



Ministry of  
Basic and  
Senior  
Secondary  
Education

Lesson Plans for  
Senior Secondary  
*English*  
*Language*

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## **Foreword**

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

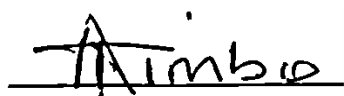
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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



**Mr. Alpha Osman Timbo**

Minister of Basic and Senior Secondary Education

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

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

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# Introduction to the Lesson Plans

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

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

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

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

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

### **Listening and speaking**

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

### **Writing**

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

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



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

## **Reading comprehension**

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

## FACILITATION STRATEGIES

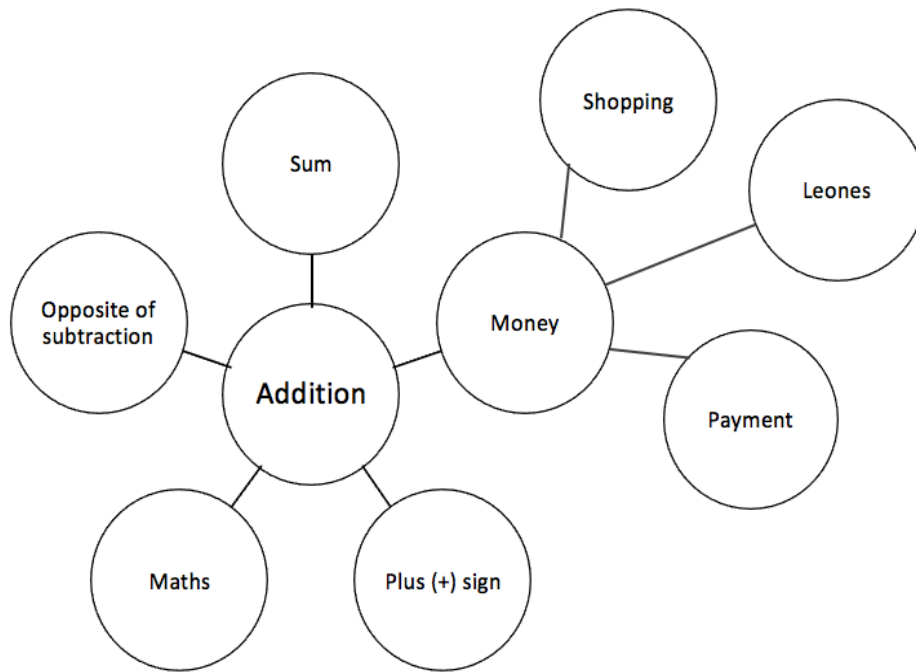
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior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

### Strategies for introducing a new concept

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

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

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



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

### Strategies for assessing learning without writing



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

## Strategies for assessing learning with writing

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

## Strategies for engaging different kinds of learners

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

<b>Lesson Title:</b> Vocabulary Development: Motor Vehicles and Travelling		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L097		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of motor vehicles and travelling.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>		 <b>Preparation</b> Practise reading the text, 'How to Drive a Car: The Basics', aloud (see end of lesson).	

### Opening (5 minutes)

1. As a class, discuss different forms of transportation using the following questions:
  - What are some popular ways of getting around in Sierra Leone?
  - What different types of motor vehicles do you see on the road?
  - What do you know about how they operate?
2. Tell pupils that in today's lesson they will read an expository text about driving a car.

### Teaching and Learning (10 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Read the first paragraph aloud (see end of lesson). Have pupils follow along.
3. Ask 1-2 volunteers to summarise the first paragraph.  
Example: The car is a common passenger vehicle that goes up to 120 kilometres per hour.
4. Write the words 'lorries' and 'engine' on the board.
5. Ask pupils to find context clues that help to determine the meaning of each word.  
Example context clues:
  - lorries: 'other large vehicles'
  - engine: 'powered by'
6. After discussing 'lorries' and 'engine' as a class, write a definition for them on the board.  
Example definitions:
  - Lorries: Large motor vehicles used for transporting goods
  - Engine: The part of a machine that makes it move

### Practice (21 minutes)

1. Ask pupils to read the rest of the essay silently to themselves.
2. Write the following words on the board:

- ignition switch
  - in gear
  - accelerator
  - clutch
  - radiator
  - transmission
  - maintenance
  - speedometer
3. Have pupils work with seatmates to look for context clues or make inferences about the words' meanings.

Context clues:

- Ignition switch: 'insert a key'
  - In gear: 'to move the car forward'
  - Accelerator: 'the harder you press it, the faster the car moves'
  - Clutch: 'to change the rate of acceleration'; 'then shifting the gear handle'
  - Radiator: 'not cooling the engine'
  - Transmission: 'without it, power does not get from the engine to the axles'
  - Maintenance: cars 'can break down if not properly maintained'
  - Speedometer: 'to avoid going too fast'
4. Invite volunteers to define the new vocabulary.
5. Write a definition for each word on the board.

Example definitions:

- Ignition switch: The switch that turns the car on and off
  - In gear: To have the car ready to drive, not in a parked position
  - Accelerator: A foot pedal that controls speed
  - Clutch: A component that works with the gears in certain vehicles to control speed
  - Radiator: A device that cools the engine
  - Transmission: A machine that takes power from the engine to the axles
  - Maintenance: The process of keeping something in good and working condition
  - Speedometer: An instrument inside the car that displays the current speed
6. Have pupils raise their hand to share a sentence using the vocabulary.

Examples:

- I turned the ignition switch on and then grabbed the wheel.
- If you want to drive, first make sure the car is in gear.
- My uncle has a lead foot – he pushes hard on the accelerator and drives too fast.
- If the car is manual you must learn how to use the clutch.
- The car was overheating so she had the mechanic check the radiator.
- Our van needs a new transmission, but they are so expensive!

- It is better to spend money on maintenance now than spend more on a big problem in the future.
  - According to the speedometer we were going 100 km/hr.
7. Have pupils work individually to summarise each paragraph in a 1-word topic.  
Example answers:
- Paragraph 1: Features
  - Paragraph 2: Operation
  - Paragraph 3: Maintenance
  - Paragraph 4: Safety
8. Invite volunteers to share their summaries with the class.

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

1. Invite volunteers to share 1 new thing they learned about cars during the class and 1 question they have about them.
2. For homework, have pupils do practice activity PHL3-L097 in the Pupils' Handbook.

[TEXT]

#### How to Drive a Car: The Basics<sup>1</sup>

Let us briefly discuss the features of one of the most common means of modern transportation – the motor vehicle. A car runs on four wheels, while **lorries** and other large vehicles may run on more. A car is powered by an **engine** that runs on petrol, although there are a few that run on diesel or electricity. Most cars can attain speeds exceeding 120 kilometres an hour, but moving that fast is not recommended for driving on smaller roads. A standard-sized car accommodates a driver who sits in front next to a passenger and up to three people in the rear.

To start the car, the driver must first insert a key and turn the **ignition switch**. To move the car forward, the driver puts the car **in gear** and presses the **accelerator** on the floor, which some people also call the throttle. The harder you press it, the faster the car moves. To make the car move toward the left or right, the driver turns the steering wheel. In manually operated cars, to change the rate of acceleration, you have to change the gear by first pressing the **clutch** and then shifting the gear handle from first to second to third and, finally, to fourth. All these movements require a lot of training and practice. To stop the car or reduce its speed, you have to apply the brakes, which are situated next to the accelerator.



Yet, as we all know, cars are complicated machines and can break down if not properly maintained. One common problem with older cars is that they become easily overheated after short distances. This is because the **radiator** is not cooling the engine. Another part that mechanics often find themselves repairing is the

**transmission**; without it, power does not get from the engine to the axles and the car's wheels will not turn.

Other problems are caused not by lack of proper **maintenance** but by unsafe driving. All too many drivers throw caution to the wind and run through traffic lights, sometimes getting into collisions. Drivers should take care to follow traffic signs and pay attention to their **speedometers** to avoid going too fast. After all, the motor vehicle is a powerful form of transportation – but it needs to be used properly.

<sup>1</sup>This passage is adapted from WAEC English Language Examination, 2014.



<b>Lesson Title:</b> Vocabulary Development: Motor Vehicles and Travelling		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L098		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
	<b>Learning Outcomes</b>		
	By the end of the lesson, pupils will be able to:		
	1. Use general vocabulary associated with the field of motor vehicles and travelling.		
	2. Write a text using appropriate vocabulary.		
	<b>Preparation</b>		
	Write the vocabulary matching activity on the board (see end of lesson).		

### Opening (3 minutes)

1. Invite volunteers to name some vocabulary related to motor vehicles and travelling from the previous lesson. (Examples: ignition, engine, radiator)
2. Tell pupils that in today's lesson they will practise writing using words related to other types of transportation.

### Teaching and Learning (15 minutes)

1. Revise the following terms discussed in the previous lesson:
  - Lorries: Large motor vehicles used for transporting goods
  - Engine: The part of a machine that makes it move
  - Ignition switch: The switch that turns the car on and off
  - In gear: To have the car ready to drive, not in a parked position
  - Accelerator: A foot pedal that controls speed
  - Clutch: A component that works with the gears in certain vehicles to control speed
  - Radiator: A device that cools the engine
  - Transmission: A machine that takes power from the engine to the axles
  - Maintenance: The process of keeping something in good and working condition
  - Speedometer: An instrument inside the car that displays the current speed
2. Invite volunteers to use 2 of the words together in 1 sentence.  
Examples:
  - The taxi's **transmission** seemed to be on the verge of failing, so the driver brought it to the mechanic for **maintenance**.
  - The driver watched the needle on the **speedometer** jump forward as she stepped on the **accelerator**.
  - Seeing the traffic jam ahead, the **lorry** driver reached for the **clutch**.
  - Many new drivers mistakenly put the car **in gear** before turning the **ignition switch**.

- The driver saw smoke coming from the **engine** and immediately knew it was his faulty **radiator**.
3. Draw pupils' attention to the vocabulary matching activity on the board (see end of lesson).
  4. As a class, match the vocabulary from the activity with the correct definition. (Answers: 1. h. 2. e. 3. f. 4. b. 5. d. 6. j. 7. i. 8. l. 9. a. 10. c. 11. g. 12. k.)

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



1. Have pupils write the new vocabulary from the matching activity in their exercise books.
2. Ask pupils to write 4 sentences that use at least 6 of the new words.
3. Move around the classroom to check pupils' sentences.
4. Invite volunteers to share their sentences with the class.  
Examples:
  - The **pilot** readied the **airplane** for **take-off** as the **passengers** fastened their seatbelts.
  - After **taxiing** for several minutes, the **airplane** moved down the **runway** at an incredible speed.
  - From the **cockpit**, the **pilot** could not see the **rudder** of the **airplane**.
  - Some of the **passengers** grumbled that the **fare** was too expensive.
5. Ask pupils to write a paragraph explaining the difference between car travel and air travel. They should include vocabulary learnt in the lessons on motor vehicles and travelling.

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

1. Invite 2-3 volunteers to share their paragraphs with the class.  
Example:  
Car travel is quite different from air travel. For one thing, whereas many people can get their licence to drive a car, very few become pilots. Also airplanes travel much faster than cars. Their engines are built to soar through the sky at incredible speeds, while cars top out at about 120 kilometres an hour. This means that air travel is much quicker. Finally, air travel is more expensive than car travel. Drivers can get to their destination for the price of petrol at the filling station. Fares on airplanes cost much more than just the price of petrol.
2. For homework, have pupils do practice activity PHL3-L098 in the Pupils' Handbook.

*[VOCABULARY MATCHING EXERCISE]*

<b>Word</b>	<b>Definition</b>
1. airplane (n)	a. a flat piece of metal that stands up vertically on the airplane's tail
2. cabin (n)	b. the money paid for a journey
3. cockpit (n)	c. a long, wide area on which planes take off and land
4. fare (n)	d. a place where drivers can purchase petrol
5. filling station (n)	e. a room in which passengers sit
6. landing (n)	f. the room from which the pilot controls the plane
7. passenger (n)	g. when a plane moves down the runway very fast before lifting into the air
8. pilot (n)	h. a vehicle with wings that can fly
9. rudder (n)	i. a traveller who is not a driver, pilot or crew member
10. runway (n)	j. when the plane's speed is reduced and it approaches the ground
11. take-off (n)	k. move slowly on the ground before take-off or after landing
12. to taxi (v)	l. the person controlling an airplane

<b>Lesson Title:</b> Future Perfect Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L3-L099	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when to use the future perfect continuous tense.</li> <li>2. Identify the future perfect continuous in sentences.</li> <li>3. Use the future perfect continuous correctly in speech and in writing.</li> </ol>	 <b>Preparation</b> Write the 6 example sentences on the board (see end of lesson).	

### Opening (5 minutes)

1. Write the following sentences on the board:
  - a. The doctor will work for 24 hours.
  - b. The doctor will be working for 24 hours.
  - c. The doctor will have worked for 24 hours straight by the time he gets a break.
  - d. The doctor will have been working for 24 hours straight by this time tomorrow.
2. As a class, discuss the differences between each sentence using the following questions:
  - What tense does each sentence use?  
Answers:
    - a. simple future
    - b. future continuous
    - c. future perfect
    - d. future perfect continuous
  - In which sentence(s) is it clear that we are talking about 2 points in the future, instead of just 1? (Answer: c. and d.)
  - In which sentence is it clear that one of the future actions is ongoing? (Answer: d.)
3. Tell pupils that in today's lesson they will practise using the future perfect continuous tense.

### Teaching and Learning (18 minutes)

1. Discuss when and how to use future perfect continuous tense:
  - Use the future perfect continuous tense to project yourself into a point in the future and look back on what has happened.
  - It can also be used to show the reason for a future result.
  - It is usually used with a time expression.
  - Form the future perfect continuous in the following way: 'will have been' + '-ing' verb.

Examples:

- Length of time: They **will have been considering** a holiday for years by the time they finally take a trip.
- Reason for future result: She is sure to be tired later because she **will have been swimming** all day.

2. Write the following verbs on the board:

- to look
- to live
- to wait
- to practise
- to walk

3. Invite a volunteer to conjugate 'to look' into future perfect continuous tense aloud.

Answer:

I will have been looking, you will have been looking, he will have been looking, she will have been looking, we will have been looking, they will have been looking

4. As a class, discuss some ways to improve the above sentences to make it clearer that the future action continues up until another time in the future.

Examples:

- Give a time the action of looking continues until. (Examples: ... by tomorrow; ... when we meet again; ... next year)
- Give the sentence an object. (Examples: ... for your dog; ... at his face)
- Add a length of time for the action of looking. (Examples: ... for 20 years; ... for an hour)

5. Invite volunteers to improve one of the sentences with 'to look' using the above methods.

Examples:

- They will have been looking for the dog for an hour by the time you come home.
- When we finally see each other tonight, I will have been looking at a photo of him all day.
- By her birthday, she will have been looking forward to celebrating for weeks.

6. Draw pupils' attention to the 6 example sentences on the board (see end of lesson).

7. Ask volunteers to identify which sentences are in future perfect continuous tense.

Answers:

- By 2030, I will have been living in Freetown for 40 years.
- The chefs will have been cooking for hours by dinnertime.
- I will not be able to talk by the end of the match because I will have been cheering for 90 minutes.

8. Invite volunteers to underline the verb phrases written in future perfect continuous tense in the sentences on the board.

Answers:

- By 2030, I will have been living in Freetown for 40 years.

- The chefs will have been cooking for hours by dinnertime.
- I will not be able to talk by the end of the match because I will have been cheering for 90 minutes.

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



1. Have pupils work individually to write sentences in the future perfect continuous tense for each of the 4 remaining verbs: to live, to wait, to practise, to walk.
2. Move around the classroom to check that pupils have used the tense correctly.
3. Have pupils share their sentences with seatmates.
4. Ask pupils to add details to their seatmates' sentences to make them clearer.
5. Walk around to check that pupils understand the activity and are doing it correctly. If pupils are struggling, use prompts such as 'What future point in time are you looking back from?' to help them.

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

1. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L099 in the Pupils' Handbook.

### *[EXAMPLE SENTENCES]*

- By 2030, I will have been living in Freetown for 40 years.
- The cousins have been fighting for the past week.
- When I come at 5 o'clock, will you have been up long?
- The chefs will have been cooking for hours by dinnertime.
- I will have told you by then whether I will be available.
- I will not be able to talk by the end of the match because I will have been cheering for 90 minutes.

<b>Lesson Title:</b> Future Perfect Continuous Tense	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L3-L100	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use the future perfect continuous in the negative.</li> <li>2. Use the future perfect continuous to ask and answer questions.</li> </ol>	 <b>Preparation</b> None	

### Opening (5 minutes)

1. Write the following sentences on the board:
  - a. Come tomorrow, how long will you have been waiting to have the surgery?
  - b. How long will you wait to have the surgery?
  - c. How long will you be waiting to have the surgery?
  - d. By the time the operation takes place, how long will you have waited to have the surgery?
2. As a class, discuss the differences between each of the questions on the board using the following questions:
  - What tense does each sentence use?  
Answers:
    - a. future perfect continuous
    - b. simple future
    - c. future continuous
    - d. future perfect
  - In which sentences is it clear that we are projecting ourselves into the future so we can look back on what will happen? (Answer: a. and d.)
  - In which of those sentences is the main action still taking place? (Answer: a.)
3. Tell pupils that in today's lesson they will practise using the future perfect continuous tense to ask and answer questions. They will also use the future perfect continuous in the negative.

### Teaching and Learning (18 minutes)

1. Revise when and how to use future perfect continuous tense for questions.
  - Use future perfect continuous tense to ask about an action that is ongoing and will continue into some point in the future.
  - We often ask questions about time, such as 'how long', in the future perfect continuous.
  - Form a question as follows: 'will' + noun/pronoun + 'been' + '-ing' verb?  
Examples:
    - By 2040, how long will he have been living in London?
    - When you finish the course, how long will you have been studying English?

- Will you have been sleeping for long by midnight?
2. Write the following verbs on the board:
    - to play
    - to travel
    - to plan
    - to build
    - to sing
  3. Invite a volunteer to conjugate 'to play' into future perfect continuous tense to ask questions.  
Answer:  
Will I have been playing? Will you have been playing? Will he have been playing?  
Will she have been playing? Will we have been playing? Will they have been playing?
  4. As a class, discuss some ways to improve the above sentences to make it clearer that the future action continues up until another time in the future.  
Examples:
    - Give a time the action of playing continues until. (Examples: ... by tomorrow; ... when we meet again; ... next year)
    - Give the sentence an object. (Examples: ... the piano; ... netball)
    - Add a length of time for the action of looking. (Examples: ... for 20 years; ... for an hour.)
  5. Invite volunteers to improve one of the sentences with 'to play' using the above methods.  
Examples:
    - How long will Ali have been playing with his new toy by the time you get home?
    - By Christmas, how long will she have been playing the piano?
  6. Revise when and how to form the negative of future perfect continuous tense.
    - Form the negative in the following way: 'will not have been' + '-ing' verb.
    - Examples:
      - I will not have been living in London for very long by 2040.
      - He will not have been studying English for long by the time he finishes the course.
      - We will not have been sleeping for long by midnight.
  7. Invite a volunteer to conjugate 'to play' into the negative form aloud.  
Answer:  
I will not have been playing, you will not have been playing, he will not have been playing, she will not have been playing, we will not have been playing, they will not have been playing
  8. Invite volunteers to improve one of the sentences with 'to play'.  
Examples:
    - Ali will not have been playing with his new toy for long by the time you get home.





- By Christmas, will she have not have been playing the piano for more than a few months.

**Practice** (12 minutes)

1. Have pupils work individually to write questions in the future perfect continuous tense using the 4 remaining verbs: to travel, to plan, to build, to sing.
2. Move around the classroom to check that pupils have used the tense correctly.
3. Have pupils share their sentences with seatmates.
4. Ask pupils to answer their seatmates' questions in their exercise books. Instruct them to answer in both the affirmative and the negative.
5. Move around to check pupils' work.

**Closing** (5 minutes)

1. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L100 in the Pupils' Handbook.

<b>Lesson Title:</b> Vocabulary Development: Euphemism		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L101		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define euphemism and demonstrate understanding of its function in a text.</li> <li>2. Use context clues and inference to determine the meaning of figurative language in a text.</li> <li>3. Demonstrate understanding of figurative language by explaining examples in their own words.</li> <li>4. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sentences for teaching and learning on the board (see end of lesson).</li> <li>2. Write the sentences for practice on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils to brainstorm words that are considered too harsh to say or too rude to call another person. (Examples: stupid, obnoxious, fat, ugly, lazy)
2. Write 5 of their examples on the board.
3. As a class, discuss nicer or softer ways to say the same thing.

Examples:

- stupid – slow
  - obnoxious – outspoken
  - fat – heavy
  - ugly – plain
  - lazy – unmotivated
4. Tell pupils that in today's lesson they will learn about these 'replacement' words, which are called euphemisms.

### Teaching and Learning (14 minutes)

1. Write the definition for 'euphemism' on the board:
  - An indirect way of saying something harsh, embarrassing or unpleasant
2. Discuss the reasons for using a euphemism:
  - To seem kinder or nicer  
Example: 'plain' instead of 'ugly'
  - To confuse people about the truth  
Example: 'enhanced interrogation techniques' instead of 'torture'
  - To avoid directly talking about something embarrassing to someone else  
Example: 'between jobs' instead of 'unemployed'
  - To avoid taboo subjects – things that are not socially acceptable to talk about  
Example: 'lavatory' or 'water closet' instead of 'toilet'

- To improve the public image of something with a negative connotation  
Example: 'sanitation worker' instead of 'trash collector'
3. Direct pupils' attention to the sentences on the board (see end of lesson).
  4. Read the first sentence aloud, and ask a volunteer to identify context clues that help to determine the meaning of 'senior citizens'. (Example answer: 'above the age of 55')
  5. Ask volunteers to think of a more direct way of saying 'senior citizen'. (Example: old person)
  6. Read the second sentence aloud, and ask a volunteer to identify context clues that help to determine the meaning of 'pre-owned'. (Example answer: The clue is in the word itself: 'pre-owned', which means it was previously owned.)
  7. Ask volunteers to think of a more direct way of saying 'pre-owned'. (Example: used)
  8. Read the third sentence aloud, and ask a volunteer to identify context clues that help to determine the meaning of 'collateral damage'. (Example answer: 'heavily populated areas'.)
  9. Ask volunteers to think of a more direct way of saying 'collateral damage'. (Example: civilian deaths)

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

1. Point to the sentences for practice on the board (see end of lesson). Have pupils read them individually.
2. Ask pupils to work with seatmates to identify the context clues that help them understand what the underlined words are euphemisms for.  
Context clues:
  - a. To let go: 'last day at work'
  - b. To pass away: 'burial'
  - c. To stretch the truth: 'advertising'; 'poorly made'
  - d. Economically disadvantaged: 'cannot earn enough money'
  - e. Underachiever: 'struggling pupil'
  - f. Interruption in service: 'the city was dark'
  - g. Intoxicated: 'bar'; 'unable to walk straight'
3. Discuss the euphemisms as a class.  
Definitions:
  - a. To let go: To fire
  - b. To pass away: To die
  - c. To stretch the truth: To lie
  - d. Economically disadvantaged: Poor
  - e. Underachiever: Poor pupil
  - f. Interruption in service: Power outage
  - g. Intoxicated: Drunk

### **Closing (7 minutes)**



1. Ask the class to brainstorm some more euphemisms. If pupils struggle to do so, suggest some terms to start with, such as 'rude', 'violent' or 'loud'.
2. Invite volunteers to use the euphemisms in a sentence. Correct mistakes as needed.
3. For homework, have pupils do practice activity PHL3-L101 in the Pupils' Handbook.

### *[SENTENCES FOR TEACHING AND LEARNING]*

- We are the premier hospital for senior citizens. Anyone above the age of 55 is welcome!
- The salesman boasted that he had the finest pre-owned vehicles around.
- The military reported some collateral damage from its repeated attacks on rebels, who have been operating out of heavily populated areas.

### *[SENTENCES FOR PRACTICE]*

- a. The hotel manager took the housekeeper aside and explained he would be letting her go. Her last day at work would be Friday.
- b. My grandmother passed away last week. The burial is on Saturday.
- c. The advertising executive frequently stretched the truth to the public about the quality of the company's products, which were poorly made.
- d. Economically disadvantaged citizens sometimes cannot earn enough money to buy food.
- e. The teacher, not wanting to discourage the struggling pupil, referred to him as an 'underachiever'.
- f. The electricity company was reporting interruptions in service again, which was why the city was dark.
- g. The man came out of the bar, clearly intoxicated and unable to walk straight.

<b>Lesson Title:</b> Elements of a Good Paragraph	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L102	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the elements of a good paragraph.</li> <li>2. Define topic sentences and supporting sentences and demonstrate understanding of their function in a text.</li> <li>3. Identify the qualities of a good topic sentence and supporting sentences.</li> <li>4. Write a paragraph on a given topic.</li> </ol>	 <b>Preparation</b> Write the topics for paragraphs on the board (see end of lesson).	

### Opening (1 minute)

1. Tell pupils that in today's lesson they will practise writing paragraphs with compelling topic sentences and supporting sentences.

### Teaching and Learning (18 minutes)

1. Revise the features of a good paragraph with pupils:
  - Is typically 3 to 5 sentences long
  - Reinforces the main idea of the essay
  - Does not include irrelevant details or statements
  - Includes a topic sentence that introduces a main idea and sets the tone of the entire paragraph
  - Includes several supporting sentences that explain why the topic sentence is meaningful and use facts, statistics, details, examples, stories, quotes or paraphrased material (depending on the type of essay)
  - Uses a logical order, such as the development of ideas or chronological order
  - Uses linking expressions and conjunctions, such as 'however', 'moreover', 'for example'
  - Includes a concluding sentence that summarises the main point of the paragraph or expands on it
2. Revise topic sentences:
  - A topic sentence is the sentence that contains the main idea of a paragraph or an essay.
  - It mentions the topic.
  - It contains a controlling idea to move the essay in a specific direction.
  - In the case of the introductory paragraph, it sets the tone for the entire essay.
3. Give pupils the following topic: 'Should we vote?'

4. Ask 2-3 volunteers to suggest topic sentences for the topic. Write each topic sentence on the board.

Examples:

- Voting is an essential duty that underpins a democracy.
  - It is a citizen's duty to vote in elections so that officials know they are being held accountable.
  - Although it is important that people be allowed to vote, the statistical importance of any one person's vote is almost meaningless.
5. As a class, discuss each topic sentence, making sure that it meets the criteria of a good topic sentence. Use the following questions to guide the discussion:
    - Does it mention the topic?
    - Does it move the essay in a specific direction?
    - Is it too general or does it give the reader a good understanding of exactly what the essay will be about?

6. Revise supporting sentences with pupils:

- Gives the paragraph a purpose
- Explains why the topic sentence is meaningful
- Uses facts, statistics, details, examples, stories, quotes or paraphrased material, depending on the type of writing
- Works with other supporting sentences
- A paragraph typically has between 2 and 5 supporting sentences.

7. Ask 2-3 volunteers to give examples of supporting sentences using the topic sentence: 'Voting is an essential duty that is a foundation of democracy'. Write their examples on the board.

Examples:

- Government officials rely on input from citizens to make decisions. The best way to provide input is to vote.
  - When few people vote, governments begin to lose their legitimacy.
  - An overwhelming victory for one candidate can signal the direction the country wants to take and push other lawmakers to make decisions accordingly.
  - When few people vote, governments may become unaccountable to their electorate and may choose to make decisions that do not reflect citizens' values.
8. As a class, discuss each supporting sentence, making sure that it meets the criteria. Use the following questions to guide the discussion:
    - Is it relevant to the topic?
    - Does it explain why the topic sentence is meaningful?
    - Does it give further details or evidence?

9. Read the following example paragraph to pupils.

Voting is an essential duty that is a foundation of democracy. Government officials rely on input from ordinary people to make decisions. An overwhelming victory for one candidate can signal the direction the country wants to take and push other lawmakers to make decisions accordingly. Conversely, when few people vote, governments begin to lose their legitimacy. They may become unaccountable to

their electorate and choose to make decisions that do not reflect citizens' values. For these reasons, citizens must not take voting for granted.

**Practice** (20 minutes)

1. Have pupils copy the topics for paragraphs from the board into their exercise books (see end of lesson).
2. Ask pupils to write a topic sentence and at least 3 supporting sentences for each topic.
3. Tell pupils to arrange the sentences into a paragraph using linking expressions and a logical order.
4. While pupils write, move around the classroom to check their work and help them, if needed.
5. Check pupils' work for any errors in writing good topic sentences and supporting sentences.
6. Have pupils share their sentences and paragraphs with their seatmates.
7. Invite volunteers to share their sentences and paragraphs on Topic 1: 'Making licences mandatory for drivers' (see example below).
  - Topic sentence: Mandating that all drivers get a licence prevents accidents and makes roads safe for everyone who uses them.
  - Supporting sentences:
    - Driving is a specialised task that requires training to learn.
    - People who have not received training are more likely to cause accidents on the roadways.
    - A licence is one way of making sure that aspiring drivers have been adequately trained.
    - Driver licences raise revenue for the government, which it can use to maintain roads, thereby protecting other drivers, passengers and pedestrians.
    - Licences ensure that passengers in public transport are getting into vehicles with qualified drivers.
  - Example paragraph:

Mandating that all drivers get a licence prevents accidents and makes roads safe for everyone who uses them. Obviously, driving is a specialised task that requires training to learn. It follows, then, that people who have not received training are more likely to cause accidents on the roadways. A licence is simply the easiest way of making sure that aspiring drivers have been adequately trained. There are advantages, too, for non-drivers. Licences ensure that passengers in public transport are getting into vehicles with qualified drivers. They also raise revenue for the government, which can use the money to maintain roads that thousands of passengers and pedestrians use each day.
8. Invite volunteers to share their sentences and paragraphs for Topic 2: 'The importance of good nutrition' (see example below).

