



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

JSS

Language

ARTS

JSS
2

TERM
1

Foreword

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

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

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

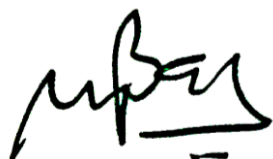
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

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

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

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

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



Dr. Minkailu Bah

Minister of Education, Science and Technology











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Introduction to the Lesson Plan Manual

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

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



Learning outcomes






Teaching aids



Preparation

Lesson Title: Introduce Myself	Theme: Listening and Speaking	
Lesson Number: L-08-001	Class/Level: JSS 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to introduce themselves orally using short sentences.		Teaching Aids None		Preparation None
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Opening (2 minutes)

1. **Say:** Hello everyone and welcome back to your English class. Today we are going to learn more about each other.
2. Tell the pupils one or two interesting things about yourself (for example, something you like to eat or what you like to do in your free time).
3. **Say:** Think about what you want to know when you meet someone new. What would you like to find out about someone you already know? Of course there are some questions it is not polite to ask other people. We are going to think about questions you can ask anyone.

Introduction to the New Material (10 minutes)

1. **Say:** Think about what you want to find out about people. It can be their name, where they live, about their family, about things they like and things they don't like.
2. Tell pupils to work with a partner and think of some questions.
3. Give them 5 minutes to think of, discuss and write as many questions as they can.
4. Check they understand and are doing the task.
5. **Ask:** Who can tell me some of your questions?
6. Invite different pupils to tell you their questions and write them on the board.
7. Ask other pupils to help you correct any mistakes. (Example questions: What's your name? Where are you from? Where do you live? What do you do? Do you have any brothers or sisters? What do you like doing in your free time? What do you like doing at weekends?)

Guided Practice (10 minutes)

1. Tell pupils that they have 4 minutes to ask you questions.
2. Ask them to refer to the questions they just wrote and ask you any question they want.
3. Answer their questions in short, simple sentences to model for pupils how they must answer questions.
4. Invite two pupils to come up and model asking and answering questions about each other in front of the class.
5. Help them form full sentences.
6. Thank them for their help.




Independent Practice (10 minutes)

1. **Say:** Now you are going to practise asking and answering these questions with you partner. When your partner asks you a question, think about it and answer it carefully. Remember to use the right tenses - past, present and future. Most answers will be in the present or present continuous, but some may be in the past or in the future. You have 4 minutes each to answer questions.
2. Show the pupils what to do. Invite one pupil to answer some questions in front of the class.
3. Give the pupils time to ask and answer. Check they understand and are doing the task.
4. After 4 minutes, tell them to change over and the other person asks questions.

Closing (3 minutes)

1. **Say:** Now I want you to decide in your pairs the most interesting thing you found out. Only choose one thing for the whole group. You have a minute to discuss what you are going to choose.
2. Invite as many pairs as possible to tell you their most interesting thing.

Lesson Title: Composition	Theme: Writing	
Lesson Number: L-08-002	Class/Level: JSS 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write in short sentences about themselves.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** In the last class we practised introducing ourselves to each other.
2. **Ask:** Which questions did you use to ask about each other? Invite 2-3 pupils to answer. (Example answers: What's your name? Where were you born? Where do you live? What do you do? What do you like doing in your free time?)
3. Today you are going to write about yourself. You are going to write about the most important and interesting things about you.

Introduction to the New Material (10 minutes)

1. **Say:** Think about what you want to write about. It can be your name, where you were born, where you live, about your family, about things you like and things you don't like, things you do now and things you want to do or be in the future.
2. Ask pupils to work with a partner and think of ideas for topics.
3. Give pupils five minutes to think, discuss and write.
4. Check they understand and are doing the task.
5. After 5 minutes, **ask:** Who can tell me some topics?
6. Invite pupils to tell you their topics and write them on the board. (Example answers: my town, my family, food, games, school, friends, future job, future plans and hopes)

Guided Practice (10 minutes)

1. **Say:** You are going to write three paragraphs about yourself. First, think of a title for your composition. Try to make it something interesting so that people will want to read it.
2. Show the pupils what to do. Write one title idea on the board: My dreams.
3. **Say:** You have one minute to work alone.
4. Check pupils understand and are doing the task.
5. Invite some pupils to tell you their titles. (Example answers: my family, the story of my life)
6. **Say:** The first paragraph is about your past. Make some notes about what you want to write in the first paragraph. Don't write whole sentences, just ideas for topics.
7. Show the pupils what to do. Write one topic idea on the board: where I was born.
8. **Say:** You have two minutes to work alone.
9. Check pupils understand and are doing the task.
10. Invite some pupils to tell you the topics they are going to put in the paragraph about their past. (Example answers: when my brothers and sisters were born, where we lived, when I started school)

11. **Say:** The second paragraph is about your present. Make some notes about what you want to write in the second paragraph. Again, don't write whole sentences, just ideas for topics.
12. Show the pupils what to do. Write one topic idea on the board: my school.
13. **Say:** You have two minutes to work alone.
14. Check pupils understand and are doing the task.
15. Invite some pupils to tell you the topics they are going to put in the paragraph about their present. (Example answers: my school, things I like, things I don't like)
16. **Say:** The third paragraph is about your future. Make some notes about what you want to write in the third paragraph. Again, don't write whole sentences, just ideas for topics.
17. Show the pupils what to do. Write one topic idea on the board: what I want to do when I finish school.
18. **Say:** You have two minutes to work alone.
19. Check pupils understand and are doing the task.
20. Invite some pupils to tell you the topics they are going to put in the paragraph about their future. (Example answers: the job I want, the family I want, where I want to live)




Independent Practice (10 minutes)

1. **Say:** Now I want you to write your composition.
2. **Say:** Read through your notes. Now you have eight minutes to write the three paragraphs. This time, use sentences. Write a title first and when you have finished, check your tenses and your spelling.
3. Give pupils time to write. Check they understand and are doing the task.

Closing (3 minutes)

1. **Say:** Now I want you to decide the most interesting thing you wrote about. Only choose one thing. You have thirty seconds to decide what you are going to choose.
2. Invite as many pupils as possible to tell you their most interesting thing.

Lesson Title: Revision of Some Parts of Speech (Nouns)	Theme: Grammar	
Lesson Number: L-08-003	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify and write types of nouns e.g. common and proper nouns.</p>		<p>Teaching Aids Table at end of the lesson plan</p>		<p>Preparation Before the lesson starts write the words in the table on the board in any order, not in groups. Write only the words not the column headings.</p>
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Opening (2 minutes)

1. **Say:** Today we are going to look at parts of speech.
2. **Ask:** Who can give examples of parts of speech? (Answers: nouns, verbs, adjectives, adverbs)
3. **Say:** Look at all of the words on the board.
4. **Ask:** Who can tell me what part of speech these words are?
5. Invite 1-2 pupils to answer. (Answer: Nouns)

Introduction to the New Material (12 minutes)

1. **Say:** Look at the words again. We are going to put them into groups. This means that you should read the words and see which ones belong to the same group.
2. Give an example – Monday and Friday are days of the week so they belong to one group.
3. Invite pupils to work in pairs. Give them four minutes to put the rest of the words in groups. (Example answers: people’s names, pets’ names, cities, countries, holidays, days, months, names of things, feelings).
4. Give pupils time to think, discuss and write. Check they understand and are doing the task.
5. While pupils work, make a blank table on the board with nine columns (see end of the lesson plan).
6. **Ask:** Who can tell me the groups?
7. Invite pairs to raise their hands and answer. (Answers: people’s names, pets’ names, cities, countries, holidays, days, months, names of things, feelings)
8. Write the names of the groups at the top, one for each column.
9. Invite pupils to tell you which of the words to put in the columns. (Answer: see table in the end)
10. **Ask** the following questions and invite pupils to answer:
 - Does anyone know the two different kinds of nouns? (Answer: common nouns and proper nouns.)
 - Which columns are common nouns? (Answer: names of things, feelings).
 - What difference can you see between these nouns and the proper nouns? (Answer: common nouns do not have capital letters)
11. Ask pupils to copy down the table in their exercise books.

Guided Practice (10 minutes)

1. **Say:** Let’s review some more common nouns.

2. Write these words on the board: love, team, car, paper, anger, bed, army.
3. Write these sentences on the board, read them out aloud and explain them.
 - Abstract nouns are common nouns that we cannot usually see or touch. For example, ...
 - Collective nouns are common nouns to name a group of things or people. For example, ...
 - Countable nouns are common nouns that can count. For example, ...
 - Uncountable nouns are common nouns we cannot usually count. For example, ...
4. Ask pupils to take out their exercise books and complete each sentence with the new nouns written on the board.
5. Tell them that the same noun can sometimes be in two of the sentences.
6. After 5 minutes, ask them to exchange exercise books and check each other's answers.
7. Write the answers on the board. (Answer: abstract nouns: love, anger; collective nouns: team, army; countable nouns: team, car, bed, army; uncountable nouns: love, paper)
8. Have pupils return each other's books and make the necessary corrections for homework.
9. Ask pupils to add a new column to their table called groups. Tell them to write the words 'team' and 'army' in the new column.
10. **Say:** These are common nouns but they are also called collective nouns because they name a group of things or people.

Independent Practice (10 minutes)

1. **Say:** Now I want you to choose one word from each column of the table in your exercise book. Choose any words you like. Put a tick (✓) next to your words in your exercise book. You have one minute to choose.
2. Give the pupils time to choose. Check they understand and are doing the task.
3. **Say:** Now, I want you to write a story in three or four sentences. You have to include all the words you chose. Think carefully because it has to make sense. Remember to use capital letters for the proper nouns. You can use any tense you like. You can work in pairs. You have 8 minutes to write your story.
4. Give pupils time to write. Check they understand and are doing the task.




Closing (3 minutes)

1. Invite as many pupils as possible to tell share their stories.

TABLE

people	pets	cities	countries	holidays	days	months	things	feelings
Fatmata	Rover	Freetown	Canada	Christmas	Monday	May	car	love
Bintu	Kitty	Lagos	Senegal	Eid	Friday	January	paper	anger
Gabriel		London	Uganda				bed	sadness
Tamba								

Lesson Title: Pronouns	Theme: Grammar	
Lesson Number: L-08-004	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify pronouns and some of their features.</p>		<p>Teaching Aids Table and sentences at end of the lesson plan</p>		<p>Preparation Write these sentences on the board: Omar is studying with Fatu. Fatu is better than Omar at Mathematics.</p>
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Opening (2 minutes)

1. Point to the sentences on the board and **say:** These sentences are correct but they could be better. Who can tell me what is wrong?
2. Invite pupils to raise their hands to answer. If they cannot, share the answer with them (Answer: The names are used too much. It should be she/him)
3. **Ask:** What kind of words are missing? (Answer: pronouns)
4. **Say:** Today we are going to learn more about using pronouns.

Introduction to the New Material (10 minutes)

1. **Say:** Look at the first sentence: Omar is studying with Fatu. Raise your hands to answer the following questions:
 - a. Who is the subject of this sentence? (Answer: Omar). Who is the object of this sentence? (Answer: Fatu.)
 - b. Should we change the names to pronouns in this sentence or keep them? Why? (Answers: no, because it is the first time they are introduced)
2. **Say:** Look at the second sentence: Fatu is better than Omar at mathematics. Raise your hands to answer the following questions:
 - a. Who is the subject of this sentence? (Answer: Fatu)
 - b. Who is the object of this sentence? (Answer: Omar)
 - c. Should we change the names to pronouns? Why? (Answer: yes, because it sounds better not to repeat names)
 - d. What can we change Fatu to? (Answer: she) What can we change Omar to? (Answer: him)

Guided Practice (10 minutes)

1. Draw the table on the board – write ‘subject pronoun’ in the left one and ‘object pronoun’ in the right one. (See table below)
2. Write the following sentences on the board: Aminata was hungry. Aminata saw two apples. Aminata ate the apples.
3. **Say:** Let’s review. In these sentences, identify the subject of the sentences. Raise your hands.
4. Choose 1-2 pupils to respond. (Answer: Aminata)
5. **Ask:** Can someone replace ‘Aminata’ with a pronoun?
6. Invite pupils to raise hands and answer. (Answer: She)

7. Cross out 'Aminata' in the second and third sentences, so now the sentences will read: Aminata was hungry. She saw two apples. She ate the apples.
8. **Say:** The pronoun which replaces the subject of the sentence is called the 'subject pronoun'. Now, identify the object. Raise your hands.
9. Choose 1-2 pupils to respond. (Answer: apples)
10. Cross out 'apples' in the third sentence, so now the sentences will read: Aminata was hungry. She saw two apples. She ate them.
11. **Say:** The pronoun which replaces the object of the sentence is called the 'object pronoun'.
12. Write in 'she' and 'them' in the correct columns in the table.
13. **Ask:** What shall I write in the other column with 'she' and 'them'? Raise your hands.
14. Choose a pupil to respond. (Answer: her and they)
15. **Ask:** What are the words in the first column called? Raise your hands.
16. Choose a pupil to respond. (Answer: subject pronouns)
17. What are the words in second column called? Raise your hands.
18. Choose a pupil to respond. (Answer: object pronouns)
19. **Say:** I want you to complete these two columns with more pronouns. You can work with a partner. You have three minutes.
20. Give pupils time to think, discuss and write. Check they understand the task and are doing it.
21. Ask pupils to raise their hand and give you the answers.
22. Write them in the two columns. (Example answers: see table at end)
23. Ask pupils to copy the table in their exercise books.

Independent Practice (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Now I'm going to write four sentences on the board. Copy them in your exercise books and then decide which names you can change to pronouns. Think about if the name is the subject or the object of the sentence and choose the correct pronoun. You have five minutes.
3. Write the following sentences on the board:
 - a. Esther is very bored of reading the book. Esther has been reading the book for three hours.
 - b. Ahmad and Edward visit Aunt Mity every week. Aunt Mity always gives Ahmad and Edward nice food to eat.
 - c. The car is not working. The car broke down last week.
 - d. Momka likes the boys at school. The boys at school play football with Momka.
4. Give the pupils time to write. Check that they understand and are doing the task.
5. Have pairs raise their hands to share the answers with you.
6. Write the correct answers on the board.

Answers:

- a. Esther is very bored of reading the book. She has been reading it for three hours.
- b. Ahmad and Edward visit Aunt Mity every week. She always gives them nice food to eat.
- c. The car is not working. It broke down last week.
- d. Momka likes the boys at school. They play football with him




Closing (3 minutes)

1. Give pupils three minutes to make corrections in their work.

TABLE

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you (plural)	you (plural)
they	them

Lesson Title: Verbs	Theme: Grammar	
Lesson Number: L-08-005	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lessons pupils will be able to identify different types of verbs.</p>	 <p>Teaching Aids Table and sentences at end of lesson plan</p>	 <p>Preparation 1. Write the words from columns 1 and 2 in the table on the board. Don't write them in columns, write them randomly. 2. Write these sentences on the board: Foday told a joke. Marima laughed.</p>
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Opening (2 minutes)

1. Point to the sentences about Foday and Matima on the board.
2. **Ask:** What tense are these sentences in? Raise your hand to answer. (Answer: simple past)
3. Raise your hand to answer. What are the two verbs? (Answer: told/tell and laughed/laugh)
4. **Say:** Today we are going to look at the difference between these two verbs.

Introduction to the New Material (10 minutes)

1. **Say:** Look at the first sentence: Foday told a joke. Raise your hand to answer my questions.
2. **Ask:** What is the subject of this sentence? (Answer: Foday)
3. **Ask:** What is the object of this sentence? (Answer: joke).
4. **Say:** Look at the second sentence: Marima laughed. Raise your hand to answer my questions.
5. **Ask:** What is the subject of this sentence? (Answer: Marima)
6. **Ask:** What is the object of this sentence? (Answer: there isn't one)
7. **Say:** Some verbs must have an object, like 'tell', and some don't need an object, like 'laugh'.
8. Point to the words on the board. **Say:** I want you to look at the verbs on the board and decide which ones need an object and which don't. Try to make a sentence with the verb in your head to help you decide. Put a tick (✓) beside the ones that need an object and a cross (✗) beside the verbs that don't need an object.
9. Show the pupils what to do. Do two examples on the board. For example: send (✓); smile (✗)
10. **Say:** Work in pairs. You have four minutes.
11. Give pupils time to think, discuss and write. Check they understand and are doing the task.
12. Draw the table on the board. Don't write any words in it yet.
13. Ask pupils to give you the answers and write them in the first two columns in the table.
14. **Say:** Verbs that don't need an object are called transitive verbs. Verbs that do need an object are called intransitive verbs.
15. Write 'transitive verbs' and 'intransitive verbs' on the board and make sure pupils understand what they mean.
16. Write the answers at the top of the columns. Leave the third column empty.
17. Ask pupils to copy down the table in their exercise books.
18. **Say:** There are some other verbs too. For example 'study'. I can say: 'She is studying science'. I can also say 'He is studying.' These verbs can be transitive or intransitive depending on the meaning. Write the words in the third column and ask the pupils to copy them.
19. **Say:** These are only some examples there are many more.

Guided Practice (10 minutes)

1. **Say:** I'm going to write five sentences on the board. Under each verb write down if it is transitive or intransitive. Be careful, check if the word after the verb is an object or an adverb. Work on your own. You have five minutes.
2. Write these sentences on the board:
 - a. She opened the windows.
 - b. They ran very quickly.
 - c. I can't start the car.
 - d. He sang loudly.
 - e. We are eating lunch.
3. Give the pupils time to copy the sentences and do the task. Check that they understand and are doing the task.
4. Ask the pupils to check their answers with a partner.
5. Get the answers from the pupils. (Answers: a. Transitive; b. Intransitive; c. Transitive; d. Intransitive; e. Transitive)

Independent Practice (10 minutes)

1. **Say:** I want you to choose two verbs from each column. Write a sentence for each verb. You can write anything you like and in any tense. You should have six sentences at the end – two with transitive verbs, two with intransitive verbs and two you can decide because they are from the third column. Work in pairs, you have eight minutes to write your sentences.
2. Give the pupils time to discuss and write. Check they understand and are doing the task.




Closing (3 minutes)

1. Invite as many pupils as possible to tell you a sentence. Correct any mistakes.

TABLE

Transitive verbs	Intransitive verbs	Both
bring	come	leave
send	laugh	give
owe	swim	study
buy	smile	sit
show	cry	grow
take	lie	start
tell	arrive	sing
get	go	write
wash		teach
make		eat
open		drive
		stop
		run

Lesson Title: Comprehension Passage	Theme: Reading, Listening and Speaking	
Lesson Number: L-08-006	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify and pronounce new words from the comprehension passage. 2. Discuss the comprehension passage. 	 <p>Teaching Aids Text at end of lesson plan</p>	 <p>Preparation Write the text in the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What do you do if someone asks you to give them something? Listen to pupils' ideas.
2. **Say:** Today we are going to read a story about a father and son who did something very kind.

Introduction to the New Material (10 minutes)

1. **Say:** In a minute we are going to read but first I want you to tell me some words. Raise your hands to answer.
2. Write all the words that you discuss in this section, on the board.
3. **Ask:** What are clothes made of? (Answer: fabric)
4. **Ask:** Is fabric a verb or a noun? (Answer: noun)
5. **Ask:** Are tables made of fabric (Answer: no)
6. **Ask:** Are clothes made of fabric? (Answer: yes)
7. Ask pupils to repeat the word 'fabric' as a class, in groups and individually.
8. **Ask:** What is a word for when you are very tired? (Answer: exhausted)
9. **Ask:** What kind of word is 'exhausted'? (Answer: adjective)
10. **Ask:** Are you exhausted when you wake up in the morning? (Answer: no).
11. Are you exhausted after running a long way? (Answer: yes)
12. Ask pupils to repeat the word 'exhausted' as a class, in groups and individually.
13. **Ask:** What is a word to drink something slowly? (Answer: sip)
14. **Ask:** What kind of word is 'sip'? (Answer: a verb)
15. **Ask:** If you drink quickly are you sipping your drink? (Answer: no)
16. **Ask:** If you drink slowly are you sipping? (Answer: yes)
17. Ask pupils to repeat the word 'sipping' as a class, in groups and individually.
18. **Ask:** Can you give me a verb for talking in an informal way? (Answer: chatting)
19. Ask pupils to repeat the word 'chatting' as a class, in groups and individually.
20. **Ask:** Do you know another word for 'luck'? (Answer: fortune)
21. **Ask:** Do you have good fortune if you win a lot of money? (Answer: yes)
22. Ask pupils to repeat 'fortune' as a class, in groups and individually.
23. **Ask:** What is an adverb to describe an action that you do in a very tired way? (Answer: wearily)
24. **Ask:** Do you walk wearily when you are tired? (Answer: yes)
25. **Ask:** Do you walk wearily when you have a lot of energy? (Answer: no)
26. Ask pupils to repeat the word 'wearily' as a class, in groups and individually.

Guided Practice (7 minutes)

1. Ask pupils to write the new words in their exercise books.
2. **Say:** Now I want you to work in pairs. Decide who is A and who is B.
3. Give pupils time to decide. **Say:** A is going to read the story to B. While A is reading B has to try to find the new words in the passage. Put a tick next to the word once you find it in the text.
4. **Ask:**
5. **Say:** Now, B is going to read the story to A. While B is reading A has to try to find the answer to this question: Why did they stop on their way home, who did they meet and what did he ask for?
6. Write the question on the board. Give B time to read to A.

