



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# JSS

*Language*

# ARTS

JSS  
**2**

TERM  
**2**



## Foreword

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

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

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

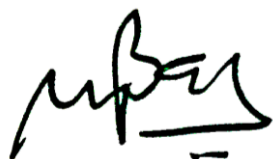
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

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

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

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

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



Dr. Minkailu Bah

Minister of Education, Science and Technology











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# Introduction to the Lesson Plan Manual

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

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



Learning outcomes






Teaching aids



Preparation

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-051	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read a poem and identify the theme and literary devices used in the poem.</p>		<p><b>Teaching Aids</b> Poem at the end of the lesson plan</p>		<p><b>Preparation</b> Write the poem at the end of the lesson plan on the board.</p>
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**Opening** (1 minute)

1. **Ask:** Do you like reading poems? Do you think they are difficult to understand? Listen to pupils' answers.
2. **Say:** Today we are going to read a poem written in 1865, so a very long time ago. It is by a famous writer called Lewis Carroll.

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

1. **Ask:** What animals do you think are the most dangerous? (Possible answers: lions, hippos)
2. Draw a crocodile on the board. Ask pupils to guess what it is.
3. **Say:** Today we are going to read a poem about a crocodile.
4. **Say:** This is a very short poem, but it has some nice descriptions.
5. Point to the poem on the board (see end of lesson plan).
6. Read the poem slowly and clearly with expression to make it interesting to pupils.

**Guided Practice** (12 minutes)

1. **Say:** I am going to read the poem again. First I want to check some words with you. Raise your hand if you know the answers.
2. **Ask:** What is this part of your body called? (Point to your jaw.) (Answer: jaw)
3. **Ask:** What do you call these on a fish or an animal that lives in water? (Draw a fish with scales.) (Answer: scales)
4. (Make your fingers very wide.) **Ask:** What do you call it when you do this with your fingers? (Answer: spread your fingers)
5. **Ask:** What is another name for a big smile? (Answer: grin)
6. **Ask:** What do you call fingernails on an animal? (Answer: claws)
7. **Say:** Now I am going to read the poem again, and I want you to think about the answer to this question: Is the crocodile happy?
8. Read the poem to pupils again.
9. **Ask:** What do you think? Is the crocodile happy? (Answer: yes)
10. **Ask:** Can you find the words in the poem to show he is happy? You have a minute to find them.
11. Give pupils time to read.
12. **Ask:** What words show he is happy? (Answer: cheerfully, grin, smiling)
13. **Ask:** Can you see a strange word here? (Answer: doth) What do you think it means? (Answer: does) It is an old word that people do not use now, but they used it a long time ago.

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

1. **Ask:** What do you call it when words have the same sound? For example, sit, hit, bit? (Answer: a rhyme)
2. Ask pupils to work in pairs. **Say:** I want you to find words that rhyme in the poem. Work with a partner. Maybe you need to say them out loud to check. You have two minutes to find words that rhyme.
3. Give pupils time to read and discuss.
4. **Ask:** Which words rhyme? (Answer: crocodile – Nile, tail – scale, grin – in, claws – jaws)
5. **Say:** Now I want you to discuss these questions with your partner: Do the fish know he is going to eat them? Why do you think that?
6. Give pupils 2 minutes to discuss.
7. **Ask:** Do you think the fish know he is going to eat them? (Answer: no) **Ask:** Why do you think that? (Answer: because he is smiling; because he welcomes them)
8. **Say:** The poem has a message. What is the message for the fish? You have two minutes to discuss this with your partner.
9. Give the pupils time to discuss. Move around the classroom to make sure they understand and are doing the task.

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

1. Invite as many pupils as possible to tell you what they think the message is. (Example answer: Be careful of things that look nice—they may not be.)




#### *[THE CROCODILE POEM 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!



<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-052	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a poem using simile, metaphor and personification.</p>		<p><b>Teaching Aids</b> Poem at the end of the lesson plan</p>		<p><b>Preparation</b> Write the poem at the end of the lesson plan on the board.</p>
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**Opening (1 minute)**

1. **Ask:** Do you think it is difficult to find something to write a poem about? Can you write poems about normal things you see or meet every day? Listen to pupils' answers.
2. **Say:** Today we are going to write poems about everyday things using similes, metaphors and personification.

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

1. **Say:** Let's review similes and metaphors. Have pupils raise their hand to answer. **Ask:** Who can tell us what a simile is? (Answer: a direct comparison using the words 'like' or 'as') **Ask:** Who can tell us what a metaphor is? (Answer: a comparison that does not use the words 'like' or 'as')
2. Point to the poem on the board (see end of lesson plan). **Say:** I am going to read you a poem. I want you to listen and think of the answer to this question: What is the poem about? What is the poem describing?
3. Read the poem slowly and clearly with expression. Tell pupils to follow along.
4. **Ask:** What is the poem about? (Answer: a fridge)
5. **Ask:** Does the poem sound like it is about a fridge or a person? (Answer: a person) **Ask:** What do we call it when we give animals, things and places human qualities? (Answer: personification)
6. **Say:** I want you to find examples of personification in the poem. What words make the fridge sound like a person? Look for the words in the poem.
7. Give pupils 2 minutes to read and look for examples. Move around the classroom to make sure they understand and are doing the task.
8. **Ask:** Who can give me examples of personification? (Answers: he sits, he closes his arms, he hums, he comes to life, offering food)
9. **Say:** Another thing that is often used in poems is comparisons. We make a comparison when we say one thing is similar to another. **Ask:** Can you find examples any of comparisons in the poem?
10. Give pupils 2 minutes to read and look for examples.
11. **Ask:** Who can give me an example of a comparison in the poem? (Answer: like a party with open doors and light pouring out)
12. **Ask:** What do we call this type of comparison? (Answer: simile)
13. **Say:** Sometimes in poems we do not compare using the word 'like', instead we say one thing 'is' something else. For example, 'The girl is a flower'. **Ask:** What do we call this type of comparison? (Answer: metaphor) **Ask:** Who can give me an example of a metaphor in this poem?
14. Give pupils 2 minutes to read and look for examples.
15. **Ask:** Who can give me an example of a metaphor in this poem? (Answer: He's a very cold man.)

16. **Say:** Next we are going to write our own poems using similes, metaphors and personification.

**Guided Practice** (10 minutes)

1. **Say:** Now you are going to start writing a poem. The poem I read is about a fridge. I want you to choose something very normal, something you see every day. Maybe a pencil, or a car, or a book, or a kettle – choose anything you like.
2. **Say:** I want you to work in pairs. Discuss with your partner what characteristics the object has. Is it happy, sad, hard-working, noisy, talkative, shy? Write notes about it. For example 'as noisy as a monkey' or 'it sits silently'. Come up with as many ideas as you can. You don't need to write the poem yet, just write your ideas.
3. Give pupils 8 minutes to discuss their ideas with a partner and write them down. Move around the classroom to check they understand and are doing the task.

**Independent Practice** (10 minutes)

1. **Say:** Now, with your partner I want you to write your poem. Take your ideas and try to make them into a poem. You are going to show us what your object is by describing what it does and what characteristics it has. But there is one important thing. Don't say the name of your object. It is like a game – the reader has to guess.
2. **Say:** You have 10 minutes to work your partner to write your poem.
3. Give pupils time to think and write. Move around the classroom to check they understand and are doing the task.




**Closing** (4 minutes)

1. Invite as many pairs as possible to read their poems to the class. Ask the class to guess what the object is.

*[POEM]*

He sits in the kitchen.  
He's a very cold man.  
He closes his arms,  
and goes dark.  
But from time to time,  
he hums,  
and seems to come to life.  
Like a party  
with open doors  
and light pouring out.  
Offering food  
to everyone.

<b>Lesson Title:</b> Creative Writing	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-053	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a poem using alliteration.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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**Opening** (2 minutes)

1. **Ask:** Can you say this? She sells seashells on the seashore.
2. Repeat the sentence and ask the class to say it after you. You may have to do this a few times.
3. **Say:** This is called a tongue twister. Today we are going to look at using words with the same beginning sounds one after another or close to each other. This is called an 'alliteration'.

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

1. **Say:** My best friend is sweet, and strong and safe. My best friend is sweet, and strong and safe.
2. Ask the pupils to repeat after you.
3. **Ask:** What sound can you hear repeated in these words? (Answer: s)
4. Write the sentence on the board.
5. **Ask:** Which words are describing my best friend? (Answer: sweet, strong, safe)
6. **Ask:** Which letter is at the beginning of the adjectives? (Answer: s)
7. **Say:** My sister Lucy is clever, quick and kind.
8. Ask the pupils to repeat after you.
9. **Ask:** What sound can you hear most in these words? (Answer: k)
10. **Ask:** Which words are describing Lucy? (Answer: clever, quick, kind)
11. **Ask:** Which letters are at the beginning of the adjectives? (Answer: c, q, k)
12. **Ask:** What it is called when we repeat a sound in a poem? (Answer: alliteration)
13. **Ask:** Is the sound or the letter important? (Answer: the sound)

**Guided Practice** (10 minutes)

1. **Say:** I want you to think of two people you know. Take a minute to choose them and write their names in your exercise books.
2. Give pupils time to think and write.
3. **Say:** I want you to think about these people carefully and choose three adjectives to describe each person. That's easy! The difficult part is that the adjectives all have to start with the same sound like mine did. You are working alone, but you can ask your neighbour to help if you cannot think of enough words. You have eight minutes.
4. Give the pupils time to think and write. Move around the classroom to make sure they are doing the task and understand it. Help pupils with the adjectives if they cannot think of 3.




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

1. **Say:** You should have two people and six adjectives. Now we are going to make the words into a poem.
2. **Ask:** How did my sentences start? (Answer: my best friend; my sister Lucy)
3. **Say:** I want you to start your sentences the same way. Introduce who the people are: my friend, my mother, my brother, etc. Then choose the order you are going to write your sentences in; some sentences may sound better at the beginning and some at the end. You have five minutes to write your poem.
4. Give pupils time to write. Move around the classroom to make they understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. **Say:** Now we are going to write an end to the poem. Look at the people you chose and think about what they mean to you. Do they make you happy? Do you feel at home with them? Do they make you laugh?
6. **Say:** Write one line at the end of the poem to summarise them. For example, I hope I will know them forever. Don't worry about the sounds for this. You have a minute to write the last line.
7. Give pupils time to write.
8. After pupils have finished writing, invite them to work in pairs to share and compare their poems.

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

1. Invite as many pupils as possible to read out their poems to the class.

<b>Lesson Title:</b> Spelling Drills	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-054	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify commonly misspelled words in context (two, too, there, their etc.).		<b>Teaching Aids</b> None		<b>Preparation</b> None
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### Opening (1 minute)

1. **Ask:** Is spelling important? Is spelling in English easy or difficult? Listen to pupils' answers.
2. **Say:** Today we are going to work on spelling some words that sound the same.

### Introduction to the New Material (17 minutes)

1. **Say:** They're from this village. Their house is over there. They're coming to the party and bringing their friends. We can meet them there.
2. Read the sentences to pupils again. Speak slowly and clearly, focusing on pronunciation.
3. **Ask:** What words can you hear repeated in these sentences? The words are different but they sound the same? (Answer: their, they're, there)
4. Write the sentences on the board. Ask pupils to help with the spelling.
5. **Say:** I am going to give you a definition. If you know the word and the spelling raise your hand to answer. This is about a place, not here, but there.
6. **Ask:** How do you spell the word? (Answer: there)
7. **Ask:** Where is it in these sentences? (Answer: Their house is over there. We can meet them there.)
8. Underline the words on the board on the board.
9. **Say:** This is short for 'they are'.
10. **Ask:** How do you spell it? (Answer: they're).
11. **Ask:** Where is it in these sentences? (Answer: They're from this village. They're coming to the party.)
12. Underline the words on the board using curly lines.
13. **Say:** This is for something that belongs to them. This donkey belongs to them. It is their donkey.
14. **Ask:** How do you spell it? (Answer: their)
15. **Ask:** Where is it in these sentences? (Answer: their house; their friends)
16. Underline the words on the board using dotted lines.
17. **Ask:** Do the words sound the same? (Answer: yes)
18. **Ask:** Do the words mean the same? (Answer: no)
19. **Ask:** Is the spelling the same? (Answer: no)
20. Ask the pupils to copy the sentences and the underlining from the board into their exercise books.
21. **Say:** Now listen to another example. I went to the zoo to see two elephants. Did you go too? There were too many people watching for me to see them, but I saw two lions.
22. Read the sentences to pupils again. Speak slowly and clearly, focusing on pronunciation.

23. **Ask:** What words can you hear repeated in these sentences? The words are different but they sound the same? (Answer: to, two, too)
24. **Say:** Listen again. **Ask:** Is it always the same word?
25. Read the sentence again. Speak slowly and clearly, focusing on pronunciation.
26. Write the sentences on the board. Ask pupils to help with the spelling.
27. **Say:** I'm going to give you a definition. This is a number: one, two, three.
28. **Ask:** How do you spell it? (Answer: two) Where is it in these sentences? (Answer: two elephants; two lions)
29. Underline the words on the board.
30. **Say:** This is a preposition: to run, to walk, go to school.
31. **Ask:** How do you spell it? (Answer: to)
32. **Ask:** Where is the word in these sentences? (Answer: to the zoo to see)
33. Underline the words on the board using curly lines.
34. **Say:** This means also, or a great many. I have too much work. He is 15 too.
35. **Ask:** How do you spell it? (Answer: too)
36. **Ask:** Where is it in these sentences? (Answer: too many people; Did you go too?)
37. Underline the words on the board using dotted lines.
38. **Ask:** Do the words sound the same? (Answer: yes)
39. **Ask:** Do the words mean the same? (Answer: no)
40. **Ask:** Is the spelling the same? (Answer: no)

### **Guided Practice** (7 minutes)

1. **Say:** I am going to read you some sentences. The first time I just want you to listen and think about the spelling.
2. **Say:** They're from Bo and I'm from Bo too. I have two sisters and they have two too. They go to church on Sundays and that is my church too. Sometimes when they're there their sisters are too noisy. My sisters are noisy too.
3. **Say:** Now I am going to read it again and I want you to try to write down what you hear.
4. Say the sentences again. Speak slowly and clearly, focusing on pronunciation.
5. Give pupils time to write.
6. Write the sentences on the board and ask pupils to check their spelling.




### **Independent Practice** (8 minutes)

1. Write these words on the board:
  - a. they're, their, there
  - b. to, two, too
2. **Say:** Now I want you to write some sentences using the words on the board.
3. Give pupils 5 minutes to write. Move around the classroom to make sure they understand the task and are doing it. If pupils are struggling, invite them to work in pairs.
4. After 5 minutes, ask pupils to work in pairs to share and compare their sentences.

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

1. Invite as many pairs as possible to read their sentences to the class.

<b>Lesson Title:</b> Reading Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-055	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and explain main ideas of the passage.</p>	 <p><b>Teaching Aids</b> 1. Text at the end of the lesson plan 2. Comprehension questions at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Write the comprehension questions at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Ask:** Have you ever heard the expression ‘sour grapes’? Listen to pupils’ answers.
2. **Say:** Today we are going to read a story and find out what ‘sour grapes’ means. The story is by a man called Aesop who lived in Greece hundreds and hundreds of years ago.

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

1. **Say:** Before we read the story, I want to check some words with you. Raise your hand to answer these questions.
2. **Say:** This is a small animal that looks like a dog but is red. It is known for being very clever. **Ask:** What animal is it? (Answer: a fox)
3. Draw grapes on the board. **Say:** This is a kind of fruit. **Ask:** What are they? (Answer: grapes)
4. **Ask:** What do grapes grow on? **Say:** They do not grow on trees. They grow on this.
5. Draw a vine on the grapes. **Ask:** What do you call this? (Answer: a vine)
6. **Ask:** What do you call food that tastes very, very good? (Answer: delicious)
7. **Ask:** What do you call the taste when fruit is not ready? For example when a mango is green, how does it taste? Or when milk is old it tastes like this. What is the word? (Answer: sour)
8. **Ask:** What kind of word is fox? (Answer: noun)
9. **Ask:** What kind of word is grapes? (Answer: noun)
10. **Ask:** What kind of word is vine? (Answer: noun)
11. **Ask:** What kind of word is delicious? (Answer: adjective)
12. **Ask:** What kind of word is sour? (Answer: adjective)
13. Write the new words on the board. Ask pupils to copy these words into their exercise books.

**Guided Practice (10 minutes)**

1. Point to the story on the board.
2. **Say:** I am going to read you the story (see end of lesson plan). I want you to listen and follow along. While I am reading, think about the answer to this question: Why couldn’t the fox get the grapes?
3. Write the question on the board.
4. Read the story slowly and clearly with expression to make it interesting for pupils.
5. **Ask:** Why couldn’t the fox get the grapes? (Answer: because they were high up on a wall)

6. **Say:** I am going to read the story again. As I am reading, follow along and try to find the answer to this question: Did the fox want to eat the grapes or not?
7. Write the question on the board.
8. Read the story slowly and clearly with expression to make it interesting for pupils.
9. **Ask:** Did the fox want to eat the grapes or not? Raise your hand. (Answer: At first he did, but when he couldn't get them he didn't want to eat them anymore.)

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

1. Point to the questions on the board (see end of lesson plan).
2. **Say:** Now I want you to read the story silently. You have five minutes to read and find the answers to the questions.
3. Give pupils time to read.
4. Check answers as a class. (Answers: a. hot, b. walking through a village, c. walked back and ran and jumped, d. walked back very far and ran and jumped, e. because he could not get them, f. they are sour and not good to eat)
5. **Say:** This is strange, isn't it? In the beginning he wanted the grapes but at the end he said they were sour.
6. Ask pupils to work in pairs. **Say:** I want you to discuss this with your partner and tell me what you think it means when you say 'Oh, that is sour grapes!' You have three minutes to work with your partner to discuss what you think it means.
7. Give pupils time to discuss. Move around the classroom to make sure they understand and are doing the task.
8. **Ask:** What do you think 'sour grapes' means? (Answer: to say something is not good, or not important because you can't have it)
9. **Say:** I want you to try to think of an example of something that is sour grapes. You have a minute to discuss with your partner.
10. Give pupils time to discuss.

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

1. Invite pupils to share their examples with the class. (Example answers: saying a friend's new bicycle is not a good bicycle because you do not have a bicycle; saying someone cheated on a test because they got a better score than you)

### *[TEXT: THE FOX AND THE GRAPES]*




One hot day in summer a fox was walking through a village. He was very hungry and tired. He saw some grapes just ready to eat on a vine way up on a high wall. 'Perfect! This is what I need,' he said. He walked back a few steps, looked at the grapes, then ran and jumped up high, but he just missed them. Turning round again, he walked far back then ran and jumped up as high as he could, but he still could not get the grapes. Again and again he tried to get the delicious grapes, but at last had to give up. He could not get them. He walked away with his nose in the air, saying: 'I am sure they are sour and not good to eat anyways.'



*[COMPREHENSION QUESTIONS]*

- a) What was the weather like?
- b) Where was the fox?
- c) How did he try to get the grapes the first time?
- d) How did he try to get the grapes the second time?
- e) Why do you think the fox didn't want the grapes in the end?
- f) What did the fox say about the grapes at the end of the story?

<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-056	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify question tags in negative questions.		<b>Teaching Aids</b> Sentences at the end of the lesson plan		<b>Preparation</b> Write the sentences at the end of the lesson plan on the board.
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**Opening** (1 minute)

1. **Say:** Today we are going to learn about question tags. We use question tags when we think we know the answer to something and are checking if we are right. Today we are going to learn about question tags in negative questions.

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

1. Draw a boy on the board.
2. **Say:** This is a Wenish.
3. Point to the sentences on the board (see end of lesson plan).
4. **Say:** Look at the sentences. They are all in different tenses. I want you to tell me which tense each sentence is in.
5. **Say:** Let's start with the first sentence: He is not from Sierra Leone. **Ask:** What tense is this? (Answer: simple present)
6. **Say:** Look at the second sentence: He was not born in the South. **Ask:** What tense is this? (Answer: simple past)
7. **Say:** Look at the third sentence: He is not studying in Junior Secondary School. **Ask:** What tense is this? (Answer: present continuous)
8. **Say:** Look at the fourth sentence: He was not living in Freetown last year. **Ask:** What tense is this? (Answer: past continuous)
9. **Say:** Look at the next sentence: He has not played football for six years. **Ask:** What tense is this? (Answer: present perfect)
10. **Say:** Look at the last sentence: He will not pass his exams. **Ask:** What tense is this? (Answer: simple future)
11. **Say:** I can ask, 'Where is he from?' but if I think I know the answer and I am not sure, there is another way to ask. I can say 'He isn't from Sierra Leone, is he?' This means I think I know he is not, but I am checking. These questions are called question tags.

**Guided Practice** (10 minutes)

1. Ask pupils to work in pairs. **Say:** I want you to make question tags for the other sentences. Work with a partner. Remember that you must keep the tenses the same. You have six minutes to decide on the question tags and write them down.
2. Give pupils time to discuss and write. Move around the classroom to make sure pupils understand and are doing the task.

3. Check answers as a class. (Answers: a. He is not from Sierra Leone, is he? b. He was not born in the South, was he? c. He is not studying in junior secondary school, is he? d. He was not living in Freetown last year, was he? e. He has not played football for six years, has he? f. He will not pass his exams, will he?)

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

1. Ask pupils to work in pairs. **Say:** I want you to write three negative sentences that you think are true about your partner. You can write about anything, for example: family, where they were born, things they like, somewhere you think they have not been. For example, 'She hasn't been to Kenya.' You have four minutes to write your sentences.
2. **Ask:** Will your sentences be negative or positive? Raise your hand. (Answer: negative)
3. Give pupils time to write. Move around the classroom to make sure they understand and are doing the task.
4. **Say:** Now I want you to ask your partner these questions using the question tag. You will use question tags to turn your sentences into questions. So if you wrote, 'She hasn't been to Kenya' you would ask, 'You haven't been to Kenya, have you?'
5. **Ask:** What would the answer be? (Answers: No, I have not. Yes, I have.)
6. **Say:** You have five minutes to ask each other your questions.
7. Give pupils time to ask and answer questions using question tags. Move around the classroom to make sure they understand and are doing the task.




