly to themselves.
2. Give pupils time to read the play. Make sure they understand the task and are doing it.
3. Ask pupils to work in pairs to discuss these 2 questions:
  - a) Were the boys right to help Abubakarr? Why?
  - b) Who do you think should be in trouble, all of the boys or just Abubakarr? Why?
4. Ask pupils to work in pairs to discuss the questions.
5. Invite pupils to tell you what they decided.

**Closing** (3 minutes)

1. **Ask:** Who were the 4 characters in this play? (Answer: Abdul, Francis, Abubakarr and their teacher)
2. **Ask:** What kind of a pupil was Abubakarr? (Answer: Lazy) How do we know this? (Answer: He did not want to help do the work on the presentation.)

*[PLAY]*

Abubakarr, Francis and Abdul all study in the same class. They have to plan a presentation for their teacher.

Francis: Let's work on the presentation. It is tomorrow and we have to make it really good to win the prize.

Abdul: I don't want to work. It is a nice day and I want to go swimming in the river.

Abubakarr: We have to work now. Then we can go swimming later.

Francis: You two do the work and I will read it later.

In the morning.

Francis: Abubakarr! We came to your house last night to tell you about the presentation but your mother said you were already sleeping!

Abubakarr: I was so tired after all the swimming! Did you finish the presentation? Is it good?

Abdul: It is very good. You did not help us with the work and it took us a very long time. Now you do not know anything and will be in trouble. You should read it now, so you know what to do.

Abdul: You two know it much better than me. You can do the presentation and I can help you hold the poster. Then the teacher will think we all worked together.

Abubakarr: That is not fair Abdul. We did so much work. You are our friend though so we should help you even if you are lazy. You can hold the poster while we talk and we will pretend we all worked together.

At the school.




Teacher: I see you are very well prepared for the presentation with your beautiful poster.

Francis: Yes, teacher, we all worked very hard.

Teacher: Very good. Only one person from each group will come up to the front. Abubakarr, I want you to come and present for your group...



<b>Lesson Title:</b> Past Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-053	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> At the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the past continuous tense.</li> <li>2. Make sentences in the past continuous tense.</li> </ol>	 <p><b>Teaching Aids</b> Past Continuous Tense table</p>	 <p><b>Preparation</b> Write the Past Continuous Tense table at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Ask:** Who can tell me some action verbs? (Example answers: watch, read, play, run, listen, work, do, eat)
2. **Say:** Today we are going to talk about actions in the past. We have already learned about the past simple tense. Today we are going to learn about the past continuous tense.

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

1. Write on the board: Claudetta, Hussein, Doris and Omar.
2. **Say:** Last night at 8pm there was a big storm. There was lots of rain and it was very windy. I am going to tell you about what these people were doing at 8pm last night.
3. **Ask:** Are we talking about the present? (Answer: no) Are we talking about the past? (Answer: yes)
4. **Say:** We are talking about what different people were doing when an event happened in the past. The event was the storm.
5. **Say:** Claudetta was eating. Hussein was doing homework. Doris and Omar were playing football.
6. Write on the board: She was eating. He was doing homework. They were playing football.
7. **Say:** This tense is called the past continuous tense. The past continuous tense tells us about an action that started in the past and is still happening now, or a long action that was happening when something else happened. For example, the storm is an event that happened at 8pm. Claudetta was eating at 8pm and probably continued eating after 8pm.
8. Underline the verbs: was eating, was doing, were playing.
9. **Say:** We form the past continuous tense the same way we form the present continuous tense. The difference is the verb 'be'.
10. **Say:** In the present continuous tense the verb 'be' is in the present tense (I am, you are, he is/she is/it is, we are, they are). In the past continuous tense the verb 'be' is in the past tense (I was, you were, he was/she was/it was, we were, they were).
11. **Say:** We form the past continuous tense like this. Write on the board: person + was/were + ...ing
12. **Ask:** How do we make a sentence for 'I'? (Answer: I was ...ing) How do we make a sentence for 'you'? (Answer: You were ...ing)
13. Write on the board: I was cooking. You were reading.
14. **Say:** We also ask questions in the past continuous tense the same way we do in the present continuous tense. First we say the verb 'be' in the past then we say the person and finally the verb + ing.

- Write on the board: Was/were + person + verb +ing? What/where/how/when + was/were + person + verb + ing?
- Point to the table on the board (found at the end of the lesson plan). Review the table with pupils and ask them to copy it in their exercise books.

**Guided Practice (5 minutes)**

- Say:** I wonder what other people were doing during the big storm.
- Write on the board: Daniel – sleep. Marie – read. Wenish and Momka – listen radio, Lucy and Aminata – cook.
- Say:** What was Daniel doing? He was sleeping. Write the question and answer on the board.
- Ask:** What was Marie doing? Listen to pupils’ answers. (Answer: She was reading.)
- Ask:** What were Wenish and Momka doing? Listen to pupils’ answers. (Answer: They were listening to the radio.)
- Ask:** What were Lucy and Aminata doing? Listen to pupils’ answers. (Answer: They were cooking.)