Independent Practice (10 minutes)

1. Ask pupils to continue working in their groups.
2. Write the following questions on the board and ask pairs to pick any 3 to discuss together:
 - a. Why were Solomon and Daniel tired but happy? (Answer: They had a successful day. They sold all the fabric and made a good profit. Their customers were satisfied)
 - b. Why did they stop on their way home, who did they meet and what did he ask for? (Answer: They stopped to buy some sugarcane juice and to rest. They met a sugarcane juice seller. He asked for money because his wife was sick.)
 - c. What lesson did Daniel learn from his father that day? (Example answer: Daniel learned that he should help people when he has the means to help them.)
 - d. What kind of person do you think Daniel became? (Example answer: A generous person; a hard working person; a helpful person)
 - e. Is it always a good idea to give money to strangers?
3. Read the questions out loud.
4. Tell pupils you will clap after every 2 minutes, and they should change the question when they hear you clap.

Closing (6 minutes)

1. Call everyone together and have pairs volunteer to share their answers to all the questions.

TEXT: SOLOMON AND HIS SON

Solomon was a salesman who sold different types of fabric at markets in the nearby villages and towns. The bags were big and heavy so he carried them on his bicycle. One day, he decided to take his youngest son, Daniel, with him to a market in a faraway town. Solomon tied four bags to his bicycle and set off with his son early that morning.




All in all, it was a very successful day! They managed to sell all the fabric and made a good profit. Solomon was very happy as they set off for home. His pockets were full and he had his son by his side. After a long, busy day at the market and after chatting to lots of satisfied customers, they were very tired and walked wearily back to the village but with a smile on their faces.

After some time, they met a sugarcane juice seller at the side of the road. They were exhausted and very thirsty so they stopped to buy some juice and take some rest. The sugarcane would give them

energy to continue their journey. While sipping the juice and enjoying the sunset, they told the seller what a successful day they had had and how good fortune had smiled on them. 'My wife is sick and needs to go to hospital. Take pity on me and share some of your good fortune.' said the seller. Solomon looked at Daniel and then at the seller and reached for the money in his pockets. 'Here, take this.' he said as he gave the seller a wad of notes. 'And may your wife be well and healthy very soon.'

Solomon and his son continued their journey, refreshed and with happy hearts. Solomon's son learned an important lesson that day - one that he would remember for the rest of his life.

Lesson Title: Reading Comprehension	Theme: Reading	
Lesson Number: L-08-007	Class/Level: JSS 2	Time: 35 minutes

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

1. **Ask:** Does anyone in your family buy lottery tickets? Do you think it is a good idea or is it a waste of money?
2. Have pupils raise their hands and share their ideas.
3. **Say:** Today we are going to read a story about a man called Emmanuel and why he was sad about a lottery ticket.

Introduction to the New Material (10 minutes)

1. **Say:** I'm going to read the story on the board to you. I want you to listen carefully. While I am reading I want you to think of the answer to this question: Did Emmanuel win the lottery?
2. Write the question on the board. Read the story slowly out loud.
3. **Ask:** Did Emmanuel win the lottery? Raise your hands to answer. (Answer: no)
4. **Ask:** Why didn't Emmanuel win the lottery? Raise your hands to answer. (Answer: because he didn't buy a ticket)
5. **Say:** I am going to read the story again. This time I want you to think of the answer to this question: How did Emmanuel lose so much money?
6. Write the question on the board. Read the story slowly.
7. **Ask:** How did Emmanuel lose so much money? (Answer: He did not actually lose the money. He thought he lost the money because he did not buy the lottery ticket and the winner of the lottery won 70 million Leone.)

Guided Practice (10 minutes)

1. **Say:** Now I want you to read the story again. When you are reading think of the answers to these questions:
 - a. How did the friends know each other?
 - b. Why was Emmanuel sad?
 - c. Why were his friends shocked?
 - d. Why didn't Emmanuel buy a ticket?
 - e. What is the story trying to tell us? What is the message of the story?
2. Write the questions on the board.
3. **Say:** You have 8 minutes to read and answer the questions. You are working alone.
4. Give pupils time to read. Check they understand and are doing the task.
5. **Ask:** 1. How did the friends know each other? (Answer: They waited for a bus together to come home from work.) 2. Why was Emmanuel sad? (Answer: because he lost 70 million Leone) 3.

Why were his friends shocked? (Answer: because they didn't know he had that much money) 4.
Why didn't Emmanuel buy a ticket? (Answer: He forgot.)

Independent Practice (10 minutes)

1. **Say:** Now I want you to work with a partner and discuss the answers to the questions. You have 2 minutes to discuss each question. I will clap after every 2 minutes and you must move on to the next question.
2. Walk around and listen to the discussions. Make sure pupils understand the questions correctly.

Closing (3 minutes)

1. Invite as many pairs as possible to answer the questions and discuss as a class.

Answers:

- a. They waited for a bus together to come home from work.
- b. He was sad because thought he had he lost 70 million Leone.
- c. His friends were shocked because they didn't know he had that much money
- d. He didn't buy a ticket because he forgot.
- e. You can't be sad or shocked by something if you didn't try to make it happen.

TEXT




Three friends, Emmanuel, Lysen and Unisa lived in a small village just outside Port Loko. There was a tea shop near the bus stop where they sat every day drinking tea and talking while they waited for the bus to take them home from their jobs in the city.

One day, Emmanuel was sitting in silence in the tea shop and did not join the conversation with the others. His friends saw he was very quiet and asked him why he looked so worried? Emmanuel said it was no problem, but he still looked sad. Lysen said he should share his problem, so that they all could help him solve it. Finally Emmanuel decided to tell them and said 'I lost 70 million Leone!' His friends were very shocked and Unisa said, '70 million Leone? When did you have so much money?' Emmanuel said again, 'I lost 70 million Leone. I'm very sad to lose so much money!' Lysen said 'You were with us most of the time. We didn't see the money. How did you lose it?' Emmanuel was silent. Unisa said: 'If you tell us about it, maybe we can help you!'

Emmanuel then told them that he had read in the newspaper about a lottery. The winner of the lottery would get 70 million Leone. 'Today I read the newspaper again and it gave the number of the winning ticket.' Unisa and Lysen were very shocked and shouted at the same time 'Did you lose the ticket?' Emmanuel shook his head. 'Then why you are sad?' they asked?

Emmanuel said 'I was going to buy a ticket. I decided to buy it on Wednesday because it is my lucky day, but I forgot! I only remembered about the lottery when I read the newspaper today. If I had bought the ticket, I would have won the lottery. I feel so bad I have lost 70 million Leone.'

Lesson Title: Verbs Tenses	Theme: Grammar	
Lesson Number: L-08-008	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the different verb tenses.</p>	 <p>Teaching Aids Text at end of lesson plan</p>	 <p>Preparation Write the text in the lesson plan on the board Make sure you leave spaces between the lines. Later you will write extra things under each verb.</p>
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Opening (1 minute)

1. **Ask:** Why are tenses important in grammar? What do they tell us? Raise your hand to answer.
2. Choose 1-2 pupils to answer. (Answer: They tell us the time when things happened.)
3. **Say:** Today we are going to look at different tenses and the times they tell us about.

Introduction to the New Material (10 minutes)

1. **Say:** I'm going to read the text on the board to you. I want you to listen and write it down in your exercise books. Leave enough space between the line to write another sentence later.
2. Read the text out loud slowly. Pause after each sentence to give the pupils time to write.

Guided Practice (10 minutes)

1. **Say:** Now you have the text in your books. I am going to read it to you again and I want you to underline all the verbs.
2. Read the text out loud while the pupils underline. Check they understand and are doing the task.
3. Ask the pupils to tell you which the verbs are and underline them on the board. (Answers: Georgieta and Favour are good friends. They have known each other for a long time. They met ten years ago when they were studying in school together. Now they work together in an office. Today they are talking about their dreams. Georgieta thinks things will be better for them in the future. She hopes they will have better jobs. Favour is not sure. She is happy that they have worked hard and now likes her job and doesn't want to change it. One thing is for sure, they will always be friends.)

Independent Practice (10 minutes)

1. **Say:** Now I want you to work with a partner. Look at all the underlined verbs and decide which tense they are. Decide what time they are talking about, look at how they are made, and try to remember the name of the tense. You have five minutes with your partner to discuss.
2. Give pupils time to work. Check they understand and are doing the task.
3. Ask the pupils to write the answers under the verbs in their exercise books.

Closing (4 minutes)

1. Ask the pupils to raise their hands to give you the answers. Write the answers on the board under the verbs in the text.

Answers:

are = present simple

have known = present perfect

met = past simple

were studying = past continuous

work = present simple

are talking = present continuous

thinks = present simple

will be = future simple

hopes = present simple

will have = future simple

is = present simple

is = present simple

have worked = present perfect

likes = present simple

doesn't want = present simple (negative)




is = present simple

will be = future simple

TEXT

Georgieta and Favour are good friends. They have known each other for a long time. They met ten years ago when they were studying in school together. Now they work together in an office. Today they are talking about their dreams. Georgieta thinks things will be better for them in the future. She thinks they will have better jobs. Favour is not sure. She thinks that they have worked hard and now likes her job and doesn't want to change it. One thing is for sure, they will always be friends.

Lesson Title: The Simple Present Tense	Theme: Grammar	
Lesson Number: L-08-009	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Use the simple present tense in sentences. 2. Identify and underline the simple present tense in sentences. 	 <p>Teaching Aids Table at end of lesson plan</p>	 <p>Preparation Write on the board: What do you do before school every day?</p>
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Opening (2 minutes)

1. Tell the class two or three things you do before you come to school.
2. Point to the question on the board. **Ask:** What do you do before school every day?
3. Have pupils raise their hand to answer. Write their answers on the board. (Example answers: I get up, I eat breakfast, I help my mum, I walk to school.)
4. **Ask:** Which tense are the questions in? Have pupils raise their hand to answer. (Answer: present simple.)
5. **Ask:** Which tense are the answers in? Have pupils raise their hand to answer. (Answer: present simple.)
6. **Ask:** Why do we use the present simple for this? Have pupils raise their hand to answer. (Answer: habits, routine, something that doesn't usually change)
7. **Say:** Today we are going to practise using the present simple.

Introduction to the New Material (10 minutes)

1. Draw a picture of a girl on the board.
2. **Say:** This is Kumba.
3. Write these words on the board: bananas, school uniform.
4. **Ask:** Who can give me a question for Kumba about bananas? Raise your hand to answer. (Answer: What does she eat for breakfast?)
5. **Ask:** Who can give me a question for school uniform? Raise your hand to answer. (Answer: What does she wear to school?)
6. Write the questions on the board and ask the pupils to copy them in their exercise books.
7. **Ask:** How do we make questions in the present simple? Raise your hand to answer. (Answer: Question word+/do/does + person + verb)
8. Ask the pupils to underline these parts in the questions in their books.
9. **Ask:** Who can tell me the answers to these questions? Raise your hand to answer. (Answers: She eats bananas. She wears a school uniform.)
10. Ask the pupils to write the answers in their notebook and underline the verbs. (Answers: eats, wears) Tell pupils that sometimes spelling changes for 'she/he/it' (e.g. wears)

Guided Practice (10 minutes)

1. Write Table 1 (see end of lesson plan) on the board with the headings but leave it empty.

2. Ask pupils to raise their hands and volunteer to tell you what to write in the first column for the verb 'run'. Write it in.
3. Ask pupils to tell you what to write in the second column, and the third.
4. **Ask:** What is different about she runs and does she run? Raise your hand to answer. (Answer: 'she runs' has an 's' on run; 'Does she run?' has no 's').
5. **Ask:** What is different about she runs and she watches? Raise your hand to answer. (Answer: watches has 'es' added. All verbs ending in 'ch' have 'es' added)
6. Ask the pupils to copy the table into their exercise books.

Independent Practice (10 minutes)

1. Write two true things and one false thing on the board about yourself. (For example: My favourite food is chicken. I am afraid of cats. I don't like swimming – every teacher will have different true and false things)
2. **Say:** Look at the board, two of these are true and one is false about me. Can you guess which is false?
3. Invite the pupils to guess.
4. **Say:** Now I want you to do the same for you. You are working alone. Write two things that are true and one thing that is false about you. You have three minutes to write.
5. **Say:** Now I want you to work in pairs. Listen to the three sentences from your partner and try to guess which one is false. You have five minutes to talk and guess.
6. Give the pupils time to talk and guess. Check they understand and are doing the task.




Closing (3 minutes)

1. Ask pupils to volunteer to share the most interesting true thing they learned about their classmate. Invite as many pupils as possible to tell the whole class.

TABLE 1

Question	Positive	Negative
Do I run?	I run	I don't run
Do you run?	You run	You don't run
Does he run?	He runs	He doesn't run
Does she run?	She runs	She doesn't run
Does it run?	It runs	It doesn't run
Do we run?	We run	We don't run
Do you run?	You run	You don't run
Do they run?	They run	They don't run

Lesson Title: Types of Letters (Informal Letters)	Theme: Writing	
Lesson Number: L-08-010	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify the format of an informal letter. 2. Write the format of an informal letter in their exercise books. 		<p>Teaching Aids None</p>		<p>Preparation None</p>
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Opening (2 minutes)

1. **Ask:** Who can remember the different kinds of letters we have written? (Answer: formal, semi-formal, informal)
2. **Say:** Today and for the next two lessons we are going to practise writing informal letters.

Introduction to the New Material (10 minutes)

1. **Ask:** Who can remember eight things to have in an informal letter? Raise your hand to answer. (Answer: address, date, greeting, introduction, body, ending, closing, signature)
2. Draw a rectangle on the board to represent an informal letter.
3. **Ask:** Can you help me remember where things go? Raise your hand to answer.
 - Where do we write the address in an informal letter? (Answer: top right)
 - Where do we put the date? (Answer: under the address)
 - What can we write for a greeting? (Answers: Dear + first name, Hello, Hi, Hi there)
 - Where do we write the introduction, body and ending (Answer: in three paragraphs under the greeting)
 - Where do we write the closing and signature? (Answer: on two lines on the left at the end)
 - What do we write for the closing? (Answer: Love, Love from, Kisses, See you soon...)
 - Do we sign our full name or only our first name? (Answer: first name)
4. As the pupils tell you the answers, write them on the board in the right place. You will end up with the outline of an informal letter. Ask the pupils to copy this into their exercise books.

Guided Practice (7 minutes)

1. **Say:** Today you are going to imagine you have a problem that you want to tell your friend about. It can be a good problem, or a bad problem. You want their opinion or advice about it. Let us do an example together. Raise your hand to share your ideas.
2. **Ask:** What could we put in the introduction? (Answer: tell them you have a problem and you need their opinion/advice)
3. **Ask:** What do we write in the body? (Answer: tell them what the problem is)
4. **Ask:** What do we write in the ending? (Answer: ask for their opinion/advice)




Independent Practice (13 minutes)

1. **Say:** First I want you to decide with your partner what your problem is? Is it a good problem or a bad problem? It doesn't have to be true, imagine something interesting. Is it something that makes you happy or something that makes you sad? Take 1 minute to think of a problem.
2. **Say:** Now you are going to plan the letter. Make notes on what you want to write in the introduction, the body and the ending. Follow the plan on the board. You have ten minutes to plan your letter telling your friend about your problem. You will write the letter next lesson.
3. Give the pupils time to plan. Check they understand and are doing the task.

Closing (3 minutes)

1. **Ask:** What are you going to put in the introduction? Raise your hand to share.
2. Ask 2-3 pupils to share.
3. **Ask:** What are you going to write in the body? Raise your hand to share.
4. Ask 2-3 pupils to share.
5. **Ask:** What are you going to write in the ending? Raise your hand to share.
6. Ask 2-3 pupils to share.

Lesson Title: Features or Format of Informal Letters	Theme: Writing	
Lesson Number: L-08-011	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to develop formal features of an informal letter.</p>		<p>Teaching Aids Checklist at end of lesson plan</p>		<p>Preparation Write the checklist at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** In the last class you planned a letter telling your friend about a problem. Today you are going to write the letter.
2. **Ask:** What kind of letter is it? Raise your hand to answer. (Answer: informal)
3. **Ask:** Are you ready to write it?

Introduction to the New Material (10 minutes)

1. **Say:** Now you are going to write the letter. While you are writing, look at the checklist on the board. At the end should have ticked (✓) all the points. Use your notes and write the letter. You have 10 minutes to write the letter and check it.
2. Give the pupils time to write. Check they understand and are doing the task.
3. Walk around and look at the pupils' letters. Write five common mistakes you see being made, on the board.

Guided Practice (8 minutes)

1. **Say:** Now you are going to check your letter.
2. Point to the mistakes written on the board and ask pupils to help you correct them.
3. **Say:** You have 8 minutes to check your letter. Check for mistakes and make sure you used everything on the check list.
4. Give pupils time to read and check.

Independent Practice (7 minutes)

1. **Say:** Now you are going to swap your letter with a partner. Give them your letter about your problem and read their letter. You have five minutes to do this.
2. Give the pupils time to swap and read.

Closing (9 minutes)

1. **Say:** In the next lesson, you are going to write a reply to your partner's letter. Now I want you to plan your letter. Think about what you are going to put in the introduction, body and ending.




Make notes on what you want to write. Don't write full sentences now. You have eight minutes to plan.

2. Give the pupils time to think and plan.

CHECKLIST

1. Address on the right side at the top
2. Date below the address
3. Informal greeting on the left side lower than the address
4. Introduction
5. Body
6. Ending
7. Informal closing
8. Signature
9. Good grammar
10. Good spelling
11. Correct punctuation

Lesson Title: Features or Format of Informal Letters	Theme: Writing	
Lesson Number: L-08-012	Class/Level: JSS 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write the final draft of an informal letter.	 Teaching Aids Checklist at end of lesson plan	 Preparation None
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Opening (2 minutes)

1. Ask the pupils if they can remember the checklist for an informal letter. Ask them to tell it to you and write it on the board.
2. **Say:** In the last classes you wrote a letter telling your friend about a problem and you read their letter about a problem. Today you are going to answer their letter.
3. **Ask:** Do you have your plan with you?

Introduction to the New Material (10 minutes)

1. **Say:** Now you are going to write your letter of reply. While you are writing don't forget to look at the checklist on the board. At the end should have ticked (✓) all the points. Use your notes and write the letter. You have 8 minutes to do this.
2. Give the pupils time to write. Check they understand and are doing the task.
3. Walk around and look at the pupils' letters. Write five common mistakes you see being made, on the board.
4. **Ask:** Did you manage to put in everything on the checklist? You have 2 minutes to check it is all there.

Guided Practice (10 minutes)

1. **Say:** You are going to give your reply back to the pupil who sent you the letter with their problem. While you are reading their reply, I want you to underline any mistakes you see. You have 5 minutes to do this.
2. Give the pupils time to read and underline mistakes.
3. Ask them to share some of the errors they found.
4. Point to the mistakes written on the board and ask pupils to help you correct them.
5. **Say:** Now give the reply back to the pupil who wrote it.

Independent Practice (12 minutes)

1. **Say:** Now you are going to correct your reply and try and write it again with no mistakes. Look at your reply and look at the checklist and the mistakes on the board. Check if your letter is correct. Write it out again with the mistakes corrected.
2. Give the pupils time to re-write their reply to the letter.
3. Check they understand and are doing the task.




Closing (1 minute)

1. Invite groups to tell you if they liked the letters.

CHECKLIST

1. Address on the right side at the top
2. Date below the address
3. Informal greeting on the left side lower than the address
4. Introduction
5. Body
6. Ending
7. Informal closing
8. Signature
9. Good grammar
10. Good spelling
11. Correct punctuation

Lesson Title: The Simple Past Tense	Theme: Grammar	
Lesson Number: L-08-013	Class/Level: JSS 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson pupils will be able to form the simple past tense and use it in sentences.		Teaching Aids None		Preparation Write these verbs on the board: be, go, have, see, fall, bring, run, know, leave, say
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Opening (3 minutes)

1. **Ask:** There are some verbs on the board - can you tell me what they all have in common? Raise your hand to answer. (Answer: they are all irregular).
2. Can you tell me the simple past for these verbs? (Answers: be=was; go =went; have= had; see= saw; fall= fell; bring=brought; run=ran; know= knew; leave = left; say=saw)
3. Write the answers on the board.
4. **Ask:** Today you are going to write a story in pairs, but there is going to be something extra that makes it more difficult, but also more fun!

Introduction to the New Material (8 minutes)

1. Draw five columns on the board and write at the top: animals, colours, adjectives, adverbs, things.
2. **Ask:** Who can tell me four animals? Raise your hand to answer. (Example answers: dog, giraffe, hippo).
3. Write them in the 'animals' column.
4. **Ask:** Who can tell me four colours? Raise your hand to answer. (Example answers: blue, pink, purple)
5. Write them in the 'colours' column.
6. **Ask:** Who can tell me four adjectives apart from colours? Raise your hand to answer. (Example answers: big, happy)
7. Write them in the 'adjectives' column.
8. **Ask:** Who can tell me four adverbs? Raise your hand to answer. (Example answers: slowly, sadly, noisily)
9. Write them in the 'adverbs' column.
10. **Ask:** Who can tell me four things? Raise your hand to answer. (Example answers: rubbish bin, can opener, shoe).
11. Write them in the 'things' column.
12. **Say:** You are going to write a story starting with 'Last week...'
13. **Ask:** If we are writing about last week, which tense should we be using? Raise your hand to answer. (Answer: simple past)
14. On the board write 'I play'. Ask the pupils what the simple past is and write it down. (Answer: I played)
15. Ask what the negative sentence is and write it down. (Answer: I did not/didn't play)
16. **Ask:** How do we put verbs in the simple past?

17. Encourage pupils to answer. If they cannot, explain that for regular verbs add -ed, for irregular verbs, check and learn the past form.
18. **Ask:** How do we make negative sentences in the past simple?
19. Encourage pupils to answer. If they cannot, explain that we use subject + did not/didn't + verb).