- Topic sentence: Proper nutrition not only helps a person maintain physical health but also improves mental function.
- Supporting sentences:
  - Vast amounts of research have demonstrated that in the long term, poor diets contribute to a number of ailments, including diabetes, heart disease and cancer.
  - The effects of a poor diet can be felt in the short-term.
  - A diet heavy in sugar and carbohydrates can cause people to ‘crash’ when it has gone through their system.
  - People who eat poor diets can get headaches, become overly tired or have trouble concentrating.
  - Diets full of vegetables and lean protein, such as chicken or fish, give the body the nutrients it needs for physical health while avoiding sugar crashes.
- Example paragraph:
 

Proper nutrition not only helps a person maintain physical health but also improves mental function. Vast amounts of research have demonstrated that, in the long term, poor diets contribute to a number of ailments, including diabetes, heart disease and cancer. The effects of a poor diet can be felt in the short term as well, as diets heavy in sugar and carbohydrates can cause people to ‘crash’ when the substances have gone through their system. These crashes occur in the form of headaches, fatigue and difficulties concentrating. Conversely, diets full of vegetables and lean protein, such as chicken or fish, give the body the nutrients it needs for physical health while avoiding short-term sugar crashes.



**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL3-L102 in the Pupils’ Handbook.

*[TOPICS FOR PARAGRAPHS]*

- Topic 1: Making licences mandatory for drivers
- Topic 2: The importance of good nutrition



<b>Lesson Title:</b> Reading Skills Development: Understanding the Writer (mood, tone, purpose)	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L103	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of how to identify tone, mood and purpose in a text.</li> <li>2. Identify different ways a writer can use tone, mood and purpose in a text.</li> <li>3. Identify tone, mood and purpose of a text.</li> <li>4. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Read the text, 'Lost in the Snow' (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain what 'tone' is. (Example answer: expression and attitude of the writer)
2. Tell pupils that in today's lesson they will read a text and identify tone, mood and purpose. The text is a story about a group of travellers trying to find their way in the snow.

### Teaching and Learning (15 minutes)

1. Revise tone:
  - Tone is the expression and attitude that an author uses in writing.  
Examples: sentimental, humorous, serious, formal
  - The functions of tone in writing are:
    - To develop the 'mood'
    - To show the writer's attitude towards the theme
    - To engage readers
  - An objective tone is used mostly in formal and essay writing to state impartial and unbiased ideas.  
Example: In rainy season roads flood.
  - A subjective tone is used in informal writing and descriptive and narrative essays.
    - It expresses the writer's personal views and opinions.  
Example: My mother was the kindest person I ever knew.
2. Revise mood:
  - Mood gives the reader a certain feeling when they read the text.  
Examples: hopeful, optimistic, depressing
3. Revise purpose:

- The purpose of the author is the message and main idea that the author wants to give to his or her readers.
  - Purpose may serve different functions:
    - To inform the reader about something
    - To persuade the reader about something
    - To evoke specific feelings and emotions in readers
    - To entertain the reader
4. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
  5. Read the first paragraph of the text aloud (see end of lesson). Have pupils follow along in the Pupils' Handbook.
  6. Write the following words on the board: dubious, compass, assail
  7. Ask volunteers to identify context clues that help to determine the meaning of each word.  
Context clues:
    - Dubious: They cannot see anything, and Ollendorff must convince them he knows the way.
    - Compass: 'strike a bee-line'; 'never diverge from it'
    - Assail: 'like an outraged conscience'
  8. After discussing the vocabulary as a class, write a definition on the board.  
Example definitions:
    - Dubious: Doubtful; unreliable
    - Compass: An instrument that shows the direction in which someone is moving
    - To assail: To attack or criticise
  9. As a class, identify clues that help determine the tone, mood and purpose of the first paragraph. Guide the discussion using questions such as:
    - How do the characters feel?
    - Do you see any key words or punctuation that hint at the writer's attitude?
  10. Invite volunteers to identify the tone, mood and purpose of this paragraph.  
Example answers:
    - Tone: Light-hearted, cheery
    - Mood: Optimistic
    - Purpose: To establish the setting, characters and conflict of the story

**Practice** (22 minutes)

1. Have pupils work with seatmates to identify the tone, mood and purpose of each of the remaining paragraphs. Remind pupils to look for keywords and punctuation that hint at the tone.  
Examples:
  - Paragraph 2
    - Tone: Hopeful; excited
    - Mood: Optimistic

- Purpose: To make the reader hopeful that the travellers will soon be united with fellow travellers
  - Paragraphs 3-4
    - Tone: Humorous
    - Mood: Amused
    - Purpose: To draw reader's attention to the irony in the story – the travellers are following their own tracks
  - Paragraph 5
    - Tone: Serious
    - Mood: Pessimistic; worried
    - Purpose: To shift the tone and make the reader concerned about the safety of the travellers
2. Write the following words on the board: predecessors, regiment, venomous, oblivion, bewildered
  3. Have pupils work with seatmates to determine the meanings of the words based upon their use in the text.
  4. Invite different pupils to give a definition of each word and write the definitions on the board.  
Examples:
    - Predecessors: People who came before
    - Regiment: A large military unit
    - Venomous: Mean; spiteful
    - Oblivion: Destruction, nothingness
    - Bewildered: Extremely confused
  5. Have pupils write a sentence for each of the words.
  6. Invite volunteers to share a sentence with the class.  
Examples:
    - Our predecessors carved their names into the table.
    - The regiment marched toward the border.
    - The widow had venomous words for her husband's killer.
    - The planes bombed the village into oblivion.
    - The studious pupil was bewildered when he learned that he had failed the examination.
  7. Discuss the following as a class:
    - How does the author create a shift in the tone and mood in the final paragraph?  
Example answer:  
In the early paragraphs, the tone and mood are humorous, even though a snowstorm itself is not funny. The author brought in a more serious tone in the final paragraph by discussing death.
    - What could be the author's purpose in doing that?  
Example answer:  
The author likely did this to remind the reader that the situation is serious, and the consequences of failure are potentially deadly.

## Closing (1 minute)

1. For homework, have pupils do practice activity PHL3-L103 in the Pupils' Handbook.

[TEXT]

### Lost in the Snow<sup>1</sup>

We mounted and started. The snow lay so deep on the ground that there was no sign of a road perceptible, and the snow-fall was so thick that we could not see more than a hundred yards ahead, else we could have guided our course by the mountain ranges. The case looked **dubious**, but Ollendorff said his instinct was as sensitive as any **compass**, and that he could 'strike a bee-line' for Carson City and never diverge from it. He said that if he were to straggle a single point out of the true line, his instinct would **assail** him like an outraged conscience. Consequently we dropped into his wake happy and content. For half an hour we poked along warily enough, but at the end of that time we came upon a fresh trail, and Ollendorff shouted proudly:

'I knew I was as dead certain as a compass, boys! Here we are, right in somebody's tracks that will hunt the way for us without any trouble. Let's hurry up and join company with the party'.



So we put the horses into as much of a trot as the deep snow would allow, and before long it was evident that we were gaining on our **predecessors**, for the tracks grew more distinct. We hurried along, and at the end of an hour the tracks looked still newer and fresher – but what surprised us was that the *number* of travellers in advance of us seemed to steadily increase. We wondered how so large a party came to be travelling at such a time and in such a solitude. Somebody suggested that it must be a company of soldiers from the fort, and so we accepted that solution and jogged along a little faster still, for they could not be far off now. But the tracks still multiplied, and we began to think the platoon of soldiers was miraculously expanding into a **regiment** – Ballou said they had already increased to five hundred! Presently he stopped his horse and said: 'Boys, these are our own tracks, and we've actually been circling round and round in a circle for more than two hours, out here in this blind desert! By George this is perfectly hydraulic!'

Then the old man waxed wroth and abusive. He called Ollendorff all manner of hard names – said he never saw such a lurid fool as he was, and ended with the peculiarly **venomous** opinion that he 'did not know as much as a logarythm!'

We certainly had been following our own tracks. Ollendorff and his 'mental compass' were in disgrace from that moment. After all our hard travel, here we were on the bank of the stream again, with the inn beyond dimly outlined through the driving snow-fall. While we were considering what to do, the young Swede landed from the canoe and took his pedestrian way Carson-wards, singing his same tiresome song about his 'sister and his brother' and 'the child in the grave with its mother', and in a short minute faded and disappeared in the white **oblivion**. He was never heard of

again. He no doubt got **bewildered** and lost, and Fatigue delivered him over to Sleep and Sleep betrayed him to Death. Possibly he followed our treacherous tracks till he became exhausted and dropped.

<sup>1</sup>'Lost in the Snow' by Mark Twain (1872) is in the public domain.

<b>Lesson Title:</b> Vocabulary Development: Paradox	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L104	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define paradox and demonstrate understanding of its function in a text.</li> <li>2. Use context clues and inference to determine the meaning of figurative language in a text.</li> <li>3. Demonstrate understanding of figurative language by explaining examples in their own words.</li> <li>4. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the poem, 'America', on the board (see end of lesson). Practise reading it aloud.</li> <li>2. Write the practice sentences on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Write the following sentence on the board:
  - I am nobody.
2. Discuss the sentence using the following questions:
  - Am I somebody? (Answer: No, because you are nobody.)
  - Am I really nobody? (Answer: No, because if you were nobody you would not be here.)
  - What truth might this statement be trying to convey? (Example answers: that you feel invisible; that you are unimportant)
3. Tell pupils that in today's lesson they will learn about this type of figurative language, which is called a paradox.

### Teaching and Learning (18 minutes)

1. Write the definition for 'paradox' on the board:
  - A statement that appears to be contradictory but has an element of truth
2. Write the definition for 'contradiction':
  - 2 things that cannot both be true
3. Discuss the reasons for using a paradox:
  - To point to a deeper truth
  - To illustrate an opinion that is contrary to traditional ideas
  - To make the reader think about something in a new way
4. Write the following paradoxes on the board:
  - a. 'The swiftest traveller is he that goes afoot'. – Henry David Thoreau<sup>1</sup>
  - b. 'Some day you will be old enough to start reading fairy tales again'. – C.S. Lewis<sup>2</sup>
  - c. 'All animals are equal, but some are more equal than others'. – George Orwell<sup>3</sup>
5. Discuss the meanings behind the paradoxes:

- a. Although there are faster forms of transportation, **Thoreau** is pointing to a deeper truth. He wants to say that there are other types of destinations than geographical ones; people that surround themselves in nature by walking will perhaps grow their inner selves.
  - b. Although fairy tales are for children, **Lewis** is saying that you can understand them and appreciate them in a new way as you get older.
  - c. The book **Animal Farm** is suggesting that while we believe everyone should be equal, we do not actually treat everyone equally.
6. Point to the poem, 'America', on the board (see end of lesson). Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
  7. Explain to pupils that this is a poem written by Claude McKay. He was a Jamaican writer and poet who immigrated to America in 1912. This poem was published in 1921.
  8. Write the definition for the word 'cultured' on the board:
    - To have good taste, manners and education
  9. Read the first 4 lines of the poem aloud as pupils follow along in the Pupils' Handbook.
  10. Discuss the paradoxes within the lines, using questions such as:
    - Which words contradict each other or feel conflicting? (Answers: 'feeds me bread of bitterness'; 'cultured hell')
    - Why would someone feed you food that does not taste good?
    - How could a cultured place feel like a hell?
  11. Read the rest of the poem.
  12. Discuss the paradoxical nature of the poem, using questions such as:
    - Which words or phrases does the writer use to indicate positive feelings toward America? (Examples: feeds, love, vigour, strength, might, wonders, priceless treasures)
    - Which words or phrases does the writer use to indicate negative feelings toward America? (Examples: bitterness, stealing, hate, darkly, sinking)
    - Which of these positive and negative words or phrases are used close together? (Examples: 'feeds me bread of bitterness'; 'strength erect against her hate'; 'priceless treasures sinking')
    - Does the writer love or hate America? (Answer: both)

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

1. Direct pupils' attention to the practice sentences on the board (see end of lesson).
2. Read the first sentence aloud. Ask a volunteer to explain the paradox. (Example answer: The room is not empty if he is in it.)
3. As a class, discuss the deeper truth that the paradox is referring to. (Example answer: He feels alone.)
4. Ask pupils to read the remaining practice sentences.
5. Have pupils work with seatmates to identify the paradox in each sentence and explain it in their own words. They should also explain what the writer means.

6. Discuss the paradoxes as a class.

Answers:

- a. That author cannot write. – An author's job is to write.
- b. I advise you not to listen to my advice. – The person is giving advice!
- c. What a pity that youth must be wasted on the young. – Only young people are youthful.
- d. If you want peace, you must prepare for war. – Why prepare for a war you will never fight?
- e. Truth is honey that is bitter. – Honey is not bitter.
- f. 'I can resist anything but temptation'. – It is easy to resist things that are not tempting.

7. Discuss the meanings of the paradoxes.

Example meanings:

- a. That author cannot write. – That author cannot write well.
- b. I advise you not to listen to my advice. – Make decisions based on your own feelings instead of others' opinions.
- c. If you want peace, you must prepare for war. – If a country has a strong military, other countries will not want to fight it.
- d. Truth is honey that is bitter. – The truth is good, but it can be painful to know.
- e. 'I can resist anything but temptation'. – Some things are so tempting that they are irresistible.

### **Closing** (1 minutes)

1. For homework, have pupils do practice activity PHL3-L104 in the Pupils' Handbook.

### *[POEM]*

#### America<sup>4</sup>

by Claude McKay

Although she feeds me bread of bitterness,  
And sinks into my throat her tiger's tooth,  
Stealing my breath of life, I will confess  
I love this cultured hell that tests my youth.  
Her vigour flows like tides into my blood,  
Giving me strength erect against her hate,  
Her bigness sweeps my being like a flood.  
Yet, as a rebel fronts a king in state,  
I stand within her walls with not a shred  
Of terror, malice, not a word of jeer.  
Darkly I gaze into the days ahead,  
And see her might and granite wonders there,  
Beneath the touch of Time's unerring hand,  
Like priceless treasures sinking in the sand.



*[PRACTICE SENTENCES]*

- a. He stood in the empty room.
- b. That author cannot write.
- c. I advise you not to listen to my advice.
- d. If you want peace, you must prepare for war.
- e. Truth is honey that is bitter.
- f. 'I can resist anything but temptation.' – Oscar Wilde<sup>5</sup>



<sup>1</sup>Retrieved from 'Walden' by Henry David Thoreau (1854), which is in the public domain.

<sup>2</sup> Lewis, C. (1950). *Lion, the Witch, and the Wardrobe, The*. New York, NY: HarperCollins.

<sup>3</sup>Orwell, G. (1945). *Animal Farm: A Fairy Story*. London, England: Secker and Warburg.

<sup>4</sup>'America' by Claude McKay (1921) is in the public domain.

<sup>5</sup>Retrieved from 'Lady Windermere's Fan' by Oscar Wilde (1892), which is in the public domain.

<b>Lesson Title:</b> Concord – Subject-Verb Agreement		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L3-L105		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define concord and demonstrate understanding of the importance of subject-verb agreement in a sentence.</li> <li>2. Identify whether the subject and verb in a sentence are in agreement.</li> <li>3. Write sentences using concord correctly.</li> </ol>		 <b>Preparation</b> Write the sentences on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to identify which of these sentences are grammatically correct:
  - He and she enjoy the weather.
  - He and she enjoys the weather.
  - Yamba and Zaria enjoys the weather.
  - They enjoy the weather.

Answer: The first and last sentences are correct. The second and third should use the verb 'enjoy' instead of 'enjoys'.
2. Tell pupils that in today's lesson they will learn about a type of concord called subject-verb agreement.

### Teaching and Learning (22 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise concord:
  - Concord is the grammatical agreement between 2 words in a sentence.
3. Revise subject-verb agreement:
  - Subject-verb agreement is a type of concord. It defines the relationship of the number of the subject with the verb.
  - Singular subjects have singular verbs.  
Example: The **man eats** when he is hungry.
  - Plural subjects have plural verbs.  
Example: The **men eat** when they are hungry.
  - A subject will always come before a phrase beginning with 'of'. The verb should be decided based on that subject.  
Example: A **sum** of the numbers **is** 25.
    - The verb is singular because the subject is 'sum', not 'numbers'.

- Verbs in a sentence with 'either/or', and 'neither/nor' agree with the subject closest to them.

Examples:

- Either the hyena or **the dogs are** howling.
- Neither the dogs nor **the hyena is** howling.

- Singular and plural subjects connected by 'and' or 'as well as' agree with plural verbs.

Examples:

- The **petition and pens are** on the table.
- The **petition and pen are** on the table.

- If 2 subjects form a compound noun together, they agree with a singular verb.

Example: Science and technology **is** an interesting subject.

- The words 'science' and 'technology' are 2 nouns that in this case act as one compound noun.

- 2 singular subjects connected by 'or' agree with singular verbs.

Example: My father or my brother **meets** me after school.

- Collective nouns agree with singular verbs.

Examples:

- **The pack** (of dogs) **ate** from the rubbish heap.
- **The group** (of teenagers) **is making** a lot of noise.

- When subjects are separated from verbs by prepositional phrases or other nouns/pronouns, they still agree with the verb. Ignore the phrases and words in the middle.

Examples:

- **The driver**, who owns two cars, **lives** here.
- **The parents**, along with their child, **live** there.

- If a sentence starts with 'here' or 'there', the verbs agree with the actual subject.

Examples:

- There **are** some **children** in the classroom.
- Here **is** a **pencil** for you.

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



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

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL3-L105 in the Pupils' Handbook.

*[SENTENCES]*

- a. Aminata and her brothers \_\_\_\_\_ going to school. (to be)
- b. Either Unisa or Sabatu \_\_\_\_\_ coming with me. (to be)
- c. The man with all the books \_\_\_\_\_ down the road. (to live)
- d. The players, as well as the coach, \_\_\_\_\_ to win. (to want)
- e. The president, together with his ministers, \_\_\_\_\_ the media well. (to treat)
- f. There \_\_\_\_\_ no good answers to this problem. (to be)
- g. The cluster of trees \_\_\_\_\_ little sunlight. (to receive)
- h. Neither my friends nor my family \_\_\_\_\_ to watch the movie. (to want)
- i. Language and culture \_\_\_\_\_ one of my favourite topics. (to be)
- j. The housekeeper, who has two jobs, \_\_\_\_\_ there on Sundays. (to work)

<b>Lesson Title:</b> Concord – Subject-Verb Agreement (noun – numbers and pronoun – antecedent)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L3-L106	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define concord and demonstrate understanding of the importance of subject-verb agreement in a sentence.</li> <li>2. Identify whether the subject and verb in a sentence are in agreement.</li> <li>3. Write sentences using concord correctly.</li> </ol>	 <b>Preparation</b> Write the fill-in-the-blanks sentences on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to identify which of these 2 sentences is grammatically correct:
  - They put on his shoes.
  - They put on their shoes.

Answer: The second sentence is correct because the pronouns are both plural.
2. Tell pupils that in this lesson they will learn more about concord.

### Teaching and Learning (22 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise concord and subject-verb agreement:
  - Concord is the grammatical agreement between 2 words in a sentence.
  - Subject-verb agreement is a type of concord that defines the relationship of the number of the subject with the verb.
3. Explain antecedent:
  - An antecedent is a word or phrase replaced by a substitute.
  - A pronoun's antecedent is the noun or subject that the pronoun refers to.  
Example: Yenor left the house to find her sister.
    - The pronoun 'her' refers to the antecedent 'Yenor'.
4. Invite 2 volunteers to identify the pronoun and the antecedent in the following sentences:
  - The men perform their jobs well.  
Answer: pronoun – their; antecedent – men
  - The horse bolted from its stable.  
Answer: pronoun – its; antecedent – horse
5. Revise the rules of pronoun-antecedent agreement in sentences:

- A singular antecedent agrees with a singular pronoun.  
Example: The **man** goes to **his** office.
- A plural antecedent agrees with a plural pronoun.  
Example: The **men** go to **their** office.
- A phrase or a clause between a subject and a verb does not change the number of the antecedent.  
Example: **A group** of men **goes** to the office.
  - The phrase 'of men' does not make the subject 'group' plural.
- Singular indefinite pronoun antecedents agree with singular pronouns.
  - These pronouns are: each, either, neither, nobody, nothing, someone, everyone, everybody, anything, everything.  
Example: **None** of the children ate **his** or **her** supper.
- Plural indefinite antecedents agree with plural pronouns.
  - Some of these are: several, few, both, many.  
Example: **Many** children do not eat **their** food.
- Some indefinite pronoun antecedents that are modified by a prepositional phrase agree with either singular pronouns if they are uncountable.
  - These include: some, any, none, all, most.  
Example: **Some** of the herd had lost **its** way. (Herd is uncountable.)
- Some indefinite pronoun antecedents, modified by a prepositional phrase, agree with plural pronouns if they are countable.  
Example: **Some** of the goats had lost **their** way. (Goats can be counted.)
- 2 nouns or subjects connected by 'and' or 'as well as' agree with plural pronouns.  
Example: **Abdul** and **Idrissa** went to **their** class.
- Pronouns in sentences with 2 nouns and subjects connected by 'neither/nor' agree with the antecedent closer to it in the sentence.  
Example: Neither Mabinty nor **her parents** called **their** relatives.
- The phrase '**the** number of' agrees with singular pronouns, while '**a** number of' agrees with plural pronouns.  
Examples:
  - **The** number of passengers increases **its** size with each stop.
  - **A** number of passengers have bought **their** tickets.

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

1. Have pupils copy the sentences from the board into their exercise books (see end of lesson).
2. Have pupils choose the correct verbs from the options provided and fill in the blanks in the sentences with appropriate pronouns that agree in number with the antecedents.



3. Discuss answers as a class. (Answers: a. was, his b. is, its c. destroy, their d. are, their e. has, her f. have, their g. were, their h. has, his i. has, its j. he or she, thinks)

**Closing** (1 minute)

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

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

- a. Neither Ramatu nor Almamy (was/were) excited about \_\_\_\_\_ examination.
- b. A pack of feral dogs (is/are) on \_\_\_\_\_ way to the forest.
- c. If you see any rats, (destroy/destroys) \_\_\_\_\_ nest.
- d. Several members of my family (is/are) selling \_\_\_\_\_ houses.
- e. One of the girls in my class still (has/have) \_\_\_\_\_ baby teeth.
- f. None of the teachers (has/have) planned \_\_\_\_\_ holidays.
- g. Several months ago, Alie and Abu (was/were) already writing \_\_\_\_\_ essays.
- h. The boys or Father (has/have) met \_\_\_\_\_ match.
- i. Some of the water (has/have) overflowed from \_\_\_\_\_ container.
- j. Everyone has to do what \_\_\_\_\_ (think/thinks) is best.

<b>Lesson Title:</b> Expository Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L107	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of an expository essay.</li> <li>2. Use an outline to draft a 5-paragraph expository essay.</li> <li>3. Draft an essay relevant to the topic with well-organised ideas.</li> <li>4. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the outline of an expository essay on the board (see end of lesson).</li> <li>2. Practise reading the example essay, 'The Structure of Nuclear Families Versus Extended Family Units', aloud (see end of lesson).</li> </ol>	

### Opening (1 minute)

1. Tell pupils that in this lesson they will write their own expository essay on a social issue.

### Teaching and Learning (19 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Revise the features of an expository essay while pupils follow along in the Pupils' Handbook:
  - It is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.
  - It uses facts, statistics and examples.
  - It may feature quotes and/or comments from experts.
  - It is impersonal and unbiased.
3. Discuss some different types of expository essays:
  - How-to or process essay
    - Describes a process and gives instructions on how to achieve a certain goal  
Example: How to fix a bicycle
  - Compare and contrast essay
    - Used to show similarities and differences between 2 or more things  
Example: The comparison of life in 2 countries
  - Cause and effect essay
    - Shows relationship between events or things, where one is the result of the other or others  
Example: The causes of poverty and its effect on children
  - Definition essay
    - Used to explain concepts and things that cannot be defined in one line  
Example: The phases of the moon



- Problem-solution essay
    - Used to present a problem and then explain all possible solutions.  
Example: Reducing litter in a community
4. Remind pupils that an expository essay must include all the features of a good paragraph, with topic sentences, supporting sentences and closing sentences (if needed).
  5. As a class, revise the outline of an expository essay on the board (see end of lesson).
  6. Have pupils copy the outline into their exercise books.
  7. Tell pupils that they are going to write a compare and contrast essay on the topic: "The structure of nuclear families versus extended family units".
  8. Demonstrate how to use the outline to organise the main ideas for the essay. Use the information below to complete the outline on the board:

### **Introduction**

Topic: The structure of nuclear families versus extended family units

Topic sentence: The structure of the extended family is quite different from that of a nuclear family, although there are also some similarities.

#### **Idea #1**

Topic sentence:  
Nuclear families and extended families differ in size.

Supporting details: The nuclear family consists of a husband, wife and their children. An extended family consists of these people plus their relatives. However, there is no maximum size for either type.

#### **Idea #2**

Topic sentence:  
These 2 family systems differ in regard to leadership.

Supporting details:  
Both are usually led by male members, although extended families may split leadership responsibilities between male members.

#### **Idea #3**

Topic sentence:  
The responsibility for raising children differs.

Supporting details:  
In nuclear families the parents are responsible. Other family members, particularly aunts and grandparents, may assist in extended families. In both situations, siblings assist.

### **Conclusion**

- Summary: The size, leadership system and delegation of responsibilities differ substantially between nuclear families and extended ones.
- Closing: However, look closer and one finds that in many ways they are not so different.

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

1. Remind pupils of the topic for their expository essay: 'The structure of nuclear families versus extended family units'.
2. Have pupils organise their ideas for the essay using the outline in their exercise books. Remind them that they are writing their own outline, not copying the example outline on the board.
3. Move around the classroom to check that pupils are completing the outline correctly and have relevant topic sentences and supporting details.
4. Have pupils share and compare their outlines with seatmates. Encourage them to help one another check that their outlines are complete.

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

1. Read the example essay aloud (see end of lesson). Pupils will use the outline to write their own essay for homework.
2. For homework, have pupils do practice activity PHL3-L107 in the Pupils' Handbook.

### *[EXAMPLE ESSAY]*

#### The Structure of Nuclear Families Versus Extended Family Units

In Sierra Leone, it is quite common to find extended families living together, either in the same house or on the same land. The structure of the extended family is quite different from that of a nuclear family, although there are also some similarities.

The most obvious way in which nuclear families and extended families differ is in size. Whereas the nuclear family consists of a husband, wife and their children, an extended family consists of these people plus their relatives, namely, uncles, aunts, cousins, nephews, nieces and grandparents. Yet it is not uncommon for Sierra Leoneans to have eight, nine or even ten siblings. In this way, some large nuclear families are comparable in size to smaller extended family units. Regardless of size, both types of family must work together to earn enough to meet the needs of all members.

The second way in which these family systems differ is in regard to leadership. In most nuclear families in Sierra Leone, the husband is the head of the household, meaning he is responsible for making most decisions. This type of a system is called a patriarchy. In extended families, on the other hand, the power dynamic may be different. Some are led by elder patriarchs or family members who hold the most wealth, whereas in others, decision-making duties are split based on areas of expertise. For instance, financial decisions may be handled by one member and agricultural decisions by another. However, both nuclear families and extended families are predominantly led by the male members.

A third point of contrast between the two systems is the responsibility for raising children. Whereas in nuclear families, the responsibility for child raising rests with the parents, in extended families, several people are capable of assisting. After all, there are aunts and grandmothers present who have experience raising children of their own. This speaks to another divergence between systems. Whereas nuclear families make their own decisions regarding child rearing and may diverge from their parents' philosophies, in extended families with strong matriarchs, a grandmother is likely to raise her grandchild in the same way that she raised her own children. However, in both systems older siblings play a substantial role in caring for their younger sisters and brothers. This includes leading them in household chores, assisting with homework and caring for them when their mother is busy.

The size, leadership system and delegation of responsibilities differ substantially between nuclear families and extended ones. However, look closer and one finds that in many ways they are not so different.

