



**Free Quality  
School  
Education**

Ministry of  
Basic and Senior  
Secondary  
Education

Lesson Plans for  
Senior Secondary  
*English  
Language*

SSS  
||

Term  
|

**STRICTLY NOT FOR SALE**



## **Foreword**

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

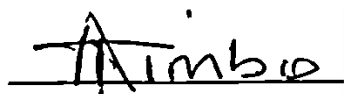
The Lesson Plans give teachers the support they need to cover each element of the national curriculum, as well as prepare pupils for the West African Examinations Council's (WAEC) examinations. The practice activities in the Pupils' Handbooks are designed to support self-study by pupils, and to give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

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

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

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

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

A handwritten signature in black ink, reading "Alpha Osman Timbo", written over a horizontal line.

**Mr. Alpha Osman Timbo**

Minister of Basic and Senior Secondary Education

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

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

## Table of Contents











<b>Lesson 1:</b> Oral Presentation: Self-Introduction .....	1
<b>Lesson 2:</b> Comprehending a Listening Passage .....	3
<b>Lesson 3:</b> Tenses .....	6
<b>Lesson 4:</b> Tenses .....	9
<b>Lesson 5:</b> Tenses .....	13
<b>Lesson 6:</b> Tenses .....	16
<b>Lesson 7:</b> Personal Narrative .....	19
<b>Lesson 8:</b> Personal Narrative .....	22
<b>Lesson 9:</b> Reading Comprehension: .....	24
<b>Lesson 10:</b> Reading Comprehension: .....	28
<b>Lesson 11:</b> Vocabulary Development: Environment .....	32
<b>Lesson 12:</b> Vocabulary Development: Environment .....	36
<b>Lesson 13:</b> Parts of Speech .....	40
<b>Lesson 14:</b> Prepositions .....	43
<b>Lesson 15:</b> Prepositions .....	46
<b>Lesson 16:</b> Reading Skills Development: Skimming and Scanning .....	50
<b>Lesson 17:</b> Vowel Sounds Review .....	54
<b>Lesson 18:</b> Consonant Sounds Review.....	57
<b>Lesson 19:</b> Adjectives – Irregular Comparatives and Superlatives.....	61
<b>Lesson 20:</b> Differences between Adjectives and Adverbs.....	64
<b>Lesson 21:</b> Informal Letters – Persuasive .....	67
<b>Lesson 22:</b> Informal Letters – Persuasive .....	70
<b>Lesson 23:</b> Conjunctions .....	72
<b>Lesson 24:</b> Conjunctions .....	75
<b>Lesson 25:</b> Reading Skills Development: Factual and Inferential Questions.....	78
<b>Lesson 26:</b> Reading Skills Development: Factual and Inferential Questions.....	82
<b>Lesson 27:</b> Formal Letter – Letter of Complaint .....	85
<b>Lesson 28:</b> Formal Letter – Letter of Complaint .....	88
<b>Lesson 29:</b> Vocabulary Development: Traditional Religion.....	91
<b>Lesson 30:</b> Vocabulary Development: Traditional Religion.....	94
<b>Lesson 31:</b> Vocabulary Development: Ceremonies.....	97

<b>Lesson 32:</b> Vocabulary Development: Ceremonies .....	101
<b>Lesson 33:</b> Punctuation – Inverted Commas .....	103
<b>Lesson 34:</b> Reading Skills Development: Substitution of Words .....	106
<b>Lesson 35:</b> Vocabulary Development: Synonyms and Antonyms .....	109
<b>Lesson 36:</b> Vocabulary Development: Synonyms and Antonyms .....	112
<b>Lesson 37:</b> Reading Comprehension – Drama .....	115
<b>Lesson 38:</b> Reading Comprehension – Drama .....	119
<b>Lesson 39:</b> Parts of a Sentence .....	123
<b>Lesson 40:</b> Writing Complete Sentences .....	126
<b>Lesson 41:</b> How to Write a Five-Paragraph Essay.....	128
<b>Lesson 42:</b> How to Write a Five-Paragraph Essay.....	132
<b>Lesson 43:</b> Reading Comprehension – Expository Essay .....	135
<b>Lesson 44:</b> Reading Comprehension – Expository Essay .....	139
<b>Lesson 45:</b> Expository Essay.....	143
<b>Lesson 46:</b> Expository Essay.....	146
<b>Lesson 47:</b> Comprehending a Listening Passage .....	149
<b>Lesson 48:</b> Word Stress.....	153

# Introduction to the Lesson Plans

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

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

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

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

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

### **Listening and speaking**

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

### **Writing**

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

---

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



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

## Reading comprehension

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

## FACILITATION STRATEGIES

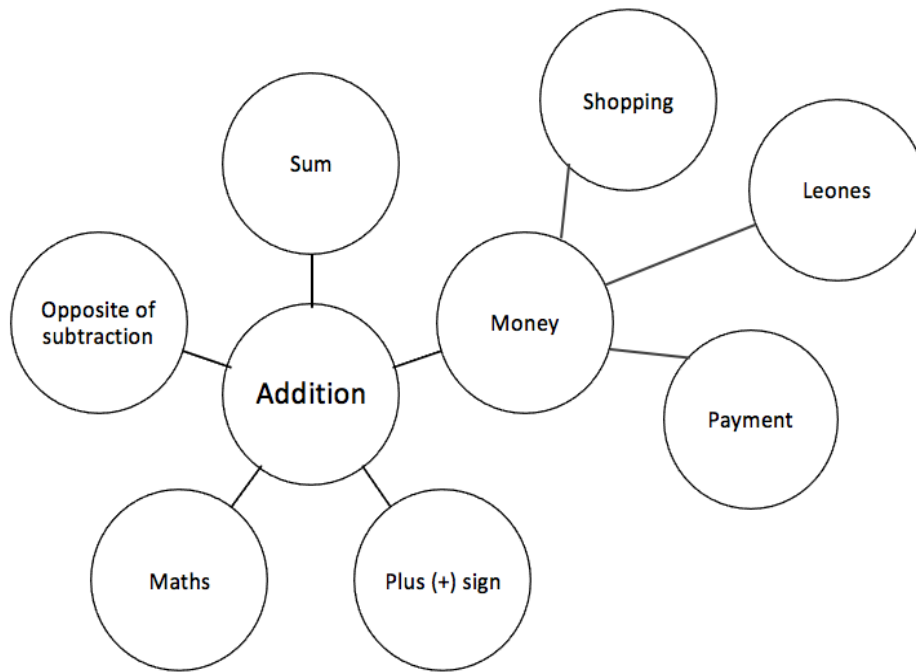
This section includes a list of suggested strategies for facilitating specific classroom and evaluation activities. These strategies were developed with input from national experts and international consultants during the materials development process for the Lesson Plans and Pupils' Handbooks for Senior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

### Strategies for introducing a new concept

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

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

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



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

### Strategies for assessing learning without writing



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

## Strategies for assessing learning with writing

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

## Strategies for engaging different kinds of learners

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

<b>Lesson Title:</b> Oral Presentation: Self-Introduction		<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L001		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Prepare a brief introduction about themselves using appropriate tense and vocabulary.</li> <li>2. Introduce themselves clearly and fluently using appropriate tense and vocabulary.</li> </ol>		 <b>Preparation</b> Write 6-8 sentences about yourself on the board as an introduction, and underline key phrases (see end of lesson plan for an example).	

### Opening (5 minutes)

1. Welcome pupils to SSS 2. Tell them that this lesson is about learning to introduce themselves. Explain that an introduction is used to tell people about oneself when meeting them for the first time.
2. Invite volunteers to share their names and 2 sentences about themselves with the class.

### Teaching and Learning (13 minutes)

1. Read the introduction you have written on the board aloud to pupils.
2. Discuss with pupils how you included different ideas in your introduction (see example at end of lesson).
3. Point out the different tenses that you used in the introduction. (Example: My name is Marie. I am a teacher in a senior secondary school. This is all in simple present tense because I am talking about myself in the present.)
4. Point out key underlined phrases in the sentences such as 'I grew up in', 'I graduated', 'I want to be a', 'I enjoy'.
5. As a class, discuss what information an introduction should include. Write the following prompts on the board:
  - I belong to ...
  - I have studied/I am studying ...
  - I enjoy/I like ...
  - I hope to ...
  - My strengths are ...
  - I would like to improve ...
6. Discuss the sequence in which information should be presented in an introduction. (Example answer: name, where the pupil is from, in which class they study, hobbies they enjoy, which profession they want to take up)
7. Write pupils' ideas in a sequence on the board.
8. Discuss how an introduction should begin and end. For example, it can be started with 'Hello!' or 'Good morning!', and closed with 'Nice to meet you'.

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

1. Ask pupils to write down 5-8 ideas they want to share in their introduction. Remind them that they can use the ideas on the board or add some new ideas of their own.
2. Tell pupils to organise their ideas in a sequence. Their introduction should follow a logical order.
3. Have pupils practise introducing themselves to seatmates. Remind them to begin their introduction with a greeting and to end with a closing.
4. Invite volunteers to share their introductions with the class.

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



1. As a class, discuss situations and places where one may need to introduce oneself. (Example answers: when meeting new friends, in a job interview, when welcoming guests at home)
2. For homework, have pupils do practice activity PHL1-L001 in the Pupils' Handbook.

### **[EXAMPLE INTRODUCTION]**

Good morning! My name is Marie Bayoh. I am an English Language Arts teacher for Senior Secondary 1 and 2. I grew up in Bo. Now, I live in Freetown and have been living here for 10 years. I graduated from Njala University where I did my Bachelor of Education. In my spare time, I enjoy reading about history. I also take an interest in all kinds of music and love taking long walks in the evening. My personal strength lies in my compassion and empathy for everyone around me. However, I think I could improve my communication skills. I believe I am a skilled writer. In fact, I hope to write a children's book some day. Nice to meet you all!

(Examples of key phrases to underline in your introduction: 'I belong to', 'I study', 'I enjoy', 'I graduated', 'I grew up in')

<b>Lesson Title:</b> Comprehending a Listening Passage	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L2-L002	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Answer comprehension questions on a passage.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <p><b>Preparation</b> Practise reading Plato's biography aloud (see end of lesson).</p>
---	---

### Opening (3 minutes)

1. Tell pupils that in this lesson, they will listen to a biography.
2. Revise the characteristics of a biography with pupils:
  - A biography is a detailed and well-researched description of a person's whole life or an important event in their life.
  - Most biographies are about famous or well-known people such as leaders, artists and writers.
3. Invite pupils to share the name of any biography they may have read.

### Teaching and Learning (8 minutes)

Tell pupils that they should listen carefully as you read Plato's biography aloud. They will have to answer questions on this later.

Read the first paragraph aloud to pupils.

Have pupils volunteer to answer the following questions from this paragraph:

- Who is Plato? (Example answers: a Greek philosopher; Socrates' student)
- What is the book *Republic* about? (Example answers: the difference between ideal and actual society; a civilisation governed by a philosopher-king)

As a class, create a summary for the first paragraph. (Example answer: Plato was a Greek philosopher who was a student of Socrates. He wrote a famous book called *Republic*.)

Ask pupils to identify the meaning of the word 'philosopher' using context clues from other words in the paragraph. (Context clues: wrote down the ideas; expanded on them; writing was devoted to)

Invite volunteers to share their answers with the class. Write the meaning of 'philosopher' on the board. (Example answers: a thinker on life and society; someone who studies philosophy)

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

1. Read the second paragraph aloud to pupils.
2. Ask 2 volunteers to summarise this paragraph. (Example answer: Plato studied poetry and philosophy. He spent his life working on Socrates' beliefs.)
3. Write the word 'devoted' on the board and ask pupils to identify its meaning using context clues from the paragraph. Read the paragraph aloud again if needed. (Context clues: studying his works and teachings; remained loyal to him)
4. Invite volunteers to share their answers with the class. Write the meaning of 'devoted' on the board. (Example answers: committed; dedicated to)
5. Invite 2 volunteers to use the word 'devoted' in a sentence.

Example answers:

- The dog was devoted to his master.
  - The teachers devoted their time to helping their pupils.
6. Read the third and the fourth paragraphs aloud to pupils.
  7. Ask pupils the following comprehension questions:
    - a. What did Plato do once he returned to Athens? (Answer: He started giving lectures at the Academy.)
    - b. What did Aristotle do at the Academy? (Answer: He studied and taught there for 20 years.)
    - c. Read all 4 paragraphs of the biography aloud to pupils.
  8. Have pupils work with seatmates to write a summary of the biography in their own words.
  9. Invite 1-2 pupils to share their summary with the class.

Example answer:

Plato was a Greek philosopher who studied poetry and philosophy. He spent many years travelling in Europe and Egypt, where he studied with other scholars such as Pythagoras. When he returned to Athens, he set up a university called the Academy. Plato spent his life working on Socrates' beliefs. His student Aristotle studied and taught there for 20 years. Plato died in Athens.

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

1. Have 2-3 pupils share their key takeaways, or the main ideas they have learnt from the lesson, with the class.
2. For homework, have pupils do practice activity PHL2-L002 in the Pupils' Handbook.

### **[BIOGRAPHY]**

#### Plato's Biography<sup>1</sup>

The ancient Greek philosopher Plato is one of the most important philosophers in history. He wrote down the ideas of his great teacher, Socrates, and also expanded on them. He trained the equally important philosopher Aristotle. A lot of Plato's



writing was devoted to the difference between ideal forms and everyday experience. In his most famous book, *Republic*, he envisioned an ideal civilisation governed by the pure wisdom of a philosopher-king.



Plato was born in Athens around 428 BC. As a young man, he studied poetry and philosophy. He became a devoted follower of the philosopher Socrates, studying his works and teachings. After Socrates died, Plato remained loyal to him and spent the rest of his career explaining and building upon Socrates' beliefs.

He spent 12 years travelling in Europe and Egypt. During this time, he studied with other philosophers, including followers of the mathematician-philosopher Pythagoras. Around 387 BC, the 40-year-old Plato returned to Athens and founded his philosophical school, the Academy. Here, Plato delivered lectures to students who came from far and wide.

Aristotle, Plato's greatest student, joined the Academy at age 17. He then studied and taught there for the last 20 years of Plato's life. Plato died in Athens and was probably buried on the Academy grounds.

<sup>1</sup>Famous Thinkers: Plato. (2017, August 3). Adapted September 14, 2017, from <https://newsela.com/read/bio-philosophers-plato/id/33298>

<b>Lesson Title:</b> Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L003	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when to use the different present tenses: simple, continuous, perfect.</li> <li>2. Identify the different tenses in sentences.</li> <li>3. Use the different tenses in the negative, avoiding the double negative.</li> <li>4. Use the different tenses correctly in speech and in writing.</li> </ol>	 <p><b>Preparation</b> Write the verb table on the board (see end of lesson).</p>
---	--

### Opening (3 minutes)

1. Read the following sentences to pupils:
  - I am going to the market.
  - They have had a wonderful holiday.
  - My family lives in Bo.
2. Ask pupils to identify the tense used. (Answer: present tense)
3. Tell pupils that in today's lesson they are going to revise the present tense.

### Teaching and Learning (12 minutes)

1. Revise the simple present tense. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson and follow along:
  - The simple present tense is used in sentences that talk about:
    - Geographical, scientific or historical facts
    - Ability
    - Rituals, customs and habits
    - Commentary or narration of something as it happens
  - The third person (he/she/it) of the simple present is formed by adding '-s' to the end of the verb.  
Examples:
    - Sierra Leone lies in West Africa.
    - She speaks 3 languages.
2. Invite volunteers to give examples using the simple present tense.  
Example answers:
  - He goes for a walk in the evenings.
  - They go to church every Sunday.

3. Discuss the present continuous tense with pupils:
  - The present continuous tense is used in sentences that talk about an action that is in progress or still happening.
  - It is formed by using the helping verb 'to be' (am/is/are) and by adding '-ing' to the end of the main verb.  
Examples:
    - The farmer is sowing the seeds.
    - Lila is swimming in the sea.
4. Invite pupils to raise their hand to give examples using the present continuous tense.  
Example answers:
  - She is playing the piano.
  - Wilbur is painting the walls of his room.
5. Discuss the present perfect tense with pupils:
  - The present perfect tense is used in sentences that talk about actions that started in the past but finish in the present.
  - It is formed by using 'has/have' before the past participle of the verb. For example, 'has given', 'have danced'.  
Examples:
    - I have filled out the form.
    - She has submitted her assignment.
6. Have volunteers give examples using the present perfect tense.  
Example answers:
  - She has filled the water.
  - They have sung the song.
7. Remind pupils not to make sentences with double negatives because:
  - They are grammatically incorrect.
  - They change the meaning of a sentence.
8. When making a sentence negative, the 'no' changes to 'any':
  - Incorrect: I have not spent no money today.  
Correct: I have not spent any money today.
  - Incorrect: I do not have nowhere to go.  
Correct: I do not have anywhere to go.

**Practice** (24 minutes)

1. Ask pupils to copy the verb table on the board into their exercise books (see end of lesson).
2. Tell pupils to use the verb underlined in a given row to complete the sentences for the other 2 forms of the present tense.

For example:

Simple present	Present continuous	Present perfect
My mother <u>plucks</u> flowers from the garden.	My mother <u>is plucking</u> flowers from the garden.	My mother <u>has plucked</u> flowers from the garden.

- Check answers in class.
- When pupils give the correct answer, write it in the table on the board (see answers below).

Simple present	Present continuous	Present perfect
She <u>climbs</u> the tree.	She <u>is climbing</u> the tree.	She <u>has climbed</u> the tree.
I <u>brew</u> the tea.	I <u>am brewing</u> the tea.	I <u>have brewed</u> the tea.
John <u>files</u> a complaint.	John <u>is filing</u> a complaint.	John <u>has filed</u> a complaint.
I <u>spend</u> a lot of money.	I <u>am spending</u> a lot of money.	I <u>have spent</u> a lot of money.
We <u>write</u> a letter.	We <u>are writing</u> a letter.	We <u>have written</u> a letter.

- Ask pupils to write a paragraph about their day at school. They should include all 3 tenses in their paragraph.
- Walk around the classroom to check that pupils are doing the activity correctly.
- After pupils have written their paragraphs, ask them to underline the present tenses in their paragraph and label the form of the present tense next to each sentence.
- Invite volunteers to share their paragraphs with the class.



### Closing (1 minute)

- Tell pupils that in the coming lessons, they will revise other tenses.
- For homework, have pupils do practice activity PHL2-L003 in the Pupils' Handbook.

### [VERB TABLE]

Simple present	Present continuous	Present perfect
She <u>climbs</u> the tree.	She _____ the tree.	She _____ the tree.
I _____ the tea.	I <u>am brewing</u> the tea.	I _____ the tea.
John _____ a complaint.	John _____ a complaint.	John <u>has filed</u> a complaint.
I <u>spend</u> a lot of money.	I _____ a lot of money.	I _____ a lot of money.
We <u>write</u> a letter.	We _____ a letter.	We _____ a letter.

<b>Lesson Title:</b> Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L004	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when to use the different past tenses: simple, continuous, perfect.</li> <li>2. Identify the different tenses in sentences.</li> <li>3. Use the different tenses in the negative, avoiding the double negative.</li> <li>4. Use the different tenses correctly in speech and in writing.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the tense table on the board (see end of lesson).</li> <li>2. Write the 3 sentences on the board (see end of lesson).</li> </ol>
--	--

### Opening (3 minutes)

1. Tell pupils that this lesson is about the past tense.
2. Invite volunteers to explain the past tense and give examples. (Example answers: describes something that has already happened; I was in my house; I had slept; I was thinking about you)

### Teaching and Learning (17 minutes)

1. Revise the simple past tense with pupils:
  - The simple past tense is used to describe an action that was completed in the past.
  - The simple past of regular verbs is formed by adding ‘-ed’ to the end of the verb. If a verb ends in ‘e’, only add ‘d’. If a verb ends in ‘-y’, drop the ‘y’ and add ‘-ied’. Example: She cycled across the school grounds.
  - To form the simple past of irregular verbs, the spelling of the verbs must be changed. For example, drink – drank; think – thought; begin – began; fall – fell  
Example: I fought with my brother last night.
2. Invite volunteers to make sentences in the simple past tense using regular and irregular verbs.  
Example answers:
  - He thought about his mother a lot.
  - She carved her first tree trunk yesterday.
3. Revise the past continuous tense with pupils:
  - The past continuous tense describes an action that was taking place during a certain period in the past.
  - The past continuous of any verb is composed of 2 parts: the past tense of the verb ‘to be’ (was/were), and the base of the main verb + ‘-ing’.

Examples:

- The horse was playing at the farm.
- The pupils were reading their textbooks at the time.

4. Invite volunteers to make a sentence using the past continuous tense.

Example answers:

- She was playing the piano.
- My grandmother was narrating her story.

5. Revise the past perfect tense with pupils:

- The past perfect tense is used to show that an event or action finished in the past before another event happened.
- It is composed of 2 parts: the past tense of the verb 'to have' (had) + the past participle of the main verb.
- A sentence with the past perfect tense always has a second verb in the simple past tense.

Examples:

- I had already narrated the story to my father when you came in.
- He had watered the plants before the gardener came.
- We had already danced to 3 songs by the time our friends arrived.

6. Invite volunteers to make a sentence using the past perfect tense.

Example answers:

- He had cleaned the dishes when his sister finished eating.
- She was tired because she had not slept well.

7. As a class, discuss how negative sentences are formed in the past tense:

- Put 'not' between the auxiliary verb and the main verb.
- For the simple past tense, negative sentences are formed by adding an auxiliary verb in the simple past tense or changing the auxiliary verb to the simple past tense. The main verb does not change.

Examples:

- I stayed at the hotel.  
Negative: I did not stay at the hotel.
- I had prayed in the morning.  
Negative: I had not prayed in the morning.

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

9. Tell pupils that you are going to practise making sentences negative. Give them an example orally:

- We had spent Sunday afternoon together.  
Negative: We had not spent Sunday afternoon together.

10. Invite volunteers to convert the remaining sentences orally.

Answers:

- We were very thirsty at noon.  
Negative: We were not very thirsty at noon.
- He underwent surgery.  
Negative: He did not undergo surgery.

### Practice (17 minutes)

1. Ask pupils to copy the tense table on the board into their exercise books (see end of lesson).
2. Tell pupils to work with seatmates to complete the sentences in the table using the past tenses.
3. Do an example with the class.

Simple past	Past continuous	Past perfect
John <u>earned</u> a lot of money last year.	John <u>was earning</u> a lot of money last year.	John <u>had earned</u> a lot of money last year before he lost his job.

4. Discuss the answers as a class (see answers below).

Simple past	Past continuous	Past perfect
She <u>failed</u> the examination.	She <u>was failing</u> the examination.	She <u>had failed</u> the examination before she decided to retake it.
They <u>bought</u> a new car.	They <u>were buying</u> a new car.	They <u>had bought</u> a new car after their old car broke down.
I <u>thought of</u> ideas.	I <u>was thinking of</u> ideas.	I <u>had thought of</u> ideas when you asked me for my opinion.
He <u>ate</u> my porridge.	He <u>was eating</u> my porridge.	He <u>had eaten</u> my porridge before I got up.

5. Write the answers on the board and have pupils check their work.
6. Ask pupils to write a 3-5 sentence paragraph on how they spent the previous day. Have them include all tenses (simple past, past continuous, past perfect) in their work.
7. Walk around the classroom to make sure pupils understand and are doing the activity correctly.
8. Ask pupils to underline the past tenses in their paragraph and label the form of the past tense next to each sentence.
9. Have pupils exchange exercise books with a partner and read each other's paragraphs. They should check whether their partner has included all the tenses and used them correctly.

### Closing (3 minutes)

1. Invite 1-2 volunteers to share their paragraph with the class. Have the rest of the class check whether they included all the tenses and used them correctly.
2. For homework, have pupils do practice activity PHL2-L004 in the Pupils' Handbook.

[TENSE TABLE]



Simple past	Past continuous	Past perfect
She <u>failed</u> the examination.	She _____ the examination.	She _____ the examination before she decided to retake it.
They _____ a new car.	They <u>were buying</u> a new car.	They _____ a new car after their old car broke down.
I <u>thought</u> of ideas.	I _____ of ideas.	I _____ of ideas when you asked for my opinion.
He _____ my porridge.	He <u>was eating</u> my porridge.	He _____ my porridge before I got up.

[SENTENCES]

1. We had spent Sunday afternoon together.
2. We were very thirsty at noon.
3. He underwent surgery.



<b>Lesson Title:</b> Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L005	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of when to use the different future tenses: simple, continuous, perfect.</li> <li>2. Identify the different tenses in sentences.</li> <li>3. Use the different tenses in the negative, avoiding the double negative.</li> <li>4. Use the different tenses correctly in speech and in writing.</li> </ol>	 <p><b>Preparation</b> Write the sentences on the board (see end of lesson).</p>
--	---

### Opening (3 minutes)

1. Ask 2 volunteers to share what they plan to do in the coming day or coming week.
2. Draw pupils' attention to how they used the future tense to describe their plans.
3. Tell pupils that this lesson is about the future tense.

### Teaching and Learning (12 minutes)

1. Revise the simple future tense with pupils:  
The simple future tense is used to describe something that will happen in the future. There are 2 ways to construct sentences in the simple future tense:
  - Auxiliary verb will/shall + verb  
Examples:
    - We shall visit him tomorrow.
    - I will go to town soon.
  - Verb 'to be' + going to + infinitive verb  
Examples:
    - It is going to rain.
    - I am going to dance.
    - We are going to eat.
2. Invite volunteers to share examples of sentences using the simple future tense.  
Example answers:
  - I will come to school tomorrow.
  - The dog is going to run away.
3. Revise the future continuous tense with pupils:
  - The future continuous tense expresses an action that will be happening at a certain time in the future.
  - The form for future continuous tense is: shall be/will be + verb + '-ing'  
Examples:

- At 10 a.m. tomorrow, I will be eating breakfast.
  - I shall be driving at 6 p.m. tomorrow.
4. Invite volunteers to give examples of sentences using the future continuous tense.
- Example answers:
- She will be arriving around this time tomorrow.
  - Tom will be focusing only on his work next week.
5. Revise the future perfect tense with pupils.
- The future perfect tense describes actions that are expected to be finished at a certain time period in the future.
  - The sentence construction for future perfect tense is: shall/will + have + past participle.
- Example:
- I will have prayed by 10 a.m.
  - She will have opened the main door by then.
6. Invite volunteers to give examples of sentences using the future perfect tense.
- Example answers:
- Her train will have arrived when you reach there.
  - The students will have studied by then.
7. As a class, discuss how to use the future tense in a negative sentence:  
The word 'not' comes between 'will' and the verb.
- For simple future: I will + not + leave tomorrow.
  - For future continuous: I will + not + be leaving tomorrow.
  - For future perfect: I will + not+ have left tomorrow.

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

1. Have pupils write the first set of sentences from the board in their exercise books (see end of lesson).
2. Tell pupils to work with their seatmates. They must change these sentences from simple future to future continuous tense.  
For example:
  - Simple future: I will jog in the evening.
  - Future continuous: I will be jogging in the evening.
3. After pupils have finished the sentences, discuss the answers as a class.  
Answers:
  - a. Madeline will be eating her food soon.
  - b. Darius will not be going anywhere tomorrow.
  - c. We will be visiting the church on Sunday.
4. Write the correct answers on the board.
5. Tell pupils to write the second set of sentences from the board in their exercise books (see end of lesson).
6. Have pupils work with their seatmates to change these sentences from simple future tense to future perfect tense.

7. Discuss the answers as a class.

Answers:

- a. Samuel will have departed on the 9 a.m. train.
- b. Amadu will have informed his supervisor about his leave.
- c. You will have cut the vegetables tonight.

8. Write the correct answers on the board.

9. Tell pupils to change the 3 future perfect sentences into negative sentences.

10. Invite volunteers to share their answers. Write the correct answers on the board:

- a. Samuel will not have departed by the 9 a.m. train.
- b. Amadu will not have informed his supervisor about his leave.
- c. You will not have cut the vegetables tonight.

11. Have pupils write 3 sentences about their upcoming week in their exercise books.

12. While pupils write, move around the class to check their work.

13. Invite volunteers to share their sentences with the class.

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

1. Tell pupils to complete the sentences at home if they were unable to finish them in class.

2. For homework, have pupils do practice activity PHL2-L005 in the Pupils' Handbook.



#### *[PRACTICE SENTENCES: FIRST SET]*

- a. Madeline will eat her food soon.
- b. Darius is not going anywhere tomorrow.
- c. We will visit the church on Sunday.

#### *[PRACTICE SENTENCES: SECOND SET]*

- a. Samuel will depart on the 9 a.m. train.
- b. Amadu will inform his supervisor about his leave.
- c. You will cut the vegetables tonight.

<b>Lesson Title:</b> Tenses	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L006	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Recall and use verbs correctly in the past, present and future tenses: simple, continuous, perfect.</li> <li>2. Ask and answer questions using the different tenses.</li> <li>3. Use the different tenses in positive and negative sentences, avoiding double negatives.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write the 2 tense tables on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of the lesson).</li> </ol>
---	---

### Opening (5 minutes)

1. Invite volunteers to explain the present, past and future tenses in their own words.
2. Have pupils raise their hand to name the different tenses studied in the previous lessons. (Answer: simple present, present perfect, present continuous, simple past, past perfect, past continuous, simple future, future perfect, future continuous)

### Teaching and Learning (20 minutes)

1. Draw pupils' attention to the first table on the board (see end of lesson). The table is also found in the Pupils' Handbook practice activity that corresponds to the lesson.
2. Read all the sentences aloud, first by rows and then by columns. Discuss with pupils how the verb changes in each of the tenses.