Guided Practice (13 minutes)

1. **Say:** You are going to write a story in pairs, starting with 'Last week...'. You have to be careful to make the past tense correctly. In the story you have to include as many of our words on the board as possible. Make sure the story makes sense. You have ten minutes to write your story.
2. Give the pupils time to discuss and write. Check they understand and are doing the task.




Independent Practice (10 minutes)

1. Invite as many pairs as possible to read out their stories.
2. As the read count the words from the board that they used.
3. Correct any mistakes in tenses.

Closing (1 minute)

1. Ask pupils to correct any mistakes in tenses, they made in their story.

Lesson Title: Verb Tense: The Present Continuous Tense	Theme: Grammar	
Lesson Number: L-08-014	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Use the present continuous tense in sentences. 2. Identify and underline the simple present continuous tense in sentences. 	 <p>Teaching Aids Text from the end of the lesson plan</p>	 <p>Preparation None</p>
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Opening (2 minutes)

1. **Ask:** Close your eyes. What can you hear? Tell me what is happening?
2. Ask 2-3 pupils to volunteer to answer. (Example answers: A dog is barking, children are playing, a bus is driving past.)
3. **Ask:** Which tense do we use to talk about things that are happening right now, or around now? Raise your hand to answer. (Answer: present continuous)

Introduction to the New Material (10 minutes)

1. **Say:** I am going to read you a text and I want you to write it down in your exercise books.
2. Read the text (see end of lesson plan) slowly.
3. **Ask:** How much did you write? Check with a partner to see what they have and add anything you don't have to your text. You have two minutes to check.
4. Give the pupils time to check and correct their text.
5. **Ask:** What tenses can you see in the text?
6. Ask 2-3 pupils to volunteer to answer. (Answer: present simple and present continuous).
7. **Ask:** What is the first example of the present continuous?
8. Ask a pupil to volunteer to answer. (Answer: She is sitting.)
9. **Say:** I want you to underline all the examples of present continuous. You have three minutes to do this.
10. Give the pupils time to review their work.
11. While they are working write the text from the plan on the board.
12. Invite pupils to tell you where the present continuous is in the text and underline it on the board. (Answers: It is 10 o' clock in the morning. Yaema is at home with her family. She is sitting in the kitchen talking to her mother. Her mother is cooking rice for dinner. She isn't sitting down. Her brother is playing with his friends outside. They are running around shouting. They aren't playing quietly. Her father is working in the garden. He isn't resting today. Her baby sister is sleeping. She is only 6 months old.)

Guided Practice (10 minutes)

1. Ask pupils to raise their hand to answer the following question. Take 1-2 answers, or till someone gives the correct answer.
2. **Ask:**
 - a. What is Yaema doing? (Answer: She is sitting in the kitchen talking to her mother.)
 - b. What is her mother doing? (Answer: She is cooking rice.)
 - c. Is she sitting down? (Answer: No, she isn't.)
 - d. What is Yaema's brother doing? (Answer: He is playing with his friends.)
 - e. Are they playing quietly? (Answer: No, they are running around and shouting.)
 - f. What is Yaema's father doing? (Answer: He is working in the garden.)
 - g. What is her baby sister doing? (Answer: She is sleeping.)
3. **Ask:** How do we make present continuous positive sentences?
4. Ask pupils to try and answer. If they cannot, explain that present continuous positive sentences are made as follows - subject/person + am/is/are + verb +ing.
5. **Ask:** How do we make present continuous negative sentences?
6. Ask pupils to try and answer. If they cannot, explain that present continuous positive sentences are made as follows - person + am/is/are + not + verb + ing.
7. **Ask:** How do we make present continuous questions?
8. Ask pupils to try and answer. If they cannot, explain that present continuous positive sentences are made as follows - am/is/are + person + verb + ing + ?) Write this on the board.

Independent Practice (10 minutes)

1. **Say:** You are going to work in pairs. Close your eyes and imagine that you are preparing for a bog part with your partner. You both are organizing everything. Write a paragraph saying what each person is doing. Also write what they are not doing. For example 'Barrie is baking a cake, Ahmad is not helping him.' Write as many sentences as you can in the paragraph. You have eight minutes to make a group and write your paragraph.
2. Give the pupils time to discuss and write. Check the pupils understand and are doing the task.




Closing (3 minutes)

1. Invite groups to tell you some of their sentences. Correct any mistakes.

TEXT

It is 10 o'clock in the morning. Yaema is at home with her family. She is sitting in the kitchen talking to her mother. Her mother is cooking rice for dinner. She isn't sitting down. Her brother is playing with his friends outside. They are running around shouting. They aren't playing quietly. Her father is working in the garden. He isn't resting today. Her baby sister is sleeping. She is only 6 months old.

Lesson Title: The Past Continuous Tense	Theme: Grammar	
Lesson Number: L-08-015	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify and underline the past continuous tense in sentences.</p>		<p>Teaching Aids Text at the end of the lesson plan</p>		<p>Preparation Write the text at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Do you ever get bored? What things do you find boring? Raise your hand to answer.
2. Take 2-3 answers from pupils.
3. **Ask:** Today we are going to talk about a boy called Sao who was bored.

Introduction to the New Material (10 minutes)

1. **Say:** I am going to read you the text on the board. Follow along as I read it and think of the answer to this question: Why did Sao fall asleep?
2. Read out the text.
3. **Ask:** Why did Sao fall asleep?
4. Ask pupils to raise their hand to answer. (Answer: Because he was bored and lay down on his bed)
5. **Ask:** What time is the text about?
6. Ask pupils to raise their hand to answer. (Answer: past)
7. **Ask:** What tenses can you see in the text?
8. Ask pupils to raise their hand to answer. (Answers: past simple, past continuous)
9. **Ask:** What is the first example of the present continuous?
10. Ask pupils to raise their hand to answer. (Answer: He wasn't doing)
11. **Say:** Sometimes we use past continuous and past simple in the same sentence to say what was happening when something else happened. One is a longer action and one is shorter.
12. **Ask:** Can you find an example of this in the text? (Answer: When Mohamed finally arrived Sao was dreaming about football and scoring goals in his sleep.)
13. **Ask:** Which was the longer action? (Answer: Sao dreaming and scoring goals.)
14. **Ask:** Which tense is this in? (Answer: past continuous)
15. **Ask:** Which was the shorter action? (Answer: Mohammed arrived.) Which tense is this in? (Answer: past simple)

Guided Practice (8 minutes)

1. **Say:** I want you to underline all the examples of past continuous tense in the paragraph. You can work with a partner. You have five minutes.
2. Give the pupils time to read and underline. Check they understand and are doing the task.
3. While pupils are working, write the paragraph on the board.

4. After 5 minutes, ask pupils to volunteer to share their answers and underline the answers in the paragraph on the board.

(Answers: On Saturday, Sao was very bored. He wasn't doing anything interesting. He was waiting for his friends to finish what they were doing so they could go into the village together. Mohamed was looking after his little brother. Lucee and Olivette were at the salon getting their hair done. Saidu was working in his Aunt's shop. They were all very late. Sao decided to lie on his bed and wait. When Mohamed finally arrived Sao was dreaming about football and scoring goals in his sleep.)

Independent Practice (12 minutes)

1. **Say:** I want you to tell me twenty things. Raise your hand to answer. (Example answers: monkey, car, mango, dress, pencil, mother).
2. Write them on the board as the pupils say them.
3. **Say:** You are going to work in pairs. I am going to say two of the things and you have to quickly make a sentence with the past continuous and the simple past. So for example if I give you the words 'mango' and 'mother' you can say 'I was eating a mango when I heard my mother calling me.'
4. Say two things from the board. Give the pupils one minute to discuss a sentence.
5. Ask different pairs to tell you their sentences. Correct them as needed.




Closing (3 minutes)

1. Ask the class to choose the funniest sentence out of all of the ones they heard.

TEXT

On Saturday, Sao was very bored. He wasn't doing anything interesting. He was waiting for his friends to finish what they were doing so they could go into the village together. Mohamed was looking after his little brother. Lucee and Olivette were at home finishing their homework. Saidu was working in his aunt's shop. They were all very late. Sao decided to lie on his bed and wait. When Mohamed finally arrived Sao was dreaming about football and scoring goals in his sleep.

Lesson Title: Comprehension Passage	Theme: Reading	
Lesson Number: L-08-016	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify and pronounce new words from the comprehension passage. 2. Discuss the comprehension passage. 	 <p>Teaching Aids Text at the end of the lesson plan</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the text at the end of the lesson plan on the board. 2. Write these definitions on the board: <ol style="list-style-type: none"> a. Verb – to let someone do something. b. Noun – a small area of water. c. Verb – to play in water, but only put your feet in. d. Verb – to picture something in your head.
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Opening (2 minutes)

1. **Ask:** Have you or anyone in your family ever been in hospital? What do people do in hospital?
2. Have pupils raise their hand to answer.
3. **Ask:** Today we are going to read about two old men in hospital. We will have half the story today and half in the next lesson.

Introduction to the New Material (12 minutes)

1. **Say:** I'm going to read the story on the board. As I'm reading, follow along and think of the answer to this question: Why did Grandpa Jesse tell Grandpa Amad what was outside the window?
2. Write the question on the board. Read the out the text.
3. **Ask:** Why did Grandpa Jesse tell Grandpa Amad what was outside the window? Raise your hand to answer. (Answer: because Grandpa Amad had to lie in bed and couldn't see out of the window).
4. **Say:** Now I want you to read the text alone. You have to find some words for me. I am going to give you the definitions and you have to tell me the words.
5. Point to these definitions on the board.
 - a. Verb – to let someone do something.
 - b. Noun – a small area of water.
 - c. Verb – to play in water, but only put your feet in.
 - d. Verb – to picture something in your head.
6. **Say:** You have 5 minutes to read and find the words. Write them in your exercise book.
7. Give the pupils 5 minutes to read.

8. **Say:** Check your answers with a partner to see if they have the same.
9. Give the pupils time to check.
10. **Ask:** Who can tell me the words?
11. Choose a pupil to answer each question. (Answers: a. to allow; b. a lake; c. to paddle; d. to imagine). Repeat every correct answer with the whole class.

Guided Practice (10 minutes)

1. **Say:** Now you are going to read the story again. This time I want you to find the answers to these questions.
What did Grandpa Jesse and Grandpa Amad talk about all day?
What did Grandpa Jesse see out of the window?
2. You have 6 minutes to read and find the answers.
3. **Say:** Discuss your answers with a partner to see if they have the same.
4. Give the pupils time to discuss.
5. **Ask:** What did Grandpa Jesse and Grandpa Amad talk about all day? Raise you hand.
6. Choose a volunteer to answer. (Answer: their wives and families, their homes, things they did as young boys, what they wanted to do when they left the hospital).
7. **Ask:** What did Grandpa Jesse see out of the window? Raise you hand.
8. Choose a volunteer to answer. (Answer: a park, a beautiful lake, water birds swimming, children sailing toy boats and paddling, flowers, the cotton tree, people walking and sitting on the grass talking to their friends)

Independent Practice (6 minutes)

1. **Say:** Now you know half the story. In the next lesson we are going to read the other half. I want you to work in pairs and discuss what you think will happen in the next half. Do you think Grandpa Jesse and Grandpa Amad will still be in hospital? Do you think they will get out? Do they go to visit the park together? Discuss what you think will happen. You have 5 minutes to discuss in your group.
2. Give the pupils 5 minutes to discuss. Check they understand and are doing the task.
3. Invite groups to tell you what they think will happen next in the story.

Closing (5 minute)

1. Invite groups to volunteer to share what they think will happen next in the story.
2. **Say:** Don't forget what you think will happen. In the next class we will see if you are right!

TEXT

Two old men were in the same room of a big hospital in Freetown. Grandpa Jesse and Grandpa Amad were both very ill, and both far away from their families. Grandpa Jesse was allowed to sit up in his bed for an hour each afternoon after he took his medicine. His bed was next to the room's only window. Grandpa Amad had to spend all his time lying on his back and wasn't allowed to sit up at all. The two men talked for hours and hours all day. They talked about their wives and families,

their homes, about things they did as young boys and what they wanted to do when they left the hospital.




Every afternoon when Grandpa Jesse could sit up, he would pass the time by describing to Grandpa Amad all the things he could see outside the window. They were both in Freetown for the first time and everything was new for them.

Grandpa Amad began to live for the one hour every day where his world would become bigger and made more interesting by all the activity and colour of the world outside.

Grandpa Jesse told him about the park outside the window. There was a beautiful lake where water birds swam and children sailed toy boats and paddled. There were flowers of every colour and you could see the cotton tree far in the distance. People went for walks and sat on the grass talking to their friends.

As Grandpa Jesse described all this in detail, Grandpa Amad would close his eyes and imagine it all instead of looking at the ceiling.

Lesson Title: Comprehension Passage	Theme: Reading	
Lesson Number: L-08-017	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the new words in the comprehension passage and answer questions.</p>	 <p>Teaching Aids Text at the end of the lesson plan</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the text at end of the lesson plan on the board. 2. Write these definitions on the board: <ol style="list-style-type: none"> a. Verb: to feel sad when someone is not there. b. Adjective: shocked, not knowing what to say. c. Verb: to do something to make someone feel better or to make them try harder.
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Opening (3 minutes)

1. **Say:** In the last class we read half of a story.
 - a. **Ask:** Do you remember who was in the story? (Answer: Grandpa Jesse and Grandpa Amad) Where were they? (Answer: In hospital)
 - b. **Ask:** What did Grandpa Jesse do for Grandpa Amad? (Answer: Described what was out of the window)
 - c. **Ask:** Why did he do that? (Example answer: because Grandpa Amad wasn't allowed to sit up)
2. **Say:** Today we are going to read the second half and see if you guessed right about what happened next.

Introduction to the New Material (10 minutes)

1. **Say:** I am going to read you the story on the board. Listen as I read it and think of the answer to this question: Were you right about what happened next?
2. Write the question on the board. Read the out the text.
3. **Ask:** Were you right about what happened next? Raise your hand.
4. Choose 2 pupils to answer.
5. **Say:** Now I'm going to read the story again and I want you to listen and think of the answer to this question: What did Grandpa Amad see out of the window?
6. Write the question on the board. Read the out the text.
7. **Ask:** What did Grandpa Amad see out of the window? Raise your hand.
8. Choose 2 pupils to answer. (Answer: the wall of a building)

Guided Practice (8 minutes)

1. **Say:** Now I want you to read the text alone. You have to find some words for me. I am going to give you the definitions and you have to tell me the words.
2. Point to these definitions on the board:
 - a. Verb: to feel sad when someone is not there.

- b. Adjective: shocked, not knowing what to say.
 - c. Verb: to do something to make someone feel better or to make them try harder.
3. **Say:** You have five minutes to read and find the words.
 4. Give the pupils time to read.
 5. **Say:** Check your answers with a partner to see if they have the same.
 6. Give the pupils time to check.
 7. **Ask:** Who can tell me the words? Raise your hand.
 8. Choose pupils to answer. (Answers: a. to miss (someone or something); b. stunned; c. to encourage someone)

Independent Practice (10 minutes)

1. Write the questions on the board:
Was Grandpa Jesse wrong to describe things he couldn't see? Is this the same as lying?
How do you think Grandpa Amad felt when he found there was only a wall?
2. **Say:** You are going to work in pairs. You have five minutes to discuss these questions. There is no right or wrong answer, just give your opinion.
3. Give the pupils five minutes to discuss. Check they understand and are doing the activity.
4. Invite the pairs to tell the whole class what they think.

Closing (4 minutes)

1. In pairs you have two minutes to think of a title for this story.
2. Invite pairs to tell the whole class their title.

TEXT

They were in the hospital for a long time and Grandpa Jesse described what was happening out of the window to Grandpa Amad every day.




One morning, Grandpa Jesse was allowed to leave the hospital to go home. Grandpa Amad was very happy for him but missed talking to him and hearing the stories about the park and the streets outside the window. He asked the nurse if she could move him over to the bed beside the window and she did.

Slowly, painfully, he pushed himself up in his bed to take his first look at the world outside. He looked out of the window and was stunned to see nothing but the wall of a building. There wasn't a park, or a lake, or the cotton tree. There were no children playing. No one was walking on the grass talking to their friends.

Grandpa Amad asked the nurse why he couldn't see anything. He asked why Grandpa Jesse had described so many wonderful things that he couldn't see.

'Maybe he wanted to make you feel happy and not bored,' the nurse said, 'Maybe he wanted to encourage you to get better so you could leave the hospital and go home to your family.'

Lesson Title: The Simple Future Tense	Theme: Grammar	
Lesson Number: L-08-018	Class/Level: JSS 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to identify and use the simple future tense in the sentences.		Teaching Aids Sentences at the end of the lesson plan		Preparation Write the sentences at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Ask:** Can you tell me the names of some leaders?
2. Have pupils raise their hand and share the names of some leaders.
3. Tell pupils that today they will learn more about the simple future tense.

Introduction to the New Material (8 minutes)

1. **Say:** Read the sentences on the board. I will then ask you some questions – raise your hand to answer them.
2. **Ask:** What do you think the topic is? (Answer: Life in the future)
3. **Ask:** Are the sentences about the past? (Answer: no)
4. **Ask:** Are they about the future? (Answer: yes)
5. **Ask:** Are we 100 percent sure this will happen? (Answer: no)
6. Ask the pupils to copy the sentences in their exercise books and underline the future verbs.

Guided Practice (10 minutes)

1. **Ask:** Who can tell me the answers? Raise your hand.
2. Choose a pupil to answer each question. (Answers: a. People will live on different planets. b. The world won't have enough water. c. Everyone will be rich. d. Teachers will be the most important people. e. Pupils won't have to study so hard.)
3. **Ask:** How do we make a positive future simple sentence?
4. Encourage pupils to recall what they know and answer. (Answer: I/you/he/she/it/we/they + will + verb...)
5. Write it on the board.
6. **Ask:** How do we make a negative future simple sentence?
7. Encourage pupils to recall what they know and answer. (Answer: I/you/he/she/it/we/they + will not + verb...)
8. Write it on the board.
9. Explain that 'will not' is often shortened to 'won't'.
10. **Ask:** How do we make a future simple question?
11. Encourage pupils to recall what they know and answer. (Answer: Will + I/you/he/she/it/we/they + verb)
12. Write the form on the board and ask pupils to copy it into their exercise books.

Independent Practice (10 minutes)

1. **Say:** Now in your pairs I want you to imagine that you want to be the new leaders of the school. You have to write a list of things that will and will not happen if you become leaders. You can say anything you want to. For example: 'All pupils will have textbooks.' Or 'School will not have a exams.' You have 7 minutes to discuss your plans and write your sentences. Try to write at least 5 sentences.
2. Give the pupils time to discuss and write. Make sure they understand the activity and are doing it.




Closing (6 minutes)

1. Invite groups to tell the class their plans for when they are leaders of the school. Correct any mistakes in tenses.

SENTENCES

- a. People will live on different planets.
- b. The world won't have enough water.
- c. Everyone will be rich.
- d. Teachers will be the most important people.
- e. Pupils won't have to study so hard.

Lesson Title: Revision of the Simple Past and Simple Future Tenses	Theme: Grammar	
Lesson Number: L-08-019	Class/Level: JSS 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify the simple past and simple future tenses in sentences.	 Teaching Aids Sentences at the end of the lesson plan	 Preparation Write the sentences at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Ask:** Have you ever decided to change something about yourself? Maybe do more exercise, work harder, or help more at home?
2. Ask pupils to share their experiences if they want.
3. **Say:** Today we are going to look at changing things in your life.

Introduction to the New Material (10 minutes)

1. Draw a picture of a girl on the board.
2. **Say:** This is Marie. She wants to make some changes in her life. Last year she was lazy and unhealthy but this year she wants to change.
3. Ask pupils to listen carefully and raise their hand to answer the questions.
4. **Say:** Last year Marie slept a lot, but this year she will help at home.
5. Repeat the sentence a few times.
6. **Ask:** Which part is in the past? (Answer: the first part)
7. **Ask:** Which part is in the future? (Answer: the second part)
8. **Ask:** What is the verb in the first part? (Answer: sleep)
9. **Ask:** How do we change the verb? (Answer: put it in the past tense)
10. **Ask:** What is the verb in the second part? (Answer: help)
11. **Ask:** Do we change the verb for the simple future? (Answer: no)
12. Write on the board: Did she sleep a lot? No she did not. Will she work hard? No she will not.
13. **Ask:** When do we use 'did' in a sentence? (Answer: past tense questions and negatives.)
14. **Ask:** When do we use 'will' in a sentence? (Answer: future simple positives, negatives and questions)
15. **Ask:** In the simple past do we change the verb for different people? For example: I, you, he, she, it, we, you, they? (Answer: no)
16. **Ask:** Do we change the verb for different people in the simple future? (Answer: no)

Guided Practice (10 minutes)

1. **Say:** Look at the sentences on the board. Some of them are in the past and some are in the future. Decide which are past and which are future, then put them together to make sentences. You can work in pairs. Write them in your exercise books. You have five minutes.
2. Ask pupils to tell you which sentences are in the past and which in the future. Ask pupils which sentences go together. Write them on the board.

(Answers: a. She did not read anything. (past) She will read books. (future.) b. She ate too much sugar. (past) She will eat more vegetables. (future) c. She did not exercise. (past) She will go for a walk every day. (future) d. She did not clean her room. (past) She will tidy up. (future) 5. She was angry with her brother. (past) She will be nicer. (future))

3. **Say:** Now I want you to tell me which past tense verbs to underline and which future tense verbs to circle. Raise your hand to answer.
4. Read the sentences one by one again. Ask pupils to answer. Choose a pupil to identify the answer in each sentence.
5. Underline the correct answers on the board. (Answers: a. She didn't read anything. She'll read books. b. She ate too much sugar. She'll eat more vegetables. c. She didn't exercise. She'll go for a walk every day. d. She didn't clean her room. She'll tidy up. e. She was angry with her brother. She'll be nicer.)