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

1. Invite pupils to share their questions using question tags with the class.

### *[SENTENCES]*

- a. He is not from Sierra Leone.
- b. He was not born in the South.
- c. He is not studying in junior secondary school.
- d. He was not living in Freetown last year.
- e. He has not played football for six years.
- f. He will not pass his exams.

<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-057	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify question tags in positive questions.		<b>Teaching Aids</b> Sentences at the end of the lesson plan		<b>Preparation</b> Write the sentences at the end of the lesson plan on the board.
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### Opening (1 minute)

1. **Say:** Last time you wrote negative sentences using question tags to ask about something that you thought was true. Today we are going to write positive sentences with question tags.

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

1. Draw a girl on the board.
2. **Say:** This is a Suzan.
3. Point to the sentences on the board (see end of lesson plan).
4. **Say:** Look at the sentences. They are all in different tenses. I want you to tell me which tense each sentence is in.
5. **Say:** Let's start with the first sentence: She is from Koidu Town. **Ask:** What tense is this? (Answer: simple present)
6. **Say:** Look at the second sentence: She was born in the North. **Ask:** What tense is this? (Answer: simple past)
7. **Say:** Look at the third sentence: She is studying in primary school. **Ask:** What tense is this? (Answer: present continuous)
8. **Say:** Look at the fourth sentence: She was living in Waterloo last year. **Ask:** What tense is this? (Answer: past continuous)
9. **Say:** Look at the next sentence: She has played cricket for two years. **Ask:** What tense is this? (Answer: present perfect)
10. **Say:** Look at the last sentence: She will pass her exams. **Ask:** What tense is this? (Answer: simple future)
11. **Say:** I can ask, 'Where is she from?' but if I think I know the answer, there is another way to ask. Last lesson the sentences were negative so the question tag was positive. This time the sentences are positive so the tag must be negative. I can say, 'She is from Koidu Town, isn't she?' This means I think I know she is, but I am checking.

### Guided Practice (10 minutes)

1. Ask pupils to work in pairs. **Say:** I made a question tag for the first sentence. Now I want you to work with your partner and make question tags for the other sentences. Remember that you have to keep the tenses the same. You have six minutes to discuss and write your questions.
2. Give pupils time to discuss and write. Move around the classroom to make sure pupils understand and are doing the task.

3. Check answers as a class. (Answers: a. She is from Koidu Town, isn't she? b. She was born in the North, wasn't she? c. She is studying in primary school, isn't she? d. She was living in Waterloo last year, wasn't she? e. She has played cricket for two years, hasn't she? f. She will pass her exams, won't she?)

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

1. Ask pupils to work in pairs. **Say:** I want you to write three positive sentences that you think are true about your partner. You can write about anything, for example: family, where they were born, things they like, somewhere you think they have not been. For example, 'She has been to Nigeria.' You have four minutes to write your sentences.
2. **Ask:** Will your sentences be negative or positive? Raise your hand. (Answer: positive)
3. Give pupils time to write. Move around the classroom to make sure they understand and are doing the task.
4. **Say:** Now I want you to ask your partner these questions using the question tag. You will use question tags to turn your sentences into questions. So, if you wrote, 'She has been to Nigeria' you would ask, 'You've been to Nigeria, haven't you?'
5. **Ask:** What would the answer be? (Answers: Yes, I have. No, I haven't.)
6. **Say:** You have five minutes to ask each other your questions.
7. Give pupils time to ask and answer questions using question tags. Move around the classroom to make sure they understand and are doing the task.




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

1. Invite pupils to share their questions using question tags with the class.

### *[SENTENCES]*

- a. She is from Koidu Town.
- b. She was born in the North.
- c. She is studying in primary school.
- d. She was living in Waterloo last year.
- e. She has played cricket for two years.
- f. She will pass her exams.

<b>Lesson Title:</b> Fluent Reading	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-058	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read fluently with appropriate voice modulation.</p>		<p><b>Teaching Aids</b> Text at the end of the lesson plan</p>		<p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** If you are reading a story to someone and you want them to be interested and not fall asleep what do you need to do? (Example answer: Read it in an interesting way with expression.)
2. Today we are going to practise reading out loud with expression.

### Introduction to the New Material (8 minutes)

1. Point to the story on the board (see end of lesson plan).
2. **Say:** I am going to read the story on the board. I want you to listen and follow along. While you are listening, think about the answer to this question: How does the policeman feel?
3. Write the question on the board.
4. Read slowly and clearly with expression.
5. **Ask:** How does the policeman feel? Raise your hand to answer. (Answer: angry, worried, like he doesn't believe the writer)
6. **Say:** Now I want you to read the story silently and find the answer to this question: How does the writer feel?
7. Write the question on the board.
8. Give pupils time to read the story.
9. **Ask:** How does the writer feel? (Answer: scared, guilty, relieved)

### Guided Practice (9 minutes)

1. **Say:** I am going to read the story aloud again and I want you to pay attention to how I read it.
2. Read the story very badly. Read very fast or very slowly with no intonation. Sound as flat and boring as possible.
3. **Ask:** Was that good? (Answer: no) **Ask:** Why not? (Example Answer: it was flat and boring; too fast or slow; wasn't interesting)
4. **Say:** Now I am going to read again. Pay attention to how I read it. How does my voice change?
5. Read the story aloud. Use emotions and pauses and try to do different voices for the policeman and the writer.
6. **Ask:** Was it better? (Answer: yes) **Ask:** Why? (different intonation and speed; sounded angry and scared; different voices for the policeman and you)
7. **Say:** Now, I am going to read the one line at a time. I want you to listen and then repeat after me, copying the way I read it.
8. Read the story one line at a time. Have pupils repeat each line after you.

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

1. Ask pupils to work in pairs. **Say:** With your partner, I want you to practise reading the story. Try to make it sound interesting. Do different voices, change your voice to sound angry or scared, and don't forget to use pauses. One pupil will read the story while the other listens. When the first pupil finishes reading change roles, now the second pupil will read.
2. Give the pupils time to read aloud in pairs. Move around the classroom to make sure pupils understand and are doing the task. Encourage pupils to use expression when they read.
3. After 5 minutes ask pupils to work with a new partner and practise reading again.
4. Move around the classroom to make sure pupils have changed partners and are reading the story aloud again.




### **Closing** (6 minutes)

1. Invite as many pupils as possible to stand up and read part of the story to the class.

[TEXT]

'Hey you!' shouted the policeman. 'What are you doing walking around here late at night? Don't you know it is dangerous?' I hadn't realised how late it was, but suddenly I noticed how dark it was. I began to feel scared. 'I had to come out to go to the pharmacy to get some medicine for my mother,' I lied. 'Come on then, I'll walk with you,' he said. I had to think quickly or he would know I was not telling the truth because I had no money to buy anything. 'No, no thank you, it's okay, my brother is meeting me there, it's only across the road,' I said. The policeman looked at me strangely, but walked away. I was so relieved.

<b>Lesson Title:</b> Reading Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-059	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer comprehension questions from the text.</p>	 <p><b>Teaching Aids</b> 1. Text at the end of the lesson plan 2. Comprehension questions at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Write the comprehension questions at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Say:** Last term we looked at wedding traditions around the world. Can you remember any of them? Listen to pupils' answers.
2. **Say:** Today we are going to read about some more wedding traditions and answer questions about them.

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

1. **Say:** Before we read, I want to check three vocabulary words with you. Raise your hand to answer.
2. **Ask:** What do we call a woman who is getting married? (Answer: bride)
3. **Ask:** What do we call a man who is getting married? (Answer: groom)
4. **Ask:** What can we call a pair of people who are married? (Answer: couple)
5. Point to the text on the board (see end of lesson plan).
6. **Say:** I am going to read you the text. I want you to listen and follow along. While I am reading, think of the answer to this question: How many countries are in the text?
7. Read the text to pupils. Read slowly and clearly with expression.
8. After reading, **ask:** How many countries are in the text? (Answer: 5) **Ask:** Which countries are in the text? (Answer: India, China, Germany, Saudi Arabia, Australia)

**Guided Practice (12 minutes)**

1. Point to the questions on the board (see end of lesson plan).
2. **Say:** Now you are going to read the text silently to yourself. I want you to read carefully and answer the questions on the board.
3. Give pupils 6 minutes to read the text and answer the questions.
4. Ask pupils to work in pairs to share and compare their answers.
5. Check answers as a class. (Answers: a. India; b. three; c. to restaurants; d. the bride and groom; e. They are kept in a decorative bowl.)
6. Ask pupils to work in pairs. **Say:** Now discuss which wedding tradition is the most interesting to you. It is your opinion. You and your partner do not have to have the same answer, but you must give a reason for your choice. You have two minutes to discuss with your partner.
7. Move around the classroom to make sure pupils understand and are doing the task.
8. Invite different pupils to tell the class which tradition they find most interesting and why.



### **Independent Practice** (8 minutes)

1. Write these questions on the board:
  - a. Do any of the wedding traditions resemble our wedding traditions in Sierra Leone?
  - b. Which Sierra Leonean wedding traditions do you like?
2. Ask pupils to work in pairs to discuss the questions on the board.
3. **Say:** You and your partner do not have to have the same answer, but you must give a reason for your choice.
4. Move around the classroom to make sure pupils understand and are doing the task.

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

1. Invite as many pupils as possible to share their opinions with the class.

#### *[TEXT]*

Weddings are celebrated differently around the world. Here are some of the traditions.

In India, for Hindu weddings, the bride's hands and feet are painted with beautiful flowers. The bride and groom walk around a fire seven times. The wedding can last for three days.

In China, the bride changes her dress three times during the day. The first dress is a traditional red dress, the second one is a long white dress and the third one can be any colour she likes.

In Germany, in the evening after the wedding, the groom's friends have a game where they take the bride to different restaurants and the groom has to go from one restaurant to another to try to find them to take her back.




In Saudi Arabia, the men and the women have separate parties. Late in the evening, the groom goes into the women's party and sits on a beautiful chair with his bride and watches the dancing.

In Australia, guests are given stones and asked to hold them during the ceremony. At the end, guests put the stones in a decorative bowl that the couple will keep and display afterwards to remind them of the support of their friends and family.

#### *[QUESTIONS]*

- a. In which country does the couple walk around a fire?
- b. How many dresses does a Chinese bride wear on her wedding day?
- c. In Germany, where do the groom's friends take the bride?
- d. In Saudi Arabia who sits and watches the dancing?
- e. In Australia what happens to the stones after the wedding?

<b>Lesson Title:</b> Oral Reading	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-060	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to use intonation – raise voices, lower voices, etc. while reading.</p>	 <p><b>Teaching Aids</b> Story at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the story at the end of the lesson plan on the board. 2. Practise reading the story at the end of the lesson plan to yourself.</p>
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**Opening (2 minutes)**

1. **Ask:** What do you do when you have a secret? Do you tell anyone, or do you keep quiet? Listen to pupils' answers.
2. **Say:** Today we are going to read about someone telling a secret, and we are going to practise reading with expression.

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

1. Point to the story on the board (see end of lesson plan).
2. **Say:** I am going to read the story to you. I want you to listen and follow along. While you are listening, try to find the answer to this question: How many people knew the secret by the end of the story?
3. Read the story aloud to pupils. Reading slowly and clearly with expression. Try to do different voices for the characters.
4. **Ask:** How many people knew the secret by the end of the story? Raise your hand. (Answer: 5)  
**Ask:** Who knew the secret by the end of the story? (Answer: Fatmata, Amad, Hussein, Hussein's father, Fatmata's mother)
5. **Say:** Now I am going to read the story again. I want you to pay attention to how I read it. Listen to when my voice goes up, and when it goes down.
6. Read the story out loud one line at a time. Ask pupils to repeat each line after you. Try to do different voices for the characters and read with emotion.

**Guided Practice (8 minutes)**

1. Ask pupils to raise their hand to answer the following questions.
2. **Ask:** How do you think Fatmata feels? (Example answers: shocked, angry)
3. **Ask:** Why does she feel like that? (Answer: because everyone knew her secret)
4. Ask pupils to work in pairs. **Say:** I want you to think about what Fatmata is going to say to Amad the next time she sees him. **Ask:** Do you think she will forgive him? Will she shout at him? Will she be sad?
5. Give pupils 3 minutes to discuss the question. Move around the classroom to make sure pupils understand and are doing the task.
6. Invite as many pupils as possible to share their answers.

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

1. Ask pupils to work in pairs. **Say:** Now I want you to practise reading the story with your partner. Try to make it sound interesting. Do different voices and use pauses. Remember that punctuation tells you when to pause.
2. **Say:** One pupil will read the story and the other will listen. Then change and the other pupils will read while their partner listens. You have eight minutes to practise.
3. Move around the classroom to make sure pupils understand and are doing the task. Help pupils with their pronunciation and reading with expression.




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

1. **Ask:** What do you think the secret was? Listen to pupils' ideas.

### *[STORY]*

'Come here,' said Fatmata to Amad, 'I have a secret to tell you! You must promise not to tell anyone.' 'I promise,' said Amad, 'I will never tell anyone.' Fatmata whispered her secret in his ear. It was such a good secret that it went round and round in Amad's mind all the time. It wanted to get out. Finally Amad had to tell someone. He saw his friend Hussein coming out of the shop. 'Come here,' said Amad to Hussein, 'I have a secret to tell you! You must promise not to tell anyone.' 'I promise,' said Hussein, 'I will never tell anyone.' Amad whispered the secret in his ear. It was such a good secret that Hussein thought about it all the time. Every time he saw a friend he wanted to tell them. Finally he decided to tell his father. 'Come here,' said Hussein to his father, 'I have a secret to tell you! You must promise not to tell anyone.' 'I promise,' said his father, 'I will never tell anyone.' Hussein whispered the secret in his father's ear. Hussein's father tried very hard to say nothing, but it was such a good secret it had to come out! He decided to tell Fatmata's mother. 'Come here,' said Hussein's father to Fatmata's mother, 'I have a secret to tell you! You must promise not to tell anyone.' 'I promise,' said Fatmata's mother, 'I will never tell anyone.' Hussein's father whispered the secret in Fatmata's mother's ear. It was such a good secret that Fatmata's mother could not keep quiet. She decided to tell Fatmata. 'Come here,' said the mother to her daughter, 'I have a secret to tell you! You must promise not to tell anyone.' 'I promise,' said Fatmata, 'I will never tell anyone.' Fatmata's mother whispered the secret in her ear. It was such a good secret, but Fatmata was very shocked because it was her secret, so she didn't tell anyone else!

<b>Lesson Title:</b> Pronunciation	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-08-061	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and produce consonant sounds.		<b>Teaching Aids</b> Table at the end of the lesson plan		<b>Preparation</b> Write the table at the end of the lesson plan on the board.
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**Opening (2 minutes)**

- Say:** How do you spell 'cake'? How do you spell 'kick'? Listen to pupils' answers.
- Say:** 'Cake' and 'kick' have different spellings but the sound at the beginning is the same. They both begin with the 'k' sound.
- Say:** Today we are going to be practise consonant sounds.

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

- Point to the table on the board (see end of lesson plan).
- Ask pupils to copy down the columns with letters into their exercise books.

s	z	k	g	j	b	p	m	n
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- Say:** I am going to read some words to you. Listen to the sound each word starts with.
- Say the following words one by one, and have pupils identify the sounds: kick, zero, mouse, general, no, game, cake, nice, gate, mother, zoo, juice, pineapple, summer.
- Say the words slowly and clearly, focusing on pronunciation.
- Say:** I am going to read the words again. I want you to write the word in the correct column. Remember you are not looking at the letters; you are listening to the sounds.
- Say the words one by one, and have pupils write the words under the correct sound in the table: kick, zero, mouse, general, no, game, cake, nice, gate, mother, bird, zoo, juice, pineapple, summer.
- Say the words 1 more times to give pupils time to write.
- Check answers as a class. Write the words in the table after pupils say them. (Answers are in the table below.)
- Ask pupils to check that they have written the words in the correct column. Tell them to check the spelling as well as the sound.

s	z	k	g	j	b	p	m	n
summer	zero zoo	kick	game gate	general juice	bird	pineapple	mouse mother	no nice

**Guided Practice (10 minutes)**

1. Say the words one by one, and have pupils write the words under the correct sound in the table: night, cinema, clean, giant, baby, great, paper, man, June, zookeeper, cook, glass, bike, play, Monday, send, November, zebra, must, garden, best, jam, song, zone, nothing, my, pick, bring, name, street, many, zest, pour, kind, get, just.
2. Say the words slowly and clearly, focusing on pronunciation.
3. Say the words 2 more times to give pupils time to write.
4. Check answers as a class. Write the words in the table after pupils say them. (Answers are in the table below.)
5. Ask pupils to check that they have written the words in the correct column. Tell them to check the spelling as well as the sound.

s	z	k	g	j	b	p	m	n
cinema	zebra	clean	great	giant	baby	paper	man	night
send	zone	come	garden	jam	best	pick	must	November
song	zest	kind	get	just	bring	pour	my	nothing
street	zookeeper	cook	glass	June	bike	play	Monday	name

**Independent Practice (10 minutes)**

1. Ask pupils to work in pairs. **Say:** With your partner take turns saying one of the words from the table on the board. After you say a word your partner has to point to it in the table. Then your partner will say a word and you will point to it. You have three minutes to say as many words as you can.
2. Move around the classroom to make sure pupils understand and are doing the task. Help pupils pronounce the words correctly.
3. **Say:** Now I want you to work by yourself. I want you to write 3 sentences using words from the table. For example, 'A man on my street has a garden that looks great in June at night.'
4. Give the pupils 5 minutes to write their sentences. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. After 5 minutes, ask pupils to work in pairs to share and compare their sentences.




**Closing (3 minutes)**

1. Invite several pupils to read one of their sentences to the class.
2. Ask the rest of the class to identify the words in the table that they used in their sentence.

[TABLE]

s	z	k	g	j	b	p	m	n
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<b>Lesson Title:</b> Review of Plural Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-062	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Form plural nouns using 's' and 'es'.</li> <li>2. Use 's' and 'es' plurals in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Table answers in the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write these words on the board in a line: tree, dog, car, flower.</li> <li>2. Write these words on the board in a second line: bus, kiss, fox, church, bush.</li> <li>3. Write these words on the board in a third line: bike, watch, box, fax, brush, pencil, dish, computer, bed, bag, bird, tax.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** If you have one bag you say I have a bag. What do you say if you have two bags? Raise your hand. (Answer: I have two bags.)
2. **Ask:** How do you make nouns plural in English? (Answer: add 's')
3. **Say:** Today we are going to practise making plurals.

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

1. **Say:** Look at these words on the board: tree, dog, car, flower.
2. **Say:** For most nouns, we add -s. I am going to say the words. Pay attention to the pronunciation.
3. **Ask:** How do we make these words plural? (Answer: trees, dogs, cars, flowers)
4. Write the plurals on the board: trees, dogs, cars, flowers.
5. **Say:** I am going to say the words. Pay attention to the pronunciation.
6. **Say:** trees, dogs, cars, flowers.
7. **Ask:** What is the sound at the end? (Answer: 'z')
8. **Say:** Look at these words on the board: bus, kiss, fox, church, bush.
9. **Say:** For most nouns that end in -s or -ss, -x, -ch, -sh, we add -es to make the plural form.
10. **Ask:** How do we make these words plural? Raise your hand to answer. (Answers: buses, kisses, foxes, churches, bushes)
11. Write the plurals on the board: buses, kisses, foxes, churches, bushes.
12. **Say:** I am going to say the words. Pay attention to the pronunciation.
13. **Say:** buses, kisses, churches, bushes.
14. **Ask:** What is the sound at the end? (Answer: 'iz')

**Guided Practice (10 minutes)**

1. **Say:** Now we are going to practise our pronunciation.
2. **Say:** I am going to say some words. I want you to repeat each word after me. Pay attention to the correct pronunciation.

- Say:** buses, kisses, churches, bushes, trees, dogs, cars, flowers, shops, hats, books, cloths, giraffes.
- Say the words again. Tell pupils to repeat each word after you.
- Draw this table on the board:

-s	-es

- Point to the third line of words on the board: bike, watch, box, fax, brush, pencil, dish, computer, bed, bag, bird, tax.
- Ask pupils to work in pairs. **Say:** Look at the words on the board. I want you to think about how to make them plural and write the plural form in the correct column of the table.
- Give the pupils 6 minutes to discuss and write. Move around the classroom to make sure they understand and are doing the task.
- Check answers as a class. Ask pupils to tell you which words go in which column. (Answers: see table below)

-s	-es
bed	watch
bike	box
computer	tax
bag	fax
pencil	brush
bird	dish




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

- Say:** Now I want you to choose three words from each column and write a sentence with the noun in the plural form. You are going to write three sentences for each column, so six sentences all together.
- Say:** Remember to check your rules. Do the nouns end in -s or -es? Think about how to say them.
- Give pupils time to write. Move around the classroom to make sure they understand and are doing the task. Invite struggling pupils to work in pairs.
- After 5 minutes, ask pupils to share and compare their sentences in pairs.

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

- Invite as many pupils as possible to read out their sentences. Make sure they pronounce them correctly. Ask them how they spelled the plural nouns.

