



Ministry of  
Basic and  
Senior  
Secondary  
Education

Lesson Plans for  
Senior Secondary  
*English*  
*Language*  
*Revision*

PART

I



## **Foreword**

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

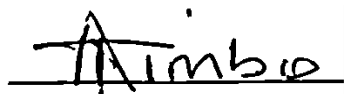
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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

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

**Mr. Alpha Osman Timbo**

Minister of Basic and Senior Secondary Education

**The policy of the Ministry of Basic and Senior Secondary Education, Sierra Leone, on textbooks stipulates that every printed book should have a lifespan of three years.  
To achieve thus, DO NOT WRITE IN THE BOOKS.**

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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

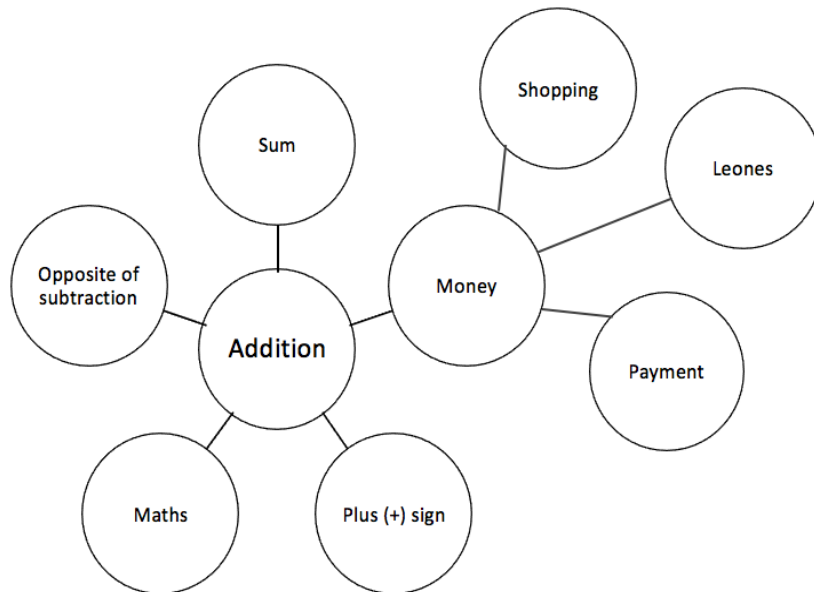
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior 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> WASSCE Examination Guidelines and Tips	<b>Theme:</b> All	
<b>Lesson Number:</b> L4-L001	<b>Class:</b> SSS 4	<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 types of papers presented in the examination and discuss how they are graded.</li> <li>2. Identify common mistakes often made in all 3 papers and learn how to avoid them.</li> <li>3. Identify test-taking strategies for succeeding on the examination.</li> </ol>	 <b>Preparation</b> None	

### Opening (5 minutes)

1. Discuss the WASSCE as a class, using the following questions:
  - How confident are you about taking the WASSCE for English Language?
  - What concerns do you still have about this examination?
  - What areas do you feel are your strengths and weaknesses?
  - What would you like to know in order to be better prepared?
2. Tell pupils that today's lesson revises the types of examination papers and discusses how they are graded. It also looks at how to avoid common mistakes as well as test-taking strategies for succeeding on the exam.

### Teaching and Learning (24 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and follow along.
2. Revise the elements of the WASSCE for English Language:
  - It is divided into three papers:
    - Papers 1 and 2 are a composite paper taken in one sitting and last for three hours.
    - Paper 3 is an oral examination done in another sitting and lasts for 45 minutes.
  - The overall examination is worth 170 marks.
3. Revise the elements of **Paper 1 – Objective/Multiple Choice:**
  - Paper 1 is one hour. It is 80 multiple-choice questions.
  - It tests your ability to use vocabulary appropriately. It also covers idioms, figurative language, such as metaphors, and grammar and structure.
  - It is worth 40 marks.
    - That means each correctly answered question receives half a mark.

4. Discuss test-taking strategies to score well on Paper 1:
  - Test-takers must manage their time.
    - Pupils have one hour to answer 80 questions – less than one minute to complete each question.
    - If you have spent more than one minute on a question, guess and move on to the next question.
  - There is no penalty for guessing.
    - If you are stuck, the best way to guess is to eliminate answers that are obviously wrong.
    - Eliminate one or two possible answers, then choose between the remaining answers.
  - Read the instructions carefully.
    - Many test-takers do poorly simply because they did not understand the question.
5. Read the following prompt to the class:

‘In each of the following sentences, there is one word or group of words underlined and one gap. From the list of words or group of words lettered A to D, choose the one that is **most nearly opposite** in meaning to the underlined word or group of words and that will, at the same time, correctly fill the gap in the sentence’.
6. Ask a volunteer to summarise the meaning of ‘most nearly opposite’. (Example: antonym).
7. Write the following sentence and options on the board:
  - The guest speaker was impressed by the pupils’ **eagerness**, but was disappointed by the teacher’s \_\_\_\_\_.
    - a. indifference
    - b. attitude
    - c. excitement
    - d. mood
8. Discuss the answer using the following guiding questions:
  - What impressed the speaker? (Answer: the pupils’ eagerness)
  - Which answer is most opposite? (Answer: indifference)
  - All answers are grammatically correct, but which one directly addresses the topic? (Answer: indifference)
9. Revise the elements of **Paper 2, Section A – Essay Writing**:
  - Paper 2A is 50 minutes. You will be given five essay prompts and must choose one. The essay must be 450 words long.
  - Paper 2A is worth 50 marks, making it the most important part of the examination.
  - It is graded based on your ability to provide relevant ideas, organise your ideas into paragraphs, express yourself with good vocabulary and well-made sentences and accurately use grammar, punctuation and spelling.

- The prompts come in nine formats: letter, speech, narrative essay, descriptive essay, expository essay, debate, report, article and creative writing.
10. Discuss test-taking strategies to score well on Paper 2, Section A:
- Read the prompt before starting to write, and identify which type of format the prompt requires. (Example: a letter; a descriptive essay)
    - Also recall the features of the type of writing.
  - Before writing, outline your essay using the appropriate format.
    - Then, re-read the prompt and ensure your outline addresses all aspects of the prompt. For instance, if it asks for 3 examples, ensure you have listed 3 examples.
  - After completing your essay, read what you have written and do the following as necessary:
    - Check to make sure you have appropriate grammar, punctuation and spelling.
    - Ensure your sentences have variety.
    - Include transitional phrases. (Examples: in conclusion, first, however)
11. Revise the elements of **Paper 2, Section B – Comprehension**:
- Paper 2B is 30 minutes. You will answer questions on one passage.
  - This section is graded based on your ability to paraphrase, make inferences from the text, identify grammatical structures and explain literary terms.
12. Discuss test-taking strategies to score well on Paper 2, Section B:
- You have 30 minutes.
    - That is enough time to read the text multiple times.
  - Start by reading the questions at the end, then read the text itself.
  - Re-read and answer each comprehension question individually.
    - Determine whether it is asking a literal or inferential question.
  - Scan or skim the text to find the part relevant to the question.
  - Do not copy whole sentences from the text.
    - This paper is partially graded on your ability to write your answers in your own words.
13. Revise the elements of **Paper 2, Section C – Summary**:
- Paper 2C is 40 minutes. You will read and summarise one passage.
  - This section is graded based on your ability to determine the most essential points of a passage and summarise them in your own words.
14. Discuss test-taking strategies to score well on Paper 2, Section C:
- Start by reading the summary questions thoroughly.
  - As you read the text, look for sections that help to answer the questions.
    - Find key words in these passages.
  - Think of synonyms or phrases you can substitute for the key words.
  - Write your answer in complete sentences without copying from the text.
  - Use transition words to make the sentences flow. (Examples: also, in addition, finally)

15. Revise the elements of **Paper 3 – Oral English:**

- Paper 3 is 45 minutes. You will answer 60 multiple-choice questions covering listening comprehension.
- It tests your ability to understand what a person is saying and identify consonant and vowel sounds, rhymes, stress and intonation.

16. Discuss test-taking strategies to score well on Paper 3:

- This is a listening test, so it is important to listen carefully. Pay attention not only to what is said but how it is said. Listen for stress and intonation.

17. Write the following prompt on the board: 'ELEPHANTS live longer than horses'.

18. Read the prompt aloud, stressing the word 'elephants'.

19. Write the following options on the board:

- a. Do elephants sleep longer than horses?
- b. Which animals do elephants live longer than?
- c. What do elephants do longer than horses?
- d. Which animals live longer than horses?

20. Discuss the answer using the following guiding questions:

- What is the stressed word? (Answer: elephants)
- Which answer does not feature that word? (Answer: d)

**Practice** (10 minutes)

1. Tell pupils that they are going to make a study plan for WASSCE.
2. Have pupils work with seatmates to identify what they need to study to prepare for the examination.
3. Next, instruct pupils to make a plan for what extra work they will do at home to prepare.
4. Discuss ideas as a class.



Examples:

- Form a study group and meet after school to prepare.
- Write extra essays to prepare for Paper 2A.
- Read the newspaper to practise summarising and answering literal and inferential questions on the topics.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL4-L001 in the Pupils' Handbook.



<b>Lesson Title:</b> Parts of Speech Review	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L4-L002	<b>Class:</b> SSS 4	<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 eight parts of speech.</li> <li>2. Explain the function of each of the eight parts of speech.</li> <li>3. Identify the eight parts of speech in sentences.</li> <li>4. Write sentences using the eight parts of speech.</li> </ol>	 <b>Preparation</b> Write the sentences for written practice on the board (see end of lesson).	

### Opening (5 minutes)

1. Invite volunteers to answer the following questions:
  - How many parts of speech are there? (Answer: eight)
  - What are the eight parts of speech? (Answer: noun, pronoun, verb, adjective, adverb, conjunction, preposition, interjection)
2. Invite volunteers to give two examples of each of the following:
  - Nouns (Examples: boy, chair, Sierra Leone)
  - Adjectives (Examples: beautiful, large, sunny)
  - Verbs (Examples: read, cook, swim)
  - Adverbs (Example answers: slowly, carefully, gently)
  - Prepositions (Examples: on, in under)
  - Conjunctions (Examples: and, but, or)
  - Interjections (Examples: Wow! Oh no!)
3. Tell pupils that in this lesson they will revise the eight parts of speech and their functions.

### Teaching and Learning (12 minutes)

1. Use the table to revise the eight parts of speech and their functions:

Part of Speech	Definition	Example
<b>Noun</b>	Nouns name people, places, ideas or things.	Musa, house, food
<b>Pronoun</b>	Pronouns replace nouns – often to avoid repetition. They are also used to show ownership of something by someone.	I, they, it, he, she
<b>Verb</b>	Verbs show action or state of being and the time of that action or state – past, present or future.	eat, cook, feel, think

<b>Adjective</b>	Adjectives describe or modify nouns. They show things like size, appearance and number.	<b>hungry</b> Musa, <b>warm</b> food, <b>small</b> house
<b>Adverb</b>	Adverbs describe modify verbs, adjectives or other adverbs. They show how, when, where and how much.	eat <b>quietly</b> , <b>extremely</b> bright, <b>very</b> timidly
<b>Preposition</b>	Prepositions show how a noun or pronoun is related to another word in a sentence. They usually explain the position of things.	Musa ate his meal <b>on</b> a plate <b>in</b> his house.
<b>Conjunction</b>	Conjunctions join two or more words, phrases or clauses.	Musa ate chicken <b>and</b> rice; <b>however</b> , he did not eat the bananas.
<b>Interjection</b>	Interjections show excitement or sudden emotion and are usually followed by an exclamation mark.	Yeah! Hurrah! Wow!

2. Revise some rules for determining parts of speech:

- Some words have multiple meanings and parts of speech.
- We can determine the part of speech from how it is used in a sentence.

Example:

- 'Ring' as a verb – I will ring her up on the phone.
- 'Ring' as a noun – The groom gave the bride an engagement ring.

3. Write the following sentence on the board:

- Musa is carefully writing a long letter to them.

4. Demonstrate how to identify parts of speech in the sentence on the board.

Answers:

- Nouns – Musa, letter
- Pronoun – them
- Verbs – is, writing
- Adjectives – long
- Adverb – carefully
- Preposition – to

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

1. Have pupils copy the five sentences for written practice from the board into their exercise books (see end of lesson).

2. Instruct pupils to work individually to identify the parts of speech in all five sentences.

Answers:

- a. In spite of being an amateur, the chef presented very delicious dishes to his guests.

Nouns – amateur, chef, dishes, guests; verbs – being, presented; adjective – his (guests), delicious; adverb – very (delicious), conjunction – in spite of; preposition – to

- b. Oh no! My grandmother has slipped on the floor, but she is not too badly injured.

Nouns – grandmother, floor; pronoun – she; verbs – has slipped, is (not), injured; adjectives – my (grandmother); adverb – too, badly; conjunction – but; preposition – on; interjection – Oh no!

- c. Gently, the mother pigeon fed her little pigeons the food.

Nouns – pigeon, pigeons, food; verb – fed; adjectives – mother (pigeon), her (pigeons) little; adverb – gently

- d. Whether father or mother, both parents are responsible for raising a child.

Nouns – father, mother, parents, child; verbs – are, raising; adjective – both, responsible; conjunction – whether ... or; preposition – for (raising a child)

- e. I have a new idea for my project and you are definitely going to like it.

Nouns – idea, project; pronoun – it; verbs – have, are going, to like; adjective – new, my (project); adverbs – definitely; conjunction – and; preposition – for (my project)

3. Instruct pupils to write two sentences of their own that each contains all eight parts of speech.

Examples:

- Oh my, that is a beautiful vase kept on the table and it must be very expensive!
- Oops, the little baby almost dropped the milk bottle, but I quickly caught it under the table.

4. Move around the classroom to check pupils' work.



5. Have pupils exchange exercise books with seatmates and identify the parts of speech in each other's sentences.

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

1. Invite 1-2 volunteers to write one of their sentences on the board. Have the rest of the class identify the different parts of speech in each sentence. Make corrections if needed.
2. For homework, have pupils do practice activity PHL4-L002 in the Pupils' Handbook.

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

- a. In spite of being an amateur, the chef presented very delicious dishes to his guests.
- b. Oh no! My grandmother has slipped on the floor, but she is not too badly injured.
- c. Gently, the mother pigeon fed her little pigeons the food.
- d. Whether father or mother, both parents are responsible for raising a child.
- e. I have a new idea for my project and you are definitely going to like it.

<b>Lesson Title:</b> Verb Review		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L4-L003		<b>Class:</b> SSS 4	<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, present and future tenses.</li> <li>2. Ask and answer questions using the different tenses.</li> <li>3. Use the different tenses in positive and negative sentences, avoiding double negatives.</li> </ol>		 <b>Preparation</b> None	

### Opening (3 minutes)

1. Invite volunteers to answer the following questions:
  - What are verbs? (Example answer: words that show actions or state of being)
  - What are some examples of verbs? (Example answers: play, read, listen, do, have)
  - What are tenses and what are they used for? (Example answers: used to explain when an action takes place – in the present, future or past)
2. Tell pupils that in this lesson they will revise tenses.

### Teaching and Learning (17 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and follow along.
2. Use the table below to revise the different tenses:

<b>POSITIVE</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	Saidu walks.	Saidu is walking.	Saidu has walked.	Saidu has been walking for an hour.
<b>Past</b>	Saidu walked.	Saidu was walking.	Saidu had walked last evening before he went to bed.	Saidu had been walking for two hours when I met him.
<b>Future</b>	Saidu will walk.	Saidu will be walking tomorrow.	Saidu will have walked far by tomorrow evening.	Saidu will have been walking for half an hour at this time tomorrow.

3. As a class, look at the table again and note which auxiliary verbs are used with tenses. (Examples: Saidu **is** walking; Saidu **was** walking; Saidu **will have been** walking)
4. Use the following table to revise tenses in negative sentences. Draw pupils' attention to the position of 'not' in each tense.

<b>NEGATIVE</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	Saidu does <b>not</b> walk.	Saidu is <b>not</b> walking.	Saidu has <b>not</b> walked.	Saidu has <b>not</b> been walking.
<b>Past</b>	Saidu did <b>not</b> walk.	Saidu was <b>not</b> walking.	Saidu had <b>not</b> walked until last evening.	Saidu had <b>not</b> been walking for two hours when I met him.
<b>Future</b>	Saidu will <b>not</b> walk.	Saidu will <b>not</b> be walking tomorrow.	Saidu will <b>not</b> have walked far by tomorrow evening.	Saidu will <b>not</b> have been walking for two hours at this time tomorrow.



5. Invite volunteers to answer the following questions and identify the tense they used to answer the question:
  - What is today's date?  
Answer: Today's date is the 13<sup>th</sup> of April 2018. – simple present
  - What topic are we studying?  
Answer: We are studying tenses. – present continuous
  - Which lesson have we completed?  
Answer: We have completed a lesson on parts of speech. – present perfect
  - What were you doing yesterday evening?  
Answer: I was doing my homework yesterday evening. – past continuous
  - What will you be doing at this time tomorrow?  
Answer: I will be studying in school at this time tomorrow. – future continuous
  - How many years will you have spent in school by the end of this year?  
Answer: I will have spent 13 years in school by the end of this year. – future perfect
  - Has it been raining the past few days?  
Answer: Yes, it has been raining the past few days. / No, it has not been raining the past few days. – present perfect continuous
  - Will you go to play this evening?  
Answer: Yes, I will go to play this evening. / No, I will not go to play this evening. – simple future

**Practice** (16 minutes)

1. Have pupils write seven new questions in different tenses to ask their seatmates. These questions can be about their day, their families or their lives.
2. As pupils write, move around the classroom to check their work. Encourage them to use a variety of tenses.
3. Have pupils work with seatmates to ask and answer the questions.
4. Move around the classroom to make sure pupils are using the different tenses correctly.

**Closing** (4 minutes)

1. Invite volunteers to share questions with the class. Have pupils raise their hand to answer the questions. Correct any grammatical mistakes you hear.
2. For homework, have pupils do practice activity PHL4-L003 in the Pupils' Handbook.

<b>Lesson Title:</b> Verb Review		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L4-L004		<b>Class:</b> SSS 4	<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, present and future tenses.</li> <li>2. Ask and answer questions using the different tenses.</li> <li>3. Use the different tenses in positive and negative sentences, avoiding double negatives.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the verb review table on the board (see end of lesson).</li> <li>2. Write the sentences to identify tenses on the board (see end of lesson).</li> <li>3. Write the sentences to make questions on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Read the following sentences aloud and have volunteers identify which sentences are grammatically correct. Then invite them to correct the sentences that are not grammatically correct:
  - I were cooking in my kitchen last night. (Correct answer: I **was** cooking in my kitchen last night.)
  - We are planning to build a house. (Grammatically correct)
  - She will be lived for nine years tomorrow. (Correct answer: She will **have** lived for nine years tomorrow.)
2. Tell pupils that in this lesson you will revise tenses.

### Teaching and Learning (15 minutes)

1. Revise the auxiliary verbs used with different tenses using the irregular verb 'to read' in the verb review table (see end of lesson).
2. Draw pupils' attention to the auxiliary verbs used with the different tenses in the table.
3. Revise how questions are formed in different tenses:
  - In some tenses, the auxiliary verb 'do' is added before the subject.  
Examples:
    - Simple present: Does Amu read?
    - Simple past: Did Amu read?
  - In some tenses, the auxiliary verb shifts to the beginning of the sentence.  
Examples:
    - Present continuous: Is Amu reading?
    - Past continuous: Was Amu reading?
    - Present perfect: Has Amu read?
    - Past perfect: Had Amu read?
    - Simple future: Will Amu read?

- In some tenses, only the 'have/had' or 'will' auxiliary verb shifts to the beginning of the sentence. The 'be' verb remains after the subject.  
Examples:
  - Present perfect continuous: Has Amu been reading?
  - Past perfect continuous: Had Amu been reading when you met her?
  - Future continuous: Will Amu be reading?
  - Future perfect continuous: Will Amu have been reading for two hours when you meet her tomorrow?

4. Remind pupils how to avoid double negatives in negative sentences.
  - Double negatives are when two negatives are used in a single sentence.
  - Using two negative changes the sentence to a positive sentence.
  - We try to avoid double negatives because they make the meaning of a sentence confusing and are an example of poor grammar.

Example:

- I did not say nothing to him. (Incorrect)
- I did not say **anything** to him. (Correct)

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

1. Direct pupils' attention to the sentences to identify tenses on the board (see end of lesson).
2. Invite volunteers to raise their hand to identify the tenses of the underlined verbs in the sentences. (Answers: a. past continuous b. future continuous c. present perfect d. future perfect)
3. Have pupils copy the sentences to make questions from the board into their exercise books (see end of lesson).
4. Instruct pupils to convert these sentences into questions without changing the tenses.
5. Discuss the answers as a class.  
Answers:
  - a. Is the author currently writing his next book?
  - b. Has Wahid been learning to speak French?
  - c. Will this tree be cut down tomorrow?
  - d. Is the woman handing out the brochures the facilitator?
  - e. Had this restaurant been shut for two months when I visited it last night?
6. Write the irregular verb 'to take' on the board.
7. Instruct pupils to write their own verb review table, like the table on the board with the verb 'to read', for the verb 'to take'.
8. Move around the classroom to make sure that pupils are conjugating 'to take' correctly. Check that their tenses are grammatically correct (see end of lesson for correct conjugation).



### Closing (4 minutes)

1. Invite volunteers to share their sentences with the class. Correct mistakes as needed (Example answers: see end of lesson).
2. For homework, have pupils do practice activity PHL4-L004 in the Pupils' Handbook.

### [VERB REVIEW TABLE]

<b>POSITIVE</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	Amu reads a book.	Amu <b>is</b> reading a book.	Amu <b>has</b> read a book.	Amu <b>has been</b> reading a book.
<b>Past</b>	Amu read a book.	Amu <b>was</b> reading a book.	Amu <b>had</b> read a book last night before bed.	Amu <b>had been</b> reading a book for two hours when I saw her.
<b>Future</b>	Amu <b>will</b> read a book.	Amu <b>will be</b> reading a book tomorrow.	Amu <b>will have</b> read a book by tomorrow at noon.	Amu <b>will have been</b> reading a book for two hours at noon.

### [SENTENCES TO IDENTIFY TENSES]



- a. The dog was barking at the stranger entering the house.
- b. Tomorrow, the parade will be passing through the town.
- c. I have taken a new book from the library.
- d. How many dishes will the chef have made by noon?

### [SENTENCES TO MAKE QUESTIONS]

- a. The author is currently writing his next book.
- b. Wahid has been learning to speak French.
- c. This tree will be cut down tomorrow.
- d. The woman handing out the brochures is the facilitator.
- e. This restaurant had been shut for two months when I visited it last night.

*[EXAMPLE ANSWERS FOR VERB TABLES: TO TAKE]*

<b>POSITIVE</b>	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>	<b>Perfect Continuous</b>
<b>Present</b>	Eliza takes tea.	Eliza <b>is</b> taking tea now.	Amu <b>has</b> taken tea already.	Amu <b>has been</b> taking tea for an hour.
<b>Past</b>	Eliza took tea.	Eliza <b>was</b> taking tea yesterday.	Amu <b>had</b> taken tea last night after supper.	Amu <b>had been</b> taking tea for a while when I joined her.
<b>Future</b>	Eliza <b>will</b> take tea.	Eliza <b>will be</b> taking tea later.	Amu <b>will have</b> taken tea by 5 p.m.	Eliza <b>will have been</b> taking tea for 20 minutes at noon.

<b>Lesson Title:</b> Writing Skills Development: Five-Paragraph Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L005	<b>Class:</b> SSS 4	<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 well-structured paragraph.</li> <li>2. Identify the features of a five-paragraph essay.</li> <li>3. Develop appropriate topic sentences.</li> <li>4. Write relevant and interesting titles.</li> <li>5. Write a five-paragraph essay of 450 words on a given topic with clear and coherent development of ideas.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the outline of a five-paragraph essay on the board (see end of lesson).</li> <li>2. Practise reading the example essay aloud (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. As a class, discuss what should be included in a five-paragraph essay. (Example answers: topic sentences, introduction, body, conclusion; well-developed ideas)
2. Tell pupils that in today's lesson you will revise the features of a five-paragraph essay.

### Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Discuss what WASSCE examiners will be looking for in a good essay:
  - Organised in at least five paragraphs
    - Introduction, body and conclusion
  - Paragraphs have a topic sentence and supporting sentences
  - Includes at least 450 words
  - Written in simple, clear language
  - Written carefully to avoid errors in spelling, grammar and punctuation
  - Answers the question or addresses the essay topic
3. Revise the features of a good paragraph with pupils:
  - Three to five sentences long
    - Topic sentence, two to three supporting sentences and concluding sentence
  - Reinforces the main idea of the essay
  - Does not include irrelevant details or statements
4. Revise the features of a topic sentence:
  - Mentions the topic
  - Introduces a main idea

- Sets the tone of the entire paragraph
  - In the case of the introductory paragraph, sets the tone of the entire essay
5. Tell pupils that they are going to develop an essay on the topic: 'Violent video games should be banned'.
  6. Write the following example topic sentences on the board:  
Examples:
    - An increasing number of research studies show that violent video games are mostly harmful for young children and teenagers.
    - Violent video games often expose youth to immoral and unethical principles and values that have the potential to ruin their lives.
    - Several studies done by universities around the world show that children who play violent video games are more likely to have trouble paying attention and developing compassion for others.
  7. Revise the features of a good supporting sentence:
    - Explains why the topic sentence is meaningful
    - Works alongside other supporting sentences
    - Uses facts, statistics, details, examples, stories, quotes or paraphrased material.
      - The type of supporting sentence depends on the type of essay; for example, a persuasive essay may use statistics while a descriptive essay uses stories.
  8. Invite volunteers to create a supporting sentence for any of the topic sentences on the board.  
Examples:
    - Topic sentence: Violent video games often expose youth to immoral and unethical principles and values that have the potential to ruin their lives.
      - Supporting sentence 1: Video games are full of challenges that require one to break laws and hurt others in the game.
      - Supporting sentence 2: Children end up learning that it is okay to hurt or harm someone to achieve their goals.
  9. As a class, identify ways to improve a paragraph:
    - Add transition words that guide the reader smoothly from one sentence to the next. (Examples: in the first place, furthermore, finally, above all, however)
    - Move sentences so they are organised in a logical order. (Examples: chronological, or most important idea to least important idea)
    - Remove any ideas that are not relevant to the topic sentence.
  10. Draw pupils' attention to the outline on the board (see end of lesson).
  11. Have pupils copy the outline into their exercise books.
  12. Demonstrate for pupils how to complete the outline of a five-paragraph essay using the example below:

### **Introduction**

Topic sentence: Video games should be banned. An increasing number of research studies show that violent video games are mostly harmful for young children and teenagers.

#### **1<sup>st</sup> Body Paragraph**

Main idea: They expose youth to immoral and unethical values and principles.  
Topic sentence: Video games are full of challenges that require one to break laws and hurt others in the game.

#### **2<sup>nd</sup> Body Paragraph**

Main idea: They lead to bad health and stress.  
Topic sentence: Several studies done by universities around the world show that children who play violent video games are more likely to have trouble paying attention and developing compassion for others.

#### **3<sup>rd</sup> Body Paragraph**

Main idea: Video games are addictive.  
Topic sentence: This is taking away from the healthy lifestyle that a child could have playing outdoors while building real relationships with real friends.

### **Conclusion**

Topic sentence (restate the three main ideas): Given how violent video games affect not only children personally, but also society at large, it is imperative that they be banned or severely restricted by schools and families.

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

1. Tell pupils they are going to plan and write their own five-paragraph essay on the topic: 'Violent video games should be banned'.
2. Instruct pupils to complete the outline in their exercise books. Remind them to use their own original ideas and not to copy the completed outline on the board.
3. Move around the classroom to make sure that pupils are doing the activity correctly.
4. Read pupils the example essay (see end of lesson).
5. Ask pupils to develop the introductory paragraph for their essay. Remind them that the paragraph should contain a topic sentence and at least 2 supporting sentences.

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

1. Invite volunteers to read their introductory paragraph aloud to the class.
2. For homework, have pupils do practice activity PHL4-L005 in the Pupils' Handbook.

*[OUTLINE OF A FIVE-PARAGRAPH ESSAY]*

**Introduction**

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

Topic sentence:

**1<sup>st</sup> Body Paragraph**

Main idea:

Topic sentence:

**2<sup>nd</sup> Body Paragraph**

Main idea:

Topic sentence:

**3<sup>rd</sup> Body Paragraph**

Main idea:

Topic sentence:

**Conclusion**

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

Topic sentence:

*[EXAMPLE ESSAY]*

The Dangers of Violent Video Games



Whether children should be allowed to play violent video games is a controversial topic in parenting. An increasing number of research studies show that violent video games are mostly harmful for young children and teenagers. The benefits are close to nil when compared with the adverse effects. There are many reasons why they should be banned or strictly monitored.