Independent Practice (12 minutes)

1. **Say:** Now I want you to write some sentences about yourself. Think of things you want to change. Write what you did or did not do in the past, and then what you will do in the future, just like Marie. You are working alone.
2. Give pupils time to make sentences.
3. After 5 minutes, **say:** Now I want you to share your plans with a partner. Tell them your sentences and listen to theirs. You have 3 minutes to speak.
4. Give the pupils time to speak.

Closing (2 minutes)

1. Invite several pupils to share their sentences with the class.

SENTENCES

She did not read anything.

She will tidy up.

She ate too much sugar.

She was angry with her brother.

She will eat more vegetables.

She did not exercise.




She will go for a walk every day.

She will read books.

She did not clean her room.

She will try to be nice.

Lesson Title: Revision of the 3 Main Tenses	Theme: Grammar	
Lesson Number: L-08-020	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify the 3 main tenses and distinguish them from each other.</p>	 <p>Teaching Aids Text at the end of the lesson plan</p>	 <p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write these questions on the board:</p> <ol style="list-style-type: none"> a. What did Ismael do yesterday? b. What did he not do yesterday? c. Where is he now? d. What will he do tomorrow?
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Opening (2 minutes)

1. **Ask:** Who does the cooking in your house? Who does the cleaning? Do you think some jobs are for boys and some are for girls?
2. Have pupils raise their hand and offer to share their ideas. Encourage them to think about these issues through the lens of equality for boys and girls.
3. **Say:** Today we are going to talk about a boy who doesn't think cleaning is his job.

Introduction to the New Material (10 minutes)

1. **Say:** I am going to read you the text on the board and I want you to listen carefully and count how many tenses they hear and see in the text.
2. Read out the text slowly.
3. **Ask:** How many tenses did you hear and see in the text? Raise your hand. (Answer: 3)
4. Ask pupils to copy the text in their exercise books.

Guided Practice (10 minutes)

1. **Ask:** What are the 3 tenses can you see in the text? Raise your hand. (Answer: past simple, present simple, future simple)
2. **Say:** I want you to underline all the examples of present simple verbs. Work in pairs.
3. Give the pupils time to underline.
4. **Ask:** Who can tell me the present simple verbs? Raise your hand to answer.
5. Choose pupils to add one answer each to the list. (Answers: is, is, likes, thinks, thinks, studies, thinks, doesn't care, are, think)
6. **Say:** I want you to underline all the examples of past simple verbs. You can work with a partner.
7. Give the pupils time to underline.
8. **Ask:** Who can tell me the past simple verbs? Raise your hand to answer.
9. Choose pupils to add one answer each to the list. (Answers: was, was, didn't clean)

10. **Say:** I want you to underline all the examples of future simple verbs. You can work with a partner.
11. Give the pupils time to underline.
12. **Ask:** Who can tell me the future simple verbs? Raise your hand to answer.
13. Choose pupils to add one answer each to the list. (Answers: won't be, will be, will help, will make, won't wash)

Independent Practice (10 minutes)

1. **Say:** Now I want you to read the text again. And while you are reading think of the answers to these questions.
 - a. What did Ismael do yesterday?
 - b. What did he not do yesterday?
 - c. Where is he now?
 - d. What will he do tomorrow?
2. Give pupils 4 minutes to read and find the answers. Check they understand and are doing the task.
3. **Say:** Raise your hand to share your answers for these questions.
Answers:
 - a. What did Ismael do yesterday? (Answer: He was at school.)
 - b. What did he not do yesterday? (Answer: He did not clean up the kitchen/wash the dishes.)
 - c. Where is he now? (Answer: He is at school.)
 - d. What will he do tomorrow? (Answer: He will help his mother in the house. He will cook lunch.)
4. **Ask:** Who can find opinions in the text? What do Ishmael, Amanita and their mother think about cleaning?
5. Have pupils raise their hand and choose 1-2 pupils to answer.
6. **Ask:** What are their opinions? (Answer: Ishmael thinks cleaning is a job for girls. Aminata thinks cleaning is a job for boys. Their mother thinks cleaning is a job for everyone.)
7. **Ask:** What is the verb? (Answer: think/s)
8. **Ask:** What tense is it in? (Answer: present simple.)
9. **Ask:** Do they think that today? (Answer: yes)
10. **Ask:** Yesterday? (Answer: yes)
11. **Ask:** Tomorrow? (Answer: yes)
12. **Say:** So present simple can also be for an opinion that you always have.




Closing (3 minutes)

1. Ask them whether they agree with Ishmael, Aminata or their mother and why.
2. Have as many pupils as possible share their answers.

TEXT

Ishmael is at school today. He was at school yesterday too. He will not be at school tomorrow because it is a holiday. His mother will be happy because Ishmael will help her in the house. He likes cooking and he will make lunch for the family, but he will not wash the dishes. Yesterday his sister Aminata was angry with him because he did not clean up the kitchen. He thinks cleaning is a job for girls. Aminata thinks cleaning is a job for boys not for her because she is too busy. She studies science at university. Their mother thinks cleaning is a job for everyone, she doesn't care if they are boys or girls. What do you think?

Lesson Title: Verb Tenses; The Future Continuous Tense	Theme: Grammar	
Lesson Number: L-08-021	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify and underline the future continuous tense. 2. Use the future continuous tense in sentences. 	 <p>Teaching Aids None</p>	 <p>Preparation On the board, draw a picture of a plane, a hotel, two people shaking hands with 12 o' clock written above them and a restaurant. (They do not have to be beautiful, just quick drawings!)</p>
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Opening (2 minutes)

1. **Ask:** When you are trying to plan something does someone help you or do you do it by yourself? Do you think managers of big companies have someone to organize things for them?
2. Have pupils raise their hand to share their ideas.
3. **Say:** Today we are going to talk about a secretary making plans for a manager.

Introduction to the New Material (10 minutes)

1. **Say:** Fatmata is the general manager at a big telecommunications company. Her secretary is called Marai. Next week Fatmata will travel to Nigeria on business. Marai has made all the plans for her and they are discussing this.
2. **Say:** Fatmata asks Marai 'How will I be travelling?'
3. Have pupils repeat the dialogue.
4. On the board write: How will I be travelling?
5. **Ask** questions about the sentence and ask pupils to raise their hand to volunteer to answer:
 - a. Is Fatmata asking about the past? (Answer: no)
 - b. Is Fatmata asking about now? (Answer: no)
 - c. Is Fatmata asking about the future? (Answer: yes)
 - d. Is it something already planned? (Answer: yes)
 - e. What is the future word here? (Answer: will)
 - f. What can you hear on the end of 'travelling'? (Answer: -ing)
 - g. What do you think this tense is called? (Answer: future continuous)
 - h. Is the travelling very quick or a longer event? (Answer: longer)
6. **Ask:** Look at the picture on the board - what do you think Marai answers? (Answer: You will be travelling by plane.)
7. On the board write: You will be travelling by plane.
8. **Ask** questions about the sentence and ask pupils to raise their hand to volunteer to answer:
 - a. Is Marai talking about the past? (Answer: no)
 - b. Is Marai talking about now? (Answer: no)
 - c. Is Marai talking about the future? (Answer: yes)
 - d. Is it something already planned? (Answer: yes)

- e. What is the future word here? (Answer: will) What can you hear on the end of 'travelling'? (Answer: -ing)
 - f. What is the tense is called? (Answer: future continuous)
 - g. Is the travelling very quick or a longer event? (Answer: longer)
9. **Ask:** Who can tell me how we make a future continuous positive sentence? Raise your hand. (Answer: person + will be + verb + ing).
 10. **Ask:** Who can tell me how we make a future continuous question? Raise your hand. (Answer: question word + will + subject/person + be + verb + ing)
 11. Write the positive form and the question form under the positive and negative sentences on the board.
 12. **Ask:** How do we make a negative sentence? Raise your hand. (Answer: person + will + not be + verb + ing)
 13. Write the negative form on the board: You will not be travelling by bus.
 14. Ask the pupils to copy the sentences and the form in their exercise books.

Guided Practice (10 minutes)

1. **Say:** There are three more pictures on the board; a hotel, people meeting and a restaurant. I want you to try to think of the questions Fatmata asks for these pictures and the answers Marai gives. Work with a partner. You have five minutes to write two questions and two answers.
2. **Ask:** Which tense are you using? (Answer: Future continuous)
3. Give the pupils time to discuss and write. Check they understand the task and are doing it.
4. Have pupils raise their hand to share their responses. (Answers: Where will I be staying? You will be staying in a hotel. When will we be meeting? You will be meeting at 12 O'clock. Where will I (or we) be eating? You will be eating in a restaurant.)




Independent Practice (10 minutes)

1. **Say:** Now, work in pairs. One of you is a manager and one is a secretary. Ask questions about a trip next month. You can ask the same questions as Fatmata, but also try to think of some new ones. You have four minutes to ask and answer.
2. Give the pupils time to ask and answer. Check they understand the task and are doing it.
3. After 4 minutes **say:** Now I want you to change over. If you were the manager, now you are the secretary. If you were the secretary, now you are the manager. Ask and answer questions about the trip. You have four minutes to ask and answer.
4. Give the pupils time to ask and answer. Check they understand they task and are doing it.

Closing (3 minutes)

1. Invite as many groups as possible to ask and answer their questions in front of the whole class. Correct any mistakes.

Lesson Title: Revision of the Past and Future Continuous Tense	Theme: Grammar	
Lesson Number: L-08-022	Class/Level: JSS 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify the past and future continuous tense.	 Teaching Aids Text at end of the lesson plan	 Preparation None
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Opening (2 minutes)

1. **Ask:** Do you ever dream about having a better life in the future? What would be different in your life if you were very rich?
2. **Say:** Today we are going to read about Kossi and his plans for when he is rich.

Introduction to the New Material (10 minutes)

1. **Say:** Kossi always likes to make big plans. Right now he is poor, but he knows in the future he will be very rich. Maybe he will win the lottery, or maybe he will find gold under his bed. We are going to hear about his plans now.
2. **Say:** I am going to read you what Kossi says and I want you to write it down in your exercise books.
3. Slowly read out the text at the end of the lesson plan.
4. **Ask:** How much did you write? Check with a partner to see what they have written and add anything you don't have to your text.
5. Give the pupils time to check and correct their text.
6. **Say:** I am going to read the text again and I want you to try to finish everything this time.
7. Slowly read out the text again.
8. **Say:** Check with your partner again and add anything you don't have to your text. Check the spelling and make sure it is correct.
9. Give the pupils time to check and correct their texts.

Guided Practice (10 minutes)

1. **Ask:** What two tenses can you see in the text? (Answer: past continuous and future continuous)
2. **Say:** I want you to underline all the examples of past continuous. You can work with a partner.
3. Give the pupils time to underline. While they are checking, write the text on the board.
4. Invite pupils to tell you where the past continuous is in the text and underline it on the board.
5. **Say:** Now I want you to wavy underline all the examples of future continuous. You can work with a partner.
6. Give the pupils time to underline.
7. Invite pupils to tell you where the future continuous is in the text and underline it on the board.
 (Answers: Last summer I had a terrible time. I was staying in a very small room with my two brothers. I was working every day in my Uncle's shop. I was not eating good food. Next summer I will be staying in a big hotel. I will be swimming in the pool and ordering my servants to bring me

ice cream. Last summer I was living the life of a poor boy, but next year I will be living like a king.)

Independent Practice (10 minutes)

1. **Say:** Now I want you to think of the questions a friend could ask Kossi to get him to say his sentences. For example look at the first one: 'I was staying in a very small room with my brothers.'
2. **Ask:** What 2 questions can we ask? (Answers: Where were you staying? Who were you staying with?)
3. **Say:** Write questions for the rest of the text. Work in pairs. You have 8 minutes.
4. Give the pupils time to discuss and write. Check they understand the task and are doing it.
5. Have pupils raise their hand to share their responses. (Answers: Where were you working? Were you eating good food? **or** What were you eating? Where will you be staying? What will you be doing? How were you living? How will you be living?)




Closing (3 minutes)

1. Ask pupils to raise their hand to tell you what they would do if they became very rich.

TEXT

Last summer I had a terrible time. I was staying in a very small room with my two brothers. I was working every day in my Uncle's shop. I was not eating good food. Next summer I will be staying in a big hotel. I will be swimming in the pool and eating a lot of ice cream. Last summer I was living the life of a poor boy, but next year I will be living like a king.

Lesson Title: Writing an Informal Letter	Theme: Writing	
Lesson Number: L-08-023	Class/Level: JSS 2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to develop paragraphs in an informal letter.		Teaching Aids Letter at the end of the lesson plan		Preparation None
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Opening (2 minutes)

1. **Ask:** Do you think it is a good idea to tell people if one of your friends does something wrong? What if you think their family will be very angry?
2. Have pupils raise their hand to share their opinions.
3. **Say:** Today we are going to read a letter asking a friend for advice.

Introduction to the New Material (10 minutes)

1. **Say:** Do you remember what is in an informal letter?
2. Have pupils raise their hand to answer. (Answer: address, date, greeting, introduction, body, ending, closing, signature)
3. **Say:** I am going to read you a letter from Nouhou to his friend Victor. While I am reading I want you to think about the answer to this question: Why does Nouhou need advice?
4. Write the question on the board. Read out the letter. Read it slowly.
5. **Ask:** Why does Nouhou need advice?
6. Have pupils raise their hand to answer. (Answer: Because he thinks his friend is stealing and does not know if he should tell someone)
7. **Say:** Now I am going to read the letter again. While I am reading I want you to make notes on what is in the introduction, the body, and the ending. Don't try to write whole sentences, just write down notes to help you remember.
8. Slowly read out the letter again.
9. **Say:** Now I want you to check with a partner to see if you have the same ideas. Add anything extra to your notes. You have two minutes to check.

Guided Practice (8 minutes)

1. **Ask:** What are the main points in the introduction?
2. Have pupils raise their hand to answer. (Answers: How are you? Apology for not writing, asking about health, asking about weather)
3. **Ask:** What are the main points in the body?
4. Have pupils raise their hand to answer. (Answers: needs advice, Alusine couldn't afford books, last week had books, a bag and a new phone, said not to tell family, maybe he is stealing, should Nourou tell parents or teacher, needs advice)
5. **Ask:** What are the main points in the ending?
6. Have pupils raise their hand to answer. (Answers: has football, has to go to bed, love to family, hi to friends)

Independent Practice (12 minutes)

1. **Say:** Now, I want you to write the body of the letter. It does not have to be exactly the same. The words can be different, but try to keep the same topics. You have 10 minutes to write the body and see what you can remember.
2. Give the pupils time to write. Check they understand the task and are doing it.




Closing (3 minutes)

1. Invite as many pupils as possible to read out their paragraphs (the body of the letter) in front of the whole class. Correct any mistakes.

LETTER

	15 Long Street, Pendembu, 15 th June
Dear Victor, [Introduction] How are you? Sorry I haven't written for a long time. I've been really busy. I hope you and everyone there is healthy and happy. I guess it's rainy season now so I hope your house is dry and the weather isn't too bad. [Body] I have something to tell you about. I need your advice. You remember my friend Alusine? You remember he was always sad because he couldn't afford books for school. Well something very strange happened last week. One day he came to class with new books, a new bag, and even stranger, a new phone. I asked him if his father found a job and he told me not to say anything to his family. I think maybe he stole some money. I don't know what to do. Do you think I should tell his parents? Should I tell our teacher? I don't want to make problems for him but maybe he'll do it again. What do you think? [Ending] Anyway, I have to go now. I have a football match tomorrow and I want to go to bed early. Write to me as soon as you can. Give my love to your family and say hi to your friends. Bye for now!	
<i>Nouhou</i>	

Lesson Title: Writing an Informal Letter	Theme: Writing	
Lesson Number: L-08-024	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify an informal letter. 2. Discuss and write a sample of an informal letter in their exercise books. 	 <p>Teaching Aids Letter at the end of the lesson</p>	 <p>Preparation Write the letter on the board.</p>
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Opening (2 minutes)

1. **Ask:** Do you remember the letter from the last lesson? Raise your hand to answer.
2. **Ask:** Who was it from? (Answer: Nouhou) **Ask:** Who was it to? (Answer: Victor)
3. **Ask:** What did Victor want advice about? (Answer: If he should tell Alusine’s parents or teacher that he thinks he stole money) **Say:** Today we are going to talk more about this and write the draft of a reply.

Introduction to the New Material (10 minutes)

1. **Ask:** How could you tell the letter from Nouhou was informal? What are the differences between a formal and an informal letter.
2. Tell pupils to read the letter on the board and discuss in pairs.
3. Give them 5 minutes to discuss. Check they understand and are doing the task.
4. After 5 minutes, have pupils raise their hand and share their responses.
5. As pupils give answers, circle the informal parts of the letter.
6. **Ask:** What was informal about Nouhou’s letter? (Example answers: The greeting used only the first name (Dear Victor); the language wasn’t formal (how are you? I guess, anyway); it used contractions (didn’t, I’ve), it is like a conversation (say hi to your friends, love to your family); the closing was informal (bye!); it was signed with only Nouhou’s first name)

Guided Practice (10 minutes)

1. Tell pupils to continue working in pairs to discuss the following questions:
 - a. What do you think Victor should reply to Nouhou?
 - b. Do you think he should tell Alusine’s parents?
 - c. Should he tell their teacher?
 - d. Should he talk to Alusine first to find out what happened?
 - e. Should he do nothing?
2. Write these questions on the board.
3. After 6 minutes, tell pairs to finalise what Victor should replay to Nouhou.
4. Give the pupils time to discuss. Check they understand and are doing the task.

Independent Practice (12 minutes)

1. **Ask:** What kind of things could you put in the introduction to the letter?
2. Have pupils raise their hand to answer. (Example answers: ask about Nouhou and his family, say what you've been doing, ask about the weather, ask about school)
3. **Say:** Now I want you to make some notes about what you are going to write in the introduction of the letter. Don't write sentences just take notes. You are working alone. You have 3 minutes to write.
4. **Ask:** What would you write in the main body of the letter? Have pupils raise their hand to answer. (Example answers: tell Nouhou what to do, give reasons for your advice).
5. **Say:** Now I want you to make some notes about what you are going to write in the body of the letter. Don't write sentences just take notes. You are working alone. You have three minutes to write.
6. **Ask:** What kind of things could you put in the ending to the letter?
7. Have pupils raise their hand to answer. (Example answers: say what you are going to do now, send love to family and friends, ask him to write back.)
8. **Say:** Now I want you to make some notes about what you are going to write in the ending of the letter. Don't write sentences just take notes. You are working alone. You have three minutes to write.




Closing (1 minute)

1. **Say:** Remember to bring your notes next lesson because we are going to write the final draft.

LETTER

	<p>15 Long Street, Pendembu,</p> <p>15th June</p>
<p>Dear Victor,</p> <p>[Introduction]</p> <p><i>How are you? Sorry I haven't written for a long time. I've been really busy. I hope you and everyone there is healthy and happy. I guess it's rainy season now so I hope your house is dry and the weather isn't too bad.</i></p> <p>[Body]</p> <p><i>I have something to tell you about. I need your advice. You remember my friend Alusine? You remember he was always sad because he couldn't afford books for school. Well something very strange happened last week. One day he came to class with new books, a new bag, and even stranger, a new phone. I asked him if his father found a job and he told me not to say anything to his family. I think maybe he stole some money. I don't know what to do. Do you think I should tell his parents? Should I tell our teacher? I don't want to make problems for him but maybe he'll do it again. What do you think?</i></p> <p>[Ending]</p> <p><i>Anyway, I have to go now. I have a football match tomorrow and I want to go to bed early. Write to me as soon as you can. Give my love to your family and say hi to your friends. Bye for now!</i></p> <p>Nouhou</p>	

Lesson Title: Revision of an Informal Letter	Theme: Writing	
Lesson Number: L-08-025	Class/Level: JSS 2	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write an informal letter with all the formal features.	 Teaching Aids None	 Preparation None
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Opening (2 minutes)

1. **Say:** Let us review what we did in the last lesson. Raise your hand to answer.
2. **Ask:** Do you remember in the last class we made some notes for a letter? Who is the letter to? (Answer: Nouhou.)
3. **Ask:** Who is writing the letter? (Answer: Victor)
4. **Ask:** Who is the friend they are writing about? (Answer: Alusine)
5. **Say:** Today we are going to write the final draft of the letter so please take out your notes.

Introduction to the New Material (4 minutes)

1. **Ask:** Do you remember what is in an informal letter?
2. Have pupils raise their hand to answer. (Answer: address, date, greeting, introduction, body, ending, closing, signature)
3. **Ask:** Can you use friendly language in an informal letter? (Answer: yes)
4. **Ask:** Can you ask questions about family and friends? (Answer: yes)
5. **Ask:** Do you have to make sure you are very polite? (Answer: no)
6. **Ask:** Do you have to be careful about your spelling and grammar? (Answer: yes)

Guided Practice (16 minutes)

1. **Say:** Now I want you to write the letter to Nouhou. You are working alone, but you can ask a friend for advice if you are not sure what to write. I want everyone to write their own letter. Don't forget to give good advice to Nouhou about Alusine. You have 15 minutes to do this.
2. Give pupils time to write. Check they understand and are doing the task.




Independent Practice (10 minutes)

1. **Say:** Now swap your letters with a partner. Your partner will read the letter and underline any mistakes.
2. Give pupils time to read and underline mistakes. Check they understand and are doing this.
3. **Say:** Now give the letters back. Try and correct your mistakes.