	<b>Present</b>	<b>Past</b>	<b>Future</b>
Simple	Daniel dances.	Daniel danced yesterday.	Daniel will dance at the wedding.
Continuous	Daniel is dancing now.	Daniel was dancing when I arrived.	Daniel will be dancing this evening.
Perfect	Daniel has danced at school.	Daniel had danced before the performance.	Daniel will have danced by then.

3. Explain that in interrogative sentences (questions), an auxiliary verb is either moved or inserted at the beginning of the sentence/clause.

Example:

- 'She reads', becomes 'does' + 'she read?' (inserting an auxiliary)
- 'She will be reading' becomes, 'will' + 'she be reading?' (moving the auxiliary)
- 'She has read' becomes, 'has' + 'she read?' (moving the auxiliary)

4. Draw pupils' attention to the next table on the board which uses the verb 'dance' in interrogative sentences (see end of lesson). The table is also found in the Pupils' Handbook.
5. Discuss how the verb 'dance' is used here in interrogative sentences.

	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Simple</b>	Does Daniel dance?	Did Daniel dance yesterday?	Will Daniel dance at the wedding?
<b>Continuous</b>	Is Daniel dancing now?	Was Daniel dancing when I arrived?	Will Daniel be dancing this evening?
<b>Perfect</b>	Has Daniel danced at school?	Had Daniel danced before the performance?	Will Daniel have danced by then?

6. Revise double negatives with pupils.
  - Double negatives are 2 negative words used in the same sentence.
  - Using 2 negatives changes the meaning of the sentence from negative to positive.
  - Double negatives are avoided in English because they are poor grammar and they can be confusing.

Examples:

  - I do not want nothing. (I do not want anything.)
  - He is not going nowhere. (He is not going anywhere.)

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

1. Ask pupils to copy the sentences from the board into their exercise books (see end of lesson).
2. Have pupils work with seatmates to change the sentences into questions. Do an example with the class.

Example:

- Sentence: She is parking the car.  
Question: Is she parking the car?

3. Once pupils have changed the sentences into questions, have them identify the tense in each of the sentences.
4. Invite volunteers to share their answers with the class. Correct mistakes if needed.
5. Write the correct answers on the board:

Answers:

- a. Past perfect – Had she finished all the milk yesterday?
- b. Future perfect – Will Alfred have persuaded his father tomorrow?
- c. Present continuous – Am I standing first in line?
- d. Past perfect – Had I not eaten my lunch before I left?
- e. Simple past – Did I not eat my lunch?

- f. Present perfect – Have I not eaten my lunch?
6. Tell pupils to check their work against the answers on the board.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L006 in the Pupils' Handbook.

[TENSE TABLE 1]

	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Simple</b>	Daniel dances.	Daniel danced yesterday.	Daniel will dance at the wedding.
<b>Continuous</b>	Daniel is dancing now.	Daniel was dancing when I arrived.	Daniel will be dancing this evening.
<b>Perfect</b>	Daniel has danced at school.	Daniel had danced before the performance.	Daniel will have danced by then.



[TENSE TABLE 2]

	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Simple</b>	Does Daniel dance?	Did Daniel dance yesterday?	Will Daniel dance at the wedding?
<b>Continuous</b>	Is Daniel dancing now?	Was Daniel dancing when I arrived?	Will Daniel be dancing this evening?
<b>Perfect</b>	Has Daniel danced at school?	Had Daniel danced before the performance?	Will Daniel have danced by then?

[SENTENCES]

- a. She had finished all the milk yesterday.
- b. Alfred will have persuaded his father tomorrow.
- c. I am standing first in line.
- d. I had not eaten my lunch before I left.
- e. I did not eat my lunch.
- f. I have not eaten my lunch.

<b>Lesson Title:</b> Personal Narrative	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L007	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use an outline to plan a text.</li> <li>2. Draft a text relevant to the topic with well-organised ideas.</li> <li>3. Use appropriate vocabulary and grammar when writing.</li> </ol>	 <p><b>Preparation</b> Write the outline of a personal narrative on the board (see end of lesson).</p>
--	---

### Opening (3 minutes)

1. Invite volunteers to explain a narrative text. (Example answers: describing something personal; writing about an experience; has characters; plot)
2. Tell pupils that in the next 2 lessons, they will write a personal narrative about how they spent their vacation.

### Teaching and Learning (11 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson. Discuss the main features of a personal narrative while pupils follow along:
  - Tells a story about an event, incident or experience
  - Is usually written in first person
  - Develops plot, setting and characters
  - Is usually told in chronological order, progressing from beginning to end (exceptions allowed)
  - Has a main idea, theme, moral or lesson learnt
  - Employs literary devices and figurative language
  - Is usually written in the past tense
2. Draw pupils' attention to the plot guidance in the Pupils' Handbook and discuss it with them (see below):
  - **Introduction** (beginning): Introduce the characters and setting. Identify the conflict problem.
  - **Rising Action** (middle): What happens to the characters? What events lead to the climax?
  - **Climax** (most important part): How do the characters deal with the problem? How is it solved?
  - **Conclusion** (ending): How does the story end? What happens to the characters? What is the moral of the story?
3. Explain to pupils that the middle and the climax of the personal narratives need to be the most engaging and detailed.

4. Discuss the components of a personal narrative using the outline on the board (see end of lesson).
5. Demonstrate how to fill in the outline with main ideas. The topic of the narrative is: 'How I spent my vacation'.
  - **Topic** – *What are you writing about? Be specific, choose a day or an incident.*  
The day I met my long-lost friend in the forest
  - **Characters** – *Who is your narrative about? Friends, family, strangers?*  
Me, my 2 siblings David and Marai, my friend Lucy
  - **Setting** – *Where and when does it take place? Describe it.*  
At the Magamba Nature Reserve, in a green, dense forest
  - **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge.*  
First, I met my long-lost friend from 7 years ago. It took us a whole day's conversation to recognise each other. Secondly, our vehicle got stuck in a huge pothole. We had to spend the night in the car until help came for us.
  - **Moral/Theme** – *What did you learn? How did the experience affect you?*  
A challenging experience made me more courageous and adventurous.
6. Discuss the topic with pupils.
7. Use the following examples to discuss how to make an interesting introduction:
  - Suspense: I wish I had not taken my friend along that day.
  - Setting: The trees were dancing, the waves roaring and I was in paradise.
  - Character introduction: My sister had always loved adventurous holidays.
  - Chronologically structured: Last month, we decided to embark on an adventure in the forest.

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

1. Give pupils 10 minutes to copy the outline of the personal narrative and complete it. Tell pupils that they can use their imagination to make up a fictional narrative if they want to.
2. Invite a volunteer to share his/her ideas with the class.
3. Tell pupils to write the introductory paragraph of their personal narrative.
4. Move around the classroom to check that pupils are doing the activity correctly.
5. Invite 2 volunteers to share their introductory paragraphs with the class.

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



1. For homework, have pupils do practice activity PHL2-L007 in the Pupils' Handbook.
2. Tell pupils that in the next lesson, they will finish writing their personal narrative.



*[OUTLINE OF A PERSONAL NARRATIVE]*

- **Topic** – What are you writing about? Be specific, choose a day or an incident.  
\_\_\_\_\_
- **Characters** – Who is your narrative about? Friends, family, strangers?  
\_\_\_\_\_
- **Setting** – Where and when does it take place? Describe it.  
\_\_\_\_\_
- **Problem/Conflict** – Twists, surprises, something unexpected, a challenge.  
\_\_\_\_\_
- **Moral/Theme** – What did you learn? How did the experience affect you?  
\_\_\_\_\_

<b>Lesson Title:</b> Personal Narrative	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L008	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a text relevant to the topic with well-organised ideas.</li> <li>2. Use appropriate and relevant vocabulary when writing on a topic.</li> <li>3. Write a text with correct grammar and spelling.</li> </ol>	 <p><b>Preparation</b> Write the descriptive words on the board (see end of lesson).</p>
---	---

### Opening (3 minutes)

1. Invite volunteers to share their introductory paragraphs for the personal narrative with the class.
2. Tell pupils that in this lesson, they will finish writing their narrative.

### Teaching and Learning (10 minutes)

1. Revise the outline of a personal narrative (see example below):
  - **Topic** – *What are you writing about? Be specific, choose a day or an incident.*  
The day I met my long-lost friend in the forest
  - **Characters** – *Who is your narrative about? Friends, family, strangers?*  
Me, my 2 siblings David and Marai, my friend Lucy
  - **Setting** – *Where and when does it take place? Describe it.*  
At the Magamba Nature Reserve, in a green, dense forest
  - **Problem/Conflict** – *Twists, surprises, something unexpected, a challenge.*  
First, I met my long-lost friend from 7 years ago. It took us a whole day's conversation to recognise each other. Secondly, our vehicle got stuck in a huge pothole. We had to spend the night in the car until help came for us.
  - **Moral/Theme** – *What did you learn? How did the experience affect you?*  
A challenging experience made me more courageous and adventurous.
2. Explain that it is important to connect paragraphs in a logical way. This can be done by using linking expressions and phrases such as: however, disappointingly, meanwhile, in spite of, although, in addition to.
3. Write the linking expressions and phrases on the board and ask pupils to add any others they know of. (Examples: furthermore, as a result)
4. Draw pupils' attention to the descriptive words and phrases on the board (see end of lesson). Explain that using descriptive words is a way in which they can add details in their writing.
5. Discuss the words on the board and invite pupils to add examples.

**Practice** (25 minutes)

1. Give pupils 15 minutes to finish writing their personal narrative and give it a suitable title.
2. Move around the classroom to make sure pupils understand and are doing the activity correctly.
3. Invite 2 volunteers to read their narratives out to the class.
4. Have pupils exchange their exercise books with seatmates to check for spelling and grammar. Remind them to check whether the writer has included all the information from the outline.
5. Walk around the classroom to check pupils' work.



**Closing** (2 minutes)

1. As a class, share ideas for personal narratives pupils could write. (Examples: a trip to the fair; holiday with my family)
2. For homework, have pupils do practice activity PHL2-L008 in the Pupils' Handbook.

*[DESCRIPTIVE WORDS AND PHRASES]*

- Descriptions of feelings: scared, surprised, angry, peaceful, joyful, terrified, anxious, mortified, frustrated
- Adjectives for the setting: serene, peaceful, crowded, isolated, deserted, lush
- Adjectives for mood: somber, quiet, loud, dark, bright, sunny, ghostly, dim

<b>Lesson Title:</b> Reading Comprehension: Fiction – Traditional Tale	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L009	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Summarise a text in their own words.</li> <li>3. Infer meaning from a text (use context clues to understand new words).</li> <li>4. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Read the traditional tale (see end of lesson). Practise reading it aloud.</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>
--	--

### Opening (5 minutes)

1. Tell pupils that in this lesson, they are going to read a traditional tale and then answer comprehension questions on it.
2. Discuss the concept of traditional tales with pupils.  
Traditional tales are:
  - Told and retold over many generations.
  - Popular stories told by family members such as grandparents.
  - Usually passed down orally in many cultures.
3. Invite volunteers to share the names of any traditional tales they know from Sierra Leone or West Africa.

### Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Tell pupils that this tale is part of the 'Anansi tales' that originated in Ghana. 'Anansi' means 'spider'.
2. Read the first paragraph aloud to pupils. Have pupils follow along in the Pupils' Handbook.
3. Invite 2 pupils to summarise the paragraph in their own words. Guide their summaries with questions such as:
  - What did Spider want? (Answer: that all stories be about him)
  - What conditions did Nyankupon give? (Answer: Spider must give him a jar full of bees, a boa constrictor and a tiger.)
4. Ask pupils to identify the meaning of the word 'conceited' using context clues from the tale. (Context clue: wanted the story to be told about him)
5. Invite volunteers to share their answers with the class.
6. Write the meaning of 'conceited' on the board. (Example answers: extremely proud of oneself; arrogant; full of oneself)
7. Have 2 volunteers use the word 'conceited' in a sentence.  
Example answers:

- The rich princess was very beautiful but extremely conceited about her looks.
  - Even though he is the champion of the 100-metre sprint, his fans do not like him because he is conceited.
8. Read the second paragraph aloud to pupils. Have them follow along in the Pupils' Handbook.
  9. Invite 2 volunteers to summarise the paragraph in their own words.
  10. Ask the following questions to guide their summaries:
    - Why did Spider say, '... yes, they will be able to ... no, they will not be able to'? (Example answers: to get the bees to talk to him; to convince the bees to get into the jar)
    - Did Nyankupon actually say that bees could not fly into a jar? (Answer: No, Spider only said that to capture the bees.)
  11. Write the word 'dispute' on the board. Tell pupils to use context clues from the text to identify its meaning. (Context clue: They could not agree – Nyankupon had said the bees could not fly into the jar; Anansi had said they could.)
  12. As a class, discuss the meaning of 'dispute'. Write the meaning on the board. (Example answers: to argue about something; quarrel, disagreement, fight)
  13. Invite 2 volunteers to use the word in a sentence. (Example answer: The players had a dispute about who had won the match.)

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

1. Ask pupils to read the third and fourth paragraphs of the tale independently.
2. Once pupils have finished reading, have them work with seatmates to summarise the paragraphs orally to each other.
3. Invite 2 volunteers to share their summaries with the class.
4. Draw pupils' attention to the comprehension questions on the board. Ask them to write the answers in their exercise books.
5. Check answers as a class.  
Example answers:
  - a. He lied to convince the bees to fly into a jar and capture them.
  - b. He wanted to get Snake's interest and have him lie down straight on the stick.
  - c. Spider was clever because he found an easy and innovative way to trap the bees, the snake and the tiger without hurting himself.
  - d. This tale tells the reader why most stories are about a clever spider and his adventures. It shows why the spider is important.

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

1. Invite volunteers to share the lesson learnt or moral of this story.  
Example answers:
  - One should plan things cleverly.
  - It is possible to convince people with words.

- Being creative and innovative helps you in problem-solving.
2. For homework, have pupils do practice activity PHL2-L009 in the Pupils' Handbook.

### *[TRADITIONAL TALE]*

#### How We Got the Name 'Spider Tales'<sup>1</sup>

In the olden days, all the stories which men told were stories of Nyankupon, the chief of the gods. Spider, who was very conceited, wanted the stories to be told about him. Accordingly, one day he went to Nyankupon and asked that, in future, all tales told by men might be Anansi stories, instead of Nyankupon stories. Nyankupon agreed, on one condition. He told Spider (or Anansi) that he must bring him three things: The first was a jar full of live bees, the second was a boa constrictor and the third, a tiger.

Spider gave his promise. He took an earthen vessel and set out for a place where he knew there were a number of bees. When he came in sight of the bees, he began saying to himself, 'They will not be able to fill this jar ... yes, they will be able to ... no, they will not be able', until the bees came up to him and said, 'What are you talking about, Mr Anansi?' He thereupon explained to them that Nyankupon and he had had a great dispute. Nyankupon had said the bees could not fly into the jar — Anansi had said they could. The bees immediately declared that of course they could fly into the jar — which they did at once. As soon as they were safely inside, Anansi sealed up the jar and sent it off to Nyankupon.

The next day, he took a long stick and set out in search of a boa constrictor. When he arrived at the place where one lived, he began speaking to himself again. 'He will just be as long as this stick ... no, he will not be so long as this ... yes, he will be as long as this'. These words he repeated several times, till the boa came out and asked him what was the matter. 'Oh, we have been having a dispute in Nyankupon's town about you. Nyankupon's people say you are not as long as this stick. I say you are. Please let me measure you by it'. The boa innocently laid himself out straight, and Spider lost no time in tying him onto the stick from end to end. He then sent him to Nyankupon.



The third day, he took a needle and thread and sewed up his eye. He then set out for a den where he knew a tiger lived. As he approached the place, he began to shout and sing so loudly that the tiger came out to see what the matter was. 'Can you not see?' said Spider. 'My eye is sewn up and now I can see such wonderful things that I must sing about them'. 'Sew up my eyes', said the tiger. 'Then I, too, can see these surprising sights'. Spider immediately did so. Having thus made the tiger helpless, he led him straight to Nyankupon's house. Nyankupon was amazed at Spider's cleverness in fulfilling the three conditions. He immediately gave him permission for the future to call all the old tales Anansi tales.

*[COMPREHENSION QUESTIONS]*

- a. Why did Spider lie to the bees about having a great dispute with Nyankupon?
- b. Why was Spider speaking to himself when he approached the boa constrictor?
- c. Nyankupon was amazed by Spider's 'cleverness'. Why do you think Spider was clever?
- d. What is the significance of this tale in introducing the reader to Anansi tales?

<sup>1</sup> Barker, W.H. & Sinclair C. (1917). How We Got The Name 'Spider Tales'. In *West-African Folk Tales* (pp. 29-32) London: George G. Harrap & Company

<b>Lesson Title:</b> Reading Comprehension: Fiction - Fable	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L010	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Summarise a text in their own words.</li> <li>3. Infer meaning from a text.</li> <li>4. Answer questions on a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Read the fable (see end of lesson). Practise reading it aloud.</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>
--	---

### Opening (3 minutes)

1. Tell pupils that in this lesson they will be reading a fable.
2. As a class, discuss fables:
  - A fable is a short story that is centered around a moral or a lesson.
  - It is usually told through dialogues between animals as characters.
  - It uses figurative language to explain morals and lessons.
  - It is not based on fact or reality.
  - It often includes extraordinary things such as supernatural events, heroes and gods.
3. Invite volunteers to share the names of any fables they know.

### Teaching and Learning (14 minutes)

1. Have pupils open their Pupils' Handbook at the practice activity that corresponds with the lesson. Read the first 3 paragraphs of the fable aloud as pupils follow along (see end of lesson).
2. Invite volunteers to summarise the 3 paragraphs.
3. Have pupils identify the meaning of the word 'indiscriminately' using context clues from the fable. (Context clue: killing **all** other animals)
4. Discuss the meaning as a class and write a definition on the board. (Example answers: relentlessly; cruelly; killing too many animals)
5. Make a sentence with 'indiscriminately' as an example for pupils. (Example: Throwing trash indiscriminately in public spaces leads to disease and pollution.)
6. Invite 1-2 volunteers to use the word in a sentence.
7. Invite volunteers to read paragraphs 4, 5 and 6 aloud as the other pupils follow along in their Pupils' Handbooks.
8. Have 1-2 volunteers summarise the paragraphs. Ask the following questions to guide their summaries:
  - What idea did the hare get at the well? (Answer: to somehow persuade the lion to jump into a well)



- What reason does the hare give Basu for coming late? (Answer: He tells him that he came across another lion that claimed to be the king of the jungle.)
- Do you think the hare had actually met another lion? Why or why not? (No, he was only trying to make Basu believe that in order to trick him.)

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

1. Ask pupils to read the remaining paragraphs independently.
2. Have pupils discuss the fable with their seatmates.
3. Invite 2 volunteers to summarise the ending of the fable for the class.
4. Have pupils identify the meaning of the words 'summon', 'assessing' and 'perish' based on their meaning in the fable.
5. Discuss their meanings as a class. Write the correct answers on the board:
  - Summon: to order someone to come to you
  - Assessing: examining or estimating the value or ability of something
  - Perish: to die; finish
6. Have pupils work in their exercise books to make 1 sentence for each of the words.
7. Invite 3 volunteers to share their sentences with the class.  
Example sentences:
  - Summon: The king summoned his minister to his courtroom.
  - Assessing: The teacher was assessing the pupil's listening skills.
  - Perish: The ancient civilisation perished after 2000 years.
8. Have pupils answer the comprehension questions on the board with seatmates.
9. After 8 minutes, invite volunteers to share their answers with the class.  
Example answers:
  - a. The hare tells Basu that the other lion has summoned and challenged him, which incites Basu to go kill him.
  - b. 'Tall talk' means to talk of something with exaggeration and grandiosity. The hare was trying to make feel Basu aggressive toward the other lion.
  - c. One should not face the enemy without assessing one's own strength and the strength of the enemy. If you rush into meeting the enemy, you will lose.
  - d. These words are used by the hare to show that the other lion was a formidable ruler and someone to fear.
  - e. Personification – Non-humans are given human characteristics. For example, the animals held a delegation; the big lion lives in a fort.

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

1. Ask pupils to discuss the moral or lesson of the story. How could they apply this to their own lives? (Example answer: Before a football match, learn about the strengths and weaknesses of the other team.)
2. For homework, have pupils do practice activity PHL2-L010 in the Pupils' Handbook.

[FABLE]

### The Hare and the Lion<sup>1</sup>

A lion named Basu ruled the jungle, indiscriminately killing all other animals. All the other animals, who were victims, decided to meet the lion one day in a delegation. They requested that instead of hunting them, they themselves send one of their own folk for his lunch daily.

'All right', the lion said and added a condition. 'If you fail to send one animal every day, I shall kill all of you'.

'Agreed', said the animals and began roaming the forest without fear. One day it was the turn of a hare. He started leisurely on his last journey. On the way, he saw a big well, and saw his own reflection when he peeped into the well out of curiosity.

Suddenly an idea struck the hare. 'I will somehow tempt the lion to the well and persuade him to jump into it', the hare thought to himself. It was late in the evening when the hare reached the lion's den. The lion was hungry and infuriated. He decided to kill all the animals when the hare came and knelt before him.

'First, you are too small for my lunch. Second, you have come late. I shall kill you and all the others, too', the lion warned the hare. 'My lord, it is not my fault or the fault of any other animal'. 'Then who is it that delayed you? I will kill him at once!'

'Our folks have decided that it is my turn today. Since I do not make a full meal, they have sent three more hares with me for your meal. As we were all coming to you, a big lion came out of his den and demanded to know where we were all going'. "'We are all going to Basu as his meal, according to our arrangement", we said. The big lion said that this jungle belonged to him and that all animals obeyed his orders. He commanded me to summon you to his fort. That's why I am late', the hare told the lion.

'In that case', Basu told the hare, 'show me that lion. I will kill him and have him for lunch'. 'Yes, my lord', said the hare, 'what you say is true. But the big lion lives in a fort. He knows that the king without a fort is like a cobra without fangs and an elephant without heat'. 'Stop that nonsense and bring him here. Don't you know that you have to crush the enemy and disease at the first opportunity? Otherwise, they will grow in strength and crush you'. 'But the big lion seems to be very strong. Haven't you heard elders saying that one should not go to war without assessing one's own strength and the strength of the enemy? He who meets the enemy in haste will perish like the locusts in a fire'.



Growing impatient, the lion roared, 'Why all this tall talk! Show him to me'. Asking the lion to accompany him, the hare took him to the well. He told the lion that the big lion was there in that fort and showed him the well. The lion then peeped into the well and, mistaking his reflection in the water for the big lion, jumped into the well to kill him. Thus, the foolish lion perished and all the animals in the jungle lived happily ever after.

*[COMPREHENSION QUESTIONS]*

- a. How does the hare incite Basu to kill the other lion?
- b. In paragraph 8, what is the meaning of 'tall talk'? Why was the hare engaging in this 'tall talk'?
- c. What is the lesson or the moral of this fable?
- d. In paragraph 6, why does the hare use words like 'summon', 'commanded' and 'obeyed'? How do they affect the tone?
- e. Which literary device has been used throughout this fable?

<sup>1</sup>The Cunning Hare and the Witless Lion. (n.d.). Adapted September 12, 2017, from <http://www.talesofpanchatantra.com/the-cunning-hare-and-the-witless-lion>

<b>Lesson Title:</b> Vocabulary Development: Environment	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L011	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of environment.</li> <li>2. Use context clues and inference to determine the meaning of new words in a text.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Read the report 'At-risk Polar Bears' (see end of lesson). Practise reading it aloud.</li> <li>2. Write the vocabulary list on the board (see end of lesson).</li> </ol>
--	--

### Opening (3 minutes)

1. As a class, discuss the following questions:
  - Do you think it is necessary to save the environment? Why or why not? (Example answers: Yes, it provides natural resources, food and shelter and needs to be protected for all plants and animals.)
  - What factors contribute to the changing environment and climate on Earth? (Example answers: Global warming; pollution; trash; waste; deforestation)
2. Tell pupils that in this lesson, they will be reading a report about the environment and developing their vocabulary related to the environment.

### Teaching and Learning (20 minutes)

1. Read the title 'At-risk Polar Bears' and ask pupils what they think the text will be about. Discuss as a class what the 'risks' could be. (Example answers: hunting, global warming, lack of habitat)
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Read the first paragraph of the passage 'At-risk Polar Bears' aloud to pupils. Have them follow along in the Pupils' Handbooks.
4. Invite volunteers to summarise the first paragraph in their own words.  
Example:  
Global warming is affecting polar bears because it is causing the sea ice off Alaska's coast to move and the bears are forced to move with it.
5. As a class, discuss global warming:
  - Global warming is the changing of the Earth's climate as it gets warmer each year. It is caused by pollution and carbon emissions. They trap heat and radiation, causing the planet to get hotter.
  - It causes the ice in the ocean to melt and move, which is affecting the polar bears. They have to keep moving to stay in their habitat because the ice they live on is decreasing.

6. Write the following definitions on the board:
  - Global warming: The warming of the Earth
  - At-risk: In danger of being harmed; in adverse conditions
7. Ask pupils to write a sentence with each of these phrases in their exercise books.
8. Invite 1-2 volunteers to share their sentences with the class.
9. Have 2 volunteers read out paragraphs 2 and 3 while the rest of the class follows along in the Pupils' Handbook.
10. Invite 2 volunteers to summarise the paragraphs.  
 Example:  
 In 2008 polar bears were listed as threatened under the Endangered Species Act. The Act has not been used to regulate greenhouse gas emissions that contribute to climate change, the main cause of the shrinking of sea ice. The US polar bear recovery plan says that polar bears will probably disappear if nothing is done to stop climate change
11. Write the following words on the board: endangered, diminishing.
12. Tell pupils to work with a partner to find another word in the first 3 paragraphs for both of these.
13. Discuss the answers as a class. Write the correct answers on the board.  
 Answers:
  - Endangered: threatened; at-risk
  - Diminishing: reducing
14. Have pupils write sentences with these 2 words in their exercise books.
15. Invite 1-2 volunteers to share their sentences with the class.

**Practice** (15 minutes)

1. Have a volunteer read out the fourth and the fifth paragraph of the report.
2. Have pupils discuss the last 3 paragraphs with their seatmates and summarise them orally.
3. Revise the vocabulary list on the board with pupils. Have pupils identify the definition of these terms based on their use in the report. Then ask them to write a sentence for each of the words.
4. Discuss the answers as a class and write definitions on the board.  
 Example answers:
  - Greenhouse gas emissions: Production of harmful gases that lead to global warming
  - Renewable energy: Energy from sources that do not deplete, such as wind and sun
  - Geological: Study of the Earth's physical structure and substance
  - Sea ice: A thin, fragile, solid layer of frozen ocean water that forms in the Arctic and Antarctic oceans
  - Carbon emissions: Release of carbon-dioxide in the atmosphere as a result of human activity and the use of fossil fuels

- Climate change: Changes in weather patterns and the environment; mostly associated with global warming
  - Habitat: The natural home or environment of an animal or plant
5. Tell pupils that this is a list of new or familiar terms that can help them read and write about the environment in the future.

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

1. Tell pupils that in the next lesson, they will do a writing activity on the topic of the environment.
2. For homework, have pupils do practice activity PHL2-L011 in the Pupils' Handbook.

### **[REPORT]**

#### At-risk Polar Bears <sup>1</sup>

Rapid global warming has sped up the movement of sea ice off Alaska's coasts, and already at-risk polar bears are paying a price, a new US study says. Most sea ice moves throughout the year and the iconic white bears are on a perpetual walk to stay within their preferred habitat, said US Geological Survey research ecologist George Durner, lead author of the study.

Polar bears were listed as threatened under the Endangered Species Act in 2008 amid the alarming loss of summer sea ice in recent decades and climate models indicating the trend would persist. However, the government said the act would not be used to regulate greenhouse gas emissions.

The US polar bear recovery plan says that without action to address climate change – the primary cause of diminishing sea ice – it is unlikely that polar bears could be saved. The plan released in January noted positive signs such as emission goals in the Paris climate agreement.

Margaret Williams, Arctic program managing director for the World Wildlife Fund, said that local efforts to reduce carbon emissions and turn to renewable energy are a positive sign.

However, the Geological Survey and University of Wyoming study documented how polar bears use more energy to stay within their home range. Diminished sea ice has reduced access to prey in the southern Beaufort Sea off Alaska's north coast. Researchers have documented the polar bear's declining body condition, reproduction, survival and abundance. Researchers concluded that the bears must kill two to six percent more seals per year to make up for burning more calories on faster-moving sea ice. The study did not address whether they walk faster or spend more time moving to keep up with the ice.



Bears in the Chukchi Sea, off Alaska's northwest coast, had to walk farther and burn more calories than south Beaufort bears but are in better shape because more food is available, Durner said.

