



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

JSS

Language

ARTS

JSS
3

TERM
3

Foreword

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

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

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

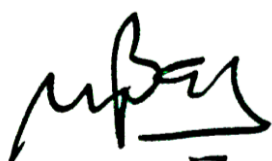
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans –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

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

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

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

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



Dr. Minkailu Bah

Minister of Education, Science and Technology

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Introduction

to the Lesson Plan Manual

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

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

Lesson Title: Features of a Hero or Villain	Theme: Reading	
Lesson Number: L-09-101	Class/Level: JSS 3	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. Gain strategies in analysing characters' actions. 2. Determine what makes a character a hero, a villain, a protagonist or an antagonist. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Short story at the end of the lesson plan 2. Quotes from '<i>The Merchant of Venice</i>' at the end of the lesson plan <p>Note: If your school has copies of '<i>The Merchant of Venice</i>', you should be reading it with pupils in JSS 3.</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the short story at the end of the lesson plan on the board. 2. Write the quotes from '<i>The Merchant of Venice</i>' at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** In term 2, we introduced drama as a component of Literature in Language Arts.
2. **Ask:** What is drama? Have pupils raise their hand to answer. (Answer: a piece of writing meant to be performed on stage by actors in front of an audience)
3. **Say:** One feature of a drama is the different characters involved. In today's lesson, we will look at what makes a character a hero or a villain.

Introduction to the New Material (10 minutes)

1. **Say:** The protagonist is the main character in a drama or story. We call both male and female characters protagonists. The antagonist is the opposite of the protagonist. The antagonist is the person who has conflict with the protagonist. He or she is hostile, the adversary.
2. Write the definition of protagonist and antagonist on the board. Ask pupils to copy the definitions into their exercise books as you write.
3. **Say:** A hero is a man who is admired for courage, great achievements or noble qualities. We do not call a woman with these qualities a hero. Instead we call her a heroine.
4. **Say:** The opposite of a hero or heroine is a villain. The villain is the character in a play or story that is involved in evil things such as crime. We call both male and female characters villains. He or she can be a vile, wicked character. In a drama the villain opposes the hero.
5. Write the definition of hero, heroine and villain on the board. Ask pupils to copy the definitions into their exercise books as you write.
6. Point to the story on the board (see end of lesson plan).
7. **Say:** I am going to read to the story to you. I want you to listen and follow along. As you listen, try to identify the protagonist, antagonist, hero and villain in the story.
8. Read the story to pupils. Read slowly, clearly and with expression to make it interesting.
9. **Ask:** Who is the protagonist? (Answer: Doris) **Say:** Yes, Doris is the protagonist. She is the main character and the story is about her.
10. **Ask:** Who is the antagonist? (Answer: the aunt) **Ask:** Why? (Answer: She is the one who has a conflict with Doris. She stands against her.)
11. **Ask:** Who is the hero? (Answer: Olivette's mother) **Ask:** Why? (Answer: Because she is brave and noble – she rescued Doris from her aunt.)

12. **Ask:** Who is the villain? (Answer: the aunt) **Ask:** Why? (Answer: Because she forced Doris to work for her in an unreasonable manner. She also took away all of her nice things.)
13. **Say:** When determining whether a character is a protagonist or antagonist, hero or villain, we always need to identify the reason why.

Guided Practice (10 minutes)

1. **Say:** What determines a character as a hero or heroine or villain lies in what he or she does. The action of a character determines whether that character is a hero or villain.
2. **Say:** Now let's look at the drama, '*The Merchant of Venice*'. In the drama, Portia is the female protagonist. She is the female main character and much of the drama is related to her. The problems that arise with Shylock regarding Antonio's debt of a pound of flesh arise because Bassanio went to Antonio looking for a loan in order to have money to court Portia. She is also the heroine. When Shylock takes Antonio to court to try to get his pound of flesh, Portia dresses up as a man and fools everyone. She outsmarts Shylock and saves Antonio.
3. **Say:** Shylock is the villain in the drama. He evilly bargains with Antonio when loaning him money to help Bassanio. If Antonio fails to pay Shylock back the loan in time with interest then Shylock gets to cut a pound of Antonio's skin from wherever he chooses. This is the action of a villain.
4. Point to the quotes on the board (see end of lesson plan).
5. Read the quotes to pupils. Read slowly, clearly and with expression to make it interesting.
6. Discuss the quotes with pupils, identifying how they show Shylock to be a villain. (Example answers: 1. Shylock shows his hatred for Antonio. He wants Antonio to suffer. 2. Shylock is upset about the loss of diamonds. He says he would rather have his daughter dead and wearing the diamonds than have her lose them. 3. He is driven by his hatred for Antonio.)

Independent Practice (10 minutes)

1. **Say:** Think of a story you have read or heard or even a movie you have seen.
2. **Say:** Identify a hero or a villain that you have read in a book or seen in a movie, and describe the character. What makes each of the characters a hero or a villain? Write about the character in one paragraph.
3. Give pupils time to write.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. After pupils have finished, ask them to work in pairs to share and compare their paragraphs.
6. Invite different pupils to read their paragraph to the class.

Closing (3 minutes)

1. **Ask:** Who is a protagonist? (Answer: the main character in a drama or story)
2. **Ask:** Who is an antagonist? (Answer: the person who has conflict with the protagonist)
3. **Ask:** What are the qualities of a hero or heroine? (Answer: courage, great achievements or noble qualities)
4. **Ask:** What are the qualities of a villain? (Answer: wicked, opposed to the hero or heroine, vile, involved in evil activities like crime)

[SHORT STORY]

Doris's mother died when she was very young and she was sent to live with her aunt in Monrovia. When she arrived at her aunt's house, her aunt took away all of her nice things and gave her old rags to wear instead. The aunt forced Doris to get up every morning at 4 a.m. to clean the house and prepare breakfast for her. While Doris worked, her aunt slept. If Doris did not complete all of her chores, her aunt did not allow her to go to school. Doris became friendly with a classmate at school, Olivette. When Olivette's mother heard about Doris's aunt she went to the house, confronted the aunt and took Doris to live with her. She made the aunt return all of Doris's nice things to her and reported the aunt to the rest of the family. The aunt was ashamed and Doris was happy to be free of her.




[SHYLOCK QUOTES FROM THE MERCHANT OF VENICE BY WILLIAM SHAKESPEARE]

1. 'I am very glad of it. I'll plague him, I'll torture him. I am glad of it.'
(Act 3, Scene 1)

2. 'Why, there, there, there, there!
A diamond gone cost me 2 thousand ducats in Frankfurt—
the curse never fell upon our nation till now!
I never felt it till now—
2 thousand ducats in that, and other precious, precious jewels.
I would my daughter were dead at my foot and the jewels in her ear!
(Act 3, Scene 1)

3. 'So can I give no reason, nor I will not,
More than a lodged hate and a certain loathing
I bear Antonio, that I follow thus
A losing suit against him. Are you answer'd?'
(Act 4, Scene 1)

Lesson Title: Revision of Verb Forms – Infinitive, Simple Past Tense, Past Participle	Theme: Grammar	
Lesson Number: L-09-102	Class/Level: JSS 3	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to change the root verb to a simple past tense and past participle form.</p>		<p>Teaching Aids Tables at the end of the lesson plan</p>		<p>Preparation Write the tables at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** In previous lessons, you have studied the 3 basic tenses.
2. **Ask:** What are the 3 basic tenses? Have pupils raise their hand to answer. (Answer: present tense, past tense and future tense)
3. Ask pupils to give examples of verbs in the simple past, simple present and simple future. Listen to pupils' answers.
4. **Say:** Today we will study 3 verb forms: the infinitive, the simple past tense and the past participle. We will practise changing verbs from one form to another.

Introduction to the New Material (12 minutes)

1. **Say:** It is important to learn the various forms of verbs to be able to recognise them in sentences. Also, knowledge of these verbs will give you the confidence to change verbs from one tense to another.
2. **Say:** The infinitive is the basic form from which most other parts of most verbs can be made. Examples: to rest, to look, to eat, to walk.
3. Write the definition and examples on the board.
4. **Say:** Let's revise the simple past tense. The simple past tense talks about actions that have already happened.
Example: I walked to the market and bought eggs.
5. Write the definition and examples on the board.
6. **Say:** To form the simple past tense of regular verbs we add 'ed' or 'd'.
Examples: jump – jumped, free – freed
7. Write the definition and examples on the board.
8. **Say:** Some regular verbs are different. For example, verbs ending with a consonant and -y change the 'y' to 'i' and add 'ed'.
Examples: marry – married, bury – buried.
9. Write the definition and examples on the board.
10. **Say:** Irregular verbs do not follow these rules. They form their past tenses by changing their spelling.
11. Examples: keep – kept, write – wrote
12. Write the definition and examples on the board.
13. **Say:** There are other forms of irregular verbs that do not change their form at all in the simple past tense.
14. Examples: hit – hit, put – put

15. **Say:** The past participle is usually formed by adding 'ed' to the infinitive and is used with a helping verb to form other tenses. For regular verbs, the past participle looks the same as the simple past tense.

Example: look – looked, jump – jumped

16. Write the definition and examples on the board.

17. **Say:** Irregular verbs form their past participle in other ways. Some take 'ed' or 'd' while others change to 'en', 't' or 'n'.

18. Point to Table 1 on the board (see end of lesson plan). Revise the table with pupils.

19. **Say:** Now, let's look at the whole family: the infinitive, the simple past tense and the past participle.

20. Point to Table 2 on the board (see end of lesson plan). Revise the table with pupils.

21. **Say:** Let's also revise how the simple past tense and past participle are used in sentences.

Examples:

a. to walk (infinitive)

- I walked to school yesterday. (simple past tense)
- I have walked to school many times. (past participle)

b. to eat (infinitive)

- I ate cassava leaves last week. (simple past tense)
- I have eaten cassava leaves every last week in September for 2 years. (past participle)

c. to pay (infinitive)

- They paid the workman last Saturday. (simple past tense)
- They had paid the workman when the strike began. (past participle)

22. Write the examples on the board.

23. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (8 minutes)

1. Draw a table on the board like this:

Infinitive	Simple past tense	Past participle

2. Write the following verbs on the board: run, open, sleep, go, cry, pay, tie, ride

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

4. **Say:** I want you to write the verbs on the board in the infinitive, simple past tense and past participle.

5. Do an example on the board for the pupils.

Infinitive	Simple past tense	Past participle
to run	ran	run

6. Ask pupils to work in pairs to complete the table.

7. Check answers as class. (Answers: see end of lesson plan)

Independent Practice (10 minutes)

1. **Say:** Now that we have revised the verbs in the infinitive, simple past and past participle, it's time to use them in sentences.
2. **Say:** You are going to select 4 verbs. At least 2 must be irregular. Once you have selected the verbs, I want you to write a sentence for each verb using the infinitive, simple past and past participle. That means that you will write 3 sentences for each verb – that is 12 sentences in total. Use the examples on the board to help you. You have 7 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Ask pupils to exchange exercise books with a partner to share and compare their sentences.
5. **Say:** Look at your partner's sentences. Did you partner use all of the verbs correctly?
6. Give pupils time to check their work in pairs and make corrections.

Closing (2 minutes)

1. Invite as many pupils as possible to read a set of 3 sentences to the class.
2. Ask the rest of the class to confirm if they used the verbs correctly.

[TABLE 1]

Past tense	Past participle
wrote	written
burned	burnt
jumped	jumped
danced	danced
saw	seen




[TABLE 2]

Infinitive	Past tense	Past participle
walk	walked	walked
eat	ate	eaten
fall	fell	fallen
forget	forgot	forgotten
hold	held	held
ring	rang	rung
hide	hid	hidden
speak	spoke	spoken
blow	blew	blown

[ANSWERS TO GUIDED PRACTICE]

Infinitive	Past tense	Past Participle
to run	ran	run
to open	opened	opened
to sleep	slept	slept
to go	went	gone
to cry	cried	cried
to pay	paid	paid
to tie	tied	tied
to ride	rode	ridden

Lesson Title: Revision of the Simple Form of the 3 Tenses	Theme: Grammar	
Lesson Number: L-09-103	Class/Level: JSS 3	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. Become more skillful in switching from the simple present, simple past and simple future. 2. Have the ability to use any of these tenses in writing. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Sentences at the end of the lesson plan 2. Paragraph at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the sentences at the end of the lesson plan on the board. 2. Write the paragraph at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** What are the 3 simple tenses? (Answer: simple present tense, simple past tense and simple future tense)
2. Ask pupils to give examples of verbs in the simple present tense, simple past tense and simple future tense. Have pupils raise their hand to answer.
3. **Say:** Very good. Today, we will revise the simple present, past and future tenses and use them in writing.

Introduction to the New Material (12 minutes)

1. **Say:** It is important to revise the 3 simple tenses because these tenses tell when an action (verb) is done; they tell us whether the time of an action or condition is in the past, the present or the future.
2. **Say:** The simple present tense talks about actions that happen in the present time. It is also used to talk about actions that occur regularly.
3. **Say:** To write the verb in the simple present tense is easy. It is the base form of the verb.
Examples: come, go, stop, drive
4. For the third person singular, he/she/it, we add 's' to the base form of the verb.
Examples: stop – stops, climb – climbs
5. Write the definition, rules and examples on the board.
6. **Say:** For most verbs ending in -s, -ch, -sh, -x and -z, we add 'es'.
7. Examples: guess – guesses, catch – catches, box – boxes, wash – washes
8. Write the rule and examples on the board.
9. **Say:** For verbs ending with a consonant and -y change the 'y' to 'i' and add 'es'.
Examples: fry – fries, carry – carries
10. Write the rule and examples on the board.
11. **Say:** Now, let us look at the simple past tense. The simple past tense talks about actions that have already happened.
Examples: helped, danced
12. **Say:** Most regular verbs form their past by adding 'ed' to their base.
Examples: mend – mended
13. **Say:** For regular verbs ending with -e, add 'd' to their base.
Example: flee – fled

14. **Say:** For regular verbs ending with a consonant and -y, change the 'y' to 'i' and add 'ed' to their bases.
15. Examples: carry – carried, bury – buried
16. **Say:** For regular verbs ending with a single vowel and a consonant, double the final consonant and add 'ed'.
Examples: slip – slipped, fan – fanned
17. Write the definition, rules and examples on the board.
18. **Say:** Irregular verbs form change their spelling in the simple past tense.
Examples: run – ran, eat – ate
19. **Say:** There are other forms of irregular verbs that do not change their form in the simple past tense. Examples: cut – cut, put – put
20. Write the definition, rules and examples on the board.
21. **Say:** The simple future tense is used to indicate actions that have not yet happened but will happen in the future.
Examples: will sing, shall sing
22. **Say:** To form the simple future tense, add the helping verb 'shall' or 'will' to the base of the verb.
23. **Say:** In the simple future tense, all nouns and pronouns can take 'will' but only the pronouns 'I' and 'we' take 'shall'.
24. **Say:** For negative statements in the simple future tense, we must write 'not' between the helping verb and main verb.
Examples:

She	<u>will</u>	not	<u>be</u>	at school.
	↓		↓	
	auxiliary verb		main verb	
We	<u>shall</u>	not	<u>leave</u>	yet.
	↓		↓	
	auxiliary verb		main verb	

25. **Say:** We often use the simple future tense to make a prediction about the future. There is no firm plan. We are saying what we think will happen.
Examples: It will rain tomorrow. Who do you think will get the job?
26. Write the definition, rules and examples on the board.
27. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books. Give them time to write.
3. **Say:** With a partner, underline the tense in the sentences and identify the verb tense.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. Check answers as a class. (Answers: a. practises – simple present b. studied – simple past c. shall watch – simple future d. cheered – simple past)
6. **Say:** Now that you have identified the tenses, I want you to rewrite each sentence in the other tenses.
7. **Say:** Let's do the first one together.

8. Read the sentence to pupils: Each team member practises daily.
9. Change the sentence to the simple past and simple future and write the new sentences on the board. (Answers: Each team member practised daily. Each team member will practise daily.)
10. Ask pupils to work with their partner to change the remaining sentences.
11. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
12. Check answers as a class. (Answers: see end of lesson plan)

Independent Practice (8 minutes)

1. **Say:** Now I want you to practise using the different tenses when writing. I want you to write a paragraph using all 3 tenses.
2. **Say:** Listen to my example.
3. Point to the paragraph on the board (see end of lesson plan).
4. Read the paragraph to pupils. Read slowly, clearly and emphasise the verbs as you read them.
5. **Say:** You have 5 minutes to write your own paragraph using all 3 tenses.
6. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (3 minutes)

1. Invite as many pupils as possible to read their paragraph to the class.
2. Have the rest of the class identify the different verbs in the simple past, simple present and simple future tenses in the paragraph.

[SENTENCES]

- a. Each team member practises daily.
- b. Our class studied hard for BECE.
- c. We shall always watch the football matches.
- d. I cheered for Daniel.




[ANSWERS]

- a. Each team member practised daily. Each team member will practise daily.
- b. Our class studies hard for BECE. Our class will study hard for BECE.
- c. We always watch the football matches. We always watched the football matches.
- d. I cheer for Daniel. I shall/will cheer for Daniel.

[PARAGRAPH]

Every day I go to school and study hard. My parents taught me that it is important to study. They told me to study if I want to go to SSS and then university. I know I want to go to SSS. I shall study hard and then I will do well on the BECE. Then I will go to SSS.

Lesson Title: Descriptive Composition	Theme: Writing	
Lesson Number: L-09-104	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use the simple present tense to write a descriptive composition about an admirable person.</p>	 <p>Teaching Aids Example composition at the end of the lesson plan</p>	 <p>Preparation Write the composition at the end of the lesson plan on the board.</p>
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Opening (5 minutes)

- Say:** Think about somebody you admire. It can be someone in your own family or even a famous person that you do not know. Think about why you admire that person.
- Ask:** Whom do you admire? Have pupils raise their hand to answer.
- Invite 2-3 pupils to identify who they admire and why.
- Say:** We admire people because of things that they do always, sometimes, regularly, often, never, etc.
- Say:** Actions that take place always, seldom, regularly, sometimes, daily, habitually are in the simple present tense.
- Say:** Today you will learn to use the simple present tense to write a composition about an admirable person.

Introduction to the New Material (5 minutes)

- Say:** Let us briefly revise the simple present tense.
- Say:** The subject in a sentence is the noun or pronoun that does the action.
- Say:** Simple present tense verbs that follow plural subjects do not take 's'.
Examples:
 - We always hear the sound.
 - They never do their homework.
 - Jack and Jill tell lies.
- Say:** Verbs with 'I' and 'you' do not take 's'. For example, you cannot say, 'I hears you'.
Examples:
 - I love my teacher.
 - You know the answer.
 - I hear you.
- Say:** Verbs in the simple present tense that follow singular subjects 'he', 'she' and 'it' take 's'.
Examples:
 - The baby cries a lot.
 - My Aunt Miriam helps people.
 - Look at the plant. It needs water to grow.

Guided Practice (12 minutes)

- Say:** You have learnt about descriptive compositions. Let's revise the features of descriptive paragraphs.

2. **Ask:** How many paragraphs are you expected to write? (Answer: at least 3)
3. **Ask:** What do we call the first paragraph? (Answer: introductory paragraph)
4. **Say:** When describing people, you must introduce the person you are describing.
5. Point to the first paragraph of the composition on the board (see end of lesson plan).
6. Read the first paragraph to pupils.
7. **Say:** In the second paragraph, describe the character of the person you admire. What are his/her best qualities?
8. Point to the second paragraph in the composition on the board and read it to pupils.
9. **Say:** In the third and closing paragraph, explain what you admire about the person you are describing.
10. Point to the third paragraph in the composition on the board and read it to pupils.
11. **Say:** Now I want you to think about a person you admire. Why do you admire that person?
12. Give pupils a minute to decide whom they are going to write about.
13. **Say:** It is always best to outline your ideas. You have 3 minutes to plan what you will write in each paragraph.
14. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
15. Ask pupils to work in pairs to share and compare their outlines. Give them time to give each other feedback.

Independent Practice (11 minutes)

1. **Say:** Imagine that you are in an examination hall for BECE and the question you have to answer is, 'Describe a person you admire'.
2. **Say:** You have written your outline and now it is time to write your 3-paragraph composition. Begin with the introduction; then describe the person you admire and finally conclude with why you admire that person. Do not forget to use the simple present tense. You have 10 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (2 minutes)

1. **Say:** The simple present tense is the most suitable tense for writing a descriptive composition.
2. **Say:** You will use the knowledge you have gained today when writing a descriptive composition in the BECE and in SSS.
3. **Say:** For homework, complete your composition. Bring your composition to the next lesson.

[COMPOSITION: THE PERSON I ADMIRE]




The person I admire is my Aunt Mabel Sama. She lives in Lunsar. She is about 40 to 45 years old and she works as a secretary at the Ministry of Education.

Aunt Mabel loves children, although she has none of her own. She is passionate about children's rights and education. That is why she is very happy with her job at the Ministry of Education. Aunt Mabel was once a teacher. She always helps me with my homework and when I do not understand

something she makes sure that I learn how to do it. She is very patient and kind. She never gets cross with me.

I admire Aunty Mabel because she is a very intelligent woman. She gives advice to young people and her advice is always good. Many other people love and respect her. She is my role model.

Lesson Title: Descriptive Composition	Theme: Writing	
Lesson Number: L-09-105	Class/Level: JSS 3	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 difference between describing a person and describing a place. 2. Write a descriptive composition about a place. 	 <p>Teaching Aids Descriptive composition at the end of the lesson plan</p>	 <p>Preparation Write the descriptive composition at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In our last lesson you described a person that you admire.
2. **Ask:** Which tense is most suitable for descriptive writing about a person? (Answer: simple present tense)
3. **Say:** Today, we will look at the difference between the description of a person and a place and write a descriptive composition about a place.

Introduction to the New Material (10 minutes)

1. **Say:** Remember that in writing a composition, you are expected to write 3 paragraphs.
2. **Say:** For this lesson, we shall describe a town in Sierra Leone. In a descriptive composition you should use the present tense and plenty of adjectives to describe your topic.
3. **Say:** When you describe a person you begin by naming the person and giving some general information about them such as where they live and what their career or job is. When describing a place, start by writing the name of the place and where it is situated in the first paragraph.
4. Point to the composition on the board (see end of lesson plan).
5. Read the first paragraph to pupils.
6. **Say:** When describing a person, you use the sense of sight to give the physical description. When describing a place, you must use some or all of your 5 senses – sight, smell, hearing, feeling and taste – to describe it. You do not have to use all of these senses in one composition, but you should use more than one.
7. Read the second paragraph to pupils.
8. **Say:** In the closing paragraph of a descriptive composition about a person, you can write about why you like, dislike, or admire the person.
9. **Say:** In the same way, in a descriptive composition about a place, you can close by writing about why you like, dislike, or admire the place.
10. Read the third paragraph to pupils.

Guided Practice (5 minutes)

1. **Say:** When you describe a place, your reader should be able to imagine the place. A reader can only do this if you provide an interesting description using different adjectives.
2. **Say:** Look at the composition on the board and read all of the underlined words.
3. **Say:** With a partner, discuss which of the 5 senses are used in each of the underlined words.
4. Give pupils time to discuss the words.

5. After a few minutes, discuss answers as a class. (Example answers: sight – tourists in bright swimsuits, fishermen bringing in fish, birds flying above the boats, palm trees swaying, splendid sunsets; smell – fish; feel – cool breeze; hear – waves crashing against the beach)

Independent Practice (15 minutes)

1. **Say:** Imagine that you are to write a descriptive composition about your compound for someone who has never visited your home.
2. **Say:** Using the example on the board to help you, write the first 2 paragraphs of the composition in your exercise books.
3. Give pupils 10 minutes to write.
4. **Say:** Remember to revise your work to ensure you have included all of the requirements when you are finished writing.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. Ask pupils to exchange exercise books with a partner to share and compare their compositions.
7. Invite 2-3 pupils to read the first 2 paragraphs of their composition to the class.

Closing (3 minutes)

1. **Say:** Today, we have described a place and compared a descriptive composition about a person to a descriptive composition about a place. **Ask:** What are some similarities and differences between a descriptive composition about a person and a place? (Example answers: Similarities – present simple tense; adjectives; conclude with what you like, dislike or admire; Differences – use all 5 senses to describe a place; introduce a place by saying where it is located)
2. **Say:** For homework, I want you to complete your composition.




[DESCRIPTIVE COMPOSITION OF A PLACE]

Lakka is a coastal town and it is located west of Freetown. It is situated on the Atlantic Ocean and is part of the Western Area Rural District. Some people call Lakka a beach village.

The main industry in Lakka is tourism and fishing. When you walk down the beach you can see many tourists in bright swimsuits from Europe. Fishermen bring fish in from the ocean. The smell of fresh fish is in the air and the birds circle the boats looking to steal fish from the fishermen. There is a cool ocean breeze blowing and the palm trees sway in the breeze. You can hear the waves crashing against the beach.

I like Lakka because it is beautiful and peaceful. The sound of the ocean and the soft breeze help me relax. Lakka has the most splendid sunsets I have ever seen.

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-106	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to analyse styles and techniques used in poetry – diction, rhythm, rhyme and rhyme scheme.</p>	 <p>Teaching Aids The poem ‘Drought’ at the end of the lesson plan</p>	 <p>Preparation Write the poem ‘Drought’ at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. **Say:** We studied the poem ‘Drought’ in the second term.
2. **Say:** I will ask you a few questions to see how hard you have been preparing for the BECE.
3. Have pupils raise their hand to answer the following questions.
 - a. What is the theme of the poem ‘Drought?’ (Answer: drought, severe heat, lack of rain)
 - b. Who is the author of the poem ‘Drought?’ (Answer: Denys Lefebvre)
 - c. What is the mood of the poem? (Answer: sadness, sorrow)
4. **Say:** Continue to study hard and you will get good results in the BECE.
5. **Say:** Today, you will learn to analyse styles and techniques that are used in poetry.

Introduction to the New Material (13 minutes)

1. **Say:** Styles and techniques are the patterns and the tools that poets use to convey their messages to readers. They can make readers feel happy or sad. They can make the readers learn the lessons the poet wants them to learn.
2. Write the words on the board: diction, rhythm, rhyme, rhyme scheme
3. **Say:** Diction is the choice of words.
4. Write the definition on the board.
5. **Say:** Poets skillfully choose special words to pass their message to the readers.
6. **Say:** Sometimes the words have harsh consonant sounds.
7. **Say:** In the poem ‘Drought’, the poet uses harsh words – like crinkles, deadly silence, blazing light, droop and die – to show the severe effects of the drought.
8. **Say:** Rhythm is a style that makes the poem sound like a song. It is expressed through stressed and unstressed syllables.
9. Write the definition on the board.
10. **Say:** Rhythm can give some poems a beat. For example, a hip hop beat, an African music beat, an R&B beat or a slow, dramatic beat. It can be fast or slow.
11. **Say:** Much like rhythm in a song, the rhythm in a poem can make readers want to dance, cry or fall asleep.
12. In the poem ‘Drought’, the rhythm is slow and sentimental.
13. **Say:** Rhyming words usually occur at the end of lines of poetry. They repeat the same sounds.
14. Write the definition on the board.
15. **Say:** In the poem ‘Drought’, some of the words that rhyme are: soil, toil and foil; air and bare; pool and cool.
16. **Say:** Rhyme also makes a poem sound musical. It makes a poem different than prose.

17. **Say:** When you listen to songs, you notice that artists like to use rhyme to make their songs attractive.
18. **Say:** The pattern that rhyming words make in a poem is called rhyme scheme.
19. Write the definition on the board.
20. **Say:** The last words of the first 5 lines in the poem, '*Drought*' are: soil, air, bare, spoil and toil.
21. **Say:** We use the letters of the alphabet to identify the rhyme scheme that rhyming words make.
22. Write on the board the last words in the first 5 lines of the poem '*Drought*': soil, air, bare, spoil, and toil.
23. **Say:** 3 of these words rhyme with each other: soil, spoil and toil. The other 2 lines have a different rhyme: air and bare.
24. **Say:** We use the letter 'a' to identify the lines that end with 'soil', 'spoil' and 'toil' and the letter 'b' to identify the lines that end with 'air' and 'bare'. This makes the rhyme scheme: abbaa.
25. Write the rhyme scheme on the board.
26. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (8 minutes)

1. **Say:** Copy the poem on the board into your exercise books.
2. Give pupils time to copy the poem.
3. Ask pupils to work in pairs. **Say:** With a partner, underline the different examples of diction, rhythm, rhyme and rhyme scheme in the poem.
4. Discuss answers as a class. (Answers: see examples in the 'Introduction to New Material')
5. Underline the different examples in the poem on the board.

Independent Practice (8 minutes)

1. Write these questions on the board:
 - a. What are styles and techniques in poetry?
 - b. Write all the styles and techniques that we have discussed today. Explain and give an example of each.
2. Read the question to pupils and ask them to answer the questions in their exercise books.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Check answers as a class. (Example answers: see below)
 - a. Styles and techniques are the patterns and the tools that poets use to convey their messages to readers.
 - b. Diction: choice of words; for example, 'deadly silence' or 'droop and die'.
 Rhythm: The beat that makes a poem sound like a song; for example, reggae, R&B.
 Rhyme: When words at the end of lines in a poem have the same sound; for example, 'pay' and 'day' or 'pool' and 'cool'.
 Rhyme scheme: The pattern that rhyming words make; for example:

pay	a	
cool	b	Rhyme scheme 'abab'
day	a	
pool	b	

5. Tell pupils to check their work and correct any mistakes they made.




Closing (2 minutes)

1. **Ask:** Which style or technique discussed today do you like best? Why? Listen to pupils' answers.
2. **Say:** Poetry is very interesting and you can do well on poetry sections in exams. Just pay attention in class and study the poems and notes at home.

[POEM: DROUGHT BY DENYS LEFEBVRE]

Heat, all-pervading, crinkles up the soil;
A deathly silence numbs the molten air;
On beds of rivers, islands scorched and bare,
Warm scavengers of wind heap up the spoil;
And wide-eyed oxen, gaunt and spent with toil,
Huddled together near some shrunken pool,
Pant for the shade of trees and pastures cool,
Lashing their tails at flies they cannot foil.
Whilst overhead, the sun-god drives his way
Through halting hours of blinding, blazing light,
Until his shining steeds a moment stay
And disappear behind the gates of night.
And still, no rain. A cloudless, starlit sky
Watches the veld, and all things droop and die.

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-107	Class/Level: JSS 3	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. Recognise the literary devices – repetition, hyperbole, simile, metaphor and synecdoche – and their effects on a prescribed poem. 2. Answer short questions on the prescribed poem. 	 <p>Teaching Aids The poem 'Abiku' at the end of the lesson plan</p>	 <p>Preparation Write the poem 'Abiku' at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. **Say:** In our last lesson we analysed styles and techniques used in poetry.
2. Ask the following questions. Have pupils raise their hand to answer.
 - a. Which styles and techniques did you study? (Answer: rhyme, rhythm, diction and rhyme scheme)
 - b. What does rhythm remind you of? (Answer: music, songs)
 - c. Why do poets use styles and techniques to write their poems? (Answers: to give their poems special effects, so that readers will enjoy reading the poems)
3. **Say:** Today, you we will revise some literary devices and discuss their effects on the prescribed poem, 'Abiku'.