Closing (3 minutes)

1. Invite as many groups as possible to share what advice they gave in their letter.

Lesson Title: Poetry; Meaning of Poetry; Literary Devices	Theme: Reading	
Lesson Number: L-08-026	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Talk about a poem and find meanings in some literary devices. 2. Underline some literary devices in sentences/phrases. 	 <p>Teaching Aids Poem at the end of the lesson plan</p>	 <p>Preparation Write the poem from the lesson plan on the board.</p>
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Opening (1 minute)

1. Tell pupils that today we will read and understand a poem.

Introduction to the New Material (10 minutes)

1. **Say:** I am going to read you the poem on the board. Listen carefully and think deeply about what the words could actually mean.
2. Read the title and the name of the poet.
3. **Say:** This poem was written by Henry Wadsworth Longfellow in the year 1875. He said he composed this poem while preparing to go to the church. He said this poem came to him as fast as an arrow,
4. **Ask:** Can someone calculate how many years ago that is?
5. Have a pupil volunteer to answer.
6. Point to the poem on the board.
7. **Say:** This poem has three stanzas or paragraphs. Each is 4 lines long.
8. Read the poem slowly.
9. Underline the new words in the poem: oak, swiftly, flight, sight, keen.
10. Ask pupils to raise their hand and try and guess the meaning of these words from their context (the other words around them in the sentence). (Answers: oak: a type of tree; swiftly: quickly; flight: noun for the verb 'fly'; sight: noun for the verb 'see'; keen: enthusiastic, eager)

Guided Practice (10 minutes)

1. Point out that the first and second stanzas, and explain how they are very similar. **Say:** The first one is about the arrow and the second one is about the song but everything else is very similar. This is called 'parallelism'. Just like parallel lines move together, parallelism means the stanzas have the same structure.
2. Write the word 'parallelism' on the board.
3. Point out that the last words in every two lines are rhyming.
4. Have pupils raise their hand and identify the rhyming words. Underline them. (Answers: air/where, sight/ flight, strong/song, oak/unbroke, end/ friend)

5. Write 'rhyming words' on the board.
6. Read the poem again.

Independent Practice (12 minutes)

1. Tell pupils to copy the poem in their exercise book.
2. Tell them to take a minute to discuss the parallelism between the first and second stanza with a partner. Ask them to focus on identifying similarities between the two.
3. Have pupils raise their hand to share their answers. (Example answers: both the arrow and the song go into the air; both fell to the earth but he did not know where; he could not follow the flight of both the song and the arrow.)
4. Tell pupils to take 2 minutes to underline all the rhyming words in the poem.
5. Have pupils raise their hand to share their answers.

Closing (2 minutes)

1. Read the last stanza of the poem again.
2. Point out that the last stanza concludes the poem – the first two lines conclude the first stanza and the third and fourth lines conclude the second stanza.




POEM: THE ARROW AND THE SONG BY HENRY WADSWORTH LONGFELLOW

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

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

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

Lesson Title: Revision of Some Literary Devices	Theme: Reading	
Lesson Number: L-08-027	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify and make sentences using some literary devices e.g. parallelism, alliteration, assonance, rhyme</p>		<p>Teaching Aids Poem at the end of the lesson plan</p>		<p>Preparation Write the poem at the end of the lesson plan on the board.</p>
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Opening (6 minutes)

1. Read the poem.
2. **Ask:** What word did we use to explain that the first and second stanzas are similar?
3. Have pupils raise their hand to answer. (Answer: Parallelism)
4. **Ask:** What did we notice about the last words in every two lines?
5. Have pupils raise their hand to answer. (Answer: Rhyming words)
6. Write the words 'Parallelism' and 'Rhyming words' on the board.

Introduction to the New Material (10 minutes)

1. Ask pupils to close their eyes and listen carefully.
2. Say the following lines, emphasizing the 's' and 'f' sounds:
'For, so swiftly it flew, the sight
Could not follow in its flight.
3. Ask: Did you hear any sounds being repeated one after another?
4. Have pupils raise their hand to try and answer. (Answer: the 's' sound in so swiftly; the 'f' in 'follow in its flight'.)
5. Alliteration is when you repeat the sounds in the beginning of words. Poets do this to link different words together and create the rhythm or music of the poem.
6. Write the word 'Alliteration' on the board. Ask pupils if they have heard of this word.
Ask: Can you find an alliteration in the second stanza?
7. Have pupils raise their hand to answer. (Answer: 'sight so', 'follow the flight')
8. Write this line from a different poem on the board: On a proud round cloud in high white night (E.E. Cummings).
9. **Say:** This sentence has something called an 'assonance'. Assonance is where you repeat vowel sounds in the beginning or middle of words. This also helps with the rhythm or music of the poem. For example, 'hood' and 'wood' – the 'oo' sound is repeated.
10. **Ask:** Can you find the an 'assonance' in this line?
11. Have pupils raise their hand to answer. (Answer: the middle vowel sound in 'proud', 'round' and 'cloud' and the middle vowel sound in 'high', 'white' and 'night')

Guided Practice (10 minutes)

1. **Say:** Work in pairs. Read the poem in your exercise books. Underline all the examples of alliteration. Remember alliteration is when the poet repeats the sounds at the beginning of words.
2. Give pupils 3 minutes to do this. Check they understand and are doing it correctly.
3. When pupils finish, check their answers as a class. (See poem at the end of the lesson plan for answers)
4. **Say:** Underline the line 'It fell to earth, I knew not where.'
5. **Ask:** Which vowel sound is repeated in this line? Have pupils raise hand to answer. (Answer: 'e')
6. **Ask:** Is this alliteration or assonance? Have pupils raise hand to answer. (Answer: Assonance as it is the vowel sound 'e' that is repeated.)

Independent Practice (8 minutes)

1. **Say:** Get into pairs with someone sitting next to you.
2. **Say:** Write two sentences which rhyme with each other using these prompts: 'I am a I like'
3. Give pupils 2 minutes to think and write the answer.
4. Have pupils raise their hand to share. (Example answer: I am a boy, I like my toy.)
5. **Say:** Write a sentence which has an alliteration, using the prompt: This is a....
6. Give pupils 2 minutes to think and write the answer.
7. Have pupils raise their hand to share. (Example answer: This is a dirty dog.)
8. **Say:** Write a sentence which has an assonance, using the prompt: This is a....
9. Give pupils 2 minutes to think and write the answer.
10. Have pupils raise their hand to share. (Example answer: This is a loud sound on the ground.)

Closing (1 minute)

1. Ask a few more pupils to share their rhymes, alliterations and assonances.

POEM: THE ARROW AND THE SONG BY HENRY WADSWORTH LONGFELLOW

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

Alliteration - the letter 's' is repeated

Alliteration - the letter 'f' is repeated

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




Alliteration - the letter 's' is repeated

Alliteration - the letter 'f' is repeated

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

Alliteration - the letter 'f' is repeated

Lesson Title: Reading of Poems	Theme: Reading	
Lesson Number: L-08-028	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read fluently with appropriate voice modulation.</p>	 <p>Teaching Aids 1. Rhyming word quiz at the end of the lesson plan 2. Poem: The Arrow and the Song</p>	 <p>Preparation 1. Write the rhyming word quiz on the board. 2. Write the poem on the board.</p>
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Opening (4 minutes)

1. **Say:** You are going to practise matching words with their rhymes. Let's do one as an example.
2. Point to 'air' in the rhyming quiz. **Say:** Which word rhymes with 'air'? Raise your hand to answer. (Answer: where)
3. Ask pupils to work in pairs to match the word on the left to the rhyming word from the three words on the right.
4. Check pupils' answers. (Answer: flight-sight, song-strong, end-friend, broke-oak)

Introduction to the New Material (15 minutes)

1. **Say:** You are going to practise reading the poem we studied in the last two lessons. We will pay attention to the rhymes of the words and the intonation patterns in each verse.
2. **Say:** Take out your exercise books and turn to the poem *The Arrow and the Song*.
3. **Say:** Last lesson you marked examples of rhymes, alliteration and assonance in this poem. Now let's focus on the stress, rhythm and rhyme in the poem.
4. **Ask:** Can anyone tell me what stress means?
5. Have pupils raise their hand to guess. (Answer: To give importance to words)
6. **Ask:** Can anyone tell me what rhythm means?
7. Have pupils raise their hand to guess. (Answer: A repeated sound pattern)
8. Point to the poem on the board. Read line 1 of verse 1 aloud (stress on the underlined words).
9. **Ask:** Which words did I stress? (Answer: shot, arrow, air)
10. **Ask:** Look at the end of the first line, what can you see? Have pupils raise their hand to answer. (Answer: a comma) **Ask:** What do I need to do? (Answer: pause)
11. **Say:** Listen to line 2, verse 1. (stress on the underlined words).
12. **Ask:** Which words did I stress? (Answer: fell, earth, knew, not, where)
13. **Ask:** Look at the end of the second line, what can you see? (Answer: a semi-colon) **Ask:** What do I need to do? (Answer: pause)
14. **Say:** a semi-colon is similar to a comma so we pause.
15. **Say:** Listen to line 3, verse 1.
16. **Ask:** Which words did I stress? (Answer: For, so swiftly, flew, sight)
17. Point at the commas in line 3 and remind pupils we pause when there is a comma.
18. **Say and ask:** Look at the end of the third line, what can you see? (Answer: nothing)
19. **Ask:** What do I need to do? Have pupils raise their hand to answer. (Answer: continue without pause).
20. **Say:** Listen to line 4, verse 1. **Ask:** Which words did I stress? Have pupils raise their hand to answer. (Answer: follow, flight)

21. **Ask:** Look at the end of the fourth line, what can you see? Have pupils raise their hand to answer. (Answer: a full stop) **Ask:** What do I need to do? (Answer: pause for longer).
22. Underline the other stressed words in the verses of the poem. (See end of lesson plan)

Guided Practice (5 minutes)

1. Model the poem by reading it line by line. Ask pupils to repeat each line after you. Make sure you stress the important words and pause or continue so that pupils can copy you. Make sure you put some extra stress on the rhyming words.

Independent Practice (10 minutes)

1. Ask pupils to work in pairs. Tell them to practise all the verses of the poem, paying attention to the stress, the punctuation and rhyming words.
2. After 6 minutes invite some of the pairs to come to the front of the class and read the poem.

Closing (1 minute)

1. Ask pupils if they enjoyed reading the poem. Ask pupils what they learned today.

RHYMING WORD QUIZ

1. air: eat, where, apple
2. flight: sit, sight, seat
3. song: strong, brown, grow
4. end: seen, please, friend
5. broke: oak, look, bake




POEM: THE ARROW AND THE SONG BY HENRY WADSWORTH LONGFELLOW

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

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

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

Lesson Title: Conversations	Theme: Listening and Speaking	
Lesson Number: L-08-029	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Talk about/describe occasions and or special events. 2. Engage effectively in a range of collaborative discussions on various grade JSS2 topics, texts and issues building on others' ideas and expression their own. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Statements about marriage traditions at the end of the lesson plan 2. Reasons behind marriage traditions at the end of the lesson plan 3. Dialogue at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the statements about marriage traditions on the board. 2. Write the dialogue at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** Close your eyes and imagine a wedding.
2. Give pupils a minute to imagine and then ask them to raise their hand and tell you what they imagined.
3. **Say:** In this lesson and the next, we will be discussing marriage and wedding ceremonies around the world.

Introduction to the New Material (10 minutes)

1. Show pupils the statements on the board. Tell them they are all traditions that are common in different countries when couples get married.
2. **Say:** Read the statements. Think of a reason for each one. Work in pairs
3. Make sure pupils understand and are doing the task.
4. Ask different pairs to volunteer to guess the reasons for each of the traditions.
5. **Say:** Copy these statements into your exercise books.
6. Read out the reasons for the marriage traditions at the end of the lesson plan one by one. After each reason, ask pupils to match it to one of the traditions. (Answers: 1-f; 2-c; 3-e; 4-a; 5-d; 6-b)

Guided Practice (10 minutes)

1. **Ask:** When you discuss a subject with your friends, what phrases can you use in English to give your opinion? Have pupils raise their hand to answer. (Answers: I think/believe ... In my opinion ...)
2. **Ask:** When you want to agree with someone what phrases can you use? Have pupils raise their hand to answer. (Answers: I agree, I believe that is true).
3. **Ask:** When you want to disagree with someone what phrases can you use? Have pupils raise their hand to answer. (Answers: That's a good point but ... I'm disagree ... No way!)
4. Write the phrases for giving an opinion, agreeing and disagreeing on the board. Ask pupils to copy them into their exercise books.
5. Point to the dialogue on the board. Tell pupils it is an example of a discussion between friends.
6. Request 3 pupils to volunteer to participate in reading the dialogue.
7. Ask them to stand in their place. Assign each pupil a character - Gabriel, Favour and Claudetta.

8. Read each line and ask each character to repeat it after you together.
9. **Say:** Now act out the dialogue for the class.

Independent Practice (10 minutes)

1. **Say:** You're going to discuss the wedding traditions around the world.
2. **Ask:** Which ones do you like? Which ones are funny? Which ones are similar to our traditions here? Use the phrases we practiced to discuss your ideas. You have 4 minutes to do this. Work in pairs.
3. Write the three questions on the board.
4. Check they understand the task and are doing it.
5. After 4 minutes ask pupils to change to a different partner and have the same conversation again. They have three minutes to do this.
6. Check they understand and are doing the task.

Closing (3 minutes)

1. **Ask:** Did your new partner have the same opinions as your first partner? Listen to pupils' answers.
2. **Ask:** Which traditions did you like? Which ones are similar to our traditions here?
3. Invite 1 or 2 pupils to share their ideas with the rest of the class.

MARRIAGE TRADITIONS AROUND THE WORLD

1. In the Congo the bride and groom are not allowed to smile on their wedding day.
2. In Germany the bride and groom clean up broken dishes together.
3. In the Czech Republic a baby is put on the couple's bed before the ceremony.
4. In Russia newly married couples share a biscuit and each has to take a bite without using their hands.
5. In parts of India, the groom takes off his shoes while walking to the altar. The groom's family tries to protect the shoes and the bride's family tries to steal them.
6. In Britain the bride throws her bouquet of flowers to her bridesmaids.

REASONS BEHIND THE TRADITIONS

- a. It is believed that whoever takes the bigger bite will be the head of the family.
- b. It is believed that whichever bridesmaid catches the flowers will be the next bride.
- c. It is believed that if couples work together they can face any problems.
- d. This is a fun way to make the two families closer.
- e. It is believed that this baby will bring good luck for the couple so they will have their own baby.
- f. It is believed that if you smile it means you're not serious about marriage.




DIALOGUE

Gabriel: I think you should spend lots of money on a wedding.

Favour: I agree! It's a special day in your life.

Claudetta: I'm not sure. Some people can't afford it and they borrow a lot of money from their family.

Lesson Title: Conversation	Theme: Listening and Speaking	
Lesson Number: L-08-30	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Talk about/describe occasions and or special events. 2. Engage effectively in a range of collaborative discussions on various JSS2 topics, building on others' ideas and expressing their own clearly. 	 <p>Teaching Aids Statements about marriage at the end of the lesson plan</p>	 <p>Preparation Write the statements about marriage at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What can you remember about marriage traditions around the world? Have pupils raise their hand to answer.
2. **Ask:** Which one was your favourite? If you got married, which one would you like to try? Have pupils raise their hand to answer.

Introduction to the New Material (10 minutes)

1. Tell pupils that they are going to continue discussing the topic of marriage.
2. **Say:** Look at these statements on the board. Copy them into your exercise books. If you agree with the statement put a tick (✓) next to it. If you disagree put a cross (X) next to it.
3. After they finish, **say:** Think of two reasons to support your opinion. Write them under the statement.
4. Make sure pupils understand and are doing the task.

Guided Practice (10 minutes)

1. **Ask:** Can you remember the phrases for: giving opinions, agreeing and disagreeing?
2. Ask pupils to raise their hand and give the phrases that they learnt last lesson. (Answer: Agreeing - I agree, I believe that is true; Disagreeing - That's a good point but ..., I'm disagree ..., No way!)
3. Write them on the board.
4. Practice saying them. You say each phrase. Then get pupils to repeat each phrase as a class, in groups and individually.
5. **Say:** I think divorce is always wrong.
6. Ask a few pupils to volunteer to say if they agree or disagree with the statement.
7. **Say:** In my opinion your family should choose your husband or wife for you.
8. Ask a few pupils to volunteer to say if they agree of disagree with the statement.

Independent Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Discuss all of the statements about marriage. Give your opinion then use the phrases to explain your reasons.
3. Remind pupils to use the reasons they have written in their exercise books.
4. Make sure that pupils understand and are doing the task.




Closing (3 minutes)

1. Choose one of the statements to read out.
2. Have pupils volunteer to say if they agree or disagree with the statement and give their reasons.

STATEMENTS ABOUT MARRIAGE

1. You will be happier if you stay single.
2. After marriage a woman should stay at home.
3. Your family should choose your husband or wife for you.
4. Divorce is sometimes necessary.

Lesson Title: Synonyms	Theme: Grammar	
Lesson Number: L-08-031	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify synonyms of words in sentences.</p>	 <p>Teaching Aids 1. Dialogue at the end of the lesson plan 2. Gapped sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the dialogue at the end of the lesson plan on the board. 2. Write the gapped sentences at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

- Say:** You are going to play a game called 'Back to the board' using adjectives. In this game, one pupil will come up and stand with his/her back to the board. I will write an adjective on the board. The rest of the class to act out the adjective to help the pupil guess it without saying the adjective.
- Ask a pupil to volunteer to come to the front of the class.
- Write an adjective on the board and have the class act it out for the pupil to guess. (For example: tall, happy, angry, sad, thin)
- Repeat two more times with different pupils and different adjectives on the board.

Introduction to the New Material (10 minutes)

- Ask:** What are the words on the board called? Have pupils raise their hand to answer. (Answer: adjectives)
- Ask:** What do we use them to describe? Have pupils raise their hand to answer. (Answer: nouns)
- Say:** Sometimes we use synonyms - these are words that have a similar meaning. We use them because we don't want to repeat words or feel like using a different word.
- Ask:** Give me a synonym for sad. Have pupils raise their hand to answer. (Answer: unhappy/miserable)
- Give me a synonym for thin. Have pupils raise their hand to answer. (Answer: slim/skinny)
- Write the following dialogue on the board:
A: It's a beautiful day today!
B: Yes, it's really lovely.
- Ask:** What are the adjectives in these sentences? Have pupils raise their hand to answer. (Answer: 'beautiful' and 'lovely')
- Underline the adjectives.
- Say:** 'Beautiful' and 'lovely' have similar meanings so they are called synonyms.

Guided Practice (10 minutes)

- Show pupils the dialogue on the board.
- Say:** Copy the dialogue into your exercise books and underline the synonyms.
- Give pupils time to do this. Make sure pupils understand and are doing the task.
- Ask pupils for the answers and underline them on the board. (Answers: bored/fed up, wonderful/brilliant, untidy /messy)

5. Divide the class into two halves – left and right.
6. Tell the left half that they are ‘Emmanuel’ and the right half that they are Foday.
7. Model each line of the dialogue and ask each half of the class to repeat the line after you.
8. Invite one ‘Emmanuel’ and one ‘Foday’ to volunteer to say the dialogue in front of the class.

Independent Practice (10 minutes)

1. Show pupils the gapped sentences on the board.
2. **Say:** Fill in the missing words. Use the synonyms from the dialogue we practised.
3. Have pupils swap their exercise books.
4. Check the answers with the whole class. (Answers: 1-brilliant; 2-bored; 3-untidy)
5. Have pupils return each other’s exercise books and make corrections.

Closing (1 minute)

1. Say the following statements one by one. Invite the class to respond with a synonym each time.
 - a. That’s a wonderful idea!
Yes, it’s _____!
 - b. I’m so bored.
Yes, I’m also _____.
 - c. This classroom’s really untidy.
Yes, it’s so _____!

DIALOGUE

Emmanuel: I’m really bored this afternoon – there’s nothing to do.

Foday: I know, I’m fed up too. Shall we go for a walk?

Emmanuel: That’s a wonderful idea!

Foday: Yes, I’m full of brilliant suggestions.




Emmanuel: The thing is, my room’s untidy and my mum told me to clean it.

Foday: My room’s messy as well. We can do the cleaning later.

GAPPED SENTENCES

1. I saw a wonderful TV programme last night called *The Future is Ours*.
Yes, I saw it too. It was _____!
2. I get so fed up with mathematics!
I know, I’m really _____ with it, too!
3. I can’t believe how messy the kitchen is.
Is it? Mine’s much more _____ than yours!

Lesson Title: Semi-Formal Letters	Theme: Writing	
Lesson Number: L-08-32	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to introduce and write the features or format of a semi-formal letter.</p>	 <p>Teaching Aids 1. Mixed up words 2. Semi-formal letter text 3. 6 cards with the features of a semi-formal letter (or written on the board).</p>	 <p>Preparation 1. Write the mixed up words on the board (see end of lesson). 2. Write the semi-formal letter on the board (see end of lesson). 3. Make 6 cards with the features of the semi-formal letter or write them on the board (see end of lesson).</p>
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Opening (4 minutes)

1. Point to the mixed up words on the board. **Say:** These are mixed up adjectives that we learnt last lesson.
2. **Ask:** Can you find them? **Say:** The first letter of each word is in capitals.
3. Give pupils 2 minutes to solve the puzzle.
4. Check the answers with the whole class (Answers: 1-bored, 2-untidy, 3-brilliant, 4-messy, 5-fed-up, 6-wonderful)
5. Tell pupils that they are going to practise writing a semi-formal letter in the next three lessons.