*[OUTLINE OF AN EXPOSITORY ESSAY]*



<p><b>Introduction</b></p> <p>Topic:</p> <p>Topic sentence:</p>
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<p><b>Idea #1</b></p> <p>Topic sentence:</p> <p>Supporting details:</p>
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<p><b>Idea #2</b></p> <p>Topic sentence:</p> <p>Supporting details:</p>
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<p><b>Idea #3</b></p> <p>Topic sentence:</p> <p>Supporting details:</p>
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<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Restate the topic sentence</li> <li>• Summary of the evidence/supporting information</li> <li>• Closing</li> </ul>
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<b>Lesson Title:</b> Expository Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L108	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of an expository essay.</li> <li>2. Use an outline to draft a 5-paragraph expository essay.</li> <li>3. Draft an essay relevant to the topic with well-organised ideas.</li> <li>4. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <b>Preparation</b> Write the outline for an expository essay on the board (see end of lesson).	

### Opening (5 minutes)

1. Invite volunteers to read a paragraph from their essay on nuclear versus extended families from the previous lesson.

### Teaching and Learning (14 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Revise the features of an expository essay as pupils follow along:
  - It is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.
  - It uses facts, statistics and examples.
  - It may feature quotes and/or comments from experts.
  - It is impersonal and unbiased.
3. Revise the different types of expository essays:
  - How-to or process essay
    - Describes a process and gives instructions on how to achieve a certain goal  
Example: How to scale a fish
  - Compare and contrast essay
    - Used to show similarities and differences between 2 or more things  
Example: The comparison of nuclear families versus extended families
  - Cause and effect essay
    - Shows relationship between events or things, where one is the result of the other or others  
Example: The reasons for war
  - Definition essay
    - Used to explain concepts and things that cannot be defined in one line  
Example: The inner mechanisms of a car

- Problem-solution essay
    - Used to present a problem and then explain all possible solutions  
Example: Eliminating road accidents
4. As a class, revise the outline of an expository essay on the board (see end of lesson).
  5. Have pupils copy the outline into their exercise books.
  6. Tell pupils that they are going to write a definition essay on an important period in West African history.
  7. Demonstrate how to use the outline to organise the main ideas for the essay. Use the information below to complete the outline on the board:

**Introduction**

Topic: The Ghana Empire

Topic sentence: From 3000 BCE to 1500 CE, West Africa prospered.

**Idea #1**

Topic sentence:  
Around 3000 BCE, West Africans began to produce more food than they needed to survive.

Supporting details:  
This allowed for specialised jobs. By 1500 BCE there were complex societies with soldiers, carpenters, metal workers and religious leaders.

**Idea #2**

Topic sentence:  
Around 1000 BCE, agriculturalists began to abandon cities and cluster in what would become the Ghana Empire.

Supporting details: The Ghana Empire was the first major farming empire to appear in West Africa.

**Idea #3**

Topic sentence:  
Thanks to farming, mining and trade, Ghana became a wealthy and powerful civilisation in Africa.

Supporting details:  
Traders called Ghana 'the Land of Gold'. Ghana traded with Arabs starting in the 700s CE.

**Conclusion**

- Summary: Ghana's long period of power began to crumble in the 1200s CE.
- Closing: However, over the course of four millennia, the region's economy was on par with other world powers.

**Practice (20 minutes)**

1. As a class, brainstorm ideas for the topic: 'An important period in West African history'. Write some of their ideas on the board.

2. Instruct pupils to decide what their essay will be about and to organise their ideas for the essay using the outline in their exercise books.
3. Move around the classroom to check that pupils are completing the outline correctly and have relevant topic sentences and supporting details.
4. Invite volunteers to share the main ideas from their outline with the class.
5. Ask pupils to use the remaining time to start to write their own essays in their exercise books.
6. Remind pupils that when they finish their essay, they should give it a title.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL3-L108 in the Pupils' Handbook.

*[OUTLINE FOR AN EXPOSITORY ESSAY]*



<p><b>Introduction</b></p> <p>Topic:</p> <p>Topic sentence:</p>
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<p><b>Idea #1</b></p> <p>Topic sentence:</p> <p>Supporting details:</p>
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<p><b>Idea #2</b></p> <p>Topic sentence:</p> <p>Supporting details:</p>
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<p><b>Idea #3</b></p> <p>Topic sentence:</p> <p>Supporting details:</p>
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<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Restate the topic sentence</li> <li>• Summary of the evidence/supporting information</li> <li>• Closing</li> </ul>
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<b>Lesson Title:</b> Reading Skills Development: Reasoning	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L109	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of inductive and deductive reasoning.</li> <li>2. Use reasoning to make assumptions and predictions about a text.</li> </ol>	 <b>Preparation</b> Read the text, 'How I Got to Where I Am Today' (see end of lesson).	

### Opening (4 minutes)

1. Write the following sentences on the board:
  - Classrooms have pupils.
  - This is a classroom.
  - Therefore, everyone in the class is a pupil.
2. Ask pupils to identify which statements are incorrect and how to fix them.  
Answer:  
The last sentence is incorrect. It forgets that classrooms also have teachers. It could instead say 'Therefore, there are pupils in this class'.
3. Tell pupils that they used reasoning to come to their conclusions about the sentences and in today's lesson they will discuss inductive and deductive reasoning.

### Teaching and Learning (20 minutes)

1. Revise deductive reasoning:
  - If used correctly, deductive reasoning reaches logical and certain conclusions.
  - Deductive reasoning has 3 parts: a premise, evidence and a conclusion.
  - It starts with a premise, or rule, that everyone can accept. Example: All humans are mortal.
  - The piece of evidence should be an observable fact.  
Example: John is a human.
  - The conclusion uses both the premise and the evidence together.  
Example: All humans are mortal, and John is a human, so **John is mortal**.
2. Ask pupils to brainstorm words that hint at a deduction being made. (Examples: so, thus, therefore)
3. Discuss some common errors of deductive reasoning:
  - Untrue premises  
Example: The rule 'some humans are immortal' is incorrect.
    - It will lead to the wrong conclusion.
  - Irrelevant evidence  
Example: The evidence 'John is a man' does not relate to the general premise.

4. Revise inductive reasoning:
  - Inductive reasoning is the opposite of deductive reasoning. It starts with given facts or observations and uses them to create a rule.
  - It is useful for making theories or guesses about things.  
Example: The first three students I met were all boys. Therefore, maybe this school is an all-boys school.
  - Inductive reasoning deals with probabilities, not certainties.
  - The more relevant facts you can gather, the more likely the conclusion is to be correct.
5. Discuss some common errors of inductive reasoning.
  - Jumping to conclusions  
Example: If there are 5,000 students at the school in the example above, three students represents a very small sample.
    - It is too soon to make conclusions.
  - Assuming the future will be like the past  
Example: A person could observe that he or she has never died and incorrectly conclude that he or she will never die.
6. Write the following sentences on the board:
  - Ignorance is bliss.
  - Teachers are against ignorance.
  - Therefore, teachers are against bliss.
7. Ask volunteers to discuss the claims using questions such as:
  - Is this an example of deductive or inductive reasoning? (Answer: deductive)
  - What is the starting premise? (Answer: Ignorance is bliss.)
  - Is the conclusion correct? (Answer: no)
  - What is the error in reasoning? (Answer: Flawed premise)
8. Explain how the use of the word 'ignorance' is manipulated.
  - In the first sentence, it a common saying meant to express that sometimes it is better not to know bad news.
  - In the second sentence, it is meant to express not having knowledge of anything.
  - Using 2 different definitions leads to a faulty conclusion that teachers are against bliss.

**Practice** (12 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Have volunteers take turns reading 'How I Got to Where I Am Today' aloud.
3. Pause after each paragraph to ask the following questions:
  - After paragraph 1: Using inductive reasoning, can you make any assumptions or predictions about her experiences in junior secondary school? Why?



Answer: The narrator did not like primary school, so she is unlikely to enjoy junior secondary school.

- After paragraph 2: Can you make any assumptions or predictions about her experiences in secondary school?

Answer: The narrator did not like junior secondary school, so she is unlikely to enjoy senior secondary school.

- After paragraph 3: Will this change her feelings about senior secondary school? Why?

Answer: The narrator will enjoy senior secondary school because a new teacher has been supportive.

- After paragraph 4: What will the narrator do next?

Answer: The narrator will probably go to university because that would be a good moral to the story and show how she turned her perception of school around.

- After paragraph 5: Can you make any assumptions or predictions about her experiences in university?

Answer: The narrator liked senior secondary school after gaining self-confidence, so she will likely enjoy university.

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

1. Discuss the following as a class:

- Why did the narrator's views about school change?

Answer: The narrator's views changed when she got a new teacher.

- How did the narrator use inductive reasoning to play with the reader's expectations?

Answer: The narrator talks so much about having a horrible time in school that the reader expects it to continue and is surprised when something changes.

2. For homework, have pupils do practice activity PHL3-L109 in the Pupils' Handbook.

[TEXT]

#### How I Got to Where I Am Today

When I was in primary school, life was rough. I did not get along with the other pupils, who called me names like Too-Short Titi. And I am pretty sure that all my teachers hated me. I never got in any trouble, but by papers would come back with red marks all over them. Even when I thought I had done a good job, I would still see those red marks. This was primary school; it was not supposed to be so hard, and I wondered how I would possibly make it through junior secondary school.



The truth is that I almost did not. Junior secondary school was just more of the same. What did I expect? After all, the majority of pupils from primary school were there. And the teachers all shared that look of disappointment I had grown so accustomed

to. They seemed to all be saying, 'This is the best you can do?' I began to lose interest in school and longed for the day I could leave.

When I arrived at senior secondary school, I was already defeated – just there to get it over with until I could find a husband and get married. Even that seemed like a distant dream. And then, slowly, things changed. A new English teacher, Mrs Bakarr, came to our school and she saw something in me that I did not know was there. My papers would come back and, although there were still marks, her notes were so supportive. She was interested in what I had to say and wanted me to say more.

So, I did. I began writing all the time, even just for fun, and before I knew it I was pulling the best grades in the class. My self-confidence grew and I stopped caring about what other people said about me. Ironically, because I stopped caring about them, they stopped bothering me and some even wanted to befriend me. Pretty soon, I was one of the most popular girls in our class, with a group of friends who respected me for my confidence and independence.

Although I could not have Mrs Bakarr for every class, the tools she helped instil in me paid off in every subject in every year. They are still with me now that I am in university.

<b>Lesson Title:</b> Reading Skills Development: Reasoning	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L110	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of inductive and deductive reasoning.</li> <li>2. Use reasoning to make assumptions and predictions about a text.</li> <li>3. Demonstrate understanding of the difference between reading on the lines, reading between the lines and reading beyond the lines.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the 3 paragraphs on the board (see end of lesson).</li> <li>2. Practise reading, 'The Case of the Drowned Businessman', aloud (see end of lesson).</li> <li>3. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Write the following on the board: ant, baboon, cat, dog, \_\_\_\_\_
2. Discuss the answer as a class, using the following questions:
  - What word might go next? (Example answer: elephant, eagle, emu, eel)
  - What clues did you gather to decide this? (Answer: the previous 4 words were all animals; the words were written in alphabetical order)
  - Are you completely certain you are correct? (Answer: no)
  - What type of reasoning did you use to provide an answer? (Answer: inductive reasoning)
3. Tell pupils that in today's lesson they will further discuss inductive and deductive reasoning.

### Teaching and Learning (20 minutes)

1. Draw pupils' attention to the 3 paragraphs on the board.
2. Explain that each is the opening paragraph of a persuasive essay. Ask volunteers to identify the paragraph that uses inductive reasoning, the one that uses deductive reasoning and the paragraph that uses faulty reasoning.
3. Discuss the answers as a class.  
Answers:
  - Paragraph 1 is an example of inductive reasoning because the writer starts with observations and works toward a conclusion.
  - Paragraph 2 is an example of deductive reasoning. It starts with a general premise and then provides details.
  - Paragraph 3 is an example of faulty reasoning. The soccer player has nothing to do with why people should drink a soda.
4. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
5. Revise the 3 levels of reading:

- Reading on the lines
    - This is literal reading.
    - It requires the reader to look for information that is found directly in the text.
    - It answers the questions who, what, when and where.
  - Reading between the lines
    - This is inferential reading.
    - It requires the reader to use inference and context clues to figure out a meaning that is hidden or not directly stated in the text.
    - It answers inferential questions such as: Why did a character act in a certain way? What does the figurative language mean?
  - Reading beyond the lines
    - This is evaluative reading.
    - It requires the reader to connect to universal meaning and asks the question: How does this text relate to my life and the world around me?
6. Read the first paragraph of the first chapter of 'The Case of the Drowned Businessman' aloud (see end of lesson).
  7. Ask volunteers to create the following:
    - An on-the-line reading question (Examples: Where is the detective headed? What does the detective see in his dreams?)
    - A between-the-lines reading question (Examples: Why does the detective not know what to expect? Why is the detective retiring?)
    - A beyond-the-lines reading question (Examples: How would you feel after having been a detective for 30 years? Why do people want to have 'quiet' lives?)
  8. Answer the pupils' questions as a class.
  9. Ask volunteers to use reasoning to predict what the first chapter will be about. (Example answers: a detective solving a crime; a detective finding a drowned businessman)

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

1. Have pupils read the rest of the text silently to themselves.
2. Draw pupils' attention to the comprehension questions on the board (see end of lesson).
3. Instruct pupils to copy the questions and answer them in their exercise books.
4. Discuss answers as a class:
  - a. The detective used inductive reasoning.
  - b. To reach his conclusion, he used the 'unevenly done' necktie – the fact that the businessman wore no ties in photos.
  - c. The story would have been over because he would have started with a false premise.
  - d. He concluded they were good citizens because they called the police and did not steal.

## **Closing (1 minute)**

1. For homework, have pupils do practice activity PHL3-L110 in the Pupils' Handbook.

### *[PARAGRAPH 1]*

Many pupils come to school hungry. While some pupils have had breakfast with their families, others have not. They spend their morning hours distracted and unable to concentrate – and many struggle to keep up with their well-fed peers. To improve pupil performance, schools should provide breakfasts to pupils.

### *[PARAGRAPH 2]*

The country's leaders should place more focus on education. Secondary school graduates cannot find good jobs because their English and Maths skills are low. Most are unable to pass the country's senior secondary leaving examination, leaving them without routes into university. A renewed focus on education could improve test scores and prepare them for life after school.

### *[PARAGRAPH 3]*

Everyone should drink Stoic Soda. First, it tastes great. Second, the best soccer player on earth does all of the company's commercials. Last, it really improves your energy levels.

### *[TEXT]*

#### The Case of the Drowned Businessman

The detective drove to the beach unsure of what to expect. He had seen it all since taking the job three decades ago. He could even see the flashing lights of emergency vehicles in his dreams. In just two weeks he hoped to put those flashing lights – and the bad dreams – behind him. He was going to retire and retreat to a quiet life outside the city.

He had gotten the call from his boss, the police captain, who told him to get to the beach right away. Some fishermen had found the body of a prominent businessman who had gone missing a week earlier. He had gone on a cruise around the islands and not come back. 'Great', he thought. 'Just what I need'. He was hoping to retire in relative obscurity. Instead, he would be in the newspapers. The media would probably get there the same time he did, if they were not there already.

But he caught a break. Thus far, there was only a bewildered beach security guard and a smattering of young fishermen huddled together over the corpse. He pushed his way through the small crowd and hunched over the body to take a closer look. It

was definitely him – he could tell from the wispy moustache. The businessman’s shoes were off, but not the socks. He was wearing a blue jacket and pants with a white shirt and dark tie underneath. Everything was buttoned properly, and he looked like he had just decided to go for a morning swim ... fully-clothed except for the shoes.

The detective looked at his tie, which was unevenly done; it seemed tighter than it should be. He wondered if the ocean had somehow caused it to cinch up once he had gotten into the water. He pinched the knot and loosened it, and could see dark, visible bruises along the neck.

The detective reached into the man’s back pocket, searching for a wallet. He found one and gave a surprised look at the fishermen. They had been very good citizens, he noted to himself – first calling the police and then avoiding the temptation to steal from one of the richest men in the country.

One of them said something now. ‘What happened? Did he drown?’

The detective looked up. ‘No. I do not believe so. He was already dead before he hit the water. He was murdered’.



‘How could you possibly know that?’ the security guard said, lifting up his cap to scratch his head.

‘Because the businessman never wore ties. Not in a single photo. And this one was forced on by someone who did not know what they were doing. See? It is tied backwards’.

The fishermen, none of whom had ever worn a tie before, nodded their heads in unison. The detective continued: ‘Someone strangled him with this tie and put it on him to cover up the murder. And then that person threw him overboard to make it look like an accidental drowning’. *Now I just have to prove it*, he thought.

#### [COMPREHENSION QUESTIONS]

- a. What type of reasoning did the detective use to decide the businessman was murdered?
- b. What clues did the detective use to reach his conclusion?
- c. How might the chapter have ended if the detective started with the general premise that the man had accidentally drowned?
- d. What conclusion does the detective come to in Paragraph 5 about the fishermen? Why?

<b>Lesson Title:</b> Comprehending a Listening Passage – Debate	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L3-L111	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on an unknown text.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the speech, 'Universities Should Evaluate Applicants for Admission Holistically', aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain what 'holistic' means. (Example answers: taking into account multiple factors)
2. Tell pupils that in this lesson they will listen to a debate about university admissions.

### Teaching and Learning (15 minutes)

1. Revise the features of a debate:
  - A debate is a formal discussion on a topic that is relevant to society in which opposing arguments are put forward.
  - A motion is a statement that sets the topic for the debate.
  - Speakers at a debate have to speak 'for the motion' (in favour of the motion), or 'against the motion'.
2. Revise the features of a speech to be used in a debate:
  - States an opinion and presents an argument for or against it
  - Gives evidence to support an argument using facts, statistics and examples
  - Seeks to convince the audience of a specific point of view
  - Uses emotive language and vocabulary, including reasoning and rhetorical questions
  - Is written in the first-person point of view
  - Demonstrates an understanding of the opposing point of view and seeks to disprove it
  - Uses vocatives to address the audience (Examples: Madame Chair; Ladies and Gentlemen)
  - Is usually written to be presented to an audience
3. Read the entire speech aloud (see end of lesson).
4. Ask pupils what motion the debate was about. (Answer: Universities should evaluate applicants for admission using only WASSCE results.)

5. Ask pupils if the speaker is in favour of or opposed to the motion. (Answer: opposed to)
6. Read the first paragraph of the speech aloud.
7. Ask a volunteer to summarise the paragraph.  
Example:  
The speaker uses vocatives to address the audience, then states that he or she is speaking against the motion. This means that the speaker believes that universities should evaluate candidates for admission holistically.
8. Write the following words on the board:
  - evaporate
  - streamline
  - tertiary
9. Read the second paragraph aloud.
10. Have volunteers identify context clues that help to determine the meaning of each word.  
Examples:
  - To evaporate: 'do poorly'
  - To streamline: 'simplistic method'
  - Tertiary: 'continuing on to ... education'
11. After discussing the words, write a definition for each on the board:
  - To evaporate: To cease to exist; to turn from liquid to vapour
  - To streamline: To make more efficient
  - Tertiary: Third
12. Invite a volunteer to summarise the paragraph.  
Example:  
The WASSCE is not a good way of evaluating university applicants.

**Practice** (18 minutes)

1. Read the third and fourth paragraphs of the speech aloud.
2. Have pupils summarise these 2 paragraphs with their seatmates.
3. Invite a volunteer to share their summary with the class.  
Example:  
The speaker argues that WASSCE disadvantages pupils from certain secondary schools.
4. Draw pupils' attention to the comprehension questions on the board and have them copy the questions into their exercise books (see end of lesson).
5. Read the entire speech aloud again without interruptions.
6. Have pupils work with seatmates to answer the comprehension questions on the board.
7. Discuss answers as a class.  
Answers:
  - a. The speaker states this in the introduction.



- b. The second argument is that the WASSCE does not adequately measure character.
- c. The third argument is that universities should be evaluating creativity.
- d. The speaker addresses the opponent's view that using the WASSCE streamlines admissions in the second paragraph. The speaker also agrees with his or her opponent, in the fourth paragraph, that it is not universities' responsibility to admit poor secondary school pupils.
- e. The speaker counters this by stating that schools are actually ignoring potentially superior pupils through its streamlined approach.

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

1. Discuss the following questions as a class:
  - Were the arguments convincing?
  - Would you be in favour of or opposed to the motion? Explain your reasons.
  - What other arguments could you add to strengthen the argument?
2. For homework, have pupils do practice activity PHL3-L111 in the Pupils' Handbook.

### [LISTENING PASSAGE]

#### Universities Should Evaluate Applicants for Admission Holistically

Good day, Madame Chairperson, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen. I stand before you today to speak against the motion that universities should evaluate applicants for admission using only WASSCE results.

Sierra Leone's universities have, for years, relied on a simplistic method to determine which applicants to accept: WASSCE scores. Score well, and your path to university is all but assured. Do poorly and watch your university dreams evaporate. Although this is an efficient way to streamline the admissions process, as my opponent has pointed out, it is in fact an unfair and unsatisfactory mechanism for determining who is worthy of continuing on to tertiary education.

First, it treats pupils as though they have all had similar advantages in secondary school. Yet there is clearly a **distinction** between public and private secondary schools. After all, why else would parents pay extra for their children to attend them? They do so to seek out better educational opportunities. The same often holds true of schools in the city versus schools in more rural areas. Universities, then, are not paying sufficient attention to the **circumstances** of individual pupils.

My opponent notes that it is not universities' responsibility to admit pupils who have not proven themselves in secondary school. They are, she says, not 'charities'. In this, she is correct. However, just as secondary school can lift a pupil's standing, so too can universities. A pupil **deprived of** sufficient opportunity in secondary school may, once in university with proper instruction, catch up to – and even overtake – his

or her peers quite quickly. In ignoring pupils with potential, universities are actually doing themselves **a great disservice**. They may be ignoring future political leaders, budding businesspeople, or brilliant doctors and lawyers.



Second, WASSCE results do little to evaluate character. How can qualities of success, such as **perseverance** and discipline, be adequately measured in a few hours? Some naturally good test-takers may score well **without ever being truly challenged**. Yet university is a challenging time; pupils accustomed to easy success do not always fare well. Better, then, for the university to evaluate character through reference letters from teachers and administrators. These provide **a holistic view** of the candidate and ensure that the young person will not run at the first sign of difficulty.

Finally, it is important to remember that, outside of school, outcomes in life rarely rely on examination results. On the contrary, success is more typically built on creativity and imagination. Entrepreneurs succeed by putting new business ideas into the world. Scientists cure diseases by adopting **novel** approaches to old problems. And even farmers in the field increase their yields through experimentation. Why then are universities not looking for the most creative pupils?

I am not denying the importance of WASSCE in college admissions. However, acceptance into university should not solely be based on the results from one examination. I hope you will agree with me that universities should evaluate applicants for admission holistically. Thank you.

*[COMPREHENSION QUESTIONS]*

- a. In which part of the speech does the speaker state whether they are for or against the motion?
- b. What is the speaker's second argument?
- c. What is the speaker's third argument?
- d. When does the speaker address the opponent's arguments?
- e. How does the speaker counter these arguments?

<b>Lesson Title:</b> Debate	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L3-L112	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Speak with fluency and expression to discuss an issue.</li> <li>2. Use appropriate tone and intonation.</li> <li>3. Demonstrate understanding of relevant ideas to support an argument.</li> <li>4. Use appropriate vocabulary to discuss an issue.</li> </ol>	 <b>Preparation</b> Practise reading the example opening statement and example paragraph aloud (see end of lesson).	

### Opening (1 minute)

1. Tell pupils that in this lesson they will practise debating.

### Teaching and Learning (15 minutes)

1. Write the topic of the debate on the board: 'Universities should evaluate applicants for admission using only WASSCE results'.
2. As a class, brainstorm original arguments that speak for the motion.  
Examples:
  - Using WASSCE results for admission gives pupils a transparent set of standards.
  - The WASSCE is a simple, streamlined way of evaluating a pupil's past performance and future potential.
3. Read the speech from the previous lesson aloud (see end of previous lesson, L111).
4. Invite volunteers to summarise the main points.  
Example: The debate was against the motion that universities should evaluate applicants for admission using only WASSCE results. The speaker argued that the WASSCE disadvantages pupils from certain schools. The speaker also argued that it does not take important indicators of future success, such as character or creativity, into consideration.
5. Explain how to prepare a counter-argument:
  - Listen carefully to the opponent's arguments and make quick notes.
  - Present facts, evidence or logic to challenge their argument.
6. Demonstrate how to present a counter-argument when speaking against the motion: Read the example paragraph aloud to pupils (see end of lesson).
7. As a class, brainstorm some counter-arguments that rebut the speech from the previous lesson.  
Examples:

- Contrary to my opponent's claims, creativity can be measured via the WASSCE, most notably in the Language Arts sections on writing. Crafting a letter, for instance, requires pupils to imagine themselves in a particular situation and write accordingly.
- My opponent states that the WASSCE does not measure character. However, character traits can be measured via the WASSCE. By comparing junior secondary school exit examination results to the WASSCE, universities can track the academic progress of a pupil in comparison to his or her peers. The difference between the BECE and WASSCE results, then, can show how hard pupils have worked to improve.

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

1. Read the example opening statement (see end of lesson).
2. Have pupils work with seatmates to write their own opening statements plus a paragraph that makes one original argument **in favour of** the motion.
3. Invite a volunteer to read aloud a paragraph from their speech in favour of the motion.

Example:

Good morning, fellow pupils and our teacher. I stand before you today to speak for the motion: 'Universities should evaluate applicants for admission using only WASSCE results'.

One reason universities should use only WASSCE results for admissions is that the examinations provide pupils with a transparent set of standards. Universities have limited seats for incoming students. If, for example, there are 1,000 seats available, then an SSS 3 pupil understands that he or she will have to have one of the thousand best scores in order to gain entry. With scores readily published in the newspaper, there is less room for corruption or favouritism.

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

Example:

My opponent stated that the WASSCE provides a transparent system. However, her argument is overly simplistic. After all, the WASSCE is not just one examination, but many. What if a pupil scores in the top 1,000 for English but outside the top 1,000 for Mathematics? What if a pupil scores incredibly well at one of the optional exams but poorly on the rest? Universities would still have to make tough decisions on the basis of these test scores. Therefore, although the WASSCE itself might be objective, how those results are viewed is not.

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

Example:

WASSCE is an objective measure of knowledge. It does not favour pupils because of their family name, money or school affiliation. Therefore, it is the fairest and most egalitarian way to evaluate university applicants.

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

Example:

Relying on the WASSCE treats pupils as though they have all had similar advantages in secondary school, yet there is clearly a distinction between public and private secondary schools. After all, why else would parents pay extra for their children to attend them? They do so to seek out better educational opportunities. The same often holds true of schools in the city versus schools in rural areas. This system is far from egalitarian or fair.

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



1. Conduct a class poll to see which side of the motion: 'Universities should evaluate applicants for admission using only WASSCE results' is favoured:
  - Have pupils raise their hand if they support the arguments for the motion.
  - Have pupils raise their hand if they support the arguments against the motion.
2. For homework, have pupils do practice activity PHL3-L112 in the Pupils' Handbook.

### *[EXAMPLE PARAGRAPH – COUNTER-ARGUMENT]*

My opponent presents a reasonable argument that, by relying on the WASSCE, universities may be overlooking talented candidates who were never given the chance to shine in secondary school. However, truly outstanding pupils will find a way to shine, either through scouring their textbooks, seeking out tutoring after class or doing extra homework. Universities admit hundreds of public school candidates each year, many of them from small villages.

### *[EXAMPLE OPENING STATEMENT – FOR]*

Good day, Mr Chairman, Panel of Judges, Time Keeper, Co-Debaters, Ladies and Gentlemen! I stand before you today to speak for the motion: 'Universities should evaluate applicants for admission using only WASSCE results'.

<b>Lesson Title:</b> Vocabulary Development: Stock Exchange	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L113	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of the stock exchange.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>	 <b>Preparation</b> Read 'The Stock Market Explained' at the end of the lesson.	

### Opening (5 minutes)

1. Discuss savings as a class by asking the following questions:
  - Why do people save money? (Example answers: for future expenses or unforeseen hardships; to be able to stop working someday; to pay for school)
  - How can people save money? (Example answers: by not spending; by putting money in a bank; by using village savings and loans)
  - How can people's savings increase without them adding money? (Example answers: earning interest at a bank; investing in a business)
2. Tell pupils that in today's lesson they will read an expository text about stock exchanges. They will make inferences and use context clues to learn new vocabulary related to stock exchanges.

### Teaching and Learning (12 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds to the lesson.
2. Read the first paragraph aloud (see end of lesson) and have pupils follow along in their Pupils' Handbooks.
3. Write the following vocabulary on the board:
  - markets
  - assets
  - liquid assets
  - stock
4. As a class find context clues that help to determine the meaning of each word. Example context clues:
  - Markets: 'expand their reach into'
  - Assets: 'property and products'
  - Liquid assets: contrasted with property and products; 'so they need a lot of cash'
  - Stock: 'shares'
5. After discussing the terms as a class, write a definition for each one on the board.

Example definitions:

- Markets: Opportunities for trade or business within a sector or region
  - Assets: Valuable property that a company owns
  - Liquid assets: Cash
  - Stock: A share of a company, which is worth money
6. Invite 1-2 volunteers to summarise the first paragraph.  
Example: Companies sell pieces of themselves, called shares, to raise money.