*[VOCABULARY]*

- Greenhouse gas emissions
- Renewable energy
- Geological
- Sea ice
- Carbon emissions
- Climate change
- Habitat

<sup>1</sup>Joling, D. (2017, June 8). Faster-moving sea ice forces polar bears to use more energy. Associated Press. Adapted from <https://newsela.com/read/polar-bears-sea-ice/id/31690TEMPLATE=DEFAULT&CTIME=2011-05-17-11-52-34>

<b>Lesson Title:</b> Vocabulary Development: Environment	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L012	<b>Class/Level:</b> SSS 2	<b>Time:</b> 40 minutes

 <p><b>Learning Outcomes</b> By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of environment.</li> <li>2. Complete a text on the topic using appropriate vocabulary.</li> </ol>	 <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Write new words on the board (see end of lesson).</li> <li>2. Write the fill-in-the-blanks vocabulary list on the board.</li> <li>3. Read the text 'Plastics in the Ocean' (see end of lesson).</li> </ol>
--	--

### Opening (4 minutes)

1. Write the vocabulary from the previous lesson on the board and revise it as a class.
  - global warming, at-risk, endangered, diminishing, greenhouse gas emissions, renewable energy, geological, sea ice, carbon emissions, climate change, habitat
2. Tell pupils that in this lesson, they will learn new words related to the environment and will use the words to complete a text about keeping oceans clean.

### Teaching and Learning (20 minutes)

1. As a class, discuss why it is important to keep oceans clean. (Example answers: people walk there; sea animals live there; tourist spot)
2. Tell pupils that you are going to begin the lesson with a small writing exercise.
3. Ask pupils to write 3-4 sentences on the topic: Why and how beaches should be kept clean.
4. Walk around the classroom and check that pupils are doing the activity correctly.
5. Invite 2 volunteers to share their work with the class.

Example:

Beaches are the habitat of many sea creatures. Polluting these areas not only takes away from the natural beauty of the ocean, but also affects marine life and the quality of water. Every year, more and more waste ends up in the oceans, destroying the ecosystem. If you go to the beach, make sure that you do not leave any rubbish behind.

6. Write any important environment-related words they used on the board. (Examples: pollution, rubbish, trash, ocean, ecosystem)
7. Define the following new words as a class:
  - Litter (noun): Rubbish, such as paper, cans or bottles in a public place
  - Litter (verb): To make a place dirty or messy by leaving rubbish there
  - Plastic: Synthetic or man-made material that does not decompose
  - Trash: Garbage; rubbish
  - Recycling: Remaking and reusing to save energy
  - Waste: Trash; garbage from human activity



- Marine: Related to ocean and sea life
  - Biodegradable: Capable of being decomposed by nature and bacteria
  - Microplastics: Very small pieces of plastic that cannot be easily seen with the naked eye
  - Zooplankton: Organisms drifting in sea, ocean and fresh water bodies
8. Invite volunteers to make sentences with each of these words.  
Examples:
- Litter: Joanna was punished for littering the school yard with waste paper.
  - Plastic: My little brother drinks from a plastic cup because it does not break.
  - Trash: If we do not throw out the trash on time in the summer, it starts stinking.
  - Recycling: Recycling clothes as dusting and cleaning cloths is a good way to save energy.
  - Waste: Industrial waste accounts for nearly half the planet's carbon emissions.
  - Marine: The tourists went deep sea diving to observe marine life.
  - Biodegradable: Vegetable and fruit waste can be deposited in the soil, as it is biodegradable.
  - Microplastics: Some contaminated potato chips are rumoured to contain microplastics.
  - Zooplankton: Zooplankton eat plants in the ocean but get eaten too, by other small fish.
9. Tell pupils that they will use these words and other words like these to complete a text.

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

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Have pupils copy the text for the fill-in-the-blanks activity into their exercise books and use the words given to fill in the blanks in the text.
3. Discuss the answers as a class. (see below)

#### Plastics in the Ocean<sup>1</sup>

Scientists will journey to the Atlantic to discover how bad the problem of the oceans' tiniest creatures eating plastics/microplastics has become. After all, zooplankton are essential creatures for the marine food web right up to the fish we eat, and are known to be more likely to die and be worse at reproduction after eating the minuscule pieces of plastics/microplastics.

Scientists will travel up to 600 miles a day on the British Antarctic Survey vessel, which will also be helping to calibrate or 'ground truth' – a satellite project that is monitoring the colour of the oceans to create maps of phytoplankton chlorophyll, the green pigment found in plants.

'It really is a systemic threat to the health of the ocean itself', said Kathryn Sullivan, administrator of the National Oceanic and Atmospheric Administration, who works in a program to combat marine debris.

'If we open the stomachs of dead and stranded mammals and seabirds, we find increasing amounts of marine debris – plastics, Styrofoam beads and such – in their guts. That's like slow poisoning from within', Sullivan said.

4. Explain the meaning of any words, if necessary:
  - Phytoplankton: Small marine algae
  - Chlorophyll: A green pigment in plants that helps them in photosynthesis
  - Styrofoam: A kind of plastic used to make food containers
  - Debris: Scattered pieces of rubbish or remains
  - Calibrate: Measure with specific instruments

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

1. Discuss the text with pupils using questions such as:
  - Is excess rubbish in the oceans a problem in Sierra Leone?
  - Do we keep our beaches clean?
  - What impact do you think the rubbish on the beach has on the ocean?
2. For homework, have pupils do practice activity PHL2-L012 in the Pupils' Handbook.

### *[NEW VOCABULARY]*

- Litter
- Plastic
- Trash
- Recycling
- Waste
- Marine
- Biodegradable
- Microplastics
- Zooplankton

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

- calibrate
- debris
- health
- mammals
- marine
- microplastics
- phytoplankton chlorophyll

- plastics
- Styrofoam
- zooplankton

[TEXT]

### Plastics in the Ocean<sup>1</sup>



Scientists will journey to the Atlantic to discover how bad the problem of the oceans' tiniest creatures eating \_\_\_\_\_ has become. After all, \_\_\_\_\_ are essential creatures for the \_\_\_\_\_ food web right up to the fish we eat, and are known to be more likely to die and be worse at reproduction after eating the minuscule pieces of \_\_\_\_\_.

Scientists will travel up to 600 miles a day on the British Antarctic Survey vessel, which will also be helping to \_\_\_\_\_ or 'ground truth' – a satellite project that is monitoring the colour of the oceans to create maps of \_\_\_\_\_ the green pigment found in plants.

'It really is a systemic threat to the \_\_\_\_\_ of the ocean itself', said Kathryn Sullivan, administrator of the National Oceanic and Atmospheric Administration, who works in a program to combat marine \_\_\_\_\_.

'If we open the stomachs of dead and stranded \_\_\_\_\_ and seabirds, we find increasing amounts of marine debris – plastics, \_\_\_\_\_ beads and such – in their guts. That's like slow poisoning from within', Sullivan said.

<sup>1</sup> Vaughan, A. (2016, September 20). Expedition to study microplastics on Atlantic's smallest creatures. *The Guardian*. Retrieved September 12, 2017, from <https://newsela.com/read/microplastics-expedition/id/21857/>.

<b>Lesson Title:</b> Parts of Speech	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L013	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the 8 parts of speech.</li> <li>2. Explain the function of each of the 8 parts of speech.</li> <li>3. Identify the 8 parts of speech in sentences.</li> <li>4. Write sentences using the 8 parts of speech.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sentences with parts of speech on the board (see end of lesson).</li> <li>2. Write the fill-in-the-blanks sentences on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Tell pupils that this lesson is about the parts of speech.
2. Invite volunteers to name and give examples of the 8 different parts of speech.  
(Answer: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection)

### Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson.
2. Discuss the following definitions and give examples while pupils follow along:
  - Nouns: The name of a person, place, thing or idea.  
Examples:
    - **Doris** was riding her **bicycle**.
    - The **animals** were freed from the **zoo**.
  - Pronouns: Words that stand in the place of nouns.  
Examples:
    - This book is **mine**.
    - **She** ate her lunch with **him**.
  - Adjectives: Words that describe and modify nouns and pronouns.  
Examples:
    - Fatmata is a **strong** and **confident** person.
    - **My** father borrowed **this** book.
  - Verbs: Words that express actions or states of being.  
Examples:
    - I **am** 16 years old.
    - Esi **walked** slowly to her house.
  - Adverbs: Words that modify verbs, adjectives or another adverb to make their meaning more specific.  
Examples:
    - My grandfather speaks **slowly**.

- She wrote **very well**.
  - Prepositions: Words that show the relationship of nouns and pronouns to other words in a sentence.  
Examples:
    - I will walk **from** home **to** school.
    - I came **to** the party **because of** you.
  - Conjunctions: Words that join and connect words, phrases or sentences.  
Examples:
    - I went to the shop **but** did not find the vegetables.
    - He ran the marathon **despite** his illness.
  - Interjections: Words that show direct emotion. They do not affect the grammatical structure of the rest of the sentence.  
Examples:
    - **Wow!** What a beautiful flower that is.
    - We lost the match. **Oh no!**
3. Use the following sentence to show pupils how to identify parts of speech. Pupils can follow along in the Pupils' Handbook:
- Oops! I accidentally spilled the juice on his shirt.  
(Answer: Oops – interjection; I – pronoun; accidentally – adverb; spilled – verb; juice – noun; on – preposition; his – adjective; shirt – noun)

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

1. Have pupils copy the sentences with parts of speech from the board into their exercise books (see end of lesson).
2. Ask pupils to work with seatmates to identify the parts of speech of the underlined words.
3. Invite volunteers to share 1 answer each with the class. Discuss the answers as a class and write the correct parts of speech on the board:  
Answers:
  - a. Slowly – adverb; ate up – verb; from – preposition
  - b. Good grief! – interjection; you – pronoun; made – verb)
  - c. Even though – conjunction; she – pronoun; well – adverb)
  - d. To seal – verb; and – conjunction; press – verb; firmly – adverb; with – preposition; your – adjective)
4. Have pupils copy the fill-in-the-blanks sentences from the board in their exercise books (see end of lesson).
5. Ask pupils to fill in the blanks with the part of speech that has been underlined.
6. Discuss the answers as a class and write the correct answers on the board:
  - Interjection! Our noun has died!  
(Example answers: Alas! Oh no!; king)
  - Pronoun need to chop the fruit adverb, conjunction you will cut your finger.  
(Example answers: You; carefully; otherwise)

- Why didn't pronoun put the batter preposition the oven when the oven was adjective? (Example answers: they; in; warm)

**Closing** (1 minute)



1. For homework, have pupils do practice activity PHL2-L013 in the Pupils' Handbook.

*[SENTENCES WITH PARTS OF SPEECH]*

- a. Slowly, the rabbit ate up the pieces of cabbage from the shed.
- b. Good grief! Look at the mess you have made!
- c. Even though she had spent the night studying, she did not perform well in the exam.
- d. To seal the envelope, apply the glue and press the paper down firmly with your fist.

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

- a. Interjection! Our noun has died!
- b. Pronoun need to chop the fruit adverb, conjunction you will cut your finger.
- c. Why didn't pronoun put the batter preposition the oven when the oven was adjective?

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L014	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define prepositions and demonstrate understanding of their function in a sentence.</li> <li>2. Identify prepositions in a sentence.</li> <li>3. Write sentences using prepositions correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the practice sentences on the board (see end of lesson).</li> <li>2. Write the fill-in-the-blanks sentences on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Tell pupils that they are going to learn about prepositions in this lesson.
2. Invite 1-2 volunteers to explain prepositions with examples. (Example answers: prepositions connect words in a sentence; they show the relation of one noun or pronoun with another; examples: over, under, below)

### Teaching and Learning (12 minutes)

1. Define prepositions for the class:
  - Prepositions show the relationship of nouns and pronouns to other words in a sentence.
  - They are usually followed by a noun or a pronoun.  
Examples: **in** the house, **below** the table, **after** the lesson, **during** the show, **on** him, **behind** her
2. Discuss the meaning of simple prepositions and complex prepositions. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson and follow along:
  - Simple prepositions: These usually have only 1 word and are used to show time, place, duration and movement.  
Examples: after, before, above, over, below, during, until, since, from, out of, onto, into, at
  - Complex prepositions: These are made up of more than 1 word or more than 1 preposition.  
Examples: because of, due to, in relation to, according to
3. Invite volunteers to share example sentences of simple and complex prepositions.  
Example answers:
  - The car went **over** the bridge.
  - **During** the exam, everyone must be quiet.
  - **Until** we meet again, I will be **at** the bookstore.

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

1. Have pupils copy the practice sentences on the board into their exercise books (see end of lesson).
2. Ask pupils to work with seatmates and underline prepositions in the sentences.
3. Discuss the answers as a class. Underline the correct answers on the board.

Answers:

- a. I have no faith in you.
  - b. Please keep the duster behind the blackboard on the rack.
  - c. Despite your limitations, you can earn a good salary.
  - d. School was cancelled today due to heavy snow.
  - e. Between you and me, there is no need for formalities.
  - f. I have been practising my dance since last week.
4. As a class, look at the fill-in-the-blanks activity on the board (see end of lesson). Have pupils copy the sentences into their exercise books and fill in the blanks with appropriate prepositions.
  5. Ask pupils to check their answers with seatmates.
  6. Invite volunteers to share their answers with the class. Write the correct answers on the board. Note that there is often more than 1 correct answer.

Answers:

- a. School begins on Monday.
- b. Please hang your clothes on the hanger in/inside the closet.
- c. As a result of/ Due to water leakage from the overhead tank, the roof has seepage.
- d. The virus has spread throughout/across the country.
- e. From dawn to/until dusk, a good artist must keep practising.
- f. I am inside/at the bus station located in front of/next to/behind/across from the market.

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

1. Invite a volunteer to explain the difference between simple and complex prepositions.  
Example answer:
  - Simple prepositions usually have only 1 word.
  - Complex prepositions have more than 1 word or 1 preposition.
2. For homework, have pupils do practice activity PHL2-L014 in the Pupils' Handbook.

### *[PRACTICE SENTENCES]*



- a. I have no faith in you.
- b. Please keep the duster behind the blackboard on the rack.
- c. Despite your limitations, you can earn a good salary.
- d. School was cancelled today due to heavy snow.



- e. Between you and me, there is no need for formalities.
- f. I have been practising my dance since last week.

*[FILL IN THE BLANKS SENTENCES]*

- a. School begins \_\_\_\_ Monday.
- b. Please hang your clothes \_\_\_\_\_ the hanger \_\_\_\_ the closet.
- c. \_\_\_\_\_ water leakage from the overhead tank, the roof has seepage.
- d. The virus has spread \_\_\_\_\_ the country.
- e. \_\_\_\_ dawn \_\_\_\_ dusk, a good artist must keep practising.
- f. I am \_\_\_\_ the bus station located \_\_\_\_\_ the market.

<b>Lesson Title:</b> Prepositions	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L015	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define prepositions and demonstrate understanding of their function in a sentence.</li> <li>2. Identify prepositions in a sentence.</li> <li>3. Correct common mistakes made when using prepositions.</li> <li>4. Write sentences using prepositions correctly.</li> </ol>	 <b>Preparation</b> Write the sentences for the fill-in-the-blanks activity on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to give examples of simple and complex prepositions from the previous lesson. (Example answers: below, at, in spite, because of, due to)
2. Tell pupils that in this lesson, they will continue learning about prepositions.

### Teaching and Learning (18 minutes)

1. Revise the definition of simple and complex prepositions:
  - Simple prepositions: These usually have only 1 word and are used to show time, place, duration and movement.  
Examples: after, before, above, over
  - Complex prepositions: These are made up for more than 1 word or more than 1 preposition.  
Examples: because of, due to, in relation to, according to
2. Invite different volunteers to make sentences orally with simple and complex prepositions.  
Example answers:
  - The cat was hiding under the bed.
  - I did not come to school because of malaria.
3. Tell pupils that they will learn to use some common prepositions correctly in sentences. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson.
  - **At** is used before specific places, before the word 'night', or with a specific time.  
Examples:
    - I was **at** school.
    - I will go for a walk **at** night.
    - I will meet you **at** 9 a.m.

- **For** is used after some specific verbs. It also indicates a period of time.  
Examples:
  - I was looking **for** my bat.
  - I was searching **for** my glasses.
  - I have been living there **for** 5 years.
  - I have been studying **for** 2 weeks.
- **Since** is used to specify a very specific point in time.  
Examples:
  - I have been hungry **since** this morning.
  - I have liked you **since** the day I met you.
- **In** is used to show the position or location of a noun/pronoun. It is also used with the verbs 'live', 'work' and 'study' in a city or a country.  
Examples:
  - The food is **in** the refrigerator.
  - I work **in** Ghana; I study **in** Freetown.
- **On** is used to show when something is on top of something else. It can also indicate a specific date or weekday.  
Examples:
  - The dog was sitting **on** my chair.
  - I was born **on** 8 January 1989.
  - It is our anniversary **on** Saturday.
- **Between** shows the position or location of an object with 2 nouns or pronouns. It also shows the relationship between 2 people.  
Examples:
  - My book is in **between** yours and hers.
  - I will stand **between** the 2 of you.
  - **Between** you and me, I do not want to go for the party.
  - We can settle this matter **between** us.
- **Among** is used when there are more than 2 people being talked about.  
Examples:
  - We can finish the pudding **among** ourselves.
  - Let us discuss the matter **among** friends.

4. Invite volunteers to make sentences orally using these common simple prepositions.

Example answers:

- I was at the mall.
- I have been working hard for a year.
- I work in Sierra Leone.
- I will shower on Friday.
- There is no empty seat between them.
- They will share the food among themselves

### Practice (18 minutes)

1. Have pupils copy the sentences from the board in their exercise books (see end of lesson). These sentences have commonly confused prepositions.
2. Ask pupils to work with seatmates to select the correct preposition from the brackets to fill in the blanks.
3. Invite volunteers to share 1 answer each. Write the correct answers on the board.

Answers:

- a. I will be **at** the university tomorrow morning.
  - b. Wahid has been having memory problems **since** his accident.
  - c. **On** Wednesday evening, we can go for a walk.
  - d. I have been starving **for** 2 days!
  - e. Let me look **for** my book in my bag.
  - f. **In spite of** heavy rain, I did not get wet.
4. Ask pupils to write a sentence for each of the following prepositions:
    - Among
    - In spite of
    - As a result of
    - Into
    - Beneath
    - For
  5. While pupils write, move around the class to check their work.
  6. Invite volunteers to share their sentences with the class.

Examples:



- They have only 1 cycle **among** the 3 of them.
- They settled the matter **among** themselves.
- I read the book **in spite of** my headache.
- **In spite of** the bitter flavor, she drank her medicine.
- **As a result of** exercising, I have lost weight.
- **As a result of** getting angry, her face became red.
- The mouse fell **into** the mousetrap.
- I went **into** the house to look for something.
- I could feel the wind **beneath** my feet when I was running.
- I kept my rug **beneath** the bed.
- I have been looking **for** you everywhere.
- I need 3 volunteers **for** this activity.

### Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L015 in the Pupils' Handbook.

*[FILL IN THE BLANKS SENTENCES]*

- a. I will be \_\_\_\_ (in/at) the university tomorrow morning.
- b. Wahid has been having memory problems \_\_\_\_\_ (since/from) his accident.
- c. \_\_\_\_\_ (On/During) Wednesday evening, we can go for a walk.
- d. I have been starving \_\_\_\_\_ (since/for) 2 days!
- e. Let me look \_\_\_\_\_ (for/in) my book in my bag.
- f. \_\_\_\_\_ (Because of/In spite of) of heavy rain, I did not get wet.

<b>Lesson Title:</b> Reading Skills Development: Skimming and Scanning		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L016		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the differences between skimming and scanning.</li> <li>2. Demonstrate understanding of when to use both skimming and scanning when reading a text.</li> <li>3. Use skimming and scanning to read a text quickly and purposefully.</li> <li>4. Answer questions on a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the news article aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite 2 volunteers to share the reading strategies they use for reading comprehension exercises. (Example answers: Read once quickly, then again; read paragraph by paragraph; use context clues and inference to determine the meaning of unknown words)
2. Tell pupils that in today's lesson they will learn about 2 strategies to improve their reading: skimming and scanning.

### Teaching and Learning (17 minutes)

1. Explain the meaning of the terms 'skimming' and 'scanning' to pupils. Have them open their Pupils' Handbook at the practice activity that corresponds to the lesson and follow along.
  - Skimming and scanning are reading strategies used to find specific information in a text. Both are techniques for reading quickly and purposefully. Skimming is used to get the general idea of a text, whereas scanning is used to find specific information.
2. Discuss skimming in more detail:
  - Skimming is reading selectively to determine the main idea of a paragraph or a text. There are different ways to skim a text.  
Examples:
    - Read the title and try to guess what the text will be about.
    - Read the first and last paragraph of a text. The first paragraph introduces a text and the last paragraph usually summarises it.
    - Read the first line of the body paragraphs to get the general idea. They are often (though not always) topic sentences that will give you an idea of what the paragraph is about.
3. Continue by explaining scanning to pupils:

- Scanning involves reading to look for specific information. This is done especially in texts with a lot of statistical data or details.
- There are different ways to scan a text.

Examples:

- Always identify the information you are looking for before you read the text.
- Scan for keywords related to the information you want to find throughout the text.
- When you locate a keyword, read the text around it carefully to see if it is relevant.
- Re-read the question to check if the answer you found answers this question.

4. Read the first 2 paragraphs of the news article aloud to pupils (see end of lesson).
5. Summarise the main idea of these 2 paragraphs for pupils.

Example answers:

- It is about a man taking a drug.
- It is an account of a man during nighttime; the man sounds helpless.

6. Show pupils which sentences and phrases from the news article helped you identify the main idea. (Example answers: the dark street corner; the evening had just begun; Every night I take tramadol; I don't really know what to do and I think it's getting worse)
7. Ask pupils to scan the paragraphs to find the answers to the following comprehension questions.
  - a. What is the man's occupation?
  - b. Why does Sesay take tramadol?
8. Discuss answers orally as a class.

Answers:

- a. He is a motorbike taxi driver.
- b. He takes tramadol to help him stay awake at night.

9. Tell pupils that the method they just used to find the information is an example of scanning. This is because they were looking for specific information.

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

1. Do not let pupils read the whole article yet. Tell pupils to quickly skim through paragraphs 3 and 4. Ask them to look for main ideas.
2. Invite 2 volunteers to answer the following questions orally:
  - What is the main idea of paragraph 3? (Example answers: Sesay's dosage of tramadol; details of Sesay's addiction)
  - What is the main idea of paragraph 4? (Example answers: growth of tramadol in Sierra Leone; why tramadol consumption is increasing)
3. Ask pupils to scan paragraphs 3 and 4 to find the answers to the following comprehension questions:
  - a. How much tramadol does Sesay consume now?
  - b. How has tramadol consumption increased so much?

4. Discuss answers as a class.

Answers:

- a. He consumes 900 milligrams.
- b. It is easily available. There are no rehabilitation centres to treat addicts.

5. Have pupils skim paragraphs 5 and 6.

6. Invite volunteers to answer the following questions:

- What is the main idea of paragraph 5? (Example answer: black market is increasing consumption; now a public health emergency issue)
- What is the main idea of paragraph 6? (Example answer: where tramadol is consumed globally; how tramadol is transported)

7. Tell pupils to copy the questions from the board in their exercise books (see end of lesson).

8. Have pupils scan the article to answer the comprehension questions.

9. Invite volunteers to share their answers with the class and identify where they found their answers.

Answers:

- a. He takes it every day. He takes 900 milligrams.
- b. He needs and depends on tramadol and does not know how to stop.
- c. His dependence on the drug has increased as his tolerance for it has increased.
- d. Many combatants were abusing drugs during the civil war.
- e. Private pharmacies are selling tramadol on the black market.
- f. Most tramadol is coming from India and China.

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

1. For homework, have pupils do practice activity PHL2-L016 in the Pupils' Handbook.

[TEXT]

#### Opioids: Sierra Leone's Newest Public Health Emergency<sup>1</sup>

The dark street corner would have been silent if not for the grumble of a motorbike. It was nearing midnight, but for Ibrahim Sesay – a 27-year-old motorbike taxi driver in Freetown – the evening had just begun. He pulled four small pills from his shirt pocket, gulped them down without water and set off into the night.

'Every night I take tramadol, for the past year at least', he explained, referring to the pills. 'Lots of [motorbike taxi drivers] take it. It helps me stay awake while I work, but now I can't do anything without it. I have to take it when I wake up or I feel sick .... It scares me because I don't really know what to do and I think it's getting worse'.

Sesay said he had never heard of tramadol – a cheap, opioid painkiller with stimulating effects – until last year's holiday season, when a fellow rider offered him one of the green capsules before a long shift. He started taking just one 225-milligram pill a day, but as his tolerance and dependence on the pills grew, he gradually came to crave higher amounts. Now he takes 900 milligrams, more than



twice the recommended maximum daily dosage. He likens the withdrawal symptoms to a heavy bout of malaria.

He is not alone. Until recently the drug was a little-known prescription-only medication for treating chronic pain, but in the past two years it has been at the centre of a rapidly expanding addiction crisis in Sierra Leone – a country with virtually no places for drug rehabilitation and which remains haunted by an 11-year civil war during which there were high rates of drug abuse among combatants.



Pushed by a black-market network of importers and sold cheaply under the table by private pharmacies, the problem has become so bad that in August 2016, Sierra Leone's overwhelmed pharmaceutical regulators declared tramadol abuse a public health emergency.

In the 25 years since it was launched on the global market, tramadol dependence has spread through parts of Southeast Asia, the Middle East, North and West Africa and Europe. The growth has been fuelled by inaction from international regulators and steady production in both India and China's growing generic medication industries. Pills imported by unstable or under-regulated countries can easily be diverted to armed groups or smugglers who move them across the globe.

*[COMPREHENSION QUESTIONS]*

- a. How often does Sesay take tramadol and how much does he take now?
- b. Why does Sesay say he is scared and worried?
- c. Why does Sesay now need higher amounts of tramadol?
- d. Why has the writer mentioned the civil war?
- e. Who is mostly selling tramadol on the black market?
- f. Which countries is most of the tramadol coming from?

<sup>1</sup> Inveen, C. (2017, February 13). Opioids: Sierra Leone's newest public health emergency. *Al Jazeera*. Adapted September 13, 2017, from <http://www.aljazeera.com/indepth/features/2017/01/opioids-sierra-leone-newest-public-health-emergency-170119093804569.html>

<b>Lesson Title:</b> Vowel Sounds Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L017	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify and pronounce pure vowel sounds in words.</li> <li>2. Demonstrate understanding of the difference between pure vowels and diphthong sounds.</li> <li>3. Identify long vowel sounds in sentences.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the word list for sound identification on the board (see end of lesson).</li> <li>2. Write the words for the written practice exercise on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to name the 5 vowels and their sounds. (Answer: a, e, i, o, u)
2. Tell pupils that in this lesson they will practise these and other vowels sounds.

### Teaching and Learning (20 minutes)

1. Define pure vowel sounds as a class:
  - Pure vowel sounds, or ‘monophthongs’ refer to a single vowel sound in a word. They are sounds that are spoken with the same sound from beginning to end. For example: spoon, egg, patch.
2. Explain to pupils that the same vowel sound can be written in many ways, using different letters of the alphabet. Examples:
  - The sound /i:/ as in **seat**, **beet**, **keys**
  - The sound /u:/ as in **fool**, **shoe**, **who**
3. As a class, discuss how some different short vowel sounds are written using a combination of letters. Have pupils open their Pupils’ Handbook at the practice activity that corresponds to the lesson and follow along.

Phonetic sound	Example words
/æ/ as in ‘apple’	back, lack, apple, animal, badge
/ʌ/ as in ‘fun’	junk, done, some, flood, tough, does
/ʊ/ as in ‘put’	wood, book, could
/ɪ/ as in ‘pin’	bin, pretty, women, fountain
/ɛ/ as in ‘egg’	bend, leopard, realm, leisure
/ɔ/ as in ‘cot’	pot, bought, cough, knowledge

4. Discuss how some long vowel sounds are written:

Phonetic sound	Example words
/a:/ as in ‘past’	last, half, chance, aunt, laugh, surpass
/i:/ as in ‘sleep’	seat, recede, receipt, police

/u:/ as in 'pool'	stool, rude, soup, shoe, blue
/ə:/ as in 'hurt'	word, bird, myrtle, serve, fur, earth
/ɔ:/ as in 'law'	talk, taught, broad

5. Tell pupils that pure vowel sounds are different from 'diphthongs'. Diphthongs are sounds that have 2 pure vowel sounds combined in 1.

Examples:

- The combination 'ou' can have 2 sounds.
  - The first is /o/ as in 'pour'. This is a pure vowel sound.
  - The second is /əu/ as in 'round', pronounced /ra/+/oo/+/nd/. This is a diphthong.
- Similarly, 'i' can have many sounds.
  - The first is /i/ as in 'pin'. This is a pure vowel sound.
  - The second is /ai/ as in 'glide', pronounced /gla/+/eed/. This is a diphthong.

### Practice (17 minutes)

1. Draw pupils' attention to the word list on the board (see end of lesson).
2. Invite volunteers to raise their hand to identify whether the underlined vowel sounds in the words are pure vowel sounds or diphthongs.

Answers:

- Wool – pure vowel sound
  - Found – diphthong
  - Awkward – pure vowel sound
  - Branch – pure vowel sound
  - Boy – diphthong
  - Rough – pure vowel sound
  - Cure – diphthong
  - Pester – pure vowel sound
  - Intelligent – pure vowel sound
3. Say each of the words aloud, emphasising the correct pronunciation of the vowel sound, and have pupils repeat the pronunciation after you.
  4. Have pupils copy the words for written practice from the board into their exercise books (see end of lesson).
  5. Tell pupils to choose the word from the multiple-choice options that has the same vowel sound as the one that is underlined.