<b>Lesson Title:</b> Review of Plural Nouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-063	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Form plural nouns from singular nouns ending with 'f' or 'fe'.</li> <li>2. Form plural nouns from singular nouns ending with 'y' preceded by a consonant.</li> </ol>	 <p><b>Teaching Aids</b> Table answers in the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write these words on the board in one line: loaf, shelf, life.</li> <li>2. Write these words on the board on a second line: cliff, sniff.</li> <li>3. Write these words on the board on a third line: boy, monkey.</li> <li>4. Write these words on the board on a fourth line: baby, body.</li> <li>5. Write these words on the board on a fifth line: wife, day, knife, hoof, story, puff, city, lady, lorry.</li> </ol>
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### Opening (1 minute)

1. **Say:** In the last lesson, we learned about making plural nouns. What did we add to the words? Raise your hand. (Answer: 's' and 'es')
2. **Say:** Today we are going to learn about more plurals with different spelling.

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

1. **Say:** Look at these words on the board: loaf, shelf, life.
2. **Ask:** What sound do they end in? Raise your hand. (Answer: 'f')
3. **Say:** For nouns ending in -f or -fe, we change the 'f' or 'fe' to 'ves' to make them plural.
4. **Ask:** How do we make these nouns plural? Raise your hand. (Answers: loaves, shelves, lives)
5. Write the plural nouns on the board: loaves, shelves, lives.
6. **Say:** I am going to say the words. Pay attention to the sound at the end: loaves, shelves, lives.
7. **Ask:** What is the sound at the end? (Answer: 'z')
8. **Say:** Look at these words on the board: cliff, sniff.
9. **Ask:** What sound do they end in? (Answer: 'f')
10. **Say:** For nouns ending in -ff, add 's' to make them plural.
11. **Ask:** How do we make these nouns plural? (Answer: cliffs, sniffs)
12. Write the plural nouns on the board: cliffs, sniffs.
13. **Say:** I am going to say the words. Pay attention to the sound at the end: cliffs, sniffs.
14. **Ask:** What is the sound at the end? (Answer: 's')
15. **Say:** Look at these words on the board: boy, monkey.
16. **Say:** For nouns ending in a vowel + -y, add 's' to make them plural.
17. **Ask:** How do we make these nouns plural? (Answers: boys, monkeys)
18. Write the plural nouns on the board: boys, monkeys.
19. **Say:** I am going to say the words. Pay attention to the sound at the end: boys, monkeys.
20. **Ask:** What is the sound at the end? (Answer: 'z')
21. **Say:** Look at these words on the board: baby, body.
22. **Say:** For nouns which end in a consonant + -y, change 'y' to 'i' and add 'es' to make them plural.



23. **Ask:** How do we make these nouns plural? (Answers: babies, bodies)
24. Write the plural nouns on the board: babies, bodies.
25. **Say:** I am going to say the words. Pay attention to the sound at the end: babies, bodies.
26. **Ask:** What is the sound at the end? (Answer: 'iz')

**Guided Practice (10 minutes)**

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

-s	-ves	-ies
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2. Point to the words on the board, and **say:** loaves, shelves, lives, cliffs, sniffs, boys, toys, babies, bodies.
3. Ask pupils to write the words in the correct column on the table. (Answers: see table below)

-s	-ves	-ies
cliffs sniffs boys toys	loaves shelves lives	babies bodies

4. Point to these words on the board: wife, day, knife, hoof, story, puff, city, lady, lorry.
5. Ask pupils to work in pairs. **Say:** Look at the words on the board. I want you to write them in the correct column on the table. Write the plural forms.
6. Give the pupils 6 minutes to discuss and write. Move around the classroom to make sure pupils understand and are doing the task.
7. Check answers as a class. Ask pupils to tell you which words go in which column. (Answers: see table below)

-s	-ves	-ies
puffs donkeys days	knives wives hooves calves	ladies lorries cities stories




**Independent Practice (10 minutes)**

1. **Say:** Now I want you to choose three words from each column and write a sentence with the noun in the plural form. You are going to write three sentences for each column, so six sentences all together.
2. **Say:** Remember to check your rules. Do the nouns end in -s, -ves or -ies? Think about how to say them.
3. Give pupils time to write. Move around the classroom to make sure they understand and are doing the task. Invite struggling pupils to work in pairs.
4. After 5 minutes, ask pupils to share and compare their sentences in pairs.

**Closing** (2 minutes)

1. Invite as many pupils as possible to read out their sentences. Make sure they pronounce them correctly. Ask them how they spelled the plural nouns.

<b>Lesson Title:</b> Semi-formal Letter	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-064	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the features of semi-formal letters.</p>	 <p><b>Teaching Aids</b> 1. Letter template at end of the lesson plan 2. True/false sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the true/false sentences at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** If you want to invite someone to a party, how do you normally ask them? What if it is someone older than you? Listen to pupils' ideas.
2. **Say:** Today we are going to learn how to write a letter to invite an older family friend to a party. We are going to revise writing a semi-formal letter. This means it is not as formal as a letter to your school or job, but not informal like a letter to a friend. It is somewhere in the middle. This is called a semi-formal letter.
3. **Say:** We are going to write a letter to an old lady we know, called Ma Yaema, and invite her to a party.

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

1. **Say:** Can you remember eight features of a semi-formal letter and where to put them?  
(Answers: address, date, greeting or salutation, introduction, body, ending, closing, signature)
2. Draw a big rectangle on the board.
3. **Ask:** Where do these features go? Listen to pupils' answers.
4. Write each answer on the board in the right place as the pupil tells you (see end of lesson plan). Leave a space between them.

### Guided Practice (8 minutes)

1. Point to these sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences in their exercise books.
3. Ask pupils to work in pairs. **Say:** Read the sentences about semi-formal letters and mark them as true or false.
4. Give pupils 5 minutes to read the sentences and decide whether they are true or false.
5. Check answers as a class. (Answers: a. false b. true c. false d. false e. true)

### Independent Practice (12 minutes)

1. Ask pupils to work in pairs. **Say:** Work with your partner and think of some ideas to write in each part of the letter. Remember, you are inviting Ma Yaema to your party. You have six minutes.
2. Give pupils time to discuss their ideas.
3. Move around the classroom to make sure pupils understand and are doing the task.
4. When they finish, have pupils volunteer to share their ideas. Write some responses on the board (Example answers: see below)

Address – PO Box, street name

Date – 24<sup>th</sup> March 2017

Greeting – Dear Ma Yaema

Introduction – I hope you are well./ I hope you are feeling better./ I want to invite you to a party...

Body – We are having a party.../Date and time of party.../ Who is coming to the party.../How she will get to the party...

Ending – I hope you can come... / I will be very happy if you join us... / I hope you are well and happy... / I'm looking forward to seeing you

Closing – Best wishes, Regards

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

1. **Ask:** Do you think Ma Yaema would be happy to get a letter like this? Do you think she will come to the party? Listen to pupils' answers.
2. **Say:** In the next class we are going to write a semi-formal letter in full. Make sure you study your notes at home so you remember how to write a semi-formal letter.




### *[LETTER TEMPLATE]*

	Address
	Date
Greeting/Salutation	
Introduction	
Body	
Ending	
Closing	
Signature	

*[TRUE/FALSE SENTENCES]*

- a. We do not need to write our address or the date in a semi-formal letter.
- b. We usually use 'Dear' in a semi-formal letter.
- c. We can use short forms (e.g. don't) in semi-formal letters.
- d. We end a semi-formal letter with 'Love from'.
- e. Semi-formal letters are like talking to your best friend.
- f. Semi-formal letters are like talking to your teacher or an uncle you do not know well.

<b>Lesson Title:</b> Semi-formal Letter	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-065	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a semi-formal letter to a person of their choice.</p>		<p><b>Teaching Aids</b> Letter template at the end of the lesson plan</p>		<p><b>Preparation</b> Write the letter template at the end of lesson plan on the board.</p>
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### Opening (2 minutes)

- Ask:** Do you remember the letter we started to write in the last lesson? Who was the letter to?  
(Answer: Ma Yaema)
- Ask:** Why were we writing to her? (Answer: to invite her to a party)
- Ask:** What kind of letter was it? (Answer: a semi-formal letter)
- Say:** Today we are going to write a semi-formal letter.

### Introduction to the New Material (8 minutes)

- Ask:** Can you remember all the different features we have to include in a semi-formal letter? What are they? (Answer: address, date, greeting/salutation, introduction, body, ending, closing, signature)
- Say:** Good, now we are ready to write our letters. You can use the template on the board to help you (see end of lesson plan).
- Say:** I want you to write a semi-formal letter. You can write the letter to Ma Yaema if you like, or you can choose someone different and a different topic. You can write about anything you like.
- Ask:** What other topics could you write about? Listen to pupils' answers. (Example answers: asking a family member for help; asking for advice; writing to your school/teacher; writing to a newspaper)
- Write some pupils' ideas on the board.

### Guided Practice (8 minutes)

- Say:** Now I want you to write the first draft of the letter. Write down your ideas. You have five minutes to write as much as you can.
- Give the pupils time to write. Move around the classroom and make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
- Take note of 2-3 common mistakes in pupils' letters. Write the mistakes on the board.
- Ask pupils to help you correct the mistakes on the board.
- Tell pupils to check their own writing for similar mistakes.

### Independent Practice (15 minutes)

- Say:** Now write the final draft of your letter. Remember the features of a semi-formal letter and the ideas we shared in class last lesson and today.
- Give pupils 10 minutes to write.

3. Ask pupils to work in pairs to share and compare their letters.




**Closing** (2 minutes)

1. Invite as many pupils as possible to tell the class who they wrote to and why.

*[LETTER TEMPLATE]*

	Address
	Date
Greeting/Salutation	
Introduction	
Body	
Ending	
Closing	
Signature	

<b>Lesson Title:</b> Spelling Drills	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-066	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to practise and develop spelling skills.</p>		<p><b>Teaching Aids</b> Practice sentences at the end of the lesson plan</p>		<p><b>Preparation</b> Write the practice sentences at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** Is spelling in English easy? Why or why not? Listen to pupils' answers.
2. **Say:** There are many words in English which pupils often mix up. Words that sound the same but have a different spelling are called 'homophones'. Today we are going to practise some of them.

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

1. Ask pupils to listen to the sentences that you are going to read.
2. Read each sentence or question slowly and clearly.
  - a. Can you hear the music from here?
  - b. You were right to write her a letter.
  - c. Who's finding out whose phone it is?
  - d. You're going to take your bike, aren't you?
3. **Ask:** What did you notice about the sentences and questions?
4. Have pupils raise their hand to answer. (Answers: They have words that sound the same.)
5. **Ask:** When words sound the same in English, are they always spelled the same? (Answer: no)
6. **Say:** We call words that sound the same but are spelled differently 'homophones'.
7. Write the sentences on the board.
8. **Say:** I want you to copy the sentences and underline the words in each sentence that sound the same.
9. Give pupils time to copy the sentences and underline.
10. Check answers as a class. Underline the words in the sentences on the board when pupils identify them. (Answers: a. Can you hear the music from here? b. You were right to write her a letter. c. Who's finding out whose phone it is? d. You're going to take your bike, aren't you?)

### Guided Practice (8 minutes)

1. Ask pupils to work in pairs. **Say:** With your partner I want you to discuss what each underlined word means.
2. Give pupils time to discuss.
3. **Say:** I am going to give you definitions of the words now. I want you to tell me which word is which. Raise your hand to answer.
4. Give the definitions and have pupils volunteer to answer:
  - a. This is the short form of 'you are'. (Answer: you're)
  - b. When there is a noise, or people talking in the street, you can ...? (Answer: hear)
  - c. This is the short form for 'who is'. (Answer: who's)



- d. You do this with a pen or a pencil. (Answer: write)
- e. This is the possessive adjective for 'you'. (Answer: your)
- f. This is the opposite of wrong. (Answer: right)
- g. If you find something but you don't know who it belongs to you use this question word. (Answer: whose)
- h. The opposite of 'there'. (Answer: here)

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

1. **Say:** Now you are going to practise these words.
2. Point to the sentences on the board (see end of lesson plan).
3. **Say:** There are eight sentences on the board. I want you to copy the sentences and circle the correct word that would go in the sentence.
4. Give the pupils time to copy the sentences and circle the correct word.
5. Write the correct answers on the board and ask pupils to correct their work. (Answers: a. write b. your c. here d. who's e. right f. you're g. hear h. whose)
6. **Say:** Now I want you to write your own sentences using the homophones we just practised.
7. Give pupils 5 minutes to write their own sentences.
8. Move around the classroom to make sure pupils understand and are doing the task.
9. After pupils finish writing, ask them to share and compare their sentences.




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

1. **Say:** Invite as many pupils as possible to read a sentence to the class.
2. **Say:** Words that sound the same but have a different spelling are called 'homophones'.

### *[PRACTICE SENTENCES]*

- a. I'll write/right her a letter.
- b. Don't forget you're/your bag.
- c. Do they live here/hear in our town?
- d. Do you know who's/whose coming to the party?
- e. Did you get the answer write/right?
- f. I didn't know you're/your from Freetown.
- g. Can you here/hear the children playing?
- h. Who's/Whose house is that?

<b>Lesson Title:</b> Reading Newspapers/Magazines	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-067	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to summarise author's thoughts on current events.</p>		<p><b>Teaching Aids</b> Choose an article from a newspaper or a magazine. Make sure it is interesting and not too long because pupils have to remember it.</p>		<p><b>Preparation</b> Plan activities to match an article of your choice (see below).</p>
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### Planning

For your article: Choose items of vocabulary. Write a simple definition for them.

1. Think of one general question about the article that gives a summary of the whole topic.
2. Choose 10 new or difficult words in the article and find definitions for them.
3. Think of 4 or 5 questions that make pupils read the article more carefully; for example, a question about what someone said or did, or about a number or a date.

### Opening (2 minutes)

1. Ask the pupils a general question about the topic of the article. (Example questions: Have you heard about...?; Did you hear about ... on the radio?)

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

1. **Say:** I am going to read an article to you, but first I want you to help me with some words.
2. Write the difficult words on the board.
3. Give the pupils your simple definitions of the difficult words in the article and ask them to guess the word. If they cannot guess then tell them the word.
4. **Say:** I am going to read the headlines.
5. Read the headlines to pupils.
6. **Ask:** What do you think the article is about?
7. **Say:** Now I am going to read the article to you and I want you to listen and find the answer to a question.
8. Ask a general question about the article that gives a summary of the whole topic. Write the question on the board.
9. Read the article slowly and clearly with expression to make it interesting to pupils.
10. **Ask:** Who can answer the question? Listen to pupils' answers.

### Guided Practice (10 minutes)

1. Write 4 or 5 questions on the board that make pupils read the article more carefully. For example, a question about what someone said or did, or about a number or a date.
2. **Say:** Now I am going to read the article to you again. Listen and try to find the answers to these questions.
3. Read the article slowly and clearly.

4. **Ask:** Who can answer the questions? Have pupils raise their hand and answer.




**Independent Practice** (12 minutes)

1. **Say:** Now I am going to read the article again and you have to listen and decide what the most important information is. I do not want you to write down everything, but I do want you to take notes on the main points.
2. Read the article slowly and clearly. Give pupils time to take notes.
3. Ask pupils to work in pairs. **Say:** Share your notes with your partner. Check if you found the same things important. You have three minutes to compare notes and discuss.
4. Invite as many pupils as possible to summarise the article and tell you what they think the main points in the article are.

**Closing** (1 minute)

1. **Say:** For the next lesson, I would like you to read a newspaper article, listen to the news on the radio or ask someone about the news.

<b>Lesson Title:</b> Reading Newspapers/Magazines	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L-08-068	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to write a composition giving their opinion on a current event.</p>	 <p><b>Teaching Aids</b> Guidelines for composition at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Before this class, ask pupils to read a newspaper article, listen to the news on the radio or ask someone about the news before class. 2. Write the guidelines for the composition at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** What is happening in the news just now? Did you read the newspaper? Did you listen to the radio? Who can tell me one of the topics people are talking about? Have pupils raise their hand and answer.
2. **Say:** Today you are going to write a composition about what is happening in the news. We call this current events.

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

1. Point to the guidelines on the board (see end of lesson plan).
2. Read the guidelines to pupils.
  - Choose your topic.
  - Think about what you know about the topic.
  - Write some notes about it.
  - Write down the main points: Who are the people? Are there any important dates and times? What are the main events/points? What is the main information?
  - Put any events/points in the correct order of date and time or importance.
3. **Say:** First I want you to choose a topic to write about. It can be anything that is in the news.
4. Give the pupils time to think and write notes.
5. Invite 2-3 pupils to share their ideas.
6. **Say:** Now I want you to write your opinion about the topic. Again, just notes, not sentences. Write your feelings about the topic. Write what you think should happen in the future.
7. **Ask:** Do you know any useful phrases or sentences to talk about your opinion and what should happen in the future? Invite 2-3 pupils to answer. (Example answers: I believe/think that ...; In my opinion ...; In the future ...; Going forward ...)
8. Give pupils 5 minutes to write their opinions about the topic.
9. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

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

1. Ask pupils to work in pairs. **Say:** Listen to your partner's topic. If you do not understand, ask questions to make sure you do. Tell your partner about your topic. Check that your information is clear and write extra notes if you need to. Do not start your composition yet, just add notes if you need them.
2. Give pupils time to discuss their ideas. Move around the classroom to make sure pupils understand and are doing the task.

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

1. Point to the outline on the board and explain the different paragraphs. Read the information to pupils.
  - Paragraph 1: Introduce the topic and explain it
  - Paragraph 2: The main events, points in order of date and time or importance – use past and/or present tenses
  - Paragraph 3: What you think about it and what you think should happen in the future – use present and future tenses
2. Ask pupils to use the outline to help them write their composition.
3. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.




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

1. Invite different pupils to share a summary of their composition.
2. Tell pupils to read their compositions again at home. Tell them to try and make them better by writing more information and checking their spelling, punctuation and grammar.

### *[GUIDELINES FOR COMPOSITION]*

- Choose your topic.
- Think about what you know about the topic.
- Write down the main points: Who are the people? Are there any important dates and times? What are the main events/points? What is the main information?
- Put any events/points in the correct order of date and time or importance.
- Prepare an outline of the composition:
  - Paragraph 1: Introduce the topic and explain it
  - Paragraph 2: The main events, points in order of date and time or importance – use past and/or present tenses
  - Paragraph 3: What you think about it and what you think should happen in the future – use present and future tenses

<b>Lesson Title:</b> Drama/Play	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-069	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the main characters and their roles.</li> <li>2. Dramatise a play showing an understanding of the roles characters in the play.</li> </ol>	 <p><b>Teaching Aids</b> Play scenario options at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the play scenario options at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** What do we know about plays? Listen to pupils' answers. (Example answers: they have actors; performed in public spaces or theatres; have dialogue)
2. **Say:** Today and in the next lesson we are going to write and perform a play.

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

1. Ask pupils to work in pairs. **Say:** Get into pairs for this activity.
2. Read out the 3 scenarios written on the board (see end of lesson plan). Explain them if needed.
3. Tell pupils to read the 3 scenarios silently and with their partner decide which one they are going to act out. Give them 5 minutes to decide.
4. Tell pupils to decide who will play which character. Give them 1 minute to decide.

### Guided Practice (7 minutes)

1. **Say:** With your partner, decide what happens next in the scenario you chose. Make notes about what will happen next. You have five minutes to discuss.
2. Invite 4-5 pairs to share their ideas with the class.

### Independent Practice (15 minutes)

1. **Say:** With your partner, I want you to write your play. Give your characters names and then write what they will say. Your play must be about four minutes long when it is finished.
2. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. **Say:** Now read your play aloud with your partner and make any corrections you hear. Move around the classroom and help pupils make corrections to their plays.




### Closing (1 minute)

1. Tell the pupils to study their play at home and think about how their character will act.

*[PLAY SCENARIO OPTIONS]*

1. Two boys are playing football on the beach. Boy A owns the ball. Boy B throws the ball in the water by mistake and it gets lost. What happens next?
2. Two girls are walking back from school when it starts raining. Both run to hide in a shop. Girl A hits Girl B by mistake and her bag falls in a puddle. What happens next?
3. A girl and a boy are working in class in pairs. The girl takes out her pencil. The boy looks at it and tells her that he lost a pencil that looked exactly like the girl's pencil. What happens next?

<b>Lesson Title:</b> Drama/Play	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-070	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to dramatise a play showing an understanding of the roles and characters in the play.	 <b>Teaching Aids</b> Plays from the previous lesson	 <b>Preparation</b> None
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### Opening (1 minute)

1. Remind pupils of the plays they wrote in the last lesson.
2. Tell pupils that today they will act the plays they wrote.

### Introduction to the New Material (8 minutes)

1. Ask pupils to work with their partner and take 3 minutes to read their plays again.
2. Invite pupils to share about their character – the character’s name and what he/she is like as a person. (Example answers: friendly, angry, understanding, helpful, suspicious)

### Guided Practice (10 minutes)

1. Give pupils 2 minutes to finish their plays or make changes to them.
2. **Say:** Now you are going to practise without your writing. You do not have to remember every word, but you need to know what your play is about and how your character speaks. You have seven minutes to practise in your pairs. Help each other if you forget.
3. Give pupils time to practise.
4. Walk around the classroom helping pupils and asking them questions about their play and the characters in it.

### Independent Practice (15 minutes)




1. Ask pupils to act out their plays in pairs.
2. Walk around and listen to the various plays.
3. **Say:** Now I want pairs to volunteer to come to the front and act their play for the whole class. Remember you have to finish in four minutes. Don’t forget your character. Don’t worry if you forget the words!
4. Invite different pairs to the front to act their plays for the class.

### Closing (1 minute)

1. Ask pupils what they liked or did not like about acting in a play. Listen to pupils’ answers.



<b>Lesson Title:</b> Conversation	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-08-071	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about/describe occasions and or special events using the sentence frame: I will never forget the time when...</li> <li>2. Express themselves orally, conducting discussions using their ideas and expressing themselves clearly.</li> </ol>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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**Opening (1 minute)**

1. **Ask:** Think about a special occasion or special event that you went to. What was good about it? Why did you like it? Have pupils raise their hand to answer.
2. **Say:** Today we are going to talk about special occasions and events with a partner.

