



THE PRESIDENT'S  
**RECOVERY**  
PRIORITIES

Education

Ministry of  
Education,  
Science and  
Technology

Lesson plans for

# JSS

*Language*

# ARTS

JSS  
**2**

TERM  
**3**



## 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.

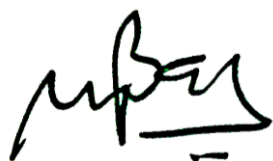
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – 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> Verb Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-101	<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. Conjugate verbs in the past continuous tense.</li> <li>2. Be familiar with use of helping verbs in the past continuous tense.</li> <li>3. Conjugate other verbs.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Table at the of the lesson plan</li> <li>2. Sentences at the end of the lesson plan</li> <li>3. Sentence starters 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 at the end of the lesson plan on the board.</li> <li>2. Write the sentences at the end of the lesson plan on the board.</li> <li>3. Write the sentence starters at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Say:** Welcome to Term 3. This term your English will get better and better.
2. **Ask:** What is your favourite place? Have pupils raise their hand to answer.
3. **Say:** My favourite place is home. Today we are going to talk about home and use the past continuous tense.

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

1. Write these 3 sentences on the board:

My sister cooked some sweet potatoes. My parents talked about my homework. My brother Jusu cleaned the floor.

2. **Say:** Look at these three sentences on the board.
3. **Ask:** What tense are they? The past, the present or the future? (Answer: the past)
4. Write these three sentences on the board:

When I came home last night, my sister was cooking some sweet potatoes. When I came home last night, my parents were talking about my homework. When I came home last night, my brother Jusu was cleaning the floor.

5. **Say:** Now look at these three sentences I just wrote on the board.
6. **Ask:** What is the difference between these three sentences and the first three sentences? (Answer: There are two actions (one long and one short) and there is a helping verb, 'was' or 'were'.)
7. **Say:** Let's look at the sentences again. In these sentences there are two actions and a helping verb. The verb with '-ing' is the past continuous. The other verb is the simple past.
8. **Say:** We use the past continuous to talk about an action that started in the past and continued.
9. Point to the 2 actions and the helping verb in each sentence. Show pupils the past continuous tense.

10. **Say:** The short action 'came home' is in the middle of the long action, 'cooking, 'talking' 'cleaning'. The long action needs the helping verb 'was' or 'were' to show it is continuous. This is the past continuous tense.
11. Write this sentence on the board: We \_\_\_\_\_ (talk) when the teacher entered the classroom.
12. **Ask:** What are the missing words? (Answer: were talking) **Ask:** What verb tense is this? (Answer: past continuous) **Ask:** Which is the long action? (Answer: were talking) **Ask:** Which is the short action? (Answer: entered)
13. Point to the table on the board (see end of lesson plan).
14. Ask pupils to copy the table into their exercise books. Give pupils time to write.
15. After pupils have copied the table, ask them to write an example for each of the verb forms (positive, negative and question).
16. Invite pupils to share their examples with the class.

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

1. Ask pupils to work in pairs.
2. Point to the sentences on the board (see end of lesson plan).
3. **Say:** Look at the sentences on the board. These sentences have mistakes. The mistakes are underlined. I want you work with a partner to identify the mistakes in these sentences. Then I want you to write the sentences correctly in your exercise books.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Check answers as a class. (Answers: a. was doing, b. was writing, c. Were you studying, d. was not/wasn't washing up, e. were talking)

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

1. Point to the sentence starters on the board (see end of lesson plan).
2. **Say:** You are going to complete these sentences. Each sentence should have a verb in the simple past tense and a verb in the past continuous tense.
3. Give pupils 4-5 minutes to complete the sentences.
4. 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 exchange exercise books with a partner to share and compare their sentences.
6. Invite pupils to share their sentences with the class. (Note: Sentences will vary, but pupils should finish sentences (a-c) with a past continuous verb and sentences (d-f) with a simple past verb.)

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

1. **Ask:** For a long action in the past with a short action in the middle what tense do we use? (Answer: past continuous)
2. **Ask:** Can you give me an example? Listen to pupils' answers. (Example answer: When the teacher walked in the pupils were talking.)



[TABLE]

Positive	subject/person + was or were + verb+ing	I was playing football when I fell.
Negative	subject/person + was not or were not + verb+ing	I was not playing football when I fell.
Question	Was or were + subject/person + verb+ing?	Were you playing football when I fell?




[SENTENCES]

1. When I arrived home, Bintu is do her homework.
2. When Musa woke up, Abdul is write his letters.
3. Is you study when father saw you?
4. Mamie not washing up the dishes when Zinab called to her.
5. Was mother home when you is talk to Sahr?

[SENTENCE STARTERS]

- a. When my mother got home...
- b. When my brother arrived...
- c. When Esther left...
- d. They were having dinner when...
- e. What were you doing when...?
- f. I was walking along the road when...

<b>Lesson Title:</b> Verb Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-102	<b>Class/Level:</b> JSS 2	<b>Time:</b> 35 minutes

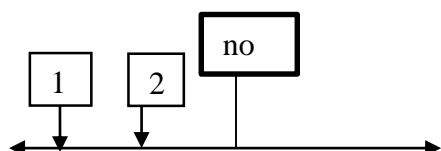
 <p><b>Learning Outcomes</b> By the end of the lesson pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Conjugate verbs in the past perfect tense.</li> <li>2. Be aware of the helping verbs in the past perfect tense.</li> <li>3. Conjugate other verbs.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sentences at the end of the lesson plan</li> <li>2. Table at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences at the end of the lesson plan on the board.</li> <li>2. Write the table at the end of the lesson plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** What did you do last night? Have pupils raise their hand to answer.
2. **Say:** ‘Last night’ is the past. Sometimes in the past, one thing finishes before another. Today we are going to talk about what happened in the past before something else in the past. This is called the past perfect tense.

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

1. Write this sentence on the board: My brother Jusu finished his homework at one o’clock. I arrived home at two o’clock.
2. **Ask:** Which action happened first? (Answer: Jusu finished his homework.) **Ask:** What happened after that? (Answer: I arrived home.)
3. Write this sentence on the board: Jusu had finished his homework when I arrived home.
4. **Ask:** What is the difference between these sentences? (Answer: The verb. In the first sentence ‘finished’ and in the second sentence ‘had finished’.)
5. Draw the diagram on the board. Ask pupils to copy the diagram into their exercise books.



6. Underline ‘Jusu had finished’ in the sentence on the board: Jusu had finished his homework when I arrived home.
7. **Say:** If I want to make this sentence negative I have to change the verb. ‘Jusu had not/hadn’t finished his homework when I arrived home.’
8. **Ask:** If I want to make a question then I have to change the word order. ‘Had Jusu finished his homework when I arrived home?’
9. Ask pupils to copy the examples of positive sentence, negative sentence and question into their exercise books.
10. **Say:** We use ‘had’ and the past participle to form the past perfect. The past participle for regular verbs is the same as the simple past form. Some past participles of irregular verbs must be learned, for example: fly, flew, flown.
11. Write these verbs on the board: see, be, know, grow, drive, give, eat, drink.

12. As a class write the simple past and past participles of these verbs on the board. Guide pupils to figure out the answers. (Answers: see, saw, seen; be, was/were, been; know, knew, known; grow, grew, grown; drive, drove, driven; give, gave, given; eat, ate, eaten; drink, drank, drunk)

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

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** With your partner I want you to fill in the spaces using the past perfect. For example, I had finished my jobs before my mother woke up.
3. Give pupils time to complete the sentences. Move around the classroom to make sure pupils understand and are doing the task.
4. Check answers as a class. (Answers: a. had finished, b. had arrived, c. had cooked, d. had not/hadn't cleaned, e. Had Musa finished)
5. Ask pupils to work in pairs again. Ask them to identify which action comes first and which action comes second in each sentence. (Answer: The verbs in the past perfect are first and the verbs in the simple past are second.)

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

1. Point to the table on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** With your partner I want you to write five sentences using a first action and a second action. The first and second actions are already here in the table for you to use. For example, I went to bed after I had finished my homework.
3. Remind pupils that they can connect the first and second action with words like 'after', 'before' and 'when'.
4. Move around the classroom to make sure pupils understand the task and are doing it.
5. After 8 minutes, invite different pupils to read out their sentences. (Example answers: I studied after I had eaten dinner. I went to bed when I had finished my homework. I ate dinner after I had arrived home from school. She went home after she had returned from the village. They made a cake after they had bought some bananas in the village. He had slept for eight hours when he woke up.)

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

1. **Ask:** When do we use the past continuous tense? (Answer: to talk about more than one action in the past)
2. **Ask:** Which helping verb do we use with the past continuous tense? (Answer: had)




### *[SENTENCES]*

1. I \_\_\_\_\_ (finish) my cleaning before my mother woke up.
2. I was late for school and all the other children \_\_\_\_\_ (arrive) before me.
3. Tamba \_\_\_\_\_ (cook) the rice before our uncles came to the house.
4. My cousins arrived at 6 and we \_\_\_\_\_ (not clean) our room by then.
5. \_\_\_\_\_ Musa \_\_\_\_\_ (finish) feeding the animals when you got there?

[TABLE]

First action	Second action
arrive home from school	go to bed
sleep for eight hours	study
finish my homework	eat dinner
return from the village	make a cake
buy some bananas in the market	arrive home
wake up	go home

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-103	<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 new words in a comprehension passage.</li> <li>2. Read and discuss a longer comprehension passage.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Table at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on board.</li> <li>2. Write the table at the end of the lesson plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** Do you like sport? Which are your favourite sports? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read an article about sport.

**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 text called 'Sport is Good for You'. Based on the title, do you think the writer likes sport? (Answer: yes)
3. **Say:** I am going to read the text to you. I want you to listen and follow along.
4. Read the text aloud to pupils. Read slowly, clearly and with expression to make the text interesting to pupils.
5. **Say:** Now I want you to read the text and think about these two questions: Does the writer like sport? How do you know he likes sport?
6. Write the questions on the board.
7. Give pupils 5 minutes to read the text silently.
8. Check answers as a class. (Answer: All pupils should say that the writer likes sport and be able to identify some reasons why. For example, he says sport is good for you and sport makes you happy.)

**Guided Practice (13 minutes)**

1. **Say:** Look at the text. **Ask:** Can you see any new words? Listen to pupils' answers.
2. Underline the words that pupils identify as new in the text on the board.
3. **Say:** We are going to look at the meaning of some of the new words in the text.
4. Point to the table on the board (see end of lesson plan).
5. Revise the words in the table and their meaning with pupils.
6. Underline the new words in the text on the board if they are not already underlined.
7. Ask pupils to copy the table in their exercise books.
8. Ask pupils to work in pairs. **Say:** With your partner, write a sentence for each of the new words in the table. For example, 'The food we ate for lunch was amazing!'
9. Give pupils 5 minutes to write their sentences. Move around the classroom to make sure pupils understand and are doing the task.
10. Invite pupils to share their sentences with the class.

### Independent Practice (8 minutes)

1. **Say:** I have some more questions for you.
2. Write these questions on the board:
  - a. How is sport good for you?
  - b. Is winning the most important thing?
  - c. What is the problem with fans?
  - d. Why do people not like sport?
3. **Say:** I want you to read the text again. After you read the text we will discuss the questions on the board.
4. When pupils finish reading, ask them to work in pairs and discuss the questions on the board.
5. Check answers as a class. (Answers: a. sport keeps you fit and makes you good with people; b. no; c. they are noisy and rude; d. because of the fans)

### Closing (2 minutes)

1. **Ask:** Do you agree with the writer of this article? Listen to pupils' answers.

#### [TEXT: SPORT IS GOOD FOR YOU]

Sport is an amazing thing. Of course there are some people in the world who really do not like it, even some who hate it. How is this possible? How can anybody hate something that is so good for you?

So why is sport such a good thing? Well, it keeps you physically fit and also makes you happy. It makes you happy because of all the oxygen that physical activity sends to your brain. Sport expands your lungs and gives your heart lots of exercise too.

Sport makes you good with other people as you almost always play in a team. You learn to support others and also learn that winning is not everything. You learn that the most important thing is to try your best and to be a good team player. That attitude is useful for life in general.




In conclusion, we can say sport makes you fit and healthy and gives you a good attitude towards others. There seems to be no reason to not like sport. Except for one perhaps, the fans. Football fans can be very badly behaved, noisy and rude. Maybe that is why some people don't like sport. The fans!

#### [TABLE]

Word	Meaning
amazing	very, very good
dislike	the opposite of like
physically	using your body
oxygen	the gas we breathe to live

lungs	the two organs we use to breathe
heart	the pump that moves our blood around our bodies
support	to help
healthy	not sick or ill
fans	people who love a particular sports team
noisy	the opposite of quiet
rude	to say bad things to people

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-104	<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 new words in a comprehension passage.</li> <li>2. Read and discuss a longer comprehension passage.</li> <li>3. Infer the meaning of new words.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Ask:** Do you have grandparents? What are they like? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read and discuss a story about grandparents.

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

1. **Ask:** What does the word 'treasure' mean? (Answer: Treasure is something hidden and worth a lot of money. Treasure is usually gold, silver or valuable jewels such as diamonds and rubies.)
2. Point to the text on the board (see end of lesson plan).
3. Read the text to pupils slowly, clearly and with expression. Ask pupils to listen and follow along.
4. Write this question on the board: Did the boys really find any treasure?
5. **Say:** Now I want you to read the text silently and think about the answer to the question on the board.
6. Give pupils time to read the text.
7. Check answers as a class. (Example answer: Yes, they did. But their grandfather had put the treasure in the hole.)

**Guided Practice (15 minutes)**

1. **Say:** Now I want you to read the text again and write down any new words you find.
2. Give pupils time to read the text and identify new words.
3. After pupils have finished writing down the new words, ask them to work in pairs to find the meaning of the new words they identified.
4. **Say:** Look for clues to a word's meaning in the words around it. Using the words around the new word to understand the meaning is to 'infer' words.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. **Say:** We are going to look at the meaning of some of the new words in the text.
7. Read out the meaning of the words in the table below. (Do not read out the word.) Underline these new words in the text on the board. Ask pupils to identify the new word being described.

Word	Meaning
dig	to make a hole in the ground



buried	to cover in the ground with soil
spade	a tool used for digging
beloved	loved very much
bucket	a container used for holding water

8. As a class make meaningful sentences with each of the new words.
9. **Say:** We are going to make a sentence for each of these words. I will do the first one, 'My dogs often dig a hole in the garden.'
10. Ask pupils to help you create sentences for the rest of the words.

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

1. Write these sentences on the board:
  - a. Granddad loves his grandsons.
  - b. The boys only dug with their hands.
  - c. Granddad had buried the coins before the boys started digging.
  - d. The boys put the coins in a bag.
  - e. Granddad thought of an unusual way to show his grandchildren he loved them.
2. **Say:** Now read the text again. Decide if the sentences are true or false.
3. Give pupils time to read. Move around the classroom to make sure pupils understand and are doing the task.
4. When pupils finish, ask them to check their answers in pairs.
5. Check answers as a class. (Answers: a. true, b. false, c. false, d. false, e. true)

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

1. **Ask:** Why do you think Granddad hid all of his coins for the boys to find? Listen to pupils' answers.
2. **Ask:** What would you do with the coins? Listen to pupils' answers.

### *[TEXT: GRANDDAD]*

Sao was five and Tamba was six and they loved their granddad. They also loved digging holes in the ground. Like all small boys they liked to look for treasure, for gold or silver buried in the earth. The only problem they had was that there was never any treasure, nothing at all. Until one day...




It was a hot Sunday morning and the boys wanted to dig in the field next to their house. So they got up early to miss the heat and took their spades outside and started to dig. After working under the heat of the sun for about an hour, they found nothing, no treasure. After two more hours, still nothing. Granddad came to see his beloved boys. He saw them digging, smiled and went away. The boys stopped for lunch and went into their house to get some food and drink. Their hole was left empty and open outside.

They returned and started digging again in the afternoon. Still no treasure until suddenly, their spade hit something metal, then something else metal. They dug faster and faster, deeper and deeper. Could it be treasure? They dug with their hands and found coins, lots of them. They

collected all the coins and put them into a bucket to carry them home. They showed their parents and their brothers all their treasure. They were so happy.

Granddad was happy too. He stood outside by the hole, smiling. His pockets were empty but his heart was full. He had put all his money in the hole.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-105	<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 and discuss a comprehension passage.</li> <li>2. Identify and underline new words from the comprehension passage.</li> <li>3. Infer the meaning of new words.</li> </ol>	 <p><b>Teaching Aids</b> Texts at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the 3 texts at the end of the lesson plan on the board. (Do not underline anything in the text.)</p>
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### Opening (3 minutes)

1. **Ask:** What do you like and dislike about school? Have pupils raise their hand to answer.
2. Write some pupils' ideas on the board. (Example answers: I like the teachers. I have good friends. I love English. I enjoy the classes. I don't like some of the subjects. I don't like homework.)
3. **Say:** Today we are going to read three texts about school. They are all written by secondary school pupils like you.

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

1. Write this question on the board: Are the writers negative or positive about school?
2. Point to the texts on the board (see end of lesson plan).
3. **Say:** There are three texts on the board. We are going to read them all and I want you to decide if the three writers are negative or positive about school.
4. Read the 3 texts aloud to pupils. Ask pupils to listen and follow along.
5. Read slowly, clearly and with expression to make the text interesting to pupils.
6. After you finish reading, ask pupils to work in pairs and discuss the 3 texts.
7. Discuss the question as a class. (Answer: Zinab and Fatmata like school. Musa thinks school is alright but he would prefer to work on the farm.)

### Guided Practice (10 minutes)

1. Ask pupils to read the text silently.
2. Give them time to read.
3. **Say:** Now I want you to work in pairs. Choose one of the writers. Write down the reasons why that person likes or dislikes school.
4. Check answers as a class. Underline the reasons in the text when pupils identify them. Make sure the reasons for all of the writers get underlined. (Answers: see underlined text at the end of lesson plan)
5. **Ask:** Do you agree with any of the reasons? Do you have any of the same reasons for liking or disliking school? Listen to the pupils' opinions.

### Independent Practice (10 minutes)

1. Write these words in the text on the board: eager, career, earn, guilty, apologise, enthusiastic, extra.
2. **Ask:** Who knows what any of these words mean? Listen to pupils' answers.
3. **Ask:** If you do not know what a word means how can you find out? (Answer: The words around the new word can help you.)
4. **Say:** Using the words around the new word to understand the meaning is called to 'infer' meaning.
5. Point to the word 'career' in the text on the board.
6. **Say:** The words around 'career' such as 'studying' and 'help my family financially' help us infer that it is connected to jobs and work.
7. Ask pupils to work in pairs. **Say:** Look at the other words on the board. Look at the text to see if the words around them can help you to infer the meanings. With your partner, write down the words and what you think they mean. Remember to use the text to help you.
8. While pupils are working in pairs, write these sentences on the board:
  - a. I am very \_\_\_\_\_ to know what my test result is.
  - b. He \_\_\_\_\_ to the teacher and says he will not do it again.
  - c. When I leave school, I want to \_\_\_\_\_ a lot of money.
  - d. She is such an \_\_\_\_\_ pupil. She is always writing compositions and learning poems.
  - e. When I do not help my parents, I feel \_\_\_\_\_ because I know they work so hard.
  - f. I would like a \_\_\_\_\_ in education as it is so important for the development of a country.
9. Ask pupils to work in pairs and complete the sentences with one of the new words. Ask them to use the other words in the sentence to help them.
10. When pupils finish, check answers as a class. (Answers: a. eager, b. apologises, c. earn, d. enthusiastic, e. guilty, f. career)

### Closing (2 minutes)

1. **Ask:** Which of the pupils most resembles you, Zinab, Musa or Fatmata? Why? Listen to pupils' answers.

[TEXT: THREE VOICES]

Zinab

I really love school. I like the idea of learning new things every day and am eager to find out more about the world. My favourite subject is science but I like English and history too. I hope studying at school will mean I get a good career so I can help my family financially. I know that school is the best place for me at the moment and I will stay here as long as I can.




Musa

School is a problem for me. There is nothing wrong with school, but the problem is that I feel guilty about not helping my father and brothers on our farm. I work on the farm at weekends and after school, but I want to work there full time. I love our farm and I want to help the farm earn more money. My father and brothers say it is important for me to get an education, but I will leave school as soon as I can. I am happy for all the work my teachers do as they do their very best for me. I don't think I am a very good pupil and I apologise to the teachers for that.

Fatmata

I am an enthusiastic pupil and I enjoy school. I find some subjects really hard, especially mathematics but I need to get a good education because I want to be a doctor and help sick people have better lives. I know that in order to go to medical school in Freetown I will need better grades in mathematics and science so I do lots of extra homework and I ask my older sister to help me with the mathematics.

<b>Lesson Title:</b> Composition (Descriptive and Narrative)	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-106	<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 name the techniques involved in writing a narrative and descriptive composition.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Tips and techniques at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table at the end of the lesson plan on the board. 2. Write the tips and techniques at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

- Ask:** Do you like writing? Do you have any techniques that you use when you are writing? Have pupils raise their hand to answer. (Example answers: write a plan; write an outline; write down main ideas; check grammar and spelling at the end)
- Say:** In this lesson, we are going to talk about techniques we use when writing a composition.

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

- Ask:** Do you remember what 'narrative' and 'descriptive' are? Listen to pupils' answers.
- Write these sentences on the board:
  - A way of speaking or writing that describes something and involves the five senses – sight, sound, touch, taste and smell.
  - A story, account or report of events or experiences which can be true (non-fiction) or imaginary (fiction).
- Ask:** Which sentence refers to 'narrative' and which one to 'descriptive'? (Answers: a. descriptive b. narrative)
- Say:** Now I am going to read you the beginning of two compositions. I want you to listen and decide which is a narrative and which is descriptive.
- Read the 2 passages slowly and clearly, with expression to make them interesting.

Passage 1: As I went into the house I knew that something terrible had happened there. 'Yes,' my friend said. 'Indeed it did. A very long time ago...'

Passage 2: The sunset was the most beautiful I had ever seen. As the sun sank, the sky lit up with red then gold then faded to a soft pink. I felt that all was right in the world.

- Read the passages to pupils again.
- Ask:** Which passage is descriptive? (Answer: the second one) **Ask:** Which passage is a narrative? (Answer: the first one) **Ask:** How do we know? (Example answer: The first one is talking about an event and the second one is describing the sunset.)
- Say:** We are going to look at the difference between narrative and descriptive.
- Point to the table on the board (see end of lesson plan).
- Use the table to discuss the differences between narrative and descriptive compositions with pupils.
- Ask pupils to copy the table into their exercise books.

12. Give pupils time to write.

### Guided Practice (10 minutes)

1. **Say:** Now that we know the features of a narrative and a descriptive composition, we need to understand the techniques for writing them.
2. Point to the tips and techniques on the board (see end of lesson plan).
3. Ask pupils to work in pairs. **Say:** Look at the tips and techniques for writing a narrative and a descriptive composition. With your partner, decide which techniques are important for both narrative and descriptive compositions, which are more important for narrative compositions and which are more important for descriptive compositions.
4. Give pupils time discuss the list in pairs.
5. Check answers as a class. (Answers: Choose a topic – both; Create an outline – both; Think about and plan paragraphs – both; Use the senses – more for descriptive; Use adjectives and words which create pictures in our mind – more for descriptive; Revise what you have written – both; Make any corrections – both; Do a final check for spelling and punctuation – both; Be clear – more for narrative; Don't use 'you' – more for narrative; Order the events –more for narrative)
6. Ask pupils to copy the list of tips and techniques into their exercise books.
7. Give pupils time to write.

### Independent Practice (5 minutes)

1. **Say:** Work in pairs. Discuss the features of narrative and descriptive compositions and some general techniques for writing both of them.
2. After pupils have finished discussing, have them write a list of examples of descriptive and narrative compositions.
3. Invite pupils to share their examples with the class.

### Closing (3 minutes)

1. Invite pupils to describe techniques for writing narrative compositions. Invite other pupils to describe techniques for writing descriptive compositions. Listen to pupils' answers.
2. **Say:** We have looked at narrative and descriptive compositions today. In the next two lessons we will be writing some compositions and using the techniques we talked about today.

[TABLE]

Narrative	Descriptive
It is a story that reports what happened.	It describes a person, an object or a place.
It is often written in the 1 <sup>st</sup> person: 'I, we'.	It is often written in the 3 <sup>rd</sup> person: 'he, she, it, they'.
It may have dialogues and conversations in it.	It creates pictures in the mind of the reader.
It can be a fiction (imaginary) or non-fiction (real, true).	It involves one or more of the five senses – sight, sound, smell, taste and touch.




It usually has characters and action.	It does not have action.
It is written in the sequence that things happen (in the order things happen).	The sequence of things is not always important.

*[TIPS AND TECHNIQUES]*

- Choose a topic.
- Create an outline.
- Think about and plan paragraphs.
- Use the senses, use adjectives and words that create pictures in our mind.
- Be clear.
- Don't use 'you'.
- Order the events.
- Revise what you have written and make any corrections.
- Do a final check for spelling and punctuation.



<b>Lesson Title:</b> Composition	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-107	<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 narrative composition that is based on a title.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Tips and techniques at the end of the lesson plan 3. Questions at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table at the end of the lesson plan on the board. 2. Write the tips and techniques at the end of the lesson plan on the board. 3. 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 remember your first day at junior secondary school? What happened? How did you feel? Have pupils raise their hand to answer.
2. **Say:** Today we are going to write a narrative composition about the first day at junior secondary school.

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

1. Write the title 'My First Day at Junior Secondary School' on the board.
2. **Say:** In this lesson we are going to write a personal narrative composition. It can be fiction or non-fiction.
3. **Ask:** Do you remember what a narrative is? Listen to pupils' answers.
4. **Say:** A narrative is a story, account or report of events or experiences which can be true (non-fiction) or imaginary (fiction). It often has characters and action.
5. Point to the table on the board (see end of lesson).
6. Revise the features of narratives with pupils.
7. Point to the tips and techniques on the board (see end of lesson).
8. Revise the tips and techniques with pupils.
9. **Say:** Here are some other techniques for writing a personal narrative.
10. Read the techniques and add them to the list on the board.
  - Be clear but use interesting words to make the reader want to continue reading.
  - Try to use a variety of grammar structures to make your writing more interesting.
  - Include the necessary information but in an interesting way.
11. Ask pupils to add the new techniques to their tips and techniques list from last lesson.