- |                 |             |               |                  |
|-----------------|-------------|---------------|------------------|
| a. <u>car</u>   | <b>wall</b> | rack          | plan             |
| b. <u>know</u>  | cloth       | <b>stroll</b> | loss             |
| c. <u>bread</u> | please      | bead          | <b>head</b>      |
| d. <u>goat</u>  | bound       | brawl         | <b>whole</b>     |
| e. <u>cause</u> | <b>mock</b> | work          | cold             |
| f. <u>curse</u> | putt        | cushion       | <b>courteous</b> |

g. <u>sh</u> ould	school	<b>push</b>	mould
h. <u>sh</u> oe	<b>cool</b>	show	pull

6. Invite volunteers to share their answers with the class. (Answers are in bold.)
7. For every answer, read the given words and the correct answer aloud to show pupils the similarity in sound.
8. Tell pupils to practise reading the vowel sounds softly to themselves.

**Closing** (1 minute)



1. For homework, have pupils do practice activity PHL2-L017 in the Pupils' Handbook.

*[WORD LIST FOR SOUND IDENTIFICATION]*

1. Wool
2. Found
3. Awkward
4. Branch
5. Boy
6. Rough
7. Cure
8. Pester
9. Intelligent

*[WORDS FOR WRITTEN PRACTICE]*

a. <u>c</u> ar	wall	rack	plan
b. <u>k</u> now	cloth	stroll	loss
c. <u>b</u> read	please	bead	head
d. <u>g</u> oat	bound	brawl	whole
e. <u>c</u> ause	mock	work	cold
f. <u>c</u> urse	putt	cushion	courteous
g. <u>sh</u> ould	school	push	mould
h. <u>sh</u> oe	cool	show	pull

<b>Lesson Title:</b> Consonant Sounds Review	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L018	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify and pronounce the 24 consonant sounds of the English language.</li> <li>2. Identify and demonstrate understanding of consonant sounds in initial, medial and end position in words.</li> </ol>	 <b>Preparation</b> Write the words for the Practice section on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain consonants to the class and give examples. (Example: sounds that are not vowels; b, g, l, m)
2. Tell pupils that this lesson is about consonant sounds.

### Teaching and Learning (20 minutes)

1. Discuss consonants as a class.
  - Sounds that are not vowels are consonant sounds.
  - There are 24 consonant sounds in the English language.
  - Some of these sounds can be represented by a symbol.
  - Example: /g/, /v/, /l/
2. Read out the following consonant sounds in the left column with examples words to pupils. Have pupils repeat the consonant sounds and example words after you. They can follow along in their Pupils' Handbooks.

Consonant sound	Written as	Example of initial sound	Example of medial sound	Example of end sound
/b/	b	bed	table	proverb
/k/	c, k, ck, ch	carry	tackle	lock
/d/	d	dawn	muddy	paid
/f/	f, ph, gh	fire	after	tough
/g/	g	give	bragged	peg
/h/	h, wh	half	behave	N/A
/j/	j, dge, g	journal	manager	knowledge
/l/	l	lightning	island	pencil
/m/	m, mb	marriage	human	thumb
/n/	n, kn	neighbour	banana	mountain
/p/	p	parent	capital	scholarship

/r/	r	revise	direction	seashore
/s/	s, sc, c	simple	officer	enormous
/t/	t, ght, ed	tongue	computer	coconut
/v/	v	violin	never	relieve
/w/	w	worker	power	low
/y/	y, u	useless	lawyer	prayer
/z/	z, zz, s	zero	buzzer	cheese
/thth/	th	thanks	author	path
/th/	th	this	other	smooth
/zh/	s, ge	N/A	vision	beige
/sh/	sh, c, ss	shake	pressure	mash
/ch/	ch, tch, t	chess	matches	spinach
/ng/	ng	N/A	singer	taking

3. Discuss the difference between the /s/ and /z/ sounds of the consonant 's':

- /s/:
  - This 's' can be in any position in the word, but usually not in the middle of 2 vowels.
  - Almost all words which start with 's' have the /s/ sound.  
Examples: snake, best, scan
- /z/:
  - This usually happens when the consonant letter 's' is between 2 vowels.
  - The 's' in the beginning of the word is almost never spoken as /z/.  
Examples: business, boys, trees

4. Discuss the difference between the /th/ and /thth/ sounds of the consonant 'th':

- /th/:
  - This is a voiced consonant sound.
  - Can be represented by the symbol: ð
  - Most pronouns and prepositions beginning with 'th' have the sound /th/.  
Examples: that, therefore, those, this
  - A 'th' appearing in the middle of words will also usually have the sound 'th'.  
Examples: wither, breathes, bathes
- /thth/:
  - This is an unvoiced consonant sound.
  - Can be represented by the symbol: θ
  - Occurs mostly in words with 'th' at the end.  
Example: breath, bath, death
  - Also present in the beginning of words.  
Example: think, thought, through

5. Discuss the difference between the /s/, /c/ and /sh/ sounds of 'c':

- /c/: There is no rule for where the 'c' must lie in the word for the sound /c/.  
Example: cake, carve, practical

- /s/: 'c' is almost never pronounced as /s/ when it appears at the absolute end of the word.  
Example: price, excel, parcel
  - /sh/: Almost always pronounced /sh/ when 'c' appears between vowels.  
Example: judicial, ocean, species
6. Discuss the different 'g' sounds:
- 'g' spoken as /g/  
Example: guide, log, bagel
  - 'g' spoken as /j/: A 'g' appearing at the absolute end of a word will almost never be pronounced as /j/.  
Examples: germ, gentle, barge

### Practice (13 minutes)

1. Have pupils copy the practice activity from the board into their exercise books (see end of lesson).
2. Tell pupils to work with seatmates to identify the word from the given multiple-choice options that has the same consonant sound as the one in bold.  
Example: **sink** a. swallow b. engages c. blush  
Answer: **swallow**; the 's' in 'swallow' has the same sound /s/ as the 's' in 'sink'.
3. Invite volunteers to share their answers with the class. (Answers in bold below)

<b>thump</b>	a. there	b. <b>thrive</b>	c. breathe
<b>pants</b>	a. psalm	b. physical	c. <b>pleasant</b>
<b>clarify</b>	a. <b>luck</b>	b. place	c. acid
<b>leisure</b>	a. <b>beige</b>	b. assure	c. sharp
<b>ledge</b>	a. gated	b. <b>engine</b>	c. hang
<b>busy</b>	a. <b>ladies</b>	b. sample	c. special
<b>factual</b>	a. tremble	b. <b>patch</b>	c. enter
<b>kite</b>	a. know	b. <b>pickle</b>	c. cent
<b>weight</b>	a. wrong	b. <b>power</b>	c. invest

4. For every answer, read the given word and the correct answer aloud to show the similarity in sound.



### Closing (5 minutes)

1. Have pupils read all the consonant sounds from the table aloud with their seatmates.
2. For homework, have pupils do practice activity PHL2-L018 in the Pupils' Handbook.

*[WORDS FOR PRACTICE ACTIVITY]*

<b>thump</b>	a. there	b. thrive	c. breathe
<b>pants</b>	a. psalm	b. physical	c. pleasant
<b>clarify</b>	a. luck	b. place	c. acid
<b>leisure</b>	a. beige	b. assure	c. sharp
<b>ledge</b>	a. gated	b. engine	c. hang
<b>busy</b>	a. ladies	b. sample	c. special
<b>factual</b>	a. tremble	b. patch	c. enter
<b>kite</b>	a. know	b. pickle	c. cent
<b>weight</b>	a. wrong	b. power	c. invest



<b>Lesson Title:</b> Adjectives – Irregular Comparatives and Superlatives		<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L019		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define comparative and superlative adjectives and demonstrate understanding of their function in a sentence.</li> <li>2. Identify irregular comparative and superlative adjectives in a sentence.</li> <li>3. Use irregular comparatives and superlatives correctly in speech and in writing.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Draw the table on the board (see end of lesson).</li> <li>2. Write the sentences on the board (see end of lesson).</li> <li>3. Write the fill-in-the-blanks on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain the meaning of adjectives and give examples. (Example answers: they describe nouns and pronouns; describing words; examples include big, small, huge, yellow, delicate, slow)
2. Tell pupils that in this lesson, they are going to learn about irregular comparatives and superlatives of adjectives.

### Teaching and Learning (20 minutes)

1. Draw pupils' attention to the table on the board (see end of lesson). As a class, discuss absolute, comparative and superlative adjectives. Pupils can follow along in the Pupils' Handbook.

<b>Absolute</b>	<b>Comparative</b>	<b>Superlative</b>
Used to describe something or someone	Used to compare 2 things or groups of 2 things	Used to define the highest degree of an adjective among many things
adjective	adjective + 'er'	adjective + 'est'
new	newer	newest
dark	darker	darkest

- Adjectives have 3 forms: absolute, comparative and superlative. These tell the degree of the adjective. For example: nice, nicer, nicest.
2. Explain irregular comparatives and superlatives.
    - For some adjectives, their comparatives and superlatives do not have an 'er' or an 'est' at the end.
    - There are 2 types of irregular comparatives and superlatives:

- New words: This is when the adjectives become new words in their comparative and superlative forms.  
Example: good, better, best
  - More/most: This is when 'more' is added before the comparative and 'most' is added before the superlative.  
Example: important, more important, most important.
  - If the adjective has more than 2 syllables use 'more' and 'most'. Some 1-syllable and 2-syllable words also use 'more' and 'most' as well.  
Example: more fun, most famous
  - Other adjectives can add '-er' or use 'more'.  
Example: cleverer, more clever
3. Give pupils an example of how irregular comparatives and superlatives are formed:
    - Absolute adjective: She has a beautiful dress.
    - Comparative adjective: Her dress is more beautiful than Lila's dress.
    - Superlative adjective: She has the most beautiful dress of all.
  4. Invite volunteers to share their own example sentences using regular and irregular comparatives and superlatives.

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

1. Have pupils copy the sentences from the board in their exercise books (see end of lesson).
2. Ask pupils to work with their seatmates to identify whether the underlined adjective is a comparative or a superlative.
3. Invite volunteers to share their answers with the class. Write the correct answers on the board.  
Answers:
  - a. farthest – superlative
  - b. better – comparative
  - c. least – superlative
  - d. less expensive – comparative
  - e. more miserable – comparative
  - f. most upset – superlative
4. Revise the fill-in-the-blanks sentences on the board with pupils (see end of lesson).
5. Have pupils fill in the correct form of the adjectives given in brackets to complete the sentences in their exercise books.  
Example: That house is \_\_\_\_\_ (large) than the hut.  
Answer: That house is larger than the hut.
6. Invite volunteers to share their answers with the class. Write the correct answers on the board.  
Answers:
  - a. most important

- b. less
- c. most tilted
- d. more
- e. worse

7. Tell pupils to check their work against the correct answers on the board.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L019 in the Pupils' Handbook.

[TABLE]



<b>Absolute</b>	<b>Comparative</b>	<b>Superlative</b>
Used to describe something or someone	Used to compare 2 things or groups of 2 things	Used to define the highest degree of an adjective among many things
adjective	adjective + 'er'	adjective + 'est'
new	newer	newest
dark	darker	darkest

[SENTENCES]

- a. At the end of the race, she had reached the farthest.
- b. Tony looks better than he did yesterday.
- c. John's bed is the least made-up of all.
- d. The rings at that store are less expensive than the ones in this store.
- e. The floods have made poor people more miserable than before.
- f. I was most upset at reading your letter.

[FILL IN THE BLANKS]

- a. My wedding day is the \_\_\_\_\_ (important) day of my life.
- b. The pain after I took my medicine was \_\_\_\_\_ (less) than what it was before.
- c. The Leaning Tower of Pisa is one of the \_\_\_\_\_ (tilted) buildings in the world.
- d. Between the 2 of us, she always gets to eat \_\_\_\_\_ (much) chocolate.
- e. After injury, the athlete's sprint time has only become \_\_\_\_\_ (bad) than before.

<b>Lesson Title:</b> Differences between Adjectives and Adverbs	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L020	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define adjectives and adverbs and demonstrate understanding of the difference in their function in a sentence.</li> <li>2. Identify if a modifier is an adverb or adjective.</li> <li>3. Identify adjectives and adverbs in a sentence.</li> <li>4. Use adjectives and adverbs correctly in speech and in writing.</li> </ol>	 <b>Preparation</b> Write the sentences for practice on the board (see and of lesson).	

### Opening (3 minutes)

1. Invite volunteers to share definitions of adjectives and adverbs using examples. (Example answers: Adjectives describe nouns; adverbs modify verbs and other adverbs)
2. Tell pupils that they will practise distinguishing between adjectives and adverbs in this lesson.

### Teaching and Learning (16 minutes)

1. As a class, define adjectives and adverbs. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson.
  - Adjectives: Words that describe and modify nouns and pronouns.  
Example: Fatmata is a **strong** and **confident** person.
  - Adverbs: Words that modify verbs, adjectives or another adverb to make their meaning more specific.  
Example: My grandfather speaks **slowly**.
2. Revise how to distinguish between adjectives and adverbs using the table below:

<b>Adjectives</b>	<b>Adverbs</b>
They are describing words that can take any form. Examples: agile, tender, careful	They modify verbs, adjectives and other adverbs.
They modify or change nouns/pronouns.	They usually answer the 'how' questions in sentences. Example: How did the man walk? Answer: The man walked <b>slowly</b> .
They describe nouns and pronouns.	They often end with 'ly'. Examples: slowly, carefully, gently, skillfully

3. As a class, look at the following examples of words being used as adjectives and adverbs. Pupils can follow along in the Pupils' Handbook.
  - He was **sure** about his speech. (Adjective – describes 'he')
  - In his speech, he spoke out **surely**. (Adverb – modifies 'speak out')
  - Marai looked **nice** in her outfit. (Adjective – describes Marai)
  - Marai spoke to her grandmother **nicely**. (Adverb – modifies 'spoke')
  - The rice tastes **bland**. (Adjective – describes 'rice')
  - The rice has been cooked **blandly**. (Adverb: modifies 'cooked')
4. Read the following list of nouns and verbs to pupils. Invite different volunteers to make a sentence with at least 1 adjective and adverb. Do an example for pupils first. (Example: child – ran; Mother ran **quickly** to the clinic with her **sick** child.)
  - pupil – study
  - cow – grazed
  - teacher – will be writing

### Practice (20 minutes)



1. Have pupils copy the sentences from the board in their exercise books (see end of lesson).
2. Have pupils work with a partner to identify whether the underlined words in the sentences are adjectives or adverbs.  
Example: Amaad wrote his letter very neatly.
3. Invite volunteers to share their answers with the class.  
Answers:
  - a. The upset girl cried bitterly. (Answer: adjective – girl; adverb – cried)
  - b. The girl was upset and very bitter. (Answer: adjective – girl)
  - c. Do you think this apple pie tastes funny? (Answer: adverb – tastes)
  - d. I want less lettuce in my salad. (Answer: adjective – lettuce)
  - e. He is a slow driver. (Answer: adjective – driver)
  - f. He likes to drive the car very slowly. (Answer: adverb – drive)
  - g. My parents will arrive today. (Answer: adverb – arrive)
  - h. She was playing outside. (Answer: adverb – playing)
  - i. We have the latest technology in our store. (Answer: adjective – technology)
  - j. Don't worry! Tomorrow is a new day. (Answer: adjective – day)
  - k. Kindly return my letter at the earliest. (Answer: adverb – return; adverb – return)
  - l. I want to start dancing here and now. (Answer: adverb – dancing)
  - m. I lost an entire month's pay. (Answer: adjective – pay)
  - n. The client was very demanding. (Answer: adverb – demanding; adjective – client)
4. Write the correct answers on the board and discuss why some are adjectives and some adverbs.

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

1. For homework, have pupils do practice activity PHL2-L020 in the Pupils' Handbook.

#### *[SENTENCES FOR PRACTICE]*

- a. The upset girl cried bitterly.
- b. The girl was upset and very bitter.
- c. Do you think this apple pie tastes funny?
- d. I want less lettuce in my salad.
- e. He is a slow driver.
- f. He likes to drive the car very slowly.
- g. My parents will arrive today.
- h. She was playing outside.
- i. We have the latest technology in our store.
- j. Don't worry! Tomorrow is a new day.
- k. Kindly return my letter at the earliest.
- l. I want to start dancing here and now.
- m. I lost an entire month's pay.
- n. The client was very demanding.

<b>Lesson Title:</b> Informal Letters – Persuasive	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L021	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of an informal letter.</li> <li>2. Identify different types of informal letters.</li> <li>3. Use an outline to draft an informal letter.</li> </ol>	 <b>Preparation</b> Write the blank outline of the informal letter on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite pupils to explain the meaning of 'persuasion'. (Example answers: to convince someone of something; to make someone believe something)
2. Tell pupils that in this lesson, they will be writing a persuasive informal letter.

### Teaching and Learning (15 minutes)

1. As a class, discuss the features of a persuasive text:
  - It must have arguments for or against a topic.
  - There should be reasons or evidence to support the arguments.
  - There should be at least 2 arguments presented logically.
2. Invite volunteers to give examples of when one might need to write a persuasive letter. (Example answers: to ask for help; to ask for forgiveness; to ask someone to take an action)
3. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson. Define an informal letter for pupils as they follow along.
  - An informal letter is a letter written to a friend, family member, or a close relative. It is written for personal reasons. There are different types of informal letters:
    - Descriptive informal letters: Letters that describe an experience or a thing
    - Persuasive informal letters: Letters that convince someone about something
    - Narrative informal letters: Letters that tell someone about an event or something that happened
4. Direct pupils' attention to the blank outline of an informal letter on the board (see end of lesson).
5. Tell pupils the topic of today's informal letter is: Persuade your mother to accept your sister's choice of groom.
6. Demonstrate for pupils how to fill out the outline by completing the outline on the board (see example below).

14 Main Street,  
Freetown.

12<sup>th</sup> August, 2017

**Greeting:** Dearest Mother,

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

**Body:**

**Main Idea 1:** Mark came across as an absolute gentleman and is clearly in love with Fiona. He seems concerned about Fiona's wellbeing and is also very enthusiastic about her future as an accountant.

**Main Idea 2:** I heard all about Mark's childhood. Though he grew up outside the city, his lifestyle and values match Fiona's.

**Main Idea 3:** He is a well-qualified man and is doing well for himself in law.

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

Yours sincerely,  
Abraham.

7. Discuss the contents of the main body of the letter:

- Opening: Ask about the person's well-being; explain purpose of writing.
- Body: Make your arguments and give reasons as well as supporting evidence. This can be more than 1 paragraph.
- Closing: Summarise the reason for writing and wish the receiver well.

**Practice** (20 minutes)

1. Tell pupils to use the informal letter outline to organise their ideas for the letter in their exercise books. Topic: Persuade your mother to approve your sister's choice of groom.
2. Remind pupils to fill in the date, their address and salutation as well.
3. Ask pupils to discuss their ideas with seatmates.
4. Invite 3 volunteers to share their points of persuasion with the class.

Example answers:

- He is a responsible man.
- My sister has always made good decisions.





**Closing (2 minutes)**

- 1. Tell pupils that they will continue writing the letter in the next lesson.
- 2. For homework, have pupils do practice activity PHL2-L021 in the Pupils' Handbook.

*[OUTLINE OF INFORMAL LETTER]*

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

<b>Lesson Title:</b> Informal Letters – Persuasive	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L022	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a letter demonstrating correct usage of the features of an informal letter.</li> <li>2. Use appropriate and relevant vocabulary when writing an informal letter.</li> <li>3. Write a letter with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> None	

### Opening (3 minutes)

1. Invite volunteers to define the features of a persuasive informal letter. (Example answers: written to convince a family member or friend of something; has arguments presented logically)
2. Tell pupils that in this lesson, they will finish writing their informal letter to their mother to persuade her to accept their sister's choice of groom.

### Teaching and Learning (8 minutes)

1. Have pupils open their exercise books to the outline that they have completed with their main ideas.
2. Revise the example outline with pupils (see end of lesson).
3. Give examples of how to frame an opening:
  - I hope you are well. I am writing to talk to you about Fiona's engagement to Mark.
4. Give pupils examples of how they can build arguments in their letter:
  - Even though you have been opposed to a groom from outside the city, you should know that Mark understands Fiona's lifestyle.
  - Mark is an ambitious and hardworking person. He is a self-made man who has accomplishments such as ...
5. Give pupils examples of how they can close their letter:
  - I hope all these reasons provide you assurance about Fiona's decision ...
  - Fiona would be so happy if you acknowledged these qualities in Mark ...

### Practice (26 minutes)

1. Ask pupils to finish writing their letters by filling in details for all main ideas.
2. Remind them to write their letters with correct structure, grammar and spelling.
3. Move around the classroom and check pupils' work as they write.

4. Ask pupils to share their letters with seatmates.
5. Invite 3 volunteers to read their letters aloud to the class. Correct any grammatical or structural errors you hear.

**Closing** (2 minutes)

1. As a class, identify some persuasive arguments in favor of the marriage. Pupils should think about their own letter as well as classmates' letters that they heard read aloud. (Example: Mark is an ambitious and hardworking person.)
2. For homework, have pupils do practice activity PHL2-L022 in the Pupils' Handbook.

*[OUTLINE OF AN INFORMAL LETTER]*

14 Main Street,  
Freetown.

12<sup>th</sup> August, 2017

**Greeting:** Dearest Mother,

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

**Body:**



**Main Idea 1:** Mark came across as an absolute gentleman and is clearly in love with Fiona. He seems concerned about Fiona's wellbeing and is also very enthusiastic about her future as an accountant.

**Main Idea 2:** I heard all about Mark's childhood. Though he grew up outside the city, his lifestyle and values match Fiona's.

**Main Idea 3:** He is a well-qualified man and is doing well for himself in law.

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

Yours sincerely,  
Abraham.

<b>Lesson Title:</b> Conjunctions	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L023	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define conjunctions and demonstrate understanding of their function in a sentence.</li> <li>2. Identify conjunctions in a sentence.</li> <li>3. Write sentences using conjunctions correctly.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the sentences for the practice activity on the board (see end of lesson.)</li> <li>2. Write the fill-in-the-blanks sentences on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain conjunctions to the class. (Example answer: words that connect 2 parts of a sentence)
2. As a class, discuss examples of conjunctions. (Examples: and, but, however)
3. Tell pupils that in this lesson, they will learn to define conjunctions and practise using them.

### Teaching and Learning (15 minutes)

1. As a class, revise conjunctions.
  - Conjunctions are words that link different parts of speech in a sentence.  
Examples:
    - She sings **and** dances.
    - Those who like history **and** those who like reading will love this lesson.
2. Discuss the 3 different types of conjunctions with pupils. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson and follow along:
  - Coordinating conjunctions: They connect 2 or more words, phrases or clauses that are independent clauses without the conjunctions.  
Examples:
    - She **and** I stayed up all night reading.
    - She pitched the ball **and** I swung my bat at it.
    - I went to her house **but** she was not there.
  - Subordinating conjunctions: They connect a main sentence or clause with an incomplete sentence or clause.  
Examples:
    - It is very windy outside, **so** I brought you a jacket.
    - **If** you give me some Leones, I can buy fruits for you
    - **In case** you do not see me in the classroom, find me here.

- Correlative conjunctions: These are pairs of conjunctions that join equal parts of a sentence together.

Examples:

- **Whether** you stay here **or** go there, you will need to eat.
- **Not only** did he waste his money, **but also** spent more later.
- **As** you sow, **so** shall you reap.

3. Read the following sentences and invite volunteers to identify the conjunctions they hear:

- Whatever he did to increase his performance, it has worked. (Answer: Whatever)
- Between you and me, this matter is better left unspoken. (Answer: and)
- While I was studying at the university, I took up tennis. (Answer: While)
- Either you come in or I will come out. (Answer: Either, or)

### Practice (21 minutes)

1. Ask pupils to copy the sentences from the board in their exercise books (see end of lesson).
2. Have pupils work with seatmates to identify conjunctions in these sentences.
3. Invite pupils to share their answers with the class. Underline the conjunctions on the board.

Answers:

- a. She did not press the bell but I did.
- b. This song is very popular, so I downloaded it.
- c. He scored excellent marks, yet he did not get admission into the college.
- d. I would love to keep in touch with you, for you are a good friend.
- e. He enjoys neither drinking nor smoking.

4. Ask pupils to copy the fill-in-the-blanks sentences in their exercise books (see end of lesson).
5. Have pupils complete the activity in their exercise books. They should fill in the blanks with appropriate conjunctions.
6. Have pupils check their answers with seatmates.
7. Check answers as a class. Fill in the blanks on the board with the correct answers on the board.

Answers:

- a. Even though you started cooking in the morning, the food is not ready.
- b. Both Rita and I decided to go for the concert./ Neither Rita nor I decided to go for the concert.
- c. The rainstorm has caused a landslide; consequently/therefore/ as a result, the roads in that area are closed.
- d. Depending on the weather today, I will decide whether I should come or not.
- e. I tried to call you but you did not pick up the phone.
- f. John and his friends decided to go on a vacation.

8. Have pupils check their work against the answers on the board.

**Closing (1 minute)**



1. For homework, have pupils do practice activity PHL2-L023 in the Pupils' Handbook.

*[SENTENCES]*

- a. She did not press the bell but I did.
- b. This song is very popular, so I downloaded it.
- c. He scored excellent marks, yet he did not get admission into the college.
- d. I would love to keep in touch with you, for you are a good friend.
- e. He enjoys neither drinking nor smoking.

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

- a. \_\_\_\_\_ you started cooking in the morning, the food is not ready.
- b. \_\_\_\_ Rita \_\_\_\_ I decided to go for the concert.
- c. The rainstorm has caused a landslide; \_\_\_\_\_ the roads in that area are closed.
- d. Depending on the weather today, I will decide \_\_\_\_\_ I should come \_\_\_\_ not.
- e. I tried to call you \_\_\_\_\_ you did not pick up the phone.
- f. John \_\_\_\_\_ his friends decided to go on a vacation.

<b>Lesson Title:</b> Conjunctions	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L024	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define conjunctions and demonstrate understanding of their function in a sentence.</li> <li>2. Identify conjunctions in a sentence.</li> <li>3. Use conjunctions to form compound and complex sentences.</li> </ol>	 <b>Preparation</b> Write the sentences on the board (see end of lesson).	

### Opening (3 minutes)

1. As a class, revise conjunctions using the following questions:
  - What do conjunctions do? (Example answer: They link 2 clauses or parts of sentences.)
  - How many types of conjunctions are there? (Answer: 3)
  - What are the names of the different types of conjunctions? (Answer: coordinating conjunctions, subordinating conjunctions, correlative conjunctions)
2. Tell pupils that in today's lesson they are going to continue studying conjunctions.

### Teaching and Learning (13 minutes)

1. Revise the 3 types of conjunctions with pupils:
  - Coordinating conjunctions: They connect 2 or more words, phrases or clauses that are independent clauses without the conjunctions.  
Example: She pitched the ball **and** I swung my bat at it.
  - Subordinating conjunctions: They connect a main sentence or clause with an incomplete sentence or clause.  
Example: **If** you give me some Leones, I can buy fruits for you.
  - Correlative conjunctions: These are pairs of conjunctions that join equal parts of a sentence together.  
Example: **Not only** did he waste his money, **but also** spent more later.
2. As a class, revise complex and compound sentences and discuss how conjunctions are used in them. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson and follow along:
  - Compound sentences:
    - Compound sentences consist of 2 or more simple and independent sentences.
    - Independent clauses may be put together using a semicolon.
    - Clauses are joined together by coordinating conjunctions or correlative conjunctions.

Example: He is very intelligent, **yet** he scores low on examinations.

- Complex sentences:
  - Complex sentences consist of a main independent clause and a subordinate or dependent clause.
  - They use subordinating conjunctions.

Example: My dog refused to move unless I gave her food.

### **Practice** (21 minutes)

1. Have pupils copy the sentences from the board in their exercise books (see end of lesson).
2. Ask pupils to work with seatmates to identify the conjunctions and the types of sentences.

Example:

When I saw him laughing, I could not help but smile. (Answer: The conjunction is 'When'; this is a complex sentence.)

3. Invite volunteers to share their answers.

Answers:

- a. Compound sentence – **Either** you wash the clothes **or** clean the dishes.
  - b. Compound sentence – I gave you my number; **however**, I think you wrote it down incorrectly.
  - c. Compound sentence – Here is the rule book; **accordingly**, you need to have group activities.
  - d. Complex sentence – He needs to take his medicine **for** he becomes weak without it.
  - e. Complex sentence – I will come for the party **provided** that we eat dinner before we leave.
  - f. Compound sentence – **Both** Unisa **and** I are learning to play the violin.
4. Write the correct answers on the board and tell pupils to check their work.
  5. Write the following conjunctions on the board. Ask pupils to write 1 sentence for each of them:
    - Neither/nor
    - Besides
    - Moreover
    - Until
    - As well as
  6. Have pupils share their sentences with seatmates.

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

1. Invite volunteers to share their sentences with the class.

Examples:



- I have **neither** read a book about history, **nor** have I read one about geography.