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

1. **Say:** I want you to choose a special occasion or an event that you went to. Think of something important to you that you remember well.
2. Give pupils a minute to think.
3. **Say:** I want you to close your eyes. Think of the event. Who is there? What are you wearing? What can you see? What can you hear? Is there music? Are people talking? What can you smell? Is there food?
4. Write these headings on the board.

see	hear	smell	taste	touch

5. **Say:** Copy this table and write down all of the things that you can remember about the event. Write them down in the correct column. Try to remember as much as you can. Don't write sentences; just write words and ideas.
6. Give pupils 8 minutes to write their ideas into their exercise books. Move around the classroom to make sure pupils understand and are doing the task.

**Guided Practice (10 minutes)**

1. **Ask:** If you want to tell a story, how can you start it? (Example answers: I want to tell you something; Let me tell you a story; Once upon a time...; I remember when...)

2. **Say:** Today I want you to start this story by saying, 'I will never forget the time when...' This means you are going to talk about something very important to you.
3. **Ask:** What tense are you going to be using? (Answer: past simple, past continuous)
4. **Say:** I want you to look at your notes. You have written down information about the event or occasion that you are going to talk about. Now I want you to think about how you felt. Did you feel good? Bad? Special? Upset? Think about some words to describe your feelings and write them down.
5. Give pupils 3 minutes to make notes about their feelings.
6. **Say:** Now I want you to organise what you are going to say. Make a list and write down the order in which things happened. For example, 1. My aunt came to our house and plaited my hair. 2. I got ready with my sister and we put on our best dresses. 3. We took a taxi to town with my parents. 4. We were the first family to arrive at the party.
7. **Say:** Remember we are talking about something that happened in the past so you are going to use the past tense to talk about it. Don't worry about too much detail now, just the main events. Think about the verbs you are going to use and write them in the past tense.
8. Give pupils 5 minutes to write the main events in order into their exercise books. Move around the classroom to make sure pupils understand and are doing the task.




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

1. Ask pupils to work in pairs.
2. **Say:** Now I want you to practise telling your story to your partner. Now is the time to include details. I want you to describe what happened and how you felt about it. Remember to use the past tense. Everyone should start by saying, 'I will never forget the time when...'
3. Give pupils time to talk. Move around the classroom listening to different pairs to make sure they understand and are doing the task. Help struggling pupils.
4. After 4 minutes, tell pupils to stop and change roles. Now the second pupil should start telling their story.

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

1. **Say:** Now I want you to ask your partner questions about their special day. You should each ask and answer two questions.
2. Give pupils time to ask and answer questions.

<b>Lesson Title:</b> Conversation	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-08-072	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Talk about/describe occasions and/or special events using the sentence frame: I will never forget the time when...</li> <li>2. Express themselves orally, conducting discussions using their ideas and expressing themselves clearly.</li> </ol>	 <p><b>Teaching Aids</b> None</p>	 <p><b>Preparation</b> None</p>
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**Opening** (2 minutes)

1. **Ask:** What did you talk about in the last lesson? Who can give me an example? Have pupils raise their hand to answer.
2. **Say:** Today you are going to talk to more people about your special occasion or special event.

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

1. **Say:** When we talk to our friends, we have a conversation. We don't just tell stories. A conversation means that we take turns talking. We ask questions to find out more information. We share our thoughts and opinions. We say what we think about a topic.
2. **Say:** Today we are going to continue talking about the special events you discussed last lesson. I want you to have conversations with each other and discuss them.
3. **Say:** Look again at the notes you made for the last lesson. Is there anything you want to add?
4. Give pupils 3 minutes to read their notes and add to them.

**Guided Practice** (5 minutes)

1. **Ask:** If someone is talking and we want to know more information, what do we do? (Answer: Ask questions.)
2. **Ask:** What kind of questions can we ask about an event? For example, we could ask, 'What were you wearing?' (Example answers: Was there music? Who did you go with? What did you eat? Did you dance? Were you happy?)
3. Listen to pupils' answers and write some example questions on the board.
4. Ask pupils to copy some of the questions into their exercise books.

**Independent Practice** (20 minutes)




1. Ask pupils to work in pairs.

2. **Say:** I want you to work with somebody new. Don't work with the same person you were with in the last lesson.
3. **Say:** We are going to tell our new partner about our special event.
4. **Ask:** How are you going to start your story? (Answer: I will never forget the time when...)
5. **Say:** While your partner is telling you their story I want you to think about questions that you can ask them to find out more information about the event.
6. Give pupils time to talk and ask questions. Move around the classroom to make sure they understand and are doing the task. After 3 minutes tell pupils to stop and change roles. Now it is the other person's turn to tell their story and answer questions about it.
7. Give pupils time to talk and ask questions. Move around the classroom to make sure they understand and are doing the task. After 3 minutes tell pupils to stop.
8. **Say:** Now I want you to make notes about the most interesting things you heard.
9. Give pupils 2 minutes to write down their ideas.
10. Ask pupils to change partners. **Say:** Now I want you to work with someone else and tell that person your story. Don't forget to ask each other questions.
11. Give pupils time to talk and ask questions. Move around the classroom to make sure they understand and are doing the task. After 3 minutes tell pupils to stop and change roles. Now it is the other person's turn to tell their story and answer questions about it.
12. Give pupils time to talk and ask questions. Move around the classroom to make sure they understand and are doing the task. After 3 minutes tell pupils to stop.
13. **Say:** Now I want you to make notes about the most interesting things you heard.
14. Give pupils 2 minutes to write down their ideas.

**Closing** (3 minutes)

1. Invite different pupils to tell you what they heard that was interesting.

<b>Lesson Title:</b> Review Synonyms	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-073	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to replace words in a passage with synonyms.</p>		<p><b>Teaching Aids</b> Word columns in the lesson plan</p>		<p><b>Preparation</b> Write the word columns at the end of the lesson plan on the board.</p>
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**Opening** (2 minutes)

1. **Ask:** What is another word for unhappy? (Example answers: sad, miserable, down in the mouth)
2. **Ask:** What is another word for angry? (Example answers: cross, mad, furious)
3. **Ask:** What kind of words are these? (Answer: synonyms, words with similar meanings)
4. **Say:** A synonym is a word with the same or a similar meaning. Today we are going to practise using synonyms.

**Introduction to new material** (7 minutes)

1. Point to the column 'A' on the board (see end of lesson plan).
2. Read the words aloud: hurry, beautiful, begin, end, big, delicious, happy, little, right, wrong.
3. **Say:** Look at these words. I want you to discuss with your partner what they mean. You have five minutes.
4. Give the pupils time to discuss. Move around the classroom to make sure they understand and are doing the task.
5. After 5 minutes, the meaning of the words as a class. If pupils do not know the meaning of one of the words, tell them.

**Guided Practice** (10 minutes)

1. **Say:** I want you to write five sentences to make a short paragraph. You must use five words on the board in your sentences. You can choose any five words. The paragraph can be about anything you like. You have eight minutes to write your paragraph.
2. Give the pupils time to write. Move around the classroom to make sure they understand and are doing the task. If pupils are struggling, invite them to work in pairs.
3. After pupils have finished writing their paragraphs, invite different pupils to read their paragraph to the class.

**Independent Practice** (13 minutes)

1. Write these words on the board under the column 'B': start, large, pretty, cheerful, finish, small, tasty, rush, correct, incorrect.
2. Ask pupils to work in pairs. **Say:** With your partner, I want you to match the words in column 'A' with the words in column 'B' on the board. Write the matching words in your exercise books.

3. **Say:** Let's do the first one together. Ask: Which word in column B has the same meaning as big? (Answer: large)
4. **Say:** The adjectives 'big' and 'large' are synonyms. They have similar meanings.
5. Ask pupils to match the rest of the words.
6. After pupils are finished, check answers as a class. Write the answers on the board and ask pupils to check their work. (Answers: hurry - rush; beautiful - pretty; begin - start; end - finish; delicious - tasty; happy - cheerful; little - small; right - correct; wrong - incorrect)
7. **Say:** Now I want you to look at your passage and rewrite it with the synonyms.
8. Give pupils 5 minutes to rewrite their passage using the synonyms.
9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.




**Closing** (3 minutes)

1. Invite pupils to read a sentence to the class. Ask them to read the original sentence and then read the sentence again with the synonym.
2. Ask the rest of the class to identify the synonyms used.

*[WORD COLUMNS]*

Column 'A'	Column 'B'
hurry	
beautiful	
begin	
end	
big	
delicious	
happy	
little	
right	
wrong	

<b>Lesson Title:</b> Review Antonyms	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-074	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and provide words opposite in meaning to words in a passage.</p>		<p><b>Teaching Aids</b> Text at the end of the lesson plan</p>		<p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** What is a word that means the opposite to unhappy? (Example answers: happy, glad, joyful)
2. **Ask:** What is a word that means the opposite to begin? (Example answers: end, finish)
3. **Ask:** What kind of words are these? (Answer: antonyms/words with opposite meanings)
4. **Say:** An antonym is a word with the opposite meaning. Today we are going to practise some of antonyms.

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

1. Point to the text on the board (see end of lesson plan).
2. **Say:** I am going to read the text on the board to you. I want you to listen and follow along. While you are listening, try to find the answer to this question: Is everything Tejan's fault? Why?
3. Write the question on the board.
4. Read the text to the pupils. Read slowly and clearly with expression to make the text interesting to pupils.
5. **Ask:** Is everything Tejan's fault? Why? Ask pupils to raise their hand to answer. (Answer: No. He gets up late which is his fault. The bus journey is bumpy which is not his fault. His lessons are boring which might be his fault or might be the school's fault.)

### Guided Practice (10 minutes)

1. Underline these words in the text on the board:

Tejan was never on time. He was very bad at timekeeping. He found it hard to get up in the morning and usually left the house late. His journey to school was horrible. The road to school was very bumpy and his bus ride was very uncomfortable. When he arrived at school he was usually sad and his lessons were boring. Unlucky Tejan!

2. **Say:** I want you to look at the words I underlined.
3. Ask pupils to work in pairs. **Say:** With your partner, I want you to think of some antonyms (words with opposite meanings) for the words that are underlined. You have five minutes.
4. After 5 minutes, check answers as a class. Write some of the pupils' suggestions on the board.

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

1. Write these words on the board: easy, happy, smooth, good, nice, comfortable, lucky, always, interesting, early.
2. **Say:** Look at these words. Are they the same as your words?
3. **Say:** Now I want you to copy the text on the board but replace the underlined words in the text with these words (point to the words in step 1) so that everything in the text has the opposite meaning. You have five minutes.
4. Give pupils time to read the text and write the antonyms. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. After pupils have finished, tell them to exchange their exercise books with a partner to share and compare their answers.
6. Write the answers on the board: Tejan was always on time. He was very good at timekeeping. He found it easy to get up in the morning and usually left the house early. His journey to school was nice. The road to school was very smooth and his bus ride was very comfortable. When he arrived at school he was usually happy and his lessons were interesting. Lucky Tejan!
7. Ask pupils to check if their text is the same as the one on the board. If not, they should correct their text.

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




1. Ask: Who can tell us a sentence using one of the words we studied today? Invite pupils to answer.
2. After pupils say their sentence, invite other pupils to replace the word with its antonym so the sentence has the opposite meaning.

#### *[TEXT]*

Tejan was never on time. He was very bad at timekeeping. He found it hard to get up in the morning and usually left the house late. His journey to school was horrible. The road to school was very bumpy and his bus ride was very uncomfortable. When he arrived at school he was usually sad and his lessons were boring. Unlucky Tejan!



<b>Lesson Title:</b> Spelling and Dictation	<b>Theme:</b> Reading Listening and Speaking	
<b>Lesson Number:</b> L-08-075	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Listen and recall facts narrated to them.</li> <li>2. Pronounce new words and rewrite them.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Practise reading the text at the end of the lesson plan.</p>
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**Opening (3 minutes)**

1. **Ask:** Do you think weddings are the same all over the world? What do you think might be the same? What do you think might be different? Listen to pupils' ideas. (Example answers: different religions, different clothing, different customs, different ceremonies)
2. **Say:** Today you will practise listening carefully and recalling facts and you will learn some new words.

**Introduction to New the Material (8 minutes)**

1. **Say:** I am going to read a text to you about weddings around the world. We read this text earlier this term. While I am reading I want to you pay attention to my pronunciation.
2. Read the text slowly and clearly with expression. Read the text 3 times.

**Guided Practice (10 minutes)**

1. **Say:** There were some difficult words in the text. I am going to say them and I want you to repeat them after me.
2. Say the words below and explain what they mean. Ask the class to repeat each word after you. (Note: the stress is marked in bold.)
  - a. **T**raditions (practices that are part of a culture or religion)
  - b. **H**indu (a religion mainly practised in India)
  - c. **S**eparate (away from each other)
  - d. **D**ecor**a**tive (something with beautiful designs)
  - e. **C**eremony (a religious or traditional public function)
3. Write the words on the board and their meaning on the board.
4. Ask pupils to copy the new words in their exercise books.

**Independent Practice (12 minutes)**

1. Ask pupils to work in pairs. **Say:** I am going to read some questions. I want you discuss the questions with your partner.

2. After you read each question, give pupils 1 minute to discuss and then invite them to share their answers with the class.
  - a. In which country does the bride change clothes three times? (Answer: China)
  - b. In India, how many times do the bride and groom go around the fire? (Answer: seven)
  - c. What are guests in weddings in Australia given to hold during the ceremony? (Answer: stones)
  - d. In Germany, as part of a wedding game, who takes the bride to restaurants? (Answer: the groom's friends).
  - e. In which country do the bride and groom have separate parties? (Answer: Saudi Arabia)
  - f. What are the colours of the first two dresses a bride in China has to wear? (Answer: red, white)
  - g. How long can a wedding in India last? (Answer: three days)

**Closing (2 minutes)**

1. **Ask:** What do you like about our weddings in Sierra Leone? Listen to pupils' answers.

*[TEXT]*

Weddings are celebrated differently around the world. Here are some of the traditions.

In India, for Hindu weddings, the bride's hands and feet are painted with beautiful flowers. The bride and groom walk around a fire seven times. The wedding can last for three days.




In China, the bride changes her dress three times during the day. The first dress is a traditional red dress, the second one is a long white dress and the third one can be any colour she likes.

In Germany, in the evening after the wedding, the groom's friends have a game where they take the bride to different restaurants and the groom has to go from one to another to try to find them to take her back.

In Saudi Arabia, the men and the women have separate parties. Late in the evening the groom goes into the women's party and sits on a beautiful chair with his bride and watches the dancing.

In Australia, guests are given stones and asked to hold them during the ceremony. At the end, guests put the stones in a decorative bowl that the couple will keep and display afterwards to remind them of the support of their friends and family.

<b>Lesson Title:</b> Revision of Possessive Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-076	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and use possessive adjectives that come before nouns in sentences.</p>		<p><b>Teaching Aids</b> Text at the end of the lesson plan</p>		<p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. Draw a dog, a cat or another animal on the board.
2. **Ask:** Who has a dog or a cat or other animal at home? What's its name? What does it like to eat? Where does it sleep? Ask pupils to raise their hand to answer.
3. Invite different pupils to share their ideas with the class.
4. **Say:** Today we are going to review possessive adjectives.

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

1. **Say:** We are going to read a story about two friends and a dog.
2. Write this question on the board: Did the dog belong to one of the girls?
3. Point to the story on the board (see end of lesson plan).
4. **Say:** I am going to read the story on the board. I want you to listen and follow along. While you are listening, think about the question on the board.
5. Read the story to pupils. Read slowly, clearly and with expression to make it interesting.
6. **Ask:** Did the dog belong to one of the girls? (Answer: No, it was not their dog.)
7. **Say:** Let's read the story again in more detail now.
8. Point to the True/False statements on the board and read them aloud to pupils (see end of lesson plan).
9. **Say:** I want you to read the story again and decide which statements are true and which are false.
10. When pupils finish, ask them to work in pairs to share and compare their answers.
11. Check the answers as a class. (Answers: a. true; b. false - it came in at the same time the girl arrived; c. true; d. false - they didn't know who it belonged to)

### Guided Practice (5 minutes)

1. **Say:** We're going to review possessive adjectives that come before nouns.
2. **Ask:** Who can find the possessive adjectives in the story? For example, My friend...
3. Ask pupils to work in pairs. **Say:** Look at the text and find all of the possessive adjectives in the story.
4. When pupils finish, invite different pupils to come to the board and underline the possessive adjectives that come before a noun. (Answers: my friend, my legs, my dog; our school; its nose, its way; your dog, your way; her house, her door, her dog)

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

1. Ask pupils to write five sentences using the following expressions in their exercise books:
  - our school...
  - her/his cat...
  - his/her party...
  - my home ...
  - our English Language Arts class ...
2. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
3. As you move around the room, take note of 2-3 common mistake that you see in pupils' sentences. Write example sentences on the board and underline the mistakes.
4. Correct the mistakes as a class.
5. Ask pupils to work in pairs. **Say:** Exchange your exercise books and read your partner's sentences. Check their grammar and spelling. Help each other correct your sentences.

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

1. Invite as many pupils as possible to read their best sentence to the class.

#### *[TEXT]*

My friend invited me to her house one day. As she opened her door to let me in, a small dog with a red collar came in the house as well.

We talked about our school and things but I was a bit afraid. The dog was pressing its nose against my legs and I don't like dogs because one bit me when I was small.




I said, 'I am afraid of your dog.' Her dog? She thought it was my dog. She thought I brought it with me.

We checked the collar but there were no contact details. We put it outside and hoped it would find its way home. We said, 'Go on little dog; find your way home.'

#### *[TRUE/FALSE]*

- a. A friend invited another friend to her house.
- b. A dog was in the house when the girl arrived.
- c. The girl did not like the dog pressing its nose against my legs.
- d. The girls telephoned the dog's owner.

<b>Lesson Title:</b> Review of Possessive Pronouns	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-077	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to revise possessive pronouns before nouns and the ones that stand alone.</p>	 <p><b>Teaching Aids</b> 1. Dialogue at the end of the lesson plan 2. Practice sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the dialogue at the end of the lesson plan on the board. 2. Write the practice sentences at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. **Ask:** Who can remember the possessive adjectives we practised last lesson?
2. Invite 2 pupils to volunteer to write the possessive adjectives on the board.
3. Check answers as a class. (Answers: my, your, his, her, its, our, their)

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

1. **Say:** Last lesson we read the story about two girls and a dog.
2. **Ask:** What do you remember about that story? Invite different pupils to share what they remember with the class.
3. **Say:** We are going to read a conversation about another dog.
4. Point to the dialogue on the board (see end of lesson plan).
5. Divide the class into 3 groups: left (who will be Marai), centre (who will be Suzan) and right (who will be Lucy).
6. Read and model the dialogue line by line, saying each line with expressions and actions. Ask each group to repeat their lines after you.
7. Listen to pupils read the dialogue to you.

**Guided Practice (8 minutes)**

1. Write 'Possessive pronouns that stand alone' at the top of the board.
2. Write the possessive pronouns on the board: mine yours his hers its ours theirs
3. Ask pupils to write the possessive pronouns in their exercise books.
4. Ask pupils to read the dialogue silently and find the possessive pronouns that stand alone. (Example answer: mine)
5. Invite different pupils to underline the possessive pronouns that stand alone on the board. Check answers as a class. (Answers: yours, mine, yours, ours)

**Independent Practice (10 minutes)**

1. Point to the practice sentences on the board (see end of lesson plan).
2. **Say:** I want you to copy these sentences into your exercise books. Choose the correct possessive pronoun in each sentence and underline it.
3. Give pupils time to write the sentences.

4. Move around the classroom to make sure pupils understand and are doing the task.
5. Ask pupils to exchange their exercise books to share and compare their answers.
6. Check answers as a class. (Answers: a. Is this your coat? b. This bicycle is mine. c. You can have my book later; I am reading it now. d. Are you sure this is theirs? e. Where did I put our cakes? f. Do not take that pen, it is hers.)

**Closing** (2 minutes)

1. **Ask:** What are the possessive adjectives? (Answers: my, your, his, her, its, our, their)
2. **Ask:** When do we use possessive adjectives? (Answer: to show who something belongs to)




*[DIALOGUE]*

Marai: Hi! Welcome both of you. Come on in.  
Suzan and Lucy: Thank you!  
Marai: Take a seat. Well, what do you think of our new English teacher?  
Suzan: I think she's great.  
Marai: Yes, she really explains things clearly.  
Suzan: Oh! Is this dog yours? It seems very friendly.  
Marai: Mine? I thought it was yours!  
Lucy: No, it's not ours. It just walked into your house when we arrived.  
Marai: So whose is it?  
Suzan and Lucy: We have no idea!

*[PRACTICE SENTENCES]*

- a. Is this (your, yours) coat?
- b. This bicycle is (my/mine).
- c. You can have (my, mine) book later; I am reading it now.
- d. Are you sure this is (their, theirs)?
- e. Where did I put (our, ours) cakes?
- f. Do not take that pen, it is (her, hers).

<b>Lesson Title:</b> Continuous Reading of the Prose Text	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-8-078	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read aloud purposefully, with fluency and understanding.</li> <li>2. Interpret messages and morals of stories.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Draw a tortoise and a hare on the board.</li> <li>3. Write these 3 statements on the board: <ul style="list-style-type: none"> <li>• It is dangerous to be too confident.</li> <li>• Confidence always means success.</li> <li>• You still need to work hard even if you are good at something.</li> </ul> </li> </ol>
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**Opening (3 minutes)**

1. Point to the drawings of the tortoise and hare on the board.
2. **Ask:** What are these animals called? Where do they live? What do they eat? Which is faster, a tortoise or a hare? Listen to pupils' answers.
3. **Say:** Today we are going to read a story about a tortoise and a hare.