Violent video games often expose youth to immoral and unethical principles and values that have the potential to ruin their lives. Video games are full of challenges that require one to break laws and hurt others in the game. Continuous practice of such activities makes this behaviour normal. Children end up learning that it is okay to hurt or harm someone to achieve their goals.

Several studies done by universities around the world show that children who play violent video games are more likely to have trouble paying attention and developing compassion for others. One study done in 1998 revealed that children who played violent games had higher heart rates and breathing rates and showed more aggression after the experiment in a separate test. All these are signs of bad health and stress on the heart. This was not the case with children who only observed or did not play the violent video games.

Another hazard of video games is that they are addictive. Urban children may spend as long as 12 hours per week playing video games. This is taking away from the healthy lifestyle that a child could lead, playing outdoors while building real relationships with real friends. In fact, the earlier children are taught to choose outdoor play over video games, the more likely that they will be disciplined and have healthy relationships with their friends and families. Apart from these reasons, parents are also often worried that video games take away the valuable time that children should be spending with family and learning about their culture and community. Instead of improving one's lifestyle and interacting with the community, children only learn the rules of a fake virtual world.

Keeping in mind how violent video games affect not only children personally, but also society at large, it is imperative that they be banned or severely restricted by schools and families. Parents need to find innovative and new ways to keep their children engaged through books, toys and outdoor play.

<b>Lesson Title:</b> Punctuation Review		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L4-L006		<b>Class:</b> SSS 4	<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 example paragraph with punctuation on the board (see end of lesson).</li> <li>2. Write the sentences for written practice on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Read the paragraph on the board aloud 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 pause briefly.
3. Have pupils repeat the passage after you, using the punctuation as a guide.
4. Tell pupils that in today's lesson you will revise seven types of punctuation: full stops, question marks, exclamation marks, commas, semi-colons, colons and dashes.

### Teaching and Learning (14 minutes)

1. Revise the three types of terminal stops:
  - 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 the comma:
  - A comma separates items in a list.
  - It is used to enclose non-essential details in a sentence.
  - It is also used for question tags.
  - It can also be used with inverted commas.
3. Revise the semi-colon:
  - A semi-colon separates items in a list when some of those items already contain commas.
  - It is also used to join two independent clauses that are closely linked.
4. Revise the 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 the 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 like to eat vegetables, meat and rice.
  7. Ask volunteers to identify the punctuation in the sentence and explain why it is used. (Answer: commas; it is a simple list)
  8. Write the following sentence on the board:
    - I play three sports: cricket, football and basketball.
  9. Ask volunteers to identify the punctuation in the sentence and explain why it is used. (Answer: a colon to introduce the list and comma to separate the items)

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

1. Draw pupils' attention to the sentences for written 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. I have two sisters – Aminata and Ramatu.
- b. My mother was born in 1964. She is 53 years old.
- c. This bicycle has three new features: tubeless tires, better brakes and a bigger basket.
- d. Would you like to add cheese to your sandwich?
- e. Watch out! That ladder could fall on you.
- f. She was craving ice cream; however, she had a cold and refused to eat any.
- g. Looking back, the old man felt he had made many mistakes in his life.
- h. The dress that was hanging here – the one I asked you to iron yesterday – is missing.
- i. This two-page article in the newspaper is very controversial.
- j. 'Today', he said, 'the weather is good'.

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



1. For homework, have pupils do practice activity PHL4-L006 in the Pupils' Handbook.

*[EXAMPLE PARAGRAPH]*

Eggs: I love them! I recently learned that there are three ways of boiling an egg. The first kind is soft-boiled – it has a very gooey yolk that is almost in liquid form. The second kind is called a mollet egg – this one has a semi-liquid yolk with a firm outer white part, also called the albumin. The third kind is the hard-boiled egg; this is probably the most common. Here, both the yolk and the albumin are firm.

*[SENTENCES FOR WRITTEN PRACTICE]*

- a. I have two sisters Aminata and Ramatu
- b. My mother was born in 1964 She is 53 years old
- c. This bicycle has three new features tubeless tires better brakes and a bigger basket
- d. Would you like to add cheese to your sandwich
- e. Watch out That ladder could fall on you
- f. She was craving ice cream however she had a cold and refused to eat any
- g. Looking back the old man felt he had made many mistakes in his life
- h. The dress that was hanging here the one I asked you to iron yesterday is missing
- i. This two-page article in the newspaper is very controversial
- j. 'Today' he said 'the weather is good'

<b>Lesson Title:</b> Informal Letter	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L007	<b>Class:</b> SSS 4	<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 informal letter.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the informal letter (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 an informal letter is. (Example answers: written to friends or family members; has an informal tone)
2. Tell pupils that in this lesson they will read an informal letter.

### Teaching and Learning (15 minutes)

1. Revise informal letters as a class:
  - It is written for personal reasons.
  - It can be written to a friend, colleague or family member.
  - It has a casual tone and uses very informal language.
  - It can also be written to an elder member of the family or a close friend who is much older.
    - This letter still uses informal language but is not too casual.
    - There is reverence/respect in the tone.
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
3. Invite volunteers to identify the address and date of the informal letter (see end of lesson).

Answer:

  - Address – 14 Main Street, Freetown
  - Date – 1<sup>st</sup> October 2017
4. Ask pupils to read the letter independently.
5. Invite a volunteer to read the first two paragraphs aloud.
6. Have a different volunteer summarise the first two paragraphs for pupils.

Example:

Yaema is writing to find out about her father's health and tell him about her new school. She says the teachers are very good, supportive and encouraging. She likes her new maths teacher, Ms Bayoh.

7. Invite volunteers to identify the meaning of 'optimally' based on context clues.  
(Context clue: to their best possible use)  
Answer: In the most efficient and desired way
8. Invite a volunteer to use 'optimally' or 'optimal' in a sentence. (Example: The geometric compass will allow you to draw circles optimally.)

**Practice** (18 minutes)

1. Have pupils read the third and fourth paragraphs silently to themselves.
2. Have pupils discuss these two paragraphs with their seatmates.
3. Invite a volunteer to summarise the third and fourth paragraphs.  
Example:  
Yaema is happy with the food and surroundings of the school. It is in a quiet area. Yaema does not like that pupils have to fetch their own water from a borehole when there is no electricity in the school.
4. Have pupils read the fifth and sixth paragraphs aloud to their seatmates.
5. Invite volunteers to summarise these two paragraphs.  
Example:  
Yaema is very happy that the science lab is good in her new school. She likes all the amenities. She tells her father to give her regards to the family and asks him to write about his work in his next letter.
6. Invite volunteers to identify the meaning of 'amenities' based on context clues.  
(Context clues: facilities)  
Answer: Conveniences and facilities
7. Invite another volunteer to make a sentence with 'amenities'. (Example: The amenities at the new health centre allow patients to receive better treatment.)
8. Have pupils copy the comprehension questions from the board into their exercise books (see end of lesson).
9. Have pupils answer the questions in their exercise books.  
Answers:
  - a. The tone of the letter is informal.
  - b. Yaema finds her new maths teacher very supportive and encouraging.
  - c. Yaema does not like that pupils have to fetch their own water from a stream nearby when there is no electricity.
  - d. It is a noun clause; it acts as the subject of the sentence.

**Closing** (5 minutes)

1. As a class, discuss how Yaema's father might respond to her letter.
2. For homework, have pupils do practice activity PHL4-L007 in the Pupils' Handbook.

*[INFORMAL LETTER]*

Life at a New School<sup>1</sup>

14 Main Street,  
Freetown.

1<sup>st</sup> October, 2017

Dearest Father,

I am writing this letter to you to find out the state of your health and to let you know what my life has been like for the past six weeks in my new school.

Firstly, I want to thank you for suggesting this school for my secondary education. The teachers are very helpful and devoted to using the given materials optimally. Frankly, I was anxious about what my new maths teacher would be like, as I was very attached to my previous one. However, my new teacher, Ms Bayoh, is as good a teacher and is also very supportive and encouraging.

You will be relieved to know that the quality of food and the school surroundings are excellent. We get good, fresh meals at lunchtime. The school is set in a quiet area with not too much disturbance. I was especially thrilled to see the large outdoor area that we pupils have access to.

The only aspect that I am not happy about is that we often have to fetch water. Sometimes, when there is no electricity, the school pumps stop working. In that case, if anyone needs water to drink or for the bathroom, they have to fetch it from a borehole nearby. However, our class teacher assures us that this is only a matter of a few more months and soon our school will have a new generator.

Father, this school is indeed blessed with wonderful staff and amenities. You should see the facilities in the science laboratories! Pupils have everything they could possibly need to perform well in the final examinations. Even I can finally make sense of how to put my science knowledge to good use.

I will write to you again soon. Do give my regards to Mother, Grandma, Uncle Femi and others. I hope your work is going well. Do tell me all about it in your next letter.



Yours sincerely,  
Yaema.

*[COMPREHENSION QUESTIONS]*

- What is the tone of the letter?
- How does Yaema feel about her new maths teacher?

- c. What does Yaema not like about her new school?
- d. ‘... if anyone needs water to drink or for the bathroom ...’
- What grammatical name is given to the expression as it is used in the passage?
  - What is its function?

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

<b>Lesson Title:</b> Informal Letter	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L008	<b>Class:</b> SSS 4	<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 informal letter.</li> <li>2. Identify different types of informal letters.</li> <li>3. Use an outline to draft an informal letter.</li> <li>4. Write a letter demonstrating correct usage of the features of an informal letter.</li> <li>5. Use appropriate and relevant vocabulary when writing a letter.</li> <li>6. Write a letter with correct grammar, structure and spelling.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the outline of an informal letter on the board (see end of lesson).</li> <li>2. Practise reading the example letter aloud (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to name the different components of an informal letter. (Example answers: writer's address, date, greeting, body, paragraphs, subscript, writer's name)
2. Tell pupils that in this lesson they will practise writing an informal letter.

### Teaching and Learning (15 minutes)

1. Revise informal letters:
  - An informal letter is a letter written to a friend or family member.
  - It is written for personal reasons.
  - It can be written to a friend, colleague or family member
    - This letter has a casual tone and uses very informal language.
  - It can also be written to an elder member of the family or a close friend who is much older.
    - This letter still uses informal language but is not too casual.
    - There is reverence/respect in the tone.
2. Discuss the different types of informal letters as a class. Invite volunteers to give example topics for each:
  - Descriptive informal letters
    - Describe an experience or a thing  
Example: A letter describing your new school to your friend
  - Persuasive informal letters

- Convince someone about something  
Example: A letter persuading your brother to continue studying in university after secondary school
  - Narrative informal letters
    - Describe something that happened  
Example: A letter telling your friend about your recent birthday celebration
3. Draw pupils' attention to the outline of an informal letter on the board (see end of lesson).
  4. Use the outline to discuss the components of an informal letter as a class:
    - Writer's address
    - Date
    - Greeting
    - Body
      - Introductory paragraph, main ideas connected by paragraphs, closing paragraph
    - Subscript
      - 'Yours sincerely'
    - Writer's name
  5. Tell pupils that they are going to write a letter on the topic: 'Persuade your father to let you join a new school'. Invite volunteers to give a main idea for the body of the letter. Select one of the ideas given by a pupil and write it on the board.  
Example answers:
    - The new school has more teachers.
    - The new school has better infrastructure and facilities.
    - The new school has an excellent maths teacher.
    - The new school performs better on WAEC examinations.

**Practice** (22 minutes)

1. Invite a volunteer to identify the type of informal letter they are going to write.  
(Answer: persuasive informal letter)
2. Have volunteers use the outline of an informal letter to plan and write a letter to their parents on the topic: 'Persuade your father to let you join a new school'.
3. As pupils write their outline, move around the classroom to check their work.
4. Have pupils share their outline with seatmates and give one another feedback.
5. Invite 1-2 volunteers to share their main ideas with the class.
6. Read the example letter aloud (see end of lesson).
7. Instruct pupils to use the ideas in their outline to write their letter.
8. Move around the classroom to make sure pupils are doing the activity correctly.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL4-L008 in the Pupils' Handbook.



*[OUTLINE OF AN INFORMAL LETTER]*

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

*[EXAMPLE LETTER]*

18, Independent Street,  
Freetown.

Date: 12<sup>th</sup> October 2017.

Dearest Father,

I hope this letter finds you in good health. I am writing to plead that you let me join Greater Heights Secondary School as I want to improve my academic performance.

Firstly, Greater Heights Secondary School has a better teacher-pupil ratio. I will get more attention from teachers. The school holds teachers to a high standard and they take their work very seriously. The teachers are very helpful and devoted to ensuring that their pupils are successful, both in examinations such as WASSCE and in life. In fact, their pupils have historically received excellent WASSCE scores when compared to other schools.



In addition, Greater Heights Secondary School has excellent facilities, such as laboratories. As you are well aware, one of the greatest struggles pupils face at my current school is a lack of resources. The laboratory is collecting dust from years of lack of use and there appears to be little to no effort on the part of the administration to improve the current situation. But I ask you, how can one learn the complexities of chemistry and physics solely from a textbook without the

opportunity to apply their knowledge? Furthermore, Greater Heights Secondary School has state-of-the-art audiovisual tools for teachers to use during their lessons. They look beyond Sierra Leone and are actively seeking to replicate best practices found elsewhere.

Last but not least, Greater Heights Secondary School focuses a lot on revision and reading and writing practice before the WASSCE. These are my weak points in English, and I want a chance to be able to improve upon them. I shall sit WASSCE at the end of this year, and I want to ensure that I make you proud, Father. I know that given the opportunity to study with the excellent teaching staff at Greater Heights Secondary School will enable me to improve upon my weaknesses and make me a better candidate.

I will write to you again soon. I appreciate you taking my request under consideration. Please give my regards to Mother, Grandma, Uncle Femi and others. I hope your work is going well. Do tell me all about it in your next letter.

Yours sincerely,  
Yaema.

<b>Lesson Title:</b> Formal Letter	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L009	<b>Class:</b> SSS 4	<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 a formal letter.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. 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. Read the formal letter (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain what a formal letter is. (Example answers: a letter written to an authority; has a formal tone)
2. Tell pupils that in this lesson they will read a formal letter.

### Teaching and Learning (14 minutes)

1. Revise the features of a formal letter:
  - Written to people in authority or public offices
  - Written in a formal tone
  - Does not use abbreviations, slang or colloquial terms
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
3. Draw pupils' attention to the formal letter (see end of lesson).
4. Invite a volunteer to read the first two paragraphs of the letter aloud.
5. Invite another volunteer to summarise these two paragraphs.  
Example:  
The violent demonstration had started out as a peaceful protest. The writer is apologising for his role in it. The pupils were protesting because of the bad conditions of food, water and electricity in the school's boarding home.
6. Write the word 'malnutrition' on the board. Have pupils identify its meaning based on context clues. (Context clues: insufficient, poor quality, unsafe)  
Write the definition on the board: Insufficient nutrition; inadequate food and nutrients based on what a healthy body needs
7. Invite a volunteer to use 'malnutrition' in a sentence.  
Example: The poor child had diarrhoea and vomiting because of malnutrition.

### **Practice** (23 minutes)

1. Have volunteers take turns reading the third and fourth paragraphs aloud to their seatmates.

2. Invite a volunteer to summarise these two paragraphs.

Example:

The prefects met that day and decided to complain to the school authorities. The vice principal refused to hear the delegation's complaints and called them names. The writer told the other pupils in the dining hall about the incident and told them to remain calm.

3. Write the word 'charged' on the board. Invite volunteers to identify its meaning based on context clues. (Context clue: very uneasy)

Write the definition on the board: Restless; impatient

4. Invite a volunteer to use 'charged' in a sentence with the same meaning as it has in the passage.

Example:

The atmosphere during the electoral result was very charged as supporters of both political parties gathered to find out the winner.

5. Have pupils read the rest of the letter independently.

6. Tell pupils to discuss the last three paragraphs with their seatmates.

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

8. Instruct pupils to answer the questions with seatmates.

9. Discuss the answers as a class.

Answers:

a. Firstly, the quantity of the food was small, and the quality was poor. Next, no water facilities were provided in the boarding home. Thirdly, there were poor electricity facilities in the school.

b. The pupils decided to lodge a complaint with the school authority.

c. This means he did not listen to their complaints.

d. He thought the pupils were being used by some members of staff to cause chaos.

10. Read out the sentences for word substitution to pupils (see end of lesson).

11. Invite volunteers to choose the option which could replace the word in bold without changing the meaning of the sentence. (Answers: a. taken over  
b. manipulated c. barged)

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

1. For homework, have pupils do practice activity PHL4-L009 in the Pupils' Handbook.

[FORMAL LETTER]

Sierra Leone Grammar School,  
Murray Town,  
Freetown.

25<sup>th</sup> August 2017.

The Principal,  
Sierra Leone Grammar School,  
Murray Town.  
Freetown.

Dear Sir,

#### APOLOGY OVER THE RECENT RIOT IN THE SCHOOL

It is indeed a pity that a violent demonstration erupted in our school on the 5<sup>th</sup> of August 2017. This riot was an unfortunate incident because what was planned as a peaceful demonstration was hijacked by hooligans and eventually ended up becoming a full-scale act of vandalism. I am writing this letter to describe the part I played and, at the same time, apologise for my involvement in the riot.

Right from the beginning of this academic year, the general facilities in the boarding home have been extremely poor. The meals served for lunch and dinner are insufficient and of poor quality. Apart from the food, water and electricity facilities are also extremely poor. For bathing, we have to walk long distances to fetch water in the community. These poor conditions in the boarding home have led to the outbreak of many diseases, which have been traced by hospital authorities to malnutrition and drinking of unsafe water.

Because of the reasons stated above, we organised a prefects' meeting that day. During the meeting, a lot of complaints surfaced. We decided that a delegation of prefects, including me as the assistant senior prefect, should lodge our complaints with the school authority. We went as proposed and met the vice principal due to the absence of the principal. Instead of reasoning with us, he turned a deaf ear and accused us of bad intentions. He said that we were being used by some members of staff to cause chaos. He called us all sorts of names such as agents of vandalism, sowers of seeds of discord and the like. He did not allow any one of us to make any comment.

Before we got to the dining hall that evening, most of the pupils had gathered waiting for news about the outcome of our meeting with the vice principal. The atmosphere was already charged, and most pupils started to become very uneasy. I narrated to the pupils how the vice principal had treated us. However, I told the pupils to be calm and patient until the principal returned.

As I was addressing them, a gang of hoodlums from neighbouring schools trooped into our school compound and accused me of siding with the school authorities for not allowing them to go ahead with the demonstration. Before I knew what was happening, our pupils had joined the hoodlums and started perpetrating violence and destroying school property. Eventually, the library complex, laboratory block and the vice principal's office were set on fire and a good number of people, including the vice principal and a host of teachers, were wounded.

On this note, I now tender my unreserved apology. Please have mercy on me as I never intended on creating a riot. I am only the sacrificial lamb, as I have been singled out as the main culprit. In view of the fact that our final examination is coming close, I implore the authorities to set up an investigation panel to look at the causes of the uprising with a view to bringing the real culprits to justice.

I will be very grateful if my suspension is cancelled and the authority looks into the matter more closely. Thank you very much for taking time to hear my own side of the matter.



Yours faithfully,  
Alfred Williams  
Senior Prefect.

*[COMPREHENSION QUESTIONS]*

- a. State three factors that caused the recent disturbances in the school.
- b. What did the pupils decide to do after the meeting?
- c. What does the writer mean by, '... he turned a deaf ear'?
- d. Why did the vice principal ignore the pupils' complaints?

*[SENTENCES FOR WORD SUBSTITUTION]*

- a. 'This riot was an unfortunate incident because what was planned as a peaceful demonstration was **hijacked** by hooligans ...'
  - taken over
  - kidnapped
- b. 'He said that we were being **used** by some members of staff to cause chaos'.
  - accused
  - manipulated
- c. '... a gang of hoodlums from neighbouring schools **trooped** into our school compound and accused me of siding with the school authorities ...'.
  - barged
  - poured

<b>Lesson Title:</b> Formal Letter	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L010	<b>Class:</b> SSS 4	<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 a formal letter.</li> <li>2. Identify different types of formal letters.</li> <li>3. Use an outline to draft a formal letter.</li> <li>4. Write a letter demonstrating correct usage of the features of a formal letter.</li> <li>5. Use appropriate and relevant vocabulary when writing a letter.</li> <li>6. Write a letter with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> Write the outline of a formal letter on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to name different types of formal letters. (Example answers: letters of application, complaint letters)
2. Tell pupils that in this lesson they will write a formal letter.

### Teaching and Learning (18 minutes)

1. Revise the main features of a formal letter:
  - They are written in a formal tone.
  - They do not use slang, abbreviations or colloquial terms.
2. Draw pupils' attention to the outline of a formal letter on the board and have them copy it into their exercise books (see end of lesson).
3. Use the outline on the board to discuss the components of a formal letter:
  - Writer's address
  - Date
  - Receiver's address
  - Salutation
  - Subject
  - Opening paragraph
  - Main body
    - Two to three paragraphs
  - Closing paragraph
  - Subscript
    - 'Yours faithfully'
  - Name and designation of the writer

4. Invite volunteers to share ideas for a formal letter on the topic: 'Write a letter to the Minister of Education in your country on the poor state of schools in your area and its effect on the performance of pupils'. (Example answers: lack of good libraries; bad state of laboratories; poor infrastructure; insufficient furniture).
5. Read the example formal letter to the class (see end of lesson).

**Practice** (15 minutes)

1. Have pupils use the outline of a formal letter to plan their own original letter on the topic: 'Write a letter to the Minister of Education in your country on the poor state of schools in your area and its effect on the performance of pupils'.
2. Invite volunteers to share their main ideas with the class. Remind pupils that they are writing their own letter, not copying the example from the lesson.
3. Next, instruct pupils to use their completed outline to write the letter.
4. Move around the classroom to check pupils' work.

**Closing** (5 minutes)

1. Invite volunteers to read the opening of their letter aloud to the class. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL4-L010 in the Pupils' Handbook.

*[OUTLINE OF A FORMAL LETTER]*

	Writer's address: _____.
	Date: _____
Recipient's address: _____.	
Salutation: <u>(Dear Sir/Madam)</u> .	
Subject comes here (UPPERCASE or <u>Underlined Title Case</u> )	
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 FORMAL LETTER]*

Ansarul Islamic  
Secondary School,  
New London, Bo.

10<sup>th</sup> January 2017.

The Minister of Education,  
New Englandville,  
Freetown.

Dear Sir,

**POOR STATE OF SCHOOLS IN MY AREA**

I write to express my concern regarding the poor state of schools in my area and its effect on the performance of pupils. I live in the southern region of Bo, which has a large population. There are many schools from pre-primary to primary and secondary, and a few tertiary institutions. It is sad to note that conditions in the public schools are so deplorable that this directly affects our general academic performance.

Some of the problems faced by these schools include an absence of functional libraries, poor state of laboratories and poor infrastructure. There are several other problems, but I consider these to be the most serious problems affecting us in our schools.

Firstly, most schools in Bo have no libraries, and because of this, pupils do not have the opportunity to access additional materials apart from the teachers' notes. Since there are no libraries in most of the schools, pupils often roam around the school compound when they have free periods as they do not have a place to sit down and read. In the few schools where there are libraries, pupils complain that these libraries are stocked with outdated textbooks that are no longer relevant for their courses.



Secondly, the poor state of laboratories is also a very serious concern for us. While few schools have laboratories, it is sad to note that the laboratories that do exist are poorly equipped with little or no apparatus to conduct experiments. Pupils in the sciences find it extremely difficult as the equipment for experiments is broken while some is completely worn out. Even the laboratories lack most of the modern storage devices, computers, good fans or air conditioners, a spacious environment, cupboards and other things necessary for pupils to use for practical classes. Some of these laboratories have cobwebs all over the place, which suggests that they are not frequently used.

Thirdly, most of the schools in my area have very poor infrastructure. Schools lack decent buildings, sitting accommodation and toilet facilities. They have very old and dilapidated buildings and the classrooms lack adequate furniture. Most times, pupils either stand or squeeze themselves into the few benches available in the classrooms. In addition, the poor toilet facilities in these schools compel pupils to go into the neighbourhood to answer the call of nature.

Sir, since it is the duty of the government to provide education for its citizens, and the best way to do so is by providing a conducive learning environment, I appeal that your government ensures a healthy learning environment to make the government schools as attractive as privately-owned schools.

I know I speak the mind of every pupil in this part of the country. Thank you for your support and consideration.

Yours faithfully,  
Fatmata Kamara,  
Head Girl – Ansarul Islamic Secondary School.

<b>Lesson Title:</b> Vowel Sound Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L4-L011	<b>Class:</b> SSS 4	<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> Write the word list on the board (see end of lesson).	

### Opening (5 minutes)

1. Invite volunteers to name the five vowels in English. (Answer: a, e, i, o, u)
2. Read the following sentences aloud. Ask pupils to repeat them after you and identify the vowel sound that is repeated:
  - a. How is the brown cow?
  - b. The cat ran after the alligator.
  - c. I will try to light the fire.
3. Tell pupils that in today's lesson you will revise vowel sounds.

### Teaching and Learning (17 minutes)

1. Revise pure vowel sounds:
  - Pure vowel sounds, or 'monophthongs', are sounds that are spoken with the same sound from beginning to end.
  - A monophthong represents a single vowel sound in a word.
  - Because English spelling does not always match the sounds, the same vowel sound can be represented by different combinations of letters.  
Example: The sound /e/ as in 'tend', 'instead' and 'leopard'
  - Pure vowel sounds can be created when two vowels appear side by side in a syllable. (Examples: instead, leopard)
  - Pure vowel sounds can be divided into two 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 short vowel sounds table that follows to practise short vowel sounds. Say the short vowel sounds and read the example words from the table. Stress the short vowel sounds as you say the example words. Have pupils repeat them after you:

<b>Short Vowel Sounds</b>	
<b>Phonetic Sound</b>	<b>Example Words</b>
/æ/ as in 'apple'	bag, glad, bat, magazine
/ʌ/ as in 'fun'	cut, uncle, love, country, sun
/ʊ/ as in 'put'	put, woman, sugar
/i/ as in 'pin'	bit, kill, basket, language, village
/ɛ/ as in 'egg'	bed, leopard, many, bury
/ɔ/ as in 'cot'	hot, song, watch, rod

- Invite volunteers to name additional words that have the short vowel sounds. Write some of their examples on the board. Correct mistakes if needed.
- Say the long vowel sounds and read the example words from the long vowels table below. Stress the long vowel sounds as you say the example words. Have pupils repeat them after you:

<b>Long Vowel Sounds</b>	
<b>Phonetic Sound</b>	<b>Example Words</b>
/ɑ:/ as in 'past'	class, car, palm, jar, guitar
/i:/ as in 'sleep'	beat, sheep, vehicle, machine, foetus
/u:/ as in 'pool'	fool, fruit, choose, news, shoe
/ɜ:/ as in 'hurt'	girl, world, blood, love, service
/ɔ:/ as in 'law'	sought, court, saw, board

- Invite volunteers to name additional words that have the vowel sound. Write some of their examples on the board. Correct mistakes if needed.
- Read the following words aloud and ask volunteers to identify whether each has a long vowel sound or a short vowel sound:
  - frail (Answer: long)
  - catch (Answer: short)
  - dish (Answer: short)
  - mane (Answer: long)
  - real (Answer: long)
  - may (Answer: long)
  - snuck (Answer: short)
  - pond (Answer: short)
  - step (Answer: short)
  - gift (Answer: short)

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

- Draw pupils' attention to the word list on the board (see end of lesson).

2. Read aloud the four possible answers for each word from the table below. 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 (answers in bold):

• apron	a. learn	b. <b>main</b>	c. apple	d. load
• crumb	a. glue	b. you	c. <b>hug</b>	d. cube
• thin	a. fresh	b. <b>fish</b>	c. pint	d. like
• seed	a. sent	b. pen	c. <b>peace</b>	d. grail
• boy	a. <b>oil</b>	b. bail	c. cow	d. buy
• mail	a. meal	b. meant	c. we	d. <b>make</b>
• cold	a. <b>throat</b>	b. cute	c. cow	d. ton
• apple	a. age	b. <b>anger</b>	c. cover	d. paper
• love	a. look	b. gift	c. <b>hurt</b>	d. load
• mind	a. paint	b. <b>line</b>	c. milk	d. miss
• enter	a. Eid	b. eve	c. repeat	d. <b>educate</b>

3. Ask pupils to identify if the vowel sound that each word pair shares is long or short. Encourage them to say the words aloud to help identify their similarity in sound.