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

1. Ask pupils to read the remaining sections silently to themselves.
2. Write the following words on the board while they are reading:
  - dividend
  - shareholder
  - interest
  - stock exchange
  - to fluctuate
  - creditor
  - bond-issuer
  - inflation
  - portfolio
  - crash
3. Have pupils work with seatmates to look for context clues or make inferences about the words' meanings.  
Context clues:
  - Dividend: 'each time they make a profit'
  - Shareholder: Within the paragraph, we are talking about people who buy stock.
  - Interest: 'grow their savings'
  - Stock exchange: 'companies' shares are bought and sold at these places'
  - To fluctuate: 'sometimes going up and sometimes going down'
  - Creditor: 'individual investors'
  - Bond-issuer: 'Corporations, as well as governments, also borrow money from individual investors by selling bonds'.
  - Inflation: 'unstable economies'
  - Portfolio: 'combination of stocks and bonds'
  - Crash: 'the value ... drops'
4. Move around the classroom and help pupils find the meanings of the words.
5. Invite volunteers to define the new vocabulary. Write a definition for each word on the board.

Example definitions:

- Dividend: Money paid to shareholders from a company's profits
- Shareholder: Someone who owns shares in a company
- Interest: Extra money paid back for a debt

- Stock exchange: A market in which stocks and bonds are sold
  - To fluctuate: To go up and down irregularly
  - Creditor: Someone who is owed money
  - Bond-issuer: The company that issues a bond
  - Inflation: A general increase in prices over time
  - Portfolio: A range of investments
  - Crash: An extreme drop in stock prices across the market
6. Have pupils write a summary of each paragraph in their exercise books.
  7. Move around the classroom to check pupils' work.

Example answers:

- Paragraph 1: Individuals invest in stocks to make money.
- Paragraph 2: Stocks are bought and sold at stock exchanges.
- Paragraph 3: Bonds are another way to invest.
- Paragraph 4: Investors manage risk through stock portfolios.

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

1. Invite volunteers to share their summaries with the class.
2. For homework, have pupils do practice activity PHL3-L113 in the Pupils' Handbook.

[TEXT]

### The Stock Market Explained

When companies get big enough, they want to get bigger. To get bigger, they need money. They might want cash to hire more people, build more offices, make new products or expand their reach into new **markets**. Here is the thing: They often have a lot of **assets** in terms of property and products, but not necessarily a lot of **liquid assets** – so they need a lot of cash to get bigger. So, a growing company may essentially sell itself to the public – not the whole thing, but just small pieces of it, called shares. Each person who buys a share becomes a part owner of the company. The company ensures it retains majority control by keeping at least half of the shares, or **stock**, in its own hands.

Why would people buy a very small piece of a company? Well, because they want to make money, too. Most people count on the value of the company growing over time. As the company becomes more valuable, their stock does too – and some companies pay out cash **dividends** to their **shareholders** each time they make a profit. This investment strategy often plays out over decades, with people buying stock instead of placing their savings in a bank account, where it is unlikely to gain much **interest** to grow their savings. For others, the stock market is a kind of a game. They try to buy shares when they are very cheap and sell them when they become expensive.



How can you buy shares? All of these stocks are traded in the stock market, composed of stock exchanges around the world. The biggest **stock exchanges** are



in New York, London and Tokyo, but Africa has over 30 stock exchanges. As companies' shares are bought and sold at these places, their share price **fluctuates**, sometimes going up and sometimes going down depending upon how much people want it.

Stocks are not the only way that companies make money. Corporations, as well as governments, also borrow money from individual investors by selling bonds. In return, the **creditor** is promised a fixed interest rate, whereby the **bond-issuer** pays them back later more than they put in. Unlike stocks, bonds are low risk, but there is not much upside. In fact, in unstable economies the fixed interest may be lower than **inflation**, so the investment may lose value.

Most individual investors use a combination of stocks and bonds to create a **portfolio**. Therefore, if the value of an individual company drops, the investor is not badly damaged and may even decide to wait for the stock price to go back up. However, they are not necessarily protected from a stock market **crash**. That is why older investors who are looking to retire soon and take their money out of investments will pack their portfolios full of bonds.

<b>Lesson Title:</b> Vocabulary Development: Stock Exchange	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L114	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of the stock exchange.</li> <li>2. Complete a text using appropriate vocabulary.</li> </ol>	 <b>Preparation</b> Write the vocabulary matching exercise on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to name some vocabulary related to the stock exchange from the previous lesson. (Examples: dividend, shareholder, interest)
2. Tell pupils that in today's lesson they will practise writing using vocabulary related to the stock exchange.

### Teaching and Learning (10 minutes)

1. Revise the meanings of the following terms discussed in the previous lesson:
  - Stock: A share of a company, which is worth money
  - Bond: A loan an investor makes to a company
  - Securities: Certificates of ownership for stocks or bonds
2. Invite volunteers to use the words in sentences.  
Examples:
  - The investor bought \$200 worth of stock in the new company.
  - The company, looking for cash, issued bonds with an interest rate of 1.9 percent.
  - The older investors were interested in low-risk securities.
3. Use the vocabulary matching activity on the board to teach pupils new vocabulary related to the stock exchange (see end of lesson).
4. As a class, match the new vocabulary from the activity with the correct definition. (Answers: 1. c. 2. f. 3. b. 4. g. 5. a. 6. h. 7. d. 8. e.)

### Practice (22 minutes)

1. Have pupils write the vocabulary and their definitions from the matching activity in their exercise books.
2. Ask pupils to use all 8 of the new words in sentences. They should write at least 4 sentences. Some sentences may include more than 1 word from the lesson.
3. Move around the classroom to check pupils' sentences and help those who are struggling.
4. Invite volunteers to share their sentences with the class.  
Examples:

- The **bear market** was cause for excitement among the **stockbrokers**.
  - When its attempts at a **merger** were blocked, the big corporation launched a **takeover** bid.
  - Convinced the price of **commodities** such as oil would continue to fall, the trader made a **futures contract** that would allow him to sell at its current price.
  - The only way the investor was able to make a profit in the **bull market** was through illegal **insider training**.
5. Ask pupils to write a paragraph beginning with 'If I had 5 million leones to invest in the stock market ...' to explain what they would do if they had 5 million leones to invest in the stock market. They should use terms and words learnt in the lessons on the stock exchange.

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

1. Have 2-3 volunteers share their paragraph with the class. Correct mistakes as needed.



Example:

If I had 5 million leones to invest in the stock market, I would purchase stocks in established companies that pay high dividends. However, if stock prices plunged, I would not panic – a bear market is good for long-term investing. I would continue buying shares until the price rose to double my initial investment. Then, I would sell my shares and purchase bonds.

2. For homework, have pupils do practice activity PHL3-L114 in the Pupils' Handbook.

### *[VOCABULARY MATCHING EXERCISE]*

<b>Word</b>	<b>Definition</b>
1. bear market (n)	a. the buying or selling of stocks by someone who has information that is not publically known but which would affect the stock price
2. bull market (n)	b. a raw material such as coffee or cocoa beans that is traded
3. commodity (n)	c. when most people participating in the stock exchange are selling, driving prices down
4. futures contract (n)	d. someone who buys and sells securities on behalf of others
5. insider trading (n)	e. an attempt to offer to buy shareholders' shares at a specific price to gain a controlling majority in a company
6. merger (n)	f. when most people participating in the stock exchange are buying, driving prices up
7. stockbroker (n)	g. an agreement to buy or sell a security for a specific price at a specific time in the future, regardless of its actual value
8. takeover (n)	h. when 2 companies combine to form 1 company

<b>Lesson Title:</b> Reading Skills Development: Substitution of Words in a Passage	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L115	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define synonyms and antonyms and demonstrate understanding of their function in a sentence.</li> <li>2. Identify synonyms and antonyms of selected words.</li> <li>3. Read a text and substitute appropriate words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text, 'Bockarie Returns to Kenema', aloud (see end of lesson).</li> <li>2. Write the words for substitution on the board (see end of lesson).</li> <li>3. Write the words needing antonyms on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Remind pupils that WASSCE tests their ability to substitute words in a passage. In order to do so effectively they must be able to identify synonyms and antonyms of selected words.
2. Tell pupils that in this lesson they will practise how to substitute words in a text.

### Teaching and Learning (15 minutes)

1. Revise synonyms:
  - Synonyms are words or phrases that have almost, if not completely, the same meaning.
2. Invite volunteers to give synonyms for the word 'great'. (Example answers: fantastic, wonderful, magnificent, stupendous, powerful, strong, big)
3. Remind pupils that although these words have similar meanings, they can only substitute each depending on the context. When substituting, the new phrase or word should never change the meaning of the sentence:
  - Sentence: All the teachers agreed he was a **great** pupil.
    - Incorrect substitution: All the teachers agreed he was a **big** pupil.
    - Correct substitution: All the teachers agreed he was a **fantastic** pupil.
4. Revise antonyms:
  - Antonyms are words or phrases that have opposite meanings.
5. Invite volunteers to give antonyms for the word 'great'. (Example answers: bad, horrible, minor, modest, poor)
6. Remind pupils that they must choose the correct substitution based on the way the word is used in the sentence:
  - Sentence: All the teachers agreed he was a **great** pupil.
    - Incorrect substitution: All the teachers agreed he was a **minor** pupil.
    - Correct substitution: All the teachers agreed he was a **bad** pupil.

7. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
8. Read the title and the first paragraph of the text aloud (see end of lesson).
9. Ask a volunteer to summarise the paragraph.  
Example: A successful man is expecting people from the village to come begging for money.
10. Write the word 'immediately' on the board.
11. Have pupils identify a word or phrase that can replace 'immediately' without changing the meaning or structure of the sentence.
12. Invite volunteers to share their answers. Write correct answers on the board.  
(Examples: instantly, at once, right then)
13. Write the word 'kindness' on the board.
14. Have pupils identify a word or phrase that is the opposite of 'kindness' in this context.
15. Invite volunteers to share their answers. Write correct answers on the board.  
(Examples: meanness, contempt, hostility)
16. Read the sentence aloud, filling in the sentence with the antonym.  
Example: Whereas he had shown remarkable **kindness** to their predecessors, he vowed to show these new beggars only **hostility**.

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

1. Have pupils read the remainder of the text silently to themselves.
2. Instruct pupils to copy the words for substitution on the board into their exercise books (see end of lesson).
3. Have pupils substitute these words in the text with other words or phrases.  
Remind them that substituted words should keep the meaning of the sentence the same. They should also not change the sentence construction.
4. Discuss as a class. Invite volunteers to provide answers.  
Example answers:
  - Signalled to: Hailed
  - Afford: Have enough money to buy
  - Informed: Told
  - Scold: Chastise
  - Flabbergasted: Astonished
  - Esteemed: Respected
  - Unfamiliar: Unknown
  - Ailing: Sick
  - Scamper: Run
5. Have pupils copy the words needing antonyms on the board into their exercise books (see end of lesson).
6. Have pupils find antonyms for these words that will fit in the blank space within the same sentence in the text.
7. Discuss answers as a class.

Example answers:

- a. smile
- b. brief
- c. hostile

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

1. For homework, have pupils do practice activity PHL3-L115 in the Pupils' Handbook.

### *[READING PASSAGE]*

#### Bockarie Returns to Kenema<sup>1</sup>

When Bockarie heard that he had some visitors from his hometown, Kenema, he concluded **immediately** that they were the usual seekers of, at best, jobs and, at worse, handouts. They must have come because earlier callers had not reported back what he had stressed: that he did not get to where he is today by performing favours. Whereas he had shown remarkable **kindness** to their predecessors, he vowed to show these new beggars only \_\_\_\_\_. That was the only way they would learn.

He took his time to put his office and workshop in order, determined not to leave in a hurry just because of some stubborn fortune-seekers. He made sure that all of his 72 employees signed out before he **signalled to** his driver. There, in his huge limousine, he thought of the next multimillion-dollar construction contract and how he would be able to **afford** a helicopter from the profits; he would no longer need to wait in Freetown's traffic, which seemed to grow worse every year.

It took about an hour to drive the five kilometres to his mansion. On arrival, his wife **informed** him that his visitors were chiefs from Kenema. He felt revulsion as he imagined that they must have come with a king-size request in accordance with their own self-importance. He entered the house with a **scowl**, but the three chiefs immediately disarmed him with a cheerful a. \_\_\_\_\_. Each met him in the doorway with a bear hug. As soon as the chit-chat ended – even Bockarie would not **scold** them during greetings – they announced that the town of Kenema had decided to confer on him the highest traditional title. The group requested his presence at the great event, set for one month from the day. He was **flabbergasted** that they had come with such an offer. He accepted at once.

Thereafter, things moved very fast. He contacted all the great names in the country, among them **esteemed** politicians and business associates. But although the chiefs had dedicated **a lot of time** toward the event, Bockarie did not have time so much for a b. \_\_\_\_\_ visit to Kenema.

Soon, the great day came. Hundreds of limousines from far and near streamed into the town. As he was not the only awardee, the conferment ceremony began with

people **unfamiliar to** Bockarie, allowing enough time for all of his own invitees to arrive. Just as he was called, some tough-looking youngsters took the stage and began shouting into the microphone. The leader announced, 'Bockarie does not deserve this title. A man who has deserted his community for 30 years, who did not return even to care for his **ailing** parents before they died, and who has turned a deaf ear on the calls of the youth, should not be treated as a favourite son of the city'.

The elders tried to **calm** the youths, but their ranks were growing by the minute, and they were becoming more and more c. \_\_\_\_\_. Before long the event was called off, and Bockarie had to **scamper** to his limousine. He told the driver to speed off as he could hear rocks hitting his vehicle. His driver informed him that they were stuck in traffic – the limousines of his invitees were trying to leave as well.



*[WORDS FOR SUBSTITUTION]*

- signalled to
- afford
- informed
- scold
- flabbergasted
- esteemed
- unfamiliar
- ailing
- scamper

*[WORDS NEEDING ANTONYMS]*

- a. scowl
- b. a lot of time
- c. calm

<sup>1</sup>This passage is adapted from WAEC English Language Examination, 2012.

<b>Lesson Title:</b> Reading Skills Development: Substitution of Words in a Passage	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L116	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define synonyms and antonyms and demonstrate understanding of their function in a sentence.</li> <li>2. Identify synonyms and antonyms of selected words.</li> <li>3. Read a text and substitute appropriate words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the excerpt from 'On a Mountain Trail' aloud (see end of lesson).</li> <li>2. Write the synonyms quiz on the board (see end of lesson).</li> <li>3. Write the antonyms quiz on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Remind pupils that the WASSCE tests them on synonyms and antonyms by giving options. They must choose the options that are either nearest in meaning or most nearly opposite.
2. Tell pupils that in this lesson they will practise how to substitute words in a text. They will choose between words, several of which may be similar in meaning.

### Teaching and Learning (15 minutes)

1. Revise synonyms and antonyms:
  - Synonyms are words or phrases that have similar meanings.
  - Antonyms are words or phrases that have opposite meanings.
2. Write the following words on the board:
  - excited
  - extinct
  - strict
  - all at once
3. Read the teaching and learning sentences one at a time for pupils (see end of lesson).
4. Ask volunteers to brainstorm synonyms for each word on the board.  
 Examples:
  - excited: thrilled; electrified; delighted
  - extinct: no longer existing; dead; defunct
  - strict: stern; harsh; severe
  - all at once: suddenly; right away; instantly
5. Now inform pupils that they will identify a word or group of words that is most nearly opposite in meaning to each of the words on the board. It should also correctly fill the blank in the sentence.
6. Re-read the sentences one at a time.



7. Discuss possible answers as a class:
  - excited: nervous; indifferent
  - extinct: exist; live
  - strict: lenient; relaxed
  - all at once: gradual; incremental; slow
8. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
9. Read the first paragraph aloud to pupils (see end of lesson).
10. Write the word 'deliberately' on the board.
11. Have pupils identify a word or phrase that can replace 'deliberately' without changing the meaning or structure of the sentence.
12. Invite volunteers to share their answers. Write correct answers on the board.  
(Examples: intentionally, purposely, consciously)
13. Point to the word in the synonyms quiz (see end of lesson).
14. Invite a volunteer to identify the word that is nearest in meaning to 'deliberately'.  
(Answer: intentionally)

**Practice** (22 minutes)

1. Have pupils read the remainder of the text silently to themselves.
2. Ask pupils to copy the words from the synonyms quiz on the board into their exercise books.
3. Instruct pupils to choose the word or words from the options available that are nearest in meaning to the bolded word in the text. The words should neither change the sentence's meaning nor its construction.
4. Discuss answers as a class. Read the sentences aloud with the correct word substitution to show that the answer is correct.

Answers:

- Singly: One at a time
  - Bands: Packs
  - Long afterward: Much later
  - Entirely: Completely
  - Dense: Thick
  - At last: Finally
  - Grim: Forbidding
  - Noiselessly: Silently
  - Abreast of: Alongside
5. Have pupils copy the words from the antonyms quiz on the board into their exercise books (see end of lesson).
  6. Have pupils choose the word or words from the options available that is most nearly opposite to the underlined word in the text. They should check that it correctly fills the blank in the sentence.
  7. Discuss answers as a class. Read the sentence aloud with the correct answer to show that it correctly fills the blank in the sentence.

Answers:

- a. level
- b. shied
- c. lost

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL3-L116 in the Pupils' Handbook.

*[TEACHING AND LEARNING SENTENCES]*

- Thomas was **excited** for the trip, but his brother was \_\_\_\_\_.
- Dinosaurs are **extinct**, but some of their descendants still \_\_\_\_\_.
- My grandmother, rather than being **strict**, was actually quite \_\_\_\_\_ toward us.
- While we expected everything to change **all at once**, the transition was instead \_\_\_\_\_.

*[READING PASSAGE]*

Excerpt from 'On a Mountain Trail'<sup>1</sup>

by Harry Perry Robinson

We had no warning. It was as if they had **deliberately** lain in ambush for us at the turn in the trail. They seemed suddenly and silently to rise on all sides of the sleigh at once.

It is not often that the gray timber-wolves, or 'black wolves', as the mountaineers call them, are seen hunting in packs, though the animal is plentiful enough among the foot-hills of the Rockies. As a general rule they are met with **singly** or in pairs. At the end of a long and severe winter, however, they sometimes come together in **bands** of fifteen or twenty; and every old mountaineer has a tale to tell perhaps of his own narrow escape from one of their fierce packs, perhaps of some friend of his who started one day in winter to travel alone from camp to camp, and whose clean-picked bones were found beside the trail **long afterward**.

The first forty miles of the road had lain **entirely** over hills – zigzagging up one side of a mountain only to zigzag down the other – with the **dense** growth of pine and tamarack and cedar on both sides, wreathed here and there in mist. But at last we were clear of the foot-hills and reached the level. The tall forest trees gave place to a wilderness of thick underbrush, lying black in the evening air, and the horses swung contentedly from the steep grade into the a. \_\_\_\_\_ trail, where **at last** they could let their legs move freely in a trot.

Hardly had they settled into their stride, however, when both animals b. \_\_\_\_\_ violently to the left side of the trail. A moment later they plunged back to the right side so suddenly as almost to throw me off into the brush.

Then, out of the earth and the shadow of the bushes, the **grim**, dark forms seemed to rise on all sides of us. There was not a sound – not a snap nor a snarl; but in the gathering twilight of the February evening, we saw them moving **noiselessly** over the thin coat of snow which covered the ground. In the uncertain light, and moving as rapidly as we did, it was impossible to guess how many they were. An animal which was one moment in plain sight, running **abreast of** the horses, would, the next moment, be c. \_\_\_\_\_ in the shadow of the bushes, while two more dark, silent forms would edge up to take its place.



*[SYNONYMS QUIZ]*

Words	Synonym Options			
deliberately	carefully	cautiously	patiently	intentionally
singly	alone	one at a time	lonely	simultaneously
bands	rings	layers	assortments	packs
entirely	mostly	completely	more or less	tirelessly
dense	dull	thin	thick	immovable
at last	high	at the rear	finally	at the end
grim	dirty	depressed	sad	forbidding
noiselessly	stealthily	noisily	silently	quietly
abreast of	alongside	connected with	close to	several metres from

*[ANTONYMS QUIZ]*

- |                   |          |           |       |           |
|-------------------|----------|-----------|-------|-----------|
| a. steep          | costless | narrow    | hilly | level     |
| b. settled into   | shied    | disagreed | moved | retreated |
| c. in plain sight | visible  | far away  | lost  | stuck     |

<sup>1</sup>'On a Mountain Trail' by Harry Perry Robinson (1890) is in the public domain.

<b>Lesson Title:</b> Vocabulary Development: Connotation and Denotation		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L117		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define connotation and denotation and demonstrate understanding of their function in a text.</li> <li>2. Use context clues and inference to determine the meaning of unknown figurative language in a text.</li> <li>3. Demonstrate understanding of figurative language by explaining examples in their own words.</li> <li>4. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the synonyms on the board (see end of lesson).</li> <li>2. Write the sentences for teaching and learning on the board (see end of lesson).</li> <li>3. Write the sentences for practice on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. As a class, brainstorm synonyms for the word 'house'. (Examples: home, residence, abode, homestead, dwelling, domicile)
2. Discuss the following as a class:
  - If there are so many words with the same meaning, why do writers choose one word over another?
3. Tell pupils that in today's lesson they will discuss the difference between the literal meaning of a word (denotation) and the feeling that word brings (connotation).

### Teaching and Learning (17 minutes)

1. Discuss the concepts of denotation and connotation with pupils:
  - Denotation is the literal meaning of a word.  
Example: A house is a building in which humans live; this is a synonym of 'home' and 'residence'.
  - Connotation is the idea or feeling a word suggests.  
Example: 'Home' connotes feelings of family, comfort and belonging, whereas the word 'house' connotes the idea of the physical building.
  - Euphemisms are words that are used to replace similar words with negative connotations.  
Examples:
    - 'ambitious' instead of 'greedy'
    - 'slender' instead of 'skinny'
    - 'eccentric' instead of 'weird'
2. Invite pupils to suggest other euphemisms.
3. Direct pupils' attention to the synonyms on the board (see end of lesson).
4. Ask volunteers to define each of the pairs of synonyms.

5. After discussing the words, write definitions on the board.

Examples:

- Inexpensive/Cheap: Something that costs little
- Statesman/Politician: A person in government
- Wise/Cunning: Full of knowledge and good judgement
- Cook/Chef: Someone who prepares food for others

6. Invite volunteers to identify which word in each pair has a more positive connotation and why.

Answers:

- 'Inexpensive' is positive.
  - It connotes a good price, whereas 'cheap' connotes that something is poorly made.
- 'Statesman' is positive.
  - It connotes a public servant doing what is best for his country, whereas 'politician' connotes someone who is more self-interested.
- 'Wise' is positive.
  - It connotes goodness, whereas 'shrewd' connotes someone who uses deceit.
- 'Chef' is positive.
  - It connotes skill and creativity, whereas 'cook' does not.

7. Direct pupils' attention to the sentences on the board (see end of lesson).

8. Read the first 2 sentences aloud.

9. Ask a volunteer to identify context clues to determine the meanings of the words 'indecisive' and 'cautious'.

Context clues:

- Indecisive: 'had to choose'
- Cautious: 'before rushing into a decision'

10. After discussing 'indecisive' and 'cautious', write their definitions on the board.

Example definitions:

- Indecisive: Unsure to decide
- Cautious: Careful to avoid mistakes

11. Discuss the differences between the 2 paragraphs using the following questions:

- Which of the 2 sentences portrays Nasratha more positively? (Answer: Example B)
- In which paragraph does the alternative to marriage sound worse? Why? (Answer: Example A; it uses the word 'solitude' instead of 'loneliness'.)

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

1. Have pupils read the remaining sentences individually.

2. Ask pupils to identify context clues for each of the highlighted words.

Context clues:

- Served time/Been locked up: 'out of prison'

- Unfortunate/Dubious: 'take the chance'
  - Firmly/Stubbornly: 'stick to'
  - Principles/Notions: 'convince the judge of their ideas'
  - Politician/Statesman: 'elected'
  - Blunt/Candid: 'said whatever was on his mind'
  - Weasel/Navigate: 'his way through'
  - Scandal/Incident: 'potentially damaging'
3. Have pupils work with seatmates to rewrite the sentences into 2 versions: one with positive connotations for the main subject (Brima, the judge and the politician) and one with negative connotations for the subject.

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

1. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.

Answers:

- a. Positive – Brima had **served time** and now he was out of prison, looking for a job. He was unlikely to get hired. Not many people want to take the chance on a person with an **unfortunate** past.

Negative – Brima had **been locked up** and now he was out of prison, looking for a job. He was unlikely to get hired. Not many people want to take the chance on a person with a **dubious** past.

- b. Positive – As much as prominent defendants and their attorneys tried to convince the judge of their ideas, she would **firmly** stick to her own **principles** when rendering decisions.

Negative – As much as prominent defendants and their attorneys tried to convince the judge of their ideas, she would **stubbornly** stick to her own **notions** when rendering decisions.

- c. Positive – There once was an elected **statesman** who said whatever was on his mind. It often got him in trouble with the opposition, who decried his **candid** assertions. Many predicted that he would not last long in government, but he managed to **navigate** his way through one potentially damaging **incident** after another.

Negative – There once was an elected **politician** who said whatever was on his mind. It often got him in trouble with the opposition, who decried his **blunt** assertions. Many predicted that he would not last long in government, but he managed to **weasel** his way through one potentially damaging **scandal** after another.

2. For homework, have pupils do practice activity PHL3-L117 in the Pupils' Handbook.

*[SYNONYMS TABLE]*

inexpensive – cheap  
statesman – politician  
wise – cunning  
cook – chef



*[SENTENCES FOR TEACHING AND LEARNING]*

Example A: Nasratha was at a crossroads in her life. She had to choose between marriage and **loneliness**. But she was **indecisive** and unable to **swiftly make** a decision.

Example B: Nasratha was at a crossroads in her life. She had to choose between marriage and **solitude**. But she was being **cautious** before **rushing into** a decision.

*[SENTENCES FOR PRACTICE]*

- a. Brima had **served time/been locked up** and now he was out of prison, looking for a job. He was unlikely to get hired. Not many people want to take the chance on a person with an **unfortunate/dubious** past.
- b. As much as prominent defendants and their attorneys tried to convince the judge of their ideas, she would **firmly/stubbornly** stick to her own **principles/notions** when rendering decisions.
- c. There once was an elected **politician/statesman** who said whatever was on his mind. It often got him in trouble with the opposition, who decried his **blunt/candid** assertions. Many predicted that he would not last long in government, but he managed to **weasel/navigate** his way through one potentially damaging **scandal/incident** after another.

<b>Lesson Title:</b> Vocabulary Development: Rhetorical Questions		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L118		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define rhetorical question and demonstrate understanding of its function in a text.</li> <li>2. Use context clues and inference to determine the meaning of figurative language in a text.</li> <li>3. Demonstrate understanding of figurative language by explaining examples in their own words.</li> <li>4. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write Speech Excerpt #1, 'Excerpt from Archbishop Desmond Tutu's 1984 address to the US Congress', on the board and practise reading it aloud (see end of lesson).</li> <li>2. Practise reading Speech Excerpt #2, 'President Obama's 2015 State of the Union Address', aloud (see end of lesson).</li> </ol>	

### Opening (1 minute)

1. Tell pupils that in today's lesson you will discuss rhetorical questions.

### Teaching and Learning (19 minutes)

1. Define rhetorical questions:
  - Rhetorical questions are ones to which no answer is expected.  
Example:  
A husband comes back to the family home after midnight. His wife has been waiting for him for hours. She says, 'Do you have any idea what time it is?' She is pointing out that he is late.
2. Explain the uses of rhetorical questions:
  - They can be used in question tags.  
Example: A teacher scolds a daydreaming pupil, saying, 'You were not listening, were you?'
  - They may be used to draw attention to something negative.  
Example: 'How do you expect to succeed with an attitude like that?'  
- This means the person has a bad attitude.
  - They may be used to make a positive point.  
Example: 'Who does not love the ocean?'  
- The speaker is saying everyone loves the ocean.
  - They can be sarcastic/negative responses to another question.  
Example: Someone asks, 'What is her name?' and receives a reply of 'How should I know?'
  - They can be used to reject suggestions.  
Example: Someone suggests, 'Maybe you can help us', to which the person replies, 'Why should I?'
3. Discuss the use of rhetorical questions in speeches:



- Rhetorical questions are often used in speeches.
  - They can be used to introduce topics.  
Example: 'What is the proper role of a citizen?'
    - The speaker is encouraging others to think about the topic.
  - They can give the listener the impression that his or her opinion is correct and that another opinion is foolish.  
Example: 'Why should we pursue policies that lead to the destruction of our environment?'
4. Direct pupils' attention to the speech excerpt on the board (see end of lesson).
  5. Explain that it is an excerpt from a speech given in 1984 by a famous South African civil rights activist, Archbishop Desmond Tutu, discussing changes to the country's constitution.
  6. Read the paragraph aloud.
  7. Discuss the excerpt as a class, using the following questions:
    - What is the speaker's view of South Africa's constitution as it relates to black people? (Example answer: It is not good for black people.)
    - What words and phrases does the speaker use to demonstrate his view? (Examples: 'politics of exclusion', 'mentions them ... only once', 'have no part in', 'racism')
    - What does the speaker mean by the rhetorical question, 'How could this be seen as a step in the right direction?' (Example answer: This is a step in the wrong direction.)
    - What does the speaker mean by the rhetorical question, 'How could this be regarded as even remotely democratic?' (Example: This is not democratic.)
  8. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
  9. Explain that it is an excerpt from a speech given by US president Barack Obama to the American people.
  10. Read the first 4 paragraphs of the speech excerpt aloud. Ask pupils to follow along in the Pupils' Handbook.
  11. Have volunteers identify the first 2 rhetorical questions, in order. Write them on the board.  
Answers:
    - 'Will we accept an economy where only a few of us do spectacularly well?'
    - 'Or will we commit ourselves to an economy that generates rising incomes and chances for everyone who makes the effort?'
  12. Discuss the opening paragraphs as a class, using questions such as:
    - What point is President Obama making?  
Example answer: We can either choose between some people doing very well or everyone doing well.
    - Which of the 2 options does he support? How can you tell?  
Answer:

He supports the second option. You can tell from his word choice in both sentences. Words such as 'only' and 'few' limit the appeal of the first option, whereas the word 'everyone' expands the appeal of the second option.