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

1. Point to the text on the board (see end of lesson plan).
2. **Say:** We are going to read a story about a tortoise and a hare.
3. Write the question on the board: Which animal won the challenge?
4. Explain what a challenge is if necessary. (A challenge is a call or invitation to prove something or to participate in a competition.)
5. Read the story 2 times. Read slowly and clearly with expression.
6. **Ask:** Which animal won the challenge? (Answer: The tortoise won the challenge.)
7. Read these 3 statements on the board:
  - It is dangerous to be too confident.
  - Confidence always means success.
  - You still need to work hard even if you are good at something.
8. **Ask:** What is the lesson/moral of this story?
9. Give pupils time to think about the answer. Invite different pupils to answer. Ask pupils to explain why they choose the statement. (Answer: The first and third statements could be the moral of the story.)

**Guided Practice (10 minutes)**

1. Ask pupils to read the passage carefully and note down any words they do not understand.
2. After 3 minutes, ask them to raise their hand to tell you the words they do not know.
3. Help pupils understand the meanings of the words they do not know. Some difficult words are: agile (able to move quickly and easily); incredible (amazing); confident (feeling of sureness); nap (a short sleep); crossing (going over); finishing line (line marking the end of a race).

4. Write these words on the board: 'it was', 'and it', 'it to a'.
5. **Say:** When you read fluently in English, two or three small words can sometimes sound like they are one word. Say 'it was' as if it is one word. Say 'and it' as if it is one word. Say 'it to a' as if it is one word.
6. **Say:** This is called connected speech. Connected speech is when we put words together so they sound like one word. We usually do this with small, unimportant words in a text.
7. Ask pupils to look for other examples in the text. (Example answers: 'so it', 'of the', 'on the', 'it had', 'when it')
8. Ask pupils to work in pairs. **Say:** Practise saying the words as if they are connected to each other.

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

1. Ask pupils to work in pairs. **Say:** With your partner practise reading the story. Take turns reading the story to each other. Pronounce the words correctly; make the important words stand out and use connected speech. Make sure you use your voice to make the story interesting and enjoyable.
2. Give pupils time to read the story to each other.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. Invite 3 pupils to volunteer to read the story to the class. Have each pupil read 1 paragraph.

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

1. **Ask:** Do you think we can learn anything else from the story of the tortoise and the hare? Listen to pupils' ideas.

#### *[TEXT: THE TORTOISE AND THE HARE]*




Once upon a time there lived a tortoise and a hare. One day the tortoise became tired of the hare's boasting about how fast and agile he was.

The tortoise decided it was time the hare learned a lesson and so the tortoise challenged him to a race. The hare accepted the challenge. 'A race against you?' he said. 'I will surely win.'

On the day of the challenge, the hare set off at incredible speed, leaving the tortoise way behind. Confident of winning, the hare decided he had time to take a nap, so he closed its eyes and fell asleep. When he woke up, he looked around and saw the tortoise crossing the finish line!



<b>Lesson Title:</b> Continuous Reading of the Prose Text	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-079	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer comprehension questions from the prose text.</p>	 <p><b>Teaching Aids</b> 1. Summary at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the summary at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Ask:** Do you like scary stories? What stories scare you? Listen to pupils' answers.
2. Tell pupils that they will read about a scary story today.

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

1. Write 'Frankenstein' at the top of the board.
2. Point to the text on the board (see end of lesson plan).
3. **Say:** We are going to read about a famous story called *Frankenstein* by Mary Shelley. It is a frightening story.
4. Write the question on the board: Who are the two main characters?
5. **Say:** I am going to read the text. I want you to listen and follow along. While you are listening, think about the question on the board.
6. Ask pupils to read the text silently.
7. After pupils finish reading, **ask:** Who are the two main characters?
8. Ask pupils to raise their hand to answer. (Answer: Frankenstein and the creature)

**Guided Practice (13 minutes)**

1. Underline the new words in the story: obsessed, body parts, shocked, depressed, seek revenge.
2. Write their meaning on the board and explain them to pupils:
  - a. Obsessed - when you can't think about anything else
  - b. Seek revenge - when someone has done something bad to you and you want to do something bad to them
  - c. Shocked - very surprised, mostly in a negative way
  - d. Depressed - very sad
  - e. Body parts - the different organs and limbs of a body, like arms and legs
3. Ask pupils to copy the words and their meaning into their exercise books.
4. Tell pupils to underline the stressed syllables in obsessed, shocked, depressed, seek revenge and practise saying the words out loud.
5. **Say:** Now I want you to use the new words in a sentence. For example, 'Ronaldo was obsessed with football.'
6. Ask pupils to write sentences, 1 for each of the new words.

7. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
8. Ask pupils to share and compare their sentences in pairs.
9. Invite different pupils to read one of their sentences to the class.

### **Independent Practice** (7 minutes)

1. Read the questions on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** I want you to read the text and choose the correct answer to each question.
3. Give pupils 5 minutes to work.
4. Check answers as a class. Write the correct answers on the board and ask pupils to correct their work. (Answers: 1. b, 2. a, 3. b, 4. c, 5. b, 6. c)

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

1. **Ask:** Who do you feel sorrier for in this story? Frankenstein or the creature? Why?
2. Invite different pupils to share their opinions with the class.

### *[SUMMARY: FRANKENSTEIN BY MARY SHELLEY]*

Have you heard of the story of Frankenstein by the author, Mary Shelley? It's a very famous story and has been made into a horror film several times.




Victor Frankenstein is a scientist obsessed with discovering how to create life in his laboratory. He steals body parts and creates a new body, which he brings to life.

But Frankenstein is shocked by how ugly the creature is and he is afraid of it. He leaves the creature alone and as a result it gets sad and depressed. The creature eventually becomes angry and decides to seek revenge on Frankenstein. It kills several people and follows Frankenstein around the world. Finally, Frankenstein becomes ill and dies.

### *[QUESTIONS]*

1. Frankenstein studied:
  - a) literature b) science c) accounting
2. He created a human being from:
  - a) other human beings b) animals c) machine parts
3. When the creature comes alive Frankenstein is:
  - a) happy b) frightened c) depressed
4. The creature is:
  - a) frightened b) nervous c) lonely
5. The creature wants to:
  - a) travel around the world b) kill Frankenstein c) die
6. Finally Frankenstein:
  - a) kills the creature b) kills himself c) dies

<b>Lesson Title:</b> Question Types	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-080	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify question types.</li> <li>2. Write sentences using question types.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Table of questions types at the end of the lesson plan</li> <li>2. Questions at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the table of question types at the end of the lesson plan on the board.</li> <li>2. Write the questions at the end of the lesson plan on the board.</li> </ol>
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**Opening (5 minutes)**

1. Tell pupils that you have thought of an animal (for example, an elephant).
2. Ask pupils to ask you some questions to find out which animal you are thinking of. Tell them the questions can only be answered with 'Yes' or 'No'. Once they have guessed the animal they can tell you their guess. (Example questions: Is it a water animal? Is it a land animal? Is it bigger than a horse? Is it grey in colour? Is it an elephant?)
3. Have pupils raise their hand to answer. Listen to pupils' answers.
4. **Say:** Today we are going to review five different question types.

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

1. Write 'Question types' at the top of the board.
2. **Say:** You asked me questions to guess the animal. **Ask:** Which type of question were those? (Answer: Yes/No questions)
3. Write these question types on the board:
  - a. choice question
  - b. question tag
  - c. indirect question
  - d. Wh- question
  - e. Yes/No question
4. Ask pupils to copy the question types into their exercise books.

**Guided Practice (14 minutes)**

1. Point to the table on the board (see end of lesson plan).
2. Revise the table with pupils.
3. **Say:** Did you notice that the question types column is blank? The information is missing here. We are going to match the example questions in the table with the question type.
4. **Say:** Let's do the first one together.
5. Read the example question: Do you like your new teacher?
6. **Say:** We know this is a Yes/No question. It is the same as the questions we were practising earlier.
7. Write Yes/No question in the table.

8. Ask pupils to work in pairs. **Say:** Now I want you to match the rest of the example questions in the table with the correct question type. You have four minutes.
9. Move around the classroom to make sure pupils understand and are doing the task.
10. Check answers as a class. (Answers: 1. e 2. d 3. b 4. b 5. a 6. c)
11. Write the correct answers in the table.
12. **Say:** Look at the form for the question types.
13. Explain the forms and examples on the board. Read them and ask pupils if they have any questions. Explain anything they do not understand.
14. Ask pupils to copy the table into their exercise books.

### Independent Practice (8 minutes)

1. Read the questions on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** Copy the sentences into your exercise books. Then with your partner, write the name of the question type next to each question. Use the table to help you. You have eight minutes.
3. After pupils have finished writing, check answers as a class. (Answers: a. Yes/No question b. choice question c. indirect question d. Wh- question e. question tag)
4. Write the correct answers on the board and ask pupils to check their work and correct any mistakes they made.

### Closing (3 minutes)

1. Ask pupils to work with their partner and practise asking and answering the different question types.




[TABLE: QUESTION TYPES]

Example	Question type	Form
1. Do you like your new teacher?		Do/Does/Can + subject/person + verb
2. What is your teacher like?		What/Where/Who ...?
3. You have studied this, haven't you?		+ statement, - tag
4. You haven't studied this, have you?		- statement, + tag
5. Would you like cake or ice cream?		Would/Do/Does + subject/person + verb + choice
6. She asked me if she could borrow my book.		Subject/Person + asked + object + if + statement in a past tense

*[QUESTIONS]*

- a. Do you live near here?
- b. Would you like tea or coffee?
- c. He asked me if I did well on the test.
- d. Where are you going?
- e. You have studied questions types before, haven't you?

<b>Lesson Title:</b> Descriptive Composition	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-081	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the features of a descriptive composition.</li> <li>2. Develop the outline for a descriptive composition.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Features of a descriptive composition at the end of the lesson plan</li> <li>2. Parts of a descriptive composition at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the features of a descriptive composition at the end of the lesson plan on the board.</li> <li>2. Write the parts of a descriptive composition at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Write the titles on the board: Letter of Apology, Report on the Use of Textbooks in Schools, My Grandmother's Amazing Cakes, The Lion and the Blackbird.
2. Read the titles. **Ask:** Which one of these do you think is a descriptive composition? Raise your hand to answer. (Answer: My Grandmother's Amazing Cakes)
3. **Say:** 'My Grandmother's Amazing Cakes' is a descriptive composition. Today we are going to learn about descriptive compositions.

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

1. Write the heading 'Features of descriptive compositions' on the board.
2. Point to the list of features of descriptive compositions on the board (see end of lesson plan). Ask pupils to read the list.
3. **Say:** Four of these are about descriptive compositions. Three are about other styles of writing.
4. **Say:** I want you to work in pairs and identify the four that are about descriptive compositions.
5. Make sure pupils understand and are doing the task.
6. Invite 1-2 pairs to share their ideas with the whole class.
7. Check answers with the whole class. (Answers: Descriptive compositions – 1, 3, 4, 5; Reports – 2, 7; Letters – 6)
8. Erase the statements that are not about descriptive compositions. (Answer: erase 2, 6, 7)
9. Read the correct list of features of descriptive compositions. (Answer: 1, 3, 4, 5 only)
10. Ask pupils to copy the list into their exercise books.

### Guided Practice (10 minutes)

1. **Say:** Let's think about the process of writing a descriptive composition. Here are some useful questions to help us plan our writing.
2. Write these questions on the board. Ask pupils to copy them into their exercise books as you write.
  - Who or what will you describe?
  - How does it make you feel? Write some adjectives.
  - What sights, sounds, smells, tastes and textures are important for your description?
  - Which details can you include to give your reader a clear picture of your topic?

3. **Say:** You are going to plan a descriptive composition about something that happened to you when you were younger. Maybe when you got into difficulty or something unusual happened. I want you to think about what you are going to write.
4. Give pupils a minute to think about their topic.
5. **Say:** To help you plan, I want you to answer each of the questions on the board. Listen to my example.
  - Topic: when I had malaria
  - Feelings: sick, tired, weak, sore
  - Senses: eyes hurt, medicine tasted chalky, slept all the time, headache, cold bed, itchy blanket
  - Details: I could hear all the mosquitos buzzing around me in my imagination.
6. Give pupils 5 minutes to answer the questions and make notes in their exercise books.

**Independent Practice (10 minutes)**

1. **Say:** When we write a descriptive composition, we need to make a plan.
2. Point to the parts of a descriptive composition on the board (see end of lesson plan).
3. Read the parts to pupils and ask them to copy the text into their exercise books.
4. Write the table on the board:

Descriptive composition	
Title	
Introduction	
Main body	
Conclusion	

5. Tell pupils to copy the table into their exercise books.
6. **Say:** Look at the questions and answers that you thought about. Use your notes to write some details in the table. This will help you plan your writing.
7. Give pupils time to think and write.
8. Ask pupils to work in pairs. Tell them to share their plans and tell each other what they are going to write about for their descriptive compositions.

**Closing (2 minutes)**

1. **Ask:** What are the features of a descriptive composition? (Answer: create a picture of a person, place, thing, memory or experience; use colourful language; use adjectives and adverbs to make them more interesting; involve the 5 senses - sight, sound, taste, smell, touch)
2. **Ask:** How many parts does a descriptive composition have? (4 – title, introduction, main body, conclusion)

*[FEATURES OF A DESCRIPTIVE COMPOSITION]*

Descriptive compositions...




1. create a picture of a person, place, thing, memory or experience
2. describe a process
3. use colourful language
4. use adjectives and adverbs to make them more interesting
5. involve the five senses (sight, sound, taste, smell, touch)
6. have an address, a date and end with 'Yours sincerely'
7. are clear and short

*[PARTS OF A DESCRIPTIVE COMPOSITION]*

- Title: Grab the reader's attention and give them an idea what you are writing about.
- Introduction: Introduce the subject to attract your reader's attention.
- Main body: Describe important aspects of the topic. Use adjectives and adverbs to make it interesting. Use some or all of the five senses – sight, sound, smell, touch and taste.
- Conclusion: Finish with your thoughts on the subject.



<b>Lesson Title:</b> Descriptive Composition	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-082	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop the paragraphs of a descriptive composition.</li> <li>2. Write a descriptive composition.</li> </ol>	 <p><b>Teaching Aids</b> Composition outline at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the composition outline at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Say:** Today we are going to write a descriptive composition.
2. **Ask:** Who can remember the features of a descriptive composition? Raise your hand to answer. (Answers: create a picture of a person, place, thing, memory or experience; use colourful language; use adjectives and adverbs to make them more interesting; involve the five senses – sight, sound, taste, smell, touch)

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

1. **Say:** Today we are going to continue planning and writing our descriptive compositions.
2. Ask pupils to take out their exercise books and find the table they filled in the last lesson.
3. **Say:** Last lesson you started planning your composition. These notes will help you with your writing.
4. **Ask:** How many paragraphs will you write in your composition? (Answer: three paragraphs – introduction, main body and conclusion)
5. Point to the composition outline on the board (see end of lesson plan).
6. Revise the outline with pupils. Remind pupils they can use the outline to help them write their composition.

**Guided Practice (10 minutes)**

1. **Say:** Now you are going to write the introduction. I want you to write two to three sentences for your introduction. Remember the introduction is where you are going to introduce what you are writing about. You want to grab the reader’s attention so that they are interested in finding out more. Use the notes you made in your table to help you.
2. Give pupils 5 minutes to write their introduction. Move around the classroom to make sure pupils understand and are doing the task.
3. Ask pupils to work in pairs.
4. **Say:** Exchange your exercise books and check your partner’s grammar and spelling. Tell your partner what you liked about their introduction and give your partner suggestions for improvement.

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

1. **Say:** Now I want you to use the outline on the board to write the main body and conclusion of your composition. Remember to also use your notes in the table from the last lesson.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. Make note of 2-3 common mistake pupils are making and write them on the board. Underline the mistakes.
4. After 12-15 minutes, **say:** Look at the board. These are some of the mistakes we are making. Let's fix them together.
5. Correct the mistakes you wrote on the board as a class.
6. Ask pupils to exchange their composition with the person sitting next to them.
7. **Say:** I want you to read your partner's composition. Check the grammar and spelling in your partner's writing. Underline any mistakes.
8. Give pupils time to read each other's compositions and identify mistakes.
9. **Say:** Give the composition back to your partner. Tell your partner something that you liked about their composition. Now look at your work and make any corrections you need to.
10. Give pupils time to correct their work.

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

1. Invite pupils to share with the class what they like about their partner's descriptive composition.

#### *[COMPOSITION OUTLINE]*

Introduction:

- Once...
- Last year...
- A long time ago I ...




Main body:

- It was strange/terrible/difficult because I...
- So...
- Then...
- After that...
- Next...

Conclusion:

- In the end I realized that...
- At last I understood that...
- Finally...

<b>Lesson Title:</b> Pronunciation	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-08-083	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

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

1. Write the words on the board: line - ice, sip - win.
2. Ask pupils to think about what connects each of these pairs of words have in common. Have pupils raise their hand to answer.
3. **Say:** All of these words have the vowel 'i' but the vowel 'i' has two different sounds. Each pair of words has the same vowel sound. Today we are going to talk about short and long vowel sounds.

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

1. Write 'Long and Short Vowel Sounds' on the board.
2. **Say:** All vowels have two sounds, a short vowel sound and a long vowel sound. Today we are going to look at the letter 'i' and practise the short and long vowel sounds.
3. Write /i/ and /i:/ on the board.
4. **Say:** Look at the different ways I have written 'i'. We write /i/ for the short vowel sound and we write /i:/ for the long vowel sound. What do two little dots show? They show us that the word has a long 'i' sound.
5. **Say:** When we use a dictionary, the dictionary gives us information about the pronunciation of a word. The word will be written like this, for example /bi:t/ (write this on the board). If you see two dots, you know that the word is pronounced with a long vowel sound.
6. **Say:** The short vowel sound is 'i' as in tin, kitten, pig, inch. Show pupils how to make the short 'i' sound by saying 'i' 'i' 'i' while bringing your hand to your mouth each time.
7. Ask pupils to repeat the sound and the action after you.
8. **Say:** The long vowel sound is 'i:' as in rhyme, sign, pint, tiger. Show how to make the long 'i:' sound by saying 'i:' 'i:' 'i:' while slowly taking your hand away from your mouth (as if you are pulling chewing gum).
9. Ask pupils to repeat the sound and the action after you.
10. Write these words and the table on the board: fish line ill ship tight ice win cry

/i/	/i:/

11. Ask pupils to copy the table into their exercise books.

12. **Say:** I want you to say the words quietly to yourself and write them in the correct column in the table.
13. Check answers as a class. (Answers: /i/ - ship, win, fish, ill; /i:/ - line, tight, ice, cry)

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

1. Point to the dialogue on the board (see end of lesson plan).
2. Read the dialogue to the pupils. Read slowly and clearly, emphasising the long and short 'i' sounds. Try to use a different voice for each character and model correct pronunciation of the sounds.
3. Ask pupils to identify the short /i/ sounds. Underline them on the board. (Answer: fish, it's, delicious, give, big, ship, brings)
4. Ask pupils to identify the long /i:/ sounds. Circle them on the board. (Answer: like, tonight, ivory, fried, rice, light, white, l'd, fine, l'm, excited)
5. Divide the class into 2 groups: group A and group B.
6. Read the dialogue again, modelling correct pronunciation. Have group A repeat 'A' after you and group B repeat 'B'. Once you have finished, switch roles and read the dialogue again.
7. Ask pupils to work in pairs to practise the dialogue together. Remind them to pay attention to the long and short vowel sounds.
8. Move around the classroom to make sure pupils understand and are doing the task.

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

1. Write these words on the board: bin, fight, life, chip, knife, his, tie, sit, dry, side, interesting, kiss.
2. **Say:** I am going to say each of these words. Listen and tell me if the vowel sound is long or short.
3. Read the words on the board to the pupils. After each word, ask the class to identify if the sound is long or short. (Answers: short vowel sound – bin, chip, his, sit, interesting, kiss; long vowel sound – fight, knife, life, tie, dry, side)
4. **Say:** I want you to write as many words as you can that have the short 'i' sound.
5. Give pupils 1 minute to write as many words as they can.
6. **Say:** Now I want you to write as many words as you can that have the long 'i:' sound.
7. Give pupils 1 minute to write as many words as they can.
8. Ask pupils to work in pairs to share and compare their word lists.
9. Invite some pupils to read their words to the class. Write some of the words on the board.
10. **Say:** Now I want you to write a funny sentence in your exercise books that includes as many of these long and short vowel sounds as possible. This is a tongue twister. For example, 'I like rice and chips with my icy milk'.
11. Give pupils time to write their own sentences. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

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

1. Invite as many pupils as possible to read their funny sentences to the class. Check their pronunciation of the long and short vowel sounds.

*[DIALOGUE]*

A: What would you like to eat tonight, Ivory?

B: Fried rice, please.




A: What about some light, white fish? It's delicious.

B: Thanks, I'd like fish too. Give me a big fish.

A: Fine. The ship brings fresh fish daily.

B: Wow, I'm excited!

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-084	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read aloud with fluency.</li> <li>2. Summarise reading passages.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board. Do not underline the words. (If possible cover the story at the beginning of the lesson.)</p>
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**Opening (2 minutes)**

1. **Ask:** Have you, family or friends ever had an accident? Invite a few pupils to share their stories with the class.
2. **Say:** In this lesson we are going to read a story about an accident.