Answers:



- apron – main (long)
  - crumb – hug (short)
  - thin – fish (short)
  - seed – peace (long)
  - boy – oil (short)
  - mail – make (long)
  - cold – throat (short)
  - apple – anger (short)
  - love – hurt (long)
  - mind – line (long)
  - enter – educate (short)
4. Have pupils write sentences in their exercise books for each of the vowel sounds. Their sentences should contain multiple words that have the same vowel sound.
5. Write an example sentence on the board and underline the repeated sound.  
Example: She could feel the wheel turn in her hands. (repeated sound: /i:/)

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

1. Invite volunteers to share their sentences with the class. Have the class practise saying the sentences aloud and identify the repeated vowel sounds. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL4-L011 in the Pupils' Handbook.

*[WORD LIST]*

- apron
- crumb
- thin
- seed
- boy
- mail
- cold
- apple
- love
- mind
- enter

<b>Lesson Title:</b> Consonant Sounds Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L4-L012	<b>Class:</b> SSS 4	<b>Time:</b> 40 minutes
 <b>Learning Outcome</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 demonstrate understanding of consonant sounds in initial, medial and end position in words.</li> </ol>	 <b>Preparation</b> Write the multiple-choice activity on the board (see end of lesson).	

### Opening (5 minutes)

1. Read the following rhyme aloud to the class:
  - She sells fresh seashells by the seashore.
2. Write the rhyme on the board and have pupils read it aloud.
3. Discuss the following as a class:
  - What are the repeated consonant sounds in the rhyme? (Answer: s, sh)
  - In what position is the /s/ sound? Give examples. (Answer: initial position – sells, seashells, seashore; end position – sells, seashells)
  - In what position is the /sh/ sound? Give examples. (Answer: initial position – she; medial position – seashells, seashore; end position – fresh)
4. Tell pupils that in this lesson you will revise consonant sounds.

### Teaching and Learning (21 minutes)

1. Discuss consonant sounds:
  - There are 24 consonant sounds in the English language.
  - Most consonant sounds can come at the beginning (initial), in the middle (medial) or at the end position of a word.
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
3. Use the consonant sound table to revise the 24 consonant sounds, the letters and the letter combinations that make consonant sounds. Also revise the example words with the consonant sounds in different positions – initial, medial and end (see below).

Sound	Example Word	Additional Words
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

4. Have pupils say the consonant sounds and example words aloud.
5. As a class, identify additional words for each of the consonant sounds in the table.
6. Read the following sentences aloud, stressing the words in bold, and invite volunteers to identify the initial consonant sound of the words in bold.
  - The **picnic** was **perfect**. (Answer: /p/)
  - She **wrapped** the **wet** baby in a blanket. (Answer: /w/)
  - The **hospital** is close to **her house**. (Answer: /h/)
7. Read the following sentences aloud, stressing the words in bold, and invite volunteers to identify the medial consonant sound of the words in bold.
  - The **animal went into** the forest. (Answer: /n/)
  - She **never loved** him. (Answer: /v/)
  - The **cattle** went to a **patch** of grass. (Answer: /t/)



8. Read the following sentences aloud, stressing the words in bold, and invite volunteers to identify the end consonant sound of the words in bold.
- We like to **sing** while **walking** to school. (Answer: /ng/)
  - **Both** cars went **south**. (Answer: th /θ/)
  - **Fill** the tank **until** it is **full**. (Answer: /l/)
9. Do the following activity orally with pupils. Say the consonant sound and then read the three words that follow. Ask volunteers to raise their hand to identify the word from the given options that does **not** have the sound in it. (Answers are in bold.)
- |       |                  |                  |                   |
|-------|------------------|------------------|-------------------|
| /zh/: | a. pleasure      | b. usual         | c. <b>service</b> |
| /n/:  | a. nonsense      | b. <b>method</b> | c. news           |
| /w/:  | a. wonder        | b. <b>write</b>  | c. always         |
| /y/:  | a. <b>lay</b>    | b. you           | c. yellow         |
| /s/:  | a. <b>should</b> | b. sudden        | c. mouse          |
| /h/:  | a. happy         | b. <b>threat</b> | c. home           |
| /g/:  | a. gorilla       | b. <b>just</b>   | c. gather         |
| /t/:  | a. table         | b. blanket       | c. <b>used</b>    |
| /ch/: | a. cheer         | b. <b>thick</b>  | c. bench          |

### Practice (10 minutes)

1. Draw pupils' attention to the multiple-choice activity on the board (see end of lesson).
2. Ask pupils to work with seatmates to identify the word that has the same consonant sound as the one underlined. Tell them that the sound could be in any position – initial, medial or end. Also remind them that they can use the sound table in the Pupils' Handbook to help them.
3. Do an example for pupils:
  - Example: pleasure a. usual b. pleased c. raided  
 Answer: usual – The 's' in 'usual' has the same /zh/ sound as the 's' in 'pleasure'.
4. Move around the classroom to make sure pupils understand and are doing the activity correctly.
5. Discuss the answers as a class.

Answers in bold:



dec <u>is</u> ion	a. <b>visual</b>	b. precious	c. action
prec <u>i</u> ous	a. cure	b. <b>sure</b>	c. carbon
ea <u>s</u> y	a. simple	b. yelled	c. <b>zoo</b>
gra <u>v</u> e	a. gaff	b. case	c. <b>valentine</b>
fr <u>i</u> end	a. <b>phone</b>	b. psychic	c. thieves
w <u>o</u> men	a. slow	b. <b>would</b>	c. should
att <u>a</u> ck	a. think	b. <b>light</b>	c. death
jo <u>y</u>	a. <b>page</b>	b. rogue	c. grace
wr <u>o</u> ng	a. <b>real</b>	b. weed	c. wing
Th <u>u</u> rsday	a. thin	b. painter	c. <b>thirsty</b>

**Closing (4 minutes)**

1. Have pupils re-read all the consonant sounds from the table aloud with their seatmates to practise their pronunciation.
2. For homework, have pupils do practice activity PHL4-L012 in the Pupils' Handbook.

**[MULTIPLE CHOICE ACTIVITY]**

decision	a. visual	b. precious	c. action
precious	a. cure	b. sure	c. carbon
easy	a. simple	b. yelled	c. zoo
grave	a. gaff	b. case	c. valentine
friend	a. phone	b. psychic	c. thieves
women	a. slow	b. would	c. should
attack	a. think	b. light	c. death
joy	a. page	b. rogue	c. grace
wrong	a. real	b. weed	c. wing
Thursday	a. thin	b. painter	c. thirsty

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L013	<b>Class:</b> SSS 4	<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 a story.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the text, 'Where There is a Will, There is a Way' (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 give examples of idioms and sayings.  
Examples:
  - The early bird catches the worm.
  - Strike while the iron is hot.
  - Make hay while the sun shines.
2. Tell pupils that in this lesson they will read a creative writing text.

### Teaching and Learning (13 minutes)

1. Revise the features of a creative writing text:
  - Created by the writer
  - Can be fictional, imaginative or narrative
  - Uses characters, a plot and a storyline
  - Contains details and descriptions of characters and setting
  - May have a lesson or a moral
  - Does not need statistics or facts to support any argument
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and draw their attention to the text (see end of lesson).
3. Invite pupils to make predictions about the text based on its title. (Examples: It is about a person who keeps trying; it is about finding solutions to problems.)
4. Invite a volunteer to read the first two paragraphs of the passage aloud.
5. Invite another volunteer to summarise these two paragraphs.  
Example:  
Omar was a poor man who lived on the streets of Bo. He had fled from a war-stricken country and left his wife, children and business behind. He was always sad and grief-stricken.
6. Write the word 'pauper' on the board.
7. Have pupils identify its meaning based on context clues. (Context clues: spent his nights on the streets; poor)
8. Write the definition of 'pauper' on the board: A very poor person

9. Invite a volunteer to use 'pauper' in a sentence.

Example: The pauper walking by his house looked like he needed warm clothes for the rainy season.

### **Practice** (24 minutes)

1. Have volunteers read the third and fourth paragraphs aloud with their seatmates.
2. Invite a volunteer to summarise these two paragraphs.

Example:

Omar needed to survive and earn money. Initially, he did not know how to set up a business. One day, a man gave him a carton full of books for free. He decided to sell the books at the market for a low price.

3. Write the word 'livelihood' on the board. Invite volunteers to identify its meaning based on context clues. (Context clues: professional connections; survive)

Write the definition of 'livelihood' on the board: Means of earning an income

4. Invite a volunteer to use 'livelihood' in a sentence.

Example: For people living in rural areas, agriculture and animal husbandry are often their main livelihoods.

5. Have pupils read the rest of the text independently.
6. Tell pupils to discuss the last two paragraphs with their seatmates.
7. Have pupils copy the comprehension questions on the board into their exercise books and answer them with seatmates (see end of lesson).
8. Discuss the answers as a class.

Answers:

- a. No, he became a pauper only after coming to Sierra Leone.
- b. Omar had a wife, three children and a business before the war.
- c. Omar sold the books at a cheap price so that they would sell quickly, and he could sell the cardboard carton at a higher price.
- d. Omar now supplies packaging materials to companies.
- e. This story shows that even though Omar was faced with bad circumstances, he became successful thanks to his determination and hard work.
- f. It is an adverbial clause. It modifies the verb phrase 'decided to sell'.

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

1. For homework, have pupils do practice activity PHL4-L013 in the Pupils' Handbook.

[TEXT]

### Where There's a Will, There's a Way

There was once a very poor man named Omar Koroma, who spent his nights on the streets of Bo. But Omar had not always been a pauper. Back in the early 2000s, Omar had been a rich man with a wife, three children and a flourishing business. That was in another country. A country that Omar now wished to forget.

It was 2009 when Omar's country was attacked. After enduring the war for two years, Omar and his family decided to let go of their relatives and business and flee to West Africa. Unfortunately, the vehicles in which some people were escaping were intercepted by the attackers and their military detained Omar's wife and children. Omar was somehow able to escape. However, he was constantly lonely, grief-stricken and bereaved without his family in a strange new land – Sierra Leone.

Omar needed desperately to survive. As much as he wanted to think of his family, he had to find a livelihood. But he was now in a place with no professional connections whatsoever. Yes, he had made a few friends, and the people were pleasant, but Omar could not figure out how to set up a new business, or what that business would be – until an idea struck him one day.



On a sunny afternoon, Omar found a rich man who was getting rid of some old and new books, all of which he had read. The man spotted Omar sitting under a tree in the street and beckoned Omar to come to his doorstep. He told Omar to take the carton of books away with him at no cost. Omar could see no potential use for these books but decided to take them with him anyway. He decided to sell them at the market cheaply, just like he had seen some other book vendors do.

Upon observing how the vendors conducted their businesses, Omar started selling his books at a price even lower than theirs. This way, more people bought books from him. The amount of money he had made by the end of it was enough to sustain him for only four more days. But Omar had bigger plans. He sold the intact cardboard carton for a fair price to a small-scale grocery store business. Then he set up some connections with other businesses in the neighbourhood to buy their paper and plastic trash in cardboard cartons. He would sell the items at a cheap price to factories and manufacturers, then sell those cartons for a higher price.

Given that Omar had been a successful businessman and was highly skilled and trained, it was not long before he had a small business of his own. He supplied cartons and packaging materials to companies. In three years' time, he had his own office with ten employees working for him. He is now once again living a middle-income, comfortable life. Is he happy and satisfied? Not quite. He misses his family terribly. 'I will yearn for them and pine for them as long as I shall live', he says. But he has learnt not to give up on life so easily. He tells everyone now that if he could make it, anyone can. Where there's a will, there's a way.

*[COMPREHENSION QUESTIONS]*

- a. Had Omar always been a pauper?
- b. What was Omar's life like before the war?
- c. Why did Omar sell the books at a low price?
- d. What business does Omar do?
- e. How does this story illustrate the saying 'Where there is a will, there is a way'?
- f. 'He decided to sell them at the market cheaply, **just like he had seen some other book vendors do**'. What is the grammatical name given to the selection in bold? What is its function?

<b>Lesson Title:</b> Creative Writing		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L014		<b>Class:</b> SSS 4	<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 story.</li> <li>2. Write a story 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 text with correct grammar, structure and spelling.</li> </ol>		 <b>Preparation</b> Write the creative writing outline on the board (see end of lesson).	

### Opening (4 minutes)

1. When pupils sit the WASSCE English Language examination they are often asked to write an essay that illustrates a saying or an idiom. This is an example of creative writing.
2. Invite pupils to share examples of common idioms or sayings.  
Examples:
  - The early bird catches the worm
  - A blessing in disguise
  - Better late than never
3. Tell pupils that in today's lesson they will revise the features of creative writing and write their own text.

### Teaching and Learning (16 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.
    - 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.
  - A subjective tone is used in creative writing and descriptive and narrative essays to express personal views and opinions.
3. Draw pupils' attention to the creative writing outline on the board and use it to revise the phases of plot (see end of lesson).
  4. Revise 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.
  5. Tell pupils that they are going to write a story on the topic: 'It pays to be kind'.
  6. Demonstrate how to develop story ideas by using an outline. Partially fill in the outline on the board with the example information below:

**Title:** Abdul's Kindness Pays Off

**Introduction**

- Place: Small village
- Time: Five years ago
- Characters: Abdul, his neighbours in Freetown, his family
- Point of view: Third person (he/she), past tense

**Rising action**

- What happens to the main character? Abdul worked two part-time jobs to pay for his secondary school education.
- How does the character respond? He struggles to find a good job after school as he did not gain admission into any university.

7. Invite volunteers to provide ideas for the rest of the outline (examples below):

**Rising action (continued)**

- What obstacle stands in his or her way? He does not have a degree. He does not have any friends or professional relationships in the city.
- How does the character respond to the obstacle(s)? He starts doing people favours such as helping out his neighbours and fixing people's furniture.



## Climax

- How does the character face the final (and biggest) obstacle? He applies for a job at a big home-moving company.

## Falling Action/Resolution

- What is the outcome of the character facing this obstacle? Thanks to his references from the people he helped, he gets the job.

## Practice (19 minutes)

1. Tell pupils that they are going to write their own story on the topic: 'It pays to be kind'.
2. Have pupils use the outline 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.
4. Have pupils share their story ideas with seatmates.

## Closing (1 minute)

1. For homework, have pupils do practice activity PHL4-L014 in the Pupils' Handbook.

## [CREATIVE WRITING 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> Consonant Clusters Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L4-L015	<b>Class:</b> SSS 4	<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 consonant clusters in words.</li> <li>2. Identify and demonstrate understanding of consonant clusters in initial, medial and end position in words.</li> </ol>	 <b>Preparation</b> None	

### Opening (5 minutes)

1. Read the following tongue twisters aloud to the class:
  - a. The pest exists amidst the rest.
  - b. He used his numb thumb to pick up crumbs.
2. Have pupils repeat the tongue twisters after you.
3. Discuss the following as a class:
  - Why are they difficult to say? (Example answer: The words are very similar but slightly different.)
  - Which consonant clusters do you hear more than once? (Answer: a. /st/ b. /mb/)
4. Tell pupils that in today's lesson you will revise consonant clusters.

### Teaching and Learning (12 minutes)

1. Revise the features of consonant clusters with pupils:
  - Consonant clusters are groups of two or more consonant sounds. (Example: 'st')
  - They can come before a vowel, after a vowel or between vowels. (Example: street, least, rested)
  - Consonant clusters can be found at the beginning, middle or end of a word. (Example: star, tested, pest) Most, however, are found either toward the beginning or end of words.
  - Some words that look like they have consonant clusters do not.  
Example: 'bl'
    - 'bl', as in black, is at the beginning of many words.
    - 'bl' also appears in words such as 'capable' or 'suitable'
    - There is a vowel sound between the /b/ and the //l/. It sounds like 'bul'.
    - Therefore, 'bl' in those cases is not a consonant cluster.
2. Read the following clusters aloud and ask volunteers to identify the two consonant sounds that make them (see answers below).

- cl: /k/ and /l/
  - fl: /f/ and /l/
  - gl: /g/ and /l/
  - sl: /s/ and /l/
  - cr: /c/ and /r/
  - fr: /f/ and /r/
  - sw: /s/ and /w/
  - mp: /m/ and /p/
  - shr: /sh/ and /r/
  - nth: /n/ and /th/
3. Read the following clusters aloud and ask volunteers to identify the three consonant sounds that make them (see answers below).
- str: /s/, /t/ and /r/
  - spr: /s/, /p/ and /r/
  - scr: /s/, /c/ and /r/
  - spl: /s/, /p/ and /l/
4. As a class, identify example words that contain the consonant clusters.  
Examples:
- cl: climb
  - fl: flew
  - gl: glide
  - sl: slick
  - cr: cream
  - fr: French
  - sw: sweet
  - mp: bump
  - shr: shrill
  - nth: tenth
  - str: stretched
  - spr: spring
  - scr: scream
  - spl: splash



**Practice** (18 minutes)

1. Read the following words aloud to pupils. Ask them to write down the consonant cluster they hear.
- a. price
  - b. plate
  - c. parking
  - d. glade
  - e. crease

- f. flask
  - g. restrain
  - h. stamps
  - i. shriek
2. Read the words aloud again. This time have pupils identify whether the consonant cluster is in the initial, medial or end position.
  3. Check answers as a class.  
Answers:
    - a. pr – initial
    - b. pl – initial
    - c. rk – medial
    - d. gl – initial
    - e. cr – initial
    - f. sk – end
    - g. str – medial
    - h. st – initial; mps – end
    - i. shr – initial
  4. Write the words on the board. Ask pupils to work with seatmates to create their own tongue twisters that use the consonant clusters, like the examples from the beginning of the lesson. They should select 3-4 consonant clusters and write their tongue twisters in their exercise books.
  5. Move around the classroom to make sure pupils understand and are doing the activity correctly.
  6. Have pupils read their tongue twisters aloud to each other to practise the pronunciation of the consonant cluster sounds.

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

1. Invite volunteers to share their tongue twisters with the class. Have pupils identify the repeated consonant clusters they hear. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL4-L015 in the Pupils' Handbook.

<b>Lesson Title:</b> Consonant Clusters Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L4-L016	<b>Class:</b> SSS 4	<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 consonant clusters in words.</li> <li>2. Identify and demonstrate understanding of consonant clusters in initial, medial and end position in words.</li> </ol>	 <b>Preparation</b> Write the consonant cluster table on the board (see end of lesson).	

### Opening (4 minutes)

1. Invite volunteers to explain consonant clusters in their own words. (Example answers: the sound of two or more consonants together; consonants together with no vowels between them)
2. Invite volunteers to name any consonant clusters they already know.
3. Tell pupils that in this lesson you will revise consonant clusters.

### Teaching and Learning (11 minutes)

1. Briefly revise consonant clusters:
  - Consonant clusters are sounds made from two or more consonants together in a word with no vowel in between them.
  - Although consonant clusters can be in the initial, medial or end position of a word, some consonant clusters are only found in one or two of these positions, not all.
  - Sometimes, consonant clusters can be hard to pronounce. When reading them out, try to say the sounds together rather than separating them.
2. Draw pupils' attention to the table of consonant clusters with example words on the board (see end of lesson).
3. Read the list and example words aloud, emphasising the sound of the consonant clusters in the words. Have pupils repeat the words after you to practise their pronunciation.
4. As a class, identify whether the consonant clusters in the example words in the table are in the initial, medial or end position.
5. Have pupils copy the table on the board into their exercise books.

### Practice (18 minutes)



1. Ask pupils to write 6-8 sentences using as many of the consonant clusters as they can.
2. Give them an example. Write the following sentence on the board:
  - I stepped on sweet strawberries and sprained my ankle.
3. Invite a volunteer to come to the front and underline the consonant clusters from the lesson in the sentence. (Answer: I stepped on sweet strawberries and sprained my ankle.)
4. Move around the classroom to make sure pupils understand and are doing the activity.
5. Have pupils exchange their exercise books with seatmates. Ask them to identify the consonant clusters in each other's sentences.
6. Move around the classroom to check pupils' work.

### Closing (7 minutes)

1. Invite 3-4 volunteers to come to the front and write one of their sentences on the board. Have the rest of the class read the sentences aloud and identify the consonant clusters in them. Correct mistakes as needed.
2. For homework, have pupils do practice activity PHL4-L016 in the Pupils' Handbook.

#### [CONSONANT CLUSTER TABLE]

Consonant Cluster	Example Words
bl	bleed, blend
fl	flag, flew
gl	glide, glow
cl	clear, click
sl	slide, slow
mp	tempo, lamp
rd	bird, card
ld	build, older
lp	help, gulp
rk	bark, workers
lt	salt, tilting
lf	elf, self
sw	swan, swing
tw	twin, entwine
spr	spring, sprawl
shr	shrink, shrill
str	stretch, straw

<b>Lesson Title:</b> Reading Skills Development: Skimming and Scanning		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L017		<b>Class:</b> SSS 4	<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 skimming and scanning when reading a text.</li> <li>2. Use skimming and scanning to read a text quickly and purposefully.</li> <li>3. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the passage, 'How My Favourite Candidate Was Defeated in an Election' (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Introduce the topic of skimming and scanning:
  - a. Texts on examinations can be overwhelming, but the comprehension questions ask you to look for specific information within the text or pull out general ideas – not understand every word.
  - b. Skimming and scanning are two reading skills that can help you quickly find information and understand a text better. This will be the focus of today's lesson.

### Teaching and Learning (10 minutes)

1. Revise skimming:
  - Skimming is quickly reading to get the main ideas or a general understanding of a text.
  - Skimming is a good reading strategy when you have little time because the main idea of any text is often found in just a few places.
  - You can use several strategies to skim:
    - Read the first paragraph and the last paragraph.
    - Read the first sentence of each paragraph.
    - Look for strong vocabulary or key words in paragraphs.
2. Revise scanning:
  - Scanning is looking for specific information as you read.
  - Scanning is a good reading strategy when you have little time because you can quickly find the information you are looking for.
  - You can use several strategies to scan:
    - Look for numbers and statistics.
    - Look for vocabulary related to the information you want.
3. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and draw their attention to the reading passage (see end of lesson).



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

1. Instruct pupils to quickly read the first two paragraphs of the passage.
2. Invite volunteers to answer the following questions by raising their hand. Tell them to skim the passage to find their answers.
  - What is the first paragraph mainly about?  
Answer: The writer's favourite candidate, Abu Bakarr Conteh, lost in an election to Alfred Bangura.
  - What is the main idea of the second paragraph?  
Answer: Conteh had done a lot for the development in his constituency.
3. Have pupils quickly read the third and fourth paragraphs independently.
4. Have pupils answer the following questions by raising their hand. Tell them to scan the passage to find their answers.
  - How did Conteh deliver most of his messages to his constituency?  
Answer: He delivered them on the radio.
  - What comments did people make when they saw armed men arrive before the election?  
Answer: People commented that the armed men had been sent by Bangura to intimidate Conteh's supporters.
5. Have pupils copy the comprehension questions on the board in their exercise books (see end of lesson).
6. Instruct pupils to skim and scan the last three paragraphs of the passage to answer the questions. Also have pupils identify the technique they used (skimming or scanning) to find their answer.
7. Discuss the answers as a class.  
Answers:
  - a. Scanning – The armed men stuffed the ballot boxes with votes in favour of Bangura.
  - b. Scanning – The voting ended at 5:30 p.m.
  - c. Scanning – Conteh got 1,352 votes while Bangura got 7,345 votes.
  - d. Scanning – Conteh found out that the total numbers of votes cast on election day was more than the total number of registered voters.
  - e. Skimming – During the election, armed men came and filled the ballot box with votes in favour of Bangura. When the counting of the votes started, it became clear that election had been rigged. Bangura won.
  - f. Skimming – The main idea is that the election was rigged.

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

1. For homework, have pupils do practice activity PHL4-L017 in the Pupils' Handbook.

*[READING PASSAGE]*

How My Favourite Candidate Was Defeated in an Election

When people say politics is a dirty game, one may wonder what they actually mean. The meaning of this statement became very clear to me during the last campaigns for the election of the member of parliament of our constituency. It is unbelievable that the most popular candidate, Mr Abu Bakarr Conteh, lost to his opponent, Mr Alfred Bangura, in an unprecedented way.

Since Conteh had contributed immensely to the development of the constituency even when he was not a member of parliament, he became the favourite candidate. He had helped in the construction of the main bridge and a market for the community. He was highly educated, generous and very articulate. He assisted poor parents in paying school fees for their children and also advocated for microcredit facilities for petty traders within the constituency. In addition to all these qualities, he had even contributed to the construction of the new mosque in his village.

Prior to the elections, he came around with his team to campaign. During those campaigns, he highlighted some of the developments he had brought to the constituency and promised to do more if he were elected. When he made those visits, a large crowd normally came around to welcome him. Mostly, he went on the radio to put out his messages to the electorate. Since he was an eloquent speaker, everybody admired him and we all concluded that he was going to emerge victorious.

On the eve of the elections, we saw three truckloads of armed men who said they were sent to oversee the conduct of the election. Many people started commenting that Conteh's opponent had hired armed men to come and intimidate them. Indeed, their suspicion turned out to be true.



On the day of the elections, most of Conteh's strong supporters were prevented from casting their votes. At some point during the elections, the armed men entered the polling stations and obstructed the voting. It was during this period that they stuffed the boxes with ballot papers in favour of Bangura, since he was very rich and had connections with top members of the party in power. We had no option but to patiently wait until the end of the elections.

When the voting ended at 5:30 p.m., the counting of the votes started immediately. From the provisional results we got from the polling centres, it became very clear that the elections had been rigged. When the results were announced, the favourite candidate, Conteh, got 1,352 as compared to his opponent who scored 7,345 votes.

Although Bangura was declared the winner, Conteh went to court to contest the result because it was discovered that the total votes cast on the election day far exceeded the number of registered voters.

*[COMPRHENSION QUESTIONS]*

- a. What did the armed men do upon entering the polling stations?
- b. What time did the voting end?
- c. How many votes did Conteh and Bangura each get?
- d. Why did Conteh contest the elections results in court?
- e. Summarise the main events on the day of the election.
- f. What is the main idea of the sixth paragraph?

<b>Lesson Title:</b> Article for Publication in a Newspaper or Magazine	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L018	<b>Class:</b> SSS 4	<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 article.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Read the article for publication, 'The Rising Cost of Tertiary Education' (see end of lesson).	

### Opening (3 minutes)

1. Discuss the following questions with pupils:
  - What types of events do newspapers discuss?
  - How do readers choose which news articles to read?
2. Tell pupils that in today's lesson they will read a news article.

### Teaching and Learning (14 minutes)

1. Revise the features of a news article:
  - It is an article meant for publication in a newspaper or magazine.
  - It usually addresses an issue that is relevant to the reader or community.
  - It uses formal language when addressing an issue for a wider audience, but it can use less formal language if the audience is the school community.
  - It always includes a title.
2. Read the title of the news article aloud to pupils (see end of lesson). Ask pupils to predict what the article will be about, based on the title. (Example answers: fees in universities; increase in cost of tertiary institutions)
3. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and draw their attention to the news article.
4. Invite a volunteer to read the first paragraph aloud as pupils follow along in the Pupils' Handbook.
5. Invite a different volunteer to identify the topic sentence.  
 Answer: 'Many school drop-outs have not been able to access higher education because of the cost of tuition fees and other charges'.
6. Ask a volunteer to explain what the remaining paragraphs in the text are likely to be about, based upon this topic sentence.  
 Example answer: The article will explain the problem youngsters face when they cannot afford the cost of university.
7. Write the term 'tertiary education' on the board. Invite volunteers to identify its meaning based on context clues. (Context clue: higher education)

Write the definition for 'tertiary education' on the board: The stage of education after secondary school

8. Invite a volunteer to use the vocabulary in a sentence (Example: Oxford University in England is one of the most famous tertiary education institutions.)

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

1. Ask pupils to read the remaining paragraphs silently to themselves.
2. Have pupils work with seatmates to identify the topic sentence of each paragraph.

Examples:

- Paragraph 2: At the start of the last academic year, all the tertiary institutions increased their fees by almost a hundred percent.
- Paragraph 3: The tertiary institutions are also raising concerns of high running costs and of insufficient government subsidies to support these institutions.
- Paragraph 4: The above causes of the rising cost of tertiary education have become a serious burden on parents, many of whom are poor or unemployed.
- Paragraph 5: I am making the following suggestions in order to address the problem of the rising cost of tertiary education in this country.

3. Ask pupils to write a short summary of the news article in their exercise books.
4. Invite volunteers to read their summary aloud.

Example:

The rising cost of tertiary education has led to many young people dropping out of university. Parents and students have been against the fee increase. The government should increase its funding for tertiary education by providing more loans, grants and scholarships and limiting the increase in fees.

5. Have pupils work with seatmates to determine the meanings of the vocabulary on the board, based upon their use in the article.
6. Discuss the answers.

Answers:

- To afford: To have enough money to pay for
- Necessities: Essential resources
- Scheme: Plan

7. Have pupils write a sentence for each of the words.
8. Invite volunteers to share a sentence with the class.

Examples:

- To afford: Most people in developing countries cannot afford to waste food.
- Necessities: The artist provided his students with the necessities, such as paintbrushes and colours to learn painting.
- Scheme: The government has a new employment scheme for war widows.