- How could you rephrase this into a statement instead of a rhetorical question?

Example:

We should not accept an economy where only a few of us do spectacularly well. We must commit ourselves to an economy that generates rising incomes and chances for everyone who makes the effort.

- How could we summarise Obama's speech in a sentence?

Example: We must embrace an economy that helps everyone.

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

1. Have pupils read the remaining paragraphs to themselves.
2. Invite volunteers to identify the rhetorical question in the speech.

Answers:

- a. Will we approach the world fearful and reactive, dragged into costly conflicts that strain our military and set back our standing?
  - b. Or will we lead wisely, using all elements of our power to defeat new threats and protect our planet?
  - c. Will we allow ourselves to be sorted into factions and turned against one another?
  - d. Or will we recapture the sense of common purpose that has always propelled America forward?
3. Have pupils work with seatmates to identify words and phrases from the text that demonstrate how the speaker feels about each question he asks.
  4. Discuss answers as a class.

Examples:

- a. fearful, reactive, costly, strain, set back
  - b. wisely, our power, defeat new threats, protect
  - c. factions, turned against one another
  - d. common purpose, propelled America forward
5. Have pupils summarise paragraph 5 and paragraph 6 as statements.
  6. Have volunteers share their summaries with the class.

Examples:

- Paragraph 5: We should be world leaders.
- Paragraph 6: We should work together to improve our country.

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

1. As a class, discuss the 2 speeches using the following questions:
  - What do the speakers hope to accomplish with their speeches?
  - As a listener, would you be convinced? Why or why not?
  - How do the rhetorical questions help convey the message of the speeches?
2. For homework, have pupils do practice activity PHL3-L118 in the Pupils' Handbook.

*[SPEECH EXCERPT #1]*

Archbishop Desmond Tutu's 1984 Address to the US Congress<sup>1</sup>

The new constitution is an instrument of the politics of exclusion I referred to earlier. Seventy-three percent of South Africa's population, the blacks, have no part in this constitution, which mentions them quite incredibly only once. How could this be seen as a step in the right direction? How could this be regarded as even remotely democratic? Its three chambers are racially defined. Consequently, racism and ethnicity are entrenched and hallowed in the constitution.

*[SPEECH EXCERPT #2]*

President Obama's 2015 State of the Union Address<sup>2</sup>

America, for all that we've endured; for all the grit and hard work required to come back; for all the tasks that lie ahead, know this:

The shadow of crisis has passed, and the State of the Union is strong.

At this moment – with a growing economy, shrinking deficits, bustling industry and booming energy production – we have risen from recession freer to write our own future than any other nation on Earth. It's now up to us to choose who we want to be over the next fifteen years, and for decades to come.

Will we accept an economy where only a few of us do spectacularly well? Or will we commit ourselves to an economy that generates rising incomes and chances for everyone who makes the effort?



Will we approach the world fearful and reactive, dragged into costly conflicts that strain our military and set back our standing? Or will we lead wisely, using all elements of our power to defeat new threats and protect our planet?

Will we allow ourselves to be sorted into factions and turned against one another? Or will we recapture the sense of common purpose that has always propelled America forward?

In two weeks, I will send this Congress a budget filled with ideas that are practical, not partisan. And in the months ahead, I'll crisscross the country making a case for those ideas.

<sup>1</sup>Archbishop Desmond Tutu's address to the US Congress (1984) is in the public domain.

<sup>2</sup>President Barack Obama's State of the Union address (2015) is in the public domain.

<b>Lesson Title:</b> Speech		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L119		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Identify the features of a speech.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the comprehension questions on the board (see end of lesson).</li> <li>2. Practise reading the excerpt of 'Speech by Winston Churchill to Harrow School (1941)', aloud (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Tell pupils that in today's lesson they will read a speech from the former prime minister of the United Kingdom, Winston Churchill, from 1941. When the speech was given, the country was at war (World War 2) and he addressed the situation with pupils from his former secondary school.

### Teaching and Learning (15 minutes)

1. Revise the features of a speech:
  - Directly addresses the audience with words such as 'you'
  - Gives information or shares ideas about someone, something, an event or an experience
  - Is given to an audience that the speaker seeks to connect with
  - Is written in the first-person point of view (singular or plural)
  - Often employs a refrain, rhetorical questions and makes references to reports, evidence, quotes or analogies
  - Is used in debates and public events
2. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
3. Read the first paragraph aloud to pupils as they follow along in the Pupils' Handbook (see end of lesson).
4. Write 'catastrophic' and 'menace' on the board.
5. Invite volunteers to identify context clues that help determine each word's meaning.  
Context clues:
  - Catastrophic: 'terrible', 'misfortunes'
  - Menace: 'enemy'
6. After discussing 'catastrophic' and 'menace' as a class, write definitions on the board.  
Examples:
  - Catastrophic: Involving terrible damage
  - Menace: A threat; something that can cause harm

7. Direct pupils' attention to the comprehension questions on the board (see end of lesson).
8. Invite different volunteers to answer each question.  
Answers:
  - a. He last spoke to them ten months ago.
  - b. The situation was not good. You can tell because he had gone to the school to 'cheer' himself. The country was 'poorly armed' and 'alone'.
  - c. The situation has improved. You can tell because he says that 'nothing particular' has happened recently.
9. Ask 1-2 volunteers to summarise the first paragraph.  
Example: Our position in the war has greatly improved since I last spoke to you.

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

1. Ask pupils to read the remaining paragraphs silently to themselves.
2. Have pupils work with seatmates to summarise each paragraph. Remind pupils to look for topic sentences, main ideas and keywords to assist them.
3. Discuss answers as a class.  
Examples:
  - Paragraph 2: The British are good at enduring hardships.
  - Paragraph 3: We must prepare for both triumph and disaster, no matter how things appear to be going.
  - Paragraph 4: Never concede defeat, no matter how difficult the path ahead.
  - Paragraph 5: If we continue to fight, we will win.
4. Write the following words on the board:
  - noble
  - deceptive
  - imaginative
  - liquidated
  - flinching
5. Have pupils work with seatmates to determine the meaning of the words based upon their use in the text.
6. Invite different pupils to give a definition of each word and write the definitions on the board.  
Examples:
  - Noble: Worthy; just; good
  - Deceptive: Not what it appears; misleading
  - Imaginative: Creative; inventive
  - Liquidated: Wiped out, finished
  - Flinching: Hesitating out of fear
7. Have pupils write a sentence for each of the words.
8. Invite volunteers to share a sentence with the class.  
Examples:

- The noble athlete agreed to run the race again after her rival's shoelaces came untied.
- The magic trick was designed to be deceptive.
- The child's imaginative drawings featured three-headed animals.
- The police force was practically liquidated by budget cuts.
- Good boxers can take a punch without flinching.

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

1. As a class, discuss the speech using questions such as:
  - What does Churchill hope to accomplish with this speech?
  - How would you feel if you were a pupil at Harrow School and heard this speech?
2. For homework, have pupils do practice activity PHL3-L119 in the Pupils' Handbook.

### **[SPEECH]**

Excerpt from the Speech 'Never Give In, Never, Never, Never'  
by Winston Churchill to Harrow School (1941)<sup>1</sup>

Almost a year has passed since I came down here at your headmaster's kind invitation in order to cheer myself and cheer the hearts of a few of my friends by singing some of our own songs. The 10 months that have passed have seen very terrible **catastrophic** events in the world – ups and downs, misfortunes – but can anyone sitting here this afternoon, this October afternoon, not feel deeply thankful for what has happened in the time that has passed and for the very great improvement in the position of our country and of our home? Why, when I was here last time we were quite alone, desperately alone, and we had been so for five or 6 months. We were poorly armed. We are not so poorly armed today; but then we were very poorly armed. We had the unmeasured **menace** of the enemy and their air attack still beating upon us, and you yourselves had had experience of this attack; and I expect you are beginning to feel impatient that there has been this long lull with nothing particular turning up!

But we must learn to be equally good at what is short and sharp and what is long and tough. It is generally said that the British are often better at the last. They do not expect to move from crisis to crisis; they do not always expect that each day will bring up some **noble** chance of war; but when they very slowly make up their minds that the thing has to be done and the job put through and finished, then, even if it takes months – if it takes years – they do it.

Another lesson I think we may take, just throwing our minds back to our meeting here ten months ago and now, is that appearances are often very **deceptive**, and as Kipling well says, we must '... meet with Triumph and Disaster. And treat those two impostors just the same'.



You cannot tell from appearances how things will go. Sometimes imagination makes things out far worse than they are; yet without imagination not much can be done. Those people who are **imaginative** see many more dangers than perhaps exist — certainly many more than will happen. But then they must also pray to be given that extra courage to carry this far-reaching imagination. But ... surely from this period of ten months this is the lesson: never give in, never give in, never, never, never, never — in nothing, great or small, large or petty. Never give in except to convictions of honour and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy. We stood all alone a year ago, and to many countries it seemed that our account was closed, we were finished. All this tradition of ours, our songs, our school history, this part of the history of this country, were gone and finished and **liquidated**.

Very different is the mood today. Britain, other nations thought, had drawn a sponge across her slate. But instead our country stood in the gap. There was no **flinching** and no thought of giving in; and by what seemed almost a miracle to those outside these islands, though we ourselves never doubted it, we now find ourselves in a position where I say that we can be sure that we have only to persevere to conquer.

*[COMPREHENSION QUESTIONS]*

- a. When did Churchill last speak to these pupils?
- b. What was the situation at that point? How can you tell?
- c. What is the situation now (when he is speaking)? How can you tell?

<sup>1</sup>The speech 'Never Give In, Never, Never, Never' by Winston Churchill (1941) is in the public domain.

<b>Lesson Title:</b> Speech	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L120	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use an outline to plan a speech.</li> <li>2. Write a speech relevant to the topic with well-organised ideas.</li> <li>3. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>4. Write a speech with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> Write the outline of a speech on the board (see end of lesson).	

### Opening (1 minute)

1. Tell pupils that in this lesson they will write a speech.

### Teaching and Learning (19 minutes)

1. Revise the definition of a speech with pupils:
  - A speech is a talk given to an audience to send a specific message.
2. Revise the features of a speech as a class:
  - It uses vocatives to address the audience, which means it calls out to them directly.  
Example: Thank you for the warm welcome, dear friends!
  - It gives information or shares ideas about someone, something, an event or an experience.
  - It is given to an audience that the speaker wants to connect with.
  - It is written in the first-person point of view, either singular or plural.  
Example: I am running for president to stamp out poverty.
  - It often contains rhetorical questions and makes references to reports, evidence, quotes or analogies.  
Example: If peace is not the answer, then what is?
  - It uses convincing or persuasive language to connect with the audience.  
Example: My countrymen, join me in turning our nation into a shining example of equality!
  - It is used in debates and public events.
3. Direct pupils' attention to the outline on the board and have them copy it into their exercise books (see end of lesson).
4. Use the outline on the board to discuss the components of a speech:
  - Introduction:
    - It should begin with vocatives to greet the audience.
    - It should start with something to engage the audience immediately.
    - It should state the main argument or controlling idea of the speech.
    - It may contain a summary of the main ideas of the speech.



- Body:
    - It should contain at least 3 paragraphs.
    - Every paragraph should make a point with reasons to support it.
  - Closing statement:
    - It should summarise the speech.
    - It should repeat the argument or the main idea.
    - It should thank the audience or call them to action, if needed.
5. Introduce the topic of the speech pupils will be working on in this lesson: 'A farewell speech from the head prefect to a departing teacher'.
  6. Demonstrate how to use the outline to organise the main ideas for a speech by filling in the outline on the board with the following information:

### **Introduction**

- Vocatives: Fellow pupils, faculty and our esteemed Principal, thank you for joining us today.
- Attention-grabbing statement: What would life be like without our dear teacher, Mr Fomba?
- Thesis statement: It is hard to imagine a more dedicated teacher than Mr Fomba, whose patience and concern for pupils these past 10 years is unparalleled.
- Explanation of why the audience should listen to you: As the senior prefect, I have worked hand in hand with Mr Fomba.
- Summary of main points: Although I am excited about his promotion, I will be sad to see him leave.

### **Body – at least 3 paragraphs**

- Point 1: Mr Fomba was patient with pupils.
  - Detail: He never scolded us for not knowing the answer right away.
  - Detail: He spent hours outside of class tutoring anyone who asked for help.
- Point 2: Mr Fomba was concerned about pupils' welfare.
  - Detail: Mr Fomba was there to check up on me after a gruelling exam.
  - Detail: He sensed when I was having personal difficulties and would make sure I was okay.
- Point 3: Mr Fomba provided fair discipline.
  - Detail: Pupils who littered were tasked with cleaning school grounds.
  - Detail: He mediated disagreements between pupils without resorting to beatings.

### **Closing statement**

- Transition (Example: 'In conclusion ...): As you can see, Mr Fomba has been a fine teacher at our school.
- Restatement of thesis: None of us will ever forget his dedication.
- Summary of main points: His patience, concern and discipline have made a lasting impression on everyone he has taught.
- Thank audience: Thank you, my fellow classmates, and thank you, Mr Fomba!

### Practice (19 minutes)

1. Tell pupils that they are going to write their own speech on the topic: 'A farewell speech from the head prefect to a departing teacher'.
2. Ask pupils to write their own original outline for the speech in their exercise books.
3. Move around the classroom to make sure that pupils are doing the activity correctly and using their own ideas, not copying the example on the board.
4. Tell pupils to use the completed outline to start writing their speech of about 450 words.
5. Remind pupils to use linking expressions and conjunctions to link their paragraphs together.

Examples:

- **Let me begin by** thanking Mr Fomba for his service.
  - **Firstly**, Mr Fomba is extremely patient with pupils.
  - **Moreover**, his methods of discipline are fair and transparent.
  - **Clearly**, his successor has big shoes to fill.
  - **Lastly**, I will leave you with this story ...
6. While pupils write, move around the classroom to check their work. Make sure that they are following the outline and including all of the components of a speech.

### Closing (1 minute)

1. For homework, have pupils do practice activity PHL3-L120 in the Pupils' Handbook.

### [OUTLINE OF A SPEECH]

#### Introduction



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

#### Body – at least 3 paragraphs

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

**Closing statement**

- Transition (Example: 'In conclusion ...')
- Restatement of thesis
- Summary of main points
- Thank audience

<b>Lesson Title:</b> Pure Vowel Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L3-L121	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the difference between long and short vowel sounds.</li> <li>2. Distinguish between long and short vowel sounds.</li> <li>3. Identify long and short vowel sounds in sentences.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write only the words from the first column of the word list on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Invite volunteers to name the 5 vowels and identify their long and short sounds.  
(Answer: a, e, i, o, u)
2. Tell pupils that in today's lesson they will revise long and short vowel sounds.

### Teaching and Learning (16 minutes)

1. Revise pure vowel sounds as a class:
  - Pure vowel sounds, or 'monophthongs', are sounds that are spoken with the same sound from beginning to end.
  - The same vowel sound can be represented by different combinations of letters, because English spelling does not always match the sounds.  
Example: The sound /u/ as in 'wood', 'should', 'pudding'
  - Pure vowel sounds can also be created when 2 vowels appear side by side in a syllable. (Examples: swear, hair)
  - Pure vowel sounds can be divided into 2 categories: long vowel sounds and short vowel sounds.
  - Whether a vowel has a long sound, a short sound or remains silent depends on its position in a word and the letters around it.
2. Use the table to practise short vowel sounds. Say the short vowel sounds and read the example words from the short vowel sounds table below. Stress the short vowel sounds as you say the example words. Have pupils repeat them after you:

Phonetic sound	Example words
/æ/ as in 'apple'	hat, sad, bland
/ʌ/ as in 'fun'	hut, cup, enough
/u/ as in 'took'	pull, wood, should
/i/ as in 'pin'	pity, whimper, fountain
/ɛ/ as in 'egg'	tend, instead, fleck
/ɔ/ as in 'cot'	hot, dodge, possible

3. Say the long vowel sounds and read the example words from the long vowels table. Stress the long vowel sounds as you say the example words. Have pupils repeat them after you:

Phonetic sound	Example words
/ɑ:/ as in 'past'	balm, grandfather, staff
/i:/ as in 'sleep'	steal, heel, complete
/u:/ as in 'pool'	stew, food, cue
/ə:/ as in 'hurt'	shirt, word, absurd
/ɔ:/ as in 'law'	lawn, stall, paw

4. Read out the following words and ask volunteers to identify whether each has a long vowel sound or short vowel sound:
- tool (Answer: long)
  - top (Answer: short)
  - would (Answer: short)
  - care (Answer: long)
  - peel (Answer: long)
  - please (Answer: long)
  - knit (Answer: short)
  - lap (Answer: short)
  - cost (Answer: short)
  - stab (Answer: short)

### Practice (19 minutes)

1. Ask pupils to look at the sentences on the board (see end of lesson). The underlined words share a long vowel or short vowel. Have pupils work with seatmates to identify the vowels as long or short.
2. Check answers as a class. (Answers: a. long b. short c. short d. short e. long f. short g. long h. long i. short j. long k. short)
3. Draw pupils' attention to the word list on the board (see end of lesson) and have them copy it into their exercise books.
4. Read aloud the 4 possible answers for each word. Have pupils listen carefully and invite volunteers to raise their hand to identify which option has the same vowel sound as the word on the board (vowel sounds are underlined).

Answers:

- peck – hen
- spot – nod
- market – favourite
- teeth – peace
- cut – tongue

- fool – move
  - serve – curtsy
  - bull – bush
  - bread – head
  - bat – rank
5. Say each of the matching words from the list aloud, emphasising the correct pronunciation of the vowel sound, and have pupils repeat the pronunciation after you (see word pairs above).
  6. Tell pupils to identify the vowel sound that each pair of words shares.
  7. Invite volunteers to share their answers with the class.

Answers:

- peck – hen: /e/
  - spot – nod: /ɒ/
  - market – favourite: /ɪ/
  - teeth – peace: /i:/
  - cut – tongue: /ʌ/
  - fool – move: /u:/
  - serve – curtsy: /ɜ:/
  - bull – bush: /u/
  - bread – head: /e/
  - bat – rank: /æ/
8. For every answer, once again read all of the given words from the list, including the correct answer, to show pupils their similarity in sound.
  9. Have pupils practise reading the vowel sounds softly to themselves.

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



1. For homework, have pupils do practice activity PHL3-L121 in the Pupils' Handbook.

### **[SENTENCES]**

- a. Half of my genes are from my father.
- b. The singer stumbled as she hummed in the summer sun.
- c. He took a look at the book.
- d. The children begged for a second chicken leg.
- e. The driver swerved around the curve.
- f. The prince and princess hit tennis balls.
- g. She could feel the wheel turn in her hands.
- h. The food sat on the stool next to the pool.
- i. That dog chased the frog from the log.
- j. He sought to commit fraud last fall.
- k. The tanned man sold me a stamp.

[WORD LIST]

- peck            a. afford            b. ocean            c. water            d. hen
- spot            a. court            b. probe            c. nod            d. snort
- market            a. favourite            b. seed            c. margarine            d. sell
- teeth            a. tilt            b. mission            c. peace            d. forfeit
- cut            a. song            b. pull            c. tongue            d. lock
- fool            a. foot            b. book            c. push            d. move
- serve            a. curtsy            b. surprise            c. currant            d. courtship
- bull            a. bush            b. hoof            c. rude            d. dirt
- bread            a. please            b. head            c. bead            d. great
- bat            a. plant            b. pass            c. rank            d. taste

<b>Lesson Title:</b> General Vocabulary Review (family and home, agriculture, fishing)	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L3-L122	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use appropriate vocabulary to describe the different topics.</li> <li>2. Identify topic-specific vocabulary in a sentence.</li> <li>3. Complete paragraphs on the topics using appropriate vocabulary.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Draw a family tree that includes your siblings, aunts, uncles, parents and grandparents on the board.</li> <li>2. Write the agriculture sentences on the board (see end of lesson).</li> <li>3. Write the fishing sentences on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Have pupils brainstorm their vocabulary for each of the following topics:
  - Family and home
  - Agriculture
  - Fishing
2. Tell pupils that in today's lesson they will review general vocabulary for these topics.

### Teaching and Learning (11 minutes)

1. Direct pupils' attention to the family tree on the board.
2. Revise family and home vocabulary as a class, using guiding questions such as:
  - Who are my father's siblings? What do we call them? (Answer: aunts and uncles)
  - What do we call our aunts' and uncles' children? (Answer: our cousins)
  - How many generations are in this diagram? (Answer: 3)
  - What is the difference between a nuclear family and an extended family? (Answer: Nuclear families are just parents and their children; extended families include all relatives.)
  - What would a husband or wife call their spouse's parents? (Answer: mother-in-law and father-in-law)
3. Ask a volunteer to read the first agriculture sentence aloud (see end of lesson).
4. Invite a volunteer to explain the meaning of the word 'livestock'.
5. Write a definition for 'livestock' on the board: Animals on a farm.

### Practice (20 minutes)

1. Have pupils work with seatmates to find context clues for the underlined words in the agriculture and fishing sentences.



2. Discuss the meanings of the words as a class.
3. Write definitions for each word on the board:
  - Grazing: Eating grass
  - Sowing: Spreading seeds
  - Fertiliser: A mix of chemicals and nutrients that make plants grow faster
  - Crop: A plant grown for commercial use
  - Smallholding: A very small farm
  - Line: A long thread of nylon
  - Bite: When a fish takes a hook into its mouth
  - Bait: Food that is used to attract fish
  - Hook: A piece of metal attached to a fishing line used to catch fish
4. Have pupils write 2 paragraphs: 1 paragraph describing their family and home life, and another describing any experience they have had with agriculture or fishing. They should include at least 5 words related to each topic in their paragraphs.
5. Move around the classroom to make sure pupils understand and are doing the activity correctly.

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



1. Invite volunteers to share their paragraphs with the class. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL3-L122 in the Pupils' Handbook.

### *[AGRICULTURE SENTENCES]*

- The livestock were all too busy grazing on the grass to notice the farmer was preparing to butcher them. Soon, they would be dead and the farmer's family would be eating them.
- Once the farmer had finished sowing the seeds, she spread fertiliser on her crop. It was expensive, but others had told her it would help her crop grow at record rates.
- With little money available to buy new land, Edward had to be content with his smallholding. He farmed the tiny half acre of land with his wife and their three sons.

### *[FISHING SENTENCES]*

- The boy dipped his line into the water and waited for the fish to bite. None came, so after an hour he decided what he needed was more bait. He dug out some worms from the soil and put them on his hook. Unfortunately, he nicked his finger and it started bleeding. His day of fishing was over.
- The boat had gone out every day that week and come back with its nets empty. The fish, it seemed, just were not there. But the bigger boats were coming back with large catches. They bragged that they did not have room for all the fish.

<b>Lesson Title:</b> Creative Writing Review	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L123	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the different features of creative writing.</li> <li>2. Write a text using appropriate and relevant vocabulary.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> Write the blank outline on the board (see end of lesson).	

### Opening (1 minute)

1. Tell pupils that in today's lesson they will review the features of creative writing and write their own text.

### Teaching and Learning (19 minutes)

1. Revise the features of creative writing:
  - Plot: What happens?
  - Theme: What is the topic?
  - Characters: Who is doing the action?
  - Setting: Where and when does it take place?
  - Conflict: What problem is the main character having?
  - Point of view: Who is telling the story (the writer or a character), and when is it happening (present or past)?
2. Revise tone:
  - Tone is the expression and attitude that an author uses in writing.  
Examples: sentimental, humorous, serious, formal
  - The functions of tone in writing are:
    - To develop the 'mood'. Mood gives the reader a certain feeling when they read the text.  
Examples: hopeful, optimistic, depressing
    - To show the writer's attitude toward the theme
    - To engage readers
  - An objective tone is used mostly in formal and essay writing to state impartial and unbiased ideas.  
Example: 'When they are hot, dogs cool themselves off by panting through their mouth'.
  - A subjective tone is used in creative writing and descriptive and narrative essays to express personal views and opinions.  
Example: 'My grandfather was a cruel and bitter man'.

3. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
4. Use the outline on the board to revise the phases of plot with the pupils (see end of lesson).
5. Revise the phases of plot:
  - Introduction:
    - The introduction sets up the story by introducing settings and characters.
    - The conflict is introduced.
  - Rising action: This is when the characters are trying to overcome a conflict that stands in their way.
  - Climax: This is the final obstacle the character must face to reach his or her goal.
  - Falling action: This is what happens after the character is past the obstacle.
  - Resolution: This is the final outcome of the story.
6. Tell pupils that they are going to write a story about going to university.
7. Demonstrate how to develop story ideas by using an outline. Fill in the outline on the board with the information below:

**Title:** Momoh's Path to University

### **Introduction**

- Place: Small village
- Time: Years ago
- Characters: Momoh, Uncle
- Point of view: Third person (he/she), past tense

### **Rising action**

- What happens to the main character? His father and mother die, leaving him an orphan.
- How does the character respond? He struggles to secure an education so he can survive in the world.
- What obstacle stands in his or her way? His uncle loans him money to pay his secondary school fees, but before he can go to university, the uncle demands repayment with interest.
- How does the character respond to the obstacle(s)? Momoh finds work and repays his debt. Then he agrees to a long-term payment plan with his uncle. But he is still unhappy that he cannot continue his schooling.

### **Climax**

- How does the character face the final (and biggest) obstacle? He applies for a scholarship.

## Falling Action / Resolution

- What is the outcome of the character facing this obstacle? Thanks to his hard work in secondary school, he wins the scholarship and is able to go to university.

## Practice (15 minutes)

1. Tell pupils that they are going to write their own story on the topic, 'Going to university'.
2. Have pupils use the outline in the Pupils' Handbook to develop their own story ideas. They should complete an outline in their exercise books and give their story a title.
3. Move around the classroom to make sure pupils are doing the activity correctly.

## Closing (5 minutes)

1. Have pupils share their story ideas with seatmates.
2. For homework, have pupils complete their outlines and do practice activity PHL3-L123 in the Pupils' Handbook.

[OUTLINE]

Title: \_\_\_\_\_

## Introduction

- Place: \_\_\_\_\_
- Time: \_\_\_\_\_
- Characters: \_\_\_\_\_
- Point of view: \_\_\_\_\_

## Rising action



- What happens to the main character? \_\_\_\_\_
- How does the character respond? \_\_\_\_\_
- What obstacle stands in her or his way? \_\_\_\_\_
- How does the character respond to the obstacle(s)? \_\_\_\_\_

## Climax

- How does the character face the final (and biggest) obstacle? \_\_\_\_\_

## Falling Action / Resolution

- What is the outcome of the character facing this obstacle? \_\_\_\_\_

<b>Lesson Title:</b> Rhyme and Intonation Review		<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L3-L124		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify rhyme patterns and correctly pronounce different words that rhyme.</li> <li>2. Identify rhyming words in a sentence or text.</li> <li>3. Define intonation and what its purpose is in spoken English.</li> <li>4. Explain the difference between rising and falling pattern and identify rising and falling pattern in sentences.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the rhyme practice on the board (see end of lesson). Do not mark the answers.</li> <li>2. Write the dialogue on the board (see end of lesson).</li> <li>3. Practise reading the poem, 'No Second Troy', aloud (see end of lesson).</li> </ol>	

### Opening (1 minute)

1. Tell pupils that in today's lesson they will review 2 concepts: rhyme and intonation.

### Teaching and Learning (24 minutes)

1. Revise rhymes with pupils:
  - Rhymes are 2 or more words or phrases that end in the same sound. (Example: shop, stop, hop)
  - Rhymes are based on sounds, not on spelling.
    - 2 words that look alike may not necessarily rhyme. Example: cough, dough
  - Words with different spellings may rhyme. Example: peer, mere, clear
2. Revise rhyming patterns with pupils:
  - Rhyme schemes are the patterns words make in poems. Example: The words 'hello, fellow, say, stay' together make an AABB rhyme.
    - 'Hello' and 'fellow' rhyme. Those are 'A'.
    - 'Stay' and 'say' rhyme to make 'B'.
3. Read the poem 'No Second Troy' aloud (see end of lesson).
4. Identify the rhyming words at the end of the first 4 lines with the class. (Answer: days, ways; late, great)
5. Ask 1-2 volunteers to identify the rhyming words at the end of the next 4 lines. (Answer: desire, fire; mind, kind)
6. Ask 1-2 volunteers to identify the rhyming words at the end of the next 4 lines. (Answer: this, is; stern, burn)
7. Discuss with the class which pair does not rhyme. (Answer: this, is)
8. Ask 2-3 volunteers to give a better rhyme for 'this'. (Examples: miss, kiss, bliss)

9. As a class, brainstorm additional words that rhyme with the paired words. Write up to 3 examples for each on the board.