- **Besides** basketball, Abdul is also skilled at table tennis.
  - My grandmother has excellent hearing; **moreover**, she has a good ear for music.
  - You will sit here in this chair **until** you finish your food.
  - We will have a pizza **as well as** some vegetables on the side.
2. For homework, have pupils do practice activity PHL2-L024 in the Pupils' Handbook.

*[SENTENCES]*

- a. Either you wash the clothes or clean the dishes.
- b. I gave you my number; however, I think you wrote it down wrong.
- c. Here is the rule book; accordingly, you need to have group activities.
- d. He needs to take his medicine for he becomes weak without it.
- e. I will come for the party provided that we eat dinner before we leave.
- f. Both Unisa and I are learning to play the violin.

<b>Lesson Title:</b> Reading Skills Development: Factual and Inferential Questions	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L025	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the difference between factual and inferential questions.</li> <li>2. Answer factual and inferential questions on a text.</li> <li>3. Use factual and inferential questions to develop reading comprehension.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text 'Into the Forest' aloud (see end of lesson).</li> <li>2. Write the questions on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite a volunteer to explain the meaning of facts. (Example answers: true information; represented by statistics; something proven after research)
2. Invite another volunteer to explain the meaning of inference. (Example answers: something we guess from a text; a conclusion the reader reaches)
3. Tell pupils that in this lesson, they will learn how to answer factual and inferential questions.

### Teaching and Learning (19 minutes)

1. Discuss factual and inferential questions:
  - Factual questions: They ask you about facts from a text.
    - They mostly ask 'who', 'what', 'when' and 'where' questions.
    - The answer is explicitly given in the text.
    - They can have only 1 answer.
 Example:  
 When did John graduate from college?  
 Answer: John graduated from college in May 2016.
  - Inferential questions: They ask you to draw an inference, deduction or conclusion from a text.
    - They mostly ask 'how' and 'why' questions.
    - Answers require context clues.
    - Answers are not explicitly given in the text.
    - Answers are supported by evidence in the text.
    - There can be more than 1 answer.
 Example:  
 Why do you think Cynthia cried when she read the letter?  
 Answer: Cynthia had been missing her father and got emotional when she read his letter.

2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Tell pupils that they will read the passage 'Into the Forest', which has been adapted from a previous paper taken from WASSCE (see end of lesson).
4. Read the first paragraph aloud to pupils.
5. Summarise the first paragraph for pupils.  
Example:  
The writer and his friends went into a forest to find dry wood. They found a tree far inside the forest and started cutting it down.
6. Ask a factual question from the first paragraph and demonstrate how to answer it.  
Example:  
What were the writer and his friends looking for in the forest?  
Answer: They were looking for dry wood.
7. Point out to the pupils the sentence that reads, 'Our mission was to find some dry wood'. Explain that this is a factual question because the answer was found directly in the text.
8. Ask pupils an inferential question and demonstrate how to answer it.  
Example:  
What does the writer mean by 'essential commodity'?  
Answer: The writer is referring to dry wood, which is probably very important for the writer and his friends.
9. Explain that you used your own reasoning and evidence from the paragraph to come to this answer.
10. Read the second paragraph aloud to pupils.
11. Invite a volunteer to summarise the second paragraph.  
Example:  
Jojo said that she felt something in the ground. The writer struck the ground with his cutlass. They all saw blood coming from the ground and, horrified, moved away from the spot.
12. Ask pupils the following question and invite volunteers to answer orally:
  - Why did the writer mock Jojo when she felt something in the ground? (Answer: The writer did not see anything on the ground and thought that Jojo was only scared and imagining things.)
13. Ask a volunteer to identify what kind of a question this is. (Answer: inferential question)
14. Ask the volunteer to show what information they used to come to the answer. (Example answer: The text says, 'It appeared level and was only full of dry leaves'. This shows that the writer did not see anything.)
15. Invite a volunteer to answer the next question:
  - Which tool did the writer use to strike the ground? (Answer: The writer used a cutlass.)
16. Ask the volunteer to identify the type of question. (Answer: factual question)
17. Ask the volunteer to identify the sentence that has the answer. (Answer: 'Just to prove that to her, I struck the ground with my cutlass'.)

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

1. Invite a volunteer to read the third and fourth paragraphs aloud.
2. Have pupils discuss the last 2 paragraphs with their seatmates.
3. Have pupils copy the questions from the board into their exercise books (see end of lesson).
4. Have pupils work with their seatmates to answer these questions and identify whether each question is inferential or factual.
5. Discuss the answers as a class. Invite pupils to raise their hand to answer.  
Answers:
  - a. Factual question – The writer and Jojo went with some friends who were familiar with forests.
  - b. Factual question – Jojo felt something move under the ground.
  - c. Inferential question – They saw blood and got scared.
  - d. Inferential question – It was probably a snake.
  - e. Factual question – No, they did not.
6. Invite a volunteer to explain why the fourth question is inferential and which context clue they used to find the answer. (Example: The writer never said it was a snake, but it stretched out to three and a half feet long.)

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

1. Ask pupils what they would have done if they had found a giant snake underfoot in the forest. Discuss as a class.
2. For homework, have pupils do practice activity PHL2-L025 in the Pupils' Handbook.

[TEXT]

#### Into the Forest<sup>1</sup>

Jojo and I had been planning a trip into the forest for a while. So, when some friends invited us to accompany them the coming weekend, we accepted the invitation. Our mission was to find some dry wood. On a fine Saturday morning, we left for the forest. It took us more than half an hour into the forest to find this essential commodity. We went into action, each cutting our own branches.

We had barely started when I heard a shriek. 'Goodness!' It was Jojo. She said that she felt something lifting her from below the ground. This sounded strange and I went closer to examine the ground. It appeared level and was only full of dry leaves. Mockingly, I asked her to return to work. I even added that her phobia about the forest was making her see things that were not there. Just to prove that to her, I struck the ground with my cutlass. But before I could leave, we noticed blood trickling out of the cut on the ground and we hurried away.

Standing a few feet away, our jaws wide open, we saw a writhing movement. Gradually, a curled creature stretched into full length of about three and a half feet.



The splendid design of the skin became visible and it started to move away from us. It had probably received a deep cut from the cutlass. Its pace was decreasing with every effort to crawl on while it lost more blood.

Someone urged me to free the creature from its misery, but I could not strike it again. We left immediately, everybody going back to the usual chitter-chatter on our long walk back. But I was unusually somber. I was haunted by the guilt of an unintended murderer for many days after.

*[QUESTIONS]*

- a. Who did the writer and Jojo go to the forest with?
- b. Why did Jojo shriek while cutting the tree?
- c. Read the last line of the second paragraph. Why did the writer and his friends hurry away?
- d. Based on the third paragraph, what was the moving creature?
- e. Did the writer and his friends finish cutting the tree?

<sup>1</sup> This passage is adapted from WAEC English Language Examination, [2011].

<b>Lesson Title:</b> Reading Skills Development: Factual and Inferential Questions	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L026	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the difference between factual and inferential questions.</li> <li>2. Answer factual and inferential questions on a text.</li> <li>3. Use factual and inferential questions to develop reading comprehension.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text 'Dr Akide' aloud (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> </ol>	

### Opening (5 minutes)

1. Invite volunteers to explain the difference between a fact and an inference.  
(Example answers: A fact is something that is proven to be true; an inference is a conclusion you reach based on evidence.)
2. Tell pupils that in this lesson, they will read a text from WASCCE and answer factual and inferential questions on it.

### Teaching and Learning (12 minutes)

1. As a class, revise the definitions of factual and inferential questions:
  - Factual questions: They ask you about facts from a text.
    - They mostly ask 'who', 'what', 'when' and 'where' questions.
    - The answer is explicitly given in the text.
    - They can have only 1 answer.
 Example:  
 Did he watch the football World Cup?  
 Answer: Yes, he watched it.
  - Inferential questions: They ask you to draw an inference, deduction or conclusion from a given text.
    - They mostly ask 'how' and 'why' questions.
    - Answers require context clues.
    - Answers are not explicitly given in the text.
    - Answers are supported by evidence in the text.
    - There can be more than 1 answer.
 Example:  
 Why do you think Germany won the football World Cup in 2014?  
 Answer: Germany was probably the strongest team in terms of fitness and ability. Their players also seemed to work well as a team.
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.

3. Read the first paragraph aloud to pupils and summarise it for them.  
Example:  
The writer is talking about what Dr Akide was like in primary school. He was the weakest in class but everyone still admired him for being friendly and for being left-handed.
4. Invite volunteers to answer these questions orally and identify whether they are factual or inferential:
  - Was David friendly in primary school? (Answer: Factual question – Yes, David was friendly with almost everyone he came to know.)
  - Why did David refer to himself as ‘Mr Why Hurry’? (Answer: Inference question – He probably called himself that because he took a long time to answer questions or get his work done in class.)
5. Invite a volunteer to explain which context clue they used to answer the inferential question. (Context clue: ‘He was one of the weakest in class...’; ‘Whenever the teacher referred a question to him, most of us waited eagerly to have a good laugh’.)

**Practice** (22 minutes)

1. Invite 3 volunteers to read out paragraphs 2, 3 and 4 to the class.
2. Have pupils summarise these paragraphs with their seatmates. Ask them to write their summaries in their exercise books.
3. Invite a volunteer to read their summary to the class.  
Example:  
David was weak in primary school and the butt of all jokes. He was very friendly. He did not pass to get into secondary school, and the writer and his friends lost contact with him. Thirty-eight years later, the writer saw Dr David Akide on television and found out that he was a leading heart specialist. He was amazed that Dr Akide had done so well for himself.
4. Have pupils copy the comprehension questions from the board in their exercise books (see end of lesson).
5. Tell pupils to work with their seatmates to answer the questions in their exercise books and identify whether each question is inferential or factual.
6. Discuss the answers as a class. Invite pupils to raise their hand to answer.  
Answers:
  - a. Factual question – In school, Dr Akide was one of the weakest pupils in class.
  - b. Factual question – After 38 years, the writer saw Dr Akide being interviewed on television.
  - c. Inferential question – The writer says this because Dr Akide had been the weakest pupil in primary school but had achieved a lot in the medical field.
  - d. Inferential question – No, the writer thought that Dr Akide would have taken up a vocation since he was good at handicrafts. He had never thought Dr Akide would become a medical professional.
7. As a class, discuss why the last 2 questions are inferential.  
Answer: Their answers are not directly given in the passage. It is up to the reader to figure it out based on the evidence.

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

1. For homework, have pupils do practice activity PHL2-L026 in the Pupils' Handbook.

### **[READING PASSAGE]**

#### Dr Akide<sup>1</sup>

My aunt used to always say that one should not undermine people. That nobody should be written off as a failure until they have died. Dr David Akide's life drives this point home. In primary school, he was one of the weakest in class. Right from the second grade, he was the butt of most of our jokes. Whenever the teacher asked him a question, most of us waited eagerly to have a good laugh. But we all admired him for two things. For one thing, he was a complete southpaw. He wrote with his left hand and we found that intriguing. Secondly, he endured all of our jokes cheerfully and sometimes referred to himself as 'Mr Why Hurry'. Always sociable, he was a friend to everybody who came close enough.

Not surprisingly, we left him behind in primary school as he could not get admitted to any secondary schools. I remember missing him initially but soon lost all contact with him. None of the classmates with whom I was closely associated ever mentioned meeting with him. As far as most of us were concerned, David had faded away into obscurity. I imagined that he must have ended up in one of those simple vocations since he was good in handicrafts, at least.

Then, a few months ago, 38 years after I last saw him in primary school, while I was watching a 9 o'clock television network programme, I saw David being interviewed by a team of reporters. He was introduced as a specialist surgeon who had made his mark in heart surgery in the nation's leading teaching hospital. The questions were on his recent feat of successfully correcting an extremely complicated abnormality in the heart of a patient. The patient had fully recovered and was now back in his vocation as a mechanic.



I was amazed and pleasantly surprised. As I found out later, he had experienced a surge in his intellectual prowess late in his secondary school career. After that, he had easily zoomed into and through university as a medical student. Thereafter, it had been one major achievement after another for him in his chosen field.

### **[QUESTIONS]**

- a. How did Dr Akide perform in primary school?
- b. When and how did the writer hear of Dr Akide after primary school?
- c. Why does the writer say he was 'amazed and pleasantly surprised'?
- d. Do you think the writer expected to see Dr Akide as a heart specialist? Why or why not?

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



<b>Lesson Title:</b> Formal Letter – Letter of Complaint	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L027	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of a formal letter.</li> <li>2. Identify different types of formal letters.</li> <li>3. Use an outline to draft a formal letter.</li> </ol>	 <b>Preparation</b> Write the features of a formal letter on the board (see end of lesson).	

### Opening (3 minutes)

1. Invite volunteers to explain a formal letter. (Example: a letter written to authorities or senior people; can be a request or a complaint)
2. Tell pupils that in this lesson, they will use an outline to draft a formal letter.

### Teaching and Learning (17 minutes)

1. Introduce the topic of the formal letter to pupils: a complaint about the furniture in the classroom.
2. Invite volunteers to decide whom the letter should be addressed to. (Example: the principal) Write their ideas on the board.
3. Have pupils open the Pupils' Handbook at the overview that corresponds with the lesson.
4. As a class, look at the outline of a formal letter (see end of lesson plan). Discuss the following points as pupils follow along in the Pupils' Handbook:
  - If the writer's address is punctuated, the recipient's should be as well.
  - The subject of the letter should either be in heading case (LIKE THIS), or in title case. If it is in title case, it should be underlined (Like This).
  - The body of the letter has 3 parts:
    - Introductory paragraph: 1 to 2 sentences explaining what the letter is about
    - Main ideas: There must be at least 2 main ideas to support the topic. Main ideas should be organised by paragraph.
    - Closing paragraph: Suggestions, recommendations and request to take action
5. Have pupils copy the outline from the board into their exercise books.
6. Demonstrate how to fill in the outline with main ideas. Fill in the outline on the board with the following information:

Writer's Address: 11, Hozier Street  
Freetown.

Date: 16<sup>th</sup> June, 2017

Recipient's Address:

The Principal  
Excellence Senior Secondary School  
Freetown.

Salutation: Dear Madam,

Subject: COMPLAINT ABOUT FURNITURE

Introductory paragraph: I am writing to complain about the abysmal state of furniture in our classrooms, especially in SSS 2.

Main idea 1: The legs of the tables and chairs have become so weak that one breaks almost every day. Supporting statement: The damage records are with the class teacher.

Main idea 2: The student council complained to the teachers as well, but that has not helped. Supporting statement: We have complained four times since January this year.

Main idea 3: The discomfort and lack of furniture are distracting from our lessons. Supporting statement: Every day, at least six to seven pupils must sit on the floor and write.

Closing paragraph: I request you on behalf of all my fellow pupils to please visit our classrooms, examine the matter, and replace our furniture as soon as possible.

Subscript: Yours faithfully,

Signature

Dorita Adewale,  
President, Senior Students' Council.

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

1. Have pupils write down their main ideas for a formal letter of complaint into their exercise book.
2. Once they have their ideas, ask pupils to complete an outline in their exercise books. They can use the outline on the board as an example.
3. While pupils write, move around the classroom to check that they are doing the activity correctly.
4. Have pupils share their outlines with seatmates.

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



1. Invite volunteers to share the main ideas from their outline with the class.
2. For homework, have pupils do practice activity PHL2-L027 in the Pupils' Handbook.

### *[FEATURES OF A FORMAL LETTER]*

- Written to people in authority: chairman, principals, governors, directors
- Written in a formal tone
- Different types:
  - Letters of complaint: to make a formal complaint about something
  - Letters of request: to request something
  - Application letters: for university admission/job/scholarship applications

### *[OUTLINE OF A FORMAL LETTER]*

	Writer's address _____.
	Date _____
Recipient's address.	
Salutation (Dear Sir/Madam),	
Subject comes here (UPPERCASE or Underlined Title Case)	
Introductory paragraph (I am writing to ...)	
Main idea 1, with supporting statements	
Main idea 2, with supporting statements	
Main idea 3, with supporting statements	
Closing paragraph	
	Yours faithfully,
	Signature,
	Your name,
	Your position/appointment.

<b>Lesson Title:</b> Formal Letter – Letter of Complaint	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L028	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write a letter demonstrating correct usage of the features of a formal letter.</li> <li>2. Use appropriate and relevant vocabulary when writing a formal letter.</li> <li>3. Write a letter with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> None	

### Opening (2 minutes)

1. Invite volunteers to explain a formal letter. (Examples: written in a formal tone; can be a complaint, request or application; written to authorities)
2. Tell pupils that in this lesson, they will finish writing their letter of complaint.

### Teaching and Learning (12 minutes)

1. Have pupils open the Pupils' Handbook at the overview that corresponds with the lesson.
2. As a class, revise the main components of a formal letter:
  - If the writer's address is punctuated, the recipient's should be as well.
  - The subject of the letter should either be in heading case (LIKE THIS), or in title case. If it is in title case, it should be underlined (Like This).
  - The body of the letter has 3 parts:
    - Introductory paragraph: 1 to 2 sentences explaining what the letter is about.
    - Main ideas: At least 2 main ideas to support the topic. Main ideas should be organised by paragraph.
    - Closing paragraph: Suggestions, recommendations and request to take action.
3. Explain that paragraphs and main ideas can be connected by using linking expressions, such as:
  - However, but, on the contrary, in spite of, despite
  - Moreover, in addition to, to add to that, also, furthermore
  - I would like to bring to your attention, you should know that

**Practice** *(25 minutes)*

1. Have pupils open their exercise books at the outline they have filled in with their main ideas in the previous lesson (see end of lesson plan for example).
2. Tell pupils that they will be connecting these main ideas using linking expressions and adding more details to complete the formal letter.
3. Have pupils use their outline to write a formal letter of complaint about the furniture in their classrooms.
4. As pupils write, move around the classroom to check that they are doing the activity correctly.
5. Have pupils read their letters to their seatmates.
6. Invite volunteers to read their letters aloud to the class. Correct any mistakes you hear.

**Closing** *(1 minute)*

1. For homework, have pupils do practice activity PHL2-L028 in the Pupils' Handbook.

[DRAFT OF FORMAL LETTER]

Writer's Address: 11 Hozier Street  
Freetown.

Date: 16<sup>th</sup> June, 2017

Recipient's Address:  
The Principal  
Excellence Senior Secondary School  
Freetown.

Salutation: Dear Madam,

Subject: COMPLAINT ABOUT FURNITURE

Introductory paragraph: I am writing to complain about the abysmal state of furniture in our classrooms, especially in SSS 2.

Main idea 1: The legs of the tables and chairs have become so weak that one breaks almost every day. Supporting statement: The damage records are with the class teacher.

Main idea 2: The student council complained to the teachers as well, but that has not helped. Supporting statement: We have complained four times since January this year.



Main idea 3: The discomfort and lack of furniture are distracting from our lessons. Supporting statement: Every day, at least six to seven pupils must sit on the floor and write.

Closing paragraph: I request you on behalf of all my fellow pupils to please visit our classrooms, examine the matter, and replace our furniture as soon as possible.

Subscript: Yours faithfully,

Signature

Dorita Adewale,  
President, Senior Students' Council.

<b>Lesson Title:</b> Vocabulary Development: Traditional Religion		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L029		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of traditional religion.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the passage 'The African Supreme Being and Creation' (see end of lesson). Practise reading it aloud.</li> <li>2. Write the vocabulary on the board (see end of lesson).</li> <li>3. Write the word list on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain what traditional religion is. (Example answers: very old religion, still present in ethnic communities, worship nature and spirits)
2. Tell pupils that in this lesson, they will be learning vocabulary related to traditional religions.

### Teaching and Learning (15 minutes)

1. Discuss traditional religion further as a class. (Examples: Traditional religions are religions that are passed down through oral culture. They are usually practised by tribes and minority groups.)
3. Write the following words on the board and discuss their meaning with pupils.
  - Spirit: The non-physical part of a person believed to control the soul and emotions
  - Divination: The art of foretelling future events
  - Ritual: A ceremony comprising a series of performed actions according to a tradition
4. Make a sentence with each of the following words:  
 Examples
  - Spirit: Some tribes in India worship spirits for peace of mind and happiness.
  - Divination: Fortunetellers use divination to predict the future.
  - Ritual: Traditional music and prayers are common wedding rituals.
5. Invite pupils to give their own example sentences using the new vocabulary.
6. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
7. Read the first and the second paragraphs aloud to pupils.
8. Summarise the 2 paragraphs for pupils.  
 Example:  
 There are many religions among the various tribes of Africa. They are different but share some characteristics, such as the existence of a supreme creator, tricksters and animals.

9. Write the word 'mythology' on the board and have pupils infer its meaning based upon information in the text. (Answer: The field or the study of religious stories and their gods and goddesses)
10. Invite a volunteer to make a sentence using the term 'mythology'.  
Example:  
Greek mythology is very well-known and includes many gods and goddesses.

**Practice** (20 minutes)

1. Invite a volunteer to read the third, fourth and fifth paragraphs aloud. Have other pupils follow along in the Pupils' Handbook.
2. Have pupils discuss these 3 paragraphs with their seatmates.
3. Invite volunteers to answer the following questions orally:
  - In traditional myths, what is the role of the supreme being?  
Answer: The supreme being creates the world.
  - Why did the creator of Zambia retire to a mountaintop?  
Answer: He was disgusted that people ate other animals.
  - Do the gods in these myths act like humans in some ways? How?  
Answer: Yes, the gods sometimes get feelings of disgust and disappointment. They also have rivals and can be tricked by other gods.
4. Have pupils copy the word list from the board in their exercise books (see end of lesson).
5. Have pupils identify the meaning of these words with their seatmates and make 1 sentence with each word.
6. Invite volunteers to share their answers and sentences with the class:
  - Indigenous: Native; something that originally belongs to a particular place  
Example sentence: The cotton tree is indigenous to Sierra Leone.
  - Creator: A mythological god who makes the world or parts of it  
Example sentence: The creator of West Africa blessed it with lush forests.
  - Supreme being: The highest of all living beings; the most powerful gods  
Example sentence: The priest told the child to pray to the supreme being for his health.
  - Trickster: A character in myths who disobeys normal rules and tricks people, sometimes to teach them a lesson  
Example sentence: The trickster's fooled the children into thinking that he was a god.
7. Clarify that these words and terms have these meanings only in the context of religion. 'Creator', for example, could also refer to the creator of artwork in a different context.
8. Have pupils check that they have written all the vocabulary on the board with their correct meanings in their exercise books to make a word bank for traditional religion.



### Closing (3 minutes)

1. As a class, discuss other words that could be added to the vocabulary bank.  
(Examples: customs, rites of passage, spiritual, ancestors)
2. For homework, have pupils do practice activity PHL2-L029 in the Pupils' Handbook.

### [READING PASSAGE]

#### The African Supreme Being and Creation<sup>1</sup>

Africa is a continent with an **indigenous** population made up of hundreds of tribes and a huge variety of languages. Each group has its own **mythology**. However, from an anthropological perspective, colonialism has 'infected' these mythologies with ideas and images coming from foreign-based religions.

Still, there are certain general characteristics that can be associated with the mythologies of Africa. These include: the withdrawn presence of a **creator**, the earth often personified as the creator's wife, the creative but sometimes disruptive actions of culture heroes and tricksters, and the **preponderance** of animals.

Most African tribes have a creation myth involving a **supreme being**, either male or female. Many of these supreme beings are parts of **myths** in which the creator retires or simply absents himself from his creation in disgust. The southwestern Nigerian Yoruba creator is Olorun, who left creation to an **underling** and then remained removed from humanity, leaving the Earth to **spirits** known as orishas.



The Bushman creator, Mantis, lived with his human creations in the beginning, but human foolishness so bothered him that he abandoned the world, leaving universal hunger behind. Nyambe, the creator of Zambia, became so disgusted by the fact that humans ate their fellow animals that he retired to a mountaintop. The humans constantly try to find Nyambe, but he stays away.

Other creators are challenged by rivals. The Ijaw of Nigeria have a female creator, Woyengi, who was angered by a woman named Ogboinba, who overstepped the boundaries set by the **goddess** at creation. The West African Ashanti high god Nyame had his creative work undermined by a famous **trickster**.

### [VOCABULARY LIST]

- indigenous
- creator
- supreme being
- trickster
- mythology
- spirit
- divination
- ritual

<sup>1</sup> Leeming, D. A. (2014). African Religions and Beliefs. In *The Handy Mythology Answer Book* (p. 10-0). Visible Ink Press. Adapted September 7, 2017, from <https://newsela.com/read/lib-african-mythology/id/34030/>.

<b>Lesson Title:</b> Vocabulary Development: Traditional Religion		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L030		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
	<b>Learning Outcomes</b>		<b>Preparation</b>
	By the end of the lesson, pupils will be able to: 1. Use general vocabulary associated with the field of traditional religion. 2. Complete a text on the topic using appropriate vocabulary.		1. Write vocabulary on the board (see end of lesson). 2. Write the fill-in-the-blanks text on the board. (see end of lesson).

### Opening (2 minutes)

1. Invite volunteers to explain what traditional religion means. (Example: indigenous religions; old religions with many gods)
2. Tell pupils that in this lesson, they will practise using vocabulary related to traditional religion.

### Teaching and Learning (9 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Explain the meaning of new words:
  - Deity: A supernatural being such as a god or a goddess with supernatural powers
  - Animism: The belief that all things on earth have a soul
  - Cult: A religious group with its own special system of beliefs
  - Charm: A piece of jewelry worn to attract desirable things such as wealth and happiness
  - Amulet: A piece of jewelry worn to protect from danger and evil
  - Shrine: A holy place where one can worship and connect with their god
3. Have pupils copy these new words in their exercise books.

### Practice (28 minutes)

1. Ask pupils to write a sentence in their exercise book for each of the new words.
2. Invite volunteers to share their sentences with the class.  
Examples:
  - Deity: Indra is the deity of rain in Hindu mythology.
  - Animism: If you believe in animism, then you probably feel bad about cutting even a blade of grass.
  - Cult: In a South African cult, women lead discussions on village development plans.
  - Charm: I wore a charm on my neck for better concentration during my exams.

- Amulet: My grandmother lives alone and wears an amulet to feel safe.
  - Shrine: Fatu needed to pray so she sat in the shrine.
3. Tell pupils to copy the fill-in-the-blanks text from the board into their exercise books.
  4. Have pupils work with their seatmates to fill in the blanks in the text using words from the word bank.
  5. Read the paragraphs aloud and invite volunteers to share their answers for the blanks (see answer below):

### Animism<sup>1</sup>

The word animism comes from the Latin anima or animus, meaning 'spirit' or 'soul'. Animism as a concept assumes that there is a direct connection between the physical and spiritual worlds. Animism assumes that spirits are everywhere, which is different from the concept of a single god (monotheism) or of many gods controlling various aspects of life (polytheism).

Animism is clearly present in the mythologies of the Americas and is especially evident in the mythologies of Africa. It can be said that three major religions and accompanying mythologies now dominate in Africa. These are Islam, Christianity and traditional African religions. The dominance of animism does not, however, preclude the existence of deities, who themselves become animating forces in creation. Supreme beings such as creators, earth goddesses and especially tricksters all play important roles in African mythology.

6. Have pupils copy the following words in their exercise books to add to their word bank from the previous lesson:
  - spiritual world
  - deity
  - animism
  - soul
  - monotheism
  - polytheism

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

1. For homework, have pupils do practice activity PHL2-L030 in the Pupils' Handbook.

### *[VOCABULARY]*

- deity
- animism
- cult
- charm
- amulet
- shrine

[FILL IN THE BLANKS]

Word Bank



traditional	tricksters	soul
polytheism	creators	monotheism
spiritual	mythologies	deities

Animism<sup>1</sup>

The word animism comes from the Latin anima or animus, meaning 'spirit' or '\_\_\_\_\_.' Animism as a concept assumes that there is a direct connection between the physical and \_\_\_\_\_ worlds. Animism assumes that spirits are everywhere, which is different from the concept of a single god (\_\_\_\_\_) or of many gods controlling various aspects of life (\_\_\_\_\_).

Animism is clearly present in the \_\_\_\_\_ of the Americas and is especially evident in the mythologies of Africa. It can be said that three major religions and accompanying mythologies now dominate in Africa. These are Islam, Christianity and \_\_\_\_\_ African religions. The dominance of animism does not, however, preclude the existence of \_\_\_\_\_, who themselves become animating forces in creation. Supreme beings such as \_\_\_\_\_, earth goddesses and especially \_\_\_\_\_ all play important roles in African mythology.

<sup>1</sup> Leeming, D. A. (2014). African Religions and Beliefs. In *The Handy Mythology Answer Book* (p. 10-0). Visible Ink Press. Adapted September 7, 2017, from <https://newsela.com/read/lib-african-mythology/id/34030/>.

<b>Lesson Title:</b> Vocabulary Development: Ceremonies	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L031	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with the field of ceremonies.</li> <li>2. Use context clues and inference to determine the meaning of unknown words in a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Read the passage 'Naming Ceremonies' (see end of lesson). Practise reading it aloud (see end of lesson).</li> <li>2. Write the vocabulary on the board (see end of lesson).</li> </ol>	

### Opening (4 minutes)

1. Write the following words on the board: ceremony, culture. As a class, discuss their meaning.
  - Ceremony: A set of social, cultural or religious acts when celebrating or marking a special event.  
Example sentence:  
The graduation ceremony had the principal, the teaching staff, the pupils and their parents in attendance.
  - Culture: The ideas, customs, and social behaviour of a particular people or society.  
Example sentence:  
In Eastern cultures, it is common for parents to arrange their children's weddings.
3. Tell pupils that in this lesson, they will learn vocabulary related to 'ceremonies'.