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

1. Write new words from the text on the board: a crash, twisted, recognised, burst, puzzled.  
**Ask:** Which word means when two things bang into each? (Answer: a crash) **Ask:** What kind of word is 'crash'? (Answer: noun)
2. **Ask:** Can you guess this word? Mime the action. (Answer: twisted) **Ask:** What kind of word is 'twisted'? (Answer: adjective)
3. **Ask:** Which word means to know what something is because we have seen it before? (Answer: recognise) **Ask:** What kind of word is 'recognise'? (Answer: verb)
4. **Ask:** Which word means to suddenly come in? (Answer: burst) **Ask:** What kind of word is 'burst'? (Answer: verb)
5. **Ask:** Which word means you are confused or don't understand what is happening? (Answer: puzzled) **Ask:** What kind of word is 'puzzled'? (Answer: adjective)
6. **Say:** I am going to tell you some words. I want you to make a prediction about the story.
7. Write on the board: two boys, a bicycle and a shopkeeper.
8. **Ask:** What do you think will happen in this story? Ask pupils to work in pairs and make predictions about the story.
9. Invite pupils to share their ideas with the rest of the class. Write some of their ideas on the board.
10. Point to the story on the board (see end of lesson plan). Say: I am going to read the story. I want you to listen and follow along. While you are listening, pay attention to see if your predictions were correct.
11. Read the story to pupils. Read slowly and clearly with expression.
12. **Ask:** Were any of our ideas about the story correct? Have pupils raise their hand to answer.
13. Ask pupils to copy the story into their exercise books and read it silently to themselves.

### Guided Practice (8 minutes)

1. **Say:** We are going to find the main stressed words in each sentence of the story. This will help us to read it aloud in a fluent and natural way.
2. Say each sentence and stress the underlined words (see end of lesson plan).
3. Ask pupils which words were stressed. Underline the words in the text on the board.
4. Read the sentences one by one and ask pupils to repeat them after you. Pay attention to the sentence stress.

### Independent Practice (10 minutes)

1. Ask pupils to work in pairs and practise reading the text to each other. Tell them to pay attention to the pronunciation of the words and the sentence stress.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. After 5 minutes, stop pupils.
4. **Say:** Let's summarise this passage in two sentences. We can use these key words to help us: Jusu, Sao, bicycle, accident, shopkeeper, car, hospital.
5. Ask pupils to work with their partner to summarise the text. Give pupils time to summarise the text.
6. Invite pupils to share their summary with the class. Write a summary on the board. (Example answer: Jusu saw that Sao had had an accident on his bike. He asked the shopkeeper to help him take Sao to hospital.)

### Closing (3 minutes)




1. Invite as many pupils as possible to read the summary written on the board to the class.
2. **Say:** Well done. You are reading out loud very fluently and with the correct stress now.

### [TEXT: THE ACCIDENT]

Jusu was walking down a quiet street when he heard a crash. He followed the direction of the sound and saw someone lying on the ground, a twisted bicycle nearby. He went over and recognised his friend Tamba's younger brother Sao. Sao wasn't moving. Jusu felt worried but tried to keep calm.

He remembered there was a shop further along the street so he ran over and burst inside. He explained about the accident. The shopkeeper looked puzzled but then realised it was an emergency. They both got in his old car, carefully lifted Sao in and drove to the local hospital.

<b>Lesson Title:</b> Prose	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L-08-085	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to answer objective questions on the text.</p>	 <p><b>Teaching Aids</b> 1. Text at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Ask:** What do you remember about the story you read in the last lesson? Who can summarise the story for us? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read more about this story and answer questions about it.

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

1. **Say:** Last lesson you read a text about an accident and summarised the information. Today you are going to read the text to understand it in more detail. The text today is longer than the text you saw before and it has more information.
2. Point to the text on the board (see end of lesson plan). Ask pupils to read the text silently.
3. As pupils are reading, write the words and meanings on the board.
 

a. deserted	take quickly
b. run, hurry	in a bad condition
c. incoherent	empty, no people
d. grab	rush
e. battered	place – for example, of a crime
f. scene	not understandable
4. Ask pupils to write the words (a-f) in their exercise books. Ask them to match the correct meaning to the word. Tell pupils that all of the words can be found in the text.
5. Check answers as a class. (Answers: a. deserted - empty, no people; b. run, hurry - rush; c. incoherent - not understandable; d. grab - take quickly; e. battered - in a bad condition; f. scene - place – for example, of a crime)

**Guided Practice (10 minutes)**

1. Read the text aloud to pupils.
2. Ask pupils to work in pairs.
3. Point to the sentences on the board (see end of lesson plan).
4. **Say:** With your partner, read the sentences and decide if they are true or false.
5. Check answers as a class. (Answers: a. True – The street was deserted. b. True – There was a twisted bicycle which the rider had fallen off nearby. c. False – Sao is Jusu’s brother’s friend. d. False – It looked like he had a broken leg. e. True – He ran to the shop. f. True – The shopkeeper



looked puzzled and didn't understand what Jusu was saying g. True – His car was old and battered. h. False – A team of doctors saw Sao immediately.)

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

1. Ask pupils to write 4 more true or false sentences using the text.
2. Move around the classroom to make pupils understand and doing the task. Check their grammar and spelling. If pupils are struggling, invite them to work in pairs.
3. After 6 minutes, ask pupils to work in pairs.
4. Tell pupils to answer each other's true or false sentences.

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

1. Invite as many pupils as possible to read their sentences to the class. Tell the class to look at the text and identify if the sentence is true or false.
2. **Say:** Well done! You now know lots of new words and can answer true/false questions.

### *[TEXT]*




Jusu was walking down a quiet, deserted street at about 1.30 p.m. when he heard a sudden crash. He followed the direction of the sound and saw someone lying on the ground, a twisted bicycle, which the rider had obviously fallen off, nearby. He rushed over and recognised his friend Tamba's younger brother, Sao. Sao was not moving and it looked like he might have a broken leg. Jusu felt worried but tried to keep calm. He needed a calm head if he were to help his friend as quickly as possible.

He suddenly remembered there was a shop a bit further down the street, so he ran over and burst inside. He explained about the accident in a rushed, incoherent speech. The shopkeeper looked puzzled, not really understanding what Jusu was talking about. After a few moments he realised it was an emergency and grabbed his car keys. They both got into his old, battered car and drove to the scene of the accident. They carefully lifted Sao in and drove him to the local hospital where he was immediately seen by a team of doctors...

### *[SENTENCES]*

- a) There was no one on the street where Jusu was walking.
- b) Sao was riding a bike at the time of the accident.
- c) Jusu and Sao are friends.
- d) Sao didn't seem to have any injuries.
- e) Jusu moved quickly to get help.
- f) The shopkeeper didn't immediately understand Jusu.
- g) The shopkeeper's car was not in very good condition.
- h) Sao had to wait for a doctor to see him.

<b>Lesson Title:</b> BECE Requirements	<b>Theme:</b> Reading and Writing	
<b>Lesson Number:</b> L-08-086	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

	<p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to list the requirements of the English Language section of the BECE exam.</p>		<p><b>Teaching Aids</b> Text at the end of the lesson plan</p>		<p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. Write the word 'examination' on the board.
2. **Say:** Let's see how many three- or four-letter words can you make from this long word.
3. Give pupils 1 minute to write as many words as possible.
4. Invite pupils to share some of the words they wrote. Ask pupils to raise their hand to answer.  
(Example answers: axe, tie, tan, man, ten, men, not, mat, mint)
5. **Say:** Today we are going to find out about the English requirements for an important examination, the BECE.

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

1. Write the heading 'BECE requirements' on the board.
2. **Say:** Today we are going to find out what you need to learn for the BECE.
3. **Ask:** What does BECE stand for? (Answer: Basic Education Certificate Exam)
4. **Ask:** When will you take the BECE? (Answer: at the end of grade 9/junior secondary 3)
5. **Ask:** How many subjects do you study for the exam? (Answer: 9)
6. **Ask:** Why do pupils take the BECE? (Answer: to go to upper secondary or vocational school)
7. Point to the text on the board (see end of lesson plan).
8. **Say:** Here is some information about the BECE requirements.
9. Read the text to pupils. Read slowly and clearly.
10. Ask pupils to read the text silently to themselves.
11. While pupils read, write these questions on the board:
  - a. How many papers are there for the exam?
  - b. How many topics are on the syllabus?
  - c. Which topic is about grammar?
  - d. Which topic is about reading passages?
  - e. Is 'setting' part of the literature topic?
  - f. How long should the essay be?
12. When pupils finish reading, ask them to work in pairs to answer the questions on the board.
13. Check answers as a class. (Answers: a. 2, b. 4, c. lexis and structure, d. comprehension, e. yes, f. not less than 250 words)

### Guided Practice (10 minutes)

1. Write this table on the board:

Lexis and structure	Literature	Essay writing	Comprehension
prepositions	poem	descriptive narrative	vocabulary in context

2. Ask pupils to copy the table into their exercise books. Give pupils time to copy the table.
3. When pupils finish copying the table, **say:** Now I want you to work in pairs. You are going to put examples from the text in the correct column.
4. **Say:** Look at the table. I have written an example of each category in the table for you.
5. Give pupils 5 minutes to complete the table with a partner.
6. Move around the classroom to make sure pupils understand and are doing the task.
7. Check answers as a class. Write the examples from the text in the table on the board (Answers: see text at end of lesson plan).
8. Tell pupils to check if their table matches the table on the board. Give pupils time to make corrections.

### Independent Practice (10 minutes)

1. **Say:** I want you to add more words to the table. Think about what you have studied. For example, metaphor is an example of literature, future continuous is an example of lexis and structure.
2. Give pupils time to think and write.
3. After 5 minutes, ask pupils to work in pairs to share and compare their ideas.
4. Invite different pupils to add their words to the table. (Example answers: future continuous, alliteration, personification, simile, adjectives, verbs etc.)
5. Say different words and ask pupils to tell you which category the words belongs to. For example, **say:** 'Alliteration.' Pupils say: 'Literature.' **Say:** 'Report.' Pupils say: 'Essay writing (and/or comprehension).'
6. Ask pupils to copy the BECE requirements on the board into their exercise books.

### Closing (2 minutes)

1. Ask pupils to tell you what they have learned about the BECE requirements today.

### [TEXT: BECE REQUIREMENTS]

There are 2 papers for the examination and both must be taken. They are taken at one sitting.

#### Lexis and Structure

tenses, concord/agreement, conditional sentences, vocabulary e.g. phrasal verbs/general vocabulary, passive and active forms, direct and reported speech, question and answer tags, phrases and clauses, idiomatic expressions, parts of speech

#### Literature

basic characters/roles, themes, literary devices e.g. symbols, imagery etc., subject matter, setting,

plot

#### Essay Writing

letters – formal and informal, narrative/descriptive, exposition (describing processes), speech, argument/debate, article, report, agenda, minute writing, letters to the press




\*\*essay should not be less than 250 words

#### Comprehension

Types of passages: concepts to be taught – the use/meaning of certain words and expressions in relation to their context; the understanding of the whole or part of the passage

Types of passages: dialogue or conversation, narrative, descriptive, explanation of a process, giving directions or instructions

<b>Lesson Title:</b> Review Types of Drama	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-087	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare and contrast tragedy and comedy.</p>	 <p><b>Teaching Aids</b> 1. Text at the end of the lesson plan 2. Vocabulary exercise at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the text at the end of the lesson plan on the board. 2. Write the vocabulary exercise at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Ask pupils if anyone has a story about something funny that happened to them which they would like to share with the class. Have pupils raise their hand to answer.
2. **Ask:** What do we call a play, a drama or a story which is funny and has a happy ending? (Answer: comedy)
3. **Ask:** What do we call a play, a drama or a story which has a very sad ending? (Answer: tragedy)
4. **Say:** Today we are going to look at the differences between tragedies and comedies.

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

1. **Say:** Life is full of both funny and sad moments. We can read about these in novels and poems. We can also watch them as plays on television or in the theatre. We call this drama.
2. Point to the text on the board (see end of lesson plan).
3. Tell pupils that they are going to read a text about the 2 different types of drama, comedy and tragedy.
4. Write the question on the board: Can you find another difference, apart from the ending, between a comedy and tragedy?
5. Ask pupils to read the text on the board and find the answer to this question.
6. When pupils finish, ask them to work in pairs to share and compare their answers.
7. Check answers with the class. (Example answers: The heroes and heroines in comedy drama are usually like everyday people but in tragedy they are noble, brave and of high status. Ridiculous things happen to characters in a comedy but in a tragedy the characters suffer a lot.)
8. **Ask:** How are comedies and tragedies similar? (Answer: Both are styles of drama. Both are very old styles of drama. Both have characters who are heroes and heroines.)

**Guided Practice (10 minutes)**

1. **Say:** There are some new words in this text. Let's match the words with their meaning.
2. Point to the vocabulary table on the board (see end of lesson plan).
3. **Say:** I want you to match the words with their meanings.
4. **Say:** Let's do the first one as a class. 'Romance,' what is a romance? The text says, 'One of the greatest tragedies ever written is the romance of Romeo and Juliet who both die tragically because of their love for each other.' Romance must mean a drama about love.
5. Ask pupils to work in pairs to match the rest of the words to their meanings.

6. Check answers as a class. (Answers: 1. f, 2. g, 3. a, 4. c, 5. h, 6. b, 7. e, 8. d, 9. i, 10. j)
7. Invite pupils to tell you sentences using the new words.

**Independent Practice** (10 minutes)

1. **Say:** Now I want you to read the text again and make notes on the important points in the text.
2. Write the table on the board.

Differences: comedy and tragedy	Similarities: comedy and tragedy

3. **Say:** Read the text again and make notes under the three headings.
4. Give pupils 5 minutes to complete the table. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. Ask pupils to work in pairs to compare and share their answers.
6. Check answers as a class.

**Closing** (2 minutes)

1. **Say:** Both comedies and tragedies are very old styles of drama.
2. **Ask:** Which do you prefer? Do you prefer comedy or tragedy? Why? Listen to pupils' answers.

*[TEXT: COMPARING COMEDY AND TRAGEDY]*

There are many types of drama: tragedy, comedy, romance, fantasy and crime. They all reflect human behaviour in the form of a story told through actors who perform on a stage in front of an audience. But what are the main differences between comedy and tragedy?

A **comedy** makes us laugh. The story is based on characters who we can relate to and everyday situations such as romance. Ridiculous things happen to the characters who often, at the end, become heroes and heroines through their wit and intelligence. A comedy is light in tone and usually has a happy ending. The comedy genre originates from Greece during the 5<sup>th</sup> Century BC.




A **tragedy** is one of the oldest forms of drama. It shows the suffering of human beings and the problems they face in life. The story is usually based on noble and brave heroes and heroines of high status rather than everyday people. They suffer a lot and may even die. Tragedies do not usually end happily. One of the greatest tragedies ever written is the romance of Romeo and Juliet who both die tragically because of their love for each other. The tragedy genre, like the comedy genre, originates from Ancient Greece.

*[VOCABULARY EXERCISE]*

- |            |                                       |
|------------|---------------------------------------|
| 1. romance | a. a drama about police and criminals |
| 2. fantasy | b. the people who watch a play        |

- |                  |   |
|------------------|---|
| 3. crime         | c. to be like a mirror                                      |
| 4. to reflect    | d. to be in pain  |
| 5. to perform    | e. happy  |
| 6. audience      | f. a drama about love                                       |
| 7. light in tone | g. a drama about magic, ghosts and things that are not real |
| 8. to suffer     | h. to present a play to an audience                         |
| 9. ridiculous    | i. stupid, silly  |
| 10. genre        | j. style or category of art, music, film, literature etc.   |

<b>Lesson Title:</b> Review of Types of Drama	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-088	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to compare and contrast tragedy and comedy.</p>	 <p><b>Teaching Aids</b> 1. Sentences at the end of the lesson plan 2. Statements at the end of the lesson plan 3. Titles of plays at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the sentences at the end of the lesson plan on the board. 2. Write the statements at the end of the lesson plan on the board. 2. Write the titles of plays at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. **Say:** Think of a sad or funny situation. **Ask:** Who has one that they want to share? Invite pupils to share their sad or funny situation without saying whether it is funny or sad.
2. Ask the rest of the class to identify if the situation is a comedy or a tragedy.
3. **Say:** Today we are going to continue looking at two types of drama, comedy and tragedy.

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

1. Write the headings 'Comedies and tragedies' on the board. Ask pupils to copy the headings in their exercise books.
2. **Say:** Last lesson we read a text about the differences between comedies and tragedies.
3. **Ask:** Can you remember any differences? Ask pupils to raise their hands to answer. (Example answers: Comedies are funny, tragedies are about problems. Comedies end happily, tragedies do not. Comedies are based on everyday people but tragedies are based on people of high status.)
4. **Say:** Today we are going to look at the differences between comedies and tragedies in more detail. First we are going to check the meaning of some new words.
5. Write these words on the board: ending, conflict, freedom, weakness, emotion, pity, fear, fate.
6. Point to the sentences on the board (see end of the lesson plan). **Say:** I want you to fill in the blanks with the correct vocabulary word.
7. **Say:** Let's do the first one together. Every country wants \_\_\_\_\_. **Ask:** What does every country want? **Say:** Look at the words on the board. Every country wants freedom.
8. **Say:** Now I want you to work in pairs to complete the rest of the sentences. Fill in the blanks with the correct word on the board.
9. Give pupils 5 minutes to complete the activity. Move around the classroom to make sure pupils understand and are doing the task.
10. Check answers as a class. (Answers: a. freedom, b. conflict, c. pity, d. weakness, e. emotion, f. fate, g. ending, h. fear)



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

1. **Say:** I want you to read the statements on the board (see end of the lesson plan). Which ones are about comedies? Which ones are about tragedies? Decide and then write the statements under the correct heading in your exercise books.
2. Tell pupils to work in pairs. Move around the classroom to make sure pupils understand and are doing the task.
3. When pupils finish, check answers with the whole class. (Answers: comedies – 1, 2, 5, 6, 9; tragedies – 3, 4, 7, 8, 10)

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

1. **Say:** Look at the titles of these plays on the board. You are going to decide if each one is a comedy or a tragedy. Then you will write the name of the play under the correct heading in your exercise book. There are clues in the titles that will help you decide.
2. Give pupils time to think about the titles.
3. Ask pupils to share and compare their answers with a partner.
4. Check answers as a class. (Answers: comedies – The Modern Husband, The Comedy of Errors, All's Well that Ends Well; tragedies – The Revenger's Tragedy, The Tragical History of Dr Faustus, Death of a Salesman, Romeo and Juliet)

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

1. **Ask:** If you could write a play, would you write a comedy or a tragedy? Why? Listen to pupils' answers.

### *[SENTENCES]*

- a. Every country wants \_\_\_\_\_.
- b. There's a serious \_\_\_\_\_ between me and my sister – we argue all the time.
- c. I feel deep \_\_\_\_\_ for the character of Hamlet.
- d. The teacher assessed the pupil's strength and \_\_\_\_\_ in grammar.
- e. She spoke with great \_\_\_\_\_ about the death of her mother.
- f. He thought he would never see her again but \_\_\_\_\_ brought them back together.
- g. The \_\_\_\_\_ of the play was really sad.
- h. He was shaking with \_\_\_\_\_ when he saw the enemy.

### *[STATEMENTS]*




1. The ending is usually light, happy and positive.
2. The conflicts are not serious.
3. The hero or heroine realises his/her mistakes too late.
4. The hero or heroine dies at the end.
5. The action in the drama moves towards freedom.
6. The drama is about human weakness.

7. The drama contains the emotions of pity and fear.
8. Fate is a central theme.
9. After many problems the hero or heroine wins in the end.
10. The hero or heroine is often alone.

*[TITLES OF PLAYS]*

The Modern Husband, The Revenger's Tragedy, The Comedy of Errors, The Tragical History of Dr Faustus, Death of a Salesman, All's Well that Ends Well, Romeo and Juliet

<b>Lesson Title:</b> Review of Verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-089	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify and use verbs in sentences.</p>	 <p><b>Teaching Aids</b> 1. Questions at the end of the lesson plan 2. Listening text at the end of the lesson plan 3. Verbs at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Practise reading the listening text aloud. 2. Write the questions at the end of the lesson plan on the board. 3. Write the verbs at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Ask pupils to stand up. **Say:** I am going to talk about my daily routine. As you listen, mime the actions that I do.
2. **Say:** I get up at 6 o'clock (pupils mime getting up). I wash my face and get dressed (pupils mime wash your face and get dressed). I eat my breakfast at half past six (pupils mime eating). I pack my bag (pupils mime pack your bag). I leave my house (pupils mime shut the door).
3. **Say:** Today we are going to review verbs in sentences.

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

1. **Ask:** Who can give me an example of a verb? (Example answers: go, do, went, taken)
2. **Say:** Verbs are 'doing' words and we use them to show our actions, emotions and states.
3. **Say:** We are going to listen to Claudette talking about her first trip to the theatre (see end of lesson plan).
4. Point to the questions on the board (see end of lesson plan). Read them aloud to pupils.
5. **Say:** Listen to the text. I want you to answer the questions on the board after I read it.
6. Read the text to pupils 2 times. Read slowly and clearly with expression to make the text interesting.
7. Read the text again. Check answers as a class. (Answers: a. yes, b. a comedy, c. a funny man who did everything wrong)

### Guided Practice (15 minutes)

1. Point to the verbs on the board (see end of lesson plan). Ask pupils to copy the verbs into their exercise books.
2. **Say:** I am going to read the text again. As you listen, circle the verbs that you hear.
3. Read the text 2 times.
4. Check answers as a class. (Answers: went, was, thought, be, to take, to see, think, were, did, became, ended, laughed, said)
5. **Ask:** What tense are the verbs in? (Answers: simple present – think; simple past – went, was, thought, were, did, became, ended, laughed, said; infinitive – be, to take, to see)

6. **Say:** I want you to work with your partner and write a dialogue with some of the verbs on the board. You must use some of the verbs in the simple past tense and others should be infinitives with or without 'to'.
7. Move around the classroom to make sure pupils understand and are doing the task.
8. Give pupils 5-7 minutes to write their dialogue, then ask them to practise their dialogue with their partner.
9. Invite 1-2 pairs to perform their dialogue for the class.

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

1. Write these verbs on the board: think, take, see, be, laugh, cook, find, give, like.
2. **Say:** Now I want you to write a paragraph using the verbs on the board. You do not have to write in the simple past, you can use other verb tenses. **Ask:** What other tenses could you use? (Example answers: future, future continuous, present continuous, past continuous, simple present)
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

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

1. Invite as many pupils as possible to read their paragraph to class. Tell pupils to raise their hand when they hear one of the verbs on the board.