Introduction to the New Material (10 minutes)

1. **Ask:** Whom do we write semi-formal letters to?
2. Have pupils raise their hand to guess. (Answer: people we know but are not close to. They may be older than us.)
3. **Ask:** How are they different from an informal letter?
4. Have pupils raise their hand to guess. (Answer: We need to write in a polite and respectful way.)
5. **Say:** Let's look at an example of a semi-formal letter.
6. Show the model on the board. Ask the following questions to help pupils understand the content. Ask them to raise their hand to answer:
 - Who is the letter to? (Answer: Mr Sesay, the headmaster of Favour's school.)
 - What has Favour been invited to? (Answer: An education competition in Makeni.)
 - What is the problem? (Answer: The competition starts before the end of term.)
 - What is the request? (Answer: for Favour to leave 3 days before the end of term.)

Guided Practice (10 minutes)

1. Ask pupils to copy the semi-formal letter model into their exercise books.
2. Invite six pupils to volunteer to come to the board and match the feature of the letter with the correct section in the letter on the board.

3. Ask the rest of the class to watch and decide the features have been marked correctly.
4. Ask pupils to write the features of semi-formal letters on the letter in their exercise books

Independent Practice (10 minutes)

1. Tell pupils they are going to think about the content and organisation of a semi-formal letter.
2. **Say:** I am going to read some statements. Write only the statement number when I read it and then write if it is true or false.
3. Read out the following statements:
 - a. You can also write your address in the top left hand corner.
 - b. You should always begin the letter *Dear Mr. or Mrs.*
 - c. The body of the letter should have several paragraphs.
 - d. You can use contractions in semi-formal letters.
 - e. You should always end your letter *Yours sincerely.*
4. Check the answers with the whole class (Answers: a-False: Only write your address in the top right hand corner. There is no need to write the receiver's address. b-False: You can also begin *Dear Lucy* if the relationship is closer. c-True. d-True. e-False: You can also end Yours Truly/Best regards/Warmest regards/Best wishes depending on the relationship. You only use Yours faithfully if you begin the letter Dear Sir/Madam)

Closing (1 minute)

1. **Ask:** Who are the people at school that you might write a semi-formal letter to? Let's make a list on the board.
2. Have pupils volunteer to answer.
3. Write pupils' suggestions on the board (Example answers: headmaster/headmistress, school secretary, teacher, school accountant, local education officer, examination officer)

MIXED UP SYNONYMS

1. oBred
2. tdynUi
3. nilBrlati
4. sysMe
5. Fde-pu
6. flnedWoru

SEMI-FORMAL LETTER

*PO Box 32,
Green Rd,
Magburaka*

18th October 2016

Dear Mr Sesay

Favour has been invited to Makeni to take part in a local education competition. Unfortunately the competition starts 3 days before the end of term.

I'm writing to ask if she could leave school before the end of term as this event is for all school pupils in the region. She would like to enter the essay writing competition and has a good chance of winning.




Please consider this request as it would make Favour very happy.

*Yours sincerely
Lucy Koroma*

SIX FEATURES OF A SEMI-FORMAL LETTER:

1. Your address
2. Date
3. Salutation
4. Subject of the letter
5. Body of the letter
6. Closing

Lesson Title: Writing a Semi-Formal Letter	Theme: Writing	
Lesson Number: L-08-033	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Develop the format of a semi-formal letter. 2. Discuss the difference between informal and semi-formal letters. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. 6 features of semi-formal at the end of the lesson 2. Two semi-formal letters at the end of the lesson plan. One has mistakes, one is correct 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the semi-formal letter with mistakes on the board. 2. Write the 6 features of a semi-formal letter on the board.
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Opening (3 minutes)

1. Point to the letter on the board and the 6 features of a semi-formal letter.
2. Point to each of the features and have a pupil volunteer to match it with the correct section in the letter.

Introduction to the New Material (10 minutes)

1. Tell pupils that they are going to read a semi-formal letter from a pupil to her teacher.
2. Point to the letter on the board. Tell them there are some mistakes in this letter.
3. **Say:** Read the letter and discuss. Remember to look at the organisation and language.
4. Ask pupils to work in pairs. Make sure pupils understand and are doing the task.
5. Give them 6 minutes.
6. Have pupils raise their hand and share the mistakes they found. (Answers: The date is in the wrong place; the sender's address is missing; the salutation should be Dear Mr/Mrs + surname; the first two sentences are informal and are not necessary; there are informal sentences and language in the main body of the letter; the main body of the letter should be divided into three paragraphs; the close should be Yours sincerely, Yours truly, etc.)

Guided Practice (7 minutes)

1. **Ask:** What are the differences in language between an informal and a semi-formal letter?
2. Have pupils raise their hand to share their ideas with the class.
3. Write 'The Language of Semi-formal Letters' at the top of the board.
4. **Say:** You should use polite English in a semi-formal letter and avoid slang and contractions.
5. Write the following examples on the blackboard:
 - 'I hope you are well' ...not 'hey how are you?'
 - 'I would like...' not 'I want...'
 - 'Could you please call me later?' not 'Call me later.'
 - 'I'm afraid you're mistaken' not 'You're mistaken.'
 - You can use contractions and phrasal verbs like 'I've' and 'get married'
6. Ask pupils to copy these examples into their exercise books

Independent Practice (10 minutes)

1. Ask pupils to work in pairs.
2. **Say:** Look at the semi-formal letter on the board. We discussed the mistakes in it. I want you to rewrite the letter in your exercise books and correct the mistakes. Work on your own.
3. Make sure pupils understand and are doing the task.

Closing (5 minutes)

1. When they finish, ask pupils to read each other's letters.
2. Check the answers with the whole class (Answer: See corrected letter at end of the lesson plan)

SIX FEATURES OF A SEMI-FORMAL LETTER

1. Your address
2. Date
3. Salutation
4. Subject of the letter
5. Body of the letter
6. Closing

SEMI-FORMAL LETTER WITH MISTAKES

20th October 2016.

Dear Sir or Madam,

I hope you're well. I'm fine though a little busy.

I have to submit my final project on December 20th but my brother's getting married at the same time. This is so bad. As you know I am a hard-working pupil and I've never missed a deadline before. I enjoy your subject very much and always look forward to your lessons. I am writing to ask if please, please can I hand in my project after Christmas. I would be very, very happy if you could do this and so would my mom. She'd cry if I can't go.

Lots of love

Claudetta

SEMI-FORMAL LETTER – CORRECT

244, Park Rd,
Kenema,
20th October 2016.

Dear Mrs Bangura,




I am writing to you because I have a special request. I have to submit my final project on December 20th but my brother is getting married at the same time.

As you know I am a hard-working pupil and I have never missed a deadline before. I enjoy your subject very much and always look forward to your lessons.

I am writing to ask if it would be possible to hand in my project after Christmas. I would be very grateful if this was possible and so would my family.

Yours sincerely
Claudetta Kamara

Lesson Title: Writing a Semi-Formal Letter	Theme: Writing	
Lesson Number: L-08-034	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to develop a paragraph in a semi-formal letter.</p>	 <p>Teaching Aids 1. Two semi-formal letters at the end of the lesson plan. One with mistakes and one corrected. 2. The beginning of a semi-formal letter at the end of the lesson plan</p>	 <p>Preparation 1. Write the semi-formal letter extract with punctuation mistakes on the board. 2. Write the beginning of a semi-formal letter on the board.</p>
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Opening (2 minutes)

1. **Ask:** Can you remember who you can write a semi-formal letter to?
2. Have pupils raise their hand to share their responses. Write pupils' suggestions on the board (Example answers: headmaster/headmistress, school secretary, teacher, school accountant, local education officer, examination officer)

Introduction to the New Material (12 minutes)

1. **Say:** We are going to focus on punctuation and paragraphs in a semi-formal letter and then write a short semi-informal letter.
2. **Ask:** Why is punctuation important? Raise your hand to answer. (Example answer: Bad punctuation can make it difficult for the reader to understand what you are writing. It also makes the writer look bad.)
3. Show pupils the semi-formal letter extract on the board. Tell them it is only part of a letter.
4. **Say:** Read the letter and decide what it is about. Raise your hand to answer. (Answer: a pupil and his/her friend want to join a class at a music school)
5. **Ask:** What is wrong with the letter? Raise your hand to answer. (Answer: punctuation marks missing: capital letters, commas, full stops and question marks, no paragraphs)
6. **Say:** Copy the letter into your exercise books but with the correct punctuation and paragraphs.
7. Give pupils time to do the task. Check they understand and are doing this.
8. Check the answers with the whole class (Answer: see correct example at the end of the lesson plan)

Guided Practice (6 minutes)

1. Show pupils the beginning of semi-formal letter on the board.
2. **Say:** This is letter that you are going to write.
3. **Ask:** What is the language like in semi-formal letters? Raise your hand to answer. (Answer: polite, not very informal language, can use contractions and phrasal verbs)
4. Ask pupils to copy the beginning of the letter into their exercise books.
5. **Say:** Here are some ideas for what you want to ask for in your letter:
 - Permission to leave school early/ to hand in work late
 - Request for information about a course/class
 - Request for admission to a course/class

6. Tell pupils to choose one of these topics

Independent Practice (12 minutes)

1. Tell pupils to write the beginning and two short paragraphs of their letter in their exercise books.
2. Make sure pupils understand and are doing the task.

Closing (3 minutes)

1. **Say:** Exchange your exercise book with your partner. Check the paragraph for grammar and spelling mistakes.

SEMI-FORMAL LETTER EXTRACT – PUNCTUATION MISTAKES

i am writing to you with regard to your brochure advertising your music school
first of all I would like to know whether the instruments used in your classes are provided by the
school or do the pupils need to buy them my friend and I are very interested in your courses but we
are beginners would we be suitable for the level of your instruction could you also please tell
me which lessons are given two evenings a week how long they are and if we should pay in advance

SEMI-FORMAL LETTER EXTRACT – CORRECT

I am writing to you with regard to your brochure advertising your music school.
First of all, I would like to know whether the instruments involved in your classes are provided by the
school or do the pupils need to buy them. My friend and I are very interested in your courses but we
are beginners. Would we be suitable for the level of your instruction?

Could you also please tell me which lessons are given two evenings a week, how long they are and if
we should pay in advance?




SEMI-FORMAL LETTER – BEGINNING AND ENDING

Your address,
The date

Dear Mr Berewa

Yours sincerely,

Lesson Title: Drama	Theme: Reading	
Lesson Number: L-08-035	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to interpret main ideas and characters from the selected text.</p>	 <p>Teaching Aids Dialogue and answer table at the end of the lesson plan</p>	 <p>Preparation 1. Write the dialogue on the board. 2. Write the questions on the board: a. Who are the characters and what are they talking about? b. What suggestions are made? c. What do Hassanatou and Amadu decide to do? d. What does Fatu decide to do?</p>
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Opening (8 minutes)

1. **Say:** You are going to read part of play about a group of friends. They are talking to each other.
2. Ask pupils to copy the dialogue into their exercise books.

Introduction to the New Material (10 minutes)

1. **Say:** Look at the questions on the board. Read them silently.
 - a. Who are the characters and what are they talking about?
 - b. What suggestions are made?
 - c. What do Hassanatou and Amadu decide to do?
 - d. What does Fatu decide to do?
2. **Say:** Now find the answers to the questions. Write the answers in your exercise books.
3. Check the answers with the whole class. (Answers: a. Amadu, Hassanatou and Fatu are talking about what to do - Fatu is bored; b. go to the new café in town or go to the park; c. go to the park; d. go home and sleep)

Guided Practice (5 minutes)

1. **Say:** We're going to look at the characters.
2. **Ask:** How many are there? (Answer: 3)
3. **Ask:** Who are they? (Answer: Hassanatou, Fatu and Amadu)
4. Write the table on the board.

Fatu	Amadu	Hassanatou

5. Ask pupils to read the dialogue again.
6. **Say:** While you read, think about what we know about the characters from what they say.

Independent Practice (10 minutes)

1. When pupils finish reading, ask them to work in pairs and complete the table with information about each character.
2. Check answers as a whole class. (Answers: See table at the end of the lesson plan)

Closing (2 minutes)

1. **Ask** pupils these questions:
Who is bored and boring? (Answer: Fatu)
Who is good at school? (Answer: Hassanatou)
Who do you think is the most sociable and likes to be with people? (Answer: Amadu)
Who do you think likes to be outdoors most? (Answer: Hassanatou)
Who would you like to be friends with? (Answer: Pupils own answers but probably Amadu or Hassanatou)




DIALOGUE

- Fatu: I'm bored.
- Amadu: You're always bored. You should find a hobby ... something that you're interested in, something you're passionate about.
- Fatu: I'm not interested in anything. I don't find anything exciting - it's all so dull.
- Amadu: How can you say that? The world is such a fascinating place. There's so much to see and do.
- Hassanatou: I know. Let's go to the park.
- Amadu: Good idea. Or we can go to that new café in town and meet up with our friends.
- Hassanatou: Let's go to the park. I love the park. I love the green and the fresh air. I love the feeling that you're in the countryside and you can breathe clean, unpolluted air.
- Fatu: The park's boring. There's absolutely nothing to do in the park.
- Amadu: What are you talking about? We can walk, watch the people go by, sit and chat about what's happening in the world.
- Hassanatou: Yes, and we can lie under the trees in the cool and the shade gazing at the clouds in the sky. Do you remember that poem we studied by William Wordsworth ... *I wandered lonely as a cloud, that floats on high ...*
- Amadu: I really enjoying studying poetry at school. I try and write poems sometimes but they aren't very good. I'm not very good at using those literary terms we studied... I don't really understand them. What are they again?
- Hassanatou: You mean metaphors or similes?
- Amadu: Yes, that's it. You're a genius ... I don't know how you manage to remember it all.
- Fatu: Poetry is boring too. I don't like poetry!
- Hassanatou: My mother always says bored people are boring! Come on, Amadu. Let's go to the park.
- Fatu: That's it. I'm going home to sleep! You go to the park if you want but count me out!

ANSWER TABLE

Fatu	Amadu	Hassanatou
easily bored; no interests; doesn't like poetry	finds the world very interesting (fascinating); likes meeting friends (sociable); likes poetry but finds it difficult	likes to be outside/ likes nature; likes poetry / is good at poetry/school; has a good memory

Lesson Title: Antonyms	Theme: Grammar	
Lesson Number: L-08-036	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and underline words opposite in meaning.</p>	 <p>Teaching Aids 1. Alphabet code and code numbers at the end of the lesson plan 2. Antonym conversations at the end of the lesson plan on the board 3. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the alphabet code and code numbers on the board 2. Write the conversations on the board</p>
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Opening (5 minutes)

1. **Say:** Look at the alphabet code on the board. You have to find 6 adjectives that you learnt last week. Find the words by using the code.
2. Check the answers as a class. (Answers: a. fed up b. brilliant c. wonderful d. bored)
3. **Say:** Let us match the synonyms. Raise your hand to answer. (Answers: fed up/bored, brilliant/wonderful)
4. Tell pupils that today they are doing to learn about antonyms or words that mean the opposite.

Introduction to the New Material (10 minutes)

1. Write the title Antonyms at the top of the board.
2. Write these adjectives on the left side of the board: horrible, stingy, tidy, young, interested.
3. **Ask:** Look at the adjectives. Raise your hand and give me an antonym for:
 - a. Old. (Answer: young)
 - b. Generous (Answer: stingy)
 - c. Nice (Answer: horrible)
 - d. Untidy (Answer: tidy)
 - e. Bored (Answer: interested)

Guided Practice (4 minutes)

1. Tell pupils they are going to listen to some short conversations. As they listen they should raise their hand to identify the missing adjectives in the gaps.
2. Read the first conversation on the board twice.
3. **Ask:** Can someone tell me the word that will come in the gap? Raise your hand.
4. If pupils are not able to answer, give a clue that the answer will be the opposite of 'fed up'. (Answer: interested)

Independent Practice (10 minutes)

1. Ask pupils to get into pairs.
2. **Say:** Now copy out the conversations, fill out the antonyms and underline them.
3. Give them 8 minutes to complete the rest of the conversations.

Closing (2 minute)

1. Have pupils correct their own work.
2. Ask pupils to raise their hand and share answers. Provide the correct answers if needed.
(Answers: a. interested b. horrible c. tidy d. mean e. modern.)

ALPHABET CODE

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26




CODE NUMBERS

1. 6 5 4 21 16
2. 2 18 9 12 12 9 1 14 20
3. 23 15 14 4 5 18 6 21 12
4. 2 15 18 5 4

ANTONYM CONVERSATIONS

- a. 'I'm fed up with this topic.'
'Why? I'm really _____.'
- b. 'That was a brilliant cartoon.'
'Oh no, I thought it was _____.'
- c. 'Their house is always so messy.'
'I know, but your house is so _____.'
- d. 'Musa doesn't earn much money but he's always very generous.'
'Not like his brother who's really _____.'
- e. 'Look at these old buildings!'
'Yes, it's strange. I thought the city would be more _____.'

Lesson Title: Antonyms (Continued)	Theme: Grammar	
Lesson Number: L-08-037	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and give words opposite in meaning to words in sentences.</p>	 <p>Teaching Aids 1. List of antonyms 2. Text at the end of the lesson plan</p>	 <p>Preparation 1. Write list of antonyms on the board. 2. Write the text at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. Tell pupils they are going to practise the antonyms they learnt in the lesson yesterday.
2. Ask pupils to raise their hand to point out the matching antonyms
3. If the answer is correct, draw a line connecting the two words. If incorrect, ask another pupil to try.

Introduction to the New Material (8 minutes)

1. **Say:** We're going to read a text about a school trip to Freetown.
2. **Say:** Write down 3 interesting places and things to see in your town or village. Work in pairs.
3. Make sure pupils understand and are doing the task.
4. Ask a few pupils to share their ideas with the rest of the class.

Guided Practice (10 minutes)

1. Tell pupils to read the text on the board silently to themselves.
2. As pupils read, clean the board.
3. **Ask:** How many of the places you mentioned are in the text? Raise your hand. (Answer: 3 - Freetown, Tacugama Chimpanzee Sanctuary, National Museum.)
4. Ask pupils to copy the text into their exercise books.

Independent Practice (10 minutes)

1. **Say:** Let's find adjectives in the text.
2. Ask pupils work in pairs to underline the adjectives in the text in their exercise books (Answers: brilliant, wonderful, interested, old, bored)
3. After 6 minutes, ask pupils to match the antonyms in the text individually.

Closing (3 minute)

1. Ask pupils to raise their hand to share their answers.
2. Write the correct answers on the board and have pupils correct their own work.




ANTONYM LIST

interested	horrible	tidy	mean	modern
bored	brilliant	messy	generous	old

TEXT: SCHOOL TRIP

I want to tell you about my brilliant school trip to Freetown last year. We did so many wonderful things! We all wanted to go to the Tacugama Chimpanzee Sanctuary so we went there on our first morning. We were all interested to see the chimps and loved watching their games. Then in the afternoon it was time for some culture and a chance to understand something about the old way of life in our country. We visited the National Museum and I really enjoyed it, though some of my friends were bored. Oh well, you can't keep everyone happy all of the time!

Lesson Title: Revise Synonyms and Antonyms	Theme: Grammar	
Lesson Number: L-08-038	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify words nearest in meaning to words in context. 2. Identify and give words opposite in meanings in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. True/False statements at the end of the lesson plan 2. 'Dear Diary' text at the end of the lesson plan 3. Diary outline at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the True/False statements at the end of the lesson plan on the board. 2. Write the 'Dear Diary' text at the end of the lesson plan, on the board.
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Opening (3 minutes)

1. **Ask:** What is a synonym? Can you give an example? Raise your hand.
2. Have pupils raise their hand to answer. (Example answer: Words that mean the same thing. E.g. messy-untidy.)
3. **Ask:** What is an antonym? Can you give an example? Raise your hand.
4. Have pupils raise their hand to answer. (Example answer: Words that mean the opposite things. E.g. tidy-untidy.)
5. Tell pupils that they will practise synonyms and antonyms again today.

Introduction to the New Material (10 minutes)

1. **Say:** You are going to listen to Lucy's diary. Lucy describes her day and writes about the things she did and the feelings she had.
2. **Say:** Before you listen, read the statements on the board.
3. **Say:** As you listen, decide if the statements are true or false.
4. Read out the statements on the board.
5. Read out the 'Dear Diary' text on the board.
6. Ask pupils to listen.
7. Ask them to raise their hand to answer whether the statements are true or false. (Answers: a. true; b. true; c. false, d. true)
8. Read the text again.

Guided Practice (10 minutes)

1. **Say:** Read the text again to yourself. There are 14 adjectives. See if you can find them and write them all down in your exercise books.
2. Give pupils 8 minutes to read the diary and write the adjectives.
3. Invite pupils to raise their hand and say the adjectives. Underline the adjectives as they say them. (Answers: Wet, cold, hot, dry, brilliant, wonderful, loudly, messy, quietly, tidy, quickly, fast, big, large)

Independent Practice (10 minutes)

1. **Ask:** Who can remember what 'synonyms' are? (Answer: words which are similar in meaning)
2. **Say:** Work in pairs to identify all the synonyms. Write them in your exercise books. You have 3 minutes.
3. Ask pupils to raise their hand to share their answers. (Answers: brilliant/wonderful; quickly/fast; big/large)
4. **Ask:** Who can remember what 'antonyms' are? (Answer: words which are opposite in meaning)
5. **Say:** Work in pairs to identify all the antonyms. Write them in your exercise books. You have 3 minutes.
6. Ask pupils to raise their hand to share their answers. (Answers: wet/dry; hot/cold; loudly/quietly; messy/tidy)

Closing (2 minutes)

1. **Say:** There are two more antonyms in this paragraph but they are verbs, not adjectives. Can someone find them?
2. Give pupils 1 minute to think and find the answer.
3. Ask pupils if anyone found the answer. They can raise their hand to share, if they did. If not, give them the answer. (Answer: started/ended)

TRUE/FALSE STATEMENTS




- a. Lucy was feeling cold because she got wet in the rain.
- b. Lucy got a towel to dry herself.
- c. In the history lesson, Lucy learned about the history of America.
- d. Lucy got a bicycle as a gift from her aunt.