### Teaching and Learning (19 minutes)

1. Write the term 'wedding ceremony' on the board. Explain it to pupils.  
Example definition: A series of actions and rituals performed in a wedding
2. Invite volunteers to name other ceremonies they know of. They can also name ceremonies in their local language.
3. Write the names of the ceremonies they name on the board. (Examples: graduation ceremony, naming ceremony, awujoh feast, death ceremony, burial ceremony)
4. Have pupils open the Pupils' Handbook at the reading passage 'Naming Ceremonies' that corresponds with the lesson.
5. Read the first paragraph aloud to pupils.
6. Summarise the first paragraph for pupils.  
Example:  
Seven days after she was born, it was the day of Lucy's naming ceremony. Relatives and friends gathered to name her and enjoy a feast.
7. Write the word 'auspicious' on the board. Have pupils identify its meaning based on its use in the text.

8. Invite pupils to share their answers. Write the correct answer on the board.  
(Answer: very special, favourable)
9. Invite volunteers to use the word 'auspicious' in a sentence.  
Example: In India, the wedding ceremony is held only after 9 p.m., as that is considered the auspicious hour.
10. Invite volunteers to read the second and the third paragraphs aloud.
11. Write the word 'reincarnation' on the board. Have pupils identify its meaning based on its use in the text.
12. Invite pupils to share their answers. Write the correct answer on the board.  
(Answer: belief that human souls survive physical death and can return to life in new bodies)
13. Have pupils summarise the second and third paragraphs to their seatmates.
14. Invite volunteers to answer these questions orally:
  - How do the Akans of Ghana decide what to name the baby?  
Answer:  
They name it after an ancestor, the day the child was born, or the circumstances in which the child was born.
  - Which items do the Yorubas use in their naming ceremonies?  
Answer: They use dried fish, kola nuts, water, palm oil, honey and salt.

**Practice** (16 minutes)

1. Ask pupils to read the last paragraph independently.
2. Invite a volunteer to summarise the paragraph for the class.  
Example:  
The Umtatas of South Africa hold the baby around a fire and pass it around the room. They believe this brings the baby good health and wellness.
3. Have pupils copy the words from the board in their exercise books (see end of lesson).
4. Tell pupils to identify the meaning of the words based on their use in the text. After writing a definition for each word, they should make a sentence with it.
5. Invite volunteers to share their answers with the class.
  - Rite of passage: An event marking an important stage in someone's life, such as the transition from childhood to adulthood  
Example sentence:  
In many cultures, preparing a festive meal for the groom's family is a rite of passage for a new bride.
  - Custom: Specific actions that are accepted in a particular culture  
Example sentence:  
During burials, many communities have a custom of calling out loudly to the deceased to ensure they are actually dead.
  - Tradition: A set of beliefs and norms in a specific culture passed down from one generation to the next  
Example sentence:

I like to participate in the traditional dance of my village, which has been practised by my ancestors for centuries.

6. Have pupils check their work with seatmates for spelling and grammatical errors.
7. Tell pupils to write the words from this lesson in their exercise books to build up a word bank for 'ceremonies':
  - ceremony
  - culture
  - auspicious
  - feast
  - custom
  - rite of passage
  - reincarnation
  - tradition
  - ancestors
  - community
  - ritual

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

1. Tell pupils to ask their parents or relatives about how a wedding ceremony is performed in their community. They will write about it in the next lesson.
2. For homework, have pupils do practice activity PHL2-031 in the Pupils' Handbook.

### *[READING PASSAGE]*

#### Naming Ceremonies

In a village not far from Kabala, a young woman wrapped little Lucy in a white cotton cloth. Lucy, unaware of the significance of this day, cried as her mother took her to the ceremonial tent outside their house. It was Lucy's seventh day in this world, an **auspicious** day in the Creole **culture**, when the baby is named in a ceremony called '**pull na do**' (bring out of doors). Family members, relatives and **well-wishers** from the neighbourhood gathered to mark Lucy's 'pull na do' and see her for the very first time. Later, they would enjoy a **feast** of chicken and rice, which would then be left on the floor overnight for the spirits of deceased relatives.

Naming ceremonies around the world help us learn about different cultures. Among the Akan people of Ghana, the parents of the baby wait for eight days after the child is born to confirm that the child has indeed come to stay and will not return to the world of the **ancestors**. The baby is named either after an ancestor, the day of the week when he or she was born, or based on the circumstances surrounding his or her birth.

Among the Yorubas of Nigeria, members of the **community** can also contribute to or pay a token to choose a name for the baby. An elder relative or a grandparent



**presides** over the ceremony. **Prayers** are offered with **traditional** items such as dried fish, palm oil, honey, kola nut, salt and water. In other areas of Nigeria, a traditional healer decides whether or not the baby is a **reincarnation** of a deceased ancestor and names the child after that ancestor.

Another interesting **custom** is that of 'Sifudu'. In South Africa, the Umtata people have a **ritual** where they hold the baby with its face down and pass it around a fire in the middle of the room. They burn the leaves of the Sifudu tree which gives off an unpleasant odour. They believe that this **rite of passage** ensures the health and wellbeing of the child.

*[VOCABULARY/WORDS]*

- rite of passage
- custom
- tradition



<b>Lesson Title:</b> Vocabulary Development: Ceremonies	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L032	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Use general vocabulary associated with ceremonies.</li> <li>2. Write a text on the topic using appropriate vocabulary.</li> </ol>	 <b>Preparation</b> Read the example paragraphs to describe a wedding ceremony (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain what a 'wedding ceremony' is. (Example: marriage, prayers are offered, bride and groom, celebration, feast)
2. Tell pupils that in this lesson, they will write about a wedding ceremony.

### Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Revise the definition of 'wedding ceremony' as a class. (Example definition: A series of actions and rituals performed in a wedding.)
3. Discuss the basic terms used to describe the people present at weddings:
  - Bride: The woman getting married
  - Bridegroom/Groom: The man getting married to the bride
  - Spouse: One's husband or wife
  - In-laws: The spouse's family. Example: mother-in-law, brother-in-law
  - Ancestors: All the people from previous generations of your family
  - Bridal party: The group consisting of the bride, her nuclear family, relatives and close friends
  - Groomsmen: The brothers, male relatives and close friends of the groom
  - Well-wishers and guests: People who attend weddings to give their blessings to the married couple
4. Invite volunteers to add words to this list, based on their culture. Write any additional vocabulary on the board.
5. Tell pupils that they will describe a wedding ceremony in their community in 350-400 words.
6. Revise the features of a descriptive text:
  - Describes someone, something, an event, an experience or an idea
  - Uses descriptive vocabulary to paint a picture in the reader's mind
  - Includes a variety of details about what is being described
  - Engages the reader's 5 senses
  - Employs literary devices and figurative language

7. Discuss the organisation of the essay. Pupils should organise their text into 3 main parts:
  - Introductory paragraph: It can introduce the setting of the wedding, the decorations, the people, the bride.
  - Main body: Descriptions of things such as:
    - Location and décor
    - Bride's and groom's outfits
    - Outfits of wedding guests
    - Rituals in the wedding ceremony
    - Food and drink
    - Music, dance and other celebration
    - Mood of the people and guests
  - Closing paragraph: It can describe how the wedding ceremony ends or what happens when the bride or the groom goes to the in-laws' house.
8. Have pupils examine the example paragraphs for each of these sections in the Pupils' Handbook with seatmates (also see end of lesson for paragraphs).

**Practice** (17 minutes)



1. Have pupils write their essays describing a wedding in their community.
2. As pupils write, move around the classroom to check that they are doing the activity correctly.
3. Have pupils share their essay with seatmates.

**Closing** (6 minutes)

1. Invite 1-2 volunteers to read their descriptions aloud to the class. Correct any mistakes they make.
2. Have classmates ask the volunteers questions about the wedding they have described.
3. For homework, have pupils do practice activity PHL2-L032 in the Pupils' Handbook.

**[EXAMPLE PARAGRAPHS]**

- Introductory paragraph: It was my elder brother's wedding. The bridal party had barely reached the wedding hall, but I could already smell the heady mixture of the sacred ceremonial fire and the elaborate feast laid out for the guests.
- Main body: In our village, we decorate the wedding hall with seasonal flowers and colourful drapes over doors and windows. All the groomsmen were wearing similar clothes. The bride came in and sat across from the groom. Her parents came and sat beside her to offer prayers and ask for the blessings of their ancestors. A traditional meal of chicken, rice, fish and seasonal vegetables was laid out.
- Closing paragraph: Finally, my new sister-in-law arrived at our house. The moment was celebratory and also very emotional.

<b>Lesson Title:</b> Punctuation – Inverted Commas	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L033	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read correctly punctuated text with appropriate expression and intonation.</li> <li>2. Use inverted commas correctly when writing.</li> <li>3. Write a text using appropriate punctuation.</li> </ol>	 <b>Preparation</b> Write the example text on the board (see end of lesson).	

### Opening (3 minutes)

1. Ask volunteers to identify which punctuation they use to show that someone is talking. (Answer: Inverted commas or quotation marks)
2. Invite a volunteer to write the symbols for double inverted commas and single inverted commas on the board. Correct the pupil if needed. (“ ”; ‘ ’)
3. Tell pupils that in this lesson, they will learn how and when to use inverted commas.

### Teaching and Learning (21 minutes)

1. Have pupils open the Pupils’ Handbook at the practice activity that corresponds with the lesson.
2. Discuss the definition of inverted commas as a class. Explain that inverted commas are a kind of punctuation used to show quotes. They are so called because they look like commas that are upside down. There are 2 types:
  - Single inverted commas: ‘ \_\_\_\_\_ ’. They are used to:
    - Quote someone using direct speech.  
Example: ‘I will never speak with you again’, she said.
    - Give titles of shorts works, television programs and radio shows.  
Example: ‘Love’ is a book by Pablo Neruda.
    - Express irony or scorn.  
Example: It is so cold and you call this ‘a glorious summer’?
    - Give technical terms.  
Example: These inverted commas are also called ‘quotation marks’.
  - Double inverted commas: “ \_\_\_\_\_ ”. They are used to:
    - Place quotes inside quotes.  
Example: ‘She told me she wanted to watch “Singing in the Rain”’, said Sally.
3. As a class, discuss how to use other punctuation marks with inverted commas:
  - Commas:

- Mostly, commas appear outside the inverted commas.  
Example: 'I have never seen it rain so much', she said.
  - When breaking a quote into 2 parts, the first comma appears inside the quote:  
Example: 'Violence,' said Gandhi, 'only breeds further violence'.
  - Periods/full-stops: Periods appear outside the inverted commas.  
Example: The receptionist greeted us, 'Welcome to the Mountview Resort'.
  - Exclamation marks and question marks:
    - They appear inside the quote if they are part of the quote.  
Example: 'Will the train not depart on time?' she asked.
    - They appear outside the quote if they are not part of the quote.  
Example: How dare she say, 'You are not good at your job'!  
Example: Did the librarian say they have a copy of 'Kane and Abel'?
  - Using uppercase letters:
    - Quotes begin with uppercase letters when the whole quote is a sentence in itself.  
Example: 'Run along, my dear', she said.
    - Quotes do not begin with uppercase letters if only a part of the quote is used in the main sentence.  
Example: Doris said you are 'an obsessive control freak'.
    - When a quote is broken into 2 parts, the second part does not start with a capital letter.  
Example: 'Why is it,' he asked, 'that all intelligent people are also stubborn?'
4. Explain to pupils that sometimes they may see the roles of the single and double inverted commas used differently in some texts. This is because they are used differently in American and British English. However, in Sierra Leone it is more common to use British English.
5. Draw pupils' attention to the example text written on the board, an excerpt from the book *Emma*. Show pupils how to punctuate the text with inverted commas (see below):

'Oh Mr Knightley! Is she not lovely?'

'She is indeed. I find her personality very charming,' he replied. 'I think she really is as interesting as you described her to be.'

'Well then,' she said, 'it is decided! You love her!'

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

1. Have pupils copy the paragraph from the board in their exercise books.
2. Have pupils punctuate this paragraph with inverted commas.
3. While pupils work, move around the classroom to check their work and help them if needed.
4. Invite volunteers to share their answers.

5. Add the correct punctuation to the text on the board and have pupils check their work (see answer below).

'Patrick! Where have you kept my files?' Susan asked. 'They're right where you left them', I told her. 'You know I always leave them on the shelf'.

'Well,' Susan sounded frustrated, 'they are not there now!'

Suddenly Patrick remembered. He apologized to Susan. 'Oh dear!' he exclaimed.

'When you said "leave the books behind in the office", I accidentally left the files behind'. 'Really?' Susan was a little exasperated. 'Never mind now, it was an honest mistake'.

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

1. For homework, have pupils do practice activity PHL2-L033 in the Pupils' Handbook.

### *[EXAMPLE TEXT]*

Oh Mr Knightley! Is she not lovely?

She is indeed. I find her personality very charming, he replied. I think she really is as interesting as you described her to be.

Well then, she said, it is decided! You love her!



### *[PARAGRAPH TO PUNCTUATE]*

Patrick! Where have you kept my files? Susan asked. They're right where you left them, I told her. You know I always leave them on the shelf.

Well, Susan sounded frustrated, they are not there now!

Suddenly Patrick remembered. He apologized to Susan. Oh dear! he exclaimed.

When you said leave the books behind in the office, I accidentally left the files behind. Really? Susan was a little exasperated. Never mind now, it was an honest mistake.

<b>Lesson Title:</b> Reading Skills Development: Substitution of Words		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L034		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Read a text with fluency.</li> <li>2. Substitute words in a text with synonyms or like words.</li> <li>3. Demonstrate comprehension by substituting words in a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text 'Born Beneath the Waves' aloud (see end of lesson).</li> <li>2. Write the words for substitution on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Remind pupils that in some reading comprehension lessons, they have to find synonyms of words from the passage.
2. Tell pupils that in this lesson, they will practise how to substitute words in a text.

### Teaching and Learning (17 minutes)

1. As a class, define synonyms.
  - Synonyms are words or phrases that have almost, if not completely, the same meaning.
2. Invite volunteers to give synonyms for the word 'large'. (Example answers: huge, big, enormous, gigantic, massive, vast, titanic, great)
3. Next, invite volunteers to offer synonyms for the word 'bad'. (Example answers: evil, wicked, improper, horrible, spoiled)
4. Tell pupils that though these words have similar meanings, they can only substitute each depending on the context:
  - Sentence: He took a **large** bite from my burger.  
Incorrect substitution: He took a **vast** bite from my burger.  
Correct substitution: He took an **enormous** bite from my burger.
  - Sentence: Cinderella had an **evil** stepmother.  
Incorrect substitution: Cinderella had a **spoiled** stepmother.  
Correct substitution: Cinderella had a **wicked** stepmother.
5. Tell pupils that when substituting, the new phrase or word should never change the meaning of the sentence.
6. Have pupils open the Pupils' Handbook at the reading passage that corresponds with the lesson.
7. Read the first paragraph aloud to pupils (See end of lesson plan).
8. Summarise the paragraph for pupils. (Example: Zeus and Dione gave birth to Aphrodite, the goddess of love and beauty. Though Aphrodite was born beneath the waves, her father made her live on top of Mount Olympus.)
9. Write the word 'forced' on the board.

10. Have pupils identify a word that can replace 'forced' without changing the meaning of the sentence.
11. Invite volunteers to share their answers. Write the correct answer on the board.  
(Example: pressured, made, compelled)
12. Show pupils that substituting a word in a sentence may also change how the sentence is formed. Example:  
Original sentence: Zeus forced Aphrodite to rise ...  
With 'pressured': Zeus pressured Aphrodite to rise ...  
With 'made': Zeus made Aphrodite rise ... (remove 'to')

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

1. Invite a volunteer to read the second and third paragraphs aloud.
2. Have pupils orally summarise the paragraphs to their seatmates.
3. Invite 2 volunteers to summarise the last 2 paragraphs for the class.  
Example:  
Aphrodite deeply loved a child called Adonis. Her sister, Persephone, also wanted to mother the child and the two fought over him. Zeus decided that Adonis would spend some time with each of the women in a given year. When Adonis died, Hades let him come to Aphrodite for half a year, every year, from the underworld.
4. Have pupils copy the words on the board in their exercise books (see end of lesson).
5. Have pupils substitute these words in the text with other words or phrases while keeping the meaning of the sentence the same. The words should also not change the sentence construction.
6. Discuss as a class. Invite volunteers to provide answers.  
Examples:
  - beneath: under, below
  - rise: come out
  - protected: shielded, safeguarded
  - beautiful: good-looking, cute, pretty
  - refused: declined
  - deep: profound, intense
  - sadness: grief, mourning
  - sorry: bad, pity

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

1. For homework, have pupils do practice activity PHL2-034 in the Pupils' Handbook.

*[READING PASSAGE]*

Born Beneath the Waves<sup>1</sup>

Aphrodite was the daughter of Zeus and a sea-nymph named Dione. Aphrodite is the goddess of love and beauty. Dione gave birth to Aphrodite **beneath** the waves, but Zeus, being the king of heaven, **forced** Aphrodite to **rise** from the ocean-depths to the **peak** of Mount Olympus. There she was able to breathe heavenly air and live with the other heavenly gods.

Aphrodite had a great and tender love for the child Adonis, who was famously handsome. He was a motherless baby whom Aphrodite **protected** by placing him in a chest. She put him in the care of her sister, Persephone, who also fell in love with the **beautiful** child. When Persephone **refused** to return Adonis to Aphrodite, Zeus had to decide which foster mother would get to keep him. He decided that Adonis should spend four months of every year with Persephone, four with Aphrodite, and the last four on his own. However, Adonis chose to be with Aphrodite for the extra four months.



Later, he was killed by a wild boar during a hunt, and in her **deep sadness** Aphrodite cried out to Hades, the youngest brother of Zeus and the god of the underworld. Feeling **sorry** for her, Hades let Adonis come back to life and live with Aphrodite for six months every year. The remaining half of the year Adonis spent in the underworld.

*[WORDS FOR SUBSTITUTION]*

- beneath
- rise
- protected
- beautiful
- refused
- deep
- sadness
- sorry

<sup>1</sup> Berens, E. (2016, October 17). Myths and Legends: Aphrodite, Greek goddess of love and beauty. Adapted September 07, 2017, from <https://newsela.com/read/myths-aphrodite/id/21265>



<b>Lesson Title:</b> Vocabulary Development: Synonyms and Antonyms		<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L035		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define synonyms and antonyms and demonstrate understanding of their function in a sentence.</li> <li>2. Identify synonyms and antonyms of selected words.</li> <li>3. Use context clues and inference to determine the meaning of synonyms and antonyms in a text.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Practise reading the text 'Chinese Caves' aloud (see end of lesson).</li> <li>2. Write the word lists for synonyms and antonyms on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain synonyms and antonyms in their own words.  
(Example: words that have similar meanings; words that have opposite meanings)
2. Tell pupils that in this lesson, they will practise using synonyms and antonyms.

### Teaching and Learning (18 minutes)

1. Revise the definitions of synonyms and antonyms as a class:
  - Synonyms: Words that have similar or the same meanings.  
Example: scared, petrified, afraid, terrified
  - Antonyms: Words that have opposite meanings.  
Example: tall – short, spendthrift – miser, create – destroy, forcefully – gently
2. Tell pupils that antonyms can be of many types. Pupils can follow along in the Pupils' Handbook:
  - For some words, the antonym is formed by adding a prefix to the word:

Words	Prefix	Antonyms
interested, satisfied	dis–	disinterested, dissatisfied
balance, mature	im–	imbalance, immature
convenient, valid	in–	inconvenient, invalid
regular, relevant	ir–	irregular, irrelevant
authorised, necessary	un–	unauthorised, unnecessary

- For some words, the antonym is formed by adding the suffix '–less' or '–ful':

careful	careless
helpful	helpless
powerful	powerless

- Most antonyms are just different words. Example: mild – harsh, cheerful – gloomy.
3. Remind pupils that to be able to substitute words in a reading passage, one must be able to identify the correct synonym or antonym for a given context.  
Example:  
The teacher gave the pupil a **harsh** punishment.  
Incorrect antonym: The teacher gave the pupil a **gentle** punishment.  
Correct antonym: The teacher gave the pupil a **mild** punishment.
  4. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson.
  5. Invite a volunteer to read the paragraph aloud.
  6. Invite another volunteer to summarise the paragraph.
  7. Example:  
The Mogao grottoes are ancient paintings in China that were made in caves and show trade routes between Europe and Asia. Modern tourism harms these paintings. Experts are making plans on how to protect the paintings.

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

1. Have pupils write the word list for synonyms from the board in their exercise books (see end of lesson).
2. Have pupils write synonyms for these words from the passage so that the meaning of the sentence does not change.
3. Invite volunteers to share their answers. Write the correct answers on the board.  
Example answers:
  - spectacular: magnificent, impressive, splendid
  - survived: endured, sustained
  - threat: harm
  - preserve: conserve, protect, maintain
  - wider: larger, broader
  - window: peek
7. Have pupils write down the words list for antonyms from the board in their exercise books.
8. Tell pupils to work with seatmates to find antonyms for these words from the passage to change the meaning of the sentences to the opposite meaning.
9. Discuss answers as a class. Write the correct answers on the board.  
Example answers:
  - spectacular: unimpressive
  - survived: perished because of, ruined due to
  - extensive: small, insignificant
  - preserve: harm, neglect
  - international: national, domestic

## Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L035 in the Pupils' Handbook.

[TEXT]

### Chinese Caves<sup>1</sup>

Starting about 1,700 years ago, **deep** in the Gobi Desert, monks and merchants began to **carve** caves into the sides of cliffs. The **spectacular** caves they made and **decorated** have **survived** countless dangers over the centuries. Today the caves are facing a new source of danger: **modern** tourists. With **bulky** backpacks and **hot, humid** breath, the tourists represent a real **threat** to the Mogao Grottoes in north-western China. The paintings in the caves are a **window** into life on the Silk Road, the **extensive** trade routes that connected Europe and Asia. They are victims of their own **popularity**. To **preserve** the caves and paintings, Chinese experts at the Dunhuang Academy partnered with the Getty Conservation Institute in Los Angeles. The two groups have put a **long-term** plan in place to **protect** the treasures of Mogao and introduce them to a **wider international** audience.



[WORD LIST FOR SYNONYMS]

- spectacular
- survived
- threat
- preserve
- wider
- window

[WORD LIST FOR ANTONYMS]

- spectacular
- survived
- extensive
- preserve
- international

<sup>1</sup> China's ancient caves may become victims of their own popularity. (2014). Los Angeles, CA: Los Angeles Times. Retrieved September 7, 2017, from <https://newsela.com/read/temple-tourists/id/5487>.

<b>Lesson Title:</b> Vocabulary Development: Synonyms and Antonyms		<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L036		<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define synonyms and antonyms and demonstrate understanding of their function in a sentence.</li> <li>2. Identify synonyms and antonyms of selected words.</li> <li>3. Write a text using appropriate synonyms and antonyms.</li> </ol>		 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the example text on the board (see end of lesson).</li> <li>2. Write the example text for synonym practice on the board (see end of lesson).</li> <li>3. Write the antonym word pairs on the board (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain the meaning of synonyms and antonyms in their own words. (Example: words that have similar meanings; words that have opposite meanings)
2. Say the following words. Have pupils raise their hand to identify a synonym and antonym for each:
  - peaceful (Example answers: calm, serene – violent, hostile)
  - baby (Example answers: babe, infant – adult, senior, old person)
3. Tell pupils that in this lesson they will practise writing synonyms and antonyms.

### Teaching and Learning (18 minutes)

1. Revise the definitions of synonyms and antonyms as a class:
  - Synonyms: Words that have similar or the same meanings  
Example: scared, petrified, afraid, terrified
  - Antonyms: Words that have opposite meanings  
Example: tall – short; expensive – cheap; create – destroy; forcefully – gently
2. Remind pupils that when replacing a word in a text with an antonym or synonym, it must fit into the context of the sentence.  
Example:
  - Sentence 1: The king **dismissed** his minister from the court.
  - Sentence 2: The employer **dismissed** Mr Akide from office.
3. Tell pupils that in sentence 1, 'dismissed' means that the king asked his minister to leave for the time being. In sentence 2, the employer fired Mr Akide. So, the same word can have multiple meanings in different contexts.
4. Read the example text on the board aloud to pupils (see end of lesson).
5. Demonstrate how to replace the words in bold with synonyms without changing the meaning of the paragraph.  
Example:

**Modern** science **urges** people to consume a **large** breakfast. Scientists claim that it **raises** metabolism and **drive** in working people. **Ingesting** proteins and fruits is like **medicine** for most ailments.

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

1. Have pupils copy from the board the text for synonym practice.
2. Tell pupils to replace the **bold** words in the paragraph with synonyms without changing the main idea of the sentences or the paragraph.
3. Ask pupils to compare their answers with seatmates.
4. Discuss the paragraph with synonyms.

Example:

Are you among those who **steer clear of** proteins in your diet and do not **worry** yourself about it? Then **pay attention** to this new study which says that eating **adequate** proteins spread across three daily meals may **improve** muscle strength among the **aged**. **Depletion** of muscle is an **unavoidable result** of aging that can lead to **weakness**, falls or mobility problems. Eating enough protein is one way to **cure** it.

5. Have pupils copy the antonym word pairs from the board.
6. Ask pupils to write sentences that include 2 antonyms.

Example:

shame – pride

Last year, his parents were full of **pride** but this year he has brought **shame** to them because of his cheating.

7. Invite pupils to share their sentences with the class.

Example answers:

- Some successful people start from **poverty** but reach **affluence** through hard work.
- In western countries, serving 2 years in the army is **voluntary**, but in Greece and Israel, it is **compulsory**.
- This film had a **gradual** build-up with an **abrupt** climax.
- They **enjoy** basketball and **dislike** football.

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

1. For homework, have pupils do practice activity PHL2-L036 in the Pupils' Handbook.

*[EXAMPLE TEXT]*

**Modern** science **encourages** people to consume a **hearty** breakfast. Scientists claim that it **increases** metabolism and **motivation** in working people. **Consuming** proteins and fruits is like an **antidote** for most ailments.



*[TEXT FOR SYNONYM PRACTICE]*

Proteins for Muscle Strength

Are you among those who **avoid** proteins in your diet and do not **concern** yourself about it? Then **take note of** this new study that says that eating **enough** proteins spread across three daily may **boost** muscle strength among the **elderly**. **Loss** of muscle is an **inevitable consequence** of aging that can lead to **frailty**, falls or mobility problems. Eating enough protein is one way to **remedy** it.

*[ANTONYM WORD PAIRS]*

- poverty – affluence
- voluntary – compulsory
- gradual – abrupt
- enjoy – dislike

<b>Lesson Title:</b> Reading Comprehension – Drama	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L037	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of a drama or play.</li> <li>2. Read a text with fluency.</li> <li>3. Make predictions about a text.</li> <li>4. Infer meaning from a text.</li> <li>5. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the vocabulary on the board (see end of lesson).</li> <li>2. Write the comprehension questions on the board (see end of lesson).</li> <li>3. Practise reading the excerpt from the play <i>Romeo and Juliet</i> aloud (see end of lesson).</li> </ol>	

### Opening (3 minutes)

1. Invite volunteers to explain what a drama is. (Example answers: a drama, used in a theatre for plays on stage, dialogue)
2. Invite volunteers to explain who William Shakespeare was. (Example answers: playwright, poet)
3. Tell pupils that in this lesson, they will read an excerpt from Shakespeare's play, *Romeo and Juliet*.

### Teaching and Learning (12 minutes)

1. Discuss the definition of a play.  
 Answer:  
 A play is a form of literature written by a playwright, usually consisting of dialogue between characters.
2. Discuss the different features of a play:
  - Act: A part of the play, such as the beginning, the end, the rise or the climax.
  - Scene: A part of an act with certain characters. As characters and setting change, so does a scene.
  - Characters: The people in a play
3. Tell pupils about William Shakespeare:
  - Shakespeare was an English playwright and poet in the late 16<sup>th</sup> century.
  - He is often considered the greatest writer ever in the English language.
  - His plays have been translated into dozens of languages and are performed around the world.
  - His most famous plays include *Romeo and Juliet*, *Hamlet*, *Macbeth* and *A Midsummer Night's Dream*.
4. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson.
5. Give pupils context for the excerpt from *Romeo and Juliet*.

This excerpt is from Act 2 Scene 2 of the play, set in Italy. Romeo is from the Montague family while Juliet is from the Capulet family. The two families have

an ongoing feud and never get along. Romeo met Juliet at a ball at her house and fell in love with her. Later, he goes to the balcony to find Juliet by herself speaking lovingly of him. Juliet is unaware of Romeo's presence.

6. Read Romeo's first part aloud to pupils with tone and rhythm to demonstrate how to read a play with expression.
7. Explain the meaning of what Romeo said to pupils. (Answer: Romeo is comparing Juliet to an angel or 'winged messenger of heaven'. Just as an angel looks down at people from above, Romeo feels that Juliet is looking down at him from her balcony. He feels very happy.)
8. Invite volunteers to explain the meaning of 'when he bestrides the lazy-pacing clouds and sails upon the bosom of the air'.  
Answer: Romeo is talking about how Juliet looks like a messenger from heaven who is floating above in the clouds.