Introduction to the New Material (12 minutes)

1. **Say:** Poets use literary devices so that:
 - Readers will enjoy reading their poems.
 - Readers will get emotionally involved in the poem.
2. Write these words on the board: repetition, hyperbole, simile, metaphor and synecdoche.
3. Read the words to the class.
4. Point to repetition on the board.
5. **Say:** A poet uses repetition to stress or emphasise a point.
6. **Say:** In the poem 'Abiku' the poet uses repetition in lines 24 and 25 to emphasise the sorry state of the Abiku's mother.
'Tired – tired her milk going sour.'
7. Write the definition and example on the board.
8. Point to 'hyperbole' (pronounced hi-per-bo-li).
9. **Say:** Hyperbole is an exaggeration that makes something bigger or more important than it really is.
10. **Say:** There is no exaggeration in 'Abiku', but here is an example of hyperbole, 'I am so hungry that I could swallow a cow'.
11. Write the definition and example on the board.
12. Point to 'simile' on the board (pronounced si-mi-li).
13. **Say:** Simile is when 2 unlike things are compared, using the words 'like' or 'as'.

14. **Say:** In line 19 of the poem 'Abiku', the poet compares the marks on the Abiku's back to the beak of a swordfish: '...down your back and front like beak of the sword-fish'.
15. Write the definition and example on the board.
16. Point to the word 'metaphor' (pronounced me-ta-for).
17. **Say:** A metaphor compares 2 unlike things without using 'like' or 'as'. Instead, it says that one thing is the other.
18. **Say:** In lines 9 and 10 of the poem 'Abiku', the writer compares the bamboo walls to straws that are used to get a fire started: '...the bamboo walls are ready tinder for the fire'.
19. Write the definition and example on the board.
20. Point to the word 'synecdoche' (pronounced: si-nək-do-ki).
21. **Say:** Synecdoche is when the poet refers to a part of something to mean the whole of that particular thing.
22. **Say:** For example, the poet can refer to a branch to mean the whole tree.
23. Write the definition and example on the board.
24. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (10 minutes)

1. Ask pupils to work with a partner to write 2 examples of each of the literary devices.
2. **Say:** We have revised the different devices using the poem 'Abiku'. With your partner, I want you to write your own examples. You will write 2 examples for each literary device. Use the examples on the board to help you.
3. Give pupils 6 minutes to write their examples.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. Invite different pupils to share their examples with the class.

Independent Practice (8 minutes)

1. Wipe off the details from the board.
2. Quickly write these questions on the board:
 - a. What is the poem 'Abiku' about?
 - b. Write figures of speech that are used in the poem and give an example of each.
 - c. Which literary device is used in the line 'Step in, step in and stay?'
 - d. Write one effect that literary devices have on the poem 'Abiku'.
3. **Say:** Answer the questions in your exercise books. You have 5 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Check answers as a class. (Answers: see below)
 - a. an Abiku child
 - b. see examples in the 'Introduction to New Materials'
 - c. repetition
 - d. They make readers get emotionally involved with the poem by feeling sorry for the Abiku's mother.




Closing (1 minute)

1. **Ask:** Why do poets use literary devices? (Answers: so that readers will enjoy reading their poems and get emotionally involved in the poem)

[POEM: ABIKU BY JOHN PEPPER CLARKE]

Coming and going these several seasons,
Do stay out on the baobab tree,
Follow where you please your kindred spirits
If indoors is not enough for you.
True, it leaks through the thatch
When floods brim the banks
And the bats and the owls
Often tear in at night through the eaves,
And at harmattan, the bamboo walls
Are ready tinder for the fire
That dries
The fresh fish up on rack.
Still, it's been the healthy stock
To several fingers, to many more will be
Who reach the sun
No longer then bestride the threshold
But step in and stay
For good. We know the knife scars
Serrating down your back and front
Like beak of the sword-fish
And both your ears notched
As a bondsman to this house,
Are all relics of your first comings.
Then step in, step in and stay
For her body is tired,
Tired, her milk going sour
Where many more mouths gladden the heart.

Lesson Title: Conditional Tense	Theme: Grammar	
Lesson Number: L-09-108	Class/Level: JSS 3	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. Explain why this tense is referred to as the conditional tense. 2. Discuss the 4 main types of conditional tenses and when they are used. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (3 minutes)

1. **Say:** Last term we learned about the conditional tense.
2. Ask: Who can tell us what the conditional tense is? Have pupils raise their hand to answer. (Answer: the conditional tense is the form of a verb that states that for something to happen and be true, another thing must happen and be true also. It gives a condition.)
3. **Say:** For example, 'If you want to be healthy, you must eat a balanced diet and exercise daily'. The sentence imposes 2 conditions for staying healthy. They are a balanced diet and daily exercise. Without these 2 conditions, one should not expect to be healthy.
4. **Say:** Today we are going to revise 4 conditional tenses and explain why they are referred to as the conditional tense.

Introduction to the New Material (15 minutes)

1. **Say:** We refer to this as the conditional tense because it gets a condition for something to happen. In order for one thing to happen another thing must also happen. This is the condition.
2. **Say:** There are 4 types of conditional tenses in English. We learnt these in term 2, now let's revise them together.
3. Write the 4 types of conditional tense on the board.
 - a. If + present tense + present tense
 - b. If + present tense + future tense (will/shall + verb)
 - c. If + past tense + present conditional tense (would + present)
 - d. If + past perfect tense + perfect conditional tense (would have + past participle)
4. Point to the first type: If + present tense + present tense.
5. **Say:** This conditional uses the present tense. We use this tense to talk about general truths. We know that if one thing happens then another thing happens.
For example:
 - a. If you want to stay in class, obey the teacher.
 - b. If the patient's heart is still beating, he is alive.
 - c. If the lion is well fed, it ceases to be dangerous.
6. Write the definition and examples on the board.
7. **Say:** In all of the sentences, there are conditions that must be met before another action or activity can take place. The conditions are found in the part of the sentence beginning with 'If'. We call this the subordinate clause.

8. **Say:** In the first sentence, there is a possibility for the person addressed to remain in the classroom as long as he is obedient to the teacher. In the second sentence, the patient's heart must continue beating for his survival. In the last sentence, the mildness of the lion depends on its being well fed.
9. **Say:** All of the results are likely to happen once the conditions are fulfilled.
10. Point to the second conditional on the board and **say:** 'If + present tense + future tense (shall/will + verb)'.
11. Give example sentences to illustrate the pattern.
For example:
 - a. If you come on time, we shall catch the Kenema bus.
 - b. If you apologise to her, she will forgive you.
 - c. If you attack the dog, it will bite you.
12. **Say:** We use this conditional to show that there is every possibility that the consequences above will happen.
13. Write the definition and examples on the board.
14. Point to the third conditional on the board and **say:** If + past tense + conditional tense (would + present).
15. Give example sentences to illustrate this pattern:
 - a. If you came on time, we would catch the Kenema bus.
 - b. If you apologised to her, she would forgive you.
 - c. If you attacked the dog, it would bite you.
16. **Say:** We use this conditional to talk about imaginary cases or events that might never happen. You might never come on time, apologise to her or attack the dog. Therefore, you might not catch the Kenema bus, be forgiven by her or be bitten by the dog.
17. Write the definition and examples on the board.
18. Point to the 4th conditional on the board and **say:** If + past perfect + perfect conditional (would have + past participle).
 - a. If you had come on time, we would have caught the Kenema bus.
 - b. If you had apologised to her, she would have forgiven you.
 - c. If you had attacked the dog, it would have bitten you.
19. **Say:** We use this conditional to talk about 2 past actions that never took place. You never came on time, so you never caught the Kenema bus. You never apologised, so she never forgave you. You never attacked the dog; therefore, the dog never bit you.
20. Write the definition and examples on the board.
21. Ask pupils to copy the information on the board into their exercise books.

Guided Practice: (7 minutes)

1. **Say:** Now we are going to work together, construct sentences and explain situations when we should use conditional tenses.
2. Discuss the different situations with pupils and write the example sentences on the board.
3. **Say:** You suspect your friend is suffering from malaria and you want her to recover. Therefore, you insist she must go to the hospital. How would you advise her?
4. **Say:** You must use the sentence pattern, 'If + present tense + present tense' to advise your friend. For example, 'If you have malaria, you must go to the hospital'.

5. **Say:** Now imagine your friend is actually suffering from malaria. You want her to recover. Therefore, you insist she must go to the hospital. How would you advise her?
6. **Say:** You should use the pattern 'If + present tense + future tense' to advise her. For example, 'If you want to recover from malaria, you will go to the hospital'.
7. **Say:** Now imagine your friend will never suffer from malaria. She will have no reason to go to the hospital. How would you advise her?
8. **Say:** Use the pattern 'If + past tense + present conditional tense' to advise her. For example, 'If you wanted to recover from malaria, you would go to the hospital'.
9. **Say:** Your friend did not suffer from malaria. Therefore, she did not go to the hospital. What would you say to her in such a situation?
10. **Say:** Use the pattern 'If + past perfect + perfect conditional'. For example: 'If you had wanted to recover from malaria, you would have gone to the hospital'.
11. Ask pupils to copy the examples on the board into their exercise books.
12. Ask pupils if they have any questions about the tenses. Answer their questions.




Independent Practice (8 minutes)

1. **Say:** Now you are going to practise using the conditionals on your own.
2. **Say:** I want you to write 4 conditional sentences, to show when they should be used in the following situations:
 - a. a situation that is always true or can be true
 - b. a situation that indicates there is always a possibility that if something is done, another action can occur
 - c. an imaginary situation or incident that might never happen
 - d. 2 past situations or incidents that never took place
3. **Say:** Choose one circumstance and write about it in all 4 conditional tenses. Use my example of malaria to help you. Let me give you one more example:
 - a. If you drink acid, you die.
 - b. If you drink acid, you will die.
 - c. If you drank acid, you would die.
 - d. If you had drunk acid, you would have died.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. Invite different pupils to share their examples with the class. Correct any mistakes you hear.

Closing (2 minutes)

1. **Ask:** Why do we call this the conditional tense? (Answer: because it gives conditions for something to happen)
2. **Ask:** What word do we use with the conditional tense? (Answer: if)
3. **Ask:** How many verb tenses do we use in sentences with conditional verbs? (Answer: 2)

Lesson Title: Conditional Tense	Theme: Grammar	
Lesson Number: L-09-109	Class/Level: JSS 3	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 conditional tense to explain an unlikely event in the past. 2. Use the conditional tense to refer to habitual actions. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (2 minutes)

1. **Say:** In our last lesson, we learned to identify conditional tenses and use them in sentences.
2. **Ask:** Who can give us an example of a sentence using the conditional tense? Have pupils raise their hand to answer.
3. **Say:** Today, we shall use the conditional tense to explain an unlikely event in the past, and also use it to refer to habitual actions.

Introduction to the New Material (10 minutes)

1. **Say:** A conditional tense is a tense which states that for an action to take place, another action must also happen.
2. **Say:** Today we are going to practise using 2 conditional tenses. We are going to use the conditional tense to refer to habitual actions and to explain an unlikely event in the past.
3. **Say:** First let's look at habitual actions. This conditional uses the present tense. We use this tense to talk about general truths and habitual actions. We know that if one thing happens then another thing happens. We use: 'if + present tense + present tense'.
For example:
 - a. If glass falls to the ground, it breaks.
 - b. If you boil water, it is safe to drink.
4. Write the explanation and examples on the board.
5. **Say:** In order to explain an unlikely event in the past we use: if + past perfect + perfect conditional (would have + past participle). We use this conditional to talk about imaginary cases or events that might never happen. This conditional is used to refer to unreal situations in the past.
For example:
 - a. If the weather had improved, we would have played outside.
 - b. If they had gone to Kenya, they would have seen lions.
6. Write the explanation and examples on the board.
7. **Say:** From the first sentence we know that the weather did not improve so they did not play outside. The second sentence tells us that they did not go to Kenya so they did not see lions.
8. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (10 minutes)

1. **Say:** Write the following sentences on the board. Ask pupils to copy them into their exercise books as you write.

- a. If she had visited the doctor, she would have recovered faster.
 - b. If I had eaten the meat, I would have fallen sick.
 - c. If it rains, crops grow.
 - d. If the hat had suited me, I would have bought it.
 - e. If you heat ice, it melts.
2. **Say:** Remember, in conditional tense for one thing to happen another must also happen. This means that every sentence has 2 verbs. We are going to identify the 2 verb tenses in each of these sentences.
 3. **Say:** Let's do the first one together.
 4. Read the first sentence to pupils: If she had visited the doctor, she would have recovered faster.
 5. **Say:** In this sentence we are talking about an unlikely event in the past because she did not visit the doctor and did not recover faster.
 6. Underline the verbs in the sentence. (Answers: had visited, would have recovered)
 7. Ask pupils to identify the tenses of the verbs. (Answers: had visited – past perfect; would have recovered – perfect conditional)
 8. Ask pupils to work in pairs. **Say:** With your partner I want you to identify the verbs and their tenses in the rest of the sentences.
 9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
 10. Check answers as a class. (Answers: a. had visited – past perfect; would have recovered – perfect conditional b. had eaten – past perfect; would have fallen – perfect conditional c. rains – simple present; grow – simple present d. had suited – past perfect; would have bought – perfect conditional e. heat – simple present; melts – simple present)
 11. Write answers on the board. Ask pupils to correct their work if they made mistakes.

Independent Practice (10 minutes)




1. **Say:** Now you are going to practise using the conditionals on your own.
2. **Say:** I want you to write 4 conditional sentences. You are going to write 2 sentences to explain an unlikely event in the past and 2 sentences to use the conditional tense to refer to habitual actions.
3. Remember that each conditional sentence requires 2 verbs. Use the sentences on the board as examples to help you. You have 4 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. After 4 minutes, ask pupils to work in pairs to share and compare their sentences. Remind them to check if their partner has written the verbs correctly.
6. Invite different pupils to share a sentence with the class. Correct mistakes if you hear them.
7. Ask the rest of the class to identify the verbs and their tenses.

Closing (3 minutes)

1. **Say:** Today, we have learned how to use the conditional tense to explain an unlikely event in the past.
2. **Ask:** How do we form the conditional to explain an unlikely event in the past? (Answer: if + past perfect + perfect conditional)
3. **Say:** We also practised using the conditional to talk about habitual actions.

4. **Ask:** How do we form the conditional to refer to habitual actions? (Answer: if + present + present)

Lesson Title: Oral Presentation (a debate)	Theme: Listening and Speaking	
Lesson Number: L-09-110	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will:</p> <ol style="list-style-type: none"> 1. Develop skills for debate. 2. Develop skills and ability for public speaking. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Techniques for an oral presentation at the end of the lesson plan 2. Sample debate speech at the end of the lesson plan 	 <p>Preparation Write the techniques for an oral presentation at the end of the lesson plan on the board.</p>
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Opening (5 minutes)

1. Write the statement on the board: Girls are more of a blessing to their parents than boys.
2. **Say:** How many of you agree with this statement? Show by raising your hand.
3. Count the number of pupils whose hands are up and write down the number on the board.
4. **Ask:** How many of you disagree with this statement? Show by raising your hand.
5. Count the number of pupils whose hands are up and write down the number on the board.
6. **Say:** We have just seen that some of you agree with what I have said and some of you do not agree with it.
7. **Say:** Now if I ask each of you to say why you agree or disagree with this statement you would give me many reasons with examples.
8. **Say:** If I ask 2 of you, one who agrees and one who disagrees, to stand up and tell the class your reasons, you would probably argue, going back and forth, each of you wanting the other change his or her view.
9. **Say:** This is called debating.
10. **Say:** Today, we are going to learn how to debate and develop our skills for debating in public.

Introduction to the New Material (12 minutes)

1. **Say:** I am going to share some information with you about debates. Take notes in your exercise books of the important points.
2. **Say:** A debate is a discussion in which reasons are put forward for and against a statement or proposition.
3. **Say:** A debate has 2 sides: 'for' and 'against'. If you agree with the proposition, you are for it, but if you disagree with the proposition, you are against it.
4. **Say:** In a debate, there are usually 2 speakers, one for each side. The speaker arguing 'for' must have multiple reasons to support his or her stance. It is the same with the speaker who is 'against'.
5. **Say:** A speaker must stick to only one side of the argument. The speaker must not argue both sides of the argument.
6. **Say:** In previous lessons, we have learned how to make oral presentations and how to deliver speeches.
7. **Say:** A debate is also an oral presentation.
8. Point to the techniques for delivering an oral presentation on the board (see end of lesson plan).
9. Revise the techniques with pupils.

10. **Say:** In a debate, even though you do not agree with what the other speaker says, you have to respect his views or his opinion and allow him to make his points before you make yours. You must be polite with the other speaker.
11. **Say:** A debate begins like a speech, and so it must start with vocatives. Remember, a vocative is a word used to address someone. For example, Mr Chairman, Ladies and Gentlemen, Fellow Debater(s).
12. In your opening, you must also state the purpose of your speech and your stance. For example, 'I stand here to debate on the topic: Girls are more of a blessing to their parents than boys, and I am for the motion/in favour of/I support this statement'.
13. **Say:** Then you discuss why you feel that way. Give one reason, with examples, per paragraph.
14. **Say:** You conclude by thanking the audience for their attention.
15. Once one speaker has made their argument, the other speaker gives their opening speech. After, the speakers go back and forth making their points. To be a successful debater you must pay attention to what the other speaker says and be able to respond quickly.

Guided Practice (8 minutes)

1. Divide the class into 2 large groups.
2. Ask pupils to copy the statement on the board, 'Girls are more of a blessing to their parents than boys' into their exercise books.
3. **Say:** The pupils to my right are 'for'; they agree with this statement. The pupils to my left are 'against'; they disagree with this statement.
4. Ask pupils to work in pairs. **Say:** With a partner in your group, I want everyone to think of 2 reasons with examples to support your argument. Remember, if you are on my right you are arguing that girls are more of a blessing to their parents. If you are on my left you are arguing against the statement.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. After 2 minutes, ask pupils to listen to you make your debate speech (see end of lesson plan).
7. Read the speech to pupils. Read clearly and confidently, modeling good public speaking skills to pupils.
8. **Say:** Now I want each of you to organise your thoughts into a short speech. Introduce your position and the topic you will debate on. Make your arguments in different short paragraphs like I did. Do not forget to include a vocative and a 'thank you' at the end.
9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Independent Practice (8 minutes)

1. **Say:** We are going to listen to 2 pupils from each side of the argument to come up and present their arguments to the class.
2. Have pupils raise their hand to volunteer. Select 4 pupils who can model good public speaking to come to the front.
3. **Say:** We are going to listen attentively and observe how each speaker presents his or her argument. There are 2 speakers for each side. At the end, we will decide which pair of speakers was able to convince us to see their point of view.

4. Give each of the 4 pupils an opportunity to give their debate speech. Clap for each pupils when they finish.
5. Ask the class which argument was more convincing. Remind them that their personal opinion is not important – what matters is how well their classmates argued the different sides.

Closing (2 minutes)

1. **Ask:** What is a debate? (Answer: a discussion between 2 people or 2 groups who disagree on a subject)
2. **Ask:** Where might we hear a debate? (Example answers: at school; when politicians are competing for public office; on the radio or television when people with different opinions are interviewed)

[TECHNIQUES FOR AN ORAL PRESENTATION]

- a. You must speak clearly in simple language so that people listening to you will understand you.
- b. You must be fluent; that is, express yourself well in proper English.
- c. You must be bold and speak loudly so that everyone you are talking to will hear you.
- d. You must be polite and respectful.

[SAMPLE DEBATE SPEECH]

Mr. Chairman, Ladies and Gentlemen, fellow debaters, I greet you all. I stand here today to debate on the topic, 'Girls are more of a blessing to their parents than boys', and I am for the motion. I strongly believe that girls are more of a blessing to their parents than boys.




Girls are more of a blessing to their parents because they help their parents with household chores. When Mother is busy with one chore like cooking, a girl child can help with washing up, cleaning or sweeping.

Girls can also help their parents to take care of their younger siblings. A girl child is caring and when girls are older, they help look after their baby sisters or brothers. My fellow debater would say that boys are stronger and can be of more help to their parents, but I believe that girls can do more because they are caring.

Girls can also look after their parents when they are sick and be a blessing to them. A male child may be too busy playing football with his friends to care.

Ladies and Gentlemen, these are my arguments, and I thank you for listening.

Lesson Title: Idioms	Theme: Grammar	
Lesson Number: L-09-111	Class/Level: JSS 3	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. Interpret idiomatic expressions. 2. Use idioms in writings. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (2 minutes)

1. **Say:** In term 2, we studied idioms.
2. **Ask:** Who can give an example of an idiom? Have pupils raise their hand to answer.
3. Listen to pupils' answers. (Example answers: see eye-to-eye, let the cat out of the bag, feel under the weather etc.)
4. **Say:** Today we are going to learn more about idioms and the part they play in grammar.

Introduction to the New Material (12 minutes)

1. **Say:** People use idioms in their speech or in their writing in everyday living. All Sierra Leonean languages have idioms. They are present in expressions called idiomatic expressions.
2. **Say:** Give me some examples of idioms in our various languages. Listen to pupils' answers.
3. **Say:** We can see that idioms are an important part of language. They are interesting and expressive.
4. **Say:** They show the kind of language and grammar used by particular people at a particular time or place. Every idiomatic expression has its own meaning known only to that particular group.
5. **Say:** For example, the idioms used by English speakers in South Africa may be different from those used in Canada and also different from those used in Australia.
6. **Say:** You must note that the meaning of the idiom as a group is different from the meaning of the individual words in the group.
7. **Say:** For example, 'raining cats and dogs' is an idiom meaning to rain heavily.
8. **Say:** The meaning of the entire expression has nothing to do with the meaning of 'cat' or 'dog'. We know that cats and dogs do not fall from the sky like rain!
9. The best way to interpret idiomatic expressions is to look up their meanings in a dictionary and to find out their meanings when you see or hear them. We can infer the meaning of a new idiom. We can use the rest of a sentence or paragraph to give us clues to the meaning of an idiom the same way we do with new vocabulary.
10. **Say:** Once you know the meanings of idiomatic expressions, you should try to include them in your compositions. The use of idiomatic expressions in your writing will help you to improve your writing, as your writing will be more interesting to read.
11. **Say:** Sometimes idioms are in the form of short expressions known as phrasal verbs.
12. **Say:** Phrasal verbs are expressions consisting of a verb and an adverb, or a verb and a preposition or sometimes a verb combined with both an adverb and a preposition.
13. Write the definition of phrasal verbs on the board.
14. **Say:** Look at the following examples of phrasal verbs that are idioms and their meanings.
15. Write on the board: 'look after' and 'win over'.

16. **Say:** Let's look at each one of these phrasal verbs.
- look after
Meaning: to take care of someone or something
Example: My mother looked after me when I was sick.
 - win over
Meaning: to get somebody's support or approval by persuading the person that you are right
Example: She is against the idea, but I am sure I can win her over.
17. Write the phrasal verbs, their meanings and the example sentences on the board.
18. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (5 minutes)

- Say:** Now, let's try using the idioms that we have talked about in this lesson.
- Say:** Take out your exercise books and write these idioms down:
 - raining cats and dogs – to rain heavily
 - look after – to take care of
 - win over – to get somebody's support or approval by persuading them that you are right
- Ask pupils to work in pairs. **Say:** Now that we know what these idioms mean, turn and talk with your partner about a situation that each idiom describes. Write your ideas in your exercise books.
- Invite different pupils to share their ideas with the class.




Independent Practice (13 minutes)

- Say:** I want you to select one of the idioms and use it as the topic for a short story. For example, if I choose 'raining cats and dogs' I may write a story about a very rainy day. If I choose 'look after' I may write a story about a time when I had to take care of a family member or even a pet. If I chose 'win over' I may write about a time when I convinced my parents to allow me to do something that I was not usually permitted to do.
- Say:** Your story should be organised into paragraphs and include characters, setting and plot. It should not be long. Use the idiom to make the story interesting. You can write the idiom into the story or you can have one of the characters say it.
- Move around the classroom to make sure pupils understand and are doing the task. Remind pupils that they must include the idiom in their short story.

Closing (3 minutes)

- Invite as many pupils as possible to read their short story to the class.
- Have the rest of the class identify the idiom they used.
- Say:** Now you see how we can use idioms in our writing.
- Say:** Take note when you hear new idioms. Find out their meaning and try to incorporate them into your writing.

Lesson Title: Narrative Composition	Theme: Writing	
Lesson Number: L-09-112	Class/Level: JSS 3	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. Write a narrative composition based on a given idiomatic expression. 2. Use the given expression at the end of the composition. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (2 minutes)

1. **Ask:** Who can tell us what a narrative is? Have pupils raise their hand to answer. (Answer: A narrative tells about a personal experience.)
2. **Ask:** What tense do we usually use in a narrative composition? (Answer: past tense)
3. **Say:** In our last lesson we learned more about idioms. Today we are going to write a narrative based on an idiomatic expression.

Introduction to the New Material (12 minutes)

1. **Say:** Narrating involves reporting, telling a story or giving an account of things that happened. The things that people narrate can be joyful or sad, pleasant or unpleasant.
2. **Say:** Narrative writing can also be personal; the writer tells about some important things in his or her life.
3. **Say:** The writer of a narrative is engaged in telling what happened. This involves a number of events. In order not to get the events all mixed up and confuse the reader, the narrative therefore needs some kind of organisation.
4. **Say:** The kind of organisation most often used in narrative writing is called 'sequence of time' or 'time sequence'.
5. **Say:** 'Sequence' means the order in which things happen.
6. **Say:** In using time sequence, the writer tells what happened in the order that it happened.
7. **Say:** For example, listen to the following lines:
 - I had just passed the old cotton tree that marks the start of the village when I heard a low, whirring sound. I stopped and looked around...
8. **Say:** In this example, the events are narrated according to a sequence of time as follows:
 - First, the speaker passed an old cotton tree.
 - Next, he/she heard some kind of sound.
 - Next, he/she stopped and looked around.
9. **Say:** Using time sequence makes a narrative clear and easy to follow.
10. **Say:** Now that we have discussed time sequence in a narrative, let's discuss how to use idioms in a narrative.
11. **Say:** Let's use an idiomatic expression we know; for example, 'caught red-handed'.
12. **Say:** First, you must know the meaning of the idiomatic expression. 'Caught red-handed' means caught in the act of doing something wrong or caught committing a crime.
13. **Say:** When we know the meaning of the expression, then we are able to base our narrative on it.

14. **Say:** We can use time sequence so that the events in the narrative lead up to the last event of catching the character in the narrative in the act of doing something wrong.
15. **Say:** The last sentence of the narrative should contain the words, 'he/she was caught red-handed'.

Guided Practice (6 minutes)

1. **Say:** Let's try our hand at it. We are going to write a narrative about Mayilla. Our narrative will end with the idiom 'caught red-handed'.
2. **Say:** First we must decide what Mayilla was caught doing. Let's say she was caught taking money from her mother's moneybox. We should also decide who catches her. I think Mayilla's younger brother catches her.
3. **Say:** Now I want you to think of 2 or 3 events that can begin the chain of actions leading to the idiomatic expression, 'caught red-handed'.
4. **Say:** We can begin with the day or time of the day. For example: 'It was Friday evening...'
5. **Say:** Next, we can state where the doer of the action was. For example: 'Mayilla was alone in the house doing chores...'
6. **Say:** Our story begins with, 'It was Friday evening and Mayilla was alone in the house doing chores'.
7. Ask pupils to work with a partner. **Say:** With your partner discuss 2 other possible events that lead to Mayilla getting caught by her brother taking money from her mother's moneybox.
8. **Say:** Write your ideas in your exercise books.
9. Give pupils 2 minutes to discuss and write down 2 other events.
10. Invite different pupils to share their ideas with the class. (Examples: Mayilla tiptoed into the room where mother kept her moneybox. Mayilla looked around to ensure there was no one around. Mayilla opened the box and took some of the money.)




Independent Practice (12 minutes)

1. **Say:** Now, I want you to write the narrative composition. It will begin with, 'It was Friday evening and Mayilla was alone in the house doing chores', and end with 'She was caught red-handed'.
2. **Say:** Remember that the narrative gives an account of something that happened, so use the simple past tense. Don't forget to put the events in time sequence.
3. Give pupils 8 minutes to write the composition.
4. After 8 minutes, ask pupils to stop writing and exchange their exercise books with a partner to share and compare their compositions.
5. Give pupils time to give each other feedback and make corrections.

Closing (3 minutes)

1. Invite as many pupils as possible to read their composition to the class.
2. Ask the rest of the class to confirm that they have used the idiom correctly and used proper time sequence.
3. Tell pupils to finish their narrative compositions for homework.

Lesson Title: Phrasal Verbs	Theme: Grammar	
Lesson Number: L-09-113	Class/Level: JSS 3	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. Determine the meanings of phrasal verbs. 2. Use phrasal verbs effectively in writing. 	 <p>Teaching Aids Passage at the end of the lesson plan</p>	 <p>Preparation Write the passage at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** Last term we talked about phrasal verbs. Who can tell us what a phrasal verb is? Have pupils raise their hand to answer. (Answer: A phrasal verb is a group of words made up of a verb and a preposition or adverb. It functions as a single word, and the meaning is different when the words are separated.)
2. Ask pupils to name some phrasal verbs they have learnt and their meaning. Listen to pupils' answers. (Example answers: run out of – to exhaust, to use up one's supply; put up with – to tolerate; carry on – to continue)
3. **Say:** Today, we will determine the meaning of new phrasal verbs and practise using them effectively in writing.

Introduction to the New Material (12 minutes)

1. **Say:** In dealing with phrasal verbs, we should remember that in most cases they act as idiomatic expressions.
2. **Say:** Idiomatic expressions are groups of words whose meaning is different from the meanings of the individual words.
3. **Say:** These idiomatic phrases are attached or added to the verbs.
4. **Say:** Let's look at these examples, based on the verb 'to carry':
 - carry away – to overwhelm
 - carry on – to continue, to maintain
 - carry out – to execute, to perform, to fulfill
5. Write the examples and their meaning on the board.
6. **Say:** All of these words – 'away', 'on' and 'out' – have been added to the verb 'to carry' to create a new meaning. This makes them phrasal verbs.
7. **Say:** Let's look at another example, using the verb 'to let':
 - let down – to disappoint
 - let go – to release
 - let in – to allow to enter
8. Write the meanings and examples on the board.
9. **Say:** All these words – 'down', 'go' and 'in' – have been added to the verb 'to let' to create a new meaning. This makes them phrasal verbs.
10. **Say:** Let's use some of these phrasal verbs to make a few sentences.
 - a. Carry out: Every father should carry out his responsibility in taking care of his children.
 - b. Let down: Doris was let down by her friends.