### Guided Practice (10 minutes)

1. **Say:** I have some questions for you. I want you to think about these questions. They will help you with your personal narrative.
2. Point to the questions on the board (see end of lesson plan).
3. Read the questions aloud and ask pupils to answer the questions in their exercise book.
4. Give pupils 5 minutes to write their answers.

5. Ask pupils to work in pairs to share and compare their answers.
6. **Say:** Listen to this checklist. I want you to make sure you think about these things.
  - Do you have a story?
  - Is it written with 'I'?
  - Will you have some conversations in the story?
  - Is your story about what really happened to you on your first day at school or is it fiction?
  - What characters do you have?
  - Are the events of the story in the correct order?

**Independent Practice** (13 minutes)

1. **Say:** Now you are going to begin writing your personal narrative. You will not have time to finish it today, but I would like you to finish it at home for tomorrow's lesson. Write as much as you can today.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. After 10 minutes, stop pupils and ask them if they have finished their narratives. Remind them to complete the narrative before the next lesson.

**Closing** (2 minutes)

1. Invite as many pupils as possible to read the opening paragraph of their narrative composition.
2. **Say:** I would like you to finish your personal narrative at home. Make sure you bring the finished composition to our next class as we are going to listen to some of your stories.

[TABLE]

Narratives...	are stories, reports or accounts of events.
	are often written in the first person, 'I'.
	may have dialogues and conversations in them.
	can be fiction (not real) or non-fiction (real experiences or events).
	usually have characters and action.
	are usually written in the sequence things happen.




[TIPS AND TECHNIQUES]

- Create an outline.
- Order the events.
- Think about and plan paragraphs.
- Be clear.
- Use 'I' not 'you'.
- Revise what you have written.
- Make any corrections.
- Do a final check for spelling and punctuation.

*[QUESTIONS]*

- a. How old were you?
- b. How did you feel when you woke up?
- c. How did you feel when you arrived at school?
- d. What did you do at school?
- e. Who did you meet? What conversations did you have?
- f. What was your new class like? What was your new teacher like? What were the lessons like?
- g. What happened as the day continued? What were the events and in what order?
- h. Did anything exciting or strange happen?

<b>Lesson Title:</b> Composition	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-108	<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. Write a descriptive composition that is based on a title.</li> <li>2. Distinguish between a narrative and a descriptive composition.</li> </ol>	 <p><b>Teaching Aids</b> Table at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the table at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. **Ask:** Did you finish your narrative from our last lesson at home? Have pupils raise their hand if they finished the composition.
2. Invite 1-2 pupils to read their narrative compositions.
3. **Say:** Now we know how to write a narrative composition. In this lesson we are going to write a descriptive composition.

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

1. **Ask:** How is a descriptive composition different than a narrative composition? Listen to pupils' answers.
2. **Say:** Descriptive is a way of writing that describes something and involves the five senses – sight, sound, touch, taste and smell. The writing paints a picture in our mind. A descriptive composition does not tell us something; it shows us.
3. Point to the table on the board (see end of lesson plan).
4. Revise the features of descriptive compositions with pupils.
5. Write this sentence on the board: Sierra Leone is a country in Africa.
6. Ask pupils what the sentence tells them. (Answer: what and where Sierra Leone is)
7. **Say:** It doesn't paint a picture in your mind, does it?
8. Write this sentence on the board: Sierra Leone is a land of white sandy beaches, wooded hills, mountains and plateaus, to the west of the vast African continent.
9. **Ask:** Does this sentence paint a picture? What picture does it paint? Listen to pupils' answers.
10. **Say:** Remember, descriptive compositions do not tell, they show; they paint pictures in our mind.

**Guided Practice (10 minutes)**

1. Write the title 'Sierra Leone' on the board.
2. Write the topics 'geography', 'people' and 'culture' on the board below the title.
3. Ask pupils to think of adjectives to describe the people of Sierra Leone.
4. Ask pupils to raise their hand to tell you some adjectives. Write the adjectives on the board under 'people'. (Example answers: friendly, warm, hospitable, stylish, colourful)
5. Ask pupils to work in pairs. **Say:** Look at the title and discuss what you want to include about Sierra Leone in your composition. For example, the geography, the people, the life, the culture.

6. **Say:** Choose three topics that you want to talk about. When you have chosen your topics, work with your partner to think of adjectives or words and phrases that paint a picture in your mind about the topics you have chosen.
7. Give pupils 5 minutes to discuss their ideas.
8. When pupils finish discussing, invite 1-2 pairs to share which topics they have chosen. Ask which adjectives they have chosen to describe the topics.
9. Remind pupils of these techniques for writing a descriptive composition. (Write the techniques on the board):
  - Create an outline
  - Think about and plan paragraphs
  - Use language and structures that paint a picture in the mind.

**Independent Practice** (10 minutes)

1. **Say:** Work with your partner. You have chosen three topics so you are going to write three paragraphs. Decide who is going to write each paragraph. You will write one paragraph each and one together. Remember that this is a descriptive composition so make the descriptions in your paragraphs interesting and vivid.
2. Move around the classroom to make sure pupils understand and are doing the task. help struggling pupils.
3. If pupils finish writing, tell them to work together and:
  - revise what they have written
  - make any corrections
  - do a final check for spelling and punctuation.




**Closing** (2 minutes)

1. Invite as many pairs as possible to read one of the paragraphs from their descriptive composition about Sierra Leone.

[TABLE]

Descriptive compositions...	describe a person, place, event or object.
	are often written with 'he,' 'she,' 'it,' 'they'.
	create pictures in the mind of the reader.
	involve one or more of the 5 senses.

<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-109	<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. Recall and re-read a selected poem.</li> <li>2. Read aloud with fluency and correct punctuation.</li> <li>3. Identify rhyme in a poem.</li> </ol>	 <p><b>Teaching Aids</b> Poems at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the poems 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 re-read a poem that we read in term 1, *The Arrow and the Song*, and look at a new poem we have not seen before.
2. Ask pupils if they remember the poem from term 1 called *The Arrow and the Song*.
3. **Ask:** What was the poem about? Listen to pupils' answers.

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

1. Point to the poem on the board (see end of lesson plan).
2. **Say:** Let's re-read the poem together.
3. Read the poem to pupils. Read slowly and clearly, with expression.
4. Read the poem again. Ask pupils to read aloud with you.
5. **Ask:** What are the rhyming words in this poem? Have pupils raise their hand to answer.  
(Answers: air - where; sight - flight; strong - song; oak - unbroke; end - friend)
6. **Say:** Today we will look at another rhyming poem called *The Owl and the Pussycat*. It was written in 1871 by a poet called Edward Lear. He is very famous for writing poems that rhyme.
7. **Ask:** What is an owl? **Say:** An owl is a bird with large eyes that is awake and flies at night and sings 'twit twoo'.
8. **Ask:** What is a pussycat? **Say:** Pussycat is a sweet word for cat.
9. Point to the poem on the board (see end of lesson plan).
10. **Say:** Before we read the poem I want us to preview it.
11. **Say:** Look at the poem. I am going to ask you some questions about it.
12. **Ask:** What colour is in the poem? (Answer: pea green) **Say:** Pea green. Ask pupils to repeat 'pea green' after you.
13. **Ask:** Which word in the poem is something sweet which bees make? (Answer: honey) **Say:** Honey. Ask pupils to repeat 'honey' after you.
14. **Ask:** Which verb in the poem means to put a gift in paper before we give it to someone? (Answer: wrap up) **Say:** Wrap up. Ask pupils to repeat 'wrap up' after you.
15. **Ask:** Which noun in the poem is British money? (Answer: five-pound note) **Say:** Five-pound note. Ask pupils to repeat 'five-pound note' after you.
16. **Ask:** Which word in the poem is a musical instrument with strings? (Answer: guitar) **Say:** Guitar. Ask pupils to repeat 'guitar' after you.
17. **Say:** Now I am going to read the poem. I want you to listen and follow along. While you are listening, pay close attention to the rhyme in the poem.

18. Read the poem aloud to pupils. Read slowly and clearly, emphasising the rhyme.
19. Read the poem again. Read line by line. Ask pupils to repeat each line after you. Make sure they copy your intonation and pronounce the rhyming words correctly.
20. **Ask:** What do you think the poem is about? Listen to pupils' answers. (Answer: young love)
21. **Say:** We know that *The Arrow and the Song* uses metaphors and rhyme. What literary devices can you see in *The Owl and the Pussy-Cat*? (Answer: personification and rhyme)
22. **Ask:** What is personification? (Answer: when we give human qualities to animals and things which are not human)
23. **Ask:** What is being personified? (Answer: the owl and the pussycat)

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

1. **Say:** I want you to listen to the poem again. Write down the rhyming words you hear.
2. Read the poem aloud to pupils. Make sure you stress the important words. Try to use a different voice for the owl when he sings.
3. **Ask:** What are the rhyming words? (Answer: boat - note; honey - money; guitar - are)
4. Read the poem again. Read line by line. Ask pupils to repeat each line after you. Make sure they copy your intonation and pronounce the rhyming words correctly.

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

1. Ask pupils to work in pairs. **Say:** With your partner, I want you to practise reading aloud the poem *The Arrow and the Song*. Remember, this poem is very serious so you need to read it in a serious voice.
2. After 5 minutes tell pupils to stop reading the poem.
3. **Say:** Now with your partner, I want you to practise reading aloud the poem *The Owl and the Pussy-Cat*. This poem is fun so you can read it in a funny voice.
4. **Say:** Make sure you read with fluency and make your voice interesting. Here are some tips:
  - Stress the important words and especially the rhyming words at the end of each line.
  - Look at the punctuation and where you need to pause (comma and full stops) where you need to continue (no commas and no full stops).
5. Move around the classroom to make sure pupils understand and are doing the task. Help pupils improve their pronunciation and intonation.
6. Invite different pupils to read each poem aloud to the class.

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

1. **Ask:** What do you think is the main difference between the two poems? (Answer: *The Arrow and the Song* is very serious and uses metaphor and rhyme. *The Owl and the Pussy-Cat* is not serious and mainly uses personification and rhyme.)

*[POEM: THE ARROW AND THE SONG]*

I shot an arrow into the air,  
It fell to earth, I knew not where;  
For, so swiftly it flew, the sight  
Could not follow in its flight.

I breathed a song into the air,  
It fell to earth, I knew not where;  
For who has sight so keen and strong,  
That it can follow the flight of song?




Long, long afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.

*[POEM: THE OWL AND THE PUSSY-CAT]*

The Owl and the Pussy-Cat went to sea  
In a beautiful pea-green boat,  
They took some honey, and plenty of money  
Wrapped up in a five-pound note.  
The Owl looked up to the stars above,  
And sang to a small guitar,  
'O lovely Pussy, O Pussy, my love,  
What a beautiful Pussy you are,  
You are,  
You are!  
What a beautiful Pussy you are!'



<b>Lesson Title:</b> Poetry	<b>Theme:</b> Reading	
<b>Lesson Number:</b> LS-08-110	<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. Revise the learned poem and identify literary devices.</li> <li>2. Use identified literary devices to write a poem.</li> </ol>	 <p><b>Teaching Aids</b> Poem at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the poem at the end of the lesson plan on the board. (Do not underline the words.)</p>
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**Opening (3 minutes)**

1. **Say:** Today we are going to write our own poem like the one we read in the last lesson. **Ask:** Do you remember *The Owl and the Pussy-Cat*?
2. **Say:** *The Owl and the Pussy-Cat* is a fun poem, let's read it aloud together.
3. Point to the poem on the board (see end of lesson plan).
4. Read the poem aloud as a class.

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

1. Point to the poem on the board, *The Owl and the Pussy-Cat*.
2. **Say:** First, let's look at the rhyme. **Ask:** What are the rhyming words? Have pupils raise their hand to answer. (Answers: boat - note; honey - money, guitar - are)
3. **Say:** Look at the poem again. **Ask:** Which words are repeated? (Answer: pussy, you are)
4. **Say:** There is another literary device in the poem. We have studied this a lot. **Ask:** Do you know what it is? (Answer: personification)
5. **Say:** The poem uses personification to talk about animals. **Ask:** What does that mean? (Answer: animals are given human characteristics)
6. Invite different pupils to give examples of personification in the poem. Underline the personification in the poem on the board (Answers: see end of lesson plan).
7. **Say:** Animals don't use money, they don't play musical instruments and they don't speak English to each other.
8. **Say:** Another thing to remember is that the poem is a funny poem so we read it in a happy, funny voice.
9. Read the poem aloud to pupils in a funny, lively voice.

**Guided Practice (10 minutes)**

1. **Say:** Today we are going to write our own poem with rhyme, repeated words and personification.
2. Write 'cat' and 'rat' on the board.
3. **Say:** Here are some words that rhyme. **Ask:** What do cats do with rats? (Example answer: Cats kill/eat/chase rats.)
4. Write 'crocodile' and 'smile' on the board. **Say:** Here are some more rhyming words. **Ask:** Do crocodiles smile? (Answer: probably not)

5. Write this poem with the missing words on the board:

Cats, cats  
They... rats.  
Crocodile, crocodile  
Why don't you...?  
Snakes, snakes in the grass,  
Hissing at what may....

6. Ask pupils to work in pairs and complete the poem.
7. Check answers as a class. (Example answers: chase, smile, pass)
8. Invite different pairs to read their poem.

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

1. **Say:** Now you are going to write your own poem. It must be about animals. It can be a funny or a serious poem. It must use personification. It must use rhyming words. It can use repeated words. It can also use other literary devices that you have studied such as similes, metaphors and alliteration. You decide.
2. Write on the board:
  - about animals
  - rhyme
  - personification
3. Give pupils 10 minutes to write a simple animal poem. Move around the classroom to check that pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After 10 minutes, ask pupils to work in pairs to share and compare their poems. Tell them to help each other improve their poems.




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

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

### *[POEM: THE OWL AND THE PUSSY-CAT BY EDWARD LEAR]*

The Owl and the Pussy-Cat went to sea  
In a beautiful pea-green boat,  
They took some honey, and plenty of money  
Wrapped up in a five-pound note.  
The Owl looked up to the stars above,  
And sang to a small guitar,  
'O lovely Pussy, O Pussy, my love,  
What a beautiful Pussy you are,  
You are,  
You are!  
What a beautiful Pussy you are!'

<b>Lesson Title:</b> Verb Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-111	<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 recall and use the three forms of the present tense in sentences (simple present, present continuous and present perfect tense).</p>		<p><b>Teaching Aids</b> 1. Table at end of lesson plan 2. Answer table at the end of the lesson plan</p>		<p><b>Preparation</b> Write the first table at the end of the lesson plan on the board. (Not the answer table)</p>
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**Opening (2 minutes)**

1. **Ask:** What are you doing at the moment? **Ask:** What time do you usually have English lessons?  
**Ask:** Have you studied present tense in your English classes? Have pupils raise their hand to answer.
2. **Say:** Today we are going to revise three tenses that you have studied. They are simple present, present continuous and present perfect. **Ask:** What time are all these tenses connected to? (Answer: present)

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

1. Point to the table on the board (see end of lesson plan).
2. **Say:** Look at the table. What information is there?
3. Revise the table with pupils.
4. **Say:** Now we are going to complete the first column with the name of the verb tenses.
5. **Ask:** What are the names of the tenses? (Answer: see answer table at end of lesson plan)
6. **Say:** Now look at the second column. For each verb tense, we need an example of a positive sentence, a negative sentence and a question. **Ask:** Who can help me fill in the table?
7. Work through the second column of the table as a class completing the different example sentences. (Answers: see answer table at end of lesson plan)
8. **Say:** Look at the final column. For each verb tense, we need to say why or when we use it. **Ask:** When do we use these different tenses?
9. Work through the third column of the table as a class, completing the different explanations. (Answers: see answer table at the end of the lesson plan)

**Guided Practice (10 minutes)**

1. Write these sentences on the board. Ask pupils to copy the sentences as you write them.
  - a. The pupils \_\_\_\_\_ (take) a test at the moment.
  - b. The lesson always \_\_\_\_\_ (start) at nine o'clock.
  - c. I \_\_\_\_\_ (lose) my glasses. I can't find them.
  - d. It's 11.00 a.m. My mother \_\_\_\_\_ (work) now.
  - e. We \_\_\_\_\_ (visit) Freetown many times.
2. Ask pupils to work in pairs to complete the sentences with the correct present tense form of the verbs.

3. Give pupils time to write.
4. When pupils finish, check answers as a class. (Answers: a. are taking b. starts c. have lost d. is working e. have visited)
5. **Say:** With your partner I want you to make each of the sentences negative.
6. Give pupils time to write.
7. When pupils finish, check answers as a class. (Answers: a. are not taking b. does not start c. have not lost d. is not working e. have not visited)
8. Invite different pupils to give you an example question for each sentence (a-e). (Answers: What are you doing at the moment? What time does the lesson start? Have you lost your glasses? What is your mother doing now? Have you visited Freetown many times?)
9. Write the questions on the board.
10. Ask pupils to copy the questions into their exercise books.

### Independent Practice (12 minutes)

1. **Say:** Now I want you to write your own sentences – one simple present, one present continuous and one present perfect. You can write about yourself, your family or school life. They can be positive sentences, negative sentences or questions.
2. Give pupils a few minutes to write the sentences.
3. Move around the classroom to check pupils understand and are doing the task. Look at pupils' sentences. Make note of 2-3 common mistakes and write them on the board.
4. When pupils finish writing, revise and correct the mistakes on the board as a class.
5. Ask pupils to exchange exercise books with a partner to share and compare their sentences.
6. Invite 2-3 pupils to share their sentences with the class. Write them on the board and correct any mistakes you hear.
7. Ask the rest of the class to identify what tenses were used in the sentences.

### Closing (3 minutes)

1. Revise the rules for using the different present tenses.
2. **Say:** In this lesson we revised present tenses. **Ask:** What do you think we will revise next lesson? (Answer: past tenses)

[TABLE: PRESENT TENSES]




Name of tense	Example sentences	When do we use it?
_____ present	I walk to school every day.	
	Do you walk to school every day?	
present _____	He is/he's talking to Mamie.	
	He is not/isn't talking to Mamie.	
present _____	They have/They've lost their books.	
	They have not/haven't lost their books.	

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[ANSWER TABLE]

Name of tense	Example sentences	When do we use it?
simple present	I walk to school every day.	To talk about our routine and habits.
	I do not/don't walk to school every day.	To talk about things which are always true.
	Do you walk to school every day?	
present continuous	He is/he's talking to Mamie.	To talk about actions in progress or things happening now or around now.
	He is not/isn't talking to Mamie.	
	Is he talking to Mamie?	
present simple	They have/ They've lost their books.	To connect past to present.
	They have not/haven't lost their books.	The action is in the past.
	Have they lost their books?	The result is in the present. With the present perfect we do not specify time.

<b>Lesson Title:</b> Verb Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-112	<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 recall and use the three forms of the past tense in sentences (simple past, past continuous and past perfect tenses).</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Answer table at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the first table at the end of the lesson plan on the board. (Not the answer table)</p>
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**Opening (2 minutes)**

1. **Ask:** What was the weather like when you got up this morning? Had you slept well when you woke up? Were you ready to start the day? Have pupils raise their hand to answer.
2. **Say:** Today we are going to revise three tenses that you have studied. They are simple past, past continuous and past perfect. **Ask:** What time are all these tenses connected to? (Answer: past)

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

1. Write these sentences on the board:

When I woke up this morning, the sun was shining and the birds were singing. I had slept so well that I jumped out of bed and was ready to start the day!

2. **Say:** We are going to identify all of the past tense verbs in these sentences.
3. **Ask:** Who can tell me where the past tense verbs are? Listen to pupils' answers.
4. Underline the past tenses in the sentences on the board. (Answers: When I woke up this morning, the sun was shining and the birds were singing. I had slept so well that I jumped out of bed and was ready to start the day!
5. **Ask:** Which verbs are in the simple past tense? (Answers: woke, jumped, was)
6. **Ask:** Which are in the past continuous tense? (Answers: was shining, were singing)
7. **Ask:** Which verb is in the past perfect tense? (Answer: had slept)

**Guided Practice (10 minutes)**

1. Point to the table on the board (see end of lesson plan).
2. **Say:** Look at the table. What information is there?
3. Revise the table with pupils.
4. **Say:** Now we are going to complete the first column with the name of the verb tenses.
5. **Ask:** What are the names of the tenses? (Answer: see answer table at end of lesson plan)
6. **Say:** Now look at the second column. For each verb tense, we need an example of a positive sentence, a negative sentence and a question. **Ask:** Who can help me fill in the table?
7. Work through the second column of the table as a class completing the different example sentences. (Answers: see answer table at end of lesson plan)

- Say:** Look at the final column. For each verb tense, we need to say why or when we use it. **Ask:** When do we use these different tenses?
- Work through the third column of the table as a class, completing the different explanations. (Answers: see answer table at the end of the lesson plan)

**Independent Practice (15 minutes)**

- Say:** Now you are going to write some of your own sentences.
- Say:** I want you to write your own sentences – one simple past, one past continuous and one past perfect. You can write about yourself, your family or school life. They can be positive sentences, negative sentences or questions.
- Give pupils a few minutes to write the sentences.
- Move around the classroom to check pupils understand and are doing the task. Look at pupils' sentences. Make note of 2-3 common mistakes and write them on the board.
- When pupils finish writing, revise and correct the mistakes on the board as a class.
- Ask pupils to exchange exercise books with a partner to share and compare their sentences.
- Invite 2-3 pupils to share their sentences with the class. Write them on the board and correct any mistakes you hear.
- Ask the rest of the class to identify what tenses were used in the sentences.

**Closing (3 minutes)**

- Revise the rules for using the different present tenses.
- Say:** In the last lesson we revised present tenses. In this lesson we revised past tenses. Later in the term we will revise the future tenses.

[TABLE: PAST TENSES]

Name of tense	Example sentences	When do we use it?
_____ past	I spoke to my uncle last weekend.	
	Did you speak to your uncle last weekend?	
past _____	He was playing football when I saw him.	
	He was not/wasn't playing football when I saw him.	
past _____	They had done their homework when their father returned.	
	They had not/hadn't done their homework when their father returned.	




[ANSWER TABLE]

Name of tense	Example sentences	When do we use it?
simple past	I spoke to my uncle last weekend.	Completed actions in the past.
	I did not/didn't speak to my uncle last weekend.	
	Did you speak to your uncle last weekend?	

past continuous	He was playing football when I saw him.	An action in progress in the past which was interrupted by another shorter action.
	He was not/wasn't playing football when I saw him.	
	Was he playing football when you saw him?	
past perfect	They had done their homework when their father returned.	An action which happened before another past action.
	They had not/hadn't done their homework when their father returned.	
	Had they done their homework when their father returned?	



<b>Lesson Title:</b> Verb Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-113	<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 verbs in the future perfect tense.</li> <li>2. Conjugate verbs in the future perfect tense.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sentences at the end of the lesson plan</li> <li>2. Tables at the end of the lesson plan</li> <li>3. Sentence starters at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences at the end of the lesson plan on the board.</li> <li>2. Write the tables at the end of the lesson plan on the board.</li> <li>3. Write the sentence starters at the end of the lesson plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** What will you do in the future? Have pupils raise their hand to answer.
2. **Say:** Today we are going to talk about a new tense. We are going to learn about completed actions in the future. This is called the future perfect tense.

**Introduction to the New Material (13 minutes)**

1. Write this sentence on the board: I will visit Accra this year.
2. **Ask:** What tense is this? (Answer: simple future)
3. Write this sentence on the board: By the end of this year, I will have visited Accra.
4. **Ask:** Is this the simple future tense? Answer: (No)
5. **Say:** We are still talking about the future, but we are no longer using the simple future tense to talk about an action that will happen in the future. Now we are using the future perfect tense to talk about an action that will be completed in the future.
6. Write on the board: subject + will have + past participle
7. **Say:** We use the verb 'will have' and the past participle to make the future perfect tense.
8. **Say:** The future perfect tense usually needs an expression of time. For example, by the end of this year, before tomorrow, after the weekend, on a specific date.
9. Point to the sentences on the board (see end of lesson plan).
10. **Say:** Look at the sentences on the board. Let's find the future perfect tense in each of the sentences.
11. Ask pupils to identify the future perfect tense in each of the sentences. Underline the future perfect tense in the sentences on the board. (Answers: 1. will have been, 2. will have left, 3. will have finished, 4. won't we have arrived, 5. will she have gone)
12. **Say:** All of these sentences have an expression of time. We know when the actions will be completed in the future.
13. **Say:** I want you to identify the expressions of time. Let's do the first one.
14. Read the sentence: I will have been here for six months on 23<sup>rd</sup> June.
15. **Ask:** When will I have been here for six months? (Answer: on 23<sup>rd</sup> June)
16. Repeat with the rest of the sentences. (Answers: 2. by the time you read this, 3. by this time next week, 4. by 5 o'clock, 5. when I reach home)

### Guided Practice (10 minutes)

1. Point to the tables on the board (see end of lesson plan).
2. **Say:** Let's see how we can form the future perfect tense for positive sentences, negative sentences and questions.
3. Revise the tables with pupils.
4. Ask pupils to work in pairs. **Say:** With your partner I want you to write a positive sentence, a negative sentence, a positive question and a negative question using the future perfect tense. That is four sentences in total. Don't forget to include an expression of time. Use the table on the board to help you.
5. Give pupils time to write their sentences.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
7. After pupils have finished, invite different pairs to share their sentences with the class.

### Independent Practice (7 minutes)

1. Point to the sentence starters on the board (see end of lesson plan).
2. **Say:** I have written some expressions of time on the board. I want you to complete the sentences using the future perfect tense. You have four minutes.
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.
4. After pupils have finished, ask them to work in pairs to share and compare their sentences.

### Closing (3 minutes)

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

### [SENTENCES]

1. I will have been here for six months on 23<sup>rd</sup> June.
2. By the time you read this I will have left.
3. They will have finished the report by this time next week.
4. Won't we have arrived by 5 o'clock?
5. Will she have gone to sleep by the time I reach home?

### [TABLES]

Positive	Negative
subject + will have + past participle	subject + will not/won't have + past participle
I will have arrived by lunchtime.	He will not have arrived in time to watch the match.




	He won't have arrived in time to watch the match.
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Positive question	Negative question
will + subject + have + past participle	won't + subject + have + past participle
Will she have left when I get there?	Won't we have eaten all of the beans before Sunday?

*[SENTENCE STARTERS]*

- Before next week...
- By the time I get home...
- By the end of junior secondary...