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

1. For homework, have pupils do practice activity PHL4-L018 in the Pupils' Handbook.

*[ARTICLE FOR PUBLICATION IN A MAGAZINE]*

### The Rising Cost of Tertiary Education

The cost of education, especially tertiary education, has become a matter of serious concern. Many school drop-outs have not been able to access higher education because of the cost of tuition fees and other charges. This has caused some youngsters to become a nuisance to society at large. Many Sierra Leonean young adults, who would have become useful participants in the advancement of the country, cannot achieve their goals because their parents cannot pay their fees.



At the start of the last academic year, all the tertiary institutions increased their fees by almost a hundred percent. This has caused many young adults to drop out of programmes, as their parents cannot **afford** to pay these high fees. Despite several appeals from students and the general public, these institutions have gone ahead and implemented the new fees structure. This has certainly caused many to take to the streets, thus increasing the crime rate in our communities. Besides, the failure of many students to secure admission into a university of their choice has resulted in the majority of them going for part-time studies. This has led to many institutions of higher learning to increase their fees since the demand for admission has increased.

The tertiary institutions in the country are going through various forms of renovation of their lecture halls, offices and residential halls. They also need to equip their libraries, computer rooms and laboratories. The tertiary institutions are also raising concerns of high running costs, and of insufficient government subsidies to support these institutions. These institutions rely on the fees they collect from students to cover running costs.

The above causes of the rising cost of tertiary education have become a serious burden on parents, many of whom are poor and unemployed. Apart from paying their children's fees, they also need to provide **necessities** for them over the course of their studies.

I am making the following suggestions in order to address the problem of the rising cost of tertiary education in this country. I would first suggest that the government increase the funding it provides for tertiary institutions. Since these are state institutions, the government must ensure that basic facilities are provided for these institutions, as parents are paying taxes. Also, the government could introduce a loan **scheme** to students in case some students are unable to get full scholarships from the government. Once this is done, the government should sanction tertiary institutions to charge moderate fees. If all the above suggestions are implemented, I believe the cost of education in our tertiary institutions will decrease significantly and the number of drop-outs will reduce considerably.

– Charles Sesay  
News Correspondent.

<b>Lesson Title:</b> Article for Publication in a Newspaper or Magazine	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L019	<b>Class:</b> SSS 4	<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 an article.</li> <li>2. Write an article 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 text with correct grammar, structure and spelling.</li> </ol>	 <b>Preparation</b> Write the article outline on the board (see end of lesson).	

### Opening (5 minutes)

1. Discuss the topic of 'vocational training' as a class. Use the following questions and points to guide the discussion:
  - Vocational education/training is used to prepare people with skills for specific trades and crafts.
  - Which professions could require vocational training? (Examples: carpenters, electricians, handicraft makers)
  - How can vocational training help unemployed people?
2. Tell pupils that in this lesson they will write an article for publication.

### Teaching and Learning (12 minutes)

1. 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. Point to the article outline on the board and revise its features with pupils (see end of lesson). Have them copy the outline into their exercise books.
3. Demonstrate how to use the outline to organise the main ideas for the article. Fill in the details for the introductory paragraph with the following example:

**Title:** Vocational Training May Be the Answer to Unemployment Among Youth

**Introductory Paragraph**

- Main idea of article: Vocational training can give specific skills to unemployed youth.
- Supporting details: The job market has become very competitive. Many students also cannot afford a university education.

**Practice** (22 minutes)

1. Have pupils fill in the rest of the outline with their main ideas for the body and closing paragraph on the topic: 'How vocational training can help the problem of unemployment among youth'.
2. Invite pupils to share their main ideas with seatmates.
3. Instruct pupils to start writing the article for publication in a magazine using the ideas from their outline.



**Closing** (1 minute)

1. Invite volunteers to read aloud a paragraph from their article for publication. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL4-L019 in the Pupils' Handbook.

[ARTICLE OUTLINE]

Title
<b>Introductory Paragraph</b> <ul style="list-style-type: none"><li>• Main idea of article (what happened)</li><li>• Supporting details</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).



<b>Lesson Title:</b> Figurative Language Review – Simile, Metaphor, Personification, Hyperbole	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L4-L020	<b>Class:</b> SSS 4	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define simile, metaphor, personification and hyperbole and demonstrate understanding of their function in a text.</li> <li>2. Use context clues and inferences 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 sentences on the board (see end of lesson).</li> <li>2. Write the text on the board (see end of lesson).</li> </ol>	

### Opening (4 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:
  - My garden is a flower paradise. (metaphor)
  - My garden is as beautiful as paradise itself. (simile)
  - My garden's beauty calls out to me every morning. (personification)
  - My garden is more beautiful than any other garden in the world. (hyperbole)
3. Tell pupils that in today's lesson you will revise simile, metaphor, personification and hyperbole.

### Teaching and Learning (12 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: The cat was as filthy as the mud it played in.

- A metaphor also compares, but instead of saying one thing is **like** something else, a metaphor makes one thing **become** something else.  
Example: The cat is a heap of mud.
3. 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 dried-up plants were crying out for more water.
  4. 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.
  5. Read the following examples aloud:
    - I ran so much today that I could have died!
    - You scared me; I almost had a heart attack.
  6. Ask pupils some guiding questions to discuss why the above are hyperbole:
    - Do people often die after running? (Answer: no)
    - Do you actually get a heart attack when a friend scares you? (Answer: no)

### **Practice** (23 minutes)

1. Draw pupils' attention to the sentences on the board (see end of lesson).
2. Invite volunteers to come to the front and identify metaphors and similes. They must also underline the things being compared.  
Answers:
  - a. Simile – This coffee is as cold as ice.
  - b. Metaphor – In my new school, I was lost in a sea of nameless faces.
  - c. Metaphor – The promise between us is a delicate flower.
  - d. Simile – He slept like a lazy cat that day.
3. Have pupils copy the text from the board into their exercise books (see end of lesson).
4. Have pupils identify one example each of simile, metaphor, personification and hyperbole from the text.  
Answers:
  - Simile – 'My life in the mountains is as lovely as it is for the gods living in paradise'.
  - Metaphor – 'The indigenous flora and fauna are all the decoration that this home needs'.
  - Personification – '... watching over me and protecting me'.
  - Hyperbole – 'I could see far into another continent across the world'.
5. Invite volunteers to answer the following questions by raising their hand:
  - What is the life in the mountains being compared with?  
Answer: It is being compared with the gods' life in heaven.

- What 'decoration' is the writer talking about?  
Answer: 'Decoration' refers to the flora and fauna of the mountains.
  - Do you think the writer can actually see as far as into another continent?  
Answer: No.
6. Have pupils write one sentence for each type of figurative language: simile, metaphor, personification and hyperbole.
  7. Discuss the answers as a class.  
Example sentences:
    - Simile – Her hair is almost as long as her height.
    - Metaphor – The wheels of time never stop turning.
    - Personification – I smiled at the pretty flower and it smiled back at me.
    - Hyperbole – That man is as strong as ten horses combined!

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



1. For homework, have pupils do practice activity PHL4-L020 in the Pupils' Handbook.

### *[SENTENCES]*

- a. This coffee is as cold as ice.
- b. In my new school, I was lost in a sea of nameless faces.
- c. The promise between us is a delicate flower.
- d. He slept like a lazy cat that day.

### *[TEXT]*

My life in the mountains is as lovely as it is for the gods living in paradise. These mountains, lined one behind the other, are my personal guardians, watching over me and protecting me. The indigenous flora and fauna are all the decoration that this home needs. When I sometimes look up at the white peaks that tower above 6,000 metres, I get the feeling that if I stood on top of any of these peaks, I could see far into another continent across the world.

<b>Lesson Title:</b> Descriptive Essay	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L021	<b>Class:</b> SSS 4	<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 a descriptive essay.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. 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. Write the sentences for word substitution on the board (see end of lesson).</li> <li>3. Read the descriptive essay, 'Kabala – Unique Food, Warm People, Many Cultures' (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Invite volunteers to describe the classroom and the school in their own words. Guide the discussion with the following questions:
  - What do you see? (Example answers: chairs, tables, windows, trees, bright colours, dull colours, many people, few people)
  - What do you hear? (Example answers: pupils, teachers, birds, traffic)
  - What do you smell? (Example answers: someone's lunchbox, smell of trees, bad smell of pollution)
  - What do you feel or touch? (Example answers: smooth board, rough or uneven tables)
2. Tell pupils that in this lesson they will read a descriptive essay.

### Teaching and Learning (10 minutes)

1. Revise descriptive essay:
  - A descriptive text or essay is one that describes something in detail, such as a person, an object, a place, a concept or an experience.
  - It uses sight, sound, smell, taste and touch to paint a vivid picture for the reader.
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson. Draw their attention to the descriptive essay (see end of lesson).
3. Read out the title of the essay to pupils. Invite volunteers to predict what the essay will be about. (Example answers: a place called Kabala; the culture, customs, food)
4. Invite a volunteer to read the first two paragraphs of the passage aloud.
5. Invite another volunteer to summarise these two paragraphs.

Example:

The writer went to Kabala with his or her best friend for the Easter holidays. Kabala has people speaking many languages, but most have the same style of dressing and are farmers.

6. Write the word 'inhabitants' on the board. Have pupils identify its meaning based on context clues. (Context clues: people, speak many languages)  
Write the definition of 'inhabitants' on the board: The permanent residents of a specific area.
7. Invite a volunteer to use 'inhabitants' in a sentence.  
Example: The inhabitants of the island knew how to catch fish underwater.

**Practice** (25 minutes)

1. Have volunteers read the third and fourth paragraphs independently.
2. Invite volunteers to answer the following questions by raising their hand:
  - Why did Demba's family give the writer a kola nut and water?  
Answer: It was a custom in their community for welcoming guests.
  - What does the writer like about Kabala's wedding ceremonies?  
Answer: He liked that they were simple and not too expensive.
3. Have pupils read the rest of the passage by themselves.
4. Have pupils discuss the last four paragraphs with their seatmates.
5. Have pupils copy the questions from the board into their exercise books and answer the questions with seatmates.
6. Discuss the answers as a class.  
Answers:
  - a. Young people bow down or kneel in front of older people.
  - b. The people of Kabala share their food from a big bowl. The younger people hold the bowl and wait to eat the meat until the elders have eaten.
  - c. The writer explains that the practice of intermarriages means that the people of Kabala can speak many languages.
7. Have pupils copy the sentences from the board into their exercise books.
8. Have pupils choose the word from the brackets which could substitute the bold word in the sentence, without changing the meaning of the sentence.
9. Discuss the answers as a class. (Answers: a. standard b. gratitude c. uneducated)

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL4-L021 in the Pupils' Handbook.

*[DESCRIPTIVE ESSAY]*

Kabala – Unique Food, Warm People, Many Cultures

My first experience in a town outside Freetown was when I spent two weeks at Kabala in the northern region of the country. I went there to spend my Easter holiday with my best friend, Demba Marrah. I had waited for this opportunity for a very long time.

I had never been to Kabala before. I had only heard about this town from my friend. He told me that it is the district headquarter town of Koinadugu district and the native land of the Kuranko and Limba people, although many other languages such as Fula, Mandingo and of course Krio are spoken there. Although the **inhabitants** of this region speak different languages, they have similarities in their way of dressing as well as the type of food they eat. The majority of the people in Kabala are farmers. They grow rice mainly, which is their staple food. Apart from rice, they also grow millet, sorghum and vegetables.

Within the first few days of my visit, my friend took me for a walk around the main town. We visited some important places such as the town hall, the hospital and a renowned secondary school of the town. One thing that fascinated me most was the warm welcome I got from people who met me for the first time. Immediately, Demba introduced me to members of his family, then presented me with a kola nut and a cup of water. This is an important part of their custom which I admired a lot. When I asked Demba the meaning of this gesture, he told me that it was the way to welcome strangers into their community. He added that he knew that I do not chew kola nut, but he hoped that I would at least drink the water as a sign of appreciation.

Another aspect of their customs which I admired was their marriage ceremonies. These ceremonies are very simple and inexpensive as compared to wedding ceremonies in the city. I did not see a situation where people had to buy expensive wedding dresses or hire vehicles to drive in a convoy. Most of the marriage ceremonies I witnessed in Kabala were characterised by traditional dancing and feasting.

In Kabala, especially among the Kurankos and Limbas, children are expected to kneel when greeting their elders. Even adults always bow down to greet people older than them. According to Demba, this is one way in which people show respect for elders.

The inhabitants in this area have a variety of food which they prepare with fresh fish and bush meat. I also learned something about their eating habits, which differ from ours in the city. They always keep food in large bowls and eat in groups of five or six. When children are eating with elders, they are expected to hold the bowl and are not allowed to eat the meat until the elders have finished eating.

Another thing I found very unique about the people of Kabala is that most of them speak two or more languages. This is partly due to a lot of intermarriages. Because of this, they have an interesting social mix of cultures. Although the majority of the inhabitants are illiterate, there is no problem in communicating with them. This is because they all speak Krio, which is the lingua franca in the country.



I really admired their entire way of life, their eating habits and the pleasant and warm reception they give strangers.

*[COMPREHENSION QUESTIONS]*

- a. How do young people show respect to older people in Kabala?
- b. How do the people of Kabala eat their food?
- c. Why does the writer describe the marriage system of Kabala in the seventh paragraph?

*[WORD SUBSTITUTION]*

- a. 'They grow rice mainly, which is their **staple** food'. (favourite/standard)
- b. 'He added that he knew that I do not chew kola nut, but he hoped that I would at least drink the water as a sign of **appreciation**'. (gratitude/increase)
- c. 'Although the majority of the inhabitants are **illiterate**, there is no problem in communicating with them'. (rural/uneducated)

<b>Lesson Title:</b> Descriptive Essay		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L022		<b>Class:</b> SSS 4	<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 an essay.</li> <li>2. Write an essay 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 text with correct grammar and spelling.</li> </ol>		 <b>Preparation</b> Write the outline of a descriptive essay on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain what a descriptive essay is. (Example answers: an essay that describes something; an experience or an incident)
2. Tell pupils that in this lesson they will write a descriptive essay.

### Teaching and Learning (12 minutes)

1. Discuss the main 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 five senses
  - Employs literary devices and figurative language
2. Draw pupils' attention to the outline of a descriptive essay on the board (see end of lesson).
3. Demonstrate how to fill the 'see' column with main ideas on the topic: 'The culture of my community'.
4. Invite volunteers to give more ideas of things to describe and adjectives that can describe them.

Examples:

<b>See</b>
<ul style="list-style-type: none"> <li>- many homes</li> <li>- a river</li> <li>- rice and grain fields</li> <li>- children playing outside</li> <li>- prayer ceremonies</li> </ul>



**Practice** (21 minutes)

1. Have pupils fill in the rest of the outline with descriptive words and ideas for their essay.
2. Have pupils share their words and ideas with their seatmates.
3. Move around the classroom and check their work.
4. Instruct pupils to start writing their descriptive essay following the five-paragraph essay format, in approximately 450 words.

**Closing** (5 minutes)

1. Invite volunteers to read a paragraph aloud from their essays.
2. For homework, have pupils do practice activity PHL4-L022 in the Pupils' Handbook.



*[OUTLINE OF A DESCRIPTIVE ESSAY]*

Descriptive Words:

<b>See</b>	<b>Hear</b>	<b>Taste</b>	<b>Touch</b>	<b>Smell</b>

Details to Include:

- What people wear
- What people eat
- Which languages they speak
- What the customs and traditions are like
- The leaders of the community and administrative style
- The landscape of the area

<b>Lesson Title:</b> Writing Skills Development: Summarising	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L023	<b>Class:</b> SSS 4	<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. Understand how summaries are scored on the WASSCE English Language Examination.</li> <li>2. Identify the features of a good summary.</li> <li>3. Summarise a text clearly and concisely.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the text, 'Grass: A Multipurpose Plant' (see end of lesson).</li> <li>2. Write the summary questions on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain what a summary is. (Example answers: a short description of a text; the main ideas of a text)
2. Tell pupils that in this lesson they will practise summarising.

### Teaching and Learning (12 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Discuss how summarising skills are tested on the WASSCE English Language examination as pupils follow along:
  - The WASSCE English Language examination is divided into three papers, which are further divided into different sections.
  - Paper 2C is 40 minutes and requires pupils to read and summarise a passage.
  - This section tests pupils' ability to extract the most important information from a text and put it into their own words.
3. Read out the following paragraph as pupils follow along in the Pupils' Handbook: My mother has been a teacher for over 18 years. She knew she wanted to be a teacher since she was in JSS. She loved the idea of providing new information to pupils every day. After secondary school, she obtained her bachelor's degree in education. This is when she realised how much she enjoyed spending time with children and her resolve to teach children increased further. Once she became a teacher, she realised that it was a good decision for her. She was proud of the fact that she was shaping so many lives. She also started learning new things from her pupils.
4. Ask pupils to answer the following question:
  - In two sentences, one for each, summarise the two reasons why the writer's mother wanted to become a teacher.

5. Give pupils an example answer:
  - She loved the idea of providing new information to pupils.
6. Tell pupils that this is only one part of the answer. Invite volunteers to provide the second sentence to answer the question. (Answer: She enjoyed spending time with children.)

**Practice** (25 minutes)

1. Write the following prompt on the board:
  - In two sentences, one for each, summarise the two things that the writer's mother liked about being a teacher.
2. Invite volunteers to answer the prompt.  
Answer:
  - She liked the idea that she was shaping many lives.
  - She enjoyed the fact that she was learning new things.
3. Have pupils read the passage on grass silently to themselves (see end of lesson).
4. Have pupils copy the two summary questions from the board into their exercise books (see end of lesson).
5. Have pupils work with seatmates to answer the questions in their exercise books.
6. Discuss the answers as a class.  
Answers:
  - a. Grass forms a major part of the Earth's vegetation for the following reasons:
    - It is one of the most adaptable plants on Earth.
    - It recovers quickly even after being damaged.
  - b. The four ways in which grass is useful to humans are:
    - Grass is a source of food.
    - Grass makes the Earth beautiful and peaceful.
    - Grass prevents soil erosion.
    - Grass supplies oxygen.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL4-L023 in the Pupils' Handbook.

*[READING TEXT]*

Grass: A Multipurpose Plant<sup>1</sup>

For some, grass is just the green stuff outside the house that they have to mow. For farmers and football players, it is indispensable. For children, it is the ideal playground. Those who live in urban areas think they have very little to do with grass

of any sort. However, almost all of us have daily contact with some type of grass and the products made from it.

Grass makes up a major part of the vegetation that covers the Earth. No wonder, since it is one of the most adaptable plant groups on Earth, growing in polar regions and deserts, in tropical rainforests and on wind-swept mountain slopes. Entire vegetation areas are dominated by grass.

Unlike many other plants, grass grows not at the tip, but in growth areas above the nodes. New shoots might start from stems growing horizontally on or under the ground. So, when the lawnmower or the cow cuts away the tip, grass keeps growing, whereas other plants may stop growing. Furthermore, with most types of grass, if the stem is bent over by the end or trodden underfoot, it can raise itself erect by growing faster on the side facing the ground. For these reasons, grass usually recovers quickly after being damaged, which gives it an edge over other plants in the fight for sunlight.

Grass is not only the most abundant but also the most important flowering plant family on Earth. A botanist once described grass as the foundation of our food. 'Millet, oats, rice, sorghum – these are all grass seeds. If you eat a roll or some kind of bread, that has also been made with flour from grass kernels, wheat, rye or barley. Even the sugar in your tea comes from sugarcane, a type of grass'.



Food is not the only thing grass is good for. If your house has walls made of clay and straw, it is grass that gives them their immense strength. In many parts of the world, roofs are thatched with grass. Such roofs keep the interiors of structures cool, even in warm temperatures.

As mentioned, grass adorns much of the Earth. Apart from the beautiful, peaceful and relaxing sight of a green meadow, grass also serves a purpose by supplying oxygen. Finally, its fine roots perform the function of protecting soil from erosion. Given that it is such a versatile plant, it is not surprising that it has a long history of usage and cultivation.

*[SUMMARY QUESTIONS]*

- a. In two sentences, one for each, summarise the two reasons why grass forms a major part of the Earth's vegetation.
- b. In four sentences, one for each, summarise the four ways in which grass is useful to humans.

<sup>1</sup> This passage is adapted from WAEC English Language Examination, 2004.

<b>Lesson Title:</b> Reading Skills Development: Understanding the Writer – Mood, Tone, Purpose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L024	<b>Class:</b> SSS 4	<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, 'Hearts and Hands' (see end of lesson).	

### Opening (2 minutes)

1. Invite a volunteer to explain 'tone'. (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.

### 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: Plants use chlorophyll to make their food.
  - A subjective tone is used in informal writing and descriptive and narrative essays to express the writer's personal views and opinions.  
Example: This artist has evoked some nostalgic memories through his art.
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 to the page that corresponds with the lesson. Draw their attention to the reading passage (see end of lesson).
  5. Invite a volunteer to read the first paragraph aloud.
  6. Invite volunteers to answer the question:
    - Who was sitting in the coach?  
Answer: A young woman and two young men.
  7. Write the word 'countenance' on the board. Invite volunteers to identify its meaning using context clues. (Context clues: manner, bold, frank)  
Write the definition of 'countenance' on the board: Behaviour; attitude
  8. Invite another volunteer to read the second paragraph aloud.
  9. As a class, identify clues that help determine the tone, mood and purpose of the second paragraph. Guide the discussion using questions such as:
    - How does the young woman feel? (Example answer: happy)
    - Do you see any key words or punctuation that hint at the writer's attitude? (Example answers: swift disinterest; lovely smile; old friends)
  10. Invite volunteers to identify the tone, mood and purpose of this paragraph.  
Example answers:
    - Tone: Light-hearted; cheerful
    - Mood: Happy
    - Purpose: To show that the woman knew one of the men, who was probably an old friend

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

1. Have pupils read the third and fourth paragraphs to themselves.
2. Invite volunteers to summarise these two paragraphs.  
Example:  
Mr Easton recognised Miss Fairchild. He showed her that he was handcuffed to the other man. Ms Fairchild seemed a little shocked. The other man requested that Miss Fairchild tell Mr Easton to put in a word for him when he reached prison, since he had been given a prison sentence.
3. Have pupils read the fifth and sixth paragraphs by themselves.
4. Invite volunteers to answer the following questions by raising their hand:
  - Why was Mr Easton handcuffed to the other man?  
Answer: He was a marshal, and he was taking a prisoner to prison.
  - Explain the meaning of the ending, 'Why – Oh! Didn't you catch on? Say – did you ever know an officer to handcuff a prisoner to his right hand?'  
Answer: Officers usually handcuff a prisoner to their left hand, so that their

right hand can reach for their gun. They probably doubt that Mr Easton is a marshal.

5. Have pupils identify the tone, mood and purpose in paragraphs 3 to 6 in their exercise books.

6. Discuss the answers as a class.

Example answers:

- Third paragraph
  - Tone: Informal, cheerful, nervous
  - Mood: Friendly, happy, anxious
  - Purpose: To show that Mr Easton was happy to meet Miss Fairchild and was friendly towards her; also, to show that Miss Fairchild was nervous when she saw the handcuffs
- Fourth paragraph
  - Tone: Informal, humorous
  - Mood: Hopeful
  - Purpose: To show the reader that Mr Easton was a marshal taking the other man to prison
- Fifth paragraph
  - Tone: Nervous, relieved, informal
  - Mood: Anxious, relief, friendly
  - Purpose: To give the reader a sense of relief that Mr Easton was just a marshal.
- Sixth paragraph
  - Tone: Subjective, informal, doubtful
  - Mood: Shock, suspense
  - Purpose: To make the reader doubt whether Mr Easton was the marshal or the prisoner.

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

1. For homework, have pupils do practice activity PHL4-L024 in the Pupils' Handbook.

### **[READING PASSAGE]**

#### Hearts and Hands<sup>1</sup>

by O. Henry

At Denver, there was an influx of passengers into the coaches on the eastbound B & M Express. In one coach, there sat a very pretty young woman dressed elegantly and surrounded by all the luxurious comforts of an experienced traveller. Among the newcomers were two young men, one of handsome presence with a bold, frank countenance and manner; the other a ruffled, glum-faced person, heavily built and roughly dressed. The two were handcuffed together.

The two men found a seat opposite the young woman. The young woman's glance fell upon them with a distant, swift disinterest; then with a lovely smile brightening her countenance and a tender pink tingeing her rounded cheeks, she held out a little grey-gloved hand. When she spoke, her voice, full, sweet and deliberate, 'Well, Mr Easton, if you will make me speak first, I suppose I must. Don't you ever recognise old friends when you meet them in the West?'

The younger man roused himself sharply at the sound of her voice, seemed to struggle with a slight embarrassment which he threw off instantly and then clasped her fingers with his left hand. 'It's Miss Fairchild', he said, with a smile. 'I'll ask you to excuse the other hand; it's otherwise engaged just at present'. He slightly raised his right hand, bound at the wrist by the shining 'bracelet' to the left one of his companion. The glad look in the girl's eyes slowly changed to a bewildered horror. The glow faded from her cheeks. Her lips parted in a vague, relaxing distress. Easton, with a little laugh, as if amused, was about to speak again when the other forestalled him. The glum-faced man had been watching the girl's countenance with veiled glances from his keen, shrewd eyes.

'You'll excuse me for speaking, Miss, but, I see you're acquainted with the marshal here. If you'll ask him to speak a word for me when we get to the prison he'll do it, and it'll make things easier for me there. He's taking me to Leavenworth prison. It's seven years for counterfeiting'.

'Oh!' said the girl, with a deep breath and returning colour. 'So that is what you are doing out here? A marshal!' The girl's eyes, fascinated, went back, widening a little, to rest upon the glittering handcuffs. 'Don't you worry about them, Miss', said the other man. 'All marshals handcuff themselves to their prisoners to keep them from getting away. Mr Easton knows his business'.

'Will we see you again soon in Washington?' asked the girl.

'Not soon, I think', said Easton. 'My butterfly days are over, I fear. I must be going now. This man is hungry, and I must take him to the pantry car'.



The two passengers in a seat nearby had heard most of the conversation. Said one of them: 'That marshal's a good sort of chap. Some of these western fellows are all right'.

'Pretty young to hold an office like that, isn't he?' asked the other.

'Young!' exclaimed the first speaker, 'Why – Oh! Didn't you catch on? Say – did you ever know an officer to handcuff a prisoner to his right hand?'

<sup>1</sup> 'Hearts and Hands' by O. Henry (1902) is in the public domain.



<b>Lesson Title:</b> Narrative Essay	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L025	<b>Class:</b> SSS 4	<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 a narrative essay.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the narrative essay, 'Had I Known, I Would Not Have Believed Him' (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Write the word substitution sentences on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain what 'narration' means. (Example answers: to describe something as it happened; to give details of an event or incident)
2. Tell pupils that in this lesson they will read a narrative essay.

### Teaching and Learning (12 minutes)

1. Revise the features of a narrative essay:
  - Is usually written in the first-person point of view
  - Is usually told in chronological order, progressing from beginning to end
  - Tells a story about an event, incident or experience
  - Develops plot, setting and characters
  - Employs literary devices and figurative language
  - Has a main idea, theme, moral or lesson learnt at the end
  - Is usually written in the past tense
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson. Draw their attention to the reading passage.
3. Read out the title of the essay to pupils (see end of lesson). Invite volunteers to predict what the essay will be about. (Example answers: an unfortunate event; a bad experience; the writer was cheated by someone)
4. Invite a volunteer to read the first two paragraphs of the passage aloud.
5. Invite another volunteer to summarise these two paragraphs.  
Example:  
The writer warns readers not to believe just anyone. He recounts how he met Henry one day, who said he was from another town and seemed very pleasant.
6. Write the word 'courtesy' on the board. Have pupils identify its meaning based on context clues. (Context clue: pleasant manner)  
Write the definition of 'courtesy' on the board: Etiquette; proper manners
7. Invite a volunteer to use 'courtesy' in a sentence.  
Example: As a courtesy to elders, I get up from my chair when they enter the room.

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

1. Have volunteers read the third and fourth paragraphs independently.
2. Invite volunteers to answer the following questions by raising their hand:
  - How does Henry show his friendliness to the writer when he comes to his house?  
Answer: He offers to help wash his clothes.
  - Why do you think the writer agrees to keep Henry in his house?  
Answer: He feels bad for Henry who is being ill-treated by his uncle.
3. Have pupils read the rest of the passage by themselves, then discuss the last four paragraphs with their seatmates.
4. Instruct pupils to copy the comprehension questions on the board into their exercise books (see end of lesson).
5. Have pupils answer the questions in their exercise books.
6. Discuss the answers as a class.  
Answers:
  - a. He pleaded with his mother to let Henry stay.
  - b. Yes, they started treating him like family. The writer's mother also gave him money to buy groceries from the market.
  - c. The writer came home to see that Henry was neither in his house nor in his friends' houses.
  - d. Henry had stolen the writer's mother's valuables and Henry felt guilty about that.
7. Have pupils copy the word substitution sentences on the board into their exercise books (see end of lesson).
8. Have pupils choose the word from the brackets which could substitute the bold word in the sentence, without changing the meaning of the sentence.
9. Discuss the answers as a class. (Answers: a. letting you down b. washing c. begged d. lack of judgment)

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

1. As a class, discuss the lesson that the writer learnt. Invite volunteers to share how the lesson applies to their own lives.
2. For homework, have pupils do practice activity PHL4-L025 in the Pupils' Handbook.