11. Write the example sentences on the board.
12. **Say:** Do not forget that if the phrasal verb is in the past tense, the meaning or interpretation should also be in the past tense. Take this example using 'carry on':

- Even when James was almost defeated, he still carried on with his speech.

Note that 'carry on' changes to 'carried on'.

13. **Say:** Here's another example, using 'come up with':

- Last week, Karim came up with the idea of taking extra lessons.

Note that 'come up with' changes to 'came up with'.

14. Write the example sentences on the board.
15. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (9 minutes)

1. Write 2 sentences with phrasal verbs on the board. Underline the phrasal verbs.
 - a. Daddy picked up a new job at the oil company.
 - b. This time around, I did not fall for her lies.
2. **Say:** Look at the first sentence.
3. Read the first sentence to pupils and ask them take note of the underlined phrasal verb.
4. **Say:** In the first sentence, 'picked up' means acquired or got, so the sentence could also read:
Daddy acquired a new job in the oil company.
5. **Say:** In the second sentence, 'fall for' means to be tricked, to believe something false that you have been told. So the sentence could also read:
This time around, I wasn't tricked by her lies.
6. Write 2 more sentences on the board. Underline the phrasal verbs.
 - a. I had to make do with the little meat I had.
 - b. The entire community settled down after the police intervened.
7. Ask pupils to work in pairs to discuss the meaning of the underlined phrasal verbs. Remind them to use the rest of the sentence to get clues to infer the meaning. Once they determine the meaning they should rewrite the sentences in another way, using the meaning of the phrasal verbs.
8. Give pupils 2 minutes to rewrite the sentences.
9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
10. Check answers as a class. (Example answers: a. I had to manage with the little meat I had. b. The entire community became peaceful after the police intervened.)

Independent Practice (10 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. Ask pupils to copy the passage into their exercise books. Give them time to write.
3. **Say:** Read the passage. I want you to explain the underlined phrasal verbs in your own words.
4. **Say:** Change the verb tenses where necessary.
5. Give pupils 6 minutes to change the phrasal verbs in the passage.
6. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

7. Check answers as a class.
8. Write the phrasal verbs and their meaning on the board as you go along. (Answers: see below)

let in – allowed to enter

figure out – understand

had fallen on – made a surprise attack

single out – selected from others/seen

held back – restrained

abide by – obey their orders

let go of – release

hand over – surrender

carried out – done

ran out of – exhausted/lost

9. Ask pupils to check their work and make corrections where necessary.




Closing (1 minute)

1. **Say:** For your homework, make sure you read the different phrasal verbs you have studied. Write down 5 phrasal verbs from today's lesson and use them in sentences.

[PASSAGE WITH PHRASAL VERBS]

Thieves were let in our house by the gatemen. It was difficult to figure out what exactly was happening. I then realised they had fallen on us. Brima, a boy in the neighbourhood, was singled out from the crowd. Mum was frightened. She held back her tears in order not to be noticed by the thieves. The thieves told us to lie on the floor, and we had to abide by their orders. They threatened not to let go of us until their operation ended, and forced us to hand over all our personal belongings and money to them. Their orders were carried out. Soon, they ran out of luck when police came and surrounded the whole house. They were arrested and taken to the police station.

Lesson Title: Shakespearean Text	Theme: Reading	
Lesson Number: L-09-114	Class/Level: JSS 3	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. Demonstrate understanding of the play. 2. Give an opinion about characters and activities in the play. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Excerpts from '<i>The Merchant of Venice</i>' at the end of the lesson plan 2. Questions at the end of the lesson plan <p>Note: If your school has copies of '<i>The Merchant of Venice</i>', you should be reading it with pupils.</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the excerpts from '<i>The Merchant of Venice</i>' at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** In the BECE, Language Arts questions are drawn on prose, poetry and drama.
2. **Ask:** Who can name the drama reading for the BECE? Have pupils raise their hand to answer. (Answer: The drama is '*The Merchant of Venice*').
3. **Say:** Today we will learn how to read and understand the play, '*The Merchant of Venice*'.

Introduction to the New Material (13 minutes)

1. **Say:** '*The Merchant of Venice*' was written by William Shakespeare.
2. **Say:** I am going to give you some information about the play. I want you to listen carefully and take notes in your exercise books. The play '*The Merchant of Venice*' is important because questions are drawn on it for the Language Arts questions in BECE.
3. **Say:** The basic plot of the play revolves around the characters Antonio, Bassanio, Shylock and Portia.
4. **Say:** There are other characters in *The Merchant of Venice*, including Gratiano, Jessica, Lorenzo, Nerissa, Launcelot Gobbo, the Prince of Morocco, the Prince of Aragon, Salarino, Solanio, the Duke of Venice, Old Gobbo, Tubal, Doctor Bellario and Balthasar. We will focus on the 4 main characters.
5. **Say:** Antonio is a wealthy Venetian merchant. He is a dear friend to Bassanio. Bassanio is in love with Portia. Portia is the daughter of a rich man who lives in Belmont. Bassanio goes to Antonio to borrow money to help him win and marry Portia. Antonio does not have money to loan Bassanio so he takes him to borrow money from Shylock, a Jewish moneylender.
6. **Say:** Shylock hates Antonio. He agrees to the loan with Antonio as Bassanio's guarantor. A condition of Shylock's loan is that if Bassanio cannot repay the loan by a certain date, Shylock may take a pound of Antonio's flesh.
7. **Say:** Bassanio goes to Belmont and wins Portia by correctly identifying the casket with her portrait in it. They agree to get married.
8. **Say:** Later Antonio gets into money troubles and when he cannot repay the loan, he faces the prospect of sacrificing a pound of flesh to Shylock. Shylock is angered by his mistreatment at the hands of Venetian Christians, particularly Antonio, and demands the payment of a pound of Antonio's flesh.

9. **Say:** Portia's beauty is matched by her intelligence. She saves the day when she shows up at Antonio's trial in Venice disguised as a young legal clerk and outsmarts Shylock and prevents him from carrying out his revenge on Antonio.
10. **Say:** The play ends with restored fortunes and Shylock's humiliation.
11. **Say:** The play is a comedy, with the good characters ending the play by seeing their fortunes restored.
12. **Say:** In spite of being a comedy, the play deals with serious themes.
13. **Say:** The idea of religious conflict and oppression is probably the most significant of these themes. For example: Shylock is the villain of the play, yet his end can be seen in some way as tragic. Much of his hatred is a result of poor treatment by Christians, especially Antonio.
14. Point to the excerpts on the board (see end of lesson plan).
15. Read excerpt 1 aloud to the class.
16. Read slowly, clearly and with expression. Focus on using correct pronunciation and intonation. Try to use different voices for Antonio and Shylock.
17. Explain the excerpt to pupils. **Say:** This excerpt shows us the hatred between Shylock and Antonio. Shylock points out that he has been treated terribly by Antonio because he is Jewish. Antonio is unapologetic; he does not feel bad about his racist behaviour. Instead, he says that his behaviour will never change, not even if Shylock lends him money.

Guided Practice (9 minutes)

1. **Say:** To prepare for BECE we need to read the play. The play is written in old English, which can be difficult to understand. The first excerpt we looked at gave us an understanding of a theme in the play. Now we are going to look at an excerpt that shows us more about the relationship between Antonio and Shylock.
2. Point to excerpt 2 on the board.
3. Read the excerpt to pupils. Read slowly, clearly and with expression. Focus on using correct pronunciation and intonation.
4. **Say:** What do you think the excerpt means? Listen to pupils' answers.
5. Explain the excerpt to pupils. **Say:** Shylock is talking about the bond between him and Antonio. The bond was the agreement about the loan taken on Bassanio's behalf. Remember, they agreed that Antonio would pay Shylock a pound of flesh if Bassanio failed to repay the loan with interest in time.
6. **Say:** Shylock says he has taken an oath that Antonio must honour the bond and whatever agreement between them must be fully met. We saw that Antonio called him a dog in the previous excerpt. Now, later in the play, Shylock says that Antonio called him a dog before he had a reason to and if he is a dog then Antonio should be afraid and fear his fangs. He means that Antonio should fear him now because Antonio owes him the pound of flesh.

Independent Practice (10 minutes)

1. Point to the questions on the board (see end of lesson plan).
2. **Say:** Answer the questions about the play in your exercise books. You have 7 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

4. Check answers as a class. (Answers: a. hate/racism b. William Shakespeare c. good friends d. Shylock wants revenge on Antonio because of the hate he has for him. e. Bassanio f. a comedy g. Portia disguised as a clerk. h. It ends happily for Antonio because his fortunes are restored.)

Closing (1 minute)

1. Reading and understanding Shakespearean drama is important for BECE. Make sure you take notes and revise them to prepare.
2. **Say:** When we look at *'The Merchant of Venice'* again we will learn about interpreting Shakespearean English into modern English.

[EXCERPTS FROM THE MERCHANT OF VENICE]

EXCERPT 1:

SHYLOCK

'Fair sir, you spet on me on Wednesday
last,
You spurned me such a day; another time
You called me dog; and for these courtesies
I'll lend you thus much moneys?

ANTONIO

I am as like to call thee so again,
To spit on thee again, to spurn thee too.
(Act 1 Scene 3)

2. EXCERPT 2:




SHYLOCK

'I'll have my bond, speak not against my bond.
I have sworn an oath that I will have my bond.
Thou call'dst me dog before thou hadst a cause,
But since I am a dog beware my fangs.'
(Act 3, Scene 3)

[QUESTIONS]

- a. What is the main theme in the play *'The Merchant of Venice'*?
- b. Who wrote *'The Merchant of Venice'*?
- c. What is the relationship between Antonio and Bassanio?
- d. Why does Shylock want the pound of flesh from Antonio?
- e. Who gets to marry Portia?
- f. What type of play is *'The Merchant of Venice'*?
- g. Who is the lawyer who saves Antonio?
- h. How does the play *'The Merchant of Venice'* end for Antonio?

Lesson Title: Oral Description of an Incident	Theme: Listening and Speaking	
Lesson Number: L-09-115	Class/Level: JSS 3	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. Describe an incident to an audience. 2. Use adjectives in their description. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. 'Guidelines for describing an incident' at the end of the lesson plan 2. Text at the end of the lesson plan 	 <p>Preparation Write the 'Guidelines for describing an incident' at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** I want you to look around you and name some of the things you see. Have pupils raise their hand to answer. (Example answers: chairs, board, tables, wall, desks)
2. **Say:** I want you to describe these things. (Example answers: The chairs are brown, old and squeaky. The board is big and rectangular in shape. The walls are dirty and unpainted.)
3. **Say:** Now, I want you to close your eyes for a minute and concentrate on the sounds around you. What do you hear? (Example answers: heavy bangs on doors; pupils laughing; a teacher talking; chalk on the board)
4. **Say:** Good. What you have just done is to describe or talk about your surroundings using adjectives.
5. **Say:** Today, you are going to learn how to describe or talk about an incident to an audience.

Introduction to the New Material (10 minutes)

1. **Say:** An incident can refer to any event or occurrence. It can be big or small, good or bad, intentional or unintentional. A bank robbery, a funny or controversial situation, an argument between 2 people – all can be described as incidents.
2. **Say:** An incident can be something that happened in the community or something that you saw or witnessed. Imagine on your way to school this morning you saw a car hit another car; or in your neighborhood last night a house caught fire; or at the farmhouse last week a thief was caught. These happenings are all called incidents.
3. Ask pupils to give other examples of similar incidents. Listen to pupils' answers.
4. **Say:** Other examples of incidents can be personal such as describing a time in your life when you learned a lesson, or describing an incident during the rains that you will never forget.
5. Ask pupils to give other examples of similar incidents. Listen to pupils' answers.
6. **Say:** Let's look at the information we must include when describing an incident:
 - a. First, you say where the incident happened, when it happened and what the exact incident was.
 - b. Second, you explain how it happened – what you saw, who you saw, who was involved, etc.
 - c. Next, you say how the incident came to an end, how it all ended, how it was resolved.
7. Write the information to include when describing an incident on the board. Ask pupils to copy it into their exercise books.
8. **Say:** When we tell a story about an incident and explain what happened, people listening to us are fascinated. They are eager to hear how the story ends.

9. **Say:** Telling personal stories of what we saw or experienced enlightens listeners, and they too may gain some knowledge or experience from this. Certain incidents may amaze us, educate us and help us make wise decisions the next time we encounter the same situation.

Guided Practice (10 minutes)

1. Point to the guidelines on the board (see end of lesson plan).
2. Revise the guidelines with pupils. Ask them to copy the guidelines into their exercise books.
3. **Say:** Imagine you want to share a story with your friends about a time in your life when you learned a lesson.
4. **Say:** I am going to read you a description of an incident. Listen carefully.
5. Read the text to pupils (see end of lesson plan).
6. Read slowly, clearly and with expression to make the description interesting.
7. **Say:** You are going to describe an incident to your friends. Choose something unusual or unpleasant that happened which taught you a lesson.
8. **Say:** I want you to write notes in your exercise books. Use the guidelines on the board to help you plan or outline your description of an incident.
9. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
10. Ask pupils to work in pairs and orally describe the incident to their partner. After one partner has given a description of the incident, the other partner should share their story.
11. Move around the classroom to make sure pupils understand and are doing the task. Listen to different pupils describe an incident to their partner.

Independent Practice (10 minutes)

1. Invite 4-5 volunteers from different parts of the classroom to stand up and tell the class about a time in their life when they learned a lesson, using the guidelines on the board.
2. Ask the class to act as the audience and listen attentively to the description of the various incidents.
3. After each pupils finishes, ask the rest of the class to identify the lesson they learned.

Closing (2 minutes)

1. **Say:** Today, we have learned how to describe an incident about something that happened to us personally.
2. **Ask:** When you describe an incident, what do you talk about? (Answers: see guidelines at end of lesson plan)
3. Assign homework. Ask pupils to write a description of an incident in their neighbourhood. Tell them they will read this description to their classmates in a future lesson.

[GUIDELINES FOR DESCRIBING AN INCIDENT]

- where the incident happened
- when it happened

- what the exact incident was
- what happened and how it happened
- how the incident was resolved/how it all ended
- what you learned

[TEXT: AN INCIDENT THAT TAUGHT ME A LESSON]




I had a terrible argument with my best friend. It was the worst fight we ever had. It is an incident that I will never forget because I learned an invaluable lesson from it.

It happened when we were in JSS 2. My best friend had borrowed my exercise book a week earlier and she had promised to return it that day. Well, she forgot to return it.

My teacher was so strict that she would punish those who did not have their books with them in class. Therefore, I was very angry with my best friend. I shouted at her saying, 'You are a very selfish girl and I hate you'. As soon as I said the words I regretted them, but it was too late. She cried and ran away. She did not talk to me for 2 weeks until I apologised to her. She might have held on to my book, but what I said to her was mean and I regretted doing so.

From that day, I learned an important lesson about anger. When you are angry, it is better to keep calm and say nothing. I should have listened to her side of the story before I shouted at her.

Lesson Title: The use of 'little', 'a little', 'few', 'a few' and the articles 'a', 'an' and 'the'	Theme: Grammar	
Lesson Number: L-09-116	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to exhibit memory of the lesson on the use of these adjectives and articles by using them in sentences.</p>	 <p>Teaching Aids 1. Fill-in-the-blanks sentences at the end of the lesson plan 2. Sentences at the end of the lesson plan 3. Paragraph at the end of the lesson plan</p>	 <p>Preparation 1. Write the fill-in-the-blanks sentences at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board. 3. Write the paragraph at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

- Ask:** Who can remember the 2 articles in English? Have pupils raise their hand to answer. (Answer: definite and indefinite articles)
- Ask:** What is the difference between a definite and an indefinite article? Listen to pupils' answers. (Answer: A definite article refers to a specific person, place or thing. An indefinite article refers to any person, place or thing.)
- Ask:** Which are the indefinite articles? (Answer: 'a' and 'an')
- Ask:** What is the definite article? (Answer: 'the')
- Say:** Today we are going to revise articles and the adjectives 'few', 'a few', 'little' and 'a little'.

Introduction to the New Material (12 minutes)

- Say:** First let's revise articles.
- Say:** Articles are a type of determiner that helps describe a person, place or thing. They are actually adjectives.
- Say:** 'A' and 'an' are called indefinite articles because they do not refer to a specific person, place or thing.
Example:
 - Paul gave me a mango.
 - Susan stole an orange.
- Write the definitions and examples on the board.
- Say:** 'The' is a definite article because it refers to a specific person, place or thing.
Example:
 - I want to go to the stadium tomorrow.
 - She wants to use the bicycle.
- Write the definitions and examples on the board.
- Say:** Now let's revise the adjectives 'few', 'a few', 'little' and 'a little'.
- Say:** 'Few' means not many. It is used with plural countable nouns.
Example:
 - The few friends that he had are all away right now.
- Write the definitions and examples on the board.

10. **Say:** 'Little' means 'not much'. It is used with singular uncountable nouns.

Example:

- The little money that he has will hardly keep him alive.

11. Write the definitions and examples on the board.

12. **Say:** 'A few' and 'a little' mean some, though not many. This is a greater quantity than 'few' or 'little'.

Examples:

- She has a few books at home.
- He has a little money to buy food at the market.

13. Write the definition and examples on the board.

14. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. **Say:** Let's look at the articles very closely.
2. Point to the fill-in-the-blanks sentences on the board (see end of lesson plan).
3. Ask pupils to work in pairs. **Say:** With a partner, choose the correct article to fill in the blank. Then write the complete sentence in your exercise book.
4. Move around the classroom to make sure pupils understand and are doing the task.
5. Check answers as a class. (Answers: a. the book b. a school c. an argument d. the contract)

Independent Practice (13 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to write the sentences in their exercise books, choosing the correct word in parentheses to complete the sentence.
3. Give pupils 3 minutes to write the sentences.
4. Move around the classroom to make sure pupils understand and are doing the task. If they are struggling, invite them to work in pairs.
5. Check answers as a class. (Answers: a. few b. few c. a little d. the little e. a little)
6. **Say:** Now I want you to demonstrate your knowledge. I want you to write a descriptive paragraph about our classroom using all 3 articles and the adjectives we have studied in this lesson, 'few', 'a few', 'little' and 'a little'.
7. Point to the paragraph on the board (see end of lesson plan). **Say:** Let me read you my example first. You can use it to help you as you write your own paragraph.
8. Read the example paragraph to pupils.
9. Give pupils 8 minutes to write their paragraph.

Closing (2 minutes)

1. Invite as many pupils as possible to read their paragraph to the class.
2. Ask the rest of the class to identify the articles and adjectives from the lesson in the paragraph.

[FILL IN THE BLANKS]

- a. This is ____ book that I promised to lend you.

- b. The President has opened ____ school in our community.
- c. Jacob has had ____ argument with my child.
- d. Please leave ____ contract with the secretary.




[SENTENCES]

- a. Having had ____ (little, few) opportunities to practise, I played the piece reasonably well.
- b. He is a lonely man; he has ____ (a few, few) friends.
- c. I have only ____ (a little, little) coal in my cellar because the coal man has not come.
- d. We must save ____ (the little, a few) money we have left for our journey home.
- e. He always has ____ (a little, little) in reserve for emergencies.

[PARAGRAPH]

There are many things in our classroom. Although we have few books, we have the most important ones. Our teacher has a copy of 'The Merchant of Venice'. It is an interesting play. I have a few exercise books on my desk and a little money to buy more if I need to. I am so busy studying that I have little time to play.

Lesson Title: Poetry	Theme: Reading	
Lesson Number: L-09-117	Class/Level: JSS 3	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. Explain a prescribed poem in their own words. 2. Answer short questions to draw out concepts from the poem. 	 <p>Teaching Aids Poem '<i>The Blind Boy</i>' at the end of the lesson plan</p>	 <p>Preparation Write the poem '<i>The Blind Boy</i>' at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** We have studied poems that are prescribed for the BECE.
2. **Ask:** Can you remember the poems that we have read? Have pupils raise their hand to answer. (Answers: '*Abiku*', '*The Blind Boy*', '*Drought*' and '*The Village School Master*')
3. **Say:** Today we shall revise the poem, '*The Blind Boy*' and answer short questions on it

Introduction to the New Material (13 minutes)

1. **Say:** How many of you live with blind relatives or live with blind people? Listen to pupils' answers.
2. **Say:** Close your eyes. I want you all to imagine how the blind boy in the poem felt.
3. **Say:** We are going to discuss the poem. Remember, '*The Blind Boy*' is one of the poems for BECE. When we discuss it in class, you should take notes.
4. **Say:** The blind boy asks people to tell him what light looks like. He knows that he will never see or enjoy light.
5. **Say:** The repetition of the exclamation 'O' in lines one and 4 shows that the blind boy longs to see the light.

'O, tell your poor blind boy!'

6. **Say:** In the second stanza, he recalls some of the information that people have given him:

'You talk of wondrous things you see,
You say the sun shines bright'.
7. **Say:** This means that all he knows about the appearance of things is what people tell him.
8. **Say:** 'Wondrous' means wonderful or beautiful.
9. **Say:** In the same stanza, we discover that the blind boy can only tell that the sun is shining when he feels the heat or the warmth of the sun. He does not know when it is day or night.
10. **Say:** In stanza 3, the blind boy says that he decides that when he is asleep, it is his night, and when he is awake and playing, it is his day.

'My day or night myself I make

Whene'er I sleep or play;'

11. **Say:** In stanza 4, the blind boy says that he knows people feel sorry for him. He can hear their sighs.

12. **Say:** To sigh is to breathe out heavily or loudly, especially in response to a sad situation or a situation that cannot change.
13. Demonstrate a sigh to the class.
14. **Say:** He says that the people feel sad about his 'hapless woe'.
15. **Say:** 'Hapless woe' means bad luck or unfortunate situation. In this poem, the boy's hapless woe is his blindness.
16. **Say:** He is willing to bear his burden because he was born blind. He cannot feel the loss of sight because he never had sight. This is what he means in:
 'With patience I can bear
 A loss I ne'er can know.'
17. **Say:** In stanza 5, the blind boy knows that he will never see, so he will not allow his blind condition to make him sad.
 'Then let not what I cannot have
 My cheer of mind destroy'.
18. **Say:** The blind boy keeps himself happy by singing. When he sings, he feels like a king.
19. **Say:** He is alone in his own kingdom of blindness and considers himself the king of his kingdom.
20. **Say:** Even though readers may want to feel sorry for the blind boy, the poem is not sad because of the mood and attitude of the persona.
21. **Say:** The persona is the person who talks in the poem '*The Blind Boy*' – namely, the blind boy himself.

Guided Practice (10 minutes)

1. Ask pupils to copy the poem into their exercise books and read it silently.
2. Give pupils a couple of minutes to do the task.
3. Ask pupils to work in pairs. **Say:** With your partner I want you to write the second stanza in your own words. There are 4 lines in the second stanza. What do they say?
4. Give pupils time to discuss the stanza in pairs.
5. Move around the classroom to make sure pupils understand and are doing the task. Listen to their discussions. Help struggling pupils.
6. Invite pupils to read their explanation of lines 1 and 2.
7. Invite other pupils to read their explanation of lines 3 and 4 to the class. (Example answers: see below)
 Lines 1-2: You talk about the wonderful things that you can see,
 You say that the sun shines bright.
 Lines 3-4: I can only feel the heat of the sun
 But I cannot tell when the sun makes it day or night.
8. **Say:** Let's try to explain another pair of lines from the poem in our own words. Discuss these lines with your partner.
 'My day and night myself I make
 Whene'er I sleep or wake.'
9. Move around the classroom to make sure pupils understand and are doing the task. Listen to their discussions. Help struggling pupils.
10. Invite pupils to read their explanation of the lines. (Example answer: I make my own day and night/When I am awake or asleep.)

Independent Practice (8 minutes)

1. Write the following questions on the board.
 - a. What are poems divided into?
 - b. What does the blind boy call his 'hapless woe'?
 - c. How does the blind boy know people feel sorry for him?
 - d. How does the blind boy keep himself happy?
2. Read the questions to pupils. Ask them to copy the questions and answer them in their exercise books.
3. Give pupils 7 minutes to copy and answer the questions.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. Check answers as a class. (Answers: a. stanzas b. his blindness c. He hears them sigh. d. He sings.)

Closing (2 minutes)

1. **Say:** We have revised the poem 'The Blind Boy' thoroughly.
2. **Ask:** Does anyone have any questions about the poem? Answer pupils' questions.

[POEM: THE BLIND BOY BY COLLEY CIBBER]

O say what is that thing call'd Light,
Which I must ne'er enjoy;
What are the blessings of the sight,
O tell your poor blind boy!




You talk of wondrous things you see,
You say the sun shines bright;
I feel him warm, but how can he
Or make it day or night?

My day or night myself I make
Whene'er I sleep or play;
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You mourn my hapless woe;
But sure with patience I can bear
A loss I ne'er can know.

Then let not what I cannot have
My cheer of mind destroy:
Whilst thus I sing, I am a king,
Although a poor blind boy.

Lesson Title: Using the Prose Text	Theme: Reading	
Lesson Number: L-09-118	Class/Level: JSS 3	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. Relate events in the prose text to their own experience. 2. Argue about a character in the book – namely, those that you like and those that they dislike – and why. 	 <p>Teaching Aids Passage at the end of the lesson plan</p>	 <p>Preparation Write the passage at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** Last term, we discussed the reasons why we must read widely.
2. **Say:** Let me see the hands of all those who have started reading extra materials, apart from textbooks. Have pupils raise their hand to answer.
3. **Say:** Today, we will read a prose passage and try to relate the events of that story to our own experiences. We will also discuss the characters in the prose.

Introduction to the New Material (13 minutes)

1. **Say:** To understand details when reading, we must read the content more than once.
2. **Say:** As we read, we can try to imagine ourselves in the position of a particular character in the story. Often, we can become very attached to a particular character.
3. **Say:** We share the joys and sorrows of that character. We rejoice when the character is happy and feel sad when the character is sad.
4. **Say:** We get angry at other characters that hurt or try to hurt the character that we relate to.
5. **Say:** When we relate to a character, we relate the events of the story to our own experiences.
6. Point to the passage on the board (see end of lesson plan).
7. **Say:** In this story, we shall identify the characters that we like and those that we dislike.
8. **Say:** First I am going to read the story to you. I want you to listen and follow along.
9. Read the passage to pupils. Read slowly, clearly and with expression to make it interesting.
10. **Say:** Now I want you to read the story to me.
11. Ask half of the class to read the first paragraph aloud.
12. Ask the other half of the class to read the second paragraph aloud.
13. **Say:** The main character is Fatu. She is the protagonist in the story.
14. **Say:** Even though she suffers a lot, she sacrifices sleep and play and works so hard that she passes the BECE.
15. **Say:** As pupils, you should think about Fatu's experiences and imagine how your life would be in Fatu's situation.
16. **Say:** Fatu's aunt is the antagonist. She is the one who is against Fatu. She is a very harsh woman, who does not give Fatu time to study.
17. **Say:** The aunt punishes Fatu for every little mistake and gives her so much work that Fatu has no time to study at home.
18. **Say:** Another character in the story is Fatu's uncle Jimma. He sees how badly his wife treats Fatu, but he does not stop her.

Guided Practice (5 minutes)

1. **Say:** I want you to relate the story to your own experience. BECE is very close now. Imagine that you find yourself in the kind of situation that Fatu was in. What would you do?
2. Ask pupils to work in pairs. **Say:** With your partner, discuss what you would do in order to study if you were in a situation like Fatu's.
3. Give pupils 3 minutes to discuss their ideas in pairs.
4. Move around the classroom to make sure pupils understand and are doing the task. Listen to pupils' discussions.
5. Invite 3-4 pupils to tell the class what they would do in order to study.

Independent Practice (10 minutes)

1. **Say:** Now I want you to think about the 3 characters in the story: Fatu, Fatu's aunt and Fatu's uncle. How do you feel about these characters? Do you like them or dislike them? In your exercise books, write about why you like or dislike each of the 3 characters in the story. I want you to make an argument for why they are likeable or not likeable characters. You have 5 minutes.
2. Give pupils 5 minutes to write.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Ask pupils to work in pairs to share and compare their work.

Closing (5 minutes)

1. Invite as many pupils as possible to read to the class their argument as to why they like or dislike a character.
2. **Say:** This lesson will help you to understand other prose texts and discuss the characters in a story.




[PROSE PASSAGE]

Fatu's parents were so poor that when her father's cousin came and told the parents that he would take Fatu to Kono, they readily agreed. Fatu's uncle, Uncle Jimma, had a wicked and lazy wife who always complained about too much work in the house. Uncle Jimma took Fatu with him so that she would help his wife with the work.

Uncle Jimma's wife mistreated Fatu and gave her so much work that she went to bed very late and woke up very early. Fatu was always late for school. Even though she went through all these problems, Fatu sacrificed her sleep to study.

Instead of playing in school, she studied. When the BECE results were released, Fatu got an aggregate score of 12. We clapped when the principal announced her result to the school.

Lesson Title: Active and Passive Voice	Theme: Grammar	
Lesson Number: L-09-119	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to demonstrate understanding of the active and passive voice by changing sentences from active to passive voice.</p>	 <p>Teaching Aids 1. Rules at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the rules at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

- Say:** English is spoken all over the world. **Ask:** Is this sentence in active or passive voice? Have pupils raise their hand to answer. (Answer: passive voice)
- Say:** People speak English all over the world. **Ask:** Is this sentence in active or passive voice? Listen to pupils' answers. (Answer: active voice)
- Say:** Today we are going to continue studying the active and passive voice of verbs.