Examples:

- days, ways, plays, strays, relays
- late, great, hate, mate, fate
- desire, fire, choir, liar, hire
- mind, kind, find, lined, signed
- stern, burn, yearn, earn, learn

10. Revise intonation and its purpose in English:

- Intonation is the rise and fall of your voice when you speak.
- It is a combination of stress and pitch.
- There are 2 basic types of intonation in English: rising and falling.
  - When we use falling intonation, our voice deepens.
  - When we use rising intonation, our voice gets higher.
- We use intonation to help listeners understand what we are saying.

11. Revise falling intonation with pupils:

- Falling intonation refers to how the voice falls on the final stressed syllable in a phrase.
- It is commonly used in questions starting with 'who', 'what', 'when', 'where', 'why' and 'how'.  
Example: When does the match start?
- It is also used to make a statement that is complete and confident.  
Example: The match took place yesterday.
- Last, we use it with question tags that are rhetorical.  
Example: I told you to write it in your calendar, didn't I?

12. Revise rising intonation with pupils:

- Rising intonation refers to how the voice rises at the end of a sentence.
- It is commonly used in questions with a 'yes' or 'no' answer.  
Example: Have you finished revising?
- We also use it when we are unsure of something or have more to say.  
Example: Maybe you can help me with something ...
- Last, we use it with question tags that seek confirmation.  
Example: You have started revising, haven't you?

13. Revise rising and falling patterns within sentences:

- We use both rising and falling intonation with lists. The voice rises with each item except the last item. That is when it falls.  
Example: 'The shop sells water, milk, soda and juice'. The voice rises on 'water, milk, soda' and falls on 'juice'.
- We can use rising intonation for introductory words and phrases. After that, the intonation falls.  
Examples: for instance, having said that, obviously
- We can use rising intonation for choices. The intonation rises for each option.  
Example: Would you rather go to university or work in the village?

14. Read the following sentences aloud, using rising or falling intonation as indicated by the arrows:

□□□□□□□□□□□□ □

- Have you ever been to America?

□□□□□□□ □

- I have never been to America.

□□□□□□□ □

- You said you wanted to go someday, didn't you?

□□□□□

- I did say that.

□□□□□□□ □

- How would you feel about going together?

□□□□□□□

- I would like that.

15. Read the sentences aloud again and ask volunteers to identify whether each line uses rising or falling intonation at the end. Use the following questions to guide pupils:

- Is it a yes/no question?
  - These use rising intonation.
- Is it a confident statement?
  - These use falling intonation.
- Is it a who/what/where/when/why/how question?
  - These use falling intonation.
- Is it a question tag that seeks confirmation?
  - These use rising intonation.
- Is it a rhetorical question tag?
  - These use falling intonation.

16. Invite volunteers to share their answers with the class.

Answers:

A: Have you ever been to America? (Answer: rising)

B: I have never been to America. (Answer: falling)

A: You said you wanted to go someday, didn't you? (Answer: rising)

B: I did say that. (Answer: falling)

A: How would you feel about going together? (Answer: falling)

B: I would like that. (Answer: falling)

### Practice (14 minutes)

1. Direct pupils' attention to the rhyme practice on the board (see end of lesson).
2. Ask pupils to choose the word from **a** to **d** that rhymes with the given word.
3. Discuss answers as a class (answers are in bold at end of lesson).

4. Have pupils work with seatmates to identify whether each sentence of the dialogue (see end of lesson) uses rising or falling intonation.
5. Discuss the answers as a class.  
Answers:  
A: Do you know what time it is? (Answer: rising)  
B: No, I do not. (Answer: falling)  
A: Where is your watch? (Answer: falling)  
B: I do not own one. (Answer: falling)  
Should I buy one? (Answer: rising)  
A: Yes, everyone should own a watch. (Answer: falling)  
B: You do not follow your own advice, do you? (Answer: falling)
6. Have pupils practise reading the dialogue aloud. They should take turns playing both parts.
7. Move around the classroom to make sure pupils understand and are using the correct intonation.

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

1. For homework, have pupils do practice activity PHL3-L124 in the Pupils' Handbook.

### *[POEM]*

#### No Second Troy<sup>1</sup>

by William Butler Yeats

Why should I blame her that she filled my days  
 With misery, or that she would of late  
 Have taught to ignorant men most violent ways,  
 Or hurled the little streets upon the great,  
 Had they but courage equal to desire?  
 What could have made her peaceful with a mind  
 That nobleness made simple as a fire,  
 With beauty like a tightened bow, a kind  
 That is not natural in an age like this,  
 Being high and solitary and most stern?  
 Why, what could she have done, being what she is?  
 Was there another Troy for her to burn?





*[RHYME PRACTICE]*

- |            |                   |                   |                    |             |
|------------|-------------------|-------------------|--------------------|-------------|
| • leech    | a. which          | b. fetch          | <b>c. bleach</b>   | d. lease    |
| • hunting  | a. yelling        | <b>b. bunting</b> | c. building        | d. running  |
| • purge    | <b>a. scourge</b> | b. wage           | c. edge            | d. courage  |
| • diverse  | a. divers         | <b>b. reverse</b> | c. devise          | d. rivers   |
| • mountain | a. maintain       | b. contain        | <b>c. fountain</b> | d. mounting |

*[DIALOGUE]*

- A: Do you know what time it is?  
B: No, I do not.  
A: Where is your watch?  
B: I do not own one.  
Should I buy one?  
A: Yes, everyone should own a watch.  
B: You do not follow your own advice, do you?

<sup>1</sup>'No Second Troy' by William Butler Yeats (1916) is in the public domain.

<b>Lesson Title:</b> General Vocabulary Review (animal husbandry, sports, health)	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L3-L125	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use appropriate vocabulary to describe the different topics.</li> <li>2. Identify topic-specific vocabulary in a sentence.</li> <li>3. Complete paragraphs on the topics using appropriate vocabulary.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching exercise on the board (see end of lesson).</li> <li>2. Write the paragraph prompts on the board (see end of lesson).</li> </ol>	

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

1. Have pupils brainstorm their vocabulary for each of the following topics:
  - Animal husbandry
  - Sports
  - Health
2. Tell pupils that in today's lesson they will review general vocabulary connected to animal husbandry, sports and health.

### **Teaching and Learning** (10 minutes)

1. Draw pupils' attention to the vocabulary matching exercise on the board (see end of lesson).
2. As a class, match the words to their correct definitions. (Answers: 1. g. 2. e. 3. d. 4. m. 5. a. 6. j. 7. b. 8. c. 9. h. 10. i. 11. k. 12. f. 13. l. 14. o. 15. n.)
3. Practise using the words. Have volunteers raise their hands to use a vocabulary word in a sentence.

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

1. Read the example paragraphs aloud (see end of lesson).
2. Have pupils write 3 separate paragraphs in their exercise books using the paragraph prompts on the board (see end of lesson). Each paragraph should contain at least 3 of the words from the lesson, plus any others pupils know.
3. Walk around the classroom to check pupils' work.

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

1. Invite 3 volunteers to share a paragraph with the class. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL3-L125 in the Pupils' Handbook.

*[VOCABULARY MATCHING]*

<b>Word</b>	<b>Definition</b>
1. subsistence (adj)	a. a person who looks after livestock outside to make sure they are safe
2. extensive (adj)	b. an animal that attacks and kills other animals to eat
3. cast (n)	c. chickens, ducks, geese, turkeys
4. intensive (adj)	d. a hard covering that is put on a broken body part so it can heal
5. herdsman (n)	e. a type of farming where the livestock are outside and feed themselves
6. blood pressure (n)	f. an animal that eats only plants
7. predator (n)	g. growing crops and livestock only for the use of the family with no extra to sell
8. poultry (n)	h. an instrument used for listening to someone's heart or lungs
9. stethoscope (n)	i. medical treatment in which a doctor cuts into someone's body in order to repair damage
10. surgery (n)	j. the force with which blood moves through a body
11. X-ray (n)	k. powerful rays that can pass through various objects to see the inside of things
12. herbivore (n)	l. an animal that eats plants and meat
13. omnivore (n)	m. a type of farming where the livestock are inside and have food brought to them by the farmer
14. to heal (v)	n. an animal, such as a cow, that regurgitates grass to eat again
15. ruminant (n)	o. to become healthy again



*[EXAMPLE PARAGRAPHS]*

- a. The wonderful thing about extensive farming is that it allows animals to graze on the land around them, so it costs much less than intensive farming. It is also a more natural way for livestock to live, resulting in healthier animals. Herbivores, after all, only need to eat grass. One downside is that some animals are more vulnerable to predators. This is especially true of poultry, such as chickens. Although herdsman may be there to protect them in the day, it is much harder to do so at night.
- b. The players from each team line up on different sides of the pitch. Everyone is in position, with defenders closer to the goal and strikers up top ready to push forward. The referee blows the whistle and the match officially begins. The home team's striker kicks off by passing the ball to a midfielder. The midfielder dribbles the ball down the side of the pitch until he is tackled by a defender. The ball goes over the touch line for a throw-in.

- c. I went to the doctor's office for a malaria test. Before the doctor came in, the nurse started the examination. She asked me to step on a scale to measure my weight. Then she wrapped a cuff around my arm to take my blood pressure. Finally, she used a thermometer to take my temperature. When the doctor came in, she ran some additional tests, using a stethoscope to listen to my breathing. At the end of the examination, the doctor prescribed me some medicine to treat my malaria.

*[PARAGRAPH PROMPTS]*

- a. Compare and contrast intensive and extensive farming, citing advantages and disadvantage of each.
- b. Describe the first minute of an imaginary football match in at least 5 sentences.
- c. Describe a visit to the doctor's office in at least 5 sentences.

<b>Lesson Title:</b> Reading Skills Development: WH questions, Inferential and Literal Questions	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L3-L126	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify when and how the different types of questions are used.</li> <li>2. Read a text and summarise the main idea and important information.</li> <li>3. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Practise reading the text, 'Why We Should Never Write People Off', aloud (see end of lesson).	

### Opening (5 minutes)

1. Ask pupils to name the WH questions and what each is used for.  
 Answers:
  - Who: To find out about people
  - What: To get information about a situation
  - When: To find out the timeline
  - Where: To get information about the place
  - Why: To learn the reasons for something
  - How: To find out the way something happened or was done
2. Tell pupils that in today's lesson they will review how to ask and answer WH questions. They will also look at 2 categories of WH questions: inferential and literal questions.

### Teaching and Learning (15 minutes)

1. Invite a volunteer to explain how we can use WH questions for reading comprehension:  
 Example answers:
  - Use these questions to help them understand what we have read.
  - Ask ourselves WH questions to check for information in a text.
  - Use WH questions to help summarise a text.
2. Revise literal (factual) questions:
  - Factual questions have one literal answer.
  - The answers to factual questions are stated directly in the text.
  - Factual questions are usually asking about who, where, when or what.
 Examples:
  - What is your name?
  - Where are you from?
  - Who said that?
  - When does class end?

- However, some questions starting with ‘what’ may not be factual at all, but inferential.  
Example: The question ‘What is the point of this?’ is really asking ‘Why are we doing this?’ or ‘Why is this important?’

3. Revise inferential questions:

- Inferential questions are questions that require a reader to analyse and interpret the text.
- The answers to inferential questions require context clues, because the answers are not stated directly in the text.
- Inferential questions often ask why something happened. They could also be yes/no questions that require some explanation.

Examples:

- Why did you do that?
- How did you do that?

4. Have pupils open the Pupils’ Handbook at the page that corresponds with the lesson.

5. Read the first paragraph aloud (see end of lesson).

6. Ask 3-5 volunteers to identify factual WH questions they can ask and answer to summarise the paragraph.

Examples:

- Who is the paragraph about? (Answer: David Akide)
- What happened? (Example answer: The pupils would laugh at David whenever he answered a question.)
- When did it happen? (Answer: second grade)
- Where did it happen? (Answer: a primary school classroom)

7. Ask volunteers to answer the following inferential questions:

- How did the writer feel about David in second grade? (Example answer: The writer liked him because he was kind and funny.)
- Why did the writer the pupils laugh at David? (Example answer: He did not give the correct responses to the teacher.)

8. Invite a volunteer to summarise the main idea of the paragraph using these questions. (Example: I never thought David would be successful.)

**Practice (15 minutes)**

1. Have pupils read the remaining paragraphs silently to themselves.

2. Have pupils work with seatmates to answer the following questions about each paragraph:

- Who is the paragraph about?
- What happened?
- When did it happen?
- Where did it happen?

3. Have pupils summarise the main idea of each paragraph.

Examples:

- Paragraph 2: We lost touch with David after primary school.
- Paragraph 3: He became a successful brain surgeon.
- Paragraph 4: He had excelled academically after primary school.

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

1. Invite volunteers to share their paragraph summaries with the class.
2. For homework, have pupils do practice activity PHL3-L126 in the Pupils' Handbook.

[TEXT]

#### Why We Should Never Write People Off<sup>1</sup>



The case of Dr David Akide drives home the point that nobody should be written off as a failure as long as he or she is still alive. As far as I can recall, David was one of the weakest pupils in class throughout our primary school career. Right from the second grade, he was the butt of most of our jokes. Indeed, whenever the teacher asked him a question, most of us waited eagerly to have a good laugh at his response. But we all admired him for two things. First, he was the only one who never wrote with his right hand, as he was a complete southpaw. Second, he endured all our jokes cheerfully and indeed referred to himself as 'Mr Why Hurry'. Ever the sociable one, David was a friend to everybody who came within his orbit.

Unsurprisingly, we left him behind in the primary school as he could not get admitted to any of the secondary schools for which he sat an admission examination. That was why, from the time I entered the secondary school, I lost contact with him. Nor did any of my mates whom I closely associated with ever mention meeting him anywhere. As far as most of us were concerned, David had faded away into obscurity. I imagined that he must have ended up in one of the low-grade vocations since he was at least good with his hands.

Then, a few months ago, 38 years after I last saw him in primary school, while I was watching a 9 o'clock television news program, I saw David being interviewed by a team of reporters. He was introduced as a specialist surgeon who had made his mark in heart surgery in the nation's leading teaching hospital. The interviewers asked questions about his recent feat in successfully correcting an abnormality in the heart of a patient who had been given slim odds of survival by other specialists. The patient had fully recovered and was now back at his job as a mechanic.

I was both amazed and pleasantly amused. From the interview, it became clear that David had experienced a surge in intellectual prowess late in his secondary school career and zoomed into and through university as a medical student. Thereafter, it had been one major achievement after another for him in his chosen field. It looks like David got the last laugh on all of us.

<sup>1</sup>This passage is adapted from WAEC English Language Examination, 2014.

<b>Lesson Title:</b> Sentence Stress, Emphatic Stress and Word Stress Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L3-L127	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify stress patterns in multisyllabic words.</li> <li>2. Identify stress patterns in sentences.</li> <li>3. Identify emphatic stress in sentences.</li> <li>4. Pronounce words with their correct stress pattern.</li> </ol>	 <b>Preparation</b> Write the stress pattern words on the board (see end of lesson).	

### Opening (4 minutes)

1. Read the following sentence in a flat voice: 'My car is old'.
2. Read the sentence 4 more times, placing the stress on a different word each time:
  - **My** car is old.
  - My **car** is old.
  - My car is **old**.
3. Invite volunteers to explain what question someone might be asking to receive the above responses.
  - **My** car is old.  
Example: Whose car is old?
  - My **car** is old.  
Example: What is old?
  - My car is **old**.  
Example: Is your car new?
4. Tell pupils that in today's lesson they will review which words to stress in a sentence and which syllables to stress in a word.

### Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson and follow along.
2. Revise emphatic stress:
  - Emphatic stress is the stress placed orally on words in a sentence to draw the listener's attention to those words.
  - Stress can usually be placed by:
    - Speaking the stressed word more slowly than the other words
    - Speaking the stressed word louder than the other words
3. Revise the use of content words and structure words for sentence stress:



- Content words include:
    - nouns (example: cat)
    - verbs (example: sell)
    - adjectives (example: interesting)
    - adverbs (example: swiftly)
    - negative auxiliary verbs (examples: don't, aren't, haven't, can't)
  - Structure/function words include:
    - pronouns (example: we)
    - prepositions (example: between)
    - articles (examples: a, an, the)
    - conjunctions (example: and)
    - auxiliary verb (examples: be, do, have)
  - In a sentence, we typically stress content words and do not stress structure words.
4. As a class, identify the content words of the following sentences:
    - I drink milk because we own a cow. (Answer: drink, milk, own, cow)
    - My dog ate my homework. (Answer: dog, ate, homework)
  5. Re-read the sentences as a class, taking care to emphasise the content words.
  6. Discuss the functions of emphatic stress:
    - The rules for emphatic stress are flexible.
      - Speakers can choose which words to stress depending on the message they want to convey.
    - We can use emphatic stress to introduce a new word or new terminology.  
Example: We call the phenomenon **Stockholm Syndrome**.
    - We can use emphatic stress to ask a specific question.  
Example: How **old** is your car?
    - We can use emphatic stress to highlight the more important words in one's speech.  
Example: I do not know how **you** feel, but **I** am against it.
  7. Explain that you can understand the question a speaker is answering by listening to where emphatic stress is placed in their response. Discuss the following examples with pupils:
    - John must pay for the broken glass **immediately**.  
Possible question: When must John pay for the broken glass?
    - **John** must pay for the broken glass immediately.  
Possible question: Who must pay for the broken glass immediately?
    - John must pay for the **broken glass** immediately.  
Possible question: What must John pay for immediately?
  8. Have pupils repeat the above sentences after you with stress on the bold words.
  9. Revise stress patterns for multisyllabic words:
    - Words are made up of syllables.
      - Syllables are units of pronunciation.
    - Individual syllables within words are stressed.

- Stress the first syllable of:
    - Most 2-syllable nouns (example: **free**-dom)
  - Stress the root of:
    - Most 2-syllable adjectives – usually the first syllable (example: **stick**-y)
    - Most 2-syllable verbs – usually the last syllable (example: pre-**tend**)
    - Most 2-syllable prepositions – usually the last syllable (example: be-**tween**)
  - Stress the third-from-last syllable of:
    - Words ending in ‘-cy’, ‘-ty’, ‘-phy’ or ‘-gy’ (example: pri-**or**-i-ty)
    - Words ending in ‘-al’ (example: **tech**-ni-cal)
  - Stress the syllable directly before the suffix of:
    - Words ending in ‘-able’ (example: re-**fund**-a-ble), ‘-ery’ (example: **cel**-er-y), ‘-ic’ (example: au-to-**mat**-ic), ‘-ient’ (example: **pat**-ient), ‘-ious’ (example: sus-**pic**-ious), ‘-sion’ (example: ex-**ten**-sion), or ‘-tion’ (example: prep-a-**ra**-tion)
10. Have pupils repeat the above words after you with stress on the bold syllables.

### Practice (15 minutes)

1. Read the possible pronunciations of each of the following words aloud, taking care to stress the bold syllables. Have pupils write each word in their exercise books and identify the stressed syllable.

- superstitious
  - **su**-per-sti-tious
  - su-**per**-sti-tious
  - su-per-**sti**-tious
  - su-per-sti-**tious**
- phenomenal
  - **phe**-no-me-nal
  - phe-**no**-me-nal
  - phe-no-**me**-nal
  - phe-no-me-**nal**
- acrobatic
  - **ac**-ro-ba-tic
  - ac-**ro**-ba-tic
  - ac-ro-**ba**-tic
  - ac-ro-ba-**tic**
- captivating
  - **cap**-ti-va-ting
  - cap-**ti**-va-ting
  - cap-ti-**va**-ting
  - cap-ti-va-**ting**

2. Discuss answers as a class.

Answers:

- su-per-**sti**-tious

- phe-**no**-me-nal
  - ac-ro-**ba**-tic
  - **cap**-ti-va-ting
3. Have pupils read the stress pattern words from the board (see end of lesson) and determine which word uses a different stress pattern than the rest.
  4. Discuss answers as a class.  
Answers:
    - a. enshrine
    - b. repute
    - c. intercept
    - d. registrar
    - e. irate
  5. Read the stress pattern statements aloud with appropriate stress (see end of lesson).
  6. Have pupils write a question for each statement based on where the emphatic stress is placed.
  7. Discuss answers as a class.  
Example questions:
    - a. Did the nurse examine the patient with a stethoscope?
    - b. Did the physician heal the patient with a stethoscope?
    - c. Did the physician examine the teacher with a stethoscope?
    - d. Did the physician examine the patient with a microscope?

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



1. For homework, have pupils do practice activity PHL3-L127 in the Pupils' Handbook.

### *[STRESS PATTERN WORDS]*

- a. matter, enshrine, elbow, triumph
- b. repute, bathroom, petrol, differ
- c. informal, intercept, mechanic, decision
- d. ascertain, registrar, interpret, interrupt
- e. purchase, vomit, country, irate

### *[STRESS PATTERN STATEMENTS]*

- a. The **physician** examined the patient with a stethoscope.
- b. The physician **examined** the patient with a stethoscope.
- c. The physician examined the **patient** with a stethoscope.
- d. The physician examined the patient with a **stethoscope**.

<b>Lesson Title:</b> Consonant and Consonant Cluster Review		<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L3-L128		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify and pronounce the 24 consonant sounds of the English language.</li> <li>2. Identify and pronounce consonant sounds in initial, medial and end position in words.</li> <li>3. Identify and pronounce consonant clusters in words.</li> <li>4. Identify and demonstrate understanding of consonant clusters in initial, medial and end position in words.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the consonant sounds table on the board (see end of lesson).</li> <li>2. Write the consonant clusters quiz words on the board (see end of lesson).</li> </ol>	

### Opening (1 minute)

1. Tell pupils that in today's lesson they will review consonant sounds and how they are combined to make consonant clusters.

### Teaching and Learning (20 minutes)

1. Revise consonants:
  - There are 21 consonants in the English alphabet, including 'y' and 'w'.
  - However, there are 24 consonant sounds in English.
  - Consonants may be voiced or unvoiced.
  - Each letter can represent multiple sounds.
  - Consonant sounds may be found in initial (beginning), medial (middle) and end position in words.
2. Direct pupils' attention to the consonant sounds table on the board (see end of lesson).
3. Read the example words to the class and identify the consonant sounds in each of the words.
4. Have the class repeat each word after you.
5. Revise the features of consonant clusters with pupils:
  - Consonant clusters are groups of 2 or more consonant sounds with no vowel between them. (Example: 'st')
  - Consonant clusters can be found at the initial, medial or end position of a word. (Example: **start**, **rested**, **best**)
    - But not every consonant cluster can be found in every position.
  - Some words look like they have consonant clusters but do not.

Example:

The letters 'bl' appear in words such as 'capable' or 'suitable' but have a 'u' vowel sound between the /b/ and the /l/. Therefore, 'bl' in those cases is not a consonant cluster.

6. Ask the class to pronounce the following common consonant clusters and their example words. (See consonant clusters tables at end of lesson for reference.)
  - fl: /f/ and /l/
  - gr: /g/ and /r/
  - sn: /s/ and /n/
  - ct: /k/ and /t/
  - ft: /f/ and /t/
7. Invite the class to use the consonant sounds table to brainstorm consonant clusters. Remind them that not all consonants can be combined to make clusters. Check their answers against the tables below.
8. Ask volunteers to provide example words for each cluster and identify their position. (Example: sp – spare; initial)

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

1. Have pupils look at the consonant clusters quiz on the board (see end of lesson) and copy it into their exercise books.
2. Each word has a consonant cluster underlined. Ask pupils to identify the word that has the same consonant sound in the list of words that follow.
3. Discuss answers as a class:
  - angry – greed
  - find – planned
  - pleasure – applaud
  - bleed – bless
  - front – afraid
  - worker – mercantile
  - shred – shrewd
  - hulk – silk
  - apt – tapped
  - scope – task
4. Repeat the words as a class so pupils can hear the difference between consonant sounds.

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

1. For homework, have pupils do practice activity PHL3-L128 in the Pupils' Handbook.

*[CONSONANT SOUNDS TABLE]*

<b>Sound</b>	<b>Example word</b>	<b>Words with the consonant sound</b>
p	pair	plant, appear, cup
b	bad	ball, book, about, crab
t	tall	take, cattle, hit
d	dark	dear, added, read
k	cab	car, actor, lack
g	good	go, again, tag
f	fine	fall, afraid, wife
v	very	vast, above, never
th θ	thing	think, both
th ð	this	father, rather
s	saw	hospital, house
z	zap	zoo, pizza, goes
sh	shape	show, pushes, hush
zh	pleasure	beige, usual
h	her	hair, ahead
ch	cherry	match, natural, snatch
j	judge	joke, majority
m	man	mango, amount, team
n	nail	nice, animal, tan
ng	ring	singer, song
l	let	lady, always, let
r	right	wrong, scary, terror
w	wet	want, away
y	you	yoghurt, soya

*[CONSONANT CLUSTERS TABLE]*

<b>Consonant cluster</b>	<b>Example words</b>
bl	blame, blue, capably
br	bright, break, bring, bread
chr	Christmas, chrome, chronology
cl	clean, class, sickly
cr	cry, crab, crazy
ct	direct, object, project
fl	flat, flow, affluent

fr	from, free, friend
gl	glass, strangler, aglow
gr	grade, grandparent, grape
pr	practise, press, price
shr	shrimp, shrink, shroud
sk	score, asked, desk
sl	slim, slow, asleep
sm	small, smart, smash
sn	snore, snap, snail
sp	crisp, sport
spr	spray, spring, spread
st	best, step, cluster
str	strand, strap, extra
sw	sweet, swim, sweat
thr	three, through, throw
tr	truck, trust, travel
tw	tweet, twelve, twice



*[CONSONANT CLUSTERS WITHOUT INITIAL POSITIONS TABLE]*

<b>Consonant cluster</b>	<b>Example words</b>
ct	directed, object, project
ft	gift, left, lift
ld	children, cold, wild
lf	elf, shelf
lp	helping, gulp
lt	adult, belted, difficult
mp	camp, damper, jump
nd	and, band, end, find
nk	bank, drink, thank
nt	different, parent, plant
pt	accept, except, attempt
rd	affordable, bird, word
rk	perk, worker

*[CONSONANT CLUSTERS QUIZ]*

- angry – anger, gory, greed, garage
- find – handsome, planned, handkerchief, fine
- pleasure – apple, applaud, peel, pal
- bleed – able, bless, capable, bull
- front – afraid, afford, after, four
- worker – merciless, mercantile, crankier, crack
- shred – shard, share, shambles, shrewd
- hulk – walk, talk, like, silk
- apt – rapid, tapped, glisten, programmed
- scope – task, scene, saint, science



<b>Lesson Title:</b> Types of Essays Review – Persuasive, Expository, Narrative, Descriptive	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L129	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the 4 types of essays and explain when they are used.</li> <li>2. Identify the features of the different types of essay.</li> <li>3. Identify the features of a good paragraph.</li> <li>4. Demonstrate ability to draft a 5-paragraph essay.</li> </ol>	 <p><b>Preparation</b> Write the 4 scenarios on the board (see end of lesson).</p>	

### Opening (1 minute)

1. Tell pupils that in today's lesson they will revise the features of 4 types of essays: persuasive, expository, narrative and descriptive. Then, they will write an essay.

### Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Revise the features of a descriptive essay:
  - Describes someone, something, an event, an experience or an idea
  - Uses descriptive vocabulary to paint a picture in the reader's mind
  - Includes a variety of details about what is being described
  - Engages the reader's 5 senses
  - Employs literary devices and figurative language
3. Revise the features of a narrative essay:
  - Usually written in the first-person point of view
  - Usually told in chronological order, progressing from beginning to end
  - Tells a story about an event, incident or experience
  - Develops plot, settings and characters
  - Employs literary devices and figurative language
  - Has a main idea, theme, moral or lesson learnt at the end
4. Revise the features of an expository essay:
  - Is informative writing that gives instructions, describes a process or analyses information about a topic or idea
  - Uses facts, statistics and examples
  - May feature quotes and/or comments from experts
  - Is impersonal and unbiased (objective)

5. Revise the features of a persuasive essay:
  - Uses convincing language and vocabulary
  - Includes facts, statistics and examples
  - Features quotes and/or comments from experts
  - Is written in the first-person point of view
  - Demonstrates an understanding of the opposing point of view and seeks to prove it wrong
  - Makes recommendations or gives solutions
6. Read the scenarios on the board to pupils (see end of lesson). Ask volunteers to explain which type of essay would be appropriate to write for each.
7. Discuss answers as a class.
  - Scenario 1: Expository essay
  - Scenario 2: Persuasive essay
  - Scenario 3: Descriptive essay
  - Scenario 4: Narrative essay
8. Revise the features of a good paragraph with pupils:
  - Is typically 3 to 5 sentences long
  - Reinforces the main idea of the essay
  - Does not include irrelevant details or statements
  - Includes a topic sentence that introduces a main idea and sets the tone of the entire paragraph
  - Includes several supporting sentences that explain why the topic sentence is meaningful
    - Uses facts, statistics, details, examples, stories, quotes or paraphrased material (depending on the type of essay)
  - Includes a concluding sentence that summarises the main point of the paragraph or expands on it
9. Ask 2-3 volunteers to suggest topic sentences for the introductory paragraph of each of the essay scenarios.  
Examples:
  - Scenario 1: Before you begin attending classes, it is important that you are properly orientated.
  - Scenario 2: Humans should not put meat, chicken or fish in their diets.
  - Scenario 3: Stepping into the ocean is a wonderful sensation, unlike anything else on Earth.
  - Scenario 4: Several years ago, I developed a bad case of malaria.
10. As a class, identify a supporting sentence and concluding sentence for Scenario 1 (expository essay). Use the following questions to guide pupils:
  - What processes must you describe? (Answer: the school's operations, including its yearly calendar, grading systems and class schedule)

- Are there any facts or statistics about the school you can give to explain why you are writing about this topic? (Examples: the number of pupils attending the school; details about the calendar)
- Who could you quote on such an essay? (Examples: the principal, other pupils)
- How can you keep the material objective? (Example: avoid opinions)
- Example sentences:
  - Supporting sentence: There are three unique aspects of our school: the grading system, the class schedule and the yearly calendar.
  - Concluding sentence: After reading this, you should have a solid grasp of how our school functions.

11. As a class, identify what the topic sentences for each of the supporting paragraphs would discuss. (Answer: grading system, class schedule, yearly calendar)

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

1. Ask pupils to work individually to develop introductory paragraphs for each of the remaining 3 scenarios. Each paragraph should include introductory, supporting and concluding sentences.

Examples:



- Scenario 2: Humans should not put meat or chicken in their diets. There are three strong reasons for this, each of them appealing to a different type of person. The first reason is that most animal products are unhealthy to eat and can lead to disease. It is also cruel to raise animals to be eaten. Last, the eating of animals has even led to dangerous effects on our climate. This essay will show in no uncertain terms why it is immoral, unhealthy and dangerous to eat animals.
- Scenario 3: Stepping into the ocean is a wonderful sensation, unlike anything else on Earth. The water is cool and inviting. The sun glimmers in the distance, so bright you have to shield your eyes. The salt seeps into your skin. It is a magical feeling.
- Scenario 4: Several years ago, I developed a bad case of malaria. It started innocently enough with a small fever one night. I was at home and felt my forehead becoming hotter and hotter. My mother, seeing the pained look on my face, asked me what was wrong. I told her I was not feeling well. 'It's probably nothing', she said. 'You have been working hard at school and are probably just tired. Go to sleep'. But I could not sleep.

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

1. Invite 2-3 volunteers to share their introductory paragraphs with the class.
2. For homework, have pupils do practice activity PHL3-L129 in the Pupils' Handbook.

*[SCENARIOS]*

1. Scenario 1: You are a school prefect. The principal has asked you to write an essay for the school newsletter orientating new pupils to how the school operates, including its yearly calendar, grading systems and class schedule.
2. Scenario 2: You feel strongly that people should not eat animals, though most of your peers disagree. You write an essay to convince them of your opinion.
3. Scenario 3: Your friend has never been to the ocean. You want to explain to him the feeling of stepping into the ocean.
4. Scenario 4: You are asked to write about a time when you got sick and how you healed.

<b>Lesson Title:</b> Figurative Language Review (simile, metaphor, personification, hyperbole)	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L3-L130	<b>Class:</b> SSS 3	<b>Time:</b> 40 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 simile, metaphor, personification and hyperbole, and demonstrate understanding of their function in a text.</li> <li>2. Use context clues and inference to determine the meaning of unknown figurative language in a text.</li> <li>3. Demonstrate understanding of figurative language by explaining examples in their own words.</li> <li>4. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the examples of metaphors and similes on the board (see end of lesson).</li> <li>2. Write the examples of personification on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask pupils the following questions to revise figurative language:
  - What is figurative language? (Example answer: phrases or expressions with a meaning that is different from the literal interpretation)
  - What are some examples of figurative language? (Example answers: metaphors, similes, personification, idioms, collocations)
2. Read the following sentences aloud and ask pupils to identify the type of figurative language in each.  
Examples:
  - The wind was a boxer. (metaphor)
  - The wind was like a boxer. (simile)
  - The wind punched them in the face. (personification)
  - The wind was stronger than 20 oxen. (hyperbole)
3. Tell pupils that in today's lesson they will review simile, metaphor, personification and hyperbole.

### Teaching and Learning (20 minutes)

1. Revise similes and metaphors:
  - Similes and metaphors are both used to compare unlike things.
  - They are both used to make sentences more interesting.
2. Discuss the differences between similes and metaphors:
  - Similes use the words 'as' or 'like' to make a comparison.

Example: Kai was as slimy as a fish.

- A metaphor also compares words, but instead of saying one thing is **like** something else, a metaphor makes one thing **become** something else.  
Example: Kai was a slimy fish.
3. Draw pupils' attention to the metaphors and similes on the board (see end of lesson).
  4. Invite volunteers to come to the board and underline the unlike things that are being compared, and identify whether the sentence is an example of a metaphor or simile.  
Answers:
    - a. Metaphor – Yeabu's eyes were sparking fireflies in the night.
    - b. Simile – The clouds in the sky were as thick as blankets.
    - c. Metaphor – Alie listened to her cries with a wooden face.
    - d. Simile – His handshake felt like wet bread.
    - e. Metaphor – My mother arrived in the village with an army of children.
  5. Invite volunteers to explain the meaning of each of the similes and metaphors in their own words.  
Example answers:
    - a. Yeabu's eyes were bright and beautiful.
    - b. There were many big, puffy clouds in the sky.
    - c. Alie did not respond to her cries.
    - d. His hands were damp and limp.
    - e. The mother had many children with her.
  6. Revise personification:
    - Personification is a type of metaphor where you give human characteristics to non-humans.
    - It is used to make sentences more interesting.  
Example: The car was exhausted from going up the hill.
  7. Draw pupils' attention to the examples of personification on the board (see end of lesson).
  8. Invite volunteers to come to the board and underline the thing being personified and the word used to personify it.  
Answers:
    - a. Money is my only friend.
    - b. The taxis are impatient to leave.
    - c. The flame danced in the moonlight.
    - d. The angry storm battered the village.
    - e. The wind whispered my name.
  9. Revise hyperbole:
    - A hyperbole is an extreme exaggeration.
    - It is not realistic and not meant to be taken literally.
    - We use hyperbole to make a point or to emphasise feelings.
  10. Read the following examples aloud:
    - That exercise was tiring. I feel like I have died.

- The pretty flowers bloomed brighter than the sun.
11. Ask pupils some guiding questions to discuss why the above are hyperbole:
- Is it possible for someone who is speaking to have died? (Answer: no)
  - Can flowers be brighter than the sun? (Answer: no)

**Practice** (10 minutes)

1. Have pupils create at least 4 unique sentences, 1 for each of the following: metaphor, simile, personification and hyperbole.

Examples:

- Metaphor: That pimple is a volcano ready to blow.
  - Simile: The lecture was as illuminating as a lightbulb.
  - Personification: The party died after the DJ left.
  - Hyperbole: I have read this book a thousand times.
2. Have pupils share their sentences with a seatmate and do the following:
- Turn their seatmate's metaphor into a simile.  
Example: That pimple is like a volcano ready to blow.
  - Turn the simile into a metaphor.  
Example: The lecture was a lightbulb of illumination.
  - Turn their hyperbole into an even bigger hyperbole.  
Example: I have read this book a million times.

**Closing** (5 minutes)



1. Invite volunteers to share their sentences with the class. Ask the class to identify which type of figurative language is being used.
2. For homework, have pupils do practice activity PHL3-L130 in the Pupils' Handbook.

*[EXAMPLES OF METAPHORS AND SIMILES]*

- a. Yeabu's eyes were sparking fireflies in the night.
- b. The clouds in the sky were as thick as blankets.
- c. Alie listened to her cries with a wooden face.
- d. His handshake felt like wet bread.
- e. My mother arrived in the village with an army of children.

*[EXAMPLES OF PERSONIFICATION]*

- a. Money is my only friend.
- b. The taxis are impatient to leave.
- c. The flame danced in the moonlight.
- d. The angry storm battered the village.
- e. The wind whispered my name.

<b>Lesson Title:</b> Listening Comprehension Review		<b>Theme:</b> Listening	
<b>Lesson Number:</b> L3-L131		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on a text.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Identify the main idea in a listening text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the listening passage, 'The Fox and the Horse', aloud (see end of lesson). Remember correct intonation and stress.</li> <li>2. Write the WH questions on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Discuss the topic of folktales using the following questions:
  - What are some stories you have heard repeated aloud?
  - Who are common characters in these stories? (Example answer: animals, people from long ago)
2. Tell pupils that in today's lesson they will listen to a folktale from Europe.

### Teaching and Learning (17 minutes)

1. Draw pupils' attention to the WH questions on the board (see end of lesson). Ask pupils to listen for clues to these questions as they listen to the folktale.
2. Read the first paragraph aloud to pupils (see end of lesson). Be sure to read clearly and with expression.
3. Ask 1-2 volunteers to summarise the paragraph in their own words. (Example: The farmer made the horse leave because it was old.)
4. Ask pupils to use context clues to help determine the meaning of 'grudged'. (Context clues: 'could no longer do its work'; 'I can't use you anymore')
5. After discussing 'grudged' as a class, write a definition for it on the board: To resent giving something
6. Read the remaining paragraphs aloud to pupils.
7. Explore the text as a class by discussing the answers to the WH questions:
  - Who are the characters? (Answer: the farmer, the horse, the fox, the lion)
  - Who is the main character? (Answer: the horse)
  - Where does the story take place? (Answer: in the forest)
  - When does the story take place? (Answer: 'once' – sometime in the past)
  - What is the main character's goal? (Answer: to capture a lion)
  - Why does the character try to achieve the goal? (Answer: so the farmer will let him return to his home)
  - How does the character achieve the goal? (Answer: The horse works with the fox to trick a lion.)



8. Invite a volunteer to summarise the main idea. (Example answer: The horse works with the fox to capture a lion and show the farmer he is still strong.)

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

1. Write the following words on the board:
  - stable
  - solitary
  - driven away
  - consolation
  - delighted
2. Read the passage aloud again from beginning to end. Pause after each paragraph in which the words on the board appear.
3. Have pupils work with seatmates to think of context clues and make inferences about the meaning of each of the words on the board.
4. Invite different volunteers to give definitions of the new words. Have them use the words in a sentence to check for understanding.

Definitions:

- Stable: A building for horses
- Solitary: Alone
- Driven away: Forced out
- Consolation: Comfort after a loss or disappointment
- Delighted: Very happy

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

1. Discuss the following questions as a class:
  - Does this folktale remind you of any stories you have heard?
  - Why do you think the authors used animals instead of people? What characteristics are each of the animals known for?
  - Why are stories like this best told aloud?
2. For homework, have pupils do practice activity PHL3-L131 in the Pupils' Handbook.

[TEXT]

#### The Fox and the Horse by The Brothers Grimm<sup>1</sup>

A farmer once had a faithful horse, but it had grown old and could no longer do its work. Its master grudged it food, and said, 'I can't use you anymore, but I still feel kindly towards you, and if you show yourself strong enough to bring me a lion I will keep you to the end of your days. But away with you now, out of my stable', and he forced it out into the open country.

The poor horse was very sad, and went into the forest, where he knew no one, to get a little shelter from the wind and the weather. There he met a fox, who said, 'Why do you hang your head, and wander about in this solitary fashion?'

'Alas!' answered the horse, 'greed and honesty cannot live together. My master has forgotten all the service I have done for him for these many years, and because I can no longer plough he will no longer feed me, and he has driven me away'.

'Without any consideration?' asked the fox.

'Only the poor consolation of telling me that if I was strong enough to bring him a lion he would keep me. But it is of little comfort because he knows well enough that the task is beyond me'.

The fox said, 'But I will help you. Just you lie down here, and stretch your legs out as if you were dead'. The horse did as he was told, and the fox went to the lion's den, not far off, and said, 'There is a dead horse out there. Come along with me, and you will have a rare meal'. The lion went with him, and when they got up to the horse, the fox said, 'You can't eat it in comfort here. I'll tell you what. I will tie it to you, and you can drag it away to your den, and enjoy it as your leisure'.

The plan pleased the lion, and he stood quite still, close to the horse, so that the fox should fasten them together. But the fox tied the lion's legs together with the horse's tail, and twisted and knotted it so that it would be quite impossible for it to come undone.

When he had finished his work, he patted the horse on the shoulder, and said, 'Pull, old grey! Pull!'

Then the horse sprang up, and dragged the lion away behind him. The lion in his rage roared, so that all the birds in the forest were terrified and flew away. But the horse let him roar, and never stopped till he stood before his master's door.



When the master saw him he was delighted, and said to him, 'You shall stay with me and have a good time as long as you live'.

And he fed him well till he died.

### *[WH QUESTIONS]*

- Who are the characters?
- Who is the main character?
- Where does the story take place?
- When does the story take place?
- What is the main character's goal?
- Why does the character try to achieve the goal?
- How does the character achieve the goal?

<sup>1</sup>'The Fox and the Horse' by The Brothers Grimm (1812) is in the public domain.

<b>Lesson Title:</b> Article Review	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L132	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the different features of an article.</li> <li>2. Write an article using appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a news article with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the article, 'WHO Declares Ebola Outbreak an International Emergency', aloud (see end of lesson).</li> <li>2. Write the newspaper article outline on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Discuss the topic 'Current events in Sierra Leone' using questions such as:
  - What types of topics often become 'news'?
  - What big news have you recently heard on the radio, read in the newspaper or watched on television?
  - What questions does a good news article answer? (Answer: who, what, when and where)
2. Tell pupils that in today's lesson they will write a newspaper article on the topic 'Current events in Sierra Leone'.

### Teaching and Learning (15 minutes)

1. As a class, revise the features of an article for publication:
  - Seeks to capture the reader's attention
  - Takes the reader or audience into consideration and usually addresses an issue that is relevant to the reader or community
  - Uses formal language when addressing an issue for a wider audience but can use less formal language if the audience is the school community
  - Always includes a title and the author's name
2. Read the newspaper article 'WHO Declares Ebola Outbreak an International Emergency' aloud (see end of lesson).
3. Revise the features of the newspaper article outline on the board (see end of lesson).
4. Have pupils copy the outline from the board into their exercise books.
5. Demonstrate how to complete the outline to prepare to write a newspaper article on the topic. Complete the outline on the board with the following example:

<b>Title:</b> WHO Declares Ebola Outbreak an International Emergency
<b>Location:</b> (where the news is being reported): West Africa
<b>Introductory Paragraph</b> <ul style="list-style-type: none"> <li>• Main idea of article (what happened): The World Health Organisation called the West African Ebola outbreak an international health emergency.</li> <li>• When it happened/will happen: 11 August 2014</li> <li>• Where it happened/will happen: Sierra Leone, Liberia, Nigeria and Guinea</li> <li>• Who was/is involved/affected: Nearly 1,000 people killed by the disease</li> </ul>
<b>Body of article</b> <ul style="list-style-type: none"> <li>• Detail 1: The WHO asked for an international response to the virus.</li> <li>• Detail 2: Because of the announcement, people who might be affected will not be allowed to travel out of the country.</li> <li>• Detail 3: Not all people in Liberia and Sierra Leone are happy about efforts to stop the disease.</li> </ul>
<b>Closing paragraph</b> <ul style="list-style-type: none"> <li>• Outcome (or possible next steps): The WHO is developing a vaccine, which it hopes to have ready in 2015.</li> </ul>
Name
Designation
Address (for national and international publications).

**Practice** (15 minutes)

1. Tell pupils that they are going to write their own article on the topic, 'Current events in Sierra Leone'. They should write about a real event they are familiar with from the news.
2. Have pupils complete their own outline. This is their opportunity to prepare to write an article.
3. Move around the classroom to check that pupils are completing the outline correctly. Give support as needed.
4. After pupils have completed the outline, they should give their article a title.
5. Have pupils share their outlines with seatmates.

**Closing** (5 minutes)

1. Invite volunteers to share the ideas in their outlines with the class.
2. For homework, have pupils do practice activity PHL3-L132 in the Pupils' Handbook.

*[EXAMPLE NEWSPAPER ARTICLE]*

WHO Declares Ebola Outbreak an International Emergency<sup>1</sup>

11 August 2014

On Friday, the World Health Organisation (WHO) called the West African Ebola outbreak an international health emergency. The current outbreak of Ebola is the deadliest ever, with nearly 1,000 people killed by the disease. So far, three countries, Sierra Leone, Liberia and Nigeria, have declared national emergencies, with cases also reported in Guinea.

Director-General of WHO Dr Margaret Chan called for an international response to the outbreak, calling it 'the largest, most severe and most complex outbreak in the nearly four-decade history of this disease'. According to reports, the lack of hospitals and trained doctors in West Africa has hurt efforts to stop the virus. Médecins sans Frontières (MSF) said the health system in Liberia was 'falling apart'. Health experts and aid workers from Europe and America are already working to bring the outbreak under control, but MSF and WHO are now calling for more help.

The announcement by WHO has implications for international law. Possible cases will not be allowed to leave the affected countries until they are confirmed to be free of the virus. WHO has also warned that all nations should bring their own citizens home for treatment if infected.



Meanwhile, restrictions put in place to limit the spread of the disease are reported to be causing problems in poor areas. Liberia and Sierra Leone have both sent soldiers to limit travel within these countries, with many residents reportedly worried about the effect on their trade and incomes. In Liberia, where there is a strong stigma attached to the disease, many people have refused to report the deaths of family members and hand their bodies over for cremation. There have also been cases of violence toward government officials attempting to enforce measures that would limit the disease's spread.

WHO vaccine chief Jean-Marie Okwo-Bele told AFP he expected a possible vaccine against Ebola to start clinical trials next month, stating, 'Since this is an emergency, we can put emergency procedures in place [...] so that we can have a vaccine available by 2015'.

*[NEWSPAPER ARTICLE OUTLINE]*

<b>Title</b>
<b>Location:</b> (where the news is being reported):
<b>Introductory Paragraph</b> <ul style="list-style-type: none"><li>• Main idea of article (what happened)</li><li>• When it happened/will happen</li><li>• Where it happened/will happen</li><li>• Who was/is involved/affected</li></ul>
<b>Body of article</b> <ul style="list-style-type: none"><li>• Detail 1</li><li>• Detail 2</li><li>• Detail 3</li><li>• Detail 4</li><li>• Detail 5</li></ul>
<b>Closing paragraph</b> <ul style="list-style-type: none"><li>• Outcome (or possible next steps)</li></ul>
Name Designation Address (for national and international publications).

<sup>1</sup> WHO declares Ebola outbreak an international emergency. (2014, August 11). Retrieved November 04, 2017, from [https://en.wikinews.org/wiki/WHO\\_declares\\_Ebola\\_outbreak\\_an\\_international\\_emergency](https://en.wikinews.org/wiki/WHO_declares_Ebola_outbreak_an_international_emergency)

<b>Lesson Title:</b> Figurative Language Review (idioms, phrasal verbs, collocations, irony)	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L3-L133	<b>Class:</b> SSS 3	<b>Time:</b> 40 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. Review idioms, phrasal verbs, collocations and irony and demonstrate understanding of their function in a text.</li> <li>2. Use context clues and inference to determine the meaning of unknown figurative language in a text.</li> <li>3. Demonstrate understanding of figurative language by explaining examples in their own words.</li> <li>4. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the example collocations, phrasal verbs and idioms tables on the board (see end of lesson).</li> <li>2. Write the figurative language text on the board, underlining the figurative language (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Ask pupils the following questions to revise figurative language:
  - What is figurative language? (Example answer: phrases or expressions with a meaning that is different from the literal interpretation)
  - What are some examples of figurative language? (Example answers: metaphors, similes, personification, idioms, collocations)
2. Tell pupils that in today's lesson they will revise 4 types of figurative language: idioms, phrasal verbs, collocations and irony.

### Teaching and Learning (22 minutes)

1. Revise collocations:
  - Collocations are expressions consisting of 2 or more words that often go together, and sound correct to native speakers of the language.
  - They can be challenging to learn because there is no rule for why certain words sound natural together.
2. Refer to the collocation chart on the board to show examples of natural and unnatural English (see end of lesson).
3. Invite volunteers to share other examples of collocations.
4. Revise phrasal verbs:
  - Phrasal verbs are combinations of words that are used like a verb and consist of a verb and an adverb or preposition.
5. Refer to the example phrasal verbs on the board to show examples of phrasal verbs (see end of lesson).

6. Invite volunteers to give their own example sentences using the phrasal verbs on the board.
7. Revise idioms:
  - An idiom is an expression whose meaning is different from the meanings of the individual words within it.
8. Read the examples from the idiom table on the board to pupils (see end of lesson).
9. Invite volunteers to give their own example sentences using the idioms on the board.
10. Revise irony:
  - Irony is the difference between what someone would reasonably expect to happen and what actually does happen.
  - There are 3 types of irony: situational irony, verbal irony and dramatic irony.
  - Situational irony is when what happens is the opposite of what is expected or appropriate.  
Examples:
    - A patient gets a deadly infection while resting at the hospital.
    - A judge breaks the law.
  - Verbal irony is used when someone says one thing but means something else or the complete opposite.  
Example: Someone gets in a car accident and says, 'Lucky me!'
    - Sarcasm is a type of verbal irony typically used to be hurtful toward another person or oneself. It often depends on the tone used by the speaker.  
Example: Someone tastes bad food and then tells the cook, 'Oh, this is delicious', before throwing it in the rubbish bin.
  - Dramatic irony is when the audience of a story, play or movie knows something the characters do not.  
Example: In a romantic movie, a female character asks a male friend, 'Why can I not find a boyfriend?' without realising that he loves her.
11. Invite volunteers to give their own examples of each type of irony.
12. Direct pupils' attention to the figurative language passage on the board (see end of lesson).
13. Read the paragraph aloud.
14. Ask a volunteer to use context clues to identify the meaning of 'carried the day'.  
(Example: 'victory')
15. Write the definition on the board: Were successful; won

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

1. Have pupils work with seatmates to first identify whether the underlined parts of the text are examples of phrasal verbs, collocations, idioms or irony. They should then use context clues to identify the meaning of each.
2. Discuss answers as a class.  
Answers:



- Carried the day – idiom: Were successful; won
  - A foregone conclusion – collocation: A certainty
  - In a row – idiom: One after another
  - Going against – phrasal verb: Playing against
  - Back(s) to the wall – idiom: In a difficult situation that you cannot get out of
  - Of all people – irony / idiom: An unlikely person
  - Came close – collocation: Almost
  - Held on – phrasal verb: Survived
3. Invite volunteers to use the examples of figurative language in their own sentences.

**Closing (1 minute)**

1. For homework, have pupils do practice activity PHL3-L133 in the Pupils' Handbook.

*[EXAMPLE COLLOCATIONS]*

<b>Natural sounding</b>	<b>Unnatural sounding</b>
To drive her to tears	To push her to tears
Lion's roar	Lion's shout
To vaguely remember	To somewhat remember
To make your bed	To fold your bed

*[EXAMPLE PHRASAL VERBS]*



<b>Phrasal verb</b>	<b>Meaning</b>	<b>Example</b>
To break down	To stop functioning	The car almost broke down twice on the 100-kilometre drive.
To check out	To leave a hotel	I checked out of the hotel at 10 o'clock this morning.
To end up	To eventually reach or do	We ended up eating the old bread for dinner.
To get away with	To act without being punished or noticed	The murderer got away with his crime.
To grow apart	To stop being friends over time	The best friends grew apart after primary school.

*[EXAMPLE IDIOMS]*

<b>Idiom</b>	<b>Meaning</b>
A flash in the pan	Something or someone that looks like it will be successful but ultimately is not
To hit the nail on the head	To get precisely the correct answer
Monkey business	Bad behaviour
In the nick of time	Just before time is up

*[FIGURATIVE LANGUAGE TEXT]*

My team carried the day in the match, which was far from a foregone conclusion. We entered the tournament having lost three matches in a row and now we were going against the toughest team in the area. We quickly fell behind 2-0, and it seemed our backs were to the wall. But we managed to score once and then again. All of a sudden, we were tied! Our goalkeeper, of all people, scored the third goal. After that, although the other team came close to scoring again, we held on for victory.

<b>Lesson Title:</b> Types of Letters Review – Informal and Formal		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L3-L134		<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Distinguish between formal and informal letters and explain when and how they are used.</li> <li>2. Identify the features of a formal and informal letter.</li> <li>3. Demonstrate ability to read and respond to each of the different types of letters.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the features of informal letters on the board (see end of lesson).</li> <li>2. Write the features of formal letters on the board (see end of lesson).</li> <li>3. Write the outline of an informal letter on the board (see end of lesson).</li> <li>4. Write the outline of a formal letter on the board (see end of lesson).</li> <li>5. Practise reading the formal letter example, 'Request for a Lesson on the Administrative History of Moyamba District', aloud (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. As a class, discuss whether one would write an informal or formal letter in the following scenarios:
  - You want to communicate to your grandmother and inquire about her health. (Answer: informal)
  - You want to share your views about upcoming legislation with a politician. (Answer: formal)
  - Your community organisation wants to ask a fellow citizen for a donation. (Answer: formal)
  - You want to convince a friend to transfer to your school. (Answer: informal)
2. Tell pupils that in today's lesson they will discuss the differences between informal and formal letters and explain how each is used.

### Teaching and Learning (18 minutes)

1. As a class, discuss whom you can write informal letters to. (Example answers: friends, relatives)
2. Direct pupils' attention to the outline of an informal letter on the board (see end of lesson).
3. Use the outline to revise the features of an informal letter with pupils (see end of lesson).
4. Ask pupils to open the Pupils' Handbook at the page that corresponds with the lesson.
5. Read the example informal letter aloud (see end of lesson). Have pupils follow along.

6. Ask 1-2 volunteers to summarise what is being requested and what response is expected.  
Example: Abraham wants his mother to meet Fiona's fiancé. He wants her to at least agree to call Fiona.
7. As a class, discuss when you can write a formal letter. (Example answers: legal or medical matters; business and banking matters; accepting or resigning from a job; letters to government officials and other people in authority; letters of complaint)
8. Discuss things that should not be in a formal letter:
  - contractions
  - slang
  - acronyms
  - abbreviations
9. Direct pupils' attention to the outline of a formal letter on the board and use it to revise the features of formal letters (see end of lesson).
10. Read the formal letter example aloud (see end of lesson). Have pupils follow along.
11. Ask 1-2 volunteers to summarise what is being requested.  
Example:  
Mr Foday is asking the District Council Chairman to be a guest lecturer. He expects a yes or no response along with a suggested date for the lecture.

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

1. Ask pupils to prepare 2 outlines:
  - In the first, they should imagine they are the District Council Chairman and respond to the formal letter.
  - In the second, they should imagine they are Abraham's mother and respond to Abraham's letter.
2. Instruct pupils to make notes of their main ideas in the outline before writing.
3. Move around the classroom to make sure pupils understand and are doing the activity correctly.

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

1. As a class, discuss the following:
  - What did you write to Abraham?
  - In your letter, did the District Council Chairman accept or decline the pupils' offer?
2. For homework, have pupils do practice activity PHL3-L134 in the Pupils' Handbook.

*[FEATURES OF INFORMAL LETTERS]*

- Writer's address
- Date
- Greeting
- Opening
- Body
- Conclusion
- Closing
- Signature

*[OUTLINE OF AN INFORMAL LETTER]*

	Your address: _____.
	Date: _____
Greeting: (Dear, Dearest) _____,	
Opening: _____.	
Body: _____.	
Closing: _____.	
	Yours sincerely,
	Your name: _____.

*[FEATURES OF FORMAL LETTERS]*

- Writer's address
- Recipient's address
- Date
- Heading or subject
- Greeting
- Introduction
- Body paragraphs
- Conclusion
- Subscript (Yours faithfully)
- Writer's name
- Signature
- Position/Title

*[OUTLINE OF A FORMAL LETTER]*

Writer's address: \_\_\_\_\_.

Date: \_\_\_\_\_

Recipient's address: \_\_\_\_\_.

Salutation: (Dear Sir/Madam).

Subject comes here (UPPERCASE or Underlined Title Case)

Introductory paragraph (I am writing to ...): \_\_\_\_\_.

Main idea 1, with supporting statements: \_\_\_\_\_.

Main idea 2, with supporting statements: \_\_\_\_\_.

Main idea 3, with supporting statements: \_\_\_\_\_.

Closing paragraph: \_\_\_\_\_.

Yours faithfully,  
Signature,

Your name \_\_\_\_\_,  
Your position/appointment \_\_\_\_\_.

*[EXAMPLE OF A FORMAL LETTER]*

Maliggy Lajune Foday  
District Council Secondary  
School  
Moyamba, Sierra Leone.  
8<sup>th</sup> September, 2017

The District Council Chairman  
Moyamba District  
Moyamba, Sierra Leone.