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

1. Invite volunteers to read the second, third and fourth parts of the scene aloud. Pupils should try to use expression and intonation as used in a play.
2. Invite a volunteer to summarise these 3 parts.  
Example: Juliet is saying that she wishes Romeo was not a Montague. She talks of leaving her Capulet name if he loves her. Romeo wonders if he should speak to her or let her continue talking. Juliet says that names are insignificant. Romeo would be Romeo even if his name was not that. She wishes he would leave her name and accept her love.
3. Write the word 'doff' on the board. Ask pupils to identify its meaning based on its usage in the line.
4. Invite volunteers to share their answers. (Answer: 'Doff' is a word in old English that means 'to remove' or 'throw away'.)
5. Explain to pupils that they will come across more such words from old English. They can guess the meaning of these words based on context clues.
6. Invite volunteers to predict how Romeo will respond to Juliet.
7. Answer: Romeo might accept her plea to leave his name because he is clearly in love with her.
8. Have volunteers read the last 3 parts of the play aloud.
9. Invite pupils to volunteer to summarise these 3 parts.  
Example:  
Romeo says that if Juliet loves him, he will stop calling himself Romeo. Juliet wonders who is under her balcony. She asks about Romeo's identity. Romeo says that he does not want to reveal his name because his name is her enemy. He hates his name now.
10. Have pupils copy the words from the board in their exercise books (see end of lesson).
11. Ask pupils to identify the meaning of these words based on their use in the scene.



12. Discuss answers as a class. (Answers: wherefore – why; art – are; thou – you; thee – you (object))
13. Have pupils copy the comprehension questions on the board in their exercise books (see end of lesson).
14. Ask pupils to work with seatmates to answer the questions.
15. Discuss answers as a class (see answers below).
  - a. A simile is used to compare Juliet with a winged messenger of heaven.
  - b. Juliet says that the name of a person is not that important.  
Example: A rose would still be a rose even if it were not called that.
  - c. Romeo says he believes Juliet, and if she accepts him as her love, then he will be re-baptised and never call himself Romeo again.

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

1. Have pupils practise reading the play aloud with seatmates.
2. For homework, have pupils do practice activity PHL2-L037 in the Pupils' Handbook.

### *[VOCABULARY]*

- wherefore
- art
- thou
- thee



### *[COMPREHENSION QUESTIONS]*

- a. Which figure of speech is used in the first 5 lines of the scene?
- b. What is the meaning of these lines:  
'What's in a name? that which we call a rose  
By any other name would smell as sweet;'
- c. What does Romeo mean by:  
'I take thee at thy word:  
Call me but love, and I'll be new baptis'd;  
Henceforth I never will be Romeo.'

[EXCERPT FROM PLAY]

Romeo and Juliet  
Act 2, Scene 2  
By William Shakespeare

- Romeo: She speaks:  
O, speak again, bright angel! for **thou** art  
As glorious to this night, being o'er my head  
As is a winged messenger of heaven  
Unto the white-upturned wondering eyes  
Of mortals that fall back to gaze on him  
When he bestrides the lazy-pacing clouds  
And sails upon the bosom of the air.
- Juliet: O Romeo, Romeo! **wherefore art thou** Romeo?  
Deny thy father and refuse thy name;  
Or, if **thou** wilt not, be but sworn my love,  
And I'll no longer be a Capulet.
- Romeo: *[Aside]* Shall I hear more, or shall I speak at this?
- Juliet: 'Tis but thy name that is my enemy;  
Thou art thyself, though not a Montague.  
What's Montague? it is nor hand, nor foot,  
Nor arm, nor face, nor any other part  
Belonging to a man. O, be some other name!  
What's in a name? that which we call a rose  
By any other name would smell as sweet;  
So Romeo would, were he not Romeo call'd,  
Retain that dear perfection which he owes  
Without that title. Romeo, doff thy name,  
And for that name which is no part of **thee**  
Take all myself.
- Romeo: I take **thee** at thy word:  
Call me but love, and I'll be new baptis'd;  
Henceforth I never will be Romeo.
- Juliet: What man **art thou** that thus bescreen'd in night  
So stumblest on my counsel?
- Romeo: By a name  
I know not how to tell **thee** who I am:  
My name, dear saint, is hateful to myself,  
Because it is an enemy to **thee**;  
Had I it written, I would tear the word.

<b>Lesson Title:</b> Reading Comprehension – Drama	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L038	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of a drama or play.</li> <li>2. Read a text with fluency.</li> <li>3. Infer meaning from a text.</li> <li>4. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the comprehension questions on the board (see end of lesson).</li> <li>2. Write the vocabulary on the board (see end of lesson).</li> <li>3. Practise reading aloud the excerpt from the play <i>The Tragedy of Julius Caesar</i> (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain who Shakespeare is and give examples of his works. (Examples answers: playwright, poet, *Romeo and Juliet*, *Othello*, *Macbeth*)
2. Tell pupils that in this lesson, they will read an excerpt from Shakespeare’s play *The Tragedy of Julius Caesar*.

### Teaching and Learning (12 minutes)

1. Discuss the definition of a tragedy: A play with unhappy events and the downfall of the main characters.
2. Revise the different features of a play with pupils.
  - Act: A part of the play, such as the beginning, the end, the rise or the climax.
  - Scene: Part of an act with certain characters. As characters and setting change, so does a scene.
  - Characters: The people in a play
3. Have pupils open the Pupils’ Handbook at the practice activity that corresponds to the lesson.
4. Give pupils context for the excerpt from *The Tragedy of Julius Caesar*.

This excerpt is from Act 3 Scene 1 of the play. It is set in the senate house in Rome, Italy. Julius Caesar was a popular politician of the Roman Empire. He was responsible for the rise of the Roman empire. Brutus was Caesar’s closest friend and fellow politician. Unknown to Caesar, Brutus and other senate members decided to kill Caesar in the senate house.

5. Read the first 3 parts aloud to pupils with tone and rhythm to demonstrate how to read a play with expression.
6. Summarise the first 3 parts for pupils. (Example answer: Cimber and Brutus are pleading with Caesar to pardon Cimber’s brother, Publius. Caesar seems surprised that Brutus is making the plea as well.)
7. Invite volunteers to explain the meaning of ‘banish’d’.
8. Write the answer on the board. (Answer: short for ‘banished’ – exiled or punished)
9. Ask volunteers to use the new word in a sentence.  
Example: The king banished his dishonest minister for stealing from the state treasury.

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

1. Invite 2 volunteers to come to the front and read aloud the lines of Caesar and Brutus, and 1 other volunteer to read all other characters. Pupils should try to use expression and intonation as used in a play.
2. Have the volunteers read the first 2 parts of the scene aloud for the class. (Stop at '... do remain to keep him so'.)
3. Invite a volunteer to summarise these 2 parts. (Example: Cassius also pleads with Caesar to pardon Publius. But Caesar explains that like the northern star is fixed in the sky, so are his decisions.)
4. Write the word 'firmament' on the board. Ask pupils to identify its meaning based on its usage. Give them the context clue: northern star; there is no fellow.
5. Invite a volunteer to give the answer. (Answer: heaven)
6. Tell pupils that they will come across new vocabulary in the passage. They can guess the meaning of these words based on context clues.
7. Have the volunteers read the remaining lines aloud.
8. Invite a volunteer to summarise the end of the scene. (Example: Cinna, Casca and Brutus come close to Caesar, kneeling and pleading with him to pardon Publius. Casca stabs Caesar, followed by other conspirators and then Brutus. Caesar is shocked that his friend Brutus stabbed him. He dies.)
9. Have pupils copy the words on the board in their exercise books (see end of lesson).
10. Ask pupils to identify the meaning of these words based on their use in the scene.
11. Discuss answers as a class. (Answers: moved – convinced; doth – does; apprehensive – nervous, tense)
13. Ask pupils to copy the comprehension questions on the board in their exercise books (see end of lesson).
14. Have pupils work with seatmates to answer the questions in their exercise books.
15. Check answers as a class.

Answers:

- a. It is a simile. Caesar is saying that he is fixed in his decisions like the northern star.
- b. Caesar maintains that he had banished Publius and that he will not stray from a decision he has already made.
- c. 'Et tu Brute' is a phrase in Latin. 'Et' means 'and' and 'tu' means 'you'. Caesar says, 'You too, Brutus?' Caesar is shocked that his close friend Brutus also stabbed him.

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

1. Have pupils practise reading the play with seatmates.
2. For homework, have pupils do practice activity PHL2-L038 in the Pupils' Handbook.

[VOCABULARY]

- moved
- doth
- apprehensive

[COMPREHENSION QUESTIONS]

- a. Which figure of speech is used in 'But I am constant as the northern star'?
- b. Why does Caesar refuse to pardon Publius?
- c. What does 'Et tu Brute' mean? Why does Caesar say it?

[EXCERPT FROM PLAY]

The Tragedy of Julius Caesar  
Act 3, Scene 1  
By William Shakespeare

Metellus

Cimber: Is there no voice more worthy than my own  
To sound more sweetly in great Caesar's ear  
For the repealing of my banish'd brother?

Brutus: *[kneeling]* I kiss thy hand, but not in flattery, Caesar;  
Desiring thee that Publius Cimber may  
Have an immediate freedom of repeal.

Caesar: What, Brutus!

Cassius: *[kneeling]* Pardon, Caesar; Caesar, pardon:  
As low as to thy foot doth Cassius fall,  
To beg enfranchisement for Publius Cimber.

Caesar: I could be well moved, if I were as you:  
If I could pray to move, prayers would move me:  
But I am constant as the northern star,  
Of whose true-fix'd and resting quality  
There is no fellow in the firmament.  
The skies are painted with unnumber'd sparks,  
They are all fire and every one doth shine,  
But there's but one in all doth hold his place:  
So in the world; 'tis furnish'd well with men,  
And men are flesh and blood, and apprehensive;  
Yet in the number I do know but one  
That unassailable holds on his rank,  
Unshak'd of motion: and that I am he,  
Let me a little show it, even in this;  
That I was constant Cimber should be banish'd,

And constant do remain to keep him so.

Cinna: *[kneeling]* O Caesar—

Caesar: Hence! wilt thou lift up Olympus?

Decius  
Brutus: *[kneeling]* Great Caesar—



Caesar: Doth not Brutus bootless kneel?

Casca: Speak, hands for me!

*[CASCA first, then the other conspirators stab Caesar, Brutus last]*

Caesar: *Et tu, Brute?* – Then fall, Caesar.

*[Caesar dies]*

<b>Lesson Title:</b> Parts of a Sentence (subject + predicate)	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L039	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Define the different parts of a sentence and demonstrate understanding of their function in a sentence.</li> <li>2. Identify the subject and predicate in sentences.</li> </ol>	 <b>Preparation</b> Write the sentences on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain what a subject and object are in a sentence. (Example answers: subjects are the nouns and pronouns that are being talked about; objects are the receivers of verbs)
2. Tell pupils that in this lesson, they will learn about subjects and predicates.

### Teaching and Learning (22 minutes)

1. Explain subject to pupils:
  - The subject is the person, place or thing that acts or is described in the sentence.
    - Example: **He** lay in the grass.
  - There are 3 types of subjects in a sentence:
    - Simple subjects: Nouns and pronouns  
Example: **The tree** was extremely old.
    - Complete subjects: Nouns, pronouns and their modifiers  
Example: **The car in the garage** was white in colour.
    - Compound subjects: 2 or more subjects joined by a conjunction.  
Example: **The old man and the little girl** went for a walk.
  - Subjects may also be formed out of infinitives, phrases and clauses.  
Examples:
    - **To forgive** is divine.
    - **Being poor** is very stressful.
2. Explain predicate to pupils:
  - The predicate follows the subject and explains what the subject did or what happened with the subject. The predicate is formed by verbs.  
Example: He **lay in the grass**.
  - There are different types of predicate:
    - Simple predicate: A verb and a helping verb  
Example: She **was dancing**.

- Complete predicate: verbs and their modifiers  
Example: She was **dancing merrily**.
  - Compound predicate: 2 or more predicates with the same subject  
Example: She was **dancing merrily and singing loudly**.
  - There are 2 other categories of predicates based on their function:
    - Predicate adjective: They are formed with linking verb to describe the subject.  
Example: Alice is **smart and confident**.
    - Predicate nominative: They are formed using a linking verb to tell us what the subject is.  
Example: Dr. Russell is **the acting President of the committee**.
3. Explain object to pupils:
- Object is the person or the thing on whom or upon which a verb action is being performed.  
Example: He gave **the chocolate** to **his sister**.
  - There are 2 types of objects:
    - Direct object: Nouns and pronouns which are the receivers of an action in a sentence.  
Example: Michael ate the **sandwich**.
    - Indirect object: The noun and pronouns which explain what happened with the direct object.  
Example: Michael gave the sandwich to **his sister**.
4. Write the following sentences on the board. Show pupils how to identify the subject, object and predicate in each.
- I will give my friend 2 books from my bag. (Answer: subject – I; direct object – 2 books; indirect object – my friend; predicate – will give my friend 2 books from my bag)
  - What she said does not affect me. (Answer: subject – what she said; direct object – me; predicate – does not affect me)

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

1. Have pupils copy the first 3 sentences from the board in their exercise books (see end of lesson).
2. Ask pupils to work with seatmates to identify the subject, predicate and object in each sentence.
3. Check answers as a class (see answers below).
  - a. subject – My husband, I; direct object – a bath; indirect object – our dog; predicate – tried to give our dog a bath last night
  - b. subject – the wind; direct object – my jacket; indirect object – me; predicate – blew into my jacket and froze me
  - c. subject – she; predicate adjective – is as perceptive as she is communicative
4. Have pupils copy the next 3 sentences from the board in their exercise books (see end of lesson).



5. Ask pupils to identify the direct and indirect object in each sentence.
6. Check answers as a class (see answers below).
  - a. direct object – an F; indirect object – his students
  - b. direct object – your speech; indirect object – the children
  - c. direct object – a gift; indirect object – me)

**Closing** (1 minute)



1. For homework, have pupils do practice activity PHL2-L039 in the Pupils' Handbook.

*[SENTENCES FOR SUBJECT, OBJECT AND PREDICATE]*

- a. My husband and I tried to give our dog a bath last night.
- b. The wind blew into my jacket and froze me.
- c. She is as perceptive as she is communicative.

*[SENTENCES FOR DIRECT AND INDIRECT OBJECTS]*

- a. The professor wanted to give all his students an F.
- b. Why don't you present your speech to the children tomorrow?
- c. My aunt gave me a gift.

<b>Lesson Title:</b> Writing Complete Sentences	<b>Theme:</b> Grammar	
<b>Lesson Number:</b> L2-L040	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the parts of a complete sentence.</li> <li>2. Correct incomplete sentences and write them correctly.</li> </ol>	 <b>Preparation</b> Write the practice sentences on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain the different parts of a sentence. (Example answers: subject, predicates, objects)
2. Tell pupils that in this lesson, they will practise forming complete sentences.

### Teaching and Learning (22 minutes)

1. Revise the concept that sentences have 2 parts: subject and predicate.
2. Revise the definitions of the subject and predicate. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson and follow along.
  - The **subject** is the person, place or thing that acts or is described in the sentence.  
Example: **The old man** and **the little girl** went for a walk.
  - The **predicate** follows the subject and explains what the subject did or what happened with the subject. The predicate is formed using verbs.  
Example: He **lay in the grass**.
3. Discuss the features of correctly formed and complete sentences:
  - Have at least 1 independent clause
  - Sound meaningful by themselves
  - Use conjunctions and prepositions to connect different clauses  
Example:  
Incorrect – It was raining, he went in his car instead of walking.  
Correct – It was raining, **so** he went in his car instead of walking.
4. Explain to pupils that a run-on sentence can be corrected by using a conjunction to connect 2 clauses.
  - Run-on sentence: I had stayed up all night, I performed well in my exam.
  - Correct: I had stayed up all night **but** I performed well in my exam.
5. Explain that periods, commas and semicolons can also be used to correct run-on sentences:
  - Run-on sentence: I have eaten my breakfast, however I am ready for lunch.
  - Correct: I have eaten my breakfast; however, I am ready for lunch.

6. Tell pupils that sentence fragments are incomplete and incorrect by themselves. They are usually missing a noun, pronoun, verb, article or adjective. Examples: Coming there. Book is not here.
7. Give pupils an example of sentence fragments and how to correct them:
  - Sentence fragment: The vacation plan that I made last Saturday.
  - Correct: The vacation plan that I made last Saturday **did not fall through**.
  - Sentence fragment: Man is old.
  - Correct: **That** man is old.

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



1. Have pupils copy the run-on sentences and fragments from the board in their exercise books (see end of lesson).
2. Ask pupils to work with seatmates to correct or complete the sentences.
3. Discuss the answers as a class. Write the correct answers on the board:
  - a. The hospital which has been under construction for the past 5 years **is now finally ready**.
  - b. You said you were going to leave for the party, **but** you are still here.
  - c. **Even though** I told you not to come to my house, you still came.
  - d. **There is** no improvement in your work.
  - e. I enjoyed the movie we went for, **but** I would have liked to go for an older one.
  - f. **Are you** staying over?
  - g. This baby is so cute. **His** name is George.
4. Have pupils check their work against the answers on the board, looking out for any grammatical and spelling errors. They should make corrections as needed.

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

1. For homework, have pupils do practice activity PHL2-L040 in the Pupils' Handbook.

### *[PRACTICE SENTENCES]*

- a. The hospital which had been under construction for the past 5 years.
- b. You said you were going to leave for the party you are still here.
- c. Even though I told you not to come to my house, you still came.
- d. No improvement in your work.
- e. I enjoyed the movie we went for, I would have liked to go for an older one.
- f. Staying over?
- g. This baby is so cute, his name is George.

<b>Lesson Title:</b> How to Write a Five-Paragraph Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L041	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the elements of a well-structured paragraph.</li> <li>2. Identify the features of a 5-paragraph essay.</li> <li>3. Develop appropriate topic sentences.</li> <li>4. Write relevant and interesting titles.</li> </ol>	 <b>Preparation</b> Write the 5-paragraph essay outline on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain what a 5-paragraph essay should contain. (Example answers: topic sentences; introduction, body, conclusion; well-developed ideas)
2. Tell pupils that in this lesson, they will learn the main features of a 5-paragraph essay.

### Teaching and Learning (22 minutes)

1. Discuss with pupils what WAEC examiners will be looking for in a good essay:
  - Organised in at least 5 paragraphs – introduction, body and conclusion
  - Has approximately 450 words
  - Written in simple and clear language
  - Answers the question or addresses the essay topic
2. Discuss the features of a good paragraph with pupils:
  - Usually 3 to 5 sentences long
  - Has a topic sentence, supporting sentences and a concluding sentence
  - Connects well with the previous and the next paragraph
3. Discuss the features of a topic sentence:
  - Mentions the topic
  - Contains the main idea of the paragraph
  - Contains a main idea to move the essay in a specific direction
  - In the case of the introductory paragraph, sets the tone of the entire essay
4. Invite volunteers to share topic sentences for the topic: ‘Use of mobile phones among teenagers’ (see examples below). Write 2-3 good examples on the board.
  - Example 1: Mobile phone use takes up too much time.
  - Example 2: Mobile phones decrease interaction with family and friends.
  - Example 3: Mobile phones increase awareness of current affairs and social campaigns.
  - Example 4: Mobile phones increase ease of access to information.
5. Discuss the features of a good supporting sentence:

- Gives the paragraph a purpose
  - Explains why the topic sentence is meaningful
  - Uses facts, statistics, details, examples, stories, quotes or paraphrased material depending on the type of essay
  - Works alongside other supporting sentences
6. Have volunteers share supporting sentences for the topic sentence: 'Mobile phone use takes up too much time.'
  7. Write 2-3 good examples on the board (see examples below).
    - Example 1: According to a news report, teenagers spend up to 4 hours a day on their mobile phones.
    - Example 2: Teenagers are giving less time to academics and extra-curricular activities.
    - Example 3: Teenagers are sleep-deprived because of late-night texting.
  8. Revise the features of a concluding sentence:
    - Summarises and/or expands the points the writer has made
    - Uses transition words
    - May present an idea that will be discussed in the next paragraph
    - Is optional but recommended

Example: Teenagers are aware of all these issues but insist on using mobile phones for information.
  9. Write the topic sentence, 2 supporting sentences and a closing sentence to form a paragraph on the board.  
 Example:  
 Mobile phone use takes up too much time. According to a news report, teenagers spend up to 4 hours a day on their mobile phones. Teenagers are giving less time to academics and extra-curricular activities. Teenagers are aware of all these issues but insist on using mobile phones for information.
  10. As a class, improve the paragraph, using:
    - Transition words for smooth flow between sentences and paragraphs. (Examples: in the first place, furthermore, finally, above all, however)
    - Order sentences in a logical order. (Examples: chronological, most important idea to least important)
    - Remove any ideas that are not relevant to the topic sentence.
  11. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
  12. Revise the outline of a 5-paragraph essay on the board with pupils (see end of lesson plan).
  13. Demonstrate how to complete the outline to prepare to write an essay on the board:

### **Introduction**

Topic sentence: Mobile phones have been proven to be both beneficial and harmful for teenagers.

### **Body paragraph #1**

Main idea: They take up time.

Topic sentence:  
Teenagers spend up to 4 hours daily on their mobile phones.

### **Body paragraph #2**

Main idea: They hamper personal relationships.

Topic sentence: Many teenagers report not being able to pay attention to a conversation for more than 10 minutes.

### **Body paragraph #3**

Main idea: They increase access to information.

Topic sentence:  
Teenagers are more aware and have easy access to valuable information.

### **Conclusion**

Topic sentence: Mobile phones are not going to disappear anytime soon. However, the time spent on mobiles and the quality of that time can be regulated.

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

1. Invite volunteers to share nouns and adjectives related to the topic. Write them on the board. (Examples: mobile phones; usage; increase; effects)
2. Have pupils think of suitable titles for the essay.
3. Invite volunteers to share their essay titles with the class. (Examples: Increased Use of Mobiles; Are Mobiles Destroying Relationships?)
4. Ask pupils to write a paragraph containing an introductory sentence, 3 supporting sentences and a concluding sentence on the topic. Move around the classroom to check that pupils are doing the activity correctly.
5. Ask pupils to share their paragraphs with seatmates.
6. Have pupils improve upon their paragraph based on feedback from seatmates.

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

1. Invite volunteers to read their paragraph aloud to the class.
2. For homework, have pupils complete the outline and do practice activity PHL2-L041 in the Pupils' Handbook.

*[OUTLINE]*

**Introduction**

Introduce the topic of the essay and the 3 ideas that you will develop in the body paragraphs.

Topic sentence:

**Body paragraph #1**

Main idea:

Topic sentence:

**Body paragraph #2**

Main idea:

Topic sentence:

**Body paragraph #3**



Main idea:

Topic sentence:

**Conclusion**

Restate your topic sentence and 3 main ideas from the introduction in a different way.

Topic sentence:

<b>Lesson Title:</b> How to Write a Five-Paragraph Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L042	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the elements of a well-structured paragraph.</li> <li>2. Identify the features of a 5-paragraph essay.</li> <li>3. Develop appropriate topic sentences.</li> <li>4. Write relevant and interesting titles.</li> </ol>	 <b>Preparation</b> None	

### Opening (2 minutes)

1. Invite volunteers to explain what a paragraph in an essay contains. (Example answers: topic sentence; supporting sentences; concluding sentence)
2. Tell pupils that in this lesson, they will revisit the main features of a 5-paragraph essay.

### Teaching and Learning (22 minutes)

1. Revise what WAEC examiners will be looking for in a good essay:
  - Organised in at least 5 paragraphs — introduction, body and conclusion
  - Has approximately 450 words
  - Written in simple and clear language
  - Answers the question or addresses the essay topic
2. Revise the features of a good paragraph with pupils:
  - Usually 3 to 5 sentences long
  - Has a topic sentence, supporting sentences and a concluding sentence
  - Connects well with the previous and the next paragraph
  - Uses conjunctions and linking phrases where needed
3. Revise the features of a topic sentence:
  - Mentions the topic
  - Contains the main idea of the paragraph
  - Contains a main idea to move the essay in a specific direction
  - In the case of the introductory paragraph, sets the tone of the entire essay
4. Revise the features of a good supporting sentence:
  - Gives the paragraph a purpose
  - Explains why the topic sentence is meaningful
  - Uses facts, statistics, details, examples, stories, quotes or paraphrased material depending on the type of essay
  - Works alongside other supporting sentences
5. Revise the features of a concluding sentence:



- Summarises and/or expands the points the writer has made
- Uses transition words
- May present an idea that will be discussed in the next paragraph
- Is optional but recommended

Example: Teenagers are aware of all these issues but insist on using mobile phones for information.

6. Explain that the tone and writing style of the essay should be appropriate for the readers/audience.

Examples:

- Speech: The writer would address the audience directly, engaging them with energy.  
Example: Friends, pay close attention as I reveal some shocking facts to you!
- Persuasive: The writer would use convincing language to persuade readers.  
Example: I urge you to consider applying to that university.

7. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
8. Revise the outline of a 5-paragraph essay on the board (see end of lesson).
9. Demonstrate how to complete the outline on the board to prepare to write a 5-paragraph essay on the topic: Why some schools perform better than others.

### **Introduction**

Topic sentence: The performance of schools is driven by factors such as school infrastructure, training of the staff and the demographic area of the school.

### **Body paragraph #1**

Main idea: School infrastructure

Topic sentence: Schools with fewer supplies and unstructured infrastructure are known to fall behind in scores.

### **Body Paragraph #2**

Main idea: School staff training

Topic sentence: Better-trained staff is crucial to boosting pupils' performance and behaviour.

### **Body Paragraph #3**

Main idea: Demographic area

Topic sentence: Pupils from higher socio-economic backgrounds tend to score higher on average.

### **Conclusion**

Topic sentence (with 3 main ideas): An average school would need a good balance of infrastructure, well-trained staff and a conducive socio-economic environment to improve its pupils' performance and learning.

**Practice (15 minutes)**

1. Have pupils think of suitable titles for the essay. Titles should be short but capture the main idea of the essay.
2. Invite volunteers to share their essay titles with the class.  
Examples:
  - How Can Schools Perform Better?
  - Factors Affecting School Performance
3. Ask pupils to write 2 paragraphs containing an introductory sentence, 3 supporting sentences and a concluding sentence on the topic.
4. Move around the classroom to check that pupils are doing the activity correctly.
5. Invite volunteers to share a paragraph with the class.

**Closing (1 minute)**

1. For homework, have pupils complete the outline and paragraphs from the lesson and do practice activity PHL2-L042 in the Pupils' Handbook.

*[OUTLINE]*



**Introduction**  
Introduce the topic of the essay and the 2/3 ideas that you will develop in the body paragraphs.  
Topic sentence:

**Body paragraph #1**  
Main idea:  
Topic sentence:

**Body paragraph #2**  
Main idea:  
Topic sentence:

**Body paragraph #3**  
Main idea:  
Topic sentence:

**Conclusion**  
Restate your topic sentence and 3 main ideas from the introduction in a different way.  
Topic sentence:

<b>Lesson Title:</b> Reading Comprehension – Expository Essay	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L043	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of expository writing.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in your own words.</li> <li>4. Identify the topic sentence of a paragraph.</li> <li>5. Infer meaning from a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the questions on the board (see end of lesson).</li> <li>2. Practise reading the expository essay aloud (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain expository essays. (Example answers: an essay that describes a process, gives information, how to cook a recipe, how to use a computer)
2. Tell pupils that in this lesson, they will read an expository essay and answer questions on it.

### Teaching and Learning (22 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Discuss the features of an expository essay as a class:
  - It is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.
  - It uses facts, statistics and examples.
  - It features quotes and/or comments from experts.
  - It is impersonal and unbiased.
2. Discuss what a topic sentence is:
  - It is the sentence that gives the main idea of a paragraph.
  - It usually appears at the beginning of a paragraph.
  - Example:  
If the topic is 'Current affairs in global warming', the topic sentence could be:  
The latest Kyoto convention revealed that carbon emissions have increased almost 2-fold on average globally.
3. Have pupils look at the essay in the Pupils' Handbook. Read the title and the first paragraph aloud as pupils follow along (see end of lesson).
4. Draw pupils' attention to the topic sentence:  
'The process of writing a news story includes identifying sources, interviewing sources, finding evidence to corroborate facts and finally, editing the story'.

5. Explain that this sentence provides the main idea of this paragraph as well as the whole article, which is how we know it is the topic sentence.
6. Write the word 'evidence' on the board. Have pupils identify its meaning based on context clues. (Context clue: finding evidence to corroborate facts)
7. Invite volunteers to share their answers with the class. Write the correct answer on the board. (Answer: Proof and documentation to support the story)
8. Invite volunteers to use the word in a sentence.  
Example: The report on the riots is missing evidence of how buses were vandalised.
9. Invite a volunteer to read the second paragraph aloud.
10. Ask pupils to raise their hand to identify the topic sentence of the paragraph.  
Answer:  
'First, reporters and journalists spend a large portion of their time in specific circles to find hot topics related to their "beat", as they call it'.
11. Invite a volunteer to read the next 2 paragraphs aloud.
12. Invite a different volunteer to orally summarise these 2 paragraphs.  
Example:  
A reporter must get the lead approved by the editor. Then the reporter collects evidence and photographs, talks to sources and goes through public records to gather all the necessary information for the story.
13. Write the word 'lead' on the board. Have pupils identify the meaning of the word based on the context clue, '... they take this idea to their editor for approval'.  
(Answer: clue, idea)
14. Have volunteers make a sentence with 'lead'.  
Example:  
The detective got a helpful lead about a witness who was present at the crime scene.