Introduction to the New Material (12 minutes)

- Say:** Using the active and the passive voice is a necessary skill. We are going to revise active and passive voice and practise changing more sentences from the active voice to the passive voice.
- Say:** We have looked at active and passive voice before, but today the sentences in the active voice will be in different tenses.
- Point to the rules for changing active voice to passive voice on the board (see end of lesson plan).
- Revise the rules with pupils.
- Say:** Pay attention to how the verbs in the active voice change when they are in the passive voice.
- Write these sentences on the board:
 - The boys wash cars every day. (simple present)
 - Cars are washed every day. (passive voice)
 - Cars are washed every day by the boys. (passive voice)
- Say:** In this example, the simple present of the verb 'to be' is placed before the past participle of 'wash' to form 'are washed'.
- Say:** Note that the subject 'they' in the active voice has not been mentioned in the passive voice.
- Say:** With most cases in the passive voice, the 'doer' of the action is not mentioned at all.
- Say:** When 'the doer' is mentioned, the word 'by' is put in front of it.
Example: Cars are washed every day by the boys.
- Say:** Let's look at a sentence in another tense.
- Write these sentences on the board:
 - The boys are washing cars at the moment. (present continuous)
 - Cars are being washed at the moment. (passive voice)
 - Cars are being washed at the moment by the boys. (passive voice)

13. **Say:** In this sentence, the present continuous of the verb 'to be' is placed before the past participle of 'wash' to form 'are being washed'.
14. **Say:** The examples on the board include 'by the boys', but we do not need to include this information when using the passive voice.
15. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (8 minutes)

1. Write active voice sentences on the board as follows:
 - a. The villagers drink coconut water every evening.
 - b. The villagers are drinking coconut water right now.
 - c. Last night the villagers drank coconut water.
 - d. The villagers will drink coconut water at the party.
2. **Say:** Look at the sentences on the board.
3. **Say:** The first sentence is in the simple present tense, and the second one is in the present continuous tense. All of the sentences are in the active voice.
4. Ask pupils to work in pairs. **Say:** Work with your partners to change these sentences to the passive voice. You have 2 minutes.
5. Move around the classroom to make sure pupils understand and are doing the task. Put a tick (✓) beside sentences that have been correctly changed in pupils' exercise books.
6. Write the sentences on the board correctly in the passive voice. (Answers: see below)
 - a. Coconut water is drunk every evening (by the villagers).
 - b. Coconut water is being drunk right now (by the villagers).
 - c. Coconut water was drunk last night (by the villagers).
 - d. Coconut water will be drunk at the party (by the villagers).
7. **Say:** Notice that all of the sentences have the verb 'to be' in the correct tense and the past participle. 'Drink' is an irregular verb. The past participle of 'drink' is 'drunk'.
8. Ask pupils to compare their sentences with the ones on the board. If they made mistakes they should correct them now.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to rewrite the sentences using the passive voice. Remember to make the necessary changes to the verb. You have 4 minutes.
3. After pupils have finished, check answers as a class. (Answers: see below)
 - a. The bell is rung daily (by the teacher).
 - b. The vegetables are being harvested (by the women).
 - c. Rice will be grown every year (by the farmers).
 - d. Njala University was visited last term (by the pupils).
4. Write the following sentences on the board:
 - a. Some fruits will be picked (by the boys).
 - b. The thieves were arrested (by the police).
 - c. The questions are being answered (by the pupils).
 - d. Homework is given daily (by the teacher).

5. **Say:** These sentences are in the passive voice. I want you to change the sentences on the board to the active voice.
6. Allow 4 minutes for pupils to do the exercise.
7. After 4 minutes, check answers as a class. (Answers: see below)
 - a. The boys will pick some fruit.
 - b. The police arrested the thieves.
 - c. The pupils are answering the questions.
 - d. The teacher gives homework daily.
8. Tell pupils to compare their answers with the ones on the board. If they made mistakes, they should correct them now.

Closing (3 minutes)

1. **Say:** Today, you have practised changing sentences in different tenses from active voice to passive voice and from passive voice to active voice.
2. **Ask:** What verb acts as a helping verb in the passive voice? (Answer: 'to be')
3. **Ask:** Apart from the helping verb 'to be', what else is needed in the passive voice? (Answer: past participle)




[RULES FOR CHANGING ACTIVE VOICE TO PASSIVE VOICE]

- a. Read the sentence.
- b. Ask the question, 'What did the subject do?'
- c. Use the appropriate tense of the verb 'to be'.
- d. Put the preposition 'by' in front of the noun or subject.

[SENTENCES]

- a. The teacher rings the bell daily.
- b. The women are harvesting their vegetables.
- c. The farmers will grow rice next year.
- d. The pupils visited Njala University last term.

Lesson Title: Expository Writing – Giving Directions	Theme: Writing	
Lesson Number: L-09-120	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to explain how to prepare a dish or play a game to somebody who does not know how to do it.</p>	 <p>Teaching Aids 1. ‘Characteristics of an expository essay’ at the end of the lesson plan 2. ‘Features of an expository essay’ at the end of the lesson plan 3. Expository essay at the end of the lesson plan</p>	 <p>Preparation 1. Write the ‘Characteristics of an expository essay’ at the end of the lesson plan on the board. 2. Write the ‘features of an expository essay’ at the end of the lesson plan on the board. 3. Write the expository essay at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** You have been writing descriptive essays and narrative essays. Today, you are going to learn how to write a different type of essay, an expository type of essay.
2. **Ask:** Who can tell us what expository writing does? Have pupils raise their hand to answer.
(Answer: gives instructions or directions)

Introduction to the New Material (8 minutes)

1. Point to the ‘Characteristics of an expository essay’ on the board (see end of lesson plan).
2. Revise the ‘Characteristics of an expository essay’ with pupils.
3. **Say:** What are the features of an expository essay? Let’s see how you go about writing such an essay.
4. Point to the ‘Features of an expository essay’ on the board (see end of lesson plan).
5. Revise the ‘Features of an expository essay’ with pupils.
6. **Say:** It is important to learn how to write expository essays because a friend may want to know directions to your home. Or you may want to explain to someone how ‘gara’ is made. In both cases, you will find your knowledge of writing expository essays useful.
7. **Say:** At BECE, essay questions like ‘describe your favourite food’ or ‘describe how to play your favourite game’ are often asked. Knowing how to write an expository essay will help you answer these questions well.
8. Ask pupils to copy the information you wrote on the board into their exercise books.

Guided Practice (12 minutes)

1. **Say:** Imagine you have been asked what your favourite food is and you are to explain to your friend how it is prepared.
2. Point to the expository essay on the board (see end of lesson plan).
3. **Say:** I am going to read you my essay titled ‘How to Prepare My Favourite Food’. I want you to listen and follow along.
4. Read the essay to pupils. Read slowly, clearly and with expression to make it interesting.

5. **Say:** Did you notice that I included the features of an expository essay? My essay has a title and an introduction. I wrote in the simple present tense. The information is organised into paragraphs and the body is a step-by-step description of how to make wan pot.
6. **Say:** Now you are going to do the same. You are going to write an expository essay about how to prepare your favourite food.
7. Write these guidelines on the board.
 - a. Mention the name of your favourite food.
 - b. List the ingredients used in preparing the food.
 - c. Describe how the ingredients are prepared.
 - d. List the various steps involved in preparing the food, starting from the first step to the last step.
8. Revise the guidelines with pupils. Ask pupils to copy the guidelines into their exercise books.
9. **Say:** First I want you to plan your essay. Decide what food is your favourite and write some notes about it in your exercise book. Think about the ingredients and steps for making the recipe.
10. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Independent Practice (10 minutes)

1. **Say:** Now that you have your plan or outline, it is time to write your essay. Remember to include the features of an expository essay. Use my essay on the board as an example to help you. You have 10 minutes.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. After 10 minutes ask pupils to exchange their exercise books with a partner to share and compare their essays.

Closing (3 minutes)

1. Invite as many pupils as possible to read their essay to the class.
2. Ask the rest of the class if the reader included the features of an expository essay in their writing.
3. Tell pupils to complete the essay for homework if they did not already complete it in class.

[CHARACTERISTICS OF AN EXPOSITORY ESSAY]

An expository essay:

- Tells how something is done.
- Tells why something is done.
- Enlightens the reader on a particular subject.
- Gives information or direction.
- Gives an explanation of an idea or issue.
- Gives a description of the processes involved in making an item, such as preparing a dish, playing a game or making a product like soap or a basket.

[FEATURES OF AN EXPOSITORY ESSAY]

- An expository essay starts with a title.
- It is written in paragraphs.
- It has an introduction.
- The body of the essay is well-structured. It is a step-by-step description of a process or an issue, etc.
- In writing an expository essay, use the simple present tense.

[EXPOSITORY ESSAY: HOW TO PREPARE MY FAVOURITE FOOD]

The name of my favourite food is wan pot. Wan pot is a delicious dish. It is easy to prepare and serves many people.




The ingredients used to prepare wan pot are: some rice, some cooking oil, nut oil or palm oil, onions, pepper, fresh tomatoes (or any other vegetable), tinned tomatoes, salt, 'Maggi' or seasoning, and some fish, chicken or other meat.

To prepare the ingredients: Wash and chop (cut) the vegetables. Wash and cut the meat or fish or chicken into pieces and add salt or seasoning to them. Wash the rice.

To prepare the dish, put a clean pot on the fire and pour in some oil. Add the chopped vegetables and leave them to cook for a while. Add the fish, meat or chicken, some tinned tomatoes and some salt, 'Maggi' or seasoning. If using meat, boil it first until it is soft enough before you add it to the vegetables. Add some water, enough to cook the rice, and leave it to boil. Pour in the rice and stir with a cooking spoon. Cover the pot and leave to boil until the rice is soft and the water dries up.

Now it is ready to be served.

Lesson Title: Conditional Tenses	Theme: Grammar	
Lesson Number: L-09-121	Class/Level: JSS 3	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 conditional tenses in sentences. 2. Refer to action that could or should have happened in the past but did not. 3. Use the conditional tenses to refer to a specific situation or likely event. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Examples of conditional tenses at the end of the lesson plan 2. Matching exercise at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the examples of conditional tenses at the end of the lesson plan on the board. 2. Write the matching exercise at the end of the lesson plan on the board.
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Opening (3 minutes)

1. Read the following sentences to pupils:
 - a. If I study, I will pass the exam.
 - b. If I had gone to Freetown, I would have seen the football match.
2. **Ask:** Why do we call this the conditional tense? (Answer: because it gives conditions for something to happen)
3. **Ask:** What word do we use with the conditional tense? (Answer: if)
4. **Ask:** How many verb tenses do we use in sentences with conditional verbs? (Answer: 2)

Introduction to the New Material (10 minutes)

1. **Say:** Conditional tenses are used to talk about what could happen, what might have happened or what we wish would happen.
2. **Say:** In English, most sentences using the conditional tenses contain the word 'if'. In the present tense, conditional sentences may use 'when' instead.
3. **Say:** Conditional tenses are called such because they say that for something to happen and be true, another thing must happen and be true also. That is the condition. They require 2 verbs.
4. Point to the examples of conditional tenses on the board (see end of lesson plan).
5. **Say:** The following are examples of sentences in conditional tenses.
6. Revise how to form the conditional tenses and the examples of conditional tenses with pupils.
7. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (8 minutes)

1. Point to the matching exercise on the board (see end of lesson plan).
2. **Say:** On the board I have written part A and part B of conditional sentences. I want you to match the parts to create 5 complete sentences.
3. **Say:** I will show you how to do the first one.
4. **Say:** if you come late... **Ask:** What happens if you come late? (Answer: You will miss the bus.)
5. Write the complete sentence on the board: If you come late, you will miss the bus.
6. Ask pupils to work in pairs. **Say:** With a partner, match the parts to write the conditional sentences correctly.

7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. Check answers as a class. (Answers: a. If you come late, you will miss the bus. b. If Brima goes out in the rain, he will get wet. c. You wouldn't buy this jacket, if you had spent all your money. d. If you make her sad, she cries. e. If I had known you were in hospital, I would have visited you.)
9. Write the correct answers on the board.
10. Ask pupils to check their answers. If they made mistakes, they should correct them now.

Independent Practice (13 minutes)

1. Write these sentences on the board. Tell pupils to copy them into their exercise books as you write.
 - a. Plants die...
 - b. If my brother has a cold...
 - c. If you freeze it...
 - d. Meet me here...
 - e. If you drop the glass...
 - f. I'll call the police...
 - g. If you had bought my school supplies for me...
 - h. I would have visited you...
 - i. If you had given me your address...
 - j. If I had played the lottery...
2. **Say:** Look at the sentences on the board. I want you to complete the sentences using the correct conditional tense.
3. Give pupils 5 minutes to complete the sentences.
4. Check answers as a class. (Example answers: see below)
 - a. Plants die if they don't get enough water.
 - b. If my brother has a cold, I usually catch it.
 - c. If you freeze it, it becomes solid.
 - d. Meet me here if we get separated.
 - e. If you drop the glass, it will break.
 - f. I'll call the police if you don't leave.
 - g. If you bought my school supplies for me, I would have done better on exams.
 - h. I would have visited you if I had known you were in hospital.
 - i. If you had given me your address, I would have written to you.
 - j. If I had played the lottery, I could be a millionaire.
5. Write the answers on the board.
6. Ask pupils to check their answers. If they made mistakes, they should correct them now.

Closing (1 minute)

1. **Ask:** What would you like to know more about conditional tenses? Listen to pupils' queries.
2. Tell pupils that for the next lesson, they will identify sentences that are in conditional tenses.

[EXAMPLES OF CONDITIONAL TENSES]

<u>If + simple present</u>	–	<u>simple present</u>
If this thing happens	–	that thing happens.
If you heat ice	–	it melts.
If it rains	–	the grass gets wet.
<u>If + simple present</u>	–	<u>simple future</u>
If you don't hurry	–	you will miss the train.
If it rains today	–	you will get wet.
<u>If + simple past</u>	–	<u>conditional tense</u>
If you went to bed earlier	–	you would not be so tired.
If I spoke French	–	I would be working for the UN.
<u>If + past perfect</u>	–	<u>conditional tense</u>
If you had studied harder	–	you would have passed the exam.
If it had rained	–	you would have got wet.
If I had accepted that promotion	–	I would have been working in Nigeria.
<u>If + past perfect or simple past</u>	–	<u>conditional tense</u>
If I had worked harder at school	–	I would have got a better job now.
If we had looked at the map	–	we wouldn't have gotten lost.
If you weren't afraid of spiders	–	you would have picked it up and put it outside.

[MATCHING EXERCISE]




A

- a. if you come late
- b. if Brima goes out in the rain
- c. you wouldn't buy this jacket
- d. she cries
- e. I would have visited you

B

- a. you will miss the bus
- b. he will get wet
- c. if I had known you were in hospital
- d. if you had spent all your money
- e. if you make her sad

Lesson Title: Conditional Tenses	Theme: Grammar	
Lesson Number: L-09-122	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify sentences that are in conditional tenses.</p>	 <p>Teaching Aids 1. Objective exercise at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the objective exercise at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

- Say:** In the last lesson, we talked about conditional tenses in English.
- Write these 2 sentences on the board:
 - You will miss the train if you don't hurry.
 - The grass gets wet if it rains.
- Ask:** What makes these 2 sentences conditional? (Answer: The use of 'if' shows that the sentences are in conditional tense.)
- Say:** Today, you will learn to identify sentences that are in conditional tenses.

Introduction to the New Material (10 minutes)

- Say:** In the BECE, you are given objective questions involving conditional tenses.
- Say:** In the objective exercise, there are conditional tense sentences. You will have to choose the correct interpretation of the optional answers given.
- Say:** We are going to practise answering these types of questions about the conditional tense.
- Point to the objective exercise on the board (see end of lesson plan).
- Read the questions and discuss the answers with pupils. (Answers: see below)
 - c – The person is not working in the UN because he/she does not speak French.
 - d – Simon is not working in Nigeria because he did not accept the promotion.
 - b – Marai is always late.
- Say:** Conditional tenses are used to talk about:
 - what could happen
 - what might have happened
 - what we hope or wish would happen
- Say:** We use conditional tense sentences to express ideas that were not realised due to specific reasons; one action did not take place because of another.
For example:
 - If I had studied, I would not have failed the exam.
 - Brima would have met her, if she had come earlier.

Guided Practice (9 minutes)

- Write the sentences on the board. Ask pupils to copy the sentences into their exercise books as you write.
 - Bundor would not have taught conditional tenses if he did not know them.

- b. If we had not paid attention, we would not have known about conditional tenses.
 - c. We will catch cold if it rains today.
 - d. Isatu will pass her examination if she studies very hard.
2. **Say:** When we read sentences in the conditional tense we need to make sure we understand what they mean.
 3. **Say:** Let's look at the first sentence together.
 4. Read the sentence to pupils: Bundor would not have taught conditional tenses if he did not know them.
 5. **Say:** Bundor knows what conditional tenses are. That was the reason why he taught them.
 6. Ask pupils to work in pairs. **Say:** With your partner discuss the meaning of the other sentences.
 7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
 8. Give pupils time to discuss the sentences and interpret their meaning.
 9. Check answers as a class. (Answers: see below)
 - a. Bundor knows what conditional tenses are. That was the reason he taught them.
 - b. We did pay attention so we do know about conditional tenses.
 - c. Rain makes us catch cold. We do not yet know if it will rain, but if it does we may catch cold.
 - d. Isatu must study hard to pass her examination.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Read the sentences to pupils.
3. Ask pupils to copy the sentences into their exercise books. Give them time to write.
4. **Say:** I want you to write your interpretation of the meaning of the sentences in your exercise books. You are going to do the same activity that we just did together, but this time you will work alone.
5. Give pupils 5 minutes to do the task.
6. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
7. Ask pupils to share their interpretation of the sentences.
8. Write the correct answers on the board. (Answers: a. The person came because somebody called. b. When you heat ice you cause it to melt. c. The person is tired because he/she goes to bed late. d. The person does not have a better job because he/she did not work hard enough at school. e. The person does not know where she lives, so he/she cannot go to see her. f. The person did not catch the plane, so he did not die.)
9. Tell pupils to check their answers with the ones on the board. If they made mistakes they should correct them now.

Closing (3 minutes)

1. **Ask:** Why do we call this the conditional tense? (Answer: because it gives conditions for something to happen)
2. **Ask:** What word do we use with the conditional tense? (Answer: if)
3. **Ask:** How many verb tenses do we use in sentences with conditional verbs? (Answer: 2)
4. **Say:** In the next lesson, we will write an essay in the conditional tense.

[OBJECTIVE EXERCISE]

1. If I spoke French, I would be working in the UN. This means that:
 - a. The person is working in the UN.
 - b. The person has been working in the UN.
 - c. The person is not working in the UN.
 - d. The person was working in the UN.




2. If Simon had accepted that promotion, he would have been working in Nigeria.
 - a. Simon is now working in Nigeria.
 - b. Simon was working in Nigeria.
 - c. Simon had been working in Nigeria.
 - d. Simon is not working in Nigeria.

3. I will be angry if Marai is late again. According to the sentence:
 - a. Marai is never late.
 - b. Marai is always late.
 - c. Marai will be late.
 - d. Marai is not late.

[SENTENCES]

- a. If you had not called, I was not going to come.
- b. Ice melts if you heat it.
- c. You would not be so tired if you went to bed earlier.
- d. I would have got a better job if I had worked harder at school.
- e. I would go and see her if I knew where she lived.
- f. You would be dead by now if you had caught the plane.

Lesson Title: Narrative Composition	Theme: Writing	
Lesson Number: L-09-123	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a narrative composition using the conditional tense.	 Teaching Aids None	 Preparation None
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Opening (3 minutes)

1. **Say:** In your last lesson, you learned the different types of conditional tenses and when to use them.
2. **Ask:** Who can give us an example of a sentence using one of the conditional tenses? Have pupils raise their hand to answer.
3. Invite different pupils to share examples.
4. Write 2-3 examples on the board.
5. **Say:** Today, you will learn how to write a narrative composition in the conditional tense.

Introduction to the New Material (13 minutes)

1. **Say:** The topic for our composition is 'If I Had Fifty Million Leones'.
2. Write the topic on the board.
3. **Say:** The conditional tense that is most suitable for writing a narrative composition is the type that uses the pattern if + simple past + present conditional. For example: If you became the president, you would be famous.
4. **Say:** This conditional tense is used with unlikely, doubtful or impossible situations.
5. **Say:** This is the most appropriate tense because you do not have fifty million Leones and it is unlikely that you will have it in the future.
6. **Say:** The conditional tense requires you to use your imagination to imagine the future.
7. **Say:** It also requires you to use the helping verb 'would' with every main verb as you narrate your composition. You will say what you would do with the money.
8. **Say:** Let's discuss the composition.
9. **Say:** In your opening paragraph, introduce your topic so that your readers know what you are writing about. For example, 'There is so much I would do if I had fifty million Leones. I would try to improve the status of my family and I would reduce the financial burden of my parents'.
10. Write the direction and example on the board.
11. **Say:** In the first paragraph, describe how you would use the money. Tell the reader what you would do with it. Remember to always use the helping verb 'would'. For example, 'The first thing I would do is build a very big house with 6 bedrooms for my family'.
12. Write the direction and example on the board.
13. **Say:** Each time you mention what you would do with the money, explain or give a reason.
14. Write another example on the board: My family of 7 lives in a one-bedroom house. We the children sleep on the floor in the living room, which leaks when it rains.
15. **Say:** Tell your readers at least 3 things that you would do with the money, and give a short reason for each.
16. Write these examples on the board:

- I would pay my school fees because my father struggles to pay them.
 - I would send my younger sister to school because my parents cannot afford to do so.
17. **Say:** In the closing paragraph, tell your readers how you would feel and behave if you had fifty million Leones.
 18. Write this example on the board: I would tell my family members not to tell anyone about the money for fear that thieves would attack us. I would suspect that anyone who visits my family knows about the money and wants some of it. Fifty million Leones would make me a great man/woman.
 19. **Say:** Conclude your composition well so that your readers know that they have come to the end of your work.
 20. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (5 minutes)

1. Ask pupils to work in pairs. **Say:** Turn to a partner and discuss at least 2 different ways you would use fifty million Leones if you had it. There are examples on the board. You have 3 minutes.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. Invite different pupils to tell the class what they would do with fifty million Leones. They should start with the words 'If I had fifty million Leones, I would...'
4. Ensure that pupils use the helping verb 'would' before the main verb. If they do not, correct them.




Independent Practice (10 minutes)

1. **Say:** Imagine that in the final mock exams for BECE, you are asked to write a composition on the topic 'If I Had Fifty Million Leones'.
2. **Say:** Write the first 2 paragraphs of your composition.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (4 minutes)

1. Invite as many pupils as possible to read a paragraph from their composition to the class.
2. **Say:** Go over the details of this lesson, so that you will be able to write a narrative composition using the conditional tense if you come across it in the BECE.
3. Tell pupils to complete their composition for homework and bring it to the next lesson.

Lesson Title: Prose	Theme: Reading	
Lesson Number: L-09-124	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to answer questions about a prescribed text.</p>	 <p>Teaching Aids 1. 'Topics of prose questions' at the end of the lesson plan 2. Text at the end of the lesson plan 3. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the 'Topics of prose questions' at the end of the lesson plan on the board. 2. Write the text at the end of the lesson plan on the board. 3. Write the questions at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

- Say:** In a previous lesson, we learned about literature as a component in Language Arts.
- Ask:** How many components is literature divided into? Have pupils raise their hand to answer. (Answer: 3 components)
- Ask:** What are the 3 components? (Answer: prose, drama, poetry)
- Say:** Well done. In today's lesson you are going to practise answering questions about a prose text.

Introduction to the New Material (10 minutes)

- Ask:** What is prose? (Answer: ordinary everyday language that we speak and write)
- Ask:** Who can give an example of prose? (Answer: a text message, an email, a letter, an essay)
- Ask:** What is not prose? (Answer: poetry)
- Say:** On the BECE exam, questions ask specific information in the prescribed prose text.
- Write on the board: When did the festival take place?
- Say:** In this question, the question is asking the specific time or period that the festival took place. The answer is: It took place in the afternoon.
- Ask:** What did you notice about the answer? Is it long or short? (Answer: short)
- Say:** Yes, answers to questions on prose on the BECE are always very short.
- Point to the 'Topics of prose questions on BECE' on the board (see end of lesson plan).
- Revise the list with pupils.
- Say:** Mastering these topics will help you answer questions perfectly in exams.
- Ask pupils to copy the 'Topics of prose questions on BECE' into their exercise books.

Guided Practice (10 minutes)

- Point to the text on the board (see end of lesson plan).
- Say:** I am going to read the text to you. I want you to listen and follow along.
- Read the text to pupils. Read slowly, clearly and with expression to make it interesting.
- Point to the questions on the board (see end of lesson plan).
- Say:** We are going to answer these questions together.
- Ask:** Where is the setting of the camping holiday? (Answer: Grafton)
- Write the answer on the board.

8. Ask pupils the remaining questions. Listen to pupils' answers. Write the answers on the board.
(Answers: Grafton b. in the blue tent c. He prepares breakfast. d. to enjoy the cool water e. She prepares lunch. f. Richard Bobby)

Independent Practice (7 minutes)

1. **Say:** We have answered questions about the story together. Now I want you to answer some more questions about the story independently.
2. Write the following questions on the board:
 - a. When did the family go camping each year?
 - b. Who went camping?
 - c. What time did the family eat lunch?
 - d. What type of prose is the story? How do you know?
3. Ask pupils to copy the questions and answer them in their exercise books.
4. Check answers as a class. (Answers: a. Easter b. Jane, John, mother and father c. 1 o'clock d. narrative, because it tells a story.)

Closing (4 minutes)

1. **Ask:** When answering questions on prose for BECE, are the answers short or long? (Answer: short)
2. **Ask:** What do you need to know about a piece of prose for BECE? (Answer: author; type of prose; cultural background of the text; theme; setting; characters)
3. **Say:** Understanding the types of questions you will be asked will help you to answer questions with ease and success on the BECE exam. Best of luck to everyone. I know you can do it!

[TOPICS OF PROSE QUESTIONS ON BECE]

Questions on prose are set on the following topics:

- the author, or the writer, of the text
- the type of prose: epistolary (prose written in a form of a letter), autobiographical (prose giving the experiences of the writer) or narrative (prose telling a story)
- The cultural background of the text, the culture of the people
- The theme, or the subject matter, of the text
- The setting, or the place and time the events occurred
- Characters, their relationship with each other and their actions and reasons for their actions.

[TEXT: A CAMPING HOLIDAY]




Richard Bobby wrote a story about John and his sister Jane who always spent a most enjoyable camping holiday in Grafton with their father and mother every Easter. Their new blue tent, which had 2 bedrooms and a dining room, was built near a little stream.

Early every morning, the 2 children and their mother went bathing, while their father prepared breakfast. When breakfast was over, they all went down to the stream to enjoy the cool water. But mother always left early to get lunch ready by one o'clock.

[QUESTIONS]

- a. What had always been the setting for the camping holiday? (Answer: Grafton)
- b. Where does family sleep? (Answer: in the blue tent)
- c. What task does the father perform in the morning? (Answer: He prepares breakfast.)
- d. Why does the family visit the stream? (Answer: to enjoy the cool weather)
- e. What task does the mother perform after leaving the stream? (Answer: She prepares lunch.)
- f. Who is the author of the extract? (Answer: Richard Bobby)

Lesson Title: Translating Shakespearean English into Modern English	Theme: Reading	
Lesson Number: L- 09-125	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to translate Shakespearean English into modern English.</p>	 <p>Teaching Aids 1. Excerpt from '<i>The Merchant of Venice</i>' at the end of the lesson plan 2. Translation at the end of the lesson plan Note: If your school has copies of '<i>The Merchant of Venice</i>', you should be reading it with pupils.</p>	 <p>Preparation 1. Write the excerpt from '<i>The Merchant of Venice</i>' at the end of the lesson plan on the board.</p>
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Opening (5 minutes)

1. Read the following lines from '*The Merchant of Venice*' Act 1 Scene 1 to pupils.

'In Belmont is a lady richly left,
And she is fair and—fairer than that word—
Of wondrous virtues.'

2. Ask pupils to try their best to explain the lines you read. Have them raise their hand to answer.
3. **Say:** These are the words of Bassanio at the beginning of the play. He is describing Portia to Antonio. He says that there is a lady in Belmont who has inherited a lot of money, and she's beautiful and—even better—she is a great person.
4. **Say:** It is believed that Shakespeare wrote '*The Merchant of Venice*' in 1596. The English of that time was very different than the English that we use today.
5. **Say:** Today, we are going to practise translating Shakespearean English into modern English.

Introduction to the New Material (9 minutes)

1. **Say:** Shakespeare was a great writer when Elizabeth the first was Queen of England. This period produced highly educated people like William Shakespeare.
2. **Say:** Shakespearean texts used in schools today are difficult to understand because:
 - a. Many words that Shakespeare used are no longer used in today's English.
 - b. Many words were borrowed from foreign languages. For example, 'Signoir' is an Italian word meaning 'gentleman'.
 - c. The pronoun 'myself', written as a single word today, was separated in the days of Shakespeare as 'my self' as it is in excerpt A. The use of such words in the days of Shakespeare was different from today.
 - d. A phrase was used to mean a single word. 'In faith' means 'frankly'.
 - e. Short expressions can become longer, and long expressions shorter. For example, 'I know not' becomes 'I do not know myself'.
3. Write the points above on the board and ask pupils to copy them into their exercise books.
4. **Say:** To make Shakespearean English easy to read and understand, we must translate into modern English.

5. **Say:** Translating Shakespeare into modern English will help candidates reading Shakespearean drama at both BECE and WASSCE levels become successful.

Guided Practice (10 minutes)

1. Point to the excerpt on the board (see end of lesson plan).
2. **Say:** This excerpt is from the opening of the play, Act 1 Scene 1. Antonio is talking to Salarino about his mood. He is feeling sad and he cannot figure out why.
3. **Say:** I am going to read the excerpt. I want you to listen and follow along.
4. Read the excerpt to pupils. Read slowly and clearly. Focus on correct pronunciation of the Shakespearean English.
5. **Say:** We are going to translate the meaning of this excerpt into modern English. First, we are going to translate the underlined Shakespearean English into modern English.
6. Write the underlined expressions on the board:
 - a. in sooth
 - b. I know not
 - c. wearies
 - d. whereof it is born
 - e. I am to learn
 - f. want-wit
7. **Say:** I want you to try your best to translate these words into modern English. Let me help you with the first one. I am going to translate 'in sooth' into modern English. 'Truly' or 'honestly' is the modern English for 'in sooth'.
8. Ask pupils to work in pairs. **Say:** With your partner, use the rest of the excerpt to translate these words into modern English.
9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
10. After 3 minutes, **say:** Write the translated versions of what you have discussed in the guided practice with your partner into your exercise books.
11. Give pupils time to write their translation.

Independent Practice (9 minutes)

1. Discuss the translations as a class.
2. Write the correct translations on the board.
 - a. truly or honestly
 - b. I do not know
 - c. tires
 - d. from wherever something came
 - e. I am yet to find out
 - f. foolish
3. Ask pupils how well they were able to do the translations. Tell them to write the correct answers in their exercise books.
4. **Say:** Do corrections in your exercise books.
5. Write the translation of the excerpt on the board (see end of lesson plan).
6. Revise the translation with pupils. Discuss it with pupils.

Closing (2 minutes)

1. **Say:** Today, Shakespearean English is outdated. To understand information in any prescribed Shakespearian text, we need to do a translation.
2. **Say:** Continue to translate as you read more Shakespearean texts.




[EXCERPT FROM THE MERCHANT OF VENICE BY WILLIAM SHAKESPEARE]

In sooth, I know not why I am so sad;
It wearies me; you say it wearies you;
But how I caught it, found it, or came by it,
What stuff 'tis made of, whereof it is born,
I am to learn;
And such a want-wit sadness makes of me
That I have much ado to know myself.

[TRANSLATION]

Truly, I do not know why I am so sad.
It tires me; you say it tires you too.
But how I got this sadness,
What is it like and where it came
from,
I am yet to find out.
And sadness has made me so foolish
That I have trouble understanding
myself.