<b>Lesson Title:</b> Composition	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-114	<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. Apply the formal features of an article for publication.</li> <li>2. Write a draft article for a school magazine.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Short magazine articles (if possible)</li> <li>2. Articles outline and checklist 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 some short magazine articles to the class for pupils to look at in the opening steps of the lesson.</li> <li>2. Write the articles outline and checklist at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Ask:** Have you read any newspaper or magazine articles in English? If pupils answer yes, **ask:** What were they about? Have pupils raise their hand to answer. (Example answers: sport, fashion, music, news)
2. **Say:** Today we are going to talk about writing articles for magazines and you will write a draft article in class.

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

1. Point to the checklist on the board (see end of lesson plan).
2. **Say:** Here are some things you should remember about the formal features of articles.
3. Read the checklist on the board to pupils. Ask questions to check for understanding.
4. Tell pupils that you are going to read a few sentences. **Say:** Tell me if each sentence is true or false for writing an article in English.
5. **Say:** We should use informal English. (Answer: False – we should use formal language.)
6. **Say:** We should use long sentences. (Answer: False – we should use short and concise sentences.)
7. **Say:** We do not need to write a title. (Answer: False – we need an interesting title.)
8. **Say:** Articles should give both facts and what the writer thinks. (Answer: True.)
9. **Ask:** What is the first stage of writing an article? (Answer: planning)
10. Point to the outline on the board (see end of lesson plan).
11. **Say:** Planning is very important. An article will usually have four sections.
12. Revise the outline with pupils.

**Guided Practice (10 minutes)**

1. Write the title 'Why is Education Important?' on the board.
2. **Say:** Now you are going to plan your article.
3. **Say:** You are going to write an article about education for a school magazine. You need to write 100 words. But first you will need to plan your article.
4. Ask pupils to work in pairs. **Say:** With your partner, think of all the reasons why education is important and write them down.
5. Give pupils 5 minutes to write their ideas. Move around the classroom to check they understand the task and are doing it.
6. When they finish writing, invite pupils to share their ideas with the class.

7. **Say:** Now I want you to decide what information will be in the introduction, body and conclusion of your article. Think of a title for your article. Remember it must be an interesting title.

**Independent Practice** (12 minutes)

1. **Say:** You are going to write your draft article. Remember your article will be 100 words and organised in three sections: the introduction, body and conclusion.
2. Give pupils 10 minutes to write the draft article.
3. Move around the classroom to make sure pupils understand and are doing the task. Help pupils who are having difficulties.
4. After 10 minutes, **say:** Look at the checklist on the board. Does your article have all of the features in the checklist? Use the checklist to improve your article.

**Closing** (2 minutes)

1. Invite as many pupils as possible to share their titles with the class.
2. **Say:** Today we talked about planning and using a checklist for a magazine article. You drafted an article. I want you to take your article home and finish it. Bring your article to the next lesson.

*[TEXT: ARTICLES CHECKLIST]*

Articles need to be written in an interesting way.

Articles can have your opinions as well as facts.

Articles can give information, suggestions or advice.

Articles need to use clear, concise language.

Articles usually use short sentences.

Articles need a strong title to get the attention of the reader.

Articles are usually formal in style.

*[TEXT: ARTICLES OUTLINE]*




Title: This should be interesting so that people want to read it.

Introduction: This should say what the topic is about and why you are writing it.

Body: This should develop the topic and include examples and supporting ideas.

Conclusion: This should be a summary and the opinion of the writer.

<b>Lesson Title:</b> Composition	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L-08-115	<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 short article about a social issue for publication in the local newspaper.</p>	 <p><b>Teaching Aids</b> 1. Articles checklist at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write articles checklist (with spaces) 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 (3 minutes)**

1. **Say:** In the last lesson you wrote a draft article about why education is important.
2. **Ask:** Who would like to share their article? Ask pupils to raise their hand to volunteer.
3. Invite 1-2 pupils to share their articles with the class.
4. **Say:** Today you are going to write another article. This time you will write an article for a local newspaper.

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

1. Write the title 'Sport for All: How to Make Teenagers do Sport' on the board.
2. **Say:** You are going to write a short article for the local newspaper.
3. **Say:** Before you write, I am going to check your memory.
4. Point to the articles checklist on the board (see end of lesson plan).
5. **Ask:** Do you remember the articles checklist? **Say:** Work in pairs. Think of a word to complete the sentences in the checklist.
6. Give pupils a few minutes to discuss the checklist.
7. Check answers as a class. Write the correct answers in the blanks. (Answers: interesting, opinion, advice, formal, short, title, style)
8. Point to the questions on the board (see end of lesson plan).
9. Read the questions to pupils.
10. Ask pupils to work in pairs. **Say:** With your partner, answer the questions on the board. This will help you plan your article. I want you to write some notes, just a few words, next to each question.
11. Give pupils a couple of minutes to discuss the questions.
12. Invite pupils to share their answers with the class. (Example answers: Teenagers can be lazy or not interested in sport. Girls can think sport is only for boys. They need to do sport because it's good for health and mind. Team sports are good because they help teenagers become sociable and good team players. They can also help communication skills. All teenagers should try different sports at school. There should be school sport competitions.)

**Guided Practice (10 minutes)**

1. **Say:** Look at your ideas about teenagers and sport and try to organise them. With your partner, I want you to decide what information to put into each section: introduction, body or conclusion.

2. Give pupils 3 minutes to organise their notes. Move around the class to make sure pupils understand and are doing the task.
3. After 3 minutes, **say:** Now with your partner, write your introduction.
4. Give pupils 5 minutes to write the introduction. Move around the class to make sure pupils understand and are doing the task.
5. While pupils are writing, make note of some common mistakes they are making. Write 2-3 of these mistakes on the board. Underline the mistakes.
6. After 5 minutes, stop pupils and work together to correct the mistakes on the board.
7. Invite 1-2 pupils to read their introduction to the class.

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

1. **Say:** Now it is time to write your body and conclusion. Work with your partner.
2. Give pupils 10 minutes to write as much of their article as possible. Move around the class to check pupils understand and are doing the task.
3. While pupils are writing, make note of some common mistakes they are making. Write 2-3 of these mistakes on the board. Underline the mistakes.
4. After 10 minutes, stop pupils and work together to correct the mistakes on the board.

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

1. **Ask:** Who has completed the article? Tell pupils who are finished to raise their hand.
2. Invite 1-2 pairs who have completed the task to read their short article to the class.
3. Ask the class to identify what the writers' opinion is about why teenagers don't do sport and what can be done to make them do sport.
4. Ask pupils who have not finished writing their article to complete it after school or at home.

### *[TEXT: ARTICLES CHECKLIST]*

Articles need to be written in an \_\_\_\_\_ way.

Articles can use your \_\_\_\_\_ as well as facts.

Articles can give information, suggestions or \_\_\_\_\_.

Articles need to use clear, \_\_\_\_\_ language.




Articles usually use \_\_\_\_\_ sentences.

Articles need a strong \_\_\_\_\_ to get the attention of the reader.

Articles are usually formal in \_\_\_\_\_.

### *[QUESTIONS]*

1. Why won't some teens do sport?
2. Why should they do sport?
3. What sports will be best for them?
4. How can we make them try sport?

<b>Lesson Title:</b> Comprehension: Prose		<b>Theme:</b> Reading, Listening and Speaking	
<b>Lesson Number:</b> L-08-116		<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. Infer meaning of new words from reading a selected text.</li> <li>2. Read and discuss the main ideas from the selected text.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Quotes at the end of the lesson plan</li> <li>3. Matching exercise at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the quotes at the end of the lesson plan on the board.</li> <li>3. Write the matching exercise at the end of the lesson plan on the board.</li> </ol>	

### Opening (3 minutes)

1. **Ask:** What type of books do you like to read? Do you read fiction or non-fiction? Do you like African literature? Who is your favourite African author? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read about and discuss a novel called *Half of a Yellow Sun* by a female Nigerian author, Chimamanda Ngozi Adichie.

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

1. Write the title 'Half of a Yellow Sun' on the board.
2. **Say:** Look at the title. What do you think the book is about? Listen to pupils' ideas.
3. Write this question on the board: Which historical event is at the centre of the novel?
4. Point to the text on the board (see end of lesson plan).
5. **Say:** I am going to read the text to you. I want you to listen and follow along. While you are listening, think about the question on the board.
6. Read the text aloud. Read slowly and clearly, with expression to make it interesting.
7. **Ask:** What historical event is at the centre of the novel? (Answer: the Nigerian Civil War/the Biafran War of the 1960s)
8. **Say:** I want you to read the text and note down the main ideas in your exercise book. Then discuss the main ideas with a partner.
9. Give pupils time to read and discuss.
10. **Say:** These are the main ideas. Did you get them? The novel is about a civil war in Nigeria in the 1960s. There are five strong characters in the book. The main theme of the book is how war and politics touch peoples' lives and bring hope, suffering and disappointment.

### Guided Practice (8 minutes)

1. **Say:** Look at the quotes on the board (see end of lesson plan).
2. Read the quotes aloud to pupils.
3. Discuss the quotes as a class. **Ask:** What do the quotes mean? What do they tell you about the characters? (Example answers: 1. She loved him so much that she needed him and needing him gave power over her that she did not like. 2. He was going through life and letting life happen, but he was not making his own decisions and choosing his own path for the future.)



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

1. Point to the words and meanings on the board (see matching exercise at end of lesson plan).
2. **Say:** These are the new words from the text. Look at them. What do we know about them?  
(Answer: the part of speech)
3. Tell pupils that 'adj' is short for 'adjective', 'v' is short for verb and 'n' is short for 'noun'.
4. **Say:** I want you to read the text silently. Try to understand the meaning of the new words from the words around them. Remember, this is to infer the meaning.
5. Give pupils time to read.
6. **Say:** Now I want you to match the words to their correct meanings.
7. Ask pupils to work in pairs to share and compare their answers.
8. When pupils finish, check answers as a class. (Answers: 1. h, 2. a, 3. b, 4. g, 5. l, 6. d, 7. c, 8. e, 9. f, 10. j)

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

1. **Ask:** Would you like to read this book? Why or why not? Listen to pupils' ideas.
2. **Say:** Reading is an excellent way to increase your vocabulary and improve your English. Try and read as many novels and poems as possible. Make a note of all the new words and their meanings. Use a dictionary to help you or ask your family, friends and teachers.

### *[TEXT: SUMMARY OF HALF OF A YELLOW SUN BY CHIMAMANDA NGOZI ADICHIE]*

*Half of a Yellow Sun* is a beautiful and, at times, poignant novel by the famous Nigerian author Chimamanda Ngozi Adichie. It is centred around an important moment in modern Nigerian history. It tells the story of a place in Nigeria called Biafra that tried to become independent of Nigeria in the 1960s. The Biafran War lasted for two and a half years, from 1967 to 1970 and many people died.

There are five strong characters in the novel. Ugwu, a thirteen-year-old boy who works in the house of Odenigbo. Odenigbo, a university professor with strong political views, who loves Olanna. Olanna, the beautiful daughter of a wealthy family, who leaves her life in the metropolis of Lagos to live in the small town with Odenigbo. And then there is Richard, a shy, young Englishman who loves Olanna's twin sister, Kainene.

The main theme of the novel is how politics and wars can be full of hope, promise, suffering and disappointment. It looks at loyalty and betrayal and war and violence. The book uses the everyday lives of ordinary people to show us the tragedy of war.

### *[QUOTES]*




'For a brief irrational moment, she wished she could walk away from him. Then she wished, more rationally, that she could love him without needing him. Need gave him power without his trying; need was the choicelessness she often felt around him.' (Olanna)

'He was not living his life; life was living him.' (Richard)

*[MATCHING EXERCISE]*

- |                       |  |
|-----------------------|--|
| 1. independent (adj)  | a. giving a sense of sadness                                 |
| 2. poignant (adj)     | b. to help an enemy; to not be loyal or faithful             |
| 3. betrayal (n)       | c. 1 of 2 children born at the same time to the same parents |
| 4. metropolis (n)     | d. timid; not confident with people                          |
| 5. loyal (adj)        | e. pain  |
| 6. shy (adj)          | f. displeasure; not fulfilling hopes                         |
| 7. twin (adj, n)      | g. a very large and modern city                              |
| 8. suffering (n)      | h. free from outside control                                 |
| 9. disappointment (n) | i. to be faithful or devoted to someone or something         |
| 10. view (n)          | j. opinion   |

<b>Lesson Title:</b> Comprehension: Prose	<b>Theme:</b> Reading, Listening and Speaking	
<b>Lesson Number:</b> L-08-117	<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 new words from reading a chapter of the selected text.</li> <li>2. Read and discuss the main ideas from the selected chapter.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Vocabulary definitions at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the vocabulary definitions at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. **Say:** We are going to read about and discuss another novel today. It is called *Things Fall Apart (The African Trilogy #1)* by Chinua Achebe.
2. **Ask:** What is a trilogy? (Answer: A trilogy is a series of three. For example, three novels in the same series, three films or three pieces of art.)

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

1. **Say:** Chinua Achebe is one of the most famous novelists and poets in Africa. He was born in 1930 in Ogidi in southeastern Nigeria and died in 2013.
2. **Say:** Think about the title. **Ask:** What do you think the novel is about? Have pupils raise their hand to answer.
3. Write these words on the board: battle, man, society.
4. **Ask:** Which word is another word for a war or a fight? (Answer: battle)
5. **Ask:** Which word is a community of people in a country or area? (Answer: society)
6. Ask pupils to work in pairs and make a sentence using the 3 words on the board.
7. Give pupils 2 minutes to write a sentence.
8. Invite pupils to share their sentences with the class. Write 1-2 good sentences on the board.
9. Write this question on the board: Who is the main character in the novel?
10. Point to the text on the board (see end of lesson plan).
11. **Say:** I am going to read the text. I want you to follow along and think about the question on the board.
12. Read the text to pupils. Read slowly and clearly, with expression to make the text interesting.
13. **Ask:** Who is the main character in the novel? (Answer: a man called Okonkwo)
14. **Ask:** What is the main theme of the book? Listen to pupils' answers. (Answer: The main theme is the battle between man and society.)

### Guided Practice (10 minutes)

1. **Say:** These are some new words from the text.
2. Write these words on the board:
  - patience (n)
  - culture (n)

- tribe (n)
  - society (n)
  - ambition (n)
  - collapse (v)
3. Invite different pupils to come to the board and find and underline the words in the text.
  4. Ask pupils to work in pairs. **Say:** Look at the new words on the board. Do you know what any of them mean? If you do not, find each word in the text and look at the words around it. The words around it will help you infer the meaning.
  5. When pupils finish, listen to their ideas.
  6. Point to the vocabulary definitions on the board (see end of lesson plan).
  7. **Say:** Here are the meanings of the words on the board.
  8. Ask pupils to copy the meanings into their exercise book.
  9. Give pupils time to write.
  10. Once pupils have finished copying, ask them to work with their partner to match the new words with their meaning.
  11. When pupils finish, check answers as a class. (Answers: a. tribe, b. society, c. culture, d. collapse, e. patience, f. ambition)

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

1. **Say:** Let's revise some of our new words.
2. **Ask:** Which new word means to fall down? (Answer: collapse) **Ask:** Which new word means to accept delay or problems without anger? (Answer: patience) **Ask:** Which word means people who are from the same country and share the same culture? (Answer: society) **Ask:** And within a society, people who share the same culture are called what? (Answer: tribe)
3. **Say:** I want you to read the text again. This time take note of the main ideas.
4. Give pupils time to read and take notes.
5. Ask pupils to work in pairs and exchange their exercise books to share and compare their notes.
6. Give pupils time to discuss. Move around the classroom to make sure pupils understand and are doing the task.
7. **Ask:** Did you write down the same main ideas? Listen to pupils' answers.
8. **Say:** These are the main ideas. Did you get them? Okonkwo loses his place in his tribe. Okonkwo's society and culture collapse when the Europeans arrive. The reader feels sorry for him.

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

1. **Ask:** Would you like to read this book? Why or why not? Listen to pupils' answers.

### *[TEXT: SUMMARY]*

'Things Fall Apart' is two stories in one. They are both about Okonkwo, a powerful man from a village in Nigeria. The first story looks at how Okonkwo loses his place in the tribe he was born into. It is a powerful story about the battle between man and society.




The second story examines how Okonkwo's world and culture collapse when European missionaries arrive. Okonkwo is a very complicated man, with very little patience and too much ambition, but we feel sorry for him as his culture is lost to foreign arrivals.

The book also shows the traditional culture; how close people are in their tribes and the politics of the tribes. The author includes traditional folktales in the book which help bring the story to life.

*[SENTENCES]*

- a. a group of people who share the same social, religious, economic or family ties and have a common language or traditions
- b. all the people who live in a country or area
- c. traditions and other things that people from the same group share, such as customs, music and stories
- d. when something falls down and/or disappears
- e. the ability to accept problems or delay without being angry
- f. the desire to move forward in life, for example to get a better job or house

<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-118	<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 question tags depending on the verbs used in the sentence.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Sentence starters at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table at the end of the lesson plan on the board. 2. Write the sentence starters at the end of the lesson plan on the board.</p>
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### Opening (5 minutes)

- Go around the class asking pupils different questions. Guide them to respond.
- Ask:** You are (name of pupil), aren't you? **Ask:** You aren't Pauline, are you? **Ask:** You were born in Sierra Leone, weren't you? **Ask:** You weren't born in Ghana, were you? **Ask:** You can speak English, can't you? **Ask:** You can't speak Japanese, can you?
- Say:** I asked you lots of questions, didn't I? **Ask:** What kind of questions were they? (Answer: question tags)
- Ask:** Do you think I knew the answer to the questions I asked? (Answer: yes) **Ask:** When do we use question tags? (Answer: When we already know the answer to the question, but we need to make sure or check the answer.)
- Say:** Today we are going to practise using question tags.

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

- Write some of these questions on the board:
  - You are (name of pupil), aren't you?
  - You aren't Pauline, are you?
  - You were born in Sierra Leone, weren't you?
  - You weren't born in Ghana, were you?
  - You can speak English, can't you?
  - You can't speak Japanese, can you?
- Ask pupils to identify all of the helping verbs in the questions. Circle them in the questions on the board. (Answer: are, aren't, were, weren't, can, can't)
- Ask:** When the verb in the first part of the question is positive, how is the question tag? (Answer: negative)
- Ask:** When the verb in the first part of the question is negative, how is the question tag? (Answer: positive)
- Point to the table on the board (see end of lesson plan).
- Revise the table with pupils.
- Say:** Look at the questions on the board. Look at the questions in the table too.
- Ask:** What helping verbs can you see? (Answer: is/are; was/were; can; will)
- Ask:** Can you give me a rule for making question tags? (Answer: If the verb in the first part of the sentence is positive, the helping verb in the tag is negative. If the verb in the first part of the sentence is negative, the helping verb in the tag is positive.)
- Write the rule on the board and ask pupils to copy it into their exercise books.

### Guided Practice (6 minutes)

1. Point to the sentence starters on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** I want you work with a partner to complete the sentences with a question tag.
3. **Say:** First, let's do one together. **Say:** Kumba can ride a bicycle... **Ask:** What tag goes with can? (Answer: can't) **Say:** Kumba can ride a bicycle, can't she?
4. Ask pupils to complete the rest of the sentences in pairs.
5. Give pupils time to think and write. Move around the classroom to make sure pupils understand and are doing the task.
6. Check answers as a class. (Answers: a. Kumba can ride a bicycle, can't she? b. Yesterday Uncle Sao wasn't speaking to Gabriel, was he? c. Your sister Mity should study more, shouldn't she? d. Cousin Tamba can't swim, can he? e. Esther isn't sleeping now, is she?)

### Independent Practice (12 minutes)

1. Ask them to write 5 questions using question tags to ask another pupil in the classroom.
2. Give pupils 5 minutes to write their questions.
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.
4. When pupils finish, ask them to work in pairs to practise asking and answering questions.
5. Invite a few pupils to share their questions with the class.

### Closing (2 minutes)

1. **Say:** If the verb in the first part of the sentence is \_\_\_\_\_, the verb or helping verb in the tag is negative. If the verb in the first part of the sentence is \_\_\_\_\_, the verb or helping verb in the tag is positive.
2. Ask pupils to complete the sentence frame. (Answers: positive, negative)




### [TABLE]

Positive	Negative	Negative	Positive
He is Sierra Leonean,	isn't he?	He isn't English,	is he?
She can drive a car,	can't she?	She can't drive a car,	can she?
They are learning English,	aren't they?	They aren't learning English,	are they?
He was studying,	wasn't he?	He wasn't studying,	was he?
Musa will go to Freetown,	won't he?	Musa won't go to Freetown,	will he?

### [SENTENCE STARTERS]

- a. Kumba can ride a bicycle, ...
- b. Yesterday Uncle Sao wasn't speaking to Gabriel, ...
- c. Your sister Mity should study more, ...
- d. Cousin Tamba can't swim, ...
- e. Esther isn't sleeping now, ...

<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-119	<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 question tags that do not use helping verbs.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Sentence starters at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table at the end of the lesson plan on the board. 2. Write the sentence starters at the end of the lesson plan on the board.</p>
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### Opening (5 minutes)

- Go around the class asking pupils different questions. Guide them to respond.
- Ask:** You speak English, don't you? **Ask:** You don't speak Chinese, do you? **Ask:** You study Mathematics, don't you? **Ask:** You go to the market every day, don't you?
- Say:** I asked you lots of questions, didn't I? **Ask:** What kind of questions were they? (Answer: question tags)
- Ask:** Do you think I knew the answer to the questions I asked? (Answer: yes) **Ask:** When do we use question tags? (Answer: when we already know the answer to the question, but we need to make sure or check the answer)
- Say:** Today we are going to practise using question tags that do not use helping verbs.

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

- Write these questions on the board:
  - You speak English, don't you?
  - You don't speak Chinese, do you?
  - You study Mathematics, don't you?
  - You go to the market every day, don't you?
- Ask pupils to identify all of the helping verbs in the questions. Circle them on the board. (Answer: do, don't)
- Ask:** When the verb in the first part of the question is positive, how is it in the question tag? (Answer: negative)
- Ask:** When the verb in the first part of the question is negative, how is it in the question tag? (Answer: positive)
- Point to the table on the board (see end of lesson plan).
- Revise the table with pupils.
- Circle the words 'speaks', 'live' and 'study'. **Ask:** What tense are these verbs? (Answer: simple present)
- Say:** Remember that positive sentences in the simple present do not have a helping verb. But negative sentences and questions do have helping verbs.
- Ask:** What are the helping verbs in the table? (Answer: do, does, don't, doesn't)
- Circle 'does', 'doesn't', 'do' and 'don't' in the table.
- Ask:** Can you give me a rule for making question tags with the simple present? (Answer: If the verb in the first part of the sentence is positive, the helping verb in the tag is negative. If the verb in the first part of the sentence is negative, the helping verb in the tag is positive.)



12. Write the rule on the board and ask pupils to copy it in their exercise books.

**Guided Practice (6 minutes)**

1. Point to the sentence starters on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** I want you work with a partner to complete the sentences with a question tag.
3. **Say:** First, let's do one together.
4. **Say:** Michael rides his bicycle every day. This is a positive sentence in the present tense so there is no helping verb. **Ask:** What verb goes in the question tag? (Answer: doesn't) **Say:** Michael rides his bicycle every day, doesn't he?
5. Ask pupils to complete the rest of the sentences in pairs.
6. Give pupils time to think and write. Move around the classroom to make sure pupils understand and are doing the task.
7. Check answers as a class. (Answers: a. Michael rides his bicycle every day, doesn't he? b. Uncle Sao and Abdul work with Gabriel, don't they? c. Your sister Mity lives over there, doesn't she? d. Cousin Flora speaks English very well, doesn't she? e. You like me, don't you?)

**Independent Practice (10 minutes)**

1. Write this table on the board:

Uncle and Aunty	don't doesn't	work	in Freetown
Sao		like	smile at me
You		enjoy	much
Tamba		relax	English
Marima and Bintu		drink	tea

2. **Say:** I want you to five questions with question tags using the words in the table. For example, 'Uncle and Aunty don't like tea, do they?'
3. Give pupils 8 minutes to write their questions.
4. 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 share and compare their questions.
6. Invite a few pupils to share their questions with the class. (Example answers: Sao works in Freetown, doesn't he? You don't relax much, do you? Tamba enjoys English, doesn't he? Marima and Bintu always smile at me, don't they? You don't drink tea, do you?)

**Closing (2 minutes)**

1. Tell pupils that you will say the first part of the question and they will finish it with a question tag.
2. **Say:** We like question tags... (Answer: don't we?) **Say:** English grammar is easy... (Answer: isn't it?) **Say:** We are learning a lot of English... (Answer: aren't we?) **Say:** You must study hard... (Answer: mustn't you?)




[TABLE]

Positive	Negative	Negative	Positive
He speaks quickly,	doesn't he?	He doesn't speak quickly,	does he?
They live near here,	don't they?	They don't live near here,	do they?
You study hard,	don't you?	You don't study hard,	do you?

[SENTENCE STARTERS]

- a. Michael rides his bicycle every day, ...
- b. Uncle Sao and Abdul work with Gabriel, ...
- c. Your sister Mity lives over there, ...
- d. Cousin Flora speaks English very well, ...
- e. You like me, ...

<b>Lesson Title:</b> Question Tags	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-120	<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 the question tags in past tense sentences.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table 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 (5 minutes)

1. **Ask:** What did you do yesterday? Have pupils raise their hand to answer.
2. Write some of their answers on the board.
3. Go around the class asking pupils different questions. Guide them to respond.
4. **Ask:** You came to school yesterday, didn't you? **Ask:** You met your friends yesterday, didn't you?  
**Ask:** You didn't eat fish yesterday, did you?
5. Remind pupils that we use question tags when we believe something is true or not true but we want confirmation.
6. **Say:** Today we are going to practise using question tags in the past tense.