**Independent Practice (10 minutes)**

- Say:** Now I want you to write a sentence about yourself. What were you doing last night at 8pm? Remember to use the past continuous tense.
- Give pupils time to write. Then invite some pupils to tell you what they were doing.
- Say:** I want you to write 5 action verbs in your exercise books.
- Give the pupils time to write their 5 action verbs. Move around the classroom to make sure they understand the task and are doing it.
- Say:** Now I want you to write questions and answers with your 5 verbs. Tell me what different people were doing last night. Use any names you like. For example: ‘What was Marai doing? She was walking home from town.’ Write the question and answer on the board.
- Give the pupils time to discuss and write. Move around the classroom to make sure they understand the task and are doing it.
- Ask pupils to work in pairs and change exercise books to share and compare their questions and answers.




**Closing (3 minutes)**

- Ask pupils to share their sentences with the class. They should read the question and the answer. Remind them that they should be using the past continuous tense.

[TABLE]

What was happening	I was teaching the pupils.	subject + verb ‘be’ in the past tense +- ing form
What was not happening	They were not studying.	subject + verb ‘be’ in the past tense + ‘not’ + -ing form
Asking a question	Was she playing football?	verb ‘be’ in the past tense + subject + -ing form

<b>Lesson Title:</b> Past Continuous Tense (Continuation)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-07-054	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> At the end of the lesson, pupils will be able to identify the past continuous tense.		<b>Teaching Aids</b> Sentences		<b>Preparation</b> Write the sentences at the end of the lesson plan on the board.
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### Opening (3 minutes)

- Say:** Yesterday when my father came home I was studying. My sister was reading a book. My brother was washing dishes. My mother was cooking.
- Ask:** What tense did I use? Listen to pupils' responses. (Answer: past continuous)
- Say:** Last lesson we learned about the past continuous tense. Today we are going to learn more about the past continuous tense.

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

- Say:** What were you doing on the weekend when it rained? Were you playing football? Were you fishing? Listen to pupils' answers.
- Ask:** What tense did you use? (Answer: past continuous)
- Ask:** How do we form the past continuous? (Answer: person + was/were + verb + ing)
- Ask:** Who can remember how to ask questions using the past continuous? (Answer: who/what/where/how + was/were + person + verb + ing)
- Say:** Yesterday the class was preparing for a party. I want you to decide what actions we were all doing. Can anyone give me an example? Listen to 4-5 pupils' answers. (Example answer: Mustapha was preparing the music.)
- Ask pupils to work in pairs to write more sentences about what different people were doing to prepare for the party.
- Give the pupils time to discuss and write. Move around the classroom to make sure pupils understand the task and are doing it.

### Guided Practice (15 minutes)

- Write on the board: 1. They sleep, phone ring. 2. He eat, friend arrive. 3. She read, storm start. 4. Bus come, I wait. 5. She leave, you study.
- Say:** Remember when we use the past continuous there is a short action, the simple past tense, and a long action, the past continuous tense.
- Say:** Look at the board. I have written pairs of actions. For each one I want you to decide which is the long action and which is the short action. For example, a phone ring is a short action. It happens in a moment. They sleep is a long action. At night people like to sleep for 8 hours. That is a long action.
- Say:** Let's do the second one together.
- Say:** He eat, friend arrive. Which is the long action and which is the short action? (Answer: He eat is the long action, friend arrive is the short action)
- Ask pupils to work in pairs to identify the long and short actions for the other verbs.

7. Give pupils time to discuss. Move around the classroom to make sure they understand the task and are doing it.
8. **Ask:** What are the long actions? (Answer: eat, sleep, read, wait, study) What are the short actions? (Answer: arrive, ring, start, come, leave)
9. **Ask:** Which verbs tense are the short actions? (Answer: past simple)
10. **Ask:** Which verbs tense are the long actions? (Answer: past continuous)
11. **Say:** Now let's use the verbs in a sentence. He was eating when his friend arrived. Write the sentence on the board and underline the verb in the past continuous tense.
12. Ask pupils to work in pairs and write sentences for the rest of the verb pairs. Tell them to underline the verb in the past continuous tense.
13. Give pupils time to write. Move around the classroom to make sure they understand the task and are doing it.
14. Check answers as a class. (Answers: 1. They were sleeping when the phone rang. 2. He was eating when his friend arrived. 3. She was reading when the storm started. 4. The bus came when I was waiting. 5. She left when you were studying.)

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

1. **Say:** Look at the sentences on the board (found at the end of the lesson plan). I want you to underline all the examples of past continuous tense.
2. Give pupils time to underline.
3. Ask pupils to work in pairs to share and compare their answers.
4. Check answers as a class. (Answers: They were walking down the road when it started to rain. He saw the bus leave as he was running to the bus stop. When I arrived they were eating. What were you doing when the power cut happened?)




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

1. **Ask:** When do we use the past continuous tense? (Answer: to talk about a longer action in the past)
2. **Ask:** Which actions are longer? (Answer: past continuous) Which actions are short? (Answer: past simple)

#### [SENTENCES]

1. They were walking down the road when it started to rain.
2. He saw the bus leave as he was running to the bus stop.
3. When I arrived they were eating.
4. What were you doing when the power cut happened?