Lesson Title: Parts of Speech	Theme: Grammar	
Lesson Number: L-09-126	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcome: By the end of the lesson, pupils will be able to recall the parts of speech and the functions of each.</p>	 <p>Teaching Aids 1. Definitions of the 8 parts of speech at the end of the lesson plan 2. Excerpt from the poem 'The Nose and the Eyes' at the end of the lesson plan 3. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the definitions of the 8 parts of speech at the end of the lesson plan on the board. 2. Write the excerpt from the poem at the end of the lesson plan on the board. (Note: Underline all the parts of speech in the poem.) 3. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Can anyone tell me how many parts of speech there are? Have pupils raise their hand to answer. (Answer: 8)
2. **Ask:** What are the 8 parts of speech? (Answers: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections.)
3. **Say:** Today, we will revise all 8 parts of speech.

Introduction to the New Material (12 minutes)

1. **Say:** The parts of speech indicate how a word functions in meaning, as well as grammatically, within the sentence.
2. **Say:** Every word in a sentence belongs to one part of speech.
3. Point to the definitions of the 8 parts of speech on the board (see end of lesson plan).
4. Revise the definitions with pupils.
5. Invite pupils to give you an example of each of the 8 parts of speech. Write some pupils' examples of each part of speech on the board (example answers below).
 - noun – Aminata, Nile River, beach
 - pronoun – he, our, it
 - adjective – kind, some, those
 - verb – like, are working, will be found
 - adverb – quickly, very, always
 - preposition – around, in, under
 - conjunction – and, or, yet
 - interjection – wow, oh, thanks
6. Invite pupils to give example sentences for all 8 parts of speech. Write some of their examples on the board.
7. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (8 minutes)

1. Point to the poem on the board (see end of lesson plan).

2. **Say:** I am going to read the poem to you. I want you to listen and follow along. Pay attention to the different parts of speech in the poem.
3. Read the poem to pupils. Read slowly, clearly and with expression to make it interesting.
4. **Say:** Let's look at the first 2 lines of the poem. 'Between Nose and Eyes a strange contest arose'.
5. Ask pupils to name the parts of speech of the underlined words.
6. Revise the answers as follows:
7. **Say:** 'Between' is a preposition, 'nose' and 'eyes' are nouns, 'strange' is an adjective describing the noun 'contest' and 'arose' is a verb.
8. **Say:** Let's look at the next line. 'The spectacles set them unhappily wrong'.
9. **Say:** 'Spectacles' is a noun, 'set' is a verb, 'them' is a pronoun replacing nose and eyes, 'unhappily' is an adverb describing 'wrong' which is an adjective.
10. **Say:** The next line says, 'The point in dispute was as all the world knows'
11. **Say:** 'Point' is a noun, 'dispute' is a noun, 'was' is a verb, 'world' is a noun and 'knows' is a verb.
12. **Say:** Now let's look at the last line, 'To which the said spectacles ought to belong.'
13. **Say:** 'Which' is a relative pronoun, 'spectacles' is a noun, 'ought' is a verb and 'belong' is verb.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books. Give them time to write.
3. **Say:** I want you to underline the word that belongs to the part of speech in parentheses ().
4. **Say:** Let's do the first one together.
5. Read the sentence to pupils: There is a mouse underneath the chair.
6. **Ask:** What is the preposition in this sentence? (Answer: underneath)
7. Underline 'underneath' in the sentence on the board.
8. Ask pupils to complete the rest of the sentences on their own. Give them 4 minutes to identify the parts of speech in the sentences.
9. Ask pupils to exchange their exercise books with a partner to share and compare their answers. Check answers as a class. (Answers: a. preposition – underneath b. verbs – went, bought c. difficult – adjective d. nouns – Zainab, dog e. conjunction – but f. pronouns – he, it g. interjection – alas h. adverb – carefully)
10. Write the answers on the board.
11. Tell pupils to compare their answers with the answers on the board and correct any mistakes they made.

Closing (3 minutes)

1. **Ask:** What are the 8 parts of speech? (Answer: see definitions below)
2. **Ask:** What do the different parts of speech do? Listen to pupils' answers. (Answer: see definitions below)

[DEFINITIONS OF THE 8 PARTS OF SPEECH]

- a. noun – the name of a person, animal, place, or thing
- b. pronoun – takes the place of a noun
- c. adjective – describes a noun or pronoun

- d. verb – expresses action or state of being
- e. adverb – modifies a verb, an adjective or another adverb, making its meaning more specific
- f. preposition – shows the relationship of a noun or pronoun to another word in a sentence
- g. conjunction – joins or connects words, phrases or sentences
- h. interjection – shows sudden emotions




[POEM EXCERPT: THE NOSE AND THE EYES BY WILLIAM COWPER]

BETWEEN Nose and Eyes a strange contest arose,
 The spectacles set them unhappily wrong;
 The point in dispute was, as all the world knows,
 To which the said spectacles ought to belong.

[SENTENCES]

- a. There is a mouse underneath the chair. (preposition) (Answer: underneath)
- b. She went to the market and bought some eggs. (verbs) (Answer: went, bought)
- c. That was a difficult question. (adjective) (Answer: difficult)
- d. Zainab ran after the dog. (nouns) (Answer: Zainab, dog)
- e. Foday wanted to come with me but he was tired. (conjunction) (Answer: but)
- f. He wanted the meat but had no money to buy it. (pronoun) (Answer: he, it)
- g. Alas! You have passed your exams. (interjection) (Answer: Alas!)
- h. Please do your work carefully. (adverb) (Answer: carefully)

Lesson Title: Concrete and Abstract Nouns	Theme: Grammar	
Lesson Number: L-09-127	Class/Level: JSS 3	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 concrete and abstract nouns. 2. Recognise all the different abstract nouns, ranging from emotions and feelings to those that can be seen. 3. Identify concrete and abstract nouns in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Examples of types of concrete nouns at the end of the lesson plan 2. Examples of types of abstract nouns at the end of lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the examples of types of concrete nouns at the end of the lesson plan on the board. 2. Write the examples of types of abstract nouns at the end of the lesson plan on the board.
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Opening (5 minutes)

1. **Say:** In our last lesson, we revised the 8 parts of speech.
2. **Ask:** Who can tell us what a noun is? Have pupils raise their hand to answer. (Answer: a person, place or thing)
3. **Say:** Some nouns always begin with upper case letters. What are these nouns called? (Answer: proper nouns)
4. **Ask:** What are proper nouns? (Answer: specific nouns)
5. Ask pupils to give you examples of proper nouns. Write 3-4 examples on the board. (Example answers: Aminata, Sierra Leone, Njala University)
6. **Say:** We write most nouns with lower case letters. What are these nouns called? (Answer: common nouns)
7. **Ask:** What are common nouns? (Answer: general nouns; not specific)
8. Ask pupils to give you examples of common nouns. Write 3-4 examples on the board. (Example answers: pupils, country, school)
9. **Say:** We also studied another type of noun, collective nouns.
10. **Ask:** What are collective nouns? (Answer: a singular name for a group of nouns)
11. Ask pupils to give you examples of collective nouns. Write 3-4 examples on the board. (Example answers: herd, team, class, army, family)
12. **Say:** Today, we will revise 2 other types of nouns: abstract and common nouns.

Introduction to the New Material (12 minutes)

1. **Say:** A concrete noun names something that you can count, see, hear, taste, smell or touch. A concrete noun names an object or a thing that you can experience with your 5 senses.
2. Point to the examples of concrete nouns on the board (see end of lesson plan).
3. Revise the examples with pupils.
4. Read the following examples of concrete nouns in sentences:
 - Juma likes playing piano.
 - Uncle Murana was fishing in the river.
5. Write the examples on the board and underline the concrete nouns.

6. **Say:** Abstract nouns are nouns that we cannot physically see or touch. We can feel or hear them, but we cannot touch them. They are not material things; they are abstract things. An abstract noun is a quality, a concept, an idea or maybe even an event. It exists only in the mind.
7. **Say:** We have different categories of abstract nouns.
8. Point to the examples of abstract nouns on the board (see end of lesson plan).
9. Revise the examples with pupils.
10. Read the following examples of abstract nouns in sentences:
 - There was pain all over my body.
 - We always admire the beauty of the forest.
11. **Say:** Although you may not realise it, you experience abstract nouns every day and in many different types of situations.
12. **Say:** Love, fear, anger, joy and excitement are examples of abstract nouns that deal with emotions. Emotion is a strong feeling in the mind.
13. **Say:** Desire, creativity, and uncertainty are examples of abstract nouns that express innate feelings. Feeling is the ability to sense things – sensation or emotional attraction or desire.
14. **Say:** Courage, bravery, and cowardice are examples of abstract nouns that deal with states or qualities. State is the quality of a person's or thing's character or circumstances.
15. **Say:** Faith, culture and comfort are examples of abstract nouns that deal with concepts. A concept is an idea, an understanding retained in the mind, or imagination.
16. **Say:** Adventure, birthday, life and death are examples of abstract nouns that deal with events. An event is an occurrence; something that happens, especially something important.
17. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. Write on the board: 'I can see the beautiful stars'.
2. **Say:** 'Stars' is an example of a concrete noun because we can see stars.
3. Write on the board: 'Kema could not work on the farm because she had a severe headache'.
4. **Say:** 'Headache' is an example of an abstract noun because Kema cannot physically see or touch it. She knows she has a headache because she can feel the pain.
5. Ask pupils to work in pairs. **Say:** With your partner practise using 'flower' and 'health' in sentences. You can look at my examples on the board if you need help.
Examples:
 - a. flower: This flower smells lovely.
 - b. health: He seems to be in good health now.
6. **Say:** 'Flower' is a concrete noun because we can smell it and touch it.
7. **Say:** 'Health' is an abstract noun because although we can tell he is in good health, we cannot physically touch his health.

Independent Practice (11 minutes)

1. Point to the list of abstract nouns on the board.
2. Ask pupils to write an example sentence for each of the 5 types of abstract nouns on the board. These are: feelings, emotions, qualities, concepts and events.

3. **Say:** You are going to write your own sentences using the words on the board. You are going to select one word from each of the types of abstract nouns and use it in a sentence. Then you are going to write 3 example sentences using concrete nouns. You have 7 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. After 7 minutes, ask pupils to exchange their exercise books with a partner.
6. **Say:** I want you to identify the concrete and abstract nouns in the sentences your partner has written. Discuss your answers with your partner.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. Invite different pupils to read a sentence to the class.
9. Ask the rest of the class to identify the abstract and concrete nouns in the sentence.

Closing (2 minutes)

1. **Ask:** What did we learn about concrete and abstract nouns? (Example answers: see below)
 - Concrete nouns are things we can experience through the 5 senses of sight, smell, hearing, taste and touch.
 - Concrete nouns can be any type of noun.
 - Abstract nouns are nouns that we cannot physically see or touch. We feel them but cannot touch them.




[EXAMPLES OF CONCRETE NOUNS]

<u>People</u>	<u>Animals</u>	<u>Building</u>	<u>Food</u>	<u>Music</u>	<u>Water</u>
Lawyer	cow	restaurant	rice	piano	sea
teacher	lion	hut	coffee	drum	river
<u>Weather</u>	<u>Plants</u>	<u>Place</u>	<u>Clothing</u>	<u>Human body</u>	
rain	trees	country	belt	eye	
air	fruits	village	tie	brain	

[EXAMPLES OF ABSTRACT NOUNS]

<u>Feelings</u>	<u>Emotions</u>	<u>Qualities</u>	<u>Concepts</u>	<u>Events</u>
pain	love	beauty	faith	birthday
anxiety	sadness	courage	opportunity	death
warmth	happiness	determination	failure	adventure

Lesson Title: Expository Writing in a Letter	Theme: Writing	
Lesson Number: L-09-128	Class/Level: JSS 3	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to write a letter to describe a process to a friend or family member.	 Teaching Aids Letter at the end of the lesson plan	 Preparation None
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Opening (3 minutes)

1. **Say:** Recently we learned how to write an expository essay.
2. **Ask:** When do we write an expository essay? Have pupils raise their hand to answer. (Example answers: tell how something is done; tell why something is done; give information or direction; give an explanation of an idea or issue; give a description of the processes involved in making something)
3. **Say:** When we wrote an expository essay, we described preparing our favourite food.
4. **Say:** Today, we are going to learn how to describe another process, a game, and this time in a letter to a friend.

Introduction to the New Material (8 minutes)

1. **Say:** We all play games, be they outdoor games or indoor games. We always have some games that we like more than others.
2. **Say:** If you are asked to talk about how you play a game, you should:
 - State the name of the game.
 - Identify what type of a game it is.
 - Describe the game.
 - Say how many players are needed.
 - Describe how the game is played.
 - Say how the game is won.
3. Write the process for describing how to play a game on the board. Ask pupils to copy it into their exercise books.
4. **Say:** Knowing how to describe your favourite game is important because it can help you get many people interested in playing the game with you.
5. **Say:** Imagine that a friend or family member who lives far away from you wants to know how you spend your leisure time and learn about the game you like to play best. You are going to describe this to them in a letter.
6. **Say:** In this letter, you are going to describe the game, how you play it and why you like playing it. Also, because it is a friendly letter, you can discuss other things and even ask your friend to describe his or her own favourite game to you.

Guided Practice (12 minutes)

1. **Say:** Imagine that you met a friend during the holidays who lives in Guinea. Your friend has travelled back home and has written you a letter asking you to describe your favourite game.
2. **Say:** Listen carefully while I read to you my own letter to my friend.
3. Read the letter to pupils.

4. Read slowly, clearly and with expression to make it interesting.
5. Ask pupils to work in pairs. **Say:** Think about your favourite game and tell your partner how to play it. Then listen to your partner tell you how to play his or her favourite game. You have 3 minutes.
6. Move around the classroom to make sure pupils understand and are doing the task.
7. **Say:** Now I want you to plan your letter.
8. **Say:** This is an informal letter. **Ask:** What are the features of an informal letter? (Answer: the address and date, the salutation/greeting, the body – including introduction and conclusion, the subscript/closing)
9. Write the features of an informal letter on the board.
10. **Say:** These are the things you need to include in the body of the letter.
11. Read the list to pupils:
 - a. State the name of the game.
 - b. Identify what type of game it is.
 - c. Describe the game.
 - d. Say how many players are needed.
 - e. Describe how the game is played.
 - f. Say how the game is won.
 - g. Explain why you love the game.
12. **Say:** I want you to write an outline with notes about what information you will put in each part of the letter. You have 4 minutes.
13. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.

Independent Practice (10 minutes)

1. **Say:** Now it is time to write your letter. Open a clean page in your exercise book. Write out the body of the letter to a friend describing your favourite game. Remember, this is an informal letter to a friend so you can use contractions, slang and informal English. You have 10 minutes.
2. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
3. Invite 2-3 pupils to read part of their letter to the class.

Closing (2 minutes)

1. **Say:** Today, you have learned how to describe the process of playing your favourite game.
2. **Ask:** What are the steps involved in describing a game? (Answers: see below)
 - State the name of the game.
 - Say what type of game it is.
 - Describe the game.
 - Say how many players are needed.
 - Describe how the game is played.
 - Say how the winner wins.
3. For homework, ask pupils to finish their letter to a friend.

[LETTER]

10 John Street,
Freetown, Sierra Leone
31st October, 2016

Dear Musu,

How are you doing? I hope you are fine. Thank you for your last letter; I enjoyed reading it very much. In reply to your letter, I am writing tell you about my favourite game.




My favourite game is Snakes and Ladders. It is an indoor game. It is a board game. Snakes and Ladders is played with a dice and small round pieces of tokens in different colours of red, blue, green and yellow. It is played on a board that has 100 small squares of the same size. The squares are numbered 1 to 100. There are snakes and ladders in different positions all around the board.

This game can be played with two to four players. Each player has a token he will use to play the game. The players cast (throw) the dice in turns. The number that is shown on the top of the dice is what the player uses to move his token along the squares, starting from number one. If the token lands on a square that has the foot of a ladder, the player climbs the ladder and moves on to a higher position on the board. However, if the token lands on a square that has the mouth of a snake, the player moves his token all the way down to the end of the snake's tail and drops to a lower position on the board. The game continues with each player taking turns to throw the dice and move along the squares. The first person whose token gets to 100 is the winner.

So Musu, this is how my favourite game is played. I like Snakes and Ladders very much because I am always lucky and climb a lot of ladders and win the game. I also enjoy the way the snakes swallow the tokens of my playmates and they go all the way down. Please write and tell me what your favourite game is. I would like to know. Also give my regards to your sisters and your parents.

Your friend,
Marie.

Lesson Title: Oral Work on Exposition	Theme: Listening and Speaking	
Lesson Number: L-09-129	Class/Level: JSS 3	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. Describe a process to a classmate. 2. Improve on their speaking skills. 3. Improve their ability to write an expository composition. 	 <p>Teaching Aids Exposition at the end of the lesson plan</p>	 <p>Preparation None</p>
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Opening (4 minutes)

1. **Say:** In our last lesson, we talked about describing a game in a letter to our friend.
2. **Say:** Today, we are going to learn to describe another type of process. For example, how to sew a dress, how to make a basket, how to make local soap or how to plant a garden. You are going to learn how to describe a work of art, or something you can make or create with your hands.
3. **Say:** In writing about these processes, we use the expository style of writing.
4. **Ask:** What is the expository style of writing? Have pupils raise their hand to answer. (Example answers: see below)
 - An expository essay starts with a title.
 - It is written in paragraphs.
 - It has an introduction.
 - The body of the essay is well-structured. It is a step-by-step description of a process or an issue.
 - In writing an expository essay, use the simple present tense.
5. **Say:** In today's lesson, instead of writing we are going to do an exposition about one of the processes mentioned above, orally.

Introduction to the New Material (7 minutes)

1. **Say:** You have learned in different lessons how to make oral presentations, speak in public, and write an expository essay.
2. **Say:** Today, you are going to combine these skills, and using your classmates as an audience, describe something you know how to make.
3. **Say:** Let me remind you of the skills you need to use when making oral presentations. You need to:
 - Be bold and speak loudly.
 - Speak clearly in simple language.
 - Be fluent and express yourself well in proper English.
 - Start the presentation by addressing the audience.
 - End by thanking the audience for their attention.
4. **Say:** When writing an expository essay, you know you start with the title of the essay. Next, you write the introductory paragraph, and then you go on to the step-by-step description of the process.
5. **Say:** You follow a simple process when giving an oral exposition. Here is an example of how you can describe the process of making something to your classmates.

6. **Say:** Start with an introduction. Introduce the topic that you are going to talk about. For example, 'Fellow classmates, good day. I am here to describe to you the process of planting a vegetable garden. Gardening is something I like doing as a hobby. In my compound, I have a small garden where I grow peppers'.
7. **Say:** After the introduction, list all the items needed for the process, then describe the process step by step. Say what you do at each stage until the whole process is complete. You can even say why you do certain things at each stage so that the listeners fully understand the whole process and how one can get a good product at the end.
8. **Say:** End the presentation by thanking the audience for their attention.

Guided Practice (9 minutes)

1. **Say:** I want you to listen attentively to my presentation. I am going to describe the process of growing peppers.
2. Read the exposition 'How to Grow Peppers' to pupils (see end of lesson plan).
3. **Say:** Imagine you have to describe to your classmates the process of making something: a dress, a local soap, a 'gara', a basket, a vegetable or a flower garden.
4. Write the above options on the board.
5. Ask pupils to work in pairs. **Say:** With your partner select one of the items on the board and discuss the process for making it. You can also choose something else; these are only some examples.
6. **Say:** Use this guideline to prepare your presentation.
7. Write these guidelines on the board:
 - Introduction – address the audience and state what you are going to describe.
 - List the items needed for the process.
 - Outline the steps involved in the process, starting at step one.
 - Thank the listeners for their attention.
8. Ask pupils to copy the guidelines into their exercise books.
9. Move around the classroom to make sure pupils understand and are doing the task. Listen to pupils prepare their presentations and help struggling pupils.

Independent Practice (13 minutes)

1. **Say:** With your partner, I want you to write out your presentation. You have 8 minutes.
2. After 8 minutes, invite 2 pairs to come to the front of the room and make their presentation to the class.
3. Ask the rest of the class to act as the audience. Tell pupils to listen carefully.
4. Listen to the presentations and make sure pupils are giving the exposition correctly according to what has been taught and according to the model of the sample.
5. Clap for all of the presenters after they finish.
6. Give feedback. Tell each pair of pupils one thing that you liked about their presentation and make one suggestion for improvement.

Closing (2 minutes)

1. **Say:** Today, you have learned how to orally describe the process of making something.
2. **Ask:** When you describe a process, what do you talk about? (Example answers: see below)
 - State what you are going to describe.

- List the items needed for the process.
 - Describe the steps involved in the process, starting at step one until the process is finished.
3. For homework, ask pupils to write out their presentations at home individually. Remind them to follow the guidelines and be careful to check their spelling and grammar.

[EXPOSITION: HOW TO GROW PEPPERS]

Good day, fellow classmates. I am here to describe to you the process of planting a vegetable garden. Gardening is something I like doing as a hobby. In my compound, I have a small garden where I grow peppers.

This is the process used to plant peppers.

First, nurse the pepper seeds in a container. The container can be plastic or tin and should contain mixed earth and manure. Put 3 to 6 pepper seeds, mixed with the earth and manure, in the container and leave them for a week or two for the seeds to germinate. They must be watered every day in the morning and evening.




During this week, brush a small piece of land; burn or clear unwanted sticks, stones, cups and plastic packets from the plot. Dig up the soil and construct a 'bed' or heap of earth.

After one week, check to see if the seeds have germinated and have grown enough to plant, for example, 5 inches. If so, it is now time to transplant the seedlings to the bed. Before transplanting, water the bed. Then dig holes in the bed. This is where you are going to put the seedlings and soil from the container.

Water the young pepper plants twice a day, in the morning and in the evening. After 4 to 6 weeks, the peppers are ready for harvesting.

Thank you all for your attention.

Lesson Title: Revise Poetry	Theme: Reading	
Lesson Number: L-09-130	Class/Level: JSS 3	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. Recall details of subject matter in a prescribed poem. 2. Recall literary devices used in a poem. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Poem '<i>The Village Schoolmaster</i>' at the end of the lesson plan 2. Questions at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the poem '<i>The Village Schoolmaster</i>' at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** I hope you have been preparing for the BECE exam.
2. **Say:** Let's revise some questions to test your memory.
3. **Ask:** Who is the poet of '*The Blind Boy*'? Have pupils raise their hand to answer. (Answer: Colley Cibber)
4. **Ask:** What does the blind boy want most? (Answer: sight)
5. **Ask:** How do we complete this statement? 'The blind boy will not allow what he cannot get to destroy his _____.' (Answer: joy)
6. **Say:** Well done. Today, we shall revise details and literary devices in the poem, '*The Village Schoolmaster*'.

Introduction to the New Material (15 minutes)

1. Point to the poem on the board (see end of lesson plan).
2. **Say:** I am going to read the poem to you. I want you to listen and follow along.
3. Read the poem to pupils. Read slowly, clearly and with expression to make it interesting. Focus on your pronunciation and intonation.
4. **Say:** Remember, this poem is a part of a longer poem called, '*The Deserted Village*' which was written a very long time ago. It was written in 18th century England.
5. **Say:** The poet Oliver Goldsmith wrote the descriptive poem, '*The Village Schoolmaster*' in one stanza only. It describes the village Schoolmaster.
6. **Say:** We know that the speaker, the person who describes the Schoolmaster, must have been one of the pupils in the Schoolmaster's class.
7. **Say:** We know this because he says, 'I know him well, and every truant'. Remember, truants are pupils who leave school without permission.
8. **Say:** Say we are going to recall the details of the poem.
9. **Say:** First the speaker describes the Schoolmaster as a strict man. He says, 'The Schoolmaster looked very strict and severe'. He also tells us that pupils were afraid of the Schoolmaster, the poet calls them, 'boding tremblers'.
10. **Say:** The poet uses personification to describe the way in which pupils quietly warn each other when the Schoolmaster frowns. He says, 'The busy whisper circling round'. This is personification because a whisper cannot be busy; busy is a human characteristic.
11. **Say:** However, the speaker notes that even though the Schoolmaster was strict, he was also kind and he had many jokes.

12. **Say:** The poet uses repetition to stress that this strict man could really joke, ‘...for many a joke he had.’
13. **Say:** It is ironic though, because the pupils do not enjoy the jokes; they only laugh because they fear the Schoolmaster. He calls their fake laughter, ‘counterfeited glee’.
14. **Say:** According to the speaker, the Schoolmaster’s love for learning was so great that he knew almost everything.
15. **Say:** The poet uses alliteration to talk about some of the things that he could do. For example, ‘times and tides passage’. This means that he could foretell time.
16. **Say:** He was much more educated than the villagers. He could also write, gauge, measure lands, argue, etc.
17. **Say:** We learn that the Schoolmaster is stubborn and persistent; he would never give up an argument.
18. **Say:** The poet talks about the argument as if he is describing a war, in the expression ‘though vanquish’d he could argue still’.
19. **Say:** Even though he was defeated in an argument, the Schoolmaster would not give up.
20. **Say:** The poet says that the Schoolmaster used ‘words of learned length and thundering sound’. This is a hyperbole. He is exaggerating the sound and importance of the words used by the Schoolmaster.
21. **Say:** The term ‘gazing rustics’ tells us that people in the village were uneducated or illiterate and did not understand the words that the Schoolmaster used. Thus, the confused people gave up the argument.
22. **Say:** Ultimately the villagers admired the Schoolmaster for all that he knew and wondered how there could be so much knowledge in his small head.
23. **Say:** For the village people, the more someone knew, the bigger his head should be.
24. **Say:** The poem is humorous. It makes readers laugh.

Guided Practice (5 minutes)

1. **Say:** The poem makes you laugh when you read it.
2. **Say:** Turn to a partner on your left and identify two examples of humour in the poem.
3. Ask 3 pupils from different pairs, to tell the class one area of humour each that they discussed with partners. (Example answers: The villagers thought that the more a person knows, the bigger his head should be. The Schoolmaster joked a lot, but the pupils did not find his jokes funny; they only laughed because they were scared of him.)
4. Invite 2-3 pupils to share their answers with the class.
5. Write correct examples of humour in the poem on the board.

Independent Practice (10 minutes)

1. Point to the questions on the board (see end of lesson plan).
2. Read the questions to pupils. Ask pupils to copy the questions into their exercise books.
3. **Say:** I want you to answer the questions on the board in your exercise books. Refer to the poem to answer the questions.
4. Give pupils 6 minutes to answer the questions.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

6. Check answers as a class. (Answers: a. Oliver Goldsmith b. repetition c. because it was fake d. He could write, cypher, measure lands, foretell future tides, argue even after someone had defeated his argument. e. each pair of 2 lines has end rhyme f. personification)
7. Write the answers on the board and tell pupils to correct any mistakes they made.

Closing (2 minutes)

1. Ask pupils if they have any remaining questions about the poem. Answer pupils' questions.
2. **Say:** Make sure that you study hard. Do not allow anything to distract you. Studying is very important because, to move on to SSS 1, you must pass the BECE.




[THE VILLAGE SCHOOLMASTER BY OLIVER GOLDSMITH]

A man severe he was, and stern to view;
 I know him well, and every truant knew;
 Well had the boding tremblers learn'd to trace
 The day's disasters in his morning face;
 Full well they laugh'd, with counterfeited glee,
 At all his jokes, for many a joke had he;
 Full well the busy whisper, circling round,
 Convey'd the dismal tidings when he frown'd;
 Yet he was kind; or if severe in aught,
 The love he bore to learning was in fault;
 The village all declar'd how much he knew,
 'T'was certain he could write, and cypher too;
 Lands he could measure, terms and tides presage,
 And e'en the story ran – that he could gauge.
 In arguing too, the parson own'd his skill,
 For e'en though vanquish'd he could argue still;
 While words of learned length and thund'ring sound
 Amazed the gazing rustics rang'd around;
 And still they gaz'd, and still the wonder grew,
 That one small head could carry all he knew.

[QUESTIONS]

- a. Which poet wrote the poem 'The Village Schoolmaster'?
- b. Which figure of speech is used in the line 'I knew him well, and every truant knew...'?
- c. Why does the poet call the pupils' laughter 'counterfeited glee'?
- d. Name 3 things that the village Schoolmaster could do.
- e. Give an example of rhyme in the poem.
- f. The 'busy whisper, circling round' is an example of what literary device?

Lesson Title: Parts of Speech – Pronouns	Theme: Grammar	
Lesson Number: L-03-131	Class/Level: JSS 3	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 pronouns and their functions. 2. Recall the types of pronouns and show how they function in sentences. 3. Differentiate between personal and possessive pronouns. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Types of pronouns at the end of the lesson plan 2. Pronoun table at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the types of pronouns at the end of the lesson plan on the board. 2. Write the pronoun table at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** Today we are going to revise pronouns.
2. **Say:** Who can remember the function of a pronoun? (Answer: A pronoun is a word that takes the place of a noun.)
3. **Say:** Today, we will revise pronouns and their functions and recall the types of pronouns and their functions in sentences.
4. **Say:** You will also differentiate between personal and possessive pronouns in sentences and you will also use them in writing.

Introduction to the New Material (11 minutes)

1. **Say:** Pronouns replace nouns in sentences to avoid repetition of the nouns. This means that we use pronouns in place of nouns.
2. **Say:** For example, 'Musa gave Musa's father what Musa's father asked for'.
3. **Say:** Pronouns prevent the repetition of nouns like 'Musa' in this sentence. 'Musa gave his father what he asked for'.
4. **Say:** In the above example, the word 'his' is used to replace 'Musa' which is used many times.
5. Point to the types of pronouns on the board (see end of lesson plan).
6. Read the different types of pronouns to pupils.
7. **Say:** In this lesson, we shall concentrate on personal and possessive pronouns.
8. Point to the pronoun table on the board (see end of lesson plan).
9. Revise the table with pupils. **Say:** Personal pronouns are divided into 2 major categories: subject pronouns and object pronouns. When we talk about personal pronouns we use the first-, second-, and third-person singular and first-, second- and third-person plural.
10. **Say:** Some examples of personal pronouns are:
 - It is a bright, sunny day today.
 - The teacher asked us to stay in class.
 - They went home before time.
 - Linda gave her sister some nice fruits.
 - We all know the correct answer.
11. Write the definition and example sentences on the board. Underline the personal pronouns.
12. **Say:** Possessive pronouns show ownership. They show that something belongs to someone.

13. Write the definition and examples on the board.
14. Ask pupils to copy the information on the board. Give them time to write.