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

1. Write these questions on the board:
  - a. You came to school yesterday, didn't you?
  - b. You didn't eat fish yesterday, did you?
  - c. You went to Ghana last year, didn't you?
  - d. You didn't play football last night, did you?
2. Ask pupils to identify all of the helping verbs in the questions. Circle them on the board.  
(Answer: did, didn't)
3. Point to the first question: You came to school yesterday, didn't you? **Ask:** Is the first part of the question positive or negative? (Answer: positive) **Ask:** Which helping verb is in the question tag? (Answer: didn't)
4. Point to the second question: You didn't eat fish yesterday, did you? **Ask:** Is the first part of the question positive or negative? (Answer: negative) **Ask:** Which helping verb is in the question tag? (Answer: did)
5. **Ask:** When the verb in the first part of the question is positive, how is it in the question tag? (Answer: negative)
6. **Ask:** When the verb in the first part of the question is negative, how is it in the question tag? (Answer: positive)
7. **Ask:** Which helping verb do we need to use with simple past? (Answer: did or didn't)
8. Point to the table on the board (see end of lesson plan).
9. Revise the table with pupils.
10. Circle the words 'left', 'went' and 'watched'. **Ask:** What tense are these verbs? (Answer: simple past)

11. **Say:** Remember that positive sentences in the simple past do not have a helping verb. But negative sentences and questions do have helping verbs. **Ask:** What are the helping verbs in the table? (Answer: did, didn't)
12. Circle 'did' and 'didn't' in the table.
13. **Ask:** What is the rule for using question tags in the simple past? (Answer: When the first part of a simple past question is positive, we use 'didn't' in the tag. When the first part of a simple past question is negative, we use 'did' in the tag.)
14. Write the rule on the board and ask pupils to copy it into their exercise books.

#### **Guided Practice** (6 minutes)

1. Point to the questions on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** Look at the questions on the board. There is a mistake in each question tag. I want you to work in pairs to find the mistake and correct it.
3. Give pupils 4 minutes to correct the mistakes. Move around the classroom to make sure pupils understand and are doing the task.
4. After pupils have finished correcting the questions in pairs, check answers as a class. (Answers: a. didn't she? b. didn't they? c. didn't he? d. did I? e. didn't she?)

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

1. **Say:** Now I want you to tell us about your weekend. Open your exercise books and write 6 sentences. I want you to write 3 things that you did last weekend and 3 things that you did not do.
2. Give pupils 4 minutes to write their sentences.
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.
4. When pupils finish writing, **say:** Give your exercise book to your partner. You are going to ask your partner questions about what they did and didn't do last weekend. For example, if a pupil wrote 'I didn't go to town last weekend.' the other pupil must ask: 'You didn't go to town last weekend, did you?' **Say:** Remember to use question tags. Your partner must reply, 'Yes, I did' or 'No, I didn't.'
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. After 4 minutes, invite pairs of pupils to ask and answer their questions using question tags in front of the class.

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

1. **Ask:** When do we use question tags? (Answer: when we know something is true or not true but we need to confirm this)
2. **Say:** You should practise using question tags. Practise with your friends or with your family members who speak English.




*[TABLE]*

Positive	Negative	Negative	Positive
He left quickly,	didn't he?	He didn't leave quickly,	did he?
They went to school there,	didn't they?	They didn't go to school there,	did they?
You watched the match,	didn't you?	You didn't watch the match,	did you?

*[QUESTIONS]*

- a. She walked to school, she didn't?
- b. They talked a lot during the lesson, did they?
- c. Mr Abdul went to work this morning, he did?
- d. I didn't study enough for the test, didn't I?
- e. Bintu ate all the cake at the party, she did?

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-121	<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 new words in the comprehension passage.</li> <li>2. Read and discuss a comprehension passage.</li> <li>3. Write a summary of what they have read.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Sentences at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the sentences at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Ask:** Do you prefer the city or the village? Why? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read an article and then write a summary. The article is about how village life is changing.

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

1. Write the title 'Village Life is Changing' on the board.
2. Ask pupils to work in pairs. **Say:** With your partner, write three good things about the village and three good things about the city.
3. Give pupils 2 minutes to write their ideas.
4. When pupils finish, invite them to share their ideas with the class. Write some of their ideas on the board.
5. Point to the text on the board (see end of lesson plan).
6. **Say:** I am going to read the text. I want you to follow along and see if any of the ideas on the board are in the text.
7. Read the text aloud to pupils. Read slowly and clearly, with expression to make the text interesting.
8. **Ask:** Are any of our ideas in the text? (Answer depends on pupils' ideas)
9. Write this question on the board: What are the four reasons young people are heading to the city?
10. Ask pupils to read the text silently and answer the question.
11. When pupils finish reading, invite them to identify the 4 main reasons. (Answers: 1. Young people can earn more money. 2. There are more opportunities for jobs/careers in cities. 3. Life is more interesting in cities. 4. There are more facilities in cities.)
12. Ask pupils to work in pairs. **Say:** Discuss whether you agree or disagree with the article.
13. Give pupils 2 minutes to discuss their opinions. Then ask different pupils to share their opinions with the class.

**Guided Practice (10 minutes)**

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** Read the text together and find the words to match (a-g).

3. Give pupils time to read and do the task in pairs.
4. Check answers as a class. (Answers: a. metropolis, urban area b. pollution c. facilities d. head for e. entertainment f. lonely g. dull h. unhealthy)
5. Ask pupils to work with their partner and write sentences using the new vocabulary words.
6. Give pupils 5 minutes to write their sentences.
7. Invite a few pupils to share their sentences with the class.

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

1. **Say:** Now, you are going to write a summary of the article. Remember that a summary is a few sentences that describe the main points of the text. I only want you to write 3-4 sentences but I want you to try and get all the main points. Try to use some of the new words you have learned today.
2. Give pupils 5 minutes 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.
3. When they finish, invite 1-2 pupils to read their summary aloud.
4. (Example answer: The article is about young people leaving the village for the city. The article gives four reasons why young people leave villages. They go to the city because they can earn more money, there are more career opportunities and jobs, city life is more interesting and fun and there are more facilities. However, the article also says that urban life can be expensive, lonely and unhealthy.)

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

1. **Ask:** Is the city better than the village? Listen to pupils' answers.

#### *[TEXT: VILLAGE LIFE IS CHANGING]*

Village life is changing because young people are leaving the village and heading to the city. There are four main reasons why young people leave villages.

Firstly, they move because they can earn more money for their families in urban areas. The second reason they leave is that there are limited jobs or opportunities for them in villages. There are more career opportunities in the towns and cities. The next reason for leaving is that some young people think village life is dull and that they will have more exciting lives in a metropolis. The fourth and final reason is that in the cities it is easier to find facilities such as schools, hospitals, shopping malls, restaurants and entertainment and some people like these things.

The problem is that although city life can be interesting and fun, it can also be very expensive, lonely and unhealthy. The sense of community in the village is stronger and there is no pollution from exhaust fumes and industry.




#### *[SENTENCES]*

- a. Find two more words for 'city'.

- b. Find a word which means 'dirty air'.
- c. Find a word which means 'all the places we need in everyday life'.
- d. Find a word which means to 'go in the direction of'.
- e. Find a word which means 'fun'.
- f. Find a word which means 'a sense of being on your own with no family or friends'.
- g. Find a word which means 'boring'.
- h. Find a word which is the opposite of 'healthy'.



<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-122	<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 new words in the comprehension passage.</li> <li>2. Infer meanings of new words in the comprehension passage.</li> <li>3. Read and discuss the comprehension passage.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. **Ask:** Have you ever made a mistake? What happened? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read and discuss a story about someone who made a mistake.

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

1. Write the title 'The Wrong Man' on the board.
2. **Say:** This is the title of a story we are going to read. **Ask:** Based on the title, what do you think the story is about? Listen to pupils' ideas.
3. Write these questions on the board: Who was in the first taxi? Who was in the second taxi?
4. Point to the text on the board (see end of lesson plan).
5. **Say:** I am going to read the text to you. I want you to listen and follow along. While you are listening, think about the questions on the board.
6. Read the text aloud to pupils. Read slowly and clearly, with expression to make it interesting.
7. Check answers as a class. **Ask:** Who was in the first taxi? (Answer: the storyteller) **Ask:** Who was in the second taxi? (Answer: The storyteller thought it was his friend but it was a stranger.)
8. Point to the underlined words in the text.
9. Ask pupils to work in pairs. **Say:** I want you to read the text again. Discuss what the underlined words mean. Use the words around the underlined words to help you understand. Remember, we call this to infer meaning from the text. It is a very useful skill if you do not have a dictionary.
10. After 5 minutes, invite pupils to tell you possible meanings. (Answers: realised – understood; wallet – a small case for money; rather than – instead of; hailed – called a taxi in the street; spot – place; ages – long time; mistaken identity – confusing someone for someone else; wrong – not right; charge – ask for a price for a service; extra – more)
11. Write the words and their meanings on the board.
12. Ask pupils to copy the new words and their meaning into their exercise books.
13. Ask pupils to tell you any other new words in the text. Write them on the board. As a class, look at the text and infer meanings of the words.

**Guided Practice (5 minutes)**

1. Write these sentences on the board:
  - a. The storyteller was early for his meeting with his friend.

- b. The storyteller forgot something when he left the house.
  - c. The storyteller confused his friend for another person.
  - d. The taxi driver was helpful.
2. **Say:** I want you to read the story again. Decide if the sentence is true or false.
  3. When pupils finish, check their answers with the whole class. (Answers: a. False – he was late. b. True – he forgot his wallet/money. c. True d. True)

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

1. Ask pupils to work alone. **Say:** Now I want you to read the story more carefully. Write the main ideas in your exercise books.
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. After 5 minutes, ask pupils to work in pairs to share and compare their answers.
4. Invite some pupils to tell the class the main points. (Example answer: The storyteller was late for a meeting with his friend. He did not have any money, but took a taxi because he was late and he thought his friend could pay. At the meeting place, he saw his friend get into another taxi. The storyteller asked his driver to follow the other taxi. When they got closer, he realised it was not his friend. He asked the taxi driver to take him home.)
5. Write these questions on the board:
  - How do you think the storyteller felt?
  - How do you think the taxi driver felt?
  - What do you think happened to the storyteller's friend?
6. Ask pupils to work in pairs to discuss the questions. Give pupils time to discuss.
7. Discuss the answers as a class.
8. **Ask:** How do you think the storyteller felt? (Example answers: a bit stupid, annoyed, angry) **Ask:** How do you think the taxi driver felt? (Example answers: annoyed, angry, impatient) **Ask:** What do you think happened to the storyteller's friend? (Example answers: He had to wait a long time. He didn't think his friend was coming so he left.)

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

1. **Ask:** Have you ever mistaken someone's identity? What happened? Listen to pupils' answers.
2. **Say:** Try and read more short stories. They will help you improve your English and you will learn new words.

*[TEXT: THE WRONG MAN]*




I was going to meet my friend the other day, but when I left my house I realised that I had left my wallet with all my money in it on the kitchen table.

I was very late so I decided to get a taxi rather than take the bus. I knew my friend would have some money to pay for the taxi at the other end.

I hailed a taxi and asked the driver to take me to the spot where my friend would be waiting for me. Just as we pulled up, I saw my friend get in another taxi and drive off. I said to my taxi driver, 'Follow that taxi.' We drove and drove and drove for ages and finally my taxi was right behind the taxi with my friend in it.

I thought it was very strange that he had changed the colour of his hair. Then I realised it was not him! I was following the wrong taxi and I did not have any money on me. I told the taxi driver what had happened and he was a very kind and drove me home so I could pay him. He didn't charge me extra either. I was very lucky that day.

<b>Lesson Title:</b> Possessive Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-123	<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 in sentences.</p>	 <p><b>Teaching Aids</b> 1. Sentences at the end of the lesson plan 2. Table in the lesson plan 3. Sentence starters 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 sentence starters at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Ask pupils to look in their bags and make a list of everything inside it.
2. Ask different pupils to tell you what they have in their bags. Have pupils raise their hand to answer.
3. **Say:** Today we are going to talk about belonging. We are going to use possessive adjectives to say who owns what.

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

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to read these sentences and decide what the missing words are.
3. Give pupils time to think and decide.
4. Check answers as a class. Invite different pupils to write the missing words in the sentences on the board. (Answers: a. your, b. my, c. our, d. its, e. her, f. his, g. their)
5. **Ask:** Do you remember what we call these words? (Answer: possessive adjectives)
6. **Ask:** Do you remember what these words do? (Answer: They tell us who something belongs to.)
7. **Ask:** And do you remember what kind of word must follow a possessive adjective? (Answer: a noun)
8. Write this table on the board. Ask pupils to copy the table in their exercise books as you write.

Subject pronoun	Possessive adjective
I	
you (singular)	
he	
she	
it	
you (plural)	
we	
they	

9. As a class complete the table with the correct possessive adjectives. (Answers: my, your, his, her, its, your, our, their)

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

1. Write these sentences on the board. Ask pupils to copy the sentences in their exercise books as you write.
  - a. My brother is always losing \_\_\_\_\_ glasses.
  - b. My brothers are always losing \_\_\_\_\_ glasses.
  - c. \_\_\_\_\_ teacher always gives us too much homework.
  - d. \_\_\_\_\_ teacher always gives me too much homework.
  - e. When are they going to get \_\_\_\_\_ exam results?
  - f. When are you going to get \_\_\_\_\_ exam results?
2. Give pupils time to copy the sentences. Read the sentences aloud to the class.
3. Ask pupils to work in pairs. **Say:** With your partner I want you to complete the sentences with the correct possessive adjectives. Be careful! Some of the sentences are similar but you will see that there are other clue words in the sentences that help us understand which possessive adjective to use.
4. Give pupils time to write and complete the sentences. Move around the classroom to make sure pupils understand and are doing the task.
5. After pupils have finished writing, check answers as class.
6. When a pupil gives the correct answer, invite the pupil to come to the front and complete the sentence on the board. Ask the pupil to explain the answer. (Answers: a. 'his' because there is 'my brother'; b. 'their' because there is 'my brothers'; c. 'Our' because there is 'us'; d. 'My' because there is 'me'; e. 'their' because there is 'they'; f. 'your' because there is 'you')

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

1. Point to the sentence starters on the board (see end of lesson plan).
2. **Say:** I want you to complete these sentences. The first word you use must be a possessive adjective.
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.
4. After 4-5 minutes, ask pupils to exchange their exercise books with a partner to share and compare their sentences.
5. Invite different pupils to share their sentences with the class. (Example answers: 1. My sister is always losing her bag. 2. My sisters are always losing their books. 3. I am going to do my homework at school. 4. We are eating our lunch. 5. Do you like your classes? 6. The dog is wagging its tail.)
6. Ask pupils to write 3 of their own sentences using possessive adjectives.

**Closing (2 minutes)**

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




*[SENTENCES]*

- a. You should do... homework.
- b. I cut... hand.
- c. We like... teacher.
- d. The goat has eaten all... food.
- e. She likes... car.
- f. He has lost... exercise book.
- g. They want... dinner now!

*[SENTENCE STARTERS]*

1. My sister is always losing...
2. My sisters are always losing...
3. I am going to do...
4. We are eating...
5. Do you like...
6. The dog is wagging...

<b>Lesson Title:</b> Possessive Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-124	<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 with demonstrative adjectives in sentences (e.g. this, that, these, those).</p>		<p><b>Teaching Aids</b> Sentences at the end of the lesson plan</p>		<p><b>Preparation</b> Write the sentences at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

- Say:** I am going to ask you some questions. Raise your hand to answer.
- Ask:** What is the possessive adjective that means belonging to me? (Answer: my) **Ask:** What is the possessive adjective that means belonging to you? (Answer: your) **Ask:** What is the possessive adjective that means belonging to us? (Answer: our) **Ask:** What is the possessive adjective that means belonging to them? (Answer: their) **Ask:** What is the possessive adjective that means belonging to him? (Answer: his) **Ask:** What is the possessive adjective that means belonging to her? (Answer: her) **Ask:** What is the possessive adjective that means belonging to it? (Answer: its)
- Say:** Today we are going to learn more about using possessive adjectives.

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

- Say:** This is my book (point to a book near you). **Say:** That is your book (point to a book not near you).
- Ask:** Which word do we use for something close to us? (Answer: this)
- Ask:** Which word do we use for something that is far or not near us? (Answer: that)
- Say:** These are my books (point to some books near you). **Say:** Those are your books (point to some books not near you).
- Ask:** What is the plural of 'this'? (Answer: these) **Ask:** What is the plural of 'that'? (Answer : those)
- Write the table on the board. Ask pupils to copy the table in their exercise books as you write.

Singular		Plural	
thing/person/place near me	this	things/people/places near me	
thing/person/place not near me		things/people/places not near me	those

- Discuss the table with pupils. Ask pupils to help you complete the table. (Answer: under 'this' should be 'that' and above 'those' should be 'these')

**Guided Practice (10 minutes)**

- Point to the sentences on the board (see end of lesson plan).

2. **Say:** We are going to complete these sentences. Look at the verbs and the words in parentheses () to help you decide if you need to use 'this', 'that', 'these', or 'those'.
3. **Say:** Let's do the first one together.
4. **Say:** \_\_\_\_\_ is my car. (You are getting in the car.) **Say:** I know that I am getting in the car so it must be close to me. There is only one car so the answer is singular. The answer is, 'This is my car.'
5. Ask pupils to work in pairs to complete the rest of the sentences.
6. Move around the classroom to make sure pupils understand and are doing the task.
7. After pupils have finished, check answers as a class.
8. When a pupil gives the correct answer, invite the pupil to come to the front and complete the sentence on the board. (Answers: a. This, b. These, c. These, d. That, e. This, f. That, e. Those)

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

1. **Say:** We are going to play a game.
2. **Say:** I am going to say two words. One will be a possessive adjective and the other will be 'this', 'that', 'these' or 'those'. I want you to make a sentence using the two words.
3. Do some examples to make sure pupils understand the task.
4. **Say:** 'that', 'my'. **Say:** That is my house over there. **Say:** 'these', 'your'. **Say:** These are your glasses.
5. Play the game 5-7 times with pupils. Say a possessive adjective and a demonstrative pronoun and have pupils make sentences using the words. Have pupils raise their hand if they have a sentence to share with the class. Listen to pupils' answers.
6. Ask pupils to work in pairs. **Say:** Now I want you to play the game with a partner. Take turns making sentences.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

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




1. Invite as many pupils as possible to share a sentence with the class.
2. **Say:** I want you to practise writing sentences using possessive adjectives with 'this', 'that', 'these' and 'those'.

### **[SENTENCES]**

- a. \_\_\_\_\_ is my car. (You are getting in the car.)
- b. \_\_\_\_\_ are my school books. (You are picking up the books.)
- c. \_\_\_\_\_ are my pencils. Don't touch them! (You are holding the pencils.)
- d. \_\_\_\_\_ is my sister over there. (You are pointing to your sister on the other side of the room.)
- e. \_\_\_\_\_ is our house. (You are opening the door.)
- f. \_\_\_\_\_ is my uncle's house. (You are pointing to the house from a distance.)
- g. \_\_\_\_\_ are my cousins over there. (You are pointing to your cousins from a distance.)



<b>Lesson Title:</b> Possessive Adjectives	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-125	<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. Differentiate between singular and plural possessive adjectives.</li> <li>2. Use singular and plural possessive adjectives in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Table at the end of the lesson plan</li> <li>2. Sentences in the lesson plan</li> <li>3. Paragraph 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 at the end of the lesson plan on the board.</li> <li>2. Write the paragraph at the end of the lesson plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** Who can give me an example of possessive adjectives? Have pupils raise their hand to answer. (Answers: my, your, his, her, its, our, their)
2. **Ask:** What are possessive adjectives used for? Listen to pupils' answers. (Answer: to show possession with a noun, to tell us who something belongs to)

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

1. Point to the table on the board (see end of lesson plan).
2. Revise the table with pupils.
3. **Ask:** What is the difference between 'my', 'his', 'her', 'its' and 'our' and 'their'? (Answer: singular – my, his, her, its; plural – our, their)
4. **Ask:** Which possessive adjective is both singular and plural? (Answer: your)
5. Write this sentence on the board: We like our house.
6. **Ask:** Is 'house' singular or plural? (Answer: singular)
7. **Ask:** Is 'our' singular or plural? (Answer: plural)
8. **Ask:** What does 'our' refer to? Does it refer to the house or the people that the house belongs to? (Answer: the people that the house belongs to)
9. **Ask:** So can we use a plural possessive adjective with a singular noun? (Answer: Yes)
10. Write this sentence on the board: I like my books.
11. **Ask:** Is 'books' singular or plural? (Answer: plural)
12. **Ask:** Is 'my' singular or plural? (Answer: singular)
13. **Ask:** What does 'my' refer to? Does it refer to the books or the person that the books belong to? (Answer: the person that the books belong to)
14. **Ask:** So can we use a singular possessive adjective with a plural noun? (Answer: Yes)

**Guided Practice (10 minutes)**

1. Write these sentences on the board. Ask pupils to copy the sentences as you write.
  - a. 'That is \_\_\_\_\_ car,' said Musa and Tamba. 'Don't touch it!'
  - b. My parents love \_\_\_\_\_ house. They bought it when they got married.
  - c. Zinab and Marima, that is \_\_\_\_\_ book, isn't it. Your names are written on it.
  - d. '\_\_\_\_\_ goats are over there,' said the children.

2. Ask pupils to work in pairs. **Say:** Complete the sentences with a possessive adjective.
3. Check answers as a class. (Answers: a. our, b. their, c. your, d. Our)
4. **Ask:** Is 'car' singular or plural? (Answer: singular)
5. **Ask:** Is 'our' singular or plural? (Answer: plural)
6. **Ask:** Who does the car belong to? (Answer: Musa and Tamba)
7. **Ask:** Is 'house' singular or plural? (Answer: singular)
8. **Ask:** Is 'their' singular or plural? (Answer: plural)
9. **Ask:** Who does the house belong to? (Answer: the parents)
10. **Ask:** Is 'book' singular or plural? (Answer: singular)
11. **Ask:** Who does the book belong to? (Answer: Zinab and Marima)
12. **Ask:** Is 'goats' singular or plural? (Answer: plural)
13. **Ask:** Who do the goats belong to? (Answer: the children)

### Independent Practice (10 minutes)

1. Point to the paragraph on the board (see end of lesson plan).
2. **Say:** Look at the paragraph on the board. I want you to complete the text with possessive adjectives.
3. Give pupils time to read the text and fill in the blanks.
4. 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 writing, ask them to work in pairs to share and compare their answers.
6. Check answers as a class. (Answers: Their, their, My, Her, my, Our)
7. Ask pupils to write 2-3 short sentences about their house using singular and plural possessive adjectives.

### Closing (3 minutes)

1. Invite different pupils to read the sentences they wrote about their house to the class.
2. Ask the rest of the class to identify the possessive adjectives they used in the sentences.




[TABLE]

Subject pronoun	Possessive adjective
I	my
you (singular)	your
he	his
she	her
it	its
we	our
you (plural)	your
they	their

*[PARAGRAPH]*

My brothers share a room and it's very untidy. \_\_\_\_\_ books are all over the floor. What a mess \_\_\_\_\_ room is! \_\_\_\_\_ sister has a tidy room. \_\_\_\_\_ clothes are always put away and the floor is very clean. My room is lovely. I always put \_\_\_\_\_ favourite flowers in a vase. \_\_\_\_\_ house is very nice!

<b>Lesson Title:</b> Comprehension: Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-126	<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 new words in a selected text and infer their meaning.</li> <li>2. Read and discuss the main ideas from the selected text.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write text at the end of the lesson plan on the board.</p>
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**Opening (3 minutes)**

1. Write the author's name, 'Chimamanda Ngozi Adichie,' on the board.
2. **Ask:** Do you remember this author? Can you remember the name of the other novel that she wrote? (Answer: *Half of a Yellow Sun*) **Ask:** What can you remember about the book? Have pupils raise their hand to answer.
3. **Say:** Today we are going to read about and discuss another book written by Chimamanda Ngozi Adichie called *Purple Hibiscus*.

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

1. Write the title *Purple Hibiscus* on the board.
2. **Ask:** What is a hibiscus? (Answer: a bright coloured flower)
3. Write this question on the board: Who is the main character in the book?
4. Point to the text on the board (see end of lesson plan).
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. Read the text to pupils. Read slowly, clearly and with expression to make the text interesting.
7. After reading, **ask:** Who is the main character in the book? (Answer: Fifteen-year old Kambili)

**Guided Practice (10 minutes)**

1. Ask pupils to read the text silently.
2. While pupils are reading, write these questions on the board:
  - a. What are the main ideas/themes in this book?
  - b. Who are the main characters?
  - c. What are some of the problems or challenges Kambili and her brother face growing up?
  - d. What are some of other problems young people face growing up?
4. Ask pupils to work in pairs to discuss the questions on the board.
5. Move around the classroom to make sure pupils understand and are doing the task.
6. After 5 minutes, discuss the questions as a class. (Example answers: a. growing up; b. Kambili and her family – brother, mother, father and aunt; c. strict father, civil unrest; d. parents, friends, school, poverty; e. pupils' own answers)

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

1. Write these words on the board:
  - strict (adj)
  - victim (n)
  - brutality (n)
  - regret (n)
  - remorse (n)
  - unrest (n)
  - encounter (v)
  - prevent (v)
2. **Ask:** Which words are verbs? (Answer: encounter, prevent) **Ask:** Which word is an adjective? (Answer: strict) **Ask:** What parts of speech are the other words? (Answer: nouns)
3. **Say:** Now let's find the words in the text.
4. Invite different pupils to come to the board and underline the new words in the text.
5. Ask pupils to work in pairs. **Say:** I want you to discuss the meanings of the new words with your partner. Remember to look at the words around the new word. Looking at the words around the new word will help you understand. Remember, this is called to infer meaning. It is a very useful skill.
6. While pupils are working in pairs, write the following questions on the board:
  - a. Which word means a feeling of sorrow?
  - b. Which word means to stop something from happening?
  - c. Which word means to meet?
  - d. Which word means a feeling of deep sadness and guilt?
  - e. Which word means a state of public disorder?
  - f. Which word means demanding rules are obeyed?
  - g. Which word means a person hurt by another, usually by a crime or accident?
  - h. Which words mean very bad physical violence?
7. Give pupils 5 minutes to discuss the meaning of the new words with their partner. Then ask them to answer the questions on the board using the new words.
8. Check answers as a class. (Answers: a. regret, b. prevent, c. encounter, d. remorse, e. unrest, f. strict, g. victim, h. brutality)
9. Ask pupils to work with their partner and write a sentence for each of the new words.
10. Give pupils time to write. Move around the classroom to make sure pupils understand and are doing the task.
11. Invite pupils to share their sentences with the class.

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

1. **Ask:** Would you like to read this book? Why or why not? Listen to pupils' answers.
2. **Say:** Africa has many great male and female authors. Their work is famous around the world. Try to read books, poems and short stories by African writers. We can learn a lot about the different countries, different people, different cultures and history of the African continent by reading their work.