TEXT: DEAR DIARY

October 19th 2016

Goodness, what a day! It started with me getting wet in the rain on the way to school. I was feeling so cold! As soon as I reached school, I was so thankful that my teacher gave me some hot water to drink then gave me a towel to dry myself. The first lesson was 'History' and our teacher Mrs. Dumbuya was brilliant! I learned so much about the wonderful history of Sierra Leone. Mrs. Pemagbi was in a bad mood - she said that were talking too loudly and that our classroom was too messy. We got so scared! We worked quietly to make our classroom tidy. I cleaned the board so quickly, that Mrs. Pemagbi praised me for doing it so fast. The day ended with the big surprise! When I reached home I saw a large box with a gift from my favourite aunt. It was a bicycle!

Lesson Title: Drama	Theme: Reading	
Lesson Number: L-08-039	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to interpret main ideas and characters from the selected text.</p>		<p>Teaching Aids Text at the end of the lesson plan</p>		<p>Preparation Write the text at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

- Ask:** Do you know or remember any of the plays by William Shakespeare? Raise your hand. (Example answers: Romeo and Juliet, Macbeth, The Taming of the Shrew, Othello, Hamlet.)
- Say:** Today we are going to read a summary of another of Shakespeare's plays called *The Merchant of Venice*. We are going to study the main events and characters.
- Ask pupils if they know what a 'merchant' is. (Answer: a trader, a buyer and seller of things)

Introduction to the New Material (8 minutes)

- Remind pupils of 'tragedy' and 'comedy'.
- Ask:** Which has a good and happy ending? (Answer: comedy)
- Ask:** Which has a sad or bad ending? (Answer: tragedy)
- Say:** *The Merchant of Venice* is a comedy. Before we read, let's look at some important words to help you understand better.
- Write these words on the board: lend, clever, invest, bargain, flesh, disguise, defeated.
- Read out the following sentences. Ask pupils to raise their hand to pick the correct answer from the list on the board.
 - Another word for intelligent is _____. (Answer: clever)
 - To _____ is to put money into something (e.g. a house or a business) (Answer: invest)
 - _____ is fat and muscle between our skin and bones. (Answer: flesh)
 - To _____ yourself is to change yourself so people don't know who you are. (Answer: lend)
 - To _____ is to give something to someone if they return it. (Answer: bargain)
 - To be _____ is to lose. (Answer: defeated)

Guided Practice (10 minutes)

- Ask pupils to read the text on the board silently to themselves.
- Ask pupils read, write these questions on the board:
 - Why does Bassanio ask Antonio to lend him some money?
 - Why doesn't Antonio have any money?
 - Who does he ask for money and what will he happen if he doesn't return the money?
 - Why can't Antonio return the money after three months?
 - What is the problem with Shylock and Antonio's contract?
- Ask:** Is *The Merchant of Venice* a tragedy or comedy? (Answer: a comedy - it has a happy ending)

Independent Practice (10 minutes)

1. **Ask:** Who are the characters in the story? (Answer: Bassanio, Antonio, Portia, Shylock)
2. Ask pupils to write the names as headings in their exercise books.
3. **Say:** Work in pairs. Write what you know about each character under the headings.
4. Check pupils' answers and write them on the board.

(Answers: **Bassanio**-Antonio's friend, wants to marry Portia, a good friend, marries Portia at the end; **Antonio**-Bassanio's friend, a good friend, a merchant, has ships, loses his ships, finds his ships again **Portia**-young, very clever, rich, wants to marry Bassanio, marries Bassanio in the end; **Shylock**-a money-lender, mean, defeated by Portia)

Closing (5 minutes)

1. Point to the questions on the board and discuss as many as time permits:
 - a. Why does Bassanio ask Antonio to lend him some money? (Answer: because he wanted to marry Portia)
 - b. Why doesn't Antonio have any money? (Answer: He has invested his money in his ships/business)
 - c. Who does he ask for money and what will he happen if he doesn't return the money? (Answer: a money-lender, Shylock; he will give Shylock a pound of his flesh)
 - d. Why can't Antonio return the money after three months? (Answer: He has lost his ships at sea)
 - e. What is the problem with Shylock and Antonio's contract? (Answer: Shylock can have Antonio's flesh but not his blood)




TEXT: THE MERCHANT OF VENICE BY WILLIAM SHAKESPEARE

In Venice, Bassanio, asks his friend to lend him money. He wants to marry Portia who is a clever, rich, young woman. Antonio wants to help his friend but he is a merchant. All his money is invested in his ships. So he borrows the money from a money-lender called Shylock. Antonio said bad things about Shylock in the past so Shylock hates him and makes a terrible bargain. Antonio must return the money in three months. If he doesn't, Shylock can have a pound of Antonio's flesh.

Three months later, Bassanio is about to marry Portia but Antonio has problems. His ships are lost at sea so he cannot pay back the money. Shylock demands his pound of flesh. Bassanio goes back to Venice to help his friend and Portia follows him. She disguises herself as a lawyer and defends Antonio. She agrees that the contract says Shylock can have a pound of Antonio's flesh, but he cannot take a drop of his blood. This was not agreed. You cannot cut flesh without spilling blood. So Shylock is defeated.

Bassanio and Portia plan their wedding and Antonio also has good news. His ships have arrived safely at the port.

Lesson Title: Drama (Continued)	Theme: Reading	
Lesson Number: L-08-040	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to interpret the main ideas from the selected text.</p>		<p>Teaching Aids Text and comprehension questions/answers at end of the lesson plan</p>		<p>Preparation Write the text at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Do you remember the Shakespearean play *The Merchant of Venice* that we studied yesterday?
2. **Ask:** Did you like the plot (story)? Why? Why not? Have pupils raise their hand and answer.
3. **Say:** Today we will study it a bit more.

Introduction to the New Material (8 minutes)

1. **Ask:** Who are the main characters in the play? Have pupils raise their hand and answer.
(Answers: Bassiano, Antonio, Portia and Shylock)
2. Write the characters' names on the board.
3. Tell pupils to work in pairs for 2 minutes and discuss what they remember about the characters.
4. When they finish ask pupils to volunteer to tell you some adjectives to describe the characters.
(Example answers: Bassiano-may be poor, young; Portia-clever, rich, young, intelligent; Antonio-kind; Shylock-mean)
5. Write the word 'The plot' on the board. Explain that 'plot' means 'story'.

Guided Practice (10 minutes)

1. Ask pupils to read the text silently to themselves.
2. Read out the text to all the pupils.
3. Ask the following comprehension questions from the previous lesson. Have pupils raise their hand to answer:
 - a. Why does Bassanio ask Antonio to lend him some money?
 - b. Why doesn't Antonio have any money?
 - c. Who does he ask for money and what will he happen if he doesn't return the money?
 - d. Why can't Antonio return the money after three months?
 - e. What is the problem with Shylock and Antonio's contract?

(Answers: a-because he wanted to marry Portia; b-He has invested his money in his ships/business; c-a money-lender, Shylock; he will give Shylock a pound of his flesh; d-He has lost his ships at sea; e-Shylock can have Antonio's flesh but not his blood.)

4. Ask pupils to work in groups and summarise both the plot and the characters without looking at the notes. Write these words to help them: friend, lend, invest, money-lender, bargain, ships, disguise, flesh, contract, blood, marriage.

5. When they finish, invite one or two groups to summarise the plot and another group to summarise the characters.
6. Ask them to summarise *The Merchant of Venice* using their own words.

Independent Practice (10 minutes)

1. **Say:** Get into pairs. First one person will talk about all the characters in the story. Then the other person will retell the story in their own words. You can use your notes to help you.
2. Walk around listening to pupils talk. Help them where needed.

Closing (5 minutes)

1. Have one pupil volunteer to retell the story in their own words.
2. Ask the following comprehension questions and have pupils raise their hand to answer:
 - a. Who according to you is the hero of the story? Why?
 - b. Why did Shylock hate Antonio? Do you think it was okay for Shylock to hate Antonio?

TEXT: MERCHANT OF VENICE BY WILLIAM SHAKESPEARE

In Venice, Bassanio, asks his friend to lend him money. He wants to marry Portia who is a clever, rich, young woman. Antonio wants to help his friend but he is a merchant. All his money is invested in his ships. So he borrows the money from a money-lender called Shylock. Antonio said bad things about Shylock in the past so Shylock hates him and makes a terrible bargain. Antonio must return the money in three months. If he doesn't, Shylock can have a pound of Antonio's flesh.

Three months later, Bassanio is about to marry Portia but Antonio has problems. His ships are lost at sea so he cannot pay back the money. Shylock demands his pound of flesh. Bassanio goes back to Venice to help his friend and Portia follows him. She disguises herself as a lawyer and defends Antonio. She agrees that the contract says Shylock can have a pound of Antonio's flesh, but he cannot take a drop of his blood. This was not agreed. You cannot cut flesh without spilling blood. So Shylock is defeated.




Bassanio and Portia plan their wedding and Antonio also has good news. His ships have arrived safely at the port.

COMPREHENSION QUESTIONS AND ANSWERS FROM LESSON 039

- a. Why does Bassanio ask Antonio to lend him some money?
- b. Why doesn't Antonio have any money?
- c. Who does he ask for money and what will he happen if he doesn't return the money?
- d. Why can't Antonio return the money after three months?
- e. What is the problem with Shylock and Antonio's contract?

(Answers: a-because he wanted to marry Portia; b-He has invested his money in his ships/business;
c-a money-lender, Shylock; he will give Shylock a pound of his flesh; d-He has lost his ships at sea; e-
Shylock can have Antonio's flesh but not his blood.)

Lesson Title: Possessive Pronouns	Theme: Grammar	
Lesson Number: L-08-041	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and use possessive pronouns that come before nouns in sentences.</p>	 <p>Teaching Aids 1. A large bag 2. Gapped sentences at the end of the lesson plan 3. Practice sentences at the end of the lesson plan</p>	 <p>Preparation Write the gapped sentences and the practice sentences at the end of the lesson plan on the board.</p>
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Opening (5 minutes)

1. Hold up a bag. Put something in it (like a pen, book etc.)
2. Ask pupils to volunteer to put something they have (a pen, a book, a comb, etc.) in the bag.
3. **Say:** First hold up your object to show the class. Then put it in the bag.
4. Tell pupils that today they are going to learn about possessive pronouns. These are words like mine, yours, his, hers, its, ours, theirs. They tell us that something belongs to someone.

Introduction to the New Material (10 minutes)

1. Take out your object from the bag
2. **Ask:** Is this yours? **Say:** No, it is mine.
3. Write 'yours' and 'mine' on the board.
4. Take out something that belongs to a girl.
5. **Say:** This is (pupil's name)'s. Is it mine? No, it is hers.
6. Take out something that belongs to a boy.
7. **Say:** This is (pupil's name)'s. Is it mine? No, it is his.
8. Write 'his' and 'hers' on the board.
9. Take out 2-3 objects from the bag.
10. **Say:** I think these things belong to pupils in JSS1. Are these things theirs? No, they are ours.
11. Write 'theirs' and 'ours' on the board.
12. **Ask:** Why do we use these words? (Answer: to show that something belongs to someone)
13. Point to the gapped sentences (at the end of the lesson plan) on the board. **Say:** Complete the sentences with the words from the table. When they finish, ask pupils to check their answers in pairs. Check the answers as a whole class (Answers: 1-my; 2-your; 3-his; 4-her; 5-our; 6-their)

Guided Practice (10 minutes)

1. Draw this table on the board:

I	
you	
he	
she	

we	
they	

- Let us revise. Raise your hand to answer.
- Ask:** When I own something, we say it is....? (Answer: mine)
- Ask:** When I you something, we say it is....? (Answer: yours)
- Ask:** When he owns something, we say it is....? (Answer: his)
- Ask:** When she owns something, we say it is....? (Answer: hers)
- Ask:** When we own something, we say it is....? (Answer: ours)
- Ask:** When they own something, we say it is....? (Answer: theirs)
- Write these answers in the corresponding section in the table:

I	Mine
you	Yours
he	His
she	Hers
we	Ours
they	Theirs

Independent Practice (10 minutes)

- Say:** You're going to practise using possessive pronouns by choosing the correct word to finish the sentences.
- Point to the practice sentences on the board. Ask pupils to choose the correct word in each sentence.
- When pupils finish, check the answers with the whole class. (a. mine, b. yours, c. his, d. hers, e. ours, f. theirs.)




Closing (1 minute)

- Tell pupils to make any corrections in their work, if needed.

GAPPED SENTENCES

- | | |
|---|---|
| a. I've got a new bicycle. It is _____. | f. They've got a big house. It's _____. |
| b. You've got a brother. He is _____. | |
| c. He's got a cat. It is _____. | |
| d. She's got a library book. That is _____. | |
| e. We've got new desks. These are _____. | |

Lesson Title: Possessive Pronouns	Theme: Grammar	
Lesson Number: L-08-042	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify and use possessive pronouns that stand alone in sentences.</p>	 <p>Teaching Aids 1. Objects: pen, book, hat/cap, bag 2. Chant at the end of the lesson plan</p>	 <p>Preparation 1. Write the chant at the end of the lesson plan on the board. 2. Write the practice sentences on the board.</p>
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Opening (5 minutes)

1. Write 'A C D' at the top of the board.
2. Ask the pupils to write down all the things in the classroom beginning with the letters on the board (A, C, D). Give pupils three minutes.
3. When they finish, ask pupils to raise their hand and share their words.
4. **Say:** Today we will practise the possessive pronouns we learned in the last lesson

Introduction to the New Material (5 minutes)

1. Hold up a book. **Ask:** Whose book is this? **Say:** It's my book.
2. **Say:** We can say 'It's my book.' We can also say 'It's mine.'
3. Tell pupils that when we say 'mine', we don't need to use a noun afterwards.
4. Hold up a female pupil's book.
5. **Ask:** Whose book is this? **Say:** It's her book. It's hers. It's Anna's (book).
6. Hold up a male pupil's book.
7. **Ask:** Whose book is this? **Say:** It's his book. It's his.
8. Look around the classroom. **Ask:** Whose class is this? **Say:** It's our class. It's ours.

Guided Practice (12 minutes)

1. Write the table on the board. Ask pupils to copy the table in their exercise books.

It is...	It is..
my book	Mine
your pen	Yours
his apple	His
her pencil	Hers
our table	Ours
their dinner	Theirs

2. **Say:** Now we are going to practise a chant. A chant is like a song but it doesn't have music.
3. Point to the chant on the board. Read the chant.

Independent Practice (12 minutes)

1. Write these words on the board: my, mine, your, yours, his, hers, its, our, ours, their, theirs.

2. Point to the practice sentences on the board and ask pupils to work in pairs to fill in the blanks. Tell them to use the words listed on the board.
3. When they finish, invite different pupils to read their answers to the class. (Answers: a-my; mine, b-our, ours; c-his, d-hers, e-mine, f-theirs)

Closing (1 minutes)

1. Tell pupils to make any corrections, if needed.

CHANT

Teacher: Whose book is this?

Pupil 1: It's mine, it's mine!

Teacher: Whose pen is this?

Class: It's hers, it's hers!

Teacher: Whose hat is this?

Class: It's his, it's his!

Teacher: Whose bag is this?

Class: It's yours, it's yours!




Teacher: Whose room is this?

Class: It's ours, it's ours!

PRACTICE SENTENCES

- a. Whose is this bicycle? It's _____ bicycle. It's _____.
- b. Whose is this computer? It's _____ computer. It's _____.
- c. Whose is this dictionary? It's John's. It's _____.
- d. Whose is this text book? It's my sister's. It's _____.
- e. Whose are these shoes? They're my shoes. They're _____.
- f. Whose are these bags? They're John and Anna's. They're _____.

Lesson Title: Essay Composition	Theme: Writing	
Lesson Number: L-08-043	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to identify different types of composition.</p>		<p>Teaching Aids 1. Types of composition table at the end of the lesson plan on 2. Listening task at the end of the lesson plan</p>		<p>Preparation Write the types of composition table at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Who can give me another word for a piece of writing? (Answer: composition)
2. Write the word 'composition' along the top of the board like this:
3. **Say:** Today we will learn about the different types of writing or compositions.

Introduction to the New Material (10 minutes)

1. **Say:** In pairs write down five things that you have written this month.
2. Invite pupils to give you some answers. (Example answers: letters, stories/narratives, factual descriptions, speeches, reports of class discussions, a science experiment, a text message, an email, a shopping list)
3. **Say:** All these compositions are different. They have different styles of language. Some are about facts and some are from your imagination.
4. Write 'Types of Composition' at the top of the board. Under this heading write- a letter, a story, a factual description, a speech, a report of a class discussion, a science experiment, a text message, a film review.
5. Tell pupils to copy the types of compositions into their exercise books.

Guided Practice (10 minutes)

1. **Say:** Listen to the beginning of these compositions. Look at the list of types of compositions on the board for help and write the type you think it is, in your exercise books.
2. Read the listening task two or three times.
3. Check the answers as a whole class. (Answers: a. story, b. class report, c. letter, d. factual, description)

Independent Practice (10 minutes)

1. Point to the types of composition table on the board.
2. **Say:** Copy the table into your exercise books. Write the type of composition in the spaces on the left next to the number. Choose from: a letter, a story, a factual description, a speech, a report of a class discussion, a science experiment, a text message.
3. Ask pupils to check their answers in pairs.
4. Check the answers as a whole class (Answers: a. letter, b. story, c. science experiment, d. text message, e. speech, f. class report, g. film review)

Closing (3 minutes)

1. **Ask:** Which composition do you enjoy writing the most? Which composition do you find the easiest? Which do you find the most difficult?
2. Have pupils raise their hand to share their opinions.




TABLE: TYPES OF COMPOSITION

Types of composition	Content
1. _____	Dear.... Yours Sincerely/Faithfully
2. _____	Once there was a beautiful princess who lived in a big castle.
3. _____	We put the copper oxide into the test tube and heated it up
4. _____	What a gd idea! Will miss U 4 3 mnths. Hope 2CU then.
5. _____	Welcome everyone. I have come to talk to you about the problems we face...
6. _____	In our class we found that 32 pupils walked to school. 1 pupil came in a car and 7 pupils rode a bike.
7. _____	The latest Iron Man 3 has everything you need in an action film. Fireballs, bad guys ...

LISTENING TASK

1. A long time ago there was a small village in the middle of the forest...
2. First our teacher asked us if we had any pets at home. Some pupils said that they had a cat...
3. Dear Sir or Madam. I am writing to ask about the course that you are offering in Freetown...
4. My English course book is written by PA Ogundipe and PS Tregidgo. It was published in...

Lesson Title: Composition – Descriptive Writing	Theme: Writing	
Lesson Number: L-08-044	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to develop a descriptive composition orally.</p>	 <p>Teaching Aids 1. Word for types of compositions with missing letters at the end of the lesson plan 2. Key questions for planning a descriptive composition at the end of the lesson plan</p>	 <p>Preparation 1. Write the words for different types of compositions (with missing letters) on the board (see end of the lesson plan). 2. Write the key questions on the board (at the end of the lesson plan).</p>
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Opening (5 minutes)

1. Point to the words for different types of composition (with missing letters) on the board.
2. Tell pupils that they are all types of compositions.
3. Ask pupils to work in pairs to solve the puzzles and identify the types of compositions. Give them 3 minutes.
4. Share the answers and have pupils correct their own work. (See answers at the end of the lesson plan next to the words.)

Introduction to the New Material (9 minutes)

1. Write 'Planning a Composition' on the board.
2. **Say:** Today we're going to think about how we plan a descriptive composition.
3. **Ask:** What are the three main parts of a descriptive composition?
4. Write on the board:
 - Introduction - introduce the subject to get your reader's attention
 - Main body - describe important aspects of the topic using adjectives and adverbs to make it interesting
 - Conclusion – finish with your thoughts on the subject
5. Tell pupils to copy this outline in their exercise books.

Guided Practice (10 minutes)

1. Tell pupils that they are now going to add some details to this basic outline.
2. **Say:** We can use some key questions to help us with our planning.
3. Point to the questions (see end of the lesson plan) on the board. **Say:** These questions are in the wrong order.
4. **Ask:** Can you put them in the correct order?
5. Ask pupils to work in pairs to put them in the correct order.
6. When pupils finish, check the answers with the whole class. (Answers: a. What are the details of my topic? b. What shall I write in the introduction? c. What is interesting about the topic for my reader? d. How shall I finish my composition?)

Independent Practice (10 minutes)

1. **Say:** The topic of our descriptive composition is 'I Made it Myself'. Let's plan what we would write in this composition.
2. **Say:** Let's discuss these questions one by one. Work in pairs. Discuss the first question with your partner. Think about something you have made either in school (in handicraft lessons) or at home.
3. When pupils finish, ask one or two pupils to volunteer to tell the class what they made.
4. **Say:** Discuss the second question with your partner. How will you get your reader's attention?
5. When pupils finish, ask one or two pupils to volunteer to tell the class what they would write.
6. **Say:** Discuss the third question with your partner. What important aspects of the thing you made will you include?
7. When pupils finish, ask one or two pupils to volunteer to tell the class what they would write.
8. **Say:** Discuss the fourth question with your partner. What are your final thoughts on the thing you made? Was it successful? Did you enjoy making it? Would you make it again?
9. When pupils finish, ask one or two pupils to volunteer to tell the class what they would write.

Closing (1 minute)

1. **Ask:** What advice would you give to pupils who are writing a descriptive composition for the first time?
2. Have pupils raise their hand to answer.