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

1. Have pupils read the rest of the text independently and identify the topic sentence of each paragraph.
2. Check answers as a class.  
Answers:
  - Paragraph 4 – 'For every person involved, the reporter needs to retrieve a digital photograph in good resolution, the talking head's name, age, profession and locality'.)
  - Paragraph 5 – 'With all the necessary information in hand, the reporter takes time to craft and build the story to make it accurate, fair and something substantial to draw readers in'.
3. Have pupils copy the comprehension questions on the board in their exercise books.
4. Have pupils work with seatmates to answer the questions.
5. Discuss answers as a class (see answers below).

- a. The reporter has relationships with people in his or her field and gets updated on current affairs in that field.
- b. They 'flesh out' all talking heads to make them more interesting and to engage readers.
- c. They would probably ask this to ensure that the news story fits into current affairs. Also, to make the story more relevant and exciting for readers.

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

1. For homework, have pupils do practice activity PHL2-L043 in the Pupils' Handbook.

### *[EXPOSITORY ESSAY]*

#### The Creation of a News Story

When you read the newspaper, it may take you merely five minutes to skim over a news story. However, completing a news story can take days, if not weeks.

The process of writing a news story includes identifying sources, interviewing sources, finding evidence to corroborate facts and finally, editing the story. Even after that, the story goes through fine tuning before it is printed in the newspaper.

First, reporters and journalists spend a large portion of their time trying to find hot topics related to their 'beat', as they call it. For example, a real estate reporter would liaise with property experts and real estate agents on a regular basis to be apprised of the latest affairs in buying and selling land. Forming strong professional relationships helps a reporter stay ahead of the game.

Once reporters have a 'lead', they take this idea to their editor for approval. The idea must be scanned against any conflicting stories that the newspaper may be publishing. After an idea is approved, the reporter will go back out in the field. Over time, the reporter will gather evidence, facts and stories to support the main story. Much of this comprises interviews and going through public records. When writing any story, a journalist is expected to get a quote from every person concerned in the story. For example, if the reporter is writing against a political party, they must still get a quote from the leader or the spokesperson of that party.



A crucial aspect of making a news story engaging for readers is to flesh out all the talking heads in a story. Talking heads of a news story are the people that are being written about, and the people who provide quotes and opinions. For every person involved, the reporter needs to retrieve a digital photograph in good resolution, the talking head's name, age, profession and locality. Sometimes, the reporter will arrange with the photographer to take candid photographs of a someone in a specific context. For example, a story about a successful businessman's career would need a photograph of him working in his office.

With all the necessary information in hand, the reporter takes time to craft and build the story to make it accurate, fair and something substantial to draw readers in. The story is then sent to the editor, who makes suggestions for changes. Some stories that are urgent news are approved and modified on the same day. However, it is not rare for the editor to suggest that the reporter re-approach the story from a completely different angle. In some cases, this can take another few days of interviewing and rewriting.

Finally, the reporter and the editor decide on a suitable headline and a good main image for that story. The story and the photographs are then sent to the designers, who arrange multiple stories on specific pages. Only after approving the layout and format of the story does the reporter's team send the story to the press for printing. This is how an ordinary story of just 500 words can take days of effort.

### *[QUESTIONS]*

- a. How does a reporter get an idea for a news story?
- b. What is the meaning of the phrase 'flesh out'? Why do reporters have to 'flesh out' all talking heads?
- c. Why would an editor ask a reporter to 're-approach the story from a completely different angle'?

<b>Lesson Title:</b> Reading Comprehension – Expository Essay	<b>Theme:</b> Reading	
<b>Lesson Number:</b> L2-L044	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of expository writing.</li> <li>2. Read a text with fluency.</li> <li>3. Summarise a text in your own words.</li> <li>4. Identify the topic sentence of a paragraph.</li> <li>5. Infer meaning from a text.</li> <li>6. Answer questions on a text.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the comprehension questions on the board (see end of lesson).</li> <li>2. Practise reading the expository essay aloud (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Ask pupils to explain a topic sentence in their own words. (Example answers: summarises a paragraph; tells the reader about the main idea of the paragraph)
2. Tell pupils that in this lesson, they will read another expository essay and answer questions on it.

### Teaching and Learning (23 minutes)

1. Have pupils open the Pupils' Handbook at the overview that corresponds with the lesson. Revise the features of an expository essay as a class.
  - It is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.
  - It uses facts, statistics and examples.
  - It may feature quotes and/or comments from experts.
  - It is impersonal and unbiased.
2. Revise topic sentences:
  - A topic sentence is the sentence that gives the main idea of a paragraph.
  - It usually appears at the beginning of a paragraph.
  - Example:
    - Topic: Reading habits among the youth
    - Topic sentence: A news report reveals that the rising use of technology, the pressure to perform well academically and television shows are the 3 major reasons why teenagers are reading fewer books than before.
3. Read the title and the first paragraph of the essay aloud to pupils as they follow along in the Pupils' Handbook.
4. Point out the topic sentence:  
 'In the past decade, several projects by entrepreneurs and organisations devoted to social development have built and distributed water-carrying solutions for the rural people of Asia and Africa'.

5. Explain that this sentence provides the main idea of this paragraph as well as the whole article because it is in the opening paragraph, so we can identify it as the topic sentence.
6. Write the word 'entrepreneur' on the board. Have pupils identify the context clues to find the meaning of the word. (Context clue: invented, built and distributed water-carrying solutions)
7. Invite volunteers to give a definition of the word. Write the correct answer on the board. (Answer: A person who sets up a new business)
8. Have volunteers use the word 'entrepreneur' in a sentence.  
Example:  
Entrepreneurs often must invest their own money initially until their business starts doing well.
9. Invite a volunteer to read the second paragraph aloud.
10. Ask the class to identify the topic sentence of the paragraph. (Answer: 'In many developing countries in Asia and Africa, villagers (mostly women) spend hours looking for potable water and then carrying it back to their homes'.)
11. Invite a volunteer to read the third and the fourth paragraphs aloud.
12. Invite a volunteer to summarise these 2 paragraphs for the class.  
Example:  
Women in Asia and Africa suffer health issues due to carrying water. Men in India marry 'water wives'. The Water Wheel is an invention in India that carries up to 50 litres of water in a barrel. Even men volunteer to use it.
13. Write the word 'domestic' on the board. Have pupils use the context clues to identify the meaning of the word. (Context clue: household, domestic duties)
14. Invite volunteers to give a definition of the word. Write the correct answer on the board. (Answer: related to the running of a home or family relations)
15. Invite a volunteer to make a sentence with 'domestic'.  
Example: Cleaning my room is one of my domestic jobs.

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

1. Ask pupils to read the rest of the essay independently and discuss it with seatmates.
2. Ask pupils to copy the comprehension questions on the board in their exercise books.
3. Have pupils work with seatmates to answer the questions.
4. Move around the classroom to make sure pupils understand and are doing the activity correctly.
5. Check answers as a class (answers below).
  - They need these solutions to ease the burden on women walking and carrying heavy loads of water for kilometres every day.
  - The Water Wheel is an easy tool to use and men find it easy to fetch water using it.
  - Wheels do not roll easily on uneven hilly surfaces.



## **Closing (1 minute)**

1. For homework, have pupils do practice activity PHL2-L044 in the Pupils' Handbook.

### **[EXPOSITORY ESSAY]**

#### **Water-Carrying Solutions in Developing Countries**

In 1991, two South African entrepreneurs invented the Hippo water roller, a device comprising a barrel on wheels, to make it convenient for millions of women across Africa to carry water. The Hippo water roller is not one of its kind. In the past decade, several projects by entrepreneurs and organisations devoted to social development have built and distributed water-carrying solutions for the rural people of Asia and Africa.

In many developing countries in Asia and Africa, villagers (mostly women) spend hours looking for potable water and then carrying it back to their homes. According to a report in 2010 by OHCHR, the human rights body of the United Nations, women in Asia and Africa walk an average of six kilometres every day to fetch water. To add to that, they often carry between six and twenty litres of water without any manual or mechanical help.

This lack of access to safe drinking water has resulted in health and domestic issues across developing countries. Women in Africa suffer severe neck and back pain as well as injuries because of this laborious task. The fact that people living in poverty have nutritional deficiencies only adds to their chances of having muscle and bone injuries. In India, there has been an increase in the number of men marrying a second time just for 'water wives'. Water wives are women in the household whose primary duty is to fetch water through the day while other wives are occupied with domestic duties, manual labour or any illness.



Considering that this seemingly trivial task has such large implications on the lives of many, inventions such as the Hippo water roller are welcomed enthusiastically. In India, the Water Wheel has been received successfully by thousands of women across the drought-ridden state of Rajasthan. The Water Wheel is an invention of Wello, a US-based social venture, which can carry up to 50 litres of water. According to an article from *The Guardian* (2013), the Water Wheel has reformed domestic roles in many households, with men volunteering to do the water chores while women take rest days or do other work.

Man's first invention, the wheel, may have been the most obvious and cheapest solution for this development issue. However, wheels are not conducive to rough hilly terrains. Keeping this in mind, Greif, a manufacturing company, in partnership with Impact Economics has distributed Water Wear backpacks across Haiti. These bags are sanitary and collapsible and can carry up to 18 litres of water.

Despite all these inventions, millions still do not have access to these contraptions. The awareness of these solutions is increasing gradually. Development organisations in collaboration with governments in developing nations are working on economic models to distribute these devices on a large scale to make them cheaper and easily accessible.

*[COMPREHENSION QUESTIONS]*

- a. Why do developing countries need water-carrying solutions?
- b. Why are men in India volunteering to use the Water Wheel?
- c. Why can the Hippo water roller and the Water Wheel not be used in hilly terrains?

<b>Lesson Title:</b> Expository Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L045	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify the features of an expository essay.</li> <li>2. Identify different types of expository essays.</li> <li>3. Use an outline to draft a 5-paragraph expository essay.</li> </ol>	 <b>Preparation</b> Write the outline for an expository essay on the board (see end of lesson).	

### Opening (2 minutes)

1. Invite volunteers to explain an expository essay in their own words. (Example answers: an essay that describes a process, gives information, how to cook a recipe, how to use a computer)
2. Tell pupils that in this lesson, they will prepare to write their own expository essay.

### Teaching and Learning (20 minutes)

1. Have pupils open the Pupils' Handbook at the overview that corresponds with the lesson. Revise the features of an expository essay:
  - It is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.
  - It uses facts, statistics and examples.
  - It may feature quotes and/or comments from experts.
  - It is impersonal and unbiased.
2. Discuss the different types of expository essays:
  - How-to or process essay: Describes a process and gives instructions on how to achieve a certain goal  
Example: How to make a clock at home
  - Compare and contrast essay: Used to show similarities and differences between 2 or more things  
Example: The comparison of 2 latest models of cars
  - Cause and effect essay: Shows relationship between events or things, where one is the result of the other or others  
Example: The cause of a hurricane and its effects on a state
  - Definition essay: Used to explain concepts and things that cannot be defined in one line  
Example: The stages of sleep
  - Problem-solution essay: Used to present a problem and then explain all possible solutions.  
Example: Managing an unfair supervisor in your job

3. Remind pupils that an expository essay must include all the features of a good paragraph, with topic sentences, supporting sentences and closing sentences (if needed) as discussed for a 5-paragraph essay.
4. Revise topic sentences as a class:
  - Mentions the topic
  - Contains the main idea of the paragraph
  - Contains a controlling idea to move the essay in a specific direction
  - In the case of the introductory paragraph, sets the tone of the entire essay
5. As a class, revise the outline of an expository essay on the board (see end of lesson).
6. Tell pupils that they are going to write an essay comparing and contrasting life in the village and life in the city.
7. Demonstrate how to use the outline to organise the main ideas for the essay. Complete the outline on the board.

### **Introduction**

Topic: Life in the city compared to life in the village

Topic sentence: A good life can be defined by 3 main things – education and employment opportunities, lifestyle preferences and proximity to friends and family.

### **Fact/Step #1**

Topic sentence:

Education and employment opportunities are definitely better in urban areas.

Supporting details:  
People who study in cities are more likely to be well connected in their professional network.

### **Fact/Step #2**

Topic sentence:

Lifestyle choices can affect what one prefers – more amenities or a calm environment.

Supporting details: The city has many facilities but the rural life can take you away from pollution and close to nature.

### **Fact/Step #3**

Topic sentence:

The city can often take you away from your loved ones.

Supporting details:  
While youngsters are quick to make friends in the city, rates of depression are rising among those who feel isolated from their families.

### **Conclusion**

- Topic sentence: These are the 3 main things on which most people compromise when deciding where to live.
- Summary: Clearly, the urban life, despite its perks, can be daunting. On the other hand, the rural life may not further your career.
- Closing: It is up to each individual to carefully weigh the pros and cons and find their balance.

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

1. Ask pupils to note down their main ideas for the topic.
2. Have pupils organise their ideas using the outline in their exercise books.
3. Move around the classroom to check that pupils are completing the outline correctly and have relevant topic sentences.

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

1. Invite volunteers to share their main ideas and topic sentences with the class.
2. For homework, have pupils do practice activity PHL2-L045 in the Pupils' Handbook.

### *[OUTLINE]*

#### **Introduction**

Topic:

Topic sentence:

#### **Fact/Step #1**

Topic sentence:

Supporting details:

#### **Fact/Step #2**

Topic sentence:

Supporting details:



#### **Fact/Step #3**

Topic sentence:

Supporting details:

#### **Conclusion**

- Restate the topic sentence
- Summary of the evidence/supporting information
- Closing

<b>Lesson Title:</b> Expository Essay	<b>Theme:</b> Writing	
<b>Lesson Number:</b> L2-L046	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Write an essay demonstrating correct usage of the features of an essay.</li> <li>2. Draft an essay relevant to the topic with well-organised ideas.</li> <li>3. Use appropriate and relevant vocabulary when writing.</li> <li>4. Write an essay with correct grammar and spelling.</li> </ol>	 <b>Preparation</b> None	

### Opening (2 minutes)

1. Invite volunteers to explain an expository essay in their own words. (Example answers: an essay that describes a process, gives information, how to cook a recipe, how a train engine works)
2. Tell pupils that in this lesson, they will finish writing their expository essays.

### Teaching and Learning (10 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson. Revise the features of an expository essay while pupils follow along.
  - It is informative writing that gives instructions, describes a process or analyses information about a topic or an idea.
  - It uses facts, statistics and examples.
  - It may feature quotes and/or comments from experts.
  - It is impersonal and unbiased.
2. Discuss the different types of expository essays:
  - How-to or process essay: Describes a process and gives instructions on how to achieve a certain goal.  
Example: How to grow tomatoes
  - Compare and contrast essay: Used to show similarities and differences between 2 or more things.  
Example: The comparison of 2 football clubs
  - Cause and effect essay: Shows relationship between events or things, where one is the result of the other or others  
Example: The cause of a drought and its effect on the people in a place
  - Definition essay: Used to explain concepts and things that cannot be defined in one line.  
Example: The periodic table in chemistry

- Problem-solution essay: Used to present a problem and then explain all possible solutions.  
Example: Lack of money to pay school fees
8. Invite volunteers to answer what kind of an expository essay they will be writing in this lesson. (Answer: Compare and contrast – life in the city vs. rural life)
  9. Revise topic sentences as a class:
    - Mentions the topic
    - Contains the main idea of the paragraph
    - Contains a controlling idea to move the essay in a specific direction
    - In the case of the introductory paragraph, sets the tone of the entire essay
  10. Remind pupils to connect their main ideas and phrases with linking expressions.  
Examples: Firstly, on the one hand, despite these factors, to add to that

**Practice (24 minutes)**

1. Have pupils open their exercise books to their completed outline.  
Example:

**Introduction**

Topic: Life in the city compared to life in the village

Topic sentence: A good life can be defined by 3 main things – education and employment opportunities, lifestyle preferences and proximity to friends and family.

**Fact/Step #1**

Topic sentence:  
Education and employment opportunities are definitely better in urban areas.

Supporting details:  
People who study in cities are more likely to be well connected in their professional network.

**Fact/Step #2**

Topic sentence:  
Lifestyle choices can affect what one prefers – more amenities or a calm environment.

Supporting details: The city has many facilities but the rural life can take you away from pollution and close to nature.

**Fact/Step #3**

Topic sentence:  
The city can often take you away from your loved ones.

Supporting details:  
While youngsters are quick to make friends in the city, rates of depression are rising among those who feel isolated from their families.

### **Conclusion**



- **Topic Sentence:** These are the 3 main things on which most people compromise when deciding where to live.
- **Summary:** Clearly, the urban life, despite its perks, can be daunting. On the other hand, the rural life may not further your career.
- **Closing:** It is up to each individual to carefully weigh the pros and cons and find their balance.

2. Ask pupils to exchange outlines with a partner to identify areas of improvement.
3. Tell pupils to revise their outlines and organise their thoughts to write the essay.
4. After 5 minutes, have pupils start to write their essays in their exercise books.
5. While pupils write, move around the classroom to check that they are doing the activity correctly.

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

1. Invite volunteers to read a paragraph from their essays aloud.
2. For homework, have pupils do practice activity PHL2-L046 in the Pupils' Handbook.



<b>Lesson Title:</b> Comprehending a Listening Passage	<b>Theme:</b> Listening	
<b>Lesson Number:</b> L2-L047	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Answer comprehension questions on unseen prose.</li> <li>2. Summarise a listening text in their own words.</li> <li>3. Use context clues to infer meaning of new words.</li> </ol>	 <b>Preparation</b> Practise reading the radio programme aloud (see end of lesson).	

### Opening (4 minutes)

1. Invite volunteers to name their favourite radio programmes and explain why they like them.
2. Tell pupils that in this lesson, they will listen to a radio programme and then answer questions on it.

### Teaching and Learning (25 minutes)

1. Tell pupils that they will listen to a radio programme. They will not be able to read it so they must listen carefully. Pupils can use their exercise books to make brief notes while listening.
2. Read part 1 of the radio programme aloud for pupils in a clear voice with appropriate rhythm and intonation.
3. Invite volunteers to summarise part 1.  
Example:  
Patrick is the presenter on a radio programme called 'Chitty Chat'. He is interviewing Abdul, a 26-year-old man who teaches football to girls.
4. Read part 2 of the radio programme aloud for pupils in a clear voice with appropriate rhythm and intonation.
5. Invite volunteers to summarise part 2.  
Example:  
When Abdul was 18 years old, he went to the UK for higher studies. There, he involved himself in football practice and played for his university, too. He visited some football clubs as well.
6. Read this sentence aloud again: 'My education and career aside, I was pursuing football ardently'.
7. Write the word 'ardently' on the board. Have pupils identify its meaning based on its usage in the sentence.
8. Invite volunteers to share their answers with the class. (Answer: passionately)
9. Invite another volunteer to make a sentence with 'ardently'.  
Example: Rita ardently loved playing her violin and she practised it every day.

10. Read part 3 of the radio programme aloud for pupils in a clear voice with appropriate rhythm and intonation.
11. Invite volunteers to summarise part 3.  
Example:  
Abdul was inspired by his younger sister who loves football. He decided to coach girls, as few people train girls in school. He freelances for various schools. He has to work hard to convince girls to come for practice regularly. He plans to open his own coaching centre soon.
12. Read this sentence aloud again: 'It is not because of any lack in their enthusiasm and vigour but their families' reluctance'.
13. Write the word 'vigour' on the board. Have pupils identify its meaning based on its usage in the sentence. (Answer: Energy)
14. Invite a volunteer to make a sentence with 'vigour'.  
Example: The drummer in the band was playing with a lot of vigour.

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

1. Invite volunteers to answer the following questions orally. If necessary, read parts of the radio programme aloud for pupils again:
  - Why is the radio presenter interviewing Abdul?  
Answer:  
Abdul is an inspiring young man who has returned to Sierra Leone from the UK to teach football to girls in schools.
  - How did Abdul keep his interest in football alive in the UK?  
Answer:  
Abdul practised football regularly and played on the university team. He also met with many players and watched a lot of matches.
  - What incident or event convinced Abdul to return to Sierra Leone?  
Answer:  
Abdul's younger sister was disappointed that she would not get to practise football once secondary school was over. This gave Abdul the idea to start training girls in football.
  - Why does Abdul invite girls' parents to watch the football practice?  
Answer: Abdul wants parents to see their children's development because of football practice.
  - What are Abdul's plans for the future?  
Answer: Abdul plans to open his own facility where women can come and practise football.

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

1. For homework, have pupils do practice activity PHL2-L047 in the Pupils' Handbook.

[RADIO SHOW]

Chitty Chat with Abdul

*Part 1*

Presenter: Hello! Good afternoon! How are you? Friends, my name is Patrick and you are listening to Chitty-Chat on Radio Leone, your favourite radio channel! Today, we have with us football coach Abdul Bangura. All of 26 years old, he returned from the UK last year to teach football to girls in middle and secondary schools. Abdul, welcome! How are you today?

Abdul: I am very well! Thank you for having me here.

*Part 2*

Presenter: Abdul, where do I start with your **extraordinary** story? When did you leave for the UK?

Abdul: I went to the UK to do my graduation from Warwick University. I was 18 years old then with stars in my eyes. I remember it was my first time travelling abroad and I could not wait to see another country! As soon as I reached, the first places I visited were football stadiums and clubs.

Presenter: Oh really? Which ones?

Abdul: Well, I went to West Ham and Arsenal because they were close by then. Later on, I visited so many more.

Presenter: So, what brought you back to our very own Salone?

Abdul: Well, let me backtrack and explain what happened there. My education and career aside, I was pursuing football **ardently**. I was watching all these matches, talking to district-level players and even practising regularly. I was on the team for my university too, as a defender.

*Part 3*

Presenter: Oh wow! A well-rounded education!

Abdul: Absolutely! Football is both prayer and love for me. Anyway, so I had a job in an accountancy firm in London and I was rather happy with it. But then my younger sister rang me up on the phone. She is now 17 years old. Fatu said that she was **despondent** because she loves sport and football as well. She is one of the few girls who plays with the boys. But she sees no opportunity to practise football once secondary school is over.

Presenter: I can imagine her disappointment ...

Abdul: Something about that conversation compelled me to return, get in touch with my old contacts in schools and start coaching as a **freelancer**. I currently train girls in three schools after school is over.

Presenter: Why girls, specifically?

Abdul: Well, I would have coached both boys and girls, but coaches for boys already exist. I have four sisters and I know how to build a rapport with girls. Also, I saw **innumerable** women in the UK participating in sport and I wanted the same for the girls here at home, too.



Presenter: What kind of challenges have you faced coaching girls?

Abdul: It has been a challenge to convince girls to come for practice regularly. It is not because of any lack in their enthusiasm and vigour, but their families' **reluctance**. I do invite parents to come see the practice so they can witness first-hand the development of their child. I think I already see the increase in many girls' teamwork skills and confidence after a year of playing football.

Presenter: This is inspiring, indeed! What are your plans for the **imminent** future?

Abdul: Well Patrick, I have saved some money and I will be opening my own facility soon where women can come and practise football in the evenings. It will mostly be **accessible** to women only so that they feel comfortable and play freely.

Presenter: You are truly an ambitious young man. I cannot wait to hear more about you. After this break ...

<b>Lesson Title:</b> Word Stress	<b>Theme:</b> Listening and Speaking	
<b>Lesson Number:</b> L2-L048	<b>Class:</b> SSS 2	<b>Time:</b> 40 minutes
 <b>Learning Outcomes</b> By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> <li>1. Identify stress patterns in multisyllabic words.</li> <li>2. Pronounce words with their correct stress pattern.</li> </ol>	 <b>Preparation</b> <ol style="list-style-type: none"> <li>1. Write the words for practice on the board (see end of lesson).</li> <li>2. Write the sentences for practice on the board (see end of lesson).</li> </ol>	

### Opening (2 minutes)

1. Invite volunteers to explain syllables in their own words. (Example answers: parts of a word, 1 vowel sound)
2. Tell pupils that in this lesson they will practise word stress in different types of words.

### Teaching and Learning (23 minutes)

1. Revise syllables with pupils.
  - A syllable is a unit of pronunciation that has 1 vowel sound, with or without consonants.  
Examples:
    - Monosyllabic words: she, he, that, this, where, how, come, shut, beast
    - Words with 2 syllables: cushion, letter, offer, sofa, forklift, bottle
    - Words with 3 syllables: quietly, evident, cholera, lemonade, afternoon
    - Words with 4 syllables: necessary, agriculture, presentation
    - Words with 5 syllables: international, imagination, electricity
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
3. Explain word stress to pupils.
  - In English, we do not pronounce each syllable with the same emphasis.
  - In each word, 1 syllable is emphasised.
4. Use the following table to explain some of the rules for word stress. Read out the examples with appropriate stress for pupils while they follow along.

Type of word	Word stress	Examples
2-syllable nouns and adjectives	First syllable	<b>yellow</b> , <b>taller</b> , <b>doctor</b> , <b>bottle</b>
2-syllable verbs and prepositions	Second syllable	<b>present</b> , <b>invite</b> , <b>between</b> , <b>decide</b> , <b>receive</b>
3-syllable words ending in '-er' and '-ly'	First syllable	<b>lovingly</b> , <b>manager</b> , <b>easier</b>
3-syllable words ending in consonants or '-y'	First syllable	<b>optimal</b> , <b>generous</b> , <b>canopy</b>

Words ending in ‘-ic’, ‘-sion’ and ‘-tion’	Second-from-last syllable	<b>Iconic, nation, graphic, extension</b>
Words ending in ‘-cy’, ‘-phy’, ‘-gy’, ‘-ty’, ‘-al’	Third-from-last syllable	<b>democracy, geology, photography, disparity, critical</b>

5. For other suffixes, there are other rules:

- Words with suffixes ‘-able’, ‘-ian’, ‘-cian’, ‘-ible’, ‘-ish’, ‘-ious’, ‘-ia’ have stress on the syllable right before the suffix.

Example: **du**rab**le**, techni**ci**an, im**po**ss**ib**le, **var**ious, bacte**ri**a

- Words with suffixes ‘-ade’, ‘-eer’, ‘-ese’, ‘-ee’, ‘-ette’, ‘-que’, ‘-oon’ have stress on the suffix itself.

Example: crus**ade**, pup**eteer**, Jap**anese**, ag**ree**, cass**ette**, phys**ique**, ball**oon**

6. Read all the words aloud once again, and have pupils repeat after you.

### Practice (14 minutes)

1. Have pupils copy the practice words on the board in their exercise books (see end of lesson).
2. Ask pupils to work with seatmates to identify the stress in each word.
3. Invite volunteers to share their answers and pronounce the words with correct stress. Underline the stressed syllables in the words on the board.

Answers:

- |                          |                          |
|--------------------------|--------------------------|
| • edu <u>ca</u> tion     | • <u>lo</u> gical        |
| • ir <u>re</u> sistible  | • <u>gl</u> orious       |
| • the <u>o</u> logy      | • en <u>d</u> ure        |
| • <u>co</u> gent         | • <u>su</u> bject (noun) |
| • in <u>te</u> rnational | • <u>su</u> bject (verb) |
| • <u>ex</u> cellent      | • <u>ma</u> rker         |
| • <u>pr</u> iority       | • in <u>vi</u> tation    |
| • <u>pe</u> rsuasion     | • <u>re</u> lax          |
| • <u>ab</u> ide          | • <u>sp</u> ectacles     |

4. Say each of the words in the word list aloud and have pupils repeat the words after you. Emphasis the stressed syllables.
5. Ask pupils to copy the sentences on the board into their exercise books (see end of lesson).
6. Have pupils work with seatmates to identify where words should be stressed in the sentences. Tell them to mark the stressed syllables in their exercise books.
7. Invite volunteers to read the sentences aloud with correct word stress. Correct them if needed. Underline the stressed syllables in the words on the board.

Answers:

- A difficult examination requires a ppil to concentrate.

- In Chinese culture, one must have permission before taking photographs.
  - I advise you to get a medical examination done after the interrogation.
  - Perhaps you would be better off staying in today.
8. As a class, practise reading the 4 sentences aloud with correct word stress.

**Closing** (1 minute)

1. For homework, have pupils do practice activity PHL2-L048 in the Pupils' Handbook.

*[WORDS FOR PRACTICE]*

- |                 |                  |
|-----------------|------------------|
| • education     | • logical        |
| • irresistible  | • glorious       |
| • theology      | • endure         |
| • cogent        | • subject (noun) |
| • international | • subject (verb) |
| • excellent     | • marker         |
| • priority      | • invitation     |
| • persuasion    | • relax          |
| • abide         | • spectacles     |

*[SENTENCES FOR PRACTICE]*

- A difficult examination requires a pupil to concentrate.
- In Chinese culture, one must have permission before taking photographs.
- I advise you to get a medical examination done after the interrogation.
- Perhaps you would be better off staying in today.





























# GOVERNMENT OF SIERRA LEONE

FUNDED BY



IN PARTNERSHIP WITH



STRICTLY NOT FOR SALE