*[TEXT: SUMMARY OF PURPLE HIBISCUS BY CHIMAMANDA NGOZI ADICHIE]*

Kambili is fifteen years old and she lives with her parents and her brother behind high walls and frangipani trees in her family's compound. Her father, a very rich businessman, is strict with everyone at home and tries to control them all. She and her mother and brother are often victims of her father's brutality. He is always full of regret and remorse afterwards but that does not prevent him from repeating his violent behaviour.

When Nigeria suffers civil unrest, Kambili and her brother go away to stay with their aunt, a university professor, whose house is noisy and full of laughter. Kambili and her brother find real freedom and joy at their aunt's house. They are no longer afraid and they change as they encounter different characters with different ideas and beliefs.

This is a book about growing up and the promise of freedom. The setting of the book is political, but the book itself is about family. It follows the changes the family goes through as they learn more about each other and the changes that Kambili struggles with as she realises she can be independent, have her own opinions and make her own decisions.

<b>Lesson Title:</b> Comprehension: Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-127	<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 give antonyms for the new words from the selected text.</li> <li>2. Answer questions from the selected text.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Sentences at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write sentences at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. Write the title *So Long a Letter* and the author 'Mariama Bâ' on the board.
2. Ask pupils if they have heard of the book or the author before. Have pupils raise their hand to answer.
3. **Say:** Today we are going to read and discuss *So Long a Letter*.

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

1. **Say:** Mariama Bâ was Senegalese. She was born in Dakar, the capital of Senegal in 1921. She died in 1981. She was a feminist and wrote in French. She is another of Africa's great female writers.
2. Point to the title on the board.
3. **Ask:** What do you think the book is about? Listen to the pupils' answers. (Example answers: a love letter; a letter to a friend or family member)
4. Write this question on the board: Why is the book called *So Long a Letter*?
5. Point to the text on the board (see end of lesson plan).
6. **Say:** I am going to read the summary of *So Long a Letter*. I want you to listen and follow along. While you are listening, think about the question on the board.
7. Read the text slowly, clearly and with expression to make it interesting to pupils.
8. **Ask:** Why is the book called *So Long a Letter*? (Answer: It is written in the style of a letter between two friends over a period of time.)
9. Ask pupils to read the text silently.
10. While pupils are reading, write these questions on the board:
  - a. Who is Ramatoulaye?
  - b. Who is Aissatou?
  - c. Where does the story take place?
  - d. When does the story take place?
  - e. What are the main themes of the story?
  - f. How does the story change towards the end?
11. Ask pupils to work in pairs to discuss the questions on the board.
12. Give pupils a few minutes to discuss the questions with their partner. Move around the classroom to make sure pupils understand and are doing the task.
13. Check answers as a class. (Answers: a. the writer of the letter and a recent widow, b. the recipient of the letter who is recently divorced, c. Senegal, d. between pre- and post-

independence of Senegal, e. love and friendship, f. focuses on the lives of the next generation of women rather than the present generation)

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

1. **Say:** Today we are going to talk about opposites. **Ask:** What do we call a word which is opposite in meaning? (Answer: antonym) **Say:** For example, we know that peace is an antonym for war and sick is an antonym for healthy.
2. **Say:** I want you to look at the new words. Can you tell me antonyms for 'love', 'modern' and 'different'?
3. Give pupils a minute to think. Invite pupils to share their ideas with the class. (Example answers: hate, ancient, similar)
4. **Say:** Look at the text. Find antonyms in the text for 'dependence' and 'enemies'. (Answer: independence, friends) Raise your hand when you have found the answer.
5. After a few minutes, write these words on the board. Ask pupils to copy the words into their exercise books as you write.
  - a. ignore
  - b. sender
  - c. long-term
  - d. stay the same
  - e. married
6. **Ask:** Which word in the text is the opposite of long-term? (Answer: recent) **Ask:** Which word is an antonym for focus on? (Answer: ignore) **Ask:** Which word is an antonym for divorced? (Answer: married) **Ask:** Which word is an antonym for recipient? (Answer: sender) **Ask:** Which word is an antonym for evolve? (Answer: stay the same)
7. Ask pupils to write the antonyms next to the words in their exercise books. (Answers: evolve - stay the same; recipient - sender; divorced - married; love - hate; modern - old; different - same)
8. Ask pupils to work in pairs and write a sentence using one of the new words and a sentence using its antonym.
9. Move around the classroom to make sure pupils understand and are doing the task.
10. Invite different pupils to read their sentences to the class.

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

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs to find the answers in the text.
3. When pupils finish, check answers as a class. (Answers: a. recent, b. evolve, c. recipient, d. focuses on, e. divorced, f. love, g. modern, h. different)
4. Write the answers on the board next to the sentences.

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

1. **Ask:** What is an antonym? (Answer: the opposite of something)
2. **Say:** We are going to play a game. I am going to say a word and I want you to tell me an antonym for it. **Say:** Man. (Answer: woman) **Say:** New. (Answer: old) **Say:** Difficult. (Answer: easy)



3. Continue the game using other words.

*[TEXT]*




Set in Senegal, this is a short story written in the style of a letter between two middle-aged friends. The writer is Ramatoulaye, a recent widow. The recipient is her friend Aissatou, recently divorced. The story looks at how women live in Senegal pre- and post-independence. It is a beautifully written story about love, friends and friendship.

The letter focuses on the difficulties women can have in their lives and towards the end, changes focus to talk more about the next generation and their different expectations of life. Education of women is seen as the way that expectations change. In this way, it explores how cultures and ways of life evolve and become more modern over the years.

*[SENTENCES]*

- a. Find a word that means that something has just happened.
- b. Find a word that means to develop.
- c. Find a word that means the receiver of a letter.
- d. Find a word that means the same as talks about.
- e. Find a word that means the same as not married.
- f. Find a word that is the opposite of hate.
- g. Find a word that is the opposite of old.
- h. Find a word that is the opposite of the same.

<b>Lesson Title:</b> Comprehension: Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-128	<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 give antonyms for the new words from the selected text.</li> <li>2. Read and discuss the main ideas from the selected text.</li> </ol>	 <p><b>Teaching Aids</b> Text and vocabulary guide at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text and vocabulary guide at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. **Ask:** What is the weather like today? What was the weather like when you woke up this morning? How did the weather make you feel? Have pupils raise their hand to answer.
2. **Say:** Today you are going to read part of a novel by an English writer called Charles Dickens. The novel is called *Oliver Twist*. It is about a poor boy who does not have any parents. The passage we will read discusses the weather.

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

1. Write this question on the board: Do you think the storyteller is describing good or bad weather?
2. Point to the text on the board (see end of lesson plan).
3. **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.
4. After reading, **ask:** Is the weather good or bad? (Answer: bad)
5. **Ask:** How do we know? (Answer: There are words such as 'raining', 'stormy', 'water' and 'wet'.)
6. **Say:** I want you to read the text silently and note down the main ideas in your exercise book.
7. Give pupils time to read and note the main ideas.
8. When pupils finish, **say:** Work in pairs and see if you have the same main ideas.
9. **Ask:** What are the main ideas in the text? (Answer: The text describes the early morning in a city or town. The weather is bad and people are not on the streets. Everywhere looks dull and dreary.)

### Guided Practice (10 minutes)

1. Write these words on the board:
  - cheerless
  - dull/sombre
  - stormy
  - wet
  - dreary
  - noiseless
  - empty

2. **Ask:** What kind of words are these? (Answer: adjectives)
3. **Ask:** Do you think they are positive or negative adjectives? (Answer: mainly negative)
4. Write these meanings on the board:
  - a. no sound
  - b. no people
  - c. with water
  - d. not happy
  - e. grey and boring; not bright
  - f. depressing; not interesting
  - g. with rain, lightning and thunder
5. Ask pupils to work in pairs. **Say:** Match the words on the board (in step 1) to the meanings (in step 4).
6. When pupils finish, check their answers. (Answers: a. noiseless, b. empty, c. wet, d. cheerless, e. dull/somber, f. dreary, g. stormy)

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

1. Write these words on the board:
  - crowded
  - dry
  - bright
  - calm
  - noisy
  - cheerful
  - interesting
2. Ask pupils if they remember what antonyms are. (Answer: words with opposite meanings)
3. Point to the words on the board from Step 1 of the Guided Practice. **Say:** Look at the words on the board and look at the words I just wrote on the board (Step 1 Independent Practice).
4. **Say:** These words have opposite meanings. I want you to match the antonyms.
5. **Say:** Let's do one together. I know that dry is the opposite of wet. They are antonyms.
6. Ask pupils to work in pairs to match the rest of the words. Give them 4 minutes to complete the task.
7. When pupils finish, check answers as a class. (Answer: empty - crowded; dull/somber - bright; stormy - calm; noiseless - noisy; cheerless - cheerful; dreary - interesting)
8. **Say:** Now I want you to write two sentences using two words with opposite meanings.
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.
10. Ask pupils to work in pairs to share and compare their sentences.

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

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

[TEXT: EXCERPT FROM OLIVER TWIST BY CHARLES DICKENS]

It was a cheerless morning when they got into the street; blowing and raining hard; and the clouds looked dull and stormy. The night had been very wet; large pools of water had collected in the road and the kennels were overflowing. There was a faint glimmering of the coming day in the sky; but it rather aggravated\* than relieved\* the gloom of the scene the sombre light only serving to pale that which the street lamps afforded, without shedding any warmer or brighter tints upon the wet housetops, and dreary streets. There appeared to be no one stirring\* in that quarter of the town; the windows of the houses were all closely shut; and the streets through which they passed were noiseless and empty.




#### Vocabulary Guide

\* aggravate (v): make a problem worse or more serious

\*relieve (v): opposite of aggravate (antonym)

\* stir (v): wake up, get up in the morning

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-129	<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 recall learned prepositions and use them correctly in sentences.	 <b>Teaching Aids</b> None	 <b>Preparation</b> None
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### Opening (2 minutes)

1. **Ask:** What do you like to do at the weekends? **Ask:** What is different between school days and weekend days? Have pupils raise their hand to answer.
2. **Say:** Today we are going to revise prepositions and practise using them.

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

1. Write these words on the board: at, on, in.
2. **Ask:** What kind of words are these? (Answer: prepositions)
3. **Say:** We are going to do a dictation. I am going to read a few sentences to you and I want you to listen and write down what you hear.
4. Read the following sentences to pupils. Read slowly and clearly, using correct pronunciation and intonation.

I get up at nine o'clock at the weekend because I don't have to go to school. On Saturday I meet my friends. On Sunday I stay at home with my family.

5. Read the sentences 2 more times to give pupils the opportunity to write down all of the words. Remember to read the sentences slowly and clearly.
6. **Ask:** Which prepositions did you hear in the paragraph? (Answer: at, to, on)
7. **Ask:** What type of prepositions are they? (Answer: prepositions of time)
8. **Ask:** Which preposition goes with the name of a day? (Answer: on) **Ask:** Which preposition goes with the name of seasons and months? (Answer: in) **Ask:** Which preposition goes with the time? (Answer: at) **Ask:** Which prepositions go with 'the weekend' and 'night'? (Answer: at)
9. Write these words on the board: beside, in front of, behind, next to, under.
10. **Ask:** What type of prepositions are these? (Answer: prepositions of position/place)
11. **Say:** Remember prepositions of place are used to say where things are. For example, 'The cat is under the table.'
12. Take a book and a chair and place them in the front of the class.
13. **Say:** I want you to tell me where the book is in relation to the chair. For example, 'The book is on the chair'.
14. Move the book in different places (beside/next to, in front of, behind, next to, under the chair). Ask pupils to use prepositions of place to tell you where the book is.

### Guided Practice (10 minutes)

1. Write the table on the board:

the school	6 o'clock	at
the shop	Tuesday	in
the table	the afternoon	beside
the a	weekend	in front of
		behind
		on
	6	next to
		under

2. Ask pupils to work in pairs. **Say:** With your partner, I want you to write three sentences using the words on the board. Make sure that all of your sentences have prepositions in them. For example, 'Pupils play football at the school on Tuesday.'
3. Give pupils time to think and write. Move around the classroom to make sure pupils understand and are doing the task.
4. After pupils have finished writing their sentences, invite different pupils to read their sentences to the class.
5. After a pupil reads a sentence ask the rest of the class to identify the preposition they heard in the sentence.




### Independent Practice (10 minutes)

1. **Say:** Now I want you to work on your own. In your exercise books, draw a picture of a room. It must have a table, a chair and a bed.
2. **Say:** Now draw a book, a cat, a cup, a vase of flowers and a shoe. Draw these things next to, in front of, behind, or under the table, the chair or the bed. Do not show anyone your picture.
3. Give pupils 4 minutes to draw. 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:** You are going to take turns describing your picture to your partner. You must not let your partner see your picture. Your partner must listen and draw what you say. For example, if you say, 'The cat is under the bed', your partner must draw a cat under the bed.
5. **Say:** When you finish describing your picture to your partner, show your partner your picture and check if it is the same as the picture they have drawn. Then switch roles. Now it is your partner's turn to describe their picture to you.
6. Move around the classroom to make sure pupils understand and are doing the task.

### Closing (3 minutes)

1. Write 'in', 'on' and 'at' on the board.
2. Invite different pupils to give you sentences using one of the prepositions.

<b>Lesson Title:</b> Verb Tenses: Regular verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-130	<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. Use regular verbs in the simple past tense in sentences.</li> <li>2. Identify and underline verbs that take 'd' or 'ed' in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sentences at the end of the lesson plan</li> <li>2. Table at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences at the end of the lesson plan on the board.</li> <li>2. Write the table at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** What do you think is the most important invention or historical event? Have pupils raise their hand to answer.
2. Listen to pupils' answers. Write some of their ideas on the board.
3. **Say:** When we talk about history we are talking about the past. Today we are going to revise the simple past tense.

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

1. Point to the sentences on the board (see end of lesson plan).
2. **Ask:** What time are the sentences talking about? (Answer: past)
3. **Ask:** How do we know? (Answer: They are talking about the past. Most of them are talking about historical events.)
4. **Ask:** What tense is used in the sentences? (Answer: simple past)
5. **Ask:** Which sentences have regular simple past verbs? (Answers: a, c, d, e)
6. **Ask:** Which sentences have irregular simple past verbs? (Answer: b, f)
7. **Ask:** How do we form the simple past of regular verbs? (Answer: add 'ed' or add 'd' if the verb ends in '-e')
8. Point to the table on the board (see end of lesson plan).
9. Ask pupils to copy the table in their exercise books.
10. **Ask:** How do we form irregular verbs? (Answer: There is no rule. We have to learn them.)
11. **Ask:** Are there any spelling rules? (Answer: Yes. If a verb ends in consonant + '-y', change the 'y' to 'i' and add 'ed'. If a verb ends in consonant, vowel, consonant, double the final consonant.)
12. **Ask:** How do we know if verbs are regular or irregular? (Answer: Most verbs are regular. We have to learn the irregular verbs.)

### Guided Practice (10 minutes)

1. Write these sentences on the board. Ask pupils to copy the sentences into their exercise books as you write them. Make sure you underline the verbs.
  - a. The security guard walk home after he finish work last night.
  - b. Abdul play football and twist his ankle last week. It hurt a lot.
  - c. We all cook a big meal for my cousins at the weekend. We eat a lot of food.

- d. Mity show me her new pair of jeans. She buy them in the market.
  - e. Zinab work there for two years. She like it but the contract end.
  - f. We stop to have a rest by the river. We are very tired after the long walk.
  - g. They go to church last Sunday. They pray for their ill grandmother.
2. **Say:** All of these sentences need to be changed to the simple past tense. The verbs that are underlined need to be changed.
  3. Ask pupils to work in pairs. **Say:** With your partner, look at the sentences and decide if the verbs are regular or irregular. For example, 'walk'. 'Walk' is a regular verb. To change it to the simple past tense we add 'ed'.
  4. **Say:** Only change the regular verbs. We will look at the irregular verbs later.
  5. Give pupils time to decide if the verbs are regular or irregular and write the regular verbs in the past tense.
  6. Move around the classroom to make sure pupils understand and are doing the task.
  7. When pupils finish, check answers as a class. (Answers: a. walked, finished; b. played, twisted; c. cooked; d. showed; e. worked, liked, ended; f. stopped g. prayed)

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

1. **Say:** Now you are going to write a story. I will dictate some words to you. I want you to write down the words that you hear.
2. Dictate the following:
 

last night, mother, father, friends, go, read, drink, play, walk, find, buy, look, eat, know, cook, work, until, after, at home, in the year, in the market, book, food, bedtime, midnight
3. Read each word slowly and clearly with good pronunciation. Read the list of words 2 times to give pupils time to write down all of the words.
4. Write the words on the board and have pupils compare the words they wrote in their exercise books with the words on the board. Tell pupils to correct any mistakes they made.
5. **Say:** Now you have the words. It is time to write your short story using as many of the words as possible. Only use regular simple past verbs. You have ten minutes.
6. 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 stories to the class.
2. Ask the rest of the class to identify some of the regular simple past tense verbs in their classmates' stories.

### **[SENTENCES]**

- a. Man first walked on the moon in 1969.
- b. Sierra Leone became independent in 1961.
- c. Man watched the first moving picture on a screen in 1895.






- d. We invented the first computer in 1822.
- e. We discovered the first antibiotics in 1928.
- f. The first antibiotic was penicillin.

[TABLE]

<b>Base verb</b>	<b>Regular simple past</b>
change	changed
cry	cried
work	worked
cook	cooked
like	liked
stop	stopped
look	looked
study	studied
play	played
show	showed
walk	walked

<b>Lesson Title:</b> Verb Tenses: Irregular verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-131	<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 underline irregular verbs in sentences.</li> <li>2. Use irregular verbs correctly in sentences.</li> </ol>	 <p><b>Teaching Aids</b> Texts at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the two texts at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. Ask pupils to open their exercise books.
2. **Say:** You have a minute to write down as many irregular simple past verbs as you can.
3. After a minute ask pupils to stop writing.
4. **Say:** Today we are going to study irregular simple past verbs.

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

1. Point to the text on the board (see end of lesson plan).
2. **Say:** I am going to read the text. I want you to listen and follow along. While you are listening think about this question: Who was Nelson Mandela?
3. Write the question on the board.
4. Read the text to the class. Read slowly, clearly and with expression to make it interesting to pupils.
5. After reading the text, check answers as a class. Have pupils raise their hand to answer. (Answer: Nelson Mandela was a revolutionary and politician. He was the President of South Africa.)
6. Ask pupils to read the text and underline all the verbs that are in the simple past tense.
7. Give pupils time to read and identify the verbs in the simple past.
8. **Say:** Now I want you to look at the simple past verbs you underlined and decide if they are regular or irregular.
9. Ask pupils to work in pairs to share and compare their answers.
10. **Say:** See if you have underlined the same verbs as your partner. Do you agree on the simple past regular and irregular verbs?
11. Check answers as a class. (Answers: regular simple past verbs – died, served; irregular simple past verbs – was, fought, spent, won, became)
12. Write the table on the board. Ask pupils to copy the table into their exercise books as you write.

Base verb	Simple past	
be	was/were	
fight	fought	
spend	spent	
win	won	
become	became	

13. Ask pupils if they can add any other irregular simple past verbs to the list. Write the verbs they identify in the table.
14. **Say:** The third column of the table is for the past participle. **Ask:** When do we use the past participle? (Answer: with the perfect tenses)
15. Write these sentences on the board:

I have never been to South Africa.

Nelson Mandela had spent years in prison before he became President.

16. Circle the past participles 'been' and 'spent'.
17. Write them in the third column of the table. Ask pupils if they know the past participle of the other verbs in the table. (Example answers: fight, fought, fought; spend, spent, spent; win, won, won; become, became, become)

### Guided Practice (10 minutes)

1. Write the table on the board. Ask pupils to copy the table into their exercise books as you write.

Base verb	Simple past	Past participle
have	had	_____
come	came	_____
bring	_____	brought
go	_____	gone
grow	grew	_____
know	_____	known
make	_____	_____
find	_____	found
lose	lost	_____

2. Ask pupils to work in pairs. **Say:** These are some common irregular verbs that we know. I want you to complete the table. Pay attention to the simple past and past participle. Sometimes they are the same, but sometimes they are not.
3. When pupils finish, check answers as a class. (Answers: have, had, had; come, came, come; bring, brought, brought; go, went, gone; grow, grew, grown; know, knew, known; make, made, made; find, found, found; lose, lost, lost)

### Independent Practice (8 minutes)

1. Point to the text about John Augustus Abayomi-Cole on the board (see end of lesson plan).
2. **Say:** Read the text. Complete it with the simple past or past participles of irregular verbs.
3. Give 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.
4. Ask pupils to work in pairs to share and compare their answers.

5. Check answers as a class. (Answers: 1. was, 2. came, 3. was, 4. brought, 5. had, 6. became, 7. became, 8. been, 9. went, 10. grew, 11. was, 12. made, 13. lost, 14. found)

**Closing** (3 minutes)

1. Invite pupils to read the texts about the two famous Africans silently.




*[TEXT: NELSON MANDELA]*

There are many great men in history, but one of the greatest was undoubtedly Nelson Mandela. He was born on 18 July 1918 in Mvezo, South Africa and died in Johannesburg, South Africa on 5 November 2013. He was a South African anti-apartheid revolutionary and a politician. He fought for the rights of black South Africans and spent 27 years in prison for this. He won the Nobel Peace Prize in 1993 and became President of South Africa in 1994. He served as President until 1999.

*[TEXT: JOHN AUGUSTUS ABAYOMI-COLE]*

John Augustus Abayomi Cole <sup>1.</sup> \_\_\_\_ (be) born in 1848. His parents <sup>2.</sup> \_\_\_\_ (come) from Sierra Leone but he <sup>3.</sup> \_\_\_\_ (be) born in Nigeria. His parents <sup>4.</sup> \_\_\_\_ (bring) him to Sierra Leone at the age of four. He <sup>5.</sup> \_\_\_\_ (have) many skills. He <sup>6.</sup> \_\_\_\_ (become) a famous doctor. Before he <sup>7.</sup> \_\_\_\_ (become) a famous doctor, he had <sup>8.</sup> \_\_\_\_ (be) a teacher and a Minister. He <sup>9.</sup> \_\_\_\_ (go) to become a farmer and <sup>10.</sup> \_\_\_\_ (grow) tobacco. He <sup>11.</sup> \_\_\_\_ (be) also a politician. He died in 1943. One of his many contributions to medicine was when he <sup>12.</sup> \_\_\_\_ (make) the connection between malaria and stagnant water. Many people had <sup>13.</sup> \_\_\_\_ (lose) their lives before he <sup>14.</sup> \_\_\_\_ (find) this, but many more were later saved.

<b>Lesson Title:</b> Verb Tenses: Irregular verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-132	<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 underline irregular verbs that do not change in different verb forms.</li> <li>2. Use irregular verbs that do not change in different verb forms in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Word square and word square answers at the end of the lesson plan</li> <li>2. 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 word square at the end of the lesson plan on the board.</li> <li>2. Write the sentences at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Point to the word square on the board (see end of lesson plan).
2. Tell pupils to find as many regular and irregular simple past verbs as they can in a minute.
3. Ask pupils which verbs they found. Have pupils raise their hand to answer. (Answers: regular simple past – arrived, talked; irregular simple past: saw, ate, did, sang, was) (see word square answers at end of lesson plan)

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

1. **Say:** In the last two lessons, we studied regular and irregular simple past verbs.
2. **Ask:** How do we form the simple past and past participle of regular verbs? (Answer: add 'ed', or add 'd' if the verb ends in –e)
3. **Ask:** How do we form the simple past and past participle of irregular verbs that change their base form? (Answer: There is no rule. We have to learn them.)
4. **Say:** Some verbs are easy to learn because they do not change. They remain the same.
5. **Ask:** Can you think of any verbs that do not change when they are in the simple past or past participle?
6. Listen to pupils' answers and write any of the verbs they know on the board.
7. **Say:** I will dictate some verbs to you. Listen and write the verbs.
8. **Say:** cost, cut, hit, hurt, let, put, quit, shut, upset.
9. Say the verbs slowly and clearly.
10. Say the verbs again.
11. Ask pupils if you said any words which they do not know the meaning of. Note: 'Quit' means 'stop' or 'leave'. 'Upset' means 'make someone sad, angry or cry'.
12. **Ask:** What is the simple past and past participle of these verbs if they do not change? (Answer: the same)
13. Tell pupils that a good way to learn irregular verbs is to put them in groups. Verbs that change and verbs that do not change. For the verbs that change, they can be organised into groups within groups. For example, verbs that only change once – make, made, made. And verbs that change twice – see, saw, seen.

### Guided Practice (8 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** With your partner, complete the sentences with either the simple past or past participle of the correct verb. Write the completed sentences in your exercise books. Remember, these verbs do not change.
3. Invite pupils to come to the board and complete the sentences. (Answers: a. put, b. upset, c. cost, d. shut, e. quit, f. hit, g. cut)

### Independent Practice (12 minutes)

1. **Say:** Now you are going to write a short paragraph using as many of the verbs that do not change as you can.
2. **Say:** Listen to my example: Last night I shut the door and walked into my house. I hit my leg on the table. Ouch! It hurt.
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.
4. Give pupils 6 minutes to write their paragraphs.
5. Ask pupils to work in pairs to share and compare their paragraphs.

### Closing (2 minutes)

1. Invite as many pupils as possible to read their paragraphs aloud.
2. Ask the rest of the class to listen and identify the verbs that do not change used in the paragraph.

### [WORD SQUARE]

a	t	e	x	y	b
r	a	w	d	m	n
r	l	p	p	k	z
i	k	f	s	a	w
v	e	g	a	g	a
e	d	d	n	u	s
d	i	d	g	l	l




### [WORD SQUARE: ANSWERS]

<b>a</b>	<b>t</b>	<b>e</b>	<b>x</b>	<b>y</b>	<b>b</b>
<b>r</b>	<b>a</b>	<b>w</b>	<b>d</b>	<b>m</b>	<b>n</b>
<b>r</b>	<b>l</b>	<b>p</b>	<b>p</b>	<b>k</b>	<b>z</b>
<b>i</b>	<b>k</b>	<b>f</b>	<b>s</b>	<b>a</b>	<b>w</b>
<b>v</b>	<b>e</b>	<b>g</b>	<b>a</b>	<b>g</b>	<b>a</b>
<b>e</b>	<b>d</b>	<b>d</b>	<b>n</b>	<b>u</b>	<b>s</b>
<b>d</b>	<b>i</b>	<b>d</b>	<b>g</b>	<b>l</b>	<b>l</b>

*[SENTENCES]*

- a. Where have you... my glasses?
- b. She is crying. I think you have... her
- c. I love my new jacket. It... so little!
- d. Oh dear! I... the door and I don't have my key.
- e. They... school last year and found jobs.
- f. The ball... the window and broke it.
- g. I... my finger last night.