WORDS FOR TYPES OF COMPOSITIONS – MISSING LETTERS

1. r__o__t (Answer: report)
2. _e__t__r (Answer: letter)
3. __o__y (Answer: story)
4. _a__t__a__d__c_____i o n (Answer: factual description)

KEY QUESTIONS FOR PLANNING A DESCRIPTIVE COMPOSITION

1. What is interesting about the topic for my reader?
2. What are the details of my topic?
3. How shall I finish my composition?
4. What shall I write in the introduction?

Lesson Title: Revision of Possessive Pronouns	Theme: Grammar	
Lesson Number: L-08-045	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to revise possessive adjectives before nouns and possessive pronouns that stand alone.</p>	 <p>Teaching Aids 1. Word puzzle at the end of the lesson plan 2. Dialogue at the end of the lesson plan</p>	 <p>Preparation 1. Write the word puzzle at the end of the lesson plan on the board. 2. Write the dialogue at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. Tell pupils that they are going to revise possessive pronouns and possessive adjectives.
2. Ask pupils if they can remember any possessive pronouns or possessive adjectives. Write their answers on the board. (Answers: my, your, his, her, its, our, their, mine, yours, his, hers, ours, theirs)
3. Point to the word puzzle on the board (see end of lesson plan).
4. Ask pupils to find seven of these words in the puzzle.
5. Check answers as a class. (Answers: your, my, yours, ours, her, his, mine)

Introduction to the New Material (10 minutes)

1. **Ask:** Have you ever taken something from someone by mistake? What happened? Have pupils raise their hand to answer.
2. **Say:** We are going to read a dialogue about someone who took something by mistake.
3. Point to the dialogue on the board (see end of lesson plan).
4. Read the dialogue slowly, clearly and with expression. Try to use different voices for the different characters.
5. Ask pupils to copy the dialogue into their exercise books.
6. Divide the class into four groups and give each group a name: Victor, Nouhou, Mrs. Fadika and Omar.
7. Read the dialogue line by line asking each group (Victor, Nouhou, Mrs. Fadika or Omar) to repeat the line after you.
8. Read the dialogue again, but have the groups read a different part.

Guided Practice (10 minutes)

1. **Say:** We are going to revise possessive pronouns and possessive adjectives.
2. **Say:** Remember possessive adjectives go before a noun. For example 'his book' or 'my bag'. They describe who owns something. Possessive pronouns that go after a noun can stand alone like 'mine' or 'yours'. They replace the noun. Instead of saying, 'The car is Julian's' we say, 'The car is his'.
3. Write the complete list of possessive adjectives and possessive pronouns on the board. Ask pupils to copy the list into their exercise books. (Answers: Possessive adjectives before nouns – your, his, her, its, our, their; Possessive pronouns that stand alone – mine, yours, his, hers, its, ours, theirs)

4. Ask pupils to look at the dialogue again.
5. **Say:** I want you to underline the possessive adjectives and possessive pronouns in the dialogue.
6. Give pupils time to underline the words.
7. Check answers as a class. (Answers: mine, mine, his, mine, my, yours, your, mine, my)
8. Write these headings on the board:

Possessive adjectives before nouns

Possessive pronouns that stand alone

9. Ask pupils to work in pairs. **Say:** With your partner, look at the dialogue and write the possessive adjectives and possessive pronouns under the correct heading.
10. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
11. Check the answers as a class. (Answers: Possessive adjectives before nouns – my, your, his; Possessive pronouns that stand alone – mine, yours)

Independent Practice (10 minutes)

1. Ask pupils to work in pairs. **Say:** Practise the dialogue once with your partner. Each of you will read two roles.
2. Give pupils time to practise the dialogue.
3. **Say:** Now I want you to change the dialogue. Instead of 'pen', say 'books'. Do not say 'brother's,' say 'sister's'. You will have to change the adjectives and pronouns to match the new nouns.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. Once pupils have finished writing the new dialogue, check answers as a class. (Answers: see end of lesson plan)
6. Invite 4 pupils to come to the front of the room and role play the dialogue.
7. Repeat with other pupils.

Closing (1 minute)

1. **Ask:** When do we use possessive adjective? (Answer: to describe who owns something)
2. **Ask:** When do we use possessive pronouns? (Answer: to replace a noun)

[WORD PUZZLE]

y	o	u	r	z	a
o	u	n	t	m	y
u	r	h	h	i	o
r	s	e	i	n	x
s	b	r	s	e	y

[DIALOGUE]




Victor: Give it to me. It's mine!
 Nouhou: No it's not. It's mine!

Mrs. Fadika: Boys! What's the problem?
Victor: He says it's his pen but it's mine.
Nouhou: No I didn't. It's my brother's and I borrowed it. But it's definitely not yours!
Mrs. Fadika: Oh dear. Which class is your brother in Nouhou?
Nouhou: Class 10. You can ask him to come and explain.
5 minutes later....
Mrs. Fadika: Omar, did you lend Nouhou this pen?
Omar: Yes, it's mine. But I've got two so Victor can have this one.
Victor: Thanks Omar but it's fine. I've got the same pen and I found it in my bag...

[ANSWERS]

Victor: Give them to me. They're mine!
Nouhou: No they're not. They're mine!
Mrs. Fadika: Boys! What's the problem?
Victor: He says they're his books but they're mine.
Nouhou: No I didn't. They're my sister's and I borrowed them. But they're definitely not yours!
Mrs. Fadika: Oh dear. Which class is your sister in Nouhou?
Nouhou: Class 10. You can ask him to come and explain.
5 minutes later....
Mrs. Fadika: Sister, did you lend Nouhou these books?
Sister: Yes, they're mine. But I've got more so Victor can have these ones.
Victor: Thanks sister but it's fine. I've got the same books and I found them in my bag...

Lesson Title: Adjectives	Theme: Grammar	
Lesson Number: L-08-046	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use proper adjectives in sentences.</p>	 <p>Teaching Aids 1. Country and nationality table at the end of the lesson plan 2. Nationalities at the end of the lesson plan</p>	 <p>Preparation 1. Write the country and nationality table on the board. 2. Write the nationalities on the board. 3. Write the practice sentences at the end on the board.</p>
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Opening (3 minutes)

1. **Ask:** Where do you come from? (Answer: Sierra Leone)
2. Ask pupils to work in pairs. Tell them they have one minute to think of as many countries as they can.
3. When pupils finish, ask them which countries they thought of and write some of them on the board.

Introduction to the New Material (10 minutes)

1. **Say:** Sierra Leone is the name of our country. We can say 'I am from Sierra Leone' or 'I'm Sierra Leonean'. Sierra Leonean is our nationality.
2. **Ask:** What's your nationality?
3. Invite different pupils to answer 'I'm Sierra Leonean.'
4. **Say:** Sierra Leone is a proper noun - the name of a specific country. Sierra Leonean is a proper adjective - a proper adjective tells us where something or someone is from.
5. **Ask:** What do proper nouns and adjectives have at the beginning? (Answer: a capital letter)

Guided Practice (10 minutes)

1. Show pupils the country and nationality table on the board. Show pupils the list of nationalities under the table.
2. Ask pupils to copy the table into their exercise books.
3. Tell pupils to work in pairs.
4. **Say:** Match the country with the nationality and write it on the table.
5. Check the answers with the whole class and have them correct their own work. (Answers: Sierra Leone/Sierra Leonean, Ghana/ Ghanaian, Zimbabwe/Zimbabwean, Australia/Australian, Spain/Spanish, Britain/British, France/ French, Democratic Republic of Congo /Congolese, China/Chinese)
6. **Say:** Proper adjectives often end in -an or -ian. Many also end in -ese, -i, -ch, -sh.

Independent Practice (10 minutes)

1. Point to the sentences on the board.
2. Ask pupils to complete the sentences individually in their exercise books.
3. When pupils finish, have them raise their hand to share their answers.

4. Write the answers on the board and ask pupils to check them. (Answer: a-Chinese; b-British; c-Congolese; d-Bangladeshi; e-Ghanaian)

Closing (2 minutes)

1. Ask pupils to make corrections to their work, if needed.

COUNTRIES AND NATIONALITIES

Country	Nationality
Sierra Leone	
Ghana	
Zimbabwe	
Australia	
Spain	
Britain	
France	
Democratic Republic of Congo (DRC)	
China	
Bangladesh	




NATIONALITIES

Sierra Leonean Ghanaian Zimbabwean Australian Spanish British
 French Congolese Chinese Bangladeshi

PRACTICE SENTENCES

- a. These shoes are made in China. They are _____.
- b. My bag is from Britain. It's _____.
- c. President Kabila is from the Democratic Republic of Congo. He's _____.
- d. They are from Bangladesh. They're _____.
- e. This shirt was made in Ghana. It's _____.

Lesson Title: Adjectives	Theme: Grammar	
Lesson Number: L-08-047	Class/Level: JSS2	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to identify and compare positive and comparative adjectives in sentences.		Teaching Aids None		Preparation None
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Opening (3 minutes)

1. **Ask:** Can you name some animals?
2. Ask pupils to say the names out loud.
3. Write a list on the board. (Example answers: dog, tiger, horse, pig, elephant, snake, monkey). Make sure you have at least 5 animal names on the board.
4. Tell pupils that today they will be learning about how to use adjectives to compare two things

Introduction to the New Material (12 minutes)

1. Ask pupils to look at the animals on the board. **Say:** Think of adjectives to describe these animals.
2. Write pupils' suggestions on the board. (Example answers: big, small, beautiful, funny, black, brown, grey, interesting, frightening, intelligent, fierce, dangerous, poisonous, wild)
3. Draw a line that connects two animals on the board. For example, draw a line from the elephant to the dog.
4. **Ask:** How are these animals different? (Example answers e.g. Elephants are bigger than dogs. Dogs are faster than elephants.)
5. Write the heading 'Comparative Adjectives' on the board.
6. Remind pupils of the rules for comparing two things: if a word has 1 or 2 syllables e.g. small or funny, add -er. If the word has 3 syllables then you use 'more' _____ e.g. more dangerous.
7. Write the following examples on the board:
 - small – smaller
 - funny – funnier
 - thin - thinner
 - fat - fatter
 - dangerous – more dangerous
8. Remind pupils of some spelling rules. If an adjective ends in consonant + y, change the 'y' to 'i' and add -er (e.g. funny-funnier). If an adjective ends in consonant-vowel-consonant, double the final consonant (e.g. fat-fatter).

Guided Practice (8 minutes)

1. Write these words on the board: fat, tall, colourful, dangerous, fierce, fast, beautiful, friendly.

2. Ask pupils to write the comparative forms.
3. When pupils finish, check answers as a whole class. (Answers: fatter, taller, more colourful, faster, fiercer, more nocturnal, more beautiful, friendlier)




Independent Practice (10 minutes)

1. Ask pupils to choose four animals from the list on the board.
2. **Say:** Write as many differences as you can between these animals. Use as many different comparative adjectives as you can.
3. After 6 minute ask pupils to get into pairs.
4. **Say:** Read your sentences to your partner. Add more differences to the lists.

Closing (1 minute)

1. Invite different pupils to read out their differences to the class.

Lesson Title: Adjectives	Theme: Grammar	
Lesson Number: L-08-048	Class/Level: JSS 2	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to use comparative and superlative adjectives in sentences.</p>		<p>Teaching Aids None</p>		<p>Preparation 1. Make the adjective table on the board. 2. Write the practice sentences on the board.</p>
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Opening (3 minutes)

1. Write 'Comparative and Superlative Adjectives' at the top of the board.
2. Draw three lines on the board, of three different lengths and number them:
3. Write 'long' next to the first line.
4. **Ask:** Can you compare line 1 to line 2 using the adjective 'long'?
5. Have pupils raise their hand and answer. (Answer: longer)
6. Remind pupils that they learned about such comparative adjectives in the previous lesson.
7. **Say:** Comparative adjectives are for 2 things, and when we have three or more things to compare we use superlative adjectives. Today we will learn about superlative adjectives. The superlative adjective for 'long' is 'longest'.

1 _____ long

2 _____ longer

3 _____ longest

Introduction to the New Material (10 minutes)

1. Point to the table on the board.
2. Tell pupils that you will read out one word, they must get into pairs and discuss what the comparative adjective will be.
3. After each word have pupils raise their hand to answer.
4. Write the answers on the 'comparative' column in the lesson. (Answers: a. longer, b. bigger, c. fatter, d. faster, e. tastier, f. better, g. worse, h. happier, i. more beautiful, j. more boring, k. smaller)
5. Tell pupils that you will read out the adjective and comparative word, they must get into pairs and discuss what the superlative adjective will be.
6. After each word have pupils raise their hand to answer.
7. Write the answers on the 'comparative' column in the lesson. (Answers: a. longest, b. biggest, c. fattest, d. fastest, e. tastiest, f. best, g. worst, h. happiest, i. more beautiful, j. most boring, k. smallest)

Guided Practice (10 minutes)

1. Write the spelling rules for comparatives and superlatives on the board:

- If a word has 1 or 2 syllables (e.g. small), add -est (small, smaller, smallest)
 - If the word has 3 syllables or more, use 'the most' + adjective (beautiful, more beautiful, the most beautiful).
 - If an adjective ends in 'y', change the 'y' to 'i' and add -est (funny, funnier, the funniest)
 - If an adjective ends in consonant-vowel-consonant, double the final consonant (thin, thinner, the thinnest)
2. Tell pupils to copy the rules into their exercise books.

Independent Practice (10 minutes)

1. Point to the sentences on the board.
2. Tell them to get into pairs, read each sentence on the board and write the comparative and superlative adjectives in their exercise books. Tell them **not** to copy the sentences, but only write the adjectives.
 - a. My hair is **long**, my daughter's hair is _____, my mother's hair is the _____.
 - b. My aunt is **fat**, a cow is _____, an elephant is the _____.
 - c. A mouse is **fast**, a horse is _____, a cheetah is the _____.
 - d. I am **happy** today, I was _____ when I won a prize in school, I was the _____ on my birthday.
 - e. The beach is **beautiful** in the morning, _____ in the day and the _____ in the evening.
 - f. Fufu is **tasty**, jollof rice is _____, ice cream is the _____.
 - g. A dog is **big**, a horse is _____, an elephant is the _____.

Closing (2 minutes)

1. Call out the answers for each sentence and have pupils check their work. (Answers: a. longer, longest; b. fatter, fattest; c. faster, fastest; d. happier, happiest; more beautiful, most beautiful; tastier, tastiest; bigger, biggest)




LIST OF ADJECTIVES

Adjective	Comparative	Superlative
Long		
Big		
Fat		
Fast		
Tasty		
Good		
Bad		
Happy		
Beautiful		
Boring		
Small		

PRACTICE SENTENCES

- a. My hair is **long**, my daughter's hair is _____, my mother's hair is the _____.
- b. My aunt is **fat**, a cow is _____, an elephant is the _____.
- c. A mouse is **fast**, a horse is _____, a cheetah is the _____.
- d. I am **happy** today, I was _____ when I won a prize in school, I was the _____ on my birthday.
- e. The beach is **beautiful** in the morning, _____ in the day and the _____ in the evening.
- f. Fufu is **tasty**, jollof rice is _____, ice cream is the _____.
- g. A dog is **big**, a horse is _____, an elephant is the _____.

Lesson Title: Comprehension	Theme: Reading	
Lesson Number: L-08-049	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify new words using the dictionary.</p>	 <p>Teaching Aids 1. Dictionary 2. Picture of Sierra Leonean athlete Eunice Barber (if possible) 3. Text at the end of the lesson plan</p>	 <p>Preparation 1. Find a picture of Eunice Barber if you can. 2. Make sure you have one dictionary. More would be better. 3. Write the text (see end of lesson) on the board.</p>
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Opening (3 minutes)

1. **Ask:** Do you know anything about the Olympics? Do you know the names of any famous athletes? What sports are Sierra Leoneans good at?
2. Invite different pupils to share their ideas with the class.
3. Tell pupils that today they will learn how to use a dictionary to find the meanings of words.

Introduction to the New Material (10 minutes)

1. **Ask:** Do you know who Eunice Barber is? Has anyone heard of Eunice Barber? What do you know about her? What do you want to know about her?
2. Have pupils raise their hand to share what they know.
3. **Say:** Eunice Barber is a Sierra Leonean athlete. We're going to listen to some facts about her interesting life. First let's check the meaning of some new words.
4. Write these words on the board: athlete, championship, medal, to compete, Olympics, heptathlon, citizen, to withdraw.
5. **Say:** We're going to use our dictionary to find the meaning of these words.
6. **Ask:** What is a dictionary? Does anyone know?
7. Ask pupils to try and answer with anything they know about a dictionary.
8. Explain that a dictionary is a book which has most of the words in the English language with their meaning and other information.
9. **Ask:** If I have to look for the meaning of one word, for example 'citizen', how would I find it in such a big book? Wouldn't I take a lot of time to find one word in such a big book?
10. Explain that the dictionary is arranged in an alphabetical order, which makes it easier for us to find a word.
11. Hold up the dictionary to the section with 'A' words, move ahead to 'B', 'C', and so on to 'Z'. Show pupils that this is how words are arranged.
12. **Ask:** Which letter do you think we should go to for the word 'citizen'? Raise your hand. (Answer: C)
13. **Say:** There are so many words with the letter 'c', how can we find the word citizen in the quickest way?
14. Wait for pupils to guess.
15. Explain that even within one letter, words are arranged alphabetically. So we should then look at the second letter. The second letter in 'citizen is 'i'.

16. Show pupils that the list of words with letter 'C' begins with 'ca' then 'ce', 'ci', 'co' and then 'cu'. We should go where the words are starting with 'ci'.
17. Explain that after the second letter, we go on to the third letter to find words in alphabetical order and so on.

Guided Practice (6 minutes)

1. **Say:** Work in pairs and put these words in alphabetical order.
2. Make sure pupils understand and are doing the task.
3. Check the answers with the whole class. (Answers: athlete, championship, citizen, compete, heptathlon, medal, Olympics, withdraw)
4. Where pupils make errors make sure they understand what it means to arrange words by alphabetical order.

Independent Practice (12 minutes)

1. Underline the new words in the text on the board.
2. One by one guide pupils to find the meanings of the words using a dictionary. If you have only one dictionary, hold up and demonstrate how to find the meaning of words. If there are enough dictionaries have pupils share and find the meaning.
3. Have pupils write the word and its meaning for each of the new words.
4. Check regularly to make sure that pupils are understanding how the meanings are being found using the dictionary.

Answers:

Athlete - A good sports person

Championships - A competition to find the best sportsperson

Medal - Like a big coin that you get for winning

Olympics - A big sports competition which takes place every 4 years

Heptathlon - A competition made of seven sports

Citizen - A member of a country

Compete - To take part in a competition




Withdraw - To leave a race or competition before the race or competition

Closing (4 minutes) Read out the passage pausing to replace the underlined words with the meanings found in the dictionary.

TEXT

Eunice Barber is a very famous Sierra Leonean athlete. What has she done? She's represented her country in athletic championships around the world and has won several medals. She was born in 1974 in Freetown. She competed in the 1992 Spanish Olympics and did very well in the heptathlon. In 1995 she won a gold medal for the long jump at the Zimbabwean All-Africa Games. In 1999 she became a French citizen and from then on competed for France. In 2000 she competed in the Australian Olympics in Sydney but had to withdraw from the competition because of injury.

Lesson Title: Comprehension	Theme: Reading	
Lesson Number: L-08-050	Class/Level: JSS 2	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify and underline new words from the passage from a selected text. 2. Use the dictionary to look up the meaning of new words. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Text at the end of the lesson plan 2. At least one dictionary 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the text at the end of the lesson plan, on the board. 2. Get minimum one dictionary.
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Opening (3 minutes)

1. **Ask:** Imagine you are talking to a visitor to Sierra Leone. What would you say about our weather? What about our food? What's your favourite dish? How would you describe it?
2. Ask different pupils to share their ideas with the class.
3. Tell pupils that today they will practise using the dictionary again to find the meaning of new words.

Introduction to the New Material (10 minutes)

1. Write 'Comparing Countries' at the top of the board.
2. **Say:** We're going to read a text about a teacher called Jenny who has lived in different countries – Britain, South Africa and Japan.
3. Point to the text on the board and read it.
4. Tell pupils that they will find out the meaning of some new words using a dictionary.
5. Explain that the dictionary tells us several things about a word - its meaning, spelling, pronunciation, what part of speech it is, how to use the word in sentences, and phrases with the word)
6. **Ask:** What is the most useful thing we must remember when we use a dictionary? Raise your hand. (Answer: words are in alphabetical order)

Guided Practice (10 minutes)

1. Read the text again slowly and ask pupils to note down the words they do not know the meaning of, in their exercise books.
2. Ask pupils to raise their hand and share 2 new words they noted. Tell pupils to not repeat the words already mentioned. Take answers till you get a list of minimum 8 new words.
3. Read the text again, underlining the words in the text on the board.

Independent Practice (10 minutes)

1. Guide pupils to find the meaning of the words one-by-one. If there are enough dictionaries have pupils work together and share them to find the meaning of the words. If there is only one dictionary available, lead the class demonstrating how to find the meanings.
2. After each word, stop to confirm the meaning of the word.

Closing (2 minutes)

1. **Ask:** What do think of these 3 countries –Britain, Mexico and South Africa? Which country would you like to live in, depending on the weather and food? Which other countries would you like to live in?
2. Invite a few different pupils to share their ideas with the class.

TEXT: COMPARING COUNTRIES

I live in Britain but I've lived and worked in several other countries. My favourite ones were South Africa and Mexico, mainly because of the weather and the food. British weather is freezing cold, damp and grey, but in Mexico it's much hotter and the skies are bluer. South Africa is gorgeous too. It's more humid than Mexico in the summer and colder in the winter but it's much sunnier than Britain.

As for food – I've eaten lots of different things in my life but Mexican food is definitely the spiciest. For me South African food is the healthiest and most delicious - I love fish, meat, tropical fruits and fresh vegetables. I could eat it every day forever!

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