Dear Sir,

Request for a Lesson on the Administrative History of Moyamba District

I write on behalf of the senior school pupils of the Arts Department of Moyamba District Secondary School. We request that you lecture here on the above topic. Based on your explanations to the SSS 4 history class during our April 2017 field trip to the District Council, the combined group of arts students from SSS 1 to SSS 4 are convinced that no one can deliver a lecture on the topic as well as you can.

The topic is a special section of the WAEC history syllabus, intended to develop candidates' interest in the culture, history and traditions of their various countries. The syllabus recommends that traditional leaders with relevant experience be used as resources for the required information. The needed contents are unique to the local community of each school and we cannot find these in our school books.

If you agree to deliver the lesson, we shall be content with any date and time you choose, whether this be during a weekend or late in the evening. The principal and all of the teachers also hope to attend the lesson.

When you have informed us of your schedule, we will use the principal's car to bring you to the school. It would also please our group if you would accept a present we have prepared for the occasion.

We await your kind approval.

Yours faithfully,

Maliggy Lajune Foday  
Class Prefect.

*[EXAMPLE OF AN INFORMAL LETTER]*

14 Main Street,  
Freetown.  
12<sup>th</sup> August, 2017

Dearest Mother,

I was glad and relieved to hear from you last week. Mother, I have been meaning to talk to you about Mark, Fiona's fiancé, whom I met yesterday.



Mark came across as an absolute gentleman and is clearly in love with Fiona. He seems concerned about Fiona's wellbeing and is also very enthusiastic about her future as an accountant.

I heard all about Mark's childhood. Though he grew up outside the city, his lifestyle and values match Fiona's. He is a well-qualified man and is doing well for himself in law.

I urge you to consider meeting Mark. At least, call Fiona on the phone and speak with her. Give my regards to Father.

Yours sincerely,  
Abraham.



<b>Lesson Title:</b> General Vocabulary Review (environment, science and technology, building and construction)	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L3-L135	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use appropriate vocabulary to describe the different topics.</li> <li>2. Identify topic-specific vocabulary in a sentence.</li> <li>3. Complete paragraphs on the topics using appropriate vocabulary.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching exercise on the board (see end of lesson).</li> <li>2. Write the paragraph prompts on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Have pupils brainstorm their vocabulary for each of the following topics:
  - Environment
  - Science and technology
  - Building and construction
2. Tell pupils that in today's lesson they will review general vocabulary connected to environment, science and technology, and building and construction.

### Teaching and Learning (18 minutes)

1. Draw pupils' attention to the vocabulary matching exercise on the board (see end of lesson).
2. As a class, read the text and match the words to their correct definitions.  
(Answers: 1. f. 2. e. 3. a. 4. c. 5. h. 6. n. 7. l. 8. i. 9. o. 10. j. 11. k. 12. d. 13. m. 14. g. 15. b.)
3. Practise using the words. Have volunteers raise their hand to use a vocabulary word in a sentence.

### Practice (12 minutes)

1. Read the 2 example paragraphs aloud (see end of lesson).
2. Have pupils write 2 separate paragraphs in their exercise books using the writing prompts on the board (see end of lesson). Each paragraph should use at least 3 of the words, as well as any others that pupils know. It should be at least 5 sentences in length.
3. Walk around the classroom to check pupils' work.

### Closing (5 minutes)

1. Invite 3 volunteers to share a paragraph with the class. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL3-L135 in the Pupils' Handbook.

*[VOCABULARY MATCHING]*



<b>Word</b>	<b>Definition</b>
1. biodegradable (adj)	a. changes in weather patterns and the environment; mostly associated with global warming
2. carbon emissions (n)	b. a tall machine used to move heavy objects
3. climate change (n)	c. threatened; at-risk
4. endangered (adj)	d. a person who makes and repairs wooden things
5. geology (n)	e. release of carbon dioxide in the atmosphere as a result of human activity and the use of fossil fuels
6. artificial intelligence (n)	f. capable of being decomposed by nature and bacteria
7. computerised (adj)	g. a person who lays stone on a building
8. data (n)	h. study of the Earth's physical structure and substance
9. digital information (n)	i. information collected about a specific topic or field
10. electrification (n)	j. the process of making something work by using electricity
11. foundation (n)	k. the layer of bricks, concrete and other materials below the ground that support a building
12. carpenter (n)	l. something that has been calculated or produced using a computer
13. cement (n)	m. a powder that when mixed with water can connect bricks or stones or form solid floors
14. mason (n)	n. the ability of computers to perform tasks that usually only humans can do
15. crane (n)	o. information recorded using numeric codes such as 0 and 1 in computers

*[PARAGRAPH PROMPTS]*

- a. Describe 2 types of pollution and suggest ways to stop them.
- b. Describe a typical day at a construction site. Who is there? What are they doing?

*[EXAMPLE PARAGRAPHS]*

- a. Pollution has many negative consequences on the environment. For one thing, carbon emissions from cars and vehicles are contributing to climate change. To stop climate change, therefore, the government should encourage people to walk more and use public transportation. Litter is another big problem, especially when it is not biodegradable. The trash can wreak havoc on the ecosystem, endangering animals. To fight litter, we could reward people for recycling their trash.
- b. Work on the construction site starts early in the morning. The cement has dried on the foundation. As the foreman plans out where to place the pillars, the masons work with stone to put up the walls. Soon, the scaffolding will go up and painters will climb atop it to the first coat on the side of the building. There is no crane for this three-story building. Instead, workers pass materials up the scaffolding by hand.

<b>Lesson Title:</b> Parts of Speech Review	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L3-L136	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the 8 parts of speech.</li> <li>2. Explain the function of each of the 8 parts of speech.</li> <li>3. Identify the 8 parts of speech in sentences.</li> <li>4. Write sentences using the 8 parts of speech.</li> </ol>	 <b>Preparation</b> Write the sentences on the board (see end of lesson).	

### Opening (5 minutes)

1. Discuss the following questions as a class:
  - What is a part of speech? (Example answer: a category of word)
  - How many parts of speech are there? (Answer: 8)
  - What are the 8 parts of speech? (Answer: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection)
  - What are some examples of each?  
Examples:
    - Noun: pupil, Africa, map
    - Pronoun: you, we, they
    - Adjective: brilliant, wonderful, smelly
    - Verb: walk, write, think
    - Adverb: well, very, furiously
    - Preposition: through, under, above
    - Conjunction: yet, neither, and
    - Interjection: Oh, no! Yay! Wow!
2. Tell pupils that in this lesson they will revise the 8 parts of speech and their functions. To do that, they are going to create sentences that have all 8 parts of speech.

### Teaching and Learning (17 minutes)

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

Part of speech	Definition	Example
<b>Noun</b>	Nouns name people, places, ideas or things.	Aminata, town, bicycle
<b>Pronoun</b>	Pronouns replace nouns – often to avoid repetition. They are also used to show ownership of something by someone.	I, they, it, my, our

<b>Verb</b>	Verbs show action or state of being and the time of that action or state – past, present or future.	is, ride, feel
<b>Adjective</b>	Adjectives describe or modify nouns. They show things like size, appearance and number.	<b>tough</b> Aminata, <b>small</b> town, <b>new</b> bicycle
<b>Adverb</b>	Adverbs modify verbs, adjectives or other adverbs. They show how, when, where and how much.	<b>happily</b> plays, <b>surprisingly</b> fast, <b>very</b> slowly
<b>Preposition</b>	Prepositions show how a noun or pronoun is related to another word in a sentence.	Aminata rode home <b>from</b> town <b>on</b> her new bicycle.
<b>Conjunction</b>	Conjunctions join 2 or more words, phrases or clauses.	Aminata rode home from town on her new bicycle, <b>but</b> she burst a tire, <b>so</b> she was very late.
<b>Interjection</b>	Interjections show excitement or sudden emotion and are usually followed by an exclamation mark.	Yeah! Oh dear! No!

2. Revise some rules for determining parts of speech:

- Some words have multiple meanings and parts of speech.

Examples:

- 'Run' can be a verb (We will run to the store) or a noun ('Let's go on a run to the store).
- 'Book' can be a verb that means to schedule ('I must book a doctor's appointment') or a noun ('I want to read that book').

- We can determine the part of speech from how it is used in a sentence.
- If we do not know the part of speech, we can guess based on which usage is most common, and inference.

3. Direct pupils' attention to the sentences on the board (see end of lesson).

4. Label the parts of speech of the underlined words in the first sentence using the following questions:

- What are the nouns? (Answers: school bag, house, morning)
- What are the pronouns? (Answer: I, my)
- What is the verb? (Answer: left)
- What is the adjective? (Answer: ugly)
- What is the preposition? (Answer: in)

5. Invite volunteers to explain why each word is a particular part of speech:

- 'School bag', 'house' and 'morning' are all nouns because they are things.
- 'I' is a personal pronoun because it refers to a person. 'My' is a possessive pronoun because it describes ownership of the ugly school bag.
- 'Left' is a verb because it shows an action.

- 'Ugly' is an adjective because it describes a noun – in this case, the school bag.
- 'In' is a preposition because it shows where the bag is in relation to the house.

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

1. Ask pupils to work with seatmates to label the parts of speech of the underlined words in the remaining 4 sentences.
2. Discuss answers as a class.

Answers:



- When (adverb) it rains (verb), I must ensure our animals noun are (verb) safe (adjective).
  - I could (verb) barely (adverb) hear (verb) the teacher talking (verb).
  - My brother and (conjunction) I got a new (adjective) football for (preposition) Christmas (noun).
  - We learned a lot about (preposition) life from (preposition) our (pronoun) grandmother (noun).
3. Have pupils work individually to write 1 sentence that features every part of speech. (Example: My bare foot stepped on a lazily placed nail and I screamed 'Ouch!')
  4. Have pupils check their seatmates' sentences to make sure they have used each part of speech correctly.

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

1. Invite volunteers to share their sentences with the class. Correct any mistakes you hear.
2. For homework, have pupils do practice activity PHL3-L136 in the Pupils' Handbook.

### **[SENTENCES]**

- I left my ugly school bag in the house this morning.
- When it rains, I must ensure our animals are safe.
- I could barely hear the teacher talking.
- My brother and I got a new football for Christmas.
- We learned a lot about life from our grandmother.

<b>Lesson Title:</b> Tenses Review	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L3-L137	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Recall and use verbs correctly in the past and present tenses (simple, continuous, perfect, perfect continuous).</li> <li>2. Ask and answer questions using the different tenses.</li> <li>3. Use the different tenses in positive and negative sentences.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the tables on the board (see end of lesson).</li> <li>2. Write the example paragraph on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

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

### Teaching and Learning (18 minutes)

1. Direct pupils' attention to the tables on the board (see end of lesson).
2. Using the table, revise the 4 forms of present tense:
  - Simple present tense talks about general facts and routines.  
Examples: I learn, you learn, he learns, she learns, it learns, we learn, they learn
  - Present continuous tense uses the verb 'to be' with an '-ing' verb to show that an action is happening now.  
Examples: I am learning, you are learning, he is learning, she is learning, it is learning, we are learning, they are learning
  - Present perfect tense uses the verb 'to have' with a past participle (which usually ends with '-ed' or '-en') to talk about past actions for which time is not specific or important, repeated actions that began in the past and continue to the present and actions that have recently been completed.  
Examples: I have learned, you have learned, he has learned, she has learned, it has learned, we have learned, they have learned

- Present perfect continuous tense uses 'have been' with an '-ing' verb to show that an action began in the past but is ongoing.  
Examples: I have been learning, you have been learning, he has been learning, she has been learning, it has been learning, we have been learning, they have been learning
3. Revise how to form the negative of each present tense:
- For the simple present, place the verb 'do/does' and 'not' before the verb. If the simple present contains the verb 'to be', place the word 'not' directly after it.  
Examples:
    - I do not study.
    - He is not nice. (Contains verb 'to be')
    - They are not nice. (Contains verb 'to be')
  - For both the present continuous and present perfect, place the word 'not' directly before the verb to make it negative.  
Examples:
    - You are not studying.
    - We have not studied.
  - For the present perfect continuous, place the word 'not' directly before 'been'.  
Example: I have not been studying since June.
4. Revise the 4 forms of past tense using the table:
- Simple past tense refers to an action that was completed in the past. With most verbs, form the simple past tense by adding '-ed' or '-d' at the end. However, there are many irregular verbs in English that do not follow the rules of forming the simple past tense. They can take many forms.  
Examples:
    - We baked cookies.
    - You drank milk. (Irregular)
    - They ate rice. (Irregular)
  - Past continuous tense uses 'to be' with an '-ing' verb to indicate that an action took place during a certain time period. It is used to provide background details or imply that an activity was interrupted. It requires a second verb in the simple past tense to show the interruption.  
Example: I was studying for the exam when the alarm went off.
  - Past perfect tense uses 'had' with a past participle to talk about something that was finished before another past action.  
Examples:
    - I had mastered my multiplication tables before anyone else.
    - She had sent the report to a different person, which is why we did not receive it.
  - Past perfect continuous tense uses 'had been' with an '-ing' verb to talk about an action that began in the past and continued until at least another point in the past. It is used to show length of time in the past or a reason for a past result.  
Examples:

- Length of time: They had been studying Maths for four years when the teacher suddenly left.
  - Reason for past result: I had been playing in the rain, so my mother yelled at me.
5. Revise how to form the negative of each past tense:
- For the simple past, place 'did not' in front of the verb. If the simple past contains the verb 'to be', place 'not' after.  
Examples:
    - I did not study.
    - He was not nice. (Contains verb 'to be')
    - They were not nice. (Contains verb 'to be')
  - For both the past continuous and past perfect, place the word 'not' directly before the verb.  
Examples:
    - You were not studying.
    - We had not studied.
  - For the past perfect continuous, place the word 'not' directly before 'been'.  
Example: I had not been studying much since June.
6. Direct pupils' attention to the example paragraph on the board (see end of lesson).
7. Read the paragraph aloud and have pupils follow along.
8. Ask volunteers to answer the following questions in full sentences and identify the tense they use:
- Who is a good pupil?  
Answer: Simple present – Sesay is a good pupil.
  - In what area has he been working to improve?  
Answer: Present perfect continuous – He has been working to improve in Maths.
  - When did Sesay's trouble with calculus start?  
Answer: Simple past – It started in primary school.
  - What was he trying hard to learn in primary school alongside his peers?  
Answer: Past continuous – He was trying hard to learn his multiplication tables.
  - What did not make sense to Sesay?  
Answer: Simple past – The symbols did not make sense.
  - Since when has he struggled in Maths?  
Answer: Present perfect – He has struggled in Maths since primary school.
  - What is he preparing for?  
Answer: Present continuous – He is preparing for the final examination.

**Practice** (12 minutes)

1. Have pupils work individually to write 5 questions for their seatmates about their academic life, each using a different verb and tense. (Examples: What have you enjoyed about this class? What is your best subject?)



2. Have pupils take turns asking and answering each other's questions. Move around the classroom and check that pupils have used the tenses correctly.

**Closing** (5 minutes)

1. Invite volunteers to ask their questions to the class. Have pupils raise their hand to answer. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL3-L137 in the Pupils' Handbook.



*[TABLES]*

<b>POSITIVE</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect continuous</b>
<b>Present</b>	Asuma studies.	Asuma is studying.	Asuma has learned.	Asuma has been studying.
<b>Past</b>	Asuma studied.	Asuma was studying.	Asuma had studied.	Asuma had been studying.

<b>NEGATIVE</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect continuous</b>
<b>Present</b>	Alpha does not study.	Alpha is not studying.	Alpha has not studied.	Alpha has not been studying.
<b>Past</b>	Alpha did not study.	Alpha was not studying.	Alpha had not studied.	Alpha had not been studying.

*[EXAMPLE PARAGRAPH]*

Sesay is a good pupil. However, he has trouble with calculus. It all started in primary school when he was late to learn his multiplication tables. Although he was trying hard to learn them alongside his peers, the symbols did not make sense. Since then, he has struggled with Maths. Recently, however, he has been working diligently to catch up to his fellow pupils. Sesay is preparing for the final examination.

<b>Lesson Title:</b> Tenses Review	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L3-L138	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Recall and use verbs correctly in the future tenses (simple, continuous, perfect, perfect continuous).</li> <li>2. Ask and answer questions using the different tenses.</li> <li>3. Use the different tenses in positive and negative sentences.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the tables on the board (see end of lesson).</li> <li>2. Write the example paragraph on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Discuss the following questions as a class:
  - Can we use tenses to ask and answer questions? (Answer: yes)
  - How can we ask questions about when or how an action in the future will happen? (Example answers: use words such as 'where' and 'what'; add a question mark; switch the noun and the verb)
2. What are double negatives and how do we avoid them? (Example answer: A double negative is a sentence with 2 negative parts; we should only use one.)
3. Tell pupils that in today's lesson they will be reviewing the future tense.

### Teaching and Learning (10 minutes)

1. Direct pupils' attention to the tables on the board (see end of lesson).
2. Revise the 4 forms of future tense using the table:
  - Simple future tense uses 'will' or 'shall' with an infinitive to talk about something that will happen at some point. It may also use 'to be' with 'going to'.  
Examples:
    - We will learn.
    - We are going to learn.
  - Future continuous tense uses 'will be' or 'shall be' with an '-ing' verb to talk about something that will happen at a specific time in the future.  
Example: I will be studying in university when the election happens.
  - Future perfect tense uses 'will have' with a past participle to talk about an action that will happen before another future action.  
Examples:  
By the time I finish university, I will have learned everything.
  - Future perfect continuous tense uses 'will have been' with an '-ing' verb to talk about an action that will begin in the future and continue until some other point in the future. Unlike future perfect tense, it emphasises how long something will take.

Example: They will have been studying English for 12 years by the time they take their examination.

3. Revise how to form the negative of each tense:
  - For all tenses, place 'not' directly after 'will' or 'shall'.  
Examples:
    - I shall not go.
    - He will not be going.
    - She will not have gone.
    - They will not have been going.
4. Remind pupils that when talking about the future we use 'will' or 'shall'. 'Shall' is considered more formal and is only used with 'I' or 'we'.

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

1. Direct pupils' attention to the example paragraph on the board (see end of lesson).
2. Read the paragraph aloud and have pupils follow along.
3. Ask pupils to create questions in the future tense that can be answered using the text. Have them write the questions in their exercise books and identify which tense they use.
4. Ask volunteers to read their questions aloud and invite others to answer them. Make sure every tense is used.
  - Simple future: What is the first thing you will do to build a house?  
Answer: First, you will find a large space on which to build.
  - Future perfect continuous: What will your children have been doing while you have been building?  
Answer: They will have been growing.
  - Future perfect: What will have happened by the end?  
Answer: You will have learned a lot about construction.
  - Future continuous: How long will you be spending on the project?  
Answer: You will be spending many years on the project.
5. Have pupils work individually to write 5 questions for their seatmates about their future plans, using a different verb in each one. They should use at least 3 different future tenses. (Examples: What will you do next year? Will you be studying in university next year? Will you have graduated by this time next year?)
6. Have pupils take turns asking and answering each other's questions. Move around the classroom to check pupils' work.

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

1. Invite volunteers to ask their questions to the class. Have pupils raise their hand to answer. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL3-L138 in the Pupils' Handbook.



*[TABLES]*

<b>POSITIVE</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect continuous</b>
<b>Present</b>	Asuma learns.	Asuma is learning.	Asuma has learned.	Asuma has been learning.
<b>Past</b>	Asuma learned.	Asuma was learning.	Asuma had learned.	Asuma had been learning.
<b>Future</b>	Asuma will learn.	Asuma will be learning.	Asuma will have learned.	Asuma will have been learning.

<b>NEGATIVE</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect continuous</b>
<b>Present</b>	Alpha does not learn.	Alpha is not learning.	Alpha has not learned.	Alpha has not been learning.
<b>Past</b>	Alpha did not learn.	Alpha was not learning.	Alpha had not learned.	Alpha had not been learning.
<b>Future</b>	Alpha will not learn.	Alpha will not be learning.	Alpha will not have learned.	Alpha will not have been learning.

*[EXAMPLE PARAGRAPH]*

So, you want to build a house? I will tell you what you need to do. First, you are going to need a large space on which to build. You will probably have to buy land. Second, you will have to make a schedule. After all, you will be spending many years on the project. Third, you will need to hire some trustworthy individuals to help you buy materials and use them. By the end, you will have learned a lot about construction. Moreover, you will have your very own home to live in. But all the time during which you have been building, your children will have been growing. It will soon be time for you to help them build a house!

<b>Lesson Title:</b> General Vocabulary Review (traditional religion, ceremonies, culture and institutions)	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L3-L139	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use appropriate vocabulary to describe the different topics.</li> <li>2. Identify topic-specific vocabulary in a sentence.</li> <li>3. Complete paragraphs on the topics using appropriate vocabulary.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary matching exercise on the board (see end of lesson).</li> <li>2. Write the paragraph prompts on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Have pupils brainstorm the vocabulary for each of the following topics:
  - Traditional religion
  - Culture and institutions
  - Ceremonies
2. Tell pupils that in today's lesson they will review general vocabulary connected to traditional religion, ceremonies, and culture and institutions.

### Teaching and Learning (18 minutes)

1. Define the following:
  - Traditional religion: Ethnic religions passed down through oral culture, which are usually practised by tribes and minority groups
  - Culture: The ideals, customs and social behaviour or a particular people or society
  - Institutions: Established laws or practices accepted by a society
  - Ceremonies: Sets of social, cultural or religious acts used to mark a special event
2. Draw pupils' attention to the vocabulary matching exercise on the board (see end of lesson).
3. As a class, match the words to their correct definitions. (Answers: 1. c. 2. a. 3. h. 4. o. 5. i. 6. d. 7. j. 8. g. 9. b. 10. f. 11. e. 12. m. 13. k. 14. n. 15. l.)
4. Practise using the words. Have volunteers raise their hand to use a vocabulary word in a sentence.

### Practice (12 minutes)

1. Have pupils write 2 separate paragraphs in their exercise books using the paragraph prompts on the board (see end of lesson). Each paragraph should contain at least 3 of the words from the lesson, plus any others pupils know.
2. Walk around the classroom to check pupils' work.

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



1. Invite 2 volunteers to each share a paragraph with the class. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL3-L139 in the Pupils' Handbook.

### **[VOCABULARY MATCHING]**

<b>Word</b>	<b>Definition</b>
1. amulet (n)	a. the belief that all things on Earth have a soul
2. animism (n)	b. a system in which people are ranked by wealth, status or family
3. creator (n)	c. a piece of jewellery worn to protect from danger and evil
4. deity (n)	d. the head of a tribe or community
5. divination (n)	e. specific actions that are accepted in a particular culture
6. chieftain (n)	f. belonging to a particular place
7. chieftaincy (n)	g. a celebration marking a special event
8. festival (n)	h. a mythological god who makes the world or parts of it
9. hierarchy (n)	i. the art of foretelling (predicting) future events
10. native (adj)	j. the area overseen by a community leader
11. customs (n)	k. an event marking an important stage in someone's life
12. feast (n)	l. a set of beliefs and norms in a specific culture passed down by each generation
13. rite of passage (n)	m. a large meal, usually for celebrating
14. ritual (n)	n. a ceremony involving a series of performed actions according to a tradition
15. tradition (n)	o. a supernatural being such as a god or goddess with supernatural powers

### **[PARAGRAPH PROMPTS]**

- a. Describe a ceremony that takes place in your community. Who attends? What do you do? What traditions or rituals are practised?
- b. Write a description of Sierra Leonean culture for someone who has never visited Sierra Leone. Describe the people, their beliefs and institutions.

<b>Lesson Title:</b> Punctuation Review	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L3-L140	<b>Class:</b> SSS 3	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read punctuation with appropriate expression and intonation.</li> <li>2. Identify the different types of punctuation and their functions in a sentence.</li> <li>3. Demonstrate understanding of how to use punctuation correctly when writing.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the passage on the board and practise reading it aloud using correct intonation (see end of lesson).</li> <li>2. Write the sentences for teaching and learning on the board (see end of lesson).</li> <li>3. Write the sentences for practice on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Read the passage on the board to pupils (see end of lesson).
2. Remind pupils that punctuation is used to make the meaning of a sentence clear and easy to read. Punctuation within the sentence requires the speaker to briefly pause.
3. Have pupils repeat the passage after you, using the punctuation as a guide.
4. Tell pupils that in today's lesson they will revise 7 types of punctuation: full stops, question marks, exclamation marks, commas, semi-colons, colons and dashes.

### Teaching and Learning (20 minutes)

1. Revise terminal stops and when they are used:
  - A full stop is used at the end of a sentence to show that a thought or idea is complete.
  - A question mark is used when you are asking something and want a response.
  - An exclamation mark is used for emphasis or to show a strong emotion such as surprise, shock or happiness.
2. Revise comma:
  - A comma separates items in a list.
  - It is also used to enclose non-essential details in a sentence.
  - It is also used for question tags.
  - It can also be used with inverse commas.
3. Revise semi-colon:
  - A semi-colon separates items in a list when some of those items already contain commas.
  - It is also used to join 2 independent clauses that are closely linked.
4. Revise colon:
  - A colon can be used to introduce a list.
  - It can draw attention to a noun or a noun phrase.

- It can be used to present examples or quotations.
5. Revise dash:
    - A dash can strengthen and emphasise a point at the beginning or end of a sentence.
    - It can also be used in the middle of a sentence as an aside, like brackets.
  6. Write the following sentence on the board: I study English, History and Science.
  7. Ask volunteers to identify the punctuation in the sentence and explain why it is used. (Answer: commas, because it is a simple list)
  8. Write the following sentence on the board: I study 3 subjects: English, History and Science.
  9. Ask volunteers to identify the punctuation in the sentence and explain why it is used. (Answer: a colon to introduce the list and commas to separate the items)
  10. Write the following sentence on the board: I study 3 subjects: English, which I love; History, which I hate; and Science, which I am indifferent to.
  11. Ask volunteers to identify the punctuation in the sentence and explain why it is used.  
Answers:
    - A colon to introduce the list
    - Commas to separate the items
    - Semicolons to separate items in a list that contains other commas
  12. Write the following sentence on the board: I study English, History and Science – and love all of them!
  13. Ask volunteers to identify the punctuation in the sentence and explain why it is used.  
Answers:
    - Commas to separate the items
    - A dash to emphasise a point at the end of the sentence
    - An exclamation mark to emphasise the end of the sentence
  14. As a class, look at the sentences for teaching and learning on the board (see end of lesson) and add correct punctuation. Explain punctuation needed if necessary.  
Answers:
    - a. He saw a skinny, unhealthy dog; a younger, healthier pup; and several bored, lazy cats nearby.
    - b. She enjoys watching television; her favourite programme is the news.
    - c. We understand the difficulties teachers face: homework to grade, undisciplined pupils, little pay.
    - d. School – useful or unnecessary?

**Practice** (14 minutes)

1. Draw pupils' attention to the sentences for practice on the board (see end of lesson).



2. Ask pupils to copy the sentences into their exercise books and add commas, semi-colons, colons, dashes, full stops, question marks and/or exclamation marks as needed.
3. Have pupils compare their work with seatmates.
4. Check answers as a class. Explain punctuation needed if necessary.

Answers:

- a. It felt like it took forever and a day to receive the package.
- b. She speaks four languages: English, French, Creole and Arabic.
- c. The man with the moustache – what do you know about him?
- d. The boy loved two people the most: his mother and his father.
- e. Dawa needs to buy soap, flour and cassava from the market, but she must leave soon.
- f. 'I told you not to do that!' yelled the man.
- g. The movie was Hassan's favourite; he watched it again and again.
- h. Her closet was full of beautiful, petite shirts; summery, flowing dresses; and colourful hats.
- i. The shop sells jewellery and accessories, electronics, books and magazines, and clothing.
- j. I only need one thing to keep me busy – a book.

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

1. For homework, have pupils do practice activity PHL3-L140 in the Pupils' Handbook.

### **[PASSAGE]**

Travelling: I love it. I love beautiful, lively buses; fast, shiny motorbikes; charming, old taxis and luxurious, new taxis. They all make me happy – I like to spend my time like this. I do not think I would like to take a plane though; I would be afraid.

### **[SENTENCES FOR TEACHING AND LEARNING]**

- a. He saw a skinny unhealthy dog a younger healthier pup and several bored lazy cats nearby
- b. She enjoys watching television her favourite programme is the news
- c. We understand the difficulties teachers face homework to grade undisciplined pupils little pay
- d. School useful or unnecessary

### **[SENTENCES FOR PRACTICE]**

- a. It felt like it took forever and a day to receive the package
- b. She speaks four languages English French Creole and Arabic
- c. The man with the moustache what do you know about him

- d. The boy loved two people the most his mother and his father
- e. Dawa needs to buy soap flour and cassava from the market but she must leave soon
- f. 'I told you not to do that' yelled the man
- g. The movie was Hassan's favourite he watched it again and again
- h. Her closet was full of beautiful petite shirts long flowing dresses and colourful hats
- i. The shop sells jewellery and accessories electronics books and magazines and clothing.
- j. I only need one thing to keep me busy a book





















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