<b>Lesson Title:</b> A Selected Poem	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-07-055	<b>Class/Level:</b> JSS 1	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> At the end of the lesson, pupils will be able to identify more literary terms in poems (e.g. alliteration, hyperbole).</p>	 <p><b>Teaching Aids</b> Lines at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the lines at the end of the lesson plan on the board.</p>
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### Opening (2 minute)

- Ask:** How are poems different than everyday writing? (Example answers: they rhyme, they use description, they have lines not sentences, each line can be only two or three words, they use similes, metaphors and personification)
- Say:** Today we are going to look at some poetry to learn more about literary terms.

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

- Write these sentences on the board:
  - Your bag weighs a tonne.
  - She is as old as the hills.
  - His brain is the size of a pea.
- Ask:** What do you think this sentence means? 'Your bag weighs a tonne.' **Ask:** How heavy is a tonne? (Answer: 1000 kilos) **Ask:** Do you think the bag is really 1000 kilos? (Answer: No) **Ask:** What is the writer saying? (Answer: The bag is very, very heavy.)
- Ask:** What do you think this sentence means? 'She is as old as the hills.' **Ask:** How old are the hills? (Answer: thousands and thousands of years) **Ask:** Do you think she is really thousands of years old? (Answer: No) **Ask:** What is the writer saying? (Answer: She is very old.)
- Ask:** What do you think this sentence means? 'His brain is the size of a pea.' **Ask:** How big is a brain? (Show with your hands.) **Ask:** How big is a pea? (Show with your fingers.) **Ask:** Do you think his brain is really that small? (Answer: No) **Ask:** What is the writer saying? (Answer: He isn't clever.)
- Say:** All of these sentences are examples of hyperboles. A hyperbole is a big exaggeration. We use hyperboles to emphasis what we are saying.
- Write on the board: Six strong sharks swam south.
- Say:** Say this sentence. What sound can you hear? (Answer: lots of 's' sounds)
- Say:** When a writer repeats the same sound in a line of a sentence we call it alliteration. Tongue twisters are another example of alliteration.
- Ask:** Can you remember what similes are? (Answer: comparing something to something else using the words 'like' or 'as')
- Say:** Here is an example, 'He moved like a turtle.' **Ask:** How does a turtle move? (Answer: slowly)
- Write hyperbole, alliteration and simile on the board.

### Guided Practice (10 minutes)

- Point to the lines of poetry on the board (found at the end of the lesson plan).

2. **Say:** Let's look at these lines of poetry. We need to decide if these lines have hyperboles, alliteration, similes or more than one of these literary terms.
3. Ask pupils to copy the lines into their exercise book. Give the pupils time to read the lines on the board and write them down.
4. **Say:** 'The day is past, the sun is set, And the white stars are in the sky.' **Ask:** What is this? (Answer: alliteration) **Ask:** What is the repeated sound? (Answer: s)
5. **Say:** Let's look at the next lines. 'The world is so full of a number of things, I'm sure we should be as happy as kings.' **Ask:** What is this? (Answer: Simile) **Ask:** Where is the simile? (Answer: as happy as kings) **Ask:** What does 'as happy as kings' mean? (Answer: very happy)
6. **Say:** Now let's look at the next lines. 'He would go to work and bore me near to death.' **Ask:** What is this? (Answer: hyperbole) **Ask:** Where is the hyperbole? (Answer: bore me near to death) **Ask:** Why is this a hyperbole? (Answer: he was very boring but the speaker would not actually die from being with a boring person)
7. **Say:** Now let's see the last lines. 'An emerald is as green as grass, A ruby red as blood.' **Ask:** What is this? (Answer: alliteration and simile) **Ask:** What are the repeated sounds? (Answer: 'g' and 'r') **Ask:** What are the similes? (Answer: as green as grass, red as blood) **Ask:** What do the similes mean? (Answer: very green and very red)

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

1. Ask pupils to write an example of each: hyperbole, alliteration, simile.
2. **Say:** I want you to write your own sentences or lines with hyperboles, alliteration and similes. They can be about anything you like, but try to make them interesting like they do in poems.
3. Move around the classroom to make sure pupils understand and are doing the task.
4. After 5 minutes, ask pupils to work in pairs to share and compare their sentences.

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

1. Invite pupils to read their sentences to the class. Ask the rest of the class to identify the similes, alliteration or hyperbole in each sentence.

#### *[LINES]*

The day is past, the sun is set,  
And the white stars are in the sky – Thomas Miller

The world is so full of a number of things,  
I'm sure we should be as happy as kings. – Robert Louis Stevenson

An emerald is as green as grass,  
A ruby red as blood - Christina Rossetti

He would go to work and bore me near to death ... - Mark Twain













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Document information:

Leh Wi Learn (2016). "*English, Class 07, Term 01, lesson plan.*" A resource produced by the Sierra Leone Secondary Education Improvement Programme (SSEIP). DOI: 10.5281/zenodo.3745155.

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Archived on Zenodo: April 2020.

DOI: 10.5281/zenodo.3745155

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