Guided Practice (10 minutes)

1. Write these sentences on the board:
 - a. Lebbie and Lucy attend the same school.
 - b. Mrs Thomas saw Lebbie and Lucy.
2. **Say:** Look at the first sentence. How can we change Lebbie and Lucy to a pronoun? Lebbie and Lucy are the subject of the sentence so we should use a subject pronoun. (Answer: They)
3. Write the sentence on the board replacing the nouns with a pronoun. (Answer: They attend the same school.)
4. **Say:** Look at the second sentence. How can we change Mrs Thomas to a pronoun? Mrs Thomas is the subject of the sentence so we should use a subject pronoun. (Answer: She)
5. **Ask:** Now can we change Lebbie and Lucy to a pronoun? This time Lebbie and Lucy are the object of the sentence so we should use an object pronoun. (Answer: them)
6. Write the sentence on the board replacing the nouns with a pronoun. (Answer: She saw them.)
7. **Say:** I am going to read you some sentences. The nouns on the board are in these sentences. I want you to tell me a new sentence, replacing these nouns with pronouns.
8. **Say:** Let me give you an example.
9. Read the sentence: James has some oranges.
10. Point to the word James. **Say:** How can I change this sentence so that James is a pronoun? (Answer: He has some oranges.)
11. Read the following sentences to pupils one by one. After you read a sentence ask pupils to volunteer to change the noun to a subject pronoun.
 - a. James has some oranges.
 - b. Amie lives in the next house.
 - c. The chair is comfortable.
 - d. The dog barked at night.
 - e. This car is lovely.
 - f. The river flows southwards.
12. Make sure that you select volunteers from all around the classroom to answer. Be sure to select both boys and girls. If a pupil answers incorrectly, ask another pupil to answer.
13. Write the correct answers on the board. (Answers: see below)
 - a. He has some oranges.
 - b. She lives in the next house.
 - c. It is comfortable.
 - d. It barked at night.
 - e. It is lovely.
 - f. It flows southwards.

Independent Practice (9 minutes)

1. **Say:** Now that we have revised personal pronouns and possessive pronouns I want you to write your own examples.

2. **Say:** You are going to write 3 example sentences using subject personal pronouns, 3 example sentences using object personal pronouns and 3 example sentences using possessive pronouns. That is 9 sentences in total. You have 6 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After 6 minutes, ask pupils to exchange their exercise books with a partner to share and compare their sentences.
5. Invite different pupils to share their examples with the class.
6. Write some good examples on the board and correct mistakes if you hear them.

Closing (2 minutes)

1. **Ask:** Why do we make use of pronouns in writing? (Answer: to avoid repeating the same noun over and over again)
2. **Say:** Revise this lesson and keep the details in memory because you will have to use pronouns in writing at BECE.




[TYPES OF PRONOUNS]

1. personal pronouns
2. possessive pronouns
3. reflexive pronouns
4. demonstrative pronouns
5. interrogative pronouns
6. indefinite pronouns
7. reciprocal pronouns
8. relative pronouns

[PRONOUNS TABLE]

Person	Subject pronouns	Object pronouns	Possessive pronouns
1 st person	I	me	mine
2 nd person	you	you	yours
3 rd person	he/she/it	him/her/it	his/hers
1 st person plural	we	us	ours
2 nd person plural	you	you	yours
3 rd person plural	they	them	theirs

Lesson Title: The Case of the Pronoun	Theme: Grammar	
Lesson Number: L-09-132	Class/Level: JSS 3	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. Determine which pronouns function as subjects and which ones function as objects in sentences. 2. Use subject and object pronouns in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

1. Write the following sentences on the board:
 - a. I am talking to him.
 - b. He is listening to me.
2. **Ask:** What are the underlined words in the sentences? (Answer: pronouns)
3. **Ask:** Which type of pronouns are they? (Answer: personal pronouns)
4. **Say:** In our last lesson we revised pronouns. We focused on personal pronouns and possessive pronouns.
5. **Say:** Today, we will continue to learn about personal pronouns and their functions as subjects and objects in sentences.

Introduction to the New Material (13 minutes)

1. **Say:** There are 3 cases in English: subjective, objective and possessive.
2. **Say:** It is important to learn about the case of the pronouns because they will help you identify the difference between subject, object and possessive pronouns in sentences.
3. **Say:** Today we are going to focus on personal pronouns and learn about the differences between subject and object pronouns.
4. **Say:** Pronouns are written according to persons. There is the first-, second- and third-person singular and first-, second- and third-person plural.
5. Point to the table on the board (see end of lesson plan).
6. Revise the table with pupils.
7. **Say:** When a pronoun serves as the subject of a sentence, we say it is the subject pronoun. The subject is the 'doer' of the action. The subject pronouns are: I, you, he, she, it, we and they.
Examples:
 - We have studied pronouns before.
 - They should attend this seminar.
8. Write the definition and examples on the board.
9. **Say:** When a pronoun acts as the object of a sentence, we say it is the object pronoun. It is the object because it is the 'receiver' of the action. The objective pronouns are: me, you, her, him, it, us, them.

Examples:

- People should give her respect.

- Kate admired us in our new uniforms.
10. Write the definition and examples on the board.
 11. **Say:** Look at the way personal pronouns change between subject and object form.
 12. **Say:** 'I' in the subject becomes 'me' when it is the object. 'He' becomes 'him'. 'She' becomes 'her'. 'We' becomes 'us'. 'They' becomes 'them'.
 13. **Say:** Pronouns 'you' and 'it' remain the same. In other words, it does not matter whether the pronoun is object or subject. The same form is used.
 14. Write the examples below on the board and revise with pupils.

<u>Subject</u>		<u>Object</u>
<u>You</u>	hit	<u>it.</u>
<u>It</u>	bit	<u>you.</u>

15. **Say:** The third-person singular pronouns identify whether the nouns referred to are male, female or non-human. He refers to male, she refers to female and it refers to non-human.
Examples:
 - a. She has wounded that man.
 - b. Sarah got him a book.
16. Write the definition and examples on the board.
17. **Say:** The pronoun 'she' implies that the subject of the first sentence is a female, while the pronoun 'him' indicates that Sarah got the book for a male person.
18. **Say:** The words 'boy' and 'dog' can be subject or object without any change of form.
Examples:
 - a. The boy hit it.
 - b. It bit the boy.
19. Write the definition and examples on the board.
20. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (8 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books. Give them time to write.
3. Ask pupils to work in pairs. **Say:** With your partner, identify the personal pronouns in the sentences and decide if they are subject or object pronouns.
4. **Say:** Let's do the first one together.
5. Read the first sentence to pupils: Music fascinates me.
6. **Say:** In this sentence, the pronoun 'me' is an object.
7. Give pupils 3 minutes to identify and name the pronouns in pairs.
8. After 3 minutes, check answers as a class. (Answers: a. me – object pronoun b. I – subject pronoun, them – object pronoun c. it – subject pronoun, you – object pronoun d. it – subject pronoun e. you – subject pronoun f. me – object pronoun g. us – object pronoun)

Independent Practice (8 minutes)

1. **Say:** Now that we have revised personal pronouns I want you to write 3 sentences using both subject and object pronouns in each sentence. For example, 'He gave them the tickets'.
2. Give pupils 2-3 minutes to write their sentences.

3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After pupils finish writing their sentences, ask them to exchange exercise books with a partner.
5. **Say:** I want you to look at the 3 sentences your partner wrote and identify the subject and object pronouns in their sentences.
6. Give pupils time to find the personal pronouns in each other's sentences.

Closing (3 minutes)

1. Invite as many pupils as possible to read example sentences to the class.
2. Ask the rest of the class to identify the subject and object pronouns they hear.




[TABLE]

Person	Subject pronoun	Object pronoun
1 st person	I	Me
2 nd person	You	You
3 rd person	He/she/it	Him/her/it
1 st person	We	Us
2 nd person	You	You
3 rd person	They	Them

[SENTENCES]

- a. Music fascinates me.
- b. I watched the game with them.
- c. It is for you.
- d. It was made at the concert.
- e. You will enjoy the music.
- f. The record delights me.
- g. Mother got concert tickets for us.

Lesson Title: Indefinite Pronouns	Theme: Grammar	
Lesson Number: L-09-133	Class/Level: JSS 3	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. Determine why they are called indefinite pronouns. 2. Recognise the functions of indefinite pronouns in sentences. 3. Use indefinite pronouns effectively in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan 3. Fill-in-the-blanks at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board. 3. Write the fill-in-the-blanks at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** What is a pronoun? (Answer: A pronoun takes the place of a noun.)
2. **Ask:** What are some of the different types of pronouns you have learnt? Have pupils raise their hand to answer. (Example answers: personal pronouns, possessive pronouns, interrogative pronouns, demonstrative pronouns, indefinite pronouns, relative pronouns, reciprocal pronouns and reflexive pronouns)
3. **Say:** Today, we will learn about one of the different types of pronouns. We will learn about indefinite pronouns and their use and functions in sentences.

Introduction to the New Material (13 minutes)

1. **Say:** Indefinite pronouns do not refer to particular or specific persons or things. They are used in a general sense.
2. **Say:** Indefinite pronouns can either be singular or plural.
3. **Say:** Examples of indefinite pronouns are: all, another, any, anybody, anyone, anything, few, both, each one, either, everyone, everything, many, more, most, much, neither, none, nobody, nothing, one, oneself, other, several, some, somebody, someone, something.
4. Point to the table on the board (see end of lesson plan).
5. Revise the table with pupils.
6. **Say:** These are examples of sentences using singular indefinite pronouns.
7. Write the example sentences on the board:
 - a. None of the pupils was present at the seminar.
 - b. Somebody is here to see the manager.
8. Write the example sentences on the board.
9. **Say:** Note that in these examples 'none' and 'somebody' are the indefinite pronouns and are singular.
10. **Say:** Look at these examples of sentences using plural indefinite pronouns.
11. Write the example sentences on the board:
 - Tell me more.
 - Some are red.
12. **Say:** Note that, in these examples 'more' and 'some' are the indefinite pronouns and are plural.

13. **Say:** A singular indefinite pronoun should not be referred to as if it were a plural. For example, it is incorrect to say 'Everyone must have their fair share of the blame'. It is correct to say, 'Everyone must have his or her fair share of the blame'.
14. **Say:** It is equally wrong to switch from the indefinite pronoun 'one' to another pronoun. For instance, it is incorrect to say 'One must not miss his chance'. It is correct to say, 'One must not miss one's chance'.
15. **Say:** Be careful; these are very common mistakes we make in English.
16. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (7 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books. Give them time to write.
3. Ask pupils to work in pairs. **Say:** With a partner, identify the indefinite pronouns in each sentence and decide if they are plural or singular.
4. **Say:** Let's do the first one together.
5. Read the first sentence to pupils: Everyone is free to go home now.
6. **Say:** 'Everyone' is the indefinite pronoun. It is singular. I know that it is singular because it is followed by the verb 'is' which is the verb 'to be' in the simple present singular.
7. Give pupils 3 minutes to do the activity.
8. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
9. Check answers as a class. (Answers: a. everyone – singular b. all – plural c. one – singular d. few – plural)

Independent Practice (10 minutes)

1. Write this list on the board: each one, everyone, nothing, some, anyone, neither.
2. Read the list to pupils.
3. Point to the fill-in-the-blanks on the board.
4. **Say:** Fill in the blank spaces with the correct indefinite pronoun. Use the indefinite pronouns that I have written on the board. You have 5 minutes.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
6. **Say:** Exchange your exercise books with a partner and correct your partner's work as we check the answers together.
7. Check answers as a class. (Answers: a. everybody b. some c. nothing d. anyone e. neither f. one g. each one)
8. Write the correct answers in the blanks in the sentences on the board.

Closing (2 minutes)

1. **Say:** In your exercise books, do a quick write. Write 2 things you have learned about indefinite pronouns. (Example answers: see below)
 - Indefinite pronouns do not refer to particular or specific persons or things.
 - Indefinite pronouns are either singular or plural.
 - A singular indefinite pronoun should not be referred to as if it were a plural.

[TABLE]

Singular	Plural
Anybody, everybody, each, everything, either, much, none, everyone, neither, nobody, no-one, somebody, someone, another, anything, any, oneself, something	Both, few, many, other, several, some, most, much




[SENTENCES]

- a. Everyone is free to go home now.
- b. All are welcome.
- c. Joseph does it better than most.
- d. One must remember the incident.
- e. Few can climb right to the top of the mountain.

[FILL-IN-THE-BLANKS]

- a. _____ is going to the show tonight.
- b. _____ are red.
- c. There is _____ in the wallet.
- d. Does _____ have an extra pen?
- e. _____ of them speak Limba.
- f. _____ must not think too highly of oneself.
- g. _____ must be washed clean.

Lesson Title: Revise Semi-Formal Letters	Theme: Writing	
Lesson Number: L-09-134	Class/Level: JSS 3	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. Distinguish between the formal features of informal and semi-formal letters. 2. Write a semi-formal letter to an adult friend who has been helpful to them. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (4 minutes)

1. **Say:** In previous lessons, we learned about the formal features of both informal and semi-formal letters.
2. **Ask:** Can anybody tell the class what informal letters are? Have pupils raise their hand to answer. (Answer: Informal letters are letters written to friends of our age group.)
3. **Ask:** What are semi-formal letters? (Answer: These are letters written to our parents, adult relatives and adult friends.)
4. **Ask:** What are the formal features of these letters? (Answer: writer's address and date, salutation/greeting, body – including introduction and conclusion, subscript/closing and writer's name)
5. **Say:** Good. Today we shall distinguish between the formal features of informal and semi-formal letters and write a semi-formal letter to an adult friend who has been helpful to you.

Introduction to the New Material (10 minutes)

1. **Say:** The people to whom we write semi-formal letters are older than us. That is why our language and choice of words should be polite.
2. **Say:** Both informal and semi-formal letters have the same features: the writer's address and date, salutation/greeting, body – including introduction and conclusion, subscript/closing and writer's name.
3. **Say:** There are 2 areas where these features are different. These differences are in the salutation and the subscript.
4. **Say:** In a semi-formal letter, the salutation or greeting should start with 'Dear' and use the person's surname. For example:
 - Dear Aunt Musu,
 - Dear Uncle Jusu,
 - Dear Mr and Mrs Kamara,
5. **Say:** In an informal letter, you are free to write your friend's first name and use a more casual greeting. For example:
 - Dear Abu,
 - Hello Abu,
 - Dear Finda,
 - My dear Finda, etc.

6. **Say:** In the subscript or closing of an informal letter, you can choose from different informal closings. For example:
 - Best wishes,
 - Your friend,
 - Yours affectionately,
7. **Say:** After the subscript, you only write your first name.
8. **Say:** In semi-formal letters, the acceptable subscripts are fewer. For example:
 - Yours sincerely,
 - Your nephew/niece,
 - Your grandson/daughter,
9. **Say:** After the subscript, you only write your first name.
10. The word after 'Your' or 'Yours' in the subscript is always in a lower case letter.
11. **Say:** However, if the semi-formal is addressed to an adult at your school, for example your teacher, use your full name for the purpose of identification.
 - Yours sincerely,
Binta Jalloh.

Guided Practice (6 minutes)

1. **Say:** Open your exercise book to a clean page.
2. **Say:** Write your address in the top right-hand corner of the page and underneath it write the date.
3. **Say:** Remember, the punctuation in the address and date is optional – you can either write it or not.
4. **Say:** Write the salutation close to the left margin on the top left-hand corner of the page. Do not forget to use the surname.
5. **Say:** It is compulsory to write a comma after the salutation.
6. **Say:** Remember in informal and semi-formal letters you can use contractions or short forms of words such as: I've, it's, I'm, can't, don't, etc.
7. **Say:** But unlike an informal letter, a semi-formal letter does not allow the use of slang, since you are writing to an older friend of yours.
8. **Say:** The body of the letter is divided into paragraphs.
9. **Say:** The letter must begin with an introductory paragraph and end with a concluding paragraph.
10. **Say:** In your introduction, you can use some nice expressions that would be of interest to your recipient. For example, 'How are you and the family at home? I hope you are all doing well.'
11. Ask pupils to name subscripts that are used in an informal letter. (Example answers: Your friend, Your affectionate friend, Yours ever,)

Independent Practice (13 minutes)




1. **Say:** You will now write a semi-formal letter in your exercise books.
2. **Say:** Imagine that you are writing BECE Language Arts. Suppose you have to answer a question that says: 'An adult friend of yours has been very helpful to you with payment of your annual tuition in school. In at least 3 paragraphs, write a letter in appreciation of his kindness.'
3. **Say:** I want you to write the salutation and introductory paragraph. You have 4 minutes.
4. Give pupils time to write.

5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. **Say:** Now I want you to write the main body. Express your thanks and explain how you have used the money wisely. Give the friend an update on how you are doing in your studies. You have 4 minutes.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. **Say:** Now write your concluding paragraph and the subscript. Express your sincere thanks and appreciation to your friend. You have 4 minutes.
9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (2 minutes)

1. **Ask:** Can you name the differences between the formal features in informal and semi-formal letters? (Examples answers: In the salutation of a semi-formal letter, we use 'Dear' plus the surname or status of the recipient and in the informal letter, we use 'Dear' plus first name only. We use slang and informal language in an informal letter.)

Lesson Title: Reading Comprehension	Theme: Reading	
Lesson Number: L-09-135	Class/Level: JSS 3	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. Improve on their reading skills. 2. Learn and add new words to their vocabulary list. 	 <p>Teaching Aids Passage at the end of the lesson plan</p>	 <p>Preparation Write the passage at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** What type of books or materials do you read besides your textbooks? Have pupils raise their hand to answer. (Example answers: letters, newspapers, notes, novels)
2. **Say:** Why do you read them? (Example answers: to get more information about an event; to develop my reading skills)
3. **Say:** Throughout the year we have encouraged reading inside and outside of school.
4. **Say:** Reading comprehension is a skill that you will use all your life. Reading comprehension means to read and understand.
5. **Say:** Today, we are going to practise reading comprehension and learn to improve our reading skills.

Introduction to the New Material (10 minutes)

1. **Say:** Reading is very important in your daily lives. It develops your vocabulary and reading skills. It improves your ability to read fluently and meaningfully.
2. **Say:** Through reading we are able to learn about people and places very different from our own lives.
3. **Ask:** Who can tell us what a kangaroo is? (Answer: It is a mammal that lives in Australia. It stands upright and jumps on its back feet. The mother carries her babies in a pouch on her stomach.)
4. Point to the passage on the board (see end of lesson plan).
5. **Say:** I am going to read to you the passage titled 'Kangaroo'. I want you to listen and follow along.
6. Read the passage to pupils. Read slowly, clearly and with expression.
7. Call pupils' attention to the underlined words and phrases in the passage on the board.
8. Ask pupils to read the passage silently, paying attention to the underlined words and phrases.

Guided Practice (10 minutes)

1. Write these words on the board:
 - keeping to
 - died down
 - scarce
 - wander
2. Ask pupils to work in pairs. **Say:** With your partner, I want you to discuss the meaning of these words and phrases. Remember to use the words around them in the passage to help you infer meaning.
3. Give pupils time to discuss the meaning of the new vocabulary words.

4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. Discuss the meanings as a class. (Answers: see below)
 - hind – at or near the back
 - approximately – about, almost exactly
 - keep to – stay with
 - die down – become less
 - scarce – rare / hard to find
 - wander – move around for no reason or purpose
6. Ask pupils to copy the vocabulary words and their definitions into their exercise books.

Independent Practice (10 minutes)

1. **Say:** Now that we have discussed the meaning of the words and phrases, I want you to practise using them in sentences.
2. **Say:** You are going to write one sentence for each. Listen to my examples.
3. Read the following examples to pupils:
 - hind: The lion stood on its hind legs and tried to reach the monkey in the tree.
 - scarce: Meat is scarce in the market.
 - approximately: There are approximately 310 girls in our school.
 - keep to: He is shy and usually keeps to himself.
 - die down: The wind died down in the afternoon.
 - wander: James was bored so he wandered into town to see what people were doing.
4. Write the example sentences on the board.
5. **Say:** Now write your own examples; you have 3 minutes.
6. Ask pupils to exchange their exercise books with a partner to share and compare their sentences.
7. Invite different pupils to read their sentences to the class.
8. Make corrections when you hear mistakes.

Closing (2 minutes)

1. **Ask:** Why is reading comprehension important? (Example answers: It develops your vocabulary and reading skills. It increases your ability to read fluently and meaningfully.)
2. Ask pupils to continue reading outside of school and to always try to find out the meanings of new words.




[PASSAGE]

Kangaroos belong to the animal family Macropus, which means 'big foot'. Kangaroos have very powerful hind legs, a long, strong tail, and small front legs. They use their tail for balance when they are jumping. Because of their strong hind legs kangaroos can jump up to 9 metres in one leap!

Kangaroos live in eastern Australia. They live together in small family groups called 'troops' or 'herds'. Each 'troop' has approximately 50 members and usually keeps to its own district. But in the

hot, dry weather, the grass dies down and food is scarce and kangaroos often have to wander great distances in search of food and water.

Lesson Title: Parts of Speech – Conjunctions and Interjections	Theme: Grammar	
Lesson Number: L-09-136	Class/Level: JSS 3	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. Define conjunctions and interjections according to their functions in sentences. 2. Use conjunctions and interjections in sentences. 	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the 4 sentences in the Opening section of the lesson on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** Look at the following sentences:
 - Most people think of deserts as very hot places, but desert nights can be quite cool.
 - The monkey jumped into the tree and broke its leg.
 - I'm terrified!
 - Ouch! That hurts!
2. **Say:** What do you observe from the above sentences? (Answer: The first 2 sentences join ideas using conjunctions; the second 2 sentences show emotion using interjections.)
3. **Say:** Today, we are going to learn about conjunctions and interjections and how to use them in sentences.

Introduction to the New Material (10 minutes)

1. **Say:** A conjunction is a word that joins words, phrases and clauses together. For example, in the sentence, 'They use both their paws and their forearms to gather food', the conjunction is 'and'.
2. **Say:** The following are some examples of conjunctions: and, but, or, nor, for, so, yet.
3. Write the definitions and examples on the board.
4. **Say:** We use 'and', 'but' and 'or' to join sentences with the same grammatical structure.
5. **Say:** 'And' is used to join similar things.
6. Example: John went home and met a friend.
7. **Say:** 'But' is used to contrast things.
8. Example: I have a purse, but I cannot find it.
9. **Say:** 'Or' is used to give alternatives or options.
10. Example: Do you want to eat now or later?
11. Write the definitions and examples on the board.
12. **Say:** An interjection is a word or phrase that expresses emotions or feelings.
13. **Say:** Interjections can be used to show sudden or strong emotion such as fright, anger, excitement and joy.
Examples: 'Help!' and 'Wow!'
14. **Say:** An interjection is usually followed by an exclamation mark.
15. **Say:** Interjections can be used to show mild emotions followed by a comma.
Example: 'Oh, she will win the race'.
16. **Say:** A mild interjection has a comma and ends with a full stop or a question mark.
17. Write the definitions and examples on the board.

18. Ask pupils to copy the information on the board into their exercise books.

Guided Practice (8 minutes)

1. **Say:** When we read aloud we use different intonation and word stress for different interjections.
2. Write the following interjections on the board:
 - Oh! Help! Fire!
 - Oh, help, fire.
3. Tell pupils the words with exclamation marks show strong emotion.
4. Tell pupils the word with the comma shows mild feelings.
5. Pronounce the following interjection with exclamation mark. Ask pupils to repeat after you.
 - Help! My house is burning!
 - Wow! I graduated with distinction!
6. Pronounce the following interjections with commas. Ask pupils to repeat after you.
 - Wow, she swam well.
 - Oh, she will win the race.
7. Correct pupils' word stress and intonation as they say the sentences. Remember that an interjection with a comma shows mild emotion whereas an interjection with an exclamation mark shows strong emotion.
8. **Say:** Write 2 sentences, one with a mild interjection and another with a strong interjection. After you have written your sentences, practise reading them aloud to your partner. Use correct word stress and intonation as you read the sentences.
9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Independent Practice (12 minutes)

1. Write the following conjunctions on the board for pupils to copy: and, but, or, so, yet.
2. Point to the sentences on the board (see end of lesson plan).
3. **Say:** I want you to complete the sentences on the board using the conjunctions I just wrote on the board: and, but, or, so, yet. Write the complete sentence into your exercise books. You have 5 minutes.
4. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
5. After 5 minutes, check answers as a class. (Answers: a. or b. yet c. but d. and e. but f. or g. so h. and i. yet)
6. **Say:** Now I want you to use the conjunctions from the list on the board to write sentences of your own. There are 5 conjunctions on the board so you will write 5 sentences.
7. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
8. Ask pupils to work in pairs. Have pupils exchange their exercise books to share and compare their sentences.
9. Invite different pupils to read their sentences to the class. Correct mistakes if you hear them.




Closing (2 minutes)

1. **Ask:** What is a conjunction? (Answer: A conjunction is a word that joins words, phrases and clauses together.)
2. **Ask:** What is an interjection? (Answer: An interjection is a word or phrase that expresses emotions or feelings.)
3. **Say:** Try to incorporate conjunctions and interjections into your writing. They will help make your writing more interesting.

[SENTENCES]

- a. We must leave now ___ we will be late.
- b. The class ended, ___ everyone is still seated.
- c. The dog barked rudely ___ it did not bite her.
- d. Susan ___ the dog chased each other.
- e. I like coffee, ___ my sister prefers tea.
- f. Would you prefer coffee ___ tea?
- g. I ate too many sweets today, ___ now I've got a toothache.
- h. I take milk ___ sugar in my tea.
- i. He's very old, ___ he still plays football regularly.

Lesson Title: Adjectives	Theme: Grammar	
Lesson Number: L-09-137	Class/Level: JSS 3	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 different types of adjectives and their functions in sentences. 2. Use adjectives in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

1. Write on the board: ‘Today is a bright, sunny day.’
2. Ask pupils to identify the adjectives in the sentence. Have pupils raise their hand to answer.
(Answer: bright, sunny)
3. **Say:** Today we are going to revise adjectives.
4. **Say:** Adjectives are one of the 8 parts of speech in the English Language Arts.
5. **Say:** We shall also try to identify the types of adjectives and show how they function in sentences.

Introduction to the New Material (10 minutes)

1. **Say:** In the Language Arts at BECE, you will have to answer questions on parts of speech. It is important for you to know all the parts of speech, including adjectives.
2. **Say:** In descriptive essays, you must use adjectives to be able to write very good descriptive essays.
3. **Say:** An adjective is a word that describes or gives additional information about a noun or a pronoun. There are several types of adjectives.
4. **Say:** These include descriptive, quantitative or numerical, demonstrative, possessive and interrogative adjectives.
5. **Say:** It is important to know the types of adjectives and the functions they perform in sentences if we want to use them correctly in both spoken and written English.
6. Point the table on the board (see end of lesson plan).
7. **Say:** By using the table, we can identify types of adjectives and their functions.
8. Revise the table with pupils.
9. Ask pupils to copy the table into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. **Say:** Now, we have identified the types of adjectives and have seen a few examples in sentences.
2. **Say:** Remember, the function of an adjective is to modify or qualify a noun or a pronoun.
3. Write these sentences on the board:
 - a. Those pupils are going to sign the documents.
 - b. The 3 buses to Waterloo arrived late.
 - c. The red car drove very fast.
4. Discuss the sentences as class.

- Invite different pupils to identify the adjectives and state what type of adjective the words are. (Answers: a. those – demonstrative adjective b. 3 – adjective of quantity c. red – adjective of quality)

Independent Practice (13 minutes)

- Point to the sentences on the board.
- Ask pupils to copy the sentences into their exercise books. Give them time to write.
- Say:** I want you to underline the adjectives in the following sentences. After you have identified the adjective, write the type of adjective after each sentence.
- Give pupils 7 minutes to write the sentences and identify and name the adjectives.
- Check answers as a class. (Answers: a. which – interrogative adjective b. whose – possessive adjective c. what – interrogative adjective d. ripe – adjective of quality e. pretty, little – adjective of quality; some – adjective of quantity f. second – adjective of quantity g. both – adjective of quantity; that – demonstrative adjective h. many – adjective of quantity; our – possessive adjective; raw – adjective of quality)
- Say:** Now that we can identify adjectives and types of adjectives I want you to write your own sentences using adjectives.
- Say:** We talked about 5 different types of adjectives. I want you to write a short paragraph that includes at least one example of each type of adjective.
- Say:** Listen to my example:

Aminata’s mother has a beautiful garden with some delicious tomatoes growing there. Her garden is well-known and those tomatoes are popular in the market. Whose tomatoes are better than hers? I think nobody’s.

- Give pupils 5 minutes to write their paragraph.
- Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
- After 5 minutes, ask pupils to exchange their exercise books with a partner to share and compare their paragraphs.

Closing (4 minutes)

- Invite as many pupils as possible to read their paragraph to the class.
- Ask the rest of the class to identify the adjectives they hear.

[TABLE]




Type of adjective	Example sentences	Function(s)
Descriptive adjectives or Adjectives of quality	a. Jatu is a <u>pretty</u> girl. b. The fish were in <u>large</u> sacks.	‘Pretty’ and ‘large’ tell us the kind or quality of a noun or pronoun.

Adjectives of quantity	a. <u>Fifteen</u> boys and <u>ten</u> girls reached the finish line of the race. b. <u>Several</u> pupils passed their test.	'Fifteen', 'ten' and 'several' show how many or how much.
Demonstrative adjectives	a. <u>This</u> house belongs to us. b. <u>Those</u> people are refugees.	The words 'this' and 'those' point out which nouns we are referring to.
Possessive adjectives	a. This is <u>your</u> wallet. b. Pa Lamin has <u>his</u> farm behind the hill.	The possessive adjectives 'your' and 'his' show that something belongs to somebody else.
Interrogative adjectives	a. <u>Whose</u> shirt is this? b. <u>What</u> time is it now?	The adjectives 'whose' and 'what' ask questions and come before a noun.

[SENTENCES]

- a. Which of the books did you choose?
- b. This is the man whose shirt you wore.
- c. What was the outcome of the meeting?
- d. I like ripe mangoes.
- e. The pretty little baby drank some milk.
- f. Idrissa was the second pupil to win a prize.
- g. Both Fudia and Issa live in that house.
- h. Many of us don't eat our food raw.

Lesson Title: Reading Comprehension	Theme: Reading	
Lesson Number: L-09-138	Class/Level: JSS 3	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. Summarise ideas from the passage. 2. Recognise the writer's point of view. 	 <p>Teaching Aids Passage at the end of the lesson plan</p>	 <p>Preparation Write the passage at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Who can tell us some ways we can improve on our reading skills? Have pupils raise their hand to answer. (Example answer: learn new words and add them to our vocabulary)
2. **Say:** Today, we are going to learn how to summarise ideas from the passage and to recognise the writer's point of view.

Introduction to the New Material (12 minutes)

1. **Say:** The summary gives the main ideas in a piece of writing. It should be brief and to the point. It should not include too many unnecessary details.
2. **Say:** To write a summary of a passage, you have to read the passage once or twice to be familiar with the main points.
3. Point to the passage on the board (see end of lesson plan).
4. **Say:** I am going to read the passage to you. I want you to listen and follow along. While you are listening, think about how you could summarise the passage.
5. Read the passage slowly, clearly and with expression. Emphasise the underlined words.
6. **Say:** Now I want you to read the passage to me. Focus on your pronunciation, intonation and word stress.
7. Listen to pupils read the passage aloud.
8. **Say:** The writer's point of view is very important to any story. A story can be told in the first person. That means the writer is telling the story. It is told from the writer's perspective. Common pronouns include: I, my, our, and your, we.
9. **Say:** A story can also be told from the third person point of view. This is when you tell a story about others and you are not a part of the story. For example, a play like *'The Merchant of Venice'* uses the third person point of view. Common pronouns include: he, she, they.
10. **Say:** I want you to read the passage again to identify the writer's point of view. Also tell me what does the writer think of the cub?
11. Give pupils time to read.
12. **Ask:** What is the point of view? (Answer: third person) **Ask:** How do we know? (Answer: It does not use first person pronouns – I, we, our etc.)
13. **Say:** We can also see how the writer feels about the characters in a story. What does the writer think of the little lioness?
14. Discuss answers as a class. (Example answers: see below)
 - The writer thinks that the lioness cub is exploring the world.