### *[QUESTIONS]*

1. Was Claudette happy about the trip?
2. What play did Claudette see?
3. What was the play about?




### *[LISTENING TEXT]*

Last night I went to the theatre. It was my first time in a theatre and I was very excited about my trip. Mum and dad thought it would be good to take me to see a comedy and I think they were right. The play was about a funny man who did everything wrong – in his job, at home, in the park, everywhere! His family became very impatient with him but the play ended happily and the audience was glad. We laughed a lot and said it was the best evening ever!

### *[VERBS]*

took went came ended was laughing did become think said  
saw thought be became to take to see were ending laughed

<b>Lesson Title:</b> Review of Verb Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-090	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to identify the use of verb tenses in writing.</p>	 <p><b>Teaching Aids</b> 1. Dialogue at the end of the lesson plan 2. Table at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the dialogue at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. Write 'Last night...' on the board.
2. Invite different pupils to finish the sentence and tell you what they did last night.
3. **Say:** In today's lesson we are going to review different verb tenses.

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

1. Write 'Review of verb tenses' at the top of the board.
2. Point to dialogue on the board (see end of lesson plan).
3. Read the dialogue to pupils. Ask them to listen and follow along. Read slowly and clearly with expression to make the dialogue interesting. Try to use different voices for the characters.
4. **Say:** Now we are going to practise the dialogue together.
5. Divide the class into 2 groups. One half of the class is 'Aminata' and the other half is 'Fatu'.
6. Read and model each line of the dialogue. Invite the class to repeat after you according to which character their group is.
7. **Say:** There are different verb tenses in this dialogue. **Ask:** Can you find them?
8. Invite pupils to identify the verbs tenses. When they identify a verb, underline it on the board. (Answers: was, arranged, went, had left, didn't work, sounds, seemed, 've seen, 's, think, 'll go, to see, will come)
9. **Say:** Very good. Now let's try to remember what type of verbs these are.

### Guided Practice (10 minutes)

1. Point to the table on the board (see end of lesson plan). **Say:** I want you to look at the verbs in the dialogue and identify the verb tense.
2. **Say:** Let's do the first one together. **Say:** 'was'. 'Was' is an irregular simple past tense verb. Write 'was' beside irregular simple past in the table.
3. Ask pupils to work in pairs and match the verbs in the dialogue to the correct verb tense in the table.
4. Give pupils time to match the verbs with the correct verb tense. Move around the classroom to make sure pupils understand and are doing the task.
5. When pupils finish, check answers as a class. (Answers: was – simple past (irregular); arranged – simple past (regular); went – simple past (irregular); had left – past perfect; didn't work – simple past (negative); sounds – simple present; seemed – simple past (regular); I've seen – present

perfect; it's – simple present; think – simple present; I'll go – future with 'will'; to see – infinitive with 'to'; will come – future with 'will')

### **Independent Practice** (8 minutes)

1. Erase some of the verbs in the dialogue.
2. Ask pupils to work in pairs.
3. **Say:** Practise the dialogue with your partner. Try to remember the missing verbs.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Invite a pair of pupils to come to the front of the class and perform their dialogue.

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

1. **Say:** Last night I...
2. Invite pupils to finish the sentence. (Example answer: studied)
3. **Say:** Tomorrow I think I...
4. Invite pupils to finish the sentence. (Example answer: will meet my friends)
5. **Say:** At the moment I...
6. Invite pupils to finish the sentence. (Example answer: am listening to my teacher)
7. **Say:** Every day I...
8. Invite pupils to finish the sentence. (Example answer: make my breakfast)
9. **Say:** This time last night I...
10. Invite pupils to finish the sentence. (Example answer: was washing my hair)




### *[DIALOGUE]*

Aminata: Hey, how was the play last night?  
Fatu: It was brilliant. I arranged to meet Marai at 7 o'clock and we went together.  
Aminata: What kind of play was it?  
Fatu: A tragedy... about a woman. She had left her hometown for a job in the city. Things didn't work out well for her.  
Aminata: Oh dear, it sounds like real life!  
Fatu: Well, it seemed very realistic, that's true.  
Aminata: I've seen something similar recently on TV.  
Fatu: Hmm, it's a popular topic at the moment then...  
Aminata: I think I'll go to see it next week. Maybe Dennis will come with me.

[TABLE]

Verb tense	Verbs
simple past - regular	
simple past - irregular	
simple past - negative	
past perfect	
present simple	
future with 'will'	
infinitive with 'to'	

<b>Lesson Title:</b> Reading Comprehension Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-091	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>Underline new words from a comprehension passage and use them in sentences.</li> <li>Answer comprehension questions from the text.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>Text at the end of the lesson plan</li> <li>True/false exercise at the end of the lesson plan</li> <li>Fill-in-the-blanks sentences at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Write the text at the end of the lesson plan on the board.</li> <li>Write the true/false statements at the end of the lesson plan on the board.</li> <li>Write the fill-in-the-blanks sentences at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

- Ask pupils to close their eyes.
- Say:** Think about your journey to school each morning. What can you see? What can you hear? What can you smell? What can you touch? What can you taste? Have pupils raise their hand to answer.
- Say:** Today we are going to read a text about a journey to school.

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

- Write the heading 'My Journey to School' on the board.
- Say:** We are going to read a short text about Hussein's journey to school (see end of lesson plan).
- Write the table on the board. Ask pupils to copy the table into their exercise books.

sees	hears	smells

- Say:** I am going to read the text to you. I want you to listen and follow along. As you listen, I want you to make a note of the things he sees, hears and smells on his journey.
- Read the text aloud. Read slowly, clearly and with expression to make the text interesting.
- Say:** Now I want you to read the text again. Try to complete the table.
- When pupils finish reading, ask to share and compare their answers in pairs.
- Check answers as a class. (Example answers: sees – friends, birds, baker, buses, motorbikes; hears – conversations, birdsong, traffic noise; smells – fresh air, bread, traffic)

**Guided Practice (10 minutes)**

- Invite different pupils to come to the board. **Say:** Underline some of the new words you see in this text. (Example answers: warbler, weaver bird, exhaust fumes, to overtake someone)
- Select 3-4 vocabulary words to discuss with pupils. For example, warbler, exhaust fumes, to overtake someone, bright and early.



3. Tell pupils to look at the words around the new word for clues to its meaning. For example, we know warblers and weaver birds are types of birds because the text talks about seeing birds their nests.
4. **Say:** When we look at the words around a word for clues to its meaning we are trying to infer the meaning.
5. Discuss the new words with pupils and use them meaningfully in a sentence.
6. Write these words on the board: though, clever, exhaust fumes, nests, overtakes.
7. Point to the sentences on the board (see end of lesson plan).
8. Ask pupils to work in pairs. **Say:** I want you to work with a partner to complete these sentences. Fill in the blanks with the correct word.
9. Give pupils 4 minutes to do the task. Move around the classroom to make sure pupils understand and are doing the task.
10. Check pupils' answers as a class. (Answers: a. nests, b. exhaust fumes, c. clever, d. overtakes, e. though)
11. Ask pupils to identify what part of speech the words are. (Answers: nest – noun; exhaust fume – noun; clever – adjective; overtakes – verb; though – conjunction)

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

1. **Say:** Look at the true/false statements on the board (see end of lesson plan).
2. Ask pupils to read the text silently again and decide if the statements are true or false.
3. Ask pupils to work in pairs to share and compare their answers.
4. Check answers as a class. (Answers: 1. False – He only gets up early on school days. 2. True 3. False – He says hello to friends. 4. False – He prefers weaver birds 5. True 6. True)

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

1. **Ask:** What are the differences between your journey to school and Hussein's?
2. Invite a few pupils to compare their journey with Hussein's.

[TEXT]

On a school day my brothers wake me up bright and early and we have a quick breakfast. Then I get my school bag and start my walk to school. It takes about 30 minutes and I like it. We say hello to friends that we meet on the way. I usually see some birds as I walk, warblers mostly. I love the weaver birds because I like their clever little nests. The air is fresh in the morning and I like passing the baker's and smelling the fresh bread. I don't like the smell of the exhaust fumes from the buses and motorcycles that overtake each other on the road though. I love walking to school in the morning. It's the best time of the day!

[FILL-IN-THE-BLANKS SENTENCES]




- a. Birds build \_\_\_\_\_ for their babies.
- b. There was black smoke coming from the back of the car. The smell of \_\_\_\_\_ filled the air.
- c. My eldest sister is very \_\_\_\_\_. She is going to university next year.

- d. When one car \_\_\_\_\_ another, the driver needs to check there is not another car coming in the other direction.
- e. I love fruit \_\_\_\_\_ I don't like bananas much.

*[TRUE/FALSE STATEMENTS]*

1. Hussein gets up early every day.
2. He likes his walk to school.
3. Hussein isn't very friendly on his way to school.
4. He prefers warblers to weaver birds.
5. He likes the smell of fresh bread.
6. He thinks the traffic makes a bad smell.

<b>Lesson Title:</b> Reading Comprehension Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-092	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lessons pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read and discuss the main ideas from the selected text.</li> <li>2. Write a summary of text read.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Discussion questions at the end of the lesson plan</li> <li>2. Text at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the discussion questions at the end of the lesson plan on the board.</li> <li>2. Write the text at the end of the lesson plan on the board (Note: It is the same text as Lesson 091).</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** What did we read in the last lesson? Can you remember anything about Hussein’s journey to school.
2. Invite different pupils to tell the class what they can remember about the text.
3. **Say:** Today we are going to read more about Hussein and his journey to school.

**Introduction to the New Material (6 minutes)**

1. Ask pupils to work in pairs to discuss the questions on the board (see end of lesson plan).
2. Give pupils time to discuss the questions then invite pupils to share their ideas with the class.

**Guided Practice (10 minutes)**

1. Tell pupils that they are going to write a short summary of the text they read. Point to the text on the board (see end of lesson plan).
2. **Ask:** Do you remember the important questions about summary writing? Have pupils raise their hand to answer.
3. Write the question words on the board.
  - Who?
  - What?
  - Where?
  - Why?
  - When?
  - How?
  - Anything else important?
4. Tell pupils to always remember these questions when they write a summary.
5. Read the text aloud to pupils. Read slowly, clearly and with expression to make it interesting.
6. **Say:** I want you to read the text again. While you are reading, think about the answers to these questions.
7. Give pupils time to read the text independently.

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

1. **Say:** Now that we have read the text I want you to use the questions on the board to help you write a short summary of the text. Remember a summary has the main ideas and important information. It does not include all of the details.
2. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
3. When pupils finish writing, ask them to work in pairs.
4. **Say:** I want you to exchange your exercise book with a partner. Read your partner's summary. Ask yourself, 'Have they included all of the main points in the summary?'
5. **Say:** Also check your partner's grammar and spelling mistakes. When you finish, tell your partner something that you liked about the summary.
6. After pupils give each other feedback, invite 2-3 pupils to read their summary to the class. (Example answer: The text is about Hussein's journey to school in the morning. He walks to school and on the 30-minute journey he sees, hears and smells many different things. Hussein likes walking to school.)

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

1. **Ask:** What are the questions that we should use to help us write a summary? (Answer: Who? What? Where? Why? When? How?)
2. **Say:** Remember to practise reading texts at home. Read newspaper articles, stories, songs, poems, chapters in novels. When you finish reading, think about the summary. Remember to ask yourself: Who? What? Where? Why? When? How?




### *[DISCUSSION QUESTIONS]*

1. Do you prefer to walk to school alone or in a group? Why?
2. Are there any dangers on your walk to school? What are they?
3. If you could choose any form of transport to travel to school in, what would you choose? Why?
4. What would make your journey to school better? Why?

### *[TEXT]*

On a school day my brothers wake me up bright and early and we have a quick breakfast. Then I get my school bag and start my walk to school. It takes about 30 minutes and I like it. We say hello to friends that we meet on the way. I usually see some birds as I walk, warblers mostly. I love the weaver birds because I like their clever little nests. The air is fresh in the morning and I like passing the baker's and smelling the fresh bread. I don't like the smell of the exhaust fumes from the buses and motorcycles that overtake each other on the road though. I love walking to school in the morning. It's the best time of the day!

<b>Lesson Title:</b> Oral Description	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-08-093	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe a process to classmates. (e.g. how to sew a dress, make a basket, etc.)</li> <li>2. Improve on their speaking skills.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. If possible, bring something to class that you have made (e.g. a piece of clothing, some food, a craft item, etc.)</li> <li>2. Text at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. If possible, bring an item you have made to class.</li> <li>2. Write the text at the end of the lesson plan on the board. (Leave the spaces blank.)</li> </ol>
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**Opening (3 minutes)**

1. Show pupils the item you have brought. Explain what it is and briefly describe how you made it. If you do not have an item, draw a picture on the board instead.
2. **Ask:** Do you make things at home or in school? What do you like to make? Have pupils raise their hand to answer. Listen to pupils' answers.
3. **Say:** Today we are going to practise describing a process. We are going to talk about how to make things.

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

1. **Say:** First, we are going to read a short text about making a puppet.
2. **Ask:** Do you know what a puppet is? Listen to pupils' answers. If they do not know what a puppet is explain that it is a model of a person or animal usually made of fabric or paper.
3. **Say:** In today's lesson we are going to learn how to make a finger puppet from paper.
4. Write these words on the board: knife, paper, coloured paper, pen, pencil, scissors, coloured pencils.
5. Make sure pupils understand the words on the board. If they do not, explain them.
6. **Say:** While I am reading the story I want you to think about this question: Which of these are necessary to make a puppet? (Point to the words written on the board.)
7. Point to the text on the board (see end of lesson plan).
8. Read the text to pupils. Read slowly, clearly and with expression to make it interesting. Pause for a moment when you reach a blank space in the text.
9. **Ask:** Which of these are necessary to make a puppet? (Point to the words written on the board.)
10. Check answers as a class. (Answer: paper, pencil, scissors. Note: coloured pencils are not necessary but they are helpful if you have them.)
11. Ask pupils to read the text on the board silently.
12. After pupils finish reading, invite them to come to the board and underline all the verbs related to instructions in the text. (Answer: colour, cut out, make a cut, draw, put)
13. **Say:** All of these verbs are useful if you want to tell someone how to make something.
14. **Say:** When we give instructions, we only say the verb. For example, 'take, cut, draw, say, do, point'. We do not say, 'You take' or 'He takes'.

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

1. Ask pupils to copy the text into their exercise books.
2. Write these words on the board: finally, next, after that, then, first.
3. **Say:** These are sequencing words. They are useful if you want to explain the order in which to do something.
4. Ask pupils to work in pairs. **Say:** There are some missing words in the text. Work with your partner to put the sequencing words in the blank spaces to show the order of the steps.
5. Check answers as a class. (Answers: The first space must be 'first' and the final space must be 'finally'. The other spaces are 'next', 'after that' and 'then' in any order.)

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

1. **Say:** We learned how to make a puppet. Now I want you to think of something simple that you know how to make. It could be a simple recipe, a simple game to play or simple instructions to draw something.
2. Ask pupils to write their step-by-step instructions in their exercise books. Remind them to use sequencing words to help show the order in which the steps are done.
3. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Ask pupils to work in pairs. **Say:** Now I want you to work with a partner. Read your instructions to your partner. After you have read your instructions, change roles and let your partner read their instructions to you.




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

1. Invite as many pupils as possible to read their instructions to the class.

#### *[TEXT: HOW TO MAKE A FINGER PUPPET]*

To make a finger puppet you need a small circle of paper, a pencil, some scissors and some coloured pencils (if you have them). \_\_\_\_\_, colour the paper circle to make the puppet's clothes. \_\_\_\_\_, cut out the circle and make a small cut in the centre of the circle for the puppet's neck. \_\_\_\_\_, make a cut from the edge of the circle to the centre. \_\_\_\_\_, draw a face on one of your fingers. \_\_\_\_\_, put the circle over your finger and overlap the paper to make the puppet's clothes. Now you are ready to play!

<b>Lesson Title:</b> Oral Description	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-08-094	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe a process to classmates (for example, directions to their house/market/school).</li> <li>2. Improve on their speaking skills.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Map of your village/town</li> <li>2. Diagrams at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw a simple map of your village/town on the board.</li> <li>2. Draw the diagrams at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Say:** How many places can we name in our town/village? Have pupils raise their hand to answer.
2. Write the places on the left side of the board. (Example answers: market, school, police station, road)
3. **Say:** Today we are going to practise giving directions.

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

1. Write the heading 'Directions' on the board.
2. **Say:** Today we are going to practise giving directions from one place in our town/village to another.
3. Point to the map on the board. Name the important places in the town/village on the map. If pupils identified other places, you can add them to the map.
4. Write these phrases on the board:
  - How do I get to the \_\_\_\_\_?
  - Go straight on
  - Turn right
  - Turn left
  - Take the first/second/third right/left
  - The \_\_\_\_\_ is opposite/next to/in front of the \_\_\_\_\_.
5. Read and model the phrases one by one.
6. Ask pupils to repeat each phrase after you. If pupils do not know what a phrase means, explain it using actions or by drawing on the board.
7. Ask pupils to copy the phrases into their exercise books.

**Guided Practice (10 minutes)**

1. Point to the diagrams on the board (see end of lesson plan).
2. **Say:** Look at the diagrams. I want you to copy the diagrams into your exercise books.
3. Give pupils time to copy the diagrams.

4. **Say:** Now I want you to write simple directions under each diagram. Let's do the first one together.
5. Point to the first diagram. **Say:** Go straight on...
6. Write the direction on the board.
7. Ask pupils to work in pairs and give each other directions for the rest of the diagrams.
8. Move around the classroom to make sure pupils understand and are doing the task.
9. Check answers as a class. (Answers: 2. turn right 3. turn left 4. take the second right 5. take the third left)

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

1. Remind pupils of the sequencing words from the last lesson they used to put instructions in order. Write the words on the board: first, next, after that, then, finally.
2. Point to the short dialogue on the board (see end of lesson plan).
3. **Say:** Close your eyes. Imagine you are standing outside of the gate to the market. Then you meet me. I am a stranger here and I am lost.
4. Read the dialogue to pupils. Read slowly and clearly with expression to make it interesting. Try to use a different voice for the stranger and the local.
5. Ask pupils to work in pairs.
6. **Say:** Take turns pretending you are lost, like the stranger in the dialogue. You need help to find your way. Use the map on the board to give each other directions to different places in our town/village.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. After 8 minutes, ask pupils to stop giving each other directions.
9. Invite different pupils to give the class directions to places in the town/village.

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

1. Ask pupils to tell you some of the phrases for giving directions. (Example answer: turn left/right)
2. **Ask:** What words can we use to put our directions in order? (Answer: sequencing words - first, then, after that, next, finally)

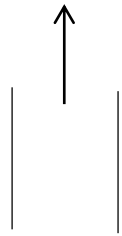
### *[DIALOGUE]*

Stranger: Can you help me?  
 Local: Yes, of course.  
 Stranger: How do I get to the primary school?  
 Local: First, go straight on... Then... After that...

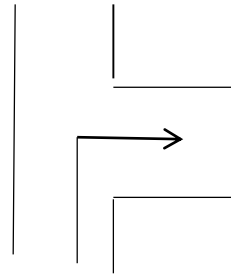


[DIAGRAMS]

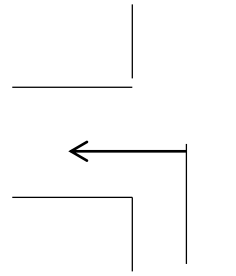
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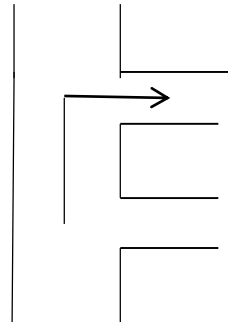
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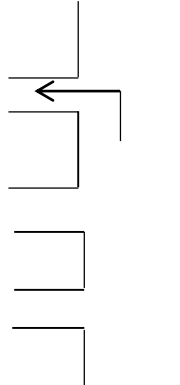
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4.



5.



<b>Lesson Title:</b> Oral Description	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L-08-095	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe a process to classmates (e.g. directions to their house, market, school).</li> <li>2. Improve on their speaking skills.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. More detailed map of your town/village</li> <li>2. Mixed up directions and answers at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Draw a more detailed map of your town/village on the board.</li> <li>2. Write the mixed up directions at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. Tell pupils to look at the map on the board.
2. Point to the school. **Say:** We are at the school.
3. Give pupils directions from the school to another place on the map. **Ask:** Where am I? (Answer depends on the directions you gave)
4. **Say:** Today we are going to practise giving directions.

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

1. **Ask:** What phrases did we learn for giving directions in the last lesson? Have pupils raise their hand to answer. Listen to pupils' answers.
2. Write the phrases on the board.
  - How do I get to...?
  - Go straight on...
  - Turn right/left
  - Take the first/second/third right/left
  - The... is opposite/next to/in front of the...
3. **Say:** Today we are going to do some more practise on giving and listening to directions.
4. **Say:** I am going to give you directions. I want you to look at the map and follow my directions. Then you must tell me where I am.
5. Give pupils directions from one place to another. For example, 'I am at the school. First, go straight on the road. Then turn left. Next, take the second right. Stop beside the bank.' **Ask:** Where am I? (Answer depends on the directions you gave)
6. Do this 2-3 times until the pupils can follow your directions easily.
7. Write some more phrases for giving directions on the board.
  - Walk for... metres.
  - Turn right at the...
  - Go over the... Go under the...
  - It's on your right/left.
  - Go past the...
  - Stop at the...
  - The... is behind/between/near the...

8. Read and model the phrases one by one. Ask pupils to repeat each phrase after you. If pupils do not know what a phrase means, explain it using actions or by drawing on the board.
9. Ask pupils to copy the phrases into their exercise books.