<b>Lesson Title:</b> Verb Tenses: Irregular verbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-133	<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 underline verbs that do not follow the rules of their kind in sentences.</li> <li>2. Use verbs that do not follow the rules of their kind in sentences.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text and text with answers at the end of the lesson plan</li> <li>2. 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 text at the end of the lesson plan on the board.</li> <li>2. Write the sentences at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** When do we use the simple present tense? (Answer: to talk about habits and routines and to talk about things that are always true)
2. Ask pupils to give you an example of the simple present tense for habits and routines. Have pupils raise their hand to answer. (Example answer: He always gets up at 6.00 in the morning.)
3. Ask pupils to give you an example of the simple present tense for things that are always true. Listen to pupils' answers. (Example answer: The River Sewa flows through Sierra Leone.)

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

1. Write these sentences on the board:
  - a. He always gets up at 6.00 in the morning.
  - b. The River Sewa flows through Sierra Leone.
2. **Ask:** How do we form the simple present tense with 'he', 'she' and 'it'? (Answer: add 's')
3. **Ask:** Is that true for all verbs? (Answer: No)
4. **Ask:** Do you remember any of the spelling rules you have learned for simple present with 'he', 'she' and 'it'? Listen to pupils' answers.
5. Write these verbs on the board: cry, study, watch, finish, tax, pass.
6. Invite 6 pupils to volunteer to come to the board. Ask each pupil to write the simple present for 'he', 'she' and 'it' for a verb.
7. After pupils have finished writing, check answers as a class. (Answers: cries, studies, watches, finishes, taxes, passes)
8. Ask pupils to work in pairs. **Say:** Discuss the rules for the simple present form for 'he', 'she' and 'it' for the verbs on the board. For example, if a verb ends in consonant + -y, change the 'y' to 'i' and add 'es'.
9. **Say:** There is one more rule for the other verbs. **Ask:** What is it?
10. Give pupils a minute to think and discuss.
11. **Ask:** What is the other rule? (Answer: If a verb ends in -o, -ch, -sh, -ss or -x, add 'es')

### Guided Practice (10 minutes)

1. Write the verbs on the board: go, go, fry, watch, cry, study, pass, catch, finish.



2. Point to the text on the board (see end of lesson plan).
3. Ask pupils to work in pairs to complete the text with the correct form of the verb in the simple present tense. Give them 4 minutes.
4. When pupils finish, check answers as a class. (Answers: see answers at end of lesson plan)
5. Read the completed text to pupils.
6. Ask pupils to work in pairs to practise reading the completed text.

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

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books and underline all the simple present verbs with 'he', 'she' and 'it'.
3. Give pupils 5 minutes to write the sentences and identify the verbs. 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. Check answers as a class. (Answer: a. cries, hears; b. sits, studies; c. loves; d. watches; e. starts, finishes; f. taxes; g. passes; h. goes)
5. **Say:** For most verbs we add 's' to form the present simple for 'he', 'she' and 'it'. With your partner, circle the verbs that do not follow this rule.
6. Check answers as a class. (Answers: a. cries, b. studies, d. watches, e. finishes, f. taxes, g. passes, h. goes)

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

1. **Say:** We are going to play a game. I will say a verb and I want you to tell me how to make the plural form. Tell me add 's' or to add 'es'.
2. **Say:** Finish. Pupils say: Add 'es'. **Say:** Work. Pupils say: Add 's'. **Say:** Pass. Pupils say: Add 'es'.
3. Continue with other verbs: like, brush, do, stand, touch.

### *[TEXT]*

Kossi \_\_\_\_\_ to school every day and \_\_\_\_\_ hard. But on Sunday he does not study. He gets up early and \_\_\_\_\_ fishing. He always \_\_\_\_\_ a lot of fish. His aunt usually \_\_\_\_\_ the fish for lunch. He \_\_\_\_\_ the afternoon with his baby brother. His brother always \_\_\_\_\_ if Kossi does not play with him. He \_\_\_\_\_ football with his friends in the evening. His Sunday always \_\_\_\_\_ with a plate of fried fish left from lunchtime. Delicious!

### *[TEXT WITH ANSWERS]*




Kossi goes to school every day and studies hard. But on Sunday he does not study. He gets up early and goes fishing. He always catches a lot of fish. His aunt usually fries the fish for lunch. He passes the afternoon with his baby brother. His brother always cries if Kossi does not play with him. He watches football with his friends in the evening. His Sunday always finishes with a plate of fried fish

left from lunchtime. Delicious!

*[SENTENCES]*

- a. She always cries when she hears a sad song.
- b. George sits at the table and studies every evening.
- c. Unisa loves football.
- d. He watches his friends play football on Saturdays.
- e. He starts work at 9.00 and finishes at 5.00 on weekdays.
- f. The government taxes the people to pay for services.
- g. Favour always passes tests with high marks.
- h. Nouhou goes to boarding school in Bo.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-134	<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 new words from the comprehension passage.</li> <li>2. Read and discuss comprehension the passage.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Matching exercise in 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 text 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 (3 minutes)

1. **Ask:** Do you have a good memory or are you forgetful? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read a story about somebody who was very forgetful.

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

1. Write the title 'Edward's Bad Day' on the board.
2. **Say:** Look at the title. What do you think the story will be about? Listen to pupils' ideas.
3. Write this question on the board: What did Edward forget?
4. Point to the text on the board (see end of lesson plan).
5. **Say:** I am going to read the story. I want you to follow along and think about the question on the board.
6. Read the story to pupils. Read slowly, clearly and with expression to make the story interesting to pupils.
7. Ask pupils to answer the question on the board. Listen to pupils' answers. (Answer: Edward forgot that the school holidays had started.)
8. Write these questions on the board:
  - a. Why did Edward wake up late?
  - b. What did he do when he got out of bed?
  - c. Why was he confused when he arrived at school?
  - d. How did he pass his time?
9. Ask pupils to read the text silently and answer the questions on the board.
10. Give pupils time to read the text.
11. When pupils finish reading, ask them to work in pairs to share and compare their answers.
12. Check answers as a class. (Answers: a. He'd had a bad dream and had not slept well. b. He got dressed, grabbed his school bag and ran to school. c. There was no one around. d. He wandered (walked) around.)

### Guided Practice (15 minutes)

1. Invite different pupils to come to the board and underline any new words in the text.
2. If pupils underline 'grabbed' and 'puzzled', remind them that they have already studied these words. 'Grab' means to take something quickly and 'puzzled' means confused.

3. Write the words on the board. Ask pupils to copy the words into their exercise books as you write.
  - a. toss and turn (v)
  - b. glance (v)
  - c. panic (v)
  - d. embarrassed (adj)
  - e. wander (v)
  - f. aimlessly (adv)
  - g. forgetful (adj)
  - h. screw (v)
4. Invite pupils to come to the board and underline any of the words you wrote on the board which are not already underlined in the text.
5. Ask pupils to work in pairs. **Say:** Now I want you to read the text again. Pay attention to the new words in the text. Can you use the words around them to figure out their meaning? We call this to infer the meaning.
6. Give pupils a few minutes to read the text and try to understand the meaning of the words.
7. While pupils are reading, write the meanings on the board. Ask pupils to copy the meanings into their exercise books.
  1. move around a lot when you are sleeping
  2. walk around with no direction
  3. with no point, with no purpose
  4. someone with a bad memory
  5. attach one object to another by turning it
  6. feel ashamed – some people’s faces turn red
  7. feel sudden fear
  8. look quickly
8. Ask pupils to work in pairs to match the words to their meanings. Remind them to use the text to help them.
9. After 4-5 minutes, check answers as a class. (Answers: 1. toss and turn, 2. wander, 3. aimlessly, 4. forgetful, 5. screw, 6. embarrassed, 7. panic, 8. glance)

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

1. Point to the questions on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** I want you to discuss the text. Ask and answer the questions on the board. You do not need to write anything; just discuss the questions with your partner.
3. Move around the classroom to make sure pupils understand and are doing the task. Listen to pupils’ discussions and invite pupils to share their ideas with you.

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

1. **Ask:** Is it ever good to tell a small lie? What would you have done in Edward’s situation? Listen to pupils’ answers.

*[TEXT: EDWARD'S BAD DAY]*

Edward was late for school. He'd had a bad dream and had been tossing and turning all night long. He woke up late and started to panic. Everybody in the family was awake. Outside it was noisy in the street. Edward was late, very late. He got dressed, grabbed his school bag and ran into the street. He ran, and ran, and ran. He did not stop until he reached the school gates.




But it was so quiet. There were no pupils, no parents, no teachers. Edward was puzzled. He glanced around and then he remembered, 'Today is the first day of the school holidays!' He had forgotten. How could anybody forget the school holidays? How foolish he was!

Edward was too embarrassed to tell anyone so he spent the whole day wandering around aimlessly. He walked around hoping nobody he knew would see him. 'Where have you been?' asked his grandfather later on. He said he had been with his friends. 'I thought you had gone to school,' said his grandfather. 'I thought you'd forgotten all about the school holidays.' Edward said, 'I wouldn't do a thing like that.' But he felt stupid. He was not usually so foolish, but he was rather forgetful. He would forget his head if it was not screwed on. His grandfather smiled, 'No, I can't imagine you would.'

*[QUESTIONS]*

- a. Why was Edward tossing and turning during the night?
- b. Why did he panic?
- c. Why did he wander around aimlessly?
- d. Why did Edward lie to his grandfather?
- e. Do you think his grandfather knew the truth?

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-135	<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 underline new words from the selected passage.</li> <li>2. Read and discuss the main ideas from the selected passage.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Questions at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the questions at the end of the lesson plan on the board.</li> </ol>
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**Opening (2 minutes)**

1. **Ask:** Have you ever been to Freetown or another large city? Have pupils raise their hand to answer.
2. **Ask:** What was it like? Which do you think is better, the city or the countryside? Listen to pupils' answers.

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

1. **Say:** We are going to read another passage from the novel by Charles Dickens called *Oliver Twist*. This is a story about an orphan, a poor young boy with no parents.
2. Write the question on the board: Which city is the text about?
3. Point to the text on the board (see end of lesson plan).
4. **Say:** I am going to read the passage. I want you to listen and follow along. Try to find the answer to the question on the board.
5. Read the passage to pupils. Read slowly, clearly and with expression to make the text interesting to pupils.
6. After you finish reading, **ask:** Which city is the passage about? (Answer: London)
7. **Ask:** Where is London? (Possible answers: the capital city of England; in the UK; in Britain)
8. **Say:** Now I want you to look at the passage on the board again. Read the text silently to yourself and write down any new words in your exercise book.
9. Give pupils time to read and note the new words.
10. When pupils finish, ask them which words they wrote down. Invite different pupils to underline the words in the passage on the board.
11. If pupils say 'spot,' remind them that they have seen this word before. It means 'place'.
12. **Say:** Look at the text again. We are going to try to infer the meaning of these new words by looking at the words around them.
13. Look at the text with pupils and discuss the meaning of some of the new words. (Example answers: vast – very big; make a living – make money; train of ideas – a lot of thought; character – letters; lad – boy; bred – born and grow up in a place; intimation – knowing something indirectly)
14. Write these words and meanings on the board. Ask pupils to copy them into their exercise books as you write.

a. vast (adj)	very big
b. make a living (v)	make money to live on
c. train of ideas (n)	a lot of thoughts about something
d. lad (n)	a young boy
e. bred (past participle breed)	born and grew up somewhere
f. character (n)	another word for letter of the alphabet
g. intimation (n)	indication, knowing something indirectly

### Guided Practice (7 minutes)

1. Point to the questions on the board (see end of lesson plan).
2. Ask pupils to read the text and think about the questions.
3. Ask pupils to discuss the answers in pairs.
4. After 3 minutes, check answers as a class. (Answers: a. near London; 70 miles from London, b. sitting on the roadside; looking at a sign for London, c. thinking about London; thinking about going to London, d. make a good living, e. pupils' own answers)

### Independent Practice (8 minutes)

1. Write these phrases on the board:
  - In my opinion...
  - I believe...
  - I think that Oliver will...
  - I am not sure if he will...
2. Ask pupils to work in pairs. **Say:** With your partner, I want you to summarise the passage and give your own opinion about what you think will happen next. Do you think he will go to London? What will happen to him if he does? What will he find in London?
3. Give pupils time to discuss the questions in pairs.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. After 5 minutes, discuss the passage as a class. Invite 1-2 pupils to summarise the passage. Invite different pupils to share their ideas about what will happen next.

### Closing (3 minutes)

1. **Ask:** Do you think it is true that you can make a better living in a vast city? Listen to pupils' ideas.
2. **Ask:** Do you remember the text about the village and the city? What are some of the disadvantages of city living? (Answer: lonely, unhealthy, expensive)

[TEXT: PASSAGE FROM OLIVER TWIST BY CHARLES DICKENS]

The stone by which he was seated, bore, in large characters, an intimation that it was just seventy miles from that spot to London. The name awakened a new train of ideas in the boy's mind. London! – that great large place! – nobody – not even Mr. Bumble – could ever find him there! He had often heard the old men in the workhouse, too, say that no lad of spirit need want in London; and there




were ways of making a living in that vast city, which those who had been bred up in country parts had no idea of.

*[QUESTIONS]*

1. Where is Oliver?
2. What is he doing?
3. What is he thinking?
4. What can he do in London?
5. Do you think he will go to London?



<b>Lesson Title:</b> Direct and Indirect Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-136	<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 direct and indirect speech.</li> <li>2. Identify the characteristics of direct and indirect speech.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Texts at the end of the lesson plan</li> <li>2. Sentences at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the texts at the end of the lesson plan on the board.</li> <li>2. Write the sentences at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. **Ask:** What were you and your friend talking about before the class started. What did you say? What did your friend say? Have pupils raise their hand to answer.
2. **Say:** Today we are going to learn about direct and indirect speech.

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

1. Write the question on the board: Why does Marie love her sister?
2. Point to the first text on the board (see end of lesson plan).
3. **Say:** I am going to read the text to you. I want you to listen and follow along. While you are listening, think about the question on the board.
4. Read the text to pupils. Read slowly, clearly and with expression to make it interesting.
5. After reading, **ask:** Why does Marie love her sister? (Answer: because Marie's sister told her it was the school holidays)
6. Point to the second text on the board (see end of lesson plan).
7. Ask pupils to read the text silently. Give pupils time to read.
8. After pupils have finished reading, **ask:** Is it the same or different? (Answer: different)
9. **Ask:** What is the difference between the first and second texts? (Answer: The first is what Marie and her sister say. The second is a report of what they said.)
10. **Say:** The first text is an example of direct speech. Direct speech is what a person says exactly. The second text is an example of indirect or reported speech. This is a report of what was said, not the words exactly.
11. Write the sentence on the board: 'I'm going to school; it's eight o'clock', said Marie.
12. **Ask:** How do we know this is what Marie says? (Answer: inverted commas ( ' ' ) and the verb 'said'.
13. **Ask:** What tense is the verb in the inverted commas? (Answer: present continuous)
14. Write the sentence on the board: Marie said she was going to school; it was eight o'clock.
15. **Ask:** What tense is the action in the sentence? (Answer: past continuous)
16. **Say:** Notice that when we report what someone said we do not use inverted commas. Inverted commas are only used to show exactly the words a person said.
17. **Say:** Also notice that when we report what someone said we use a past form of the verb.
18. **Say:** Look at the texts again. The first text uses inverted commas ( ' ' ) and says the exact words of the speaker.

19. **Say:** There are reporting verbs like 'said' and 'asked' in both texts but in the second text there are no inverted commas and the verbs are in a past tense.

### **Guided Practice** (8 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** Decide which sentences have direct speech and which sentences have indirect speech. Discuss what the differences between each pair of sentences are.
3. Give pupils 5 minutes to discuss the sentences. Move around the classroom to make sure pupils understand and are doing the task.
4. Check answers as a class. (Answers: a. direct - inverted commas; b. indirect - no inverted commas; c. indirect - no inverted commas; d. direct - inverted commas; e. direct - inverted commas; f. indirect - no inverted commas; g. indirect - no inverted commas; h. direct - inverted commas)

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

1. Write the sentences on the board. Ask pupils to copy the sentences in their exercise books as you write.
  - a. It's my birthday tomorrow, she said.
  - b. They said they want to go to the party.
  - c. He told me he is buying a new football.
  - d. We love English, said the pupils.
  - e. The pupils said they are going to study hard.
2. **Say:** Look at the sentences on the board. I want you to find the mistake in each sentence and correct it.
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.
4. Check answers as a class. (Answers: a. 'It's my birthday tomorrow,' she said. b. They said they wanted to go to the party. c. He told me he was buying a new football. d. 'We love English,' said the pupils. e. The pupils said they were going to study hard.)

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

1. **Ask:** What is the difference between direct speech and indirect speech? (Answers: Direct speech is exactly what someone says. Indirect speech is a report of what was said.)
2. **Say:** Well done! Now you know some of the characteristics of direct and indirect speech. We will study more about direct and indirect speech in our next lesson.

### *[TEXT: DIRECT SPEECH]*

'I'm going to school; it's eight o'clock,' said Marie. Marie's sister asked, 'Marie, what day is it?' Marie replied, 'Thursday.' 'But it's the first day of the school holidays – you don't go to school today!' said Marie's sister. 'I love you, sister!' said Marie.




*[TEXT: INDIRECT SPEECH]*

Marie said she was going to school; it was eight o'clock. Marie's sister asked what day it was. Marie said it was Thursday. Marie's sister said it was the first day of the school holidays – she didn't go to school that day! Marie said she loved her sister!

*[SENTENCES]*

- a. 'I'm leaving,' he said.
- b. He said he was leaving.
- c. They said they would go and see what the teacher wanted.
- d. 'We will go and see what the teacher wants,' they said.
- e. 'I love you,' he told her.
- f. He told her he loved her.
- g. He said she had a test the next day.
- h. 'She has a test tomorrow,' he said.

<b>Lesson Title:</b> Direct and Indirect Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-137	<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 direct and indirect speech.</li> <li>2. Identify the characteristics of direct and indirect speech.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Table at the end of the lesson plan</li> <li>2. Checklist 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 at the end of the lesson plan on the board.</li> <li>2. Write the checklist at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Ask pupils what they remember about the last lesson. Have pupils raise their hand to answer.
2. **Say:** Today we are going to study more about direct and indirect speech.

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

1. Point to the table on the board (see end of lesson plan).
2. **Say:** Look at the table and the example sentences. **Ask:** What do you notice?
3. Give pupils time to examine the table and sentences.
4. Revise the table with pupils.
5. **Ask:** What are the main differences between direct and indirect speech? (Answers: speech marks and no speech marks; word order (indirect: He said...); verb tenses change and time words change – e.g. tomorrow changes to the following day, last night changes to the night before)
6. **Ask:** What does ‘tomorrow’ change to in indirect speech? (Answer: the following day)
7. **Ask:** What does the simple present tense change to in indirect speech? (Answer: the simple past tense)
8. **Say:** There is one more difference you need to know about.
9. Point to ‘I’ in the first example in the column for direct speech. **Ask:** What happens to ‘I’ in indirect speech?
10. Point to ‘he’ before ‘liked’ in the first example in the column for indirect speech. **Say:** In indirect speech, often we need to change the pronoun.
11. Ask pupils to copy the table into their exercise books.

### Guided Practice (10 minutes)

1. Point to the checklist on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** With your partner, I want you to complete the sentences with the words ‘direct’, ‘indirect’ or ‘direct and indirect’. Use the table to help you.
3. Move around the classroom to make sure pupils understand and are doing the task.
4. When pupils finish, check answers as a class. (Answers: a. direct, b. indirect, c. indirect, d. direct, e. direct and indirect, f. direct, g. indirect, h. indirect, i. direct, j. indirect)
5. Write the correct answers on the board.

- Ask pupils to compare their answers with the answers on the board. Tell pupils to correct any mistakes they made.

### Independent Practice (10 minutes)

- Write these sentences on the board:
  - He explained that the village was quite near the town.
  - 'The village is quite near the town,' he explained.
  - 'We will be having a test tomorrow,' the teacher announced.
  - The teacher announced we would be having a test the following day.
  - She said her friend was visiting from the USA the following month.
  - 'My friend is visiting from the USA next month,' she said.
- Say:** We are going to look at these six sentences. Decide if each sentence is direct or indirect speech.
- Ask pupils to work in pairs to share and compare their answers.
- When pupils finish, check answers as a class. (Answers: a. indirect, b. direct, c. direct, d. indirect, e. indirect, f. direct)

### Closing (2 minutes)

- Say:** Today we have talked about direct and indirect speech.
- Ask:** What are the characteristics of direct speech? What are the characteristics of indirect speech? (Answers: see completed checklist)

[TABLE: DIRECT AND INDIRECT SPEECH]




Direct speech	Indirect speech
present simple → 'I like that jacket,' he says.	past simple He said he liked that jacket.
present perfect → 'We have never been to Liberia,' they said.	past perfect They said they had never been to Liberia.
present continuous → 'He's going tomorrow,' she told us.	past continuous She told us he was going the following day.
past continuous → 'I was reading a novel last night,' I said.	past perfect continuous I said I had been reading a novel the night before.
past perfect 'They had already seen it,' they reported.	past perfect They reported they had already seen it.
future with will → 'We will go!' they said.	would They said they would go.

[CHECKLIST: DIRECT AND INDIRECT SPEECH]

- We use speech marks in \_\_\_\_ speech.
- We do not use speech marks in \_\_\_\_ speech.

- c. We use words like 'the following day' and the 'day before' in \_\_\_\_ speech.
- d. We use words like 'tomorrow' and 'last night' in \_\_\_\_\_ speech.
- e. We use reporting verbs like 'say', 'tell', 'report', 'exclaim' and 'ask' in \_\_\_\_ speech.
- f. We use the reporting verbs in present and past tenses in \_\_\_\_\_ speech.
- g. We use the reporting verbs in the simple past but not the simple present in \_\_\_\_ speech.
- h. We do not usually use present or future tenses in \_\_\_\_ speech.
- i. We can use all tenses including present tenses in \_\_\_\_\_ speech.
- j. We sometimes need to change the pronouns in \_\_\_\_\_ speech.

<b>Lesson Title:</b> Direct and Indirect Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-138	<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 change direct speech to indirect speech.</p>	 <p><b>Teaching Aids</b> 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> 1. Write the table 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 pupils what they have been studying this week. Have pupils raise their hand to answer. (Answer: direct and indirect speech)
2. Ask: Where might you see direct speech? Listen to pupils' answers.

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

1. Point to the table on the board (see end of lesson plan).
2. Ask pupils to summarise the features of direct speech and the features of indirect speech. Listen to pupils' answers.
3. Write these sentences on the board:
  - a. 'We are studying direct and indirect speech today,' said the pupils.
  - b. The pupils said...
  - c. 'I will come tomorrow,' she said.
  - d. ...
4. **Say:** We are going to change sentence A from direct speech to indirect speech in sentence B.
5. **Ask:** What is the first thing we need to change? (Answer: pronoun – from 'we' to 'they')
6. Write 'they' on the board next to 'said'.
7. **Ask:** What is the next thing we need to change? (Answer: verb tense – from present continuous to past continuous)
8. Write 'were studying direct and indirect speech' next to 'they' on the board.
9. **Ask:** Is there anything else we need to change? (Answer: Yes. We need to change 'today' to 'that day'.)
10. Write 'that day' next to 'speech' on the board.
11. The final sentence should read: The pupils said they were studying direct and indirect speech that day.
12. Ask pupils to work in pairs. **Say:** With your partner, change sentence C from direct speech to indirect speech in the blank space for sentence D.
13. Give pupils time to think about and change the sentence.
14. After pupils have written the sentence, check answer as a class. (Answer: She said she would come the following day.)

**Guided Practice (10 minutes)**

1. Point to the table on the board.
2. Ask pupils to copy the table in their exercise books.
3. After they have copied the table, ask pupils to work in pairs to put the missing words in the table.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. When pupils finish, check answers as a class. (Answers: a. liked; b. didn't think; c. was, was leaving)
6. Invite different pupils to come to the front and fill the answers in the table on the board.

**Independent Practice (10 minutes)**

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to change the direct speech to indirect speech. Change the sentences by yourself the way we changed the sentences together earlier. You have six minutes.
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.
4. When pupils finish, ask them to work in pairs to share and compare their answers.
5. Check answers as a class. (Answer: a. Bintu said she was going to school. b. We said it was Thursday that day. c. The teacher said it was the first day of the school holidays the following day. d. Edward told us he would finish it later on. e. The pupils reported they were changing direct to indirect speech.)


**Closing (3 minutes)**

1. Ask pupils questions. After a person replies ask other pupils to give the response as direct and indirect speech.
2. Repeat with other pupils.

[TABLE]

Direct speech	Indirect speech
present simple → 'I like you,' he says. 'I like you too,' she says.	past simple He said he liked me. She said she _____ him too.
present perfect → 'I have seen you before,' she said. 'No, I don't think so,' I said.	past perfect She said she had seen me before. I said I _____ so.
present continuous → 'I'm going tomorrow,' she told us. 'It's a pity you are leaving,' we said.	past continuous She told us she was going the following day. We said it _____ a pity she _____.
past continuous → 'We were writing a poem yesterday,' they said.	past perfect continuous They said they had been writing a poem the day before.






past perfect 'I had already spoken to her,' he reported.	past perfect He reported he had already spoken to her.
will  'We will do it,' they said.	would They said they would do it.

*[SENTENCES]*

- a. 'I'm going to school,' said Bintu.
- b. 'It's Thursday today,' we said.
- c. 'It's the first day of the school holidays tomorrow,' the teacher said.
- d. 'I will finish it later on,' Edward told us.
- e. 'We are changing direct to indirect speech,' reported the pupils.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-139	<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. Underline new words from the comprehension text and use them in sentences.</li> <li>2. Answer comprehension questions from the text.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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**Opening (2 minutes)**

1. **Say:** Imagine you want to encourage someone to visit Sierra Leone, what would you say? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read a text about tourism.