### **[NARRATIVE ESSAY]**

#### Had I Known, I Would Not Have Believed Him

The story I am about to recount is unbelievable. Can you imagine if someone in whom you put your whole trust ended up disappointing you? This narrative will serve as a warning to everyone not to get carried away by people who pretend to be honest.

It was a fateful Friday afternoon when I met a young man of my age along Fenton Road in Bo. I was walking along the street, heading home after school. As soon as he saw me, he introduced himself as Henry and said he was from Kenema, a town 42 miles from Bo. He presented himself in such a pleasant manner that I was moved by his courtesy and allowed him to explain himself. He went on to ask me some details about myself, and by way of conversation, I told him I was a student of Christ the King College, one of the popular schools in Bo. I even told him where I lived and gave him my address. After some brief discussion, I told him that I had to leave as I needed to return home early to do my chores. Since I was in hurry, he promised to visit me the following morning. I accepted and both of us went our separate ways. I was happy that I had made a new friend.

The following morning, he came as promised. He met me laundering my school uniforms, and he even offered to assist me. Both of us did the washing together. He told me that he was staying with an uncle, but that he was mistreated by his uncle's wife and requested to stay with me until the end of the school year, after which he would return to his parents. I told him that it was a good idea and that I would tell my mother when she got back from the market.

When my mother returned, she met both of us and asked me a few questions about this friend. I explained to her exactly what he had told me, and I even pleaded with my mum to accept him into our home, as we had only five weeks until the end of the school year. My mum finally accepted, and Henry brought his belongings the next day. We lived together for nearly one month, and he was treated like a member of the family. He had access to all the facilities in the house. Sometimes, mum even gave him money to go and buy some groceries from the market.



One day, he said he was not going to school because he was not feeling well. I told him I would have stayed with him, but I had a test that morning. We left him alone in the house. When I returned from school that afternoon, I did not find Henry at home. I thought he was with our friends in the adjacent compound. When I entered the room, I discovered that he had left with all my valuable things together with those of my mother. I apologised profusely to my mother for my naivety. I have now learnt a lesson for life. I often think to myself, had I known, I would not have believed him.

#### *[COMPREHENSION QUESTIONS]*

- a. How did the writer convince his mother to let Henry stay in the house?
- b. Did the writer's family start trusting Henry? How can you tell?
- c. What was the first indication for the writer that something was wrong or amiss?
- d. Why did the writer apologise to his mother profusely?

*[WORD SUBSTITUTION]*

- a. 'Can you imagine if someone in whom you put your whole trust ended up disappointing you?' (angering/letting you down)
- b. 'He met me laundering my school uniforms and he even offered to assist me'. (folding/washing)
- c. '... and I even pleaded with my mum to accept him into our home as we had only five weeks until the end of the school year'. (begged/argued)
- d. 'I apologised profusely to my mother for my naivety'. (improper behaviour/lack of judgment)

<b>Lesson Title:</b> Narrative Essay		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L026		<b>Class:</b> SSS 4	<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 an essay.</li> <li>2. Write an essay 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 text with correct grammar and spelling.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the example narrative essay, 'Make Hay While the Sun Shines', aloud (see end of lesson).</li> <li>2. Write the narrative essay outline on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to identify some of the different features of plot. (Example answers: rising action, problem, climax, resolution)
2. Tell pupils that in this lesson they will write a narrative essay.

### Teaching and Learning (11 minutes)

1. Revise the features of a narrative essay as a class:
  - 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, setting and characters
  - Employs literary devices and figurative language
  - Has a main idea, theme, moral or lesson learnt at the end
  - Is usually written in the past tense
2. Use the outline of a narrative essay on the board to discuss the features of a narrative essay (see end of lesson).
3. Discuss the saying, 'Make hay while the sun shines'. Invite volunteers to explain its meaning. (Example answer: Make good use of an opportunity while you have it.)
4. Give pupils an example for the introduction of a narrative essay on the topic: 'Make hay while the sun shines'. Fill in the introduction of the outline on the board.

Example:

#### Introduction

- Short background (history or details): A wealthy girl called Sylvia
- People (Who is your narrative about?): Sylvia, her parents, her teachers
- Setting (Where and when does it take place?): Sylvia's home and her schools

- Attention-getter: 'Sylvia, who could have had a bright future and a luxuriously comfortable life'.

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

1. Have pupils copy the outline in their exercise books and use it to organise their ideas for a narrative essay on the topic: 'Make hay while the sun shines'. Remind pupils to develop their own plot and use their imagination.
2. Once pupils have completed the outline, have them share their ideas with seatmates.
3. Move around the classroom to check pupils' work.
4. Invite volunteers to share their main ideas with the class.
5. Read out the example narrative essay (see end of lesson).
6. Instruct pupils to use their outline to start writing their own narrative essay.

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

1. For homework, have pupils do practice activity PHL4-L026 in the Pupils' Handbook.

### *[OUTLINE – NARRATIVE ESSAY]*

Topic (What are you writing about?):

\_\_\_\_\_

#### **Introduction**

- Short background (history or details): \_\_\_\_\_
- People (Who is your narrative about?): \_\_\_\_\_
- Setting (Where and when does it take place?): \_\_\_\_\_
- Attention-getter: \_\_\_\_\_

#### **Beginning of Event**

- What was the conflict? \_\_\_\_\_
- What did the characters do? \_\_\_\_\_
- What challenges or surprises happened? \_\_\_\_\_

#### **Rising Action**

- What did the characters do? \_\_\_\_\_
- What challenges or surprises happened? \_\_\_\_\_

#### **Climax**

- How did the problem come to a head? \_\_\_\_\_
- How was the problem addressed? \_\_\_\_\_

## Resolution

What was the result? \_\_\_\_\_

What did you learn? How did the experience affect the writer/reader?

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### *[EXAMPLE NARRATIVE ESSAY]*

#### Make Hay While the Sun Shines



This story is about a young girl called Sylvia. Sylvia, who could have had a bright future and a luxuriously comfortable life. But it was not to be. Let me start from the beginning. We grew up in the same neighbourhood and started our schooling the same year. She came from a very wealthy family. Her father was one of the most prominent diamond dealers in the township. Mostly, relatives from the village came to him with domestic problems and he readily assisted them. He even assisted people in the neighbourhood in paying school fees for their children.

Although Sylvia was sent to school, she did not concentrate on her school work. She was always absent from school, and on the days she did attend school, she did not stay until the end of the school day. One evening, the head teacher went to see her father so that they could discuss the issue and see what could be done in order to encourage his daughter to be more focused. Since she was pampered by her parents, they did not take the head teacher's advice seriously. In fact, at the end of the school year, they withdrew their daughter from the school and sent her to a boarding school.

When she started attending the new school, one would have thought that she would have taken advantage of this opportunity. However, she behaved even worse than before. She was truant most days and did not take her school work seriously. She also joined bad company and started taking drugs. At the end of the year, she failed and was expelled from the school. Since her father was a wealthy man, he made arrangements for her to be enrolled at yet another school. There too, she did the same thing and because of this, her parents got fed up with her. All her brothers and sisters finished university and started working while she became a drop-out.

One day, her parents were travelling and were involved in a road accident that claimed their lives. When she got this news, Sylvia was understandably shocked. Arrangements were made for her parents' funeral, after which she was left to fend for herself. She had no sense of wealth management or discipline.

Over the next few years, she exhausted her resources and started selling some of the property she had inherited. Since she had not made good use of the opportunity given to her earlier, she regretted her actions and wished she had put some seriousness into her academic work. Thus, the saying, 'Make hay while the sun shines', applies to her as she failed to make good use of the many opportunities that her parents had given her.

<b>Lesson Title:</b> Figurative Language Review: Idioms, Phrasal Verbs, Collocations, Irony	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L4-L027	<b>Class:</b> SSS 4	<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. Review idioms, phrasal verbs, collocations and irony and demonstrate understanding of their function in a text.</li> <li>2. Use context clues and inferences 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 example collocations, idioms and phrasal verbs on the board (see end of lesson).</li> <li>2. Write the figurative language passage on the board (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 you will revise four types of figurative language: idioms, phrasal verbs, collocations and irony.

### Teaching and Learning (18 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Revise collocations:
  - Collocations are expressions consisting of two or more words that often go together and sound natural to native speakers of the language.
  - They can be challenging to learn because there is no rule for why certain words sound natural together.
3. Discuss the examples from the Pupils' Handbook (see end of lesson).
4. Invite volunteers to share other examples of collocations.
5. Revise phrasal verbs:
  - Phrasal verbs are combinations of words that are used like a verb.
  - They consist of a verb and an adverb or preposition.
6. Discuss the examples from the phrasal verb table in the Pupils' Handbook (see end of lesson).



7. Invite volunteers to give their own example sentences using the phrasal verbs from the table.
8. Revise idioms:
  - An idiom is an expression whose meaning is different from the meanings of the individual words within it.
9. Discuss the examples from the idiom table in the Pupils' Handbook (see end of lesson).
10. Invite volunteers to give their own example sentences using the idioms from the table.
11. Revise irony:
  - Irony is the difference between what someone would reasonably expect to happen and what actually does happen.
  - There are three 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:
    - An ambulance gets involved in a traffic accident.
    - A policeman is caught in a case of theft.
  - Verbal irony is used when someone says one thing but means something else or the complete opposite.  
Example: When it is raining, and someone says, 'Oh! Look how the sun shines today!'
  - Dramatic irony is when the audience of a story, play or movie knows something the characters do not.  
Example:  
A character of a murder-suspense novel wonders who the suspect is and works with a detective to get to the bottom of the case. But the reader knows that the detective is the murderer. The character does not discover the truth until the end.
12. Invite volunteers to give their own examples of each type of irony.

**Practice** (16 minutes)

1. Direct pupils' attention to the figurative language passage on the board (see end of lesson).
2. Instruct pupils to read the passage and discuss it with seatmates.
3. Invite a volunteer to use context clues to identify the meaning of 'last minute'.  
(Context clue: did not have enough time)
4. Tells pupils the definition of 'last minute': The moment or a short period of time before a goal needs to be reached

5. Have pupils work with seatmates to 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.
6. Move around the classroom to check that pupils are able to identify the types of figurative language correctly.
7. Discuss the answers as a class.

Answers:

- Go over – phrasal verb: To revise or learn about something quickly
  - Taking it lightly – phrasal verb: To not take something seriously
  - Instead of consoling me, she started scolding me – situational irony
  - Broke down – collocation: Started crying
  - Dawned upon me – idiom/phrasal verb: To realise something
  - Let bygones be bygones – idiom: Forget the past
  - Working hard – collocation: Working a lot
8. Have pupils write their own sentences with the examples of figurative language from the passage.
    - Go over
    - Taking it lightly
    - Broke down
    - Dawned upon me
    - Let bygones be bygones
    - Working hard

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

1. Invite volunteers to share their sentences with the class.
2. For homework, have pupils do practice activity PHL4-L027 in the Pupils' Handbook.

### *[EXAMPLE COLLOCATIONS]*

- To feel free: To feel comfortable to do something
- To make progress: To improve or advance in something
- To regret the loss of someone: To express sadness about someone's death
- Fast food: Junk food; food sold in shops and outlets
- To make an example: To punish a person as a way of warning other people not to do the same thing.

*[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 look after	To take care of someone	The eldest cousin offered to look after the toddlers when the parents were busy.
To put up	To tolerate something or someone	I hate that I have to put up with my friend's boring stories.
To show up	To attend or arrive at an event or place	I am surprised that she showed up for the class even though she is ill.
To deal with	To confront or do something about a difficult person or problem	I will have to deal with the mistakes we have made in the company's finances.

*[EXAMPLE IDIOMS]*

<b>Idiom</b>	<b>Meaning</b>	<b>Example</b>
Pull yourself together	To calm down	After Lizette cried dramatically, I told her to pull herself together.
Barking up the wrong tree	Looking in the wrong place or accusing the wrong person	If you think that I have your missing money, you are barking up the wrong tree.
Fish out of water	Being in a place one is not suited for	I felt like a fish out of water when I went to the fancy dress party.
To let sleeping dogs lie	To leave a cause of trouble alone	It's time to stop arguing; let's let sleeping dogs lie.

*[FIGURATIVE LANGUAGE PASSAGE]*

When I was in my last year of SSS studying for my examinations at the last minute, I realised that I did not have enough time to go over all the contents of the syllabus. I called up my closest friend on the telephone and my voice quivered as I started telling her why I was upset. She mistook the tone of my voice and thought I was laughing about the matter and taking it lightly. Instead of consoling me, she started scolding me for not having worked hard in the last months of my school year. Eventually, I broke down. She understood that it had finally dawned upon me that I needed to work hard. She told me sweetly to let bygones be bygones and focus on working hard thereon.

<b>Lesson Title:</b> Grammar Skills Development: Identifying Grammatical Name and Function	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L4-L028	<b>Class:</b> SSS 4	<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. Understand the way in which grammar is tested at WASSCE.</li> <li>2. Identify the grammatical name of select words in a sentence or text.</li> <li>3. Identify the grammatical function of select words in a sentence or text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the 'phrases or clauses' sentences on the board (see end of lesson).</li> <li>2. Write the sentences to identify grammatical name and function on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Invite volunteers to identify the nouns, adjectives and adverbs in the following sentences:
  - My little sister can barely reach the table in my room.
  - Quietly, we tiptoed out of the dark hall.
  - Answers:
    - Nouns: sister, table, room, we, hall
    - Adjectives: my, little, dark
    - Adverbs: barely, quietly
2. Tell pupils that in this lesson they will practise identifying grammatical names and functions in a text.

### Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Discuss the importance of knowing the grammatical names of words in reading passages in the WASSCE examination:
  - In the WASSCE, pupils are often asked to identify the grammatical name and function of selected phrases or clauses in the comprehension text in Paper 2.
  - Usually, the selected words are either phrases or clauses. Pupils have to identify which of these two they are, and also what type of phrase or clause it is.
3. Revise phrases as a class:
  - A phrase is a group of words that forms part of a sentence and does not make sense on its own; it does not have a finite verb.
4. Revise different types of phrases:
  - Noun phrase (Examples: the beautiful girl; some interesting stories)
  - Adjectival phrase (Examples: weaker and weaker; fresh from the garden)
  - Adverbial phrase (Examples: very regularly; somewhere near here)
  - Verb phrase (Examples: could be seen; might have happened)

5. Revise clauses:

- A clause is a part of a sentence that contains the subject and its predicate.
- A clause usually has a subject-verb relationship.
- Independent clauses, or main clauses, function as a sentence on their own.
- Dependent clauses, or subordinate clauses, cannot function as a sentence on their own.

Example:

Even though it did not fit my budget, I decided to buy the red dress.

- Independent clause – I decided to buy the red dress
- Dependent clause – Even though it did not fit my budget

6. Revise the different types of dependent/subordinate clauses:

- Noun clause: A dependent clause that functions like a noun. It can be a subject, object or complement.

Examples:

- She did not know **that the phone was not working**. – ‘that the phone was not working’ is the object complement of the verb ‘know’.
- **The men who went to play golf** have not returned yet. – ‘the men who went to play golf’ is the subject of the verb ‘have not returned’.

- Adjectival clause: A clause that functions as an adjective and modifies a noun. Adjectival clauses are also called relative clauses if they start with words such as ‘that’, ‘which’, ‘who’, ‘whose’.

Examples:

- I found the book **that I had been trying to find for a long time**. – ‘that I had been trying to find for a long time’ modifies the noun ‘book’.
- Yoga, **which is an ancient Indian science**, is very beneficial for the mind and body. – ‘which is an ancient Indian science’ modifies the noun ‘yoga’.

- Adverbial clause: A clause that functions as an adverb. It modifies verbs, adjectives and other adverbs.

Example:

- I drink **whenever I am thirsty**. – ‘whenever I am thirsty’ modifies the verb ‘drink’.

**Practice** (20 minutes)

1. Have pupils copy the ‘phrases or clauses’ sentences from the board into their exercise books and identify if the underlined words are phrases or clauses (see end of lesson).
2. Discuss the answers as a class. (Answers: a. phrase b. clause c. phrase d. clause e. phrase)
3. Have pupils copy the sentences to identify grammatical name and function from the board into their exercise books and identify the grammatical name and function of the underlined words (see end of lesson).
4. Discuss the answers as a class.

Answers:

- a. Noun clause – subject of the verb ‘should stand’
- b. Noun phrase – subject of the verb ‘were happy’
- c. Adverbial clause – modifies the verb ‘cooked’
- d. Adjectival phrase – modifies the noun ‘sisters’
- e. Adjectival/relative clause – modifies the noun ‘Foday’

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



1. For homework, have pupils do practice activity PHL4-L028 in the Pupils’ Handbook.

### *[PHRASES OR CLAUSES]*

- a. Over many years, rocks change shape, size and texture.
- b. The fact that he is not very educated never stopped my father from growing a successful business.
- c. The woman in my neighbourhood loves animals.
- d. My new teacher, who joined school just last month, is already helping pupils perform better in class.
- e. I want to walk along the lake.

### *[IDENTIFY GRAMMATICAL NAME AND FUNCTION]*

- a. Whoever feels confident should stand on stage and give the speech.
- b. All of the pupils were happy to have completed their exams.
- c. While you were planning your day, I cooked our meal.
- d. Both my sisters are older than me.
- e. Foday, who had kept quiet until then, suddenly spoke up.

<b>Lesson Title:</b> Expository Essay		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L029		<b>Class:</b> SSS 4	<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. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the expository essay, 'The Insurance Business' (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Write the word substitution sentences on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Invite volunteers to explain what an expository essay is. (Example answers: an essay that describes a process or a concept; gives information)
2. Discuss what 'insurance' means. Ask pupils if they know if anyone in their family has insured their house, car or life.
3. Tell pupils that in this lesson they will read an expository essay about insurance.

### Teaching and Learning (12 minutes)

1. Discuss the features of an expository essay:
  - 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.
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson, and draw their attention to the text (see end of lesson).
3. Invite a volunteer to read the first paragraph aloud.
4. Ask volunteers to answer the following question:
  - Why do people use charms and see fortune tellers?  
 Answer: To protect themselves from financial insecurities or accidents.
5. Write the word 'insurance' on the board. Have pupils look for context clues in the first paragraph that help explain the meaning of 'insurance'.  
 (Context clues: unforeseen events; insure their life or property; financial difficulties)
6. Discuss the meaning of 'insurance': Payment or financial support given to people in case of damaged, lost or stolen property, sickness or death

### **Practice** (23 minutes)

1. Have pupils read the second and third paragraphs independently.
2. Discuss the paragraphs using the following questions to guide the discussion:
  - What are the different things one can insure?  
Answer: One can insure vehicles, property, life and natural or man-made disasters
  - What is a premium and who pays it?  
Answer: People getting something insured pay a premium. This a regular amount deposited to an insurance company.
3. Have pupils identify the meaning of 'compensated' based on its usage in the third paragraph. (Example answer: paid)
4. Have pupils read the last two paragraphs by themselves.
5. Invite a volunteer to summarise the fourth paragraph.  
Example answer:  
Claimants do not make extra money or become rich by asking for compensation. They are only paid for the damage to their property.
6. Instruct pupils to copy the comprehension questions on the board into their exercise books and answer them (see end of lesson).
7. Discuss the answers as a class.  
Answers:
  - a. Insurance pays for unforeseen accidents such as floods, fire or a car accident.
  - b. In third party, policyholders are not fully paid. In comprehensive coverage, the insured property is replaced.
  - c. One can report fewer accidents to an insurance company to get their premium reduced over time.
8. Have pupils read the word substitution sentences written on the board (see end of lesson).
9. Invite volunteers to identify other words or phrases that could replace the underlined words without changing the meaning of the passage. (Example answers: a. unexpected b. compulsory c. collected)

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

1. For homework, have pupils do practice activity PHL4-L029 in the Pupils' Handbook.



*[EXPOSITORY ESSAY]*

The Insurance Business

The business of insurance is as old as the human race. People have always tried to insure their life or property against unforeseen events, such as accident, theft or sickness. In the past and even today, people buy charms which they think will protect them from danger and other forms of misfortune. In some cases, people pay fortune tellers to advise them on when to start a new business or cultivate a piece of land. They do all this as a way of insurance against financial difficulties or other forms of misfortune that are likely to come their way.

The present-day idea of insurance deals with some form of investment for unforeseen contingencies. Insurance has become a huge business which involves millions of leones. Many people these days are involved in the business of insurance in different ways; they are either agents or insurance brokers or insurance underwriters. In Sierra Leone, just as in many other parts of the world, it is mandatory for everybody who owns a vehicle or a motor bike to have it insured. It is a traffic offence to drive a vehicle or ride a motor bike that is not insured. Some people even insure their houses. People insure their property so that they can be compensated in the event of an accident such as a fire or a flood. Another popular insurance policy is life insurance. For this form of insurance, medical bills are paid when one falls ill, or a person's relatives are compensated in case of their death.

The basic principle of all forms of insurance remains the same, and it is based on the idea that accidents may occur. It involves some amount of risk taking. The insurance company usually goes into some arrangement with people that in the event of accident or theft, the company will pay depending on the type of premium. 'Premium' is the amount of money clients pay regularly to insurance companies. The insurance policy may be either third party or comprehensive coverage. In the case of third party, the policyholder is not fully compensated, whereas in the case of comprehensive coverage, the property is replaced. Of course, insurance companies make a profit because all of their customers' properties will not be stolen or damaged at the same time. Some people will have their properties lost in an accident or otherwise, and when this happens, the policyholder can send in a claim depending on the insurance policy.

The compensation that insurance companies make to their customers does not make these customers rich. The insurance company only pays for the person's loss. For example, somebody who has lost a small and old Nissan Micra car will not be able to buy a new Jeep. In reality, we cannot say that someone who makes a claim is making extra money out of other policyholders. Equally so, the claimant is not making money out of the insurance company. This is because the money paid in the form of compensation would have accumulated from either previous payments or from other people who had paid their premiums.



The safety of insurance does not mean that you should drive recklessly and expect to be compensated. Insurance companies charge based on the kind of risk. You are likely to be charged high premiums when your car is parked outside as compared to someone whose car is parked in a garage. Also, when a person makes frequent claims, his premium will be higher than those who do not make claims. There is the 'no claim bonus' policy, wherein people will have their premiums reduced every year that they do not report any accidents. If they go up to five years without making a claim, their yearly premium is reduced to half. This encourages drivers to be more careful, as they save some money by not reporting accidents frequently.

*[COMPREHENSION QUESTIONS]*

- a. What types of things does insurance pay for or protect against?
- b. What is the difference between third party and comprehensive coverage?
- c. How can one get their insurance premium reduced?

*[WORD SUBSTITUTION]*

- a. People have always tried to insure their life or property against unforeseen events, such as accident, theft or sickness.
- b. In Sierra Leone, just as in many other parts of the world, it is mandatory for everybody who owns a vehicle or a motor bike to have it insured.
- c. This is because the money paid in the form of compensation would have accumulated from either previous payments or from other people who had paid their premiums.

<b>Lesson Title:</b> Expository Essay		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L030		<b>Class:</b> SSS 4	<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 an essay.</li> <li>2. Write an essay 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 text with correct grammar and spelling.</li> </ol>		 <b>Preparation</b> Write the outline of an expository essay on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to name different kinds of expository essays. (Example answers: explanatory, compare-contrast, analysis)
2. Tell pupils that in this lesson they will write an expository essay.

### Teaching and Learning (15 minutes)

1. Discuss some different types of expository essays as a class:
  - How-to or process essay
    - Describes a process and gives instructions on how to achieve a certain goal  
Example: How to drive a car
  - Compare and contrast essay
    - Used to show similarities and differences between two or more things  
Example: Men as leaders compared with women as leaders
  - Cause and effect essay
    - Shows relationship between events or things, where one is the result of the other  
Example: Impure water and its effect on people's health
  - Definition essay
    - Used to explain concepts and things that cannot be defined in one line  
Example: The stages of a solar eclipse
  - Problem and solution essay
    - Used to present a problem and then explain all possible solutions.  
Example: How to reduce unemployment
2. 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).
3. As a class, revise the outline of an expository essay on the board (see end of lesson).

4. Have pupils copy the outline into their exercise books.
5. Tell pupils that they are going to write a problem and solution essay on the topic: 'How to correct pupils' undisciplined behaviour'.
6. As a class, discuss the problem of undisciplined behaviour. Then discuss possible solutions.
7. Demonstrate how to use the outline to organise the main ideas for the essay. Complete the introduction section of the outline on the board with the following information:

**Introduction**

Topic: How to correct pupils' undisciplined behaviour

Topic sentence: Some pupils act in a rowdy or unproductive manner for which there are many things a teacher and fellow classmates can do.

**Practice (19 minutes)**

1. Have pupils use the outline in their exercise books to organise their ideas for a problem and solution essay on the topic: 'How to correct pupils' undisciplined behaviour'.
2. Move around the classroom to check that pupils are completing the outline correctly and have relevant topic sentences and supporting details.
3. Have pupils share and compare their outlines with seatmates. Encourage them to help one another check that their outlines are complete and make suggestions for improvement.
4. Instruct pupils to use their outline to write their essay.

**Closing (4 minutes)**

1. Invite volunteers to read their introductory paragraph to the class.
2. For homework, have pupils do practice activity PHL4-L030 in the Pupils' Handbook.

*[OUTLINE – 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> Listening Skills Development: Summarising and Identifying Main Idea	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L4-L031	<b>Class:</b> SSS 4	<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 dialogue, 'Being a Teacher', aloud with correct intonation and expression (see end of lesson).</li> <li>2. Write the WH questions on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain how to summarise a text. (Example answers: note main ideas of each paragraph; identify important details)
2. Tell pupils that in this lesson they will listen to a dialogue and summarise it.

### Teaching and Learning (16 minutes)

1. Draw pupils' attention to the WH questions on the board (see end of lesson). Ask pupils to think about these questions as they listen to the dialogue.
2. Read Part 1 aloud to pupils (see end of lesson). Be sure to read clearly and with expression.
3. Invite 1-2 volunteers to summarise Part 1 of the dialogue.  
 Example:  
 Mr Kamara is glad the term is over and wishes he had a job where he could be rich. Mr Bassey thinks teaching is good because it gives the teacher long holidays.
4. Ask pupils to use context clues to help determine the meaning of 'luxury'. Read the paragraph aloud again if needed. (Context clues: large car, big house, large salary)
5. Define 'luxury' for pupils: The availability of expensive things and excessive comfort
6. Invite a volunteer to use the word 'luxury' in a sentence. (Example: Having a motor vehicle is a luxury for most people.)

### Practice (20 minutes)

1. Read Part 2 aloud to pupils.
2. Explore the text as a class by discussing the answers to the WH questions:
  - a. It is about Mr Kamara's and Mr Bassey's discussion on being a teacher.
  - b. He feels it does not pay enough.

- c. He finds it satisfying.
  - d. He thinks he could be a businessman.
  - e. First, he likes that it is a useful job; second, he enjoys that teachers get long holidays.
3. Write the following words on the board:
    - privileged
    - meaningful
    - immense
  4. Read the dialogue aloud again from beginning to end. Pause after each sentence in which the words on the board appear.
  5. Have pupils work with seatmates and use context clues and inferences to determine the meaning of each word on the board.
  6. Invite different volunteers to give definitions of the new words. Have them use the words in a sentence to check for understanding.
 

Example definitions:

    - Privileged: Blessed; lucky
    - Meaningful: Useful; productive
    - Immense: Huge

Example sentences:

    - I felt very privileged to be invited to give a speech at the event.
    - We wanted to give mother a meaningful gift for her birthday.
    - The Sahara Desert is immense.

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

1. Discuss the dialogue as a class using the following questions:
  - Who do you agree with, Mr Kamara or Mr Bassey? Why?
  - What do you think of their arguments?
2. For homework, have pupils do practice activity PHL4-L031 in the Pupils' Handbook.

### *[LISTENING DIALOGUE]*

#### Being a Teacher

#### **Part 1:**

Mr Kamara: Thank goodness the term is nearly over! I'm tired of teaching all day and every day without a break.

Mr Bassey: We're lucky to get the holidays, you know. If you hadn't become a teacher, you would have no long breaks from work at all. In other jobs, it is hard to get a leave that is longer than four or five days.