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

1. Ask pupils to work in pairs.
2. **Say:** I want you to use the new phrases we learned. Let's see if we can give directions correctly. You are going to choose a place on the map, but do not tell your partner which place you have chosen. Give your partner directions and then ask, 'Where am I?'
3. **Say:** Once you have had a turn giving directions change roles and let your partner give you directions. We will do this 3-4 times so that everyone gets time to practise.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

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

1. Point to the mixed up directions on the board (see end of lesson plan).
2. Ask pupils to work in pairs to put the sentences in the correct order.
3. Check answers as a class. Write the answers on the board as pupils say them. (Answers: see end of lesson plan)

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

1. Invite a pupil to the front of the class. Have the pupil demonstrate how to give directions using the map on the board. Repeat with as many pupils as possible.

### *[MIXED UP DIRECTIONS]*




1. straight on go.
2. left take second the.
3. next park the to market is the.
4. to market get do the how I?
5. right first turn.
6. your mosque left on is the.
7. past go the station police.
8. for 200 walk metres.
9. next right the turn at church.
10. market the is your on right.

### *[EXAMPLE ANSWERS]*

1. How do I get to the market?
2. First turn right.
3. Go straight on.
4. The mosque is on your left.

5. Take the second left.
6. Go past the police station.
7. Walk for 200 metres.
8. Next, turn right at the church.
9. The market is on your right.
10. The market is next to the park.

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-096	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to read and interpret the symbols in a poem.</p>	 <p><b>Teaching Aids</b> 1. Poem at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Draw the Sierra Leonean flag on the board. 2. Write the poem at the end of the lesson plan on the board. 3. Write the sentences at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. Point to the Sierra Leonean flag on the board. Ask pupils to describe what they can see. Have pupils raise their hand to answer.
2. **Say:** Every country has a flag. The flag is a symbol of our country. **Ask:** What do the colours in our flag mean? Listen to pupils' answers.
3. Share the meaning of the colours with the whole class. (Answer: the green symbolises farming, the white symbolises justice and the blue symbolises Freetown's harbour)
4. **Say:** Today we are going to learn about symbols in poetry.

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

1. **Say:** Today we are going to read a poem by an American poet called Emily Dickinson.
2. **Say:** Poems have symbols in them that mean something. This is the same as having a flag that symbolises our country.
3. Write these words on the board: a boat, a bird, a tree, a singer.
4. Point to the poem on the board (see end of lesson plan).
5. Read the poem to pupils. Read slowly and clearly with expression to make it interesting.
6. Ask pupils to read the poem silently and see which words on the board are in the poem.
7. Check answer as a class. (Answer: a bird)
8. **Say:** The bird is an important symbol in this poem.
9. **Say:** Now let's look at the new words in the poem.
10. Write these words on the board: hope, feathers, to perch, soul, a gale, a storm, to abash, chilliest, in extremity, a crumb.
11. Help pupils understand the new vocabulary words. Explain the new words through drawing (feathers, a crumb), miming (to perch, chilliest) and explanation (hope, soul, a gale, a storm, to abash, in extremity). If necessary, use local language.
12. Point to the sentences on the board (see end of lesson plan).
13. **Say:** You are going to work in pairs and complete the sentences using the words we have been practising.
14. **Say:** Let's do the first one together.
15. Read the first sentence to pupils: The birds \_\_\_\_\_ on the branches of the tree.
16. **Say:** Which word describes the way that a bird sits on a branch? 'Perch'. 'Perch' describes the way a bird sits.

17. Write the word 'perch' in the blank space on the board.
18. Ask pupils to work in pairs to complete the remaining sentences.
19. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
20. Check answers as a class. (Answers: a. perch b. crumbs c. gale d. storm e. feathers)
21. Ask pupils to copy the poem into their exercise books. Ask pupils to underline the new words and write the meanings in their exercise books.

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

1. **Say:** When we read a poem we have to interpret what the poet is saying.
2. Read the statements about the poem to pupils.
  - a. If we have problems, a bird can make us feel happy through its singing. The weather may be bad but it never stops singing and never asks for anything in return.
  - b. If we're walking through a storm a bird can help us to find our way home. It never asks for anything in return.
  - c. When we have problems, hope is like a bird that keeps singing and encourages us to go on when life is difficult. It never asks for anything in return.
3. Ask pupils which of the statements best describes the poem. (Answer: c)
4. **Say:** This poem is not about a bird. The bird in the poem is a symbol. **Ask:** What is the bird a symbol for? (Answer: hope)

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

1. Ask pupils to think about the meaning of the poem. **Ask:** What is the poet trying to say? How is she using words to create a picture? How is the bird a symbol of hope? Listen to pupils' answers.
2. Ask pupils to draw a picture of the poem in their exercise books.
3. After 5 minutes, ask pupils to work in pairs. **Say:** Show your picture to your partner. Explain the meaning of your picture to your partner and how it relates to the poem.
4. Give pupils time to discuss the poem and their pictures.

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

1. Invite as many pupils as possible to share their pictures and explain them to the class.

#### *[POEM: HOPE IS THE THING WITH FEATHERS BY EMILY DICKINSON]*

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

And sweetest in the gale is heard;  
 And sore must be the storm  
 That could abash the little bird




That kept so many warm.

I've heard it in the chilliest land,  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me.

*[SENTENCES]*

1. The birds \_\_\_\_\_ on the branches of the tree.
2. After we had eaten the cake, we brushed the \_\_\_\_\_ off the table.
3. There was a very strong wind last night. In fact it was a \_\_\_\_\_.
4. There is a \_\_\_\_\_ coming. The sky is getting very black.
5. That bird's \_\_\_\_\_ are beautiful.

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-097	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Answer questions about the poem.</li> <li>2. Explain the prescribed poem in their own words.</li> <li>3. Discuss the poem with classmates.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Mixed up words at the end of the lesson plan</li> <li>2. Poem at the end of the lesson plan</li> <li>3. Questions at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the mixed up words at the end of the lesson plan on the board.</li> <li>2. Write the poem at the end of the lesson plan on the board.</li> <li>3. Write the questions at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Point to the mixed up words on the board (see end of lesson plan). **Say:** These are the some of the new words from the last lesson. I want you to unscramble the words. The upper case letter means that is the first letter of the word.
2. Have pupils raise their hand to answer. Write the answers on the board. (Answers: 1. Perch 2. Gale 3. Storm 4. Feathers)
3. **Say:** Today we are going to discuss the meaning of the poem by Emily Dickinson in more detail.

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

1. Point to the poem on the board (see end of lesson plan).
2. **Say:** I am going to read the poem again. I want you to listen and follow along.
3. Read the poem to pupils. Read slowly, clearly and with expression to make it interesting.
4. **Say:** In the last lesson we read a poem about how hope is like a bird. You drew a picture to show the meaning of the poem. Now we are going to talk more about the meaning.
5. Point to the questions on the board and read them to pupils (see end of lesson plan).
6. Ask pupils to work in pairs.
7. **Say:** With your partner, read the questions and try to find the answers in the poem.
8. Check answers as a class. (Answers: a. a singing bird b. No, just as the bird keeps singing, we keep hoping. c. Yes, 'from the coldest lands to the strangest seas' e. No, it has never asked for even a crumb.)

### Guided Practice (5 minutes)

1. Write these sentence starters on the board:
  - I think this poem is about... because...
  - I like the way the poet...
  - The poem compares... to...
  - I think the poet is saying that...
  - It is interesting the way the poet...
  - The poem makes me think of...



- I think this is a good/bad poem because...
2. Check that pupils understand the sentence starters. Explain anything that pupils do not understand.
  3. Ask pupils to copy the sentence starters into their exercise books.
  4. **Say:** Later you are going to talk about the poem in your own words. You can use the sentence starters on the board to help you discuss the poem.

**Independent Practice** (15 minutes)

1. **Say:** Now I want you to write notes about the poem. First, think of a summary. Remember, a summary is about the main ideas in the poem.
2. Give pupils 5 minutes to write their notes. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
3. Invite a few pupils to share their summary of the poem with the class.
4. **Say:** Now I want you to think about your opinion of the poem. Discuss the poem with your partner. Remember you can use the sentence starters on the board to help you.
5. Move around the classroom to make sure pupils understand and are doing the task.

**Closing** (2 minutes)

1. Invite as many pupils as possible to tell the class what they think about the poem.

*[MIXED UP WORDS]*

1. hrePc
2. elaG
3. mrotS
4. steharFe

*[POEM: HOPE IS THE THING WITH FEATHERS BY EMILY DICKINSON]*

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




And sweetest in the gale is heard;  
And sore must be the storm  
That could abash the little bird  
That kept so many warm.

I've heard it in the chillest land,  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me.

*[QUESTIONS]*

- a. What does the poet compare hope to?
- b. Do we ever stop hoping in life?
- c. Can you find hope anywhere in the world?
- d. Does hope ask you for anything?

<b>Lesson Title:</b> Sentence Practice	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-098	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify parts of a sentence.</li> <li>2. Develop a variety of sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Expanding sentences at the end of the lesson plan</li> <li>2. Combining sentences at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the scrambled sentence for the opening on the board.</li> <li>2. Write the expanding sentences at the end of the lesson plan on the board.</li> <li>3. Write the combining sentences at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. Point to the scrambled sentence on the board: weather / better / than / today / yesterday / is / the / much.
2. **Say:** I want you to unscramble the sentence and tell me how to write it correctly. Raise your hand to answer when you know what the sentence says. (Answer: The weather is much better today than yesterday.)
3. **Say:** Today we are going to look at the different parts of a sentence and understand how they work.

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

1. Write 'Identifying parts of a sentence' at the top of the board.
2. Write this line from the poem studied in the previous lessons: Hope is the thing with feathers that perches in the soul.
3. **Ask:** Do you know the names of any parts of this sentence?
4. Invite pupils to name parts of the sentence. Pupils may or may not be able to do this. Guide them to identify the different parts.
5. Write these words on the board: noun, verb, definite article, preposition, relative pronoun.
6. Remind pupils of the function of each of these.
7. **Ask:** What is a noun? (Answer: A noun is a person, place or thing.)
8. **Ask:** What is a verb? (Answer: A verb is 'doing' or 'being' word – an action or a state.)
9. **Ask:** What is a definite article? (Answer: the word 'the' – it limits the noun)
10. **Ask:** What is a preposition? (Answer: a word used before a noun that connects it to another noun, describes position, place and direction)
11. **Ask:** What is a relative pronoun? (Answer: A relative pronoun is a word like 'who', 'which' and 'that' used to join parts of a sentence together.)
12. As a class, identify the different parts of a sentence in the line of poetry on the board. (Answers: hope – noun; is – verb; the – definite article; thing – noun; with – preposition; feathers – noun; that – relative pronoun; perches – verb; in – preposition; the – definite article; soul – noun)

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

1. **Say:** We are going to have fun with sentences now.
2. Point to the expanding sentences on the board (see end of lesson plan).
3. **Say:** These sentences are simple. They are a little bit boring. I want you to expand these sentences to make them more interesting.
4. **Ask:** How can we expand sentences to make them more interesting? (Example answers: add more information; add adverbs/adjectives; add details)
5. **Say:** Let's do the first one together.
6. **Say:** The rain made trees fall down. **Say:** How can I make this sentence more interesting? I know! The strong, heavy rain made many old cotton trees fall down and block the road, causing a lot of traffic.
7. **Say:** Now I want you to work on expanding the other four sentences. Be creative. Make the sentences more detailed and interesting.
8. Give pupils 5 minutes to write their sentences. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
9. After 5 minutes, ask pupils to work in pairs to share and compare their sentences.
10. **Say:** Now I want you and your partner to identify the different parts of a sentence in your own sentences. You will look at two sentences. You should each choose one of your sentences to look at.
11. Remind pupils that they are going to do the same thing they did when you looked at the line of poetry.
12. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

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

1. Point to the combining sentences on the board (see end of lesson plan).
2. **Say:** We are going to practise combining sentences.
3. Ask pupils to work in pairs. **Say:** Combine the sentences into one by using the word in parentheses ( ) to connect them.
4. **Say:** Let's do the first one together. 'I like studying grammar. I like studying writing.'
5. **Say:** How do I make one sentence using 'and'? I like studying grammar and writing.
6. **Say:** Now work with your partner to do the rest.
7. Give pupils time to write. Move around the classroom to make sure they understand and are doing the task.
8. When pupils finish, check answers as a class. (Answers: b. My teacher has a lot of pupils who are very clever. c. The pupil has a new dictionary with a blue and yellow cover. d. We are studying hard for our exams which are next term. e. I am from Freetown which is the capital of Sierra Leone. f. I love poetry but I don't understand it very well. g. I am going to visit my friend even though I have a lot of homework.)
9. Ask pupils to write their own pair of sentences to be combined. Tell them to use the same format as the sentences on the board.
10. Give pupils time to write their sentences. Move around the classroom to make sure they understand and are doing the task.

11. Ask pupils to work in pairs. **Say:** Exchange your exercise books with a partner. I want you to combine the sentences that your partner wrote.
12. Give pupils time to do the combine the sentences.

**Closing** (3 minutes)

1. Invite as many pupils as possible to read their sentences for the class to combine.
2. **Say:** These are good activities for understanding grammar in sentences. They help you to see how words connect together in a sentence.




*[EXPANDING SENTENCES]*

1. The rain made trees fall down.
2. The boy studies science at university.
3. Many people want to live in Freetown.
4. After the dry season we have rain.
5. Where can I find Fufu?

*[COMBINING SENTENCES]*

- a. I like studying grammar. I like studying writing. (and)
- b. My teacher has a lot of pupils. They are very clever. (who)
- c. The pupil has a new dictionary. It has a blue and yellow cover. (with)
- d. We are studying hard for our exams. They are next term. (which)
- e. I am from Freetown. It is the capital of Sierra Leone. (which)
- f. I love poetry. I don't understand it very well. (but)
- g. I am going to visit my friend. I have a lot of homework. (even though)

<b>Lesson Title:</b> Paragraph Development	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-099	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop well-written topic sentences.</li> <li>2. Write a variety of descriptive supporting sentences in a paragraph.</li> </ol>	 <p><b>Teaching Aids</b> Paragraph at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the paragraph at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Write these topics on the board: food, music, homework, technology, dreams.
2. Ask pupils to work in pairs. **Say:** Choose one of these topics. I want you to talk about that topic for one minute and your partner will listen.
3. After 1 minute, stop pupils and tell them to switch roles. Now the other pupil will talk.
4. **Say:** When we write a paragraph we write a group of sentences about one topic. Today we are going to learn how to improve on our paragraph writing.

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

1. Point to the paragraph on the board (see end of lesson plan).
2. **Say:** I am going to read the paragraph to you. I want you to listen and follow along.
3. Read the paragraph to pupils. Read slowly, clearly and with expression.
4. Ask pupils to read the paragraph silently on their own and think about the question: What is the main idea of this paragraph?
5. Give pupils time to read the paragraph and answer the question.
6. When pupils finish, **ask:** What is the main idea of this paragraph? (Answer: increasing use of technology in rural areas)
7. Write these questions on the board:
  - What are farmers using technology for?
  - Will farmers' use of technology continue to grow?
8. Ask pupils to find the answers in the paragraph.
9. Check answers as a class. (Answers: 1. to check market prices and buy seeds and equipment online 2. Yes, it will continue to grow as more farmers understand the benefits.)
10. **Say:** Now let's look at the way the paragraph is organised.

**Guided Practice (10 minutes)**

1. Write the heading 'Topic sentences' on the board.
2. **Say:** You talked about a topic at the beginning of the lesson. Now we are going to look at topic sentences. Topic sentences are an important part of writing.
3. **Ask:** What is a topic sentence? Have pupils raise their hand to answer.

4. **Say:** A topic sentence is the first sentence of a paragraph. It is the introduction to the paragraph and gives the main idea of the paragraph. It tells us what the paragraph is about.
5. **Say:** Read the paragraph again. **Ask:** Can you find the topic sentence?
6. Give pupils time to read.
7. Check answer as a class. (Answer: An increasing number of people are turning to technology, including those in rural areas.)
8. Underline the topic sentence on the board.
9. **Say:** When you write a paragraph, you should always begin with a topic sentence. The other sentences in the paragraph support the topic sentence.
10. Ask pupils to read the supporting sentences in the paragraph about technology and farmers.
11. **Ask:** Which sentence gives a specific example of farmers using technology? (Answer: 'For example, farmers are using mobile internet services to check market prices.')
12. Write 'For example... ' on the board.
13. **Ask:** Which sentences add more information? (Answer: 'In addition, they are buying seeds and equipment online which helps them save money.')
14. Write 'In addition... ' on the board.
15. **Say:** We can use these phrases to add information. We can also add information by using words like 'furthermore' and 'moreover'.
16. Write 'Furthermore... ' and 'Moreover... ' on the board.
17. **Ask:** Which sentence repeats the main idea of the paragraph using different words? (Answer: 'As more farmers understand the benefits of technology, they will use it more in their everyday work.')
18. **Say:** The concluding sentence repeats the main idea of the paragraph using different words.

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

1. Write these questions on the board. Read the questions to pupils.
  - To what extent is playing sport beneficial?
  - Is homework good for pupils?
  - Are school holidays too long?
2. Ask pupils to work in pairs.
3. **Say:** Choose one of the questions and write a topic sentence.
4. Give pupils 2 minutes to discuss, then invite different pupils to share their topic sentence. (Example answer: Many people around the world benefit from playing sport.)
5. **Say:** Now work with your partner to write 2-3 more sentences for your paragraph. Remember these are your supporting sentences. They should support the main idea by giving examples and adding information.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. Invite different pairs to read their paragraph to the class.

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

1. **Ask:** What is a topic sentence? Listen to pupils' answers.




2. **Say:** Remember, a topic sentence is the first sentence of a paragraph. It is the introduction to the paragraph and gives the main idea of the paragraph. It tells us what the paragraph is about.
3. **Say:** Next lesson we will study more about paragraphs and learn more about topic and supporting sentences.

*[PARAGRAPH]*

An increasing number of people are turning to technology, including those in rural areas. For example, farmers are using mobile internet services to check market prices. This helps them set a fair price for their produce before going to the market. In addition, they are buying seeds and equipment online which helps them save money. As more farmers understand the benefits of technology, they will use it more in their everyday work.



<b>Lesson Title:</b> Paragraph Development	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-100	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to develop three paragraphs: the introduction, body and conclusion.</p>	 <p><b>Teaching Aids</b> 1. Paragraph outline at the end of the lesson plan 2. Sentences (from lesson L-08-099) at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the paragraph outline at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** What does a good composition have? Have pupils raise their hand to answer. (Example answers: a main topic; an introduction; a main body and a conclusion; paragraphs; good spelling; correct grammar and punctuation; interesting vocabulary)
2. **Say:** Good compositions have at least three main paragraphs – an introduction, a main body and a conclusion. Today we are going to practise developing these parts of a good composition.

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

1. **Say:** Last lesson we looked at topic sentences and paragraphs.
2. **Ask:** Who can remember what a topic sentence is? Listen to pupils' answers.
3. **Say:** A topic sentence is the first sentence of a paragraph. It is the introduction to the paragraph and tells us what the paragraph will be about.
4. **Say:** We also looked at supporting sentences. **Ask:** What do supporting sentences do in a paragraph? (Answer: support the topic sentence)
5. Ask pupils to take out their exercise books and find their paragraph from the last lesson.
6. **Say:** Today you are going to write three short paragraphs about a topic – the introduction, the main body and the conclusion. Each paragraph will have a topic sentence at the beginning and supporting sentences to support the topic sentence.
7. **Say:** Let's look at how we develop good paragraphs.
8. Write the heading 'How to develop a good paragraph' on the board.
9. Review the outline for developing a good paragraph (see end of lesson plan).
10. Tell pupils to copy the outline into their exercise books.
11. Point to the sentences on the board (see end of lesson plan).
12. As a class, identify the topic sentence, the 2 middle supporting sentences and the closing sentence. (Answers: a. supporting sentence b. topic sentence c. supporting sentence d. closing sentence)

### Guided Practice (5 minutes)

1. Write two topics from the last lesson on the board.
  - Is homework good for pupils?
  - Are school holidays too long?

2. **Say:** You are going to write a composition of three paragraphs (introduction, main body and conclusion) on one of these topics.
3. **Say:** First I want you to decide on your topic and plan what the three paragraphs will be about. For example, for a composition about the benefits of sport, we can write an introductory paragraph about the general benefits of sport; a paragraph about the physical, mental and social benefits of sport as the main body; and a concluding paragraph to summarise the points we have made.
4. Give pupils time to select a topic and plan their paragraphs.
5. Move around the classroom to make sure pupils understand and are doing the task. Invite struggling pupils to work in pairs.
6. If there is time, ask pupils to work in pairs to share and compare their ideas.

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

1. Write these phrases on the board:
  - a. For example...
  - b. In addition...
  - c. Furthermore...
  - d. In conclusion...
  - e. To sum up...
2. Remind pupils that we can use 'in addition', 'for example' and 'furthermore' in the second paragraph to add more information or give examples.
3. Explain that we can use 'in conclusion' and 'to sum up' in the concluding paragraph.
4. **Say:** You know the main topic of your composition and you have planned the three paragraphs. Now I want you to begin writing your composition. Each paragraph must follow the outline on the board.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

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

1. Invite different pupils to read one of their paragraphs to the class.
2. Ask pupils to take their composition home and complete it.

### *[PARAGRAPH OUTLINE]*

#### How to develop a good paragraph

**Beginning:** A topic sentence introduces the main idea of the paragraph. It is clear, logical and says what the paragraph will be about.

**Middle:** The supporting sentences explain the idea, give one or two points related to the main idea and give an example to show your point.

**End:** The closing sentence repeats the main idea in the topic sentence using different words.

*[SENTENCES]*

- a. For example, farmers are using mobile internet services to check market prices. This helps them set a fair price for their produce.
- b. An increasing number of farmers are turning to technology.
- c. In addition, they are buying seeds and equipment which helps them save money.
- d. As more farmers understand the benefits of technology, they will use it more in their everyday work.



















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