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

1. **Ask:** What are some of the benefits of tourism? Listen to pupils' answers.
2. Point to the text on the board (see end of lesson plan).
3. **Say:** I am going to read the text and I want you to listen and follow along.
4. Read the text slowly and clearly with expression to make it interesting to pupils.
5. Ask pupils to read the text silently. **Say:** Now I want you to read the text. See if any of the benefits of tourism we talked about are in the text.
6. After pupils finish reading, check if any of the benefits they talked about are in the text.
7. Ask pupils to read the text again and write down 2 benefits of tourism mentioned in the text.
8. Give pupils time to read and write.
9. Check answers as a class. (Answers: Tourism brings jobs, money, and infrastructure. Tourism can help countries recover from recent problems. Tourism can make people feel proud of their country.)

**Guided Practice (15 minutes)**

1. Ask pupils to come to the board and underline any new words in the text.
2. If pupils underline 'invest', remind them that they have already studied this word. 'Invest' means to put money into something like a house or a business.
3. Write these words on the board. Ask pupils to copy them into their exercise books as you write.
  - f. role (n)
  - g. revenue (n)
  - h. infrastructure (n)
  - i. showcase (v)
  - j. vibrant (adj)
  - k. citizens (n)

- l. dispel (v)
  - m. foreigner (n)
  - n. flock (v)
4. If pupils did not underline any of these words, underline them in the text on the board now.
  5. **Say:** Let's look at the text again. I want you to work in pairs to figure out the meaning of the words. Remember you can infer the meaning by looking at the words around a new word in the text.
  6. Write the meanings on the board. Ask pupils to copy the meanings into their exercise books as you write.
    1. come in large numbers
    2. people of a specific country
    3. person from a different country
    4. show the best of
    5. money someone (usually government) make
    6. buildings and structures
    7. full of life and energy
    8. make disappear
    9. part
  7. Ask pupils to work in pairs. **Say:** I want you to match the words to their meanings. Remember to use the text to help you.
  8. After 3-4 minutes, check answers as a class. (Answers: 1. flock, 2. citizens, c. foreigner, d. showcase, e. revenue, f. infrastructure, g. vibrant, h. dispel, i. role)
  9. Ask pupils to make sure the new words and their meanings are matched correctly in their exercise books.

### **Independent Practice** (6 minutes)

1. Write these sentences on the board:
  - a. Tourism makes money and work for a country.
  - b. Tourism can help a country progress.
  - c. The opinions of foreigners who visit the country are not important.
2. **Say:** I want you to read the text again and decide if the sentences are true or false.
3. Ask pupils to discuss the answers in pairs.
4. Check answers as a class. (Answers: a. True – the writer says a country can earn revenue from tourism and tourism creates jobs. b. True – the writer uses words such as 'development', 'invest in infrastructure' and 'move forward.' c. False – their opinion is important as they will tell others and if they have a good opinion more tourists will come.)

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

1. **Ask:** Do you think tourism can benefit Sierra Leone? Why or why not? What does Sierra Leone have to offer foreigners and tourists? Listen to pupils' answers.

*[TEXT: TOURISM]*




Tourism plays an important role in a country's development. It can bring in much needed revenue, encourage governments to invest in infrastructure such as roads and showcase the best a country has to offer to the outside world.

In many cases, tourism can help countries recover from war, natural disasters and other troubles. By focusing on the positive aspects of a country such as its natural beauty, history and vibrant culture, tourism can contribute to leaving the past behind and moving forward.

Tourism creates jobs, helps citizens feel proud of their country and can help dispel negative perceptions that foreigners may have about a place. If tourists leave a country with a positive image, they will spread the word and soon others will flock to explore for themselves.

To sum up, tourism has many advantages and can benefit a country and its people in many different ways.

<b>Lesson Title:</b> Comprehension: Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-140	<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 new words in a text.</li> <li>2. Read and discuss the main ideas from the selected text.</li> <li>3. Write a summary of chapters read.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Questions at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the questions at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. Ask pupils what they know about Sierra Leone's independence. Have pupils raise their hand to answer.
2. **Say:** We are going to read a passage from a book called *A Grain of Wheat* by Ngũgĩ wa Thiong'o which takes place just before Kenyan independence.
3. Write the title of the book and the author on the board.

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

1. **Ask:** Do you know what a grain of wheat is? What do you think the book is about? Listen to pupils' answers.
2. Write the words and their meanings on the board. Ask pupils to work in pairs and match the words to their meanings. Remind pupils to use the text to help them infer the meaning of new words.

- |              |                                |
|--------------|--------------------------------|
| 1. sooty     | taken prisoner                 |
| 2. thatch    | black and dirty                |
| 3. rebellion | to say something is not true   |
| 4. haunted   | to be killed with a rope       |
| 5. captured  | straw roof                     |
| 6. hanged    | a fight against the government |
| 7. deny      | worried by bad thoughts        |

(Answers: 1. black and dirty, 2. straw roof, 3. a fight against the government, 4. worried by bad thoughts, 5. taken prisoner, 6. killed with a rope, 7. to say something is not true)

3. Ask pupils to write the words and their meanings in their exercise books.

**Guided Practice (10 minutes)**

1. **Say:** I am going to read the first two lines of the book. I want you to listen and then answer these questions: Is Mugo calm? Where is he?
2. Write the questions on the board.
3. Read the listening text to the pupils. Read slowly and clearly with expression to make it interesting to pupils.

Mugo felt nervous. He was lying on his back and looking at the roof. Sooty locks hung from the fern and grass thatch and all pointed to his heart.

4. **Ask:** Is Mugo calm? Where is he? (Answer: No, he is nervous, anxious, and worried. He is lying in a house or hut.)
5. **Say:** Now you are going to find out more about the story.
6. Point to the text and the questions on the board (see end of lesson plan).
7. **Say:** I want you to read the text and answer these questions.
8. Give pupils time to read and answer the questions. Move around the classroom to make sure pupils understand and are doing the task.
9. When pupils finish, ask them to share and compare their answers in pairs.
10. Check answers as a class. (Answers: 1. 1963, 2. Kenya, 3. Mau Mau rebellion; Kenya's Independence, 4. Mugo, 5. a speech; be their leader, 6. a rebel who was hanged, 7. knowing about Kihika)

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

1. Ask pupils to work in pairs. **Say:** I want you to write a summary of what you know about *A Grain of Wheat*. Use the questions and your answers to help you.
2. Move around the classroom to make sure pupils understand and are doing the task.
3. As you move around, look at pupils' sentences and note some common mistakes. Write 2-3 example sentences on the board and underline the mistakes.
4. Ask pupils to help you correct the mistakes you wrote on the board.
5. **Say:** Now I want you to look at your summary. Did you make any of these mistakes?
6. Give pupils time to correct their work.

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

1. Invite 1-2 pairs to read their summary to the class.
2. **Say:** Practise writing summaries of articles, chapters or books you read. Use a dictionary to help you with new words or ask people who you know who speak English well. Practise reading and writing a lot because it will help you with grammar and vocabulary.

#### *[TEXT: SUMMARY OF A GRAIN OF WHEAT]*




Set in 1963 after the Mau Mau rebellion and just before Kenya's independence from Britain, '*A Grain of Wheat*' follows the lives of a group of villagers. At the centre of it all is the quiet Mugo, the village's chosen hero and a man haunted by a terrible secret.

At the beginning of the story, several villagers come to Mugo's door. They ask him to speak at the Uruhu (independence) celebration and become a leader. They ask him about Kihika, a rebel fighter from the village who was captured and publicly hanged. Mugo denies knowing anything about Kihika's death and says he will think about making the speech.

#### *[QUESTIONS]*

1. When does the story take place?
2. In what country does it take place?
3. What was happening at this time?
4. Who is the main character?
5. What do the villagers want Mugo to do?
6. Who is Kihika?
7. What does Mugo deny?

<b>Lesson Title:</b> Sentences	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-141	<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 features of sentences.</li> <li>2. Identify simple, compound and complex sentences and explain the differences between them.</li> </ol>	 <p><b>Teaching Aids</b> Sentences at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the sentences at the end of the lesson plan on the board.</p>
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### Opening (3 minutes)

1. Write the letter 'm' on the board.
2. **Say:** I want you to write a sentence as fast as you can. Use words that begin with the letter 'm'. For example, Marie makes my morning meal on Monday. Raise your hand as soon as you finish writing your sentence. Begin!
3. Give pupils 30 seconds to write their sentence. Invite 2-3 pupils to read their sentence.
4. **Say:** Today we are going to learn about three types of sentences: simple, compound and complex.

### Introduction to the New Material (13 minutes)

1. **Ask:** What does a sentence always have at the beginning and the end? (Answers: begins with an upper case letter and ends with a full stop)
2. **Ask:** What else does a sentence have? (Example answers: verbs, nouns, determiners, conjunctions, prepositions, pronouns, adverbs, adjectives, punctuation)
3. Write this sentence on the board: Water flows freely from the well.
4. **Ask:** What parts of speech can you see in this sentence? Have pupils raise their hand to answer. (Answers: nouns, a verb, an adverb, a preposition, a determiner)
5. **Ask:** What is the subject in the sentence? (Answer: water)
6. **Ask:** What is the verb in the sentence? (Answer: flows)
7. **Say:** A subject and a verb together make a clause.
8. Write the sentence structure on the board: subject + verb = clause
9. **Say:** We can have more than one clause in a sentence because sometimes a sentence has more than one idea or clause.
10. **Ask:** Can you tell me some words that can join two clauses together? (Example answers: so, and, but, because, although)
11. Write these sentences on the board:
  - a. I like butternut squash.
  - b. I like butternut squash but I don't like pumpkin.
  - c. I like the butternut squash when my aunt cooks it.
12. **Say:** In English, there are different types of sentences. We are going to look at simple sentences, compound sentences and complex sentences.



13. **Say:** A simple sentence has only one independent clause. **Ask:** Which of the sentences on the board is a simple sentence? (Answer: a. I like butternut squash.)
14. **Say:** A compound sentence has two independent clauses. A compound sentence is when we combine two sentences into one using a connecting word. **Ask:** Which of the sentences on the board is a compound sentence? (Answer: b. I like butternut squash but I don't like pumpkin.)  
**Say:** There are two sentences here: 'I like butternut squash.' 'I don't like pumpkin.' They are connected by 'but'.
15. **Say:** A complex sentence has at least one independent clause and one dependent clause. Look at sentence c. Notice that 'when my aunt cooks it' cannot stand alone as a complete sentence. It is dependent on the first part of the sentence, 'I like butternut squash.'

### Guided Practice (12 minutes)

1. Write the following sentences on the board. Ask pupils to copy the sentences into their exercise books as you write.
  - a. I live with my parents.
  - b. The teacher speaks clearly.
2. **Ask:** What kind of sentences are these? (Answer: simple sentences) **Ask:** Why? (Answer: There is only one subject and one verb – so only one clause.)
3. **Say:** Look at the first sentence. **Ask:** What is the subject? (Answer: I) **Ask:** What is the verb? (Answer: live)
4. **Say:** Now look at the second sentence. **Ask:** What is the subject? (Answer: teacher) **Ask:** What is the verb? (Answer: speaks)
5. Point to the sentences on the board (see end of lesson plan).
6. Ask pupils to work in pairs. **Say:** With your partner, read the sentences and decide if they are simple sentences, compound sentences or complex sentences. Discuss why.
7. Move around the classroom to make sure pupils understand and are doing the task.
8. Check answers as a class. (Answers: a. simple – one independent clause b. compound – two independent clauses; the sentence can be written as two simple sentences and the sentences joined by 'so'. c. compound – two independent clauses; the sentence can be written as two simple sentences and the sentences joined by 'but' d. simple – one independent clause e. compound – compound – two independent clauses; the sentence can be written as two simple sentences and the sentences joined by 'but' f. complex; The second part of the sentence is dependent on the first and cannot stand alone as a sentence – it needs the first part of the sentence.)

### Independent Practice (5 minutes)

1. **Say:** We have looked at examples of simple, compound and complex sentences. Now I want you to write one example of each type of sentence. Use the sentences on the board to help you.
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. After 3 minutes ask pupils to stop writing.
4. Ask pupils to work in pairs to share and compare their sentences.




**Closing** (2 minutes)

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

*[SENTENCES]*

- a. We like English.
- b. We love speaking in English so we practise all the time.
- c. We like English but we don't like studying grammar.
- d. I have a grammar book.
- e. I have a grammar book but I don't use it.
- f. I have a grammar book which is very old.

<b>Lesson Title:</b> Sentences	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-142	<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 simple sentences.</li> <li>2. Use simple sentences correctly.</li> </ol>		<p><b>Teaching Aids</b> Sentences at the end of the lesson plan</p>		<p><b>Preparation</b> Write the sentences at the end of the lesson plan on the board. (Note: There are three groups of sentences.)</p>
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### Opening (3 minutes)

1. **Say:** Yesterday we learned about simple, compound and complex sentences.
2. **Ask:** What types of words form sentences? Have pupils raise their hand to answer. (Example answers: subjects, verbs, nouns, determiners, conjunctions, prepositions, pronouns, adverbs, adjectives, punctuation, clauses)
3. **Say:** Today we are going to practise using simple sentences.

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

1. **Ask:** What is a clause? (Answer: subject + verb)
2. **Ask:** How many clauses does a simple sentence have? (Answer: 1)
3. Point to the sentences on the board (see end of lesson plan).
4. **Ask:** What is the subject of each sentence? (Answers: a. My sister b. My brother, Jusu, and I c. My cousin d. a cat)
5. **Ask:** What is the verb in each sentence? (Answers: a. speaks, b. are going, c. crashed, d. was)

### Guided Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books.
3. Give pupils time to copy the sentences.
4. Ask pupils to work in pairs. **Say:** With your partner, I want you to decide if the sentences on the board are simple sentences. If they are simple sentences write 'Yes' next to them if they are not, write 'No' next to them.
5. Move around the classroom to make sure pupils understand and are doing the task.
6. When pupils finish, check answers as a class. (Answers: 1. No, it is not a simple sentence because there are two independent clauses which can stand alone. 2. Yes, it is a simple sentence because there is one subject and verb so only one clause. 3. Yes, it is a simple sentence as there is a subject and a verb so one clause. 4. No, it is not a simple sentence because there is an independent clause and a dependent clause – 'which everyone in my family loves' is dependent on the first clause so it cannot stand alone – it is a complex sentence.)

### Independent Practice (14 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Ask:** Are these simple sentences? (Answer: no)
3. **Ask:** Why not? (Answer: They have more than one clause.)

4. Ask pupils to copy the sentences in their exercise books.
5. Give pupils time to copy the sentences.
6. **Say:** I want you to identify the clauses in each sentence. In each sentence underline the clauses.
7. Give pupils time to read the sentences and underline the clauses.
8. **Say:** Now that you have identified the clauses, I want you to make two simple sentences from the one long sentence.
9. After pupils have finished writing, ask them to work in pairs to compare their sentences.
10. Check answers as a class. (Answers: a. We study many subjects at school. It is difficult to remember everything. b. He won a prize at school. Everyone celebrated his success. c. Last night there was a huge storm. It rained all night. d. They could not go to school yesterday. The bridge was broken.)
11. Ask pupils to write 3 sentences in their exercise books. They must write 1 simple sentence, 1 compound sentence and 1 complex sentence.
12. Give pupils 3 minutes to write their sentences.
13. Ask pupils to work in pairs. **Say:** Exchange your exercise book with a partner. I want you to look at your partner's sentences. Identify the simple sentence.
14. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

**Closing** (2 minutes)

1. **Ask:** What can you tell me about simple sentences? (Answers: They have a subject and a verb. They have only one clause.)
2. **Say:** Next lesson we will learn more about compound sentences.

*[SENTENCES: INTRODUCTION TO NEW MATERIALS]*

- a. My sister speaks a little French.
- b. My brother, Jusu, and I are going to Freetown next week.
- c. My cousin crashed his motorcycle in the rain yesterday.
- d. There was a little cat with a yellow collar around its neck in the garden!




*[SENTENCES: GUIDED PRACTICE]*

- a. My Senegalese friend speaks French but she doesn't speak English.
- b. We are going to buy some pens and paper.
- c. Dennis and Pauline went for a walk in the rain yesterday.
- d. We have a little bird which everyone in my family loves.

*[SENTENCES: INDEPENDENT PRACTICE]*

- a. We study many subjects at school and it is difficult to remember everything.
- b. He won a prize at school so everyone celebrated his success.
- c. Last night there was a huge storm and it rained all night.
- d. They could not go to school yesterday because the bridge was broken.

<b>Lesson Title:</b> Sentences	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-143	<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 underline compound sentences.</li> <li>2. Use compound sentences correctly.</li> </ol>	 <p><b>Teaching Aids</b> Texts at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the texts at the end of the lesson plan on the board. (Do not underline any sentences when writing on the board.)</p>
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### Opening (3 minutes)

1. **Ask:** What crops are grown in Sierra Leone? Have pupils raise their hand to answer.
2. **Say:** Today we are going to read about cassava and bananas and practise using compound sentences.

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

1. Point to the text about cassava on the board (see end of lesson plan).
2. **Say:** I am going to read the text. I want you to listen and follow along. Pay attention to the types of sentences in the text.
3. Read the text to pupils. Read slowly and clearly with expression to make the text interesting.
4. **Say:** Last lesson we studied simple sentences. I want you to read the text and write down the simple sentences. Remember, simple sentences are sentences with one clause – a subject and a verb.
5. When pupils finish, invite pupils to come to the front and underline the simple sentences on the board. (Answers: see text at end of lesson plan)
6. **Ask:** What is a compound sentence? Listen to pupils' answers.
7. **Say:** A compound sentence has two or more independent clauses. This means that we can make two or more simple sentences from one compound sentence.
8. Ask pupils if they can see any compound sentences in the text. Circle the compound sentences on the board. (Answer: Today cassava is grown in many parts of Africa but it originates from South America. The largest producer of cassava is Brazil but Thailand is the main exporter.)
9. **Say:** Remember, a compound sentence must have two independent clauses that can stand alone as a sentence. For example, 'Today cassava is grown in many parts of Africa. It originates from South America.'
10. **Ask:** How can we separate the compound sentence, 'The largest producer of cassava is Brazil but Thailand is the main exporter' into two simple sentences? (Answer: The largest producer of cassava is Brazil. Thailand is the main exporter.)

### Guided Practice (10 minutes)

1. Point to the text about bananas on the board (see end of lesson plan).
2. Ask pupils to copy the text in their exercise books.
3. Give pupils time to write.

4. Ask pupils to work in pairs. **Say:** With your partner, underline the compound sentences in the text.
5. When pupils finish, check answers as a class. (Answers: see text at end of lesson plan)
6. **Say:** Now with your partner change the compound sentences into simple sentences.
7. Check answers as a class. (Answers: 1. They grow well in tropical climates. They are quite easy to produce. 2. Bananas are delicious. They have many health benefits. 3. Bananas and plantains come from the same family. They are different in taste. 4. Bananas are sweet. Plantains have lower sugar content.)

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

1. Write these words on the board: pineapples, rice, sweet potatoes, maize.
2. **Say:** We are going to practise writing compound sentences. I want you to write four compound sentences using the words on the board.
3. Give pupils 5 minutes to write their sentences.
4. 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. Take note of 2-3 common mistakes pupils are making. Write examples of these mistakes on the board.
6. **Ask:** Are these sentences correct? Are these compound sentences? Listen to pupils' answers. Correct the mistakes as a class.
7. Ask pupils to exchange their exercise books with a partner to share and compare their sentences.

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

1. Invite as many pupils as possible to share a compound sentence with the class.
2. Ask the rest of the class to identify the 2 independent clauses in the compound sentence.




#### *[TEXT: CASSAVA]*

Today cassava is grown in many parts of Africa but it originates from South America. Portuguese traders brought it to Africa many years ago. It has become a staple crop in most parts of central and western Africa. Cassava is a tropical root crop that needs warm weather. The largest producer of cassava is Brazil but Thailand is the main exporter. Nigeria is the third largest producer of cassava in the world. Cassava is a good source of low-cost carbohydrate.

#### *[TEXT: BANANAS]*

Bananas are an ancient crop. They grow well in tropical climates and they are quite easy to produce. The word 'banana' probably comes from a Congolese language or Arabic. In Arabic the word 'banana' means finger or toe. Bananas are delicious and they have many health benefits. Bananas and plantains come from the same family but they are different in taste. Bananas are sweet but plantains have lower sugar content.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-144	<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 underline new words from the comprehension passage.</li> <li>2. Read and discuss a longer comprehension passage.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. True/false statements at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the true/false statements at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Say:** I want you to write down as many big African cities as you can think of. You have one minute.
2. After a minute, invite 2-3 pupils to read their lists to the class.
3. **Say:** Today we are going to read an article about the biggest city in Africa.

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

1. Ask pupils to guess which the biggest city in Africa is. Have pupils raise their hand to answer.
2. Point to the text on the board (see end of lesson plan).
3. **Say:** I am going to read the article and I want you to listen and follow along. While I am reading think about the African cities.
4. Read the text to pupils. Read slowly and clearly with expression to make the text interesting.
5. **Say:** Now I want you to read the text silently. Look for the five largest African cities and number them from biggest to smallest. Number 1 is the largest city.
6. Give the pupils time to read the text and answer the question.
7. **Ask:** What are the five largest African cities in size? (Answer: Lagos, Cairo, Kinshasa, Luanda, Nairobi)
8. **Say:** Look at the text again. Tell me any words that you do not know.
9. Wait for pupils to tell you the words. Underline the words in the text on the board.
10. Explain the meaning of the words pupils do not know. Remind them that they already know some of the words. 'Huge' and 'vast' are synonyms for very big and 'infrastructure' describes all the buildings and structures of a place.
11. Write these words on the board:
  - a. territory (n)
  - b. magnificent (adj)
  - c. diverse (adj)
  - d. diversity (n)
  - e. treble (adj)
  - f. decrease (v)
  - g. set to (v)
12. Ask pupils to read the text again. Tell them to try and understand or infer the meaning of the words using the words around them in the text.

13. **Ask:** Which word means part of a country that is under the control of a larger country but not formally? (Answer: territory) **Ask:** Which words are the adjective and noun meaning very different or with a lot of differences? (Answer: diverse, diversity) **Ask:** Which word means to go down in number? (Answer: decrease) **Ask:** Which word means that it is believed that it will...? (Answer: set to) **Ask:** Which word means three times? (Answer: treble) **Ask:** Which word means very, very beautiful and good? (Answer: magnificent)

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

1. Write the sentences on the board. Ask pupils to copy the sentence while you are writing.
  - a. There are \_\_\_\_\_ peoples, languages and cultures in Africa.
  - b. The number of people in extreme poverty is \_\_\_\_\_.
  - c. The population of Africa is \_\_\_\_\_ grow?
  - d. Africa is beautiful. In fact, it is \_\_\_\_\_.
2. Ask pupils to work in pairs. **Say:** With your partner, complete the sentences with one of the new words.
3. Check answers as a class. (Answers: a. diverse b. decreasing c. set to d. magnificent)
4. Ask pupils to work in pairs again. **Say:** Discuss with your partner if you agree with the sentences.

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

1. Point to the questions on the board (see end of lesson plan).
2. **Say:** Now read the text again and decide if these sentences are true or false.
3. Give pupils 5 minutes to read and answer the questions.
4. When they finish, ask pupils to work in pairs to share and compare their answers.
5. Check answers as a class. (Answers: a. False – according to the United Nations there are 57 countries and territories. b. True c. False – Luanda is bigger than Freetown. d. False – there are many languages. e. True)
6. Ask pupils to work in pairs. **Say:** With your partner discuss if you would prefer to live in a big city like Lagos or a smaller city like Freetown. **Ask:** What are some of the advantages and disadvantages of these cities?
7. Move around the classroom to check pupils understand and are doing the task.

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

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

#### *[TEXT: BIG AFRICAN CITIES]*

Africa is a vast continent with a large number of different countries. In fact, the United Nations lists 57 countries and territories in Africa with a combined population of 1.216 billion people. Africa is a diverse continent with a variety of landscapes, cultures, people, traditions and languages. In fact, nobody knows exactly how many languages are spoken, but it is somewhere between 1500 and 2000. Africa is becoming more and more renowned for magnificent scenery, its wildlife, its diverse tribes, its rich cultural diversity, its warm welcome and its emerging cities.






Some of the cities on the continent are huge. The African city with the largest population is Lagos in Nigeria which has over 21 million people. That is more than treble the size of the entire population of Sierra Leone! The second biggest Africa city is Cairo in Egypt, which has about 20 million people and the third biggest is Kinshasa in DRC which has a population of 13 million people. Then the cities start to decrease in size with Luanda in Angola at 6.5 million people and Nairobi in Kenya with 3.5 million. In contrast, in Sierra Leone the population of Freetown is just over a million people.

Africa is rising and set to grow in terms of its economy, infrastructure and population. Many countries are looking towards Africa for trade, education and other ties.

*[TRUE/FALSE]*

- a. There are 60 African countries.
- b. Lagos has more people than the whole of Sierra Leone.
- c. Freetown is bigger than Luanda.
- d. There are only a few languages in Africa.
- e. The population of Sierra Leone is bigger than the population of Nairobi.

<b>Lesson Title:</b> Comprehension: Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-145	<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 underline new words from the selected text.</li> <li>2. Read and discuss main ideas from the selected text.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Matching vocabulary activity at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the matching vocabulary activity at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. **Ask:** Do you remember the last time we met the boy with no parents, Oliver Twist? Where was he? Where was he going? Have pupils raise their hand to answer. (Answer: He was on the roadside, 70 miles from London. He was going to London.)
2. **Say:** Today we are going to read another passage from *Oliver Twist*.

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

1. **Ask:** What is the story about? (Answer: a poor young boy with no parents)
2. **Say:** Oliver has arrived just outside London and he meets another boy called Jack Dawkins.
3. Point to the text on the board (see end of lesson plan).
4. **Say:** I am going to read the text. I want you to listen and follow along.
5. Read the text slowly and clearly with expression.
6. After reading the text, **ask:** What is the text about? (Answer: It is a description of Jack Dawkins.)
7. **Say:** There are a lot of difficult and new words in the text. We can still answer questions about the text when we do not understand all the words.
8. Write these questions on the board:
  - a. Is Jack Dawkins tall?
  - b. Does Jack Dawkins seem like a young boy?
  - c. What does Jack Dawkins look like?
  - d. What is Jack Dawkins wearing?
9. Ask pupils to work in pairs and answer the questions.
10. After a couple of minutes, check answers as a class. (Answers: a. No, he is short. b. No, he seems like man. c. He is common-faced, dirty and ugly. d. a hat, a man's coat and a shirt – the words 'cuffs' and 'sleeves' tell us this)
11. **Say:** Well done. There are many new words but you answered the questions.