- The cub, according to the writer, is happy to play with the falcon egg, which makes the young lioness is foolish.

Guided Practice (11 minutes)

1. **Say:** Before we can summarise the passage, we need to look at any new vocabulary words to make sure we understand their meaning.
2. Call pupils' attention to underlined words or phrases in the passage.
3. Write these new words on the board:
 - a. lioness
 - b. claws
 - c. cub
 - d. track
 - e. in any case
 - f. dismay
4. Ask pupils to work in pairs. **Say:** With your partner, discuss the meaning of the new words. Remember to use the other words around them to help you infer the meaning.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. Check answers as a class. (Answers: see below)
 - a. lioness – female lion
 - b. claws – curved pointed nails on the feet of birds, lizards, and some mammals
 - c. cub – a baby of certain animals, such as a lion
 - d. track – a narrow walk or way
 - e. in any case – whatever happens or may happen
 - f. dismay – to trouble or cause distress
7. **Say:** I want you to write a sentence for each of the new vocabulary words and phrase on the board.
8. **Say:** First listen to my examples.
9. Read the examples to pupils.
 - a. The lioness hunted to provide food for her young.
 - b. The bird's claws were very sharp.
 - c. The little bear cub played in the forest.
 - d. I followed the track to the top of the hill.
 - e. I do not know if they will come, but in any case, we will have the party.
 - f. Grandmother was dismayed when she saw that the cows ate her flower garden.
10. Give pupils time to write their own sentences.
11. Move around the classroom to make sure pupils understand and are doing the task. Invite struggling pupils to work in pairs.
12. Ask pupils to work in pairs to share and compare their sentences.
13. Invite different pupils to read their sentences to the class.

Independent Practice (8 minutes)

1. Remind pupils about the importance of the main point and the meanings of the new words.
2. **Say:** Now that we understand some of the new words in the passage, let's look at the main ideas.

3. Ask pupils to write a summary of the passage in their own words in their exercise books.
4. **Say:** I want you to summarise the passage in 2 to 3 sentences.
5. Give pupils 3 minutes to write their summary.
6. Invite 2-3 pupils to read their summary to the class. Correct mistakes if you hear them.
7. Write a sample summary on the board:
Fadgo, the lioness cub is curious and plays a lot. One day she found a falcon's egg on the hillside. Fadgo took the egg home and her mother was upset. She sent Fadgo back to the hill to return the egg.

Closing (2 minutes)

1. **Say:** This passage ends when Fadgo goes to return the egg and does not find the falcon. **Ask:** What do you think happens next? Listen to pupils' answers.




[PASSAGE: THE LION CUB AND THE EGG]

A young lioness, whose claws were not yet strong enough for anything except play, went off to discover the world, and liked everything she saw. Her name was Fadgo.

As she was climbing a stony track on the hillside, she found a huge, round, smooth falcon's egg, shining in the sun. The little lioness wanted to play with it – she was only a cub, and in any case, the mother bird was nowhere to be seen. She rolled the egg down the hill all the way back to the grasslands where her mother waited for her.

When her mother saw the egg, she was dismayed. She sent Fadgo to return the egg at once. But by the time Fadgo reached the top of the hillside again, the mother falcon was long gone.

Lesson Title: Descriptive Composition – Describing a Person	Theme: Writing	
Lesson Number: L-09-139	Class/Level: JSS 3	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. Demonstrate knowledge in the use of adjectives and their functions by using them to write a descriptive composition about a person. 2. Write a composition that will awaken readers' imaginations. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Text at the end of the lesson plan 2. List of adjectives at the end of the lesson plan 	 <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 the list of adjectives at the end of the lesson plan on the board.
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Opening (3 minutes)

1. Point to the text on the board (see end of lesson plan).
2. Read the text to pupils. Read slowly, clearly and with expression to make it interesting. Emphasise the underlined words.
3. **Ask:** Can you picture the person being described? How would you describe him in your own words? Have pupils raise their hand to answer.
4. **Ask:** What makes a description clear? (Answer: descriptive vocabulary like adjectives)
5. **Say:** Today, you are going to learn how to write a descriptive composition about a person using adjectives that will awaken readers' imaginations.

Introduction to the New Material (10 minutes)

1. **Say:** When you describe a person, you usually describe the way someone looks, or someone's physical appearance. Then, the person reading it can get a mental picture of whom you are talking about.
2. **Say:** In your description, you are painting a picture with your words in the reader's mind. Therefore, it is not only important for the reader to understand what the person looks like but also how the person relates to other people and how he makes them feel. In other words, his character and personality.
3. **Say:** It is important to know how to describe a person and describe him well so that the reader gets to know the person you are talking about. Even if the reader has never met the person before, he should feel that he knows the person from your description.
4. **Say:** How should we go about writing a good description? In writing a good description of a person, you should arrange your sentences and details according to the person's appearance, style of dressing, manner, personality and character.
5. Write these words on the board: appearance, style of dressing, manner, personality and character.
6. **Say:** The first paragraph in a composition is the introduction. Here you introduce the person you are going to describe. Give general information about the person – name, where he/she lives, nationality, occupation, etc.

7. **Say:** In the next paragraph, describe the physical appearance of the person – height (tall, short); body size (fat, thin); face shape (oval, round, wide); hair (black, brown); skin complexion (light, dark); eyes (small, large), etc.
8. **Say:** In the following paragraph, describe the person’s style of dressing or talking and what this reflects about the person. Example: Is the person modest, simple, chic or flamboyant? You can state what the person does or says or how he or she dresses that reflect these characteristics.
9. **Say:** Next, go on to describe the person’s character traits and personality: Is the person clever, creative or dull? Is he or she generous, kind or selfish? Is he or she calm or aggressive, arrogant or humble? You can give reasons and examples to support the adjectives you have used to describe him or her.
10. **Say:** Make sure you choose interesting adjectives and descriptive words. When you describe someone in this way, the reader will get a clear picture of whom you are talking about.

Guided Practice (8 minutes)

1. **Say:** Imagine your classmates have never seen your grandmother. They are curious to know her.
2. **Ask:** How can you describe her to them?
3. Point to the list of adjectives on the board (see end of lesson plan).
4. **Say:** Here is a list of adjectives you can use to describe her.
5. Ask pupils to copy the adjectives into their exercise books.
6. Ask pupils to work in pairs. **Say:** With your partner, group the adjectives under these headings: physical appearance, style, character and personality.
7. Give pupils a few minutes to group the adjectives.
8. Check answers as a class. Write the answers on the board. (Answers: see below)

<u>Physical appearance</u>	<u>Style</u>	<u>Character/Personality</u>
old	casual	calm
tall	simple	affectionate
fat	modest	clever
wide		generous
small		witty
thin		
wrinkled		
round		
dark		
toothless		

Independent Practice (10 minutes)

1. **Say:** Using these adjectives and any others you can think of, I want you to write a description of your grandmother for your classmates.
2. **Say:** Start with the general introduction, then describe her physical appearance, then her style and finally her character and personality.
3. **Say:** Your composition should be 3 to 5 paragraphs long.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Closing (4 minutes)

1. Invite as many pupils as possible to read a paragraph from their composition to the class.
2. Ask the rest of the class to identify the adjectives and other descriptive words they hear.
3. **Say:** Revise the composition you have started writing at home. If you did not complete it in class, please do so. Bring your completed composition to the next lesson.




[TEXT]

Before him, at a little distance, reclined a very large and fat man, with a wide, pulpy face and a stern expression. His large head was very grey, and his beard, which covered his face, was grey as well.

[LIST OF ADJECTIVES]

old
clever
casual
tall
calm
fat
wide
small
generous
modest
thin
wrinkled
affectionate
round
dark
simple
witty
toothless

Lesson Title: Descriptive Composition – Describing a Place	Theme: Writing	
Lesson Number: L-09-140	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to describe a place using adjectives in such a way that readers can see the place with their mind's eye.</p>	 <p>Teaching Aids 1. 'Things to consider when describing a place' at the end of the lesson plan 2. Descriptive expressions at the end of the lesson plan</p>	 <p>Preparation 1. Write the 'Things to consider when describing a place' at the end of the lesson plan on the board. 2. Write the descriptive expressions at the end of the lesson plan on the board.</p>
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Opening (4 minutes)

1. **Say:** In the last lesson, you learned how to describe people. You used adjectives to paint a clear picture of the person you described.
2. **Say:** We are going to listen to a couple of compositions on 'My Grandmother'.
3. Ask 1-2 volunteers to read their compositions. Tell the others to listen for the adjectives used in the descriptions.
4. **Say:** Today, we are going to use those same skills you used in describing your grandmother and practise describing a place.

Introduction to the New Material (8 minutes)

1. **Say:** At BECE, you may be asked to write a composition describing a place you have visited.
2. **Say:** It is important for you to know how to write this composition well so that you can score good marks.
3. **Say:** Also, you may want to describe a place to someone who has never visited that particular place before so that the person gets a clear mental picture of the place.
4. **Say:** When describing a place, you talk about what you see, hear, smell and feel, and if necessary, taste. You focus on the 5 senses – sight, sound, taste, smell and feeling – and what they tell you.
5. **Say:** If you describe what the place looks like, what it sounds like, what it smells like and how it feels to be there, the reader will get a clear picture of what you are talking about.
6. **Say:** In writing a description of a place there are different things to consider.
7. Point to the 'Things to consider when describing a place' (see end of lesson plan).
8. Revise the questions with pupils.
9. **Say:** Start the composition with an introductory paragraph. State the name of the place you are describing, its location, what the place is used for and any other general information you want to give.
10. **Say:** Next, give a vivid description of what you see, hear and smell. You can also describe how it feels to be in that particular place; why you like or dislike it.
11. **Say:** Remember to always separate your ideas into different paragraphs.

Guided Practice (8 minutes)

1. Point to the descriptive expressions on the board (see end of lesson plan).

2. Revise the expressions with pupils. Explain any words they do not know.
3. Ask pupils to copy these expressions into their exercise books.
4. Write these topics on the board:
 - My community
 - My village or town
 - My district
5. **Say:** From these 3 topics, I want you to choose what you want to write about.
6. **Say:** Before we begin writing, think of different descriptive words you can use to talk about the place you have chosen. You have 3 minutes to write down as many descriptive words and expressions as you can to describe your community, your town or village, or your district.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.

Independent Practice (11 minutes)

1. **Say:** Using some of the expressions on the board and other descriptive adjectives you know, I want you to write a descriptive composition about a place of your choice.
2. **Say:** For example, 'My Community'. I could begin with, 'The name of my community is the Congo Town community. It is located in the heart of town, right in the centre. It is very calm and peaceful.'
3. **Say:** Remember the things to consider when describing a place. Do not forget to organise your composition into paragraphs, beginning with the introduction. Be creative – choose interesting descriptive words and adjectives.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. Ask pupils to work in pairs to share and compare their compositions.

Closing (4 minutes)

1. Invite as many pupils as possible to read a paragraph from their composition to the class.
2. Ask the rest of the class to identify the adjectives and other descriptive words they hear.
3. **Say:** Revise the composition you have started writing at home. If you did not complete it in class, please do so. Bring your completed composition to the next lesson.




[THINGS TO CONSIDER WHEN DESCRIBING A PLACE]

- What kind of a place are you describing? Is it a beach, a town, a village, a house, a museum or a library?
- Where is the place found? Is it in the centre of town, rural, in a crowded area or in a residential area?
- What is there to see and do? Does it have a nice view, lots of shops, lots of people from different cultures or traditions or a lot of recreational facilities?
- What is the place famous for? Do people from all over the world visit it? Does it have historical importance or is it famous for its food?

[DESCRIPTIVE EXPRESSIONS]

- loud and noisy
- calm and peaceful
- colourful and vibrant
- has a long history
- very pleasing to the eye
- a mixture of cultures and languages
- crowded and busy
- dull and uninteresting
- small and quaint
- clean and organised
- smell of fresh flowers
- smell of fresh fish
- dirty and full of flies

Lesson Title: Book Review	Theme: Writing	
Lesson Number: L-09-141	Class/Level: JSS 3	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. Summarise details about a book read outside of class. 2. Be encouraged to read extra materials apart from textbooks. 3. Appreciate a piece of writing and give their opinion about it. 	 <p>Teaching Aids 'Features of a book review' at the end of the lesson plan</p>	 <p>Preparation Write the 'Features of a book review' at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Why do we read books? Have pupils raise their hand to answer. (Example answers: to widen our knowledge; to develop our vocabulary; to help us speak and write good English)
2. **Say:** In term 2, we learned how to write a book review. Today, we are going to learn how to summarise details about a book read outside of class.

Introduction to the New Material (8 minutes)

1. **Say:** Extra materials help you greatly in your schoolwork. I strongly encourage you to read books, plays, newspapers, short stories, poems and any other type of writing outside of school.
2. **Say:** Reading outside of school will help you improve your English so that you read and write better.
3. **Say:** Whenever you read, it is good to summarise the details of what you have read. Summarising helps widen your knowledge and develops your vocabulary. Summarising a piece of work or writing helps us understand it better.
4. **Say:** A summary is the short version of a piece of writing. When writing a summary of the content of a book, always think about the main ideas.
5. **Say:** When you read outside of school you can read any content that is of interest to you. Some books tell about real-life situations; other books teach about moral or spiritual life. For example, the prose text '*So Long a Letter*' teaches about the right of womanhood, and the play '*The Merchant of Venice*' looks at love, friendship, greed and revenge.
6. **Say:** In writing a book review, you are expected to translate what you have read into real life.

Guided Practice (7 minutes)

1. **Say:** Let's recall the features of a book review that we discussed in term 2.
2. Point to the 'Features of a book review' on the board (see end of lesson plan).
3. Revise the features with pupils. Point to the features as you read them.
4. Ask pupils to copy the 'Features of a book review' into their exercise books.
5. Ask pupils if they have any questions about book reviews. Answer pupils' questions.

Independent Practice (15 minutes)

1. Ask pupils to work in pairs. **Say:** With your partner I want you to discuss what you have read outside of class.

2. **Say:** If you have read a book or a play, you should summarise the content for your partner. If you have not read a book or a play outside of school I want you to make an extra effort to do so this term. But for now, you can still summarise something you read outside of school, for example, a newspaper article.
3. **Say:** Do not worry about all of the features of a book review. I want you to focus on practising your skills at summarising information. You have 5 minutes to discuss what you have read in pairs.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. **Say:** Now that you have discussed your summary, open your exercise books and write it.
6. Give pupils time to write the summary in their exercise books.
7. Invite 3-4 pupils to share their summary with the class.
8. **Say:** Now I want you to think about what you read and share your opinion of it with your partner. Did you enjoy the piece of writing? Why or why not? Give you partner a good explanation of your opinion. Make sure you include reasons for why you feel the way you do and try to connect what you read to your own life.
9. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
10. **Say:** Now that you have discussed your opinion, open your exercise books and write it.
11. Invite 3-4 pupils to share their opinion with the class about what they read.




Closing (3 minutes)

1. Ask pupils why they are encouraged to read extra materials apart from their prescribed texts.
2. Write pupils' answers on the board. (Example answers: see below)
 - It helps us speak and write good English.
 - It shapes our lives morally and spiritually.
 - It develops our vocabulary.
 - It widens our knowledge on several issues.
 - It makes us understand the plot of a text.
 - It helps us understand different ways of life.

[FEATURES OF A BOOK REVIEW]

1. title of the book
2. name of the author, poet or playwright
3. nationality of the author, poet or playwright
4. publisher
5. date of publication
6. contents/important details in the story
7. feelings or attitude towards a character or the story

Lesson Title: Book Review	Theme: Writing	
Lesson Number: L-09-142	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to apply knowledge of essay writing to writing a book review.</p>	 <p>Teaching Aids 1. 'Features of a book review' at the end of the lesson plan 2. Example book review at the end of the lesson plan</p>	 <p>Preparation 1. Write the 'Features of a book review' at the end of the lesson plan on the board. 2. Write the example book review at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In our last lesson, we learned about book reviews.
2. **Ask:** Who can recall what we learned from the lesson? Have pupils raise their hand to answer.
(Example answer: how to summarise details about a book read outside of class; how to give your opinion of a book you read)
3. **Say:** Today, we are going to apply our knowledge of essay writing to writing a book review.

Introduction to the New Material (10 minutes)

1. **Ask:** When you write an essay what do you need to include? (Example answer: title, information organised into paragraphs, an introduction and conclusion)
2. **Say:** When you write a book review you need to include many of the same components.
3. **Say:** When you summarise a book, you are highlighting the main points.
4. Point to the 'Features of a book review' on the board (see end of lesson plan).
5. Revise the features with pupils.
6. **Say:** Let's use the example book review on the board to revise these features.
7. Point to the example book review on the board (see end of lesson plan).
8. **Say:** In the first paragraph, write the following information:
 - a. title of the book
 - b. author's name and place of birth
 - c. publishers and date of publication
9. Read the first paragraph of the book review to pupils. Read slowly, clearly and with expression to make it interesting.
10. **Say:** In the second paragraph, summarise important details of the story. This means briefly write what the story is about.
11. Read the second paragraph of the book review on the board to pupils.
12. **Say:** In the third paragraph, write about how you feel towards a main character or about the story. Say whether you like or dislike the story.
13. Read the third paragraph of the book review on the board to pupils.

Guided Practice (8 minutes)

1. Ask pupils to copy the 'Features of a book review' and the example book review on the board into their exercise books.
2. Give them time to write.
3. As a class, identify the 7 features in the example book review on the board.

Independent Practice (12 minutes)

1. **Say:** Think about how you organise your writing in an essay. You are going to do the same thing with your book review. You must organise your ideas into paragraphs. A paragraph has a minimum of 3 sentences. Your book review should be at least 3 paragraphs long. You need an introduction and a conclusion.
2. **Say:** I want you to write your own book review. Choose a book that you have read outside of class, or a piece of writing that we have read together. Use the example on the board and the 7 features of a book review to help you.
3. **Say:** I know that you do not have all of the information in front of you. For example, without the book you cannot know the publisher or the date of publication. That is fine; leave that information blank. For example, the book was published by ___ in ____.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. After 8 minutes, ask pupils to work in pairs to share and compare their book review.

Closing (3 minutes)

1. **Ask:** What information must you include in a book review? (Answer: title of the book, author's name and nationality, publisher and date of publication, summary of the story, your feelings towards a main character or the story)
2. Ask pupils to finish their book review for homework.
3. **Say:** I advise you to continue reading extra books at home. This will help you to write a book review for the BECE exam.

[FEATURES OF A BOOK REVIEW]

1. title of the book
2. name of the author, poet or playwright
3. nationality of the author, poet or playwright
4. publisher
5. date of publication
6. contents/important details in the story
7. feelings or attitude towards a character or the story

[EXAMPLE BOOK REVIEW: HALF OF A YELLOW SUN BY CHIMAMANDA NGOZI ADICHIE]




'*Half of a Yellow Sun*' is a very interesting story written by Nigerian writer, Chimamanda Ngozi Adichie. It was first published in 2006 by Knopf. It has won many literary awards.

The novel takes place during the Biafran War in Nigeria during the late 1960s and the war is an important part of the story. The two main characters are twin sisters, Olanna and Kainene, daughters of a wealthy Igbo family. The story develops as the sisters fall in love with very different men. Olanna leaves her glamorous life in Lagos to follow Odenigbo, a university professor who is passionate about the revolution, while Richard, a young and shy Englishman, falls in love with

Kainene. The story looks at the relationships between the different characters and contrasts them with the life of Ugwu, Odenigbo's houseboy, who comes from a poor rural village.

I felt sorry for Olanna because she loved Odenigbo very much, but he was very selfish and expected her to give up everything for him. My favourite character was Kainene because she was strong and passionate about the things that mattered to her. I would recommend that people read this book.

Lesson Title: Question Tags	Theme: Grammar	
Lesson Number: L-09-143	Class/Level: JSS 3	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to improve their ability to add question tags to both positive and negative statements.</p>	 <p>Teaching Aids Sentences at the end of the lesson plan</p>	 <p>Preparation Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

- Say:** You have studied question tags, haven't you? I have taught you about question tags, haven't I? We have revised question tags together, haven't we?
- Ask:** What grammatical feature did I use in all of those questions? (Answer: question tags)
- Say:** In previous lessons, we discussed question tags and how to use them with negative and positive statements.
- Ask:** If the statement is positive, how is the question tag? Have pupils raise their hand to answer. (Answer: negative)
- Ask:** If the statement is negative, how is the question tag? (Answer: positive)
- Say:** Today, we will revise question tags and learn some new rules for using them with positive and negative statements.

Introduction to the New Material (14 minutes)

- Say:** In order to improve your ability in writing correct question tags for both simple positive and negative statements, you have to follow the following rules.
- Say:** Let's revise some rules for using question tags.
- Say:** Rule 1: When statements are without auxiliary verbs, the question tags are formed with the verb 'do'.
Examples:
 - Kemoh and Brima went hunting, didn't they?
 - Adama washes the clothes, doesn't she?
- Write the rule and examples on the board.
- Say:** Rule 2: Question tags for statements involving 'nobody' as subject always take 'they'.
Example:
 - Nobody in this class plays on the school team, do they?
- Write the rule and example on the board.
- Say:** Rule 3: 'I am' always has the tag 'aren't I?'
Example:
 - I am a great writer, aren't I?
- Write the rule and examples on the board.
- Say:** Rule 4: 'Used to' usually has the question tag 'did'.
Example:
 - Kema used to do her assignments well, didn't she?
- Write the rule and examples on the board.
- Say:** Rule 5: When 'let us' or 'let's' is used, the question tag is 'shall'.

Examples:

- a. Let's go now, shall we?
 - b. Let's keep our voices low, shall we?
12. Write the rule and examples on the board.
13. **Say:** Rule 6: When 'do' or 'don't' is used, the question tag should be 'will' or 'won't'.
- Example:
- Do be on time, won't you?
14. Write the rule and example on the board.
15. **Say:** Rule 7: When the pronoun 'there' is used, the subject of the question tag must also be 'there'.

Examples:

- a. There is no one in the house, is there?
 - b. There isn't much time left, is there?
16. Write the rule and examples on the board.
17. Ask pupils to copy all of the information on the board into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** I want you to copy the sentences into your exercise books and then with a partner, complete them using the correct question tags. You have 4 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
4. Check answers a class. (Answers: a. don't you b. do they c. aren't I d. didn't he e. shall we f. is there)

Independent Practice (11 minutes)

1. **Say:** Today we looked at 7 rules for using question tags correctly. I want you to write one example of your own for each of the rules. Use the rules and examples on the board to help you.
2. Give pupils 8 minutes to write their examples.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. Ask pupils to exchange their exercise books with a partner to share and compare their examples.
5. Invite different pupils to share examples with the class. Be sure to revise at least 1 example for each of the different rules.

Closing (2 minutes)




1. Ask pupils to name the 7 rules for using question tags that they learnt today. (Answers: see 'Introduction to the New Material')

[SENTENCES]

- a. You talk a lot in class, _____?
- b. Nobody likes failing English, _____?

- c. I am always busy, _____?
- d. Daddy used to be strict, _____?
- e. Let's get going, _____?
- f. There isn't any lesson today, _____?

Lesson Title: Revision of Comparative and Superlative Adjectives	Theme: Grammar	
Lesson Number: L-09-144	Class/Level: JSS 3	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. Write adjectives in the comparative and superlative degrees. 2. Differentiate between adjectives that add -er and -est from those that add 'more' and 'most' before them and those that change their forms for the comparative and superlative. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Table and answers at the end of the lesson plan 2. Sentences at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** Comparative or comparison comes from the verb 'compare'. It means to point the likeness or differences between 2 or more things or people. For example, if I say 'I am older than you, I am pointing out the difference in age between you and I. I am using the comparative degree of difference. If I say 'I am the oldest in the class', I am using the superlative degree of comparison because I am comparing myself to all of you in the class.
2. **Ask:** What is an adjective? Have pupils raise their hand to answer. (Answer: An adjective is a word that describes or modifies a noun. It tells us, for example, how a person or thing looks and it could tell us about their quality.)
3. **Say:** Comparative and superlative adjectives make comparisons between different nouns.
4. **Say:** Today we are going to revise comparative and superlative adjectives. We want to recall what we have already learnt as we prepare for the BECE.

Introduction to New Material (13 minutes)

1. **Say:** Previously, we concentrated on using the comparative degree and comparing two things or people. Today, we are going to concentrate on using the superlative degree, which compares more than two people or things.
2. **Say:** First, let's revise the comparison of adjectives. I am going to write 3 sentences on the board to show you how to compare people, using adjectives.
3. Write these sentences on the board:
 - a. Abraham is tall.
 - b. Abraham's father is taller.
 - c. Abraham's uncle is the tallest in the family.
4. **Say:** In sentence a, we are not comparing Abraham's height to anybody's height. In sentence b, we are comparing Abraham's height to his father's height. We are using the comparative form of the adjective 'tall', which is 'taller'. In sentence c, we are talking about the heights of 3 people: Abraham's height, his father's height and his grandfather's height. We compare the height of one of them to the other heights. Because 3 heights are being compared, we use the superlative form of the adjective 'tall', which is 'tallest'.

5. Write these definitions on the board:
 - The comparative form is used for comparing 2 people or things.
 - The superlative form is used for comparing one person or thing with every other member of a group.
6. Read the definitions to pupils.
7. Ask pupils to copy the definitions into their exercise books. Give them time to write.
8. **Say:** Let's revise how to form comparative and superlative adjectives.
9. **Say:** Adjectives with one syllable form their comparative and superlative comparisons with -er and -est. For example, the comparative and superlative forms of 'fast' are 'faster' and 'fastest'. The comparative and superlative forms of 'tall' are 'taller' and 'tallest'. For 'quick', the comparative and superlative forms are 'quicker' and 'quickest'.
10. **Say:** Remember a syllable is a unit of pronunciation. A syllable usually only has one vowel sound. For example, 'kind' has one syllable. Lovely (love – ly) has 2 syllables. Beautiful (beau – ti – ful) has 3 syllables.
11. **Say:** There are many adjectives that have 2 syllables that use -er or -est to form the comparative and superlative. Some examples are 'pretty', 'clever' and 'friendly'. Prettier, prettiest; cleverer, cleverest; friendlier, friendliest.
12. **Say:** However, there are other 2-syllable words that do not take -er or -est to form comparatives and superlatives. Some examples are 'gracious', 'helpful' and 'decent'. These words take 'more' or 'most' to form their comparatives and superlatives. For example, more gracious, most gracious; more helpful, most helpful; more decent, most decent.
13. **Say:** Words of 3 or more syllables like 'considerate' (con – sid – er – ate) and intelligent (in – tel – li – gent) always form their comparative and superlative by taking 'more' and 'most'. For example, more considerate, most considerate; more intelligent, most intelligent.
14. **Say:** Some adjectives do not follow any of the rules we have studied. These adjectives are irregular. These are: bad, worse, worst; good, better, best; little, less, least; much, more, most; far, further, furthest.
15. Write the irregular superlatives and comparatives on the board. Ask pupils to copy them into their exercise books.
16. **Say:** When you use comparative adjectives to compare 2 things or people, always use 'than'. 'Cats are more intelligent than dogs.' 'Abraham's father is older than Abraham.'

Guided Practice (7 minutes)

1. Point to the table on the board (see end of lesson plan).
2. Ask pupils to copy the table into their exercise books.
3. **Say:** We are now going to write adjectives in the comparative and superlative forms. We are going to fill the blanks after each adjective with its comparative and superlative forms.
4. **Say:** For words ending with -y, change 'y' to 'i' before the comparative and superlative ending – heavy, heavier, heaviest.
5. **Say:** Some words which end with 'g', 'f' or 'n' double that letter before taking a comparative and superlative ending – big, bigger, biggest; fat, fatter, fattest; thin, thinner, thinnest.
6. Do the exercise together as a class. (Answers: see end of lesson plan)
7. Ask pupils to copy the answers into their exercise books as you write them on the board.

Independent Practice (10 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** You are now going to work on your own. I want you to write the sentences using the correct form of the comparative and superlative adjective in the parentheses in your exercise books.
3. Give pupils time to write the sentences.
4. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
5. Check answers as a class. (Answers: a. less, less, healthier b. most handsome c. taller d. worse e. more patient f. more beautiful, more expensive g. best h. most disciplined i. better j. tallest, fastest, heaviest)

Closing (2 minutes)

1. **Say:** Juliana bought a cake. We liked it. Hannah bought a cake. We liked it more.
2. **Ask:** Who can use 'good' to compare the cakes? Listen to pupils' answers. (Answer: Hannah's cake was better than Juliana's cake.)
3. **Say:** Finda, Bintu and Jeneba went for a beauty contest. Jeneba came first, Bintu second and Finda third.
4. **Ask:** Who can complete this sentence for me? Finda is beautiful, Bintu is more beautiful, Jeneba is the _____ of the 3. (Answer: most beautiful)

[TABLE]

Adjective	Comparative	Superlative
worrisome		
thin		
funny		
bad		
thoughtful		
far		
poor		
delicious		

[ANSWERS]




Adjective	Comparative	Superlative
worrisome	more worrisome	most worrisome
thin	thinner	thinnest
funny	funnier	funniest
bad	worse	worst
thoughtful	more thoughtful	most thoughtful
far	further	furthest
poor	poorer	poorest

delicious	more delicious	most delicious
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[SENTENCES]

- a. Drink (little) coffee and (little) alcohol if you want to become (healthy).
- b. Sandy is the (handsome) boy I have ever met.
- c. Bangura is the (tall) of the 2 boys.
- d. Is your cold (bad) than mine?
- e. Who is (patient), Alfred or John?
- f. This diamond is (beautiful) and (expensive) than mine.
- g. We like all of this furniture. Send us the (good) one.
- h. Of all the soldiers, who is the (disciplined)?
- i. Do you think this drink is (good) than Pepsi?
- j. Ibrahim is the (tall), (fast) and (heavy) boy in the class.

Lesson Title: Reading Comprehension	Theme: Reading	
Lesson Number: L-09-145	Class/Level: JSS 3	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. Demonstrate understanding of the passage by answering questions on the subject matter and use of words. 2. Identify the part of speech that some words in the passage belong to. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Passage at the end of the lesson plan 2. Questions at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the passage at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** In life, every educated person should be able to read and understand whatever they read.
2. **Say:** We have been learning new reading comprehension techniques and skills this year.
3. **Ask:** Who can tell us some ways we can improve on our reading skills? Have pupils raise their hand to answer. (Example answers: learn new words and add them to our vocabulary; summarise the main ideas in a text)
4. **Say:** In today's lesson we are going to practise answering question on a reading comprehension passage and revise the parts of speech in a passage.