Mr Kamara: Yes, but if I hadn't been a teacher, I'd be rich by now on a big salary, with a large car and a big house. Instead, I now have a small hut and an old bicycle. I would like to get a little luxury too, you know!

**Part 2:**

Mr Bassey: Uh! Rich! More likely out of work with no money, spending all your time roaming the streets of Freetown. You are privileged and blessed that you have a meaningful job. What would you have done if you hadn't become a teacher?

Mr Kamara: Out of work! Not me. I would have farmed my land and gone into some business – maybe in fabrics or food items. Then I'd have been rich. Look at Jacob. He left school after we took the WASSCE a decade ago; now with his farm, his shop and his taxis, he's got more money than I can make in a lifetime of teaching.

Mr Bassey: He was just lucky! But look at Manso. He left teaching to start a business, and what happened to him? His taxi was written off in two weeks, and nobody buys anything from his shop anymore because there is nothing in it. He can't even afford a bicycle or new clothes.

Mr Kamara: But Manso's problem is also that he drinks too much. He wasted his money on alcohol.

Mr Bassey: Anyway, I like teaching. You may not be rich, but you've got a job with a fair salary, a roof over your head and security. You know you are doing a useful job and the community respects you. I will remain a teacher. I find immense satisfaction in it.



Mr Kamara: I won't. Not for much longer ...

Mr Bassey: What a waste of all your training and experience if you really left teaching! The country needs teachers more than businessmen, you know. It's our duty to carry on teaching.

*[WH QUESTIONS]*

- a. What is the dialogue mostly about?
- b. How does Mr Kamara feel about teaching?
- c. How does Mr Bassey feel about being a teacher?
- d. According to Mr Kamara, which profession can he take up apart from teaching?
- e. What does Mr Bassey like about being a teacher?



<b>Lesson Title:</b> Reading Skills Development: Summarising – Identifying Main Idea and Topic Sentences	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L032	<b>Class:</b> SSS 4	<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 the main idea of a text.</li> <li>2. Identify the main idea in a given text.</li> <li>3. Use the main idea to help summarise a text.</li> <li>4. Demonstrate understanding of how to identify topic sentences.</li> <li>5. Identify topic sentences in a given text.</li> <li>6. Use topic sentences to help summarise a text.</li> </ol>	 <b>Preparation</b> Read the text, 'Healers in Africa' (see end of lesson).	

### Opening (3 minutes)

1. Ask pupils how they can summarise a text. (Example answers: identify the main ideas; identify the most important information)
2. Ask pupils how they can identify the main idea of a text. (Example answers: in the introduction; in the conclusion; in topic sentences)
3. Tell pupils that in today's lesson they will practise developing their summarising skills.

### Teaching and Learning (14 minutes)

1. Revise topic sentences:
  - A topic sentence is the main sentence in a paragraph that identifies what the paragraph is about.
  - It is typically the first sentence of a paragraph.
  - Key words within the topic sentence, including nouns and verbs, can hint at what the text will discuss.
  - A thesis statement is the topic sentence of the introductory paragraph; it explains what the entire essay will be about.
  - Supporting sentences expand on the ideas in a topic sentence.
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson. Draw their attention to the text (see end of lesson).
3. Invite a volunteer to read the first paragraph of the text aloud and have pupils follow along in the Pupils' Handbook.
4. Invite a volunteer to identify the topic sentence in the first paragraph.  
 Answer:

'All over Africa today, experts in traditional medicine (often called "healers" or "native doctors") still treat people and their methods are often very successful'.

5. As a class, identify the key words from the topic sentence. (Examples: 'experts', 'treat people', 'successful', 'traditional medicine', 'advice')
6. As a class, make predictions about the text based upon the key words in this topic sentence. (Example answers: description of traditional healers; how they heal; what kinds of cases they heal)

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

1. Ask pupils to read the remaining three paragraphs independently.
2. After pupils have finished reading, invite three volunteers to identify the topic sentences of each paragraph.

Answers:

- Paragraph 2 – 'Traditional healers also help people who are afraid or unhappy'.
- Paragraph 3 – 'Usually they need a long training period to get all the knowledge that they need'.
- Paragraph 4 – 'In many parts of Africa, both traditional medicine and "western" medicine exist side by side, and many people use either or both kinds of treatment'.

3. Write all the topic sentences on the board.
4. Invite different volunteers to identify words or phrases within each paragraph that relate to the topic sentences:

Examples:

- Paragraph 2 – advise the patient; hopes, troubles, fears
- Paragraph 3 – several years; learn from a teacher
- Paragraph 4 – valuable knowledge

5. Explain to pupils that you can use topic sentences to help you summarise a text.
6. Ask a volunteer to read all the topic sentences in order.

Answer:

'All over Africa today, experts in traditional medicine (often called "healers" or "native doctors") still treat people and their methods are often very successful. Traditional healers also help people who are afraid or unhappy. Usually they need a long training period to get all the knowledge that they need. In many parts of Africa, both traditional medicine and "western" medicine exist side by side, and many people use either or both kinds of treatment'.

7. As a class, discuss whether the topic sentences accurately summarise the essay.
8. Have pupils use the topic sentence summary to help them write their own summary of the essay in less than 40 words. They can use the related words that were discussed earlier.

Example:

Traditional healers help people with sickness and personal issues. They train for several years and observe a teacher in practice. Many people in Africa use both traditional healers and western medicine.

9. Move around the classroom to check pupils' work.

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

1. Invite volunteers to read their summary aloud. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL4-L032 in the Pupils' Handbook.

[TEXT]

#### Healers in Africa<sup>1</sup>



All over Africa today, **experts** in traditional medicine (often called 'healers' or 'native doctors') still treat people, and their methods are often very successful. In most parts of Africa, people traditionally believed that diseases such as malaria and injuries such as broken bones not only had physical causes, like mosquitoes, but that they were the result of spiritual **forces**. The gods might be angry or other people might want to bring harm to them. People believed that many things such as accidents, robberies and lack of children could all be a result of this. Traditional doctors treat and advise people in all these cases.

Traditional healers also help people who are afraid or unhappy. The healer may be able to **discover** causes which the patient does not know about. He may then explain these and advise the patient about his hopes, his fears and his troubles with his family and other people. In this way, traditional African medicine uses some of the same methods as modern 'western' medicine.

Traditional healers may be men or women. Usually they need a long training period to get all the knowledge that they need. This training may take several years. During this time, they learn from a teacher, often by watching him at work with his patients. The student may also have to learn traditional verses, and about the plants and roots which are used as medicines. When training is completed, the student goes through a special ceremony which shows that he or she is ready to start working as a healer. As a healer he or she may also wear special clothes to show a difference from other people.

In many parts of Africa, both traditional medicine and 'western' medicine exist side by side, and many people use either or both kinds of treatment. Many communities trust and feel more comfortable with traditional healers than doctors. Doctors have known for many years that the study of African traditional medicine can add **valuable** knowledge to 'western' medicine.

<sup>1</sup> Hicks, R., & Woods, P. (1984). 'Healers in Africa' adapted from *English for Teachers*. Harlow: Longman.

<b>Lesson Title:</b> Figurative Language Review – Euphemism, Paradox, Connotation, Denotation, Rhetorical Question	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L4-L033	<b>Class:</b> SSS 4	<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. Review euphemism, paradox, connotation, denotation, rhetorical questions 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 paragraph for practice 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 (3 minutes)

1. Invite volunteers to identify the word from the given pair of synonyms which has a more positive meaning:
  - ambitious – greedy (Answer: ambitious)
  - cunning – wise (Answer: wise)
  - honest – blunt (Answer: honest)
2. Remind pupils that these more positive words are called euphemisms.
3. Tell pupils that in this lesson they will read an expository essay and explore the figurative language in it.

### Teaching and Learning (15 minutes)

1. Revise euphemisms as a class:
  - Euphemisms are an indirect way of saying something harsh, embarrassing or unpleasant in a less negative way.
  - People use euphemisms in order to be polite, kind and improve someone's public image.  
Examples:
    - 'innocent' instead of 'naive'
    - 'departed' instead of 'dead'
  - They are also used to avoid embarrassing someone or to talk about taboo subjects.  
Example: 'lose your lunch' instead of 'vomit'

2. Revise denotation and connotation:
  - a. Denotation refers to the literal meaning of a word.  
Example: 'Antique' denotes something that belongs to the past or is not modern.
  - Connotation is the idea or feeling a word suggests. It can be positive or negative.  
Example: 'Antique' connotes a value placed upon something old which is special or treasured.
  - Note that euphemisms are synonyms of words to give them a more positive connotation.
3. Revise paradox:
  - A paradox is a statement that appears to be contradictory – the opposite of what is intended – but has an element of truth.
  - Paradox is used to make the reader think about something in a new way or more deeply.  
Examples:
    - My aged grandmother is the most youthful person I know.
    - I feel most lonely in a crowd.
4. Revise rhetorical questions:
  - The purpose of a rhetorical question is to make a point. It does not require an answer.
  - Rhetorical questions are used to express positive and negative things, to convey sarcasm or to reject suggestions.  
Examples:
    - You don't even know how to boil an egg, do you?
    - You don't really expect me to do your homework for you, do you?
    - Why would I want to go to the dance with someone like you?

**Practice** (19 minutes)

1. Have pupils copy the paragraph from the board into their exercise books (see end of lesson).
2. Instruct pupils to identify one example each of euphemism, paradox and rhetorical question in the paragraph.
3. Discuss the answers as a class.  
Answers:
  - Euphemism: 'full-figured' rather than 'fatter'
  - Paradox: 'My sister is an aerobics instructor who stopped exercising ...'
  - Rhetorical question: 'Well, do you want to lose weight?'
4. Invite volunteers to identify whether 'couch potato' has a positive or negative connotation. (Answer: negative)
5. Draw pupils' attention to the sentences on the board (see end of lesson).

6. Instruct pupils to rewrite these sentences with the kind of figurative language given in brackets. Words that are underlined need to be changed.

7. Discuss the answers as a class.

Example answers:

- a. My younger sister implored me to give her some extra chocolates.
- b. Isatu, who is financially poor, has the richest life – such a supportive family and loving friends.
- c. I was shocked when I saw a group of boys hit a dog with a stick. How could they possibly do that?
- d. I do not like it when people drive aggressively.

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

1. Invite volunteers to give further examples of euphemisms and paradox.

Example answers:

- Euphemisms: 'shy' instead of 'timid'; 'restroom' instead of 'toilet'
- Paradox:
  - My brother, who is two metres tall and weighs 110 kilograms, is scared of spiders.
  - His loud voice fell deaf on my ears.



2. For homework, have pupils do practice activity PHL4-L033 in the Pupils' Handbook.

### **[PARAGRAPH FOR PRACTICE]**

My sister is an aerobics instructor who stopped exercising a year ago due to a serious foot injury. To no one's surprise, she has become more full-figured than before. My sister was not too worried until my mother started pestering her. 'Look at what a couch potato you have become!' she would say. One day, my sister became very concerned about her weight as well and went to our family doctor for advice. He told her to go on a diet that excluded all processed food and included only fresh fruits, vegetables, meat, lentils and grains. My sister did not like this suggestion and asked the doctor if such a strict diet was really necessary. The doctor looked at her squarely and said, 'Well, do you want to lose weight?'

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

- a. My younger sister nagged me to give her some extra chocolates. (euphemism)
- b. Isatu is quite poor. However, she is happy because she has a supportive family and loving friends. (paradox)
- c. I was shocked when I saw a group of boys hit a dog with a stick. I could not understand how they could possibly do that. (rhetorical question)
- d. I do not like it when some people drive very fast and keep using the horn. (replace with an adverb that has a negative connotation)

<b>Lesson Title:</b> Persuasive Essay	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L034	<b>Class:</b> SSS 4	<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 a persuasive essay.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the persuasive essay, 'There Should be Stricter Punishments for Corrupt Public Officials' (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Discuss 'persuasion' as a class, using questions such as:
  - a. What are some synonyms of the word 'persuasive'? (Examples: convincing, compelling)
  - b. What are some examples of persuasive writing? (Example answers: persuasive essay, debate, advertising)
  - c. What is the objective of persuasive writing? (Answer: to convince the reader of something)
2. Explain to pupils that in today's lesson they will read a persuasive essay.

### Teaching and Learning (15 minutes)

1. Discuss persuasive essays with pupils:
  - A persuasive essay includes many of the same features as a debate or a speech.
  - It is used to make an argument and convince the reader of something.
  - The main features of a persuasive essay are:
    - Uses convincing language and vocabulary
    - Includes facts, statistics and examples
    - Is written in the first-person point of view
    - Makes recommendations or gives solutions
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson. Draw their attention to the persuasive essay (see end of lesson).
3. Read out the title of the essay to pupils. Invite volunteers to predict what the essay will be about. (Example answers: bribery; corruption; what kind of punishment)
4. Invite a volunteer to read the first two paragraphs of the passage aloud.
5. Ask other volunteers to identify the topic sentences for the first two paragraphs.  
Answers:

- Paragraph 1: ‘This is why corrupt officials who take advantage of people, harming not only individuals but also the country’s development, deserve strict punishments’.
  - Paragraph 2: ‘However, making stricter laws that charge both the official and the police officer that failed to arrest the official may deter them from engaging in such under-the-table transactions and set an example for other officials’.
6. Write the word ‘justice system’ on the board. Have pupils identify its meaning based on context clues. (Context clues: law and order; accuse; charge)
  7. Write the definition for ‘justice system’ on the board: The system of deciding the punishment and extent of guilt of a person accused of a crime
  8. Invite a volunteer to use the phrase in a sentence. (Example: The justice system is failing to punish corrupt officials.)

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

1. Have volunteers read the rest of the essay independently.
2. Have pupils copy the questions on the board in their exercise books and answer them (see end of lesson).
3. Discuss the answers as a class.

Answers:

- a. The main idea is that public officials should get stricter punishment for corruption.
- b. The writer means that corrupt officials have the power to change financial details in papers and accounts.
- c. They are able to steal public funds because they have ties with people in law enforcement and the justice system.
- d. The writer is trying to show that armed robbers get punished despite stealing far less than public officials.
- e. The writer uses reasoning to persuade readers.
- f. ‘Disparity’ means a big difference or gap.

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

1. Discuss the essay as a class using questions such as:
  - Do you agree with the writer’s point of view?
  - Is the essay persuasive?
  - What kind of persuasive language does the writer use?
2. For homework, have pupils do practice activity PHL4-L034 in the Pupils’ Handbook.



*[PERSUASIVE ESSAY]*

### There Should be Stricter Punishments for Corrupt Public Officials<sup>1</sup>

A recent international survey found that most Sierra Leoneans had paid a bribe to government officials in healthcare in 2015, even though healthcare is free in our country. This is just one of the several examples of bribery and corruption that is rampant in Sierra Leone. This is why corrupt officials who take advantage of people, harming not only individuals but also the country's development, deserve strict punishment.

Many public officers are people in power who call the shots and have ties with people in the law and order and justice system. This often makes it harder for the police and the public to accuse and charge a government official. What's more is that public officers usually have the power of the pen – that is, the power to manipulate accounts and change the financial details used in a project. However, making stricter laws that charge both the official and the police that failed to arrest the official may deter them from engaging in such under-the-table transactions and set an example for other officials.

In spite of existing laws though, officials still brazenly steal money that is meant for the country's development. They use various methods to defraud citizens. Money that is meant for public use and comes out of people's taxes is diverted to private pockets and accounts. There are many cases of projects that have been given financial grants several times and yet do not end up getting completed for years. Then why should the punishment for corruption be any less than that of other crimes? After all, they do end up ruining the lives of thousands of people.



Even armed robbers do not steal as much as public officials do. Yet, they are given far harsher punishments. On the other hand, the ill-gotten wealth of the officials is displayed daily on our streets in the form of lavish parties and posh, luxurious cars, while the common man is still struggling to get water and food. This glaring disparity between the rich and the poor can only be eliminated if public officials are held accountable for where they have spent money and how. After all, they are also only employees working for a certain wage.

For these reasons, it is imperative that the government make stricter laws to put an end to rampant corrupt practices. If laws apply to all individuals equally, then that should be the case regardless of status and appointment. Only bringing such criminals to justice will instill the fear of law in public officials.

*[COMPREHENSION QUESTIONS]*

- a. What is the main idea of the essay?
- b. What does the writer mean by the 'power of the pen'?
- c. Why do public officials currently get away with stealing from public funds?
- d. Why does the writer mention the punishment for armed robbers?
- e. Does the writer attempt to persuade the reader through examples or reasoning?
- f. What is the meaning of 'disparity' as used in the fourth paragraph?

<sup>1</sup> This passage is adapted from WAEC English Language Examination, 2013.

<b>Lesson Title:</b> Persuasive Essay		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L035		<b>Class:</b> SSS 4	<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 an essay.</li> <li>2. Write an essay 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 text with correct grammar and spelling.</li> </ol>		 <b>Preparation</b> Write the persuasive essay outline on the board (see end of lesson).	

### Opening (2 minutes)

1. Discuss some features of a persuasive essay as a class. (Example answers: tries to convince the reader of something; has convincing language and vocabulary)
2. Explain to pupils that in today's lesson they will write a persuasive essay.

### Teaching and Learning (15 minutes)

1. 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
2. Discuss the features of the persuasive essay outline on the board with pupils (see end of lesson).
3. As a class, discuss school elections using questions such as:
  - a. How are school elections conducted?
  - b. What positions are pupils elected to?
  - c. How does voting take place?
  - d. What are the benefits and disadvantages of school elections?
4. Invite volunteers to give their opinion on how electing pupil committees helps pupils. (Example answers: Pupils learn about the electoral process; they choose someone they trust and like.)
5. Tell pupils that they are going to write a persuasive essay on the topic: 'Should electing pupil committees be compulsory in all schools?'
6. Demonstrate for pupils how to complete the introduction section of the outline using the following information:

## Introduction

- Topic: Elections for the student committee should be compulsory in all schools
- Audience: School staff and pupils
- Description of the issue: Many schools have prefects and head boys and head girls. Pupils should be allowed to elect them.
- Topic sentence (writer's opinion): Giving pupils this experience will enhance their education.

## Practice (20 minutes)

1. Have pupils complete their own outlines for the essay. Remind them that this is a persuasive essay so they should be arguing in favour of electing pupil committees or against it.
2. Move around the classroom to check that pupils are filling in their outlines correctly.
3. Invite volunteers to share one of their arguments with the class.
4. Instruct pupils to start writing their persuasive essay, keeping the following in mind:
  - There should be separate arguments divided by paragraph.
  - Arguments should be logically organised.
  - The essay should be organised using the rules of a five-paragraph essay.

## Closing (3 minutes)

1. Invite volunteers to share their introductory paragraph with the class.
2. For homework, have pupils do practice activity PHL4-L035 in the Pupils' Handbook.

## [PERSUASIVE ESSAY OUTLINE]

### Introduction

- Topic: \_\_\_\_\_
- Audience: \_\_\_\_\_
- Description of the issue: \_\_\_\_\_
- Topic sentence (writer's opinion): \_\_\_\_\_

### Argument #1

- Topic sentence: \_\_\_\_\_
- Supporting evidence: \_\_\_\_\_

### Argument #2



- Topic sentence: \_\_\_\_\_
- Supporting evidence: \_\_\_\_\_

**Argument #3**

- Topic sentence: \_\_\_\_\_  
- Supporting evidence: \_\_\_\_\_

**Conclusion**

- Restate writer's opinion/argument: \_\_\_\_\_
- Summary of the evidence/supporting information in favour of the argument:  
\_\_\_\_\_
- Give recommendations: \_\_\_\_\_

<b>Lesson Title:</b> Reading Skills Development: WH Questions, Inferential and Literal Questions	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L036	<b>Class:</b> SSS 4	<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> <ol style="list-style-type: none"> <li>1. Read the text, 'My First Experience in the City' (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Ask volunteers to name the most common 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 you will revise how to ask and answer WH questions as well as inferential and literal questions.

### Teaching and Learning (15 minutes)

1. Explain how pupils can use WH questions for reading comprehension:
  - To improve reading comprehension.
  - To check for information in a text.
  - 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?
3. Revise inferential questions:
  - Inferential questions 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 and how something happened. They could also be yes/no questions that require some explanation.

Examples:

- Why did the boys fight?
- How did you solve the puzzle?

4. Clarify that some 'why' and 'how' questions can also be factual if they ask about something that is clearly stated in the text.
5. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
6. Read the first paragraph aloud (see end of lesson).
7. Ask 3-5 volunteers to identify factual WH questions they could ask and answer to summarise the paragraph.

Examples WH questions:

- Who is the paragraph about? (Answer: the writer)
  - What happened with the main character? (Example answer: She was invited to Freetown for Christmas holidays.)
  - When did she travel? (Answer: before the Christmas holidays)
  - Where did she travel from? (Answer: her village)
8. Ask volunteers to answer the following inferential questions:
    - How did the writer feel about going to Freetown? (Example answer: joyful and curious)
    - What does the writer mean by '... what I had been missing'? (Example answer: She did not know much about the city life.)

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

1. Have pupils read the remaining paragraphs silently to themselves.
2. Have pupils copy the comprehension questions from the board into their exercise books (see end of lesson).
3. Instruct pupils to answer the questions and identify whether they are literal or inferential.
4. Discuss the answers as a class.

Answers:

- a. Factual – The writer imagined that Freetown would be a beautiful city and have many modern facilities.
- b. Inferential – The writer's first impression of Freetown was negative. It was dirty and chaotic.
- c. Inferential – The writer was expecting Freetown to be an amazing place but instead was disappointed.
- d. Inferential – The writer was probably anxious because she was thinking about the journey and what the city would be like.

- e. Factual – The writer’s aunt had given the impression that she was a successful businesswoman.
5. Have pupils work individually to summarise the writer’s story in about 100 words. Invite volunteers to share their summary with the class.

Example summary:

The writer was excited to go to her auntie’s house in Freetown for her Christmas holidays and to see a city for the first time. Her journey to Freetown was tiring. Also, she was disappointed to find that her auntie lived in a slum and that the city was very dirty. The writer found garbage everywhere and the food was poor. She did not like the city and returned to her village life before the holidays were over.

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

1. For homework, have pupils do practice activity PHL4-L036 in the Pupils’ Handbook.

[TEXT]

#### My First Experience in the City

When Auntie Katumu sent a message to my father inviting me to spend the Christmas holidays with her in Freetown, I was filled with joy. I felt like the luckiest girl in the world. I had always imagined Freetown to be a beautiful city with many modern facilities. This invitation was special since it would give me an opportunity to visit the city for the first time and enjoy it at least for a short period of time. Now was the time for me to find out what I had been missing.

Contrary to my expectations, the journey was one of the most unpleasant experiences I have ever had in my life. We did not arrive in Freetown until 7:30 p.m. even though we began the trip at 10:00 a.m. The vehicle in which we were travelling broke down halfway through the journey and the driver had to send for mechanics to come and fix the vehicle. We spent the whole day waiting for the vehicle to be fixed before we continued our journey. I was so tired and hungry; I had not eaten anything that morning because of my anxiety.

When we finally arrived in Freetown, it was completely dark. I was shocked by the first few things I saw when I exited the vehicle. There were very long queues of unhappy people waiting to board the ‘poda poda’ minibuses and many others trekking home after the day’s work. I also noticed piles of rubbish everywhere, which gave a very unpleasant odour in the vicinity. Vehicles and motorbikes were moving very slowly because of heavy traffic. I noticed total chaos as opposed to the quiet and peaceful life in the village.

Auntie Katumu and I boarded a taxi which took us to her residence. I expected Auntie to be living in one of those luxurious bungalows I had seen in the newspaper because whenever she visited the village, she gave us the impression that she was





a prosperous businesswoman. She seemed so urban and cool. To my surprise and total disappointment, she lived in one of the slums where flooding had displaced several people the previous year.

The entire community was very filthy, and there were high mountains of rubbish all over the place. She took me to the nearby 'cookery shop' to have breakfast. We hurriedly ate the fried food, and she left me in the house while she went to do her street trading. I realised that although the village was small and lacked some amenities, life was peaceful and somehow easier there. At least we ate fresh food, moved about freely and breathed clean air. With my disappointment in the city, I decided to return to my village even before my holidays had ended.

*[COMPREHENSION QUESTIONS]*

- a. What was the writer's expectation of Freetown before visiting?
- b. What was the writer's first impression of Freetown?
- c. How did the writer's expectation differ from the reality she saw?
- d. Read the line from the third paragraph: 'I was so tired and hungry; I had not eaten anything that morning because of my anxiety'. Why was the writer anxious?
- e. Why did the writer expect her aunt's house to be a luxurious bungalow?

<b>Lesson Title:</b> Reading Skills Development: Substitution of Words in a Text	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L037	<b>Class:</b> SSS 4	<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 words.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the text, 'Insects: Important Creatures' (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> <li>4. Write the fill-in-the-blanks sentences on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to give both synonyms and antonyms of the following words.
  - Beautiful (Examples: synonyms – pretty, gorgeous; antonyms – ugly, dull)
  - Interesting (Examples: synonyms – fascinating, amazing; antonyms – boring, dull)
2. Tell pupils that in this lesson they will revise word substitution in a text.

### Teaching and Learning (13 minutes)

1. Revise synonyms:
  - Synonyms are words or phrases that have almost, if not exactly, the same meaning.
2. Invite volunteers to give synonyms for the word 'many'. (Example answers: much, several, numerous)
3. Remind pupils that although these words have similar meanings, they can only substitute for one another depending on the context. When substituting, the new phrase or word should never change the meaning of the sentence.  
 Example:
  - Sentence: I bought **many** flowers.
    - Incorrect substitution: I bought **much** flowers.
    - Correct substitution: I bought **several** flowers.
4. Revise antonyms:
  - Antonyms are words or phrases that have opposite meanings.
5. Invite volunteers to give antonyms for the word 'many'. (Example answers: few, little)  
 Remind pupils that they must choose the correct substitution based on the way the word is used in the sentence.  
 Example:
  - Sentence: All the teachers agreed that 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.
6. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
  7. Read the title of the text aloud (see end of lesson).
  8. Invite a volunteer to read the first paragraph aloud.
  9. Write the word 'nuisance' on the board.
  10. Have pupils identify a word or phrase that can replace 'nuisance' without changing the meaning or structure of the sentence.
  11. Invite volunteers to share their answers. Write correct answers on the board.  
(Examples: pest, irritation, annoyance)
  12. Write the word 'brief' on the board.
  13. Have pupils identify a word or phrase that is the opposite of 'brief' in this context.
  14. Invite volunteers to share their answers. Write correct answers on the board.  
(Examples: long, lengthy, exhaustive)

**Practice** (23 minutes)

1. Have pupils read the remainder of the text silently to themselves.
2. Instruct pupils to copy the words for substitution from the board into their exercise books (see end of lesson).
3. Instruct pupils to substitute these words from 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:
  - a. irritating
  - b. hit/strike
  - c. persuade
  - d. strong
5. Have pupils copy the words needing antonyms from the board into their exercise books (see end of lesson).
6. Tell pupils to find antonyms for these words.
7. Discuss the answers as a class.  
Example answers:
  - a. disables
  - b. inaccurately
  - c. unnecessary
  - d. destroy
8. Have pupils copy the fill-in-the-blanks sentences from the board into their exercise books.
9. Have pupils fill in the blanks with either a synonym or an antonym of the underlined word in each sentence.
10. Discuss the answers as a class.

Example answers:

- a. potable
- b. sensible
- c. friendly
- d. excellent

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

1. For homework, have pupils do practice activity PHL4-L037 in the Pupils' Handbook.

[TEXT]

#### Insects: Important Creatures<sup>1</sup>

Have you always thought that insects are nothing but a nuisance? Would you like the world to be free of these annoying pests? Do you spray them, swat them or step on them at every opportunity? Before declaring war on every bug that crosses your path, why not try to learn something about their world? After all, with the population that outnumbers humans about 200 million to one, you can be sure that insects are here to stay! A brief look at just a few of these amazing creatures might well convince you that insects are fascinating beings.

First, let us consider flying insects. Mosquitos can fly upside down. Some can even fly through the rain without getting wet – yes, they actually dodge the raindrops! Some tropical wasps and bees buzz around speeds of up to 72 kilometres per hour. One monarch butterfly of North America logged 3,010 kilometres on its migration flight. Hoverflies can beat their wings more than a thousand times per second – much faster than hummingbirds. Clearly, insects are accomplished fliers, unmatched by any other winged creature.

The eyes of many insects serve as a compass. Bees and wasps, for instance, can detect the plane of polarised light. This enables them to locate the sun's position in the sky – even when it is hidden by clouds. Thanks to this ability, these insects can forage far from their nests and still navigate their way home accurately.

In the insect world, sounds and aromas are often used to find a mate. Female emperor moths find a suitor by emitting a scent that is so potent that a male can home in on its source from nearly 11 kilometres away. Crickets, grasshoppers and cicadas prefer to make themselves heard. Even we humans can hear the amorous cicada as it converts its whole body into a sounding board. A large group of courting cicadas can make a noise louder than that of a drilling machine!