### Guided Practice (12 minutes)

1. **Say:** We are not going to study all the new words, but we are going to study the most important ones which help us describe people.
2. Ask pupils to copy the text in their exercise books.
3. Give pupils time to write.
4. **Say:** Underline the adjectives which describe a person.

5. Check that pupils have underlined these words: snub-nosed, flat-browed, common-faced, dirty, sharp, ugly.
6. Point to the matching vocabulary activity on the board (see end of lesson plan).
7. Ask pupils to work in pairs. **Say:** With your partner match the adjectives to the correct meaning.
8. Check answers as a class. (Answers: a. flat-browed b. snub-nosed c. ugly d. sharp e. common-faced)

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

1. Write this sentence on the board: In my opinion, the character of Jack Dawkins is...
2. Ask pupils to work in pairs. **Say:** Look at the text and think about the character. Discuss Jack Dawkins with your partner. I want you to describe Jack Dawkins in your own words.
3. Give pupils time to think and discuss.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. After 3 minutes invite a few pupils to describe Jack Dawkins to the class.
6. **Say:** Work in pairs again. Predict what you think will happen next. Do you think Oliver and Jack will become friends? What will happen if they do? Do you think that Jack will cause problems for Oliver?
7. After 2 minutes, invite pupils to share their ideas with the class.

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

1. **Say:** We will meet Oliver again and find out what happens to him. We know he has no parents and he is going to London to earn some money. We know he has just met Jack Dawkins. We also think Jack may cause some problems for Oliver.

### *[TEXT: FROM OLIVER TWIST BY CHARLES DICKENS]*




He was a snub-nosed, flat-browed common-faced boy enough; and a dirty a juvenile as one would wish to see; but he had all the airs and manners of a man. He was short for his age: with rather bow-legs, and little sharp, ugly eyes. His hat was stuck on the top of his head so lightly, that it threatened to fall off at every moment – and would have done so, very often, if the wearer had not had a knack of every now and then giving his head a sudden twitch, which brought it back to its old place again. He wore a man's coat, which reached nearly to his heels. He had turned the cuffs back, half-way up his arm, to get his hands out of his sleeves; apparently with the ultimate view of thrusting them into the pockets of his corduroy trousers; for there he kept them.

### *[MATCHING VOCABULARY ACTIVITY]*

- a. the front, top part of the face is level
- b. short and wide (used to describe the body part we smell with)
- c. the opposite of handsome or beautiful
- d. very focused and intelligent
- e. very ordinary/usual looking

- snub-nosed
- flat-browed
- common-faced
- sharp
- ugly

<b>Lesson Title:</b> Sentences	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-146	<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 underline complex sentences.</li> <li>2. Use complex sentences correctly.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sentences at the end of the lesson plan</li> <li>2. Sentence starters at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences at the end of the lesson plan on the board.</li> <li>2. Write the sentence starters at the end of the lesson plan on the board.</li> </ol>
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### Opening (3 minutes)

1. Ask pupils if they remember the text they read yesterday about Africa. **Ask:** What do you remember? Have pupils raise their hand to answer. Listen to pupils' answers.
2. **Say:** Today we are going to look at some sentences about Africa and practise using complex sentences.

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

1. Write this sentence on the board: The African city with the largest population is Lagos which has over 21 million people.
2. **Ask:** Is this a simple sentence? (Answer: no) **Ask:** Is this a compound sentence? (Answer: no)
3. **Ask:** What type of sentence is this? (Answer: a complex sentence) **Ask:** Why? (Answer: The second part of the sentence 'which has 21 million people' is dependent on the first part of the sentence and cannot be a sentence on its own. It has two clauses – an independent clause and a dependent clause.
4. **Say:** A complex sentence has two clauses, an independent clause and a dependent clause. The important thing is that a dependent clause cannot be a sentence alone.
5. **Say:** Let's see how we can make a simple sentence into a complex one.
6. Write these sentences on the board. Ask pupils to copy the sentences into their exercise books as you write.

Africa is a vast continent. It is renowned for its landscapes and wildlife.

Africa is a vast continent which is renowned for its landscapes and wildlife.

Nelson Mandela was a revolutionary. He became the President of South Africa.

Nelson Mandela was a revolutionary who became the President of South Africa.

7. **Say:** We use words like 'who' and 'which' to make a complex sentence. **Ask:** When do we use 'who' and when do we use 'which' in complex sentences? (Answer: 'Who' refers to people and 'which' refers to places and objects)
8. **Say:** We can also use 'when' in complex sentence to refer to time. For example, 'My parents were working in Ghana when I was born.'

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

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** Look at the sentences and decide which sentences are simple, which ones are compound and which ones are complex.
3. Give pupils time to discuss in pairs.
4. Check answers as a class. (Answers: simple – b, d; compound – c, f; complex – a, e, g)

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

1. **Say:** We have looked at complex sentences and now we are going to practise writing them correctly.
2. Point to the sentences on the board.
3. Ask pupils to work in pairs. **Say:** With your partner, I want you to rewrite sentences b, c, d and f to make them complex sentences. Use the other complex sentences on the board to help you. You have five minutes.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. When pupils finish, check answers as a class. (Answers: a. Ghana, which is in the west of Africa, has a coastline. c. Sierra Leone, which is in the west of Africa, has a long coastline. d. Algeria, which is in North Africa, is a vast country. f. Uganda is a large country in East Africa which has a population of about 40 million.)
6. Point to the sentence starters on the board (see end of lesson plan).
7. **Say:** Look at the beginnings of the sentences. I want you to complete these sentences. You are going to use 'who' or 'which' to write complex sentences.
8. **Say:** Let's do the first one together. What do we know about bananas? **Say:** Bananas are a crop which grow in Africa. (Write the sentence on the board.)
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.
10. Take note of 2-3 common mistakes pupils are making. Write examples of these mistakes on the board.
11. **Ask:** Are these sentences correct? Are these compound sentences? Listen to pupils' answers. Correct the mistakes as a class.
12. Ask pupils to work in pairs to share and compare their sentences.
13. When pupils finish, invite a few pupils to come to the board and write their sentences. (Example answers: 1. Bananas are a crop which grows in tropical climates. 2. Nelson Mandela was a revolutionary who became President of South Africa. 3. Freetown is a city which has a population of about 1 million. 4. John Augustus Aboymoi-Cole was a Sierra Leonean doctor who had many skills.)

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

1. **Ask:** What can you tell me about complex sentences? Can you give me some examples of complex sentences? Listen to pupils' sentences.




*[SENTENCES]*

- a. The Gambia, which is in West Africa, is one of the smallest countries on the continent.
- b. Ghana is in the west of Africa. It has a coastline.
- c. Sierra Leone is the west of Africa and it has a long coastline.
- d. Algeria is in North Africa. It is a vast country.
- e. DRC, which is the second largest country in Africa, is in central Africa.
- f. Uganda is a large country in East Africa and it has a population of about 40 million.
- g. Rwanda is a small country in East Africa which has a population of about 12 million.

*[SENTENCE STARTERS]*

1. Bananas are a crop...
2. Nelson Mandela was a revolutionary...
3. Freetown is a city...
4. John Augustus Abayomi-Cole was a Sierra Leonean doctor...

<b>Lesson Title:</b> Sentences	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-147	<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 simple, compound and complex sentences.</li> <li>2. Use simple, compound and complex sentences correctly.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Sentences at the end of the lesson plan</li> <li>2. Text and example answers at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences at the end of the lesson plan on the board.</li> <li>2. Write the text at the end of the lesson plan on the board.</li> </ol>
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### Opening (2 minutes)

1. **Ask:** What are the three types of sentences we have been studying? Have pupils raise their hand to answer. (Answer: simple, complex and compound sentences.)
2. **Say:** Today we are going to look at all three types of sentences.

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

1. Write this sentence on the board: I am Musa.
2. **Ask:** What type of sentence is this? (Answer: simple sentence)
3. **Ask:** What is the subject in the sentence? (Answer: I)
4. Underline the subject in the sentence on the board.
5. **Ask:** What is the verb in the sentence? (Answer: am)
6. Underline the verb in the sentence on the board.
7. **Ask:** How many clauses are in the sentence? (Answer: 1)
8. Write the sentence on the board: I am Musa and I come from Bombali district.
9. **Ask:** What type of sentence is this? (Answer: compound sentence)
10. **Ask:** What are the subjects in the sentence? (Answer: 'I' – 2 times)
11. Underline the subjects in the sentence on the board.
12. **Ask:** What are the verbs in the sentence? (Answer: am; come from)
13. Underline the verbs in the sentence on the board.
14. **Ask:** How many clauses are in the sentence? (Answer: 2)
15. **Ask:** Can the clauses stand alone as their own sentences? (Answer: yes)
16. Write the sentence on the board: I am Musa and I come from Bombali district which is in the northern province of Sierra Leone.
17. **Ask:** What type of sentence is this? (Answer: complex sentence)
18. **Ask:** What are the subjects in the sentence? (Answer: 'I' – 2 times)
19. Underline the subjects in the sentence on the board.
20. **Ask:** What are the verbs in the sentence? (Answer: am; come from; is)
21. Underline the verbs in the sentence on the board.
22. **Ask:** How many clauses are in the sentence? (Answer: 3)
23. **Ask:** Can the clauses stand alone as their own sentences? (Answer: 'I am Musa' and 'I come from Bombali district' can stand alone, but 'which is in the northern province of Sierra Leone' cannot stand alone as a sentence. It depends on the clause 'I come from Bombali district.' In this sentence, there are two independent clauses and one dependent clause so it is a complex sentence.)



24. **Ask:** What is the difference between a simple sentence, a compound sentence and a complex sentence? (Answer: A simple sentence has one clause – subject + verb. A compound sentence has two clauses but each clause can stand alone – they don't depend on each other. A complex sentence has two or more clauses including a dependent clause.)

**Guided Practice** (8 minutes)

1. Write the table on the board. Ask pupils to copy the table into their exercise books as you write.

Simple sentences	Compound sentences	Complex sentences

2. Point to the sentences on the board (see end of lesson plan).  
 3. Ask pupils to work in pairs. **Say:** With your partner decide if the sentence is simple, compound or complex. Write the sentence in the correct column.  
 4. Move around the classroom to make sure pupils understand and are doing the task.  
 5. When pupils finish, check answers as a class. (Answers: simple sentences – b, g; compound sentences – a, d; complex sentences – c, e, f)

**Independent Practice** (13 minutes)

1. Point to the text on the board (see end of lesson plan).  
 2. Read the text to pupils. Read slowly, clearly and with expression to make it interesting.  
 3. Ask pupils to copy the text in their exercise books.  
 4. Give pupils time to write.  
 5. **Say:** I want you to read the text to yourself. Look at each sentence. All of the sentences in the text are simple sentences. I want you to change the simple sentences to compound and complex sentences.  
 6. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.  
 7. Ask pupils to exchange exercise books with a partner to share and compare their answers.  
 8. Check answers as a class. (Answers: see example answers at end of lesson plan – note other answers are possible)

**Closing** (2 minutes)

1. **Ask:** What is the difference between simple, compound and complex sentences? Ask pupils to raise their hand to answer. (Answer: A simple sentence has one clause – subject + verb. A compound sentence has two clauses but each clause can stand alone – they don't depend on each other. A complex sentence has two or more clauses including a dependent clause.)  
 2. **Say:** Try and use simple, compound and complex sentences in your writing. When you use different types of sentences you make your writing more interesting.

*[SENTENCES]*

- a. I am a doctor and I live in Makeni.
- b. Marie is a teacher.
- c. We live in a village which is quite near the capital city.
- d. They are studying hard because they want to pass their exams.
- e. That man over there is the teacher who taught me in primary school.
- f. When I was in primary school, I wanted to be a football player.
- g. Roda Antar is a brilliant football player.




*[TEXT]*

I am Musa. I come from Bombali district. It is in the northern province of Sierra Leone. I am living in Makeni. I am studying at the University of Makeni. I am very lucky. I have a scholarship to study at the university. I am studying medicine. I want to be a cardiologist. I love Makeni. It is the largest city in the district. It is very expensive. I do not have much money. I have to be very careful. I like the food at the university. I prefer the food at home. I like English. I need to improve my grammar. I need to get good grades in my exams. I want to keep my scholarship.

*[EXAMPLE TEXT ANSWERS]*

I am Musa and I come from Bombali district, which is in the northern province of Sierra Leone. I am living in Makeni and studying at the University of Makeni. I am very lucky because I have a scholarship to study at the university. I am studying medicine because I want to be a cardiologist. I love Makeni, but it is the largest city in the district and it is very expensive. I do not have much money so I have to be very careful. I like the food at the university but I prefer the food at home. I like English but I need to improve my grammar. I need to get good grades in my exams if I want to keep my scholarship.

<b>Lesson Title:</b> Verb Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L-08-148	<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 recall and use the three forms of the future tense in sentences (simple future tense, future continuous, future perfect tense).</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)

- Ask:** When is your birthday? How old will you be? What will you do? Have pupils raise their hand to answer.
- Say:** Today we are going to revise three tenses that you have studied. They are simple future, future continuous and future perfect. **Ask:** What time are all these tenses connected to? (Answer: future)

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

- Point to the text on the board (see end of lesson plan).
- Say:** We are going to identify all of the future tense verbs in these sentences.
- Ask:** Who can tell me where the future tense verbs are? Listen to pupils' answers.
- Underline the future tenses in the sentences on the board. (Answers: Next week Fatmata will be thirteen. She will not have a party, but she will have a big cake and all her friends will go out with her to the park. They will be playing lots of games but she will not be swimming in the lake. She can't swim. Her dad has told her he will be giving her swimming lessons. By her fourteenth birthday she will have learned how to swim.)
- Ask:** Which verbs are in the simple future tense? (Answers: will be, will not have, will have, will go out)
- Ask:** Which are in the future continuous tense? (Answers: will be playing, will not be swimming, will be giving)
- Ask:** Which verb is in the future perfect tense? (Answer: will have learned)
- Ask:** How do we make the simple future? (Answer: subject/person + will/won't + verb)
- Write the rule on the board.
- Ask:** How do we make the future continuous? (Answer: subject/person + will/won't + be + verb+ing)
- Write the rule on the board.
- Ask:** How do we make the future perfect? (Answer: subject/person + will + have + past participle)
- Write the rule on the board.
- Ask pupils to copy the rules into their exercise books.

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

1. **Say:** We use the simple future for something that will happen in the future. We use the future continuous for actions in progress at a future time. We use the future perfect for something that will happen before something else happens.
2. Point to the sentences on the board (see end of lesson plan).
3. **Say:** I want you to identify the correct future tense of the verb in each of these sentences.
4. **Say:** Let's do the first one together.
5. Read the sentence: This time tomorrow we will travel / will be travelling to Binkolo. We will be on the bus.
6. **Say:** We are talking about something that will be happening tomorrow at a specific time. We need to use the future continuous tense. The correct sentence is, 'This time tomorrow we will be travelling to Binkolo. We will be on the bus.'
7. Ask pupils to work in pairs. **Say:** Now I want you to work with a partner to do the rest of the sentences. Copy the sentences in your exercise books and underline the correct form of the verb.
8. Give pupils 5 minutes to copy the sentences and underline the correct verbs. Move around the classroom to make sure pupils understand and are doing the task.
9. Check answers as a class. (Answer: a. will be travelling, b. will go, c. will be celebrating, d. won't pass, e. will have found)
10. Ask pupils to explain their answers. (Answers: a. future action in progress, b. says something will happen in the future, c. future action in progress, d. says something will happen in the future, e. an action before another action in the future)

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

1. **Say:** Now you are going to write some of your own sentences.
2. **Say:** I want you to write three sentences – one simple future, one future continuous and one future perfect. You can write about yourself, your family or school life. They can be positive sentences, negative sentences or questions.
3. Give pupils a few minutes to write the sentences.
4. Move around the classroom to check pupils understand and are doing the task. Look at pupils' sentences. Make note of 2-3 common mistakes and write them on the board.
5. When pupils finish writing, revise and correct the mistakes on the board as a class.
6. Ask pupils to exchange exercise books with a partner to share and compare their sentences.
7. Invite 2-3 pupils to share their sentences with the class. Write them on the board and correct any mistakes you hear.
8. Ask the rest of the class to identify what tenses were used in the sentences.

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

1. Revise the rules for using the different future tenses.

2. **Say:** We have revised the present, past and future tenses. **Ask:** Can you name them all? (Answer: simple present, past and future; present, past and future continuous; present, past and future perfect)




[TEXT]

Next week Fatmata will be thirteen. She will not have a party, but she will have a big cake and all her friends will go out with her to the park. They will be playing lots of games but she will not be swimming in the lake. She can't swim. Her dad has told her he will be giving her swimming lessons. By her fourteenth birthday she will have learned how to swim.

[SENTENCES]

1. This time tomorrow we *will travel / will be travelling* to Binkolo. We will be on the bus.
2. I think I *will go / will have gone* to university next year. It's my ambition.
3. This time next month my parents *will celebrate / will be celebrating* their anniversary. We will be at their big party.
4. I *won't pass / won't be passing* the test at the end of term. I don't understand anything!
5. He *will find / will have found* a job by the time he finishes university. He is already looking.

<b>Lesson Title:</b> Comprehension	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-149	<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 underline new words from the comprehension passage.</li> <li>2. Read and discuss a longer comprehension passage.</li> </ol>	 <p><b>Teaching Aids</b></p> <ol style="list-style-type: none"> <li>1. Text at the end of the lesson plan</li> <li>2. Sentence activity at the end of the lesson plan</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the text at the end of the lesson plan on the board.</li> <li>2. Write the sentence activity at the end of the lesson plan on the board.</li> </ol>
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**Opening (3 minutes)**

1. **Ask:** What do you think the main foreign exports of Sierra Leone are? Have pupils raise their hand to answer. (Answer: minerals – iron, tin, diamonds, titanium and aluminium)
2. **Ask:** What do you know about Malawi? Listen to pupils' answers. (Example answers: It is a country in south-eastern Africa. It has the third largest lake in Africa, and the ninth largest in the world)
3. **Say:** Today we are going to read and discuss a text about Malawi.

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

1. Point to the text on the board (see end of lesson plan).
2. Write the question on the board: What is the text about?
3. **Say:** I am going to read the text. I want you to follow along and think about the question on the board.
4. Read the text slowly and clearly with expression to make it interesting for pupils.
5. **Ask:** What is the text about? (Answer: agriculture and fishing in Malawi)
6. Write these statements on the board:
  - a. Two principal types of crops are grown in Malawi.
  - b. Maize is produced as food for people.
  - c. Tobacco is produced because it can be sold for money.
  - d. Fish is not a staple food for many people in Malawi.
  - e. The fish in Lake Malawi are at risk.
7. Ask pupils to read the text silently and decide if the statements on the board are true or false.
8. Check answers as a class. (Answers: a. True – staple and cash crops. b. True – it is a staple crop. c. True – it is a cash crop. d. False – it is an important food for many people and is a rich source of protein. e. True – fish are at risk because of pollution and overfishing.)

**Guided Practice (10 minutes)**

1. **Say:** Look at the text. Are there any words that you do not know?
2. Invite different pupils to come to the board and underline new words in the text. If pupils underline 'citizens', remind them that they have already learned this word. It means the people of a country. For example, the citizens of Sierra Leone.

3. Ask pupils to work in pairs. **Say:** Look at the text. Try to infer and understand the meaning of the new words by looking at the words around them.
4. Give pupils 2 minutes to discuss the vocabulary words.
5. Point to the sentence activity on the board (see end of lesson plan).
6. Ask pupils to work in pairs. **Say:** With your partner, read the sentences. They are all missing words. Complete the sentences using the vocabulary words on the board above them.
7. Check answers as a class. (Answers: 1. consumption 2. smallholder 3. commercial value 4. concentrated 5. availability 6. threat)

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

1. **Say:** Read the text again and write down four main points from the text. Write only four.
2. **Say:** Work in pairs and see if your partner has the same ideas. Then write four sentences to summarise the text.
3. Invite different pupils to read their sentences. Write the best ones on the board. (Example answers: Malawi depends on staple and cash crops for food and for foreign export. Most farmers are smallholders but there are large commercial farms in the south and around the capital. Fishing is also important in Malawi as it provides an important staple food and jobs. However, overfishing and pollution are threatening fish in the lake.)
4. Write the questions on the board: Do you think Sierra Leone and Malawi are similar in any way? Are there any differences? What should we do to limit the effects of overfishing and pollution in seas and lakes?
5. Ask pupils to work in the same pairs and discuss the questions with their own opinion. Remind them of the phrases for expressing opinions. When pupils finish, ask different pupils to share their opinions with the class.

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

1. Invite pupils to give you sentences about Malawi or about Sierra Leone using the new words.

#### *[TEXT: AGRICULTURE IN MALAWI]*

Malawi, like many other countries, depends on agriculture for two main reasons – firstly, to feed its citizens and secondly for its foreign exports. Agriculture makes up 90 percent of Malawi’s export earnings. The main crops in Malawi are maize, tobacco, tea, cotton and coffee. The former is a staple crop, which is produced for consumption, while the others are cash crops. This means they are grown for their commercial value. Most of the farming in Malawi is carried out by smallholder farmers who sell their crops at the market place. The large commercial farms, which mainly produce tobacco, are concentrated in the south of the country and around the capital city, Lilongwe. Fishing is also important in Malawi and provides many Malawians with a rich source of protein. It is also beneficial to the economy and accounts for about 200,000 jobs. However, Lake Malawi is suffering from the effects of both overfishing and pollution which are threatening the availability of this important staple food for Malawians.




*[SENTENCE ACTIVITY]*

commercial value, concentrated, threat, availability, smallholder, consumption

1. People in Sierra Leone eat a lot of rice. There is a high \_\_\_\_\_ of rice in Sierra Leone.
2. The opposite of a large commercial farm is a \_\_\_\_\_ farm.
3. Oil, diamonds and gold all have very good \_\_\_\_\_.
4. In many countries, the population is \_\_\_\_\_ in the big cities.
5. When it doesn't rain much, there is less \_\_\_\_\_ of some food items.
6. Hunting and poaching is putting wildlife at risk. It is under \_\_\_\_\_.



<b>Lesson Title:</b> Comprehension: Prose	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L-08-150	<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 underline new words from the selected text.</li> <li>2. Read and discuss the main ideas from the selected text.</li> </ol>	 <p><b>Teaching Aids</b> Text at the end of the lesson plan</p>	 <p><b>Preparation</b> Write the text at the end of the lesson plan on the board.</p>
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### Opening (2 minutes)

1. **Ask:** What do you remember about Oliver Twist? (Answer: He is a poor boy with no parents. He is travelling to London when he meets a boy called Jack Dawkins.)
2. **Say:** Today we are going to keep reading and find out what happens to Oliver.

### Introduction to the New Material (13 minutes)

1. Write this question on the board: Does *Oliver Twist* have a happy ending?
2. Point to the text on the board (see end of lesson plan).
3. **Say:** I am going to read the text. I want you to listen and follow along. Think about the question on the board.
4. Read slowly and clearly with expression to make the text interesting to pupils.
5. **Ask:** Does *Oliver Twist* have a happy ending? (Answer: Yes, it does for Oliver but not for the criminals.)
6. Underline these words in the text on the board: orphan, thief, jail, kidnap, rob, nasty.
7. Ask pupils to read the text silently and try to infer the meaning of the vocabulary words you have underlined by looking at the words around them.
8. While pupils are thinking about the vocabulary, write these sentences on the board:
  - a. An orphan is someone with one parent/no parents.
  - b. To be a thief and steal is a good/criminal career.
  - c. Jail is a place where you go if you do good/bad things.
  - d. To kidnap is to steal a person/money or things.
  - e. To rob is to steal a person/money or things.
  - f. If you are nasty, you are good/bad.
9. Ask pupils to read the text again. **Say:** Read the text again and decide which underlined word is correct.
10. Check answers as a class. (Answer: a. no parents b. criminal career c. bad things d. a person e. money or things f. bad)

### Guided Practice (8 minutes)

1. Write these questions on the board:
  - Do you agree that crime never pays?

- Should all criminals go to jail or should there be other kinds of punishment for less serious crime?
  - What should be the punishment for adults who exploit poor children?
2. Ask pupils to work in pairs and discuss the questions on the board. They should express their own opinion. Remind them of the phrases for expressing opinions. (Example: In my opinion..., I believe that...)
  3. After 5 minutes, invite different pupils to share their opinion with the class.

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

1. **Say:** I want you to read the text again. While you are reading, write down four points from the text. Write only four. These should be the most important parts of the text.
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. Ask pupils to share and compare their points with a partner.
4. **Say:** Work in pairs and see if your partner has the same ideas as you. Then work together to write four sentences to summarise the text.
5. Invite different pupils to read their summary. Write the best summary on the board. (Example answers: In London Oliver is forced into a life of crime. He is saved twice by kind people. Oliver has a happy ending, but the criminals pay for their crimes. The main theme of the story is 'crime does not pay'.)

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

1. **Ask:** Did you enjoy reading about Oliver Twist? Would you like to read the book? Why? Why not? Listen to pupils' answers.

### *[TEXT: SUMMARY OF OLIVER TWIST BY CHARLES DICKENS]*

Jack Dawkins befriends Oliver and takes him to London where he introduces him to Fagin. Fagin is a criminal who takes in young orphan boys and trains them to pick pockets for him. Oliver is trained to be a thief and Fagin sends him out onto the streets of London with some of the other boys to steal things from people's pockets. Oliver is upset when the boys try to steal from an elderly gentleman. He runs off but is caught. He almost ends up in jail for his crimes but the kind elderly gentleman takes him to his house and he and his wife look after Oliver. Fagin wants Oliver back and sends two of his gang to kidnap him. Oliver is forced into a life of crime again. This time he is sent to rob a rich household but is shot during the robbery. The two women who own the house feel sorry for Oliver and he stays there to be cared by them. Fagin wants Oliver back and he is kidnapped by Fagin's gang members again. The plot develops and Oliver has more bad luck.

In the end, good overcomes evil and the elderly gentleman and his wife adopt Oliver. The main theme in the novel is that crime does not pay. All the criminals and nasty characters in 'Oliver Twist' pay for their crimes and do not have happy endings.



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