Introduction to the New Material (15 minutes)

1. **Say:** In our lesson today, we are going to focus on reading comprehension.
2. **Say:** We are going to pay close attention to the subject matter – what the passage is about. We are also going to look at the meaning of the words in the passage and their grammatical functions in the passage or the work these words do in the reading passage.
3. Point to the passage on the board (see end of lesson plan).
4. **Say:** I am going to read the passage to you. I want you to listen and follow along.
5. Read the passage to pupils. Read with the correct pronunciation, stress and intonation.
6. **Say:** Now I want you to look at the passage on the board. Skim the passage. Remember, to skim is to do a quick read so that you can get a general idea of what the passage is about.
7. Give pupils a minute to skim the passage.
8. **Ask:** What is the passage about? Who can give us a one- or 2-sentence summary? Listen to pupils' answers.
9. Write a summary on the board. (Example: The passage is about how the writer feels when he is at sea, returning to Sierra Leone. He describes what he sees and his admiration for the beauty of the land.)
10. **Say:** Now I want you to look at the questions on the board (see end of lesson plan).
11. Revise the questions with pupils.
12. **Say:** The questions are all 'Wh-' questions. Remember, questions beginning with 'how' are also considered Wh- questions.
13. **Say:** Scan the passage to answer the questions. Remember, when you scan you look for specific information and do not try to understand the passage as a whole. In this case, I am asking you to look quickly for the answers to the questions.

14. Give pupils a minute to scan the passage for the answers to the questions.
15. Check answers as a class. (Answers: 1. on a ship travelling back to Sierra Leone. 2. It is restorative. 3. the mountains. 4. a steamer)
16. **Say:** Now I want to ask you some questions that require you to think about the passage a bit more and give a reason for your answer.
17. Read the questions below to pupils. Have them raise their hand to answer. (Answers: see below in parentheses)
 - a. Was the speaker approaching Freetown by boat for the first time? (Answer: No – he says on his ‘last visit’, which suggests he had made the trip before. He also says ‘always’ when he talks about trip. This means he has made the trip multiple times.)
 - b. Do you think the speaker is Sierra Leonean or a visitor? (Example answers: Sierra Leonean, because he says it is a ‘return journey’, which means he is returning home.)

Guided Practice (9 minutes)

1. **Say:** Now let’s explore some of the vocabulary in the passage.
2. Write these words on the board:
 - peninsula
 - charm
 - utmost
 - brilliancy
3. Ask pupils to work in pairs. **Say:** With your partner, discuss the meanings of the words on the board. Remember to look at the words around them in the passage. Other words in a sentence can give you clues and help you infer the meaning of new words and phrases.
4. Give pupils 3 minutes to discuss the new words.
5. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
6. Check answers as a class. (Answers: see below)
 - peninsula – an area of land that is almost surrounded by water but is joined to a larger piece of land
 - charm – pleasing or attractive to the eye
 - utmost – maximum, to the fullest
 - brilliancy – brightness, radiance
7. **Say:** Now I am going to explain the meaning of some expressions as they are used in the passage.
8. **Say:** Loom of the land: ‘Loom’ means to appear in the distance.
9. Write the definition and example on the board.
10. **Say:** To the speaker and the other passengers who were anxious to see the ‘loom of the land’ after being at sea for long; it seemed as if they could finally see an outline of land.
11. Write the definition and example on the board.
12. **Say:** Fresh admiration: ‘Fresh’ means new. The speaker feels like he gets a fresh appreciation for the beauty of Sierra Leone every time he approaches it from the sea on a return trip.
13. Write the definition and example on the board.
14. **Say:** Each word in the passage belongs to a particular part of speech. For example, in the first paragraph, there is a phrase, ‘tropical heat’.

15. **Say:** 'Tropical' is an adjective because it is describing another word, 'heat' which is acting as a noun.
16. **Say:** Let's look at another example of word function in the second paragraph, 'those who are scanning the horizon'.
17. **Say:** 'Are scanning' is a verb. It tells of an action in the present continuous tense.
18. **Say:** There are 4 verbs in that same sentence. Who can identify them? As soon as you see one, put up your hand.
19. **Ask:** What are the verbs? (Answer: see, receive, take, be)
20. Write the 4 verbs on the board.

Independent Practice (7 minutes)

1. **Ask:** What are the 8 parts of speech? (Answer: noun, pronoun, adjective, verb, adverb, conjunction, preposition, interjection)
2. **Say:** Look at the passage on the board. I want you to identify one example of each part of speech in the passage. There are many examples to choose from, but you only need to write down one.
3. Give pupils 3 minutes to find an example of each part of speech.
4. Go through all 8 parts of speech. Have pupils raise their hand to share the examples they found in the passage. Write some examples on the board. (Example answers: see below)
 - a. noun – peninsula, Sierra Leone
 - b. pronoun – I, its
 - c. adjective – fresh, natural
 - d. verb – have approached, appealed
 - e. adverb – often, eagerly
 - f. conjunction – but, and
 - g. preposition – on, of
 - h. interjection – Oh my!

Closing (1 minute)

1. Ask pupils what reading comprehension skills they revised this lesson. (Answer: skimming, scanning, Wh- questions, vocabulary and identifying parts of speech)

[READING PASSAGE]

Oh my! I have often approached the peninsula of Sierra Leone on a return journey, and never without fresh admiration for its natural beauties. The charm of the land appealed to me more than ever on my last visit, when as it happened to be at the height of 'the dries', when everything was at its utmost brilliancy. The heat was intense, but to me that tropical heat acts as a restorative, although for many others it has quite an opposite effect.

After several days on the open seas, I eagerly look for the mountains of Sierra Leone. When those who are scanning the horizon finally see them, they receive the impression of what they take to be 'the loom of the land'.




Gradually the impression becomes a certainty; minute-by-minute the scene develops, and the distant mountains become faintly visible, rapidly gaining distinctiveness.

After a while the lighthouse on Cape Sierra Leone appears, towards which the steamer makes a beeline.

[QUESTIONS]

1. Where is the speaker?
2. How does he feel about the tropical heat of 'the dries'?
3. What does he look for as he approaches Sierra Leone?
4. What type of a ship is he on?

Lesson Title: Adverbs	Theme: Grammar	
Lesson Number: L-09-146	Class/Level: JSS 3	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. Recognise the functions of adverbs in sentences. 2. Use adverbs in sentences. 3. Differentiate between adverbs and adjectives. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. 'Differences between adjectives and adverbs' at the end of the lesson plan 2. Sentences at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the 'Differences between adjectives and adverbs' at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Say:** We have been revising the different parts of speech.
2. **Say:** Today, we are going to focus on one particular part of speech. We will revise adverbs.
3. **Ask:** What is an adverb? Have pupils raise their hand to answer. (Answer: An adverb is a word that modifies or tells us more about adjectives, verbs or various other types of words.)

Introduction to the New Material (15 minutes)

1. **Say:** Adverbs make the meaning of the words they describe more specific. Adverbs therefore modify or describe these words.
2. Write these sentences on the board:
 - We walked slowly.
 - Isaiah looked around for his bag.
 - We always go to church on Sunday.
3. Ask pupils to identify the adverbs in the 3 sentences. (Answers: slowly, around, always)
4. **Say:** Previously, we discussed 3 types of adverbs: adverbs of time, adverbs of place and adverbs of manner.
5. **Say:** Adverbs of manner tell us how something happens. For example, 'We walked slowly'. 'Slowly' describes how we walked.
6. **Say:** Adverbs of place tell us where an action takes place. For example, 'Isaiah looked around for his bag'. 'Around' describes where Isaiah looked.
7. **Say:** Adverbs of time tell us about the time or when something happens. For example, 'We always go to church on Sunday'. 'Always' describes when we go to church.
8. Write the definition for the 3 types of adverbs on the board.
9. **Say:** Now, we will look at another part of speech: adjectives.
10. **Ask:** What are adjectives? (Answer: Adjectives are words that describe or modify nouns and pronouns.)
11. **Say:** Adjectives give details about the words they modify. They can tell what kind.
Examples: red house, blue sky, angry man
12. **Say:** They can tell how many.
Example: Many people, few children, 2 apples
13. **Say:** They can tell which one/which ones.
Examples: this book, that woman, those pupils
14. Write the definitions and examples on the board.

15. **Say:** We must not mix up adverbs and adjectives. They both describe or modify words, but they modify different kinds of words.
16. **Say:** Adverbs modify verbs, adjectives and other adverbs. Adjectives only modify nouns and pronouns.
17. Point to the 'Differences between adjectives and adverbs' on the board (see end of lesson plan).
18. **Say:** Let's look at some examples of adverbs and adjectives side by side.
19. Revise the differences with pupils.
20. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (8 minutes)

1. **Say:** Think of two nouns. For example, 'a boy' and 'a girl'.
2. Write the nouns on the board.
3. **Say:** Use an adjective to describe each of the two nouns. For example, 'a tall boy' and 'a beautiful girl'.
4. Add the adjectives to the nouns on the board.
5. **Say:** Now, I am going to write a verb for each noun. For example, 'A tall boy walks.' 'A beautiful girl sings.'
6. Add the verbs to the nouns and adjectives on the board.
7. **Say:** Next, I am adding an adverb to describe the verb. For example, 'A tall boy walks briskly.' 'A beautiful girl sings sweetly.'
8. Write the complete sentences on the board.
9. **Say:** In these examples, we practised using adverbs and adjectives with verbs and nouns.
10. **Say:** We can see how adverbs and adjectives modify different kinds of words in a sentence.
11. **Say:** Now I want you to do what we just did as a class on your own.
12. **Say:** Write a noun. Then write an adjective to describe the noun. Now write a verb to tell us what the noun is doing. Finally at an adverb to describe the verb.
13. Give pupils a minute to write their sentences.
14. Invite different pupils to share their sentence with the class. Correct mistakes if you hear them.

Independent Practice (7 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. **Say:** I want you to identify the adverbs and adjectives in the sentences on the board. Underline them. Then draw an arrow to show which word each modifies. You have 5 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After 5 minutes, check answers as a class. (Answers: see below)
 - a. This old car makes me spend a lot. (Answer: adjective 'old' describes noun 'car'; adverb 'a lot' describes verb 'spend')
 - b. Our dog barked eagerly. (Answer: adjective 'our' describes noun 'dog'; adverb 'eagerly' describes verb 'barked'.)
 - c. Father came home very early. (Answer: adverb 'early' describes noun 'came'; adverb 'very' describes adverb 'early')
 - d. Mother looked terribly tired. (Answer: adverb 'tired' describes verb 'looked'; adverb 'terribly' describes adverb 'tired'.)

Closing (3 minutes)

1. **Ask:** What is the difference between adjectives and adverbs? (Answer: Adverbs modify verbs, adjectives and other adverbs. Adjectives only modify nouns and pronouns.)
2. **Ask:** What 3 types of adverbs have we studied? (Answer: adverbs of place, adverbs of time and adverbs of manner)
3. Encourage pupils to concentrate on their work so that they will be able to differentiate adverbs and adjectives in sentences.
4. **Say:** Make sure you revise adjectives and adverbs. They make your writing more interesting and you will need to know them for BECE.




[DIFFERENCES BETWEEN ADJECTIVES AND ADVERBS]

<u>Adverbs</u>	<u>Adjectives</u>
a. We walked slowly. verb adv Adverb modifying verb	a. a red house adj noun Adjective of quality
b. A fairly clear day. adv adj Adverb modifying adjective	b. many people adj noun Adjective of quantity
c. He ran extremely fast. adv adv Adverb modifying another adverb.	c. this book adj noun Demonstrative adjective

[SENTENCES]

- a. This old car makes me spend a lot.
- b. Our dog barked eagerly.
- c. Father came home very early.
- d. Mother looked terribly tired.

Lesson Title: Avoiding Double Negatives	Theme: Grammar	
Lesson Number: L-09-147	Class/Level: JSS 3	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 correct double negatives. 2. Write letters and essays without double negatives. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. List of negatives and positives at the end of the lesson plan 2. Sentences at the end of the lesson plan 3. Letter at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the list of negatives and positives at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board. 3. Write the letter at the end of the lesson plan on the board.
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Opening (4 minutes)

1. Read the following sentences to pupils:
 - a. I don't know nothing about computers.
 - b. She isn't unhappy.
 - c. They don't regret not going to Accra.
 - d. I can't find my keys nowhere.
2. **Ask:** What is wrong with all of the sentences I just read? Have pupils raise their hand to answer. (Answer: double negative)
3. **Ask:** What are double negatives? (Answer: 2 negatives used together in a sentence)
4. **Ask:** Who remembers what we can do to avoid double negatives? (Answer: You change one negative to its positive form.)
5. **Say:** Today, we are going to learn about double negatives and how to write letters and essays without them.

Introduction to the New Material (13 minutes)

1. Write the definition of double negative on the board.
 - Double negative: A phrase or sentence in which there are 2 negative words or their compounds. For example: no, not, never or none.
 - Double negatives create confusion or double meanings in a sentence.
2. **Say:** When you write a sentence containing 2 negatives, the 2 negatives make your sentence mean the opposite of what you are saying.
3. **Say:** When we use negatives they are often shortened into contractions. We do this in both spoken and written English.
4. Write the following negatives and their contracted forms on the board. Revise the contractions with pupils.

will not – won't	is not – isn't	do not – don't
have not – haven't	was not – wasn't	did not – didn't
could not – couldn't	were not – weren't	cannot – can't
5. Write these examples on the board. Read the examples to pupils.
 - a. We have not done nothing wrong. (not contracted)
 - b. We haven't done nothing wrong. (contracted)
 - c. They were not nowhere near the accident. (not contracted)

- d. They weren't nowhere near the accident. (contracted)
6. Point to the underlined double negatives. **Say:** All of these sentences are incorrect; they all have double negatives. Let's correct them.
7. **Say:** We need to change the second negative in each sentence to a positive correct them.
8. Have pupils help to correct the sentences, then write the sentences correctly on the board.
 - a. We have not done anything wrong.
 - b. We haven't done anything wrong.
 - c. They were not anywhere near the accident.
 - d. They weren't anywhere near the accident.
9. **Say:** Each negative has its affirmative or positive forms. When sentences have double negatives we can replace one of the negatives with a positive to make the sentence correct.
10. Point to the negatives and their positive forms on the board (see end of lesson plan).
11. Revise the negatives and positives with pupils.
12. Ask pupils to copy the information into their exercise books. Give them time to write.

Guided Practice (6 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to work in pairs. **Say:** I want you to write the sentences correctly in your exercise books. Remember we want to avoid double negatives.
3. Give pupils 4 minutes to write the sentences correctly.
4. Check answers as a class. (Answers: a. I didn't see anything. b. The police can't find any stolen bicycles. c. She never goes with anybody. d. You can't see anyone in this crowd. e. The bird couldn't sing anymore.)
5. Write the correct answers on the board.
6. Ask pupils to correct any mistake they made in their exercise books.

Independent Practice (10 minutes)

1. Point to the letter on the board (see end of lesson plan).
2. Read the letter to pupils.
3. **Say:** This letter has mistakes. The writer has used double negatives. I want you to rewrite the letter in your exercise books, avoiding the double negatives. You have 5 minutes.
4. Give pupils 5 minutes to write the sentences correctly.
5. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
6. Invite different pupils to read the letter with the corrections they made. Correct mistakes if you hear them.
7. Make corrections to the letter on the board. (Example answers: have not had no electricity – have not had any electricity; have not never had a lack of electricity – have never had a lack of electricity; cannot find no place – cannot find any place; will not allow no more pupils – will not allow any)
8. Ask pupils to make corrections in their exercise books.

Closing (2 minutes)

1. **Ask:** What are double negatives? (Answer: 2 negatives used together in a sentence)

2. **Ask:** What can we do to avoid double negatives? (Answer: You change one negative to its positive form.)

[NEGATIVES AND POSITIVES]

<u>Negatives</u>	<u>Affirmatives/Positives</u>
never	ever, always
nothing	something, anything
nowhere	somewhere, anywhere
nobody	somebody, anybody
neither	either

[SENTENCES]

- a. I didn't see nothing.
- b. The police can't find no stolen bicycles.
- c. She never goes with nobody.
- d. You can't see no one in this crowd.
- e. The bird couldn't sing no more.

[FORMAL LETTER]

10 John Street,
Lunsar
12 November, 2016.

The Principal
Children of Hope Junior Secondary School
Lunsar.

Dear Madam,

Lack of Electricity at Children of Hope Junior Secondary School

I am writing to complain about the lack of electricity at our school. We have not had no electricity for 3 weeks now. We have not never had a lack of electricity for such a long period of time.




We, the pupils, cannot find no place to go to revise for exams in the evenings. The library has solar, but the librarian will not allow no more pupils after classes.

We need your help if we are to be successful. We look forward to your positive response.

Yours faithfully,
(Signature)

Claudette Kuyembah
Class Prefect JSS 3.

Lesson Title: Prepositions	Theme: Grammar	
Lesson Number: L-09-148	Class/Level: JSS 3	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. Tell the functions of prepositions in sentences. 2. Identify the types of prepositions. 3. Use prepositions in sentences. 	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Sentences at the end of the lesson plan 2. Passage at the end of the lesson plan 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the sentences at the end of the lesson plan on the board. 2. Write the passage at the end of the lesson plan on the board.
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Opening (3 minutes)

1. **Say:** In a previous lesson, you learned about prepositions.
2. **Ask:** What is a preposition? Have pupils raise their hand to answer. (Answer: A preposition helps a reader or listener understand the relationship of one word to another.)
3. **Ask:** What are some examples of prepositions you have learned? Listen to pupils' answers. (Example answers: about, after, against, between, by, to, toward, under, below, beside, around, among, near, before)
4. **Say:** Today, we will learn more about prepositions.

Introduction to the New Material (12 minutes)

1. **Say:** It is important to learn about prepositions because they help to connect parts of a sentence. They also help to specify relationships between connected parts in a sentence.
2. **Say:** Some examples of prepositions are: across, beside, off, under, after, by, on, up, among, down, since, without, at, inside, behind, toward(s).
3. **Say:** Examples of their use in sentences are:
 - She had a fight at home.
 - They will eat the cake after the wedding.
4. Write the definition and examples on the board.
5. **Say:** Prepositions perform different functions when used in a sentence. For instance, there is a difference in the following sentences: I saw Rashid in March. I saw Rashid in Bo.
6. **Say:** In the first example, the preposition 'in' is used to say when I saw Rashid. In the second example, 'in' is used to say where I saw Rashid.
7. **Say:** Let's look at some different types of prepositions.
8. **Say:** Prepositions of direction usually function to indicate a movement from one place to another. Examples of prepositions of direction are: from, into, out, to, towards, through. Example: James ran to the house.
9. **Say:** This preposition indicates the direction James is moving to.
10. Write the definition and examples on the board.
11. **Say:** Prepositions indicate the position of something or the place of an activity. Examples of prepositions of position are: above, at, behind, below, beside, in, inside, in front of. Examples:
 - a. Mohamed is hiding behind the tree.

- b. That book was found under the bed.
12. Write the definition and examples on the board.
13. **Say:** Prepositions of time answer the questions ‘when’ or ‘how long’. Examples of prepositions of time are: at, between, during, from, throughout.
Examples:
 - a. It rained heavily throughout February.
 - b. During the night, thieves stole his bicycle.
14. Write the definition and examples on the board.
15. Ask pupils to copy the information on the board into their exercise books. Give them time to write.

Guided Practice (5 minutes)

1. Point to the sentences on the board (see end of lesson plan).
2. Ask pupils to copy the sentences into their exercise books. Give them time to write.
3. **Say:** Let’s do the first one together.
4. Read the sentence to pupils: We shall go ____ Bo tomorrow.
5. **Say:** This sentence needs a preposition of direction. ‘We shall go to Bo tomorrow.’
6. Ask pupils to work in pairs. **Say:** Work with your partner; fill in the blanks with the correct preposition to complete the sentences.
7. Move around the classroom to make sure pupils understand and are doing the task. Help struggling pupils.
8. Check answers as a class. (Example answers: a. to b. in c. of d. in e. on f. for)
9. Note: Some of the sentences have more than one possible answer. There are more possible answers than those given as example answers.

Independent Practice (12 minutes)

1. Point to the passage on the board (see end of lesson plan).
2. Read the passage on the board. Ask pupils to listen and follow along.
3. **Say:** Identify the prepositions in the passage in your exercise books. You have 2 minutes.
4. After 2 minutes, check answers as a class. (Answers: at, along, from, to, out, inside, to, inside)
5. **Say:** Now that we have identified the different types of prepositions and identified prepositions in sentences, it is time to write our own sentences.
6. **Say:** We studied 3 types of prepositions – prepositions of position, prepositions of direction and prepositions of time. I want you to write 2 example sentences for each type of preposition. That is 6 sentences in total. Use the information on the board to help you. You have 6 minutes.
7. Give pupils time to write their sentences.
8. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
9. Ask pupils to exchange their exercise books with a partner to share and compare their sentences.
10. Invite different pupils to share their examples with the class. Write some pupils’ examples on the board.

Closing (3 minutes)

1. **Ask:** What are the 3 types of prepositions we studied today? (Answer: prepositions of position, prepositions of direction, prepositions of time)
2. **Ask:** What do prepositions of time do? (Answer: indicate 'when' or 'how long')
3. **Ask:** What do prepositions of position do? (Answer: indicate the position of something or the place of an activity)
4. **Ask:** What do prepositions of direction do? (Answer: indicate a movement from one place to another)




[SENTENCES]

- a. We shall go _____ Bo tomorrow.
- b. They should arrive _____ Makeni next week.
- c. The children are aware _____ the danger.
- d. We will start the party _____ the evening.
- e. There is a big stone _____ the barrel.
- f. These people have not eaten anything _____ a week.

[PASSAGE]

'It's your lucky day, Patrick', said his friend Amidu, who was there at the time. This is what happened. Patrick was walking along the road from home to town. A car drove past and a paper bag slipped out of the car. Patrick found a small envelope inside the paper bag. He opened the envelope and found money inside it!

Lesson Title: Revision of the Formal Letter	Theme: Writing	
Lesson Number: L-09-149	Class/Level: JSS 3	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. Compare and contrast the features that make a formal letter different from informal and semi-formal letters. 2. Name the category of people to whom formal letters are written. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (5 minutes)

1. **Say:** We have come to a critical point in the year. We have had the opportunity to write several different letters.
2. **Ask:** Who can you write letters to? (Example answers: family, friends, relatives, government officials)
3. **Ask:** Why do we write letters? (Example answers: to share information; to find out information; to lodge a formal complaint)
4. **Say:** Letters written to principals, councilors, community representatives or ministers are formal letters.
5. **Say:** Letters written to older family members and older friends are semi-formal letters.
6. **Say:** Letters written to our friends, people of the same age group, are informal letters.
7. **Say:** Today, we are going to learn the features that make formal letters different from semi-formal and informal letters.

Introduction to the New Material (10 minutes)

1. **Say:** In BECE you are always asked to write letters – formal, semi-formal or informal letters.
2. **Say:** Formal letters have different features from semi-formal and informal letters.
3. **Say:** Formal letters have the following features:
 - sender's address
 - date
 - recipient's address (to whom you are writing)
 - salutation (Dear Sir, or Dear Madam, with a comma after it)
 - heading, subject or title of the letter – underlined, if not all in upper case letters
 - body paragraphs
 - subscription: 'Yours faithfully', signature of writer, full name of writer
4. Write the features on the board.
5. **Say:** Semi-formal and informal letters have the following features:
 - senders' address
 - date
 - salutation (Examples: 'Dear Mum,' 'Dear Papa,' 'Dear Aunty,' 'Dear Uncle,')
 - body paragraphs

- subscription: ‘Your son,’ ‘Your daughter,’ ‘Your nephew,’ ‘Yours sincerely,’ and first name of writer
6. Write the features on the board.
 7. **Say:** In formal letters you do not use pleasantries. For example, you do not say, ‘How are you doing?’ or ‘I hope you are fine’.
 8. **Say:** In semi-formal and informal letters, you can use pleasantries.
 9. **Say:** In formal letters and semi-formal letters, you do not use slang words or any informal expressions. In informal letters, you can use slang words, but it should not be overdone.
 10. **Say:** In formal letters, there should be no contractions. Informal letters and semi-formal letters allow contractions. Examples of contractions are: I’m, I’ve, I’ll and don’t.
 11. **Say:** In formal letters, the language should be formal and sentences should be varied; a long sentence should be followed by a short one.

Guided Practice (10 minutes)

1. Write the following examples on the board. Ask pupils to copy the examples into their exercise books.

10A Malta Street,
Freetown.
24th October, 2016.

The Chairman,
Freetown City Council,
Freetown.

Dear Sir,

Letter of Complaint

Yours faithfully,
Michael A. Bundor
Students’ Association.

2. **Say:** I wrote an example with the features of a formal letter on the board. Now I want you to write an example with the features of a non-formal and semi-formal letter in your exercise books. You have 4 minutes.
3. Move around the classroom to make sure pupils understand and are doing the task. If pupils are struggling, invite them to work in pairs.
4. After pupils have finished writing, invite 2 volunteers to come to the front and write their examples on the board.
5. Clap for them.
6. Ask the rest of the class if they did the task correctly. Make any corrections needed.
7. Tell pupils to check their own work with the examples on the board. If they made mistakes they should make the corrections now.




Independent Practice (7 minutes)

1. **Say:** Imagine you have been given these 2 questions on BECE.
 - Write a letter to your community representative telling the representative about 3 development programmes you need in your community.
 - Write a letter to your father telling him 3 things that the family needs urgently.
2. **Ask:** What type of letter is the first letter? (Answer: formal) **Ask:** Why? (Answer: A community representative is a formal position. You are writing about a formal issue.)
3. **Ask:** What type of letter is the second letter? (Answer: semi-formal) **Ask:** Why? (Answer: Your father is a family member who is older than you.)
4. **Ask:** Which letter has 2 addresses? (Answer: formal letter)
5. **Ask:** What are the 2 addresses in the letter? (Answer: sender and receiver)
6. **Ask:** Why do you write both addresses? (Answer: because it is a feature of a formal letter)
7. Ask pupils to identify 3 points to include in each of the 2 letters and write the points in their exercise books.
8. Ask pupils to work in pairs to share and compare the points they wrote down.

Closing (3 minutes)

1. **Ask:** What is the difference between formal, informal and semi-formal letters? (Example answers: Formal letters have 2 addresses. Formal letters have a heading. You sign formal letters with both names. Informal letters use slang and jargon. Informal and semi-formal letters use contractions.)
2. **Ask:** Whom are formal letters written to? (Example answer: principals, councilors, community representatives or ministers)
3. **Say:** Tomorrow, you will learn how to build paragraphs for formal letters.

Lesson Title: Revision of the Formal Letter	Theme: Writing	
Lesson Number: L-09-150	Class/Level: JSS 3	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. Build paragraphs for a formal letter. 2. Write a formal letter. 	 <p>Teaching Aids None</p>	 <p>Preparation None</p>
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Opening (4 minutes)

1. **Say:** You have revised the differences between formal, semi-formal and informal letters. In our last lesson, we focused on the features of a formal letter.
2. **Ask:** Who can state 2 main differences between writing formal letters and semi-formal or informal letters? Have pupils raise their hand to answer. (Example answers: In formal letters, the language is very formal. You do not use contractions. There are 2 addresses. There is a heading to the letter.)
3. **Ask:** What type of language do people use in writing formal letters and semi-formal or informal letters? (Answer: In semi-formal or informal letters, the language is relaxed and chatty. You can use contractions. Formal letters use formal language.)
4. **Say:** Today, you will revise building paragraphs in formal letters and write a formal letter.

Introduction to the New Material (10 minutes)

1. **Say:** Imagine you were given this question in your BECE to write on: Write a letter to your councillor about the poor condition of the roads in your area, and suggest at least 2 ways of solving these problems.
2. **Say:** Let's write the outline for writing this letter.
3. Write the examples on the board as you discuss them.
4. **Say:** Write the writer's address. This must be written at the top right-hand corner of the paper

10A Malta Street,
Freetown
26th October, 2016.

5. **Say:** Write the recipient's address. It must be written on the left side of the paper below the writers' address.
Councillor,
Waterloo Community,
Waterloo,
Freetown.
6. **Say:** Write the salutation. This must come below the recipient's address.
Dear Sir,
Dear Madam,

7. Write the heading or subject to the letter. This should be underlined if is not written in block letters.

Poor Roads in Waterloo

POOR ROADS IN WATERLOO

8. **Say:** Write the introduction: You should go straight to the point and state what has prompted you to write the letter. This should be in the first paragraph.

I am writing you this letter to discuss the poor state of the roads in Waterloo.

9. **Say:** In the following paragraphs, there are parts.
10. **Say:** First, the seriousness of the problem and its effects on people in the area. You want the councillor to know the seriousness of the problem in your area and the effects of the problem on the people who live there.
11. **Say:** The second part is suggesting at least 2 ways of solving the problem.
12. **Say:** In the final paragraph, you have the conclusion. You appeal to the councillor to use his/her good offices to solve the problem.
13. **Say:** Write the subscription. This should be 'Yours faithfully,' the signature of the writer and the full name of the writer as well as his or her position, if there is one.

Yours faithfully,
Michael A. Bundor
Concerned Citizen's Group.

14. **Say:** The language should be formal. Do not use slang words or contractions.

Guided Practice (5 minutes)

1. **Say:** Let's imagine that you were given this letter: Write a letter to the Principal of your school discussing 3 areas in the school that need serious attention.
2. **Ask:** What type of letter is this? (Answer: formal letter)
3. **Say:** Let us identify an area in the school that needs serious attention. For example, provision of desks and chairs or a well-planned football pitch.
4. Ask pupils to state the other areas that need serious attention. While they state the points, write the points on the board.
5. Ask pupils to copy the suggestions on the board into their exercise books.
6. **Say:** Select 3 of the problems on the board. You will address them in your letter.

Independent Practice (15 minutes)

1. **Say:** We have revised how to write the paragraphs of a formal letter and identified different ideas to include in a formal letter to your Principal about areas that need improvement in the school.
2. **Say:** Now it is time for you to write a formal letter to the Principal.
3. **Say:** Write the sender's address, recipient's address, date, salutation and heading or title.
4. Give pupils 3 minutes to write the information.

5. **Say:** Write the introductory paragraph. Identify the 3 problems that you would like the Principal to address.
6. Give pupils 3 minutes to write the first paragraph.
7. **Say:** Write the second paragraph. Explain the problems and offer possible solutions. You must include at least 2 possible solutions.
8. Give pupils 4 minutes to write the second paragraph.
9. **Say:** Write the last paragraph. Thank the Principal for reading your letter and appeal to the Principal to solve the problem.
10. Give pupils 3 minutes to write the last paragraph.
11. Write the subscript. Sign the letter, 'Yours faithfully,' then write your name and position if you have one.

Closing (1 minute)

1. **Say:** Thank you for all of your hard work. Study hard and revise well so that you can get a good result at BECE.
2. **Say:** For homework, complete the formal letter to your Principal.

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