Insects play a vital role in our daily life. They pollinate about 30 percent of the food that we eat. Insects also keep the Earth clean by way of an efficient recycling system, as they reprocess dead plants and animals. Scientists say that without

insects, the Earth would be inundated with dead plant and animal matter. They also enrich the soil by liberating nutrients that make things grow.

Admittedly, some insects eat crops and carry disease. But only one percent of the world's insects are considered pests, and many of these cause damage because of the way man himself has altered the environment. Even with their drawbacks, insects are an integral part of the natural world on which we depend. Scientists have pointed out that while insects can live without us, we cannot survive without them.

*[WORD FOR SUBSTITUTION]*

- a. annoying
- b. swat
- c. convince
- d. potent



*[WORDS NEEDING ANTONYMS]*

- a. enables
- b. accurately
- c. vital
- d. enrich

*[FILL-IN-THE-BLANKS]*

1. The water in the city is unhygienic and not safe for drinking. It is not \_\_\_\_\_.
2. Having lived so many years, my grandmother is wise and \_\_\_\_\_.
3. I expected my school principal to be very stern, but she turned out to be quite \_\_\_\_\_.
4. Sandima is an outstanding pupil and has written a(n) \_\_\_\_\_ essay.

<sup>1</sup> This passage is adapted from WAEC English Language Examination, 2007.

<b>Lesson Title:</b> Report	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L038	<b>Class:</b> SSS 4	<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 a report.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Read the text, 'Report on the Fight in School' (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to give examples of when they might need to write a report. (Example answers: to give an account of an experience; to formally state the details of an event)
2. Tell pupils that in today's lesson they will read a report about a fight in school.

### Teaching and Learning (15 minutes)

1. Revise the features of a report with pupils:
  - Tells about an event in chronological order
  - Seeks to give the reader information about something that happened
  - Uses formal language and puts any informal language or colloquialisms in inverted commas
  - Can be descriptive, narrative, persuasive or expository
2. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
3. Invite a volunteer to read the first paragraph aloud.
4. Invite volunteers to explain what the report is about based on the first paragraph.  
Example answer:  
It is a report on a physical fight between Amadu and Maliki from SSS 2. They are regretful and want to be forgiven.
5. Ask pupils to infer the meaning of the word 'regretful' from the words around it.  
Clues: 'apology'
6. Write the meaning of 'regretful' on the board: Sorry
7. Invite a volunteer to use the word 'regretful' in a sentence. (Example: My brother said he was regretful after breaking mother's favourite dish.)

### Practice (21 minutes)

1. Instruct pupils to read the remaining paragraphs silently to themselves.
2. Write the following words on the board:

- stressed
  - reprimanded
  - scowling
3. Have pupils work with seatmates to identify the meanings of these words based on context clues.
  4. Discuss the answers as a class.  
Answers:
    - Stressed: Worried
    - Reprimanded: Scolded
    - Scowling: Frowning
  5. Have volunteers raise their hand to answer the following questions:
    - What words in the passage refer to the order in which things happened, or chronology? (Example answers: 18<sup>th</sup> October; recess)
    - Does the writer use colloquialisms? (Answer: no)
    - What type of writing is this: descriptive, narrative, persuasive or expository? How do you know? (Example answer: narrative – told in the first-person; tells about an experience)
  6. Have pupils write the following in their exercise books:
    - a. A topic sentence the author might use to make this report more descriptive
    - b. A topic sentence the author might use to make this report more persuasive
  7. Invite volunteers to share their topic sentences with the class.  
Examples:
    - a. The horrific fight between Maliki and Amadu upset everyone in the class and ruined everyone’s day.
    - b. Maliki and Amadu should have thought before they acted to avoid getting carried away by their anger.

**Closing (1 minute)**

1. For homework, have pupils do practice activity PHL4-L038 in the Pupils’ Handbook.

**[REPORT]**

Report on the Fight in School

A physical fight broke out recently between two pupils on the 18<sup>th</sup> of October in SSS 2 Division A. The two pupils in this case were Amadu and Maliki, who are otherwise good friends. The fight left both boys injured; however, they are regretful of their actions and ask for the forgiveness of the school staff and their class fellows.

According to Musu, who was present when the fight took place, Amadu was finishing his essay during recess while Maliki was playing outside. Amadu seemed stressed as his essay was overdue for submission by three days and the teacher had reprimanded him for not doing his homework on time. Suddenly, a ball flew into the

classroom and hit Amadu on his hand. Amadu was visibly distressed and in a lot of pain as the ball had come at a high speed and hit his wrist bone.

Maliki entered the classroom to retrieve the ball and saw that Amadu had been struck by the ball. Unaware of how badly Amadu had been hurt, Maliki started laughing at him, calling him timid and weak. When Amadu continued scowling, Maliki teased him further by calling him names. This is when Amadu got up from his chair and threw his math book at Maliki's head. It missed Maliki's head but riled him up.

Amadu and Maliki's fight started with the two throwing objects at each other and then turned into a full-scale brawl. When I entered the classroom to stop them, a crowd had gathered around them. The pupils, instead of putting an end to the violence, started cheering and clapping. I had to call our history teacher, Mr Bayoh, to stop the fight.



Both Amadu and Maliki have sustained injuries on their face, arms, hands and neck. Mr Bayoh scolded the two boys and took them to the school counsellor. The counsellor had a long talk with the boys and called up their parents to talk with them.

The next day, Amadu and Maliki came to school and apologised to all the class fellows for setting a bad example and creating a ruckus in an otherwise friendly environment. The two have been punished and have to help the school janitor clean the classrooms after school for a week.

Submitted by—

Marie Kamara  
Head Girl, SSS 2.



<b>Lesson Title:</b> Report	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L039	<b>Class:</b> SSS 4	<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 report.</li> <li>2. Write a report 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 text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the features of a report on the board (see end of lesson).</li> <li>2. Write the report outline on the board (see end of lesson).</li> <li>3. Read the example report, 'Trip to the Rice Field' (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to identify what should be included in a report. (Example answers: details of when and where; the people involved; the incidents)
2. Tell pupils that in this lesson they will write a report.

### Teaching and Learning (15 minutes)

1. Direct pupils' attention to the features of a report on the board (see end of lesson). Revise the features with pupils.
2. One of the features of a report is that it is told in chronological order. As a class, discuss words and phrases that can help mark the passage of time. Write examples on the board. (Examples: then, afterward, later, at that time)
3. Tell pupils that they will write a descriptive report on the topic: 'Our recent school visit to a rice field'.
4. As a class, discuss things pupils might see and experiences they might have at a rice field. (Example answers: farmers, paddy fields, rice, village)
5. Draw pupils' attention to the report outline on the board and revise it with pupils (see end of lesson).
6. As a class, discuss ideas for the introduction. Complete the introduction section of the outline on the board.

Example:

Topic (What is your report about?): Recent school trip to a rice field

#### Introduction

Topic Sentence: The rice field trip held on the 1<sup>st</sup> of November 2017 in the village of Torma Bum was very informative and taught us a lot of farming techniques.

Actions/Reactions:

1. The pupils have requested another such trip to learn more.
2. The pupils now value the effort that goes into growing food.

**Practice** (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and direct them to the report outline.
2. Instruct pupils to copy the outline into their exercise books.
3. Have pupils complete the outline with their main ideas and some details for a descriptive report on the topic: 'Our recent school visit to a rice field'.
4. Have pupils share the main ideas from their outlines with seatmates.
5. Read the example report to pupils (see end of lesson).
6. Tell pupils to use their outlines to begin to write their report. Remind pupils that their report should be approximately 450 words and that they need to organise their main ideas in a logical or chronological order.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL4-L039 in the Pupils' Handbook.

*[FEATURES OF A REPORT]*

- Tells about an event in chronological order
- Seeks to give the reader information about something that happened
- Uses formal language and puts any informal language or colloquialisms in inverted commas
- Can be descriptive, narrative, persuasive or expository

*[REPORT OUTLINE]*

Topic (What is your report about?): \_\_\_\_\_

**Introduction**

Topic Sentence: \_\_\_\_\_

Actions/Reactions:

1. \_\_\_\_\_
2. \_\_\_\_\_

**Body Paragraph 1**

What happened next: \_\_\_\_\_

Actions/Reactions:

1. \_\_\_\_\_
2. \_\_\_\_\_

**Body Paragraph 2**

What happened next: \_\_\_\_\_

Actions/Reactions:

1. \_\_\_\_\_
2. \_\_\_\_\_

### **Body Paragraph 3**

What happened next: \_\_\_\_\_

Actions/Reactions:

1. \_\_\_\_\_
2. \_\_\_\_\_

### **Conclusion**

How it ended: \_\_\_\_\_

Actions/Reactions:

1. \_\_\_\_\_
2. \_\_\_\_\_

*[EXAMPLE REPORT]*

#### Trip to the Rice Field

On Monday, the 12<sup>th</sup> of November 2017, 35 pupils of SSS 4 Division A visited a rice field to learn how the crop is grown and harvested. The field lay in Torma Bum village, 18 kilometres away from the school. The pupils left school on a bus at 9:00 a.m. and reached the farm at 9:45 a.m. By the end of the day, pupils wanted to spend more time at the field and requested another visit soon.

When the pupils got off the bus, they were greeted by the farm owner, Mrs Sesay, who was cutting the ripe rice crop. She explained how she knew whether the rice was ripe from its colour and texture. Some pupils offered to help her cut the crop. After that, she showed the class how she dries the crop in a place with very little moisture. She explained that this is necessary because rice absorbs moisture very easily. Then, she explained that the dried product which is ready to be sent to market is stored in a godown, which is essentially a warehouse.

Back outside in the field, the farmer introduced the pupils to her son, Dauda, who is also a farmer. He explained how fertilisers and manure are applied to the soil to make it more nutrient-rich and conducive to growing rice. He explained that theirs is an organic farm, so they do not use any insecticides or pesticides. The manure they use is made up of cow dung and compost. Again, pupils enthusiastically offered to put manure in the soil. They helped him in this process for half an hour.

Then there was a short refreshment break wherein all the pupils drank some water and ate some fresh fruit from the farm. They asked the farmers about their life and got to know them better.



After the break, Dauda showed everyone the simple machinery they use to thresh the rice grain – separate the edible part from the rest. Dauda explained that technology has enabled the mechanisation of threshing, but that it is not yet

available in Sierra Leone. After threshing, he showed how the rice is checked for quality. Then they package the rice in bags and seal them to make them ready to be sold in the market. Once again, SSS 4 pupils volunteered to help Dauda carry the rice sacks from the godown to the market van.

Pupils report that they had a very educational and informative day at the field. They look forward to further experiences that teach them about things outside of school.

Submitted by—

Miatta Sisay  
SSS 4 Pupil.

<b>Lesson Title:</b> Reading Skills Development: Reasoning	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L040	<b>Class:</b> SSS 4	<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. Read the text, 'The Car Won't Start' (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Invite volunteers to explain the difference between inductive and deductive reasoning.  
Example answer: Deductive reasoning uses logic, facts and evidence to reach a conclusion; inductive reasoning is a prediction or probable conclusion made on the basis of facts.
2. Tell pupils that in this lesson they will revise inductive and deductive reasoning.

### Teaching and Learning (13 minutes)

1. Revise deductive reasoning as a class:
  - If used correctly, deductive reasoning reaches logical and certain conclusions. Deductive reasoning has three parts: a premise, evidence and a conclusion.
  - It starts with a premise, or rule, that everyone can accept.  
Example: All mammals have lungs.
  - The piece of evidence should be an observable fact.  
Example: Humans are mammals.
  - The conclusion uses both the premise and the evidence together.  
Example: All mammals have lungs, and humans are mammals, so humans have lungs.
2. 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: Most women in my community were 23 years old when they had their first child. So, all women bear their first child at 23 years of age.
  - Inductive reasoning deals with probabilities, not certainties.

- The more relevant facts you can gather, the more likely the conclusion is to be correct.
3. Revise the three 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 the 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?
  4. Read the title of the text aloud to pupils (see end of lesson). Invite volunteers to predict what the text will be about. (Example answers: the writer's car did not start; somebody gave someone a lift because their car wouldn't work.)
  5. Invite volunteers to identify what type of reasoning they used to make these predictions. (Answer: Inductive reasoning).

**Practice** (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
2. Instruct pupils to read the text silently by themselves.
3. Invite volunteers to summarise the story's events for the class.  
Example:  
The writer was going to his village and tried to start his car at the station. It would not move. Some people suggested that his battery had died or that there was a problem with the wiring. The writer called a mechanic. The mechanic asked him a series of questions and told the writer that his handbrake had jammed a wheel's rotation. The mechanic struck the wheel hard a few times, and the car was able to move again.
4. Invite volunteers to answer the following questions by raising their hand. Have them identify which of the three levels of reading they used to arrive at their answer.
  - Where was the writer going?  
Answer: He was going to his village. (reading on the lines)

- What problem did the writer face?  
Answer: His car's engine started, but it would not move. (reading on the lines)
  - Why did someone ask the writer when he had last started his car?  
Answer: They wanted to determine if the battery could have died. (reading between the lines)
  - What does the writer mean by 'not wanting to be relieved too soon'?  
Answer: He did not want to be too happy or hopeful that his car would start until he was sure of it. (reading between the lines)
  - What lesson can readers learn from the writer's experience?  
Example answer: One should always know the effects of the weather on a car's parts. (reading beyond the lines)
5. Tell pupils to read the comprehension questions on the board (see end of lesson). Have them work with seatmates to identify the kind of reasoning used.
  6. Discuss the answers as a class.  
Answers:
    - a. Inductive – The writer told someone that he had not used his car for a month, so that person thought his battery must have died.
    - b. Inductive – Since the battery was new, someone suggested that it must be the wiring.
    - c. Deductive – The mechanic ruled out the possibilities of battery damage and wire damage. Then he asked if the handbrake had been left on for the whole month.

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

1. For homework, have pupils do practice activity PHL4-L040 in the Pupils' Handbook.

[TEXT]

### The Car Won't Start

Though I work in the city, my job is flexible and allows me to make frequent trips to my village. I usually take the train to a railway station that is about 50 kilometres away from my remote village. Fortunately, I have an old car which is parked at the station. Every time I leave my village, I park it at the station. When I return, I take it back to my parents' house in the village.

Last week, when I was going back to my village, I found my car in its usual parking spot. Eager to get home and taste my mother's cooking, I put the key in the ignition and started the car. It revved to life. However, when I tried to reverse, the car would only jump a little and not actually move. I tried accelerating forcefully and moved the steering wheel this way and that way, but my car stayed put. Worried, I asked some passers-by for help.

'When did you last start it?' they asked.

'A month ago', I said.

'Ah! Then that means the car battery must be dead. One needs to keep turning the engine on regularly to charge the battery'.

'Highly unlikely', I said. 'I replaced my car's old battery with a new one only six months ago'.

'Well, then a wire is probably damaged; that must be the problem', said another.

This time, I had no retort. 'Maybe', I said. 'I'll call a mechanic'. I called up a mechanic who said he would arrive in 20 minutes.

When the mechanic arrived, five or six people had gathered around my car. The mechanic took one look at the car and went into a round of questioning with me.

'When did you last use this car?'

'A month ago'.

'How old is your battery?'

'Six months only!'

'Is the car moving at all? Is the problem only in moving backwards?'

'It moves neither way'.

'When you parked the car, did you leave the handbrake on?'

'Why yes, I did. I did not want my car to go rolling into someone else's!'

'Well, there's your answer! This is the rainy season. If you leave your handbrake on for that long, it jams the rotation of the rear wheel. But do not worry, all I have to do is hammer your wheel into rotation. It will take five minutes!'

'Are you sure?' I asked, not wanting to be relieved too soon.



'Absolutely'.

Sure enough, it took the mechanic all of four minutes to make my rear wheel rotate again. I wished I had known this earlier and I would have taken a stone or borrowed a hammer from the station and done the job myself.

### *[COMPREHENSION QUESTIONS]*

- a. Why did someone suggest that the car's battery was dead? What kind of reasoning is that?
- b. Why did someone think that the wiring had a problem? What kind of reasoning did they use?
- c. Why did the mechanic think that the handbrake was the root cause? What reasoning did he use?



<b>Lesson Title:</b> Word Stress and Emphatic Stress Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L4-L041	<b>Class:</b> SSS 4	<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 emphatic stress in sentences.</li> <li>3. Pronounce words with their correct stress pattern.</li> </ol>	 <b>Preparation</b> None	

### Opening (5 minutes)

1. Read the following sentence in a flat voice with no expression:
  - My mother went to the market.
2. Read the sentence 3 more times, placing the stress on the words in bold:
  - **My** mother went to the market.
  - My **mother** went to the market.
  - My mother went to the **market**.
3. As a class, discuss the questions that each statement could be answering, based on the word stress:
  - **My** mother went to the market.  
Example: Whose mother went to the market?
  - My **mother** went to the market.  
Example: Who went to the market?
  - My mother went to the **market**.  
Example: Where did your mother go?
4. Tell pupils that in today's lesson you will revise word stress and emphatic stress.

### Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and follow along.
2. Revise emphatic stress:
  - When speaking, emphatic stress is the stress placed 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: book)

- verbs (Example: run)
  - adjectives (Example: exciting)
  - adverbs (Example: slowly)
  - negative auxiliary or helping verbs (Examples: don't, aren't, haven't, can't)
  - Structure/function words include:
    - pronouns (Example: they)
    - prepositions (Example: on)
    - articles (Examples: a, an, the)
    - conjunctions (Example: but)
    - auxiliary verbs (Examples: be, do, have)
  - In a sentence, we typically stress content words and do not stress structure words.
4. 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: One of the biggest environmental problems is **global warming**.
    - We can use emphatic stress to ask a specific question.  
Example: How much did you **pay**?
    - We can use emphatic stress to highlight the more important words in one's speech.  
Example: **I** am not sure of the solution, are **you**?
  5. Write the following sentences on the board:
    - My sister is attending university in Dubai.
  6. Read the sentence aloud and ask volunteers to identify the content words in it:
    - My sister is attending university in Dubai. (Answer: sister, attending, university, Dubai)
  7. Have pupils say the sentence aloud, stressing all of the content words.
  8. Ask the following questions and invite volunteers to answer, stressing the key word(s) in the sentence that answer the question. (Answers in bold below)
    - Who is attending university in Dubai?  
Answer: My **sister** is attending university in Dubai.
    - Where is your sister attending university?  
Answer: My sister is attending university in **Dubai**.
    - What is your sister doing in Dubai?  
Answer: My sister is **attending university** in Dubai.
  9. Explain that we can understand the question a speaker is answering by listening to where emphatic stress is placed in their response.
  10. 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 two-syllable nouns (Example: **class**-room)
- Stress the root of:
  - Most two-syllable adjectives – usually the first syllable (Example: **ha**-ppy)
  - Most two-syllable verbs – usually the last syllable (Example: un-**do**)
  - Most two-syllable prepositions – usually the last syllable (Example: be-**fore**)
- The stress of three-syllable words depends on the type of word and its ending:  
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: **cap**able)
  - Words ending in ‘-ient’ (Example: **pa**tient)
  - Words ending in ‘-ious’ (Example: **anx**ious)
  - Words ending in ‘-sion’ (Example: **ten**sion)
  - Words ending in ‘-tion’ (Example: convers**ation**)

11. Have pupils repeat the above example words after you with stress on the bold syllables.

### Practice (14 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.
  - conversation
    - **con**-ver-sa-tion
    - con-**ver**-sa-tion
    - con-ver-**sa**-tion
    - con-ver-sa-**tion**
  - patient
    - **pa**-tient
    - pa-**tient**
  - capable
    - **cap**-a-ble
    - cap-**a**-ble
    - cap-a-**ble**
  - extension
    - **ex**-ten-sion
    - ex-**ten**-sion
    - ex-ten-**sion**

2. Write the words on the board and invite volunteers to come to the front and underline the stressed syllables. Correct mistakes if needed.

Answers:



- con-ver-sa-tion
  - pa-tient
  - cap-a-ble
  - ex-ten-sion
3. Read the following statements aloud and have pupils write a question for each statement based on where the emphatic stress is placed (stress in bold).
    - a. The teacher took her pupils to the **Railway Museum** for a class trip.
    - b. The **teacher** took her pupils to the Railway Museum for a class trip.
    - c. The teacher took her **pupils** to the Railway Museum for a class trip.
    - d. The teacher took her pupils to the Railway Museum for a **class trip**.
  4. Discuss the answers as a class.

Example questions:

- a. Where did the teacher take her pupils for a class trip?
  - b. Who took the pupils to the Railway Museum for a class trip?
  - c. Who did the teacher take to the Railway Museum for a class trip?
  - d. Why did the teacher take her pupils to the Railway Museum?
5. Instruct pupils to write three statements in their exercise books and underline the emphatic stress in each statement.
  6. Move around the classroom to make sure pupils are doing the activity correctly.
  7. Have pupils exchange exercise books with seatmates and write a question for each statement based on where the emphatic stress is placed.
  8. Move around the classroom to check pupils' work.

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

1. For homework, have pupils do practice activity PHL4-L041 in the Pupils' Handbook.

<b>Lesson Title:</b> Rhyme and Intonation Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L4-L042	<b>Class:</b> SSS 4	<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 poem 'The Crocodile' on the board and practise reading it aloud.</li> <li>2. Write the rhyme practice on the board (see end of lesson). Do not mark the answers.</li> <li>3. Write the dialogue on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Read the following words to pupils: tame, lame, sane, same.
2. Ask pupils to identify which of the above words rhyme. (Answer: tame, lame, same)
3. Tell pupils that in today's lesson you will revise rhyme and intonation.

### Teaching and Learning (23 minutes)

1. Revise rhyme:
  - Rhyme is the repetition of the same or similar sounds in two or more words.
  - Example: cake, make, bake
  - Rhymes are based on sounds, not on spelling.
    - Two words that look alike may not necessarily rhyme.  
Example: cove, love
  - Words with different spellings may rhyme.  
Example: so, row, though
2. Revise rhyming patterns with pupils:
  - Rhyme schemes are the patterns words make in poems.  
Example: The words 'friend, lend, break, take' together make an AABB rhyme.
    - 'Friend' and 'lend' rhyme. Those are 'A'.
    - 'Break' and 'take' rhyme to make 'B'.
3. Draw pupils' attention to the poem on the board (see end of lesson).
4. Read the poem aloud.
5. As a class, identify the rhyming words at the end of the first stanza (first four lines). (Answer: crocodile, Nile; tail, scale)

6. Ask 1-2 volunteers to identify the rhyming words at the end of the second stanza (next four lines). (Answer: grin, in; claws, jaws)
7. Invite a volunteer to identify the rhyme scheme of the poem. (Answer: ABAB)
8. As a class, brainstorm additional words that rhyme with the paired words. Write up to three examples for each on the board.

Examples:

- Crocodile/Nile: while, mile,
  - Tail/scale: male, fail, sail
  - Grin/in: chin, sin, kin
  - Claws/jaws: pause, paws, cause
9. 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 two 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.
  10. 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: What time does the boat leave?
    - It is also used to make a statement that is complete and confident.  
Example: Christmas is on the 25<sup>th</sup> of December.
    - Last, we use it with question tags that are rhetorical.  
Example: I warned you, didn't I?
  11. 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 completed your homework?
    - We also use it when we are unsure of something or have more to say.  
Example: Do you think that ...
    - Last, we use it with question tags that seek confirmation.  
Example: You locked the door, didn't you?
  12. 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 teacher asked us to bring a pen, pencil, geometry kit and exercise book'. The voice rises on 'pen, pencil, geometry kit' and falls on 'exercise book'.
    - We can use rising intonation for introductory words and phrases. After that, the intonation falls.

Examples: for example, in contrast, clearly

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

Example: Would you rather go to Nairobi or Kampala?

13. Read the following questions and statements aloud, using rising or falling intonation as indicated by the arrows:

□□□□□□□□□□

Do you speak French?

□□□□□□ □

No, I do not speak French.

□□□□□□ □

I gave the book to Musa, didn't I?

□□□□□

Yes, you did.

□□□□□□ □

Where is the football match taking place?

□□□□□□□□□□

The match will be at the school.

14. Read the sentences aloud again, one by one. After each statement or question, ask volunteers to identify if they have 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.

Answers:

- Do you speak French? – rising intonation
- No, I do not speak French. – falling intonation
- I gave the book to Musa, didn't I? – rising intonation
- Yes, you did. – falling intonation
- Where is the football match taking place? – falling intonation
- The match will be at the school. – falling intonation

### 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 the answers as a class (answers in bold at end of lesson).
4. Point to the dialogue on the board (see end of lesson). Have pupils work with seatmates to identify whether each sentence of the dialogue uses rising or falling intonation.
5. Discuss the answers as a class.  
Answers:  
A: Do you know when the examination is? (Answer: rising)  
B: No, I do not. (Answer: falling)  
A: Why don't you know? (Answer: falling)  
B: I didn't check the schedule. (Answer: falling)  
Should I have checked the schedule? (Answer: rising)  
A: Yes, everyone should know the examination schedule. (Answer: falling)  
B: You really followed your own advice, didn't you? (Answer: falling)
6. Have pupils practise reading the dialogue aloud. They should take turns reading each part.
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 PHL4-L042 in the Pupils' Handbook.

### *[POEM]*

The Crocodile<sup>1</sup>  
by Lewis Carroll

How doth the little crocodile  
Improve his shining tail,  
And pour the waters of the Nile  
On every golden scale!

How cheerfully he seems to grin,  
How neatly spreads his claws,  
And welcomes little fishes in,  
With gently smiling jaws!

### *[RHYME PRACTICE]*

winter	a. wince	b. weather	<b>c. splinter</b>	d. mint
speaking	a. spelling	<b>b. leaking</b>	c. swirling	d. week
race	<b>a. pace</b>	b. rake	c. faced	d. courage
concern	a. concerning	<b>b. return</b>	c. learned	d. burnt
giraffe	a. laughed	b. jigsaw	<b>c. laugh</b>	d. grape



*[DIALOGUE]*

A: Do you know when the examination is?

B: No, I do not.

A: Why don't you know?



B: I didn't check the schedule.

Should I have checked the schedule?

A: Yes, everyone should know the examination schedule.

B: You really followed your own advice, didn't you?

<sup>1</sup> 'The Crocodile' by Lewis Carroll (1865) is in the public domain.

<b>Lesson Title:</b> Debate	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L4-L043	<b>Class:</b> SSS 4	<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 a debate.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in their own words.</li> <li>4. Infer meaning from a text.</li> <li>5. Substitute words in a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> Practise reading the debate, 'Life Today is Better than the Life Our Forefathers Lived', aloud (see end of lesson).	

### Opening (5 minutes)

1. Invite volunteers to explain what a debate is in their own words. (Example answers: presenting an argument in favour of or against a statement)
2. As a class, compare and contrast life now and the type of life that our ancestors lived long ago. Discuss the positive and negative aspects of both.
3. Tell pupils that in this lesson they will read a debate.

### Teaching and Learning (12 minutes)

1. Define debate:
  - a. A formal discussion on a topic that is relevant to society, in which opposing arguments are put forward
2. Revise the features of a debate:
  - States an opinion and presents an argument for or against it
  - Gives evidence to support an argument using facts, statistics and examples
  - Seeks to convince the audience of a specific point of view
  - Uses emotive language and vocabulary, including reasoning and rhetorical questions
  - Is written in the first-person point of view
  - Demonstrates an understanding of the opposing point of view and seeks to disprove it
  - Uses vocatives to address the audience (Examples: Mr Chairman; Ladies and Gentlemen)
  - Is usually written to be presented to an audience
3. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson.
4. Read the title of text aloud to pupils: 'Life Today is Better than the Life Our Forefathers Lived' (see end of lesson).
5. Have pupils make predictions about the speech based on the title. (Examples: the speaker will argue that life is better today; the speech will focus on the advantages of life today)

6. Read the first paragraph aloud to pupils as they follow along in the Pupils' Handbook.
7. Write 'forefathers' on the board.
8. Invite volunteers to identify context clues that help determine each word's meaning. (Context clues: ancestors; lived and died many years ago) Discuss the meaning of 'forefathers' as a class.
9. Write the definition on the board: Members of past generations of a person's family
10. Invite a volunteer to use the word in a sentence. (Example: My forefathers came to Sierra Leone from Ghana.)
11. Ask 1-2 volunteers to summarise the first paragraph. (Example: The speaker is against the motion: 'Our forefathers lived happier lives than we do today'.)
12. Ask volunteers to identify the features of a debate that are found in the first paragraph. (Example answers: vocatives to address the audience; states that the speaker is against the motion)

**Practice** (18 minutes)

1. Ask pupils to read the rest of the speech 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 the answers as a class.
 

Examples:

  - Paragraph 2: Improved agricultural practices through the use of machines has made life easier.
  - Paragraph 3: Science and technology has led to the development of better health facilities.
  - Paragraph 4: Transportation has improved so that people and goods can move more easily.
  - Paragraph 5: Developments in communication technology allows people to communicate with one another more easily nowadays.
  - Paragraph 6: Our forefathers' lives were crude and primitive, and life is much better today.
4. Write the following words on the board:
  - crude
  - dosage
  - hazards
  - outbreak
  - epidemic
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:

- Crude: Basic; simple
  - Dosage: The amount of a medicine or drug used for treatment
  - Hazards: Dangers; risks
  - Outbreak: The sudden or violent start of something negative, such as war or disease
  - Epidemic: The spread of a disease quickly to a large number of people
7. Have pupils write a sentence for each of the words.
  8. Invite volunteers to share a sentence with the class.

Examples:

- The young boy built a crude car out of a jerrycan.
- It is important to give the correct dosage of medicine.
- You should read about the hazards of the chemical before using it.
- There was a sudden outbreak of yellow fever in Uganda.
- After the earthquake in Haiti there was a terrible cholera epidemic.

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

1. As a class, discuss the speech using questions such as:
  - What does the speaker hope to accomplish with this speech?
  - How would you feel if you heard this speech? Would you be convinced?
  - What are the strengths and weaknesses of the arguments made in the speech?
2. For homework, have pupils do practice activity PHL4-L043 in the Pupils' Handbook.

### **[DEBATE]**

#### Life Today is Better than the Life Our Forefathers Lived

Mr Chairman, Panel of Judges, Distinguished Ladies and Gentlemen, Fellow Debaters and Pupils, I say good afternoon to you all. I hereby counter the motion, which states that our forefathers lived happier lives than we do today. For a better understanding of the topic, let me briefly explain who our forefathers are. 'Forefathers' refers to our ancestors who lived and died many years ago. The reasons for taking this stance are as follows:



Firstly, we are happier than our forefathers because of improved agricultural practices through mechanisation. During the time of our forefathers, they used crude methods of farming. They relied entirely on manual labour to do farming. It was extremely time consuming and labour intensive to clear a piece of land for cultivating crops. Nowadays it is easy to cultivate acres of land within a short period of time by the use of tractors to plough the land.

Secondly, in the area of health, we are presently enjoying better health facilities brought about by science and technology. Our forefathers relied on traditional medicine which had a lot of disadvantages. The environment where these medicines were prepared was not clean and the medicines were administered without any dosage. Some diseases which are now preventable as a result of immunisation posed very serious health hazards to our forefathers. Children are immunised nowadays against childhood diseases. This was not the case in our forefathers' days, where an outbreak of any epidemic could easily wipe out a whole community.

Thirdly, there has been a marked improvement in transportation nowadays as compared to the time of our ancestors. There have been different means of transportation from one place to another within very short times. Our forefathers used to walk long distances. This was not only exhausting but also time consuming to move from one place to another. Although my co-debater might want to say that there are many accidents today, it is still far better to reach one's destination within a very short period of time. One can cover a distance of two hundred miles in less than four hours using a vehicle. This was impossible for our forefathers. Apart from the movement of people, the transportation of goods from one place to another is also much easier and faster as compared to the past.

Lastly, let me talk about communication technology so that you will clearly see how the present generation is living a happier life than our forefathers. The means of communication during the period of our forefathers was very primitive and time-consuming. In those days, our forefathers used to send messengers from one place to another to relay important messages. However urgent a message was, people had to trek in order to relay the message. It was possible that the person might get to the next village only to find out that the person to whom the message was to be relayed had travelled to another village. The message could also be distorted as the person might not relay it exactly as intended. This problem has been solved nowadays with the advent of radio, television, telephone, computer and many other conveniences. People can now watch live matches on television, talk to friends and relatives who are thousands of miles away and communicate through social media.

To conclude, I am sure I have been able to convince you that our forefathers did not live happier lives than we do today. Our forefathers lived very crude and primitive lives. Thank you very much for your attention.

<b>Lesson Title:</b> Debate	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L044	<b>Class:</b> SSS 4	<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 debate.</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 text with correct grammar, structure and spelling.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the outline of a debate on the board (see end of lesson).</li> <li>2. Practise reading the example debate, 'Schooling in the City is More Advantageous than Schooling in the Village', aloud (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Invite volunteers to explain what 'for' and 'against' the motion means in debates. (Example answers: 'for' means in favour of the motion; 'against' means not in favour of the motion)
2. As a class, discuss the benefits and disadvantages of schooling in the city and schooling in the village.
3. Tell pupils that in this lesson they will write a debate.

### Teaching and Learning (18 minutes)

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

- Addresses the audience and states whether the speaker is for or against the motion
  - Body
    - At least three paragraphs with one main idea in each
    - Include supporting statements, examples, facts and statistics to support the main argument of the paragraph
  - Closing paragraph
    - Summarises the main points and restates the speaker/writer's point of view.
  - Thank you
    - Write/say 'thank you' at the end of the debate.
5. Demonstrate how to fill the outline on the board with main ideas on the topic: 'Schooling in the city is more advantageous than schooling in the village – for the motion'.

<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Vocatives (address the audience): Principal, Judges, Co-Debaters and Fellow Pupils</li> <li>• Thesis statement/point of view: I am here this afternoon to make a speech in support of the motion: Schooling in the city is more advantageous than schooling in the village.</li> </ul>
<p><b>Body</b> – at least three paragraphs</p> <ul style="list-style-type: none"> <li>• Argument 1: Schools in the city have more qualified teachers than in the village.           <ul style="list-style-type: none"> <li>- Fact or example: University-educated teachers prefer to live in the city.</li> </ul> </li> <li>• Argument 2: Schools in the city have more amenities.           <ul style="list-style-type: none"> <li>- Fact or example: More schools in the city have Internet facilities and even if they do not, Internet cafes are easily accessed in the city.</li> </ul> </li> <li>• Argument 3: There is more competition among teachers in the city.           <ul style="list-style-type: none"> <li>- Fact or example: In the city, there are many teachers who have first degrees and even master's degrees.</li> </ul> </li> <li>• Counter-argument: My opponent does not think competition among teachers benefits pupils.           <ul style="list-style-type: none"> <li>- Reason the opponent is wrong with examples: Teachers who upgrade their skills and qualifications will have more to teach their pupils.</li> </ul> </li> </ul>
<p><b>Closing statement</b></p> <ul style="list-style-type: none"> <li>• Summary of main ideas: Schools in the city have better teachers and amenities.</li> <li>• Restate the point of view: Schooling in the city provides more advantages than in the village.</li> </ul>
<p>Thank you.</p>

6. Read aloud the example debate (see end of lesson). Have pupils listen for the connections between the speech and the completed outline on the board.

**Practice** (13 minutes)

1. Have pupils complete their own outline for their debate in their exercise books.
2. Explain that the outline on the board is **for** the motion. Tell pupils that their debate should be **against** the motion.
3. Move around the classroom to make sure pupils understand and are doing the task correctly.
4. Have pupils compare and share their outlines with seatmates and offer each other suggestions for improvement.

**Closing** (4 minutes)

1. Invite 2-3 volunteers to share the main points from their outline with the class. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL4-L044 in the Pupils' Handbook.

*[OUTLINE OF A DEBATE]*

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



*[EXAMPLE DEBATE – FOR THE MOTION]*

Schooling in the City is more Advantageous than Schooling in the Village

Mr Chairman, Panel of Judges, Co-Debaters, Fellow Pupils, Distinguished Ladies and Gentlemen, I am here this afternoon to make a speech in support of the motion: 'Schooling in the city is more advantageous than schooling in the village'. I am sure by the time I finish my presentation, you will all agree with me.



In the first place, schools in the city have more qualified teachers than in the village. As we all know, most teachers prefer to teach in the city rather than go to the village. When we look at city schools, we see that most teachers in the school are university graduates. In contrast, there are still teachers in the villages who are untrained and unqualified. This is one of the reasons why pupils from these schools do not perform well in public examinations.

Another reason why I prefer schooling in the city is that schools in the city are more likely to have basic amenities such as Internet, laboratories, libraries and electricity. I am sure you all know the importance of Internet facilities in education nowadays. Although some schools in the city may not have their own Internet facilities, pupils can access these facilities at Internet cafes at reasonable costs in the city. This enables pupils to read more about their subject areas rather than simply relying on the notes that the teachers give them.

There are also good laboratories, libraries and, of course, electricity, all of which are not as easily accessible in the village. Pupils get the opportunity to conduct experiments in laboratories, which allows pupils in the city to perform better in the sciences. Moreover, there is more reading material in cities, such as recently published textbooks which have the latest information in any subject area. Apart from textbooks, pupils in the city have the opportunity of accessing information from television and radio programmes which are very educational. There are also more newspapers and print media available. These facilities and resources are very difficult to come by in the village.

Finally, there seems to be a healthy competition among teachers in the city that is lacking in the village. Unlike the schools in the village, those in the city always want to upgrade themselves, especially when they see teachers with higher qualifications than they have. In the village, even a teacher with a higher teacher's certificate is greatly admired. This is not the case in the city, as there are many teachers who have first degrees and even master's degrees.

In conclusion, I hope you agree with me that schooling in the city is far better than schooling in the village. I thank you for listening.

<b>Lesson Title:</b> Diphthong Review	<b>Theme:</b> Speaking and Listening	
<b>Lesson Number:</b> L4-L045	<b>Class:</b> SSS 4	<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 diphthongs in words.</li> <li>2. Demonstrate understanding of the difference between diphthongs and pure vowel sounds.</li> <li>3. Identify diphthongs in sentences.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the word pairs for practice on the board (see end of lesson).</li> <li>2. Write the word list for sound identification on the board (see end of lesson).</li> <li>3. Write the practice sentences on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Read the following words aloud:
  - a. die
  - b. sty
  - c. fry
  - d. eye
2. Ask pupils to identify the repeated sound. (Answer: /ai/ which sounds like the letter 'i')
3. Tell pupils that in this lesson they will review diphthongs.

### Teaching and Learning (18 minutes)

1. Revise pure vowel sounds as a class:
  - Pure vowel sounds, or 'monophthongs', refer to a single vowel sound in a syllable.
  - They are syllables in which the vowel has the same sound from beginning to end.
  - The same vowel sound can be written in several ways. (Example: The sound /ɛ/ is used in **bed**, **leopard**, **many** and **bury**)
  - There are two types of pure vowel sounds: short vowel sounds and long vowel sounds.
2. Use the table below to revise the short vowel sounds. Practise saying the sounds and example words aloud as a class and emphasise the short vowel sounds.

Phonetic sound	Example words
/æ/ as in 'apple'	bag, glad, bat, magazine
/ʌ/ as in 'fun'	cut, uncle, love, country, sun
/u/ as in 'put'	put, woman, sugar
/i/ as in 'pin'	bit, kill, basket, language, village
/ɛ/ as in 'egg'	bed, leopard, many, bury
/ɔ/ as in 'cot'	hot, song, watch, rod

3. Use the table below to revise the long vowel sounds. Practise saying the sounds and example words aloud as a class and emphasise the long vowel sounds.

Phonetic sound	Example words
/ɑ:/ as in 'past'	class, car, palm, jar, guitar
/i:/ as in 'sleep'	beat, sheep, vehicle, machine, foetus
/u:/ as in 'pool'	fool, fruit, choose, news, shoe
/ɜ:/ as in 'hurt'	girl, world, blood, love, service
/ɔ:/ as in 'law'	sought, court, saw, board

4. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and follow along.
5. Revise diphthongs as class:
- When two pure vowel sounds are combined into one syllable, it is called a diphthong.
  - There are eight diphthongs in English:

Phonetic sound	Example words
/ei/ as in 'cake'	make, paste, name, day, stay, great, train
/ai/ as in 'my'	pride, ride, pie, tie, buy, cry, high, either
/ɔi/ as in 'joy'	boil, voice, boy, join
/iə/ as in 'near'	here, fear, ear, beer, year, steer
/eə/ as in 'pair'	there, chair, air, share, hair
/ʊə/ as in 'cure'	pure, sure, tour, poor
/əʊ/ as in 'row'	soul, grow, toe, coat, boat
/aʊ/ as in 'mouse'	cow, loud, house, louse

6. Write the diphthongs on the board and say the example words aloud several times, slowly at first, then gradually getting faster, focusing on the diphthong sounds.
7. Practise reading the example words aloud as a class.

### Practice (19 minutes)

1. Draw pupils' attention to the word pairs for practice on the board (see end of lesson). Have pupils practise reading the word pairs aloud with seatmates. Ask them to identify the one word in each pair that is a diphthong.
2. Discuss the answers as a class.

Answers:

- a. crave (/ei/)
- b. stone (/əʊ/)
- c. assure (/ʊə/)

d. powder (/aʊ/)

e. coy (/ɔɪ/)

f. pear (/eə/)

g. clear (/iə/)

h. style (/aɪ/)

3. Read the word pairs aloud slowly so pupils can hear the difference.
4. Point to the word list for sound identification on the board (see end of lesson).
5. Invite volunteers to raise their hand to identify whether the underlined vowel sounds in the words are pure vowel sounds or diphthongs.

Answers:

- store – pure vowel sound
  - stool – pure vowel sound
  - appear – diphthong [iə/]
  - lair – diphthong [eə/]
  - hate – diphthong [ei/]
  - bean – pure vowel sound
  - coiled – diphthong [ɔɪ/]
  - ceiling – pure vowel sound
  - snout – diphthong [aʊ/]
  - suit – pure vowel sound
6. Say each of the words from the list aloud, emphasising the correct pronunciation of the vowel sound, and have pupils repeat the pronunciation after you.
  7. Have pupils practise reading the vowel sounds softly to themselves.
  8. Have pupils identify the diphthongs in the practice sentences on the board (see end of lesson).
  9. Discuss the answers as a class.

Answers:

- go
- house
- there
- boy, ate, pie
- time, now

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

1. For homework, have pupils do practice activity PHL4-L045 in the Pupils' Handbook.

*[WORD PAIRS FOR PRACTICE]*



- a. crab – crave
- b. stone – sturdy
- c. assure – assume
- d. prawn – powder
- e. coy – copy
- f. peel – pear
- g. clear – clean
- h. style – sturdy

*[WORD LIST FOR SOUND IDENTIFICATION]*

- store
- stool
- appear
- lair
- hate
- bean
- coiled
- ceiling
- snout
- suit

*[PRACTICE SENTENCES]*

- When do we go?
- Where is the house?
- Who else is there?
- The boy ate the pie.
- The time is now.

<b>Lesson Title:</b> Triphthong Review	<b>Theme:</b> Speaking and Listening	
<b>Lesson Number:</b> L4-L046	<b>Class:</b> SSS 4	<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 triphthongs in words.</li> <li>2. Demonstrate understanding of the difference between triphthongs, diphthongs and pure vowel sounds.</li> <li>3. Identify triphthongs in sentences.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the words for sound identification on the board (see end of lesson).</li> <li>2. Write the practice sentences on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite a volunteer to name the English vowels. (Answer: a, e, i, o, u)
2. Ask pupils to identify the three different categories of vowels that they have studied. (Answer: monophthongs or pure vowels, diphthongs and triphthongs)
3. Tell pupils that in this lesson you will be revising triphthongs.

### Teaching and Learning (17 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and follow along.
2. Revise pure vowel sounds and diphthongs:
  - Pure vowel sounds, or 'monophthongs', refer to a single vowel sound in a syllable.
    - They are syllables in which the vowel has the same sound from beginning to end.
  - When two pure vowel sounds are combined into one syllable, it is called a diphthong.
    - There are eight diphthongs in the English language.
3. Use the three tables below to revise short vowel sounds, long vowel sounds and diphthongs. Practise saying the sounds and example words aloud as a class. Emphasise the vowel sounds.

Short vowel sounds	
Phonetic sound	Example words
/æ/ as in 'apple'	bag, glad, bat, magazine
/ʌ/ as in 'fun'	cut, uncle, love, country, sun
/u/ as in 'put'	put, woman, sugar
/i/ as in 'pin'	bit, kill, basket, language, village
/ɛ/ as in 'egg'	bed, leopard, many, bury
/ɔ/ as in 'cot'	hot, song, watch, rod

Long vowel sounds	
Phonetic sound	Example words
/ɑ:/ as in 'past'	class, car, palm, jar, guitar
/i:/ as in 'sleep'	beat, sheep, vehicle, machine, foetus
/u:/ as in 'pool'	fool, fruit, choose, news, shoe
/ɜ:/ as in 'hurt'	girl, world, blood, love, service
/ɔ:/ as in 'law'	sought, court, saw, board

Diphthongs	
Phonetic sound	Example words
/ei/ as in 'cake'	make, stay, great, train
/ai/ as in 'my'	pride, pie, buy, either
/ɔi/ as in 'joy'	boil, voice, boy, join
/iə/ as in 'near'	here, fear, ear, beer
/eə/ as in 'pair'	there, chair, air, share
/ʊə/ as in 'cure'	pure, sure, tour, poor
/əʊ/ as in 'row'	soul, grow, toe, coat
/aʊ/ as in 'mouse'	cow, loud, house, louse

4. Revise triphthongs:
  - A triphthong is one syllable, made up of three continuous pure vowel sounds. Like diphthongs, triphthongs can be written in many different ways.
  - English has five main triphthongs. Notice that they all end in the /ə/ sound:
    - /aʊ/ + /ə/ = [aʊə] as in **power**
    - /ai/ + /ə/ = [aiə] as in **hire**
    - /ei/ + /ə/ = [eiə] as in **payer**
    - /ɔi/ + /ə/ = [ɔiə] as in **royal**
    - /əʊ/ + /ə/ = [əʊə] as in **slower**
5. Write the triphthongs on the board and say the example words aloud several times, slowly at first, then gradually getting faster.
6. Have pupils repeat after you.
7. Read the following pairs of diphthongs and triphthongs aloud and have pupils repeat them after you.
  - cow – cower
  - high – higher
  - pay – payer
  - employ – employer
  - slow – slower

### Practice (18 minutes)

1. Draw pupils' attention to the words for sound identification on the board (see end of lesson).
2. Read the words aloud carefully, focusing on the correct pronunciation of the vowel sounds.
3. Invite volunteers to raise their hand to identify whether the underlined vowel sounds in the words are pure vowel sounds, diphthongs or triphthongs.

Answers:

- career – diphthong
  - sour – triphthong [aʊə]
  - toil – diphthong
  - beautiful – pure vowel sound
  - spire – triphthong [aiə]
  - repair – diphthong
  - slayer – triphthong [eiə]
  - glamour – pure vowel sound
  - lieutenant – pure vowel sound
  - loyal – triphthong [ɔiə]
  - queen – pure vowel sound
  - lower – triphthong [əʊə]
4. Say each of the words from the list aloud again, emphasising the correct pronunciation of the vowel sound, and have pupils repeat the pronunciation after you.
  5. Have pupils copy the practice sentences from the board into their exercise books (see end of lesson).
  6. Instruct pupils to identify the word in each sentence that has a triphthong.
  7. Discuss the answers as a class.

Answers:

- a. scoured
  - b. players
  - c. tower
  - d. employer
  - e. sired
  - f. blowers
  - g. tyres
  - h. royalty
8. For each answer, invite volunteers to identify words that use the same triphthong.

Examples:

- scoured – power, shower
- players – layer
- employer – royal, loyal
- sired – hire, buyer
- blowers – lower



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



1. Invite volunteers to share their own sentences with triphthongs with the class. Have the rest of the class identify the triphthongs they hear. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL4-L046 in the Pupils' Handbook.

#### *[WORDS FOR SOUND IDENTIFICATION]*

- career
- slayer
- sour
- glamour
- toil
- lieutenant
- beautiful
- loyal
- spire
- queen
- repair
- lower

#### *[PRACTICE SENTENCES]*

- a. He scoured the dirty pots and pans with a scrubbing brush.
- b. All the players loved their coach.
- c. Their employer was quite a mean individual.
- d. The horse sired 13 foals over his lifetime.
- e. Professional gardeners sometimes use leaf blowers.

<b>Lesson Title:</b> Speech	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L4-L047	<b>Class:</b> SSS 4	<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 text with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> Write the outline of a speech on the board (see end of lesson).	

### Opening (4 minutes)

1. Invite volunteers to explain what a speech is in their own words. (Example: a talk given to an audience to send a specific message)
2. As a class, discuss the different situations where one would give a speech or hear a speech. (Examples: debate; farewell party; political rally)
3. Tell pupils that in today's lesson they will write a speech.

### Teaching and Learning (19 minutes)

1. 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 joining us today, dear colleagues!
  - 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.  
Examples:
    - I am here to present to you the new medical plan.
    - We have come here to celebrate the retirement of our dear colleague.
  - It often contains rhetorical questions and makes reference to reports, evidence, quotes or analogies.  
Example: Who has been more committed to the cause of children's education, I ask you?
  - It uses convincing or persuasive language to connect with the audience.  
Example: By working together, we can build a greater Sierra Leone for our children and future generations.
  - It is used in debates and public events.
2. Direct pupils' attention to the outline on the board and have them copy it into their exercise books (see end of lesson).

3. 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 three 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.
4. Introduce the topic of the speech pupils will be working on in this lesson: 'A welcome speech to the new SSS 1 class'.
5. 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 words of wisdom can I share with our new class of SSS 1 pupils?
- Thesis statement: Senior secondary school will be some of the best years of your life.
- Explanation of why the audience should listen to you: As the senior prefect, I have been an active member of our school community since SSS 1.
- Summary of main points: If you work hard and are determined, you will succeed.

#### **Body** – at least three paragraphs

- Point 1: Teachers are here to support you.
  - Detail: Teachers offer extra classes for struggling pupils.
  - Detail: Teachers are available outside of class to discuss problems and challenges.
- Point 2: The school has great extracurricular activities in which you can participate.
  - Detail: The school has a number of clubs and groups that you can join to become more actively involved in school life.
  - Detail: There are different sports teams, such as football and netball, that you can try out for.
- Point 3: Fellow pupils are welcoming.
  - Detail: SSS 3 pupils will help new SSS 1 pupils get oriented to their new classes and teachers.
  - Detail: There will be a welcome party at the beginning of the term for pupils to get to know one another.

### **Closing statement**

- Transition (Example: 'In conclusion ...'): In conclusion, I hope you are excited about the year ahead.
- Restatement of thesis: As you can see, there is a lot to look forward to in senior secondary school.
- Summary of main points: You will find teachers are here to support you, fellow pupils are here to welcome you and there are many extracurricular activities that you can join.
- Thank audience: Thank you, fellow classmates, and welcome to our new friends in SSS 1!

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

1. Tell pupils that they are going to write their own speech on the topic: 'A welcome speech to the new SSS 1 class'.
2. Ask pupils to complete the outline for the speech in their exercise books.
3. Move around the classroom to make sure that pupils are doing the activity correctly.
4. Once pupils have completed the outline, instruct them to use their 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 ...
  - In addition ...
  - Moreover ...
  - Firstly, ...
6. While pupils write, move around the classroom to check their work. Make sure that they are following the outline and including all the components of a speech.

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

1. For homework, have pupils do practice activity PHL4-L047 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 three 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> Grammar Skills Development: Identifying Grammatical Names and Functions of Clauses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L4-L048	<b>Class:</b> SSS 4	<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. Understand the way in which grammatical names and functions are tested at WASSCE.</li> <li>2. Identify the grammatical name of selected clauses in a sentence or text.</li> <li>3. Identify the grammatical function of selected clauses in a sentence or text.</li> </ol>	 <b>Preparation</b> Write the sentences and instructions for the activity on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to explain 'clause' in their own words (Example answers: a small group of words; a group of words that has a subject and verb).
2. Tell pupils that in this lesson they will learn about identifying the grammatical names and functions of clauses to prepare for WASSCE.

### Teaching and Learning (22 minutes)

1. Have pupils open the Pupils' Handbook to the page that corresponds with the lesson and follow along.
2. Explain clauses:
  - a. A clause is a group of related words that contains a subject and a verb.
  - b. A clause is a part of a sentence that contains the subject and its predicate.
  - c. A clause has a noun-verb relationship in it.

Example:

I will finish my homework if I start now.

  - Clause 1: I will finish my homework. (subject – I; verb – will finish)
  - Clause 2: if I start now (subject – I; verb – start)
3. Explain the difference between clauses and phrases:
  - Clauses have a subject-verb relationship while phrases do not.

Example:

They were walking along the riverbank.

  - Clause: They were walking. (subject – They; verb – were walking)
  - Phrase: along the riverbank (adverbial phrase modifying the verb 'walking')
4. Remind pupils that there are two main types of clauses: Main/independent clause and subordinating/dependent clause.
5. Revise main /independent clause:

- A main/independent clause can function as a complete thought by itself.  
Example: 'Aminata read a book before she went to bed'.  
- 'Aminata read a book' is a main clause because it works as an independent sentence.
6. Revise subordinating/dependent clause:
- A subordinating/dependent clause is not a thought in itself.  
- It 'depends' on the main clause to have a meaning.
  - It usually starts with a conjunction, preposition, adjectival phrase or adverbial phrase.  
Example: 'Aminata read a book before she went to bed'.  
- 'before she went to bed' is a subordinate clause because it cannot be an independent sentence.
  - Subordinate clauses sometimes interrupt, or come in the middle of, a main clause.  
Example:  
That woman, who is waiting for the bus, is my teacher.  
- Main clause: That woman is my teacher.  
- Subordinate clause: who is waiting for the bus ('who is waiting for the bus' is a subordinate clause that interrupts the main clause.)
7. Ask a volunteer to name the three types of subordinate or dependent clauses.  
(Answer: noun clause, adjectival/relative clause, adverbial clause)
8. Revise noun clause:
- This is a dependent clause that functions as a noun.
  - It can be a subject, an object or a complement.
  - It answers the question 'who' or 'what'.  
Examples:  
- She did not know **where the party was**. (acts as a noun)  
- I can guess **who broke the plate**. (acts as a noun)
9. Revise adjectival/relative clause:
- This is a clause that functions as an adjective and modifies a noun or pronoun.
  - It is also called a relative clause because it is often introduced by relative pronouns such as 'who', 'which', 'whose' and 'that', or relative adverbs like 'where', 'when', 'how' and 'why'.  
Examples:  
- The shop, **where I buy blouses**, closed down yesterday. (modifies the noun 'shop')  
- Magazines **that inform and entertain** are my favourite. (modifies the noun 'magazines')
10. Revise adverbial clause:
- This is a clause that functions as an adverb.
  - It modifies verbs, adjectives and other adverbs.

- It tells when, where, how, why, to what extent, for what reason or under what condition an action takes place.

Examples:

- We need to leave **before the traffic gets worse**. (adverbial clause of time that modifies the verb 'leave')
- My sister found her blouse **where she had left it**. (adverbial clause of place that modifies the verb 'found')

11. Explain to pupils that in the WASSCE English Language examination, pupils are often asked to identify the grammatical name and function of selected phrases or clauses.

12. Write the following example question with instructions on the board:

Identify the grammatical name and function of the underlined clause in the following sentence: The pupils need to know what it takes to pass the examination.

Answer:

- 'what it takes to pass the examination' is a noun clause. It is a group of words in a sentence that acts as a noun.
- This noun clause functions as the object of the verb 'know'.

### Practice (14 minutes)

1. Have pupils copy the sentences on the board into their exercise books (see end of lesson).
2. Instruct pupils to identify the grammatical name and the grammatical function of the underlined clauses.
3. Discuss the answers as a class (see end of lesson).

### Closing (1 minute)

1. For homework, have pupils do practice activity PHL4-L048 in the Pupils' Handbook.

### [SENTENCES]

In each of the following sentences, identify the grammatical name and the grammatical function of the underlined clauses.

- a. Have you seen the ball which I lost?
- b. What I ate for breakfast made me sick.
- c. There goes the boy who lives down the road from us on his new bicycle.
- d. They stopped going to school when it was time for school holidays.
- e. We should decide where to attend university.
- f. Before we go to Accra, we must buy our plane tickets.
- g. The great thing about our football team is that we all get along.
- h. As soon as you reach Lagos, please call us.
- i. A chef is someone who cooks food for a living.



[ANSWERS]

- a. Have you seen the ball which I lost? – adjectival clause; modifies the noun ‘ball’
- b. What I ate for breakfast made me sick. – noun clause; acts as the subject of the sentence
- c. There goes the boy who lives down the road from us on his new bicycle. – adjectival clause; modifies the noun ‘boy’
- d. They stopped going to school when it was time for school holidays. – adverbial clause; modifies the verb ‘stopped’
- e. We should decide where to attend university. – noun clause; acts as the object of the sentence
- f. Before we go to Accra, we must buy our plane tickets. – adverbial clause; modifies the verb ‘buy’
- g. The great thing about our football team is that we all get along. – noun clause; acts as the subject complement of the sentence
- h. As soon as you reach Lagos, please call us. – adverbial clause; modifies the verb ‘call’
- i. A chef is someone who cooks food for a living. – adjectival clause; modifies the noun ‘chef’























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